



BOARD OF TRUSTEES

May 20, 2024

5:30 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 5:30 p.m. on May 20, 2024. 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.

Topic: ICC Board of Trustees Meeting - May 20, 2024

Time: May 20, 2024 05:30 PM Central Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/82433751392?pwd=M0NFK2U1dm1OSmx2TE5nMXE2eUVHZz09>

Meeting ID: 824 3375 1392

Passcode: 077876

One tap mobile

+16699009128,,82433751392#,,,,*077876# US (San Jose)

+17193594580,,82433751392#,,,,*077876# US

Dial by your location

- +1 669 900 9128 US (San Jose)
- +1 719 359 4580 US
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 669 444 9171 US
- +1 646 558 8656 US (New York)
- +1 646 931 3860 US
- +1 689 278 1000 US
- +1 301 715 8592 US (Washington DC)
- +1 305 224 1968 US
- +1 309 205 3325 US

Meeting ID: 824 3375 1392

Passcode: 077876

INDEPENDENCE COMMUNITY COLLEGE
BOARD OF TRUSTEES
May 20, 2024
5:30 p.m. | CIE 104

I. ROUTINE

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

II. APPROVAL OF THE CONSENT AGENDA

Action

- A. Minutes from April 18, 2024
- B. Financial Report
- C. Personnel Report (acknowledge receipt)
- D. Athletic Insurance
- E. Grant Progress Report

III. Old Business

Action

IV. New Business

- | | |
|---|------------|
| A. Program Reviews – Taylor Crawshaw | Action |
| a. LTC | |
| b. Music | |
| c. HPR | |
| d. AGS | |
| e. Education | |
| B. Library Accessibility Grant Expenditure – Taylor Crawshaw | Action |
| C. EdSights Retention Tool Renewal – Dr. Vincent Bowhay | Action |
| D. Board Tuition & Fees FY 24/25 - Dr. Jonathan Sadhoo | Action |
| E. New Program Approval: Emergency Services – Taylor Crawshaw | Action |
| F. New Program Timeline – Taylor Crawshaw | Discussion |
| G. Allow Payables – Dr. Jonathan Sadhoo | Action |

V. Reports

- A. Year End Recruiting Report – Kris Ferguson
- B. Student Leadership Awards Recap – David Adams

VI. Adjournment

PUBLIC PARTICIPATION AT BOARD MEETING

Items on the Agenda

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

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

Information to the Audience

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

Examples of Motions for Executive Session

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

EXECUTIVE SESSION: Non-Elected Personnel

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

EXECUTIVE SESSION: Negotiations

Sample Subject: Faculty and Board proposals

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

EXECUTIVE SESSION: Possible Acquisition of Real Estate

Sample Subject: For future expansion.

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

EXECUTIVE SESSION: Attorney/Client Privilege

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

BOARD OF TRUSTEES MINUTES

April 18, 2024

Chairman Cynthia Sherwood called the meeting to order at 5:15 p.m.

Sherwood mentioned the student of the month would be moved to the beginning of new business on the agenda; with a motion to approve the agenda as amended. Patti Snyder motioned; Susan Porter seconded. Motion approved 5 – 0. (Val DeFever was absent during this vote)

Guests attending were Dr. Jonathan Sadhoo, Lori Boots, Taylor Crawshaw, Kris Ferguson, David Adams, Andrew Gutschenritter, Kris Ferguson, Cody Oates, Benny Beurskens, Bree Sanford, Allen Shockley, Tim Maclaskey, Sheri Garris, Susan Porter, Patti Snyder, Jeri Hammerschmidt, Mark Lasater, Cynthia Sherwood and Val DeFever. Viewing via zoom; Brandon Halberg, India Bennett, and Cody Westerhold.

Pledge of Allegiance was led by Cherie Stockton

Mission statement was read by Jeri Hammerschmidt

Vision Statement was read by Susan Porter

Sherwood requested a motion to approve the consent agenda as presented. Susan Porter motioned; Patti Snyder seconded. Motion carried 5 – 0. (Val DeFever was absent during this vote)

David Adams presented Shane Sanders as the April Student of the month.

In new business, Dr. Sadhoo and Benny Beurskens addressed the Board regarding the following:

Eagle Security Contract: Mark Lasater motioned to approve; Susan Porter seconded. Motion carried 6 – 0.

HVAC Replacement (5 yr. plan to lease) with the work to start in approximately 12 weeks. Patti Snyder motioned; Susan Porter seconded. Motion carried 6 – 0.

Electronic Door Access Contract. Sadhoo recommended doing the door access, then seeking additional options for cameras. Faculty/Staff would have an issued ID w/ level of permission. Sherwood requested a motion to approve. Jeri Hammerschmidt motioned to approve the lease contract for door access only with the 7-year term of 7%; Val DeFever seconded. Motion carried 6 – 0.

Dr. Vincent Bowhay addressed the Board regarding the Early Retirement for Cherie Stockton. Sherwood requested a motion to approve. Patti Snyder motioned; Val DeFever seconded. Motion carried 6 – 0.

Dr. Jonathan Sadhoo presented the payables to the board addressing questions from the board. Susan Porter motioned; Patti Snyder seconded. Motion carried 6 – 0.

Dr. Vincent Bowhay introduced Cody Oates (ICC Foundation Executive Director), updated the board on the replacement of the Field House bleachers, various ICC events, and the Centennial Campaign. Program reviews will take place in May and June with five reviews each month. Budget meetings will begin in May with the trustees.

Val DeFever reported on the Phi Theta Kappa conference and the KACCT meeting.

Sherwood mentioned the 5th Monday meeting on April 29 with the focus on enrollment with informal conversations during the meeting.

Andrew Gutschenritter presented an update on the Title III Grant Project.

Sherwood requested a motion to recess for Executive Session. Patti Snyder moved that we recess for an Executive Session for discussion of Non-Elected Personnel for 10 minutes to begin at 6:20 p.m. pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session resumed at 6:30 p.m. in CIE 104 and through the Zoom link. Susan Porter seconded. Motion carried 6 – 0. Those invited to attend were Dr. Vincent Bowhay, Taylor Crawshaw and Lori Boots. Upon returning to the open session, Sherwood requested a motion. Patti Snyder motioned to non-renew the contracts of Frederick B. Bucher and Maria F. Perez; Susan Porter seconded. Motion carried by a show of hands 6 – 0.

Sherwood requested a motion to move to Executive Session. Patti Snyder moved that we recess for an Executive Session for discussion of non-elected personnel for 20 minutes beginning at 6:25 p.m., pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at 6:45 p.m. in CIE 104 and through the Zoom link. Susan Porter seconded. Motion carried 6 – 0. Those invited to attend were Dr. Vincent Bowhay, Dr. Jonathan Sadhoo and Lori Boots.

At 6:45 p.m. Susan Porter motioned to extend the executive session for 5 minutes. Patti Snyder seconded. Motion carried 6 – 0. Open Session resumed at 6:50 p.m. in CIE 104 and through the Zoom link.

After returning from Executive Session, Sherwood requested a motion to hire Dr. Jonathan Sadhoo as Interim President pursuant to the contract presented to begin May 15, 2024. Val DeFever seconded. Motion carried by show of hands 6 – 0.

Sherwood requested a motion to move to Executive Session. Patti Snyder moved that we recess for an Executive Session for consultation with the College attorney for 15 minutes beginning at 6:55 p.m. pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open session will resume at 7:10 p.m. in CIE 104 and through the Zoom link. Susan Porter seconded. Motion carried 6 – 0. Those invited to attend were Dr. Vincent Bowhay, Dr. Jonathan Sadhoo and Lori Boots.

Upon returning to open session, Sherwood requested a motion to adjourn at 7:15 p.m. Susan Porter motioned; Patti Snyder seconded. Motion carried 6 – 0.

Cherie Stockton
Board Clerk


Independence Community College
2023-24
Unaudited
Board Revenue Report
For Month End: 04/30/2024

	2023-24	2023-24	Estimated
	Operating Budget	Current YTD Revenue	% Budget Recorded
General Fund (1100)			
Student Revenue			
Tuition	1,129,812.00	846,778.00	74.95%
Fees	1,572,494.90	1,013,544.10	64.45%
Total Student Revenue	2,702,306.90	1,860,322.10	68.84%
Local Income			
Current Taxes	6,672,252.00	4,308,999.26	64.58%
Delinquent Taxes	103,452.00	171,930.62	166.19%
Commerical/Recreational Vehicle	247,515.00	18,568.56	7.50%
Total Local Income	7,023,219.00	4,499,498.44	64.07%
State of Kansas			
State Operating Grant	1,150,000.00	1,147,118.00	99.75%
State Grants & Contracts	448,226.22	448,226.22	100.00%
Technology Grant	16,573.00	16,824.00	101.51%
Total State of Kansas	1,614,799.22	1,612,168.22	99.84%
Federal Income			
Indirect Cost	360,000.00	-	0.00%
Total Federal Income	360,000.00	-	0.00%
Other			
Interest	3,275.00	2,677.47	81.75%
Misc.	107,040.00	21,658.71	20.23%
Dorm Revenue Transfer	100,000.00	100,000.00	100.00%
Fees (Non-Course Fees)	19,893.00	37,019.98	186.10%
Total Other	230,208.00	161,356.16	70.09%
Total General Fund (1100)	\$ 11,930,533.12	\$ 8,133,344.92	68.17%
Post Secondary Fund (1200)			
Student Revenue			
Tuition	328,652.00	77,227.00	23.50%
Fees	240,072.00	86,020.00	35.83%
Total Student Revenue	568,724.00	163,247.00	28.70%
Other			
State of Kansas PTE	430,775.00	538,797.00	125.08%
State of Kansas SB155	-	-	0.00%
Cosmetology	26,626.00	11,015.00	41.37%
Vet Nursing	-	-	0.00%
Other	-	-	0.00%
Total Other	457,401.00	549,812.00	120.20%
Total Post Secondary Fund (1200)	\$ 1,026,125.00	\$ 713,059.00	69.49%
Adult Education			
General Support	52,288.00	-	0.00%
Total Adult Education Fund (1300)	\$ 52,288.00	\$ -	0.00%

Independence Community College
2023-24
Unaudited
Board Revenue Report
For Month End: 04/30/2024

Auxiliary Fund				
Bookstore				
Sales	230,000.00	205,117.89	89.18%	
Nonmandatory Transfer	-	-	0.00%	
Total Bookstore	230,000.00	205,117.89	89.18%	
Meals				
Student Sources	841,895.00	801,860.00	95.24%	
Other Sources	-	-	0.00%	
Nonmandatory Transfer	-	-	0.00%	
Total Meals	841,895.00	801,860.00	95.24%	
Dorms				
Student Sources - Dorms/Bluffstone	814,040.00	430,648.57	52.90%	
Nonmandatory Transfer	-	-	0.00%	
Total Dorms	814,040.00	430,648.57	52.90%	
Inge Center/Festival				
Inge Center	15,000.00	28,689.26	191.26%	
Inge Festival	125,900.00	-	0.00%	
Nonmandatory Transfer	-	-	0.00%	
Total Inge Center/Festival	140,900.00	28,689.26	20.36%	
Fab Lab				
Sales/Memberships	-	18,255.68	0.00%	
Donations	-	-	0.00%	
Grants	115,000.00	62,218.55	54.10%	
Misc. Income	10,000.00	10,000.00	100.00%	
Nonmandatory Transfer	-	-	0.00%	
Total Fab Lab	125,000.00	90,474.23	72.38%	
Total Auxiliary Fund	\$ 2,151,835.00	\$ 1,556,789.95	72.35%	
ICC Foundation				
General Support	44,500.00	24,128.77	54.22%	
Scholarship Support	130,000.00	130,000.00	100.00%	
Total ICC Foundation	\$ 174,500.00	\$ 154,128.77	88.33%	
Plant Funds				
Capital Outlay				
Capital Outlay Grant	108,827.00	108,827.00	100.00%	
Student Health Fee	75,000.00	93,585.00	124.78%	
Student Athlete Fee	25,000.00	25,700.00	102.80%	
Total Capital Outlay	208,827.00	228,112.00	109.23%	
Total Plant Funds	\$ 208,827.00	\$ 228,112.00	109.23%	
Grant Programs				
Federal Grants				
Veteran Success Grant	57,566.12	57,566.12	100.00%	
Rural Operating Grant	344,188.00	331,173.34	96.22%	
Student Support Services	306,526.39	120,639.20	39.36%	
Upward Bound	452,020.83	223,739.01	49.50%	
Carl Perkins	16,426.98	16,426.98	100.00%	
Title III Grant	532,033.79	375,103.82	70.50%	
NSF-ATE Grant		1,822.28		
Total Federal Grants	1,708,762.11	1,126,470.75	65.92%	
Total Grant Programs	\$ 1,708,762.11	\$ 1,126,470.75	65.92%	
Total College Operations Revenue - 04.30.2024	\$ 17,252,870.23	\$ 11,911,905.39	69.04%	

