

Topic: ICC Board of Trustees Meeting

Time: Mar 15, 2021 07:00 PM Central Time (US and Canada)

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BOARD OF TRUSTEES REGULAR MEETING

Via Zoom – 7:00 p.m.

March 15, 2021

AGENDA

I. ROUTINE

- A. Call to Order
- B. Approval of Agenda Action
- C. 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.
- D. 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.
- E. Approval of February 6th and 13th Special Meetings and February 22, 2021 Meeting Minutes Action

II. INSTITUTIONAL OPERATIONS

- A. Faculty Senate – Bridget Carson Report
- B. KACCT Update Report
- C. Financial Report/Allow Payables Action
- D. Personnel Report (acknowledge receipt) Action
- E. Grant Progress (acknowledge receipt) Action
- F. Remodel Student Union Anchor (Lower Level) for Veteran Student Success Center Action
- G. 2020-2021 Athletic Bus Travel Action
- H. Notice of Non-renewals Action
- I. President's Update Report
 - Athletics Department Update
 - Student Affairs/Student Life Update
 - Fab Lab Update
 - Inge Update
 - Annual Program Reviews for Reference Only/Require No Action

Pre-Psychology	Administrative Office Management
Veterinary Nursing	Cosmetology
Engineering, Math, and Physical Science	Accounting
General Studies	Emergency Medical Service (EMS)
AA/AS Liberal Studies	Emergency Medical Technician (AEMT)
Theatre	Computer Information Technology
Fab Force/Small Business Management	English Language and Literature
English	Developmental Math
Elementary Education	Business Administration
Web Design and Development	Biology

III. EXECUTIVE SESSION – Non-elected Personnel.

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)* through the Zoom link. Those invited to attend are: *(list attendees)*.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations.

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 through the Zoom link at *(insert time)*. Those invited to attend are: *(list attendees)*.

V. ADJOURN

Action

PUBLIC PARTICIPATION AT BOARD MEETING

Items on the Agenda

Members of the public wishing to appear before the Board concerning an item which is on the agenda must submit the item through the webinar link provided. There are three opportunities for public comment during regular meetings.

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

Second, prior to each Board vote, the public will be invited to speak directly to the issue being voted upon.

Third, any member of the public may make a lengthier presentation on agenda items, provided that a request for such a presentation is made in writing in advance of the meeting. Permission to make such presentations, and their length, is at the discretion of the Board Chair.

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 Subjects: 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)* 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)* 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)* through the Zoom link. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Attorney/Client Privilege.

Sample Subjects: 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)* through the Zoom link. Those invited to attend are: *(list attendees)*.

**INDEPENDENCE COMMUNITY COLLEGE
BOARD OF TRUSTEES SPECIAL MEETING
Center for Innovation and Entrepreneurship (Fab Lab)
February 6, 2021**

MINUTES

Members Present

Cynthia Sherwood
Ashley Osburn
Norman Chambers
Val DeFever
Kevin Brannum
John Eubanks

Others Present

Dr. Kimberly Long

I. ROUTINE

- A. Call to Order – Cynthia Sherwood called the meeting to order at 9:20 a.m.
- B. Approval of Agenda – Ashley Osburn moved to approve the agenda. Val DeFever seconded the motion and the motion carried 6-0.

- II. EXECUTIVE SESSION – Non-elected Personnel.** Kevin Brannum moved that the Board recess for one hour for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:20 a.m. in room CIE 104 of the Fab Lab. Dr. Kimberly Long was invited to attend. Norman Chambers seconded the motion and the motion carried 6-0. The Board entered Executive Session at 9:20 a.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 10:20 a.m. Following a 5-minute break, Val DeFever moved that the Board recess for an additional 20 minutes for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:45 a.m. in room CIE 104 of the Fab Lab. Dr. Kimberly Long was invited to attend. Norman Chambers seconded the motion and the motion carried 6-0. The Board entered Executive Session at 10:25 a.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 10:45 a.m. Norman Chambers moved that the Board recess for an additional 20 minutes for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 11:05 a.m. in room CIE 104 of the Fab Lab. Dr. Kimberly Long was invited to attend. Ashley Osburn seconded the motion and the motion carried 6-0. The Board entered Executive Session at 10:45 a.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 11:05 a.m. Norman Chambers moved that the Board recess for an additional 10 minutes for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 11:15 a.m. in room CIE 104 of the Fab Lab. Dr. Kimberly Long was invited to attend. Ashley Osburn seconded the motion and the motion carried 6-0. The Board entered Executive Session at 11:05 a.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 11:15 a.m. Ashley Osburn moved that the Board recess for an additional 10 minutes for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 11:28 a.m. in room CIE 104 of the Fab Lab. Dr. Kimberly Long was invited to attend. Ashley Osburn seconded the motion and the motion carried 6-0. The Board entered Executive Session at 11:18 a.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 11:28 a.m.

- III. ADJOURN –** Kevin Brannum moved the meeting adjourn. Norman Chambers seconded the motion and the motion carried 6-0. The meeting adjourned at 11:28 a.m.

Beverly Harris
Board Clerk

Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and disability in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights Act of 1964, Title IX regulations of 1972, Section 5 of the Social Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.

**INDEPENDENCE COMMUNITY COLLEGE
BOARD OF TRUSTEES SPECIAL MEETING
Center for Innovation and Entrepreneurship (Fab Lab)
February 13, 2021**

MINUTES

Members Present

Cynthia Sherwood
Ashley Osburn
Norman Chambers
Val DeFever
Kevin Brannum
John Eubanks

Others Present

Dr. Mike Calvert

I. ROUTINE

- A. Call to Order – Cynthia Sherwood called the meeting to order at 9:12 a.m.
- B. Approval of Agenda – Ashley Osburn moved to approve the agenda. Val DeFever seconded the motion and the motion carried 6-0.

II. EXECUTIVE SESSION – Non-elected Personnel. Ashley Osburn moved that the Board recess for one hour for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 10:12 a.m. in room CIE 104 of the Fab Lab. Dr. Mike Calvert was invited to attend. Kevin Brannum seconded the motion and the motion carried 6-0. The Board entered Executive Session at 9:12 a.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 10:12 a.m. Following an 8-minute break, Ashley Osburn moved that the Board recess for an additional hour for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 11:20 a.m. in room CIE 104 of the Fab Lab. Dr. Mike Calvert was invited to attend. Kevin Brannum seconded the motion and the motion carried 6-0. The Board entered Executive Session at 10:20 a.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 11:20 a.m. After an 11-minute break, Ashley Osburn moved that the Board recess for an additional 30 minutes for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 12:01 p.m. in room CIE 104 of the Fab Lab. Dr. Mike Calvert was invited to attend. Kevin Brannum seconded the motion and the motion carried 6-0. The Board entered Executive Session at 11:31 a.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 12:01 p.m. Val DeFever moved that the Board recess for an additional 30 minutes for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 12:33 p.m. in room CIE 104 of the Fab Lab. Dr. Mike Calvert was invited to attend. Norman Chambers seconded the motion and the motion carried 6-0. The Board entered Executive Session at 12:03 p.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 12:33 p.m. Cynthia Sherwood left the meeting. Following an 8-minute break, Norman Chambers moved that the Board recess for an additional 30 minutes for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 1:11 p.m. in room CIE 104 of the Fab Lab. Dr. Mike Calvert was invited to attend. Kevin Brannum seconded the motion and the motion carried 5-0. The Board entered Executive Session at 12:41 p.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 1:11 p.m. Val DeFever moved that the Board recess for an additional 15 minutes for discussion of the Presidential interview pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 1:26 p.m. in room CIE 104 of the Fab Lab. Dr. Mike Calvert was invited to attend. Norman Chambers seconded the motion and the motion carried 5-0. The Board entered Executive Session at 1:11 p.m. and the Board returned to Open Session in room CIE 104 of the Fab Lab at 1:26 p.m.

III. ADJOURN – Val DeFever moved the meeting adjourn. Norman Chambers seconded the motion and the motion carried 5-0. The meeting adjourned at 1:26 p.m.

Beverly Harris
Board Clerk

Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and disability in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights Act of 1964, Title IX regulations of 1972, Section 5 of the Social Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.

BOARD OF TRUSTEES REGULAR MEETING

Via Zoom – 7:30 p.m.

February 22, 2021

MINUTES

Members Present

Cynthia Sherwood

Norman Chambers

Kevin Brannum

John Eubanks

Val DeFever

Ashley Osburn joined the meeting at 8:03 p.m.

Others Present

Cordell Jordan, Interim President and Chief Marketing Officer

Beverly Harris, Executive Assistant/Board Clerk

Lori Boots, Vice President for Human Resources

Jonathan Sadhoo, Vice President for Administration and Finance

Vincent Bowhay, Vice President for Student Affairs

Mark Allen, Vice President for Academic Affairs

Eric Figurski, Athletic Director

Laura Allison, Director of Financial Aid

Anita Chappuie, Director of Institutional Research

Taylor Crawshaw, Assoc. Dean/Tutoring and Accessibility/Registrar

Bridget Carson, Faculty Senate President

Marg Yaroslaski, Associate Professor of Communications

Larry Markiewicz, Associate Professor of Instrumental Music

Paul Molnar, Associate Professor of Theater

Cody Westerhold, Director of Student Life

Guests

Taina Copeland, Daily Reporter

I. ROUTINE

- A. Call to Order – Cynthia Sherwood called the meeting to order at 7:30 p.m.
- B. Approval of Agenda – John Eubanks moved to approve the agenda. Val DeFever seconded the motion and the motion carried 5-0.
- C. Mission Statement – Kevin Brannum read the College Mission Statement.
- D. Vision Statement – Norman Chambers read the College Vision Statement
- E. Approval of January 25, 2021 Meeting Minutes – Val DeFever moved to approve minutes of the January 25, 2021 meeting. John Eubanks seconded the motion and the motion carried 4-0-1; Dr. Sherwood abstained as she did not attend the meeting.

II. INSTITUTIONAL OPERATIONS

- A. Faculty Senate – Bridget Carson shared highlights of the February 22nd Faculty Senate meeting and gave an update of upcoming events. The Cosmetology floor is open by appointment Wednesdays and Thursdays from 9:00 a.m. to 4:00 p.m.; guest artist, Robert Radliff, will have a week-long residency and his recital is March 19th at 7:00 p.m. in the Inge Theatre; the orchestra concert is scheduled for Monday, March 22nd, 7:30 p.m. at Memorial Hall; Alexis Lowder is hosting the Sea Shanty Party in the Student Union on Tuesday, February 23rd from 6:00-8:00 p.m.; the Art Majors' Exhibition runs March 26th through May 10th Monday through Thursday from 9:00 a.m. to 3:00 p.m. in the Black Box Theater and Fine Arts Building hallways; and, Dr. Page Petrucka will direct Steel Magnolias March 12 and 13 at 7:00 p.m. in the Inge Theatre, as well as March 14th at 2:00 p.m. Ms. Carson gave a special thanks to the ICC Cosmetology department for their expertise and guidance.
- B. Scholarship Update – Laura Allison provided highlights of the scholarship update which is typically presented to the Board of Trustees in February of each year following Fall and Spring Semester disbursements.
- C. Financial Report – Val DeFever moved for combination of the Financial Report and Allow Payables sections of the agenda and subsequent approval. Norman Chambers seconded the motion and the motion carried 5-0.
- D. Allow Payables – Combined and approved with Financial Report.

- E. Personnel Report (acknowledge receipt) – John Eubanks moved to acknowledge receipt of the Personnel Report. The Personnel Report included employment of: Jerry Roat in the position of Campus Safety Officer at an hourly wage of \$15 plus College support toward employee participation in ICC’s group health insurance plan; Alex Farah in the position of Offensive Line Football Coach at an annualized salary of \$40,000 plus College support toward employee participation in ICC’s group health insurance plan; Josie Mardis in the position of SSS Program STEM Advisor at an annualized salary of \$32,500 plus College support toward employee participation in ICC’s group health insurance plan; and Kayla Imhoff in the position of Records Specialist at an annualized salary of \$35,000 plus College support toward employee participation in ICC’s group health insurance plan. Promotions and Transfers included Jason Martin from the position of Top Assistant Football Defensive Line Coach to Head Football Coach at an annualized salary of \$75,000 plus College support toward employee participation in ICC’s group health insurance plan, and Steve McCollom from the position of Assistant Football Special Teams Coach to the position of Top Assistant Football Defensive Line Coach at an annualized salary of \$50,000 plus College support toward employee participation in ICC’s group health insurance plan. Separations in the Personnel Report included: Kiyoshi Harris from the position of Head Football Coach; Tyler Telphy from the position of Assistant Football Coach with dorm room and meals; Brandon Linney from the position of Assistant Football Coach with dorm room and meals; Jay Osborne from the position of Offensive Line Football Coach; and Tyler Nelson from the position of Assistant Football Coach.
- F. Grant Progress (acknowledge receipt) – Vincent Bowhay shared that work has begun on writing the Title III grant proposal. Val DeFever moved to approve receipt of the Grant Progress Report. Norman Chambers seconded the motion and the motion carried 5-0.
- G. President’s Update
- Strategic Plan Update– Cordell Jordan shared that staff is completing progress reports on the four focus areas and respective area goals. Marg Yaroslaski and Larry Markiewicz were acknowledged for all their hard work, and an overview of the dashboard was provided by Cordell Jordan and Larry Markiewicz. Mr. Jordan shared that the Strategic Plan Update would be updated again for the Board of Trustees during the next quarter.
 - Academic Success Center Update – Taylor Crawshaw informed the group of the new name for the Tutoring Center and noted that the Academic Success Center name and brand better reflected the mission of the area in helping students succeed academically. Ms. Crawshaw noted that TutorTrac, an early warning system through Sage, will be implemented. Graduation is scheduled for May 8th at 10:00 a.m. and will be an outside venue held at Shulthis Stadium.
 - General Education Outcomes Assessment – Marg Yaroslaski, Chair of the Assessment Committee, provided an overview of the General Education Outcomes Assessment and shared that Academic Council, the Council of Chairs, and the President’s Advisory Council already approved the proposed revisions. Following approval by the Board of Trustees, the revised Outcomes Assessment will post on the College website. John Eubanks moved to approve the General Education Outcomes Assessment as presented. Val DeFever seconded the motion and the motion carried 6-0.
 - Deletion of Procedures from Board Policy Addendum Section- Cordell Jordan informed the Board of updates to personnel files and the onboarding process which led to creation of Human Resource modules in APS. Lori Boots, Director for Human Resources, is creating personnel policies and procedures which can be easily accessed versus a hard-copy handbook; various procedures from the addendum section of the Board of Trustees Policy and Procedure Manual have been utilized for this purpose. Dr. Sherwood and John Eubanks questioned the addendum section being part of the Board Policy Manual. Kevin Brannum moved to approve deletion of procedures from the Board Policy addendum section. John Eubanks seconded the motion and the motion carried 6-0.
- H. Professional Development Committee By-Laws Revision – Paul Molnar explained the purpose of the proposed By-Laws revision. John Eubanks moved to approve the Professional Development Committee By-Laws revision as presented. Val DeFever seconded the motion and the motion carried 6-0.
- I. Microsoft License Renewal – Kevin Brannum moved to approve the annual Microsoft License renewal in the amount of \$11,076.43. John Eubanks seconded the motion and the motion carried 6-0.
- J. Designate Authorized Representative on Certificates of Participation – Norman Chambers moved to replace George Knox with Cordell Jordan as authorized representative on the Certificates of Participation. Val DeFever seconded the motion and the motion carried 6-0.
- K. Sports Information Director – Eric Figurski provided background information related to the Sports Information Director position. An overview of the current standings of the various athletic teams was also provided; the Board requested monthly updates from the Athletics Department. Norman Chambers moved to approve creation of the Sports Information Director position with a salary range of \$27,000-\$32,00 annually plus College benefits. Kevin Brannum seconded the motion and the motion carried 6-0.

Cynthia Sherwood questioned progress on the audit; Jonathan Sadhoo will request an update on the projected completion date. John Eubanks noted that a letter to the faculty regarding topics to be discussed during negotiations is due by March 31st; further discussion will be held during Executive Session of the March 15th Board of Trustees meeting.

III. EXECUTIVE SESSION – Attorney/Client Privilege. This Executive Session was not needed.

IV. EXECUTIVE SESSION – Non-elected Personnel.

Norman Chambers moved that the Board recess for an Executive Session for discussion of non-elected personnel pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:30 p.m. through the Zoom link. Lori Boots was invited to be available to answer any questions. It was noted that no action would be taken following Executive Session. Val DeFever seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:55 p.m. The Board returned to Open Session through the Zoom link at 9:30 p.m.

V. ADJOURN – Val DeFever moved the meeting adjourn. Norman Chambers seconded the motion and the motion carried 6-0. The meeting adjourned at 9:30 p.m.

Beverly Harris
Board Clerk

Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and disability in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights Act of 1964, Title IX regulations of 1972, Section 5 of the Social Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.



Memo

To: Independence Community College Board of Trustees

From: Cordell Jordan
Interim President

Date: March 15, 2021

Re: Faculty Senate Report

Responding to a request made by the Board of Trustees, the Faculty Senate President will provide monthly updates during the regularly scheduled Board meetings.



Memo

To: Independence Community College Board of Trustees

From: Cordell Jordan
President

Date: March 15, 2021

Re: KACCT Update

Norman Chambers will provide an update on the recent KACCT meeting and highlights of the PTK Honoree virtual ceremony.

KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY (TEA)

Purpose

To accommodate an increased interest and focus on postsecondary technical education in the state, the 2007 Kansas Legislature created the Kansas Postsecondary Technical Education Authority (TEA) to work under the auspices of the Kansas Board of Regents (Regents) and to make recommendations to the Regents regarding the coordination, statewide planning and improvements/enhancements to the postsecondary technical education system.

Responsibilities and Activities

The legislation (K.S.A. 74-32,402) provides that the TEA shall have delegated authority from the Regents to:

- 1) Coordinate statewide planning for postsecondary technical education, new postsecondary technical education programs and contract training;
- 2) Recommend rules and regulations for the supervision of postsecondary technical education for adoption by the Regents;
- 3) Review existing and proposed postsecondary technical education programs and program locations and make recommendations to the Regents for approval or disapproval of such programs for state funding purposes;
- 4) Make recommendations to the Regents for state funding of postsecondary technical education;
- 5) Develop benchmarks and accountability indicators for postsecondary technical education programs and make recommendations to the Regents related thereto, for purposes of state funding;
- 6) Study, develop and advocate a policy agenda for postsecondary technical education;
- 7) Coordinate the development of a seamless system for the delivery of technical education between the secondary-school level and the postsecondary-school level.
- 8) Conduct studies to develop strategies and programs for meeting the needs of business and industry;
- 9) Report on the performance of its functions and duties to the Regents and the legislature;
- 10) Coordinate development of a seamless system for the delivery of technical education between secondary and postsecondary program levels; and
- 11) Develop and recommend to the Regents a credit hour funding distribution formula for postsecondary technical training programs that (i) is tiered to recognize and support cost differentials in providing high-demand high-tech training, (ii) takes into consideration target industries critical to the Kansas economy, (iii) is responsive to program growth and (iv) includes other factors and considerations as deemed necessary or advisable; and establish and recommend to the state Regents the rates to be used in such funding distribution formula.

The Regents has also requested that the TEA assume responsibility for the administrative process on the following activities and report the results back to the Regents:

- 1) State grants involving only two-year colleges
- 2) Program approval for two-year colleges (including WSU Tech)
- 3) Adult Education/AO-K updates
- 4) Carl D. Perkins updates

Kansas Postsecondary Technical Education Authority
Appointments
(As of February 9, 2021)

Authority Member/ Designee	Year/Term	Representing	Career Cluster*	Congressional District**	Appointing Authority
Jason Cox	2018-	Business & Industry	Manufacturing	4 th	Governor
Tiffany Anderson	2019-	General Public	Education & Training	3 rd	Governor
Debra Mikulka	2018-	General Public	Education & Training	2 nd	Governor
Eddie Estes	2007-	Business & Industry	Marketing, Sales, and Service	1 st	Speaker of the House
Ray Frederick	2019-	Business & Industry	Business Management & Administration	4 th	Senate President
VACANT		Board of Regents***			Board of Regents
Mark Hess	2019-2022, 1st	Board of Regents***	Manufacturing	1 st	Board of Regents
Mike Johnson	2020-2023 2nd	Board of Regents-Community Colleges***	Agriculture, Food, and Natural Resources	1 st	Board of Regents
Rita Johnson	2020-2023 2nd	Board of Regents-Technical Colleges***	Government & Public Administration	4 th	Board of Regents
Amber Shultz		Department of Labor	N/A	N/A	Ex-Officio
Mike Beene		Department of Commerce	N/A	N/A	Ex-Officio
Stacy Smith		Department of Education	N/A	N/A	Ex-Officio

*No more than two members [business and industry/general public] of the authority shall be representative of any one specific technical career cluster.

**Of the members appointed to represent Kansas business and industry and the general public, there shall be appointed at least one member from each congressional district.

***See attached KBOR Process for Appointments to the Kansas Postsecondary Technical Education Authority approved October 20, 2010.

TEA Goals for 2020-2021

Summary

<i>During the September 24, 2020 TEA Strategy Session, several items were discussed and the following emerged as the TEA goals and Committee Focus items for 2020-2021.</i>

10/29/2020

TEA Goals 2020-2021

1. Support Kansas Board of Regents 2020-2021 goals and advocate for all public postsecondary institutions
2. Continue extraordinary costs review
3. Evaluate Excel in CTE funding allocation options should the program be underfunded
4. Continue the existing CTE program review process including reviewing those programs that pay less than 250% of the poverty rate
5. Work with Commerce and KSDE in developing definitions, guidelines and processes for work-based learning (apprenticeships, internships, work experience, etc.)
6. Improve CTE program alignment between KSDE and the postsecondary institutions
7. Raise awareness of CTE programs and information available to students, parents, school districts and businesses

Committee Focus

Budget & Finance Committee

1. Continue extraordinary costs review
2. Evaluate Excel in CTE funding allocation options should the program be underfunded

Advocacy & Marketing Committee

1. Raise awareness of CTE programs and information available to students, parents, school districts and businesses

Technical Program & Curriculum Committee

1. Continue the existing CTE program review process including reviewing those programs that pay less than 250% of the poverty rate
2. Work with Commerce and KSDE in developing definitions, guidelines and processes for work-based learning (apprenticeships, internships, work experience, etc.)
3. Improve CTE program alignment between KSDE and the postsecondary institutions

Postsecondary TEA Meeting Dates 2020-2021

Conference number: Please see agenda

Access code: Please see agenda

TEA Meeting Dates

Location

TEA meeting times and locations are subject to change based on the availability of the committee members

Thursday, August 20, 2020	KBOR Office, Topeka - 10 a.m.
Thursday, September 24, 2020	Conference Call - 10 a.m.
Thursday, October 29, 2020	KBOR Office, Topeka - 10 a.m.
Thursday, December 10, 2020	KBOR Office, Topeka - 10 a.m.
Wednesday, January 20, 2021	KS Workforce Summit 10 a.m.
Thursday, February 25, 2021	Conference Call - 10 a.m.
Thursday, March 25, 2021	KBOR Office, Topeka - 10 a.m.
Thursday, April 29, 2021	Conference Call - 10 a.m.
Thursday, May 27, 2021	KBOR Office, Topeka - 10 a.m.

Committee Conference Call Meeting Dates

Location

Committee meeting times and dates are subject to change based on the availability of the committee members

KBOR – Kathy Rupp Conference - Topeka, KS	
Thursday, August 6, 2020	<p>Budget/Finance Committee: 8:30 a.m. to 9:30 a.m.</p> <p>Advocacy/Marketing Committee: 2:00 p.m. to 3:00 p.m.</p> <p>Program/Curriculum Committee: 3:00 p.m. to 4:30 p.m.</p>
Thursday, September 3, 2020	
Thursday, October 8, 2020	
Thursday, November 12, 2020	
Thursday, January 7, 2021	
Thursday, February 11, 2021	
Thursday, March 11, 2021	
Thursday, April 8, 2021	
Thursday, May 13, 2021	



Azim Bazarov

GPA: 3.85

Major: Computer Science

Transfer Institution: University of Kansas

Phi Theta Kappa Regional Officer and Chapter Officer



INDEPENDENCE COMMUNITY COLLEGE
2020-21
Unaudited
BudgetSummary-Revenue
For The Month End: 02/28/2021

	2020-21	2020-21	2020-21	Estimated
	Published Budget	Operating Budget	Current YTD Revenue	% Budget Recorded
General Fund (11)				
Student Revenue				
Tuition	\$0.00	(\$983,171.31)	(\$794,844.20)	80.84%
Fees	0.00	(1,578,476.78)	(1,210,632.80)	76.70%
	0.00	(2,561,648.09)	(2,005,477.00)	78.29%
Local Income				
Real Estate Distribution	0.00	(5,475,664.08)	(2,999,965.91)	54.79%
Motor Vehicle	0.00	(598,008.00)	(458,652.94)	76.70%
Rec Vehicle/Watercraft	0.00	(10,859.00)	(9,899.69)	91.17%
Delinquent Taxes	0.00	(103,452.14)	(189,866.62)	183.53%
Other	0.00	0.00	(39,588.61)	0.00%
	0.00	(6,187,983.22)	(3,697,973.77)	59.76%
State of Kansas				
State Operating Grant	0.00	(1,427,559.00)	(1,427,559.00)	100.00%
State Grants and Contracts	0.00	0.00	0.00	0.00%
Technology Grant - other	0.00	(16,695.00)	(16,695.00)	0.00%
	0.00	(1,444,254.00)	(1,444,254.00)	100.00%
Federal Income				
Indirect Costs	0.00	(44,690.00)	(21,189.60)	47.41%
Other				
ICC Foundation	0.00	(60,000.00)	0.00	0.00%
Interest	0.00	(3,275.00)	(6,055.68)	184.91%
Sales Tax Payable	0.00	0.00	(449.98)	0.00%
Misc.	0.00	(500,000.00)	(106,136.37)	21.23%
Fees (non-course fees)	0.00	(18,466.15)	(4,159.34)	22.52%
	0.00	(581,741.15)	(116,801.37)	20.08%
Transfers, Allowances and Carry-overs	0.00	0.00	0.00	0.00%
Total General Fund	0.00	(10,820,316.46)	(7,285,695.74)	67.33%
Postsecondary Technical Education (12)				
Student Revenue				
Tuition	0.00	(285,004.87)	(49,528.00)	17.38%
Fees	0.00	(211,551.79)	(62,696.00)	29.64%
	0.00	(496,556.66)	(112,224.00)	22.60%
Other				
State of Kansas PTE	0.00	(557,932.00)	(557,932.00)	100.00%
State of Kansas SB155	0.00	(110,775.00)	(69,756.00)	62.97%
Cosmetology	0.00	(26,626.40)	(1,153.95)	4.33%
Other	0.00	(151,000.00)	(75,500.00)	50.00%
	0.00	(846,333.40)	(704,341.95)	83.22%
Transfers, Allowances and Carry-overs				
Total Postsecondary Fund	0.00	(1,342,890.06)	(816,565.95)	60.81%
Adult Education/GED (13)				
Other Income	0.00	(52,288.00)	0.00	0.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	0.00	(52,288.00)	0.00	0.00%
Total Funds, 11, 12,13	0.00	(12,215,494.52)	(8,102,261.69)	66.33%

Auxiliary				
Bookstore				
Sales	0.00	(349,998.00)	(157,592.24)	45.03%
Non-mandatory Transfer	0.00	(3,223.63)	0.00	0.00%
	0.00	(353,221.63)	(157,592.24)	44.62%
Meals				
Student Sources	0.00	(790,000.00)	(766,440.00)	97.02%
Other Sources	0.00	(115,611.04)	0.00	0.00%
Non-mandatory Transfer				
	0.00	(905,611.04)	(766,440.00)	84.63%
Dorms				
Student Sources	0.00	0.00	0.00	0.00%
Student Sources- Dorms/Bluffstone	0.00	(701,040.00)	(627,760.00)	89.55%
Student Accident Insurance	0.00	(25,000.00)	(59,375.00)	237.50%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	0.00	(726,040.00)	(687,135.00)	94.64%
Inge Center/Festival				
Inge Center	0.00	0.00	0.00	0.00%
Inge Festival	0.00	0.00	0.00	0.00%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	0.00	0.00	0.00	0.00%
Transfers, Allowances and Carry-overs				
	0.00	(3,223.63)	0.00	0.00%
Total Auxiliary	0.00	(1,984,872.67)	(1,611,167.24)	81.17%
ICC Foundation				
Scholarship Support	0.00	0.00	(66,574.00)	0.00%
Total ICCFoundation	0.00	0.00	(66,574.00)	0.00%
Plant Funds				
West Main				
Capital Outlay	0.00	0.00	(581.59)	0.00%
Foundation Support	0.00	0.00	0.00	0.00%
Student Athlete Fee	0.00	(25,000.00)	(25,800.00)	103.20%
Total Plant Funds	0.00	(25,000.00)	(26,381.59)	105.53%
Federally Funded Programs				
Upward Bound	0.00	(391,159.00)	(168,391.74)	43.05%
Student Support Services	0.00	(291,415.00)	(133,096.67)	45.67%
CARES Act Grant Funds	0.00	(1,649,181.00)	(555,383.39)	33.68%
Total Federally Funded Programs	0.00	(2,331,755.00)	(856,871.80)	36.75%
Total College Operations	0.00	(16,557,122.19)	(10,663,256.32)	64.40%

INDEPENDENCE COMMUNITY COLLEGE
2020-2021
Unaudited
Budget Summary-Expenditures
For Month End:2/28/2021

	2020-21	2020-21	2020-21	Estimated
	Published Budget	Operating Budget	Current YTD Expenses	% Budget Recorded
General Fund (11)				
Academic Instruction				
11-1100 General Instruction	\$0.00	\$288,064.36	\$0.00	0.00%
11-1140 Online Instruction	0.00	27,766.00	25,225.08	90.85%
11-1141 Health & Wellness	0.00	2,199.96	31,811.03	1445.98%
11-1150 Theatre	0.00	231,345.96	54,563.58	23.59%
11-1151 Music	0.00	175,424.84	84,969.84	48.44%
11-1152 Foreign Language	0.00	0.00	0.00	0.00%
11-1154 English	0.00	245,139.72	166,790.26	68.04%
11-1155 Art	0.00	71,051.16	33,907.32	47.72%
11-1156 Communications/Journalism	0.00	75,960.88	55,491.55	73.05%
11-1160 Workforce Development	0.00	3,500.04	1,759.15	50.26%
11-1161 Community Education	0.00	0.00	0.00	0.00%
11-1173 Social Sciences	0.00	282,793.40	201,605.04	71.29%
11-1174 Physical Science	0.00	79,419.24	44,804.95	56.42%
11-1175 Chemistry	0.00	38,082.04	981.47	2.58%
11-1176 Biology	0.00	157,192.84	88,642.06	56.39%
11-1177 Math	0.00	149,168.88	75,455.91	50.58%
11-1187 Accounting	0.00	59,006.72	13,456.25	22.80%
11-1188 Business	0.00	4,800.04	5,319.67	110.83%
11-1223 Fab Lab/Entrepreneur	0.00	157,759.46	73,531.10	46.61%
Total Academic Instruction	0.00	2,048,675.54	958,314.26	46.78%
Academic Support				
11-4100 Library	0.00	112,310.92	59,880.82	53.32%
11-4200 Academic Affairs	0.00	309,455.77	132,608.89	42.85%
11-4210 Online Administration	0.00	0.00	0.00	0.00%
11-4220 ICC West	0.00	47,439.51	19,034.67	40.12%
11-4230 Academic Advising	0.00	0.00	715.00	0.00%
11-4240 Online Administration	0.00	23,695.00	1,322.25	5.58%
11-4250 Tutoring	0.00	28,388.68	6,497.56	22.89%
Total Academic Support	0.00	521,289.88	220,059.19	42.21%
Total Instruction	0.00	2,569,965.42	1,178,373.45	45.85%

Postsecondary Technical Education (see detail below)

Student Services

11-5200 Financial Aid	0.00	184,101.46	90,805.23	49.32%
11-5300 Admissions	0.00	138,232.72	41,891.63	30.31%
11-5310 Navigators	0.00	273,328.00	102,131.30	37.37%
11-5400 Registrar	0.00	8,415.00	681.85	8.10%
11-5500 Athletic Administration	0.00	599,925.12	317,623.16	52.94%
11-5510 Football	0.00	472,938.40	247,929.68	52.42%
11-5520 Men's Basketball	0.00	156,032.35	69,018.35	44.23%
11-5530 Volleyball	0.00	104,672.50	46,976.61	44.88%
11-5540 Women's Basketball	0.00	147,403.36	69,183.13	46.93%
11-5560 Softball	0.00	105,772.24	36,193.59	34.22%
11-5580 Baseball	0.00	0.00	0.00	0.00%
11-5590 Cheer & Dance	0.00	80,328.55	26,595.44	33.11%
11-5595 Athletic Training	0.00	129,357.36	71,810.67	55.51%
11-5600 ICC NOW	0.00	13,986.20	58,629.92	419.20%
11-5700 Student Life	0.00	258,864.28	116,508.69	45.01%

Total Student Services	0.00	2,673,357.54	1,295,979.25	48.48%
Institutional Support				
11-6000 Board of Trustees	0.00	14,524.96	14,521.47	99.98%
11-6100 President's Office	0.00	319,035.12	126,364.95	39.61%
11-6110 Human Resources	0.00	172,394.60	102,205.97	59.29%
11-6200 Financial Services	0.00	411,730.80	187,975.62	45.65%
11-6300 Public Relations - Marketing	0.00	222,996.96	154,225.67	69.16%
11-6310 Recruiting-International	0.00	22,500.17	(374.01)	(1.66%)
11-6420 Institutional Research	0.00	81,405.68	35,313.90	43.38%
11-6500 Institutional Support	0.00	1,260,002.84	1,093,547.74	86.79%
11-6510 Compliance	0.00	20,900.00	20,276.45	97.02%
11-6600 Computing Department	0.00	464,345.15	274,825.78	59.19%
11-8900 Grant Writing	0.00	0.00	0.00	0.00%
Total Insitutional Support	0.00	2,989,836.28	2,008,883.54	67.19%
Scholarships				
11-8100 Scholarships	0.00	881,923.90	806,765.64	91.48%
Total Scholarships	0.00	881,923.90	806,765.64	91.48%
Transfers				
11-9200 Transfers and Carryovers	0.00	413,162.00	0.00	0.00%
Operations and Maintenance				
11-7100 Repairs & Maintenance	0.00	539,031.68	280,416.65	52.02%
11-7200 Transportation	0.00	179,400.00	96,668.40	53.88%
11-7300 Grounds-Security	0.00	22,765.00	14,843.43	65.20%
11-7500 Campus Improvements	0.00	500,419.34	295,300.06	59.01%
Total Operations and Maintenance	0.00	1,241,616.02	687,228.54	55.35%
Transfer PTE Indirect Costs	0.00	0.00	0.00	0.00%
Total Fund 11 (does not include PTEamount above)	0.00	10,769,861.16	5,977,230.42	55.50%
Postsecondary Technical Education (12)				
Indirect Costs	0.00	0.00	0.00	0.00%
12-1200 General Instruction	0.00	13,766.28	0.00	0.00%
12-1220 Vet Tech	0.00	217,910.59	35,690.84	16.38%
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 Engineering	0.00	0.00	0.00	0.00%
12-1272 Administrative Office Management	0.00	0.00	0.00	0.00%
12-1273 Cosmetology	0.00	207,679.96	113,663.40	54.73%
12-1274 Early Childhood Development	0.00	0.00	0.00	0.00%
12-1276 Mid-Management/Economics	0.00	0.00	0.00	0.00%
12-1277 Micro Computers	0.00	149,223.20	105,812.21	70.91%
12-1287 EMT	0.00	89,944.40	37,629.78	41.84%
12-1288 Allied Health/Long Term Care	0.00	90,561.20	41,512.17	45.84%
Total Fund 12	0.00	769,085.63	334,308.40	43.47%
Adult Education				
Fund 13				
13-1301 ABE/GED	0.00	52,288.00	52,288.00	100.00%
Total Fund 13	0.00	52,288.00	52,288.00	100.00%
Total Funds 11, 12 and 13	0.00	11,591,234.79	6,363,826.82	54.90%
Auxiliary				
16-9300 Bookstore	0.00	477,375.68	162,611.61	34.06%
16-9500 Dorms	0.00	607,820.04	322,144.62	53.00%
17-9500 Dorms-Bluffstone	0.00	456,864.60	280,058.00	61.30%
16-9600 Meals	0.00	788,499.96	510,688.28	64.77%
34-1100 Inge Center	0.00	0.00	376.83	0.00%
34-1200 Inge Festival	0.00	0.00	43,267.62	0.00%
48-4800 Technology	0.00	54,800.04	0.00	0.00%

48-4800 Student Athlete Fee	0.00	25,000.00	0.00	0.00%
Total Auxiliary	0.00	2,385,360.32	1,319,146.96	33.37%
Plant Funds				
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%
Total Plant Funds	0.00	0.00	0.00	0.00%
Foundation				
36-6120 Foundation Expenses	0.00	0.00	43,805.57	0.00%
36-8100 Foundation Scholarships	0.00	0.00	131,720.00	0.00%
Total Foundation	0.00	0.00	175,525.57	0.00%
Federally Funded Programs				
31-8500 Upward Bound	0.00	391,156.56	196,843.86	50.32%
32-8300 Student Support Services	0.00	288,705.68	77,642.02	26.89%
39-1269 Carl Perkins	0.00	0.00	26,303.75	0.00%
Total Federally Funded Programs	0.00	679,862.24	300,789.63	44.24%
Payroll Expenses (Jan 1 - Feb 28) - Unmapped			\$1,206,293.05	
Total College Operations	0.00	14,656,457.35	9,444,692.21	64.44%

Independence Community College Account Summary
For Month End: February 28, 2021

<u>Account Number</u>	<u>Account Type</u>	<u>Beginning Balance (02/01/2021)</u>	<u>Ending Balance (02/28/2021)</u>	<u>Interest Rate</u>	<u>Monthly Int. Paid</u>	<u>Status</u>
xxx213	Checking	\$ 1,000.00	\$ 1,000.00	N/A	N/A	Open
xxx387	Checking	\$ 1,316,193.16	\$ 1,333,286.54	N/A	N/A	Open
xxx264	Checking	\$ 18,726.95	\$ 7,856.80	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
xxx826	Money Market	\$ 1,000,289.62	\$ 1,000,106.37	0.05%	\$ 38.36	Open
xxx396	Money Market	\$ 2,000,145.58	\$ 2,000,222.30	0.05%	\$ 76.72	Open

Total Balance		\$ 4,337,356.31	\$ 4,343,473.01	
Variance				\$ 6,116.70

Securities Pledged **Amount** **Market Value**

<u>Total Deposits</u>	<u>Total Withdrawals</u>
\$1,123,782.40	\$1,117,665.70

<u>Letters of Credit</u>	<u>Expiration Date</u>	<u>Amount</u>
FHLB #67137	3/31/2021	\$ 5,695,000.00
		\$ 5,695,000.00

Total Pledged	\$ 5,695,000.00
FDIC Insurance	\$ 250,000.00
Total Coverage	\$ 5,945,000.00
Overage/Shortage	\$ 1,601,526.99

ICC					
		Highlighted Expenses Covered by Grant Funds			
Payables Month Ending February 28, 2021					
CheckNumber	VendorName	Description	TRXDATE	Amount	Account
0013055	Office of the State Fire Marshall	Boiler inspection (FH, Academic & Captains Quarters)	2/10/2021	\$ 270.00	11-7100-725-000
0013055	Office of the State Fire Marshall	Student Union - Rinnai boiler annual inspection	2/10/2021	\$ 360.00	11-7100-725-000
0013056	CPR Pest Management, Inc	Student Union - pest control	2/10/2021	\$ 65.00	11-7300-661-000
0013056	CPR Pest Management, Inc	Student Union kitchen pest control	2/10/2021	\$ 65.00	11-7300-661-000
0013057	Fastenal	HVAC filters	2/10/2021	\$ 322.28	11-7100-824-000
0013058	Baugher Equipment, Inc.	Lawnmower parts	2/10/2021	\$ 113.77	11-7300-649-000
0013059	Toyota Financial Services	Fleet Vehicle Lease CN911	2/10/2021	\$ 478.00	11-7200-645-000
0013060	Newton's True Value	Plumbing supplies - Cosmetology shampoo chairs	2/10/2021	\$ 59.94	11-7100-649-000
0013060	Newton's True Value	Plumbing supplies - Cosmetology shampoo chairs	2/10/2021	\$ 4.74	11-7100-649-000
0013060	Newton's True Value	Plumbing supplies - Cosmetology shampoo chairs	2/10/2021	\$ 3.20	11-7100-649-000
0013061	D & A Electrical Systems LLC	Fire alarm monitoring Jan.-Mar	2/10/2021	\$ 283.50	11-7300-661-000
0013062	Indy Print Services	Managed Print Serv.	2/10/2021	\$ 2,400.00	11-6500-646-000
0013062	Indy Print Services	Xerox Pack/blk & color clicks	2/10/2021	\$ 584.83	11-6500-646-000
0013063	Four State Maintenance Supply, Inc.	Floor scrubbing pads for rewaxing floors	2/10/2021	\$ 76.32	11-7100-708-000
0013063	Four State Maintenance Supply, Inc.	Floor scrubbing pads for rewaxing floors	2/10/2021	\$ 485.08	11-7100-850-000
0013064	K And A Pressure Cleaning	Student Union kitchen - grill hood pressure washing and cleaning	2/10/2021	\$ 650.00	11-7300-661-000
0013065	Arlan Co. Inc.	Softball - athletic equipment	2/10/2021	\$ 135.04	11-5560-698-000
0013065	Arlan Co. Inc.	Softball - athletic equipment	2/10/2021	\$ 83.97	11-5560-698-000
0013066	Hugo's Industrial Supply, Inc	COVID - bottled water ICC West (invoice 254644)	2/10/2021	\$ 339.50	11-7100-708-000
0013066	Hugo's Industrial Supply, Inc	COVID - bottled water ICC West (invoice 254644)	2/10/2021	\$ 378.00	11-7100-719-000
0013067	KJCCC	Cheer - registration for team competition	2/10/2021	\$ 200.00	11-5590-601-000
0013068	OK Electric Works, Inc.	Fine Arts - HVAC electric motor -theater	2/10/2021	\$ 215.42	11-7100-824-000
0013068	OK Electric Works, Inc.	Fine Arts - HVAC electric motor -theater	2/10/2021	\$ 173.01	11-7100-824-000
0013069	Quality Automotive of Independence/Toyota	Fleet vehicles service	2/10/2021	\$ 230.52	11-7200-647-000
0013069	Quality Automotive of Independence/Toyota	Fleet vehicle service	2/10/2021	\$ 73.10	11-7200-647-000
0013069	Quality Automotive of Independence/Toyota	Fleet vehicle service	2/10/2021	\$ 76.92	11-7200-647-000
0013069	Quality Automotive of Independence/Toyota	Fleet vehicle repair	2/10/2021	\$ 59.90	11-7200-647-000

