



BOARD OF TRUSTEES

May 16, 2022

7:00 P.M.

Room 104, Center for Innovation and Entrepreneurship

Office of the PresidentMeeting Access

Notice is hereby given that Independence Community College's Board of Trustees will convene a meeting beginning at 7:00 p.m. on May 16, 2022. The meeting is open to the public and will originate in room 104 of the Center for Innovation and Entrepreneurship. The public may also access the meeting using the Zoom credentials below.

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

Topic: ICC Board of Trustees Meeting - May 16, 2022

Time: May 16, 2022 07:00 PM Central Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/89271812071?pwd=SHY0YUFEaXcvS1NqTkpBRzdDM3lyQT09>

Meeting ID: 892 7181 2071

Passcode: 875556

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BOARD OF TRUSTEES REGULAR MEETING

Minutes

7:00 p.m. | April 18, 2022

Chairman Cynthia Sherwood called the meeting to order at 7 p.m.

A motion to approve the agenda was made by John Eubanks; seconded by Val DeFever. Motion carried 5 – 0.

Sherwood welcomed guests; Kevin Brannum, John Eubanks, Val DeFever, Jeri Hammerschmidt, Lori Boots, Jonathan Sadhoo, Taylor Crawshaw, Allen Shockley, Tim Maclaskey, Andy Taylor, David Adams, Bridget Carson, Paul Molnar, Eric Figurski, Bruce Peterson, Vincent Bowhay and Cherie Stockton. Ashley Osburn was absent.

Pledge of Allegiance was led by Jeri Hammerschmidt.

Kevin Brannum read the Mission Statement, while John Eubanks read the Vision Statement.

Sherwood asked for discussion regarding the consent agenda. After no discussion, Sherwood requested a motion to approve. John Eubanks motioned to approve the consent agenda; Val DeFever seconded. Motion carried 5 – 0.

Sherwood asked for discussion regarding the payables presented by Dr. Jonathan Sadhoo. With no discussion, John Eubanks motioned to approve the payables; Val DeFever seconded. Motion carried 5 – 0.

Dr. Bowhay presented the Annual Audit Memo; wanting to secure the auditor for the upcoming year. Kevin Brannum motioned to approve; John Eubanks seconded. Motion carried 5 – 0

Dr. Bowhay discussed the Economic Impact Study and Program Demand Gap Analysis which would be used to measure economic growth with the cost being divided up over three years. Bowhay feels this will help define industry needs in our area and the Analyst tool used to forecast economic trends in our area, additional studies will be done around alumni outcomes and program gap analysis work in years two and three of the contract. Val DeFever motioned to approve; Kevin Brannum seconded. Motion carried 5 – 0.

Dr. Bowhay requested approval for Mona Saleh's Early Retirement, recommending we accept the request. John Eubanks motioned to approve; Jeri Hammerschmidt seconded. Motion carried 4 – 1 with Kevin Brannum opposed.

Dr. Bowhay mentioned that Budget meetings will be set with the trustees using the 3 on 3 set up as in the past. Bowhay also gave an updated-on Accreditation, stating he had received positive feedback. Moving on to the update regarding the Strategic Plan, Bowhay and Allen Shockley will join the Associate of College Planning meeting to discuss recalibrating years 4 and 5 and the ACE2 Strategic Plan. This work could also include efforts to promote Diversity Equity and Inclusion.

Dr. Bowhay also noted that dates for the Board retreat have gone out via email and are currently being considered by the Trustees.

Taylor Crawshaw gave an update on the Program Vitality Committee. Stated the ADHOC vitality committee met to discuss the vitality of the HPR program. It was voted that the program is not phased out but that it receives more support from ICC; with a vote of 5-0 the committee feels it needs to be placed in the revitalization program.

Crawshaw mentioned the programs up for review will be presented at the May and June Board meetings; a schedule for these presentations is listed below. These reviews will be sent to the trustees two weeks prior to the May/June board meetings.

| | |
|------------------------|-----------------------------------------|
| May 2022 | June 2022 |
| Accounting | Theatre Arts |
| Advanced EMS Education | Veterinary Nursing |
| EMS Education | Developmental Math |
| Biology | Pre-Psychology |
| English | Engineering, Math, and Physical Science |
| Developmental English | Cosmetology |

Crawshaw mentioned Graduation on May 7 at 10 a.m. Also mentioned the Presidents Luncheon honoring distinguished alumni and Professor Emeritus will be held on May 6.

Trustee Val DeFever spoke to the group about KACCT. The next meeting is set for June 3 & 4 in Colby, KS. DeFever also spoke about the HLC Conference she attended in Chicago.

John Eubanks motioned to move to Executive Session, seconded by Kevin Brannum, to recess for an Executive Session for discussion of *Personnel*, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1) for fifteen minutes. Open Session will resume at 7:45 p.m.; those invited to attend were *Dr. Bowhay, Lori Boots and Dr. Sadhoo*. *The session was extended an additional ten minutes for the session to end at 7:55 p.m. Those to attend the second session were Dr. Bowhay and Lori Boots.*

At 8:05 p.m., John Eubanks motioned to adjourn, Val DeFever seconded. Motion carried 5 – 0.

INDEPENDENCE COMMUNITY COLLEGE
2021-2022
Unaudited
Budget Summary-Revenue
For The Month End: 4/30/2022

| | 2021-22 | 2021-22 | 2021-22 | Estimated |
|-----------------------------------------------|------------------------|------------------------|------------------------|----------------------|
| | Published Budget | Operating Budget | Current YTD Revenue | % Budget Recorded |
| General Fund (11) | | | | |
| Student Revenue | | | | |
| Tuition | (\$1,134,545.84) | (\$1,134,545.84) | (\$737,996.00) | 65.05% |
| Fees | (1,578,612.36) | (1,578,612.36) | (954,764.00) | 60.48% |
| | (2,713,158.20) | (2,713,158.20) | (1,692,760.00) | 62.39% |
| Local Income | | | | |
| Real Estate Distribution | (5,279,934.84) | (5,279,934.84) | (3,741,640.02) | 70.87% |
| Motor Vehicle | (597,973.00) | (597,973.00) | (486,902.43) | 81.43% |
| Rec Vehicle/Watercraft | (10,859.00) | (10,859.00) | (10,405.11) | 95.82% |
| Delinquent Taxes | (103,452.14) | (103,452.14) | (143,712.08) | 138.92% |
| Other | 0.00 | 0.00 | (843.74) | 0.00% |
| | (5,992,218.98) | (5,992,218.98) | (4,383,503.38) | 73.15% |
| State of Kansas | | | | |
| State Operating Grant | (1,427,559.00) | (1,427,559.00) | (1,429,492.00) | 100.14% |
| State Grants and Contracts | 0.00 | 0.00 | 0.00 | 0.00% |
| Technology Grant - other | (16,573.00) | (16,573.00) | (16,824.00) | 101.51% |
| Maintenance of Effort Grant | 0.00 | 0.00 | (10,221.00) | 0.00% |
| | (1,444,132.00) | (1,444,132.00) | (1,456,537.00) | 100.86% |
| Federal Income | | | | |
| Indirect Costs | (44,690.00) | (44,690.00) | (696.00) | 1.56% |
| Other | | | | |
| ICC Foundation | (60,000.00) | (60,000.00) | 0.00 | 0.00% |
| Interest | (3,275.00) | (3,275.00) | (5,238.02) | 159.94% |
| Misc. | (833,000.00) | (833,000.00) | (496,735.68) | 59.63% |
| Fees (non-course fees) | (19,892.99) | (19,892.99) | (16,893.43) | 84.92% |
| | (916,167.99) | (916,167.99) | (518,867.13) | 56.63% |
| Transfers, Allowances and Carry-overs | 0.00 | 0.00 | 0.00 | 0.00% |
| Total General Fund | (11,110,367.17) | (11,110,367.17) | (8,052,363.51) | 72.48% |
| Postsecondary Technical Education (12) | | | | |
| Student Revenue | | | | |
| Tuition | (328,651.85) | (328,651.85) | (72,698.00) | 22.12% |
| Fees | (211,050.18) | (211,050.18) | (77,316.00) | 36.63% |
| | (539,702.03) | (539,702.03) | (150,014.00) | 27.80% |
| Other | | | | |
| State of Kansas PTE | (535,615.00) | (535,615.00) | (558,687.00) | 104.31% |
| State of Kansas SB155 | (110,775.00) | (110,775.00) | (227,863.00) | 205.70% |
| Cosmetology | (26,626.40) | (26,626.40) | (7,810.22) | 29.33% |
| Vet nursing | 0.00 | 0.00 | (3,923.10) | 0.00% |
| Other | (201,000.00) | (201,000.00) | 0.00 | 0.00% |
| | (874,016.40) | (874,016.40) | (798,283.32) | 91.34% |
| Transfers, Allowances and Carry-overs | | | | |
| Total Postsecondary Fund | (1,413,718.43) | (1,413,718.43) | (948,297.32) | 67.08% |
| Adult Education/GED (13) | | | | |
| Other Income | (15,000.00) | (15,000.00) | 0.00 | 0.00% |
| Non-mandatory Transfer | 0.00 | 0.00 | 0.00 | 0.00% |
| | (15,000.00) | (15,000.00) | 0.00 | 0.00% |
| Total Funds, 11, 12, 13 | (12,539,085.60) | (12,539,085.60) | (9,000,660.83) | 71.78% |

| | 2021-22 | 2021-22 | 2021-22 | Estimated |
|----------------------------------------------|------------------------|------------------------|------------------------|----------------|
| | Published | Operating | Current YTD | % Budget |
| | Budget | Budget | Revenue | Recorded |
| Auxiliary | | | | |
| Bookstore | | | | |
| Sales | (229,998.00) | (229,998.00) | (242,979.49) | 105.64% |
| Non-mandatory Transfer | (3,214.00) | (3,214.00) | 0.00 | 0.00% |
| | (233,212.00) | (233,212.00) | (242,979.49) | 104.19% |
| Meals | | | | |
| Student Sources | (900,000.00) | (900,000.00) | (750,337.00) | 83.37% |
| Other Sources | (13,895.00) | (13,895.00) | (18,000.00) | 129.54% |
| Non-mandatory Transfer | | | | |
| | (913,895.00) | (913,895.00) | (768,337.00) | 84.07% |
| Dorms | | | | |
| Student Sources- Dorms/Bluffstone | (754,000.00) | (754,000.00) | (957,958.88) | 127.05% |
| Student Accident Insurance | 0.00 | 0.00 | (28,600.00) | 0.00% |
| Non-mandatory Transfer | 0.00 | 0.00 | 0.00 | 0.00% |
| | (754,000.00) | (754,000.00) | (1,111,558.88) | 147.42% |
| Inge Center/Festival | | | | |
| Inge Center | (20,000.00) | (20,000.00) | (17,525.00) | 87.63% |
| Inge Festival | (78,800.00) | (78,800.00) | 0.00 | 0.00% |
| Non-Mandatory Transfer | 0.00 | 0.00 | 0.00 | 0.00% |
| | (98,800.00) | (98,800.00) | (17,525.00) | 17.74% |
| Transfers, Allowances and Carry-overs | | | | |
| | (3,214.00) | (3,214.00) | 0.00 | 0.00% |
| Total Auxiliary | (2,003,121.00) | (2,003,121.00) | (2,140,400.37) | 106.85% |
| ICC Foundation | | | | |
| Scholarship Support | (150,000.00) | (150,000.00) | (61,658.06) | 41.11% |
| Total ICCFoundation | (150,000.00) | (150,000.00) | (61,658.06) | 41.11% |
| Plant Funds | | | | |
| West Main | | | | |
| Capital Outlay | 0.00 | 0.00 | (795.31) | 0.00% |
| Foundation Support | (80,000.00) | (80,000.00) | 0.00 | 0.00% |
| Student Athlete Fee | (25,000.00) | (25,000.00) | (23,725.00) | 94.90% |
| Total Plant Funds | (105,000.00) | (105,000.00) | (24,520.31) | 23.35% |
| Federally Funded Programs | | | | |
| Veterans Success Center | (192,000.00) | (192,000.00) | (99,773.74) | 51.97% |
| Student Support Services | (291,415.00) | (291,415.00) | (163,852.24) | 56.23% |
| Upwards | (391,159.00) | (391,159.00) | (161,159.52) | 41.20% |
| Carl Perkins | 0.00 | 0.00 | (12,347.84) | 0.00% |
| HEERF II & III | (3,102,910.72) | (3,102,910.72) | (1,918,910.92) | 61.84% |
| Total Federally Funded Programs | (3,977,484.72) | (3,977,484.72) | (2,356,044.26) | 59.23% |
| Total College Operations | (18,774,691.32) | (18,774,691.32) | (13,583,283.83) | 72.35% |

INDEPENDENCE COMMUNITY COLLEGE
2021-2022
Unaudited

Budget Summary-Expenditures
For Month End:4/30/2022

| | 2021-22 | 2021-22 | 2021-22 | Estimated |
|-------------------------------------------------------------|---------------------|---------------------|-------------------------|----------------------|
| | Published Budget | Operating Budget | Current YTD Expenses | % Budget Recorded |
| General Fund (11) | | | | |
| Academic Instruction | | | | |
| 11-1100 General Instruction | \$335,215.00 | \$335,215.00 | \$28,718.26 | 8.57% |
| 11-1140 Online Instruction | 36,350.00 | 36,350.00 | 1,188.00 | 3.27% |
| 11-1141 Health & Wellness | 31,799.96 | 31,799.96 | 35,036.30 | 110.18% |
| 11-1150 Theatre | 188,071.00 | 188,071.00 | 162,195.68 | 86.24% |
| 11-1151 Music | 123,220.96 | 123,220.96 | 111,685.21 | 90.64% |
| 11-1152 Foreign Language | 0.00 | 0.00 | 0.00 | 0.00% |
| 11-1154 English | 292,145.96 | 292,145.96 | 297,900.44 | 101.97% |
| 11-1155 Art | 70,605.00 | 70,605.00 | 59,708.03 | 84.57% |
| 11-1156 Communications/Journalism | 85,111.00 | 85,111.00 | 90,597.18 | 106.45% |
| 11-1160 Workforce Development | 4,500.00 | 4,500.00 | 5,357.01 | 119.04% |
| 11-1161 Community Education | 90,432.00 | 90,432.00 | 84,700.03 | 93.66% |
| 11-1173 Social Sciences | 312,522.00 | 312,522.00 | 341,699.24 | 109.34% |
| 11-1174 Physical Science | 94,149.28 | 94,149.28 | 76,351.73 | 81.10% |
| 11-1175 Chemistry | 84,739.20 | 84,739.20 | 55,133.15 | 65.06% |
| 11-1176 Biology | 171,363.96 | 171,363.96 | 154,196.93 | 89.98% |
| 11-1177 Math | 160,126.60 | 160,126.60 | 142,935.41 | 89.26% |
| 11-1187 Accounting | 72,220.08 | 72,220.08 | 74,219.12 | 102.77% |
| 11-1188 Business | 4,800.04 | 4,800.04 | 215.76 | 4.49% |
| 11-1223 Fab Lab/Entrepreneur | 223,583.09 | 223,583.09 | 181,582.02 | 81.21% |
| Total Academic Instruction | 2,380,955.13 | 2,380,955.13 | 1,903,419.50 | 79.94% |
| Academic Support | | | | |
| 11-4100 Library | 156,441.00 | 156,441.00 | 109,492.51 | 69.99% |
| 11-4200 Academic Affairs | 280,045.02 | 280,045.02 | 190,391.25 | 67.99% |
| 11-4210 Online Administration | 0.00 | 0.00 | 0.00 | 0.00% |
| 11-4220 ICC West | 99,407.92 | 99,407.92 | 75,894.39 | 76.35% |
| 11-4230 Academic Advising | 0.00 | 0.00 | (25.00) | 0.00% |
| 11-4240 Online Administration | 18,649.96 | 18,649.96 | 4,207.64 | 22.56% |
| 11-4250 Tutoring | 27,800.67 | 27,800.67 | 25,238.48 | 90.78% |
| Total Academic Support | 582,344.57 | 582,344.57 | 405,199.27 | 69.58% |
| Total Instruction | 2,963,299.70 | 2,963,299.70 | 2,308,618.77 | 77.91% |
| <i>Postsecondary Technical Education (see detail below)</i> | | | | |
| Student Services | | | | |
| 11-5200 Financial Aid | 225,623.43 | 225,623.43 | 168,328.16 | 74.61% |
| 11-5300 Admissions | 155,802.96 | 155,802.96 | 90,307.66 | 57.96% |
| 11-5310 Navigators | 130,774.00 | 130,774.00 | 98,726.98 | 75.49% |
| 11-5400 Registrar | 129,340.56 | 129,340.56 | 106,385.73 | 82.25% |
| 11-5500 Athletic Administration | 610,233.96 | 610,233.96 | 471,553.19 | 77.27% |
| 11-5510 Football | 486,179.32 | 486,179.32 | 403,122.07 | 82.92% |
| 11-5520 Men's Basketball | 162,917.71 | 162,917.71 | 137,020.72 | 84.10% |
| 11-5530 Volleyball | 111,124.06 | 111,124.06 | 90,685.20 | 81.61% |
| 11-5540 Women's Basketball | 170,668.60 | 170,668.60 | 150,975.94 | 88.46% |
| 11-5560 Softball | 109,978.36 | 109,978.36 | 90,147.18 | 81.97% |
| 11-5580 Powerlifting | 75,729.28 | 75,729.28 | 45,226.04 | 59.72% |
| 11-5590 Cheer & Dance | 98,938.51 | 98,938.51 | 67,114.27 | 67.83% |
| 11-5595 Athletic Training | 135,285.96 | 135,285.96 | 101,359.96 | 74.92% |
| 11-5600 ICC NOW | 16,731.20 | 16,731.20 | 17,780.32 | 106.27% |
| 11-6510 Esports | 78,544.08 | 78,544.08 | 70,399.84 | 89.63% |

| | 2021-22 | 2021-22 | 2021-22 | Estimated |
|---------------------------------------------------------|----------------------|----------------------|----------------------|----------------|
| | Published | Operating | Current YTD | % Budget |
| | Budget | Budget | Expenses | Recorded |
| 11-5700 Student Life | 327,167.08 | 327,167.08 | 272,108.58 | 83.17% |
| Total Student Services | 3,025,039.07 | 3,025,039.07 | 2,381,241.84 | 78.72% |
| Institutional Support | | | | |
| 11-6000 Board of Trustees | 22,024.96 | 22,024.96 | 40,501.46 | 183.89% |
| 11-6100 President's Office | 457,399.48 | 457,399.48 | 280,085.65 | 61.23% |
| 11-6110 Human Resources | 289,213.96 | 289,213.96 | 202,272.49 | 69.94% |
| 11-6200 Financial Services | 568,296.04 | 568,296.04 | 485,799.58 | 85.48% |
| 11-6300 Public Relations - Marketing | 294,594.96 | 294,594.96 | 283,145.79 | 96.11% |
| 11-6310 Recruiting-International | 152,999.84 | 152,999.84 | 100,857.83 | 65.92% |
| 11-6420 Institutional Research | 95,612.56 | 95,612.56 | 65,912.54 | 68.94% |
| 11-6500 Institutional Support | 1,502,083.88 | 1,502,083.88 | 900,070.84 | 59.92% |
| 11-6600 Computing Department | 612,891.50 | 612,891.50 | 629,706.35 | 102.74% |
| 11-8900 Grant Writing | 76,920.96 | 76,920.96 | 63,235.29 | 82.21% |
| Total Insitutional Support | 4,072,038.14 | 4,072,038.14 | 3,051,587.82 | 74.94% |
| Scholarships | | | | |
| 11-8100 Scholarships | 1,906,500.00 | 1,906,500.00 | 783,587.39 | 41.10% |
| Total Scholarships | 1,906,500.00 | 1,906,500.00 | 783,587.39 | 41.10% |
| Transfers | | | | |
| 11-9200 Transfers and Carryovers | 444,999.96 | 444,999.96 | 405,541.66 | 91.13% |
| Operations and Maintenance | | | | |
| 11-7100 Repairs & Maintenance | 620,860.80 | 620,860.80 | 402,215.51 | 64.78% |
| 11-7200 Transportation | 181,496.33 | 181,496.33 | 179,363.16 | 98.82% |
| 11-7300 Grounds-Security | 92,086.76 | 92,086.76 | 83,270.05 | 90.43% |
| 11-7500 Campus Improvements | 1,087,693.63 | 1,087,693.63 | 567,962.88 | 52.22% |
| Total Operations and Maintenance | 1,982,137.52 | 1,982,137.52 | 1,232,811.60 | 62.20% |
| Transfer PTE Indirect Costs | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Fund 11 (does not include PTEamount above) | 14,394,014.39 | 14,394,014.39 | 10,163,389.08 | 70.61% |
| Postsecondary Technical Education (12) | | | | |
| Indirect Costs | 0.00 | 0.00 | 0.00 | 0.00% |
| 12-1200 General Instruction | 13,766.28 | 13,766.28 | 0.00 | 0.00% |
| 12-1220 Veterinary Nursing | 182,365.38 | 182,365.38 | 141,774.75 | 77.74% |
| 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 | 235,069.00 | 235,069.00 | 216,726.16 | 92.20% |
| 12-1274 Early Childhood Development | 0.00 | 0.00 | 6,756.24 | 0.00% |
| 12-1276 Mid-Management/Economics | 0.00 | 0.00 | 0.00 | 0.00% |
| 12-1277 Micro Computers | 153,150.00 | 153,150.00 | 138,829.45 | 90.65% |
| 12-1287 EMT | 82,754.88 | 82,754.88 | 48,829.25 | 59.00% |
| 12-1288 Allied Health/Long Term Care | 88,903.68 | 88,903.68 | 116,196.09 | 130.70% |
| Total Fund 12 | 756,009.22 | 756,009.22 | 669,111.94 | 88.51% |
| Adult Education | | | | |
| Fund 13 | | | | |
| 13-1301 ABE/GED | 52,288.00 | 52,288.00 | 52,288.00 | 100.00% |
| Total Fund 13 | 52,288.00 | 52,288.00 | 52,288.00 | 100.00% |
| Total Funds 11, 12 and 13 | 15,202,311.61 | 15,202,311.61 | 10,884,789.02 | 71.60% |
| Auxiliary | | | | |
| 16-9300 Bookstore | 488,400.32 | 488,400.32 | 289,684.01 | 59.31% |
| 16-9500 Dorms | 610,500.08 | 610,500.08 | 846,613.85 | 138.68% |
| 17-9500 Dorms-Bluffstone | 506,599.92 | 506,599.92 | 249,404.79 | 49.23% |

| | 2021-22 | 2021-22 | 2021-22 | Estimated |
|------------------------------------------|----------------------|----------------------|----------------------|---------------|
| | Published | Operating | Current YTD | % Budget |
| | Budget | Budget | Expenses | Recorded |
| 16-9600 Meals | 798,500.00 | 798,500.00 | 723,277.10 | 90.58% |
| 34-1100 Inge Center | 12,000.00 | 12,000.00 | 6,860.97 | 57.17% |
| 34-1200 Inge Festival | 235,832.60 | 235,832.60 | 161,097.85 | 68.31% |
| 48-4800 Technology | 0.00 | 0.00 | 0.00 | 0.00% |
| 48-4800 Student Athlete Fee | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Auxiliary | 2,651,832.92 | 2,651,832.92 | 2,276,938.57 | 85.86% |
| 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 | 81,880.94 | 0.00% |
| 36-8100 Foundation Scholarships | 0.00 | 0.00 | 61,121.00 | 0.00% |
| Total Foundation | 0.00 | 0.00 | 143,001.94 | 0.00% |
| Federally Funded Programs | | | | |
| 25-8100 Veterans Success Center | 137,711.88 | 137,711.88 | 152,950.24 | 111.07% |
| 31-8500 Upward Bound | 367,159.64 | 367,159.64 | 187,575.36 | 51.09% |
| 32-8300 Student Support Services | 296,432.11 | 296,432.11 | 176,685.37 | 59.60% |
| 39-1269 Carl Perkins | 0.00 | 0.00 | 12,847.80 | 0.00% |
| Total Federally Funded Programs | 801,303.63 | 801,303.63 | 530,058.77 | 66.15% |
| Total College Operations | 18,655,448.16 | 18,655,448.16 | 13,834,788.30 | 74.16% |

Independence Community College Account Summary
For Month End: April 30, 2022

| <u>Account Number</u> | <u>Account Type</u> | <u>Beginning Balance (04/01/2022)</u> | <u>Ending Balance (04/30/2022)</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 | \$ 642,173.33 | \$ 284,537.03 | N/A | N/A | Open |
| xxx264 | Checking | \$ 12,768.52 | \$ 18,015.01 | N/A | N/A | Open |
| xxx620 | Checking | \$ 1,000.00 | \$ 1,000.00 | N/A | N/A | Open |
| xxx976 | Checking | \$ 1.00 | \$ 1.00 | N/A | N/A | Open |
| xxx720 | Checking | \$ 1.00 | \$ 2,562.96 | N/A | N/A | Open |
| xxx826 | Money Market | \$ 700,676.98 | \$ 700,705.77 | 0.05% | \$ 28.79 | Open |
| xxx396 | Money Market | \$ 2,500,276.35 | \$ 1,500,069.87 | 0.05% | \$ 69.87 | Open |

| | | | | |
|----------------------|--|------------------------|------------------------|--------------------------|
| Total Balance | | \$ 3,857,897.18 | \$ 2,507,891.64 | |
| Variance | | | | \$ (1,350,005.54) |

Securities Pledged

Amount

Market Value

| | |
|-----------------------|--------------------------|
| Total Deposits | Total Withdrawals |
| \$377,081.22 | \$1,727,086.76 |

Letters of Credit

Expiration Date

Amount

| | | |
|-------------|-----------|-----------------------|
| FHLB #73193 | 6/16/2022 | \$ 1,700,000.00 |
| FHLB #74622 | 6/16/2022 | \$ 1,700,000.00 |
| | | \$3,400,000.00 |

| | |
|-------------------------|------------------------|
| Total Pledged | \$3,400,000.00 |
| FDIC Insurance | \$ 250,000.00 |
| Total Coverage | \$ 3,650,000.00 |
| Overage/Shortage | \$ 1,142,108.36 |

Personnel Report – May 2022

New Hires

| Effective Date | Name | Job Title | Schedule | Rate of Pay |
|----------------|------------------|-----------------------------------------------------|-------------|--------------------------------------|
| 04/06/2022 | Eric Kurtz | Volunteer Football Coach | AV-1 | Room & Meals |
| 04/25/2022 | Jeremy Patterson | Assistant Football Coach | AS-2 | \$20,000.00 |
| 04/26/2022 | Devon Russell | Volunteer Football Coach | AV-1 | Room & Meals |
| 08/01/2022 | Zachary Cooke | Associate Professor – Vocal Music & Choral Director | Faculty V-3 | \$49,550.00 plus \$3,500.00 Director |

Separations

| Effective Date | Name | Job Title | Schedule | Rate of Pay | Date of Hire |
|----------------|--------------------|--------------------------------------------|----------|-------------|--------------|
| 04/20/2022 | Alan Parsons | Veteran’s Student Success Center Director | CS-3 | \$50,832.00 | 04/05/2021 |
| 04/22/2022 | Marshall Henderson | Assistant Coach – Men’s Basketball | AS-2 | \$25,300.00 | 10/11/2021 |
| 05/05/2022 | Laura Cranor | Payroll Specialist II | CS-1 | \$38,000.00 | 03/23/2020 |
| 05/09/2022 | Tiffany Strickland | Administrative Assistant III – West Campus | CHNE-3 | \$16.00 | 04/01/2021 |
| 05/09/2022 | Zachary Mitchell | Digital Communications Director II | CS-4 | \$55,000.00 | 08/09/2022 |
| 05/09/2022 | Jordan Hearn | Recruiter II | CS-1 | \$36,000.00 | 05/01/2021 |
| 05/23/2022 | K.J. Conklin | Assistant Coach – Men’s Basketball | AS-2 | \$25,300.00 | 07/07/2021 |

Current Staffing

| | FULL-TIME SALARY | FULL-TIME HOURLY | PART-TIME | VOLUNTEERS | CONTRACT | OPEN POSITIONS | TOTAL EMPLOYEES |
|--------------------|------------------|------------------|-----------|------------|----------|----------------|-----------------|
| PRESIDENT OFFICE | 3 | 0 | 0 | 0 | 0 | 0 | 3 |
| FOUNDATION | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| MARKETING | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| HUMAN RESOURCES | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| STUDENT AFFAIRS | 9 | 0 | 1 | 0 | 0 | 1 | 11 |
| FINANCE/OPERATIONS | 12 | 11 | 2 | 0 | 0 | 0 | 25 |
| ATHLETICS | 21 | 0 | 1 | 4 | 0 | 1 | 27 |
| ACADEMIC AFFAIRS | 16 | 3 | 1 | 0 | 0 | 8 | 28 |
| FACULTY | 27 | 0 | 0 | 0 | 0 | 2 | 29 |
| | | | | | | | |
| TOTALS | 93 | 14 | 5 | 4 | 0 | 12 | 128 |

Grant-Funded Positions 17

OPEN POSITIONS:

- 1) Veteran Student Success Center Director (grant funded)
- 2) Athletic Trainer
- 3) Associate Professor of Physical Science
- 4) EMS Program Director/Associate Professor of EMS
- 5) SSS STEM Advisor - Math & Science (grant funded))
- 6) SSS / TRIO Math Tutor – part-time (grant funded)
- 7) Upward Bound Program Director (grant funded)
- 8) Upward Bound Tutor - part-time (grant funded)
- 9) Rural Outreach Program Director (grant funded)
- 10) Rural Outreach Recruiter (grant funded)
- 11) Rural Outreach Advisor (grant funded)
- 12) Rural Outreach Tutor (grant funded)