Revenue Overview

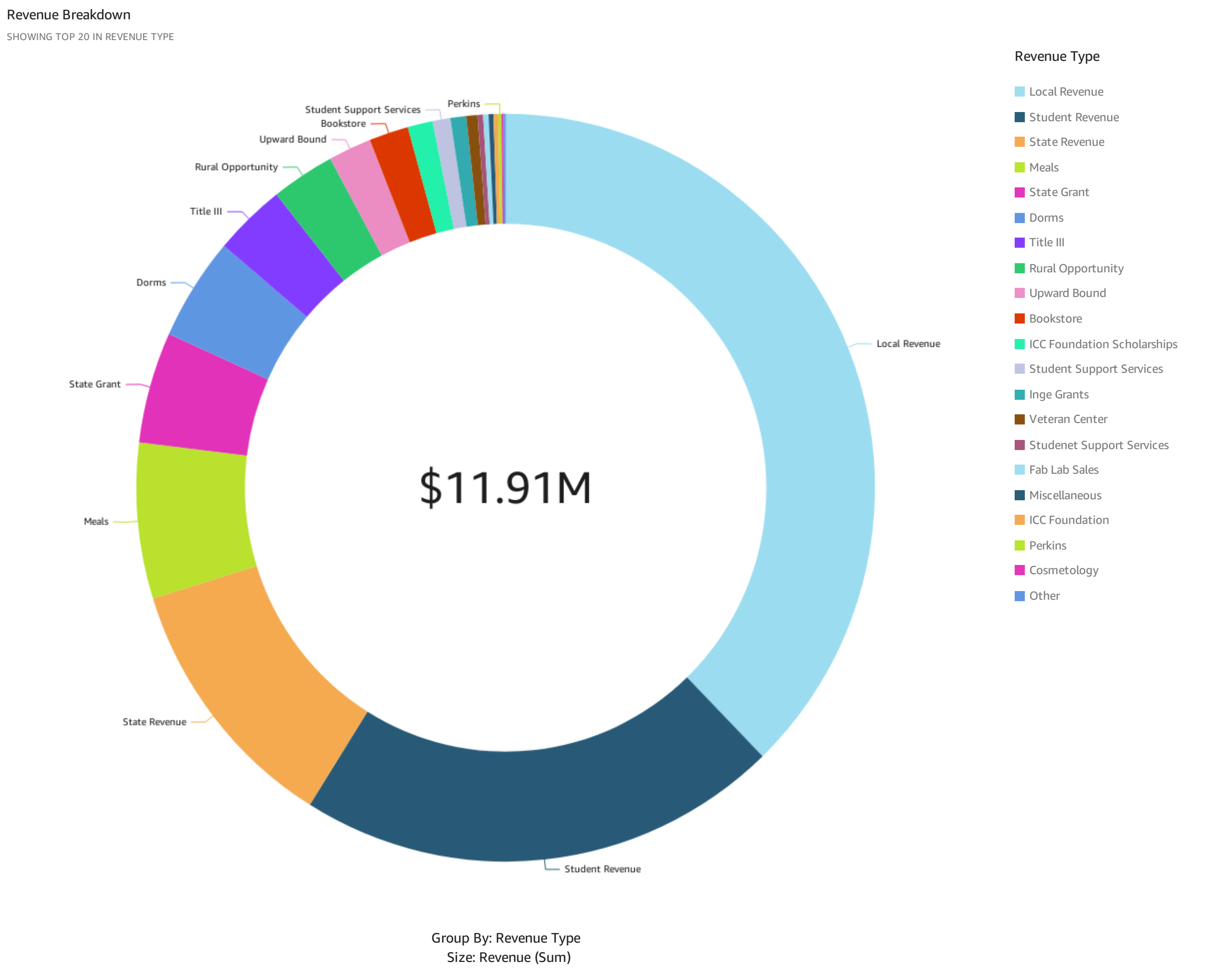


Independence

COMMUNITY COLLEGE

Mission Statement

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



INDEPENDENCE COMMUNITY COLLEGE

2023-2024

Unaudited

Board Expense Report

For Month End: 04/30/2024

	2023-24	2023-24	Estimated
	Operating Budget	Current YTD Expenses	% Budget Recorded
General Fund (1100)			
Academic Instruction			
1100-1100 - GENERAL INSTRUCTION	410,215.00	7,605.18	1.85%
1100-1120 - THEATRE	198,814.00	198,062.49	99.62%
1100-1121 - MUSIC	94,775.00	104,282.65	110.03%
1100-1123 - ENGLISH	286,842.00	268,831.08	93.72%
1100-1124 - ART	75,111.00	80,193.50	106.77%
1100-1125 - COMMUNICATION	62,530.70	70,214.00	112.29%
1100-1126 - VOCAL MUSIC	83,526.00	24,598.13	29.45%
1100-1127 - FOREIGN LANGUAGE	-	3,642.28	0.00%
1100-1130 - WORKFORCE DEVELOPMENT	4,500.00	85.67	1.90%
1100-1131 - COMMUNITY EDUCATION	72,985.00	42,820.95	58.67%
1100-1140 - SOCIAL SCIENCES	328,252.78	379,323.25	115.56%
1100-1141 - PHYSICAL SCIENCES	76,460.45	44,545.33	58.26%
1100-1142 - CHEMISTRY	88,111.20	61,288.44	69.56%
1100-1143 - BIOLOGY	169,065.05	164,159.36	97.10%
1100-1144 - MATHEMATICS	169,349.70	165,264.13	97.59%
1100-1145 - HEALTH AND WELLNESS	31,800.00	25,673.30	80.73%
1100-1146 - ATHLETIC TRAINING	-	11,351.55	0.00%
1100-1150 - ACCOUNTING	75,276.00	61,732.62	82.01%
1100-1151 - BUSINESS	4,300.00	24,587.18	571.79%
1100-1152 - FAB LAB	224,901.50	166,206.36	73.90%
1100-1160 - ICC NOW	15,905.00	10,736.31	67.50%
Total Academic Instruction	2,472,720.38	1,915,203.76	77.45%
Academic Support			
1100-4100 - LIBRARY	196,449.62	131,019.07	66.69%
1100-4200 - ACADEMIC AFFAIRS	278,758.02	225,204.43	80.79%
1100-4201 - ICC WEST	65,070.00	16,755.29	25.75%
1100-4400 - ACCESS SERVICES	18,650.00	500.20	2.68%
1100-4401 - TUTORING	28,300.00	12,931.13	45.69%
Total Academic Support	587,227.64	386,410.12	65.80%
Student Services			
1100-5200 - FINANCIAL AID	239,731.00	176,711.98	73.71%
1100-5300 - ENROLLMENT & RETENTION	-	1,324.61	0.00%
1100-5301 - NAVIGATORS	65,338.00	83,979.41	128.53%
1100-5302 - REGISTRARS OFFICE	135,693.00	107,053.64	78.89%
1100-5500 - ATHLETIC ADMINISTRATION	616,808.00	457,096.09	74.11%
1100-5510 - FOOTBALL	460,310.50	349,287.96	75.88%
1100-5511 - MENS BASKETBALL	149,684.00	132,426.45	88.47%
1100-5520 - VOLLEYBALL	66,322.50	67,730.30	102.12%

INDEPENDENCE COMMUNITY COLLEGE**2023-2024****Unaudited****Board Expense Report****For Month End: 04/30/2024**

1100-5521 - WOMENS BASKETBALL	159,910.50	119,562.41	74.77%
1100-5522 - SOFTBALL	110,973.00	91,732.72	82.66%
1100-5530 - ATHLETIC TRAINING	168,664.50	154,848.73	91.81%
1100-5531 - SPIRIT	103,426.50	72,011.81	69.63%
1100-5532 - POWERLIFTING	42,295.00	32,304.53	76.38%
1100-5533 - ESPORTS	94,796.00	58,180.97	61.37%
1100-5700 - STUDENT AFFAIRS	360,141.00	293,069.43	81.38%
Total Student Services	2,774,093.50	2,197,321.04	79.21%
Institutional Support			
1100-6000 - BOARD OF TRUSTEES	34,025.00	53,686.90	157.79%
1100-6100 - PRESIDENTS OFFICE	353,640.00	361,814.92	102.31%
1100-6200 - FINANCIAL SERVICES	478,500.48	413,946.60	86.51%
1100-6300 - PUBLIC RELATIONS-MARKETING	256,259.00	213,524.24	83.32%
1100-6301 - RECRUITING	160,222.00	128,979.47	80.50%
1100-6400 - INFO TECHNOLOGY	689,095.00	884,072.18	128.29%
1100-6500 - INSTITUTIONAL SUPPORT	1,833,000.00	1,008,020.99	54.99%
1100-6501 - ADVANCEMENT	89,173.50	68,769.52	77.12%
1100-6510 - INSTITUTIONAL RESEARCH	81,837.50	66,697.81	81.50%
1100-6520 - HUMAN RESOURCES	285,879.50	244,607.01	85.56%
Total Institutional Support	4,261,631.98	3,444,119.64	80.82%
Operations & Maintenance			
1100-7100 - REPAIRS & MAIN	652,106.64	438,927.02	67.31%
1100-7200 - TRANSPORTATION	225,500.00	195,686.27	86.78%
1100-7300 - SECURITY	99,408.50	73,909.75	74.35%
1100-7500 - CAMPUS IMPROVEMENTS	240,000.00	91,911.20	38.30%
Total Operation & Maintenance	1,217,015.14	800,434.24	65.77%
Institutional Scholarships			
1100-8100 - INSTITUTIONAL SCHLP	880,500.00	1,112,339.50	126.33%
Total Institutional Scholarships	880,500.00	1,112,339.50	126.33%
Total General Fund (1100)	\$ 12,193,188.64	\$ 9,855,828.30	80.83%
Post Secondary Fund (1200)			
Academic Instruction			
1200-1122 - EDUCATION (EARLY CHILDHOOD)	-	10,567.25	0.00%
1200-1210 - COMPUTER TECHNOLOGY	84,987.78	76,005.98	89.43%
1200-1212 - VET NURSING	177,133.20	97,865.70	55.25%
1200-1213 - COSEMETOLOGY	171,547.00	176,225.30	102.73%
1200-1214 - ALLIED HEALTH	84,403.15	99,836.40	118.29%
1200-1215 - EMS EDUCATION	80,405.00	65,082.15	80.94%
1200-1216 -WELDING	111,750.00	61,512.57	55.04%
Total Academic Instruction	710,226.13	587,095.35	82.66%
Total Post Secondary Fund (1200)	\$ 710,226.13	\$ 587,095.35	82.66%

INDEPENDENCE COMMUNITY COLLEGE
2023-2024
Unaudited
Board Expense Report
For Month End: 04/30/2024

Adult Education				
General Support		52,288.00	52,288.00	100.00%
Total Adult Education Fund (1300)	\$	52,288.00	\$ 52,288.00	0.00%
Auxiliary Fund				
Auxiliary Services				
1681-9300 - BOOKSTORE		475,129.00	315,851.87	66.48%
1683-9500 - HOUSING		170,500.00	67,643.75	39.67%
1684-9600 - FOOD SERVICE		798,501.00	692,583.78	86.74%
1700-9500 - HOUSING		506,600.00	274,205.20	54.13%
3201-8500 - INGE CENTER		58,966.50	54,881.72	93.07%
3201-8501 - INGE FESTIVAL		41,033.50	39,819.54	97.04%
3202-1152 - FAB LAB		115,000.00	64,429.60	56.03%
Total Auxiliary Services		2,165,730.00	1,509,415.46	69.70%
Total Auxiliary Fund	\$	2,165,730.00	\$ 1,509,415.46	69.70%
Foundation				
Foundation Services				
3600-6501 - ICC FOUNDATION		88,900.00	57,827.52	65.05%
3600-8200 - ICC FOUNDATION SCHLRSHIPS		130,000.00	93,845.00	72.19%
Total Foundation Services		218,900.00	151,672.52	69.29%
Total Foundation	\$	218,900.00	\$ 151,672.52	69.29%
Grant Programs				
Federal Grants				
2500-8310 - VETERANS CENTER GRANT		54,950.51	54,950.51	100.00%
2501-8311 - UPWARD BOUND		452,020.83	228,733.85	50.60%
2502-8312 - RURAL OPPORTUNITY GRANT		344,188.00	333,673.66	96.95%
2503-8313 - TITLE III GRANT		532,033.79	384,468.74	72.26%
2504-8314 - STUDENT SUPPORT SERVICES		306,526.39	155,153.51	50.62%
2505-8315 - CARL PERKINS GRANT		17,362.17	17,497.17	100.78%
2506-8316 - NSF-ATE GRANT		-	645.03	0.00%
2507-8317 - NSF-EPIIC GRANT		-	990.24	0.00%
Total Federal Grants		1,707,081.69	1,176,112.71	68.90%
Total Grant Programs	\$	1,707,081.69	\$ 1,176,112.71	68.90%
Total College Operations - 04.30.2024	\$	17,047,414.46	\$ 13,332,412.34	78.21%