0013069	Quality Automotive of Independence/Toyota	Fleet vehicle repair	2/10/2021	\$	97.30	11-7200-647-000
0013069	Quality Automotive of Independence/Toyota	Fleet vehicle - tire rotation	2/10/2021	\$	22.60	11-7200-647-000
0013069	Quality Automotive of Independence/Toyota	Fleet vehicle - tire rotation + oil change	2/10/2021	\$	59.32	11-7200-649-000
0013069	Quality Automotive of Independence/Toyota	Fleet vehicle - tire rotation	2/10/2021	\$	22.51	11-7200-649-000
0013069	Quality Automotive of Independence/Toyota	Fleet vehicle - tire rotation	2/10/2021	\$	33.33	11-7200-649-000
0013070	SurveyStance, LLC	Monthly Kiosk	2/10/2021	\$	49.00	11-6100-693-000
0013071	Amazon Capitol Services	Emergency exit lights	2/10/2021	\$	29.99	11-7100-649-000
0013071	Amazon Capitol Services	HVAC repair- rooftop unit electric motor -Fab Lab	2/10/2021	\$	13.00	11-7100-701-000
0013071	Amazon Capitol Services	HVAC repair- rooftop unit electric motor -Fab Lab	2/10/2021	\$	67.69	11-7100-725-000
0013072	Regent of the University of Michigan	Healthy Minds Benchmark Study Subscription	2/10/2021	\$	400.00	11-6510-633-000
0013073	Penmac Staffing Services Inc.	Temperature Checks (covid)	2/10/2021	\$	1,033.20	11-6500-719-001
0013074	System One Holdings, LLC	Database Admin. 1/25-1/28	2/10/2021	\$	1,400.00	11-6600-663-000
0013075	Virtual Care Group, LLC	Telehealth Services	2/10/2021	\$	2,420.64	11-5700-646-000
0013076	Cloud 9 Sports, LLC	Football - winter team gear	2/10/2021	\$	2,069.00	11-5510-698-000
0013077	Woods Lumber of Independence, Ks. INC	Plumbing repairs - Vet Tech	2/10/2021	\$	78.02	11-7100-649-000
0013077	Woods Lumber of Independence, Ks. INC	Fine Arts - Black box room replacement steps-Fire Marshal requirement	2/10/2021	\$	88.00	11-7100-725-000
0013078	Cintas Corporation No. 2	Custodial uniforms	2/10/2021	\$	48.87	11-7100-708-000
0013078	Cintas Corporation No. 2	Custodial uniforms	2/10/2021	\$	48.87	11-7100-708-000
0013078	Cintas Corporation No. 2	Maintenance Dept. uniforms - 11/20/2020	2/10/2021	\$	43.62	11-7100-708-000
0013078	Cintas Corporation No. 2	Maintenance Dept. uniforms - 11/20/2020	2/10/2021	\$	48.87	11-7100-708-000
0013078	Cintas Corporation No. 2	Maintenance Dept. uniforms - 11/20/2020	2/10/2021	\$	43.62	11-7100-708-000
0013078	Cintas Corporation No. 2	Maintenance Dept. uniforms - 11/20/2020	2/10/2021	\$	43.62	11-7100-708-000
0013079	Cronin, Kaci	Cheer - choreography for team	2/10/2021	\$	500.00	11-5590-617-000
0013080	Locke Supply Co.	HVAC duct caps -ICC West	2/10/2021	\$	27.79	11-7100-824-000
0013081	Stephens, Shari J.	Shari Stephens-Upward Bound Coordinator pay	2/10/2021	\$	2,340.00	31-8504-522-000
0013082	Joshua Meadows Photography	Athletic Dept. - team pic's for website (WBB/MBB)	2/10/2021	\$	1,225.00	11-5500-646-000
0013083	Joe Smith Company	Snacks for resale	2/10/2021	\$	236.39	16-9300-740-000
0013083	Joe Smith Company	Snacks for Resale - Joe Smith	2/10/2021	\$	273.50	16-9300-740-000
0013083	Joe Smith Company	Snacks for Resale-Joe Smith	2/10/2021	\$	232.71	16-9300-740-000
0013083	Joe Smith Company	Snacks for Resale-Joe Smith	2/10/2021	\$	109.05	16-9300-740-000
0013084	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/10/2021	\$	10,471.40	11-0000-203-000

0013085	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/10/2021	\$ 13,171.99	11-0000-203-000
0013086	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 835.50	11-0000-203-000
0013087	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,443.37	11-0000-203-000
0013088	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,907.00	11-0000-203-000
0013089	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,484.50	11-0000-203-000
0013090	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 654.36	11-0000-203-000
0013091	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,431.31	11-0000-203-000
0013092	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 694.47	11-0000-203-000
0013093	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,591.00	11-0000-203-000
0013094	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 156.29	11-0000-203-000
0013095	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,935.00	11-0000-203-000
0013095	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,012.47	11-0000-203-000
0013096	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,489.00	11-0000-203-000
0013097	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 648.00	11-0000-203-000
0013098	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 705.93	11-0000-203-000
0013099	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,688.00	11-0000-203-000
0013100	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 989.00	11-0000-203-000
0013101	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 3,851.98	11-0000-203-000
0013102	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,767.00	11-0000-203-000
0013103	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 467.47	11-0000-203-000
0013104	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 775.00	11-0000-203-000
0013105	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 715.36	11-0000-203-000
0013106	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,688.00	11-0000-203-000
0013107	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,970.50	11-0000-203-000
0013108	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 161.66	11-0000-203-000
0013109	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 497.00	11-0000-203-000
0013110	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,049.00	11-0000-203-000
0013110	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,172.00	11-0000-203-000
0013111	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 121.00	11-0000-203-000
0013112	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,993.00	11-0000-203-000
0013113	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,308.27	11-0000-203-000

0013114	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 4,171.31	11-0000-203-000
0013115	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 49.22	11-0000-203-000
0013116	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,022.56	11-0000-203-000
0013117	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 123.00	11-0000-203-000
0013118	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 665.56	11-0000-203-000
0013119	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 538.00	11-0000-203-000
0013120	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 147.07	11-0000-203-000
0013121	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 820.00	11-0000-203-000
0013122	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,566.00	11-0000-203-000
0013123	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,665.47	11-0000-203-000
0013124	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,080.00	11-0000-203-000
0013125	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 7,195.00	11-0000-203-000
0013126	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,003.00	11-0000-203-000
0013127	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,156.00	11-0000-203-000
0013128	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,663.00	11-0000-203-000
0013129	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,727.00	11-0000-203-000
0013130	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,185.36	11-0000-203-000
0013131	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 989.00	11-0000-203-000
0013132	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 779.00	11-0000-203-000
0013133	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 5.00	11-0000-203-000
0013134	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 5.00	11-0000-203-000
0013135	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,077.00	11-0000-203-000
0013136	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 5.00	11-0000-203-000
0013137	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,781.00	11-0000-203-000
0013138	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 2,505.00	11-0000-203-000
0013139	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 5,576.00	11-0000-203-000
0013140	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,000.47	11-0000-203-000
0013141	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,475.00	11-0000-203-000
0013142	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,627.47	11-0000-203-000
0013143	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 779.00	11-0000-203-000
0013144	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$ 1,978.00	11-0000-203-000

0013145	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	334.95	11-0000-203-000
0013146	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	417.27	11-0000-203-000
0013147	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	663.97	11-0000-203-000
0013148	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	40.91	11-0000-203-000
0013149	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	381.00	11-0000-203-000
0013150	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	2,138.21	11-0000-203-000
0013151	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	200.00	11-0000-203-000
0013152	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	178.70	11-0000-203-000
0013153	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	211.03	11-0000-203-000
0013154	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	504.31	11-0000-203-000
0013155	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,241.39	11-0000-203-000
0013156	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,743.00	11-0000-203-000
0013157	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,366.82	11-0000-203-000
0013158	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	312.00	11-0000-203-000
0013159	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,127.76	11-0000-203-000
0013160	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,072.00	11-0000-203-000
0013161	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	366.00	11-0000-203-000
0013162	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	974.39	11-0000-203-000
0013163	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	204.59	11-0000-203-000
0013164	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	500.92	11-0000-203-000
0013165	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	300.00	11-0000-203-000
0013165	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	185.00	11-0000-203-000
0013166	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	3,003.95	11-0000-203-000
0013167	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	57.23	11-0000-203-000
0013168	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	2,120.38	11-0000-203-000
0013169	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	934.00	11-0000-203-000
0013170	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,119.83	11-0000-203-000
0013171	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	667.00	11-0000-203-000
0013172	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	698.00	11-0000-203-000
0013173	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,755.76	11-0000-203-000
0013174	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5,575.47	11-0000-203-000

0013175	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	974.38	11-0000-203-000
0013176	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	313.00	11-0000-203-000
0013177	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,678.96	11-0000-203-000
0013178	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	78.31	11-0000-203-000
0013179	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	70.70	11-0000-203-000
0013180	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	86.47	11-0000-203-000
0013181	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	434.94	11-0000-203-000
0013182	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,744.91	11-0000-203-000
0013183	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	869.00	11-0000-203-000
0013184	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,594.08	11-0000-203-000
0013185	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	363.00	11-0000-203-000
0013186	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,240.49	11-0000-203-000
0013187	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	2,030.00	11-0000-203-000
0013188	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013189	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013190	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	161.00	11-0000-203-000
0013191	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013192	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013193	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013194	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013195	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013196	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013197	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013198	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5.00	11-0000-203-000
0013199	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,744.00	11-0000-203-000
0013200	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,267.00	11-0000-203-000
0013201	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,970.00	11-0000-203-000
0013202	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	370.00	11-0000-203-000
0013203	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,925.00	11-0000-203-000
0013204	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,414.00	11-0000-203-000
0013205	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	2,648.00	11-0000-203-000

0013205	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,384.31	11-0000-203-000
0013210	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	215.94	11-0000-203-000
0013211	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	183.78	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	240.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,353.76	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	140.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,475.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	335.54	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,475.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	192.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	520.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,510.66	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,402.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	415.76	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,310.47	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	96.22	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	45.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	417.55	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,475.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,374.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,568.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,400.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	680.53	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	597.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	831.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	295.63	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,475.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	597.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,475.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,750.00	11-0000-203-000
0013212	ICC Student Housing	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,475.00	11-0000-203-000

[illegible]

[illegible]

0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	2,050.00	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,704.00	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,342.23	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	2,050.00	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	337.15	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	2,050.00	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	2,050.00	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	250.00	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	337.31	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	951.47	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	1,614.55	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	2,150.00	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	675.00	11-0000-203-000
0013213	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	2/22/2021	\$	2,613.00	11-0000-203-000
0013214	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	147.63	11-0000-203-000
0013215	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	87.64	11-0000-203-000
0013216	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	86.53	11-0000-203-000
0013217	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	643.71	11-0000-203-000
0013218	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	73.07	11-0000-203-000
0013219	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	521.53	11-0000-203-000
0013220	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	1,014.02	11-0000-203-000
0013221	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	86.53	11-0000-203-000
0013222	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	740.12	11-0000-203-000
0013223	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	77.73	11-0000-203-000
0013224	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	191.69	11-0000-203-000
0013225	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	175.78	11-0000-203-000
0013226	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	188.44	11-0000-203-000
0013227	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	413.45	11-0000-203-000
0013228	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	34.99	11-0000-203-000
0013229	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	146.53	11-0000-203-000
0013230	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	175.44	11-0000-203-000

0013232	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	86.53	11-0000-203-000
0013233	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	30.00	11-0000-203-000
0013234	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	423.34	11-0000-203-000
0013234	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	675.00	11-0000-203-000
0013235	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	132.00	11-0000-203-000
0013236	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	150.47	11-0000-203-000
0013237	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	2,749.00	11-0000-203-000
0013238	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	150.47	11-0000-203-000
0013239	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	192.47	11-0000-203-000
0013240	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	68.37	11-0000-203-000
0013241	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	284.65	11-0000-203-000
0013242	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	195.00	11-0000-203-000
0013243	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	330.64	11-0000-203-000
0013244	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	320.53	11-0000-203-000
0013245	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	86.53	11-0000-203-000
0013246	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	199.40	11-0000-203-000
0013247	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	736.18	11-0000-203-000
0013248	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	456.05	11-0000-203-000
0013249	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	193.03	11-0000-203-000
0013250	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	170.56	11-0000-203-000
0013251	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	122.79	11-0000-203-000
0013252	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	184.00	11-0000-203-000
0013253	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	27.00	11-0000-203-000
0013254	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	259.85	11-0000-203-000
0013255	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	109.97	11-0000-203-000
0013256	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	140.46	11-0000-203-000
0013256	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	20.00	11-0000-203-000
0013257	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	114.69	11-0000-203-000
0013258	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	160.06	11-0000-203-000
0013259	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	213.61	11-0000-203-000
0013260	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	80.18	11-0000-203-000

0013261	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 1,930.00	11-0000-203-000
0013262	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 86.53	11-0000-203-000
0013263	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 86.53	11-0000-203-000
0013264	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 474.24	11-0000-203-000
0013265	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 301.37	11-0000-203-000
0013266	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 259.41	11-0000-203-000
0013267	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 796.08	11-0000-203-000
0013268	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 234.00	11-0000-203-000
0013269	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 234.00	11-0000-203-000
0013270	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 33.02	11-0000-203-000
0013271	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 320.53	11-0000-203-000
0013272	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 171.62	11-0000-203-000
0013273	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 234.00	11-0000-203-000
0013274	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 241.00	11-0000-203-000
0013275	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 86.53	11-0000-203-000
0013276	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 702.00	11-0000-203-000
0013277	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 519.00	11-0000-203-000
0013278	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 202.69	11-0000-203-000
0013279	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 418.30	11-0000-203-000
0013280	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 234.00	11-0000-203-000
0013281	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 86.53	11-0000-203-000
0013282	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 234.00	11-0000-203-000
0013283	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 114.06	11-0000-203-000
0013284	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 322.83	11-0000-203-000
0013285	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 114.69	11-0000-203-000
0013286	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 114.69	11-0000-203-000
0013287	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 643.00	11-0000-203-000
0013288	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 146.53	11-0000-203-000
0013289	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 186.68	11-0000-203-000
0013290	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 138.76	11-0000-203-000
0013291	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$ 200.00	11-0000-203-000

0013292	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	331.77	11-0000-203-000
0013293	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	287.21	11-0000-203-000
0013294	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	325.55	11-0000-203-000
0013295	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	448.67	11-0000-203-000
0013296	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	462.40	11-0000-203-000
0013297	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	27.00	11-0000-203-000
0013298	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	84.02	11-0000-203-000
0013299	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	48.77	11-0000-203-000
0013300	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	86.53	11-0000-203-000
0013301	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	8.00	11-0000-203-000
0013302	ICC Student	ICC Student Previous Balance Refund	2/22/2021	\$	21.93	11-0000-203-000
0013303	City Of Independence	Water Fee Practice Field	2/22/2021	\$	88.84	11-6500-632-000
0013303	City Of Independence	Water Fee Practice Field 2	2/22/2021	\$	26.57	11-6500-632-000
0013303	City Of Independence	Water/Sewer Admin. Bldg.	2/22/2021	\$	435.15	11-6500-632-000
0013303	City Of Independence	Water/Sewer Cessna Bldg.	2/22/2021	\$	68.55	11-6500-632-000
0013303	City Of Independence	Water/Sewer ICC West	2/22/2021	\$	74.09	11-6500-632-000
0013303	City Of Independence	Water/Sewer Main Campus	2/22/2021	\$	1,017.51	11-6500-632-000
0013303	City Of Independence	Sanitation Serv. ICC West	2/22/2021	\$	200.00	11-6500-679-000
0013304	Hartman Publishing	Textbooks(CNA)-Hartman	2/22/2021	\$	2,780.49	16-9300-743-000
0013305	Studebaker Refrigeration, Inc	Ice Machine Rent-North Gym	2/22/2021	\$	80.00	11-6500-646-000
0013305	Studebaker Refrigeration, Inc	Ice Machine Rent-South Gym	2/22/2021	\$	80.00	11-6500-646-000
0013305	Studebaker Refrigeration, Inc	Ice Machine Rent-Kitchen	2/22/2021	\$	155.00	16-9600-643-000
0013306	TouchTone Communications	Long Distance Phone Services	2/22/2021	\$	125.01	11-6500-631-000
0013307	Fastenal	Custodial supplies - batteries	2/22/2021	\$	37.90	11-7100-708-000
0013307	Fastenal	Custodial supplies - batteries	2/22/2021	\$	25.90	11-7100-708-000
0013307	Fastenal	Custodial supplies - batteries	2/22/2021	\$	21.58	11-7100-708-000
0013308	Toyota Financial Services	Fleet Vehicle Lease-CP247	2/22/2021	\$	469.00	11-7200-645-000
0013308	Toyota Financial Services	Fleet Vehicle Lease-CR881	2/22/2021	\$	623.04	11-7200-645-000
0013308	Toyota Financial Services	Fleet Vehicle Lease-CR898	2/22/2021	\$	647.56	11-7200-645-000
0013308	Toyota Financial Services	Fleet Vehicle Lease-CU325	2/22/2021	\$	797.16	11-7200-645-000
0013309	Firex, Inc	MBB - fire extinguisher recharge in van by MBB	2/22/2021	\$	24.00	11-5520-698-000

0013310	George Lay Signs, Inc.	Billboard	2/22/2021	\$	134.50	11-6300-615-000
0013311	Johnson, Erica	Erica Johnson-Mileage Reimbursement	2/22/2021	\$	21.67	31-8504-601-000
0013312	Kopco, Inc.	single sheet coated cover	2/22/2021	\$	129.17	11-6300-615-000
0013313	TestOut Corporation	Online Code - TestOut	2/22/2021	\$	129.00	16-9300-740-000
0013313	TestOut Corporation	Online Codes - testout.com	2/22/2021	\$	258.00	16-9300-740-000
0013314	Kendall Hunt Publishing Company	Online Code - Kendell Hunt	2/22/2021	\$	545.00	16-9300-740-000
0013314	Kendall Hunt Publishing Company	Textbooks - Kendell Hunt	2/22/2021	\$	1,299.50	16-9300-743-000
0013315	Inceptia	Financial Aid Verifications	2/22/2021	\$	192.50	11-5200-646-000
0013316	Independence Daily Reporter	college basketball tab	2/22/2021	\$	529.00	11-6300-615-000
0013316	Independence Daily Reporter	college basketball tab	2/22/2021	\$	264.50	11-6300-615-000
0013317	Jocks Nitch	MBB - athletic gear (inv. 5815)	2/22/2021	\$	2,742.00	11-5520-698-000
0013317	Jocks Nitch	MBB - athletic gear (Inv. 5813)	2/22/2021	\$	1,386.00	11-5520-699-000
0013317	Jocks Nitch	Athletic Training -athletic gear (Inv. 2717)	2/22/2021	\$	288.00	11-5595-698-000
0013318	Fleetpool USA, LLC	Fleet Vehicle Lease	2/22/2021	\$	725.00	11-7200-645-000
0013318	Fleetpool USA, LLC	Fleet Vehicle Lease	2/22/2021	\$	725.00	11-7200-645-000
0013318	Fleetpool USA, LLC	Fleet Vehicle Lease	2/22/2021	\$	725.00	11-7200-645-000
0013318	Fleetpool USA, LLC	Fleet Vehicle Lease	2/22/2021	\$	725.00	11-7200-645-000
0013319	Elsevier Health	Med Term Books-Elsevier	2/22/2021	\$	3,637.18	16-9300-740-000
0013320	McGraw-Hill Global Education, LLC	Nutrition Codes-McGraw-Hill	2/22/2021	\$	3,287.35	16-9300-740-000
0013320	McGraw-Hill Global Education, LLC	Online Codes - McGraw-Hill	2/22/2021	\$	3,837.58	16-9300-740-000
0013320	McGraw-Hill Global Education, LLC	Textbooks and codes	2/22/2021	\$	7,274.35	16-9300-743-000
0013320	McGraw-Hill Global Education, LLC	Textbooks - McGraw-Hill	2/22/2021	\$	1,541.37	16-9300-743-000
0013321	Republic Services #376	Admin Fee & Fuel	2/22/2021	\$	466.80	11-6500-679-000
0013321	Republic Services #376	Sanitation Serv.Cessna Bldg.	2/22/2021	\$	162.89	11-6500-679-000
0013321	Republic Services #376	Sanitation Serv.Fine Arts Bldg	2/22/2021	\$	66.28	11-6500-679-000
0013321	Republic Services #376	Sanitation Serv.Maintenance	2/22/2021	\$	231.10	11-6500-679-000
0013321	Republic Services #376	Sanitation Serv. Dorms	2/22/2021	\$	652.84	16-9500-679-000
0013321	Republic Services #376	Sanitation Serv. Cafeteria	2/22/2021	\$	430.13	16-9600-679-000
0013322	Pitney Bowes	Postage Meter Lease	2/22/2021	\$	1,340.00	11-6500-646-000
0013323	Amazon Capitol Services	Business Office Supplies	2/22/2021	\$	13.00	11-6200-701-000
0013323	Amazon Capitol Services	PPE Masks-Covid	2/22/2021	\$	199.99	11-6500-719-001

0013323	Amazon Capitol Services	IT Power Surge Equipment	2/22/2021	\$	219.40	11-6600-850-000
0013323	Amazon Capitol Services	IT-Surveillance Cameras	2/22/2021	\$	1,916.00	11-6600-850-000
0013323	Amazon Capitol Services	Light motion sensor power pack- replacement	2/22/2021	\$	76.00	11-7100-649-000
0013323	Amazon Capitol Services	Light motion sensor power pack- replacement	2/22/2021	\$	120.92	11-7100-649-000
0013323	Amazon Capitol Services	HVAC repair- rooftop unit electric motor -Fab Lab	2/22/2021	\$	23.87	11-7100-708-000
0013323	Amazon Capitol Services	Light motion sensor power pack- replacement	2/22/2021	\$	110.32	11-7100-708-000
0013323	Amazon Capitol Services	Light motion sensor power pack- replacement	2/22/2021	\$	17.96	11-7100-719-000
0013323	Amazon Capitol Services	Light motion sensor power pack- replacement	2/22/2021	\$	10.99	11-7100-725-000
0013323	Amazon Capitol Services	Light motion sensor power pack- replacement	2/22/2021	\$	36.89	11-7100-725-000
0013323	Amazon Capitol Services	HVAC repair- rooftop unit electric motor -Fab Lab	2/22/2021	\$	176.43	11-7100-824-000
0013324	Service Office	Office Supplies-Service Office	2/22/2021	\$	431.84	16-9300-701-000
0013324	Service Office	Office supplies-Service Office	2/22/2021	\$	28.50	16-9300-701-000
0013325	Indoff, Incorporated	Office Supplies - Indoff	2/22/2021	\$	465.54	16-9300-701-000
0013326	Penmac Staffing Services Inc.	Temperature Checkers	2/22/2021	\$	1,335.60	11-6500-719-001
0013326	Penmac Staffing Services Inc.	Temperature Checkers	2/22/2021	\$	1,344.00	11-6500-719-001
0013327	Joe Smith Company	snacks for Resale-Joe Smith	2/22/2021	\$	359.87	16-9300-740-000
0013328	Independence USD #446	High School teacher pay	2/22/2021	\$	2,600.00	11-1154-522-000
0013328	Independence USD #446	High School teacher pay	2/22/2021	\$	2,475.00	11-1177-522-000
0013329	System One Holdings, LLC	System Admin Conversion	2/22/2021	\$	3,960.00	11-6600-663-000
0013330	Data Storage Corporation	Cloud Hosting/Infrastructure	2/22/2021	\$	369.84	11-6600-852-000
0013331	Medco Supply, Masune & Surgical Supply Serv.	Athletic Training - athletic supplies	2/22/2021	\$	903.66	11-5595-698-000
0013331	Medco Supply, Masune & Surgical Supply Serv.	Athletic Training - athletic supplies	2/22/2021	\$	20.70	11-5595-698-000
0013332	Consolidated Management Co.	Meal Plan	2/22/2021	\$	23,742.94	16-9600-602-000
0013333	Philadelphia Insurance Companies	Insurance Installment Fee	2/22/2021	\$	210.67	11-6500-622-000
0013334	Marianna Industries Inc.	Comso. Supplies - Marianna	2/22/2021	\$	1,414.55	16-9300-740-000
0013334	Marianna Industries Inc.	Cosmetology Supplies-Perkins	2/22/2021	\$	531.12	39-1269-700-000
0013335	Woods Lumber of Independence, Ks. INC	ICC West - mailbox repair supplies	2/22/2021	\$	66.54	11-7100-649-000
0013336	JCCI Resource Development Services, Inc.	Title III Grant Writing Workshop	2/22/2021	\$	2,500.00	11-5700-646-000
0013338	Barbera, Terri	Terri Barbera-Mileage Reimbursement	2/22/2021	\$	102.48	31-8504-601-000
0013339	Southeast Kansas Library System	koha= catalog	2/22/2021	\$	800.00	11-4100-646-000
0013340	Independence Country Club	Football - recruiting event	2/22/2021	\$	716.45	11-5510-617-000

0013340	Independence Country Club	Football - recruiting event	2/22/2021	\$	728.81	11-5510-617-000
0013341	BS Bikes, LLC	Dream Bikes	2/22/2021	\$	3,200.94	71-4100-285-011
0013342	Osburn, Ashley R.	Presidential Candidate Meal Reimbursement	2/22/2021	\$	75.47	11-6000-602-000
0013343	ICC Student	ICC Student Financial Aid Refund	2/23/2021	\$	13.98	11-0000-203-000
0013344	ICC Student	ICC Student Financial Aid Refund	2/23/2021	\$	5.00	11-0000-203-000
0013345	ICC Student	ICC Student Financial Aid Refund	2/23/2021	\$	195.00	11-0000-203-000
0013346	ICC Student	ICC Student Financial Aid Refund	2/23/2021	\$	195.00	11-0000-203-000
0013347	ICC Student	ICC Student Financial Aid Refund	2/23/2021	\$	5.00	11-0000-203-000
0013348	ICC Student	ICC Student Financial Aid Refund	2/23/2021	\$	465.00	11-0000-203-000
0013349	ICC Student	ICC Student Financial Aid Refund	2/23/2021	\$	73.94	11-0000-203-000
0013350	ICC Student	ICC Student Previous Balance Refund	2/23/2021	\$	20.00	11-0000-203-000
0013351	ICC Student	ICC Student Previous Balance Refund	2/23/2021	\$	754.00	11-0000-203-000
0013352	Fredonia Chamber	2021 Membership Dues	2/24/2021	\$	250.00	11-6100-681-000
0013353	City Of Independence	May Graduation at Memorial Hall	2/24/2021	\$	550.00	11-6500-710-000
0013354	Purchase Power	Postage for meter 16894370	2/24/2021	\$	2,000.00	11-6500-611-000
0013355	Toyota Financial Services	Fleet Vehicle Lease-CU993	2/24/2021	\$	571.01	11-7200-645-000
0013356	Newton's True Value	Batteries-Custodial	2/24/2021	\$	4.49	11-7100-708-000
0013357	O'Reilly Auto Parts	Cleaners fleet vehicles	2/24/2021	\$	19.97	11-7200-719-000
0013358	Montgomery County Action Council	Annual Membership Dues	2/24/2021	\$	265.00	11-6100-681-000
0013359	Four State Maintenance Supply, Inc.	Chariot floor scrubber machine repair	2/24/2021	\$	918.24	11-7100-649-000
0013360	Hugo's Industrial Supply, Inc	Ice melt - 20 bags	2/24/2021	\$	250.00	11-7300-719-000
0013360	Hugo's Industrial Supply, Inc	Ice melt - 20 bags	2/24/2021	\$	250.00	11-7300-719-000
0013360	Hugo's Industrial Supply, Inc	Netflix Merchandise - S/H for items purchased	2/24/2021	\$	26.96	16-9300-742-001
0013361	Nelnet	Hosting and Maintenance Fee	2/24/2021	\$	775.70	11-6500-695-000
0013362	KGGF KUSN Inc	KGGF 2020 Enrollment Ad	2/24/2021	\$	699.30	11-6300-615-000
0013363	KUSN US 98	KUSN 2020 Enrollment Ad	2/24/2021	\$	699.30	11-6300-615-000
0013364	Johnson Controls Fire Protection LP	Fire Alarm monitoring - ICC West	2/24/2021	\$	99.45	11-7300-661-000
0013365	Sayers Ace Hardware	Keys & barrel bolt	2/24/2021	\$	7.37	11-7300-724-000
0013366	Amazon Capitol Services	Printing Supplies IT COVID	2/24/2021	\$	160.03	11-4220-701-000
0013366	Amazon Capitol Services	PC Accessories - IT	2/24/2021	\$	238.55	11-6500-719-001
0013366	Amazon Capitol Services	Printing Supplies COVID	2/24/2021	\$	65.69	11-6500-719-001

0013366	Amazon Capitol Services	IT Equipment-ID Printers (RFID) - Main Campus + West	2/24/2021	\$	1,948.00	11-6600-850-000
0013366	Amazon Capitol Services	IT Equipment-Speakers	2/24/2021	\$	79.96	11-6600-850-000
0013366	Amazon Capitol Services	American Flag-Library and Maintenance Shop	2/24/2021	\$	114.87	11-7300-719-000
0013366	Amazon Capitol Services	Cosmo mats	2/24/2021	\$	572.60	39-1269-700-001
0013367	TD Specialty Services	Volleyball - sophomore gifts	2/24/2021	\$	221.00	11-5530-698-000
0013368	Insight Public Sector, Inc.	Renewal 2021	2/24/2021	\$	11,076.43	11-6600-852-000
0013369	Cloud 9 Sports, LLC	Volleyball - athletic gear for team (Inv. LF579)	2/24/2021	\$	552.70	11-5530-699-000
0013370	Woods Lumber of Independence, Ks. INC	Light fixture - Fab Lab lobby display	2/24/2021	\$	16.99	11-7100-649-000
0013371	ICC Student	ICC Student Previous Balance Refund	2/24/2021	\$	291.61	11-0000-203-000
EFT000000002726	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	4,376.45	11-0000-203-000
EFT000000002727	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	3,882.00	11-0000-203-000
EFT000000002728	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	2,748.00	11-0000-203-000
EFT000000002728	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5,731.83	11-0000-203-000
EFT000000002729	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	106.00	11-0000-203-000
EFT000000002729	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	130.50	11-0000-203-000
EFT000000002730	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	2,478.00	11-0000-203-000
EFT000000002731	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	6,364.00	11-0000-203-000
EFT000000002732	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	3,653.33	11-0000-203-000
EFT000000002733	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	341.60	11-0000-203-000
EFT000000002734	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	2,944.00	11-0000-203-000
EFT000000002735	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	3,395.00	11-0000-203-000
EFT000000002736	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,625.25	11-0000-203-000
EFT000000002737	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,273.33	11-0000-203-000
EFT000000002738	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	1,212.47	11-0000-203-000
EFT000000002739	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	5,113.00	11-0000-203-000
EFT000000002740	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	12.00	11-0000-203-000
EFT000000002741	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	148.00	11-0000-203-000
EFT000000002742	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	471.00	11-0000-203-000
EFT000000002743	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	3,708.00	11-0000-203-000
EFT000000002744	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	869.00	11-0000-203-000
EFT000000002745	ICC Student	ICC Student Financial Aid Refund	2/22/2021	\$	3,126.07	11-0000-203-000

EFT000000002746	Atmos Energy	Gas Service-Academic Bldg.	2/22/2021	\$	1,249.52	11-6500-633-000
EFT000000002746	Atmos Energy	Gas Service-Admissions Bldg.	2/22/2021	\$	422.49	11-6500-633-000
EFT000000002746	Atmos Energy	Gas Service-Brookside S Bldg.	2/22/2021	\$	251.66	11-6500-633-000
EFT000000002746	Atmos Energy	Gas Service-Field House	2/22/2021	\$	1,253.17	11-6500-633-000
EFT000000002746	Atmos Energy	Gas Service-Fine Arts Bldg.	2/22/2021	\$	1,007.34	11-6500-633-000
EFT000000002746	Atmos Energy	Gas Service-ICC West	2/22/2021	\$	856.86	11-6500-633-000
EFT000000002746	Atmos Energy	Gas Service-Maintenance Shop	2/22/2021	\$	116.78	11-6500-633-000
EFT000000002746	Atmos Energy	Gas Service-Student Union Bldg	2/22/2021	\$	808.41	11-6500-633-000
EFT000000002747	Quality Mini Storage LLC	Storage rental	2/22/2021	\$	150.00	11-7300-661-000
EFT000000002748	Evergy	Electricity-Cessna Bldg.	2/22/2021	\$	681.69	11-6500-635-000
EFT000000002748	Evergy	Electricity-ICC West	2/22/2021	\$	1,414.70	11-6500-635-000
EFT000000002748	Evergy	Electricity-ICC West Sign	2/22/2021	\$	23.92	11-6500-635-000
EFT000000002748	Evergy	Electricity-Pond/Fountain 4000	2/22/2021	\$	22.75	11-6500-635-000
EFT000000002749	Kansas Department of Revenue-Sales Tax	Kansas Sales Tax Payment	2/22/2021	\$	1,752.93	11-0100-216-000
EFT000000002750	Academic Office Credit Card	Tutor Trac software	2/4/2021	\$	2,945.75	11-4250-852-000
EFT000000002750	Academic Office Credit Card	Tutor Trac software	2/4/2021	\$	2,195.00	11-6300-661-000
EFT000000002751	Vidali, Anthony Credit Card	Athletic Training - athletic supplies	2/4/2021	\$	14.17	11-5595-698-000
EFT000000002751	Vidali, Anthony Credit Card	Athletic Training - Athletic Gear	2/4/2021	\$	331.50	11-5595-701-000
EFT000000002752	Athletic Department Purchase Card	Football - lodging	2/4/2021	\$	138.65	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - lodging for recruiting	2/4/2021	\$	63.34	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	15.06	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	24.49	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	9.35	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	25.00	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	24.48	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	22.26	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	24.57	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	158.29	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	23.36	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	32.31	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	41.66	11-5510-617-000

EFT000000002752	Athletic Department Purchase Card	Football - recruiting	2/4/2021	\$	16.32	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting (lost receipt)	2/4/2021	\$	33.02	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting (lost receipt)	2/4/2021	\$	139.81	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - recruiting (lost receipt)	2/4/2021	\$	155.56	11-5510-617-000
EFT000000002752	Athletic Department Purchase Card	Football - reruiting	2/4/2021	\$	20.18	11-5510-617-000
EFT000000002753	Beurskens, Benny Purchase Card	Cintas-Uniforms	2/4/2021	\$	465.56	11-7100-708-000
EFT000000002753	Beurskens, Benny Purchase Card	Instructional TV's AC Rm 114 remodel	2/4/2021	\$	1,056.00	11-7500-820-000
EFT000000002754	Morosco, Bill Purchase Card	MBB - mean for team event	2/4/2021	\$	105.13	11-5520-602-000
EFT000000002754	Morosco, Bill Purchase Card	Rental Car Booking	2/4/2021	\$	242.92	11-5520-617-000
EFT000000002754	Morosco, Bill Purchase Card	MBB - lodging for recruiting	2/4/2021	\$	88.49	11-5520-617-000
EFT000000002754	Morosco, Bill Purchase Card	MBB - recruiting	2/4/2021	\$	64.89	11-5520-617-000
EFT000000002754	Morosco, Bill Purchase Card	MBB - recruiting	2/4/2021	\$	200.00	11-5520-617-000
EFT000000002754	Morosco, Bill Purchase Card	MBB - recruiting rental car	2/4/2021	\$	2.43	11-5520-617-000
EFT000000002754	Morosco, Bill Purchase Card	MBB - athletic gear	2/4/2021	\$	377.45	11-5520-699-000
EFT000000002755	Peterson, Bruce Purchase Card	Google 1.6.21 basic storage inge	2/4/2021	\$	1.99	34-1100-705-000
EFT000000002755	Peterson, Bruce Purchase Card	Inge added google storage 1.10.21	2/4/2021	\$	2.99	34-1100-705-000
EFT000000002755	Peterson, Bruce Purchase Card	Inge basic google storage 1.10.21 for website transition	2/4/2021	\$	1.99	34-1100-705-000
EFT000000002755	Peterson, Bruce Purchase Card	Squarespace for Inge monthly	2/4/2021	\$	20.00	34-1100-705-000
EFT000000002756	Taylor, Christopher Purchase Card	Volleyball - fuel for recruiting	2/4/2021	\$	17.40	11-5530-617-000
EFT000000002756	Taylor, Christopher Purchase Card	Volleyball - fuel for recruiting	2/4/2021	\$	14.40	11-5530-617-000
EFT000000002756	Taylor, Christopher Purchase Card	Volleyball - office equipment	2/4/2021	\$	54.99	11-5530-698-000
EFT000000002756	Taylor, Christopher Purchase Card	Volleyball - supplies	2/4/2021	\$	32.52	11-5530-698-000
EFT000000002756	Taylor, Christopher Purchase Card	Volleyball - team supplies	2/4/2021	\$	141.14	11-5530-698-000
EFT000000002757	Jordan, Cordell Purchase Card	Facebook Ads	2/4/2021	\$	250.00	11-6300-615-000
EFT000000002757	Jordan, Cordell Purchase Card	Facebook Ads	2/4/2021	\$	11.74	11-6300-615-000
EFT000000002757	Jordan, Cordell Purchase Card	Google Ads	2/4/2021	\$	500.00	11-6300-615-000
EFT000000002757	Jordan, Cordell Purchase Card	Google Ads Management	2/4/2021	\$	150.00	11-6300-615-000
EFT000000002757	Jordan, Cordell Purchase Card	Googles Ads	2/4/2021	\$	500.00	11-6300-615-000
EFT000000002757	Jordan, Cordell Purchase Card	Adobe Id Creative Cloud	2/4/2021	\$	20.99	11-6300-852-000
EFT000000002757	Jordan, Cordell Purchase Card	Adobe-Acrobat Pro	2/4/2021	\$	14.99	11-6300-852-000
EFT000000002757	Jordan, Cordell Purchase Card	Corporate Monthly Planning	2/4/2021	\$	650.00	11-6300-852-000