Grants Report, May 1, 2022

| Ref. No. | Grant Name | Description | Potential Funding | Comments |
|-----------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------|
| Activity Since Last Report | | | | |
| 1 | Council on Libraries and Information Resources "Recordings at Risk" | For digitization of all audio/visual materials in the Inge Collection. | \$39,800.00 | Notified 4.4.22 of decline. |
| 2 | National Endowment for the Humanities "Preservation Assistance" program | For digitization, categorization, and rights clearance assistance for all materials in Inge Collection. No match | \$350,000.00 | Notified 4.5.22 of decline. |
| 3 | Truth Initiative | Anti-smoking and vaping campaign. For FY 22 through 2024. | \$18,522.00 | Notified 4.12.22 of acceptance. For FY-22-23. |
| 4 | Title III eligibility | Application to renew Title III status; provides waiver from having to match certain federal funding. For FY 22-23 | \$30,000.00 | Notified 4.6.22 of acceptance. |
| 5 | Community Service Tax Credits, Kansas Dept. of Commerce | For credits toward construction of elevator at Student Union | up to \$200,000 | Submitted 4.28.22, anticipated July notification |
| 6 | Wal Mart Community Grants | Support for Pirate Pantry | \$5,000.00 | Submitted 4.6.22. Anticipated July notification. |

| Prior Submitted Proposals, Under Current Review | | | | |
|--------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------|
| 1 | U.S. Dept. of Education: HEERF III, Supplemental Grants | Additional COVID related impact relief | \$200,000.00 | Submitted 3.28.22. Anticipated June notification. |
| 2 | Kansas Creative Arts Industries Commission Guest Artists | For a "Guest Artist Series" of six different guest artists in arts, music, and theater. Match from Fine Arts budget | \$7,500.00 | Submitted 3.17.22. Anticipated May notification. |
| 3 | Community Service Tax Credits, Kansas Dept. of Commerce | For credits toward construction of elevator at Student Union | \$200,000.00 | Submitted 4.28.22. Anticipated July notification. Submitted via ICC Foundation |
| 4 | Wal Mart Community Grants | Support for Pirate Pantry | \$5,000.00 | Submitted 4.6.22. Anticipated July notification. |
| Total Submitted Now Under Review | | | \$412,500.00 | |
| Prospective Proposals | | | | |
| 1 | U.S. Department of Veterans Affairs | Veterans Upward Bound program | Approx. \$1.5 million for five years | Anticipated June submission |
| 2 | Delmas Foundation | For digitizing efforts related to the Inge archive | Approx. \$15,000 | Anticipated May submission. |
| Total, Grant Awards To Be Expensed FY 2021-2022 | | | | |
| | Grant Name | Description | Funding for AY 2021-22 | Comments |

| | | | | |
|---|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------|
| 1 | American Rescue Plan Strengthening Institutions Program | For SIP-eligible (Title III only) institutions, supplemental reimbursement for COVID-related expenses | \$105,465.00 | Notified accepted 8.5.21. Award for FY 21-22 |
| 2 | Kansas Creative Arts Industries Commission, Visiting Artist Grant | For music department visiting artists and public concerts, AY 21-22. Requires approx. \$2,000 match, Fine Arts budget. | \$6,330.00 | Notified 5.21.21 of acceptance. \$6,330.00 for FY 21-22 |
| 3 | Kansas Creative Arts Industries Commission Equipment Grant | For Assistive Listening System for audiences at William Inge Theater. 1:1 match via equipment budget | \$2,605.00 | Notified 5.21.21 of acceptance. \$2,605.00 for FY 21-22 |
| 4 | League for Innovation in the Community College "Project Firstline" | Funds for curriculum enhancement and implementation for nursing program | \$40,665.00 | Notified 6.7.21 of acceptance. Award for FY 21-22. |
| 5 | Kansas Creative Arts Industries Commission | Equipment grant. For backstage video and audio stage monitoring system at Inge Theater. 1:1 match | \$1,414.00 | Acceptance 8.28.20. Proposal through ICC Foundation. For FY 21-22. |
| 6 | National Endowment for the Arts, Projects for the Arts | Inge House playwrights, Jan. 1 2021 through Dec. 31, 2023 | \$15,000.00 | Acceptance 11.11.20. Proposal through Inge Foundation. For FY 21-22 projects. |
| 7 | 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. | \$109,460.00 | Acceptance 12.30.20. Expenditure FY 22-23: \$163,259.60. FY 23-24: \$164,851.98. |
| 8 | Title III eligibility | Application to renew Title III status; provides waiver from having to match certain federal funding. For FY 21-22 | \$31,250.00 | Approved 4.29.21. Funding formula allows same amount for FY 20-21 and FY 21-22. |

| | | | | |
|--------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 9 | U.S. Small Business Administration Shuttered Venue Operators Grants | For 2022 Inge Festival operating expenses | \$18,014.00 | Notified 8.23.21 of acceptance. |
| 10 | Supplemental U.S. Small Business Administration Shuttered Venue Operators Grants | Eligible for additional SVOG award for Inge. | \$9,007.00 | Notified 9.7.21 of acceptance. Submitted 8.23.31 |
| 11 | Council for Opportunity in Education, First Generation grants | For recognition of first-generation students | \$500.00 | Notified 9.8.21 of acceptance. Applied 8.6.21. |
| 12 | National Science Foundation--Mentor Connect | A grant to hire a consultant to help write National Science Foundation proposal. | \$30,000.00 | Notified 11.8.21 of acceptance |
| 13 | U.S. Department of Education: Rural Postsecondary Education Program | Improve student outcomes for students at rural serving colleges--extensive outreach and academic and career counseling | \$177,090.00 | Notified 12.27.21 of acceptance. Calendar year 2022: \$354,180; 2023: \$334,381; 2024: \$343,547. Total all 3 years: \$1,032,565. |
| 14 | Title III eligibility | Application to renew Title III status; provides waiver from having to match certain federal funding. For FY 22-23 | \$0.00 | Notified 4.6.22 of acceptance. FY 22-23, approx. \$10,000; FY 23-24 approx. \$8,522.00. Total both years: \$18,522.00 |
| 15 | Title III eligibility | Application to renew Title III status; provides waiver from having to match certain federal funding. For FY 22-23 | \$0.00 | Notified 4.6.22 of acceptance. Approx. \$30,000 for academic year 22-23. |
| Total Awarded for spending FY 21-22 | | | \$546,800.00 | |

| ICC | | | | | |
|---------------------------------------------|-------------------------------------------|-------------------------------------------|----------|-------------|-----------------|
| Highlighted Expenses Covered by Grant Funds | | | | | |
| Payables Month Ending April 30, 2022 | | | | | |
| CheckNumber | VendorName | Description | TRXDATE | Amount | Account |
| 17105 | KASFAA | KASFAA Conference Registration | 4/4/2022 | \$ 135.00 | 11-5200-681-000 |
| 17105 | KASFAA | KASFAA Conference Registration | 4/4/2022 | \$ 135.00 | 11-5200-681-000 |
| 17105 | KASFAA | KASFAA Conference Registration | 4/4/2022 | \$ 135.00 | 11-5200-681-000 |
| 17106 | ICC Student | ICC Student Financial Aid Refund | 4/4/2022 | \$ 3,336.00 | 11-0000-203-000 |
| 17106 | Quality Automotive of Independence/Toyota | Fleet vehicle registrations/lease | 4/4/2022 | \$ 3,712.00 | 11-7200-645-000 |
| 17107 | City Of Independence | Water fee, Practice field | 4/6/2022 | \$ 24.95 | 11-6500-632-000 |
| 17107 | City Of Independence | Water fee, Practice field 2 | 4/6/2022 | \$ 24.95 | 11-6500-632-000 |
| 17107 | City Of Independence | Water/sewer fee, Admin Bldg | 4/6/2022 | \$ 460.70 | 11-6500-632-000 |
| 17107 | City Of Independence | Water/sewer fee, Cessna Bldg | 4/6/2022 | \$ 87.35 | 11-6500-632-000 |
| 17107 | City Of Independence | Water/sewer fee, Main Campus | 4/6/2022 | \$ 1,346.15 | 11-6500-632-000 |
| 17107 | City Of Independence | Water/sewer fee, West campus | 4/6/2022 | \$ 119.19 | 11-6500-632-000 |
| 17107 | City Of Independence | Sanitation service, ICC West | 4/6/2022 | \$ 200.00 | 11-6500-679-000 |
| 17108 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 203.00 | 11-0000-203-000 |
| 17108 | Grass Roots Design Group, Inc. | Team Athletic Gear (WBB) | 4/6/2022 | \$ 506.79 | 11-5540-698-000 |
| 17109 | CI Sport | CI Sport - ICC Gear | 4/6/2022 | \$ 1,276.83 | 16-9300-742-000 |
| 17110 | Purchase Power | Postage for meter | 4/6/2022 | \$ 643.00 | 11-6500-611-000 |
| 17111 | RB Marketplace LLC | Vindy - Books | 4/6/2022 | \$ 69.23 | 16-9300-740-000 |
| 17111 | RB Marketplace LLC | Vindy - Books | 4/6/2022 | \$ 17.57 | 16-9300-740-000 |
| 17111 | RB Marketplace LLC | Vindy - Textbooks | 4/6/2022 | \$ 287.28 | 16-9300-743-000 |
| 17112 | Building Controls and Services, Inc. | replacement thermostats in admin. Bldg. | 4/6/2022 | \$ 1,060.78 | 11-7100-824-000 |
| 17113 | Kastler, Jason | Campus & grounds security | 4/6/2022 | \$ 3,520.00 | 11-7300-661-000 |
| 17114 | Fine Line Design | Fine Line Design - ICC Gear | 4/6/2022 | \$ 812.16 | 16-9300-742-000 |
| 17115 | McElhaney, Taylor | Athletic Trainer Coverage for Game Day | 4/6/2022 | \$ 100.00 | 11-5500-646-000 |
| 17116 | Maiden, Amanda R. | Athletic Trainer Coverage for Game Day | 4/6/2022 | \$ 150.00 | 11-5500-646-000 |
| 17117 | Fastenal | HVAC Supplies | 4/6/2022 | \$ 33.74 | 11-7100-824-000 |
| 17118 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 719.83 | 11-0000-203-000 |
| 17118 | Toyota Financial Services | Fleet vehicle lease | 4/6/2022 | \$ 685.00 | 11-7200-645-000 |
| 17119 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 99.00 | 11-0000-203-000 |
| 17119 | Smith, Allen Dwayne | Game Day Operations | 4/6/2022 | \$ 1,160.00 | 11-5500-646-000 |
| 17120 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 1,527.00 | 11-0000-203-000 |
| 17120 | Newton's True Value | Restroom Supplies | 4/6/2022 | \$ 3.98 | 11-7100-719-000 |
| 17120 | Newton's True Value | Restroom supplies / Fine Arts Bldg. | 4/6/2022 | \$ 12.87 | 11-7300-661-000 |
| 17120 | Newton's True Value | Plumbing supplies / Student Union Kitchen | 4/6/2022 | \$ 15.78 | 16-9600-649-000 |
| 17121 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 448.00 | 11-0000-203-000 |
| 17121 | Firex, Inc | bi annual fire inspection | 4/6/2022 | \$ 316.50 | 11-7300-661-000 |

| | | | | | |
|-------|---------------------------------|------------------------------------------------|----------|-------------|-----------------|
| 17122 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 327.00 | 11-0000-203-000 |
| 17122 | D & A Electrical Systems LLC | Academic, camera installation | 4/6/2022 | \$ 300.00 | 11-6600-663-000 |
| 17122 | D & A Electrical Systems LLC | Academic Video surveillance | 4/6/2022 | \$ 1,285.00 | 11-6600-850-000 |
| 17123 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 495.00 | 11-0000-203-000 |
| 17123 | Indy Print Services | Print services February | 4/6/2022 | \$ 2,400.00 | 11-6500-646-000 |
| 17123 | Indy Print Services | Xerox page pack/blk & color | 4/6/2022 | \$ 616.14 | 11-6500-646-000 |
| 17124 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 14.00 | 11-0000-203-000 |
| 17124 | Emert Chub Reynolds, LLC | Legal services | 4/6/2022 | \$ 262.50 | 11-6000-662-000 |
| 17125 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 78.00 | 11-0000-203-000 |
| 17125 | Unitas Global Kansas City, Inc | Backup services April 2022 | 4/6/2022 | \$ 2,660.96 | 11-6600-646-000 |
| 17126 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 465.00 | 11-0000-203-000 |
| 17126 | Carpenter, Jeff K. | Livestream/Radio Broadcast set up play-by-play | 4/6/2022 | \$ 6,000.00 | 11-5500-646-000 |
| 17127 | ICC Student | ICC Student Financial Aid Refund | 4/4/2022 | \$ 1,616.00 | 11-0000-203-000 |
| 17127 | Four County Mental Health, Inc. | Mental Health First Aid fees | 4/6/2022 | \$ 300.00 | 11-6110-717-000 |
| 17128 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 1,081.00 | 11-0000-203-000 |
| 17128 | Potter Manufacturing Company | Potter Decals - ICC Gear | 4/6/2022 | \$ 182.57 | 16-9300-740-000 |
| 17129 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 56.00 | 11-0000-203-000 |
| 17129 | Arlan Co. Inc. | Softball Supplies | 4/6/2022 | \$ 269.65 | 11-5560-698-000 |
| 17130 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 499.36 | 11-0000-203-000 |
| 17130 | Hugo's Industrial Supply, Inc | Athletic Supplies | 4/6/2022 | \$ 12.50 | 11-5510-698-000 |
| 17130 | Hugo's Industrial Supply, Inc | Athletic Supplies | 4/6/2022 | \$ 19.29 | 11-5510-698-000 |
| 17130 | Hugo's Industrial Supply, Inc | Athletic Supplies | 4/6/2022 | \$ 34.03 | 11-5510-698-000 |
| 17130 | Hugo's Industrial Supply, Inc | Athletic Supplies | 4/6/2022 | \$ 46.61 | 11-5510-698-000 |
| 17130 | Hugo's Industrial Supply, Inc | custodial supplies | 4/6/2022 | \$ 33.43 | 11-7100-708-000 |
| 17130 | Hugo's Industrial Supply, Inc | custodial supplies | 4/6/2022 | \$ 106.37 | 11-7100-708-000 |
| 17130 | Hugo's Industrial Supply, Inc | Custodial supplies | 4/6/2022 | \$ 626.63 | 11-7100-708-000 |
| 17130 | Hugo's Industrial Supply, Inc | Pallet Wrap | 4/6/2022 | \$ 18.49 | 11-7100-708-000 |
| 17130 | Hugo's Industrial Supply, Inc | Hugo's - Postage | 4/6/2022 | \$ 7.44 | 16-9300-611-000 |
| 17131 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 2,223.00 | 11-0000-203-000 |
| 17131 | Jocks Nitch | WBB Championship T-shirts | 4/6/2022 | \$ 399.00 | 11-5500-723-000 |
| 17132 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 495.00 | 11-0000-203-000 |
| 17132 | KJCCC | Additional WBB/MBB Game (Officials) | 4/6/2022 | \$ 1,218.00 | 11-5500-646-000 |
| 17133 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 1,856.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,320.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 590.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 790.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,085.00 | 11-0000-203-000 |

| | | | | | |
|-------|-------------------------------------------|----------------------------------------------------|----------|--------------|-----------------|
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,175.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,135.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 340.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,175.00 | 11-0000-203-000 |
| 17133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 17133 | Ane Maes Coffee And Sandwich Shop | Interviewee and committee meal | 4/6/2022 | \$ 92.00 | 11-6110-602-000 |
| 17134 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 242.00 | 11-0000-203-000 |
| 17134 | Bluffstone: The Villas at ICC | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,230.00 | 11-0000-203-000 |
| 17134 | Bluffstone: The Villas at ICC | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 2,300.00 | 11-0000-203-000 |
| 17134 | Bluffstone: The Villas at ICC | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 2,050.00 | 11-0000-203-000 |
| 17134 | Bluffstone: The Villas at ICC | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 1,640.00 | 11-0000-203-000 |
| 17134 | Bluffstone: The Villas at ICC | ICC Student Financial Aid Housing Payment | 4/6/2022 | \$ 160.00 | 11-0000-203-000 |
| 17134 | Republic Services #376 | Admin & fuel recovery fees | 4/6/2022 | \$ 1,100.35 | 11-6500-679-000 |
| 17134 | Republic Services #376 | Sanitation serv., Maintenance | 4/6/2022 | \$ 352.32 | 11-6500-679-000 |
| 17134 | Republic Services #376 | Sanitation service, Cessna bld | 4/6/2022 | \$ 195.47 | 11-6500-679-000 |
| 17134 | Republic Services #376 | Sanitation service, Fine Arts | 4/6/2022 | \$ 79.54 | 11-6500-679-000 |
| 17134 | Republic Services #376 | Sanitations service, Dorms | 4/6/2022 | \$ 754.25 | 16-9500-679-000 |
| 17134 | Republic Services #376 | Waste container rental, dorms | 4/6/2022 | \$ 304.15 | 16-9500-679-000 |
| 17134 | Republic Services #376 | Sanitation service, Cafeteria | 4/6/2022 | \$ 516.16 | 16-9600-679-000 |
| 17135 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 130.00 | 11-0000-203-000 |
| 17135 | Pearson Education | Pearson - Textbooks | 4/6/2022 | \$ 1,698.05 | 16-9300-743-000 |
| 17136 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 498.00 | 11-0000-203-000 |
| 17136 | Quality Automotive of Independence/Toyota | Fleet Service | 4/6/2022 | \$ 75.08 | 11-7200-649-000 |
| 17137 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 2,480.00 | 11-0000-203-000 |
| 17137 | Sayers Ace Hardware | Theatre set supplies | 4/6/2022 | \$ 16.18 | 11-1151-692-000 |
| 17138 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 163.00 | 11-0000-203-000 |
| 17138 | HB Innovations | Contracts and Compensation Analysis (Inv. 3139906) | 4/6/2022 | \$ 605.00 | 11-6000-662-000 |
| 17139 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 2,096.00 | 11-0000-203-000 |
| 17139 | Joe Smith Company | SNACKS FOR RESALE | 4/6/2022 | \$ 236.60 | 16-9300-740-000 |
| 17139 | Joe Smith Company | Joe Smith - Snacks for Resale | 4/6/2022 | \$ 129.30 | 16-9300-740-000 |
| 17140 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 1,640.00 | 11-0000-203-000 |
| 17140 | Virtual Care Group, LLC | Medical/Behavioral/Counseling Virtual Care | 4/6/2022 | \$ 3,526.28 | 11-6500-719-001 |
| 17141 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 1,988.73 | 11-0000-203-000 |
| 17141 | Data Storage Corporation | Cloud Hosting/Infrastructure | 4/6/2022 | \$ 388.33 | 11-6600-646-000 |
| 17142 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 323.53 | 11-0000-203-000 |
| 17142 | Consolidated Management Co. | Esports Tournament Meals | 4/6/2022 | \$ 521.40 | 11-5700-693-000 |
| 17142 | Consolidated Management Co. | Board charges 3/2-3/23/22 | 4/6/2022 | \$ 58,126.75 | 16-9600-602-000 |

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|-------|-------------------------------------------|--------------------------------------------------------------|-----------|--------------|-----------------|
| 17143 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 317.00 | 11-0000-203-000 |
| 17143 | Woods Lumber of Independence, Ks. INC | Supplies | 4/6/2022 | \$ 43.98 | 11-7500-820-000 |
| 17144 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 39.36 | 11-0000-203-000 |
| 17144 | Cintas Corporation No. 2 | Uniforms | 4/6/2022 | \$ 35.00 | 11-7100-708-000 |
| 17144 | Cintas Corporation No. 2 | Uniforms | 4/6/2022 | \$ 35.00 | 11-7100-708-000 |
| 17144 | Cintas Corporation No. 2 | Uniforms | 4/6/2022 | \$ 35.00 | 11-7100-708-000 |
| 17144 | Cintas Corporation No. 2 | Uniforms | 4/6/2022 | \$ 35.00 | 11-7100-708-000 |
| 17144 | Cintas Corporation No. 2 | Uniforms | 4/6/2022 | \$ 35.00 | 11-7100-708-000 |
| 17145 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 618.00 | 11-0000-203-000 |
| 17145 | Stephany, Wayne M. | Game Day Operations | 4/6/2022 | \$ 440.00 | 11-5500-646-000 |
| 17146 | ICC Student | ICC Student Financial Aid Refund | 4/6/2022 | \$ 134.47 | 11-0000-203-000 |
| 17146 | Corkill, William Alan Jr. | Game Day Operations | 4/6/2022 | \$ 880.00 | 11-5500-646-000 |
| 17147 | Miller, Terry P. | Game Day Operations | 4/6/2022 | \$ 800.00 | 11-5500-646-000 |
| 17148 | Independence Heat & Air, Inc. | Student Union kitchen/Freezer | 4/6/2022 | \$ 1,005.50 | 11-7100-824-000 |
| 17149 | Fab Lab ICC | WBB Promotion | 4/6/2022 | \$ 136.50 | 11-5500-723-000 |
| 17150 | Villarreal, Michael | Game Day Operations | 4/6/2022 | \$ 1,000.00 | 11-5500-646-000 |
| 17151 | Adams, David | Reimbursement for airfare | 4/6/2022 | \$ 469.40 | 11-5700-601-000 |
| 17152 | Oak Hall Industries,L.P. | Oak Hall - Caps and Gowns | 4/13/2022 | \$ 1,643.65 | 11-5400-708-000 |
| 17153 | Building Controls and Services, Inc. | Sales tax for dorm project | 4/13/2022 | \$ 18,968.11 | 16-9500-825-000 |
| 17154 | Toyota Financial Services | Fleet Vehicle Lease | 4/13/2022 | \$ 590.11 | 11-7200-645-000 |
| 17154 | Toyota Financial Services | Fleet Vehicle Lease | 4/13/2022 | \$ 586.67 | 11-7200-645-000 |
| 17154 | Toyota Financial Services | Fleet Vehicle Lease | 4/13/2022 | \$ 545.24 | 11-7200-645-000 |
| 17155 | O'Reilly Auto Parts | Supplies | 4/13/2022 | \$ 9.98 | 11-7100-701-000 |
| 17156 | Kopco, Inc. | VETERAN SUCCESS BROCHURES | 4/13/2022 | \$ 100.98 | 25-8100-615-000 |
| 17157 | Quality Automotive of Independence/Toyota | Fleet registration | 4/13/2022 | \$ 199.08 | 11-7200-719-000 |
| 17158 | Insight Public Sector, Inc. | Cisco Smart Net | 4/13/2022 | \$ 1,419.26 | 11-6600-646-000 |
| 17158 | Insight Public Sector, Inc. | Cisco Firepower Firewall | 4/13/2022 | \$ 3,683.46 | 11-6600-850-000 |
| 17159 | Lamar Texas Limited Partnership | Hwy 75 Billboard | 4/13/2022 | \$ 140.00 | 11-6300-615-000 |
| 17160 | McCaffery, Isaias | Mileage reimbursement | 4/13/2022 | \$ 185.07 | 11-1173-601-000 |
| 17161 | Mardis, Josie | Mileage reimbursement-Jenks OK | 4/13/2022 | \$ 112.32 | 32-8302-601-000 |
| 17162 | CPR Pest Management, Inc | Student Union Kitchen | 4/13/2022 | \$ 65.00 | 16-9600-661-000 |
| 17162 | CPR Pest Management, Inc | Student Union Kitchen | 4/13/2022 | \$ 65.00 | 16-9600-661-000 |
| 17163 | Red Tiger Hay Inc. | Tire mount on van 1 | 4/13/2022 | \$ 15.00 | 11-7200-649-000 |
| 17164 | PrestoSports, LLC | Website Core Package - Inv. SI-54320 (2021-2022) | 4/13/2022 | \$ 2,740.50 | 11-5500-646-000 |
| 17164 | PrestoSports, LLC | Website Core Package- Inv. SI-SI-44270 (2020 - 2021) | 4/13/2022 | \$ 2,610.00 | 11-5500-646-000 |
| 17165 | Leaman, Mark | handrails constructed/installed on Admin. Bldg. | 4/13/2022 | \$ 1,700.00 | 11-7300-719-000 |
| 17166 | D & A Electrical Systems LLC | Quarterly Fire Alarm Monitoring | 4/13/2022 | \$ 283.50 | 11-7300-661-000 |
| 17167 | O'Reilly Auto Parts | Floor dry - grease tank at student union kitchen leaking oil | 4/13/2022 | \$ 12.98 | 16-9600-649-000 |
| 17168 | Montgomery County Sheriff | Basketball game Security | 4/13/2022 | \$ 1,500.00 | 11-5500-646-000 |

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|-------|----------------------------------------------|--------------------------------------------------------|-----------|--------------|-----------------|
| 17169 | Derailed Commodity DBA HMS Enterprises, Inc. | AC 200 remodel - Carpet/Install | 4/13/2022 | \$ 4,141.22 | 11-7500-820-000 |
| 17170 | Houck, Michael J. | Reimbursement from Maintenance Supplies Purchased | 4/13/2022 | \$ 10.65 | 11-7100-708-000 |
| 17171 | Hugo's Industrial Supply, Inc | Custodial Supplies | 4/13/2022 | \$ 96.52 | 11-7100-708-000 |
| 17172 | Nelnet | Mar.2022 Hosting & Maintenance | 4/13/2022 | \$ 780.20 | 11-6500-695-000 |
| 17173 | Quality Automotive of Independence/Toyota | Vehicle Service | 4/13/2022 | \$ 75.08 | 11-7200-647-000 |
| 17173 | Quality Automotive of Independence/Toyota | Vehicle Service | 4/13/2022 | \$ 69.32 | 11-7200-647-000 |
| 17174 | Woods Lumber of Independence, Ks. INC | Maintenance Shop tools | 4/13/2022 | \$ 17.99 | 11-7100-701-000 |
| 17174 | Woods Lumber of Independence, Ks. INC | Administration sink repairs | 4/13/2022 | \$ 35.96 | 11-7100-824-000 |
| 17174 | Woods Lumber of Independence, Ks. INC | AC 200 remodel - carpet Threshold | 4/13/2022 | \$ 30.27 | 11-7500-820-000 |
| 17175 | Admiral Express, LLC | Furniture | 4/13/2022 | \$ 60,147.10 | 11-7500-820-000 |
| 17176 | Romans Outdoor Power | Bad Boy Lawnmower - Oil Filters/Oil & Hydraulic Change | 4/13/2022 | \$ 291.40 | 11-7100-649-000 |
| 17176 | Romans Outdoor Power | Kubota side by side utility oil/filters | 4/13/2022 | \$ 137.71 | 11-7100-649-000 |
| 17177 | Bowhay, Vincent | HLC Conference Meal Reimbursement | 4/13/2022 | \$ 81.28 | 11-6100-626-000 |
| 17178 | Right Move Properties | Two Airbnb's for Festival Guest Housing | 4/15/2022 | \$ 1,435.00 | 34-1200-607-000 |
| 17179 | Joyce-Hoven, Hannah | Inge Artistic Director April | 4/20/2022 | \$ 2,500.00 | 34-1200-663-001 |
| 17180 | City Of Independence | Ambulance Standby for Athletic Events | 4/20/2022 | \$ 84.00 | 11-5500-646-000 |
| 17181 | Sandbagger Golf Cars | Admissions golf cart repair | 4/20/2022 | \$ 80.00 | 11-7100-649-000 |
| 17182 | Jarred, Gilmore & Phillips, PA | Final audit billing | 4/20/2022 | \$ 15,000.00 | 11-6200-663-000 |
| 17183 | 4Imprint, Inc. | Love Indy t-shirts | 4/20/2022 | \$ 1,055.11 | 11-5700-693-000 |
| 17184 | Houla Entertainment, LLC | Houla Entertainment- Prince Ivan Performance | 4/20/2022 | \$ 5,500.00 | 11-5700-710-000 |
| 17185 | Fine Line Design | HLC Appreciation Shirts | 4/20/2022 | \$ 1,002.00 | 11-6100-693-000 |
| 17186 | Triple D Plumbing, Inc. | Fine Arts Sewer drain cleanout | 4/20/2022 | \$ 360.00 | 11-7100-824-000 |
| 17187 | SDC-League Health Fund | Health fund-Gina Femia | 4/20/2022 | \$ 75.00 | 34-1200-663-000 |
| 17188 | SDC-Leage Pension Fund | Pension Fund for Director Estefania Fadul | 4/20/2022 | \$ 75.00 | 34-1200-663-000 |
| 17189 | Toyota Financial Services | Fleet Vehicle Lease | 4/20/2022 | \$ 701.24 | 11-7200-645-000 |
| 17189 | Toyota Financial Services | Fleet Vehicle Lease | 4/20/2022 | \$ 499.00 | 11-7200-645-000 |
| 17189 | Toyota Financial Services | Fleet Vehicle Lease | 4/20/2022 | \$ 489.00 | 11-7200-645-000 |
| 17190 | Bates, Lakin | Athletic Training Coverage for Softball | 4/20/2022 | \$ 150.00 | 11-5500-646-000 |
| 17191 | D & A Electrical Systems LLC | 2022 Annual Fire Inspections | 4/20/2022 | \$ 1,315.00 | 11-7300-661-000 |
| 17191 | D & A Electrical Systems LLC | AC 200 remodel electrical box | 4/20/2022 | \$ 4,995.00 | 11-7500-820-000 |
| 17192 | Indy Print Services | Printer supplies | 4/20/2022 | \$ 359.98 | 11-6500-646-000 |
| 17193 | O'Reilly Auto Parts | Mower supplies | 4/20/2022 | \$ 40.88 | 11-7100-649-000 |
| 17193 | O'Reilly Auto Parts | Mower supplies | 4/20/2022 | \$ 198.82 | 11-7100-649-000 |
| 17194 | White, Amanda Deierling | Inge Production Mgr. April | 4/20/2022 | \$ 1,666.66 | 34-1200-703-760 |
| 17195 | Hugo's Industrial Supply, Inc | Pirate Pantry Restock- Hugo's | 4/20/2022 | \$ 186.89 | 11-5700-850-000 |
| 17195 | Hugo's Industrial Supply, Inc | Custodial Supplies | 4/20/2022 | \$ 78.24 | 11-7100-708-000 |
| 17195 | Hugo's Industrial Supply, Inc | Custodial Supplies | 4/20/2022 | \$ 284.89 | 11-7100-708-000 |
| 17195 | Hugo's Industrial Supply, Inc | Custodial Supplies | 4/20/2022 | \$ 241.00 | 11-7100-708-000 |
| 17196 | Quality Paint and Body | Repairs 21 Ford Transit (Reimbursed by Insurance) | 4/20/2022 | \$ 3,788.34 | 11-7200-647-000 |

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| 17197 | Fleetpool USA, LLC | Fleet vehicle lease | 4/20/2022 | \$ 805.00 | 11-7200-645-000 |
| 17197 | Fleetpool USA, LLC | Fleet vehicle lease | 4/20/2022 | \$ 805.00 | 11-7200-645-000 |
| 17197 | Fleetpool USA, LLC | Fleet vehicle lease | 4/20/2022 | \$ 805.00 | 11-7200-645-000 |
| 17197 | Fleetpool USA, LLC | Fleet vehicle lease | 4/20/2022 | \$ 805.00 | 11-7200-645-000 |
| 17197 | Fleetpool USA, LLC | NC Quick Pass 1/18/22-626PSM | 4/20/2022 | \$ 4.16 | 11-7200-645-000 |
| 17198 | Independence Chiropratic | Athletic Physical Work Day | 4/20/2022 | \$ 1,000.00 | 11-5500-646-000 |
| 17199 | Sayers Ace Hardware | Keys for football shed & field | 4/20/2022 | \$ 14.95 | 11-7300-719-000 |
| 17200 | FAB Creative Services, LLC | BROCHURE DESIGN | 4/20/2022 | \$ 50.00 | 25-8100-615-000 |
| 17202 | BSN Sports, LLC | Football Tackling Wheel | 4/20/2022 | \$ 1,505.23 | 11-5510-698-000 |
| 17203 | Consolidated Management Co. | Consolidated Management - SEK Leadership | 4/20/2022 | \$ 300.00 | 11-4200-601-000 |
| 17203 | Consolidated Management Co. | Multicultural Grad Reception | 4/20/2022 | \$ 49.65 | 11-5700-693-000 |
| 17203 | Consolidated Management Co. | Food Service Pirate Pantry Restock- 32494 | 4/20/2022 | \$ 117.44 | 11-5700-850-000 |
| 17203 | Consolidated Management Co. | Pirate Pantry Restock- Food Service | 4/20/2022 | \$ 191.13 | 11-5700-850-000 |
| 17204 | Woods Lumber of Independence, Ks. INC | AC 200 remodel | 4/20/2022 | \$ 5.94 | 11-7500-820-000 |
| 17204 | Woods Lumber of Independence, Ks. INC | AC 200 remodel | 4/20/2022 | \$ 15.86 | 11-7500-820-000 |
| 17205 | Fab Lab ICC | Gala Tickets | 4/20/2022 | \$ 4.25 | 11-1151-613-000 |
| 17205 | Fab Lab ICC | Orchestra Concert Flyer | 4/20/2022 | \$ 18.00 | 11-1151-613-000 |
| 17205 | Fab Lab ICC | Fab Lab | 4/20/2022 | \$ 7.11 | 11-1155-617-000 |
| 17205 | Fab Lab ICC | Fab Lab | 4/20/2022 | \$ 10.00 | 11-4200-701-000 |
| 17205 | Fab Lab ICC | General Education Posters | 4/20/2022 | \$ 15.98 | 11-4200-701-000 |
| 17206 | ICC Student | Student Refunds | 4/20/2022 | \$ 1,568.24 | 11-0000-203-000 |
| 17207 | Market Road Films, Inc. | Playwright Honoree | 4/21/2022 | \$ 5,000.00 | 34-1200-663-000 |
| 17208 | Harris Jr., Harold Adam | Festival Tribute Director | 4/21/2022 | \$ 1,500.00 | 34-1200-663-000 |
| 17209 | Femia, Gina | New Voices Award Receiptient | 4/26/2022 | \$ 2,000.00 | 34-1200-663-000 |
| 17210 | Hovell, Ashley | Inge Artistic Relations | 4/26/2022 | \$ 5,000.00 | 34-1200-663-000 |
| 17211 | Hundevad, Michael | Builder, SWEAT Tribute | 4/26/2022 | \$ 1,650.00 | 34-1200-663-000 |
| 17212 | Armstrong, Hannah Kyrie Rose | Festival Production Stage Mgr | 4/26/2022 | \$ 750.00 | 34-1200-663-000 |
| 17213 | Scanlon, Janet | Actor | 4/26/2022 | \$ 300.00 | 34-1200-663-000 |
| 17214 | LaFlamme, Marcel | Director, Scholar's Conference | 4/26/2022 | \$ 500.00 | 34-1200-663-000 |
| 17215 | Rice, Rona Victoria | TYA Panelist | 4/26/2022 | \$ 500.00 | 34-1200-663-000 |
| 17216 | Spicer, Michael Joseph | New Play Respondent | 4/26/2022 | \$ 750.00 | 34-1200-663-000 |
| 17217 | Thompson, Zachary James | Builder, SWEAT Tribute | 4/26/2022 | \$ 1,650.00 | 34-1200-663-000 |
| 17218 | Doveton, Mary | New Play Respondent | 4/26/2022 | \$ 750.00 | 34-1200-663-000 |
| 17219 | Holland Davis, Khalia Simone | TYA Panelist | 4/26/2022 | \$ 500.00 | 34-1200-663-000 |
| 17220 | Kitchens, Christian | Sound Tech/Build, Lighting | 4/26/2022 | \$ 1,000.00 | 34-1200-663-000 |
| 17221 | Green, Raynesha | Actor | 4/26/2022 | \$ 300.00 | 34-1200-663-000 |
| 17222 | Rivas, Rebecca | New Play Lab Actor | 4/26/2022 | \$ 470.00 | 34-1200-663-000 |
| 17223 | Tomlinson, Emily | New Play Lab Actor | 4/26/2022 | \$ 470.00 | 34-1200-663-000 |
| 17224 | Bizner, Joseph | New Play Lab Actor | 4/26/2022 | \$ 470.00 | 34-1200-663-000 |