Expense Overview

Fiscal Year Expenses

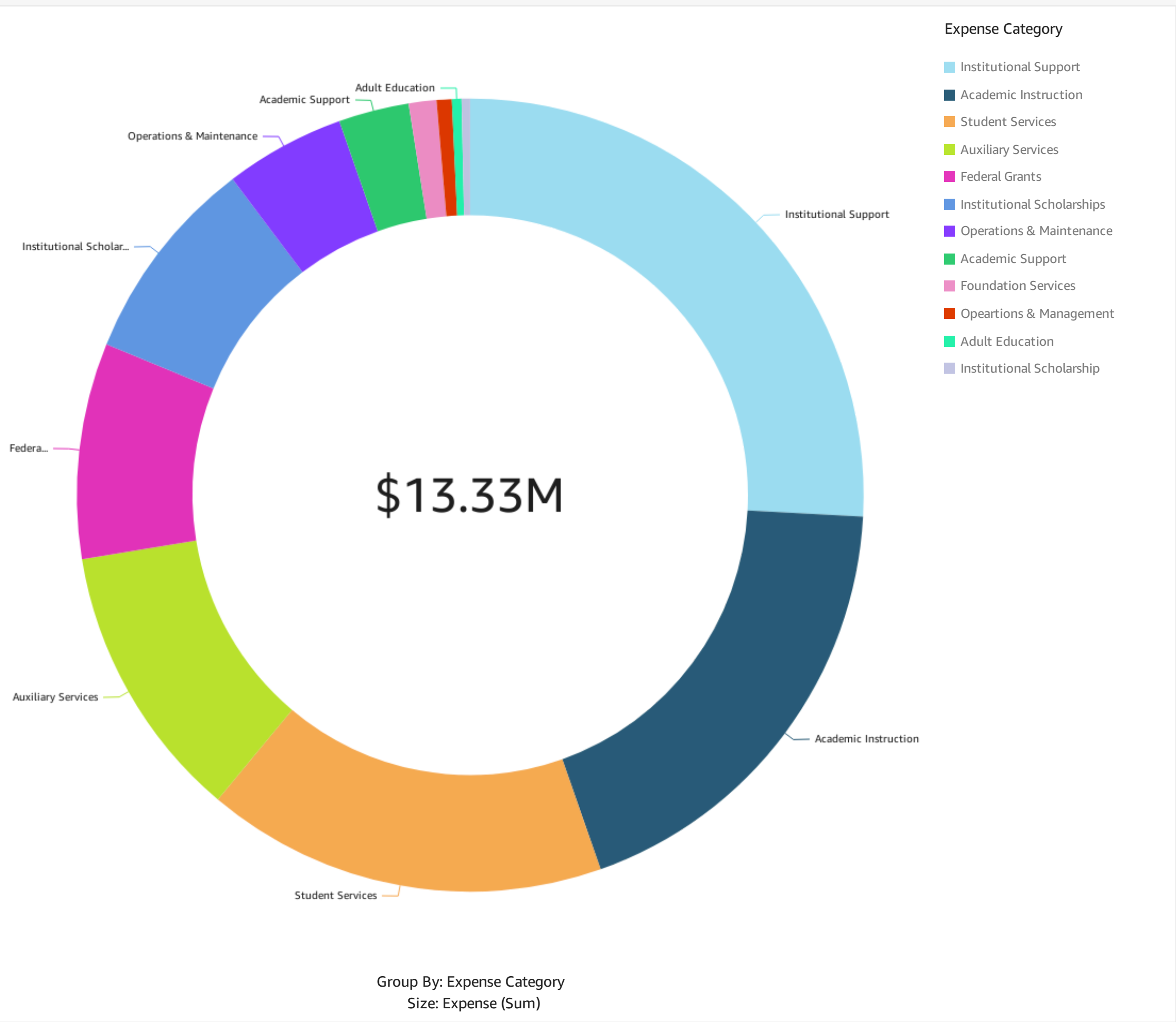
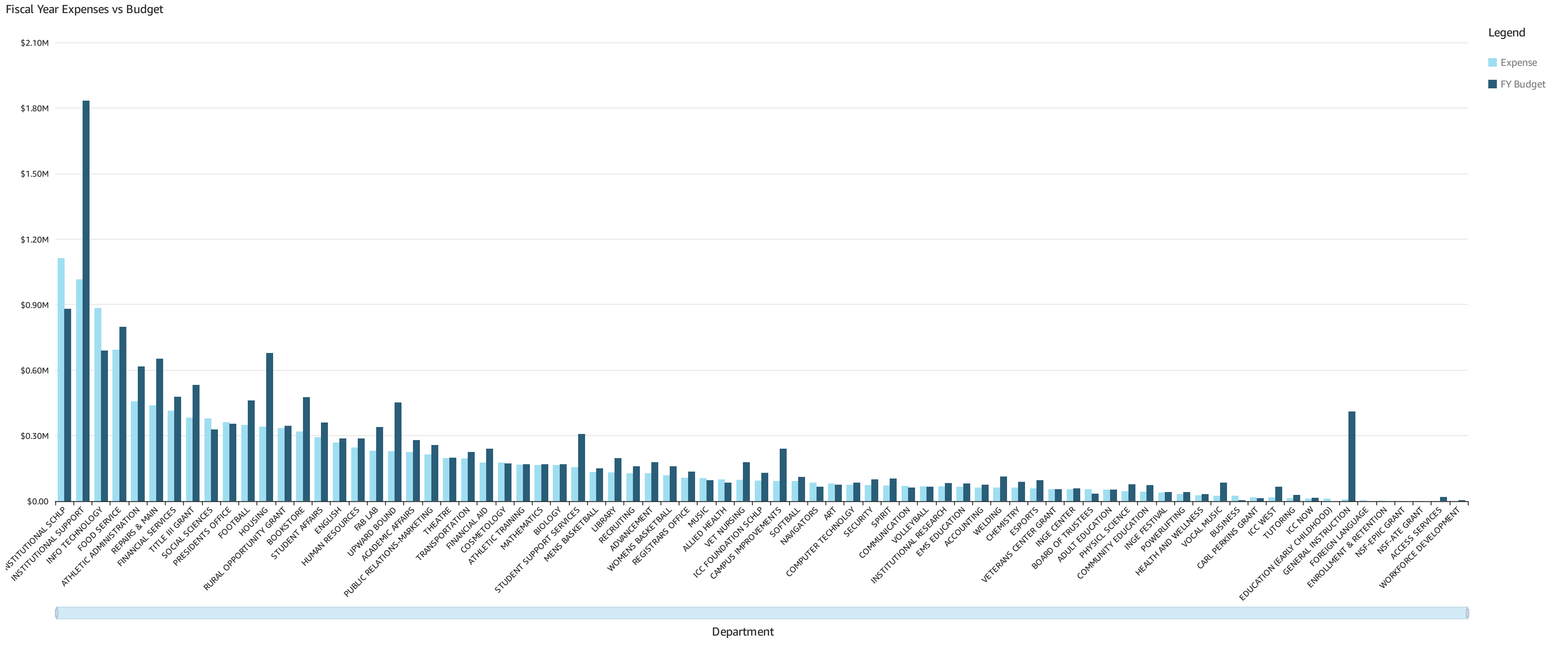
FY24

\$13,332,412.34

Date between

07/01/2023 – 04/30/2024

\$13,332,412.34



Department	Expense Description	Fiscal Year		
		FY24		
		Expense	FY Budget	% of Budget
ACADEMIC AFFAIRS		\$224,557.84	\$278,758.02	80.55%
ACCESS SERVICES		\$500.20	\$18,650.00	2.68%
ACCOUNTING		\$61,732.62	\$75,276.00	82%
ADULT EDUCATION		\$52,288.00	\$52,288.00	100%
ADVANCEMENT		\$126,597.04	\$178,073.50	71.09%
ALLIED HEALTH		\$99,836.40	\$84,403.15	118.28%
ART		\$80,193.50	\$75,111.00	106.76%
ATHLETIC ADMINISTRATION		\$457,096.59	\$616,808.00	74.1%
ATHLETIC TRAINING		\$166,200.28	\$168,664.50	98.53%
BIOLOGY		\$164,159.36	\$169,065.05	97.09%
BOARD OF TRUSTEES		\$53,686.90	\$34,025.00	157.78%
BOOKSTORE		\$318,018.65	\$475,129.00	66.93%
BUSINESS		\$24,587.18	\$4,300.00	571.79%
CAMPUS IMPROVEMENTS		\$91,911.20	\$240,000.00	38.29%
CARL PERKINS GRANT		\$17,497.17	\$14,020.39	124.79%
CHEMISTRY		\$61,288.44	\$88,111.20	69.55%
COMMUNICATION		\$70,214.00	\$62,530.70	112.28%
COMMUNITY EDUCATION		\$42,820.95	\$72,985.00	58.67%
COMPUTER TECHNOLOGY		\$76,005.98	\$84,987.78	89.43%
COSMETOLOGY		\$176,225.30	\$171,547.00	102.72%
EDUCATION (EARLY CHILDHOOD)		\$10,567.25		
EMS EDUCATION		\$65,082.15	\$80,405.00	80.94%
ENGLISH		\$268,831.08	\$286,842.00	93.72%
ENROLLMENT & RETENTION		\$1,324.61		
ESPORTS		\$58,180.97	\$94,796.00	61.37%
FAB LAB		\$230,635.96	\$339,901.50	67.85%
FINANCIAL AID		\$176,711.98	\$239,731.00	73.71%
FINANCIAL SERVICES		\$413,855.60	\$478,500.48	86.49%
FOOD SERVICE		\$692,583.78	\$798,501.00	86.73%
FOOTBALL		\$349,287.96	\$460,310.50	75.88%
FOREIGN LANGUAGE		\$3,642.28		
GENERAL INSTRUCTION		\$7,605.18	\$410,215.00	1.85%
HEALTH AND WELLNESS		\$25,673.30	\$31,800.00	80.73%
Total		\$13,332,412...	\$17,044,072.68	78.22%

Independence Community College Account Summary
For Month End: April 30, 2024

<u>Account Number</u>	<u>Account Type</u>	<u>Beginning Balance (04/01/2024)</u>	<u>Ending Balance (04/30/2024)</u>	<u>Interest Rate</u>	<u>Monthly Int. Paid</u>	<u>Status</u>
xxx213	Checking	\$ 1,001.00	\$ 1,001.00	N/A	N/A	Open
xxx387	Checking	\$ 933,366.62	\$ 795,165.60	N/A	N/A	Open
xxx264	Checking	\$ 70,248.41	\$ 17,804.49	N/A	N/A	Open
xxx620	Checking	\$ 1,000.00	\$ 1,000.00	N/A	N/A	Open
xxx976	Checking	\$ 1.00	\$ 1.00	N/A	N/A	Open
xxx720	Checking	\$ 1.00	\$ 1.00	N/A	N/A	Open
xxx826	Money Market	\$ 2,001,931.93	\$ 1,000,393.79	0.30%	\$ 393.79	Open
xxx396	Board Reserve	\$ 251,177.12	\$ 251,238.88	0.30%	\$ 61.76	Open
Total Balance		\$ 3,258,727.08	\$ 2,066,605.76			
Variance				\$ (1,192,121.32)		

<u>Securities Pledged</u>	<u>Amount</u>	<u>Market Value</u>	<u>Total Deposits</u>	<u>Total Withdrawals</u>
			\$442,901.05	\$1,635,022.37
<u>Letters of Credit</u>	<u>Expiration Date</u>	<u>Amount</u>		
FHLB #85998	6/26/2024	\$ 2,700,000.00		
FHLB #84104	6/26/2024	\$ 400,000.00		
		\$3,100,000.00		

Total Pledged	\$3,100,000.00
FDIC Insurance	\$ 250,000.00
Total Coverage	\$ 3,350,000.00
Overage/Shortage	\$ 1,283,394.24

Personnel Report – May 2024

New Hires

Effective Date	Name	Job Title	Schedule	Rate of Pay
05/15/2024	Keith Stone	Assistant Vice President of Business Affairs	C-2	\$95,000
06/10/2024	Jeremy Spradlin	Esports Head Coach	S-2	\$48,000
06/10/2024	Jordan Hill	K-12 Curriculum Sr. Coordinator for Academic Affairs	S-2	\$50,000

Transfers

Effective Date	Name	Previous Job Title	New Job Title	Schedule	New Rate of Pay
05/01/2024	Tyler Hughes	Sr. IT Specialist	IT Manager	S-4	\$65,000
05/31/2024	Daniela Pena	Women's Volleyball Assistant Coach	Volunteer	V-1	\$0

Separations

Effective Date	Name	Job Title	Schedule	Rate of Pay	Date of Hire
04/19/2024	Leah Delamarter	Veteran Student Success Center Office Clerk	H-1	\$13.39	11/01/2021
05/10/2024	Astrid Sanchez	Custodian	H-1	\$13.91	01/07/2020
05/31/2024	Jordan Carlson	Women's Softball Assistant Coach	A-3	\$25,750	08/06/2021
05/31/2024	Cody Westerhold	Director of Student Life	S-3	\$59,150	10/19/2015
05/31/2024	Andrew Gutschenritter	Controller	S-5	\$82,400	08/02/2021
05/31/2024	Stephanie Smith	Vet Nursing Clinical Lab Assistant (p-time)	H-1	\$25.00 per hr.	09/15/2022
05/31/2024	Rebecca Cuperus	Vet Nursing Committee Chair (p-time)	H-1	\$25.00 per hr.	03/24/2023
06/13/2024	Laura Allison	Sr. Director of Financial Aid	S-4	\$71,070	10/03/2023

Current Staffing

	FULL-TIME SALARY	FULL-TIME HOURLY	PART-TIME	VOLUNTEERS	CONTRACT	OPEN POSITIONS	TOTAL EMPLOYEES
PRESIDENT'S OFFICE	3	0	0	0	0	0	3
FOUNDATION/ADVANCEMENT	1	0	0	0	0	0	1
ENROLLMENT/RETENTION	0	0	0	0	0	1	1
MARKETING/RECRUITING	4	0	0	0	0	0	4
HUMAN RESOURCES	2	0	0	0	0	0	2
STUDENT AFFAIRS	3	0	0	2	0	1	6
FINANCE/ADMINISTRATION	7	8	0	0	4	1	20
ATHLETICS	18	0	1	6	0	5	30
ACADEMIC AFFAIRS	22	3	3	0	0	1	29
FACULTY	24	0	0	0	0	1	25
TOTALS	84	11	4	8	4	10	121

Grant-Funded Positions 16

Open Positions

Director of Enrollment and Retention Management
 Director of Financial Aid
 Manager of Student Life
 Women's Volleyball Assistant Coach
 Women's Softball Assistant Coach
 Volunteer Women's Basketball Coach
 Volunteer Football Coach/Housing Supervisor (3 positions)
 Title III Supplemental Instructor



Memo

To: Independence Community College Board of Trustees

From: Jonathan Sadhoo, Ed.D.
Interim President

Date: May 20, 2024

Re: Recommendation for the Approval of Student Athletic & Catastrophic Insurance

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

1.1. Purchase of Services

Recommendation to approve the premiums obtained from **Dissinger Reed Insurance Services, LLC.** for student athletic and catastrophic insurance in the amounts of **\$256,731** and **\$16,763**, for a total cost of **\$273,494** for FY 24-25.