EFT000000002757	Jordan, Cordell Purchase Card	International Shipping Fee	2/4/2021	\$	1.50	11-6300-852-000
EFT000000002757	Jordan, Cordell Purchase Card	Zoom	2/4/2021	\$	85.20	11-6300-852-000
EFT000000002757	Jordan, Cordell Purchase Card	Verizon-Hotspot usage	2/4/2021	\$	156.26	11-6500-636-000
EFT000000002758	Sadhoo, Jonathan Purchase Card New	2020 Laser W-2 Forms	2/4/2021	\$	92.30	11-6200-701-000
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Bestbuy-AC Computers Covid IT	2/4/2021	\$	1,470.36	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Bestbuy-AC Computers Covid IT	2/4/2021	\$	1,432.24	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Bestbuy-Covid Technology- Monitors IT	2/4/2021	\$	1,470.36	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Bestbuy-Covid Technology- Monitors IT	2/4/2021	\$	925.84	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Ooma-Phone Service	2/4/2021	\$	12.18	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Ooma-Phone Service	2/4/2021	\$	6.08	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Staples - Monitor IT	2/4/2021	\$	169.91	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Staples - Laptops - Classroom IT	2/4/2021	\$	739.98	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Verizon-Dorm Hotspots-Covid	2/4/2021	\$	270.48	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Zoom.us	2/4/2021	\$	15.96	11-6500-719-001
EFT000000002758	Sadhoo, Jonathan Purchase Card New	Staples - Hard Drives + PC Accessories IT	2/4/2021	\$	214.98	11-6600-850-000
EFT000000002759	Johnson, Erica Purchase Card	Speaker-Roger Speaks	2/4/2021	\$	1,350.00	31-8504-679-000
EFT000000002759	Johnson, Erica Purchase Card	Stamps.com	2/4/2021	\$	17.99	31-8504-719-000
EFT000000002760	Mueller, Hailey Purchase Card	Vital planet dog chews	2/4/2021	\$	29.99	71-1220-285-004
EFT000000002761	ICC Marketing	click and ship acceptance letters and icc swag	2/4/2021	\$	45.15	11-6300-615-000
EFT000000002761	ICC Marketing	constant contact toolkit email and contacts	2/4/2021	\$	70.00	11-6300-615-000
EFT000000002761	ICC Marketing	envelopes paper	2/4/2021	\$	587.47	11-6300-615-000
EFT000000002761	ICC Marketing	prepaid auto refill minutes for recruiting phone	2/4/2021	\$	38.27	11-6300-615-000
EFT000000002762	IT Department Purchase Card	AWS-Service Charge	2/4/2021	\$	7.31	11-6600-646-000
EFT000000002762	IT Department Purchase Card	ConvergeOne-EMC Renewal	2/4/2021	\$	18,490.37	11-6600-852-000
EFT000000002762	IT Department Purchase Card	Insight-AnyConnect Plus Licens	2/4/2021	\$	222.25	11-6600-852-000
EFT000000002762	IT Department Purchase Card	Insight-Bitdefender Licenses	2/4/2021	\$	3,929.56	11-6600-852-000
EFT000000002762	IT Department Purchase Card	JAMF School Plus-Subscription	2/4/2021	\$	180.00	11-6600-852-000
EFT000000002763	Correll, Jim Credit Card	OUTDOORELECTRONICSBOX	2/4/2021	\$	23.75	11-1223-719-000
EFT000000002764	Turgeon, Jim Purchase Card	WBB - fuel for recruiting	2/4/2021	\$	24.30	11-5540-617-000
EFT000000002764	Turgeon, Jim Purchase Card	wbb - POSTERS FOR LOCKER ROOM	2/4/2021	\$	39.00	11-5540-698-000
EFT000000002764	Turgeon, Jim Purchase Card	WBB - supplies	2/4/2021	\$	10.88	11-5540-698-000

EFT000000002764	Turgeon, Jim Purchase Card	Athletic Dept. - Food for dorm (COVID19)	2/4/2021	\$	100.00	11-6500-719-001
EFT000000002764	Turgeon, Jim Purchase Card	Athletic Dept. - zoom for staff meetings (COVID19)	2/4/2021	\$	15.96	11-6500-719-001
EFT000000002765	Donerson, Keith Purchase Card	Football - recruiting	2/4/2021	\$	71.51	11-5510-617-000
EFT000000002765	Donerson, Keith Purchase Card	Football - recruiting	2/4/2021	\$	48.22	11-5510-617-000
EFT000000002765	Donerson, Keith Purchase Card	Football - recruiting	2/4/2021	\$	84.56	11-5510-617-000
EFT000000002765	Donerson, Keith Purchase Card	Football - recruiting	2/4/2021	\$	25.76	11-5510-617-000
EFT000000002765	Donerson, Keith Purchase Card	Football -recruiting	2/4/2021	\$	40.01	11-5510-617-000
EFT000000002766	Markiewicz, Larry Purchase Card	SHERWIN WILLIAMS PAINT FOR MURAL	2/4/2021	\$	122.00	11-1155-700-000
EFT000000002767	Boots, Lori Purchase Card	Indeed-Job Posting	2/4/2021	\$	508.90	11-6110-615-000
EFT000000002767	Boots, Lori Purchase Card	Indeed-Job Posting	2/4/2021	\$	501.83	11-6110-615-000
EFT000000002767	Boots, Lori Purchase Card	Indeed-Job Posting	2/4/2021	\$	282.64	11-6110-615-000
EFT000000002767	Boots, Lori Purchase Card	Indeed-Job Posting	2/4/2021	\$	501.72	11-6110-615-000
EFT000000002767	Boots, Lori Purchase Card	Indeed-Job Postings	2/4/2021	\$	502.46	11-6110-615-000
EFT000000002767	Boots, Lori Purchase Card	Indeed-Job Postings	2/4/2021	\$	503.88	11-6110-615-000
EFT000000002767	Boots, Lori Purchase Card	Job Posting	2/4/2021	\$	503.72	11-6110-615-000
EFT000000002767	Boots, Lori Purchase Card	Job Posting	2/4/2021	\$	502.61	11-6110-615-000
EFT000000002767	Boots, Lori Purchase Card	Amazon-Lactation Room Signage	2/4/2021	\$	23.90	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	Amazon-Lactation Room Signage	2/4/2021	\$	41.62	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	CareerBuilder	2/4/2021	\$	62.50	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	CareerBuilder	2/4/2021	\$	304.50	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	CareerBuilder	2/4/2021	\$	387.50	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	CareerBuilder	2/4/2021	\$	41.00	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	HR Specialist	2/4/2021	\$	99.00	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	Labor Law signs	2/4/2021	\$	187.65	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	MVR-Background Checks	2/4/2021	\$	26.70	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	MVR-Background Checks	2/4/2021	\$	26.70	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	MVR-Background Checks	2/4/2021	\$	16.00	11-6110-662-000
EFT000000002767	Boots, Lori Purchase Card	Amazon-HR Office Supplies	2/4/2021	\$	93.93	11-6110-701-000
EFT000000002767	Boots, Lori Purchase Card	Business Management	2/4/2021	\$	297.00	11-6510-717-000
EFT000000002767	Boots, Lori Purchase Card	Business Management	2/4/2021	\$	297.00	11-6510-717-000
EFT000000002767	Boots, Lori Purchase Card	Daniel C Clark	2/4/2021	\$	390.00	11-6510-717-000

EFT000000002768	Maintenance Toll Credit Card	Fleet Vehicles Service	2/4/2021	\$	158.49	11-7200-647-000
EFT000000002768	Maintenance Toll Credit Card	Toll Charges	2/4/2021	\$	60.72	11-7200-719-000
EFT000000002769	Byrd, Mallory Credit Card	2 HHA testing	2/4/2021	\$	41.00	71-1288-285-001
EFT000000002770	Molnar, Paul Purchase Card New	Zoom service for classes/recruiting/performances Theatre Department	2/4/2021	\$	15.96	11-1150-700-000
EFT000000002770	Molnar, Paul Purchase Card New	Ladders for Inge Stage & Tech Classes (4 of them)	2/4/2021	\$	604.96	11-1150-850-000
EFT000000002770	Molnar, Paul Purchase Card New	Mop & bucket & supplies for Inge Stage Theatre Tech	2/4/2021	\$	74.43	11-1150-850-000
EFT000000002771	Owens, Sarah Credit Card	Amazon-extended grant purchase	2/4/2021	\$	59.64	71-4100-285-011
EFT000000002772	Science Department Purchase Card	Springer Nature subscription	2/4/2021	\$	99.50	11-1175-701-000
EFT000000002773	McCollom, Steve Purchase Card	Football - recruiting	2/4/2021	\$	25.00	11-5510-617-000
EFT000000002773	McCollom, Steve Purchase Card	Football - recruiting	2/4/2021	\$	31.29	11-5510-617-000
EFT000000002773	McCollom, Steve Purchase Card	Football - recruiting	2/4/2021	\$	25.00	11-5510-617-000
EFT000000002773	McCollom, Steve Purchase Card	Football - reruiting	2/4/2021	\$	27.15	11-5510-617-000
EFT000000002773	McCollom, Steve Purchase Card	Football - reruiting	2/4/2021	\$	32.40	11-5510-617-000
EFT000000002773	McCollom, Steve Purchase Card	Football - supplies	2/4/2021	\$	130.50	11-5510-698-000
EFT000000002773	McCollom, Steve Purchase Card	Football - supplies	2/4/2021	\$	54.04	11-5510-698-000
EFT000000002774	Lawrence, Tonda Credit Card	Ennoview-Software	2/4/2021	\$	165.00	12-1273-852-000
EFT000000002775	Bruington, Toni Purchase Card	USPS - Mailing Textbooks	2/4/2021	\$	60.65	16-9300-611-000
EFT000000002775	Bruington, Toni Purchase Card	USPS - Mailing Textbooks	2/4/2021	\$	15.05	16-9300-611-000
EFT000000002775	Bruington, Toni Purchase Card	Core Commerce-Website Fees	2/4/2021	\$	45.00	16-9300-646-000
EFT000000002776	Bowhay, Vincent Purchase Card	Annual Campus Membership Renewal	2/4/2021	\$	620.00	11-5700-682-000
EFT000000002776	Bowhay, Vincent Purchase Card	Higher Education Annual Budget Report	2/4/2021	\$	179.00	11-5700-682-000
EFT000000002776	Bowhay, Vincent Purchase Card	COVID-19 Technology	2/4/2021	\$	1,797.12	11-6500-611-000
EFT000000002777	Mann, Justin Purchase Card	MBB - supplies	2/4/2021	\$	23.48	11-5520-698-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting	2/4/2021	\$	182.99	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting	2/4/2021	\$	13.42	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting	2/4/2021	\$	36.12	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting	2/4/2021	\$	11.79	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting	2/4/2021	\$	62.51	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting	2/4/2021	\$	13.82	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting	2/4/2021	\$	75.12	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting	2/4/2021	\$	27.23	11-5510-617-000

EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting	2/4/2021	\$	27.92	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting lodging	2/4/2021	\$	96.92	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting lodging	2/4/2021	\$	197.88	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting lodging	2/4/2021	\$	291.92	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting materials	2/4/2021	\$	28.79	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting materials	2/4/2021	\$	11.55	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting parking	2/4/2021	\$	0.75	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting parking	2/4/2021	\$	12.00	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting supplies	2/4/2021	\$	97.99	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - recruiting supplies	2/4/2021	\$	89.97	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Hotwire	2/4/2021	\$	107.54	11-5510-617-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - Athletic gear	2/4/2021	\$	171.50	11-5510-698-000
EFT000000002778	Harris, Kiyoshi Purchase Card	Football - athletic gear	2/4/2021	\$	36.45	11-5510-698-000
EFT000000002779	Petrucka, Page Purchase Card	Frogtape for Painting	2/4/2021	\$	26.18	11-1150-692-000
EFT000000002780	Evergy	Electricity-Main Campus	2/26/2021	\$	6,958.70	11-6500-635-000
EFT000000002780	Evergy	Electricity-Brick A	2/26/2021	\$	84.60	16-9500-635-000
EFT000000002780	Evergy	Electricity-Brick B	2/26/2021	\$	154.44	16-9500-635-000
EFT000000002780	Evergy	Electricity-Brick C	2/26/2021	\$	96.82	16-9500-635-000
EFT000000002780	Evergy	Electricity-Brick D	2/26/2021	\$	72.72	16-9500-635-000
EFT000000002780	Evergy	Electricity-Captain Quarters	2/26/2021	\$	2,759.17	16-9500-635-000
Total Payables:				\$	630,450.74	

Payroll Expenses		
Payroll		\$ 319,519.85
Employee Benefits (Medical/Dental/Vision)		\$ 124,371.45
Payroll Taxes - Federal		\$ 101,481.85
Payroll Taxes - State		\$ 15,563.91
KPERS		\$ 26,368.43
Total Payroll		\$ 587,305.49
Total Payables		\$ 1,217,756.23

2020-21 Cost Increases		
<i>Institutional Increase in Budget</i>		
	YTD Actual:	
IT Data Closet Warranty & Service Coverage	\$40,000.00	\$38,913.00
College General Liability and Hazard Insurance Premium Increase	\$49,000.00	\$32,666.67
College Athletic Insurance Premium Increase	\$50,000.00	\$25,000.00
Update Early Retirement Payments (Payments mainly in January)	\$28,322.00	\$18,881.33
Sparklight Broadband Bandwidth Increase	\$10,000.00	\$4,166.67
Employer Share Medical/Dental/Vision Increase 2021	\$50,850.00	\$25,425.00
Printer/Copier Fleet Upgrade	\$54,345.00	\$18,115.00
Athletic Bus & Van Leases for Away Games	\$30,000.00	\$0.00
Insurance Rate Increases- Employer Share 2020	\$81,796.00	\$61,347.00
Trash Service Expense Increase	\$14,000.00	\$4,666.67
Additional English Faculty Position	\$52,210.00	\$34,806.67
Local Ad Valorem Tax Reduction	\$175,000.00	\$116,666.67
COVID-19 Expenses and Potential State Shortfalls	\$85,000.00	\$0.00
Forecasted Enrollment Revenue Decrease	\$165,000.00	\$0.00
Total Budget Increases	\$885,523.00	\$380,654.67

2020-21 Budget Reductions		
<i>Institutional Decreases in Budget</i>		
	YTD Actual:	
Reduced Travel by 50%	\$50,500.00	\$33,666.67
Delayed Permanent IT position by one year	\$66,900.00	\$16,725.00
Reduced Facilities repair budget	\$20,000.00	\$13,333.33
Reduced vehicle leasing	\$15,000.00	\$10,000.00
Reduced Repair & Renovation budget	\$20,000.00	\$13,333.33
Reduced HR legal fees	\$10,000.00	\$6,666.67
Delayed Sports Information Director position by one year	\$24,000.00	\$14,000.00
Reduced Settlement Payments	\$10,000.00	\$6,666.67
Reduced Unemployment Insurance expense	\$8,000.00	\$5,333.33
Reduced Nonrecurring Expenses from Institutional Support	\$20,000.00	\$13,333.33
Reduced Software budget	\$25,000.00	\$16,666.67
Reduced Security repairs budget	\$5,500.00	\$3,666.67
Reduced Enrollment Increase Offset (Budget Buffer Account)	\$293,841.00	\$195,894.00
Inge Festival Reduction	\$135,000.00	\$90,000.00
Various Marketing expenses reductions	\$25,000.00	\$0.00
AT&T Transition to Sparklight for Phone Service	\$29,000.00	\$0.00
General Fund Scholarships	\$154,000.00	\$102,666.67
Total Budget Decreases:	\$911,741.00	\$541,952.33

Total Estimated Variance	\$26,218.00
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Current Variance	\$161,297.67
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Personnel Report – March 2021

New Hires

Effective Date	Name	Job Title	Rate of Pay
2/22/21	Bret Kean	Quarterback Coach	\$20,000
3/1/21	Michael Burchfield	Marketing Coordinator	\$36,000

Promotions / Transfers / Status Changes

Effective Date	Name	Previous Job Title	New Job Title	Rate of Pay
None				

Separations

Effective Date	Name	Job Title	Rate of Pay	Date of Hire
None				

Current Staffing

	FULL-TIME SALARY	FULL-TIME HOURLY	PART- TIME	VOLUNTEERS	CONTRACT	OPEN POSITIONS	TOTAL EMPLOYEES
President's Office & Human Resources	4	0	0	0	0	1	4
Student Affairs	4	0	0	0	0	1	5
Marketing & Recruiting	9	1	2	0	0	2	14
Finance, Administration & Operations	9	12	1	0	1	1	25
Athletics	26	0	3	6	0	0	35
Academic Affairs	20	0	0	0	0	1	21
Faculty	29	0	0	0	0	0	29
Totals	102	13	6	6	1	6	134

Employment Searches

Employment Searches

- 1) President for 2021-2022 school year
- 2) Student Support Services Project Advisor – part-time
- 3) Director of Veteran Student Success
- 4) Upward Bound Coordinator
- 5) Part Time Admin Assistant to Student Affairs
- 6) Part Time Admin Assistant to Veteran Success
- 7) Sports Information Director

Grants Report, February 28, 2021

Ref. No.	Grant Name	Description	Potential Funding	Comments
Activity Since Last Report				
1	Kansas Creative Arts Industries Association	For storage racks for musician chairs in Fine Arts. 1:1 match required	\$1,005.00	Notified 1.13.21 of acceptance.
2	Kansas Creative Arts Industries Association, Visiting Artist Grant	For music department visiting artists and public concerts, AY 21-22. Requires \$1,000 cash match.	\$6,330.00	Submitted 2.12.21, April notification.
3	Council on Libraries and Information Resources "Recordings at Risk"	To digitize all audiovisual materials in the Inge Collection 2011 and prior (approx.. 800 pieces). No match required	\$39,800.00	Submitted 1.29.21. Notification 4.30.21. Sara Owen, lead writer.
Prior Submitted Proposals, Under Current Review				
1	U.S Department of Education, Institutional Resiliency grant	To expand remote learning and dual enrollment programs. No match required.	\$314,361.00	Partnership with Wichita State University. WSU submitted 10.20.20. ICC share of grant would be \$314,361. April notification.
2	Council on Libraries and Information Resources "Recordings at Risk"	To digitize all audiovisual materials in the Inge Collection 2011 and prior (approx.. 800 pieces). No match required	\$39,800.00	Submitted 1.29.21. Notification 4.30.21. Sara Owen, lead writer.

3	Kansas Creative Arts Industries Association, Visiting Artist Grant	For music department visiting artists and public concerts, AY 21-22. Requires \$1,000 match, Fine Arts budget.	\$6,330.00	Submitted 2.12.21, April notification.
4	Kansas Department of Commerce	Advanced Manufacturing & IT Equipment Grants. For equipment and building upgrades to Vet Tech, IT Smart Classrooms, Fab Lab.	\$500,000.00	Notification said to be soon. Applied 8.19.20. Notified 8.28.20 of invitation to submit full proposal. Submitted 9.4.20.
5	State of Kansas; revenue loss reimbursement program	Potential reimbursement for revenue losses due to COVID; i.e. labor productivity, enrollment loss; other reduced revenue	\$332,174.96	Program officer uncertain if program will occur. Will make notification at unknown date. Applied 8.6.20 through Kansas Association of Community College Trustees. Revisions upward by \$2,750 on 8.10.20.
6	Kansas Department of Commerce	IT Cybersecurity & IT Management Consortium. ICC offers to aid in facilities and coursework where possible.	To Be Decided	Notification date pending. The KACCT applied 8.19.20 on behalf of ICC and a consortium of other colleges for Cyber Security education as part of a \$3.5 million project. Consortium submitted 9.4.20.
Total Submitted Now Under Review			\$1,232,465.96	

Prospective Proposals				
1	U.S. Department of Education, Strengthening Institutional Programs (SIP)	For interventions to improve academic success	Up to \$2.5 million over three-year period. No match required.	Anticipated July submission, with consultant.
2	Title III eligibility	Application to renew Title III status; provides waiver from having to match certain federal funding.	Approx. \$30,000. No match required.	Anticipated February submission.
3	Kansas Creative Arts Industries Association Equipment Grant	For Assistive Listening Devices for audiences at William Inge Theater	Approx. \$3,000. 1:1 match required.	Anticipated March submission.

Totals, FY 2020-2021 Awards Granted				
	Grant Name	Description	Funding for AY 2020-21.	Comments
1	State of Kansas SPARK grant, Round I: Reimbursements	Reimbursements of COVID related eligible expenses March 1-July 31	\$40,655.00	Acceptance 9.28.20.
2	State of Kansas SPARK grant, Round I: Direct Aid Plan	Potential reimbursement for planned future COVID related eligible expenses Aug. 1-Dec. 31	\$67,099.53	Acceptance 9.28.20.
3	Ask Every Student	Student voter engagement; includes series of events and guest speakers to cultivate lifelong civic engagement	\$9,612.00	Acceptance 8.25.20.
4	Kansas Creative Arts Industries Commission	Equipment grant. For backstage video and audio stage monitoring system at Inge Theater. 1:1 match	\$1,585.00	Acceptance 8.28.20. Proposal through ICC Foundation.

5	Kansas Department of Commerce Spark II: COVID Relief	COVID Response	\$215,787.00	Acceptance 8.21.20.
6	National Endowment for the Arts, Projects for the Arts	Inge House playwrights, Jan. 1 2021 through Dec. 31, 2023	\$15,000.00	Notified 11.11.20 of acceptance. Proposal through Inge Foundation. Possible expenditures current AY and in AY 21-22.
7	Dept. of Education Title III eligibility	Eligibility as Title III (low income) school allows ICC to not have to match certain federal funding	\$30,000.00	Approximately \$15,000 waiver of match for Work Study students and \$15,000 for SEOG students
8	Spark Round II	For testing services	\$50,000.00	Restricted for testing services for return to campus Spring 2021.
9	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.	\$0.00	Notified 12.30.20 of acceptance. Expenditures AY 21-22: \$109,460; AY 22-23: \$163,259.60. AY 23-24: \$164,851.98.
11	Kansas Creative Arts Industries Association	For storage racks for musician chairs in Fine Arts. 50 percent match required	\$1,005.00	Notified 1.13.21 of acceptance.
Total Awarded FY 20-21			\$430,743.53	

Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, EdD
Vice President for Student Affairs

Date: March 15, 2021

Re: Recommendation to Remodel The Anchor Area, Lower Level Student Union

I am requesting authority from the Board of Trustees to spend up to \$30,000 to remodel the lower level of the Student Union near "The Anchor." Funding will be used to create a Veteran Student Success Center and will be designed to meet three main goals:

1. Establish a Veteran Student Success Center at ICC, which will provide a single point of contact to coordinate comprehensive support services for veteran students;
2. House the veteran student support team which the Board approved during the January 2021 Board of Trustees meeting;
3. Create a space that promotes personal, academic, and career counseling services for student Veterans at ICC.

Work on the remodel would begin during the Spring 2021 semester in conjunction with the Esports area. The goal will be to open the renovated space ahead of the Fall 2021 semester.

Memo

To: Independence Community College Board of Trustees

From: Eric Figurski
Athletic Director

Date: March 15, 2021

Re: Recommendation to approve contract for 2020 – 2021 Athletic Bus Travel

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

1.1. Purchase of Services

Recommendation to approve the service agreements obtained from Village Travel for Athletic Bus Travel for 2020 – 2021 seasons, totaling up to \$30,000.

The service agreement received from Village Travel was the cheapest option for bus rental, and/or short-term bus lease, compared to all other bids. All expenses will be within the 2020 – 2021 budget.



Memo

To: Independence Community College Board of Trustees

From: Cordell Jordan
President

Date: March 15, 2021

Re: Non-renewals

The Board of Trustees will take action on non-renewals.



Memo

To: Independence Community College Board of Trustees

From: Cordell Jordan
President

Date: March 15, 2021

Re: President's Update

During the President's Update: Eric Figurski will present an Athletics Department Update; Vincent Bowhay will provide an update of Student Affairs/Student Life; a Fab Lab Update will be provided, as well as an Inge Update; and, the annual program reviews were included in the agenda for reference only.

Student Affairs | Independence Community College

2020-2021 Annual Update

Key Personnel:

- Cody Westerhold, Director of Student Life
- Bruce Peterson, Grant Writer
- FILLED, Director of Esports/Head Coach
- VACANT, Director of Veteran Student Success
- Dr. Vincent Bowhay, Vice President for Student Affairs

Overview:

Student Affairs at Independence Community College is committed to creating a campus learning environment that is both safe and welcoming. As a unit, we not only act as advocates when students experience a setback or a barrier to success, we also work to promote a culture where everyone feels they belong. Most social scientists and psychologists agree that the feeling of “belonging” is a basic human need and is a powerful motivator for human behavior. In the context of the college experience, students who experience a lack of belonging are more likely to leave ICC or leave college entirely.

What creates a sense of belonging? This differs from student-to-student, but according to *College Students’ Sense of Belonging: A Key to Educational Success* (Strayhorn, 2018), belonging is defined as “a student’s perceived social support on campus, a feeling or sensation of connectedness, the experiences of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g. campus community) or others on campus (e.g. faculty, peers).” In short, students want to feel that they can show up to ICC as their authentic selves and be accepted.

Much of the work of Student Affairs is to create spaces where students can feel that sense of belonging and develop as a whole person. The updates outlined below provide a glimpse into the work of supporting our students, creating the best conditions under which they will thrive and succeed at ICC.

2020-2021 Key Priorities:

Engagement

- Developed the framework to create a collegiate Esports team. Hired an Esports Director and Head Coach.
- Hosted first ever ICC Martin Luther King Jr Drum Major for Justice Award. The award recognized extraordinary individuals who go above and beyond in service to others but are seldom recognized for their work.
- Moved to a socially distant student event model. Some modified events included outdoor movies for students and Zoom workshops. Future events will include cross-functional collaborations that tie in academic success and student engagement.
- Hosted several Code of Conduct and consent workshops to promote a safer campus environment.
- Launched EdSights, a chatbot that connects students to ICC resources via text message.

Fund and Student Development

- Partnered with the ICC Foundation to launch a Student Emergency Fund. Currently working to secure funds to help students with small grants for when they encounter emergencies.
- Secured a [\\$437,000 Center of Excellence for Veteran Student Success grant](#) from the U.S. Department of Education--one of only 16 recipients of 92 applications from colleges nationwide. The ICC Veteran Student Success Center to open Fall 2021. National search for a center director is underway.
- Partnered with the ICC Library and Student Government Association to secure a grant from the Southeast Kansas Library System to pilot a bike sharing program on the ICC main campus. Special thanks to Sarah Owen and Marg Yaroslaski for their leadership on this project.
- Secured a [\\$9,600 Ask Every Student Grant](#) to promote student voter registration and engagement. Named one of the top 20 colleges in the nation for student voter participation.
- Bruce Peterson joined the Student Affairs team as the institution's grant writer. His work to-date has secured 11 grants generating \$480,744 of income for the current (FY 2020-21) year; this is not counting the Veteran Student Success Center grant, which the college will receive in installments the following three fiscal years. Overall, has submitted applications to 21 funders (decisions currently pending for seven) and researched dozens of prospective funders.

Wellness

- Partnered with The Virtual Care Group to provide medical services and teletherapy to ICC students and employees. Students using the service indicated they would delay seeking care (or not seek care at all) if this service was not available to them.
- Utilized the Healthy Minds Study for a second year. Identified the impact of mental health services on student retention at ICC.
- Launched [Rave Alert and Rave Guardian](#), a free mobile app that turns smartphones into personal safety devices.
- Launched Healthy Roster, a mobile communication platform that allows ICC to screen employees and students for COVID-19 symptoms using daily text message screenings.
- Oversaw day-to-day handling of ICC's COVID-19 student response and played a key role in the development of policies and procedures to keep the Pirate community safe.
- Published revisions to the Student Handbook and Title IX Policies. These revisions include guidelines from the U.S. Department of Education and renew ICC's commitment to social justice and equity in our conduct processes.

Awards and Recognition:

- [Earned Purple Heart College](#) designation for our commitment to our students who serve.
- [Named a First-Gen Forward Institution](#) by the Center for First-Generation Student Success. One of only 58 institutions to earn this distinction nationwide this year.
- Named a Voter Friendly Campus for our efforts to promote student voter engagement. One of only 231 campuses nationwide to earn this distinction.
- Westerhold [completed Leadership Independence](#).
- Bowhay earned [NASPA's 2020 Outstanding Campus Based Research Award](#).
- Bowhay, Westerhold, Lori Boots, and Anita Chappuie completed [NASPA's National Title IX Certificate Program](#).

Annual
Program Review
Of
Pre-Psychology
For
2019-2020

Prepared by

Brett Gilcrist

November 24, 2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

Program Review Data AY 2020

Looking at courses listed under “Major Requirements” on degree plan

Number of Faculty:

1 full time (Gilcrist)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 21 total credit hours taught, with 58 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

5.7 students in Face-to-Face classes

10.3 students in online classes

8.3 students across all courses

Completion rates:

76.5% face-to-face

70.7% online

72.4% all courses

Pass ('D' or better) rates:

84.6% face-to-face

96.6% online

92.9% all courses

Pass ('C' or better) rates:

84.6% face-to-face

96.6% online

92.9% all courses

Number of Majors: 12 (3 returned in Fall 2020)

Degrees Awarded: 1

ACADEMI C_YEAR	ACADEMI C_TERM	C_SESSIO N	EVENT_I D	Credits	SECTION	ONG_NA ME	PERSON_ CODE_ID	Instructor	ADDS	Complete d	'D' or better	Passed 'C' or better
2019	FALL	FULL	BEH2003	3	0001	DEVELOPM	P0001554	B. Gilcris	7	5	5	5
2020	SPRING	FULL	BEH2003	3	0001	DEVELOPM	P0001554	B. Gilcris	8	6	4	4
2019	FALL	FULL	BEH2023	3	0001	ABNORMA	P0001554	B. Gilcris	2	2	2	2
2019	SUMMER	FULL	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcris	7	6	6	6
2019	FALL	FULL	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcris	18	12	11	11
2019	FALL	INTER	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcris	4	3	3	3
2020	SPRING	FULL	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcris	12	8	8	8
									58	42	39	39

3.0 Assessment of Student Learning Outcomes

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 evidence demonstrates the overwhelming majority of students who enroll in Developmental Psychology are retained throughout the semester with nearly 73% of them finishing the course (and 92% of those finishing with a “C” or better). That said, when you consider the average class size in Developmental Psychology was 8 students across seven sections of the course (58 students took the class in academic year 2019-20) it is difficult to gauge the effectiveness of the program when at most only twelve of these students were actually Pre-Psychology majors. While it is clear students who enroll in courses within the program are successful, more data would be needed to gauge how well Pre-Psychology majors perform throughout their program of study as well as at their four-year institutions. Unfortunately, the second year of the program left more questions than answers: 1) Abnormal Psychology is a required course for Pre-Psych majors, yet is it cost effective to pull away an instructor to teach a course that is not a system-wide transfer and has yet to meet the minimum enrollment threshold over the last three academic years?; 2) Even if Abnormal Psychology makes, can Pre-Psychology be considered a program when there are only two courses that consistently transfer to four-year institutions beyond the Intro psych course?; and 3) This program was created under guidance from the VPAA and admissions staff who believed there would be student interest in the discipline, but if that is true then why are the majority of students taking Dev Psych not Pre-Psych majors?

One final note: If the number of majors does not increase it may be symptomatic of a student population who is most interested in getting their General Education requirements out of the way rather than pursuing/beginning a specific program of study. That said, it is also a byproduct of how students are advised at ICC wherein many of our student-athletes are required to be Liberal Studies or General Studies majors and many of our other extra-curricular scholarship recipients are required to enroll as a certain major. It is clear there is student interest in the discipline of psychology, but it is also becoming more evident that it is not necessarily a suitable program for an institution whose primary focus is on the completion and transferability of Gen Ed courses.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

Not applicable

4.2: 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.

Narrative:

Not applicable

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

Currently, both General Psychology and Developmental Psychology are articulated through the KBOR matrix assuring they transfer across the State's public colleges and universities.

Also, given the college's accreditation with the Higher Learning Commission it is important to note the Pre-Psychology program helps ICC meet the following HLC criteria:

- 3A – The institution's degree programs are appropriate to higher education.
- 3B – The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
- 3C – The institution has the faculty and staff needed for effective, high-quality programs and student services.
- 3D – The institution provides support for student learning and effective teaching.
- 4A – The institution demonstrates responsibility for the quality of its educational programs.
- 4B – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- 4C – The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

As an Associate's degree, the intention of the Pre-Psychology program is to give students a strong foundation for transferring into a Bachelor's of Psychology degree at a four-year institution. As a result, the three Psychology courses students are required to take include: General Psychology, Developmental Psychology, and Abnormal Psychology. General Psychology is a General Education requirement for almost all majors at the four-year level and thus is not part of the program assessment here at ICC. Given Developmental Psychology's place within the KBOR transfer matrix and it commonly serving as a pre-requisite or program requirement within other fields (i.e., education, nursing), it is the Pre-Psych course that is offered every semester and cannot be substituted out. Abnormal Psychology is a common requirement at the four-year level, but since some area four-year institutions do not allow freshmen and sophomores to take the course we only offer it once a year and allow students to substitute it out if they are not attending an institution that accepts our version of the class. The full program of study below, which officially took effect during academic year 2018-19, details the other recommendations students should consider when considering the transferability of the program:

Pre-Psychology

Degree: Associate of Science

The Pre-Psychology is a transfer-oriented program designed to help prospective Psychology majors transfer to their four-year institutions in junior-level standing.

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 (MAT 1023) or higher	3
--------------------------------------	---

Sciences (10 hours) *Credit Hours*

General Biology (BIO1005)	5
Physical Sciences Elective*	5

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

(Select 1)

Music Appreciation (MUE 1303)	3
Art Appreciation (AED 1043)	3

Cultural Studies (3 hours) *Credit Hours*

World Regional Geography	3
--------------------------	---

Health and Well-Being (4 hours) *Credit Hours*

General Psychology (BEH 1003)	3
Wellness Concepts (HPR 1401)	1

Human Heritage (9 hours) *Credit Hours*

Introduction to Literature (ENG 1073)

3

(Select 1)

US History I (HIS 1023)	3
US History II (HIS1063)	3

(Select 1)

Ethics (SOC 1073)	3
Introduction to Philosophy (SOC 2003)	3

Social Awareness (3 hours) *Credit Hours*

Introduction to Sociology (SOC 1003)	3
--------------------------------------	---

Political Awareness (3 hours) *Credit Hours*

American Government (POL 1023)	3
--------------------------------	---

Business and Technology (6 hours) *Credit Hours*

(Select 1)

Personal Finance (BUS 1003)	3
Introduction to Business (BUS1093)	3
Computer Concepts & Applications (CIT 1003)	3

Major Requirements (6 hours) *Credit Hours*

Developmental Psychology (BEH2003)	3
Abnormal Psychology** (BEH2023)	3

Recommended Electives (3 hours) *Credit Hours*

(Select 1)

Spanish I (FRL1025)	5
Elementary Statistics (MAT1103)	3
Free elective***	3

Total 62 hours

*Please view the Liberal Studies degree for acceptable elective options available to meet these requirements.

**Abnormal Psychology, which is only offered in the Fall, transfers to ESU, KSU, and WSU, but may only transfer as an elective credit for Psychology majors at KU and PSU.

***Students are encouraged to pursue coursework that may count towards a minor at the four-year level e.g., take a second sociology course or a second political science course).

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The Pre-Psychology program only offers an Associate's of Science degree. That said, General Psychology is a General Education requirement for almost all Bachelor's degrees and Developmental Psychology is a common pre-requisite or program requirement in programs like education and nursing. Lastly, General Psychology, Developmental Psychology, and Drugs and Behavior are listed as General Education options within ICC's Liberal and General Studies degrees.

NOTE: Drugs and Behavior, like Abnormal Psychology, has yet to meet the minimum enrollment threshold over the last three years. While it is a course in the psychology curriculum, it appears to be one that students are choosing to overlook in favor of more traditional Gen Ed requirements.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

There are no new budget needs for the Pre-Psychology program at this time. Open Education Resources (OERs) are utilized instead of traditional textbooks, and professional development has been sought through continuing education opportunities rather than more traditional conferences and coursework. The zero-based budget worksheets completed at the end of the 2018-19

academic year should fulfill all necessary instructional requirements as it continues to be implemented moving forward.

9.0 Program Planning and Development Participation

9.1 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 completed by the full-time Psychology professor, Brett Gilchrist, with assistance from Anita Chappuie (IR) and Sarah Owen (Librarian).

9.2 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:

After reviewing the Annual Program Review for Pre-Psychology prepared by Brett Gilchrist I agree with the findings. The intention of the Pre-Psychology program is to give students a strong foundation for transferring into a Bachelor of Psychology degree at a four-year institution. Additionally, General Psychology is a General Education requirement for almost all majors at the four-year level. With this in mind ICC should continue to support the program as mentioned above. Mark Allen, VPAA, 3/2/2021

Maintain program as described. –Brian Southworth (Division Chair of Math & Science and PRC Member) 3.2.2021

10.0 Appendices

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

In case it is of interest, the following pages will provide the course-level assessment for all Psychology courses offered during the 2018-2019 academic year.

General Psychology (BEH1003) – Summer 2018 **Assessment Outcomes, Measures, and Data**

Outcome 1: Identify historical foundations and current trends in psychology.

Seventy percent of students will average 70% or higher on the quizzes in the course.

Overall: 11 of 14 (78.5%) averaged 70% or higher on the quizzes in the course.

June: 5 of 6 (83%)

July: 6 of 8 (75%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: __ of __ (%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Outcome 2: Distinguish methods of research in psychology.

Seventy percent of students will score 70% or higher on the midterm.

Overall: __ of __ (%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the chapter 1 assessment covering the research methods.

Overall: 11 of 14 (78.5%) scored 70% or higher on the chapter 1 assessment.

June: 5 of 6 (83%)

July: 6 of 8 (75%)

Outcome 3: Identify the biological basis of behavior including physiology of the brain.

Seventy percent of students will score 70% or higher on the midterm.

Overall: __ of __ (%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on the chapter 2 assessment covering the biology of behavior.

Overall: 12 of 14 (86%) scored a 70% or higher on the chapter 2 assessment.

June: 5 of 6 (83%)

July: 7 of 8 (88%)

Outcome 4: Distinguish principles and theories of learning and cognition.

Seventy percent of students will score 70% or higher on the midterm.

Overall: __ of __ (__%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on at least two of the chapters 7-9 assessments, the learning, memory, and thinking chapters.

Overall: 11 of 14 (78.5%) scored 70% or higher on 2+ of the chapters 7-9 assessments.

June: 5 of 6 (83%)

July: 6 of 8 (75%)

Outcome 5: Recognize theories and applications of motivation and emotion.

Seventy percent of students will score 70% or higher on the midterm.

Overall: __ of __ (__%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will average 70% or higher on the chapters 10 and 11 assessments (motivation and emotion).

Overall: 9 of 14 (64%) averaged 70% or higher on the chapter 10 and 11 assessments.
June: 5 of 6 (83%)
July: 4 of 8 (50%)

Outcome 6: Demonstrate an understanding of human life span development

Seventy percent of students will score 70% or higher on the midterm.

Overall: __ of __ (__%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on the chapter 4 assessment (lifespan development).

Overall: 10 of 14 (71%) scored 70% or higher on the chapter 4 assessment.

June: 5 of 6 (83%)

July: 5 of 8 (63%)

Outcome 7: Identify the major theories of personality.

Seventy percent of students will score 70% or higher on the midterm.

Overall: __ of __ (__%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score 70% or higher on the chapter 12 assessment, the personality chapter.

Overall: 12 of 14 (86%) scored a 70% or higher on the chapter 12 assessment.

June: 4 of 6 (67%)

July: 8 of 8 (100%)

Outcome 8: Recognize categories of psychological disorders and treatments.

Seventy percent of students will score 70% or higher on the midterm.

Overall: __ of __ (__%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Campus:

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will average a 70% or higher on the chapters 14 and 15 assessments covering the psychological disorders and treatments.

Overall: 13 of 13 (100%) averaged a 70% or higher on the chapters 14 & 15 assessments.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Outcome 9: Recognize the major theories and findings in social psychology.

Seventy percent of students will score 70% or higher on the midterm.

Overall: __ of __ (__%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on the chapter 13 assessment covering social psychology.

Overall: 10 of 14 (71%) scored a 70% or higher on the chapter 13 assessment.

June: 5 of 6 (83%)

July: 5 of 8 (63%)

Developmental Psychology (BEH2003) – Summer 2018

Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 21 of 30 (70%) scored 70% or higher on the unit 1 project.

June: 18 of 24 (75%)

July: 9 of 15 (60%) – only took unit 1 assessment, did not complete project

Online: 3 of 6 (83%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 35 of 48 (73%) scored a 70% or higher on the midterm.

June: 19 of 26 (73%)

July: 11 of 14 (79%)

Online: 5 of 8 (63%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 41 of 43 (95%) scored a 70% or higher on the final.

June: 23 of 23 (100%)

July: 13 of 14 (93%)

Online: 5 of 6 (83%)

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 21 of 30 (70%) scored 70% or higher on the unit 1 project.

June: 18 of 24 (75%)

July: 9 of 15 (60%) – only took unit 1 assessment, did not complete project

Online: 3 of 6 (83%)

Seventy percent of students will score a 70% or higher on the research methods assessment wherein they design their own research studies.

Overall: 37 of 48 (77%) scored 70% or higher on the research methods assessment.

June: 21 of 25 (84%)

July: 9 of 15 (60%)

Online: 7 of 8 (88%)

Outcome 3: Describe social and emotional development throughout the lifespan.

Outcome 4: Explain cognitive development throughout the lifespan.

Outcome 5: Identify physical development throughout the lifespan.

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the unit 2 project.

Overall: 29 of 32 (91%) scored 70% or higher on the unit 2 project.

June: 23 of 26 (88%)

July: not completed

Online: 6 of 6 (100%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 35 of 48 (73%) scored a 70% or higher on the midterm.

June: 19 of 26 (73%)

July: 11 of 14 (79%)

Online: 5 of 8 (63%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 41 of 43 (95%) scored a 70% or higher on the final.

June: 23 of 23 (100%)

July: 13 of 14 (93%)

Online: 5 of 6 (83%)

Outcome 7: Describe the processes of death and dying.

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 35 of 48 (73%) scored a 70% or higher on the midterm.

June: 19 of 26 (73%)

July: 11 of 14 (79%)

Online: 5 of 8 (63%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 41 of 43 (95%) scored a 70% or higher on the final.

June: 23 of 23 (100%)

July: 13 of 14 (93%)

Online: 5 of 6 (83%)

General Psychology (1003) – Fall 2018 **Assessment Outcomes, Measures, and Data**

Outcome 1: Identify historical foundations and current trends in psychology.