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| 17225 | Miramontes Loya, Ana Karen | New Play Lab Actor | 4/26/2022 | \$ 470.00 | 34-1200-663-000 |
| 17226 | Watt, Elizabeth | Play-making Ensemble | 4/26/2022 | \$ 500.00 | 34-1200-663-000 |
| 17227 | Williams, Jordan | New Play Lab Actor | 4/26/2022 | \$ 470.00 | 34-1200-663-000 |
| 17228 | Cooper, Tori | New Play Lab Actor | 4/26/2022 | \$ 320.00 | 34-1200-663-000 |
| 17229 | Thompson, Jacqueline | TYA Panelist | 4/26/2022 | \$ 500.00 | 34-1200-663-000 |
| 17230 | Flood, Julia | TYA Panelist | 4/26/2022 | \$ 500.00 | 34-1200-663-000 |
| 17231 | Mayer, C Andrew Willis | Inge,Tribute Lighting Director | 4/26/2022 | \$ 500.00 | 34-1200-663-000 |
| 17232 | White, Amanda Deierling | Managing Director | 4/26/2022 | \$ 178.00 | 34-1200-703-760 |
| 17233 | Rose, Stacy Roxanne | Festival Tribue Writer | 4/26/2022 | \$ 3,200.00 | 34-1200-663-000 |
| 17234 | Hicks, Morgan | Director, New Play Lab reading | 4/26/2022 | \$ 900.00 | 34-1200-663-000 |
| 17235 | Goodwright LLC | Facilitator, TYA workshop | 4/26/2022 | \$ 500.00 | 34-1200-663-000 |
| 17236 | Valdez, Mark | Guest Artist | 4/26/2022 | \$ 500.00 | 34-1200-663-000 |
| 17237 | Jones, Timothy | Scenic Designer, SWEAT/Tribute | 4/26/2022 | \$ 1,500.00 | 34-1200-663-000 |
| 17238 | Menefee, Charissa | Director, New Play lab reading | 4/26/2022 | \$ 900.00 | 34-1200-663-000 |
| 17239 | RB Marketplace LLC | Vindy - Textbooks | 4/27/2022 | \$ 755.28 | 16-9300-743-000 |
| 17239 | RB Marketplace LLC | Vindy - Textbooks | 4/27/2022 | \$ 280.22 | 16-9300-743-000 |
| 17240 | Swanson House, Inc. | Campaign Counsel Fee for May 2022 | 4/27/2022 | \$ 3,000.00 | 11-6500-663-000 |
| 17241 | Building Controls and Services, Inc. | Coupler inserts-Dorms | 4/27/2022 | \$ 231.94 | 16-9500-850-000 |
| 17242 | Comstock, Allan D | Payment to Judge | 4/27/2022 | \$ 294.42 | 71-1151-285-011 |
| 17243 | D & A Electrical Systems LLC | Fiber Upgrade | 4/27/2022 | \$ 17,450.00 | 11-7500-820-000 |
| 17244 | Whitten, Alan D. | Payment for Judge | 4/27/2022 | \$ 268.07 | 71-1151-285-011 |
| 17245 | ConvergeOne, Inc. | 1 Yr Horizon Renewal | 4/27/2022 | \$ 8,573.00 | 11-6600-646-000 |
| 17246 | Indoff, Incorporated | Business Office-Checks | 4/27/2022 | \$ 522.88 | 11-6200-701-000 |
| 17246 | Indoff, Incorporated | Print Head Wiper | 4/27/2022 | \$ 218.88 | 11-6600-850-000 |
| 17246 | Indoff, Incorporated | Printing supplies | 4/27/2022 | \$ 279.70 | 11-6600-850-000 |
| 17247 | Joe Smith Company | Snacks for Resale-Joe Smith | 4/27/2022 | \$ 179.08 | 16-9300-740-000 |
| 17247 | Joe Smith Company | Snacks for Resale--Joe Smith | 4/27/2022 | \$ 360.20 | 16-9300-740-000 |
| 17248 | Consolidated Management Co. | Snack for Art Juried Exhibit | 4/27/2022 | \$ 221.50 | 11-1155-617-000 |
| 17248 | Consolidated Management Co. | Consolidated-Cookies for Events | 4/27/2022 | \$ 157.50 | 11-6500-710-000 |
| 17248 | Consolidated Management Co. | Consolidated - Sandwiches | 4/27/2022 | \$ 70.00 | 16-9300-740-000 |
| 17249 | Marianna Industries Inc. | Marianna - Cosmo Supplies | 4/27/2022 | \$ 89.31 | 12-1273-700-000 |
| 17250 | Fab Lab ICC | Fab Lab-Business Cards | 4/27/2022 | \$ 57.98 | 16-9300-701-000 |
| 17251 | Bowhay, Vincent | Lunch meeting | 4/27/2022 | \$ 21.57 | 11-6100-602-000 |
| 17251 | Bowhay, Vincent | Reimb. for Student Meeting Meal | 4/27/2022 | \$ 45.38 | 11-6100-602-000 |
| 001000 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001001 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001002 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001003 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001004 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |

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| 001005 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001006 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001007 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001008 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001009 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001010 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001011 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001012 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001013 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001014 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001015 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001016 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001017 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001018 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001019 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001020 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001021 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001022 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001023 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001024 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001025 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001026 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 180.00 | 31-8505-540-000 |
| 001027 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001028 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001029 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001030 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001031 | ICC Student | Jan./Feb./Mar. Stipends | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001032 | ICC Student | Jan./Feb/ Mar. Stipend | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001033 | ICC Student | Jan./Feb/ Mar. Stipend | 4/13/2022 | \$ 60.00 | 31-8505-540-000 |
| 001036 | ICC Student | Jan./Feb/ Mar. Stipend | 4/13/2022 | \$ 120.00 | 31-8505-540-000 |
| 001037 | ICC Student | Jan./Feb/ Mar. Stipend | 4/14/2022 | \$ 180.00 | 31-8505-540-000 |
| 001038 | ICC Student | Jan./Feb./ March Stipends | 4/14/2022 | \$ 60.00 | 31-8505-540-000 |
| 001039 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 352.73 | 11-0000-203-000 |
| 001040 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 861.01 | 11-0000-203-000 |
| 001041 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 680.00 | 11-0000-203-000 |
| 001042 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 1,138.00 | 11-0000-203-000 |
| 001043 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 1,441.24 | 11-0000-203-000 |
| 001044 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 651.64 | 11-0000-203-000 |
| 001045 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 1,960.00 | 11-0000-203-000 |

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| 001046 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 1,423.96 | 11-0000-203-000 |
| 001047 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 5.00 | 11-0000-203-000 |
| 001048 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 382.50 | 11-0000-203-000 |
| 001049 | ICC Student | ICC Student Financial Aid Refund | 4/26/2022 | \$ 1,700.00 | 11-0000-203-000 |
| 001050 | ICC Student | ICC Student Financial Aid Previous Refund | 4/26/2022 | \$ 1,310.75 | 11-0000-203-000 |
| 0017088 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 2,184.00 | 11-0000-203-000 |
| 0017089 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 495.00 | 11-0000-203-000 |
| 0017090 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 3,048.00 | 11-0000-203-000 |
| 0017091 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 255.67 | 11-0000-203-000 |
| 0017092 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 263.34 | 11-0000-203-000 |
| 0017093 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 396.00 | 11-0000-203-000 |
| 0017094 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 17.82 | 11-0000-203-000 |
| 0017095 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 621.00 | 11-0000-203-000 |
| 0017096 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 234.00 | 11-0000-203-000 |
| 0017097 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 895.00 | 11-0000-203-000 |
| 0017098 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 711.00 | 11-0000-203-000 |
| 0017099 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,237.00 | 11-0000-203-000 |
| 0017100 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 791.76 | 11-0000-203-000 |
| 0017101 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,001.00 | 11-0000-203-000 |
| 0017102 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,442.28 | 11-0000-203-000 |
| 0017103 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 195.00 | 11-0000-203-000 |
| 0017104 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1.00 | 11-0000-203-000 |
| 0017105 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,616.00 | 11-0000-203-000 |
| 0017106 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 3,336.00 | 11-0000-203-000 |
| 0017107 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,081.00 | 11-0000-203-000 |
| 0017108 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 203.00 | 11-0000-203-000 |
| 0017109 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 56.00 | 11-0000-203-000 |
| 0017110 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 499.36 | 11-0000-203-000 |
| 0017111 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 2,223.00 | 11-0000-203-000 |
| 0017111 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 2,096.00 | 11-0000-203-000 |
| 0017112 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 495.00 | 11-0000-203-000 |
| 0017113 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,856.00 | 11-0000-203-000 |
| 0017114 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 242.00 | 11-0000-203-000 |
| 0017115 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 134.47 | 11-0000-203-000 |
| 0017116 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 130.00 | 11-0000-203-000 |
| 0017117 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 498.00 | 11-0000-203-000 |
| 0017118 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 719.83 | 11-0000-203-000 |
| 0017119 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 99.00 | 11-0000-203-000 |
| 0017120 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,527.00 | 11-0000-203-000 |

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| 0017121 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 448.00 | 11-0000-203-000 |
| 0017122 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 327.00 | 11-0000-203-000 |
| 0017123 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 495.00 | 11-0000-203-000 |
| 0017124 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 14.00 | 11-0000-203-000 |
| 0017125 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 78.00 | 11-0000-203-000 |
| 0017126 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 465.00 | 11-0000-203-000 |
| 0017127 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 2,480.00 | 11-0000-203-000 |
| 0017128 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 163.00 | 11-0000-203-000 |
| 0017129 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 39.36 | 11-0000-203-000 |
| 0017130 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 323.53 | 11-0000-203-000 |
| 0017131 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 317.00 | 11-0000-203-000 |
| 0017132 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 618.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,175.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,175.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 790.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,135.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,320.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 590.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,085.00 | 11-0000-203-000 |
| 0017133 | ICC Student Housing | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 340.00 | 11-0000-203-000 |
| 0017134 | Bluffstone: The Villas at Independence LLC | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,640.00 | 11-0000-203-000 |
| 0017134 | Bluffstone: The Villas at Independence LLC | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 2,050.00 | 11-0000-203-000 |
| 0017134 | Bluffstone: The Villas at Independence LLC | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 160.00 | 11-0000-203-000 |
| 0017134 | Bluffstone: The Villas at Independence LLC | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 2,300.00 | 11-0000-203-000 |
| 0017134 | Bluffstone: The Villas at Independence LLC | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,640.00 | 11-0000-203-000 |
| 0017134 | Bluffstone: The Villas at Independence LLC | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,230.00 | 11-0000-203-000 |
| 0017134 | Bluffstone: The Villas at Independence LLC | ICC Student Financial Aid Housing Payment | 4/12/2022 | \$ 1,988.73 | 11-0000-203-000 |
| EFT000000000001 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,405.86 | 11-0000-203-000 |
| EFT000000000001 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 693.00 | 11-0000-203-000 |
| EFT000000000002 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 343.37 | 11-0000-203-000 |
| EFT000000000002 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 4,667.31 | 11-0000-203-000 |
| EFT000000000003 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,445.07 | 11-0000-203-000 |
| EFT000000000003 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,114.00 | 11-0000-203-000 |
| EFT000000000004 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 576.82 | 11-0000-203-000 |

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| EFT000000000004 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 1,935.86 | 11-0000-203-000 |
| EFT000000000005 | ICC Student | ICC Student Financial Aid Refund | 4/12/2022 | \$ 155.00 | 11-0000-203-000 |
| EFT000000003602 | Atmos Energy | Gas services, ICC West | 4/6/2022 | \$ 914.38 | 11-6500-633-000 |
| EFT000000003603 | Philadelphia Insurance Companies | Campus insurance | 4/4/2022 | \$ 3,640.60 | 11-6500-622-000 |
| EFT000000003605 | WEX BANK | Fleet fuel card payment | 4/7/2022 | \$ 4,167.72 | 11-7200-721-000 |
| EFT000000003606 | Marathon Finishing Systems, Inc. | Paint booth/Fab lab (50% Grant Funding) | 4/8/2022 | \$ 5,335.45 | 37-1223-850-001 |
| EFT000000003607 | Amazon Capitol Services | Business office supplies | 4/13/2022 | \$ 198.41 | 11-6200-701-000 |
| EFT000000003607 | Amazon Capitol Services | Air purifiers and filters | 4/13/2022 | \$ 822.61 | 11-6500-719-001 |
| EFT000000003607 | Amazon Capitol Services | Replacement air filters | 4/13/2022 | \$ 55.37 | 11-6500-719-001 |
| EFT000000003607 | Amazon Capitol Services | Vacuum cleaner parts | 4/13/2022 | \$ 47.91 | 11-7100-649-000 |
| EFT000000003607 | Amazon Capitol Services | Vacuum cleaner parts | 4/13/2022 | \$ 75.59 | 11-7100-649-000 |
| EFT000000003607 | Amazon Capitol Services | Custodial supplies | 4/13/2022 | \$ 29.77 | 11-7100-708-000 |
| EFT000000003607 | Amazon Capitol Services | Custodial supplies | 4/13/2022 | \$ 48.94 | 11-7100-708-000 |
| EFT000000003607 | Amazon Capitol Services | damaged item - returned | 4/13/2022 | \$ 30.27 | 11-7100-708-000 |
| EFT000000003607 | Amazon Capitol Services | Maintenance supplies | 4/13/2022 | \$ 32.37 | 11-7100-708-000 |
| EFT000000003607 | Amazon Capitol Services | Transportation-dash cams | 4/13/2022 | \$ 991.72 | 11-7200-719-000 |
| EFT000000003607 | Amazon Capitol Services | LED replacement bulbs | 4/13/2022 | \$ 289.44 | 11-7300-719-000 |
| EFT000000003607 | Amazon Capitol Services | LED puck lights for AC 200 remodel | 4/13/2022 | \$ 108.60 | 11-7500-820-000 |
| EFT000000003607 | Amazon Capitol Services | Office Supplies | 4/13/2022 | \$ 96.26 | 16-9300-701-000 |
| EFT000000003608 | Evergy | Electricity ICC West | 4/13/2022 | \$ 1,760.49 | 11-6500-635-000 |
| EFT000000003608 | Evergy | Electricity ICC West Sign | 4/13/2022 | \$ 24.87 | 11-6500-635-000 |
| EFT000000003609 | Eaton Compressor & Fabrication, Inc. | Fab Lab, compressor | 4/13/2022 | \$ 6,125.00 | 37-1223-850-001 |
| EFT000000003610 | Hucke, Andrea | Intl. Recruiting Consultant | 4/13/2022 | \$ 2,000.00 | 11-5700-646-000 |
| EFT000000003611 | Academic Office Credit Card | Amazon/Supplies-Bookbinding | 4/6/2022 | \$ 19.77 | 11-1155-617-000 |
| EFT000000003611 | Academic Office Credit Card | Flight to Conference | 4/6/2022 | \$ 185.00 | 11-1156-601-000 |
| EFT000000003611 | Academic Office Credit Card | American Airline - Baggage Check | 4/6/2022 | \$ 30.00 | 11-1173-601-000 |
| EFT000000003611 | Academic Office Credit Card | Eastern Sociological Society Conference | 4/6/2022 | \$ 80.00 | 11-1173-601-000 |
| EFT000000003611 | Academic Office Credit Card | Flight to Conference | 4/6/2022 | \$ 402.70 | 11-1173-601-000 |
| EFT000000003611 | Academic Office Credit Card | Uber | 4/6/2022 | \$ 3.19 | 11-1173-601-000 |
| EFT000000003611 | Academic Office Credit Card | Uber | 4/6/2022 | \$ 21.27 | 11-1173-601-000 |
| EFT000000003611 | Academic Office Credit Card | AMATYC-Brian | 4/6/2022 | \$ 95.00 | 11-1177-682-000 |
| EFT000000003611 | Academic Office Credit Card | AMATYC-Brian | 4/6/2022 | \$ 95.00 | 11-1177-682-000 |
| EFT000000003611 | Academic Office Credit Card | Cab ride to Hotel | 4/6/2022 | \$ 41.40 | 11-4200-601-000 |
| EFT000000003611 | Academic Office Credit Card | Cab ride to Hotel | 4/6/2022 | \$ 24.00 | 11-4200-601-000 |
| EFT000000003611 | Academic Office Credit Card | Cab ride to Hotel | 4/6/2022 | \$ 139.39 | 11-4200-601-000 |
| EFT000000003611 | Academic Office Credit Card | Cab ride to Hotel | 4/6/2022 | \$ 37.35 | 11-4200-601-000 |
| EFT000000003611 | Academic Office Credit Card | Maggiano's | 4/6/2022 | \$ 50.52 | 11-4200-601-000 |
| EFT000000003611 | Academic Office Credit Card | Pizza for Fine Arts Day | 4/6/2022 | \$ 312.99 | 11-4200-602-000 |
| EFT000000003611 | Academic Office Credit Card | Wal-Mart | 4/6/2022 | \$ 29.40 | 11-4200-602-000 |

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| EFT00000003611 | Academic Office Credit Card | Amazon | 4/6/2022 | \$ 89.39 | 11-4200-701-000 |
| EFT00000003611 | Academic Office Credit Card | Assessment Academy Graduate Workshop | 4/6/2022 | \$ 2,200.00 | 11-4200-707-000 |
| EFT00000003611 | Academic Office Credit Card | Flight to Conference | 4/6/2022 | \$ 267.20 | 11-4200-707-000 |
| EFT00000003611 | Academic Office Credit Card | Flight to Conference | 4/6/2022 | \$ 307.20 | 11-4200-707-000 |
| EFT00000003611 | Academic Office Credit Card | Flight to Conference | 4/6/2022 | \$ 307.20 | 11-4200-707-000 |
| EFT00000003611 | Academic Office Credit Card | ATE NEW ORLEANS DINNER | 4/6/2022 | \$ 60.26 | 11-4200-717-000 |
| EFT00000003611 | Academic Office Credit Card | Mentor Connect Workshop | 4/6/2022 | \$ 394.76 | 11-4200-717-000 |
| EFT00000003611 | Academic Office Credit Card | Rock & Rye | 4/6/2022 | \$ 15.84 | 11-4200-717-000 |
| EFT00000003611 | Academic Office Credit Card | CSCA Conference | 4/6/2022 | \$ 496.20 | 11-4200-717-001 |
| EFT00000003611 | Academic Office Credit Card | Ane Mae's | 4/6/2022 | \$ 30.00 | 11-4250-602-000 |
| EFT00000003611 | Academic Office Credit Card | Wal-Mart | 4/6/2022 | \$ 618.84 | 11-4250-602-000 |
| EFT00000003611 | Academic Office Credit Card | Name Badges | 4/6/2022 | \$ 100.55 | 11-4250-701-000 |
| EFT00000003611 | Academic Office Credit Card | Graduation Plaques | 4/6/2022 | \$ 198.50 | 11-5400-708-000 |
| EFT00000003611 | Academic Office Credit Card | USPS Mailing Diplomas | 4/6/2022 | \$ 66.20 | 11-5400-708-000 |
| EFT00000003611 | Academic Office Credit Card | Pizza for Fine Arts Day | 4/6/2022 | \$ 311.00 | 11-6310-660-000 |
| EFT00000003612 | Parsons, Alan Purchase Card | Vet Lounge March Xbox GamePass | 4/6/2022 | \$ 16.41 | 25-8100-646-000 |
| EFT00000003612 | Parsons, Alan Purchase Card | Walmart Vet Lounge Supplies | 4/6/2022 | \$ 64.00 | 25-8100-701-000 |
| EFT00000003612 | Parsons, Alan Purchase Card | Refer A Veteran Gift Card | 4/6/2022 | \$ 1,543.80 | 25-8100-710-000 |
| EFT00000003612 | Parsons, Alan Purchase Card | Refer A Veteran Gift Card Program 2 | 4/6/2022 | \$ 2,058.30 | 25-8100-710-000 |
| EFT00000003612 | Parsons, Alan Purchase Card | Refer A Veteran Gift Card Program 3 | 4/6/2022 | \$ 411.90 | 25-8100-710-000 |
| EFT00000003612 | Parsons, Alan Purchase Card | Refer A Veteran Gift Card Program 4 | 4/6/2022 | \$ 514.80 | 25-8100-710-000 |
| EFT00000003612 | Parsons, Alan Purchase Card | Refer A Veteran Gift Card Program 5 | 4/6/2022 | \$ 288.42 | 25-8100-710-000 |
| EFT00000003614 | Bartton, Annika Purchase Card | Canva renewal | 4/6/2022 | \$ 12.99 | 31-8505-701-000 |
| EFT00000003614 | Bartton, Annika Purchase Card | stamps.com renewal | 4/6/2022 | \$ 17.99 | 31-8505-701-000 |
| EFT00000003614 | Bartton, Annika Purchase Card | Deposit for Saturday Session Speaker | 4/6/2022 | \$ 1,462.50 | 31-8505-719-000 |
| EFT00000003614 | Bartton, Annika Purchase Card | Lock-In Breakfast | 4/6/2022 | \$ 32.00 | 31-8505-719-000 |
| EFT00000003614 | Bartton, Annika Purchase Card | Lock-In Dinner | 4/6/2022 | \$ 250.99 | 31-8505-719-000 |
| EFT00000003614 | Bartton, Annika Purchase Card | Lock-In Supplies | 4/6/2022 | \$ 681.25 | 31-8505-719-000 |
| EFT00000003615 | Vidali, Anthony Purchase Card | Team Travel Meal | 4/6/2022 | \$ 21.88 | 11-5595-601-000 |
| EFT00000003615 | Vidali, Anthony Purchase Card | Team Travel Meal | 4/6/2022 | \$ 11.33 | 11-5595-601-000 |
| EFT00000003615 | Vidali, Anthony Purchase Card | Team Travel Meal | 4/6/2022 | \$ 19.05 | 11-5595-601-000 |
| EFT00000003615 | Vidali, Anthony Purchase Card | Team Travel Meal | 4/6/2022 | \$ 6.17 | 11-5595-601-000 |
| EFT00000003615 | Vidali, Anthony Purchase Card | Athletic Supplies | 4/6/2022 | \$ 23.42 | 11-5595-698-000 |
| EFT00000003615 | Vidali, Anthony Purchase Card | Athletic Supplies | 4/6/2022 | \$ 48.04 | 11-5595-698-000 |
| EFT00000003615 | Vidali, Anthony Purchase Card | Athletic Supplies | 4/6/2022 | \$ 7.64 | 11-5595-698-000 |
| EFT00000003615 | Vidali, Anthony Purchase Card | Athletic Supplies | 4/6/2022 | \$ 21.77 | 11-5595-698-000 |
| EFT00000003615 | Vidali, Anthony Purchase Card | Athletic Supplies | 4/6/2022 | \$ 10.93 | 11-5595-698-000 |
| EFT00000003616 | Beurskens, Benny Purchase Card | Door lock parts | 4/6/2022 | \$ 10.49 | 11-7100-649-000 |
| EFT00000003616 | Beurskens, Benny Purchase Card | Vacuum cleaner parts | 4/6/2022 | \$ 12.98 | 11-7100-649-000 |

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| EFT00000003616 | Beurskens, Benny Purchase Card | Maintenance shop tools | 4/6/2022 | \$ 129.72 | 11-7100-701-000 |
| EFT00000003616 | Beurskens, Benny Purchase Card | Bottled water - maintenance shop | 4/6/2022 | \$ 24.20 | 11-7100-719-000 |
| EFT00000003616 | Beurskens, Benny Purchase Card | Filing cabinet keys | 4/6/2022 | \$ 22.32 | 11-7100-719-000 |
| EFT00000003616 | Beurskens, Benny Purchase Card | Filing cabinet keys | 4/6/2022 | \$ 17.95 | 11-7100-719-000 |
| EFT00000003616 | Beurskens, Benny Purchase Card | Fleet vehicles - car wash | 4/6/2022 | \$ 20.00 | 11-7200-719-000 |
| EFT00000003616 | Beurskens, Benny Purchase Card | Trash can lids | 4/6/2022 | \$ 255.56 | 11-7300-719-000 |
| EFT00000003616 | Beurskens, Benny Purchase Card | AC 200 - remodel - paint | 4/6/2022 | \$ 11.00 | 11-7500-820-000 |
| EFT00000003616 | Beurskens, Benny Purchase Card | AC 200 remodel - anti-microbial paint | 4/6/2022 | \$ 977.00 | 11-7500-820-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | banner and swag x 3 | 4/6/2022 | \$ 2,269.65 | 11-5300-711-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | ipad for ihs career fair | 4/6/2022 | \$ 316.31 | 11-5700-693-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | senior checklist handouts | 4/6/2022 | \$ 163.48 | 11-6310-613-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | extra signing day shirts | 4/6/2022 | \$ 139.45 | 11-6310-617-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | baskets for student events | 4/6/2022 | \$ 37.28 | 11-6310-660-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | food for appreciation brunch | 4/6/2022 | \$ 60.00 | 11-6310-660-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | constant contact membership | 4/6/2022 | \$ 125.00 | 11-6310-681-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | plug ins for offices | 4/6/2022 | \$ 30.65 | 11-6310-701-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | wallflowers and plug in for office | 4/6/2022 | \$ 45.43 | 11-6310-701-000 |
| EFT00000003617 | Joseph, Brooke Purchase Card | coffee for admissions office | 4/6/2022 | \$ 30.58 | 11-6310-850-000 |
| EFT00000003618 | Peterson, Bruce Purchase Card | Hotel 2.11.22 NSF conference | 4/6/2022 | \$ 68.07 | 11-8900-601-000 |
| EFT00000003618 | Peterson, Bruce Purchase Card | Hotel 2.7.22 NSF conference | 4/6/2022 | \$ 55.60 | 11-8900-601-000 |
| EFT00000003618 | Peterson, Bruce Purchase Card | IHOP 2.9.22 meal NSF conference | 4/6/2022 | \$ 14.30 | 11-8900-601-000 |
| EFT00000003618 | Peterson, Bruce Purchase Card | Tulsa Airport parking 2.11.22 | 4/6/2022 | \$ 33.31 | 11-8900-601-000 |
| EFT00000003618 | Peterson, Bruce Purchase Card | Inge web squar3espace 2.27.22 | 4/6/2022 | \$ 20.00 | 34-1100-705-000 |
| EFT00000003619 | Bailey, Chelsea Purchase Card | Color | 4/6/2022 | \$ 15.29 | 12-0100-485-000 |
| EFT00000003619 | Bailey, Chelsea Purchase Card | Develop crm | 4/6/2022 | \$ 3.03 | 12-0100-485-000 |
| EFT00000003619 | Bailey, Chelsea Purchase Card | Perm | 4/6/2022 | \$ 19.52 | 12-0100-485-000 |
| EFT00000003619 | Bailey, Chelsea Purchase Card | Salon Color | 4/6/2022 | \$ 30.57 | 12-0100-485-000 |
| EFT00000003619 | Bailey, Chelsea Purchase Card | Salon products | 4/6/2022 | \$ 26.91 | 12-0100-485-000 |
| EFT00000003619 | Bailey, Chelsea Purchase Card | Ring light kit, Hedge maze backdrop | 4/6/2022 | \$ 226.21 | 12-1273-850-000 |
| EFT00000003619 | Bailey, Chelsea Purchase Card | Envision Cloud Salon monthly | 4/6/2022 | \$ 165.00 | 12-1273-852-000 |
| EFT00000003620 | Stockton, Cherie Purchase Card | HLC Lunch Meeting | 4/6/2022 | \$ 45.83 | 11-6100-602-000 |
| EFT00000003620 | Stockton, Cherie Purchase Card | Campus T-shirts | 4/6/2022 | \$ 1,778.25 | 11-6100-693-000 |
| EFT00000003620 | Stockton, Cherie Purchase Card | Faculty/Staff Funeral Flowers | 4/6/2022 | \$ 70.00 | 11-6100-693-000 |
| EFT00000003620 | Stockton, Cherie Purchase Card | Faculty/Staff Funeral Flowers | 4/6/2022 | \$ 43.00 | 11-6100-693-000 |
| EFT00000003620 | Stockton, Cherie Purchase Card | Office supplies | 4/6/2022 | \$ 57.51 | 11-6100-701-000 |
| EFT00000003620 | Stockton, Cherie Purchase Card | Office supplies | 4/6/2022 | \$ 21.27 | 11-6100-701-000 |
| EFT00000003620 | Stockton, Cherie Purchase Card | Office supplies | 4/6/2022 | \$ 85.88 | 11-6100-701-000 |
| EFT00000003621 | Kumke, Christopher Purchase Card | Food | 4/6/2022 | \$ 165.25 | 11-5700-693-000 |
| EFT00000003621 | Kumke, Christopher Purchase Card | Ribbon Cutting Food | 4/6/2022 | \$ 82.09 | 11-5700-693-000 |