The renewal is with Independence Community College's previous insurance carriers, **QBE Specialty Insurance Company** and **Zurich Insurance Company**.

Based on the bids received from Independence Community College's insurance broker, **Dissinger Reed Services, LLC.**, **QBE Specialty Insurance Company** and **Zurich Insurance Company** have submitted the most competitive annual renewal premiums, with a total increase in cost of **\$2,500** compared to the premiums for FY 23-24.

Grants Summary May 1, 2024

Ref. No.	Grant Name	Description	Potential Funding	Comments
Activity Since Last Report				
1	U.S. Dept. of Labor Strengthening Community College Training Grants	For Allied Health/EMS program equipment and upgrades and support for EMS students completion. Four-year grant. No match.	\$1,509,119.00	Notified 4.18.24 of decline. Submitted 11.14.23.
2	U.S. Dept. of Agriculture. Rural Utilities Service Distance Learning and Telemedicien	For technological and video upgrades of 16 learning space and telemedicine video carts. Match of 15 percent	\$1,148,464.00	Submitted 4.26.24. Anticipated September notification.
3	National Endowment for the Humanities Collections and References Resources	For Inge Collections Project Archivist. No match required.	\$347,368.00	Notified 4.10.24 of decline. Submitted 7.17.23.
Submitted Grants Under Current Review				
1	U.S. Dept. of Agriculture. Rural Utilities Service Distance Learning and Telemedicien	For technological and video upgrades of 16 learning space and telemedicine video carts. Match of 15 percent.	\$1,148,464.00	Submitted 4.26.24. Anticipated September notification.
2	U.S. Economic Development Administration	Toward construction of welding training facility. Match required.	\$1,005,500.00	Submitted 2.8.24. Anticipated May notification.
3	Kansas Dept. of Agriculture Food Resiliency	For updated secured entry at ICC West for Culinary and other areas. No match required.	\$50,603.00	Submitted 1.30.24. Anticipated July notification.

4	Kansas Creative Arts Industry Commission Arts Education	For theater department Shakespeare production. No match.	\$10,000.00	Submitted 2.22.23. Anticipated June notification.
Total Submitted Now Under Review			\$2,214,567.00	

Summary, Grants Awarded for Funding FY 2023-24				
	Grant Name	Description	Funding FY 2023-24	Comments
1	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.	\$164,852.00	Acceptance 12.30.20. Expenditure FY 21-22: \$109,460; 22-23: \$163,260; 23-24: \$164,852. Total all 3 years: \$437,852.
2	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	\$334,381.00	Notified 12.27.21 of acceptance. Calendar year 2022: \$354,180; 2023: \$334,381; 2024: \$343,547. Total all 3 years: \$1,032,565.
3	Kansas Dept. of Commerce DRAW--Delivering Residents and Workforce	For building an on-campus welding training facility.	\$370,000.00	Notified 6.21.23 of acceptance. Submitted 4.28.23. Approx. \$370,000 FY 23-24 and \$370,000 FY 24-25. Total all 2 years: \$740,000.
4	Title III eligibility--2023-24	Renew status as Title III institution, which allows college exemption from having to match certain federal student aid	\$31,720.00	Approved 3.7.23. Submitted 2.22.23. For AY 2023-24.

5	U.S. Dept. of Education, Title III Strengthening Institutions grant	Supports for student success, technological platforms. No match.	\$425,000.00	Notified 9.21.22 of acceptance. AY22-23: \$424,325. AYs 23, 24, 25 and 26: \$425,000 each year. Total all 5 years: \$2,124,325
6	Kansas Creative Arts Industries Commission--Technology grant	For updated Inge Theatre communications system. 1:1 match	\$6,103.00	Notified 6.6.23 of acceptance. Submitted 3.10.23.
7	Blue Cross Blue Shield Foundation	Manikins and other equipment for Emergency Medical Services training. No match.	\$4,014.00	Notified 9.8.23 of acceptance. Submitted 8.8.23. Applied via ICC Foundation.
8	National Science Foundation--Advanced Technical Education (ATE)	For mathematics department, local industry, and fab lab learning collaboration. No match.	\$60,000.00	Notified 9.20.23 of acceptance. Submitted 10.5.22. Approx. FY 23-24: \$60,000; FY 24-25: \$80,000; FY 25-26: \$93,905. Total all 3 years \$233,905.
9	U.S. Dept. of the Interior Institute of Museum and Library Services. "Saving America's Treasures" Historic Preservation Fund	For Archivist rights clearance consultant for Inge Collection	\$5,000.00	Acceptance 10.5.23. Submitted 12.14.22. FY 2023-24: approx. \$5,000. FY 2024-25: Approx. \$44,785. Total: \$49,785.
10	National Science Foundation--Enabling Partnerships to Increase Innovation (EPIIC)	Phase II grant to partner with industries and other colleges for student training opportunities. No match.	\$80,000.00	Acceptance 10.5.23. Submitted Phase II 5.22.23. Approx. FY 23-24: \$80,000; 24-25: approx. \$133,000; 25-26: approx. \$133,000. 26-27: approx.
11	National Endowment for the Arts, Arts Projects	For playwright artist residencies 2025-26	\$0.00	Notified acceptance 11.16.23. Submitted 2.21.23. For AY 24-25: \$10,000. AY 25-26: \$10,000. Total 2 years: \$20,000.

12	Title III eligibility--2024-25	Renew status as Title III institution, which allows college exemption from having to match certain federal student aid	\$0.00	Notified 4.1.24 of acceptance. Appx. \$30,000 for FY 24. Exact figure pending financial aid distribution. Submitted 2.21.24.
13	Kansas Creative Arts Industries Commission--Play Lab Partnership	Renew as partner to support New Play Lab portion of Inge Festival.	\$20,000.00	Agreement renewed 3.1.24
14	National Endowment for the Arts, Arts Projects	For playwright artist residencies 2023-24	\$5,000.00	Notified 5.24.23 of acceptance. For AY 23-24: \$5,000. AY 2024-25: \$5,000. Total 2 years: \$10,000.
Total Awarded for spending FY 23-24			\$1,506,070.00	

Comprehensive
Program
Of
Long Term Care
For
2021-2023

Prepared by

Mallory Byrd

Co-Authors

<Faculty Names>

<Current Date>



Table of Contents

1.0 Program Data and Resource Repository	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data	3
Chart:.....	4
Narrative:	5
2.0 External Constituency and Significant Trends.....	6
2.1: Program Advisory Committee:.....	6
Narrative:	6
2.2: Specialized Accreditation:	6
Narrative:	6
2.3: Other:	7
Narrative:	7
3.0 Assessment of Program Level Student Learning Outcomes	7
Significant Assessment Findings	7
Narrative:	7
4.0 Curriculum Reflection	8
Narrative:	8
4.2 Diversity, Equity, and Inclusion	9
Narrative:	9
4.3 Mission and Strategic Plan Alignment	9
Narrative:	9
5.0 Program Accomplishments	10
Narrative:	10
6.0 Program Planning & Development for Student and Program Success.....	12
6.1 Academic Program Vitality Reflection	12
Narrative:	12
6.2 Academic Program Goals and Action Plans	13
Narrative:	13
7.0 Fiscal Resource Requests/Adjustments	15
7.1 Budget Requests/Adjustments	15

Narrative:	15
Long Term Requests/Needs	16
Budget Item.....	16
Justification (use assessment data and goals to justify)	16
Cost	16
Budget Line Number.....	16
8.0 Authorship and Oversight	18
8.1 Faculty and Staff.....	18
Narrative:	18
8.2 VPAA and/or Administrative Designee Response.....	18
Narrative:	18
9.0 Appendices.....	20

1.0 Program Data and Resource Repository

1.1 Program Summary

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

Narrative:

The Long-Term Care Certificate provides students with the opportunity to become a well-rounded employee in the nursing home environment. Obtaining the certificate can lead to multiple job opportunities, increased pay in a current job, or working up the ladder to sidestep into a management role such as an Activity Director. Interested students should choose courses that will complement their goals in long term health care.

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.)

[Chart:](#)

		2021-2022	2022-2023
Number of Faculty:			
	Full time	2	2
	Adjunct	1	0
Enrollment & Student credit hours by Faculty type:			
	Full Time	147/87	114/60
	Adjunct	14/6	0
Average Class size:			
	Face-to-Face classes	8.33	6.0
	Online classes	8.5	10.7
	All courses	8.47	9.5
Completion Rates:			
	Face-to-Face classes	100	100
	Online classes	90.44	79.2
	All courses	91.93	82.5
Pass ('D' or better) rates:			
	Face-to-Face classes	100	83.3
	Online classes	93.49	88.2
	All courses	94.59	87.2
Pass ('C' or better) rates:			
	Face-to-Face classes	100	77.8
	Online classes	92.68	84.2
	All courses	93.92	83.0
Number of Majors:		17	13
Degrees Awarded:		5	3
Retention within Program		1	0

YEAR	TERM	SESSION	ID	SECTION	CREDITS	GENERAL	Instructor	COMPLETED	Passed 'D' or Better	Passed 'C' or Better
2021	FALL	FULL	HEA1216	0001	6	TRAD	M. Byrd	11	11	11
2022	SPRING	FIRST	HEA1003	HY01	3	HYBRID	S. Manning	7	7	7
2022	SPRING	SECOND	HEA1013	HY01	3	HYBRID	S. Manning	7	7	7
2021	FALL	FIRST	HEA1216	FON1	6	ONLINE	M. Byrd	4	4	4
2021	SUMMER	FIRST	HEA1216	FON1	6	ONLINE	M. Byrd	8	7	7
2021	FALL	FIRST	HEA1216	FON2	6	ONLINE	M. Byrd	8	7	7
2021	SUMMER	FULL	HEA1143	ON01	3	ONLINE	T. Weaver	4	3	3
2021	FALL	FULL	HEA1143	ON01	3	ONLINE	T. Weaver	13	13	13
2022	SPRING	FULL	HEA1143	ON01	3	ONLINE	T. Weaver	25	24	23
2022	SPRING	FULL	HEA1216	ON01	6	ONLINE	M. Byrd	11	11	11
2021	FALL	FULL	HEA1225	ON01	5	ONLINE	M. Byrd	3	3	3
2022	SPRING	FULL	HEA1225	ON01	5	ONLINE	M. Byrd	4	4	4
2022	SPRING	FIRST	HEA1216	ONF1	6	ONLINE	M. Byrd	9	7	7
2021	FALL	SECOND	HEA1216	SON1	6	ONLINE	M. Byrd	5	5	5
2022	SPRING	SECOND	HEA1216	SON1	6	ONLINE	M. Byrd	8	8	8
2022	SPRING	SECOND	HEA1225	SON1	5	ONLINE	M. Byrd	2	2	2
2021	FALL	SECOND	HEA1225	SON1	5	ONLINE	M. Byrd	5	5	5
2021	SUMMER	FIRST	HEA1225	SON1	5	ONLINE	M. Byrd	9	7	7
2022	SPRING	SECOND	HEA1225	SON2	5	ONLINE	M. Byrd	5	5	5
YEAR	TERM	SESSION	ID	SECTION	CREDITS	GENERAL	Instructor	COMPLETED	Passed 'D' or Better	Passed 'C' or Better
2023	SPRING	FULL	HEA1143	0001	3	TRAD	S. Kittrell	3	3	2
2022	FALL	FULL	HEA1143	ON01	3	ONLINE	S. Kittrell	7	6	5
2023	SPRING	FULL	HEA1143	ON01	3	ONLINE	S. Kittrell	6	6	4
2022	FALL	FULL	HEA1216	0001	6	TRAD	M. Byrd	5	4	4
2022	FALL	FULL	HEA1216	HS01	6	HYBRID	M. Byrd	10	8	8
2022	FALL	FIRST	HEA1216	FON1	6	ONLINE	M. Byrd	10	9	9
2022	SUMMER	FIRST	HEA1216	FON1	6	ONLINE	M. Byrd	18	17	17
2023	SPRING	FIRST	HEA1216	FON1	6	ONLINE	M. Byrd	9	9	9
2023	SPRING	SECOND	HEA1216	SON1	6	ONLINE	M. Byrd	10	9	9
2022	FALL	SECOND	HEA1225	SON1	5	ONLINE	M. Byrd	5	1	1
2022	SUMMER	FIRST	HEA1225	FON2	5	ONLINE	M. Byrd	6	6	6
2023	SPRING	SECOND	HEA1225	SON1	5	ONLINE	M. Byrd	5	4	4

Narrative:

For AY21:

Long-Term Care Certificate concentrators 3 of 5 were working in a related field.
CNA 18/48 are working in the related field.
CMA 23/27 are working in the related field.