Seventy percent of students will average 70% or higher on the quizzes in the course.

Overall: 27 of 51 (53%) averaged 70% or higher on the quizzes in the course.

0001: 18 of 20 (90%)

0002: 21 of 27 (78%)

HS01: 8 of 9 (89%)

HS03: 16 of 21 (76%)

HS04: 15 of 19 (79%)

ON02: 16 of 18 (89%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.
0001: 15 of 17 (88%)
0002: 17 of 23 (74%)
HS01: 5 of 7 (71%)
HS03: 20 of 21 (95%)
HS04: 17 of 19 (89%)
ON02: 7 of 13 (54%)

Outcome 2: Distinguish methods of research in psychology.

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.
0001: 12 of 20 (60%)
0002: 19 of 27 (70%)
HS01: no midterm was offered in this section due to mid-semester teaching change
HS03: 16 of 21 (76%)
HS04: 16 of 19 (84%)
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the chapter 1 assessment covering the research methods.

Overall: 77 of 106 (73%) scored 70% or higher on the chapter 1 assessment.
0001: 14 of 21 (67%)
0002: 17 of 27 (63%)
HS01: data not available from previous instructor
HS03: 16 of 21 (76%)
HS04: 14 of 18 (78%)
ON02: 16 of 19 (84%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.
0001: 12 of 20 (60%)
0002: 19 of 27 (70%)
HS01: no midterm was offered in this section due to mid-semester teaching change
HS03: 16 of 21 (76%)
HS04: 16 of 19 (84%)
ON02: 10 of 19 (52%)

Outcome 3: Identify the biological basis of behavior including physiology of the brain.

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)
0002: 19 of 27 (70%)
HS01: no midterm was offered in this section due to mid-semester teaching change
HS03: 16 of 21 (76%)
HS04: 16 of 19 (84%)
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)
0002: 17 of 23 (74%)
HS01: 5 of 7 (71%)
HS03: 20 of 21 (95%)
HS04: 17 of 19 (89%)
ON02: 7 of 13 (54%)

Seventy percent of students will score a 70% or higher on the chapter 2 assessment covering the biology of behavior.

Overall: 79 of 105 (75%) scored a 70% or higher on the chapter 2 assessment.

0001: 18 of 21 (86%)
0002: 16 of 27 (59%)
HS01: data not available from previous instructor
HS03: 16 of 21 (76%)
HS04: 13 of 17 (76%)
ON02: 16 of 19 (84%)

Outcome 4: Distinguish principles and theories of learning and cognition.

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)
0002: 19 of 27 (70%)
HS01: no midterm was offered in this section due to mid-semester teaching change
HS03: 16 of 21 (76%)
HS04: 16 of 19 (84%)
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)
0002: 17 of 23 (74%)
HS01: 5 of 7 (71%)
HS03: 20 of 21 (95%)
HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will score a 70% or higher on at least two of the chapters 7-9 assessments, the learning, memory, and thinking chapters.

Overall: 110 of 116 (94%) scored 70% or higher on 2+ of the chapters 7-9 assessments.

0001: 20 of 21 (95%)

0002: 26 of 27 (96%)

HS01: 8 of 9 (89%)

HS03: 20 of 21 (95%)

HS04: 19 of 19 (100%)

ON02: 17 of 19 (89%)

Outcome 5: Recognize theories and applications of motivation and emotion.

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)

ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)

0002: 17 of 23 (74%)

HS01: 5 of 7 (71%)

HS03: 20 of 21 (95%)

HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will average 70% or higher on the chapters 10 and 11 assessments (motivation and emotion).

Overall: 100 of 110 (91%) averaged 70% or higher on the chapter 10 and 11 assessments.

0001: 19 of 19 (100%)

0002: 24 of 27 (89%)

HS01: 9 of 9 (100%)

HS03: 19 of 21 (90%)

HS04: 15 of 19 (79%)

ON02: 14 of 15 (93%)

Outcome 6: Demonstrate an understanding of human life span development

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)

ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)

0002: 17 of 23 (74%)

HS01: 5 of 7 (71%)

HS03: 20 of 21 (95%)

HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will score a 70% or higher on the chapter 4 assessment (lifespan development).

Overall: 90 of 107 (84%) scored 70% or higher on the chapter 4 assessment.

0001: 19 of 21 (90%)

0002: 24 of 27 (89%)

HS01: no data available from previous instructor

HS03: 14 of 21 (67%)

HS04: 16 of 19 (84%)

ON02: 17 of 19 (89%)

Outcome 7: Identify the major theories of personality.

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)

ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)

0002: 17 of 23 (74%)

HS01: 5 of 7 (71%)

HS03: 20 of 21 (95%)

HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will score 70% or higher on the chapter 12 assessment, the personality chapter.

Overall: 96 of 114 (84%) scored a 70% or higher on the chapter 12 assessment.

0001: 17 of 20 (85%)

0002: 24 of 27 (89%)

HS01: 8 of 9 (89%)

HS03: 15 of 21 (71%)

HS04: 15 of 19 (79%)

ON02: 17 of 18 (94%)

Outcome 8: Recognize categories of psychological disorders and treatments.

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)

ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)

0002: 17 of 23 (74%)

HS01: 5 of 7 (71%)

HS03: 20 of 21 (95%)

HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will average a 70% or higher on the chapters 14 and 15 assessments covering the psychological disorders and treatments.

Overall: 94 of 110 (85%) averaged a 70% or higher on the chapters 14 & 15 assessments.

0001: 17 of 21 (81%)

0002: 20 of 24 (83%)

HS01: 8 of 8 (100%)

HS03: 17 of 21 (81%)

HS04: 16 of 19 (84%)

ON02: 16 of 17 (94%)

Outcome 9: Recognize the major theories and findings in social psychology.

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)

ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)

0002: 17 of 23 (74%)

HS01: 5 of 7 (71%)

HS03: 20 of 21 (95%)

HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will score a 70% or higher on the chapter 13 assessment covering social psychology.

Overall: 82 of 110 (75%) scored a 70% or higher on the chapter 13 assessment.

0001: 16 of 17 (94%)

0002: 20 of 26 (77%)

HS01: 7 of 9 (78%)

HS03: 9 of 21 (43%)

HS04: 13 of 19 (68%)

ON02: 17 of 18 (94%)

Developmental Psychology (2003) – Fall 2018

Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 18 of 22 (82%) scored 70% or higher on the unit 1 project.

0002: 7 of 9 (78%)

ON01: 11 of 13 (85%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 14 of 22 (64%) scored a 70% or higher on the midterm.

0002: 5 of 9 (56%)

ON01: 9 of 13 (69%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 14 of 20 (70%) scored a 70% or higher on the final.

0002: 7 of 9 (78%)

ON01: 7 of 11 (64%)

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 18 of 22 (82%) scored 70% or higher on the unit 1 project.

0002: 7 of 9 (78%)

ON01: 11 of 13 (85%)

Seventy percent of students will score a 70% or higher on the research methods assessment wherein they design their own research studies.

Overall: 11 of 19 (58%) scored 70% or higher on the research methods assessment.

0002: 4 of 9 (44%)

ON01: 7 of 10 (70%)

Outcome 3: Describe social and emotional development throughout the lifespan.

Outcome 4: Explain cognitive development throughout the lifespan.

Outcome 5: Identify physical development throughout the lifespan.

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the unit 2 project.

Overall: 20 of 22 (91%) scored 70% or higher on the unit 2 project.

0002: 7 of 9 (78%)

ON01: 13 of 13 (100%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 14 of 22 (64%) scored a 70% or higher on the midterm.

0002: 5 of 9 (56%)

ON01: 9 of 13 (69%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 14 of 20 (70%) scored a 70% or higher on the final.

0002: 7 of 9 (78%)

ON01: 7 of 11 (64%)

Outcome 7: Describe the processes of death and dying.

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 14 of 20 (70%) scored a 70% or higher on the final.
0002: 7 of 9 (78%)
ON01: 7 of 11 (64%)

Seventy percent of students will score a 70% or higher on the assessment covering death and dying.

Overall: 10 of 10 (100%) scored 70% or higher on the death and dying assessment.
0002: this assessment has not been adapted for the F2F course at this time
ON01: 10 of 10 (100%)

General Psychology (1003) – Spring 2019 **Assessment Outcomes, Measures, and Data**

Outcome 1: Identify historical foundations and current trends in psychology.

Seventy percent of students will average 70% or higher on the quizzes in the course.

Overall: 45 of 51 (88%) averaged 70% or higher on the quizzes in the course.
0001: 21 of 23 (91%)
0002: 7 of 8 (87.5%)
HS03: 7 of 8 (87.5%)
HS01 (online): 10 of 12 (83%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.
0001: 18 of 22 (82%)
0002: 8 of 10 (80%)
HS03: 7 of 8 (87.5%)
HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.
0001: 20 of 22 (91%)
0002: 7 of 8 (87.5%)
HS03: 8 of 8 (100%)
HS01 (online): 7 of 9 (78%)

Outcome 2: Distinguish methods of research in psychology.

Seventy percent of students will score a 70% or higher on the chapter 1 assessment covering the research methods.

Overall: 37 of 52 (71%) averaged 70% or higher on the chapter 1 assessment.
0001: 15 of 24 (%)
0002: 9 of 10 (90%)
HS03: 7 of 8 (87.5%)
HS01 (online): 6 of 10 (60%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Campus:

Murrison:

Seventy percent of students will score 70% or higher on the portion of the final project related to the research methods.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

Outcome 3: Identify the biological basis of behavior including physiology of the brain.

Seventy percent of students will score a 70% or higher on the chapter 2 assessment covering the biology of behavior.

Overall: 47 of 53 (89%) averaged 70% or higher on the chapter 2 assessment.

0001: 19 of 24 (79%)

0002: 9 of 9 (100%)

HS03: 8 of 8 (100%)

HS01 (online): 11 of 12 (92%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

Outcome 4: Distinguish principles and theories of learning and cognition.

Seventy percent of students will score a 70% or higher on at least two of the chapters 7-9 assessments, the learning, memory, and thinking chapters.

Overall: 45 of 54 (83%) averaged 70% or higher on the chapters 7-9 assessments.

0001: 21 of 24 (87.5%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Campus:

Murrison:

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

Outcome 5: Recognize theories and applications of motivation and emotion.

Seventy percent of students will average 70% or higher on the chapters 10 and 11 assessments (motivation and emotion).

Overall: 42 of 51 (82%) averaged 70% or higher on the chapters 10 and 11 assessments.

0001: 19 of 23 (83%)

0002: 7 of 8 (87.5%)

HS03: 6 of 8 (75%)

HS01 (online): 10 of 12 (83%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

Outcome 6: Demonstrate an understanding of human life span development

Seventy percent of students will score a 70% or higher on the chapter

4 assessment (lifespan development).

Overall: 43 of 52 (83%) averaged 70% or higher on the chapter 4 assessment.

0001: 19 of 24 (79%)

0002: 7 of 9 (78%)

HS03: 8 of 8 (100%)

HS01 (online): 9 of 11 (82%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

Outcome 7: Identify the major theories of personality.

Seventy percent of students will score 70% or higher on the chapter 12 assessment, the personality chapter.

Overall: 44 of 51 (86%) averaged 70% or higher on the chapter 12 assessment.

0001: 19 of 23 (83%)

0002: 6 of 8 (75%)

HS03: 8 of 8 (100%)

HS01 (online): 11 of 12 (92%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

Outcome 8: Recognize categories of psychological disorders and treatments.

Seventy percent of students will average a 70% or higher on the chapters 14 and 15 assessments covering the psychological disorders and treatments.

Overall: 45 of 50 (90%) averaged 70% or higher on the chapters 14 and 15 assessments.

0001: 20 of 23 (87%)

0002: 7 of 8 (87.5%)

HS03: 7 of 8 (87.5%)

HS01 (online): 11 of 11 (100%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

Outcome 9: Recognize the major theories and findings in social psychology.

Seventy percent of students will score a 70% or higher on the chapter 13 assessment covering social psychology.

Overall: 45 of 50 (90%) averaged 70% or higher on the chapter 13 assessment.

0001: 21 of 23 (91%)

0002: 7 of 7 (100%)

HS03: 6 of 8 (75%)

HS01 (online): 11 of 12 (92%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

Developmental Psychology (2003) – Spring 2019

Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 27 of 29 (93%) scored 70% or higher on the unit 1 project.

0001: 16 of 17 (94%)

ON01: 11 of 12 (92%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 22 of 28 (78.6%) scored a 70% or higher on the midterm.

0001: 14 of 16 (87.5%)

ON01: 8 of 12 (66.7%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 21 of 25 (84%) scored a 70% or higher on the final.

0001: 14 of 15 (93%)

ON01: 7 of 10 (70%)

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 26 of 30 (86.7%) scored 70% or higher on the unit 1 project.

0001: 16 of 17 (94%)

ON01: 10 of 13 (77%)

Seventy percent of students will score a 70% or higher on the research methods assessment wherein they design their own research studies.

Overall: 24 of 30 (80%) scored 70% or higher on the research methods assessment.

0001: 13 of 15 (86.7%)

ON01: 11 of 15 (73%)

Outcome 3: Describe social and emotional development throughout the lifespan.

Outcome 4: Explain cognitive development throughout the lifespan.

Outcome 5: Identify physical development throughout the lifespan.

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the unit 2 project.

Overall: 23 of 30 (77%) scored 70% or higher on the unit 2 project.

0001: 13 of 17 (76%)

ON01: 10 of 13 (77%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 22 of 28 (78.6%) scored a 70% or higher on the midterm.

0001: 14 of 16 (87.5%)

ON01: 8 of 12 (66.7%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 21 of 25 (84%) scored a 70% or higher on the final.

0001: 14 of 15 (93%)

ON01: 7 of 10 (70%)

Outcome 7: Describe the processes of death and dying.

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 21 of 25 (84%) scored a 70% or higher on the final.

0001: 14 of 15 (93%)

ON01: 7 of 10 (70%)

Drugs and Behavior (2043) – Spring 2019

Assessment Outcomes, Measures, and Data

***The post-test did not end up being used as our time was dedicated to the final presentation

Outcome 1: Analyze the various psychoactive drugs and the desirable and aversive effects associated with each

Seventy percent of students will correctly answer 75% of questions 1-4 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

*** 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

Outcome 2: Demonstrate an understanding of the actions of psychoactive drugs from an Anatomy and Physiology perspective

Seventy percent of students will correctly answer 75% of questions 5-8 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

*** 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

Outcome 3: Explain the action and effects of prescription medications

Seventy-percent of students will correctly answer 75% of questions 9-12 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

*** 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

Outcome 4: Identify the criteria for diagnosing substance abuse and dependence

Seventy percent of the students will correctly answer questions 13-16 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

*** 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

Outcome 5: Apply textbook theory to evaluate the various determinants and consequences of substance use/abuse

Seventy percent of students will correctly answer questions 17-20 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

*** 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

Outcome 6: Examine prevention and intervention programs for treatment substance use disorders

Seventy percent of students will correctly answer questions 21-24 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

*** 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

Annual
Program
Of
Administrative
Office Management
For
2020-2021

Prepared by

Jody Coy

October 28, 2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

Program Review Data AY 2020

Looking at all courses with an OTC course code

Number of Faculty:

1 full time (Coy)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 8 total credit hours taught, with 5 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

2 students in Face-to-Face classes

1 students in online classes

1.7 students across all courses

Completion rates:

75% face-to-face

100% online

80% all courses

Pass ('D' or better) rates:

100% face-to-face

100% online

100% all courses

Pass ('C' or better) rates:

100% face-to-face

100% online

100% all courses

Number of Majors: 1 (1 returned in Fall 2020)

Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

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 gain employability skills by meeting outcomes designed for student success in the courses outlined for Administrative Office Management certificate and AAS degree. The AOM program was reintegrated in the schedule in the Spring of 2017 based on the need for soft skills and various office technical skills by the workforce. The data gathered shows the accuracy in which students completed outcomes, and what changes will be made to better meet outcomes not met. As you review the outcomes you will find most measures were met or exceeded expectations and small changes will need to be made to a few courses to enhance student success.

Assessment Report for Word Document Processing

Term: Fall 2019

Prepared By: Jody Coy

Class Summary: This is only an online course during the Fall 2019 semester made up of a student population of 1 non-traditional, in the Administrative Office Management 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. Create, save, and edit documents

Project Exam Level 1 Chapter 1

Online: **N/A**

On-ground: 100%

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

2. Format characters and paragraphs in a variety of documents

Project Exam Level 1 Chapter 2

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

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

3. Apply appropriate techniques to customize and format pages

Project Exam Level 1 Chapter 4

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

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

4. Apply file management techniques to maintain documents

Project Exam Level 1 Chapter 6

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

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

5. Create tables and use SmartArt to enhance documents

Project Exam Level 1 Chapter 7

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

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

6. Create and apply the merge feature to documents

Project Exam Level 2 Chapter 6

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

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

7. Customize and format themes, paragraphs, charts, and pages

Project Exam Level 2 Chapter 1

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

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

8. Insert special features and references.

Project Exam Level 2 Chapter 5

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

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

9. Create specialized tables and indexes

Project Exam Level 2 Chapter 4

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

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

10. Protect and prepare documents

Project Exam Level 2 Chapter 8

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

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

Assessment Report for Human Relations in Business

Term: Fall 2019

Prepared By: Jody Coy

Class Summary: This course offered in the Fall 2019 semester made up of a student population of 1 non-traditional, in the Administrative Office Management degree program and one traditional, in the Business Administration 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 seven major themes that serve as the foundation for effective human relations

Final Exam - Chapter 1 Essay

Online: N/A On-ground: 100%

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

2. Understand and apply effective communication styles

Final Exam - Chapter 3 Essay

Online: N/A On-ground: 100%

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

3. Explain how moral intelligence contributes to personal and organizational success.

Final Exam Chapter 5 Essay

Online: N/A On-ground: 100%

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

4. Apply knowledge and practice constructive self-disclosure

Final Exam Chapter 8 Essay

Online: N/A On-ground: 100%

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

Summary Reflection This was a class of one non-trad and one traditional student; the students met or acceded expectation.

5. Define image and describe the factors that form the image you project to others.

Final Exam Chapter 11 Essay

Online: N/A On-ground: 100%

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

6. Identify key elements of the conflict resolution process

Final Exam Chapter 13 Essay

Online: N/A On-ground: 100%

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

Assessment Report for Intro to Database

Term: Fall 2019

Prepared By: Jody Coy

Class Summary: This is only an online course during the Fall 2019 semester made up of a student population of 1 non-traditional, in the Administrative Office Management 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. Manage and create tables, create relationships between tables

Review and Assessment Level 1 Chapter 2 Skills Check Exam

Online: N/A On-ground: 100%

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

2. Perform queries, modify, filter, and view data, export and import data

Review and Assessment Level 1 Chapter 2 Skills Check Exam

Online: N/A On-ground: 100%

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

3. Create and modify tables in design view, create forms and reports, create reports and mailing labels.

Review and Assessment Level 1 Chapter 2 Skills Check Exam

Online: N/A On-ground: 100%

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

Summary Reflection: This was a class of one; the student met or acceded expectation and had a lot of one on one teaching availability.

COMPLETE 8/1/20

Assessment Report for Keyboarding

Term: Spring 2020

Prepared By: Jody Coy

Class Summary: Keyboarding is by appointment. The student population is 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: NO

This course uses direct measures for assessment of all outcomes. Goal: class meets expectations at 80% or greater. Multiple measures are used. Individual students must meet the expectation of 80% 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.Student will be able to complete appropriate keying techniques, using the home row method.

1-30 Posttest Timing # 1

Online: NA

On-ground: 100%

Outcome Result: Met

Summary Reflection: Online and on ground NA met with 100% success across all measures. Students practicing at home as well as during class sessions will improve typing skills.

Due to Covid -19 Students had additional time at home to practice

No plans to change at this time.

2. The student will be able to complete beginner work with less than 12% errors.

Online: NA

On-ground: 100%

Outcome Result: Met

Summary Reflection: Online met with 100% and on ground met with 100% success across all measures. Students practicing at home as well as during class sessions will improve typing skills.

Due to Covid -19 Students had additional time at home to practice

No plans to change at this time.

3 The student will be able to complete advanced lessons with at least 6% accuracy.

Online: NA

On-ground: 100%

Outcome Result: Met

Summary Reflection: Online and onground classes met with 100% success. Students practicing at home as well as during class sessions will improve typing skills.

Due to Covid -19 Students had additional time at home to practice

No plans to change at this time.

COMPLETE 8/02/20

Assessment Report for Advance Database Management

Term: Spring 2020

Prepared By: Jody Coy

Class Summary: Online section of this course. Student population of one, non-traditional student in the AOM 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. Demonstrate Design table structures.

L 2 C2 Exercise 1

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

L 2 C2 Exercise 2

Online: 25%	On-ground: N/A
-------------	----------------

L 2 C2 Project Exam

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

L 2 C2 Skills Check Exam

Online: 92%	On-ground: N/A
-------------	----------------

Outcome Result: Met

Summary Reflection: Online met with 79.4% and on ground- N/A, success across all measures. No plans to change at this time.

2. Create custom forms.

L 2 C5 Exercise 1

Online: 80%	On-ground: N/A
-------------	----------------

L 2 C5 Exercise 2

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

L 2 C5 Project Exam

Online: 85%

On-ground: N/A

L 2 C5 Skills Check Exam

Online: 93%

On-ground: N/A

Outcome Result: Met

Summary Reflection: Online met with 89% and on ground - NA success across all measures.

3. Manage objects and apply various Access tools

L 2 C6 Exercise 1

Online: 100%

On-ground: N/A

L 2 C6 Exercise 2

Online: 0 %

On-ground: N/A

L 2 C6 Project Exam

Online: 75%

On-ground: N/A

L 2 C6 Skills Check Exam

Online: 100%

On-ground: N/A

Outcome Result: Met

Summary Reflection: Online met with 92% and on ground - NA. No plans to change at this time.

4. Build Access relationships

L 2 C3 Exercise 1

Online: 67%

On-ground: N/A

L 2 C3 Exercise 2

Online: 100%

On-ground: N/A

L 2 C3 Project Exam

Online: 100% On-ground: N/A
L 2 C3 Skills Check Exam

Online: 80% On-ground: N/A

Outcome Result: Met

Summary Reflection: Online met this outcome with 87% and onground- NA.

5. Integrate Access Data

L 2 C8 Exercise 1

Online: 100% On-ground: N/A

L 2 C8 Exercise 2

Online: 100% On-ground: N/A

L 2 C8 Project Exam

Online: 100% On-ground: N/A

L 2 C8 Skills Check Exam

Online: 100% On-ground: N/A

Outcome Result: Met

Summary Reflection: Online met this outcome with 100% and onground- NA.

This course provides data and is tied the Administrative Office Manager 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to measure overall understanding of the course.

AOM Outcomes: Students will demonstrate the ability to apply methods to the solution of common types of activities related to administrative office duties.

COVID-19 Impact began March 27th

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

Present: Jody Coy*, Amanda Cadle – Penmac, Brandy Benedict – KansasWorks, Kim Kays – Express Employment.

The advisory board meets once a semester:

Meeting minutes: The need for training in soft skills for the workplace and meeting the needs of the non-traditional students wishing to hone their job skills or wishing to obtain the next level of education or employment. Offering online classes to better meet the needs of the community as well as our high-school population.

Amanda and Kim both expressed the need for soft skill in the workforce and expressed the need for a QuickBooks and Conflict Resolution course to be offered. I spoke with them about the Accountant Assistant Certificate which would include QuickBooks and Payroll Accounting courses for AY 2020-2021 approved by Academic Council. We cover Conflict Resolution in both our Business Communications and Human Relations in Business courses, QuickBooks 2020 will be offered in Spring 2021 as Computerized Accounting.

4.2: 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.

Narrative:

N/A

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

Independence Community College's regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvements on campus. The Administrative Office Management Associates of Applied Science and certificate falls under the normal HLC accreditation for the college.

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 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Students in the AOM program can earn an Administrative Office Management certificate or they may earn their AAS.

This program is offered online as well as on campus allowing those in another state or country the opportunity to earn their certificate or AAS degree. The course is designed to allow students online to interact with students on campus.

Individuals will develop skills in office management, business software, accounting, and leadership all of which are in demand in organizations both large and small. Students will gain work experience opportunities with campus offices and local companies via internships.

Employment opportunities include: Supervisors of Office and Administrative Support Workers, Administrative Services Managers, Executive Secretaries and Executive Administrative Assistants, Administrative Assistant, Administrative Secretary, Administrative Specialist, Administrative Technician, Clerk Typist, Department Secretary, Office Assistant, Secretary, Staff Assistant, Accounts Payable Supervisor, Accounts Receivable Manager, Administrative Supervisor, Customer Service Manager, Customer Service Supervisor, Office Coordinator, Office Manager, Office Supervisor, Staff Services Manager.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

Individuals may obtain an Associates of Applied Science, Administrative Office Management Certificate as well as become certified in Microsoft Office Suite - Word, Excel and Access.

Individuals will develop skills in office management, business software, accounting, and leadership all of which are in demand in organizations both large and small. Students will gain work experience opportunities within campus offices and local companies via internships.

Employment opportunities include: Supervisors of Office and Administrative Support Workers, Administrative Services Managers, Executive Secretaries and Executive Administrative Assistants, Administrative Assistant, Administrative Secretary, Administrative Specialist, Administrative Technician, Clerk Typist, Department Secretary, Office Assistant, Secretary, Staff Assistant, Accounts Payable Supervisor, Accounts Receivable Manager, Administrative Supervisor, Customer Service Manager, Customer Service Supervisor, Office Coordinator, Office Manager, Office Supervisor, Staff Services Manager.

Administrative Office Management participants will have the opportunity to make connections with local employment agencies to assist them in finding employment in these areas upon graduation.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

1. Provide funding for faculty to continue education and attend conferences, like the annual iTRAC Teaching & Learning conference, Wichita, \$30; The Teaching Professor Annual Conference, \$699 plus travel and hotel, though with Covid-19 no travel request, there are Webinar Conferences available with minimal cost.

2. The 3 labs are used by multiple programs, so this request may be in other program review budget items. Consider removing the worn-out carpet in AC 108 and the carpet in AC 106.
3. When AC 107 was updated last year, laptops were purchased by IT that did not have the required Bandwidth, students struggle with slow internet speeds and are unable to complete their work while in class, sometimes they are not even able to access their assignments due to low bandwidth in the laptops, boosters are to be purchased in an attempt to correct the bandwidth issue.
4. If funds were available, the chairs could be replaced for \$40 to \$60 each, there are 35 chairs in the 2 labs. The expected cost is between \$1400.00 to \$2100.

9.0 Program Planning and Development Participation

9.1 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 completed by Jody Coy. Anita Chappuie provide IR data. The Administrative Office Management Advisory Committee provided their expert opinions

9.2 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:

After reviewing the Annual Program Review for the AAS in Administrative Office Management prepared by Jody Coy I agree with the findings. This particular degree has very low enrolment and ICC need to continue to find way to increase the enrollment in the program. Mark Allen, VPAA, 2/21/2021

10.0 Appendices

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

Annual
Program
Of
Veterinary Nursing
For
2020-2021

Prepared by
Dr. Hailey Mueller

11/23/2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

Number of Faculty:

2 full time (Mueller, Weaver)

2 adjunct (Hayes, Perkins)

Enrollment & Student credit hours by Faculty type:

Full time: 34 total credit hours taught, with 89 total students enrolled

Adjunct: 12 credit hours taught, 20 total students enrolled

Average Class size:

6.4 students in Face-to-Face classes

7 students in online classes

6.4 students across all courses

Completion rates:

75.5% face-to-face

71.4% online

75.2% all courses

Pass ('D' or better) rates:

94.8% face-to-face

100% online

95.1% all courses

Pass ('C' or better) rates:

88.3% face-to-face

100% online

89.0% all courses

Number of Majors: 18 (11 returned in Fall 2020)

Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

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 faculty worked on assessing the courses taught by completing the learning outcomes assessment process put in place by ICC. Many courses used 70% of students passing with a 70% or better on the assessments as the evaluation breakpoint. Out of the courses taught throughout the year, a majority of the outcomes were met. If the outcomes were not met, the instructor provided information on how they plan to adjust/change how the content is taught to improve the status as met the next time the course is taught.

Essential skills labs were previously used to complete all lab work for all courses. This posed an issue as the course credit hours did not indicate the true workload of the course. Transferability was also impeded as it is not common to have courses with out lab and then large bulk lab courses as part of the curriculum. Credit hours for lab were all distributed back to each course and the courses “Veterinary Nurse Practices I & Veterinary Nurse Practices II” were created for any essential skills required to graduate that do not directly coincide to a course. Learning outcomes and the program name were also updated this year.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

The Veterinary Technology Program Advisory Board is an active group of diverse individuals. Members represent veterinary professionals, pharmaceutical representatives, community members, academic instructors, zoo employees and students. Biannual meetings are conducted where curriculum, enrollment, attrition and student success are evaluated.

Members are:

Dr. Richard Barta Barta Animal Hospital

Dr. Kevin Kooper Barta Animal Hospital

Dr. Ed Epp Independence Animal Hospital

Nathan Chaplin ICC Science Faculty

Tom Weaver ICC Science Faculty

Melissa Ashford ICC Computer Faculty

Brian Southworth ICC Math Faculty

Dr. Ann Dutton SEK Animal Hospital

Katie Southworth Ralph Mitchell Zoo

Ned Stichman Community Member

Jim Duke Community Member

Rachel Weaver, RVT Vet Nursing Faculty

Dr. Hailey Mueller – ICC Vet Nursing Faculty

4.2: 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.

Narrative:

The ICC Veterinary Nursing Program is accredited by the AVMA-CVTEA (American Veterinary Medical Association Committee on Veterinary Technician Education and Activities). The program director serves as the primary liaison to the AVMA. Ms. Julie Horvath, RVT is the primary contact person at the AVMA. The last site visit occurred April 2017, next site visit is scheduled for 2022. Estimated budget for the site visit expenses is \$6,500.00. The annual accreditation fee to the AVMA is \$1,500.00

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

This program helps fulfill the following HLC criterion by: Helping students learn with smaller class sizes and one on one applications. Providing skills that will allow students to gain employment and enhance community life.

Also fulfills the institution's degree programs are appropriate to higher education because the courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The program prepares students for an entry level position in veterinary clinics but is not their only option. They can gain employment in research labs, universities, zoos, aquariums, government, pharmaceutical and veterinary supply companies, wildlife rehab centers, animal rescues and many more. Students are taught all the skills they need to pursue employment in the veterinary technician field and pass the national boards exam to become credentialed.

There are also different options available to students who wish to further their education. We have a 2+2 agreement with Kansas State University which is attached, students may elect to attend Veterinary School or attain a bachelor's or master's degree in veterinary science or technology. Our program is a steppingstone to these goals. It allows students gain knowledge and hands on experience which will allow them to gain meaningful employment as a vet tech while they pursue further education.

The program has implemented the requirement of completion of prerequisites with a “C” or better before acceptance into the program. This should allow us to better gauge which students are more likely to succeed and ease entrance requirements. The AVMA reviews essential skills yearly, if they make changes, we review and change our required skills list. The skills list was updated this year to keep current with the AVMA skills. Faculty are required to attain

continuing education credits. This keeps faculty up to date on the latest advancements in veterinary medicine, and they can incorporate it into the curriculum for students.

Some changes were made to the curriculum to allow for better transferability and more transparency on the time requirement for each course. Previously, there were large essential skills labs in which all course labs were lumped together. It was confusing for students, staff and not transferable with other programs. Each course was given its lab credit hours and time back and when course are taken in the program was adjusted.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative: The vet tech program awards an Associates of Applied Science Degree as a technical program

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

Our budget has increased over the past few years due to several reasons, the largest was the reclassification of instructors to faculty members which increased salaries and the addition of a full-time director. The other increase was instructional supplies, these supplies include medications and disposable supplies that students need to use to complete essential skills. The future cost of medications and supplies to continue to rise, it is the area where we do not have control over. We operate with the least amount of inventory as we possibly can and only order

supplies when needed. To help with the budget issues and to free up some of the budget, the vet nursing clinic has started to charge ICC employees for providing services to their pets and allow outside clients to bring animals in when appropriate. The charges cover the cost of disposable materials and medications plus a 20-30% markup so that the program may reinvest in new equipment such as an anesthetic monitor in the future. This has aided in keeping our budget under control. Many fees have been set but as we encounter new situations more are being set up. We have been fortunate to get Perkins funding that has allowed the purchase of a new surgery table, fluid pump, animal bath, and ultrasound.

At this point in time the anatomy lab has not been funded and no plans have been made but it is still a wish list item. As mentioned in last years review, the current room that is used for the anatomy lab class is not a proper set up for the fluids from the dissection of cadavers. For example, when a lab animal is on one of the tables, the formaldehyde fluids run off onto the floor and there are no floor drains. The tables are not large enough for larger animals (even medium to large dogs).

We would like to purpose using the 4 room in the southwest corner of the vet nursing building, the cat room, rabbit room, and two others. This fourplex area can be easily converted into a nice functioning anatomy lab. We would like to begin getting bids during spring 2020 and have it ready to go in fall 2020.

Another item improvement that is now on the program radar is the addition of large animal facilities. As of now, large animal labs are farm visits only. There is no space that clients or staff could bring large animal to the school at currently. This can be risky with no insurance that the facilities we travel to are safe especially for students that may not have large animal experience. Also, as class sizes grow transportation becomes an issue. A grant was written for funding, but no outcome has been announced at this time.

As the program grows, addition staff will be necessary. At this point in time, we meet ratios required by the AVMA for live animal labs (1 instructor for every 8 students). During surgery lab two instructors are needed as the veterinarian is doing surgery and another instructor is needed to help with anesthesia monitoring and be available in case of emergency during surgery. Only having two instructors for the program and one being director puts strain on faculty to accomplish all the necessary upkeep; inventory; ordering; technology/lab equipment needs; record keeping; client relations; student needs; program admissions and recruitment; and teaching courses. Although number may not necessitate an additional faculty member now, I am firm in the belief that having more student/program support

9.0 Program Planning and Development Participation

9.1 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:

Dr. Hailey Mueller (DVM) – preparer

9.2 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:

After reviewing the Annual Program Review for Veterinary Nursing prepared by Hailey Mueller I agree with the findings. The program is starting to see an increase in enrollment and some additional budgetary items needed to be added to enhance the viability of the program. Mark Alle, VPAA, 3/2/2021

PRC: I agree with the assessment put forth by Dr. Mueller. The program needs to continue to be funded and grants need to be sought out to increase the facilities and the program to accommodate large animals. This needs to be brought to the board for consideration in the budgeting process.

10.0 Appendices

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



TECHNOLOGY MANAGEMENT INDEPENDENCE COMMUNITY COLLEGE 2+2

Independence Associate of Applied Science and K-State Polytechnic Technology Management

Complete your Associate of Applied Science degree from Independence Community College and then your Bachelor of Science degree from the Kansas State University Polytechnic Campus. The technology management option is available both on campus and fully online to meet you where you're at. Take your career to the next level by earning your bachelor's degree!

INDEPENDENCE COMMUNITY COLLEGE

General Education (15 hours)

- | | |
|----------------------------------|---|
| ◦ ENG 1013 English Composition I | 3 |
| ◦ COMM 1203 Public Speaking | 3 |
| ◦ General Education Elective | 3 |
| ◦ General Education Elective | 3 |
| ◦ General Education Elective | 3 |

Area of Concentration (45 hours)

The core courses from one of the programs listed below.

Associate of Applied Science Programs

- Computer Information Technology
- Computer Programming
- Cosmetology
- Veterinary Technology
- Web Design & Development

No more than 60 credit hours from a 2-year institution can be applied to the bachelor's degree.

KANSAS STATE UNIVERSITY

General Education (22 hours)

- | | |
|---|---|
| ◦ ENGL 200 Expository Writing 2 | 3 |
| ◦ ENGL 302 Technical Writing | 3 |
| ◦ MATH 100 College Algebra | 3 |
| ◦ STAT 325 Introduction to Statistics | 3 |
| ◦ ECON 110 Principles of Macroeconomics | 3 |
| ◦ ECON 120 Principles of Microeconomics | 3 |
| ◦ Natural Science Elective with Lab | 4 |

Restricted Electives (8 hours)

These courses can come from communications, computer technology, digital media, humanities, social science, mathematics, statistics, natural science, or internships.

Business Core (30 hours)

Required courses:

- | | |
|--|---|
| ◦ BUS 251 Financial Accounting | 3 |
| ◦ BUS 252 Managerial Accounting | 3 |
| ◦ BUS 315 Supervisory Management | 3 |
| ◦ BUS 366 Mgmt w/ Information Technology | 3 |
| ◦ BUS 420 Management Perspectives | 3 |
| ◦ BUS 520 Integrated Tech Mgmt Capstone | 3 |

Choose 4 elective courses:

- | | |
|---|---|
| ◦ BUS 300 Foundations of Business Law | 3 |
| ◦ BUS 400 Marketing Techniques & Applications | 3 |
| ◦ BUS 410 Managerial & Project Economics | 3 |
| ◦ BUS 421 Applied Operations Management | 3 |
| ◦ BUS 450 Integrated Finance | 3 |
| ◦ BUS 530 Practices of Industrial & Labor Relations | 3 |
| ◦ BUS 531 Strategic Human Resource Mgmt | 3 |
| ◦ BUS 542 Personal Selling & Sales Management | 3 |

Total Degree Hours: 120

KANSAS STATE
UNIVERSITY Polytechnic Campus

Professional Education and Outreach
785-826-2633 | profed@k-state.edu

Annual
Program
Of
Cosmetology
For
2020-2021

Prepared by
Tonda Lawrence

12/8/2020



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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

Cosmetology Program Review Data AY 2019
Looking at all classes with a COS course code

Number of Faculty:

full time 3 (Bailey, Lawrence, Stroud)

part time 0 ()

Enrollment & Student credit hours by Faculty type:

Full time: 95 total credit hours taught, with 149 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

Average Class size:

6.5 students in Face-to-Face classes

0 students in online classes

6.5 students across all courses

Completion rates:

94.6% face-to-face

0% online

94.6% all courses

Pass ('D' or better) rates:

100% face-to-face

0% online

100% all courses

Pass ('C' or better) rates:

100% face-to-face

0% online

100% all courses

Number of Majors: 10 Cert (4 Cert returned in Fall 2019); 16 AAS (8 AAS returned in Fall 2019)

Degrees Awarded: 3 Cert; 3 AAS

Program Review Data AY 2020

Number of Faculty:

3 full time (T. Lawrence, C. Bailey, A. Stroud)

0 part time ()

Enrollment & Student credit hours by Faculty type:

Full time: 127 total credit hours taught, with 222 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

Average Class size:

6.73 students in Face-to-Face classes

0 students in online classes

6.73 students across all courses

Completion rates:

98.2% face-to-face

0% online

98.2% all courses

Pass ('D' or better) rates:

97.2% face-to-face

0% online

97.2% all courses

Pass ('C' or better) rates:

91.7% face-to-face

0% online

91.7% all courses

Number of Majors: 15 Cert (5 returned in Fall 2020); 20 AAS (5 returned in Fall 2020)

Degrees Awarded: 3 Cert; 8 AAS

					FY 201 9-20 YTD	FY 2019 -20 BUD GET	Jul- 19	Aug- 19	Se- p- 19	Oct- -19	Nov- -19	De- c- 19	Jan -20	Feb -20	Mar -20	Apr -20	May- 20	Jun -20	FY 2020 -21 BUD GET	Dec rease/(In crease)
1	2	1	6	0	Travel: Lodging, Airfare, Mileage	0	500												0	500
2	2	7	0	0																
3	3	1	1	0																
1	2	1	6	0	Food and Meals	114	200			100					100				200	0
2	2	7	0	0																
3	3	2	2	0																
1	2	1	6	0	Recruiting	0	0												0	0
2	2	7	0	0																
3	3	4	4	0																
1	2	1	6	0	Postage & Shipping	0	0												0	0
2	2	7	1	0																
3	3	1	1	0																
1	2	1	6	0	Printing	0	0												0	0
2	2	7	1	0																
3	3	3	0	0																
1	2	1	6	0	Advertising & Promotion	164	0												0	0
2	2	7	1	0																
3	3	5	0	0																
1	2	1	6	0	Conference Fees	0	0												0	0
2	2	7	2	0																
3	3	6	0	0																
1	2	1	6	0	Telephone	0	0												0	0
2	2	7	3	0																
3	3	1	0	0																
1	2	1	6	0	Lease/Rental/Leas e Purchase	1,98 0	900									900			900	0
2	2	7	4	0																
3	3	1	0	0																
1	2	1	6	0	Contract Services	0	0												0	0
2	2	7	6	0																
3	3	1	0	0																
1	2	1	6	0	Dues & Fees	381	150	50				100							150	0
2	2	7	8	0																
3	3	1	0	0																
1	2	1	6	0	Subscriptions	0	0												0	0
2	2	7	8	0																
3	3	2	0	0																
1	2	1	7	0	Instructional Supplies	4,86 9	6,91 0		5,3 12	500	143		812		143				6,91 0	0
2	2	7	0	0																
3	3	0	0	0																
1	2	1	7	0	Instructional Supp- Innovation Fee	6,11 8	1,50 0		200		1,2 00		100						1,50 0	0
2	2	7	0	0																
3	3	0	1	0																

1 2	1 2 7 3	7 0 1 0	0 0 0	Office Supplies	36	400		200					200						400	0
1 2	1 2 7 3	7 0 2 0	0 0 0	Paper Supplies	0	0													0	0
1 2	1 2 7 3	7 0 4 0	0 0 0	Periodicals	0	0													0	0
1 2	1 2 7 3	7 0 5 0	0 0 0	Media (Videos, DVDs)	0	0													0	0
1 2	1 2 7 3	7 1 7 0	0 0 0	Professional Development	0	0													0	0
1 2	1 2 7 3	7 1 9 0	0 0 0	Miscellaneous	487	1,40 0			566	166	166				166	166	170		1,40 0	0
1 2	1 2 7 3	8 5 0 0	0 0 0	Equipment - Non- Capital	0	4,50 0	2,2 50					2,2 50							4,50 0	0
Total Cosmetology					14,1 48	16,4 60	2,3 00	5,7 12	1,0 66	1,6 09	166	2,3 50	1,1 12	0	409	1,0 66	170	0	15,9 60	500

3.0 Assessment of Student Learning Outcomes

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:

Due to the pandemic and being forced to teach a hands on program online it was difficult to keep students engaged for learning, and teaching hands on practical's over a zoom meeting is not ideal for this program. We tried to meet as many learning outcomes as possible, but due to online learning they couldn't all be meet. When students returned for Fall 2020 semester we had to back tack and work on skills that could not be taught online.