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| EFT000000003621 | Kumke, Christopher Purchase Card | GIFT FOR BOARD MEMBERS | 4/6/2022 | \$ 575.47 | 11-6100-693-000 |
| EFT000000003621 | Kumke, Christopher Purchase Card | Food | 4/6/2022 | \$ 26.10 | 11-6510-602-000 |
| EFT000000003621 | Kumke, Christopher Purchase Card | Food | 4/6/2022 | \$ 47.98 | 11-6510-602-000 |
| EFT000000003621 | Kumke, Christopher Purchase Card | supplies | 4/6/2022 | \$ 58.56 | 11-6510-701-000 |
| EFT000000003621 | Kumke, Christopher Purchase Card | Walmart-supplies | 4/6/2022 | \$ 9.96 | 11-6510-701-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | NACA Conference | 4/6/2022 | \$ 40.12 | 11-5700-601-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | ASCA Conference Food | 4/6/2022 | \$ 53.85 | 11-5700-602-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | ASCA Conference Food | 4/6/2022 | \$ 37.99 | 11-5700-602-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | ASCA Conference Food | 4/6/2022 | \$ 12.79 | 11-5700-602-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | ASCA Conference Food | 4/6/2022 | \$ 19.46 | 11-5700-602-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | ASCA Conference food | 4/6/2022 | \$ 17.15 | 11-5700-602-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | ASCA Conference food | 4/6/2022 | \$ 19.35 | 11-5700-602-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | NACA Conference Meal | 4/6/2022 | \$ 73.39 | 11-5700-602-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | NACA Conference parking | 4/6/2022 | \$ 10.00 | 11-5700-626-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | student movie - eternal | 4/6/2022 | \$ 650.00 | 11-5700-682-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | Student Movie - Inside Man | 4/6/2022 | \$ 380.00 | 11-5700-682-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | Student Union signage | 4/6/2022 | \$ 53.22 | 11-5700-693-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | Student Union signage | 4/6/2022 | \$ 176.78 | 11-5700-693-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | Title IX Software | 4/6/2022 | \$ 99.99 | 11-5700-693-000 |
| EFT000000003622 | Westerhold, Cody Purchase Card | Title IX Software | 4/6/2022 | \$ 196.97 | 11-5700-693-000 |
| EFT000000003623 | Adams, David Purchase Card | AACRAO Enrollment Program | 4/6/2022 | \$ 1,899.00 | 11-5700-626-000 |
| EFT000000003623 | Adams, David Purchase Card | Young Professionals Indy annual dues | 4/6/2022 | \$ 50.00 | 11-5700-681-000 |
| EFT000000003623 | Adams, David Purchase Card | Young Professionals Indy annual dues | 4/6/2022 | \$ 50.00 | 11-5700-681-000 |
| EFT000000003623 | Adams, David Purchase Card | Food Services Poster | 4/6/2022 | \$ 20.00 | 11-5700-693-000 |
| EFT000000003624 | Molnar-Byrd, Dee Purchas Card | Airline Ticket for Gina Femia, Playwright in Residence | 4/6/2022 | \$ 51.96 | 34-1200-601-000 |
| EFT000000003624 | Molnar-Byrd, Dee Purchas Card | Flight for Gina Femia | 4/6/2022 | \$ 285.60 | 34-1200-601-000 |
| EFT000000003624 | Molnar-Byrd, Dee Purchas Card | The SWEAT Designer flew in to see Memorial Hall and make plans | 4/6/2022 | \$ 495.20 | 34-1200-601-000 |
| EFT000000003624 | Molnar-Byrd, Dee Purchas Card | Car Rental for designer of SWEAT Tulsa to Indy | 4/6/2022 | \$ 48.02 | 34-1200-607-000 |
| EFT000000003624 | Molnar-Byrd, Dee Purchas Card | Hertz-playwright car rental | 4/6/2022 | \$ 18.82 | 34-1200-607-000 |
| EFT000000003624 | Molnar-Byrd, Dee Purchas Card | Hotel-playwright | 4/6/2022 | \$ 181.81 | 34-1200-607-000 |
| EFT000000003625 | Robinson, Elizabeth Purchase Card | Professional affiliate membership; staff | 4/6/2022 | \$ 75.00 | 11-5700-681-000 |
| EFT000000003625 | Robinson, Elizabeth Purchase Card | meal for off campus cultural trip | 4/6/2022 | \$ 35.29 | 32-8302-606-000 |
| EFT000000003625 | Robinson, Elizabeth Purchase Card | SSS Educational Trip | 4/6/2022 | \$ 10.00 | 32-8302-606-000 |
| EFT000000003625 | Robinson, Elizabeth Purchase Card | SSS off campus educational event | 4/6/2022 | \$ 57.06 | 32-8302-606-000 |
| EFT000000003625 | Robinson, Elizabeth Purchase Card | Academic Coaching Tool | 4/6/2022 | \$ 269.78 | 32-8302-700-000 |
| EFT000000003625 | Robinson, Elizabeth Purchase Card | Even Posters | 4/6/2022 | \$ 11.25 | 32-8302-701-000 |
| EFT000000003625 | Robinson, Elizabeth Purchase Card | Digital reference manual | 4/6/2022 | \$ 30.00 | 32-8302-701-000 |
| EFT000000003626 | Packard, Dillon Credit Card | Plane ticket for TASS conference | 4/6/2022 | \$ 344.20 | 11-5300-601-000 |
| EFT000000003626 | Packard, Dillon Credit Card | Trip insurance for flight | 4/6/2022 | \$ 22.37 | 11-5300-601-000 |

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| EFT00000003626 | Packard, Dillon Credit Card | Registration fee for TASS conference | 4/6/2022 | \$ 514.00 | 11-5300-626-000 |
| EFT00000003626 | Packard, Dillon Credit Card | NACADA Webinar | 4/6/2022 | \$ 150.00 | 11-5300-717-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Perspective Employee Meal | 4/6/2022 | \$ 60.46 | 11-5500-602-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | promotional t-shirts | 4/6/2022 | \$ 1,078.94 | 11-5500-615-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Service Agreement | 4/6/2022 | \$ 15.96 | 11-5500-646-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Softball Field Repairs | 4/6/2022 | \$ 436.13 | 11-5500-649-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Wood's-Cable tie | 4/6/2022 | \$ 27.36 | 11-5500-649-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Wood's-Cable tie | 4/6/2022 | \$ 27.36 | 11-5500-649-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Flight to Cheer Nationals | 4/6/2022 | \$ 930.90 | 11-5500-723-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | KJCCC Tournament meal | 4/6/2022 | \$ 43.54 | 11-5500-723-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | KJCCC Tournament meal | 4/6/2022 | \$ 27.64 | 11-5500-723-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Travel for Cheer Nationals | 4/6/2022 | \$ 1,675.62 | 11-5500-723-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Travel for Cheer Nationals | 4/6/2022 | \$ 1,675.62 | 11-5500-723-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Travel for Cheer Nationals | 4/6/2022 | \$ 1,675.62 | 11-5500-723-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | LiveStream equipment | 4/6/2022 | \$ 71.07 | 11-5500-850-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | LiveStream Equipment | 4/6/2022 | \$ 73.34 | 11-5500-850-000 |
| EFT00000003627 | Figurski, Eric Purchase Card | Posts for WBB Promotion | 4/6/2022 | \$ 71.90 | 11-5500-850-000 |
| EFT00000003628 | Cope, Erica Purchase Card | Athletic Gear (Bows) | 4/6/2022 | \$ 224.99 | 11-5590-698-000 |
| EFT00000003629 | Godwin, Gabrielle Purchase Card | Docusign | 4/6/2022 | \$ 45.00 | 11-5500-646-000 |
| EFT00000003630 | Mueller, Hailey Purchase Card | COND GEL Spectra 250GM | 4/6/2022 | \$ 43.85 | 71-1220-285-004 |
| EFT00000003630 | Mueller, Hailey Purchase Card | D/S Brush Nylon/Steel | 4/6/2022 | \$ 3.45 | 71-1220-285-004 |
| EFT00000003630 | Mueller, Hailey Purchase Card | Digital Thermometer | 4/6/2022 | \$ 17.22 | 71-1220-285-004 |
| EFT00000003630 | Mueller, Hailey Purchase Card | Surgical Supplies | 4/6/2022 | \$ 271.00 | 71-1220-285-004 |
| EFT00000003630 | Mueller, Hailey Purchase Card | Surgical supplies | 4/6/2022 | \$ 177.55 | 71-1220-285-004 |
| EFT00000003631 | Bennett, India Purchase Card | SIGNUP GENIUS | 4/6/2022 | \$ 107.89 | 25-8100-615-000 |
| EFT00000003631 | Bennett, India Purchase Card | VETERANS LOUNGE STREAMING | 4/6/2022 | \$ 19.99 | 25-8100-646-000 |
| EFT00000003631 | Bennett, India Purchase Card | EVENT CATERING | 4/6/2022 | \$ 33.76 | 25-8100-719-000 |
| EFT00000003632 | IT Department Purchase Card | Fax services | 4/6/2022 | \$ 169.90 | 11-6500-631-000 |
| EFT00000003632 | IT Department Purchase Card | AWS Service charges | 4/6/2022 | \$ 5.96 | 11-6600-646-000 |
| EFT00000003632 | IT Department Purchase Card | IT Equipment | 4/6/2022 | \$ 98.46 | 11-6600-850-000 |
| EFT00000003632 | IT Department Purchase Card | IT Equipment | 4/6/2022 | \$ 52.47 | 11-6600-850-000 |
| EFT00000003632 | IT Department Purchase Card | IT Equipment | 4/6/2022 | \$ 37.26 | 11-6600-850-000 |
| EFT00000003633 | Gillum, Jaicey Purchase Card | Refreshments for Diversity in Tech Ed Day | 4/6/2022 | \$ 52.72 | 11-1161-700-000 |
| EFT00000003633 | Gillum, Jaicey Purchase Card | Hotel reservation (canceled, to be refunded on next statement) | 4/6/2022 | \$ 201.31 | 11-4220-601-000 |
| EFT00000003633 | Gillum, Jaicey Purchase Card | Hotel reservation service fee | 4/6/2022 | \$ 15.74 | 11-4220-601-000 |
| EFT00000003633 | Gillum, Jaicey Purchase Card | Office supplies, coffee | 4/6/2022 | \$ 49.41 | 11-4220-701-000 |
| EFT00000003633 | Gillum, Jaicey Purchase Card | Tripod banner stand | 4/6/2022 | \$ 26.61 | 11-4220-701-000 |
| EFT00000003633 | Gillum, Jaicey Purchase Card | Pizza for Diversity in Tech Ed Day | 4/6/2022 | \$ 211.47 | 11-6310-660-000 |
| EFT00000003633 | Gillum, Jaicey Purchase Card | International Service Fee | 4/6/2022 | \$ 4.03 | 11-6500-611-000 |

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| EFT00000003633 | Gillum, Jaicey Purchase Card | International Service Fee | 4/6/2022 | \$ 0.31 | 11-6500-611-000 |
| EFT00000003633 | Gillum, Jaicey Purchase Card | 2022 NACTEi Perkins Leadership Conference | 4/6/2022 | \$ 495.00 | 39-1269-717-000 |
| EFT00000003634 | Martin, Jason Purchase Card | Recruiting Analytics Package | 4/6/2022 | \$ 500.00 | 11-5510-617-000 |
| EFT00000003634 | Martin, Jason Purchase Card | Recruiting Camp for Staff | 4/6/2022 | \$ 300.00 | 11-5510-617-000 |
| EFT00000003634 | Martin, Jason Purchase Card | Recruiting Service | 4/6/2022 | \$ 79.99 | 11-5510-617-000 |
| EFT00000003634 | Martin, Jason Purchase Card | Recruiting Service | 4/6/2022 | \$ 250.00 | 11-5510-617-000 |
| EFT00000003635 | Correll, Jim Purchase Card | Snacks for recruiting event | 4/6/2022 | \$ 127.11 | 11-1223-602-000 |
| EFT00000003635 | Correll, Jim Purchase Card | Standard Plan, 3 licenses | 4/6/2022 | \$ 600.00 | 11-1223-701-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Meal (Region VI Tourney - Playoffs) | 4/6/2022 | \$ 90.87 | 11-5500-723-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Meal (Regional VI Tourney - Playoffs) | 4/6/2022 | \$ 384.00 | 11-5500-723-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging (Region VI Tourney - Playoffs) | 4/6/2022 | \$ 1,000.00 | 11-5500-723-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Lodging | 4/6/2022 | \$ 110.53 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Lodging | 4/6/2022 | \$ 110.53 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Lodging | 4/6/2022 | \$ 110.53 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Lodging | 4/6/2022 | \$ 110.53 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Lodging | 4/6/2022 | \$ 110.53 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Lodging | 4/6/2022 | \$ 110.53 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Lodging | 4/6/2022 | \$ 110.53 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Lodging | 4/6/2022 | \$ 110.53 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Lodging | 4/6/2022 | \$ 150.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Meal | 4/6/2022 | \$ 101.97 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Meal | 4/6/2022 | \$ 58.71 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Meal | 4/6/2022 | \$ 173.57 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Meal | 4/6/2022 | \$ 175.94 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Meal | 4/6/2022 | \$ 201.34 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Event Meal | 4/6/2022 | \$ 85.88 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Team Lodging | 4/6/2022 | \$ 79.00 | 11-5540-606-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Scouting Software (Recruiting) | 4/6/2022 | \$ 500.00 | 11-5540-617-000 |

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| EFT00000003636 | Turgeon, James Purchase Card | Sophomore Night Decorations | 4/6/2022 | \$ 9.32 | 11-5540-698-000 |
| EFT00000003636 | Turgeon, James Purchase Card | Sophomore Night Pictures | 4/6/2022 | \$ 159.83 | 11-5540-698-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Woodcraft-Table saw and supplies | 4/6/2022 | \$ 516.50 | 11-1150-649-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Woodcraft-Table saw and supplies | 4/6/2022 | \$ 516.50 | 11-1150-649-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Woodcraft-Table saw and supplies | 4/6/2022 | \$ 672.50 | 11-1150-661-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Woodcraft-Table saw and supplies | 4/6/2022 | \$ 672.50 | 11-1150-661-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 22.64 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 145.23 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 37.89 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 4.37 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 2.62 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 117.98 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 184.61 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 76.63 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 53.48 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 28.86 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Set Supplies Crimes of The Heart | 4/6/2022 | \$ 67.70 | 11-1150-692-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Woodcraft-Table saw and supplies | 4/6/2022 | \$ 477.50 | 11-1150-693-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Woodcraft-Table saw and supplies | 4/6/2022 | \$ 477.50 | 11-1150-693-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Lighting Equipment | 4/6/2022 | \$ 210.22 | 11-1150-693-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Supplies for recruiting workshop | 4/6/2022 | \$ 54.22 | 11-1150-700-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Woodcraft-Table saw and supplies | 4/6/2022 | \$ 52.50 | 11-1150-850-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Woodcraft-Table saw and supplies | 4/6/2022 | \$ 52.50 | 11-1150-850-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Shop Supplies | 4/6/2022 | \$ 22.99 | 11-1150-850-000 |
| EFT00000003637 | Williams, Joel Purchase Card | Shop supplies | 4/6/2022 | \$ 64.24 | 11-1150-850-000 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Conference Lodging and Registration Fees | 4/6/2022 | \$ 1,795.44 | 11-6200-601-000 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Conference Meals-Multiple Attendees | 4/6/2022 | \$ 72.00 | 11-6200-602-000 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Conference Meals-Multiple Attendees | 4/6/2022 | \$ 19.26 | 11-6200-602-000 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Conference Meals-Multiple Attendees | 4/6/2022 | \$ 22.17 | 11-6200-602-000 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Conference Meals-Multiple Attendees | 4/6/2022 | \$ 26.09 | 11-6200-602-000 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Conference Meals-Multiple Attendees | 4/6/2022 | \$ 16.30 | 11-6200-602-000 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Adobe subscription | 4/6/2022 | \$ 27.36 | 11-6200-681-000 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Verizon-Dorms Hotspots | 4/6/2022 | \$ 450.80 | 11-6500-719-001 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Zoom Meetings | 4/6/2022 | \$ 15.96 | 11-6500-719-001 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Storage rental | 4/6/2022 | \$ 150.00 | 11-7100-719-000 |
| EFT00000003638 | Sadhoo, Jonathan Purchase Card | Webstaurant-food service supplies | 4/6/2022 | \$ 99.00 | 16-9600-719-000 |
| EFT00000003639 | Hearn, Jordan Purchase Card | Raffle Drawing | 4/6/2022 | \$ 362.10 | 11-5700-693-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging (KJCCC Tournament Playoffs) | 4/6/2022 | \$ 145.39 | 11-5500-723-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging (KJCCC Tournament Playoffs) | 4/6/2022 | \$ 145.39 | 11-5500-723-000 |

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| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging (KJCCC Tournament Playoffs) | 4/6/2022 | \$ 145.39 | 11-5500-723-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging (KJCCC Tournament Playoffs) | 4/6/2022 | \$ 145.39 | 11-5500-723-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging (KJCCC Tournament Playoffs) | 4/6/2022 | \$ 145.39 | 11-5500-723-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Meal (KJCCC Tournament Playoffs) | 4/6/2022 | \$ 160.48 | 11-5500-723-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Meal (KJCCC Tournament Playoffs) | 4/6/2022 | \$ 181.10 | 11-5500-723-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Meal (KJCCC Tournament Playoffs) | 4/6/2022 | \$ 73.99 | 11-5500-723-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Cheaddar's Team event meal | 4/6/2022 | \$ 170.61 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging | 4/6/2022 | \$ 630.70 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging | 4/6/2022 | \$ 173.24 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging | 4/6/2022 | \$ 173.24 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging | 4/6/2022 | \$ 183.74 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Lodging | 4/6/2022 | \$ 183.74 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Meal | 4/6/2022 | \$ 93.99 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Meal | 4/6/2022 | \$ 76.69 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Meal | 4/6/2022 | \$ 116.17 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Meal | 4/6/2022 | \$ 167.33 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Team Event Meal | 4/6/2022 | \$ 156.81 | 11-5520-606-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Recruiting - Arkansas State Tournament Fee | 4/6/2022 | \$ 14.60 | 11-5520-617-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Recruiting Lodging | 4/6/2022 | \$ 307.95 | 11-5520-617-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Recruiting Meal | 4/6/2022 | \$ 27.38 | 11-5520-617-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Recruiting Meal | 4/6/2022 | \$ 11.05 | 11-5520-617-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Recruiting Meal | 4/6/2022 | \$ 14.01 | 11-5520-617-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Recruiting Meal | 4/6/2022 | \$ 5.81 | 11-5520-617-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Recruiting Meal | 4/6/2022 | \$ 12.39 | 11-5520-617-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Athletic Supplies | 4/6/2022 | \$ 195.97 | 11-5520-698-000 |
| EFT00000003640 | Mann, Justin Purchase Card | Athletic Supplies / Detergent | 4/6/2022 | \$ 13.13 | 11-5520-698-000 |
| EFT00000003641 | Donerson, Keith Purchase Card | Office supplies | 4/6/2022 | \$ 48.09 | 11-5510-701-000 |
| EFT00000003642 | Allison, Laura Purchase Card | POSTAGE | 4/6/2022 | \$ 16.10 | 11-5200-611-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Postage | 4/6/2022 | \$ 4.33 | 11-6110-611-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Job Advertising | 4/6/2022 | \$ 70.00 | 11-6110-615-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Service agreement with Great Colleges to Work For | 4/6/2022 | \$ 1,382.00 | 11-6110-646-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Background check | 4/6/2022 | \$ 30.00 | 11-6110-662-000 |
| EFT00000003643 | Boots, Lori Purchase Card | MVR-Driver's license check | 4/6/2022 | \$ 18.10 | 11-6110-662-000 |
| EFT00000003643 | Boots, Lori Purchase Card | MVR-Driver's lincense check | 4/6/2022 | \$ 26.70 | 11-6110-662-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Adobe monthly subscription | 4/6/2022 | \$ 16.41 | 11-6110-681-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Payroll Legal Alert Monthly Subscription | 4/6/2022 | \$ 89.00 | 11-6110-681-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Adding Machine | 4/6/2022 | \$ 42.69 | 11-6110-701-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Adding Machine Ink | 4/6/2022 | \$ 6.56 | 11-6110-701-000 |

| | | | | | |
|----------------|---------------------------------|-----------------------------------------------------|----------|-----------|-----------------|
| EFT00000003643 | Boots, Lori Purchase Card | Adding Machine Paper | 4/6/2022 | \$ 8.75 | 11-6110-701-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Office supplies | 4/6/2022 | \$ 85.19 | 11-6110-701-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Office supplies,3-ring binders | 4/6/2022 | \$ 39.88 | 11-6110-701-000 |
| EFT00000003643 | Boots, Lori Purchase Card | Space Heater | 4/6/2022 | \$ 31.20 | 11-6110-701-000 |
| EFT00000003643 | Boots, Lori Purchase Card | X-Large Rubber Bands | 4/6/2022 | \$ 18.16 | 11-6110-701-000 |
| EFT00000003644 | Maintenance Toll Credit Card | Fleet Vehicles Service | 4/6/2022 | \$ 150.00 | 11-7200-719-000 |
| EFT00000003644 | Maintenance Toll Credit Card | KTAG Toll Charges | 4/6/2022 | \$ 53.30 | 11-7200-719-000 |
| EFT00000003645 | Byrd, Mallory Credit Card | CNA TESTING FIRST SESSION SPRING 2022 | 4/6/2022 | \$ 143.50 | 71-1288-285-001 |
| EFT00000003646 | Perez, Maria Purchase Card | TLD XBG Badge | 4/6/2022 | \$ 81.25 | 12-1220-700-001 |
| EFT00000003646 | Perez, Maria Purchase Card | Spayghetti Event | 4/6/2022 | \$ 87.08 | 71-1220-285-002 |
| EFT00000003647 | Moore, Meagan Purchase Card | Magnolia- Room Sprays- Raffle Prizes | 4/6/2022 | \$ 32.85 | 11-5700-660-000 |
| EFT00000003647 | Moore, Meagan Purchase Card | Comfort Inn- Guest Artist Stay- Carlos Andres Gomez | 4/6/2022 | \$ 322.32 | 11-5700-710-000 |
| EFT00000003647 | Moore, Meagan Purchase Card | Walmart- Guest Artist Hospitality | 4/6/2022 | \$ 21.34 | 11-5700-710-000 |
| EFT00000003647 | Moore, Meagan Purchase Card | Walmart- Pirate Pantry Restock | 4/6/2022 | \$ 164.69 | 11-5700-850-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Fuel for recruiting | 4/6/2022 | \$ 42.07 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Lodging for Recruiting | 4/6/2022 | \$ 480.57 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Parking for recruiting | 4/6/2022 | \$ 40.00 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting Meal | 4/6/2022 | \$ 60.00 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting Meal | 4/6/2022 | \$ 52.43 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting Meal | 4/6/2022 | \$ 17.83 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting Meal | 4/6/2022 | \$ 20.21 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting Meal | 4/6/2022 | \$ 6.52 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting Meal | 4/6/2022 | \$ 12.05 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting Meal | 4/6/2022 | \$ 28.38 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting Meal | 4/6/2022 | \$ 42.20 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting meal | 4/6/2022 | \$ 20.15 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Recruiting Meal | 4/6/2022 | \$ 28.48 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Transportation for recruiting | 4/6/2022 | \$ 52.07 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Transportation for recruiting | 4/6/2022 | \$ 41.95 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Transportation for recruiting | 4/6/2022 | \$ 31.67 | 11-5530-617-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Streaming Service | 4/6/2022 | \$ 5.44 | 11-5530-698-000 |
| EFT00000003648 | Anderson, Melissa Purchase Card | Streaming Service | 4/6/2022 | \$ 5.44 | 11-5530-698-000 |
| EFT00000003649 | Chaplin, Nathan Purchase Card | Instructional supplies | 4/6/2022 | \$ 18.71 | 11-1175-700-000 |
| EFT00000003649 | Chaplin, Nathan Purchase Card | Instructional supplies | 4/6/2022 | \$ 45.71 | 11-1176-700-000 |
| EFT00000003650 | McIntosh, Nicole Purchase Card | Adobe Acrobat Pro DC | 4/6/2022 | \$ 16.41 | 11-6200-681-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Strike Meal for cast & Crew of Crimes of the Heart | 4/6/2022 | \$ 56.60 | 11-1150-602-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Tech Meal for cast & crew of Crimes of the Heart | 4/6/2022 | \$ 100.82 | 11-1150-602-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | ICC Theatre posters & programs for CRIMES | 4/6/2022 | \$ 174.35 | 11-1150-661-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | ICC Theatre pre-read scripts OUR TOWN | 4/6/2022 | \$ 25.10 | 11-1150-690-000 |

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|----------------|--------------------------------|-------------------------------------|----------|-------------|-----------------|
| EFT00000003651 | Molnar, Paul Purchase Card New | Pre-read scripts for ART | 4/6/2022 | \$ 29.20 | 11-1150-690-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Props for Crimes of the Heart | 4/6/2022 | \$ 26.27 | 11-1150-695-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Props for Crimes of the Heart | 4/6/2022 | \$ 23.78 | 11-1150-695-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Props for Crimes of the Heart | 4/6/2022 | \$ 19.56 | 11-1150-695-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Props for Crimes of the Heart | 4/6/2022 | \$ 50.65 | 11-1150-695-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Props for Crimes of the Heart | 4/6/2022 | \$ 23.27 | 11-1150-695-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Props for Crimes of the Heart | 4/6/2022 | \$ 88.22 | 11-1150-695-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Costumes for crimes of the Heart | 4/6/2022 | \$ 52.54 | 11-1150-696-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Theatre Name badges | 4/6/2022 | \$ 2.70 | 11-1150-700-000 |
| EFT00000003651 | Molnar, Paul Purchase Card New | Theatre Zoom Account | 4/6/2022 | \$ 15.96 | 11-1150-700-000 |
| EFT00000003652 | Owens, Sarah Credit Card | chair replacement | 4/6/2022 | \$ 785.80 | 71-4100-285-000 |
| EFT00000003652 | Owens, Sarah Credit Card | slip cover | 4/6/2022 | \$ 215.14 | 71-4100-285-000 |
| EFT00000003652 | Owens, Sarah Credit Card | board game | 4/6/2022 | \$ 40.45 | 71-4100-285-011 |
| EFT00000003652 | Owens, Sarah Credit Card | graphic novel grant | 4/6/2022 | \$ 23.31 | 71-4100-285-011 |
| EFT00000003653 | McCollom, Steve Purchase Card | Recruiting Meal | 4/6/2022 | \$ 12.35 | 11-5510-617-000 |
| EFT00000003654 | Crawshaw, Taylor Purchase Card | Allianz Travel Ins - Conference | 4/6/2022 | \$ 27.00 | 11-4200-707-000 |
| EFT00000003654 | Crawshaw, Taylor Purchase Card | Flight to Conference | 4/6/2022 | \$ 267.20 | 11-4200-707-000 |
| EFT00000003654 | Crawshaw, Taylor Purchase Card | Amazon-Books | 4/6/2022 | \$ 50.63 | 11-4200-717-000 |
| EFT00000003654 | Crawshaw, Taylor Purchase Card | Great Plains Conference | 4/6/2022 | \$ 30.00 | 11-4200-717-000 |
| EFT00000003654 | Crawshaw, Taylor Purchase Card | International Service Fee from Bank | 4/6/2022 | \$ 1.80 | 11-4250-719-000 |
| EFT00000003654 | Crawshaw, Taylor Purchase Card | Kahoot Learning Games | 4/6/2022 | \$ 180.00 | 11-4250-719-000 |
| EFT00000003655 | Haynes, Timothy Credit Card | ATE NEW ORLEANS HOTEL | 4/6/2022 | \$ 592.14 | 11-4200-717-000 |
| EFT00000003655 | Haynes, Timothy Credit Card | TRAVEL TO AIRPORT | 4/6/2022 | \$ 41.40 | 11-4200-717-000 |
| EFT00000003655 | Haynes, Timothy Credit Card | ATENEWORLEANSHOTEL | 4/6/2022 | \$ 592.14 | 11-4200-717-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | PirateShip-Basketball | 4/6/2022 | \$ 3.79 | 11-6500-611-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | PirateShip-Basketball | 4/6/2022 | \$ 3.79 | 11-6500-611-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | PirateShip-Postage/Basketball | 4/6/2022 | \$ 3.76 | 11-6500-611-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | PirateShip-Postage/Basketball | 4/6/2022 | \$ 3.76 | 11-6500-611-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | PirateShip-Postage/Basketball | 4/6/2022 | \$ 3.81 | 11-6500-611-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | PirateShip-Postage/Basketball | 4/6/2022 | \$ 3.87 | 11-6500-611-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | PirateShip-Postage/Basketball | 4/6/2022 | \$ 3.88 | 11-6500-611-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | PirateShip-Mailed Online Order | 4/6/2022 | \$ 16.11 | 16-9300-611-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | Core Commerce - Website Fees | 4/6/2022 | \$ 45.00 | 16-9300-646-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | Office Crave - Office Supplies | 4/6/2022 | \$ 16.83 | 16-9300-701-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | ICC Gear | 4/6/2022 | \$ 1,081.96 | 16-9300-740-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | WalMart - Snacks for Resale | 4/6/2022 | \$ 64.92 | 16-9300-740-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | WalMart - Snacks for Resale | 4/6/2022 | \$ 75.86 | 16-9300-740-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | WalMart - Snacks for resale | 4/6/2022 | \$ 61.12 | 16-9300-740-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | WalMart-Snacks for Resale | 4/6/2022 | \$ 89.22 | 16-9300-740-000 |

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|----------------|----------------------------------------|---------------------------------|-----------|-------------|-----------------|
| EFT00000003656 | Bruington, Toni Purchase Card | WalMart-Snacks for Resale | 4/6/2022 | \$ 91.88 | 16-9300-740-000 |
| EFT00000003656 | Bruington, Toni Purchase Card | Mountainside - CNA Supplies | 4/6/2022 | \$ 282.50 | 71-1288-285-001 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | HR Lunch Meeting | 4/6/2022 | \$ 53.43 | 11-6100-602-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Lunch Meeting | 4/6/2022 | \$ 44.70 | 11-6100-602-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Conference Fees | 4/6/2022 | \$ 1,950.00 | 11-6100-626-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Zoom | 4/6/2022 | \$ 120.00 | 11-6100-682-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Foundation Interview LUnch | 4/6/2022 | \$ 127.73 | 11-6100-682-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Membership | 4/6/2022 | \$ 119.40 | 11-6100-682-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Membership | 4/6/2022 | \$ 3.87 | 11-6100-682-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Membership | 4/6/2022 | \$ 362.50 | 11-6100-682-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Donor Gift | 4/6/2022 | \$ 9.59 | 11-6100-693-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Main Street Fundraiser Donation | 4/6/2022 | \$ 450.00 | 11-6100-693-000 |
| EFT00000003657 | Bowhay, Vincent Purchase Card | Office Supplies | 4/6/2022 | \$ 23.94 | 11-6100-701-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | ADAMS/WILLIAMS RT FLIGHTS DENV | 4/6/2022 | \$ 207.96 | 11-6300-601-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | FLIGHT ADAMS/WILLIAMS | 4/6/2022 | \$ 207.96 | 11-6300-601-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | ADOBE SUBSCRIPTION | 4/6/2022 | \$ 21.89 | 11-6300-615-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | ATHLETICS/ESPORTS AD | 4/6/2022 | \$ 21.47 | 11-6300-615-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | BASKETS FOR VET NURSING AUCTIO | 4/6/2022 | \$ 9.81 | 11-6300-615-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | Big head supplies, BB playoffs | 4/6/2022 | \$ 38.54 | 11-6300-615-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | MAILCHIMP SUBSCRIPTION | 4/6/2022 | \$ 11.00 | 11-6300-615-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | MARKETING CHRONICLE SUB. | 4/6/2022 | \$ 111.95 | 11-6300-615-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | NCMPR ADAMS/WILLIAMS | 4/6/2022 | \$ 650.00 | 11-6300-681-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | I HEART INDY LIGHT SIGN | 4/6/2022 | \$ 4,250.00 | 11-7500-820-000 |
| EFT00000003658 | Adams, Kristie Purchase Card | GREEN ZONE TRIANING DECAL 100 | 4/6/2022 | \$ 123.01 | 25-8100-615-000 |
| EFT00000003659 | Allen, Samantha Credit Card | Team Meal | 4/6/2022 | \$ 189.56 | 11-5560-606-000 |
| EFT00000003659 | Allen, Samantha Credit Card | Team Meal | 4/6/2022 | \$ 169.83 | 11-5560-606-000 |
| EFT00000003659 | Allen, Samantha Credit Card | Team Meal | 4/6/2022 | \$ 233.12 | 11-5560-606-000 |
| EFT00000003659 | Allen, Samantha Credit Card | Team Meal | 4/6/2022 | \$ 174.23 | 11-5560-606-000 |
| EFT00000003659 | Allen, Samantha Credit Card | Team Meal | 4/6/2022 | \$ 106.25 | 11-5560-606-000 |
| EFT00000003660 | Evergry | Electricity-4000 Rd | 4/20/2022 | \$ 22.73 | 11-6500-635-000 |
| EFT00000003660 | Evergry | Electricity-Cessna Bldg. | 4/20/2022 | \$ 775.45 | 11-6500-635-000 |
| EFT00000003660 | Evergry | Electricity-Main Campus | 4/20/2022 | \$ 7,889.20 | 11-6500-635-000 |
| EFT00000003660 | Evergry | Electricity-Brick A | 4/20/2022 | \$ 50.30 | 16-9500-635-000 |
| EFT00000003660 | Evergry | Electricity-Brick B | 4/20/2022 | \$ 177.81 | 16-9500-635-000 |
| EFT00000003660 | Evergry | Electricity-Brick C | 4/20/2022 | \$ 64.47 | 16-9500-635-000 |
| EFT00000003660 | Evergry | Electricity-Brick D | 4/20/2022 | \$ 216.70 | 16-9500-635-000 |
| EFT00000003660 | Evergry | Electricity-Captain Quarters | 4/20/2022 | \$ 3,453.88 | 16-9500-635-000 |
| EFT00000003661 | Kansas Department of Revenue-Sales Tax | March Sales Tax Payment | 4/25/2022 | \$ 550.07 | 11-0100-216-000 |
| EFT00000003662 | Philadelphia Insurance Companies | Specialty/training Insurance | 4/22/2022 | \$ 3,049.60 | 11-6500-622-000 |

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|--------------------------------|-------------------------|------------------------------------|-----------|------------------------|-----------------|
| EFT000000003663 | UMB Bank, NA | COP Series 2019 Annual Payment | 4/25/2022 | \$ 444,999.94 | 16-9500-760-000 |
| EFT000000003663 | UMB Bank, NA | COP Series 2019 Administration Fee | 4/25/2022 | \$ 11,225.00 | 16-9500-761-000 |
| EFT000000003664 | Amazon Capitol Services | Business Office supplies | 4/26/2022 | \$ 52.96 | 11-6200-701-000 |
| EFT000000003664 | Amazon Capitol Services | IT Supplies | 4/26/2022 | \$ 291.95 | 11-6600-701-000 |
| EFT000000003664 | Amazon Capitol Services | IT Equipment | 4/26/2022 | \$ 1,859.18 | 11-6600-850-000 |
| EFT000000003664 | Amazon Capitol Services | IT Equipment | 4/26/2022 | \$ 443.06 | 11-6600-850-000 |
| EFT000000003664 | Amazon Capitol Services | IT Equipment | 4/26/2022 | \$ 1,930.64 | 11-6600-850-000 |
| EFT000000003664 | Amazon Capitol Services | Custodial Supplies | 4/26/2022 | \$ 83.24 | 11-7100-708-000 |
| EFT000000003664 | Amazon Capitol Services | Amazon - Office Supplies | 4/26/2022 | \$ 16.98 | 16-9300-701-000 |
| Total Accounts Payable: | | | | \$ 1,045,863.69 | |

| | | |
|-------------------------------------------|--|------------------------|
| Payroll Expenses | | |
| Payroll | | \$ 409,802.69 |
| Employee Benefits (Medical/Dental/Vision) | | \$ 120,504.59 |
| Payroll Taxes - Federal | | \$ 132,401.56 |
| Payroll Taxes - State | | \$ 25,236.79 |
| KPERS | | \$ 34,336.66 |
| Total Payroll | | \$ 722,282.29 |
| Total Payables | | \$ 1,768,145.98 |

Memo

To: Independence Community College Foundation

From: Taylor Crawshaw
Vice President for Academic Affairs

Date: 05/03/2022

Re: Upward Bound Summer Educational Trip

As a part of the TRIO Upward Bound grant program, students earn the opportunity to attend an educational and cultural trip following the residential Summerfest program.