For AY22:

Long-Term Care Certificate concentrators 6 of 11 were working in a related field.
CNA 15/44 are working in the related field.
CMA 12/17 are working in the related field.

2.0 External Constituency and Significant Trends

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

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

2.1: Program Advisory Committee:

Narrative:

Megan Lawrence DON of Independence Medicalodges Fall 2017

Melissa Traylor* DON of Montgomery Place 2012

Ann Coats RN Assentation Bartlesville Oklahoma Spring 2016

Charis Connell DON Advena Living 2020

Kate Waun ADON Montgomery Place 2022

Minutes can be found in Appendix 9.0

2.2: Specialized Accreditation:

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

Narrative:

There is no specialized accreditation group required for the Allied Health courses. We are required to seek approval for all course offerings in Certified Nurse Aide, Certified Medication Aide, and Home Health Aide from the Kansas Department of Aging and Disabilities.

2.3: Other:

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

Narrative:

The Long-Term Care Certification relies heavily on the ICC NOW program. This is done by utilizing the health pathways high schools follow. Excel CTE is a program that is currently utilized to pay for high school students enrollment cost. This leaves the students only paying a small course fee. The LTC certificate helps fulfill the following HLC criterion by: Helping students learn with smaller class sizes and one on one applications. Providing skills that will allow students to gain employment and enhance community life. The program uses the Higher Learning Commission (HLC), the college's regional accrediting body, categories to evaluate the culture of continuous quality improvement on campus. I believe we fall under criterion 3 which is teaching and learning, quality, resources, and support.

3.0 Assessment of Program Level Student Learning Outcomes

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.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

The certificate outcomes are as follows:

1. 80% of students will be able to successfully pass the Kansas State Test for Certified Nurse Aide on their first attempt.
2. Students will demonstrate the ability to communicate effectively both orally and in writing.

In review of the LTC courses we have seen some decrease in enrollment from AY21 to AY22. Students are completing the courses and obtaining jobs in their local nursing homes. A yearly follow up report is gathered for KBOR indicating if a job has been obtained, rate of pay, and if they are continuing their

education. Along with that report each course offering is assessed individually and then collectively by semester. To review outcome 1, we must look to the CNA course to see student pass rate. The current percentage for CNA testing on their first attempt is 96%. In review of outcome 2 we have met this outcome; this is proven in clinical setting and in classroom experience with ENG instructors. These findings influence how the course may change teaching techniques and assignment creation. Assessment from AY21/22-AY22/23 can be found in Appendix 9.

Some changes made to the Certified Nurse Aide course based on assessment data are as follows:

Scheduled break times, sign out form at nurses' station, CPR moved to earlier module, limited quiz time for CPR certification, skills checklist provided to students to see what instructor is watching for, additional blood pressure videos. Added weekday clinical time.

Some changes made to the Certified Medication Aide course based on assessment data are as follows:

Crossword creation of medication generic names, manual blood pressure checkoff, more clinical time. Thoughts of doing an evening medication pass have been talked about with facility site. Added weekday clinical time.

These changes are made to improve student learning and ensure that we are meeting our certificate outcomes.

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. 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)

Narrative:

The Long-Term Care certificate is composed of several courses that have set curriculum emphasis provided by the Kansas Department for Aging and Disability Services along with KBOR regulated courses. This allows the courses within the certificate to be easily transferred to surrounding community colleges along with four-year universities. The LTC certificate is created

Commented [BS1]: Did you meet the outcome or not? Please summarize the report you listed in the Appendix. Also, I don't have permission to access any of the file in the appendix.

by ICC and will not transfer to other schools, but the individual courses within the certificate do transfer.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

The LTC Certificate provides students with a diverse population in the nursing home. In the clinical setting students are given the opportunity to learn about different cultures and their relationships with health care, religious beliefs, and how it all can affect the disease process. The students also gain the soft skills of communication and empathy while being introduced to varying population of residents. In the last two years the student demographics also gave residents a diverse group of people taking care of their needs.

Commented [AC2]: Demographic data removed. Do not include the demographic charts here, you can discuss the data, but should not include specific data. This is extra important when you have uniquely identifiable data (categories of 1) because this can be a FERPA violation.

4.3 Mission and Strategic Plan Alignment

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

Commented [MB3R2]: Thank you!

Narrative:

I believe the Long-Term Care Certificate aligns with the ICC Mission by the following:

1. Helping students learn with smaller class sizes and one on one applications. Our class size for a clinical site as required by KDADS for CMA is limited to 6 people and for CNA 10 people. This allows for direct supervision, increased one-on-one skills work and opportunity for students to show excellence.
2. Providing skills that will allow students to gain employment and enhance community life. Both CMA/CNA positions have several job opportunities here in Independence along with surrounding areas. By obtaining their licenses and entering the surrounding

workforce we meet the goal of responsiveness as we meet community needs in medical care.

3. The Long-Term Care Certificate meets the ICC strategic plan by engaging in the service area community by utilizing local nursing homes as clinical sites for student clinical time and training.
4. The Long-Term Care Certificate meets the HLC criterion 3: teaching and learning, quality, resources, and support.
 - Smaller class sizes.
 - Employment opportunities after licensing.
 - Support from local nursing homes (clinical sites).

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

Narrative:

On July 29, 2022 faculty member Mallory Byrd received her Bachelor of Science in Nursing from Pittsburg State University.

During the period of June 21, 2021- December 31, 2021, Mallory Byrd participated in the Project Firstline. This required faculty to work with League, AHA, and CDC staff and consultants and with faculty at other participating community colleges to review, enhance, implement, and refine infection control and prevention curriculum in their programs using Project Firstline training resources and real-world experience from hospitals and health system teams. Community college faculty and partners will participate in a community of practice for infection control where faculty and practitioners work together on innovations in infection control education and provide input and practical advice on how learners can become part of the broader organizational and

team-focused infection prevention effort. In doing so, ICC was able to purchase personal protective equipment PPE during the pandemic.

During Summer 2023 Mallory Byrd introduced Bruce Peterson to the Blue Cross Blue Shield Grant to gain the Allied Health Department and EMT Service Department new CPR manikins that provide feedback on chest compression depth.

6.0 Program Planning & Development for Student and Program Success

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

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

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

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

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

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

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

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

6.1 Academic Program Vitality Reflection

Narrative:

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

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

Explain why:

The LTC Certificate would benefit from having a clinical instructor for CMA/CNA courses. This would allow for more offerings to students and prevent burnout. This would also be beneficial to students by employing a set person in the nursing home as they know the residents more effectively than the program director.

6.2 Academic Program Goals and Action Plans

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

Narrative:

In the annual review of the program for 2021-2022 the goals for the certificate were as follows:

Goal 1: Increase adjunct pool to help with offering more courses. This will require us to look at the pay for adjuncts and alter them to obtain quality employees.

- We have not had success in increasing the adjunct pool. There is discussion with potential RNs, but they must complete the required paperwork for KDADS to become approved. ICC would be able to aid in supplying the paperwork to potential adjuncts; however, their current employment has a section in which they must fill out. Thus the paperwork solely relies on completion from possible adjuncts.

Commented [BS4]: Is there a way for ICC to facilitate this?

Goal 1: Remains the same.

S-This will free up credit hours for the program director to offer additional courses. Continued promotion during advisory meetings to share employment opportunities.

M- Addition of new adjunct faculty.

A- This is possible with RNs filling out required instructor paperwork with KDADS and opening adjunct positions on ICC Website.

R- This benefits the students by providing them with the most knowledgeable person for the residents in which they are working with.

T- This can be a continuous goal as people become eligible for gaining instructor permission for KDADS. This is also to be used to prevent instructor burn out.

Goal 2: Obtain a full-time clinical instructor. Having one person who can complete all clinicals will allow the same expectations. This will also reduce the amount of reliance on our adjunct pool.

- We have not done this currently. This remains a high priority goal.

Goal 2: Remains the same.

S- Reducing the amount of adjunct reliance and current director burn out.

M- Review of employment received from IR. Director willingness to offer additional clinical time.

A- This can be fulfilled with a contract at each clinical site requiring one full-time or part-time person to complete so many credit hours.

R- This benefits the students by providing them with the most knowledgeable person for the residents in which they are working with.

T- This can be a continuous goal as people become eligible for gaining instructor permission for KDADS. This is also to be used to prevent instructor burn out.

Goal 3: Create a full simulation classroom for CNA only. This will allow for continued practice prior to clinical.

- This is no longer a goal as we have moved the majority of lab to the nursing home for the most realistic learning experience.

New Goal 3: Integrate varying clinical times to provide realistic working demands. This will/can be achieved by completing clinical time during the week vs weekends.

S- This goal will provide students with varying shift work requirements. This can be completed by alternating clinical days.

M- This can be reflected in student responses. This can also be provided to faculty by employers- Seen by what shifts they apply for.

A- This can be fulfilled by alternating the current clinical schedules.

R- The benefit to the student will be seeing varying daily activities/schedules of CMA/CNA depending on day of week.

T- This will be a short/long term goal based on data received moving forward.

7.0 Fiscal Resource Requests/Adjustments

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

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

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

The immediate requests listed below are to fulfill the goals of obtaining adjunct faculty and a full-time clinical instructor. The recruiting materials are requested to draw students' attention while at high school career fairs and enrollment fairs.

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Recruiting Materials	HS Fair handouts	500.00	
Adjunct Faculty	Clinical paid at \$35/hour	5000.00	
Full Time	Clinical Instructor Paid hourly \$35/ hour 225 hours max a semester.	15,750.00	

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Continuing Education	Keeping license active	1000.00	1200-1214-626-00
Food and Meals	Conference, Advisory, Clinical	500.00	1200-1214-601-01
Office Supplies		500.00	1200-1214-700-01
Repairs	Equipment (lifts)	2500.00	1200-1214-650-01
Instructional Supplies	Small equipment	500.00	1200-1214-700-00
Non-Capital Equipment		1000.00	1200-1214-850-00

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

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

DO NOT INCLUDE:

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

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

Carl Perkins purchases:

Item	Year	Year
Blood pressure machine	2021	
Wheelchair	2021	

2 Audio Enhanced Stethoscopes	2021	
Oxygen concentrator	2021	

8.0 Authorship and Oversight

8.1 Faculty and Staff

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

Narrative:

This comprehensive review has been completed by:

Mallory Byrd BSN, RN- Director of Allied Health

Anita Chappuie- IR. Provided LTC Program Data

Andrew Gutschenritter- Controller. Provided budget reflection.

Assessment Team

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.

8.2 VPAA and/or Administrative Designee Response

Narrative:

Division Chair: The document was review on May 6, 2024, by Brian Southworth and is sufficient.

Program Review Committee: The document was reviewed on April 10, 2024, by Anita Chappuie on behalf of the Program Review Committee and found to be sufficient (with minor edits).

VPAA: The document was reviewed and is sufficient. The LTC program should continue to focus assessment on both the individual certificates within the program as well as the overall program outcomes.

9.0 Appendices

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

Advisory Minutes:

Advisory Email Chain 11-3-21

Hello All,

It is time again for our semi-annual advisory meeting for Perkins funding. I know that we are all super busy especially going into the flu season and still dealing with COVID-19 so I was hoping to use an email

chain to share some highlights of new things and get feedback from you all. Please respond to all when you message so we all can see the feed.

1. We have received the PointClickCare software, and we are still working out some kinks with it as we have had a large number of students joining the online route.
2. If you have any MARs with resident's names removed, we would love to create real people scenarios. This would include diagnosis and medication orders for our CMAs.
3. We have done our first semester with every course being offered every 8 weeks. Is that enough for you?
4. We are still needing facilities to use for clinical sites. We would also like to get RN's who would be willing to teach clinicals in their own facilities or other facilities so students can experience other nurses.
5. With last years Perkins funds we were able to purchase two audio enhancing stethoscopes, one oxygen concentrator, and an automatic blood pressure monitor. These tools will be beneficial in student success by understanding how to use the concentrator, check their manual blood pressures and compare it to the automatic, and using the enhancing stethoscope to hear faint pulse sounds.

I am always looking to improve the program and welcome any suggestions. Please give me feedback on how students are doing once they come and get jobs. If there is anything you would like to see us change or enhanced, please let use know.

Sent: Monday, November 8, 2021 1:43 PM

To: Mallory Byrd <mbyrd@indycc.edu>

Hi Mallory,

We love the courses being offered every 8 weeks! Creates opportunities for students to take it and then start working immediately, not having to wait until semester :)

I'd love to help create a partnership with Wilson Medical Center to have clinicals and also Neodesha Care & Rehab for our Neodesha students - would also love if we could do clinicals during weekday (If that makes sense) so the school could transport them there?

On Nov 3, 2021, at 9:46 AM, Mallory Byrd <mbyrd@indycc.edu> wrote:

Valon,

Those are definitely some options that we can look at. I will have to make sure Wilson Medical Center has a specific area that would encompass the long term care setting which is a requirement by the state. As far as Neodesha Care and Rehab if we can get a clinical instructor there that would make it so much easier for that group of students. As far as weekday clinicals go, if the school is okay with them missing three days for clinical time we can definitely ask a clinical instructor to accommodate that. Thank you so much for that suggestion.