See appendix 3.2 for assessment data

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

Tonda Lawrence*	Cosmetology Director	Independence Community College	6 years
Chelsea Bailey	Cosmetology Instructor	Independence Community College	5 years
Angela Stroud	Cosmetology Instructor	Independence Community College	5 years
Kim Booe	Licensed Cosmetologist	Smartstyle-Independence, KS	5 years
Lisa Hugo	Local business owner	Hugo's Industrial Supply-Independence, KS	3 years
Tasha Crow	Licensed Cosmetologist	Envy Salon and Day Spa-Coffeyville, KS	3 years
Amanda Price	Licensed Cosmetologist	Envy Salon and Day Spa-Coffeyville, KS	3 years
Jordan Rinck-Taylor	Licensed Cosmetologist	Luxe Beauty Lounge-Independence, KS	First year
Jaicey Gillum	Director of CTE and ICC NOW	Independence Community College	First year
Laura Jamison	ICC West and ICC NOW Navigator	Independence Community College	First year

There was no advisory board meeting Spring of 2020 Due to Covid-19 Pandemic.

4.2: 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.

Narrative:

The accrediting agency for the Cosmetology program is the Kansas Board of Cosmetology, KBOC. The ICC contact is Tonda Lawrence, Director of Cosmetology. The KBOC contact is Laura Glockner, Executive Director. Inspections are done quarterly and they are not scheduled.

We were only inspected once due to Covid-19 pandemic and salons were closed.

See appendix 4.2 for inspection reports

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

ICC currently has an articulation agreement with Tulsa Tech. It allows students upon completion of Tulsa Tech's Cosmetology program and additional 15 credit hours in Gen Ed from ICC to be awarded an AAS.

The Higher Learning Commission (HLC) is ICC's regional accrediting body and uses categories to evaluate the culture of continuous quality improvement on campus. We believe the Cosmetology program falls under Criterion 3 which is teach and learning; quality, resources and support.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The current curriculum is appropriate for this discipline. The multiple courses keep students engaged and on track while going through the program. The Cosmetology program does not include any courses that would transfer to a four-year university.

After completion of the Cosmetology program students can become a stylist (corporate or self-employed), a cosmetology instructor, platform artist, product ambassador or educator, wholesale sales representative, management positions at a chain salon, eligible for a state licensing agency job (salon inspector).

We use Milady teaching materials and stay updated with the newest version. When the newest edition comes available, we incorporate it into the curriculum. We make sure to stay up to date on current trends and procedures.

The clock hours that a student earns here can be transferred to several other states to continue a student's education there.

We have an open enrollment policy. Our students are taught how to handle natural hair and deal with different hair types for different ethnicities.

The Cosmetology program incorporates community-based learning by having the salon floor open to the public. Due to Covid-19, Spring 2020 Students did not get as much floor time as usual because of the shut down and moving to online learning. Students are able to practice what they have learned on clients and build their confidence in the services they are providing. We also volunteer time for the Neewollah play and ICC productions doing hair and makeup services on cast members.

Kansas Board of Cosmetology granted emergency online learning so students could continue to earn hours while virtual learning was in place.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

Upon completion of the Cosmetology program students will be awarded a Certificate of Cosmetology. Students may complete 15 general education credit hours along with the 50 credit hours for the Cosmetology program and receive an Associates of Applied Science. Students enrolled in Instructor training will complete the 300 or 450- clock hour course and receive a certificate for Instructor Training.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

The Cosmetology department needs to update the facility. We need to replace our current shampoo bowls. The current bowls are not ergonomically designed so it would be beneficial for faculty members and our students to get these replaced. We are receiving Perkins funding and it is being used to replace these shampoo bowls in Fall 2020.

Our Kansas Board of Cosmetology Inspector has marked the salon down multiple times from the floors being in need of repair. There are multiple spots around the salon where the glue is making its way through the tiles and there are also raised spots that create a trip hazard for faculty, students and clients that we service. There is a great possibility that we will soon be assessed a fine if this matter is not taken care of. We have been working with the head of maintenance to fix this in the most economical way. Maintenance scheduled for the fall of 2020 to repair and polish the floors so they are in better working condition.

In the past the Cosmetology faculty have used Perkins money to fund our continuing education. Cosmetology instructors are required a minimum of 20 continuing education hours every two years. There is one national conference called CEA & AMP Convention held annually out of state and is extremely beneficial in ever-changing trends and teaching techniques. Attending this conference each instructor is granted 15 continuing education hours. We would like to look into working this into our budget so that we can attend. The past two times that we have attended the conference has been in Las Vegas and the cost was approximately \$4,000 for 3 instructors to go. This conference was not held this year due to Covid-19, but we would greatly benefit from going next year in 2021. Continuing Ed is extremely limited in this profession and we have found that this conference is very informative and nice to network with others in our profession.

The Cosmetology program is accredited by the Kansas Board of Regents and therefore the Kansas Board of Cosmetology waives our licensure fee.

Due to growing enrollment for full time and part time high school students this department will need additional space and reorganization of floor area. We would like to make walkways into other classrooms in the building to give us more room to teach and still be in compliance with the Kansas Board of Cosmetology. We have been working with the head of Maintenance as well as the Board of Cosmetology to reach an agreement on what can be done to allow us more space.

9.0 Program Planning and Development Participation

9.1 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 completed by Tonda Lawrence, Director of Cosmetology.

9.2 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:

After reviewing the Annual Program Review for Cosmetology prepared by Tonda Lawrence I agree with the findings but would make the following observations. Cosmetology has been a successful program at ICC and should continue to be in the future. ICC does need to address a slight downturn in enrollment to make sure there are enough students for a three-faculty program. Mark Allen, VPAA, 1/124/2021

10.0 Appendices

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

3.2 Assessment Data 2019-2020

Business Practices I – COS1021 – Fall 2019

Assessment Outcomes, Measures, and Data

Outcome 1: List item that needs to be considered before opening a beauty salon.

Measure 1: Seventy-five percent of the students will be able to understand what they need before opening a beauty salon.

Overall: 8 out of 8 (100%) of the students scored a 75% or greater on a quiz on items needed before opening a beauty salon.

Measure 2: Seventy-five percent of the students will be able to understand how to research the items of what they will need before opening a salon.

Overall: 8 out of 8 (100%) of the students scored a 75% or greater on a paper that they have listed the items needed to open a beauty salon with the best prices.

Measure 3: Seventy-five percent of the students will be able to pass a multiple-choice test given on this subject.

Overall: 8 out of 8 (100%) students scored a 75% or greater on the multiple-choice test given on this subject.

Outcome 2: Discuss financial considerations involved in operating a beauty salon.

Measure 1: Seventy-five percent of the students will take part in a class discussion over financial involvement of operating a beauty salon.

Overall: 8 out of 8 (100%) took part in the class discussion over the financial involvement and is graded on class participation.

Measure 2: Seventy-five percent of the students will understand the different kind of business levels like booth rent, commission, cooperation, and partnership.

Overall: 8 out of 8 (100%) students scored a 75% or greater on a multiple-choice test over this subject.

Measure 3: Seventy-five percent of the students will be able to fill out an application for employment and the procedures of buying/selling a salon.

Overall: 8 out of 8 (100%) of the students scored a 75% or greater on a multiple-choice test over this subject.

Results and Analysis – Business Practices I – Fall 2019

Findings: Class discussions are great.

Strengths: The class discussions are great for involvement and clarification.

Weaknesses: During classroom discussion keeping on track of the subject.

Recommendations: Continue classroom discussion.

Actions: No actions are required.

Chemical Services I COS1004 – Spring 2020, 2nd 8 weeks

Assessment Outcomes, Measures, and Data

Outcome 1: Report the purpose and effects of hair coloring, hair lightening, chemical waving, and chemical relaxing services and the proper demonstration of scalp and hair analysis for safe chemical services.

Measure 1: 75% of students will be able to pass a multiple-choice test on hair coloring, hair lightening, chemical waving and chemical relaxing services with a 75% or better.

Overall: 4 out of 4 (100%) students scored a 75% or higher on the test.

Measure 2: 75% of students will be able to perform a basic perm wrap in a timely manner safely and sanitary with 75% or better accuracy.

Overall: 4 out of 4 (100%) students scored a 75% or higher on performing a basic perm wrap in a timely manner.

Outcome 2: Define the related chemical classifications and types of hair coloring, hair lightening and chemical waving.

Measure 1: 75% of students will be able to answer a multiple-choice test on the subject with 75% or higher accuracy.

Overall: 4 out of 4 (100%) students scored a 75% or higher on the multiple-choice test.

Measure 2: 75% of students will be able to complete daily assignments with 75% or better accuracy.

Overall: 4 out of 4 (100%) students complete daily assignments with 75% or better accuracy.

Outcome 3: Identify, define and select the appropriate material and supplies needed for chemical relaxing and the different classifications of chemical relaxers.

Measure 1: 75% of the students will be able to answer questions on a multiple-choice test over the subject with 75% or higher accuracy.

Overall: 4 out of 4 (100%) students scored a 75% or higher on a test over this subject.

Results and Analysis – Chemical Services I COS1004 – Spring 2020, 2nd 8 weeks

Findings: Teaching online for this 8-week course was nothing short of challenging, but we pushed through. I missed the hands-on portion for being there face to face with my students. Watching them do hands on work on zoom was a little difficult, but we have to do what we had to do.

Strengths: Student stuck in there through the online instruction and asked lots of questions and remained engaged through the course.

Weaknesses: That this course had to be taught online. The students really need that hands on approach when it comes to cosmetology.

Recommendations: Research more ways to teach online in case it comes to that again.

Actions: Hope that we don't have to teach this course online again, but if we do we will research other ways to get the curriculum to students on top of the zoom meetings and canvas discussions.

4.2 Inspection Reports

Kansas Board of Cosmetology Topeka, KS 66603
785-296-3155(PHO.NE) • 785-296-3002(FAX)

Inspection Detail

FACILITY

Independence Co=Wlity College/Cosmetology 2615 West Main

Cosmetology Dep #19

Independence, KS 67301

Owner: Independence Co=Wlity College

LICENSE

License No: 005-5 7

Profession: KBOC-Cosmetology License Type: Cosmetology School Phone: 6203321410

Remarks:Tonda Lawrence

Checklist Results	
LICENSE, SIGNAGE, SUPERVISION & RECORDS	
Question	Answer
1) School License- Valid, lists current location and current owner(s) and posted in a conspicuous location	<u>PASS</u>
2) Required Signage - Health & Sanitation Regulations, latest Inspection Report & Consumer Complaint Instructions posted in a conspicuous location	<u>PASS</u>
13) Instructor & Instructor-in-Training Licenses - Valid and posted in a conspicuous location	<u>PASS</u>
4) Practitioner Licenses - Each instructor/instructor-in-training has a valid practitioner license posted in a conspicuous location	<u>PASS</u>
15) Apprentice Licenses - Valid and posted in a conspicuous location	<u>PASS</u>
16) Classrooms - Instructor to Student Ratio - 1 instructor for every 25 students in each classroom	<u>PASS</u>
17) Clinic Floor - Instructor to Student Ratio - 1 instructor for every 25 students on the clinic area	<u>PASS</u>
18) Student Services Sign - Posted in a visible location in the clinic area	<u>PASS</u>
19) Student Records - Daily student record which verifies attendance for each student	<u>PASS</u>
DISINFECTION OF INSTRUMENTS & EQUIPMENT	
Question	Answer
10) Disinfectant - School has bleach solution or EPA-registered disinfectant, with bactericidal, fungicidal and tuberculocidal activity prepared; manufactured-labeled container or MSDS available	<u>PASS</u>
11) Tuberculocidal Disinfectant - School has an EPA-registered disinfectant, with bactericidal, fungicidal, and tuberculocidal activity; manufactured-labeled container or MSDS available	<u>PASS</u>

12) Disinfectant Containers - Adequate number of sufficient y sized, covered containers; free of debris and dirt	<u>PASS</u>
13) Storage of Used Non-Electrical Instruments - Placed in labeled, covered receptacle until cleaned and disinfected	<u>PASS</u>
14) Disinfecting Non-Electrical Instruments - Cleaned ,with soap and water prior to disinfecting ,with a bleach solution or EPA-registered disinfectant ,with bactericidal, fungicidal and virucidal activity	<u>PASS</u>
15) Disinfecting Electrical Instruments - Foreign matter removed prior to disinfecting ,with a bleach solution,disinfectant liquid spray or foam that is EPA-registered ,withbactericidal, fungicidal and virucidal activity	<u>PASS</u>
16) Storage of Disinfected Non-Electrical Instruments - Stored in labeled, clean, enclosed cabinet or covered container	<u>PASS</u>
17) Storage of Disinfected Electrical Instruments - Stored in labeled, clean, enclosed cabinet or covered container	<u>PASS</u>
18) Single-Use Supplies/Instruments - Disposed of in covered waste receptacle immediately after use on a consumer	<u>PASS</u>
19) Pedicure Equipment - Cleaned ,with EPA registered disinfectant ,with demonstrated bactericidal, fungicidal,virucidal, and tuberculocidal activity and for bleach solution in accordance ,with K.A.R. 28-24-9	<u>PASS</u>
120) Blood Spill - School has single-use protective gloves, antiseptic solution, sterile bandages and bags	<u>PASS</u>

GENERAL SANITATION	
Question	Answer
121) Hand Washing Sinks - At least two sinks with hot and cold running water located in the clinic area	PASS
122) Used Linens - Soiled towels, robes and linens placed in closed, labeled receptacle	PASS
123) Clean Linens - Clean towels, robes and linens stored in clean, closed, labeled cabinet	PASS
124) Neck Covering - Sanitary neck strip or clean towel used under the full-length protective covering	PASS
25) Products - Stored in labeled, closed containers; poisonous/caustic products marked and stored in an area not open to public	PASS
26) Work Areas Sanitized - Shampoo bowl, service chairs, workstation and manicure/treatment tables sanitized before each consumer service; manicure/treatment table covered with clean examination paper, towel or linen for each consumer	PASS
27) Shampoo Bowls - Six working shampoo bowls with spray & hot and cold running water in the clinic area OR school is not required to have shampoo bowls (nail technology, esthetics)	PASS
128) Dispensary - At least one sink with hot and cold running water	PASS
29) Restroom - Two restrooms with working toilets and hand-washing sinks, liquid soap dispenser and disposable towels or air dryer, all in sanitary condition	PASS
GENERAL REQUIREMENTS	
Question	Answer
130) Equipment - The school has adequate equipment in the clinic practice area per student present	PASS
131) Trash - Covered; excessive accumulation removed	PASS
32) Cleanliness - Floors, walls, ceilings, furniture and fixtures are clean, free of dust, hair and other debris, and in good repair	
133) Lighting & Ventilation - Well lighted; ventilation sufficient to remove fumes, vapor or dust	PASS/PASS
34) Prohibited Items in Consumer Service Areas - There is no preparing of food, eating or possessing/consuming of alcoholic beverages in areas where consumers receive services	PASS
35) Prohibited Items - School is free of neck/nail dusters, razor type devices to remove calluses or skin blemishes, medical devices (except Class I), prescriptive products; tools/devices that alter, cut or damage layers of skin; smoking or animals (except assistance animals)	

Annual
Program
Of
Engineering, Math,
and Physical Science
For
AY 2019-2020

Prepared by
Nathan Chaplin, PhD

February 4, 2021



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Quantitative Data (provided by Anita Chappuie)

Engineering, Math, Physical Science Program Review Data AY 2019

Number of Faculty:

full time 3 (Southworth, Saleh, Crompton)

part time 2 (Deweese, Hays)

Enrollment & Student credit hours by Faculty type:

Full time: 25 total credit hours taught; 30 total students enrolled

Part time: 8 credit hours taught; 14 total students enrolled

Average Class size:

5.8 students in Face-to-Face classes

9 students in online classes

6.3 students across all courses

Completion rates:

82.9% face-to-face

66.7% online

79.5% all courses

Pass ('D' or better) rates:

86.2% face-to-face

100% online

88.6% all courses

Pass ('C' or better) rates:

79.3% face-to-face

100% online

82.9% all courses

Number of Majors: 0 (0 returned in Fall 2019)

Degrees Awarded: 0

Engineering, Math, Physical Science Program Review Data AY 2020

Number Faculty:

3 full time (Southworth, Crompton, Saleh)

4 adjuncts (Deweese, Babb, Stover, Hayes)

Enrollment & Student credit hours by Faculty type:

Full time: 15 total credit hours taught, with 12 total students enrolled

Adjunct: 30 credit hours taught: 68 total students enrolled

Average Class size:

5.9 students in Face-to-Face classes

13.5 students in online classes

7.3 students across all courses

Completion rates:

94.3% face-to-face

77.8% online

88.8% all courses

Pass ('D' or better) rates:

98% face-to-face

85.7% online

94.4% all courses

Pass ('C' or better) rates:

96% face-to-face

85.7% online

93.0% all courses

Number of Majors: 3 (1 returned in Fall 2020)

Degrees Awarded: 0

[Narrative:](#)

The Engineering, Math, and Physical Science program saw a slight increase in overall enrollment year-over year, with most of this increase attributed to enrollment in online courses. A noticeable increase in course completion and student performance occurred in this period. While these metrics were improved in face-to-face courses, there was a decrease in completion and student performance in online courses in academic year 2019-2020 compared with the previous year.

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Finding

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:

Engineering:

No Engineering classes were run during this academic year.

Mathematics:

Three Mathematics majors' courses were run during the 2019-2020 academic year. These courses were Analytical Geometry and Calculus I, Plane Trigonometry, and Elementary Statistics.

Analytical Geometry and Calculus I had four total sections run in this academic year. Twenty students total were enrolled among all sections. Of these, nineteen students completed the course. All students who completed the course passed with a "C" average or better. Of the four sections run, student learning outcomes were assessed in two sections of this course. In these sections, a majority of students met all measures of each learning outcome

Plane Trigonometry had three total sections run in this academic year. 25 total students were enrolled between these two sections. All students who were enrolled in this course completed the course. One student failed, and the remaining 24 students passed with a "C" average or better. Assessment of student learning outcomes was unavailable for this course for this academic year.

Elementary Statistics had two total sections run in this academic year. 27 students total were enrolled between these sections. Of these, 21 students completed the course. Three students who completed the course failed. The remaining eighteen students who completed the course passed with a "C" average or better. Assessment of student learning outcomes was unavailable for this course for this academic year.

Physical Science:

Two Physical Science courses were run during the 2019-2020 academic year. These courses were Chemistry I for Majors and College Physics I.

Chemistry I for Majors had one section run in this academic year. Six students were enrolled in this section. Of these, four students completed the course. One of the students who completed the course received a “D” grade in the course. The remaining three students passed with a “C” average or better. Assessment of student learning outcomes indicates most outcomes (eleven of fifteen) were not met in this section.

College Physics I had one section run in this academic year. Two students were enrolled in this section. Of these, both students completed the course and passed with a “C” average or better. Assessment of student learning outcomes was unavailable for this course for this academic year.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative: N/A

- 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 (10.0).

4.2: 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.

Narrative: N/A

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative: N/A

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

This program was created three years ago to better accommodate our potential student population and design a single track to guide all pre-engineering, math, and physical science majors through their common classes and set them up to continue on to their four-year institution. All courses in this program transfer to four-year institutions in Kansas via the KBOR transfer matrix and are run with standards so that they should be transferrable anywhere in the US. This program gives students the opportunity to work toward several four-year degrees which allow entry into a variety of rewarding, in-demand careers within the service area as well as in other regions of the country.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

This program awards an associate of science degree. Professors in this program support the Biology program, and the general education program by additionally teaching non-major classes in their respective areas.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Quantitative Data:

Below are the Budgets for Mathematics, Chemistry, and Physical Science for the 2019-2020 Academic Year, provided by Jason Castro:

INDEPENDENCE COMMUNITY COLLEGE
Math
For the Twelve Months Ending Tuesday, June 30, 2020

		<u>Operating Budget</u>	<u>Expense</u>	<u>Encumbered</u>	<u>Remaining</u>
	Fund 11				
	<u>Expenses</u>				
11-					
510:550	Salary	\$12,200.00	\$157,648.81		(\$145,448.81)
11-					
591:596	Fringe Benefits	49,491.00	20,450.92		29,040.08
11-					
700:700	Instructional Supplies	150.00			150.00
11-701	Office Supplies	150.00			150.00
	Total	61,991.00	178,099.73		(116,108.73)

INDEPENDENCE COMMUNITY COLLEGE
Chemistry
For the Twelve Months Ending Tuesday, June 30, 2020

		<u>Operating Budget</u>	<u>Expense</u>	<u>Encumbered</u>	<u>Remaining</u>
	Fund 11				
	<u>Expenses</u>				
11-					
510:550	Salary	\$62,300.00	\$56,950.03		\$5,349.97
11-					
591:596	Fringe Benefits	12,953.00	13,089.02		(136.02)
11-					
601:601	Travel	1,000.00			1,000.00
11-					
648:649	Repairs	1,500.00	1,343.44		156.56
11-					
700:700	Instructional Supplies	4,200.00	5,947.84		(1,747.84)
11-					
717:718	ProfessionalDevelopment	500.00			500.00
	Total	82,453.00	77,330.33		5,122.67

INDEPENDENCE COMMUNITY COLLEGE
Physical Science
For the Twelve Months Ending Tuesday, June 30, 2020

		<u>Operating Budget</u>	<u>Expense</u>	<u>Encumbered</u>	<u>Remaining</u>
	Fund 11				
	<u>Expenses</u>				
11-510:550	Salary	\$63,620.00	\$70,800.01		(\$7,180.01)
11-591:596	Fringe Benefits	9,067.00	9,391.59		(324.59)
11-601:601	Travel	1,500.00			1,500.00
11-648:649	Repairs	1,436.00			1,436.00
11-700:700	Instructional Supplies		566.00		(566.00)
11-717:718	Professional Development	500.00			500.00
11-850	Equipment	528.00			528.00
	Total	76,651.00	80,757.60		(4,106.60)

Narrative:

At the present time, physics, chemistry and math are funded at reasonable levels for the classes being offered. It is requested that this program remain funded at the current level.

9.0 Program Planning and Development Participation

9.1 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 prepared by Nathan Chaplin with the assistance of Brian Southworth and Mona Saleh. Data was provided for this report by Jason Castro (Budgets), and Anita Chappuie (Institutional Research).

9.2 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:

After reviewing the report for Engineering, Math & Physical Sciences prepared by Dr. Chaplin I agree with the findings. The program should be maintained at its present state with appropriate curricular changes as necessary in the future. Mark Allen, VPAA, 2/6/2021

I agree with findings and conclusions of this report. Brian Southworth 2.4.2020 (Program Review Committee Member and Division Chair of Math & Science)

PRC: Agree with the conclusions of the report and agree that the status should be to maintain current levels of support and funding.

10.0 Appendices

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

Annual
Program
Of
Accounting
For
2020-2021

Prepared by
Melissa Ashford

12-7-2020



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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

The information presented below is for the AS Accounting program only. In addition, the classes taught in the Accounting program are also considered business general education courses for the Liberal Studies and General Studies degrees. Therefore, some of the students represented in this data may not be majors in the AS Accounting. They could be declared majors in either the AS in Business Administration, Liberal Studies, or General Studies degrees.

It is also important to note that many Accounting students do not actually complete. They often will transfer on to business school after getting some core business classes out of the way.

ACC Program Review Data AY 2020

Looking at all courses with an ACC course code

Number of Faculty:

1 full time (Ashford)

1 adjunct (B. Wheeler)

Enrollment & Student credit hours by Faculty type:

Full time: 11 total credit hours taught, with 24 total students enrolled

Adjunct: 3 credit hours taught, 8 total students enrolled

Average Class size:

9 students in Face-to-Face classes

5 students in online classes

8 students across all courses

Completion rates:

88.9% face-to-face

80% online

87.5% all courses

Pass ('D' or better) rates:

95.8% face-to-face

75% online

92.9% all courses

Pass ('C' or better) rates:

91.7% face-to-face

75% online

89.3% all courses

Number of Majors: 10 (2 returned in Fall 2020)

Degrees Awarded: 2

3.0 Assessment of Student Learning Outcomes

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:

Below are the assessment reports for Financial and Managerial Accounting. The information shown below shows if the students met the required outcome 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 showed that only small changes had to be made, mainly teaching tools and aids for students to use. With the exception of adding Introduction to Accounting. Using data collected during the 19-20 year prompted faculty to add a pre-requisite course as many of our accounting students have no experience or previous coursework in accounting. Students who have either taken an accounting class in high school or who have practical experience can request the intro course be waved and are offered an elective option in its place.

All assessment details are housed in Canvas. Class, as well as individual student data for outcomes and the assignments they are tied to are easy to pull and reflect on.

Assessment Report for Financial Accounting

Term: Fall2019

Prepared By : Melissa Ashford

Class Summary: This is a 9:30 a.m. TR Hybrid section made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal 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.

Overall course reflection: It is my recommendation that we add a Fundamentals of Accounting course as a pre-req to Financial Accounting. Our students need a firm foundation of basic accounting concepts prior to taking on the higher-level thinking and application of theories,

process, and practices of accounting. I also do not believe this should be taught as a hybrid. The current students we serve would be better off to have two 3 credit hour classes either online or on ground. I have spent close to 60 hours making pod casts and videos for this course and students report those aids have been very helpful in their overall success. I will be doing the same for Managerial Accounting in the spring.

1. **Identify and demonstrate the effects of transactions and economic events on the financial statements in corporations and other business entities.**

#1.2HW: Homework assigned for Chapter 2

Online: **N/A** On-ground: **89%**

#1.6HW: Homework assigned for Chapter 6

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

#1.EX1: Financial Statement Exam covering chapters 1-4

Online: **N/A** On-ground: **89%**

Outcome Result: Met

Summary Reflection: Students' understanding of the topic improved with practice. Students would benefit from a fundamentals class to help with basic understanding of topics early in the semester.

2. **Prepare the fundamental financial statements per US GAAP**

#2.1HW: Homework assigned for Chapter 1

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

#2.3HW: Homework assigned for Chapter 3

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

#2.EX1: Financial Statement portion of Exam #1 covering chapters 1-4

Online: **N/A** On-ground: **89%**

Outcome Result: Met

Summary Reflection: Students' understanding of the topic improved with practice. Students would benefit from a fundamentals class to help with basic understanding of topics early in the semester. We spent time together as a class doing a variety of financial statements for different types of organizations.

3. **Analyze and interpret the information presented in the financial statements.**

#3.1HW: Homework assigned for Chapter 1

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

#3.13HW: Homework assigned for Chapter 13

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

#3.P: Financial Statement Analysis Project

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

Outcome Result: Met

Summary Reflection: We were unable to complete chapter 13 or the financial statement analysis project to help cement this concept. This is due to the fact we must spend time learning the basic concepts of Accounting. I will be requiring a Fundamentals of Accounting class beginning Fall 2020 so that we have time to cover the higher-level concepts, which includes the final project of analyzing corporate financial statements.

4. Measure the value of assets and liabilities, including an introduction to fair value accounting.

#4.9HW: Homework assigned for Chapter 9

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

#4.10HW: Homework assigned for Chapter 10

Online: **N/A** On-ground: **88%**

#4.5HW: Homework assigned for Chapter 5

Online: **N/A** On-ground: **86%**

Outcome Result: *Met*

Summary Reflection: Students' had a better grasp of the topic after spending time doing in class demonstrations. I believe students' understanding will improve when we have more time to spend on the higher-level topics.

Page Break

5. Evaluate the quality of business decisions in an ethical context

#5.4HW: Homework assigned for Chapter 4

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

#5.7HW: Homework assigned for Chapter 7

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

#5.11HW: Homework assigned for Chapter 11

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

Outcome Result: *Met*

Summary Reflection: Students have a good grasp of ethical concepts in Accounting. When we are able to add the financial statement analysis project, students will have another opportunity to show their understanding.

6. Demonstrate an awareness of International Financial Reporting Standards (IFRS)

#6.EX1: Questions on Exam pertaining to IFRS

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

#6.EX2: Questions for Exam pertaining to IFRS

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

#6.EX3: Questions for Exam pertaining to IFRS

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

Outcome Result: *Not Assessed this semester*

Summary Reflection: Not assessed this semester

COMPLETED SPRING: 5/15/20

Assessment Report for Financial Accounting

Term: **SPRING 2020**

Prepared By : **Melissa Ashford**

Class Summary: This is an online section made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal 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.

Overall course reflection: We have approved the addition of Introduction to Accounting as a pre-req for this course. Our students need a firm foundation of basic accounting concepts prior to taking on the higher-level thinking and application of theories, process, and practices of accounting. I have spent close to 60 hours making pod casts and videos for this course and students report those aids have been very helpful in their overall success. I will continue to provide these types of aides to accounting students in the future. It should be noted that this semester, due to Covid-19, ICC moved to a totally remote learning platform. While this was an online class from the beginning some of the students may have encountered added stress due to this change.

1. Identify and demonstrate the effects of transactions and economic events on the financial statements in corporations and other business entities.

#1.2HW: Homework assigned for Chapter 2

Online: **80%** On-ground: **N/A**

#1.6HW: Homework assigned for Chapter 6

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

#1.EX1: Financial Statement Exam covering chapters 1-4

Online: **80%** On-ground: **N/A**

Outcome Result: Met

Summary Reflection: Students' understanding of the topic improved with practice. Students would benefit from a fundamentals class to help with basic understanding of topics early in the semester.

2. Prepare the fundamental financial statements per US GAAP

#2.1HW: Homework assigned for Chapter 1

Online: **80%** On-ground: **N/A**

#2.3HW: Homework assigned for Chapter 3

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

#2.EX1: Financial Statement portion of Exam #1 covering chapters 1-4

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

Outcome Result: Met

Summary Reflection: Students' understanding of the topic improved with practice. Students would benefit from a fundamentals class to help with basic understanding of topics early in the semester. We spent time together as a class doing a variety of financial statements for different types of organizations. I continued to provide more practice videos which I believe aides in the student's understanding and ability to successfully complete the tasks.

3. Analyze and interpret the information presented in the financial statements.

#3.1HW: Homework assigned for Chapter 1

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

#3.13HW: Homework assigned for Chapter 13

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

#3.P: Financial Statement Analysis Project

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

Outcome Result: Met

Summary Reflection: We were unable to complete chapter 13 or the financial statement analysis project to help cement this concept. This is due to the fact we must spend time learning the basic concepts of Accounting. I will be requiring a Fundamentals of Accounting class beginning Fall 2020 so that we have time to cover the higher-level concepts, which includes the final project of analyzing corporate financial statements.

4. Measure the value of assets and liabilities, including an introduction to fair value accounting.

#4.9HW: Homework assigned for Chapter 9

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

#4.10HW: Homework assigned for Chapter 10

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

#4.5HW: Homework assigned for Chapter 5

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

Outcome Result: Met

Summary Reflection: Students' had a better grasp of the topic after spending time doing in class demonstrations. I believe students' understanding will improve when we have more time to spend on the higher-level topics.

Page Break

5. Evaluate the quality of business decisions in an ethical context

#5.4HW: Homework assigned for Chapter 4

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

#5.7HW: Homework assigned for Chapter 7

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

#5.11HW: Homework assigned for Chapter 11

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

Outcome Result: Met

Summary Reflection: Students have a good grasp of ethical concepts in Accounting. When we are able to add the financial statement analysis project, students will have another opportunity to show their understanding.

6. Demonstrate an awareness of International Financial Reporting Standards (IFRS)

#6.EX1: Questions on Exam pertaining to IFRS

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

#6.EX2: Questions for Exam pertaining to IFRS

Online: **N/A** On-ground: **N/A**
#6.EX3: Questions for Exam pertaining to IFRS
Online: **N/A** On-ground: **N/A**

Outcome Result: *Not Assessed this semester*
Summary Reflection: Not assessed this semester

COMPLETED SPRING: 5/15/20

Assessment Report for Managerial Accounting

Term: **SPRING 2020** Prepared By : Melissa Ashford

Class Summary: This is an onground 9:30 TR section made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal 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.

Overall course reflection: This is the third course in a 4 course cycle. This course is very focused and overall students appear to either love it or hate it as it is a very different and focused type of accounting. Students who enjoy this type of accounting do well as it is not overly difficult. It should be noted that this semester, due to Covid-19, ICC moved to a totally remote learning platform. This was an on ground class that was moved to a total remote delivery environment. It is possible students experienced stress and some scores may reflect that.

1. **Explain the difference between managerial and financial accounting**

#14.2EXC: Exercise 2 in chapter 14

Online: On-ground: 100%

#14.WP: Waterways Project for chapter 14

Online: On-ground: 100%

Outcome Result: *Met*

Summary Reflection: While outcome was met I will be adding in some videos and a few more exercises to the course to help with student retention.

2. Evaluate the ethical dimensions of managerial accounting

#2.14EC: Ethics Case assignment in chapter 14

Online: On-ground: 100%

#2.20EC: Ethics Case assignment in chapter 20

Online: On-ground: 100%

Outcome Result: *Met*

Summary Reflection: While outcome was met I will be adding in some videos and a few more exercises to the course to help with student retention.

3. Apply management accounting techniques to planning and control of operations.

- **Including: Master Budget and Capital Budget**
- **Variance Analysis**
- **Cost Volume Profit Analysis**
- **Cost Allocations**

#3.18.7EXC: Exercise 7 in chapter 18

Online: On-ground: 100%

#3.18WP: Waterways Project for chapter 18

Online: On-ground: 83%

Outcome Result: *Met*

Summary Reflection: The class met with a 91% success rate. I will continue to add demo problems and video walk throughs.

Page Break

4. Interpret Cost Behaviors for Decision Making

#4.18.4EXC: Exercise 4 in Chapter 18

Online: On-ground: 100%

#4.19WP: Waterways Project for chapter 19

Online: On-ground: 83%

Outcome Result: *Met*

Summary Reflection: The class met with a 91% success rate. I will continue to add demo problems and video walk throughs.

5. Communicate managerial accounting information in an appropriate format

#5.21WP: Waterways Project for chapter 21

Online: On-ground: 40%

#5.19WP: Waterways Project for chapter 19

Online: On-ground: 83%

Outcome Result: *Not Met*

Summary Reflection: Met with 61% overall. Students actually communicate the information just fine but struggle with arriving at correct information to communicate. I will be adding more demos and practice problems throughout the semester to help with this.

6. Track the flow of costs through the manufacturing process.

#6.15WP: Waterways project for chapter 15

Online: On-ground: 80%

#6.16WP: Waterways project for chapter 16

Online: On-ground: 50%

#6.17WP: Waterways project for chapter 17

Online: On-ground: 100%

Outcome Result: *Met*

Summary Reflection: The class met with a 76% success rate. I will continue to add demo problems and video walk throughs.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative: This is a transfer degree, therefore there is no advisory committee.

- 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 (10.0).

4.2: 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.

Narrative:

N/A

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 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 countries culture.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Every effort has been made to align the program closely with four-year universities in the state of Kansas. The Kansas Core Outcome Business and Accounting groups are both highly motivated to ensure these students are able to complete all freshman and sophomore requirements at the two-year college level and receive seamless transfer of those courses.

Upon reflection of data and conversations with past and present students a decision has been made to require a Fundamentals of Accounting course prior to a student completing Financial Accounting, as well as providing an opportunity for students to complete Intermediate Accounting at ICC. Students would like to be in an accounting class each semester they are at ICC to keep their skills sharp. It is also evident that many of the students could use more exposure to the bookkeeping processes and procedures prior to taking the higher level Financial Accounting class where they need to focus heavily on the analysis and communication of accounting. The current faculty believe a firm foundation will be advantageous to today's student body. Consideration will be made for those students who transfer in with an accounting background. It is not our desire to require busy work, there is simply a desire to ensure firm footing in all concepts by the time the students move onto the four-year university. If students decide not to pursue their bachelor's after finishing the degree plan at ICC they are qualified to enter into the accounting field as an Accounts Payable clerk, Accounts Receivable clerk, Bookkeeper or enter into a Mid-management position.

As students' progress through the program they receive exposure to International issues through learning about International Financial Standards while in accounting classes and cover international trade issues in Macroeconomics classes.

These changes were proposed and approved during the 19-20 AY. Only new students during 20-21 will be affected by these changes; therefore we will not see good quality data of success due to these changes until 21-22 school year.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The Associates of Science degree is the only Accounting degree offered at this time. The majority of the core classes in the Accounting curriculum are also required classes in the Business Administration degree and are KCOG certified for all programs of study requiring a business elective.

Program faculty will be working with office technology faculty to incorporate the newly approved bookkeeping courses as an area of interest for accounting majors in the event they wish or need to stay at ICC longer so they can add to their skill set.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- Position Change Requests
- Educational Technology Support
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- 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

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.

Narrative:

Requests for the Accounting program were completed and turned in for the 20-21 AY. Below is the summary of requests made.

Currently there is one full time Professor of Accounting/Business at a salary of \$49,500. This professor also teaches any required overload courses in the business and accounting

area. Associate Professor Jody Coy is teaching the Fundamentals of Accounting class, allowing us to keep adjunct costs at a minimum.

Instructional Supplies: \$800 to be used for purchasing reading materials for class library, as well as materials to create games and other high impact, active learning opportunities for students. This will help provide academic excellence while maximizing student engagement.

These resources are directly related to achievement of long term goals created for this program. Professional Development: \$2000 each year to be used by the program faculty for a variety of professional development opportunities directly related to teaching Accounting to freshmen and sophomores. It is obvious today's students are changing and it is the desire of the program faculty member to embrace that change and continually develop curriculum that will engage the students, even if they are taking the course for General Education credit only.

Attending conferences to share ideas with other Accounting faculty is paramount in keeping up with not only changes in the field of Accounting but keeping up with changes for classroom instruction. This supports academic excellence.

Finance has been very supportive of physical changes that needed to be made and were requested in the previous year. This applies to both business and accounting courses and programs. As we speak the classroom in which these courses are taught is being updated to match the lead faculty's preferred teaching style. These courses contain very little traditional lecture and are heavy in active learning opportunities for students, with students being required to watch lecture videos and podcasts prior to attending class. These improvements will be discussed further during the 21-22 program review.

9.0 Program Planning and Development Participation

9.1 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:

Lead Accounting faculty member, Melissa Ashford completed this program review. Student data was compiled and provided by the Director of IR, Anita Chappuie. Student Learning Assessment Data was provided by full-time faculty teaching courses in the program: Professor Melissa Ashford.

9.2 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:

After reviewing the Annual Program Review submitted by Melissa Ashford I agree with her findings. The AS in Accounting is a viable degree in the ICC Portfolio and a multitude of changes have been made to continue the transferability of this degree. Mark Allen, VPAA, 1/26/2021

10.0 Appendices

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

Annual Program Review of
AGS General Studies
2020 to 2021

Prepared by
Mark Allen

November 13, 2020

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

1.2 Quantitative and Qualitative Data

Narrative:

- Number of Faculty: full time 25 part time 42
- Student credit hours by Faculty type: Full time: 654 total credit hours taught, with 3403 total students enrolled Part time: 334 credit hours taught, 1644 total students enrolled
- Average Class size: 15.7 students in Face-to-Face classes 15.5 students in online classes 15.7 students across all courses
- Completion rates: 93.1% face-to-face 87.9% online 91.8% all courses
- Pass ('D' or better) rates: 88.8% face-to-face; 79.1% online; 86.4% all courses
- Pass ('C' or better) rates: 81.3% face-to-face; 73.8% online; 79.4% all courses
- Number of Majors: 336 (37 returned in Fall 2019)
- Degrees Awarded: 90

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3.0 Assessment of Student Learning Outcomes

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.)*

3.2 Significant Assessment Findings

Narrative:

The General Studies Program has a large number of majors with a average class size of 15.7. The data would indicate the completion rates are good and it is an important program to ICC.

Page Break

An important component of maintaining a superior 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.

4.0 External Constituency and Significant Trends

4.1: Program Advisory Committee:

- 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 (10.0).

Narrative:

Not applicable for the General Studies Program.

- 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.

4.2: Specialized Accreditation:

Narrative:

Not applicable for the General Studies Program.