To meet this grant component, Upward Bound is requesting to spend up to \$55,000 of grant funds.

Comprehensive Program
Of
Accounting
For
2020-2021

Prepared by
Melissa Ashford

3-11-2022

PENDING APPROVAL

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The AS in Accounting prepares students for general college accounting while providing the basic courses for transfer to four-year colleges and universities. Accounting principles, accounting practice, and general education courses offered in the program serve the needs of transfer students in Accounting and other areas of Business Administration. Students who successfully complete the 2 year degree program at ICC are ready and able to apply to Business Schools and begin work on a 4 year Accounting degree. Students who do not wish to transfer upon completion of the degree at ICC have the option of choosing a tract better suited to bookkeepers and accounting assistants. This tract provides students with practical training in the field while still allowing the student to transfer the credits to a four-year university later, if so desired. *See Appendix A for 2021-2022 catalog degree page.*

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 classes only. In addition, the Intro to Accounting, Financial Accounting and Managerial Accounting classes taught in the Accounting program are also required in the Business degree and Financial Accounting is on the General Education elective list for General and Liberal 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 Entrepreneurship, General Studies, or Liberal studies degrees.

Looking at all courses with an ACC course code

ACC Program Review Data AY 2021

Number of Faculty:

2 full time (Ashford, Coy)

0 adjunct

Enrollment & Student credit hours by Faculty type:

Full time: 24 total credit hours taught, with 54 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

3.3 students in Face-to-Face or Hybrid classes

10.3 students in online classes

6.8 students across all courses

Completion rates:

76.92% face-to-face/hybrid

73.17% online

74.07% all courses

Pass ('D' or better) rates:

80.00% face-to-face/hybrid

80.00% online

80.00% all courses

Pass ('C' or better) rates:

60.00% face-to-face/hybrid

80.00% online

75.00% all courses

Number of Majors: 13 (4 returned in Fall 2021)

Degrees Awarded: 2

Program Review Data AY 2020

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

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

Student success in this program can be identified three ways:

1. Students successfully complete the AS in Accounting.
2. Students transfer on to a four-year university following completion of core accounting courses.
3. Students complete courses specific to the job force. This is defined as gaining knowledge and skills to help achieve employment or greater responsibility in their current job.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

The intention of the Faculty teaching Accounting classes is to make the curriculum engaging, timely and promote the desire on the part of students to continue to increase their knowledge of accounting in the future. We also address the ethical nature of the subject and encourage students to be well informed in this area for whatever career they choose.

Current full-time accounting faculty provides an interactive environment during each class period, containing lecture combined with students actively completing the work being studied. Videos made by the faculty are available to students who miss class or who are learning in an online environment. Students are encouraged to work in a team setting during class, providing feedback to one another and receiving feedback from the instructor. Students are also encouraged to work together outside of class as all out of class assignments are algorithmic, allowing students to help one another without fear of plagiarism taking place.

The full-time faculty member hosts study groups for students who are struggling and also recommends students who understand the topic well to apply as tutors in the Academic Success Center.

The accounting courses are available on ground as well as in an online environment to help students from diverse backgrounds and life situations the ability to achieve their degree or to

further their current knowledge on the subject. Regardless of modality, students are provided with instructor led videos. Online students are also encouraged to attend study groups. Faculty will make short explanation videos for those online students who struggle with specific concepts and cannot attend office hours or on ground study groups.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

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

Narrative:

The faculty member has utilized assessment data actively. Changes have been made to the curriculum as well as to methods of teaching based on this assessment data.

The AS in Accounting program outcomes currently focus on Financial Accounting and Managerial Accounting projects and assignments for assessment of readiness for the next level. Each semester faculty reflect on assessment data for the semester and determine if there are high priority changes that need made or if changes will be implemented in the new semester.

Individual course outcome data can be found in *Appendix B*. Capstone projects, assignments, and exams for each course are used to determine overall success in the program when a student graduates. Below is a summary of findings at the program level.

Program Level Outcomes:

1. Students will be able to read and analyze the four basic financial statements.
 - a. Students taking Financial Accounting are given a set of basic financial statements to analyze at various points throughout the semester. More time can then be spent on areas of deficiency early in the course. Not all students taking Financial Accounting are Accounting majors. Many students are general business majors or take this course as an elective under the Business & Technology section for many other degrees. The measure for this outcome is that 70% of students will pass Financial Accounting with a C or better.

2. Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to accounting.
3. Properly analyze and record economic transactions in business.
4. Students will apply critical thinking skills in an ethical context.

75% in 2021 and 89.3% in 2020 of our Accounting students passed program specific courses (Financial Accounting, Managerial Accounting) with a C 70% or better. This consisted of a mix of hybrid and online only students. AY2021 brought about many challenges for students, classes were all taught in a hybrid modality which meant many traditional face-to-face students struggled with this different method.

Reflection: Material currently covered, assignments, projects, exams currently given are adequate for preparing students to move to the next level (Transfer to 4-year University) or to obtain entry level employment in the bookkeeping or accounting field.

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:

Based on data collected in the last few years the decision was made to include a pre-requisite of Introduction to Accounting for all students enrolling in Financial Accounting. As accounting coursework builds on itself it was determined, based on data, to be in the best interest of the students to start with a firm foundation before moving on to the more taxing requirements of financial interpretation and reporting.

In addition to the added foundational course, curriculum was changed in the Fall of 2021, based on assessment reflection to include an algorithmic software for both in class and homework components of all Accounting classes. Instead of reading each chapter the faculty has assigned “SmartBook” a student driven e-book that allows students the opportunity to answer questions and move quickly through what they know in the chapter but stops them when they guess or are lost. The software pushes students to the correct page(s) in the text for quick referral and then gives them another question to answer to help cement the topic(s) they are struggling with. This

also allows the faculty to tailor class discussions based on student need and provides more time for demo problems and interactive lecturing to be done during class.

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:

One current assessment faculty has observed is many students wait to do SmartBook after the first-class period for the chapter. This does not allow for faculty to tailor discussions. However, in visiting with students they feel like the SmartBook does a good job affirming their understanding of what was covered in class.

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).

Transfer Degree. No Advisory Committee. However, regular meetings take place via Kansas Core Outcomes Group with four-year universities to ensure material being covered is relevant.

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:

No 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:

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 can 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 was made to require an Introduction to 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 is 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.

There is thought going into other elective options for those who wish to transfer. True accounting students enjoy accounting and have expressed interest in auditing and fraud and internal controls. Consider a “Topics in Accounting” course, this would allow for a different topic to be taught based on student interest. Faculty will investigate appropriate topics and the appropriate pre-requisite required,

as this could also allow students to become interested in the Accounting who may not have previously had an interest. (Could be a recruiting tool) Faculty will be investigating how those types of classes would transfer, most likely as a lower-level elective but the benefit to the student would be great.

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.

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. Students who do not wish to transfer on after ICC are given the option of completing an area of interest within the AS degree that focuses on skills needed to be an accounting assistant, or entry level bookkeeper. Faculty share this option with students enrolled in accounting classes so that students understand their options.

Accounting faculty is working with Office Technology faculty to revamp the office management AAS degree to focus on bookkeeping management which would allow students to continue adding to their skillset in the accounting area without transferring to a four-year university.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Full time faculty member Melissa Ashford has been teaching for ICC since 2014 and has been the full time Accounting, Economics, and Business instructor since 19-20. Professor Ashford has a BA in Accounting and an MBA in Accounting with additional graduate hours in Instructional design and teaching with technology. In addition to owning her own business, Professor Ashford has worked for various companies in both Accounting and Finance, including Amazon, prior to beginning full time work at ICC in 2011. Professor Ashford has been awarded the TRIO Achiever Award, ICC Cornerstone Award, and most recently was named ICC Master Faculty.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

The AS in Accounting continues to undergo changes to keep it up to date and relevant. ICC has multiple 2+2 agreements across the state of Kansas and Oklahoma.

6.3 Innovative Research, Teaching and Community Service

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

Narrative:

Professor Ashford regularly attends conferences devoted to teaching and learning, specifically in the area of Business, Accounting, and Economics. She has also presented interactive teaching methods to colleagues at conference. She is a member of National and Kansas Business Educators Associations as well as a member of TACTYC (Teachers of Accounting at Two Year Colleges). Currently Professor Ashford is serving as a leadership mentor for a former student who is currently working in the banking industry.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. (*See Section 7.1 in the Program Review Handbook examples.*)

Narrative:

Assessment data provided by the institutional researcher shows a completion rate during AY2021 for students who enrolled in accounting classes showed a 76.92% completion rate in face-to-face/hybrid classes with an 80% pass rate of a D or better. Students enrolled in online classes related to the accounting degree had a completion rate of 73.17% with 80% passing with a D or better. The total average of all students in AY2021 including face-to-face/hybrid and online has a completion rate of 74.07% for all accounting courses with 80% of students passing the class with a D or better. During AY2020 students who enrolled in face-to-face accounting classes had a 88.9% completion rate with 95.8% passing with a D or better. Students enrolled in online classes related to the accounting degree had a completion rate of 80% with 75% passing with a D or better. The total average of all students in AY2020 including face-to-face and online classes had a completion rate of 87.5% with 92.9% passing with a D or better. The difference in the completion and success numbers could be attributed to the need to switch drastically to a hybrid and online learning environment due to Covid-19. Online classes are well suited to those who have good time management skills and understand the need to utilize various high-tech teaching and learning methods. Residential students are not often prepared for this, and that fact is evident in this data.

In Academic Year 2020 there were 10 majors, 2 graduated in the Spring of 2020 and 2 returned in the Fall of 2020. Thirteen students declared accounting as a major in 2021. Two of the 13 declared majors graduated in Spring 2021 and 4 returned in the Fall of 2021. This information only tells part of the story. Several students attend and declare Accounting as a major with the intention of never finishing their Associates Degree but getting certain classes out of the way before they transfer to a 4-year University. Another problem observed in the last few years was the number of students who declared they were accounting majors but never took a single accounting class. The majority of students enrolled in the accounting classes are enrolled due to any of the following: working on an Accounting degree, a Business degree, using the class for an elective to another degree, or as a general education class.

All the core classes offered by ICC for the Accounting degree with the exception of the foundational course Introduction to Accounting, Computerized Accounting and Intro to Spreadsheets are certified as equivalent class transfers by the Kansas core outcomes group. The result is that all the classes transfer exactly as those core classes to any University in the state of Kansas under KBOR rules.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Section 7.2 in the Program Review Handbook for more information.*)

Narrative:

Circle One: **Maintain Current Levels of Support**

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Explain why:

Accounting is a degree that opens several possibilities for students and there is always a strong demand for those entering the field. As of 21-22 only one instructor teaches all the core classes for this program and those classes are in several other degrees. This keeps the cost of the program at a minimum.

Study in accounting leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the associate degree, students will be prepared for entry-level positions within organizations, able to transfer to a baccalaureate program, or possess the rudimentary information necessary to start their own businesses.

In addition to those students who are pursuing degrees, many others enroll in accounting courses to master specific skills to improve employment opportunities. Also, many transfer students do not always take those courses required for degree completion but take the core courses to get their first year out of the way before transferring to a baccalaureate program.

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (*See Section 7.3 in the Program Review Handbook for more information.*)

Narrative:

Goal 1: Accounting Assistant was added as an area of emphasis, as planned per the last comprehensive review. The goal now is to add elective options for students to take to prepare them for a variety of certification exams, as well as gauge student interest for sitting for either the IAPB or the NACPB exam and possible development of a capstone course to help students be successful. Timeline: 22-23

Goal 2: Research developing and offering a Topics in Accounting course that could be tailored each time it is offered to meet student interest. Various topics to be considered: Auditing, fraud, tax, data analytics and many others to be explored. Timeline 22-24.

Goal 3: Work with faculty overseeing Administrative Office Management degree to revamp the AAS with a focus on bookkeeping management which would allow students to continue adding to their skillset in the accounting area without transferring to a four-year university. Timeline: 22-23

Goal 4: Continue remodel of AC110 to include better desks and chairs for students. Smart Boards at each team station to facilitate the sharing of spread sheets. Projector at front of room for instructor to project, in addition to the existing TVs. This will allow students better accessibility to interactive lecture components. Timeline: 22-23

Goal 5: Continued focus on student engagement with material. Interactive lecturing seems to be working well. Student attendance is close to perfect as students are aware they are not simply taking notes but also completing problems. Next phase is to continue putting more ownership on the students for participating in completing work and sharing with the class during class time. Each team having a projector at their station so work can be projected and shared and explained. Instructor continues to attend relevant conferences to learn best teaching and learning methods for today's students. This will be measured both academic assessment as well as end of course survey. Timeline: 22-24

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

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

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.

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 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:

Please tie needs to SMART Goal (from 7.3)

Immediate Budget Requests/Needs

- Professional development: \$2,000 for conference attendance in the Accounting area. This money could be used by the full-time faculty member, or any adjuncts employed to help ensure all needs are met. Goal 5.
- Instructional Supplies: \$1,000 to be used by full time or adjunct faculty for classroom supplies and to build a library of “real books” relating to fields of study for student use during class and projects. This money is also used to allow students to print projects in the Fab Lab. For example, posters are being designed as a part of class assignments and these will be printed and hung in the classroom space as both work product and study aids for future cohorts. Goals 4 & 5.

Long Term Requests/Needs

- Furniture: \$3000 for a new instructor desk, bookshelves for classroom to hold accounting/business library collection, and a lockable display case for student projects. Currently there are many books in Professor Ashford’s office that could be moved to classroom space. This is not to replace our ICC library. These will be specific books to be used during class (possibility of multiple copies). Shelves will also hold games and other products students will be creating as a part of their regularly assigned classwork.
- Equipment and Equipment storage: \$5,000 for 10 iPads and a cart to hold current laptops and iPads. Currently Professor Ashford has a very workable set up for storage in her office but by moving them into a cart in the classroom would make for a more professional SMART classroom setup.
- Technology: \$5,000 for projector systems to allow each team (5) to have their own way of projecting what they are working on to share with one another and the class. Whiteboards are in place and could be used as screens. Each team has their own. (Thank you to Hugo’s for the donation of white boards)

It should be noted that these requests can be spread out over time, except for Professional Development and Instructional Supplies. We have made a lot of progress on the goals for this area and patience can be observed as we continue to make progress. It should also be noted that these requests also appeared in the Annual Business Program Review as there is crossover. The improvements made benefit both degrees and both sets of students.

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 and Associate Professor Jody Coy.

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:

Division Chair: I have read this review and agree with the program faculty's recommendations to maintain current levels of support.

Program Review Committee: PRC members have read this review and agree with the program faculty's recommendations to maintain current levels of support.

Vice President for Academic Affairs: I have read this review and agree with the program faculty's recommendations to maintain current levels of support. TCC 5/3/2022

10.0 Appendices

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

Appendix A: Degree sheet from 21-22 catalog

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 2021-2022 | |
| Accounting | |
| Degree: Associate of Science | |
| <p>The Associate of Science in Accounting prepares students for general college accounting while providing the basic courses for transfer to four-year colleges and universities. Accounting principles, accounting practice, and general education courses offered in the program serve the needs of transfer students in Accounting. Students also have the option to focus on practical application for immediate work in the field upon completion of the degree. Students planning to transfer should take classes in the transfer area of emphasis. The emphasis in Accounting Assistant allows students who do not wish to transfer to a four-year college or university the training needed to get an entry level job in the bookkeeping field.</p> | |
| 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 or higher (MAT 1023) | 3 |
| Business (6 hours) | |
| Introduction to Accounting (ACC 1003)** | 3 |
| Financial Accounting (ACC 1043) | 3 |
| Technology (3 hours) | |
| Computer Concepts & Apps (CIT 1003) | 3 |
| Total: 64-68 | |
| Sciences (10 hours) | Credit Hours |
| Natural Sciences (1 required course) | |
| General Biology (non-majors) (BIO 1005) | 5 |
| Physical Science (1 required course) | |
| Chemistry for non-majors (PHS 1015) | 5 |
| Descriptive Astronomy (PHS 1085) | 5 |
| Physical Science (PHS 1005) | 5 |
| Fine Arts & Aesthetic Studies (3 hours) | Credit Hours |
| Art Appreciation (ART 1043) | 3 |
| Drawing and Composition (ART 1023) | 3 |
| Ceramics I (ART 2023) | 3 |
| Painting I (ART 1033) | 3 |
| Music Appreciation (MUE 1303) | 3 |
| Music Theory I (MUE 1093) | 3 |
| Creative Writing (ENG 2023) | 3 |
| Theatre Appreciation (THR 1013) | 3 |
| Acting I (THR 1023) | 3 |
| Stagecraft I (THR 1033) | 3 |
| Cultural Studies (3 hours) | Credit Hours |
| Anthropology (SOC 1023) | 3 |
| Spanish I, II, III (FRL 1025, 1035, 2035) | 5 |
| World Regional Geography (GEO 2013) | 3 |
| Intro to Race and Ethnic Relations (SOC 2113) | 3 |
| African American History (HIS 1163) | 3 |
| World History I (HIS 1003) | 3 |
| World History II (HIS 1013) | 3 |
| Health and Well Being (3 hours) | Credit Hours |
| Psychological | |
| General Psychology (BEH 1003) | 3 |
| Human Heritage (3 hours) | Credit Hours |
| History | |
| US History I (HIS 1023) | 3 |
| US History II (HIS 1065) | 3 |
| Philosophy and Religion | |
| Ethics (PHI 1073) | 3 |
| Political Awareness (3 hours) | Credit Hours |
| American Government (POL 1023) | 3 |
| Introduction to Political Science (POL 1013) | 3 |
| *Check with transfer business school for math | |
| **Can be waived with instructor permission | |
| Emphasis in Transferring to 4-year Accounting Program | |
| Mathematics (3-8 hours - depending on transfer school) | Credit Hours |
| Elementary Statistics (MAT 1103)* | 3 |
| Analytical Geometry and Calc I (MAT 1055)* | 5 |
| Business Calculus (MAT 1153)* | 3 |
| Business (15 hours) | |
| Managerial Accounting (ACC 2033) | 3 |
| Intermediate Accounting (ACC 2013) | 3 |
| Introduction to Business (BUS 1093) | 3 |
| Microeconomics (BUS 2023) | 3 |
| Macroeconomics (BUS 2033) | 3 |
| Emphasis in Accounting Assistant | |
| Business (20 hours) | Credit Hours |
| Computerized Accounting (ACC 1033) | 3 |
| Payroll (ACC1023) | 3 |
| Business Math (BUS 1013) | 3 |
| Intro to Spreadsheets (CIT1204) | 4 |
| Advanced Spreadsheets (CIT1214) | 4 |
| 45 | |

COMPLETED: 12/11/20

Assessment Report for Financial Accounting ACC1044

Term: FALL 2020

Prepared By : Melissa Ashford

Class Summary: This course was offered as 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.

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: **87%** On-ground: N/A

#1.6HW: Homework assigned for Chapter 6

Online: **91%** On-ground: **N/A**

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

Online: **93%** 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. The additional videos I have provided seem to be helping. No further action at this time.

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: **71%** On-ground: **N/A**

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

Online: **93%** 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. I am allowing students to redo work after I provide feedback. This additional component seems to help them problem solve and fix. The students who did not turn their work in on time did not get that opportunity before the assignment locked. This caused a lower score.

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

#3.1HW: Homework assigned for Chapter 1

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

Outcome Result: Met

Summary Reflection: Consider incorporating a project component analyzing financial statements. Hopefully once we are back to a regular 16 week semester that is not hybrid we will have additional time for working in a project.

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

#4.9HW: Homework assigned for Chapter 9

Online: **91%** 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: **83%** 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.

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: **92%** 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.

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

#6.1IFRS: IFRS Activity in chapter 1

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

#6.5IFRS: IFRS Activity in chapter 5

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

#6.10IFRS: IFRS Activity in chapter 10

Online: **92%**

On-ground: **N/A**

Outcome Result: *Met*

Summary Reflection: Students appear to have a good grasp of similarities and differences between GAAP and IFRS. No further action planned at this time.

COMPLETED: 12/11/20

Assessment Report for Managerial Accounting

Term: FALL 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: 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. All business and accounting majors are required to take this course. Very few liberal or general studies major take it; although we do have some who intend to go into accounting or business but are liberal majors.

1. Explain the difference between managerial and financial accounting

#1.14.2EXC: Exercise 2 in chapter 14

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

#1.14WP: Project for chapter 14

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

Outcome Result: Met

Summary Reflection: Videos seem to be helping cement concepts. No further action planned at this time.

2. Evaluate the ethical dimensions of managerial accounting

#2.14EC: Ethics Case assignment in chapter 14

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

#2.20EC: Ethics Case assignment in chapter 20

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

Outcome Result: Met

Summary Reflection: Videos seem to be helping cement concepts. No further action planned at this time.

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

#3.18WP: Project for chapter 18

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

Outcome Result: Met

Summary Reflection: Videos seem to be helping cement concepts. No further action planned at this time.

COMPLETED: 5/10/2021

Assessment Report for Financial Accounting ACC1044

Term: SPRING 21

Prepared By : Melissa Ashford

Class Summary: This course was offered as a 16 week online section. All students in this section were Business Administration majors.

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: Students are continuing to struggle, especially in the online section of Financial Accounting. Many of the students simply didn't complete some of the required work, perhaps out of frustration with the material. I opened up old assignments in the hopes of helping them go back and grasp topics; however, very few took advantage of that, even after requesting it. Students shared that having 8 week sections was simply too overwhelming and difficult to keep up with the amount of work. I heard this in the Fall20 section as well so I made this online section a full 16 weeks. I have decided to change textbooks and use a software based system starting Fall21. This will provide students with extra practice and immediate feedback on their homework. In class I will still provide "interactive lecturing" where we will work on demo problems together, with me leading and students contributing to the worksheets. Online I will record these demo problems so the online student receives the same experience. I will then assign homework that is similar to our demo and is built within the software program. This software uses algorithms to create similar problems for each student, while none will be identical. This will allow me to encourage students to work together in study groups as their problems will not be the same and no one student will carry the burden of coming up with the

correct answer for the group. I will be considering a minimum threshold score on assignments before allowing students to move on as accounting is a subject that builds upon itself.

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: **100%** 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: **75%** On-ground: **N/A**

Outcome Result: Met

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

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

#2.1HW: Homework assigned for Chapter 1

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

#2.3HW: Homework assigned for Chapter 3

Online: **75%** 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: Overall action for this course is discussed in the course reflection above.

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

#3.1HW: Homework assigned for Chapter 1

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

Outcome Result: Met

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

PENDING APPROVAL

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

#4.9HW: Homework assigned for Chapter 9

Online: **50%** On-ground: **N/A**

#4.10HW: Homework assigned for Chapter 10

Online: **67%** On-ground: **N/A**

#4.5HW: Homework assigned for Chapter 5

Online: **33%** On-ground: **N/A**

Outcome Result: *Not Met*

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

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: **50%** On-ground: **N/A**

#5.11HW: Homework assigned for Chapter 11

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

Outcome Result: *Partially Met*

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

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

#6.1IFRS: IFRS Activity in chapter 1

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

#6.5IFRS: IFRS Activity in chapter 5

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

#6.10IFRS: IFRS Activity in chapter 10

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

Outcome Result: Met

Summary Reflection: I received feedback in student surveys that they do not fully understand why we study or do any work regarding IFRS. Obviously I did not do a very good job ensuring students see the difference between that and GAAP and why we spend time on it. I think some of this comes from the fact that this is still entry level accounting and it is hard to grasp that students could work with international companies. These were all BA students and therefore don't have the same "accounting" desire as accounting students have. I will think about ways to make this area more engaging to students moving forward.

COMPLETED SPRING: 5/13/21

Assessment Report for Managerial Accounting

Term: Spring 21

Prepared By : Melissa Ashford

Class Summary: This was an on ground/hybrid section. We met for 8 weeks, twice a week for 80 minutes. All of the students in this section were Business Administration majors who plan to transfer to business school once they have graduated from ICC. One is actually considering this area of focus as the student found a real passion for analyzing costs and benefits and helping advice on a company's bottom line when it comes to profit and loss.

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. All business and accounting majors are required to take this course. Very few liberal or general studies major take it; although we do have some who intend to go into accounting or business but are liberal majors. I noticed students struggling to understand material and upon

investigation found that they were not accessing and using the portions of the course that were intended for the “hybrid” portion. That is, they did not listen to my podcasts or watch demo videos. Students stated they were simply too busy with a heavy course load. I spent more time doing in class lecturing than I wanted or even had time to do. I attempted to do interactive lecturing, as planned, with students simply working together with me, taking turns completing worksheets and analysis. This was a struggle as they simply were not as prepared as they needed to be. They still met outcomes, for the most part, but I fear they didn’t get the deep understanding I had hoped. I will be changing the course going into Fall 2021 to include interactive lecturing and a software driven homework component. I will be assigning work and encouraging them to work together on concepts outside of class, as well as encouraging them to complete worksheets over and over until they achieve a set score. I can accomplish this because the software will use an algorithm that will allow their problems to be similar but not identical, to both each other and to the interactive lecture/demo I will be teaching during class. I am hopeful this will help with their long-term retention and understanding of cost accounting concepts.

1. Explain the difference between managerial and financial accounting

#1.14.2EXC: Exercise 2 in chapter 14

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

#1.14WP: Project for chapter 14

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

Outcome Result: Met

Summary Reflection: Students needed quite a bit of guidance during class to achieve met. My notes are extensive in the overall reflection of the course and I have already begun revamping the course for the fall section.

2. Evaluate the ethical dimensions of managerial accounting

#2.14EC: Ethics Case assignment in chapter 14

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

#2.18EC: Ethics Case assignment in chapter 18

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

Outcome Result: Met

Summary Reflection: This seems to be an area students consistently do well in. I spend a lot of time on business ethics and the high importance of a strong ethical position in accounting from the very first time I have a student in any of my accounting classes. As I am revamping the course for fall, I am not

sure what I will be doing for measures. I am considering making an ethics case study project for part of their final.

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

#3.18WP: Project for chapter 18

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

Outcome Result: *Met*

Summary Reflection: Students needed quite a bit of guidance during class to achieve met. My notes are extensive in the overall reflection of the course and I have already begun revamping the course for the fall section.

4. Interpret Cost Behaviors for Decision Making

#4.18.4EXC: Exercise 4 in Chapter 18

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

#4.19WP: Project for chapter 19

Online: **83%** On-ground: **N/A**

Outcome Result: *Met*

Summary Reflection: The class met with a 91% success rate. Videos are helping. Project components will always be more difficult. They are a test of application of knowledge and I provide very little guidance until it is turned in and then students have the opportunity to may corrections based on my hints and suggestions.

5. Communicate managerial accounting information in an appropriate format

#5.19EC: Ethics Case Study for Chapter 19

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

#5.19WP: Project for chapter 19

Online: **83%** On-ground: **N/A**

Outcome Result: *Not Met*

Summary Reflection: The class met with a 91% success rate. Videos are helping. Project components will always be more difficult. They are a test of application of knowledge and I provide very little guidance until it is turned in and then students have the opportunity to may corrections based on my hints and suggestions.

6. Track the flow of costs through the manufacturing process.

#6.15WP: Waterways project for chapter 15

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

#6.16WP: Waterways project for chapter 16

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

#6.17WP: Waterways project for chapter 17

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

Outcome Result: *Met*

Summary Reflection: Videos seem to be helping cement concepts. No further action planned at this time.

PENDING APPROVAL

4. Interpret Cost Behaviors for Decision Making

#4.18.4EXC: Exercise 4 in Chapter 18

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

#4.19WP: Project for chapter 19

Online: **83%** On-ground: **N/A**

Outcome Result: *Met*

Summary Reflection: The class met with a 91% success rate. Videos are helping. Project components will always be more difficult. They are a test of application of knowledge and I provide very little guidance until it is turned in and then students have the opportunity to may corrections based on my hints and suggestions.