From: Taylor Westerhold <twesterhold@usd447.org>

Sent: Monday, November 8, 2021 1:36 PM

Hey Mallory,

1) I was wanting to know what the PointClickCare Software is and what you are using it for. I have not heard of this software yet.

2) I have enjoyed having the CNA classes offered every 8 weeks, as it gives my students plenty of opportunities to complete the course and have enough room for all my Cherryvale students to take the class each semester.

3) My students who have taken CNA and CMA in the last year have thoroughly enjoyed the class and have become CNAs at different nursing homes. Each year I have more and more students wanting to take these classes, as other students have had great experiences and success.

Thanks so much.

Taylor Westerhold

On Mon, Nov 8, 2021 at 1:45 PM Mallory Byrd <mbyrd@indycc.edu> wrote:

Point Click Care is a charting software most facilities in the area use. We purchased this in hopes to introduce the students to realistic charting and allowing them to explore without being in a real persons chart.

Taylor Westerhold <twesterhold@usd447.org>

Mon 11/8/2021 1:47 PM

Sounds great! Hopefully this will be good software to jumpstart our students into realistic charting and letting them get a feel for it.

Thanks!

On Wed, Nov 3, 2021 at 10:48 AM Megan Lawrence <mlawrence@medicalodges.com> wrote:

Hi Mallory! I cc'd Jami Dannels and Charis Connell on this as they might be interested in helping teach clinicals. We could have students in our Indy facility but they would have to be vaccinated. Our last IJ was over a year ago so I believe we can get a waiver to be able to do clinicals. I have also loved doing 1:1 training with Darian and Kaylea so if more students are interested I am more than willing to help. The only thing with that option is that they do have to hire on with us in order to do so. Also, if you do any kind of career fair let me know or need help in setting it up. Hope this helps!

Thanks!

Megan Lawrence, Regional Marketing Specialist
Medicalodges, Inc.
201 W. Eighth Street
Coffeyville, KS 67337
(C) 620-423-5716
mlawrence@medicalodges.com

Allied Health Advisory Group

3/9/22

Attendance:

Kai Rannells- Kansas Works

Taylor Westerfield- Cherryvale UDS 447-emailed answers

Carolyn Williams- West Elk

Chris Sykes- Wilson County

Amanda Augustine- Asbury Village

Kimberly Shrum- Medicalodge Coffeyville-emailed answers

Jennifer Graber- Ks Works- emailed answers

Brian Murrison- Fredonia 484- emailed answers

Jaicey Gillum- ICC Now Coordinator

Laura Jamison- Navigator

Mallory Byrd- Allied Health Director

This group of people meet at 1:00 in a Microsoft Teams meeting. Mallory Byrd gave an update of this meetings focus to be specifically enrollment and looking at on ground offerings and online offerings. Mallory provided the questions in an email at the request time and there were 4: With the students/employees that you engage with:

1. Do they want/prefer on-ground or online instruction?
2. What time of instruction are we looking for?
3. Is there an interest in evening classes?
4. What concerns are they sharing with you about enrolling?

Members who were unable to attend but provided responses were provided orally by Mallory and attached to this file.

Amanda from Asbury stated that online or evening is best for her employees. Kai stated as she is outreach online for high schools, for adult learners online and evenings are best. Carolyn stated as they are so far out that online is best for her students. Chris stated that the more flexibility the better, so online helps as the age differences of those she employees with jobs and children that works best. Laura with enrollment states that she sees the 8-week online as the best because it offers frequent opportunities to get into a class. Mallory informed the group that this information will help predict the schedule for the next year and they will be provided one as soon as possible. The meeting ended at 1:23.

From: Mary Hunt <mhunt@sekworks.org> Sent: Tuesday, March 8, 2022 12:36 PM To: Jennifer Graber <jgraber@sekworks.org> Subject: Re: ICC Advisory Board Meeting

Hi Jennifer,

Thanks for sending this over.

In regard to the questions I've added some insight from Adult/DW below:

1. Do they want/prefer on-ground or online instruction?
 - a. This depends on the individual. Some prefer one over the other, but for the most part, I believe we are seeing students that prefer in-person or on-ground instruction over online.
2. What time of instruction are we looking for?
 - a. Again, this depends on the student and their availability. A mixture of day and night classes would be best to suit both areas depending on work and/or family schedules
3. Is there an interest in evening classes?
 - a. Yes, we have seen an interest in evening classes, especially with short-term trainings like CNA, CMA, and Home Health Aide.
4. What concerns are they sharing with you about enrolling?

a. They have expressed concern about being able to afford some courses and materials that they are interested in, but will not receive assistance from WIOA due to being outside of the required curriculum, or not a part of our ETPL.

Thanks again!

Mary

From: Taylor Westerhold <twesterhold@usd447.org> Sent: Monday, March 7, 2022 1:03 PM
To: Mallory Byrd <mbyrd@indycc.edu> Subject: Re: ICC Advisory Board Meeting

I won't be able to attend as we will be heading to Hutchinson for state basketball.

1. Do they want/prefer on-ground or online instruction?

2. What time of instruction are we looking for?

3. Is there an interest in evening classes?

4. What concerns are they sharing with you about enrolling?

1. My students prefer to have online classes as that fits best in their schedules for the days.

2. If we had to do on-ground class, the mornings would work best for us here at Cherryvale.

3. I do not have students that are interested in evening class due to the fact of practices and activities they are involved in.

4. Only concern is the amount of availability for students to enroll in CNA.

Taylor Westerhold

From: Brian Murrison <bmurrison@fredoniaks.com> Sent: Monday, March 7, 2022 12:21 PM
To: Jaicey Gillum <jgillum@indycc.edu> Subject: Re: CNA/CMA for Fall 2022

No clue on student numbers yet. But online please for CNA.

What is the age for CMA?

Brian Murrison, LMSW

Fredonia Jr/Sr High Counselor

On Mon, Mar 7, 2022 at 12:13 PM Jaicey Gillum <jgillum@indycc.edu> wrote:

Hey Guys!

I know that some of you have started pre-enrollment and some have not but, I just wanted to reach out and see if there was any chance that you might have preliminary numbers or an estimated idea of how many students from your school that are wanting to take CNA or CMA next fall? And is it preferred to have those on ground or online for your students?

Spring 2023 Perkins Advisory Board Meeting

April 18th, 2023, 5:00 PM

Attendance

Melissa Traylor DON of Montgomery Place Nursing Center

Kate Waun ADON Montgomery Place Nursing Center

Charis Connell DON Advena Living

Shannon Higgenbotham DONA Advena Living

Mallory Byrd Director of Allied Health

Reviewed minutes from last meeting with no adjustments. Mallory provided the Summer schedule to everyone and discussed what the Fall schedule currently looks like. We talked about the current graduation on May 6th and invited them to come. Mallory gave an update about the Perkins funded professional trip in Atlanta. Melissa Traylor asked about any upcoming CPR courses. I informed her that we teach it in the course but do not normally offer it to the public. This would be ideal to offer monthly or at least quarterly updates for local places. Mallory stated she would talk with EMS director and see if maybe they could rotate or see about offering this option. Mallory gathered numbers of nurses and CNAs/CMAs as ICC Allied Health will be delivering Thank Yous for nurse's week and CNA (Certified Nurse's Aides) appreciation week. Charis Connell asked about continuing education and the group discussed various ways they provide it to their staff. A suggestion was to utilize hospice groups. The group suggested more tubing placement practice with infection control in mind. Such as cleaning equipment and changing of oxygen lines. Meeting ended at 5:45

Advisory Board Meeting

November 2nd, 2023
5 PM

Attendance:

Mallory Byrd- Director of Allied Health
Charis Connell- Director of Nursing Advena Living via phone.
Kate Waun- Assistant Director of Nursing- Montgomery Place
Melissa Traylor- Director of Nursing- Montgomery Place
Ann Coats- RN Med Surg- Jane Phillips via phone.

Meeting called to order. Details of current majors listed for current semester and informed group of recent graduates with LTC certificate. Reviewed upcoming course offerings. Suggestions from the group included soft skills of calling in, finding coverage, social media postings. All continued to suggest continuing infection control procedures, especially with foley catheters. Brief discussion of possible simulation lab. All strongly suggested that measurements of a shared room and bathroom be used to try and have an accurate simulation. Mallory encouraged all facilities in attendance to send their job needs so they could be posted outside of the classroom.

Meeting adjourned at 5:50 PM

Assessment Data:

Assessment Report for CERTIFIED NURSE AIDE HEA 1216
Term: FALL 2021

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate the ability to think critically and make reasonable judgments.	MET	
2. Perform all CNA roles successfully.	MET	
3. Demonstrate effective CPR techniques for healthcare providers.	MET	
4. Demonstrate effective intrapersonal skills.	MET	

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Assessment Report for *Certified Medication Aide HEA 1225* Term: FALL 2021

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Perform duties which are of a standard nature within Kansas licensed adult care homes.	MET	
2. Demonstrate the ability to follow policies and procedures regarding administering medication safely.	MET	
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.	MET	
4. Demonstrate effective interpersonal skills while administering medications.	MET	

Assessment Report for CERTIFIED NURSE AIDE HEA 1216
Term: SPRING 2022

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate the ability to think critically and make reasonable judgments.	MET	
2. Perform all CNA roles successfully.	MET	
3. Demonstrate effective CPR techniques for healthcare providers.	MET	

4. Demonstrate effective intrapersonal skills.	MET	
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Assessment Report for *Certified Medication Aide HEA 1225* Term: Spring 2022

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Perform duties which are of a standard nature within Kansas licensed adult care homes.	MET	
2. Demonstrate the ability to follow policies and procedures regarding administering medication safely.	MET	
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.	MET	
4. Demonstrate effective interpersonal skills while administering medications.	MET	

Assessment Report for CERTIFIED NURSE AIDE HEA 1216

Term: Summer 2022

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Students will be able to demonstrate the ability to think critically and make reasonable judgments. The 40-hour skills checklist provided by the State of Kansas will be used for this process.	MET	
2. Students will perform all CNA roles successfully at the clinical site.	MET	

This will include bathing, feeding, transfers, and toileting.		
3. The student will be able to demonstrate effective CPR techniques for healthcare providers. They will also take the AHA CPR test with less than 4 questions wrong.	MET	
4. Demonstrate effective intrapersonal skills	MET	

Assessment Report for *Certified Medication Aide HEA 1225* Term: Summer 2022

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Perform duties which are of a standard nature within Kansas licensed adult care homes.	MET	
2. Demonstrate the ability to follow policies and procedures regarding administering medication safely.	MET	
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.	MET	
4. Demonstrate effective interpersonal skills while administering medications.	MET	

Assessment Report for CERTIFIED NURSE AIDE HEA 1216

Term: SPRING 2023

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Students will be able to demonstrate the ability to think critically and make reasonable judgments. The 40-hour skills	MET	See Learning Outcome Summary.

checklist provided by the State of Kansas will be used for this process.		
2. Students will perform all CNA roles successfully at the clinical site. This will include bathing, feeding, transfers, and toileting.	MET	See Learning Outcome Summary.
3. The student will be able to demonstrate effective CPR techniques for healthcare providers. They will also take the AHA CPR test with less than 4 questions wrong.	MET	See Learning Outcome Summary.
4. Demonstrate effective intrapersonal skills	MET	See Learning Outcome Summary.

Assessment Report for *Certified Medication Aide HEA 1225* Term: Spring 2023

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Perform duties which are of a standard nature within Kansas licensed adult care homes.	MET	See Learning Outcome Summary.
2. Demonstrate the ability to follow policies and procedures regarding administering medication safely.	MET	See Learning Outcome Summary.
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.	MET	See Learning Outcome Summary.
4. Demonstrate effective interpersonal skills while administering medications.	MET	See Learning Outcome Summary.

Summary Table

[Section 1: Information](#)

Course Name: Certified Nurse Aide HEA1216

Modality: Hybrid Summer 2023

Instructor Name: Mallory Byrd

[Section 2: Overview](#)

List of course Outcomes:

1. Students will be able to demonstrate the ability to think critically and make reasonable judgments. The 40-hour skills checklist provided by the State of Kansas will be used for this process.

2. Students will perform all CNA roles successfully at the clinical site. This will include bathing, feeding, transfers, and toileting.
3. The student will be able to demonstrate effective CPR techniques for healthcare providers. They will also take the AHA CPR test with less than 4 questions wrong.
4. Demonstrate effective intrapersonal skills.

Reflection of how the semester went and a summary of assessment findings:

The Summer session ran smoother this round as I have changed the way students are interacting with materials. For example, I arranged days in which students were able to pick up classroom supplies prior to clinical. This allowed them more hands on time with the tools to make them more successful at the clinical site. I also integrated the use of varying skills videos to aide processes since this class is shorter than the traditional 8-week class.

Section 3: Classroom Activities/Grade Categories that make up 10% or more of a student's grade

Copy/Paste as many tables as needed.

Activity:	40 Hour Checklist
Related Outcome	Learning Outcome 1
Data – submitted	12 students; 8 in June class and 4 in July class
- average score	98.3
Planned Changes	Add blood pressure video upload.