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

4.3: Other:

Narrative:

The General Studies program meets the HLC core components of:

- 3.A.—The institution’s degree programs are appropriate to higher education.
- 3.B.—The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

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5.0 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

5.1 Reflection on Current Curriculum

Narrative:

- The curriculum for the General Studies program is appropriate for the breadth, depth, and level of the discipline because it seeks to help students transfer with a basic range of freshman and sophomore level courses that will transfer to another college and university.
- The General Studies program is intended to enable students to complete the necessary general education electives at the freshman and sophomore level for students in pursuit of a Bachelor’s degree. Courses taken as electives may or may not satisfy equivalent lower division college credit course requirements to transfer into a Bachelor’s degree program at a Kansas Regents University.
- The curriculum is up to date based the last major overhaul which was done for the 2018-19 Catalog.
- This program assesses diversity by including it as a general education outcome, as well as requiring all students to take three credit hours minimum in the “Cultural Studies” category within the program.

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

5.2 Degree and Certificate Offerings or Support

Narrative:

The curriculum for the General Studies program is appropriate for the breadth, depth, and level of the discipline because it seeks to help students transfer with a basic range of freshman and sophomore level courses. This is also the mission of the AS/AA Liberal Studies program. The only difference between the two is that the General Studies degree program allows for more elective options than the Liberal Studies degree plan. This is why we cannot guarantee that all courses taken as electives will transfer to the next institution.

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8.0 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)
- 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

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.

8.1 Budget Requests/Adjustments

Narrative:

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9.0 Program Planning and Development Participation

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).

9.1 Faculty and Staff

Narrative:

All faculty participated in the process and IR collected the data.

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.

9.2 VPAA and/or Administrative Designee Response

Narrative:

The Program Review Committee agreed with the report provided by Mark Allen, VPAA.

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

10.0 Appendices

Annual
Program
Of
EMS
For
2020-2021

Prepared by
Sue Manning

11/18/2020



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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

Class capacity directly reflects the amount of advertising and recruiting that is done before the class. Before classes in the past, a flyer has gone out to each of the surrounding EMS and Fire Stations. I believe this did bring in more students from the surrounding areas. I think when classes are cancelled this sends students to other facilities and greatly hurts the program. Future classes are then impacted as students often bring in other students.

The curriculum used will offer a way for students to continue their EMS education with our Advanced course and pave the way for them to further their knowledge into a Paramedic program. This would be nice to offer at ICC and I am in the process of making it possible to hire a paramedic to teach this course.

According to various conferenced that I have attended, it is vital to have a good pass rate as well as have the students well prepared to go out into the service area and be able to function as EMS

personnel. There are other programs in the area and so our pass rate and the rate at which our students are hired is vital in attracting students to our program.

There will always be a need for this profession and the need for this basic and advanced level of entry into the EMS job field is ever growing.

There are several employers on my advisory committee who have stated that they are very well satisfied with the students that we have provided for their service.

EMS Ed Program Review Data AY 2020

Number of Faculty:

3 full time (Manning, Byrd, Weaver)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 41 total credit hours taught, with 63 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

8 students in Face-to-Face classes

10.3 students in online classes

9 students across all courses

Completion rates:

93.8% face-to-face

93.5% online

93.7% all courses

Pass ('D' or better) rates:

93.3% face-to-face

75.9% online

84.7% all courses

Pass ('C' or better) rates:

90% face-to-face

75.9% online

83.1% all courses

Number of Majors: 3 (0 returned in Fall 2020)

Degrees Awarded: 1

ACADEMIC YEAR	ACADEMIC TERM	ACADEMIC SESSION	EVENT ID	Credits	SECTION	EVENT LONG NAME	Instructor	ADDS	Completed	Passed 'D' or better	Passed 'C' or better
2019	FALL	FULL	HEA1113	13	0001	EMT	S. Manning	6	5	3	3
2020	SPRING	FULL	HEA1143	3	0001	MEDICAL TERMINOLOGY	S. Manning	13	12	12	11
2019	FALL	FULL	HEA1113	13	HS01	EMT	S. Manning	3	3	3	3
2019	FALL	FULL	HEA1143	3	HS02	MEDICAL TERMINOLOGY	M. Byrd	10	10	10	10
2019	SUMMER	FULL	HEA1143	3	ON01	MEDICAL TERMINOLOGY	T. Weaver	4	3	3	3
2019	FALL	FULL	HEA1143	3	ON01	MEDICAL TERMINOLOGY	T. Weaver	13	12	9	9
2020	SPRING	FULL	HEA1143	3	ON01	MEDICAL TERMINOLOGY	T. Weaver	14	14	10	10

3.0 Assessment of Student Learning Outcomes

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:

Communication: The students involved in EMS education must be able to communicate in several ways effectively. They must be able to communicate empathetically with their patients. This is practiced in the classroom often as scenarios are completed with real life situations and all sorts of patients. The student must also be able to communicate with dispatch over a radio or phone. The student practices this often as well during patient assessment practice and during case studies that are gone over every class session. The student will be able to speak on the radio of the ambulance during class time.

Another form of communication that is learned by the student is to be able to communicate to other healthcare providers. This may be a receiving facility, partners or anyone involved during the call that has a need to know. Medical information follows the patient through the whole illness or injury to various facilities and personnel and must be clear, concise and legible. The student receives many opportunities to perfect this skill.

Literacy: Very often in medical situations an EMT will be faced with ethical situations. These could be confidentiality, how to treat drug dealers and users, criminals who are sick or injured, abuse reporting and many other situations that require some ethical thinking on the part of the EMT. During class many case studies are completed as close to real calls as possible. All the possible situations and outcomes are discussed, and this helps the student to be ready in the real-world situations.

Thinking: Critical thinking is major portion of the classwork. Assessing the situation and condition of the patient, planning of care and carrying it out often must be done in a matter of minutes. The student also uses the critical thinking to decide if the plan of care is working and if not, what should be the next step.

These outcomes are assessed by cognitive exam and by observing the student in the scenario situation. Each student must also complete hours of clinical time both in the ER and EMS. A precept paper is completed each time a student completes a rotation of these facilities detailing how the student functioned in the various situations they encounter.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

*Sue Manning AEMT/Kansas Board of EMS Instructor Coordinator-Kansas State Certified EMS Examiner-Faculty-19 years

Jason McAfee-IHS Principal-Independence High School-member 4 years

Shawn Bennett-AEMT-Fredonia EMS-member 7 years

Ann Swink-Community member 9 years

Jesse Reed-Paramedic/Kansas Board of EMS Instructor Coordinator-Chief of Fire and EMS in Cherryvale-member 9 years

Keith Copithke-AEMT/Kansas Board of EMS Instructor Coordinator-Independence Fire/EMS member 11 years

Bill Knight-EMT-Community member 11 years

David Cowen-Paramedic-City of Independence Safety and Health Task Force Administrator-member 11 years

Sam Carnes-High School Counselor-Independence High School-member 4 years

Shawn Wallis-AEMT-Chief of Fire/EMS-Independence, KS member 5 years

Becky Mitchell RN-Director of Nursing and the Emergency Room in Independence-Labette Health-member 4 years

Nathaneal Day-Paramedic-Cherryvale EMS-7 years

Dr. Melinda Allen-Medical Advisor-ER director Labette Health-member 3 years

There was no Spring Advisory meeting because of COVID-19.

11-18-20

EMS Advisory Board Meeting

An Advisory Board meeting was held on Friday November 13th

Present were Jesse Reed, Nathanael Day, David Cowen, Becky Mitchel, shawn Wallis, Keith Copithke, Bill Knight and Shawn Bennett, absent was Ann Swink

Business conducted:

The current EMT class was discussed with information on the national and state board exams coming up.

The current problems with teaching during the Covid Pandemic

The vehicle extrication class which was November 11th in association with both city and rural fire
Sue Manning's retirement and what is being done to advertise for her replacement.

4.2: 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.

Narrative:

At this time ICC EMS Education department does not need to be accredited by the Kansas Board of EMS

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

There are many career pathways that are available to a student who has completed the EMS education program. Some of them, like becoming an EMS instructor or hospital and medical office work may require additional certification. Other pathways such as EMS product marketing, emergency dispatch, fire control or national parks medics could be achieved with the education ICC students acquire during the course. There are many opportunities for community involvement during and after certification.

This would include but not be limited to, health fairs, Church relief programs, storm and disaster relief help.

One of the most significant trends for EMS education is that a few years ago the Kansas Board of EMS elected to only accept Nationally Registered EMTs in the workforce. This trend has grown now so there are only two states that still have local registries. This trend caused courses to raise the level of training and the expectations of the EMS workforce.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The curriculum of the EMS Education Program is required to contain information that the Kansas Board of EMS deems appropriate and necessary.

The jobs that students can get after being successful in the EMS Education program are many. They include but are not limited to: emergency dispatch, security at colleges or casinos, fire departments, hospitals-emergency rooms and other patient care, cruise ships, national parks, Dr. offices, summer camps, industry medical teams, missions in foreign countries, TV show medics, amusement parks. According to the Bureau of Labor and Statistics, the top EMS jobs would be in government with the top salary being in Hawaii.

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

5.2 Degree and Certificate Offerings or Support

Narrative:

The EMS Education certificate is offered to students who complete the EMT program as well as 3 credit hours of Medical Terminology. To further the student's education as a Paramedic, the student must complete an associate degree.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

INDEPENDENCE
COMMUNITY COLLEGE

For the Five Months Ending
Monday, November 30,
2020

	2017-18	2018-19	2019-20
	Actual	Actual	Actual (YTD)
	Expenses	Expenses	Expenses
12-1287 EMT:			
12-1287-520-000 Faculty Salaries: Full-Time Faculty	55,250.04	55,400.04	24,020.84
12-1287-530-000 Clerical/Staff Salaries: Non-Exempt	764.50	1,747.90	972.00
12-1287-591-000 FICA (Social Security, Medicare)	4,568.49	5,924.90	1,885.24
12-1287-594-000 Insurance Premiums	9,711.48	3,607.50	3,921.82
12-1287-700-000 Instructional Supplies	1,340.13	1,644.57	399.31
12-1287-521-000 Faculty Salaries: Overload	7,150.00	9,350.00	
12-1287-522-000 Faculty Salaries: Adjunct		12,650.00	
12-1287-531-000 Clerical/Staff Salaries: Exempt			
12-1287-602-000 Food and Meals	7.48		
12-1287-700-001 Instructional Supplies (Innovation Fee)	170.00	449.15	
12-1287-701-000 Office Supplies	125.72	18.99	
Total 12-1287 EMT	79,087.84	90,793.05	31,199.21

INDEPENDENCE COMMUNITY COLLEGE					
EMT					

For the Five Months Ending Monday, November 30, 2020					
		Operating Budget	Expense	Encumbered	Remaining
12-510:550	Salary	\$30,187.50	\$24,992.84		\$5,194.66
12-591:598	Fringe Benefits	5,720.60	5,807.06		(86.46)
12-601	Travel	616.65			616.65
12-602	Food and Meals				
12-606	Student Travel				
12-607	Rentals				
12-611	Postage & Shipping				
12-613	Printing				
12-615	Advertising				
12-616	Promotions				
12-617	Recruiting				
12-619	Animal Food				
12-626	Conference Fees/Registration				
12-631	Telephone				
12-641	Lease/Rental/Leas e Purchase				
12-646	Service Agreements				
12-647	Fuel/Gas				
12-649	Repairs				
12-661	Contract Services				
12-662	Legal Services				
12-663	Consultants				
12-681	Dues/Membership s/Fees				
12-682	Subscriptions				
12-699	Uniforms				
12-700-000	Instructional Supplies	500.00	399.31		100.69
12-700-001	Instructional Supplies (Innovation Fee)				
12-701	Office Supplies				

12-702	Paper Supplies				
12-703	Books				
12-704	Periodicals				
12-705	Media (Videos, DVD)				
12-717	Professional Development	500.00			500.00
12-719	Misc. Expenses				
12-850	Equipment- Non-Capital >\$5,000				
12-852	Software & Licenses				
	Total	37,524.75	31,199.21		6,325.54

9.0 Program Planning and Development Participation

9.1 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:

At this point there is only one faculty for this program. It would be good if a paramedic could be hired as program director and instructor so the paramedic program could be offered after becoming accredited. It is difficult to plan scenarios and case study projects without more staff. The Kansas Board of EMS requires one instructor per 6 students which requires assistants if more than 6 students are present. I am informed by the Kansas Board of EMS of new educational developments as well as KEMSA journals and networking at conferences.

9.2 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:

After reviewing the report for EMS Education prepared by Sue Manning the document is complete other than section 3.2. With only three majors in the program ICC should continue to work on increasing enrollment in this health care program. Mark Allen, VPAA, 2/4/2021

PRC: Please include actual course outcome data in section 3.2. Other than that this document includes everything required.

10.0 Appendices

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

Annual
Program
Of
AA/AS Liberal
Studies
For
2020- 2021

Prepared by
Mark Allen

November 17, 2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

LBR Program Review Data AY 2020

Looking at all courses listed in the degree plans

Number of Faculty:

full time 24

adjunct 34

Enrollment & Student credit hours by Faculty type:

Full time: 713 total credit hours taught, with 3272 total students enrolled

Adjunct: 293 credit hours taught, 1423 total students enrolled

Average Class size:

14.8 students in Face-to-Face classes

14.5 students in online classes

14.7 students across all courses

Completion rates:

91.3% face-to-face

86.7% online

90.0% all courses

Pass ('D' or better) rates:

90.6% face-to-face

84.4% online

88.9% all courses

Pass ('C' or better) rates:

83.5% face-to-face

78.5% online

82.1% all courses

Number of Majors: 20 AA (6 returned in Fall 2020); 105 AS (20 returned in Fall 2020)

Degrees Awarded: 4 AA; 20 AS

3.0 Assessment of Student Learning Outcomes

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 program has a good pass rate as indicated by the data and its core classes place a clear emphasis on communication, an area where students seem to be developing across the Liberal Studies curriculum. Furthermore, it is clear that students have an understanding of how to access pertinent information, dissect critical from superfluous information, and utilize said information to analyze how people interact within society.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

Not applicable in the Liberal Studies Program

- 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 (10.0).

4.2: Specialized Accreditation:

Narrative:

Not applicable in the Liberal Studies Program

- 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.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

Not applicable in the Liberal Studies Program

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The Liberal Studies degree program was not intended for students to be able to transfer to another institution as meeting all the first two-year requirements of a bachelor's degree. It is more aligned for attainment of 60 credit hours to move on to another institution. We do have certain courses that are required through the Kansas Board of Regents, which has been reflected in the updated curriculum.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The Liberal Studies degree program is offered as an Associate of Science or Arts.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

No change in the operational budget for the Liberal Studies degree are necessary at this time. The primary consideration is the update and modernization of teaching spaces.

9.0 Program Planning and Development Participation

9.1 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:

No faculty are assigned specifically to this degree program. The program review was provided by the VPAA.

9.2 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:

The Liberal Studies degree program was reworked in fall 2018 and at this time no changes in the degree program are necessary. Mark Allen, VPAA. Nov. 2020

10.0 Appendices

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

Annual
Program
Of
AEMT Certification
For
2020-2021

Prepared by
Sue Manning

11/18/2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

Advanced EMS Ed Program Review Data AY 2020

Number of Faculty:

1 full time (Manning)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 19 total credit hours taught, with 31 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

6.2 students in Face-to-Face classes

0 students in online classes

6.2 students across all courses

Completion rates:

96.8% face-to-face

0% online

96.8% all courses

Pass ('D' or better) rates:

93.3% face-to-face

0% online

93.3% all courses

Pass ('C' or better) rates:

93.3% face-to-face

0% online

93.3% all courses

Number of Majors: 6 (0 returned in Fall 2020)

Degrees Awarded: 0

ACADEMIC YEAR	ACADEMIC TERM	ACADEMIC SESSION	EVENT ID	Credits	SECTION	EVENT LONG NAME	Instructor	ADDS	Completed	Passed 'D' or better	Passed 'C' or better
2019	FALL	FULL	HEA1167	7	0001	ADVANCED EMT	S. Manning	6	5	4	4
2020	SPRING	FIRST	HEA1003	3	0001	PHLEBOTOMY ESSENTIALS	S. Manning	8	8	8	8
2020	SPRING	FIRST	HEA1003	3	0002	PHLEBOTOMY ESSENTIALS	S. Manning	5	5	4	4
2020	SPRING	SECOND	HEA1013	3	0001	PHLEBOTOMY:CLINICAL APPLICATION	S. Manning	8	8	8	8
2020	SPRING	SECOND	HEA1013	3	0002	PHLEBOTOMY:CLINICAL APPLICATION	S. Manning	4	4	4	4
								31	30	28	28

3.0 Assessment of Student Learning Outcomes

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:

During the course the students must be able to take care of the medical or trauma patient whose illnesses or injuries are critical and potentially life threatening. This would include starting an IV, learning the formulary of over 50 medications and advanced cardiac care and airway skills. The students that successfully pass the course and the national tests are able to do all these skills and more.

Critical thinking is a major portion of the course curriculum. Assessing the situation and condition of the patient, determining a plan of care and carrying it out often needs to be done in a matter of minutes. The student also uses critical thinking to decide if the plan of care is working and if not decide the next step.

These outcomes are assessed by cognitive exams and by observing the student in the scenario situation. Each student must also complete many skills during their clinical and field internship hours both in the ER and EMS. A precept signed paper is completed each time a student completes a rotation at these facilities detailing how the student functioned in the various aspects of patient care.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

*Sue Manning AEMT/Kansas Board of EMS Instructor Coordinator-Kansas State Certified EMS Examiner-Faculty-19 years

Jason McAfee-IHS Principal-Independence High School-member 4 years

Shawn Bennett-AEMT-Fredonia EMS-member 7 years

Ann Swink-Community member 9 years

Jesse Reed-Paramedic/Kansas Board of EMS Instructor Coordinator-Chief of Fire and EMS in Cherryvale-member 9 years

Keith Copithke-AEMT/Kansas Board of EMS Instructor Coordinator-Independence Fire/EMS member 11 years

Bill Knight-EMT-Community member 11 years

David Cowen-Paramedic-City of Independence Safety and Health Task Force Administrator-member 11 years

Sam Carnes-High School Counselor-Independence High School-member 4 years

Shawn Wallis-AEMT-Chief of Fire/EMS-Independence, KS member 5 years

Becky Mitchell RN-Director of Nursing and the Emergency Room in Independence-Labette Health-member 4 years

Nathaneal Day-Paramedic-Cherryvale EMS-7 years

Dr. Melinda Allen-Medical Advisor-ER director Labette Health-member 3 years

There was no Spring Advisory meeting because of COVID-19.

11-18-20

EMS Advisory Board Meeting

A Advisory Board meeting was held on Friday November 13th

Present were Jesse Reed, Nathanael Day, David Cowen, Becky Mitchel, Shawn Wallis, Keith Copithke, Bill Knight and Shawn Bennett, absent was Ann Swink

Business conducted:

The current EMT class was discussed with information on the national and state board exams coming up.

The current problems with teaching during the Covid Pandemic

The vehicle extrication class which was November 11th in association with both city and rural fire
Sue Manning's retirement and what is being done to advertise for her replacement.

4.2: 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.

Narrative:

At this time the Advanced EMS course does not need to be accredited by the Kansas Board of EMS

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

The institution has the faculty and staff needed for effective, high quality programs.

All the instructors and staff are Kansas Board of EMS certified and must submit the required continuing education hours and training to the board in order to maintain their instructor certification.

The institution provides support for student learning

The program has agreements with area ERs and EMS which is needed so the student can complete the required field internship hours and skills.

The institution demonstrates responsibility for the quality of its education programs.

The institution maintains and exercises authority of the pre-requisites for courses, rigor of the courses, expectations for student learning, access to learning resources and faculty qualifications for all of its programs, including dual credit programs. At this time AEMT is not offered as a dual credit course.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The curriculum of the AEMT course is required to contain information that the Kansas Board of EMS deems appropriate and necessary.

The jobs that students can get after being successful in obtaining a certificate from the AEMT course are many, they include but are not limited to: emergency dispatch, fire departments, emergency rooms, national parks, missions in foreign countries and medics on TV shows.

The AEMT certificate however, is redundant in that the student must learn several of the same skills in both the AEMT course and the elective course of Phlebotomy. In both courses students must learn the skills of veni-puncture, blood components, test results and care of the intervenious patient.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The AEMT certificate is offered to students who complete the AEMT course as well as Phlebotomy. These courses are both stand-alone courses and I feel that it is not in the best interest of the student to require a certificate for both courses of study.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

The budget projection for the Advanced EMT certificate as well as salary:

Operational fees.....\$1000.00 (catheters, IV lines, needles)

Membership fees.....\$300.00

INDEPENDENCE
COMMUNITY COLLEGE

For the Five Months Ending
Monday, November 30,
2020

	2017-18	2018-19	2019-20
	Actual	Actual	Actual (YTD)
	Expenses	Expenses	Expenses
12-1287 EMT:			
12-1287-520-000 Faculty Salaries: Full-Time Faculty	55,250.04	55,400.04	24,020.84
12-1287-530-000 Clerical/Staff Salaries: Non-Exempt	764.50	1,747.90	972.00
12-1287-591-000 FICA (Social Security, Medicare)	4,568.49	5,924.90	1,885.24
12-1287-594-000 Insurance Premiums	9,711.48	3,607.50	3,921.82
12-1287-700-000 Instructional Supplies	1,340.13	1,644.57	399.31
12-1287-521-000 Faculty Salaries: Overload	7,150.00	9,350.00	
12-1287-522-000 Faculty Salaries: Adjunct		12,650.00	
12-1287-531-000 Clerical/Staff Salaries: Exempt			
12-1287-602-000 Food and Meals	7.48		
12-1287-700-001 Instructional Supplies (Innovation Fee)	170.00	449.15	
12-1287-701-000 Office Supplies	125.72	18.99	
Total 12-1287 EMT	79,087.84	90,793.05	31,199.21

INDEPENDENCE COMMUNITY COLLEGE					
EMT					
For the Five Months Ending Monday, November 30, 2020					
		Operating Budget	Expense	Encumbered	Remaining
12-510:550	Salary	\$30,187.50	\$24,992.84		\$5,194.66
12-591:598	Fringe Benefits	5,720.60	5,807.06		(86.46)
12-601	Travel	616.65			616.65
12-602	Food and Meals				
12-606	Student Travel				
12-607	Rentals				
12-611	Postage & Shipping				
12-613	Printing				
12-615	Advertising				
12-616	Promotions				
12-617	Recruiting				
12-619	Animal Food				
12-626	Conference Fees/Registration				
12-631	Telephone				
12-641	Lease/Rental/Leas e Purchase				
12-646	Service Agreements				
12-647	Fuel/Gas				
12-649	Repairs				
12-661	Contract Services				
12-662	Legal Services				
12-663	Consultants				
12-681	Dues/Membership s/Fees				
12-682	Subscriptions				
12-699	Uniforms				
12-700-000	Instructional Supplies	500.00	399.31		100.69

12-700-001	Instructional Supplies (Innovation Fee)				
12-701	Office Supplies				
12-702	Paper Supplies				
12-703	Books				
12-704	Periodicals				
12-705	Media (Videos, DVD)				
12-717	Professional Development	500.00			500.00
12-719	Misc. Expenses				
12-850	Equipment- Non-Capital >\$5,000				
12-852	Software & Licenses				
	Total	37,524.75	31,199.21		6,325.54

9.0 Program Planning and Development Participation

9.1 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:

Sue Manning, as the only full time faculty, prepared this report from observations, reflections and reviewing previous years.

9.2 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:

After reviewing the Annual Program Review for AEMT Certification prepared by Sue Manning I agree with the findings. This particular certification is a valuable part of the ICC academic portfolio and we should continue to support it. Mark Allen, VPAA, 2/10/2021

10.0 Appendices

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

Annual
Program
Of
Theatre
For
2020-2021

Prepared by
Page Petrucka

December 9, 2020



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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

THR Program Review Data AY 2020

Looking at all THR courses except Theater Appreciation (Gen Ed) and Dance (Musical Theater)

Number of Faculty:

2 full time (Molnar, Petrucka)

1 adjunct (Huffman)

Enrollment & Student credit hours by Faculty type:

Full time: 30 total credit hours taught, with 64 total students enrolled

Adjunct: 3 credit hours taught, 5 total students enrolled

Average Class size:

4.6 students in Face-to-Face classes

0 students in online classes

4.6 students across all courses

Completion rates:

94.2% face-to-face

0% online

94.2% all courses

Pass ('D' or better) rates:

100% face-to-face

0% online

100% all courses

Pass ('C' or better) rates:

96.9% face-to-face

0% online

96.9% all courses

Number of Majors: 9 (4 returned in Fall 2020)

Degrees Awarded: 1

3.0 Assessment of Student Learning Outcomes

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:

Acting I – This course is included in this report because about half the class were non-majors, which is something I haven't seen during my time here. The assessment data was promising.

- All of the students completed the monologue work with an 80% or higher (learning outcome #1)
- 70% of the students fulfilled learning outcome #2 with a 90% or above
- Regarding a systematic approach to acting, it was found that students (mostly non-majors) didn't complete the homework in order to better themselves. While the measure was technically met, more classroom examples are planned so there are fewer questions and greater clarity.
- Regarding analyzing a script, or learning outcome #4, this was assigned over Thanksgiving break. Students tend to not complete assignments during this time (something I found this year as well). Solutions include requiring the majority of the work to be done before hand, or give more time to work on it in class.

Script Analysis – This course was run basically the same way it was the year before, with the exception of the COVID-19 break. I am pleased to report that while students had to finish the course on-line, the majority of the students completed the work successfully.

- Students met all the learning outcomes established
- Regarding learning outcome #3 (reading plays during the semester), quizzes were created for every play and needed to be completed prior to class discussion and analysis of scripts. This proved to be a VERY successful method. By the end of the semester, 100% of the students read the required play prior to discussion.
- Regarding learning outcome #4 (students create their own method of analysis), 100% of the students completed this assignment with an 80% or better. These were presented virtually. I am pleased to say students remained engaged until the end of the semester, even though we weren't in the classroom.

Theatre Appreciation – Numbers didn't change much during this school year. They will, however, be examined next year, due to the switch from a 16-week course to an 8-week course. We plan to answer whether or not we will continue in this trend during the 2021-2022 year.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

4.2: 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.

Narrative:

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

During the 2019-2020 school year, the theatre performance track was expanded and modified based on the hiring of Paul Molnar, MFA. He is a professional actor and has a great deal of experience in voice, movement, and stage combat. His skill set matched and exceeded that of his predecessor.

In October of 2019, both Paul Molnar and Page Petrucka attended the KCOG meeting in Kansas City. During this meeting, learning outcomes for Voice I and Voice II were established, making these two courses transferrable within the state of Kansas. After this meeting, Page and Paul met with division chair Heather Mydosh to redesign the Performance Track. This included the addition of both Voice I and II, and an Audition Techniques class offered to Sophomores during their final semester. There was a discussion of modifying the Technical Track, but due to the fact that we have no Technical Director, the decision was made to postpone that until one is hired.

Another item of note: during the KCOG meeting, there was a discussion of establishing learning outcomes for Script Analysis, but was ultimately tabled. While it is a required course at 4-year schools, some teach it in freshman/sophomore years, while some teach it during junior/senior years. The hope is to bring this up each year until we reach a solution.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

Degrees Offered: Associate of Arts, Theatre performance Track and Associate of Arts, Technical Track

As stated on the previous page, we didn't have a Technical Director during this school year. The one we had left the position two weeks before the new school year began. As such, we had no technical students nor anyone to mentor them. We did have an adjunct, Jason Huffman, who taught Stagecraft and was contracted to do sets, lights, and sounds for our live productions. He did a superb job with what he was asked to do and was well-liked by the students and faculty alike.

The Performance Track was adjusted and expanded based on the results of the KCOG meeting in October. None of the ICC requirements for a degree were removed, but Theatre Arts courses were adjusted. These match the established theatre requirements of 4-year schools in the state of Kansas.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

The budget for the 2019-2020 school year is available for review from Jonathan Sadhoo.

In the year prior, the budget was created by a faculty member that is no longer here. What Paul and I were hoping for was a chance to adjust the budget as we saw fit. We weren't looking to increase or decrease, but only to adjust. However, due to COVID-19 and the limitations it

caused, we had to accept the budget from the previous year. It is our hope that at the end of the year we are currently in, Paul and I will have a say in where money should be allotted.

As requested in the previous Program Review, we need a budget increase for travel and conferences, because we have now become a part of the Kennedy Center American College Theatre Festival. This means that students will be competing for scholarships at the regional level, productions will be reviewed, students nominated for awards, and the regional festival will be attended each January. This hasn't been done for a few years, and we are happy to be bringing back this opportunity for students. In 2019-2020, we had three students nominated for acting awards, and five students and two faculty attended the conference in January 2020.

The previous Technical Director felt as though space was an issue, meaning the storage of materials, set pieces, props, and costumes. Without a Technical Director, we were unable to determine the exact needs. We hope to do this in the future.

9.0 Program Planning and Development Participation

9.1 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 prepared by Page Petrucka, Associate Professor of Theatre. Data was collected from Anita Chappuie and Jonathan Sadhoo.

9.2 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:

After reviewing the Theater Program Review prepared by Dr. Page Petrucka I agree with the findings. With only nine majors and one degree awarded ICC needs find a marketing strategy to increase enrollment in the program. Otherwise, its sustainability will be in jeopardy. Mark Allen, VPAA, 2/26/2021

PRC: The review covers all the areas and now a Technical Director has been hired. Marketing and recruiting of students should to happen to sustain the program.

10.0 Appendices

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

Annual
Program
Of
Computer
Information
Technology
2020-2021

Prepared by

Jody Coy

November 14, 2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

CIT Program Review Data AY 2020

Looking at all non-gen ed courses from the degree plan

Number of Faculty:

1 full time (Coy)

1 adjunct (Correll)

Enrollment & Student credit hours by Faculty type:

Full time: 12 total credit hours taught, with 10 total students enrolled

Adjunct: 3 credit hours taught, 1 total students enrolled

Average Class size:

2.75 students in Face-to-Face classes

0 students in online classes

2.75 students across all courses

Completion rates:

90.9% face-to-face

0% online

90.9% all courses

Pass ('D' or better) rates:

80% face-to-face

0% online

80% all courses

Pass ('C' or better) rates:

80% face-to-face

0% online

80% all courses

Number of Majors: 3 AAS (1 returned in Fall 2020); 0 Cert

Degrees Awarded: 1 AAS

3.0 Assessment of Student Learning Outcomes

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 program assessment data reflect that there is one student in the CIT Program, and they are meeting or exceeding outcomes for the course with little to no instructor supervision. The program uses simulated labs to build technical training skills, in a realistic work environment setting that gives students the opportunity to setup, configure, and manage IT hardware, operating systems, and software, while maintaining the integrity of ICC's infrastructure. This course structure was implemented based on the previous instructor's program review recommendations. For the one student in the program there is no immediate need for changes to be made.

Assessment Report for Windows Operating Systems 7 & 10

Term: Fall 2019

Prepared By: Jody Coy

Class Summary: This course offered in the Fall 2019 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information degree program and one traditional, in the AS/Computer Science 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. Install, upgrade, and migrate Windows 7 & 10.

Module 7 Labs 7.9.3, Exam 7.9.6

7.9.3 Lab

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

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

Summary Reflection: The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability.

7.9.6 Exam

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

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

Summary Reflection: The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

2. Configure hardware, network connectivity, access to resources, and applications.

Module 7 Labs 3.3.8, Exam 3.3.10

3.3.8 Lab

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

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

Summary Reflection: The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

3.3.10 Exam

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

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

Summary Reflection: The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

3. Monitor and maintain systems running Windows OS.

Module 7 Labs 10.8.8, Exam 10.8.9

10.8.8 Lab

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

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

Summary Reflection: The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

10.8.9 Exam

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

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

Summary Reflection: The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

4. Configure Backup and Recovery options

Module 7 Labs 11.4.4, Exam 11.4.8

11.4.4 Lab

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

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

Summary Reflection: The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability

11.4.8 Exam

Online: **N/A**

On-ground: 100%

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

Summary Reflection: The one student that completed the class; met or acceded expectation and had a lot of one on one teaching availability, one student had stopped doing assignments, randomly selected this exam and received a 20%, with doing no practice material before attempting to take the exam. No need to change methods at this time.

Assessment Report for Compia Networking +

Term: Fall 2019

Prepared By: Jody Coy

Class Summary: This course offered in the Fall 2019 semester made up of a student population of 1 non-traditional, in the AAS/Computer Information degree program, 1 traditional, in the AAS/Computer Information degree program and one traditional, in the AS/Computer Science 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 differentiate between various network infrastructures and communication technologies.

Exam 1.5.3

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 expectation

2. Install and configure appropriate resources for implementing network configurations.

Lab 5.9.8

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

Exam 5.9.9

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 expectation

3. Compare and contrast physical security controls.

Exam 13.8.5

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

Outcome Result: -----

Summary Reflection: Was not assessed this semester

4. Install and configure basic security protocols.

Lab 13.1.3

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

Outcome Result: -----

Summary Reflection: Was not assessed this semester

5. Analyze and resolve common network issues.

Lab 14.3.5

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

Exam 14.3.9

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 expectation

6. Implement and practice appropriate industry practices and standards

Exam 16.2.5

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 expectation

COMPLETE 8/02/20

Assessment Report for Computer Network and Security

Term: Spring 2020

Prepared By: Jody Coy

Class Summary: Onground section of this course until March 27th due to Covid – 19 restrictions. Student population of four, 3 traditional students and 2 non-traditional student (no CIT majors) course taken as electives.

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. Recognize and analyze threats, attacks, and vulnerabilities.

1.2.2

Online: NA

On-ground: 93%

3.5.5

Online: NA

On-ground: 100%

4.1.4

Online: NA

On-ground: 100%

Outcome Result: Met

Summary Reflection: Online NA and on ground- met with 99%, success across all measures. No plans to change at this time.

2. Implement appropriate technologies and tools for hardware, software, organizational security.

8.8.4

Online: NA On-ground: 100%

7.9.6

Online: NA On-ground: 100%

Outcome Result: *Met*

Summary Reflection: Online - NA and on ground met with 100% - success across all measures. Three students did not attempt the assignment this was most likely due to Covid-19.

3. Install and configure identity and access services.

5.3.7

Online: NA On-ground: 100%

5.5.4

Online: NA On-ground: 100%

Outcome Result: *Met*

Summary Reflection: Online- NA and on ground met with 100% - success across all measures. Three students did not attempt the assignment this was most likely due to Covid-19.

4. Explain and implement policies, plans, and procedures related to organizational security.

6.6.4

Online: NA On-ground: 100%

6.6.6

Online: NA On-ground: 100%

7.9.4

Online: NA On-ground: 100%

Outcome Result: *Met*

Summary Reflection: Online - NA and on ground met with 100% - success across all measures. Three students did not attempt the assignment this was most likely due to Covid-19.

5. Compare and contrast basic concepts of cryptography.

5.8.3

Online: NA On-ground: 100%

5.10.7

Online: NA On-ground: 100%

Outcome Result: *Met*

Summary Reflection: Online - NA and on ground met with 100% - success across all measures. Three students did not attempt the assignment this was most likely due to Covid-19.

This course provides data and is tied the Computer Information Technology 2-year AAS degree. Below is the data for the program level outcome(s) this course impacts. All measures are direct and tend to measure overall understanding of the course.

CIT: Students will demonstrate the ability to apply methods to the solution of common types of activities related to jobs held by a computer technician.

COVID-19 Impact began March 27th

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

2019-2020 Committee

*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

Discussion for the need to have more focus on the Tech 1 items more than the help desk.

4.2: 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.

Narrative:

N/A

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

This program meets HLC 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 need and continually work 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.

Every effort has been made by the faculty in charge of this program to use simulated labs which can allow for students at our area high schools to take the courses in the program online and/or by appointment. Faculty also offer the courses online to accommodate students at the area high schools who wish to take an on-line version of the course.

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 appendix

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The cost associated with keeping up with technology can be astronomical using the TestOut LabSim allows for the program to teach the latest technology for the industry at minimal cost. The program faculty attempts to stay on top of the latest changes in both hardware and software and adjusts the curriculum accordingly. The college does not have continually purchase hardware or software that becomes outdated. There are drawbacks to this. Students have minimal opportunity to put their hands-on physical components. Most of the IT industry is currently centered around software much more than hardware. However, the program faculty understands the need for that physical contact with hardware. Therefore, Microcontrollers and Automation was added as a course to the program in AY 18-19 it allows students to build and repair circuitry on a much smaller scale. This allows for hands on with real component opportunities while keeping costs low.

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 in CIT will transfer seamlessly into K-State Polytechnic's Tech Management program where students will begin working on the management side and finish up a few general education courses. Students will enter with a junior status after completing the degree plan in the ICC catalog.

The CIT advisory committee is consulted on current trends and needs in the industry, as well as providing suggestions for improving curriculum. The committee is made up of diverse people group with various background and types of careers in the field.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

A+ Computer Repair and Maintenance – Stand Alone Certificate (leads into the CIT Cert and CIT AAS)

Networking + - Stand Alone Certificate (leads into the CIT Cert and CIT AAS)

CIT Certificate B – Leads into the AAS in CIT

AAS in CIT – Can transfer to K-State seamlessly

Any course in the program can be taken as a free elective for any degree on campus. Liberal and General Studies students who have an interest in technology and possibly becoming a computer science major at their next institution should take one or more classes. Each 4-year is different and each program at a 4-year is different. However, almost every program at every institution allows for 3-9 credits of “free” electives. These are classes that do not have to fit into the major, minor, or area of interest.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

1. Provide funding for faculty to continue education and attend conferences, like the annual iTRAC Teaching & Learning conference, Wichita, \$30; The Teaching Professor Annual Conference, \$699 plus travel and hotel, though with Covid-19 no travel request, there are Webinar Conferences available with minimal cost.

2. The 3 labs are used by multiple programs, so this request may be in other program review budget items. Consider removing the worn-out carpet in AC 108 and the carpet in AC 106.
3. When AC 107 was updated last year, laptops were purchased by IT that did not have the required Bandwidth, students struggle with slow internet speeds and are unable to complete their work while in class, sometimes they are not even able to access their assignments due to low bandwidth in the laptops, boosters are to be purchased in an attempt to correct the bandwidth issue.
4. If funds were available, the chairs could be replaced for \$40 to \$60 each, there are 35 chairs in the 2 labs. The expected cost is between \$1400.00 to \$2100.

9.0 Program Planning and Development Participation

9.1 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:

9.2 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:

After reviewing the Annual Program Review for CIT prepared by Jody Coy I have the following observations. As a very low enrollment program the numbers need to improve, or the program would need to be eliminated. A plan needs to be developed for enrollment growth for sustainability. Mark Allen, VPAA, 2/15/2021

PRC: Missing the narrative of 9.1. As there is only 1 student in the program, it seems that it would need a plan to recruit students into the program to make it more stable. Is it cost effective to have a program with one student?

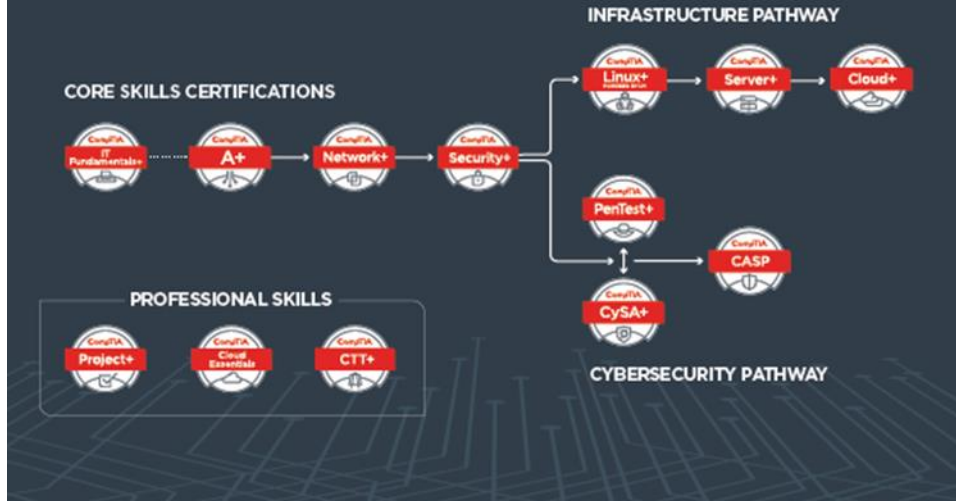
I believe that this program feeds other programs and could be improved but would like to see a plan to increase the enrollment before increasing the financial contribution to the program.

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

2020 -2021 ANNUAL OF
COMPUTER INFORMATION TECHNOLOGY

The CompTIA Career Pathway

Find the Path for You



Build a career in: Desktop Support	Build a career in: Desktop and Device Cloud Mgmt, Data and Applications Mgmt, Network or Server Administration	Build a career in: Data Platform, Business Intelligence	Build a career in: Web Application Development	Build a career in: Windows Store Apps using HTML5	Build a career in: Windows Store Apps using C#	Build a career in: Application Lifecycle Management
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Annual
Program
Of
Fab Force/Small
Business Mgmt.
For
20-21

Prepared by
Melissa Ashford

12/6/20



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

The AY 2019-2020 was the second year students could declare this as a degree choice. This program was designed with the help of business and industry in the South-east Kansas area. This is not a transfer degree program, rather a degree program full of courses to aid students in preparation for the workforce. It is designed for students to gain technical and soft skills in areas of interest.