5. Communicate managerial accounting information in an appropriate format

#5.21WP: Project for chapter 21

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

#5.19WP: Project for chapter 19

Online: **83%** On-ground: **N/A**

Outcome Result: *Not Met*

Summary Reflection: The class met with a 91% success rate. Videos are helping. Project components will always be more difficult. They are a test of application of knowledge and I provide very little guidance until it is turned in and then students have the opportunity to may corrections based on my hints and suggestions.

6. Track the flow of costs through the manufacturing process.

#6.15WP: Waterways project for chapter 15

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

#6.16WP: Waterways project for chapter 16

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

#6.17WP: Waterways project for chapter 17

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

Outcome Result: *Met*

Summary Reflection: Videos seem to be helping cement concepts. No further action planned at this time.

Assessment Report for Intro to Accounting ACC 1003

Term: Spring 2021

Prepared By: Jody Coy

Class Summary: This course offered in the Spring 2021 semester made up of a student population of 8 traditional and non-traditional students, 3 in the AOM degree program, 5 are Business Administration majors and need for pre-requisite fulfillment. Two students were dropped for non-attendance in the 3rd week.

Learning Outcomes, Measures, and Data

This course is KBOR Aligned: No

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

1. Explain the key concepts of accounting terms.

Assignment Review

Online: **N/A** On-ground: 94%

Assignment Discussion Questions

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

Outcome Result: Overall 100 % of students doing the assignment achieved at least 92% on the assignment.

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time. Holding class on ground appeared to enhance understanding.

2. Analyze and correctly record transactions in the general journal and ledgers.

Assignment Chapter 4 Exercise /Homework 6.1-6.6

Online: **N/A** On-ground: 84%

Assignment Discussion Page 182 Chapter 6

Online: **N/A** On-ground: 93%

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

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time. Holding class on ground appeared to enhance understanding.

3. Prepare bank reconciliation.

Assignment Chapter 9 Exercise /Homework 9.1-9.7

Online: **N/A** On-ground: 93%

Assignment Chapter 9 Discussion Questions – Students did not have this assignment turned on to do.

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

Outcome Result: Overall 100 % of students doing the assignment achieved at least 95% on the assignment.

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time. Holding class on ground appeared to enhance understanding.

4. Properly format Financial Statements.

Assignment Chapter Exercise /Homework 4 4.1-4.6

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

Assignment Chapter Exercise /Homework 13.1 -13.6

Online: **N/A** On-ground: 94%

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

Summary Reflection: Students met or acceded expectation, no plans to change methods at this time. Holding class on ground appeared to enhance understanding.

PENDING APPROVAL



Independence
COMMUNITY COLLEGE

Comprehensive
Program
Of
Developmental
English
For
2020-2021

Prepared by
Bridget Carson

3/10/2022

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1.0 Program Data and Resource Repository

1.1 Program Summary

The Developmental English Program provides structured support for students to develop writing skills indicative of success at the college level for students for whom multiple measures such as test scores and High School GPA indicate a need for additional support.

Narrative:

Developmental English in the form of courses English Skills and Composition Preparation exist to provide structured practice and time to work at the sentence and paragraph level and at the five-paragraph essay level to improve both skills and the confidence in those skills needed across the curriculum for reading comprehension, writing organization, grammar and syntax, point and support, evaluation of sources, word processing, writing process, and project management.

1.2

DEV English Program Review Data AY 2020

Number of Faculty:

full time 1 (Carson)

adjunct 1 (Cox)

Enrollment & Student credit hours by Faculty type:

Full time: 33 total credit hours taught, with 80 total student enrollments

Adjunct: 3 credit hours taught, 14 total student enrollments

Average Class size:

9.4 students in Face-to-Face classes

0 students in online classes

9.4 students across all DEV English courses

Completion rates:

84.0% face-to-face

0% online

84.0% all DEV English courses

Pass rates (C or better):

82.3% face-to-face

0% online

82.3% all DEV English courses

% of AY2020 Students Passing Comp Prep ('C' or better):

Summer: 100% (14 of 14)

Fall: 65.5% (19 of 29)

Spring: 90.5% (19 of 21)

Total: 81.3% (52 of 64)

% of AY2020 Students Who Passed (with 'C') Comp Prep Who Completed Comp I as of mid-session Fall 2020:

Summer: 57.1% (8 of 14)

Fall: 68.4% (13 of 19)

Spring: 42.1% (8 of 19)

Total: 55.8% (29 of 52)

% of AY2020 Students Who Passed (with 'C') Comp Prep & Completed Comp I Who Passed (with 'C') Comp I as of mid-session Fall 2020:

Summer: 75.0% (6 of 8)

Fall: 69.2% (9 of 13)

Spring: 50.0% (4 of 8)

Total: 65.5% (19 of 29)

% of AY2020 Students Passing English Skills ('C' or better):

Summer: 0% (0 of 0)

Fall: 81.8% (9 of 11)

Spring: 100% (4 of 4)

Total: 86.7% (13 of 15)

% of AY2020 Students Who Passed (with 'C') English Skills (without also passing Comp Prep) Who Completed Comp I as of mid-session Fall 2020:

Summer: 0% (0 of 0)

Fall: 22.2% (2 of 9)

Spring: 25.0% (1 of 4)

Total: 23.1% (3 of 13)

DEV English Program Review Data AY 2021

Number of Faculty:

full time 1 (Carson)
adjunct 1 (Cox)

Enrollment & Student credit hours by Faculty type:

Full time: 33 total credit hours taught, with 86 total student enrollments

Adjunct: 3 credit hours taught, 12 total student enrollments

Average Class size:

9.8 students in Face-to-Face classes
0 students in online classes
9.8 students across all DEV English courses

Completion rates:

90.82% face-to-face
0% online
90.82% all DEV English courses

Pass rates (C or better):

51.69% face-to-face
0% online
51.69% all DEV English courses
33.33% 8-week classes
59.68% 16-week classes

% of AY2021 Students Passing Comp Prep ('C' or better):

Summer: 65.38% (17 of 26)
Fall: 33.33% (9 of 27)
Spring: 71.43% (10 of 14)
Total: 53.73% (36 of 67)

% of AY2021 Students Who Passed (with 'C') Comp Prep Who Completed Comp I as of mid-session Fall 2021:

Summer: 76.47% (13 of 17)
Fall: 77.78% (7 of 9)
Spring: 60.00% (6 of 10)
Total: 72.22% (26 of 36)

% of AY2021 Students Who Passed (with 'C') Comp Prep & Completed Comp I Who Passed (with 'C') Comp I as of mid-session Fall 2021:

Summer: 69.23% (9 of 13)
Fall: 100% (7 of 7)
Spring: 83.33% (5 of 6)
Total: 80.77% (21 of 26)

% of AY2021 Students Passing English Skills ('C' or better):

Summer: 0% (0 of 0)
Fall: 40.00% (6 of 15)
Spring: 57.14% (4 of 7)
Total: 45.45% (10 of 22)

% of AY2021 Students Who Passed (with 'C') English Skills (without also passing Comp Prep) Who Completed Comp I as of mid-session Fall 2021:

Summer: 0% (0 of 0)
Fall: 66.67% (4 of 6)
Spring: 25.00% (1 of 4)

Total: 50.00% (5 of 10)

% of AY2021 Students Who Passed (with 'C') English Skills (without also passing Comp Prep) & Completed Comp I Who Passed (with 'C') Comp I as of mid-session Fall 2021:

Summer: 0% (0 of 0)

Fall: 100% (4 of 4)

Spring: 100% (1 of 1)

Total: 100% (5 of 5)

% of AY2021 Students Who Completed Any Dev English Course BUT Did Not Pass English Skills or Comp Prep ('C' or better) & Completed Comp I Who Passed Comp I as of mid-session Fall 2021:

Summer: 0% (0 of 1)

Fall: 66.67% (2 of 3)

Spring: 0% (0 of 2)

Total: 33.33% (2 of 6)

% of AY2021 Students Who Completed English Comp I Who Hadn't Taken Any Dev English Course in the Last 2 Academic Years Who Passed ('C' or better)

Summer: 86.67% (26 of 30)

Fall: 78.95% (180 of 228); without HS: 74.65% (53 of 71)

Spring: 68.89% (31 of 45)

Total: 78.22% (237 of 303); without HS: 75.34% (110 of 146)

Pending Approval

Narrative:

The students in need of Developmental support are also the students whose success as students is most precarious due to circumstances that the college both does and does not have the ability to influence. The challenges of navigating the world of the ongoing COVID-19 pandemic and our response to it affected these students and their ability to successfully complete, move out of, and beyond the Developmental track. As these students gain reading, writing, and technology independence as learners, these classes are not designed to be taken online. March of 2020 required a major redesign of curriculum presentation that was not only more challenging to these students as they had less individual face-to-face support and lower access to school-supplied resources, but many had limited access to internet and computing once they returned home, if they were able to return to a home. One of the students in the English Skills class who did complete with a 'C' or better became unhoused in Chicago during that semester. The financial stress of the pandemic meant that some of the students chose work over school, and several who completed the classes, some after taking an Incomplete, did not return to enroll at ICC again.

ICC made a strategic decision in the Fall of 2020 to offer a higher percentage of classes, including Composition Preparation, as 8-week courses to compartmentalize the possible effects of study-in-place lockdowns. The 8-week format was devastating for Composition Preparation. Many students missed the first two-three weeks of the class in quarantine or isolation without adequate orientation to or facility with CANVAS or the Microsoft 365 Suite of applications to keep up with the fast-paced class. The course was taught with three five-paragraph essays, down from four, but the compression of the writing process from three weeks to two weeks with an introduction review period and exam preparation was not sufficient for students to develop skills that became permanent habits. For many, once they got behind on submissions, even of assignments that were designed to take between 15-30 minutes to execute, they not only didn't catch up, they stopped trying to catch up. The last two weeks of the Fall First Session were Online due to Study-In-Place as a result of COVID-19 community spread on campus. At this point there were no evening or weekend hours in the Library. After one session of two 8-week Composition Preparation, the one with the 33% completion rate, after discussion with the English Department and the VPAA it was decided that Developmental English classes should only be taught in the 16-week session as the 8-week session did not allow for sufficient time to recover from errors, illness, or to develop writing hygiene skills and habits that would become permanent improvements to students' learning process.

To attempt to address computing access barriers, assessment-based assignment and class time management changes were implemented and moved both English Skills and Composition Preparation toward a more balanced classroom and writing lab model to provide students with in-class time for work with guaranteed access to computing with individualized support. However, as students have entered the track with fewer self-solving skills and a previous experience of low rigor from the learning delivery interruptions of the pandemic, the rebound to our previous rates of Developmental Track completion and successful completion of Composition I on a first attempt are slow to return to pre-pandemic levels.

2.0 Student Success

2.1 Define Student Success

Narrative:

Student Success for students in the Developmental English Track is to support their success in writing across the curriculum while they are in the program and for them to complete English Skills, Composition Preparation, or both classes with a C or better and then complete Composition I with a C or better on a first attempt.

While defining success as the achievement of a C or better in English Skills or Composition Preparation to move forward to Composition I, Composition II, and graduation and transfer are quantifiable, other goals include developing students' confidence in their own academic capacities and the discipline of project management are less quantifiable. Repeated practices in evaluating the skills and information to be demonstrated to meet the needs of an assignment, tracking their own process habits to find strengths and opportunities for growth nurtures confidence in our students that they can be independent learners, not repeaters of verbatim information.

2.2 Achieve/Promote Student Success

The program achieves and promotes student success through repeated writing practice with both reading examples and writing prompts from multiple disciplines.

Narrative:

All Developmental English students have multiple supports offered in both non-cognitive and cognitive ways. All Developmental English Students are encouraged to apply for the TRIO program to, hopefully if eligible, connect them with additional services on our campus. The Fall and Spring classes take their writing workshop time in the Academic Success Center to help them become familiar with the Center, the staff, the facilities, and to help them have a sense that it is a place for them. Class time is made to do all steps of the writing process with individualized support. In English Skills practice assignments help break up steps of the writing process to lead to a manageable workflow and a higher quality finished product. For example, all prompts, after the Entry Diagnostic, have rough drafts due five days before final drafts are due and have a writing lab day for revision and editing with instructor support. Assignments that require citations have the citations due during the drafting process after writing lab time in the Academic Success Center, so the citations do not become an afterthought and support for either locating them in the Library Resources or generating them from online sources is available. Composition Preparation classes have Tentative Writing Plan Assignments and Writing Process Reflection Assignments for each of the three major essays so that students may be awarded points for attempting to make a plan to manage their time and then reflecting on their own process to keep what is working well and decide what to do differently to develop their project management skills. Both classes have writing assignments that involve research and analysis and creative writing to scaffold attention to audience, descriptive writing, organization of ideas, and the skills of paraphrasing and editing while offering the challenges and comforts of both research based and imaginative generation which appeal to different students. Both of the classes have multiple topics to explore over

the course of the semester to be the writing practice so that the entire semester is not spent on a single topic a student either loathes or already has expertise in expressing. For each of these classes multiple example readings are offered from current high-content low-commentary news media sources such as the *Associated Press*, *National Geographic*, *NPR*, and *LiveScience*, excerpts of textbooks from general education courses, and short excerpts from classic and modern works of fiction, poetry, and drama along with instructor generated examples.

Pending Approval

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

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

Narrative:

Assessment for Developmental English has become both regular and rigorous since the last program review. All outcomes have been assessed by at least two measures for both courses each time they have been taught. All assessment reports can be found in the appropriate folders.

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:

Significant assessment findings revealed logical conclusions and advocacy for additional resource and curricular changes were made accordingly. Higher rates of attendance for both instruction and for ungraded in-class practices and higher rates of submission indicate successful completion of both courses for individual students. Students with inconsistent or minimal attendance were more likely to withdraw, be withdrawn, or not complete the course with a 'C' or better. Access to computing resources during class was increased and the expansion of Library hours was strongly advocated for to provide additional computing time for students who do not own their own computers, both of which have contributed to higher rates of submission and increased quality of final work. Students struggle with outlining as reflected in both the quality of outlines submitted and how many outlines were simply not submitted; more in-class ungraded practices along with low point graded practices are being used to support this skill. The Tentative Writing Plan and Writing Reflection Assignments were added to create a greater emphasis on process. This achieves that emphasis by rewarding participation in process in grading and detracts in grading from those who elect not to engage in process.

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:

Ongoing assessment plans include continuing to assess all outcomes with at least two measures for all classes each semester and noting changes made from semester to semester.

Pending Approval

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).

NA

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:

NA

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:

As Developmental sequences are minimized across the country and the Kansas State Legislature begins to question why Developmental education is necessary there is also a move toward concurrent supplemental instruction on a national level. We are looking at reinventing our Composition I with Supplement class

with a redesigned Supplement curriculum for potential phase out of Composition Preparation but retaining English Skills for the students with the highest needs for support. This is a long-term project as the staffing hours and qualifications needed are a challenge at our current staffing levels. Bridget Carson is applying to enroll in a Graduate Level English Certificate Program at Emporia State to earn 18 graduate hours in English to qualify her to teach both the developmental and the college level aspect of a Composition I with Supplement in addition to other ENG coded courses.

Pending Approval

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 is practice-based to support students in producing work written work and interpreting instructions to progress through both academic work and communications with potential future employers, clients, and community organizations. The outcomes for Composition Preparation were redesigned to create support more directly to prepare students to be ready to address the outcomes of Composition I in 2020 passing through the Arts and Humanities Division and then Academic Council by the appropriate process.

This program supports success in the use of written communication across the curriculum. Neither class are transferable as neither class is college level.

Employment that requires written communication is supported by the skills developed in this program.

The curriculum is highly dynamic. Every semester assignments are renewed, revised, replaced or rotated to provide improvements gained by the previous practice, address current world events in writing for relevance to the student experience, or to provide new assignments for students who may be repeating the class for a variety of reasons.

The program uses as reading examples works by international artists and news stories from around the globe. Examples include a recent NPR article about researchers studying how animals understand their surroundings where a team in Israel trained goldfish to drive a goldfish-sized car and regular use of poems to study figures of speech by poets including James Baldwin, Pablo Nerida, and Lao Tzu.

The program addresses diversity in both representation in readings and directly by assigned writing topics. For example, Composition Preparation has used a recurring research essay assignment to select three from a list of great leaders, warriors, artists, explorers, and scientists who should be known better than they are and explain both their accomplishments and why they may have been marginalized. This list has included among others: Amanirenas, Sylvia Riveria, Sofia Kovalevskaya, Mary Anning, Mississippi John Hurt, Roald Amundsen, Pearl Primus, Tecumseh, Heihachiro Togo, Tariq ibn Ziyad, Ching Shih, John “Chief” Meyers, King Ezana of Axum, Bayard Rustin, Hiawatha, Florence B. Price, Rigoberta Menchú, Margaret Bonds, Anna Akhmatova, Josephine Baker, Miklos Radnoti, David Unaipon, Maria Tallchief, and Jim Thorpe. In the Spring semesters when the Winter Olympics and Paralympics are played there is an essay question addressing reasons for either diversity or the lack of it in the winter sports. English Skills regularly includes readings from artists including James Baldwin, Lao Tzu, Shakespeare, A.E. Housman, Sarah Teasdale, Gwendolyn Brooks, Maya Angelou, Mary Oliver, and Joy Harjo.

While there are no community-based projects in this program, there is a regular experience-based essay in which the English Skills students read the process for and receive a treatment at Cosmetology which is the subject of their writing assignment that week where they are expected to explain the steps of the treatment, their expectations, their experience, and whether they would repeat or recommend it to anyone else. The cost associated with this has historically been under \$150.00 a semester which all remains within the college.

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 supports all degrees offered by the colleges by supporting the writing, reading, and project management skills that support success at the college level.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

During the period of this review Bridget Carson has served as the President of Faculty Senate, had several musical works premiered by both ICC ensembles and the Midcontinent Band, has served as a playwright mentor during the High School 24Hr Plays, and was selected for a conference presentation that was delayed due to Covid-19 to April 8th, 2022 for a 20 minute presentation, *Symbols of Silence: A Musical Approach to Teaching Punctuation* at the Johnson County Community College Cavalier Conference on Writing and Literature.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

This is a difficult question to answer about this program. That students are at least 5% more likely to succeed in Composition I after having succeeded Developmental English than those who place into Composition I upon acceptance is the most noteworthy accomplishment this program can have.

6.3 Innovative Research, Teaching and Community Service

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

Narrative:

Faculty continue to attend the Great Plains Conference on Acceleration at Butler Community College and are applying to present at conferences show that they are engaged in a larger community of Developmental Education. The constant revision and redesign of units and assignments along with the realignment of the Composition Preparation Outcomes are all a commitment to meeting the students where they are, moving them forward through practice, and engaging in the processes of the college.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

Assessment trends demonstrate that, as expected, the most academically vulnerable students are also the students with the least resource and the most instability in the rest of their lives and therefore the most likely to have the disruptions of the Covid-19 pandemic tear them away from studies through individual non-cognitive issues. Concerns about the need for this program and its constant revision include a potential for a higher number of students needing it over the next thirteen years to accommodate students whose skills development was interrupted in their K-12 experience during the pandemic.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

Narrative:

Circle One: Maintain Current Levels of Support
 Potential Enhancement Opportunities
 Revitalization Opportunities/Needs
 Phase out

Explain why:

The demand for this program is likely to increase for the foreseeable future as many students remain in need of support. We should plan a yearly budget for the English Skills classes to receive treatments at Cosmetology for their Process Analysis writing assignment. Professional development funds to assist Bridget Carson in achieving 18 credit hours of Masters Level English classes will not make her a more expensive employee but will make her a more versatile one for scheduling and will allow for the eventual phasing out of Composition Preparation as a course in favor of Composition I with Supplement along with English Skills at current rates of staffing.

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (See Section 7.3 in the Program Review Handbook for more information.)

Narrative:

Short Term goals include:

1. Continued assessment of every outcome with at least two measures every semester for every course taught measured by submission of assessment.
2. Create a guideline for Faculty Advisors to discuss options and pathways through the developmental sequence focused on student driven goals and the wider context of their educational plan. This can be accomplished before the end of the enrollment period Spring 2022.
3. Goal to maintain or improve rate of students who pass a developmental English Class with a 'C' or better who also pass Composition I on a first attempt. As the extreme duress of the pandemic releases, a move toward higher rates of success is possible.

Long Term Goals include:

1. Development of community-based assignments for English Skills and Composition I with Supplement.
2. Goal to increase the consistent rate of students who pass a developmental English Class with a 'C' or better who also pass Composition I on a first attempt to over 70%.
3. The phase out of Composition Preparation to Composition I with Supplement.

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

ICC's Mission is, "Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic

development.” The Developmental English Program serves the best interests of students by offering them support to be successful at college level reading and writing through guided practice. A repeated pattern of explanation of concept, example, skill-targeted ungraded classroom exercise, low point graded individual practice, supported in-class workdays for major writing process components provides an opportunity for habit development in writing hygiene. This program also promotes cultural enrichment by engaging students with non-fiction, prose, and poetry from multiple cultures and time periods including reading and media examples ranging, in a few examples used during the period of this review, as a translation of the Medieval Irish poem *Bangor Pan (The Scholar’s Cat)* 9th century, Agatha Christie’s *And Then There Were None* published in 1939, Frontline Episode *Opioids, Inc.* released in 2020, and Gwendolyn Brook’s poem *Kitchenette Building* published in 1945 in English Skills and excerpts from Robert Lewis Stevenson’s *Treasure Island* published in 1883, Madeleine L’Engle’s *A Wrinkle in Time* published in 1962, and Nora Neale Hurston’s *Barracoon: The Story of the Last “Black Cargo”* written in 1927 but not published until 2018 in Composition Preparation.

As such the Developmental Curriculum in its diverse examples can be tied to HLC Core Component 1.C sections one and two: 1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. 2. The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.

This curriculum’s ability to be varied and be revised to target the needs of the individual students in it and its emphasis on the skill of paraphrasing and addressing plagiarism can also be tied to Core Component 2.D: The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching learning. This curriculum can be linked to all aspects of Core Component 2.E in the teaching of paraphrasing, citation, and source evaluation. This includes 1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability, 2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students. 3. The institution provides students guidance in the ethics of research and use of information resources. 4. The institution enforces policies on academic honesty and integrity.

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:

Current rates of staffing are sufficient for current student need even if the number of students who need developmental education increases slightly in the next program review cycle. At current rates of staffing for a load of 16 credit hours 24 students could be served in two sections of English Skills and 30 students could be served in two sections of Composition Preparation per semester. In the current Spring Semester of 2022, at this moment, nine students are being served in English Skills, and sixteen students are being

served between two sections of Composition Preparation. The rest of the instructor's load is being earned by courses taught in the Music Department.

Current facilities and technology are sufficient for the current student need. The extension of Library Hours and access to the Academic Success Center are sufficient for computing for students who do not own their own computers. Streamlining of interactions between Online Library Resources and Classlink will make a higher likelihood of student success as developmental students tend to have lower rates of persistence with technical barriers as they tend to view them as confirmation of their incapacity rather than seek assistance through self-advocacy.

Please tie needs to SMART Goal (from 7.3)

Immediate Budget Requests/Needs

As much support toward Professional Development for graduate level classes as the college deems appropriate would be gratefully appreciated. This ties to the goal of recruiting and retaining highly qualified faculty. The current plan is for Bridget Carson to take one class per semester for the next nine terms through Emporia State beginning Summer 2022 to complete the 18-credit certificate program concluding no later than Spring 2026 during which time the Composition I with Supplement can have the curriculum designed specifically for the paired college level and developmental classes. Total Certificate cost over the next nine semesters are expected under \$10,000.

Long Term Requests/Needs

A budget for English Skills to receive Cosmetology treatments as experience-based learning for a writing assignment of \$15.00 per student per semester not to exceed \$360.00 per semester, the equivalent of two full sections of English Skills. English Skills classes are capped at 12, but are usually smaller, and there is frequently only one per semester.

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 Bridget Carson with data gratefully received from Head of Institutional Research, Anita Chappuie, and with input and suggestions for appendices by English Professor and Arts and Letters Division Chair, Heather Mydosh.

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:

Division Chair: I agree with the goals and requests of this program review. Brian Southworth 5.6.2022

PRC: Supports the goals and requests of the instructor. We agree that the need for the course is vital to student success at the Comp I and II level.

Vice President for Academic Affairs: I agree with the goals and requests of this program review. TCC 4/15/2022

10.0 Appendices

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

Sample assignments:

English Skills From Spring 2020:

Prompt 2: 20 points: Describe the pond on campus.

Please be descriptive. Make the experiment of remaining in third person (e.g. the pond, it, etc., no “I think, I see,” or, “you can see.”). Use complete sentences, and use MLA format. Please refer to the MLA Example and Word Checklist documents under Files in CANVAS for MLA formatting issues or use the Word template in Microsoft 365 online that you can access through the Email tab on indycc.edu

Five to seven well-constructed sentences are expected.

Please email your Word Document as an attachment to bcarson@indycc.edu if there are any Upload issues before it is due, but to be graded it will still have to come in through the Turnitin LTI.

Prompt 7: 20 points:

Using Research as discussed in class, please define what Megafauna Extinction is and give **two causes** with one specific example (of a now extinct or endangered animal that meets the definition) for **each** cause, **or** write a short scene of Science Fiction describing what would be different if a large extinct animal wasn't extinct. No Works Cited is expected at this time, but a similarity score of under 10% is required. This will mean paraphrasing support from your readings or applying the information from them to the circumstances of your imaginary world.

Make time to use the writing process to create solid, supportable ideas that are presented in five to eight flawless sentences. Take more if needed to write fiction, but keep it tight, no more than two pages. Budget at least 20-30 minutes each to research, draft, revise, and then edit to check sentences for mechanics and formatting before submitting.

Remain in third person (e.g. he, she, they, etc., **no** “I think, I see,” or, “you can see.”) if you write the Informational version, but any person is fine in the Science Fiction version. Use strong, complete sentences with specific descriptions and information, use MLA format, correct mechanics, and pay attention to tense and number.

Check the Similarity Report so that you can resubmit after revision if it is over 10%. If there are *any* issues with loading the document, send it to bcarson@indycc.edu as a back-up **BEFORE** the paper is due. Remember both grammarly.com and easybib.com have free grammar and usage tools to help you catch errors. Experiment with using them to see if that is helpful to your process.

Discussion Board Compare/ Contrast Practice: 5 points:

Practice answering in the compare contrast format.

First, decide are you going point by point or all compare then all contrast.

Second, in the reply bar write a rough draft of a paragraph where you compare Gatorade and Powerade with a conclusion sentence saying which you prefer.

What I'm looking for is for you to offer specific support and follow a pattern of organization. We'll hit mechanics in the next practice.

No comments on another post are needed for full points on this one.

Only say something if you are being a helper.

And go-

Compare/ Contrast Rough Draft Prompt: 5 Points:

Here are the Prompt instructions.

Write the Rough Draft of your Prompt in the Reply bar by Thursday, then on Friday we can all add some helpful comments for revision and editing.

Then, you'll Copy & Paste it into a Word or GoogleDocs file to MLA format and Edit and submit as the Final Prompt in the Prompt 11 Assignment through the Turnitin LTI for when it will be due on Monday.

I'll put the instructions both in this discussion board and in the assignment.

Full points for a rough draft and at least one helpful comment on someone else's draft.

Superman vs. Batman: The Paper

Compare and Contrast the characters of Batman/ Bruce Wayne and Superman/Clark Kent. Explain how they are similar on at least three points, and explain how they are different on at least three points. Conclude with why each is the right superhero for his city. You are not limited to three points; you can have more if you would like. Be descriptive and specific. Use words like: *similar*, *alike*, and *both* when you are showing what traits are shared by the characters or their stories. Use words that signal difference like: *but*, *on the other hand*, and *conversely* to show how those characters and their stories diverge (Because, after all— if they were just alike the Justice League would always agree, and that would be boring. Good stories need conflict.). No citation needed. Bust this one out on the 14-20 sentence front. Remain in third person, use complete sentences, MLA format, and correct mechanics.

(Don't quote either of these examples. Come up with your own. I know you can.) For example: *Both Superman and Batman come to view the taxpayer version of themselves as their alter egos, and the caped version of themselves as who they really are. See? This is specific without being repetitive. Another example: These two characters have nearly boundless access to different kinds of power. Superman has nearly limitless physical strength, but Clark Kent still pays rent out of his salary as a reporter. Batman has normal, well-developed human strength and intelligence, but Bruce Wayne can purchase or develop any technology which he can use to his advantage because of his extraordinary wealth.*

Prompt 13 Rough Draft: 5 points:

Write your rough draft for comments so we can all help each other in the reply bar. Here are the full instructions.

Writing for Inference: Show, Not Tell and Figurative Language

This has several components. Get all of them.

Write a short story (or section of a story) where your character or characters have a reason to go into a haunted space. Your story needs to start shortly before entry to the haunted space and should end (for the purposes of this assignment) after the character has acquired what he, she, or they have gone in to find. You don't have to tell me how they got out, if they got out, or what other bad stuff happens after they take something from that space, or how they make it right again. I don't need a ton of exposition of your character's backstory. (But, if you wanted to write that whole story and submit it to Lit. Guild for publication litguild@indycc.edu— that's cool.) You need to show that this space is haunted. You need to show how your character or characters feel. This should be full of details that relate to senses. You need to use at least two different figures of speech (pick from the list posted under Files that we talked about), but if you would like to use more don't feel limited.

You may tell this story in any person you like. MLA, of course. Once you have all your ideas down, spend at least an hour checking and fixing each sentence for grammar, punctuation, spelling, and formatting. Don't let there be anything to distract me from how scary the situation is in your story! This story should take you somewhere between two and four hours to write well. If there are any upload issues through the external tool, email it to bcarson@indycc.edu before the same time.

Go write something that I won't want to read alone in the dark.

P.S. Anytime you feel the urge to use the word, "very," go to a thesaurus and find a better synonym for that adjective.

Insomniac- Figures of Speech Discussion Board: 5 points:

Insomniac

There are some nights when
sleep plays coy,
aloof and disdainful.
And all the wiles
that I employ to win
its service to my side
are useless as wounded pride,
and much more painful.

Maya Angelou

How does this poem use *personification* to help get the idea across? And, Angelou talks about using her "wiles...to win" falling asleep. What does that say about her relationship with sleep? How is she making a *metaphor* where the comparison is flirting with someone who isn't interested?

Answer in a few sentences. Make sure to comment on another post. The conversation is important.

Review Sentence Editing Discussion Board: 5 points:

Here are ten sentences that all have one kind of mechanical error each.

You do not need to comment on anyone else's work.

Copy and paste the sentences that need editing into the reply bar. Make your fix in **bold**.

For example:

The wiring was better after it was edited.

Becomes-

The **writing** was better after it was edited.

Easy Peasy Lemon Squeasy!

And, GO!

1. Someday i want to visit patagonia on vacation.
2. I am planting tomatoes peppers squashes melons carrots celery radishes and flowers this year.
3. Yesterday we watch *Evil Genius* on Netflix.
4. The bares at the park were sleeping when we drove past their enclosure.
5. My friend Carl did catch Covid-19 and he's recovering now.
6. After listening to the story I wrote for a Narrative Telephone game my friend texted me, "Girl! If you picked that out you are cruel".
7. Im sending you all high-fives and hugs.
8. You'rein the Home Stretch!
9. These are all really eazy; aren't they?
10. I know this semester's been hard, you're doing a great job!

Sample Assignments from Composition Preparation Fall 2020:

Introduction to Essay One: Instructions:

Looking Ahead to the First Essay

Let's Apply.

We'll have more exercises in Discussion Boards to keep practicing skills, but it's time to get started on our first essay. Here are the Instructions.

Research Question: Who Are Three Historical Figures Who Should Be Known Better Than They Are and Why?