Activity:	Clinical
Related Outcome	Learning Outcome 2
Data – submitted	12 students; 8 in June class and 4 in July class
- average score	99.4%
Planned Changes	Provide handout of scored points in clinical setting

Section 4: Assessment on Learning Outcomes

Copy/Paste as many tables as you have Learning Outcomes

Restate the Outcome	1. Students will be able to demonstrate the ability to think critically and make reasonable judgments. The 40-hour skills checklist provided by the State of Kansas will be used for this process.
Course content related to the outcome	80 % Students will be able to demonstrate all the required skills of a CNA as listed on 40- hour checklist; Students will be able to demonstrate skills listed on the 40-hour checklist at the clinical site.
	Item 1 Handwashing Upload, Handwashing Lab
	Item 2 Transfer Upload

Assessment items the students completed for this outcome	Item 3	Lab Day Completion
If these assessment items were addressed in section 3, write "See Section 3" in the blanks below and go to the next outcome. Otherwise, continue to fill out this box as you did above.		
Data - submission rate; average score	Item 1	See Section 3
	Item 2	
	Item 3	
Narrative/changes	? I plan to add another assignment of blood pressure video upload. In doing this it will require students to have equipment and understand placement for it to be able to be used efficiently.	

Restate the Outcome	2. Students will perform all CNA roles successfully at the clinical site. This will include bathing, feeding, transfers, and toileting.	
Course content related to the outcome	80 % of students will be able communicate with the nurse at clinical setting about abnormal findings. (Vital signs, skin issues, transfer difficulties); Students will be able to communicate information to oncoming shifts. (Provide report to next shift)	
Assessment items the students completed for this outcome	Item 1	Completion of the 40 Hour Checklist
	Item 2	Lab Day Completion
	Item 3	Clinical Days
If these assessment items were addressed in section 3, write "See Section 3" in the blanks below and go to the next outcome. Otherwise, continue to fill out this box as you did above.		
Data - submission rate; average score	Item 1	See Section 3
	Item 2	
	Item 3	
Narrative/changes	Most students were able to complete all required skills; one student was very stand back and watch and didn't complete all skills. A handout will be provided to students so they can keep track as well as instructor of all marked skills.	

Restate the Outcome	3. The student will be able to demonstrate effective CPR techniques for healthcare providers.	
Course content related to the outcome	4. Students will complete CPR training course in classroom; Students will demonstrate correct CPR techniques on adult and infant mannequins; 100% of students will take the AHA CPR test with less than 4 questions wrong.	
	Item 1	CPR interactive video

Assessment items the students completed for this outcome	Item 2	CPR Test
	Item 3	
If these assessment items were addressed in section 3, write "See Section 3" in the blanks below and go to the next outcome. Otherwise, continue to fill out this box as you did above.		
Data - submission rate; average score	Item 1	100% participation
	Item 2	95% average test score; 2 students did not test
	Item 3	
Narrative/changes	Outcome was passed for students testing. Students who did not complete the test did not receive CPR certification. To improve this, I may attempt to have this test be open for limited time to apply slight pressure to complete. I will most likely put this quiz in an earlier module.	

Restate the Outcome	5. Demonstrate effective intrapersonal skills.	
Course content related to the outcome	80 % of students will be able to provide care to residents who are hearing impaired (use of correct tone, ensuring they're at eye level with resident, appropriate vocabulary); 100% of students will communicate with nurses and clinical instructor appropriately (reporting leaving for breaks, running late, abnormal situations).	
Assessment items the students completed for this outcome	Item 1	HOH Lab
	Item 2	Clinical interactions
	Item 3	
If these assessment items were addressed in section 3, write "See Section 3" in the blanks below and go to the next outcome. Otherwise, continue to fill out this box as you did above.		
Data - submission rate; average score	Item 1	100% completion
	Item 2	98.3 % average
	Item 3	
Narrative/changes	Some students failed to report break times in which facility staff was looking for student. Scheduled break times will be made for students along with a sign out sheet at nurse's station.	

Section 5: Preparing for Next Semester

I will implement the changes as listed in the narrative are review next semester to see if it changes the outcomes of percentages.

Assessment Report for CMA

Term: Summer 2023

Prepared By: M. Byrd

List of Learning Outcomes:

1. Perform duties which are of a standard nature within Kansas licensed adult care homes.
2. Demonstrate the ability to follow policies and procedures in regard to administering medication safely.
3. Identify the basic structures and functions of body systems and how they are affected by a variety of medications.
4. Demonstrate effective interpersonal skills while administering medications.

This course is KBOR Aligned: No
Outcomes, Measures, Data, and Results:

For all measures; goal of 80% of the students will meet expectations.

1. **<Met/Not Met/Partially Met>**: Perform duties which are of a standard nature within Kansas licensed adult care homes.

Outcome 80 % of students will be able to Student can administer oral, topical, eye, ear, vaginal, rectal medications in the clinical setting.

Measure: These will be measured by handwashing, handwashing lab, and lab day completion

1. Results: 100 %

Summary: Students were actively engaged with CMA assisting with medication pass.

2. <Met/Not Met/Partially Met>: Demonstrate the ability to follow policies and procedures in regard to administering medication safely.

80 % of students can correctly administer breathing treatment and appropriately clean supplies afterwards.

1. Measure: clinical days
2. Results: 100 %

Summary:

1. **3. <Met/Not Met/Partially Met>**: Identify the basic structures and functions of body systems and how they are affected by a variety of medications.

Outcome Student is able to identify 5/11 factors affecting drug/medication action.

1. Measure: PowerPoint Presentation, Clinical day
2. Results: 100 %

Summary:

4. **<Met/Not Met/Partially Met>**: Demonstrate effective intrapersonal skills while administering medications.

Outcome 100 % of students are able to identify correct resident in clinical setting using appropriate identification policy.

1. Measure: Clinical day
2. Results: 100 %

Summary:

This task was difficult at times as new photos of residents were not on their charts or new residents had no photos.

Final Comments:

This class was very engaging with skills and clinical time. I ended up only having two as two other students were withdrawn from the course. I currently do not have any plans to change it. If I do I will be considering adding a couple of crosswords to aide with memorization.

Budget to Actual

FY22 Budget to Actual

	Operating Budget	Actual Expenses	
12-1288 Allied Health/Long Term Care:			
12-1288-520-000 Faculty Salaries: Full-Time Faculty	54,099.96	82,127.08	151.81%
12-1288-521-000 Faculty Salaries: Overload	15,000.00	10,625.00	70.83%
12-1288-522-000 Faculty Salaries: Adjunct	5,000.04	17,866.66	357.33%
12-1288-525-000 - -Faculty Salaries: Director Pa-	0.00	1,145.87	0.00%
12-1288-530-000 Clerical/Staff Salaries: Non-Exempt	0.00	510.00	0.00%
12-1288-532-000 Clerical/Staff Salaries: Supplemental Pay	0.00	9,900.00	0.00%
12-1288-535-000 - -Salaries: Holiday Pay-	0.00	48.00	0.00%
12-1288-536-000 Personal Time	0.00	150.00	0.00%
12-1288-591-000 FICA (Social Security, Medicare)	5,668.68	9,192.58	162.16%
12-1288-593-000 Unemployment Compensation	0.00	529.69	0.00%
12-1288-594-000 Insurance Premiums	0.00	4,732.15	0.00%
12-1288-595-000 Retirement Contributions	0.00	0.00	0.00%
12-1288-596-000 Other Fringe Benefits	0.00	0.00	0.00%
12-1288-602-000 Food and Meals	475.00	159.49	33.58%
12-1288-626-000 Conference fees/registration	1,000.00	0.00	0.00%
12-1288-649-000 Repairs	2,500.00	29.55	1.18%
12-1288-700-000 Instructional Supplies	500.00	22.00	4.40%

12-1288-701-000 Office Supplies	300.00	0.00	0.00%
12-1288-719-000 Misc. Expenses	3,360.00	3,531.82	105.11%
12-1288-850-000 Equipment - Non-Capital	1,000.00	613.18	61.32%
Total 12-1288 Allied Health/Long Term Care	88,903.68	141,183.07	158.80%

FY23 Budget to Actual

12-1288 Allied Health/Long Term Care:	Operating Budget	Actual Expenses	
			102.97
12-1288-520-000 Faculty Salaries: Full-Time Faculty	54,099.96	55,704.21	%
12-1288-521-000 Faculty Salaries: Overload	15,000.00	8,750.00	58.33%
12-1288-522-000 Faculty Salaries: Adjunct	5,000.04	3,437.50	68.75%
12-1288-525-000 - -Faculty Salaries: Director Pa-	0.00	1,250.04	0.00%
12-1288-530-000 Clerical/Staff Salaries: Non-Exempt	0.00	0.00	0.00%
12-1288-536-000 Personal Time	0.00	100.00	0.00%
12-1288-591-000 FICA (Social Security, Medicare)	5,668.68	4,794.56	84.58%
12-1288-593-000 Unemployment Compensation	0.00	187.67	0.00%
12-1288-594-000 Insurance Premiums	0.00	19,856.94	0.00%
12-1288-602-000 Food and Meals	475.00	108.16	22.77%
12-1288-626-000 Conference fees/registration	1,000.00	275.71	27.57%
12-1288-641-000 Lease/Rental/Lease Purchase	0.00	356.00	0.00%
12-1288-649-000 Repairs	2,500.00	0.00	0.00%
12-1288-700-000 Instructional Supplies	500.00	324.00	64.80%
12-1288-701-000 Office Supplies	300.00	288.35	96.12%
12-1288-850-000 Equipment - Non-Capital	1,000.00	0.00	0.00%
Total 12-1288 Allied Health/Long Term Care	85,543.68	95,433.14	111.56%

Comprehensive Program
Of
Music
For
AY 21-22 & AY 22-23

Prepared by
Bridget Carson

3/29/2024



Independence
COMMUNITY COLLEGE

Table of Contents

1.0 Program Data and Resource Repository	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data	3
Chart:.....	3
Narrative:	4
2.0 External Constituency and Significant Trends.....	5
2.1: Program Advisory Committee:.....	5
Narrative:	5
2.2: Specialized Accreditation:	5
Narrative:	5
2.3: Other:	5
Narrative:	5
3.0 Assessment of Program Level Student Learning Outcomes	6
Significant Assessment Findings	6
Narrative:	6
4.0 Curriculum Reflection	12
Narrative:	12
4.2 Diversity, Equity, and Inclusion	12
Narrative:	12
4.3 Mission and Strategic Plan Alignment	13
Narrative:	13
5.0 Program Accomplishments	13
Narrative:	14
6.0 Program Planning & Development for Student and Program Success.....	15
6.1 Academic Program Vitality Reflection	15
Narrative:	15
6.2 Academic Program Goals and Action Plans	16
Narrative:	16
7.0 Fiscal Resource Requests/Adjustments	18
7.1 Budget Requests/Adjustments	18
Narrative:	18

Long Term Requests/Needs.....	20
Budget Item.....	20
Justification (use assessment data and goals to justify)	20
Cost	20
Budget Line Number.....	20
8.0 Authorship and Oversight	22
8.1 Faculty and Staff.....	22
Narrative:	22
8.2 VPAA and/or Administrative Designee Response.....	22
Narrative:	22
9.0 Appendices.....	23

1.0 Program Data and Resource Repository

1.1 Program Summary

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

Narrative:

The Associate of Arts with a Concentration in Music with either a Vocal or Instrumental focus is designed to prepare students for transfer to a four-year institution prepared to enter a music program as a junior or to enter the workforce in employment requiring an associate degree. The Music Department provides General Education courses in Music Appreciation and Music Theory I in addition to activity courses for lessons and ensembles that enrich the full humanity of our students and community members.

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.)

Chart:

		2021-2022	2022-2023

Commented [NS1]: Format: Table under text box

Commented [BC2R1]: It comes up up better out of the online version.

Number of Faculty:			
	Full time	2: Carson, Markiewicz	2: Carson, Cooke
	Adjunct	3: Mitchell, Scovel, Fischer	3: Carter, Mitchell, Scovell
Enrollment & Student credit hours by Faculty type:			
	Full Time	35 (99 students enrolled)	37 (87 students enrolled)
	Adjunct	13 (32 students enrolled)	7 (23 students enrolled)
Average Class size:			
	Face-to-Face classes	3.8	12
	Online classes	12.5	3.5
	All courses	4.4	3.8
Completion Rates:			
	Face-to-Face classes	94.34 %	94.9%
	Online classes	80 %	83.3%
	All courses	91.6%	93.6%
Pass ('D' or better) rates:			
	Face-to-Face classes	93%	97.9%
	Online classes	90%	90%
	All courses	92.5%	97.1%
Pass ('C' or better) rates:			
	Face-to-Face classes	93%	97.9%
	Online classes	80%	80%
	All courses	90.83%	96.1%
Number of Majors:		7	12
Degrees Awarded:		0	0
Retention within Program		3	5

Narrative:

The music program continues to successfully serve general education requirements for many students on campus successfully in both face-to-face and online modalities. This program has faced significant serious instability in staffing. As many music classes are individual lessons, small majors' classes, or are ensembles in which there are a few students and many devoted community members, this accounts for the disparity in the face-face courses having a smaller average number of students than the online courses, which are primarily general education appreciation classes. These small class sizes are a major selling point of the program in that students receive more individualized instruction. Studio or lessons classes are significantly more time consuming on a weekly basis as each student has their own individual lesson. Many students chose to take multiple lessons on secondary instruments (or instrumental music students opting to add a vocal lesson) to expand their skills and feed their interests, especially in preparation to become future music educators.