The degree contains 5 core courses to help students grasp the mindset desired by today's employer. Faculty teaching these courses have unique approaches to education and job training and pass that on to students in hopes of a more well-rounded and ready to work graduate.

Once students complete the core, or concurrently, they are enrolled in a variety of electives to help them gain the important skills they need for the area the hope to enter upon graduation. Students are provided with a variety of hands on and practical training in these elective classes.

Unfortunately, KBOR has decided to disallow funding for programs falling under the CIP code that Fab Force falls under. Any students who are still declared majors as of 20-21 will be counted as Liberal

Studies completers, not Fab completers. The lead program faculty has a plan for fixing this in the 21-22 year.

Data below is information on students completing one or more of the 5 core courses, as well as any FAB or MDM elective courses.

Fab Force/MDM Program Review Data AY 2020

Looking at all FAB and MDM courses

Number of Faculty:

3 full time (Coy, Yaroslaski, Blaes)

2 adjunct (Haynes, Correll)

Enrollment & Student credit hours by Faculty type:

Full time: 12 total credit hours taught, with 18 total students enrolled

Adjunct: 24 credit hours taught, 18 total students enrolled

Average Class size:

3 students in Face-to-Face classes

0 students in online classes

3 students across all courses

Completion rates:

80.6% face-to-face

0% online

80.6% all courses

Pass ('D' or better) rates:

100% face-to-face

0% online

100% all courses

Pass ('C' or better) rates:

82.8% face-to-face

0% online

82.8% all courses

Number of Majors: 1 (1 returned in Fall 2020)

Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

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: **Below is a summary table for the core FabForce course taken by FabForce majors during the 19-20AY.**

The faculty in this course provided in depth reflection within the course assessment file demonstrating the faculty member's active role in ensuring student success in these courses. It is apparent that the faculty are providing a variety of hands on learning opportunities and are reflecting on ways to improve those activities.

MDM 1301

Introduction to Leadership

Fall 2019

Prepared by Marg Yaroslaski

Summary Table:

Learning Outcome (KBOR approved)	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. MDM 1301 – 1 Analyze personal strengths, styles and preferences that contribute to leadership	met	none
2. MDM 1301- 2 Explore, apply, and reflect on basic concepts of leadership	met	Continue use of panels but tie more closely to chapter concepts each week as prepare panels.
3. MDM 1301 – 3 Examine the relationship of ethics, diversity, and inclusion in leadership	met	Continue to bolster work in this area as students showed success
4. MDM 1301 - 4 Communicate knowledge about and application of leadership to others	met	Continue to bolster work in this area as students showed success
5. MDM 1301 – 5 Observe and critique leadership in a community setting	Not met	Revamp the shadowing experience

Assessment Report for Human Relations in Business

Term: Fall 2019

Prepared By: Jody Coy

Class Summary: This course offered in the Fall 2019 semester made up of a student population of 1 non-traditional, in the Administrative Office Management degree program and one traditional, in the Business Administration 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 seven major themes that serve as the foundation for effective human relations

Final Exam - Chapter 1 Essay

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

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

2. Understand and apply effective communication styles

Final Exam - Chapter 3 Essay

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

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

3. Explain how moral intelligence contributes to personal and organizational success.

Final Exam Chapter 5 Essay

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

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

4. Apply knowledge and practice constructive self-disclosure

Final Exam Chapter 8 Essay

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

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

5. Define image and describe the factors that form the image you project to others.

Final Exam Chapter 11 Essay

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

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

6. Identify key elements of the conflict resolution process

Final Exam Chapter 13 Essay

Online: **N/A**

On-ground: 100%

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

Summary Reflection: This was a class of one non-trad and one traditional student; the students met or acceded expectation.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

Meeting was not held in the Spring 2020. Faculty was extremely busy dealing with change in teaching modality due to Covid. Due to status of program at KBOR the lead program faculty is working on incorporating Fab Force/Sm Bus. Mgmt into the Business Administration transfer degree as an area of interest for Business majors. In doing this there will no longer be an advisory committee.

4.2: 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.

Narrative:

While there is no outside specialized accrediting agency that needs to approve our program, many of our courses provide students with the opportunity to achieve outside credentials.

Examples include:

Introduction to Project Management

IT Fundamentals

Adobe Photoshop

Adobe Illustrator

Computerized Accounting

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

HLC is the accrediting body for ICC. Fab Force works to fulfill criterion 3 and 4 of HLC expectations. Program faculty works to ensure students have access to adequate and relevant resources and support when completing course work in this degree program. Faculty also maintain up to date and relevant training to provide current technical training in a variety of fields.

While Fab Force does not specifically fall under an approved pathway, the courses provided in Fab Force are beneficial for students in every pathway. This degree provides for a smorgasbord of soft skills and technical skills.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Program faculty work to provide students with the most up to date training available in the various areas of interest. The work students are presented with often replicates the type of problems they could be faced with in the work place each day. This degree program is not meant to be a transfer program, rather a ready to work program. Students obtain skills needed in the workforce today. Some of the courses will transfer to 4 year universities as General Education Electives (ie: Introduction to Business)

This program had a complete overhaul, utilizing ICC's old Small Business Management program in AY17-18, with goal being to provide students with training and learning opportunities in skills needed to be a successful member of today's workforce. This could include being a manager, leader, team member, entrepreneur. The mindset taught in all Fab Force coursework is to be a critical thinking problem solver.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

Fab Force provides students the opportunity to achieve a 36-credit hour certificate or a 60-credit hour Associate of Applied Science degree. Many of the courses found in Fab Force are a part of other programs on campus. Fab Force has also been a vehicle for getting our students involved with the Fab Lab and have provided those students with the opportunity to work with and learn about equipment, firsthand, that they may otherwise never be exposed to.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

With the dissolution of Fab Force/Small Business at the KBOR level, the program faculty will not be requesting any budget money for this program for the 21-22 year. The program faculty is going to propose including this is an area of interest as a part of the Business Administration program and that degree program has its own budget.

9.0 Program Planning and Development Participation

9.1 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:

Lead faculty member of Fab Force, Melissa Ashford completed this program review. Student data was compiled and provided by the Director of IR, Anita Chappuie. Student Learning Assessment Data was provided by full-time faculty teaching courses in the program: Associate Professor Jody Coy, Computer Technology and Associate Professor Marg Yaroslaski, Communications.

9.2 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:

After reviewing the review for Fab Force/Small Business Management prepared by Melissa Ashford I agree with the findings. This program had a complete overhaul last year, utilizing ICC's old Small Business Management program, with the goal of training and learning opportunities in skills needed to be a successful member of today's workforce. Hopefully, this will increase enthusiasm for this course work. Mark Allen, VPAA, 2/18/2021

10.0 Appendices

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

Annual
Program
Of
Developmental
English
For
2019-2020

Prepared by
Bridget Carson

December 11, 2020



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1.0 Program Data and Resource Repository

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 1; Part Time 1; Total 2
- Student Credit Hours by Faculty Type Full 30; Part Time 3
- Enrollment by Faculty Type Full Time 80; Part Time 14
- Faculty Name by Type Full Time B. Carson; Part Time K. Cox
- Average Class Size 9.4, Completion 7.9, and Attrition 1.5
- Course Completion 65, Success and Attrition by Distance Learning 4 v Face-to-Face 11
- Number of Degrees/Certificates Awarded N/A
- Number of Graduates Transferring (if available from IR) N/A
- Number of Graduates Working in Related Field (technical programs only) N/A
- Expenditures and Revenues Salary and Adjunct Pay

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.)

Narrative:

There is no budget line for Developmental English. The course utilizes the CANVAS Learning Management System and the Turnitin LTI. One Full Time Faculty Contract; Standard Adjunct Pay.

3.0 Assessment of Student Learning Outcomes

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 overarching themes of Assessment for both the English Skills and Comp Prep courses in the Fall of 2019 and the Spring of 2020 are supporting persistence through ungraded and low point exercises and assignments and designing coursework as accessible as possible to students with limited technology access or mastery. The Learning Outcomes for Composition Preparation were approved for changes starting in the Summer of 2020. The number of practice assignments both for learning the LMS and course content in English Skills. Comp Prep will reduce the number of large-scale projects and increase the number of practice assignments both for the LMS and course content. Both courses will focus on limited streaming contact to limit computing need and attempt to develop additional practices to support good computing and writing hygiene.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

N/A

4.2: 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.

Narrative:

N/A

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

N/A

5.0 Curriculum Reflection

5.1 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.

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- 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?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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:

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- Instructional Technology Requests
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- 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

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.

Narrative:

9.0 Program Planning and Development Participation

9.1 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:

9.2 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:

After reviewing the report for Developmental English prepared by Bridget Carson I agree with the findings. These courses are vital for student success at ICC and we have a tremendously successful pass rate. I have no changes currently to the Development English courses. Mark Allen, VPAA, 2/10/2021

10.0 Appendices

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

Annual
Program
Of
English Language &
Literature
For
2020-2021

Prepared by
Heather Mydosh

11 December 2020



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1.0 Program Data and Resource Repository

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:

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- 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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

English Program Review Data AY 2020

Looking at all ENG courses

Number of Faculty:

full time 4 (Mydosh, Pinkard, Petrucka, Redlinski)

adjunct 8 (Gudde, Stanley, Botts, Yarnell, Harris, Cox, Lee, Hayes)

Enrollment & Student credit hours by Faculty type:

Full time: 87 total credit hours taught, with 374 total students enrolled

Adjunct: 108 credit hours taught, 546 total students enrolled

Average Class size:

14.6 students in Face-to-Face classes

12.5 students in online classes

14.2 students across all courses

Completion rates:

94.6% face-to-face

93.3% online

94.3% all courses

91.0% without high school classes

100% only high school classes

Pass ('D' or better) rates:

93.7% face-to-face

82.9% online

91.8% all courses

87.7% without high school classes

98.2% only high school classes

Pass ('C' or better) rates:

90.2% face-to-face

80.3% online

88.5% all courses

83.1% without high school classes

96.8% only high school classes

Number of Majors: 0 (0 returned in Fall 2020)

Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

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:

For Composition I (ENG1003) data has been collected and narratives written by all three full time English Professors and the concurrent instructors. The meta-data is as follows:

Outcome 1: Employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations.

Findings: All sections met this outcome at a base level, but one instructor pushed the goal to 80% and fell short of that.

Outcome 2: Practice ethical means of creating their work while integrating their own ideas with those of others.

Findings: Not all sections met this outcome, and while it is recommended as further action to keep the entry and exit diagnostic format, an academic integrity assignment may need to occur with it. Updating the texts for the diagnostics was also suggested as a possibility.

Outcome 3: Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.

Findings: All sections met or partially met this measure.

Outcome 4: Apply flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading.

Findings: All sections met this outcome as it is the backbone of teaching writing process.

Outcome 5: Critique own and others' work.

Findings: This measure was met by Mydosh, partially met by Pinkard, and not met by Redlinski but only because of extenuating circumstances. The difficulty lies in cultivating an environment where students cultivate the confidence to honestly discuss their own work and feel empowered to speak frankly with their peers. This is particularly difficult in an online environment.

For Composition II (ENG1013) data has been collected and narratives written by the full time English Professor and the concurrent instructors who led sections. The meta-data is as follows:

Outcome 1: Compose persuasive or informative texts acknowledging the expectations of specific audiences.

Findings: This outcome was met by all sections. The Argumentation Essay is a named common measure and valuable tool in ensuring consistency between sections while still allowing for instructor freedom.

Outcome 2: Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.

Findings: This outcome was met in the fall but only partially met in the spring, largely as a result of disruptions attributed to the pandemic.

Outcome 3: Employ an appropriate style for citing and listing sources.

Findings: This outcome was met in the fall but only partially met in the spring, largely as a result of disruptions attributed to the pandemic. The Annotated Bibliography is an informal common measure between sections taught by full time faculty but is not required of the concurrent sections as per the syllabus.

Outcome 4: Demonstrate the ability to read and think critically about texts.

Findings: This outcome was met in the fall but only partially met in the spring, largely as a result of disruptions attributed to the pandemic. Basically, catastrophic loss of submission data once students left campus rendered the exit diagnostic moot.

For Introduction to Literature (ENG1073) data has been collected and narratives written by the full time English Professor and the concurrent instructors who led sections. The meta-data is as follows:

Outcome 1: Communicate an awareness of the range and complexity of human experience as expressed through literature.

Findings: Met in the fall, partially met in the spring for lack of late-semester data.

Outcome 2: Examine the interactions of reader and writer in the creation of meaning.

Findings: This outcome was met in both fall and spring.

Outcome 3: Articulate the distinctive features of various genres.

Findings: This outcome was met in the fall, but sections met/partially met/did not meet this outcome in the spring for reasons attributed to the pandemic and the absence of a digital version of the current textbook.

Outcome 4: Apply modes of critical inquiry specific to the discipline.

Findings: This outcome was met in both fall and spring.

Outcome 5: Write thoughtful literary analysis using appropriate terminology and conventions.

Findings: This outcome was met in the fall, but sections met/partially met/did not meet this outcome in the spring for reasons attributed to the pandemic and the absence of a digital version of the current textbook or the overall issues with accessing technology remotely negatively affecting submission rates.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

None.

4.2: 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.

Narrative:

None.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

None.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Regarding the curriculum of the English Program, there has been very little need to reinvent the wheel, perhaps because there hasn't been much call for use of said wheel. The English program is largely subservient to the more populous programs of Liberal Studies and General Studies as either electives or general education credits. The breadth of the program is significant and comparable to the first two years in a program at a four-year university.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

While the AA in English is still in the ICC Academic Catalog, with no majors in the program, it is the role of the English Department to support the Liberal Studies and General Studies programs, as well as nearly every other program offered at Independence Community College as they require their students to complete Composition I, Composition II, and Public Speaking as the Analysis and Oral Communication component of the degree audit. Introduction to Literature and the two survey sequences are a major component of the Human Heritage requirement.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

The English Department has limped along with two full time on-ground professors while our third member has been working remotely for medical reasons. This has resulted in impossibly heavy loads for both Redlinski and Mydosh. Hopefully, Pinkard recovers and returns to the on-ground classroom soon to share the load.

As far as Education Technology Support, the college's renewal of the software license with TurnItIn is imperative to the department's day to day functions as the program constitutes the institution's protection against cases of plagiarism, both from the wide world of the internet and the vast repository of recycled in-house student work. Anecdotally, just this academic year, Heather Mydosh has caught seven separate students in cases of plagiarism which have afforded painful but important learning opportunities for these individuals in a lower-risk environment than their next institution. The subscription cost of \$6,268.50 for this academic year is no small sum, but this incredibly helpful tool is available to all instructors teaching for Independence Community College, not just the English Department, and not just full-time instructors.

Holding the on-ground sections of Composition I (ENG1003) and Composition II (ENG1013) in the computer labs of the Academic Building, specifically AC107 and AC108, has allowed for better use of class time and the possibility of a truly flipped classroom where students are responsible for the reading and lecture materials outside of class and use class time to work on assignments in a structured and supervised environment. This has been enormously beneficial.

9.0 Program Planning and Development Participation

9.1 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 document was prepared by Heather Mydosh with data collected from courses taught by all full-time and part-time instructors as gathered in the shared assessment folders and internal reporting, and with data provided most helpfully by Anita Chappuie, Head of Institutional Research, who has been of great assistance in the drafting process.

9.2 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:

After reviewing the program report for English, Language and Literature prepared by Heather Mydosh I agree with the findings. Currently, the AA in English is still in the ICC Academic Catalog, with no majors in the program, it is the role of the English Department to support the Liberal Studies and General Studies programs, as well as nearly every other program offered at Independence Community College. Mark Allen, VPAA, 2/24/2021

10.0 Appendices

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

Annual
Program
Of
Developmental
Math
For
2019-2020

Prepared by
Allen Shockley

Thursday, December 10, 2020



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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

DEV Math Program Review Data AY 2020

Number of Faculty:

2 full time (Shockley, Southworth)

2 part time (Hays, Stadler)

Enrollment & Student credit hours by Faculty type:

Full time: 52 total credit hours taught, with 191 total students enrolled

Part time: 8 credit hours taught, 31 total students enrolled

Average Class size:

15.1 students in Face-to-Face classes

11 students in online classes

14.8 students across all courses

Completion rates:

86.3% face-to-face

100% online

86.9% all courses

Pass ('D' or better) rates:

73.1% face-to-face

81.8% online

73.6% all courses

Pass ('C' or better) rates:

59.3% face-to-face

63.6% online

59.6% all courses

% of AY2020 Students Passing Intermediate ('C' or better):

Summer: 86.7% (26 of 30)

Fall: 40.4% (19 of 47)

Spring: 57.1% (24 of 42)

Total: 58.0% (69 of 119)

% of AY2020 Students Who Passed (with 'C') Intermediate Who Completed College Algebra as of mid-session Fall 2020:

Summer: 61.5% (16 of 26)

Fall: 57.9% (11 of 19)

Spring: 0% (0 of 24)

Total: 39.1% (27 of 69)

% of AY2020 Students Who Passed (with 'C') Intermediate & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2020:

Summer: 68.8% (11 of 16)

Fall: 90.9% (10 of 11)

Spring: % ()

Total: 77.8% (21 of 27)

% of AY2020 Students Who Completed Any Dev Math Course & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2020:

Summer: 60.0% (12 of 20)

Fall: 69.6% (16 of 23)

Spring: 0% (0 of 1)

Total: 63.6% (28 of 44)

% of AY2020 Students Who Completed Any Dev Math Course BUT Did Not Pass Intermediate Algebra & Completed College Algebra Who Passed College Algebra as of mid-session Fall 2020:

Summer: 50% (1 of 2)

Fall: 54.5% (6 of 11)

Spring: 0% (0 of 0)

Total: 53.8% (7 of 13)

% of AY2020 Students Who Completed & Passed College Algebra Who Hadn't Taken Any Dev Math Course in the Last 2 Academic Years

Summer: 80% (8 of 10)

Fall: 88.5% (100 of 113) without HS: 79.3% (23 of 29)

Spring: 82.8% (77 of 93) without HS: 76.9% (35 of 46)

Total: 85.6% (185 of 216) without HS: 77.3% (58 of 75)

3.0 Assessment of Student Learning Outcomes

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:

Detailed Student Learning Outcome (SLO) data is available upon request.

For a majority of the SLO's, the faculty did not meet their learning expectations set at 70% of content mastery for 70% of the class. This is partially due to the nature of teaching a developmental course (students come in telling themselves they cannot do the material) and the motivation level of students as the semester continues on. Students are given full credit for attempting the homework, yet many do not turn in the homework or use math solvers to complete the homework for them. Not doing the homework negatively impacts their grade, but also removes an opportunity for the student to understand the material and try to learn how to do it without the instructor there to guide them. It is important to note that if we were to reduce the required level of mastery to 70% at 60% of content, many outcomes would be met. The reason to use a 60% mastery score is that a 60% (grade of D) is technically all that is required to pass any college course. In AY2021, outcome data has transitioned to 65% at 65%--a middle ground between the standard of 70% and "passing" at 60%.

Fixation on the developmental courses is not the goal of developmental math—it is to show growth in mathematical thinking that leads to successful completion of a college level mathematics course (generally college algebra). However, this is the first time in a few years that students who moved directly to college algebra and did not take any developmental math have outperformed the developmental math students who moved to college algebra. This is something to keep monitoring, though it is the belief of the reviewer that the switch to more online college algebra sections has an important impact on the number passing college algebra and the number passing the dev cycle. Students who are not mathematically strong were able to move on to college algebra due to adjuncts and a move to online math (because of COVID).

Continual monitoring of this program's passing percentages is suggested.

As for SLO's, there was not much of a different in the year to year passing percentages for Elem Algebra; Intermediate saw some major increases in outcome performance:

ELEM ALGEBRA:

Outcome 1: 77% down from 78%
Outcome 2: 85% up from 61%
Outcome 3: 54% down from 58%
Outcome 4: 59% up from 44%
Outcome 5: 59% up from 43%
Outcome 6: 49% up from 41%
Outcome 7: 60% up from 59%

INTER ALGEBRA:

Outcome 1: 66% down from 68%
Outcome 2: 61% up from 59%
Outcome 3: 45% down from 57%
Outcome 4: 49% up from 39%
Outcome 5: 43% up from 22%
Outcome 6: 57% up from 21%
Outcome 7: 60% up from 51%
Outcome 8: 50% up from 36%
Outcome 9: 48% up from 33%

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

There is no committee that serves as an advisory to the program.

4.2: 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.

Narrative:

There is no specialized accreditation for the program

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

Higher Learning Commission

HLC's Category One: Helping students learn focuses on the design, deployment, and effectiveness of teaching-learning process that underlie the institution's credit and non-credit programs and courses.

ICC Contact: George Knox, Interim President of ICC

Date of Last Visit: September 28-29, 2017

Reaffirmation: Fully Accredited
Next Visit: 2027-2028

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Curricula is aligned directly with outcomes listed in college algebra, though delineated, and separated to give students a chance at learning the outcomes before having to combine multiple thoughts/actions to solve complicated college algebra problems and equations.

This program does not transfer to four-year universities, though intermediate algebra (or higher) is required for an AGS at the institution. Most notably, we do have students who take intermediate algebra to satisfy the admissions requirement for CNA licensure.

The curriculum has been in a constant state of flux. At the end of AY18, the math department switched from a Person book to Open Stax, (an OER) to save both students and the institution money as the books are fully available online. However, after one semester, we (the math department) found the books to be too high of a level for our students and began looking for a replacement. Hawkes sent us books to look at over the 2020 Spring (and subsequently adopted) as they helped with our transition to online in Spring 2019 during the COVID-19 pandemic.

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

5.2 Degree and Certificate Offerings or Support

Narrative:

The developmental math program does not offer any degrees or certificates. These courses serve to support students in their efforts to pursue an associate degree at the institution. Students who successfully pass the course progression pass college algebra (required for an AA or AS) at equal rates to those who do not take developmental math courses.

Intermediate algebra does fulfill a graduation requirement for an AGS but does not count towards the 60 hours needed to graduate with an AGS.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

There is currently no budget for Developmental Math.

Current budgetary needs are being met through access to Professional Development funds and Instructional Supplies.

9.0 Program Planning and Development Participation

9.1 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:

The following staff and faculty assisted in the preparation of this report:

Allen Shockley, Dev Math instructor

Brian Southworth, Full-Time Faculty, recorded assessment data

Anita Chappuie, Director of Institutional Research, processed assessment data

Jonathan Sadhoo, VP-Finance, budgetary data

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.

9.2 VPAA and/or Administrative Designee Response

Narrative:

Ater reviewing the Development Math report submitted by Allen Shockley there is no doubt that the courses provide a valuable factor in success of students at ICC. No changes at this time is the recommendation. Mark Allen, VPAA, 3/2/2021

Developmental Math continues to support students effort to be successful in credit bearing math courses. Brian Southworth (Division Chair of Math & Science and PRC member) 3.2.2021

10.0 Appendices

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

Annual
Program
Of
Elementary
Education
For
2020-2021

Prepared by
Heather Mydosh

11 December, 2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

EDU Program Review Data AY 2020

Number of Faculty:

0 full time (None)

1 adjunct (Dunn)

Enrollment & Student credit hours by Faculty type:

Full time: 0 total credit hours taught, with 0 total students enrolled

Adjunct: 4 credit hours taught, 6 total students enrolled

Average Class size:

0 students in Face-to-Face classes

3 students in online classes

3 students across all courses

Completion rates:

0% face-to-face
100% online
100% all courses

Pass ('D' or better) rates:

0% face-to-face
100% online
100% all courses

Pass ('C' or better) rates:

0% face-to-face
100% online
100% all courses

Number of Majors: 6 (2 returned in Fall 2020)

Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

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 author of this review is unaware of any systematic or consistent gathering of assessment data. There is no data in the Shared Folder in OneDrive (Files>Assessment Committee>Faculty Assessment Folder>EDU for any of the years covered in this Program Review.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

None to my knowledge.

4.2: 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.

Narrative:

I am unaware of any additional accreditation for this program other than the 2+2 agreements with , and Emporia State University, Pittsburg State University, and Newman University, and I do not know when those were either established or last revised.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

None.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

This is neither my field nor my forte. I am not a content expert in Elementary Education and would not presume to know what appropriate revisions would entail. I would, however, recommend in the strongest terms possible, that we hire someone for whom this is their wheelhouse.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The program listed in the catalog is an Associate of Science in Elementary Education. The Introduction to Education course is recommended to any student wishing to be a Secondary Education major at their transfer institution, as that is the only course at the 200 level that we could offer them.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

I was not provided with any budgetary data for this report. I believe that Instructor Dunn was paid the standard \$550/credit hour for the courses that ran.

9.0 Program Planning and Development Participation

9.1 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, wrote this Program Review in my capacity as the Division Chair for Arts and Humanities. Head of Institution Research Anita Chappuie provided specific data, as noted in the first sections, and for which I am profoundly thankful.

9.2 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:

After reviewing the report for the Elementary Education program prepared by Heather Mydosh I agree with the findings. With only six majors in this program ICC needs to continue to look at way to increase enrollment. Currently, efforts are underway to finalize a 2 + 2 agreement with WSU and then this will be utilized as a template to work with other four-year institutions. Another consideration, at this time, would be to hire a full-time instructor for this area as well as Early Childhood Education. Mark Allen, VPAA, 2/12/2021

10.0 Appendices

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

Annual
Program
Of
Business
Administration
For
2020-2021

Prepared by
Melissa Ashford

12/7/2020



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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

There is currently one full time faculty member teaching these courses and no adjuncts. All of the Business Administration Core classes found under the Business and Technology category are KBOR approved system -wide transfer courses; therefore, many of these courses are also taken by General Studies and Liberal Studies majors. This is why there are many students enrolled and show as successfully completing coursework but are not reflected in the degrees awarded numbers. Also, many students will transfer after taking courses, without graduating even though they have declared Business Administration as their major. They go on to a four year and enter business school while finishing up their general education classes there.

BUS Program Review Data AY 2020

Looking at BUS 1093, 2023, 2033, 2003, & ACC 1044, 2033, & MDM 2003 (Courses listed under Business and Technology in the degree plan)

Number of Faculty:

full time 1 (Ashford)

adjunct 0 ()

Enrollment & Student credit hours by Faculty type:

Full time: 41 total credit hours taught, with 182 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

14 students in Face-to-Face classes

14 students in online classes

14 students across all courses

Completion rates:

96.4% face-to-face

85.7% online

90.7% all courses

Pass ('D' or better) rates:

91.4% face-to-face

90.5% online

90.9% all courses

Pass ('C' or better) rates:

85.2% face-to-face

84.5% online

84.8% all courses

Number of Majors: 34 (12 returned in Fall 2020)

Degrees Awarded: 5

3.0 Assessment of Student Learning Outcomes

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:

Below are the assessment reports for Introduction to Business, Macroeconomics, and Microeconomics. Financial Accounting and Managerial Accounting are also a part of the Business core and assessment for those courses can be found in the Accounting program review.

The information shown below shows if the students met the required outcome 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 showed that only small changes had to be made, mainly teaching tools and aids for students to use. With the exception of adding Introduction to Accounting. Using data collected during the 19-20 year prompted faculty to add a pre-requisite course as many of our accounting students have no experience or previous coursework in accounting. Students who have either taken an accounting class in high school or who have practical experience can request the intro course be waved and are offered an elective option in its place.

All assessment details are housed in Canvas. Class, as well as individual student data for outcomes and the assignments they are tied to are easy to pull and reflect on.

COMPLETE 12/13/19

Assessment Report for Introduction to Business

Term: Fall 2019

Prepared By: Melissa Ashford

Class Summary: There is one online, as well as a 1 p.m. TR section of this course. Both are 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%**

#1.Ex1-2: Exam over chapters 1 and 2

Online: **93%** On-ground: **100%**

Outcome Result: Met

Summary Reflection: Online met with 97% and on ground met with 100% success across all measures. No plans to change at this time.

2. Define basic general business terminology

#2.Ex1-2: Exam over chapters 1 and 2

Online: **93%** On-ground: **100%**

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

Online: **69%** On-ground: **89%**

#2.9CW: Crossword, or other word style puzzle/worksheet in chapter 9

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

Outcome Result: Met

Summary Reflection: Online met with 87% and on ground met with 94% success across all measures. No plans to make changes 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: **87%**

#3.Ex5-6: Exam covering chapters 5 & 6

Online: **100%** On-ground: **89%**

Outcome Result: Met

Summary Reflection: Online met with 100% and on ground met with 92% success across all measures. No plans to change at this time.

4. Apply basic accounting, financial, and legal principles

#4.15ACT: Balance Sheet activity in chapter 15

Online: **N/A** On-ground: **Not assessed this fall**

#4.16ACT: Cupcakes for All activity in chapter 16

Online: **N/A** On-ground: **Not assessed this fall**

#4.Ex15-16: Exam covering chapters 15-16

Online: **N/A** On-ground: **Not assessed this fall**

Outcome Result: Not assessed in fall 2019

Summary Reflection: We ran out of time to get to these chapters. I will be reevaluating all chapter choices as I think there are chapters we could skip that are not as important to the course as these two chapters are.

5. Understand and apply effective communication skills.

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

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

#5.10ACT: Management in Practice Activity in chapter 10

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

#5.FP: Professionalism and Mechanics section of rubric

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

Outcome Result: Met

Summary Reflection: Online met with 100% and on ground met with 98% success across the measures. No plans to change at this time.

6. Demonstrate essential marketing and branding techniques

#6.8ACT: Let's Improve the Product activity for chapter 8

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

#6.11ACT: Describe the Market activity for chapter 11

Online: **N/A** On-ground: **Not assessed this fall**

#6.FP: Professionalism and content section of rubric. Focus is on marketing and logo.

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

Outcome Result: Met

Summary Reflection: Online and on ground both were 100% successful with this outcome. Students seem to enjoy the marketing portion. Pursuing adding the Principles of Marketing class in the future.

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 – overall grade is 70% or higher

Outcome Result: Fully Met

Summary Reflection: Building on this course with the Entrepreneurship A Small Business Approach course and allowing students to develop their business idea from final project and take it to competition each spring. Working on doing this to begin Spring 2021.

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

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

Outcome Result: Fully Met

Summary Reflection: Consider creating a capstone accounting course for accounting majors to partner with the students in small business approach to do finance side of project for competition.

COMPLETE 7/29/20

Assessment Report for Introduction to Business

Term: Spring 2020

Prepared By: Melissa Ashford

Class Summary: There is one online, as well as a 1 p.m. TR section of this course. Both are 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: **89%** On-ground: 100%

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

Online: 100% On-ground: 100%

#1.Ex1-2: Exam over chapters 1 and 2

Online: **89%** On-ground: 89%

Outcome Result: Met

Summary Reflection: Online met with 92% and on ground met with 96% success across all measures. No plans to change at this time.

2. Define basic general business terminology

#2.Ex1-2: Exam over chapters 1 and 2

Online: 89% On-ground: 89%

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

Online: 88% On-ground: 60%

#2.9CW: Crossword, or other word style puzzle/worksheet in chapter 9

Online: 100% On-ground: C19

Outcome Result: Met

Summary Reflection: Online met with 92% and on ground met with 74% success across all measures. Onground did not complete the crossword due to Coronavirus.

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: 93% On-ground: C19

#4.16ACT: Cupcakes for All activity in chapter 16

Online: 80% On-ground: C19
#4.Ex15-16: Exam covering chapters 15-16
Online: 88% On-ground: C19

Outcome Result: Met

Summary Reflection: Online met this outcome with 87% and onground did not have time to complete the assignments in these chapters due to the Coronavirus.

5. Understand and apply effective communication skills.

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

Online: 100% On-ground: 83%

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

Online: 100% On-ground: 92%

Outcome Result: Met

Summary Reflection: Online met with 100% and on ground met with 87% success across the measures. No plans to change at this time.

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: 94% On-ground: 100%

Outcome Result: Met

Summary Reflection: Online met with 97% and on ground met with 100% success. Students seem to enjoy the marketing portion. Pursuing adding the Principles of Marketing class in the future.

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 – overall grade is 70% or higher

Outcome Result: Fully Met

Summary Reflection: Building on this course with the Entrepreneurship A Small Business Approach course and allowing students to develop their business idea from final project and take it to competition each spring. Working on doing this to begin Spring 2021.

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

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

Outcome Result: Fully Met

Summary Reflection: Consider creating a capstone accounting course for accounting majors to partner with the students in small business approach to do finance side of project for competition.

Complete 12/13/19

Assessment Report for Microeconomics

Term: Fall 2019

Prepared By: Melissa Ashford

Class Summary: This is only an online course during the Fall 2019 semester made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This class rotates between on ground and online each semester. It will be on ground during the Spring 2019 semester.

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. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility

#1.1HW - Chapter 1 in book assignment

Online: 100% On-ground: N/A

#1.2HW – Chapter 2 in book assignment

Online: 91% On-ground: N/A

#1.3HW – Chapter 3 in book assignment – production possibility

Online: 90% On-ground: N/A

Outcome Result: Met

Summary Reflection: Outcome was met with a 93% average across all measures. I have begun including videos and podcasts to help students understand concepts. No further action planned at this time.

- 2 Apply the supply and demand model and elasticity for economic analysis.

#2.4HW – Worksheet covering chapter 4 – supply and demand

Online: 64% On-ground: N/A

#2.5HW – Chapter 5 worksheet - elasticity

Online: 80% On-ground: N/A

#2.6HW – Problem and application assignment in text book chapter 6

Online: 64% On-ground: N/A

Outcome Result: Partially Met

Summary Reflection: Students had an average of 69% across the measures. Students struggled with application of knowledge. I will make videos to help with applying knowledge.

3. Analyze the relationship between production and cost as it pertains to total, average, and marginal costs

#3.7HW – Chapter 7 worksheet – consumer and producer surplus

Online: 30% On-ground: N/A

#3.10HW – Chapter 10 worksheet on externalities:

Online: 64% On-ground: N/A

#3.:

Online:

On-ground:

Outcome Result: *Not met*

Summary Reflection: Students had a 47% average across the measures. I did not make my own videos, I provided them with youtube videos made by others. I will work to make my own to see if this helps with these chapters and concepts.

4. Compare and contrast the operation of different market structures

#4.7HW – Chapter 7 worksheet - Markets

Online: 30%

On-ground: N/A

#4.

Online: **N/A**

On-ground:

#4.

Online: **N/A**

On-ground:

Outcome Result: *Not Met*

Summary Reflection: We simply did not spend enough time on this and students struggled to understand. I am planning on creating an assignment where students will research market structures and present their findings either to the class or in a PowerPoint if online.

5. Critique the causes and effects of market failures.

#5.7D – Chapter 7 Discussion – types of market failure

Online: 42%

On-ground: N/A

#5.10HW – Chapter 10 worksheet - externalities

Online: 100%

On-ground: N/A

#5.

Online: **N/A**

On-ground:

Outcome Result: *Met*

Summary Reflection: Outcome was met with a 71% average across the measures. Chapter 7 seems to be a real struggle for the students. I will be teaching this online in the Spring 20 semester and I will focus on active learning ideas for the classroom and assess the success and consider to incorporation of similar activities for online.

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.

Program Outcome: Students will demonstrate an understanding of global perspectives of business.

Measure: Did not assess in Fall 19. Reworking capstone project to better fit with outcome needs.

Outcome Result:

Summary Reflection:

Complete 5/12/20

Assessment Report for Microeconomics

Term: Spring 2020

Prepared By: Melissa Ashford

Class Summary: This is only an onground course during the Spring 2020 semester taught at 11am MWF made up of a diverse student population. Traditional, non-traditional, athlete, performers, business majors, accounting majors, liberal and gen studies. This class rotates between on ground and online each semester. It will be offered online during the 8 week Summer 2020 session. ***It should be noted we converted to all online delivery in the Spring – half way through the semester to due Covid-19.

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. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility

#1.1HW - Chapter 1 in book assignment

Online: N/A On-ground: 100%

#1.2HW – Chapter 2 in book assignment

Online: N/A On-ground: 100%

#1.3HW – Chapter 3 in book assignment – production possibility

Online: N/A On-ground: 100%

Outcome Result: Met

Summary Reflection: Outcome was met with a 100% average across all measures. I have begun including videos and podcasts to help students understand concepts. No further action planned at this time.

- 2 Apply the supply and demand model and elasticity for economic analysis.

#2.4HW – Worksheet covering chapter 4 – supply and demand

Online: N/A On-ground: 100%

#2.5HW – Chapter 5 worksheet - elasticity

Online: N/A On-ground: 100%

#2.6HW – Problem and application assignment in text book chapter 6

Online: N/A On-ground: 42%

Outcome Result: Partially Met

Summary Reflection: Students had an average of 80% across the measures. Students struggled with application of knowledge. It should be noted this was the first chapter we completed after moving to an all online environment and I suspect many of the students were simply struggling with the new modality and how to learn the material.

3. Analyze the relationship between production and cost as it pertains to total, average, and marginal costs

#3.7HW – Chapter 7 worksheet – consumer and producer surplus

Online: N/A On-ground: 91%

#3.10HW – Chapter 10 worksheet on externalities:

Online: N/A On-ground: N/A - Not evaluated due to Covid-19

#3.:

Online: On-ground:

Outcome Result: Met

Summary Reflection: Students had a 91% average across the measures. I provided students with walk through videos. I want to add more of these as well as podcast style lecture recordings in the future, regardless of online or on ground.

4. Compare and contrast the operation of different market structures

#4.7HW – Chapter 7 worksheet - Markets

Online: N/A On-ground: 100%

#4.

Online: N/A On-ground:

#4.

Online: N/A On-ground:

Outcome Result: Met

Summary Reflection: This was met with 100% satisfaction. We did not complete all activities I had planned due to Covid-19

5. Critique the causes and effects of market failures.

#5.7D – Chapter 7 Kahoot – types of market failure

Online: N/A On-ground: 100%

#5.7HW – Chapter 7 worksheet - Market Failures

Online: N/A On-ground: 82%

#5.

Online: N/A On-ground:

Outcome Result: Met

Summary Reflection: Outcome was met with a 91% average across the measures. Chapter 7 seems to be a real struggle for the students. Following the reflection from Fall 19 I incorporated more active learning even though we were at a distance due to Covid-19. Students respond well to Kahoot and walk through helper style videos. I will make more of these in the future.

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.

Program Outcome: Students will demonstrate an understanding of global perspectives of business.

Measure: Did not assess in Spring 20 due to curriculum adjustments made for Covid-19.

COMPLETE 12/13/19

Assessment Report for Macroeconomics

Term: Fall 2019

Prepared By: Melissa Ashford

Class Summary: This is an 11 a.m. MWF section 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. **Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.**

#1.10: Worksheet assigned for Chapter 10 – Nation wealth

Online: **N/A** On-ground: **87%**

#1.11: Worksheet assigned for chapter 11 – cost of living

Online: **N/A** On-ground: **85%**

#1.D: Class discussion over economic growth – 100% participation required

Online: **N/A** On-ground: **N/A not collected - fall 2019**

Outcome Result: Met

Summary Reflection: The activities to measure this outcome are quite early in the semester. While it was met, students did struggle with the concepts and the application of the concepts to their own worldview. Consider dropping the class discussion as it is not a good indicator for individual student mastery and adding in final project to help assess this outcome as it is completed at the end and we can look at the growth over the course of the semester.

2. **Apply the supply and demand model for economic analysis.**

#2.4HW: Homework assignment for chapter 4

Online: **N/A** On-ground: **92%**

#2.4ACT: Chapter 4 Supply and Demand Activity (In Class – game; Online: article activity)

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

#2.FP: Final project requiring analysis of economic conditions in other countries, as well as the U.S.

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

Outcome Result: Met

Summary Reflection: This outcome was met with a 96% average across all measures. Students seemed to respond to the activity learning assignment and while the project is challenging, I still believe it is a valuable assignment.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.

#3.12: Worksheet for chapter 12

Online: **N/A** On-ground: **93%**

#3.13: Worksheet for chapter 13

Online: **N/A** On-ground: **86%**

#3.FP: Final project requiring analysis of economic conditions in other countries, as well as the U.S.

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

Outcome Result: *Met*

Summary Reflection: Outcome was met with an average of 93% success across all measures. No action planned at this time.

4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.

#4.15: Worksheet covering chapter 15

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

#4.16: Worksheet covering chapter 16

Online: **N/A** On-ground: **79%**

#4.E15-17: Exam covering chapters 15-17

Online: **N/A** On-ground: **71%**

Outcome Result: *Met*

Summary Reflection: This outcome is minimally met. Students struggle with the application of the concepts. The worksheets used were take home follow-ups to in class worksheets completed together. There is a disconnect with this topic once the student leaves the classroom. This class is taught online in the spring semester and I will compare data to see if the worksheets need to be revamped to aid in understanding and application of topics.

5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macro-economy.

#5.13IC: Chapter 13 In class worksheet collaborative activity

Online: **N/A** On-ground: **87%**

#5.13HW: Chapter 13 individual homework assignment

Online: **N/A** On-ground: **86%**

#5.EX10-13: Exam covering chapter 10-13

Online: **N/A** On-ground: **64%**

Outcome Result: *Partially Met*

Summary Reflection: This was another difficult concept for the students to apply. My measures are all application, not simple memory recall, definition type measures. Students are expected to learn the concept and be able to apply it to one or more problem associated with the topic. This is a difficult task by itself. Economics, for many, is a difficult topic to grasp and apply for many. Students didn't do too bad

on the in class and take-home activities, but many of the students struggled at test time. This could be for a variety of reasons. Some are simply not good test takers and the exams given in this course are both theory and application based. This outcome does deal specifically with defining and explaining; however, I prefer students to show application of the topic they can define instead of instant recall. I require some depth in the explanation portion. I need to reflect on this a little more. No further action is planned at this time. I will collect a little more data on this particular outcome before making a change.