Things to think about: *How do I demonstrate to someone that my research is ethical and conclusions valid? How does bias interfere with research, teaching, and general knowledge? How do I look for opportunities to understand the accomplishments of people from more backgrounds and historical eras? How might my research be more challenging in this area?*

Timeline:

12:00 a.m., Tuesday, August 25th - 11:59 p.m., Monday, September 7th

August 27th Outline

September 1st Rough Draft

2nd-7th for Revision and Editing

Submission of Smelted Draft by 11:59 p.m. on the 7th

The Options:

You have twenty-four choices. It runs the gambit from Ancient to Modern, all around the world, Artists, Athletes, Activists, Scientists, Explorers, Inventors, Peacemakers, and Warriors. There are literally thousands of other people who I could put on this list. I picked these twenty-four because I know they are pretty easy to research, and I don't want to overwhelm you with too many choices. I give my Music Appreciation students 100 composers to choose from when they write a paper about one of them.

A Works Cited with at least *three entries* is needed with this essay. Don't worry- I'll show you how.

No Wikipedia.

Some teachers won't accept this source because, although it is frequently accurate, anyone can make alterations, so it is not as consistent as would be most reputable. You can't know if you got in to use it on the day that entry got pranked. Practice not using it, and try using the Library Resources. We'll practice that, too.

The following people are of all walks of life, eras of time, and regions of the globe.

Amanirenas

Tenzing Norgay

Sofia Kovalevskaya

Mary Anning

Mississippi John Hurt

Roald Amundsen

Pearl Primus

Tecumseh

Heihachiro Togo

Tariq ibn Ziyad

Ching Shih

John "Chief" Meyers

King Ezana of Axum

Bayard Rustin

Hiawatha

Florence B. Price

Hua Sui (Ancient inventor- not the modern K-Pop star)

Dr. David Warren

Anna Akhmatova

Josephine Baker

Miklos Radnoti

Paz Erazuriz

Leonidas of Rhodes

Yusra Mardini

Essay 1 Outline: 20 points:

By the time I open my email on Friday, 28/8/2020 I should see an email from you with an attachment of your outline.

It should follow the SBKBT TA Template in Files.

You can download it, rename it, edit it with your own information, and send it back to me as an attachment, or you may write it out on paper following the template, take a picture, and send that.

If you answer the questions in all the slots in bullet points based on your reading, you'll know this out of the park. And, if you don't knock it out of the park, we'll work on it.

Please include your citations.

Get it.

It says "No Submission" because the email attachment is the submission.

Essay 1 Writing Process Reflection: 5 points

Please email me a short reflection on how your writing schedule worked for you.

- Note how at least one strategy you used worked well and that you would do again.
- If something didn't work well, what did you learn from it? How would you try it differently in the future?
- What else might you try next time?

The email is the submission.

Drafting Descriptions: 5 points

A quick and easy practice to help get your descriptive ideas flowing:

Pick something that you can see where you are-
something simple- like the view out the window or a pile of magazines on a table,
something very, very ordinary.

1. Now, write a sentence to describe what it looks like in space.

E.g. There were a few pink flowers still blooming on the bush outside the window.

2. Now- write a sentence about the same thing, but get a little more specific- like this-

E.g. There were a few of the coral pink flowers still blooming on the quince bush now fully leafed outside the window.

3. One more time with more sensory details. Describe as many senses as you think makes sense for the situation- sight, sound, smell, touch if reasonable and safe- but don't go licking anything for the sake of this assignment. :)

E.g. Fluttering gently in the warm breeze, there were still a few coral pink flowers blooming on the quince bush, now fully leafed, outside the window humming softly with working bees.

Complement someone on a detail they added along the way that you liked for full points.

Don't miss each other's good ideas and get the points.

Remember to comment.

Generate your Citations Discussion Board: 5 points (For National Parks Road Trip Essay)

You must have at least three citations for this essay.

I don't want you to have more than nine, but you should have at least one reference for each park you are going to talk about.

Please put the citations for the sources you are going to use in the Reply below.

No need to comment.

You should have these on your Outline, too. This assignment is really here to help you toward that one.

Editing Exercise- more with commas and semicolons: 5 points

Just a little exercise today to help you be in the practice to look for mistakes in your own work. I want you to spend most of your time for this course on drafting your essay, but just to get you in the swing...

NO comments needed on replies for this one.

Reminders and examples first.

There are 5 sentences to Copy and Paste into the Reply and then fix when you get to the bottom.

Please make your changes; highlight them in orange.

Fragment

A rabbit in a suit. This is not a sentence because it has no action taking place. It is what we call a fragment, just a part.

A rabbit in a suit was standing at the bus station. I wish to be clear- what completes this sentence is the addition of "was standing" not the phrase which follows and tells you where. No commas are needed, just more information.

Items in a list

A rabbit in a suit was standing at the bus station holding a hat an umbrella and a briefcase.

Here the commas separating the items in the list are what's missing. It should look like this (commas indicating the pause you would make if speaking).

A rabbit in a suit was standing at the bus station holding a hat, an umbrella, and a briefcase.

Run-On

A rabbit in a suit was standing at the bus station and he was listening to music with his ear buds in.

This is a classic run-on sentence where there are two subjects (*A rabbit* and *he*) and two actions (*standing* and *listening*), but they are only connected by a conjunction. That isn't enough to hold them together. This is *for real for real* the easiest fix-

A rabbit in a suit was standing at the bus station, and he was listening to music with his ear buds in his ears.

Comma Splice

A rabbit in a suit was standing at the bus station, he was listening to music with his ear buds in his ears.

This is the other side of the coin as the run-on, but it is the same problem. Here there is a comma, but no conjunction. They are like the chemicals in epoxy- you need both to make the glue strong. Two different and very easy fixes.

Fix A

A rabbit in a suit was standing at the bus station, and he was listening to music with his ear buds in his ears.

Fix B

A rabbit in a suit was standing at the bus station; he was listening to music with his ear buds in his ears.

Separating items in Scale

A rabbit in a suit was standing at the bus station; he was listening to music with his ear buds in his ears in Jackson Hole Wyoming.

Here what is missing is the comma separating the smaller unit from the larger one, the city from the state. It should look like this.

A rabbit in a suit was standing at the bus station; he was listening to music with his ear buds in his ears in Jackson Hole, Wyoming.

An aside

A rabbit in a suit an investment banker was standing at the bus station holding a hat, an umbrella, and a briefcase.

Here, that the rabbit is an investment baker gives you more information but isn't structural to the sentence, so it should be set aside between commas, like this-

A rabbit in a suit, an investment banker, was standing at the bus station holding a hat, an umbrella, and a briefcase.

A dependent clause

A rabbit in a suit, an investment banker, was standing at the bus station just one of many bankers present.

Ah ha! Now we are back to the beginning! If it would be a sentence on its own you have to join it with either a conjunction and a comma or a semicolon with no conjunction. If it would be a fragment on its own, you just need the comma. Like this-

A rabbit in a suit, an investment banker, was standing at the bus station, just one of many bankers present.

Now, you fix these five. Please remember to highlight in orange.

1. In Yellowstone you can see geysers mud-pots waterfalls and wildlife.
2. I'm really looking forward to visiting Devil's Tower which should be returned to being called Bear Lodge.
3. I want to float down the river in a canoe in Ozark National Scenic Riverway and I want to go fishing there, too.

4. Night Hikes are scheduled in the Dark Sky preserve at Carlsbad Caverns, both Moon Walks and Star walks are available.
5. I'm getting on a plane to go see the the volcanos; my first stop is Honolulu Hawaii.

Pending Approval

Comprehensive
Program
Of
English Language
& Literature
For
2019-2021

Prepared by

Heather Mydosh

Co-Authors

Rafal Redlinski

LaTonya Pinkard



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The English Language and Literature program at Independence Community College offers courses in composition, literature, creative writing, and technical writing. The courses in these areas prepare students for university programs in English and in other disciplines. Studies in the English Department emphasize reading, writing, and critical thinking skills. This program prepares students for careers in occupations such as teaching, clerical, business, technical writing, and any profession requiring clear written communication skills.

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:

| | AY2019 | AY2020 | AY2021 |
|-------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------|
| Number of Faculty Full Time | 3 (Peralta, Mydosh, Pinkard) | 4 (Mydosh, Pinkard, Petrucka, Redlinski) | 3 (Mydosh, Pinkard, Redlinski) |
| Number of Faculty Part Time | 7 (Gudde, Stanley, Botts, Yarnell, Harris, Cox, Lee) | 8 (Gudde, Stanley, Botts, Yarnell, Harris, Cox, Lee, Hayes) | 6 (Botts, Harris, Cox, Gudde, Stanley, Yarnell) |
| Enrollment & Student credit hours by Faculty type: Full Time | 99 total credit hours taught, 528 total students enrolled | 87 total credit hours taught, 374 total students enrolled | 123 total credit hours taught, 448 total students enrolled |
| Enrollment & Student credit hours by Faculty type: Adjunct | 75 credit hours taught, 299 total students enrolled | 108 total credit hours taught, 546 total students enrolled | 90 credit hours taught, 401 total students enrolled |
| Average Class size: Face-to-face, Hybrid | 13.8 | 14.6 | 11.9 |
| Average Class size: Online | 16.2 | 12.5 | 11.2 |
| Average Class size: Across all sections | 14.3 | 14.2 | 11.8 |
| Completion rates: Face-to-face, Hybrid | 95.20% | 94.60% | 98.77% |
| Completion rates: Online | 82.10% | 93.30% | 91.87% |
| Completion rates: All courses | 92.60% | 94.30% | 97.77% |
| Completion rates: Without HS classes | 89.30% | 91.00% | 96.18% |
| Completion rates: Only HS classes | 99.60% | 100% | 100% |
| Pass ('D' or better) rates: Face-to-face, Hybrid | 89.60% | 93.70% | 90.97% |
| Pass ('D' or better) rates: Online | 78.90% | 82.90% | 68.14% |
| Pass ('D' or better) rates: All courses | 87.70% | 91.80% | 87.88% |
| Pass ('D' or better) rates: Without HS classes | 82.00% | 87.70% | 80.17% |
| Pass ('D' or better) rates: Only HS classes | 98.50% | 98.20% | 98.58% |
| Pass ('C' or better) rates: Face-to-face, Hybrid | 85.00% | 90.20% | 86.53% |
| Pass ('C' or better) rates: Online | 72.90% | 80.30% | 62.83% |
| Pass ('C' or better) rates: All courses | 82.90% | 88.50% | 83.31% |
| Pass ('C' or better) rates: Without HS classes | 76.00% | 83.10% | 73.70% |
| Pass ('C' or better) rates: Only HS classes | 95.90% | 96.80% | 96.58% |
| Number of Majors (Number returned in following Fall) | 0 (0 returned) | 0 (0 returned) | 3 (2 returned) |
| Degrees Awarded | 0.00% | 0 | 0 |

Pass Rate Comparison in Non-HS, Face-to-Face or Hybrid Classes (2021-2022 Data Pull):

| Course | 8 week C pass rate | 16 week C pass rate |
|--------------|--------------------|---------------------|
| Comp I | 71.15% | 74.42% |
| Comp II | 82.86% | 89.58% |
| Intro to Lit | 68.12% | 89.06%* |

*Last AY data used for this course because no full session on ground classes were offered in AY21

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. (See Section 2.1 in the Program Review Handbook for more information.)

Narrative:

The English Department defines student success as the acquisition of a set of skills and competencies required to produce work that exhibits critical thinking, clear self-expression, and a strong sense of self in written communication and composition, along with academically sound technique and craftsmanship that enables the student to independently evaluate and interpret the written work of others. With this intellectual foundation, the successful student will be prepared for any number of future careers and success in the next stage of their lifelong educational journey.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. (See Section 2.2 in the Program Review Handbook for more information.)

Narrative:

The English Department promotes student success by maintaining strong one-to-one relationships with students and colleagues through a focus on small section sizes, innovative teaching strategies in multiple modalities (courses are routinely offered on-ground, online, and in hybrid formats), the refinement of course offerings to better meet students' needs (course sections are offered to target times of high demand with additional sections opened as enrolment dictates), strong collegial relationships, and the continuing professional development of the Faculty to bring in new ideas and new opportunities for the student body.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

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

Narrative:

Course Level Assessment:

For the purposes of this narrative, the courses included for analysis are Composition I (ENG1003), Composition II (ENG1013), and Introduction to Literature (ENG1073) as these were the courses with multiple sections assessed over multiple semesters. Other courses were offered and assessed in this time (Topics in Literature, Creative Writing), and the specific course assessment is available for review as a shared document in the appropriate folder in OneDrive.

For Composition I, the KBOR-approved course-level outcomes are:

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. ****Common Outcome****
2. Practice ethical means of creating their work while integrating their own ideas with those of others.
3. Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.
4. Apply flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading.
5. Critique own and others' work.

As noted, the common outcome for assessment in all our sections is the first outcome, which was chosen by consensus of the full-time faculty as being the baseline of student success in this first course of the composition sequence. The common assessment of this common outcome is specified in the master syllabus as:

1. Entry and Exit Diagnostics as assigned at beginning and end of course
2. Analysis Genre Essay
3. Informative Genre Essay

Below is a table of the metadata from the Composition I Assessment reports:

| Comp I | AY 2019 | | | | | | AY 2020 | | | | | | AY 2021 | | | | | | |
|------------|--------------------------|---------|---------|-------------------------|---------|---------|-------------------------|---------|---------|------------------------|---------|---------|--------------------------|---------|---------|------------------------|---------|---------|---|
| | Fall 2018 | | | Spring 2019 | | | Fall 2019 | | | Spring 2020 | | | Fall 2020 | | | Spring 2021 | | | |
| | Met | Partial | Not Met | Met | Partial | Not Met | Met | Partial | Not Met | Met | Partial | Not Met | Met | Partial | Not Met | Met | Partial | Not Met | |
| CO1 | 2 | | | | | | 4 | | | 5 | 6 | | | 9 | | 3 | 5 | | |
| CO2 | 2 | | | | | | 5 | | 4 | | 6 | | | 5 | 2 | 5 | 2 | 1 | 2 |
| CO3 | | | | | | | 5 | 4 | | | 2 | 4 | | 7 | 3 | 2 | 3 | 2 | |
| CO4 | | | | | | | 9 | | | | 6 | | | 7 | 3 | 2 | 5 | | |
| CO5 | | | | | | | 4 | | | 5 | 2 | | 4 | 9 | 1 | 2 | 5 | | |
| # of Sect: | 15 offered, 0 reporting* | | | 5 offered, 0 reporting* | | | 15 offered, 9 reporting | | | 6 offered, 6 reporting | | | 14 offered, 12 reporting | | | 5 offered, 5 reporting | | | |

(*-- Assessment reporting was collected and used in previous annual Program Review documents, but was not accessible in full at the time of this review.)

Comments from these reports include:

- Continue using the diagnostic and final assignments. The Masonic Lodge essay topic changes from year to year.
- Keep both the Definition and Informative Essay assignments as currently formulated.
- Integrate a better understanding of the reasons why we write and who we write to – audience.
- I will continue to have major assignments submitted via Turnitin and have students to keep similarity reports to a minimum
- The Memoir Unit should be replaced with a more traditional Informative Writing Unit as it proved to be my least favorite (and least successful) unit.
- Writing Workshops were particularly effective; however, if we continue to offer remote learning, the online student’s experience with workshoping will need to be addressed.

For Composition II, the KBOR-approved course level outcomes are:

1. Compose persuasive or informative texts acknowledging the expectations of specific audiences.
Common Core Outcome
2. Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.
3. Employ an appropriate style for citing and listing sources.
4. Demonstrate the ability to read and think critically about texts.

As noted, the common outcome for assessment in all our sections is the first outcome, which was chosen by consensus of the full-time faculty as being the core of student success in this second and capstone course of the composition sequence. The common assessment of this common outcome is specified in the master syllabus as:

1. Entry Diagnostic—this brief essay will be assigned within the first week of the course.
2. Argumentation & Persuasion Essay.
3. Exit Diagnostic—this brief essay will revisit the material used for the Entry Diagnostic and be assigned in the last week of the course.

Below is a table of the metadata from the Composition II Assessment reports:

| Comp II | AY 2019 | | | | | | AY 2020 | | | | | | AY 2021 | | | | | |
|------------|------------------------|---------|---------|-------------------------|---------|---------|------------------------|---------|---------|--------------------------|---------|---------|------------------------|---------|---------|--------------------------|---------|---------|
| | Fall 2018 | | | Spring 2019 | | | Fall 2019 | | | Spring 2020 | | | Fall 2020 | | | Spring 2021 | | |
| | Met | Partial | Not Met | Met | Partial | Not Met | Met | Partial | Not Met | Met | Partial | Not Met | Met | Partial | Not Met | Met | Partial | Not Met |
| CO1 | 3 | | | 8 | | | 4 | | | 10 | | | 5 | | | 10 | | |
| CO2 | 3 | | | 8 | | | 4 | | | 9 | 1 | | 4 | | 1 | 7 | 3 | |
| CO3 | 3 | | | 8 | | | 3 | 1 | | 8 | 2 | | 4 | | 1 | 9 | | 1 |
| CO4 | 3 | | | 6 | 1 | 1 | 4 | | | 9 | 1 | | 4 | 1 | | 8 | 2 | |
| # of Sect: | 4 offered, 3 reporting | | | 15 offered, 8 reporting | | | 4 offered, 4 reporting | | | 13 offered, 10 reporting | | | 5 offered, 5 reporting | | | 13 offered, 10 reporting | | |

Comments from these reports include:

- Keep the Review and Argumentation Essays, continue monitoring the 8-wk v. 16-wk submission dynamic.
- Keep the Argumentation Essay and the Research Proposal, continue working to increase the percentage of students submitting via TurnItIn LTI integration in Canvas.
- Attendance is a major issue here, and in all other outcomes. In 2020, Covid and other external factors made attendance enforcement especially difficult. In future terms, a mandatory attendance policy and harsher cut-offs (an artificially created point of no return) for inactive students may help prevent falling behind/ late work.

- In future Comp II classes, I want to expand this assignment to a larger project. It's possible that focusing on film criticism particularly captures the imagination of some students. Perhaps in 16-week courses, this can be a third major project.
- Keep the persuasive and informative/analysis essays; potentially require more sources.

For Introduction to Literature, the KBOR-approved course level outcomes are:

1. Communicate an awareness of the range and complexity of human experience as expressed through literature.
2. Examine the interactions of reader and writer in the creation of meaning.
3. Articulate the distinctive features of various genres. ****Common Outcome****
4. Apply modes of critical inquiry specific to the discipline.
5. Write thoughtful literary analysis using appropriate terminology and conventions.

As noted, the common outcome for assessment in all our sections is the third outcome, which was chosen by consensus of the full-time faculty as being the one which allowed for greatest instructor freedom in choosing the course material to meet these outcomes, which still ensuring a commonality of skills attained. The common assessment of this common outcome is specified in the master syllabus as:

1. Midterm or final writing assignment, which includes poetry, fiction, or drama, that demonstrates an understanding of the genre's literary conventions, including theme, setting, point of view, characterization, plot, style, and, in the case of poetry, form.

Below is a table of the metadata from the Introduction to Literature Assessment reports:

| Intro to Lit | AY 2019 | | | | | | AY 2020 | | | | | | AY 2021 | | | | | |
|--------------|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|------------------------|---------|---------|
| | Fall 2018 | | | Spring 2019 | | | Fall 2019 | | | Spring 2020 | | | Fall 2020 | | | Spring 2021 | | |
| | Met | Partial | Not Met |
| CO1 | 2 | | | | | | 2 | | | 3 | | | 4 | | 1 | 5 | | |
| CO2 | 2 | | | | | | 2 | | | 3 | | | 4 | | 1 | 5 | | |
| CO3 | 2 | | | | | | 2 | | | 3 | | | 4 | 1 | | 5 | | |
| CO4 | 2 | | | | | | 2 | | | 3 | | | 4 | | 1 | 5 | | |
| CO5 | 2 | | | | | | 2 | | | 3 | | | 2 | 1 | 2 | 5 | | |
| # of Sect: | 5 offered, 2 reporting | | | 3 offered, 0 reporting | | | 7 offered, 2 reporting | | | 4 offered, 3 reporting | | | 8 offered, 5 reporting | | | 6 offered, 5 reporting | | |

Comments from these reports include:

- Continue splitting the fiction paper into two fiction papers. More incentives to attend feedback meetings.
- More steps to discourage plagiarism. Signed plagiarism "contract" before first paper.
- The human experience may be a better guide when reorganizing this course. Consider reworking units around this Learning Outcome: race, gender, poverty, etc.
- Perhaps replace the Podcast as Literature Unit and/or the Novel Unit with a full Lit. Theory Unit.
- Spend more time, early on, with literary terminology.
- Reading Reflections are working well as a whole. Measure 1 hit, Measure 2 missed if you count the ones who didn't submit.
- The 8-week model is not working for this content in delivery or retention.

Additional reports are on file in the Faculty Assessment folder in the OneDrive. These show a systematic and data-driven pattern of modifying courses for optimal efficacy, which is the goal. While not all outcomes were met with perfect accuracy, assessment is a work-in-progress; should all the outcomes be universally met, then we would be using either the wrong measures or the measure goals would be too low. Generally, these reports show both instructor attention to detail and responsiveness to student needs. The metadata reported in these tables shows the reflective process undertaken at the end of each semester and puts the instructor in position to make informed decisions and modifications when

planning the next semester. The raw data is available for clarification and verification both in excel form for common assessments in the OneDrive and overall in relevant courses in Canvas.

Program Level Assessment:

The English Department has program-level outcomes and has for some time now. First established by the members of the faculty in Fall 2014 (Heather Mydosh, Lori Martin, Brenda Sanchez, Jim Yates), and then revised in Spring 2019 (Heather Mydosh, LaTonya Pinkard, Brenda Sanchez, Camilo Peralta), these outcomes have been revised most recently by the faculty in Spring 2022 (Heather Mydosh, Rafal Redlinski, LaTonya Pinkard) and affirmed at the Division level in the February 2022 meeting of Arts and Letter.

The program level outcomes of the Associates of Arts in English Language and Literature are:

1. Research and evaluate source materials for validity and bias.
2. Employ fundamental grammatical concepts and mechanics.
3. Recognize rhetorical situations and strategies in order to communicate to a diversified world.
4. Interpret the role of the writer as citizen in a changing world.
5. Compose academic prose using appropriate voice when responding to rhetorical purpose.

The outcomes map to the following courses:

1. Research and evaluate source materials for validity and bias.
 - a. English Composition II (ENG1013)
2. Employ fundamental grammatical concepts and mechanics.
 - a. English Composition I (ENG1003)
3. Recognize rhetorical situations and strategies in order to communicate to a diversified world.
 - a. English Composition II (ENG1013)
 - b. Creative Writing (ENG2023)
 - c. Technical Writing (??)
 - d. Topics in Writing (ENG2171, 2172, 2173)
4. Interpret the role of the writer as citizen in a changing world.
 - a. Introduction to Literature (ENG1073)
 - b. British Literature I (ENG2123)
 - c. British Literature II (ENG2133)
 - d. American Literature I (ENG1083)
 - e. American Literature II (ENG2113)
 - f. Introduction to Dramatic Literature (ENG2043)
 - g. Contemporary Dramatic Literature (ENG2083)
 - h. Survey of African American Literature (ENG2143)
 - i. Topics in Literature (ENG2151, 2152, 2153)
5. Compose academic prose using appropriate voice when responding to rhetorical purpose.
 - a. English Composition I (ENG1003)
 - b. English Composition II (ENG1013)
 - c. Introduction to Literature (ENG1073)

As there have been no students to graduate with the Associate of Arts in English Language and Literature during the years covered in this report, there is no additional specific data to include in this section.

General Education Level Assessment:

The General Education outcomes are:

- Analysis and Oral Communication - Students will be able to communicate effectively and integrate from credible sources.
- Mathematics and Science - Students will be able to process numeric, symbolic, and graphic information to predict phenomena in the natural world and apply appropriate problem-solving techniques.
- Fine Arts and Aesthetics - Students will be able to identify expressive qualities and elements of fine arts.
- Cultural Studies - Students will be able to articulate an understanding of tolerance of cultural diversity.
- Health and Well-Being - Students will be able to articulate a connection between human behaviors and their impacts on well-being.
- Human Heritage - Students will be able to demonstrate an understanding of the broad diversity of the human experience.
- Social and Political Awareness - Students will be able to explain the impact of societal structures on their lives.
- Business and Technology - Students will be able to explain concepts of financial systems and/or use current technology efficiently and responsibly.

Each General Education Outcome is supported explicitly by the variety of courses which satisfy each outcome. For example, Analysis and Oral Communication, course level outcomes from English Composition I (ENG1003) and English Composition II (ENG1013) explicitly correlate to the general education outcome, “Students will be able to communicate effectively and integrate from credible sources.”

Specifically, course level outcome two from English Composition I reads, “Practice ethical means of creating their work while integrating their own ideas with those of others.” As an example of the specific course-level assessment tied to this, course outcome assessment in English Composition I F2021 section SHY1, showed the outcome as “Met” with a future action noted to “Troubleshoot ClassLink for OED Online access outside of classroom.” The measure used was an Exit Diagnostic noting “...7 out of 7 students earned more than 14/20 points, thus exceeding this goal (100% success). Overall, 7 out of 15 enrolled students submitted the assignment (47% participation).” While participation was low, this outcome was met on the grounds that the “Target goal is to have at least 70% of students who submitted a final draft achieve at least 70% on this essay.” In the measure summary, the instructor noted, “Exit diagnostics were collected on the same day as the final exam period. Students are consciously sacrificing these 20 points in favor of either finishing or cleaning up the 100-point assignments. Building in more time or taking it back to being due on the day of the exam period did not fix this issue. Considering Canvas was down (AWS issue) during this exam period, I couldn’t check who had turned it in and who hadn’t.”

Course outcomes one and two for English Composition II (ENG1013) are: “Compose persuasive or informative texts acknowledging the expectations of specific audiences” and “Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.” As an example of the specific course-level assessment tied to this, course outcome assessment from two sections of English Composition II,

F2021 HY01 and FHY4, showed outcome one was “Met” with a note that “Genre distinctions are working well” and outcome two was “Met” with a reminder that “The move to ClassLink needs to be emphasized earlier in the semester and more consistently.” Outcome one, measure one was the “Argumentation and Persuasion essay of 6-8 pages, assessed against the AAC&U Written Communication VALUE Rubric, using a chosen rhetorical mode, multiple appeals, and scholarly sources” and the result was “In Section FHY1, 5 out of 5 students earned more than 105/150 points, thus exceeding this goal (100% success). Overall, 5 out of 8 enrolled students submitted the assignment (63% participation). In section HY01, 5 out of 6 students earned more than 105/150 points, thus exceeding this goal (83% success). Overall, 6 out of 9 enrolled students submitted the assignment (67% participation).” Outcome one, measure two was the “Review (informative) essay of 1-2 pages, assessed against the AAC&U Written Communication VALUE Rubric, using a self-selected subject matter, specific criteria, and attention to audience needs” and the result was “In Section FHY1, 7 out of 7 students earned more than 70/100 points, thus exceeding this goal (100% success). Overall, 7 out of 8 enrolled students submitted the assignment (88% participation). In section HY01, 7 out of 8 students earned more than 70/100 points, thus exceeding this goal (88% success). Overall, 8 out of 9 enrolled students submitted the assignment (89% participation).”

Outcome two, measure one was “Argumentation and Persuasion essay prewriting (Rhetorical Mode and Evidence assignment) in-class presentation and discussion board” and the result was “In Section FHY1, 8 out of 8 students earned more than 35/50 points, thus exceeding this goal (100% success). Overall, 8 out of 8 enrolled students submitted the assignment (100% participation). In section HY01, 8 out of 8 students earned more than 35/50 points, thus exceeding this goal (100% success). Overall, 8 out of 9 enrolled students submitted the assignment (89% participation).” Outcome two, measure two was the “Research Proposal assignment as part of the Research Project, finding databases and extraneous academic sources pertaining to a topic of their choice” and the result was “In Section FHY1, 7 out of 7 students earned more than 56/80 points, thus exceeding this goal (100% success). Overall, 7 out of 8 enrolled students submitted the assignment (88% participation). In section HY01, 8 out of 8 students earned more than 56/80 points, thus exceeding this goal (100% success). Overall, 8 out of 9 enrolled students submitted the assignment (89% participation).”

Similar specific evidence can be plumbed for literature classes to Human Heritage - Students will be able to demonstrate an understanding of the broad diversity of the human experience.

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 process of Course-Level Assessment within the English Department is both rigorous and institutionalized amongst the full-time faculty and a large portion of the regular concurrent instructors within the service area. It is worth noting that, over the course of the years captured in data here, assessment shows the embracing of the spirit of quality, instructor-led assessment with goals that have increased over time, measures that have been changed as part of a trackable experiment, and the broader shift in mindset in going from assessing one or two outcomes in a course every year to measuring all outcomes in all courses every semester.

By engaging in this bottom-up process, instructors see for themselves what is working and what needs a plan for improvement in such a way that they can reflect on issues affecting their classrooms in a holistic way. There is much more that impacts a classroom than just the people who fill it. Especially in the assessment narratives gathered in Spring 2020 and Fall 2020, the fallout from the Covid-19 pandemic is lined out in considerable detail. Students and instructors alike struggled with rapid, intense change. So much went wrong, but along with that, many outcomes were still met. A lot still managed to go right, and that is worth celebrating even as we adapt to whatever new footing future semesters require.

3.3 Ongoing Assessment Plans

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

Narrative:

There is an obvious need to work towards universal reporting in Course-Level Assessment each semester. As processes have evolved (and they should continue to do so—after all, assessment is fundamentally about perpetual improvement), the English Department has been at the forefront of the College's experimentations with both Assessment and Program Review. The narrative template has been tweaked to a point where it works as a general tool for everyone teaching in the department, which is a major accomplishment on its own. Most concurrent instructors (75%) are prompt and painless in the submission of their assessment at the close of the semester, but the remaining instructor still needs to buy in to the process. It is also time to roll in adjunct instructors to this system so that there is a complete picture of how outcomes are being met in every section of every course in every modality each semester. If this plan is executed, the tables in the next cumulative program review will be far more complete.

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:

- 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:

The English Department does not have a Program Advisory Committee at this time.

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 English Department does not hold any specialized accreditation unique to the English Program at this time.

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 improvement on campus. The English Department falls into the area of Criterion 3: Teaching and Learning: Quality, Resources, and Support. Additionally, all three previously analyzed courses fall within the KBOR Transfer Matrix.

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. That said, a comprehensive review of course offerings in English was undertaken by the Faculty in Spring 2017 and revisions of course titles and descriptions was taken all the way through Academic Council. This cleaning of the books prior to the years contained in this report has meant there has been very little to no substantive change to the existing program required in this time.

The breadth of the program is significant and comparable to the first two years in a program at a four-year university. We have the potential to offer both the American Literature and British Literature sequence, as well as both Technical and Creative Writing. Introduction to Dramatic Literature and Contemporary Dramatic Literature are the third sequence currently offered with any regularity and is a component of the Theatre Arts program. These literature classes are supplemented by Survey of African American Literature and Topics in Literature. We actively seek to offer courses in which the readings are diverse and are making a change of textbook for the Introduction to Literature course to better include historically marginalized voices.

On the composition side of the house, we have attended a conference on acceleration at Butler Community College, where we found that we were in-line with current best practices if not slightly ahead of the curve with our class sizes and multiple paths to completion. In a move to return to a previously successful pathway, in coordination with the Vice President of Academic Affairs, we are

exploring the possibility of offering Composition I with a supplement again. We are actively addressing the needs of the student and adjusting our offerings appropriately.

The full time instructors in the English Department have gone to great lengths to ensure that rigor is maintained across sections of all courses regardless of modality. Just because Composition I is offered in the 8-week format does not mean that that section is easier than the 16-week Composition I section. This is proven in the very structure of the course content and the retention of assignments between all sections. Regular use of rubrics works to ameliorate unconscious bias when grading between sections.