6. Define money, banking, and monetary policy and explain their impact on the macro-economy.

#6.16: Worksheet covering chapter 16

Online: **N/A** On-ground: **79%**

#6.17: Worksheet covering chapter 17

Online: **N/A** On-ground: **93%**

#6.18: Worksheet covering chapter 18

Online: **N/A** On-ground: **92%**

Outcome Result: *Met*

Summary Reflection: This outcome assesses a favorite topic of most students: money. Students struggled with the concepts at the start, but the more time we spent discussing and applying what we discussed they better they got at it. Students did seem to enjoy the activities, discussions and time spent in these last chapters. I find this to be true year over year. No further action planned at this time.

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.

Program Outcome: Students will demonstrate an understanding of global perspectives of business.

Measure: End of semester final project researching and analyzing economic condition of 6 countries, including the United States. Students collect data and reflect on the data they collect tying their reflection to topics studied throughout the semester, as well as providing opinions on better measures of global economic conditions.

Outcome Result: Fully met

Summary Reflection: Excellent capstone project. Considering changing it up to make it a PowerPoint, or some other type of presentation.

COMPLETE 7/29/20

Assessment Report for Macroeconomics BUS2033

Term: Spring 2020
Ashford

Prepared By: Melissa

Class Summary: This is an online section 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. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.

#1.10: Worksheet assigned for Chapter 10 – Nation wealth

Online: 60% On-ground:

#1.11: Worksheet assigned for chapter 11 – cost of living

Online: 74% On-ground:

Outcome Result: *Partially Met*

Summary Reflection: The activities to measure this outcome are quite early in the semester. While it was met, students did struggle with the concepts and the application of the concepts to their own worldview. I will be creating more homework helper videos to address the more difficult concepts.

Page Break

2. Apply the supply and demand model for economic analysis.

#2.4HW: Homework assignment for chapter 4

Online: 91% On-ground:

#2.4ACT: Chapter 4 Supply and Demand Activity (In Class – game; Online: article activity)

Online: 96% On-ground:

#2.FP: Final project requiring analysis of economic conditions in other countries, as well as the U.S.

Online: 91% On-ground:

Outcome Result: *Met*

Summary Reflection: Outcome was met with an overall success rate of 92% No changes planned for this one, at this time.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.

#3.12: Worksheet for chapter 12

Online: 91% On-ground:

#3.13: Worksheet for chapter 13

Online: 89% On-ground:

#3.FP: Final project requiring analysis of economic conditions in other countries, as well as the U.S.

Online: 91% On-ground:

Outcome Result: *Met*

Summary Reflection: The class met with a 90% success rate. I will continue to add demo problems and video walk throughs.

Page Break

4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.

#4.15: Worksheet covering chapter 15

Online: 95% On-ground:

#4.16: Worksheet covering chapter 16

Online: 75% On-ground:

Outcome Result: *Met*

Summary Reflection: This outcome was met with 85% success. Students struggle with the application of the concepts. I will continue to create demo material to help with understanding.

5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macro-economy.

#5.13HW: Chapter 13 individual homework assignment

Online: 89% On-ground:

#5.EX13: Exam covering chapter 13

Online: 82% On-ground:

Outcome Result: *Met*

Summary Reflection: The class met with an 85% success rate. I will continue to add demo problems and video walk throughs. Students' understanding

Page Break

6. Define money, banking, and monetary policy and explain their impact on the macro-economy.

#6.16: Worksheet covering chapter 16

Online: 78% On-ground:

#6.17: Worksheet covering chapter 17

Online: 67% On-ground:

#6.18: Worksheet covering chapter 18

Online: 95% On-ground:

Outcome Result: *Met*

Summary Reflection: This outcome was met with an overall 80% success rate and assesses a favorite topic of most students: money. Students struggled with the concepts at the start, but the more time we spent discussing and applying what we discussed they better they got at it. Students did seem to enjoy the activities, discussions and time spent in these last chapters. I find this to be true year over year. I am going to spend a little more time on the math portions as this is the area students struggle with the most.

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.

Program Outcome: Students will demonstrate an understanding of global perspectives of business.

Measure: End of semester final project researching and analyzing economic condition of 6 countries, including the United States. Students collect data and reflect on the data they collect tying their reflection to topics studied throughout the semester, as well as providing opinions on better measures of global economic conditions.

Outcome Result: Fully met

Summary Reflection: Excellent capstone project. Considering changing it up to make it a PowerPoint, or some other type of presentation.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative: This is a transfer degree, therefore there is no advisory committee.

- 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 (10.0).

4.2: 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.

Narrative: N/A

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 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 countries culture.

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

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 Administration program.

During the 20-21 AY program faculty is proposing a change to the business degree. This change would reflect two areas of interest for those students interested in business: 1) General Business Administration which will contain all of the KCOG approved transfer courses that students can take at ICC and transfer to the business school of their choice. 2) Small Business Mgmt/Fab Force which will allow those who are interested in business but are unsure if they want to transfer on the opportunity to take entrepreneurship style courses and choose from a list of elective classes that will help them explore the type of business they want to own or manage. Students choosing this area of interest will also be able to take transfer courses, so they are set up to transfer if they later decide to continue their education at a business school.

These changes, if approved, will not go into effect until 21-22 and we will not have data to report until the program review completed in 22-23.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

Every effort has been made to align the program closely with four-year universities in the state of Kansas. The Kansas Core Outcome Business and Accounting groups are both highly motivated to ensure these students are able to complete all freshman and sophomore requirements at the two-year college level and receive seamless transfer of those courses.

If students complete all coursework successfully, upon graduation students will be awarded an AS Business Administration degree.

All of the classes in the Business and Technology category are system wide transfer courses and many of them are a part of transferable electives in other degrees ICC offers

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

Currently Professor Ashford is the only salary for Accounting and Business. There were not adjuncts utilized beginning Fall 2019.

Instructional Supplies: \$800 to be used for purchasing reading materials for class library, as well as materials to create games and other high impact, active learning opportunities for students. This will help provide academic excellence while maximizing student engagement.

These resources are directly related to achievement of long-term goals created for this program.

Professional Development: \$2000 each year to be used by the program faculty for a variety of professional development opportunities directly related to teaching business courses to freshmen and sophomores. It is obvious today's students are changing and it is the desire of the program faculty member to embrace that change and continually develop curriculum that will engage the students, even if they are taking the course for General Education credit only. Attending conferences to share ideas with other faculty is paramount in keeping up with not only changes in the field but keeping up with changes for classroom instruction. This supports academic excellence.

Work with facilities and IT to determine costs and perhaps use money from Repairs and Renovation to modernize the classroom space as mention in above goal to better prepare students for the workplace and provide another great space to show off to new prospective recruits.

- ~~Remove wall separating existing classroom and meeting room, paint etc. Work with facilities for cost.~~ **Completed fall 2020**
- ~~Approximate cost for laptops \$500 each x 10 laptops = \$5000~~ **Completed fall 2020 – request for 10 additional laptops has been granted and will hopefully be available for student use by Spring 2021**
- iPads \$300 each x 10 iPads = \$3,000 – **Requested and if there is enough money will receive**
- Cart for equipment \$600
- Conference style desks 5 x \$1,000 = \$5,000
- Chairs 20 x 100 = \$2100
- 5 Tech screen to share work – no chance to work with IT. Various ideas for least expensive.

Many of the requests made in the 19-20 review have been completed. Due to Covid-19 we were able to acquire computers and remove the wall and paint and lay new carpet in the Fall of 2020. More information on accomplishments made to the space will be reported in the 21-22 program review. Program Faculty is hopeful that new furniture can be purchased, as well as a new computer cart and possibly screens on 3 of the walls for students to use in order to share work with each other during team activities.

9.0 Program Planning and Development Participation

9.1 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:

Lead Business/Accounting faculty member, Melissa Ashford completed this program review. Student data was compiled and provided by the Director of IR, Anita Chappuie. Student Learning Assessment Data was provided by full-time faculty teaching courses in the program: Professor Melissa Ashford.

9.2 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:

After reviewing the Annual Program Review for the AS in Business Administration prepared by Melissa Ashford I agree with the findings. ICC should continue to support this degree and marketing efforts to increase enrollment. Mark Allen, VPAA, 1/14/2021.

Note: PRC: This document has been reviewed by the Program Review Committee meets all expectations.

10.0 Appendices

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

Annual Program
Of
Web Design &
Development
Associate of Applied
Science and
Certificate

For
AY 2019-2020

Prepared by

Tamara Blaes

3/1/2021



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

WDD Program Review Data AY 2020

Looking at all courses in the Cert

Number of Faculty:

1 full time (Blaes)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 48 total credit hours taught, with 45 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

3 students in Face-to-Face classes

2.5 students in online classes

2.8 students across all courses

Completion rates:

66.7% face-to-face

66.7% online

66.7% all courses

Pass ('D' or better) rates:

90% face-to-face

80% online

86.7% all courses

Pass ('C' or better) rates:

90% face-to-face

80% online

86.7% all courses

Number of Majors: 3 AAS (0 returned in Fall 2020); 0 Cert

Degrees Awarded: 0

WDD Program Review Data AY 2020

Looking at all courses in the Cert

Number of Faculty:

1 full time (Blaes)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 48 total credit hours taught, with 45 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

3 students in Face-to-Face classes

2.5 students in online classes

2.8 students across all courses

Completion rates:

66.7% face-to-face

66.7% online

66.7% all courses

Pass ('D' or better) rates:

90% face-to-face

80% online

86.7% all courses

Pass ('C' or better) rates:

90% face-to-face

80% online

86.7% all courses

Number of Majors: 3 AAS (0 returned in Fall 2020); 0 Cert

Degrees Awarded: 0

INDEPENDENCE COMMUNITY COLLEGE						
MicroComputers						
For the Twelve Months Ending Sunday, June 30, 2019						
		Published Budget	Operating Budget	Expense	Encumbered	Remaining
12-510:550	Salary	\$143,000.00	\$143,000.00	\$162,063.37		(\$19,063.37)
12-591:598	Fringe Benefits	50,224.00	50,224.00	47,348.59		2,875.41
12-601	Travel					
12-602	Food and Meals					
12-606	Student Travel					
12-607	Rentals					
12-611	Postage & Shipping					
12-613	Printing					
12-615	Advertising					
12-616	Promotions					
12-617	Recruiting					
12-619	Animal Food					
12-626	Conference Fees/Registration					
12-631	Telephone					
12-641	Lease/Rental/Lease Purchase					
12-646	Service Agreements					
12-647	Fuel/Gas					
12-649	Repairs					
12-661	Contract Services					
12-662	Legal Services					
12-663	Consultants					
12-681	Dues/Memberships/Fees					
12-682	Subscriptions					
12-699	Uniforms					
12-700-000	Instructional Supplies	2,000.00	2,000.00	234.68	72.00	1,693.32
12-700-001	Instructional Supplies (Innovation Fee)					
12-701	Office Supplies					
12-702	Paper Supplies					
12-703	Books					
12-704	Periodicals					
12-705	Media (Videos, DVD)					
12-717	Professional Development					
12-719	Misc. Expenses					
12-850	Equipment- Non-Capital >\$5,000					
12-852	Software & Licenses					
	Total	195,224.00	195,224.00	209,646.64	72.00	(14,494.64)

3.0 Assessment of Student Learning Outcomes

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 small changes had to be

made. This is a representative of assessment data. Each assessment report for the past two years is in the appendix.

Assessment Report for *Computer Concepts & Applications CIT1003* Term: Fall 2020

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Identify the specifications and configurations of computer hardware.	Met	We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.
2. Identify the role of an operating system.	Met	We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.
3. Use the Internet to find information and determine its credibility.	Met	We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.
4. Use word processing software to create, edit, and produce professional documents.	Partially Met	We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.
5. Create spreadsheets and charts for problem-solving.	Partially Met	We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.
6. Utilize a database.	Not Met	We did not have time to thoroughly cover Access this semester.
7. Use presentation software to create, edit, and produce professional presentations.	Partially Met	We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we

		have several tweaks that have been made and still need to be made.
8. Identify the ethical and social standards of conduct regarding the use of information and technology.	Met	We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.
9. Identify security threats and solutions.	Met	We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.

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 Fall semester (2019) all faculty were to include their outcomes within at least one of their courses in Canvas. Beginning with the Spring semester (2020) all faculty were to include their outcomes within all their courses in Canvas. These 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.

0.89 / 1	0.97 / 1	0.76 / 1		0.77 / 1	0.56 / 1	0.82 / 1	0.9 / 1	1 / 1		>
9. Identify securit...	8. Identify the et...	7. Use presentati...	6. Utilize a datab...	5. Create spreads...	4. Use word proc...	3. Use the Intern...	2. Identify the rol...	1. Identify the sp...		
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1 / 1	1 / 1	1 / 1		0 / 1	0 / 1	0 / 1	1 / 1	1 / 1		
0 / 1	0.35 / 1	1 / 1		1 / 1	0.65 / 1	0 / 1	0 / 1	1 / 1		
0.65 / 1	1 / 1	1 / 1		1 / 1	0 / 1	1 / 1	1 / 1	1 / 1		

Exceeds Learning Objective

Meets Learning Objective

Near Learning Objective

Below Learning Objective

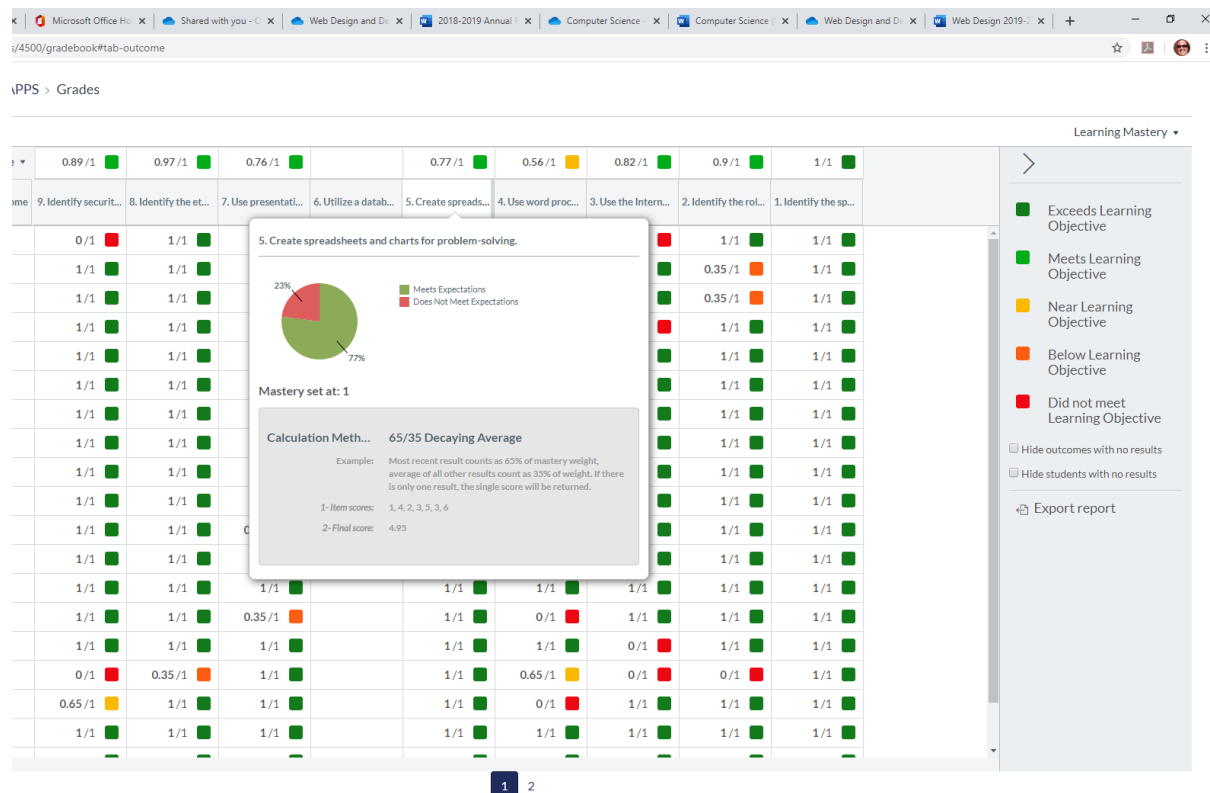
Did not meet Learning Objective

Hide outcomes with no results

Hide students with no results

Export report

The top line is Course Average and the second line is Learning Outcome. These could not have been included in the screen clipping because student names would have been clipped in as well.



Above is an example of the same Learning Outcomes on the previous page with a detailed chart that is available for viewing, coping or printing.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative:

- 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 (10.0).

Spring 2020 Meeting Minutes:

Present: Tamara, Blake, Drew*, and Mick

Here are the outcomes for our Computer Science Program:

Program 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.*

I would like to know:

1. Are students being prepared for the future job market? Drew: I don't think they are at this point. They need more hands-on experience. Blake: Yes and no Mick: I was, but I already had a large knowledge base going in.
2. What should the training include? Drew: Actual experience they will need in a real job. Blake: More real-world experience. Mick: Everything that could go wrong will go wrong and how to fix it.
3. Do you think our curriculum adequately addresses industry needs? Drew: there needs to be more soft skills and hands-on practices. Blake: For me yes, others probably not. Mick: There probably needs to be more technical classes.
4. Do course and program outcomes and performance levels meet industry standards? Drew: Well, that is a tough one, let me think on it. Blake: I'm sure it does. Mick: You guys are the ones checking on it, so I am guessing it is all okay.
5. What industry validated credentials (include certificates or licenses) are necessary for industry success? Drew: Just an IT Associates degree for me. Blake: I'm not completely for sure yet, I do my own work. Mick: I'll leave that up to my boss.

These are a few questions to get us talking. Like I told you on the phone, we are not required this semester to meet face-to-face, which is nice. We just should communicate with each other at least digitally. In the Fall of 2018, we will try to meet as a whole group with the guys from MicroWare to discuss further options.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion? Drew: I have interviewed a few students straight out of high school that are self-taught and are by far, very knowledgeable. In general, the overall student population is not well educated in high school. Unless a person takes the initiative and teaches themselves, they will not receive this type of knowledge from the high school setting. Now, with that being said, I have hired and fired 13 people to work in my store in Independence, two of them who said they had an AAS from ICC. Blake: I did not get my knowledge from high school, I was self-taught and furthered my education at ICC. Mick: I was self-taught and then went on to Neosho County Community College.

Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions? Drew: Yes, sure. Blake: In my opinion, no, but I know how to use them. Mick: Yes, I use them on a daily basis.

Also covered are the Internet, social media, security, data, and careers. Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well.

Drew: It seems to me that anyone younger than me has their face stuck in their phone and that is the only thing they know. If we could get their classes and lessons on their phone, that might work, but the world does not revolve only on their phones. Blake: all of this information is important. Mick: I feel like some of this is the most important of computer information.

Fall 2020 Meeting Minutes:

Present: Tamara, Chance, Mike, Tim, Blake, Drew*, and Mick

This meeting we all were able to get together, so we talked about employment, students, business, employees, employers, clients, job requests, everything. It seems there is a great need for students who can work on computers, troubleshoot, build web sites, and exhibit good customer service.

We talked extensively about these and soft skills that many potential employees lack. They all find it difficult to find employees with acceptable math and social skills to work with customers. Plus, the ability to work on their device.

The two of them who had been through our AS programs mentioned not being prepared for work after graduation. So, I explained to them the difference between the AS and AAS programs. They both said they had not been explained that when they initially enrolled at ICC. This is definitely a problem if students are not being asked if they plan to attend a 4-year university or if they plan to go to work after completing a program at ICC.

4.2: 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.

Narrative:

These programs do not require specialized accreditation; however, it is a KBOR technical approved program and WIOA approved for Kansas Works, Workforce Development.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 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 a few extra general education courses.

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.

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 (we are working on others).

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 high school students. The idea was that students would be bussed here to campus to enroll in the Web Design programs. These programs have also been setup 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.

According to Great Value Colleges, Web Developer is #3 of the 30 Highest Paying Associate Degree Jobs for 2021. This job has a median salary of \$69,430 and can go as high as \$124,480. One of the largest fields other than the health care fields and funeral services:

<https://www.greatvaluecolleges.net/highest-paying-associate-degree-jobs/>

We just revised our programs so that they are more hands on and project oriented. The classes are very heavy 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.

<https://global.k-state.edu/affiliations/2plus2/independence/>

<http://polytechnic.k-state.edu/documents/academics/studyguides/WebDevelopment.pdf>

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.

5.0 Curriculum Reflection

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

5.2 Degree and Certificate Offerings or Support

Narrative:

AAS in Web Design and Development and a Technical Certificate in Web Design and Development

There are a few general education, business, Fab Force and art courses in the AAS Web Design and Development degree. The Technical Certificate has a few Fab Force courses in it as well.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

Budget requests are as follows:

1. Provide \$2,000 in instructional supplies to Microcomputer Supplies. This can help defray costs associated with materials/supplies for the hands-on projects for classes.

2. 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 (usually the first of June each year).

3. Remove the carpet in AC108 as the carpet in the lab is very worn and has holes in several spots. It does not look nice when giving tours to prospective students and their parents. Removing the carpet and replacing it with a product that has a high traffic tolerability that will last much longer than carpeting. Like that placed in AC107. There is also carpeting in AC106 that is newer, so it doesn't need to be replaced until it shows wear.

4. Replacement chairs in two of the three computer labs (\$60-\$80 each, $24+17=65$, in total about \$3,900-5,200).

5. Better desktops for use in AC106. This is an issue that our IT department is aware of and the current laptops will be placed in service elsewhere on campus.

9.0 Program Planning and Development Participation

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

9.2 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:

After reviewing the Annual Program Review for Web Design & Development prepared by Tamara Blaes I agree with the findings. It is obvious that with only three majors this degree needs to have more enrollment especially when you consider that is a high demand area for students. ICC needs to formulate a strategy to increase enrollment to enhance the viability of this AAS program. Mark Allen, VPAA, 3/3/2021

10.0 Appendices

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

Appendix A:

Spring 2020 Internship Assessment

70% of the students, as a part of their program requirements, will create a resume they can immediately have in hand to use for a job interview as they enter the work force or continue their education.

All the students in the Internship class completed this task with 100% accuracy.

Strengths:

This is a great tool for students to use going forward whether they look for work or continue their education.

Spring 2020 HTML5 Assessment

70% of the students, as a part of their program requirements, will create the bubble shooter program using the coding learned throughout the semester.

All of the students in the HTML5 class completed this task with 100% accuracy. Many exceeded expectations by adding extra gaming elements.

Strengths:

This is a great tool for students who are considering any type of programming, coding or designing career.

Weakness:

If the student would be unable to complete the bubble shooter game, it might deflate their self-esteem.

Spring 2020 Video Game Design Assessment

80% of the students, as a part of their program requirements, will create a working video game model, by the end of the semester by following the steps presented throughout the course.

All the students in the class completed this assignment with their version of video game model.

Strengths:

Many students found what is really involved in creating a video game.

Weakness:

Students found out it is very difficult to develop and produce a video game all by themselves, it is much better with a team.

Spring 2020 Advanced Web Design Assessment

70% of the students, will complete a Website design using the properly designated approach and structures after completing the sample lessons 1-12. This will be a culminating final project.

All the students in the class completed this assignment. Many exceeded expectations by adding dynamic web elements.

Strengths:

Students get real practice building websites to use themselves or for others to use.

Weakness:

The possibility of the client not liking their work, this can be a real learning experience for the students.

Fall 2020 Web Design & Development Assessment

Students will score at least 70% on Chapter 7 Case Study Assignment

The 12 students in the class all created their websites beautifully and scored at least 70% on the assignment. 11 of the 12 students scored 100% on the assignment.

Students will score at least 70% on Chapter 7 Case Study Assignment. This assignment is to actually self-test publish or pre-publish their websites they have created; they also need to create a team of testers within the class to test their websites; next they need to choose an appropriate web hosting service or content management system if they are not going live; determine online and traditional promotional techniques to promote their website; develop a regular schedule for website maintenance, updating and retesting; and identify the methods they will use to analyze their website's performance against its stated goals and purpose.

The 7 students in the class all created their websites. They all look and function wonderful. However only 6 of the 7 students completed the assignment. Those who

completed the assignment did so with 100% accuracy. With the one person who did not complete the assignment added in the percent is lower a bit to 92%, still higher than the 70% expectation.

Fall 2020 HTML Assessment

Students will complete Project 6 in Chapter 7 with 70% accuracy. This is completing a webpage/website on their own after learning the coding and techniques throughout the semester.

4 of the 5 students completed this project with 100% accuracy. That is 80% figuring in the zero for the one student who did not complete the assignment. The one student who did not complete the project had stopped coming to class.

Strengths: This is a culminating project to see how much HTML/CSS coding students can apply to their websites.

Weakness: When students do not attend class regularly and do not keep up on missed work they fall behind and tend to stop instead of trying to figure it out.

Fall 2020 JavaScript Assessment

80% of the students will design and create a program that animates a story using HTML, CSS & JavaScript, by the end of the semester by following the steps presented throughout the course.

All 7 of the students in the class completed this assignment using the coding they learned through the semester.

Strengths:

Programming and problem-solving using HTML, CSS and JavaScript.

Weakness:

We installed new computers where the software is housed on servers in the IT building and this seemed to cause issues for this class trying to use JavaScript. We moved to another computer lab to use the older computer however there were only 5 to rotate using if everyone was in attendance. We have since added 3 more to have 8 total.

Annual
Program
Of
Biology
For
2020-2021

Prepared by
Dr. Thomas Weaver

11/10/2020



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

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
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

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.)

Narrative:

The Biology program at Independence Community College offers introductory courses in Biology, including General Biology for non-majors, Biology I, Biology II, Anatomy and Physiology, and Microbiology as well as electives such as Nutrition and Medical Terminology. These courses provide an excellent foundation for students to continue their education in any biological field at a four year college or in a health-related program.

The courses in biology at ICC are taught by two full time faculty members. The two full time faculty members have diverse specializations from molecular and organismal biology to medical and health care that complement the course offerings. All courses in the Biological Sciences at ICC have a maximum of 24 students, allowing students to receive individualized attention, ample opportunities for active class participation, and accurate advisement.

Studying Biology increases an understanding and appreciation of living organisms and their interactions with the environment and each other. In addition, studying Biology creates scientific thinking, reasoning, and problem solving skills.

A career in Biology can be very exciting and rewarding. Biologists work in fields such as health care, research, environmental management and conservation, physician, veterinarian, pharmacist, physical therapy, education, molecular biology, genetics, marine biology, biotechnology, pharmaceuticals, forensic science, museums, zoologist, aquariums, parks, nature centers, scientific writing, medical laboratory technology and illustrations. With recent advances in science and medical research, many more doors and avenues are opening for students with degrees in Biology.

The two year associate degree in Biology at Independence Community College is designed as a transfer program for completion at a four year institution or for completion in a health-related program.

For detailed information about careers in Biology, please visit <http://albs.org/careers/biology>.

Biology Program Review Data
AY 2020

Number of Faculty:

Full time 2 (Weaver, Chaplin)
Part time 1 (Lal)

Enrollment & Student credit hours by Faculty type:

Full time: 46 total credit hours taught, with 124 total students enrolled
Part time: 3 credit hours taught, 6 total students enrolled

Average Class size:

11.4 students in Face-to-Face classes
13.0 students in online classes
11.8 students across all courses

Completion rates:

82.4% face-to-face
79.5% online
81.5% all courses

Pass ('D' or better) rates:

100% face-to-face
93.5% online
98.1% all courses

Pass ('C' or better) rates:

90.7% face-to-face
83.9% online
88.7% all courses

Number of Majors:

12 (2 returned in Fall 2019)

Degrees Awarded:

0 Degree awarded

Non-Majors Course Data

Gen Bio Only Data:

Average Class size:

19.9 students in Face-to-Face classes
18.3 students in online classes
19.5 students across all courses

Completion rates:

90.6% face-to-face
76.4% online
86.9% all courses

Pass ('D' or better) rates:

97.9% face-to-face
73.8% online
92.5% all courses

Pass ('C' or better) rates:

84.7% face-to-face
61.9% online
79.6% all courses

*In response to student demand for courses and to create a variety of courses for students to choose, the Biology department is changing the Biology program to include pre-nursing and pre-medical programs. This will include adding two new courses. These courses will be Anatomy and Physiology II and Environmental Biology (a course previously offered by ICC).

3.0 Assessment of Student Learning Outcomes

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 assessment for the Biology program took part in the new assessment format created by the ICC assessment committee. The template included a summary table, the outcome, whether outcome was met, findings, further action, strengths of course, weaknesses of course, measures used, measure target goal, and measure results. Assessment templates were completed for the Biology department courses by the instructors for all courses except for the Nutrition course taught by adjunct instructor Dr. Archana Lal's during the summer 2018 as these templates were not available at that time.

Target success for a learning outcome is that 70% of the students will achieve a 70% on a measure corresponding to the learning outcome. Learning outcomes are considered "Met" if the average score for a learning outcome is at 70% or higher. Outcomes are "Partially Met" if scored in the 55-69% range, and "Not Met" for outcomes less than 55%. The range for Partially Met is scored to match current trends in the number of students who obtain a grade of "C" or higher.

The following is the summary table for the Biology program's courses assessed:

Assessment Report for **Biology I: Principles of Cellular and Molecular Biology/ BIO 1115**

Term: Fall 2018

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate an understanding of the nature of science.	Met	None
2. Demonstrate an understanding of the levels of organization and emergent properties of life.	Met	<ul style="list-style-type: none"> Allocate more lecture time to biochemistry Increase frequency of student assessment
3. Demonstrate an understanding of bioenergetics.	Partially Met	<ul style="list-style-type: none"> Provide worksheets to supplement learning Increase frequency of student assessment
4. Demonstrate an understanding of cellular reproduction.	Partially Met	<ul style="list-style-type: none"> Allocate more lecture time to discussing binary fission
5. Identify the basic principles of Mendelian and molecular <u>genetics</u> , and relate these to the basic principles of Natural Selection and evolution.	Partially Met	<ul style="list-style-type: none"> Revise assignments to focus on core concepts of outcome
6. Design and perform experiments in a laboratory setting.	Met	None

Assessment Report for **Nutrition/ BIO 2053**

Term: Fall 2018

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Identify the six classes of nutrients and their sources.	Met	none
2. Demonstrate an understanding of the processes of digestion, absorption, and metabolism of nutrients.	Met	none
3. Employ available resources to make sound nutritional choices.	Met	Addition of an online dietary analysis tool.
4. Explain energy balance and weight control as it relates to nutrition and wellness.	Met	none
5. Describe nutritional needs throughout the lifespan.	Met	none
6. Recognize global food safety, security, and sustainability issues.	Met	none

Assessment Report for **Biology I: Principles of Cellular and
Molecular Biology/ BIO 1115**

Term: Spring 2019

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate an understanding of the nature of science.	Not Met	<u>More in-class</u> , directed development of laboratory reports will be provided. Students will be directly tested over their understanding of scientific processes.
2. Demonstrate an understanding of the levels of organization and emergent properties of life.	Partially Met	More active learning opportunities will be given in future sections
3. Demonstrate an understanding of bioenergetics.	Not Met	More active learning opportunities will be given in future sections.
4. Demonstrate an understanding of cellular reproduction.	Partially Met	<ul style="list-style-type: none"> • Allocate more lecture time to discussing binary fission
5. Identify the basic principles of Mendelian and molecular <u>genetics, and</u> relate these to the basic principles of Natural Selection and evolution.	Partially Met	<ul style="list-style-type: none"> • Revise assignments to focus on core concepts of outcome
6. Design and perform experiments in a laboratory setting.	Met	None

Assessment Report for **Microbiology/BIO2055**

Term: **Spring 2019**

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Microbial Cell Biology	Met	Devote more class time to understanding of cell structure/ function
2. Microbial Genetics	Partially Met	Focus on fundamentals of genetics.
3. Interactions and Impact of Microorganisms on Humans	Met	Split testing over material into 2 exams
4. Interactions and Impacts of Microorganisms in the Environment	Met	Create a section on bioremediation as time permits.
5. Integrating Themes	Partially Met	Develop resources for teaching to this outcome.
6. Laboratory Skills	Met	None

Assessment Report for A & P

Term: **Spring 2019**

Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Outcomes met: 1, 2	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Outcomes met: 1	Direct measure, Same	None	Students responded well to this measure
Outcomes met: 1	Direct measure, same	None	Students responded well to this measure
Outcomes met: 2	Direct measure, same	None	Students responded well to this measure
Outcomes met: 2, 3	Direct measure, same	None	Students responded well to this measure
Outcomes met: 4, 5	Direct measure, same	None	Students responded well to this measure
Outcomes met: 1, 2, 3, 4, 5	Direct measure, same	None	Students responded well to this measure
Outcomes met: 3	Direct measure, same	None	Students responded well to this measure
Outcomes met: 4	Direct measure, same	None	Students responded well to this measure
Outcomes met: 5	Direct measure, same	None	Students responded well to this measure

Assessment Report for **Biology II**

Term: Spring 2019

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Test 1	Outcomes met: 1,2,3	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Lab: Phylogenic tree	Outcomes met: 1,2	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Lab microscope	Outcomes met: 5a, 5b	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
lab Evolution	Outcomes met: 1, 5a, 5b, 5c	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Test 2	Outcomes met: 2, 3,4	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Animal Behavior worksheet	Outcomes met: 3,4,5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Final exam	Outcomes met: 1,2,3,4,5a,b,c	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Assessment Report for **Nutrition** Online
Term: Spring 2019

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Chapter Tests 1-13,15 &16	Outcomes: 1-6 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Chapter assignments 1-13, 15 & 16	Outcomes: 1 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

4.0 External Constituency and Significant Trends

An important component of maintaining a superior 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.

4.1: Program Advisory Committee:

Narrative: There is no committee that serves as an advisory to the department

- Include Advisory Member Name/ Title/ Organization/ Length of Service on
- 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.

4.2: Specialized Accreditation:

Narrative: The Biology program does not have any specialized accreditation.

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

Higher Learning Commission HLC's Category One: Helping students learn focuses on the design, deployment, and effectiveness of teaching-learning process that underlie the institution's credit and non-credit programs and courses.

Kansas Board of Regents

Transfer and Articulation Agreement for the following courses:

- General Biology
- Biology I
- Biology II
- A&P
- Microbiology
- Nutrition
- Medical Terminology
- Environmental Science
- Chemistry I
- Chemistry II

5.0 Curriculum Reflection

5.1 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?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

An associate degree in Biology requires a completed application, completion of 64 credit hours, including the fulfillment of all program and degree requirements, and a cumulative GPA of 2.0 or better.

The Associates of Science Degree in Biology is intended to enable students to satisfy equivalent lower-division college credit course requirements and to transfer, with advanced standing, into comparable Bachelor of Science Degree programs at Kansas Regents universities or to enter a healthcare program at another college or university.

Courses are organized and structured to interconnect accumulative knowledge with growing proficiencies within each course for an overall informative experience of the program.

Courses are modified across outcomes whether through assessment, interaction with transfer institution, or knowledge of the profession.

The Biology program, with collaboration and guidance from KBOR, adapts and modifies the educational needs of the community it serves.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

General Degree and Graduation Requirements for the associate of Science degree in Biology:

The Associate of science Degree is awarded upon satisfactory completion of a planned program of not less than sixty-four (64) college credit hours and a cumulative grade point average of 2.0 including the following distribution of credits:

Biology Degree: Associate of Science

Biology	
Degree: Associate of Science	
The Associate of Science Degree in Biology is intended to enable students complete the necessary courses at the freshman and sophomore level in pursuit of Bachelor of Science Degree in the areas of biological sciences.	
Analysis and Oral Communication (9 hours) Credit Hours	
English Composition I (ENG 1003)	3
English Composition II (ENG 1013)	3
Public Speaking or Interpersonal Communication (COM 1203 or COM 1233)	3
Mathematics (3-5 hours) Credit Hours	
(Select 1)	
College Algebra (MAT1023)	3
Analytical Geometry & Calculus I (MAT 1055)	5
Biological Sciences (20 hours) Credit Hours	
Biology I (BIO1115)	5
Biology II (BIO 2115)	5
Anatomy & Physiology (BIO2045)	5
Microbiology (BIO 2055)	5
Physical Sciences (20 hours) Credit Hours	
Chemistry I for majors (PHS1055)	5
Chemistry II for majors (PHS1065)	5
General College Physics I (PHS1055)	5
General College Physics II (PHS 1065)	5
Cultural Studies (3 hours) Credit Hours	
(Select 1)	
Spanish I, II, III (FRL 1025, 1035, 2035)	5
World History I (HIS1003)	3
World History II (HIS1013)	3
World Regional Geography (SOC2013)	3
Intro to Race and Ethnic Relations (SOC2113)	3
World Religions (REL 1053)	3
Health & Well-Being (3 hours) Credit Hours	
(Select 1)	
General Psychology (BEH1003)	3
Developmental Psychology (BEH2003)	3
Nutrition (BIO 2053)	3
Human Heritage (3 hours) Credit Hours	
(Select 1)	
U.S. History I (HIS1023)	3
U.S. History II (HIS1063)	3
Introduction to Literature (ENG 1073)	3
American Literature I (ENG 1083)	3
American Literature II (ENG 2113)	3
Topics in Literature (ENG 2153)	3
British Literature I (ENG 2123)	3
British Literature II (ENG 2133)	3
Introduction to Philosophy (PHI 2003)	3
Ethics (PHI 1073)	3
Logical & Classical Reasoning (PHI 2073)	3
New Testament Theory (REL 1013)	3
World Religions (REL 1053)	3
Total: 61-63	

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget 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)
- 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

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.

Narrative:

The following is the Biology program's budget for 2018-2019.

*Please note that instructional supplies and repairs were not spent throughout the semester as the department underwent complete new faculty for the department. Therefore, there was no faculty for the department designated to complete purchasing or control the budget.

INDEPENDENCE COMMUNITY COLLEGE						
Biology						
For the Twelve Months Ending Sunday, June 30, 2019						
		Published Budget	Operating Budget	Expense	Encumbered	Remaining
	Fund 11					
	Expenses					
11-510:550	Salary	\$99,200.00	\$106,075.00	\$72,320.79		\$33,754.21
11-591:596	Fringe Benefits	37,925.00	38,451.00	18,414.02		20,036.98
11-648:649	Repairs	4,500.00	4,500.00			4,500.00
11-700:700	Instructional Supplies	7,000.00	7,000.00	2,026.88	550.56	4,422.56
	Total	148,625.00	156,026.00	92,761.69	550.56	62,713.75

The following items were submitted through the zero-based budgeting process for FY19 for the college. A summary of those items include:

1. \$7000.00 - Instructional Supplies: lecture and lab supplies including two new courses added to the department.
2. \$4500- Repairs: microscopes, UV-lamps, etc. Need repairs.
3. \$3500 -Professional Development: The BOT desires academic excellence and faculty being engaged in professional development activities.
4. \$1500-Professional Development (Travel): Same reason as #3.

The following is the actual allotted budget and a summary of the expenses as of 12/11/2019, according to the business office records.

*Please note that the Biology departments records, at this time, do not equate with the following records. The Biology departments records for instructional supplies and repairs are significantly higher than the following summary.

INDEPENDENCE COMMUNITY COLLEGE						
Biology						
For the Six Months Ending Tuesday, December 31, 2019						
		Published Budget	Operating Budget	Expense	Encumbered	Remaining
	Fund 11					
	Expenses					
11-510:550	Salary	\$99,200.00	\$102,600.00	\$47,422.48		\$55,177.52
11-591:596	Fringe Benefits	38,933.00	39,193.00	15,303.04		23,889.96
11-601:601	Travel	1,500.00	1,500.00			1,500.00
11-648:649	Repairs	2,500.00	2,500.00	38.95		2,461.05
11-700:700	Instructional Supplies	4,000.00	4,000.00	337.78		3,662.22
11-717:718	Professional Development	3,500.00	3,500.00			3,500.00
	Total	149,633.00	153,293.00	63,102.25		90,190.75

Summary: The amount allocated for the 2017-2018 Biology department was equal to the amount allocated for the 2018-2019 year. However, the amounts for 2017-2018 year were distributed as repairs and as instructional supplies where the amounts for 2018-2019 years were distributed as repairs, instructional supplies, professional development, and travel. The Biology department was grateful for the extra accounts, however this has made current spending difficult during the 2019-2020 year because priority for spending is in supplies and repairs, therefore there is not enough allocated to these accounts as this money has been distributed to professional development.

9.0 Program Planning and Development Participation

9.1 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:

The Biology faculty members contributed towards the program annual review by recording their assessment data as part of the AY18-19 Annual Program Review. Anita Chappuie (Director of institutional Research) provided end of year academic data. Dr. Thomas Weaver prepared this Annual Program Review for the aforementioned academic years for the ICC Biology Department.

9.2 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:

After reviewing the Annual Program Review for Biology prepared by Dr. Thomas Weaver I agree with the findings. ICC should maintain the status of this program. Mark Allen, VPAA, 3/9/2021.

10.0 Appendices

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