Having only two declared majors in the past three years with the AA in English, it is a straightforward matter of reporting that neither had yet graduated in the last reporting year contained here. Other students who have expressed an interest in majoring in English have unfortunately either withdrawn from the college for non-cognitive reasons or chosen to focus on the degrees in education as they desire to become English teachers in a K-12 environment. As the Education program at Emporia State University is our most popular transfer school option at the moment, our course offerings, which for the Secondary Ed majors are virtually the same as for a strictly English Language and Literature major, it is imperative for these students to take as many of the 200 level courses as they can prior to transfer so that they do truly transfer in as juniors and not have to over-point for their final four semesters.

No employer has ever complained that an interviewee had language skills that were too good, that one's written work was of too high a quality, and so a major in English will never fully fall from future-career grace. There is literally no limit as to where an English degree could take a person. Any field in which skilled written communication is required befits the undertaking of the subject. Still, even in the strictest sense of the major, there is a profitable career path. According to the US Bureau of Labor and Statistics, 1,276,900 people were employed in teaching English at the postsecondary level in the USA in 2020, with the field predicted to grow at a rate of 12% between now and 2030, a rate that they identify as faster than average. While one could not do this with only an AA in English from ICC, an associates would be a good start on the road to further postsecondary degrees. Careers in grant writing, transcription, technical writing, journalism, and clerical fields are only some of the many options.

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:

While the AA in English is still in the ICC Academic Catalog, with only two 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.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

In Spring 2021, the English department began transitioning student literary magazine *Argo Navis* to a fully online publication. The new website (argonavisonline.com) was launched in spring 2021. In the fall of 2022, the second online issue was released, including a functioning comment and electronic submission system. In March, an honorarium for student contributors was processed and issued, to reward and inspire student writers on campus.

So far, argonavisonline.com has been used as a recruiting tool during four workshop sessions with local high school students, and the department will continue to utilize this platform to attract current and prospective ICC students.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Students enrolled in Professor Rafal Redlinski's *Introduction to Creative Writing* participated in a virtual story workshop with writers from Walailak University, a prestigious four-year institution in Southern Thailand. Separated by about 8,000 miles, each student group swapped story drafts for discussion and dissection. Commenting on ICC students' ability to offer helpful feedback, Walailak University professor Dr. Wararat Whanchit said "the encouragement and suggestions for improvement are amazing." Likewise, ICC student writers were given the opportunity to have their work discussed by a classroom of international university students. Professor Heather Mydosh, chair of the Arts and Letters division, has conducted similar international exchanges in the past, and stresses that students interested in writing will continue to have these unique opportunities at ICC.

Heather Mydosh completed her Masters of Fine Arts in Creative Writing with a concentration in Poetry in January, 2019 through the University of Southern Maine. Her thesis, *Where the Redbud Wilts*, was overseen by Ruth Lily Prize Winner Martin Espada, finalist for the Pulitzer Prize (*The Republic of Poetry*, 2006) and winner of the National Book Award (*Floaters*, 2022). Over the course of her time with the Stonecoast MFA Program at USM, Mydosh studied with poets Ted Deppe, Jeannie Marie Beaumont, Debra Marquart, Cate Marvin, and Diane Seuss. She was also honored to be the chosen graduate speaker for the Poetry Cohort at the Winter Graduation.

LaTonya Pinkard has officially become an author with the publication of her children's book, *Nate and His Magic Lion*. The book reached number one on its genre's best-selling list on Amazon two days after its release.

6.3 Innovative Research, Teaching and Community Service

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

Narrative:

Partially due to the incredible classroom pressures of 2020-2021, ICC English faculty have adapted and innovated. Many on-ground and hybrid courses utilize personal meetings between instructor and student. For example, in Professor Rafal Redlinski's Introduction to Literature course, each student analyzes the assigned reading in a one-on-one discussion session, in every class meeting. This updated discussion model ensures that all students participate and that the already generous teacher/student ratio feels even more personal.

In a recent session of Topics in Literature (ENG 2153), course content centered on world folklore. Guest speakers (honored storytellers given the West African title of Griot for the purposes of the class) joined the evening sessions by Zoom to share the stories from their cultures. Griot Gerianne Francis spoke about West African Anansi stories, their connection to Aunt Nancy stories of the Caribbean and Br'er Rabbit stories of the American South, and the tradition's relation to the African Diaspora of enslaved persons. Dr. Zulfqar Hyder, professor at University College of the North, Manitoba, shared the epic of Hir Ranjha from the Punjab tradition and the effects and relevance to the partitioning of Pakistan and India in 1946. Sammah Ori joined from Lagos, Nigeria, to discuss the cultural function of Ogbanji stories, the connection between spirit and physical worlds, and the function of folklore — all to explain the tragedy of human experience. And Brad Wagnon shared three stories of the Cherokee Nation, specifically covering the story of creation, the story of where the Cherokee people came from, and the story of how they came to their home in the world.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. (*See Section 7.1 in the Program Review Handbook examples.*)

Narrative:

Based on the data provided in section 1.0 of this document, the total number of credit hours offered by full time faculty has increased significantly over the three years covered in this report, and the total number of students enrolled increased proportionally. While it may appear that the staffing in the English Department swelled and contracted over this period of time, such is not true; Petrucka was teaching full time in the Theatre Department and covered a section of Introduction to Dramatic Literature in AY 2020, but that is all. That these numbers are as strong as they are speaks to the almost unique status that the composition sequence holds in the enrolment process at the college—everyone has to take Comp, and that remains true.

In section 1.0 of this document is included a table showing Pass Rate Comparison in Non-HS, Face-to-Face or Hybrid Classes (2021-2022 Data Pull). The data clearly shows that our students perform better in the 16-week modality than in the accelerated 8-week model. While the delta between the two groups is relatively modest for the courses in the Composition sequence, there is a 20.94 percentage point difference in pass rates between the 8-week and 16-week sections of Introduction to Literature. This was shocking. While individual instructors had anecdotal evidence that the half session sections weren't as successful, it wasn't until Institutional Research presented this data that the Department realized the scale of the problem. As a direct result of this data, the decision was made in conjunction with the Vice President of Academic Affairs to no longer offer Introduction to Literature in the 8-week sessions during the regular Fall and Spring semesters. It is possible that the course will be offered in the 8-week online session over summer, but students in summer have lighter course loads overall and so are more likely to be successful.

While there were slight fluctuations in the completion rates, the numbers remain basically consistent with passing rates in the mid-80% to mid-90% range. While the number of students passing in the online modality with either a 'D' or better or a 'C' or better has fallen off considerably, this is a situation that will continue to be closely monitored. Overall, this success and consistency are further proof of the quality of instruction and is made all the more impressive by the study out of KU in 2017 which found ICC to be the premiere community college when it comes to the success of transfer students at their destination institutions. That the English Department courses, averaged over the three academic years, have a 84.9% completion rate with students earning a grade of 'C' or better does not mean that there is either grade inflation or a watering-down of the course material—students learn and learn well here, and if they can pass Composition II at ICC, they will likely do well anywhere they choose to go.

High school (concurrent) completion rates continue to be eye-wateringly high when compared to the general population, but this can be explained relatively easily. Concurrent classes self-select for the very strongest compositional students, frequently the valedictorian contenders for their cohorts, and are thus already high performers. These are also studious and highly-motivated high achievers, and so their success in these classes is not unexpected.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Section 7.2 in the Program Review Handbook for more information.)

Narrative:

Circle One:

Maintain Current Levels of Support

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Explain why:

The English Language and Literature Program falls squarely in the “Maintain Current Levels of Support” category. This assessment is based on frequency of course offerings, section class size, impacting trends, course completion, course success, formalized articulations, transfer success, cost per FTE, student FTE per faculty, and the remarkably low equipment needed; basically, the English program is operating at almost peak efficiency given the basic General Education model that serves students currently enrolled in the College as a whole. The English Department serves the overwhelming majority of the student body and costs virtually nothing in resources beyond payroll. However, when one looks at declared majors, degree attainment, industry engagement, and external affiliations, there is room for growth. That said, growth is happening: there are actual English majors on campus. The creation of the LitGuild Directorship and its inclusion in the Faculty Negotiated Agreement is material evidence of the stock that the Administration puts in the work of the department that happens outside of the classroom, outside of coursework.

Regarding student retention in the English program as such, the English Department is excited about the recent and admittedly modest growth in majors. Retention of students from English Composition I to English Composition II, focusing on students who complete the composition sequence within the General Education requirements, is an element of significant interest in the Liberal Studies Program Review as it far exceeds the specific English major. The flexibility in scheduling Creative Writing and having an in-house instructor (Raf Redlinski) has meant that this course can be offered as students want to take it, which has only helped the morale of students within the program. *Argo Navis* and the opportunity for a professional publication credit is also part of the plan for retention for the more traditional English major.

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (See Section 7.3 in the Program Review Handbook for more information.)

Narrative:

The English Department has drafted three goals with associated action plans which support student success as follows:

1. Short-Term Goal: Increase student submissions to and participation in *Argo Navis* to provide an opportunity for professional publication for those who submit and are accepted, and an opportunity to serve on an Editorial Board for those who would like to pursue a career in the industry.
 - a. Plan: Investigate opportunities to increase visibility on campus.
 - b. Plan: Actively recruit additional Writing Scholarship students from within and outside of the service area to reinvigorate the student leadership of *Argo Navis*.
2. Short-Term Goal: Broaden range of English courses regularly offered to increase variety of student learning opportunities and diversify the English Department's support of Program and General Education outcomes in assessment.
 - a. Plan: Actively pursue additional courses being added to the KBOR Transfer Matrix (survey sequences, Creative Writing, etc.) through attendance at the KBOR Core Outcomes Group Project meetings.
 - b. Plan: Seek community support and engagement for classes not targeted at transferability but rather community enrichment (Topics in Literature classes, IndyConnect sessions) which allow for partnerships with other local entities (Independence Public Library, Independence Housing Authority, etc.).
3. Long-Term Goal: Establish an Emerging Authors Series Program to bring in working writers from diverse backgrounds working in various genres to offer masterclasses and readings as cultural enrichment events on campus and in the community.
 - a. Plan: Research and target grant funding for the launch of such a program.
 - b. Plan: Nurture relationships with professional writers and regional publication houses to better understand the viability of such a program.
 - c. Plan: Cultivate support and enthusiasm for such a plan within the ICC community and the local area by further promoting the *Argo Navis* website.

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

The English Department serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development through professional instruction, annual assessment, nimble responses to trends within the wider learning community, and a desire to see the community thrive as individuals better their station through access to quality education.

The English Department aligns with the Strategic Plan insofar as it supports the goals of Academic Excellence. As part of the Academic Excellence Focus Area Group, the English Department works under the leadership of the Vice President of Academic Affairs to achieve strategic goals as part of Operational Planning.

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 the 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. The subscription cost of \$6,581.94 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. It is also the industry standard in higher education.

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.

Please tie needs to SMART Goal (from 7.3)

There is no additional funding necessary for the three goals proposed in this document. The English Program already has access to the College's dedicated Grant Writer, Bruce Peterson. Rafal Redlinski maintains and curates the *Argo Navis* website as part of the Directorship. ICC regularly attends all KBOR Core Outcomes Group Project sessions.

Immediate Budget Requests/Needs

The English Department requests the inclusion of the renewal of the institutional subscription to TurnItIn be included in the budget for the next three academic years successively.

Long Term Requests/Needs

The English Department requests a wireless printer for inclusion and student access in AC115, along with a computer cart to serve 15-18 students (according to how many students can be accommodated in the space). Ideally, the printer would function as the smaller Academic107 printer does currently for the computer labs in AC107 and AC108.

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 primarily by Heather Mydosh as the longest-serving member of the English Department, with assistance and material support from both Raf Redlinski and LaTonya Pinkard. The data in Section 1 was compiled and provided by the Office of Institutional Research and its director, Anita Chappuie, JD, whom the English Program thanks for her tireless attention to detail and practical support.

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:

Division Chair: I have read this review and agree with the program faculty's recommendations to maintain current levels of support. –Brian Southworth 5.2.2022

Program Review Committee: PRC members have read this review and agree with program faculty's recommendations to maintain current levels of support.

Vice President for Academic Affairs: I have read this review and agree with the program faculty's recommendations to maintain current levels of support. TCC 5.3.2022

10.0 Appendices

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

Sample Course Level Assessments:

Comp II (Mydosh, S2020)- Assessment 2019-2020

Comp I (Gudde, Cherryvale, S2021)- Assessment 2020-2021

Intro to Lit (Redlinski, F2020)- Assessment 2020-2021

Intro to Lit (Redlinski, S2021)- Assessment 2020-2021

Sample Course Syllabi:

ENG1003/HY01 English Composition I, Fall 2020 Full Session

ENG1003/FHY1 English Composition I, Fall 2020 First Session

ENG1013/0002 English Composition II, Spring 2020 Full Session

ENG1013/FHY1 English Composition II, Spring 2021 First Session

ENG1073/HY01 Introduction to Literature, Fall 2020 Full Session

ENG1073/FHY1 Introduction to Literature, Fall 2020 Second Session

ENG2023/FHY1 Creative Writing, Spring 2021 First Session

ENG2153/HY01 Topics in Literature: World Folklore, Fall 2021 Second Session

Sample Course Materials:

ENG1003 English Composition I, Mydosh, How to write a thesis statement

ENG1003 English Composition I, Redlinski, Thesis Statement Practice

ENG1003 English Composition I, Redlinski, Analysis Essay Thesis Statement Practice

ENG1013 English Composition II, Mydosh, Evidence

ENG2153/HY01 Topics in Literature: World Folklore—

(PDF) The Adventures of Hir and Ranjha

(PowerPoint) Hir Ranjha (Dr. Z. Hyder Presentation)

Sample Course Assignments:

ENG1003 English Composition I, Redlinski, Major Assignment #2 Analysis Essay Instructions

ENG1013 English Composition II, Mydosh, Choosing an Argumentation Strategy

ENG1073 Introduction to Literature, Mydosh, Midterm Essay

ENG2153/HY01 Topics in Literature: World Folklore, Reflection 2: Hir Ranjha

PENDING APPROVAL

**Comprehensive
Program Review
Of
EMS Education
For
2021-2022**

Prepared by

Steve Howe

Co-Authors

N/A

1/11/22

Pending Approval

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The EMT program can either be an entry level or an add on to the Emergency Medical Responder (EMR) program. Students who are currently EMR certified can take the EMT class and be better prepared for success since some of the EMT subject matter is covered in EMR. Students who have no medical education can also enroll in EMT and if they successfully complete the program, can challenge the State of Kansas EMT exam. After successful completion, they are certified to work in the State of Kansas as an EMT.

The EMT program covers a wide variety of subjects including orientation to EMS, care and treatment of medical and trauma emergencies, rescue and disaster response. The EMT student will participate in lectures and hands on skills training provided by the instructor or subject matter experts from the local area. Previous EMT classes utilized Independence Fire Department for extrication training and Air Methods for helicopter operations.

The Advanced EMT (AEMT) program builds on the EMT program with advanced life support skills that have been put in place by the Kansas Board of EMS (KBEMS). These skills go above the national standard due to the shortage of paramedics in the rural areas of the state. The education of the AEMT starts with an education plan developed by KBEMS which is set in statute and is required to be taught. This includes education already acquired in the EMT program, but also builds on this with advanced education in cardiology, airway management, anatomy, physiology, pathophysiology and pharmacology. This education is parallel in many ways to that of a paramedic.

Skills availability to the AEMT has also been increased above the national standard. The AEMT in Kansas has a large variety of medications available to use, including controlled substances. As of this current legislative session, I have been advised there will be more medications added. Other advanced skills include cardiac monitoring, manual defibrillation, ECG rhythm interpretation, placement of advanced airways, initiation of IVs and the insertion of intra-osseous (into the bone) access when IV access is not available.

Quantitative and Qualitative Data

Narrative:

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.)

Current faculty: One full time, no adjunct or part time faculty.

The EMT program is currently a face to face program for 13 credit hours. Previous EMT program for 2021 started with eight students. Three successfully finished the course and will go on to challenge to state certification exam. 2 students who were not successful have returned for the Spring 2022 program to make another attempt. Other data is in appendix

The AEMT program is currently a face to face program that is 7 credit hours. During this time, the AEMT student must also complete a clinical and field internship where the skills they learn in class will be performed on actual patients under a paramedic preceptor. There is currently no data for AEMT as no classes have been held recently.

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

In order for the EMT student to be allowed to take the state certification examination, they must first successfully complete their initial course of instruction. This includes, maintaining an overall grade of 75% or higher during the course, achieve a score of 75% or higher on the final exam, complete all clinical and field internships which includes performing skills set forth in KBEMS regulations. A set of skill sheets with all required skills is provided to the students on the first day of class and must be successfully completed before they are allowed to attend a certification exam.

In order for the AEMT student to be allowed to take the national certification examination, they must first successfully complete their initial course of instruction. This includes, maintaining an overall grade of 75% or higher during the course, achieve a score of 75% or higher on the final exam, complete all clinical and field internships which includes performing skills set forth in KBEMS regulations. A set of skill sheets with all required skills is provided to the students on the first day of class and must be successfully completed before they are allowed to attend a certification exam.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

Student success is primarily on the student. Instructors and lab assistants are available during class and lab times to assist with skills and knowledge gaps through didactic and hands-on education. All of the needed information to successfully pass the EMT and AEMT course is provided in Canvas, lecture, hands on education, clinical and field internships and knowledge review through frequent quizzes and evaluations. Counseling is performed during class to establish study habits and provide suggestions for improvement

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

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

Narrative:

EMS Program curriculum is set by law with the State of Kansas and enforced by the Kansas Board of EMS. Institutions are not allowed to change the curriculum and may lose the ability to instruct EMS education if the Board of EMS finds the institution is not teaching the approved curriculum.

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 learning the formulary of EMT approved medications and other approved skills that have been added by the State Board of EMS. 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. Current EMT class is using scenarios assess skills due to potential Covid restrictions at various facilities. Assessment revealed outcomes met/partially met during the first half of EMT class.

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Demonstrate the care and assessment of the pre-hospital medical and trauma patient. | Met | No changes |
| 2. Demonstrate a knowledge base of human anatomy and physiology. | Partially met | A&P is studied throughout the course and knowledge improved in the specific chapters. No changes |
| 3. Demonstrate the administration and calculation of EMT level medications. | Partially met | Students underestimated the amount of study needed to retain medication information. More frequent quizzes in class will be done specific for medications |
| 4. Apply legal and ethical principles pertaining to emergency medical technology, ambulance operations and basic triage in a variety of settings. | Met | No changes |

There is no data available for AEMT

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:

Current assessment is through written exams, quizzes, skill assessments and scenario training. There is no plan to change any of this for future EMT or AEMT classes unless state mandates dictate otherwise

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:

- 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:

Current Advisory Committee: Sam Carnes, High School Counselor, IHS (new); Becky Mitchell, RN and Director of Nursing at Labette Health ER, Independence (>5 years); Shawn Wallis, Fire Chief at Independence Fire/EMS (new); Joe Rexwinkle, Fire Chief at Cherryvale Fire/EMS (new); Melinda Allen, MD, physician medical director (>5years). A list of previous members I contacted had either moved away or desired to no longer be a member of the 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:

There is no special accreditation for EMT or AEMT. Classes are approved by the Kansas Board of EMS through an application process. ICC submits a class schedule to the Kansas Board of EMS 30 days prior to the first day of class. In addition, ICC must have a Physician Medical Director approve each class before it goes to 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 may be issues with the upcoming Covid mandate from the federal government IF it is upheld. This will require all institutions to require the Covid vaccination for everyone (including students) that are in their facility. This also includes EMS agencies and fire departments that operate ambulances as they receive Medicare/Medicaid funding. Consideration should be given to the possibility that we will lose field internship and clinical sites if students refuse vaccinations. If vaccinations are required of students, enrollment may drop from this mandate.

There is also a saturation of EMT/AEMT programs in this area. EMT is offered at ICC, CCC and LCC in Parsons. In addition, the state will allow local EMS services to host their own EMT/AEMT programs that could affect our enrollment if we cannot offer something more innovative to EMT students.

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 is set by the Kansas Board of EMS and is required to be taught according to the Kansas EMS Education Plan. No deviation is allowed, This applies to all EMS education in Kansas regardless of the level.

There is no transfer to a four-year university. The majority of students use this as a career opportunity. There is the possibility of a transfer to another two-year college that offers the paramedic program. In Kansas, the KSBEMS requires paramedics to obtain an associate degree in order to certify as a

paramedic. Attending the EMT program is a pre-requisite for all paramedic programs. AEMT is not a pre-requisite for Paramedic. Some students will attend AEMT in lieu of the Paramedic program due to the paramedic program's length and degree requirement. AEMTs in Kansas have skills that go above the national standard, and the majority of emergency calls could be handled by EMTs and AEMTs

As of now, there is a significant shortage of EMS personnel nationwide. A simple search of job boards finds many agencies in Kansas looking for EMS personnel. In many of these ads, I have seen them seeking AEMTs and/or paramedics. Meaning, the Advanced EMT has a good chance of being the sole ALS provider during an emergency. EMT is the starting point for the Advanced EMT certification as well as with paramedic.

As for diversity and inclusion, the EMT program follows ICC's Non-Discrimination Statement.

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:

There is no degree program for EMT or AEMT. Once EMT is completed, the student can further their education by attending AEMT or transferring to another two-year college that offers the paramedic program. Certification in these courses is through the Kansas Board of EMS which allows them to work in Kansas. ICC does offer an EMS Education certification.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Recertification of EMS Instructor License

Programs for Independence High School

Approval of Emergency Medical Responder (EMR) program through Academic Council to possibly be added to ICC's class offerings.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Steve Howe was able to obtain some upgraded (although still old) equipment from the Emporia Kansas Fire Department and from Quapaw Nation Fire/EMS in Oklahoma. This equipment consisted of newer cardiac monitor/defibrillators that can be utilized by the EMT and AEMT students in limited situations.

An ALS manikin that is more advanced than our current ones has been purchased. This manikin allows for advanced skill such as airway insertion, IV initiation and cardiac monitoring/defibrillation for AEMTs.

Other donations from Emporia Fire Department allowed us to sell outdated/broken equipment to Coast Biomedical and receive credit for the purchase of new equipment. This equipment included a new scoop stretcher, new vacuum splints, and updated equipment for the current cardiac monitors.

6.3 Innovative Research, Teaching and Community Service

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

Narrative:

Not Applicable.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

The learning outcomes for the previous EMT class were measured in only a few exams, but improved significantly once the students who were not achieving a passing score were removed. Although learning outcomes were “partially met” in most areas, this does not reflect student success overall. Successful completion of EMT requires a 75% average, 90% attendance and pass the final exam with a 75%. There were students who failed exams where outcomes were measured, but through other assignments and testing, were able to successfully complete the program.

In the 2020-2021 academic year, there was only 1 EMS Education major, but that student did successfully complete the program and was awarded the EMS Ed certificate. There were also 8 total students in the EMT class. After speaking with other educational institutions where EMS education is offered, our enrollment and success is comparable. That said, this area in Kansas is saturated with EMT education. EMT instruction is not required to be taught at an educational institution. Local fire or EMS departments can provide their own EMT classes with approval from the State of Kansas. There are two other community colleges in this area also offering EMT education, which could have an effect on enrollment.

There is no data for AEMT currently. As of now, ICC is the only college offering the AEMT program in this area that I am aware of.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

Narrative:

Circle One: Maintain Current Levels of Support

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Currently, there is a shortage of EMS personnel in the area and nationwide. Salaries for EMT have historically been low, but some employers are now realizing these need to be raised to attract employees. ICC could improve facilities for EMS education and possibly become the “go to” center for Southeast Kansas. These improvements are laid out in the goals and action plans.

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

Narrative:

Short Term: Purchase Isimulate or Lifepak 15 simulator for EMS education \$10-12,000; research the use of virtual reality simulators for patient care. Upgrade two airway training manikins (only one is undamaged) \$2500.

EMS Cot - \$14,000 (used, reconditioned power cot) Powered EMS cots and loading systems for ambulances are reducing injuries among EMS workers, but EMS students still risk this with our current equipment.

Faculty should attend National Association of EMS Educators (NAEMSE) conferences for updated education offerings

Long Term: With the increased utilization of simulation, I would encourage an area on campus to be used as a training area. This could be for EMS, possibly allied health, and include local emergency response agency use. A training area could consist of an area where EMS students could practice simulated patient care in an area that can be changed from a family living room, to an outdoor area as they would in a real situation. Virtual reality is also a consideration that should be researched.

Acquire high fidelity training manikin to support all EMS and Allied Health Education \$75-\$80,000

Purchase an up-to-date ambulance or refurbish current Medtec ambulance – the current ambulance operates but has issues with chassis; no air-conditioning in back

Ambulance: \$50,000-\$70,000 Refurbishing: \$12,000

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

EMS education in Kansas is under control of the Kansas Board of EMS. The goal of the EMT program is develop entry level emergency medical providers who can either join the workforce or further their education with AEMT or paramedic. The goal of the AEMT program is enhance basic EMT and add advanced life support education so the student can enter the workforce.

EMS Education aligns with the ICC mission by developing entry level EMS personnel able to act professionally and fill roles in the local communities supporting workforce development.

HLC categories include:

4.B – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning – throughout the program, there are written and practical evaluations performed to assess knowledge and application of it

4.b.1 – The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achieving learning goals. Goals for successful completion of the EMT program and the successful completion of the state testing are clearly laid out in the syllabus and in the introductory lecture given on the first day of class.

Significant trends: Nationwide, there is an effort to improve educational standards for EMS education. Currently, the goal is to maintain EMT as entry level, and require the completion of an Associate's Degree for the paramedic level nationwide. This would be similar to the requirements of a two year nursing 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:

Immediate needs:

High fidelity EMS training manikin for EMR, EMT, AEMT and Allied Health students. These vary in price from \$10,000 to \$70,000 depending on options required for the educational programs. Many skills required for EMS education should NOT be performed on actual people.

Training Monitor/defibrillator for EMT and AEMT students. These range in price from \$10,000 to \$20,000 depending on options required.

Battery powered ambulance cot (refurbished). This technology is currently in use by many EMS agencies to reduce injuries to EMS personnel. This should be available to EMS students as well since they are just as prone to injury during their education. Price range is \$7,000-\$14,000

Adjunct Faculty should be hired as quickly as possible. These should be trained to the EMT level at a minimum to assist with skills training and to act as patients during scenario training. Live simulated patients are essential to the EMS student to learn how to interact with someone in a crisis

Increase instructional supply budget to \$2500. Equipment breaks and disposable items need replaced. Students are currently re-using items that should be discarded. With the current state of some equipment, there should be a focus on replacement of some airway manikins (\$2500)

Long Term Needs:

Acquire newer up to date ambulance for student use. This will be a capital purchase as these units cost well over \$30,000 for a serviceable used vehicle.

Develop a training area for scenario training. This can be on campus and consist of a room that looks like a family living room and then can be converted into a bedroom to simulate an actual home. In addition, many activities of EMS involve being outside. An outside training area where scenarios can be performed should be established. In this area, vehicles and other equipment can be placed for extrication and rescue training. This could be a cooperative effort local emergency response agencies or perhaps even local educational institutions.

Please tie needs to SMART Goal (from 7.3)

Immediate Budget Requests/Needs

Long Term Requests/Needs

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 review was written by the EMS Program Director, Steve Howe. This is based off previous experience from other institutions, suggestions from the Advisory Board and information provided by the Kansas Board of EMS.

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:

Division Chair: I have read this review and agree with the program faculty's recommendations that there are potential enhancement opportunities available.

PRC: PRC agrees with program faculty and the division chair's recommendation for program enhancement.

VPAA: I have read this review and agree with the program faculty's recommendation. TCC
4/25/2022

10.0 Appendices

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

Appendix 1: Student data

EMS Program Review Data AY 2021

Looking at all HEA courses in degree plan

Number of Faculty:

1 full time (Howe)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 40 total credit hours taught, with 78 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

5.9 students in Face-to-Face or Hybrid classes

12.3 students in online classes

7.8 students across all courses

Completion rates:

92.68% face-to-face/hybrid

97.30% online

94.87% all courses

Pass ('D' or better) rates:

86.84% face-to-face/hybrid

97.22% online

91.89% all courses

Pass ('C' or better) rates:

86.84% face-to-face/hybrid

88.89% online

87.84% all courses

Number of Majors: 1 (0 returned in Fall 2021)

Degrees Awarded: 1

Appendix 2, budget data

Travel: Budget was for \$1300. This was transferred to Instructional Supply line item to obtain more supplies

Food and Meals: \$100 allowed, this should be increased to \$200. This allows for lunch to be served at Advisory Committee meetings. Currently, this item is over budget by \$31.45. Prices will keep increasing for prepared food

Postage and Shipping: This \$160 deficit was from sending old equipment to a refurbishment facility.

Lease/Rental/ Agreements: Maintain at \$365

Fuel/Gas: This needs funding of at least \$200 in fuel costs to operate the ambulance during EMS training. When the vehicle fuel tank is half full, it was \$100 to refill after one semester of use.

Dues/Membership fees: Maintain at \$113.62

Instructional supplies: Increase to \$2500. Reasons as previously stated above.

Office Supplies: Maintain at \$100

Professional Development: Maintain at \$500

Appendix 3, Advisory Committee Minutes; 11/1/2021, 11:30 AM

Welcome & introductions

In attendance was:

Sam Carnes, Shawn Wallis, Becky Mitchell, Laura Jamison, Tiffany Strickland

Discussion on AEMT program two semesters vs. one semester in length.

- Will keep it one semester

ICC NOW (High school program)
is a "go"

Math for the health care provider

- Steve will work on creating this.

Comprehensive Review

Steve will be working on this
happens every 3 years

Student recruitment

December 3rd recruitment event?

Sam Carnes indicated that "Advisory period" at IHS would be an ideal time to visit with students

Discussion about a Firefighter training program

No

Coffeyville has one

No need for another one so close

Adjourn

Faculty Senate Board Report May 2022

Meeting Highlights

New Terms began May 1st. Faculty Senate welcomes new At-Large Senator Miranda Williams and returning At-Large Senators Paul Molnar, Dr. Isaias McCaffery, Heather Mydosh, and Brett Gilcrist. Elections were held in the April 18th meeting; the AY 22-23 Officer Team is:

| | |
|-----------------|----------------------|
| President | Dr. Isaias McCaffery |
| Vice-President | Paul Molnar |
| Secretary | Brett Gilcrist |
| Parliamentarian | Bridget Carson |

Faculty Accomplishments

- Heather Mydosh's first full-length poetry collection will be published by Summer Palace Press in Northern Ireland. Publication date is expected to be midsummer 2022.
- Leadership classes and English Skills both collaborated individually with Cosmetology this semester for joint projects.
- Community Chorale, Chamber Singers, and Concert Band had a successful concert on May 1st in the Inge Theater which included collaborations with full-time and adjunct faculty along with local area current and retired high school band directors. The concert featured students, community members, and faculty.
- Paul Molnar has been invited back to Lansing Community College to co-teach alongside a colleague a summer Shakespeare studio class which will culminate in an outdoor production at the Turner House Festival of ROMEO & JULIET where he will also be performing the role of Capulet. This summer festival has been running for over 30 years. This is a return as it was his first introduction to performing Shakespeare in 1990. He plans to model a studio class-based model for our program here at ICC as outlined in the comprehensive Theatre Program Review.
- Dr. McCaffery's recently published articles in the Reporter include "Rampaging Waters: Floods of Old Independence" (Two Parts, Apr. 23rd and Apr. 30th)
- Previously this semester Miranda Williams attended the Eastern Sociological Society Conference in Boston, MA. The topic was Strategic Sites and Ways for Sociology to Fight Inequality and Injustice. She attended multiple sessions about different social problems, sessions on pedagogy strategies for sociology at the college level, and made connections with peers who also teach at the community college level.