2.0 External Constituency and Significant Trends

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

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

2.1: Program Advisory Committee:

Narrative:

N/A

2.2: Specialized Accreditation:

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

Narrative:

N/A

2.3: Other:

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

Narrative:

N/A

3.0 Assessment of Program Level Student Learning Outcomes

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.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

Music Program Outcomes

Upon completion of this program, students will be able to:

1. Express artistic and musical messages through performance.
2. Identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics
3. Describe the general characteristics of musical genres and the relationship to their cultural/historical settings.
4. Apply advanced principles of part writing when writing 4 part –chorales in both diatonic and chromatic harmony

Outcome One is satisfied by Applied Instrumental Lessons Majors, Applied Instrumental Lessons Non-Majors, Applied Vocal Lessons Majors, Applied Vocal Lessons Non-Majors, Athletic Band, Jazz Band, Orchestra, Concert Band, Chamber Ensemble, Chorale, and Chamber Singers. Majors are required to take lessons in their area of concentration each semester and participate in at least one ensemble in their concentration.

Outcome Two is satisfied by Applied Instrumental Lessons Majors, Applied Instrumental Lessons Non-Majors, Applied Vocal Lessons Majors, Applied Vocal Lessons Non-Majors, Athletic Band, Jazz Band, Orchestra, Concert Band, Chamber Ensemble, Chorale, Chamber Singers, Music Theory I, Music Theory II, Music Theory III, Music Theory IV, Sight-singing and Ear Training I, Sight-singing and Ear Training II, Sight-singing and Ear Training III, Sight-singing and Ear Training IV, Music Appreciation, Topics in Music, Class Piano I, Class Piano II, Musical Rehearsal I, Musical Rehearsal II, Musical Rehearsal III, and Musical Rehearsal IV.

Outcome Three is satisfied by Applied Instrumental Lessons Majors, Applied Instrumental Lessons Non-Majors, Applied Vocal Lessons Majors, Applied Vocal Lessons Non-Majors, Athletic Band, Jazz Band, Orchestra, Concert Band, Chamber Ensemble, Chorale, Chamber Singers, Music Theory I, Music Theory II, Music Theory III, Music Theory IV, Sight-singing and Ear Training I, Sight-singing and Ear Training II, Sight-singing and Ear Training III, Sight-singing and Ear Training IV, Music Appreciation, Topics in Music, Class Piano I, Class Piano II, Musical Rehearsal I, Musical Rehearsal II, Musical Rehearsal III, and Musical Rehearsal IV.

Outcome Four is satisfied by Music Theory III, Music Theory IV, and Topics in Music dependent on topic selected by instructor.

General Education Outcomes

Commented [NS3]: Music program and general ed outcomes are separate and always written this way? I am not sure so just want to know.

Commented [BC4R3]: This was determined to be sufficient in the workshop.

Analysis and Oral Communication

Students will be able to communicate effectively and integrate from credible sources.
Addressed in Music Appreciation and Topics in Music dependent on topic selected by instructor.
This is accomplished through papers and presentations.

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.
Addressed in Music Theory I, Music Theory II, Music Theory III, Music Theory IV, Applied Instrumental Lessons Majors, Applied Instrumental Lessons Non-Majors, Applied Vocal Lessons Majors, Applied Vocal Lessons Non-Majors, Athletic Band, Jazz Band, Orchestra, Concert Band, Chamber Ensemble, Chorale, and Chamber Singers through the use of numeric and graphic information to create the applied fractions of both duration and frequency in time that is music in both notation and performance.

Fine Arts and Aesthetics

Students will be able to identify expressive qualities and elements of fine arts.
Addressed in Applied Instrumental Lessons Majors, Applied Instrumental Lessons Non-Majors, Applied Vocal Lessons Majors, Applied Vocal Lessons Non-Majors, Athletic Band, Jazz Band, Orchestra, Concert Band, Chamber Ensemble, Chorale, Chamber Singers, Music Theory I, Music Theory II, Music Theory III, Music Theory IV, , Music Appreciation, Topics in Music, Class Piano I, Class Piano II, Musical Rehearsal I, Musical Rehearsal II, Musical Rehearsal III, and Musical Rehearsal IV done in rehearsal, lessons, performance, papers, presentations, program notes, and student compositions.

Cultural Studies

Students will be able to articulate an understanding of tolerance of cultural diversity.
Addressed in Music Appreciation, Topics in Music dependent on topic selected by instructor, Jazz Band, Orchestra, Concert Band, Chamber Ensemble, Chorale, and Chamber Singers done through embrace of multiple styles and music from multiple cultures.

Health and Well-Being

Students will be able to articulate a connection between human behaviors and their impacts on well-being.
Addressed in Applied Instrumental Lessons Majors, Applied Instrumental Lessons Non-Majors, Applied Vocal Lessons Majors, Applied Vocal Lessons Non-Majors, Athletic Band, Jazz Band, Orchestra, Concert Band, Chamber Ensemble, Chorale, and Chamber Singers through discussions of technique to build skill and prevent injury.

Human Heritage

Students will be able to demonstrate an understanding of the broad diversity of the human experience.
Addressed in Applied Instrumental Lessons Majors, Applied Instrumental Lessons Non-Majors, Applied Vocal Lessons Majors, Applied Vocal Lessons Non-Majors, Athletic Band, Jazz Band, Orchestra, Concert Band, Chamber Ensemble, Chorale, Chamber Singers, Music Theory I, Music Theory II, Music Theory III, Music Theory IV, Music Appreciation, Topics in Music done by articulating in presentation, class discussion, papers, and performance of music from multiple genres, origins, and time periods.

Social and Political Awareness

Students will be able to explain the impact of societal structures on their lives.

Addressed in Applied Instrumental Lessons Majors, Applied Instrumental Lessons Non-Majors, Applied Vocal Lessons Majors, Applied Vocal Lessons Non-Majors, Athletic Band, Jazz Band, Orchestra, Concert Band, Chamber Ensemble, Chorale, Chamber Singers, Music Theory I, Music Theory II, Music Theory III, Music Theory IV, Music Appreciation, Topics in Music by discussing how societies fund, generate, disseminate, embrace or reject works, artists, genres, and forms.

Business and Technology

Students will be able to explain concepts of financial systems and/or use current technology efficiently and responsibly.

Addressed in Music Theory I, Music Theory II, Music Theory III, Music Theory IV, Topics in Music through use of music notation software and Applied Instrumental Lessons Majors, Applied Instrumental Lessons Non-Majors, Applied Vocal Lessons Majors, Applied Vocal Lessons Non-Majors in discussions of contract work in musical fields.

Summaries of Selected Course Level Assessment

Fall 2021

Assessment was filed for Music Theory I (Aligned) by Dr. Markiewicz who noted that the group of students succeeded through consistent, punctual attendance and good study habits, though all students struggled with rhythm and that it is an area for emphasis.

Assessment was filed for Applied lessons for both Majors and Non-Majors (not aligned) in the same document. Dr. Markiewicz noted that students needed to develop more rigorous and consistent practice hygiene and attendance. Most students failed the scale test.

Assessment was filed listed for a On-Ground 16-week Music Appreciation by Dr. Markiewicz but was actually for an 8-week course, a clerical error. Interruptions to learning for athletic schedule and inclement weather were mentioned. Time was invested more in the Classic, Romantic, and 20th century periods with a faster overview for the Middle Ages and Renaissance. Low attendance and weaker engagement, along with a general lower grade average were attributed to the COVID-19 pandemic.

Assessment was filed for Jazz Band Dr. Markiewicz. It was noted that the ensemble of students and community members was ready to attempt more advanced repertoire.

Assessment was filed by Prof. Carson for an Online 8-week Music Appreciation (Aligned). Each outcome has two specific assignment measures with both empirical goals and a narrative. Overall, online students need additional scaffolding with repeated instructor interaction through comments and announcements. Students exhibited poor persistence with LMS or I.T. issues and needed significant support to overcome those obstacles. It was noted that the shared measure of the composer paper for Outcome 3 would be scaffolded with Writing Process assignments to increase submission rates, which were 62.5% in this section.

Spring 2022

Assessment was filed for Applied Instrumental Lessons Majors by Prof. Carson who taught all the applied instrumental lessons in that semester. All outcomes have a specific measure with narrative goals and description. Planned Actions included continuing to communicate practice

and performance expectations with constructive feedback, demonstrating how to write program notes in lessons, continue to create small audience low stress performance opportunities to desensitize student to performance anxiety, and to continue to encourage students to study more than one work or etude a semester from multiple genres from both standard and emerging cannons that include both standard repertoire and works of both new and previously marginalized voices. Some clerical errors are present in the document owing to the close nature of the outcomes for Majors and Non-Majors Applied Lessons.

Assessment was filed for Applied Instrumental Lessons Non-Majors by Prof. Carson who taught all the applied instrumental lessons in that semester. All outcomes have a specific measure with narrative goals and description. Planned Actions included continuing to communicate practice and performance expectations with constructive feedback, demonstrating how to write program notes in lessons, continue to create small audience low stress performance opportunities to desensitize student to performance anxiety, and to continue to encourage students to study more than one work or etude a semester from multiple genres from both standard and emerging cannons that include both standard repertoire and works of both new and previously marginalized voices. Some clerical errors are present in the document owing to the close nature of the outcomes for Majors and Non-Majors Applied Lessons.

Assessment was filed for an Online Music Theory I (Aligned) by Prof. Carson who took over the course in April. Each outcome has a clearly defined measure with both empirical and narrative goals. Planned actions included greater emphasis placed on rhythm and meter and their notation across the board, not offering Theory I separate from corequisite class on aural skills, additional repetition and applied work on foundation chordal understanding, develop a wider array of methods and measures for address fluency with the tonal system in the circle of 5ths, better scaffolding for LMS usage to increase persistence, and the inclusion of more small compositions for students to learn voice-leading through application. No Music Theory should EVER be offered without the corequisite Sight-singing and Ear Training Course. Any attempt to teach this in the online modality needs extensive development prior to the course going live. No music theory should be offered in anything other than an independent study if in a semester out of sequence, otherwise we may find ourselves (and if we had this many students interested it would be the best problem possible) offering all four music theories and aural skills courses every semester totaling 16 credit hours making current staffing levels insufficient.

Assessment was filed for Music Theory II (Aligned) by Prof. Carson who took over the course in April. Each outcome has a clearly defined measure with both empirical and narrative goals. Planned Actions included: Continue to offer specific, in-person process of “Watch me, Do it with me, Do it while I watch, Do it on your own” for voice leading; create better measures to assess the integration of diatonic harmony with 7th chords in analysis and application; incorporate more micro compositions throughout the semester to apply all aspects of the study; use additional measures of non-chord tones from voice-leading exercises in both homework and tests, and emphasize the intersection between aural skills and graphic skills in internal audiation.

Assessment was filed for Sight-Singing and Ear-Training II by Prof. Carson who took over the course in April. Each outcome has a clearly defined measure with both empirical and narrative goals. Planned actions included generating separate documentable measures for each

subcomponent of outcome one and three for assessment in the future; to practice both dictation and sight singing skills with enough frequency to scaffold skills and confidence, and to create measure throughout the semester to assess progress in rhythmic dictation.

Assessment was filed for Theory IV by Prof. Carson who took over the course in April. Each outcome has a clearly defined measure with both empirical and narrative goals. Planned actions included creating documentable measures for subcomponents for all outcomes. The course covered Post-Tonal concepts only briefly as the student enrolled was most deeply invested in Musical Theater and, therefore, expanded tonality was the focus.

Assessment was filed for Sight-Singing and Ear-Training IV by Prof. Carson who took over the course in April. The student became able to identify modulations, chromatic harmonies, borrowed chords, diatonic and non-diatonic scales, and take dictation of asymmetrical rhythms and meters, struggled with melodic dictation but excelled at rhythmic dictation.

Fall 2022

Assessment was filed for Applied Instrumental Music Lessons Non-Majors by Prof. Carson. All outcomes have a specific measure with narrative goals and description. Planned Actions included continuation of current practice.

Assessment was filed for Applied Instrumental Music Lessons Majors by Prof. Carson. All outcomes have a specific measure with narrative goals and description. Planned Actions included continuation of current practice, with the addition of creating a new outcome to require public performance through the Division and Academic Council process to differentiate Majors and Non-Majors courses, which was accomplished for AY 23-24.

Assessment was filed for Music Appreciation (Aligned) by Prof. Carson. Each outcome has a clearly defined measure with both empirical and narrative goals. Additional Writing Process Scaffolding was successful in bringing up submission rates and successful completion of the Final Composer Paper. Planned changes included using more measures per outcome.

Assessment was filed for Athletic Band by Prof. Carson. All outcomes have a specific measure with narrative goals and description. Planned Actions included, "Continue to model, expect, and praise students working in safety, diligence, and kindness."

Assessment was filed for Concert Band by Prof. Carson. All outcomes have a specific measure with narrative goals and description. Planned Actions included, "Continue to program works for traditional and emerging canons and discuss and rehearse techniques that help all those genres to be the most idiomatic they can be in performance by improving techniques and placing works in needed historic and canonic context." A special note was made to recognize the interdepartmental collaboration on lighting design with Prof. J. Williams' artistic contributions to the performance.

Assessment was filed for Orchestra by Prof. Carson. All outcomes have a specific measure with narrative goals and description. Planned Actions included, "Continue to program and rehearse works which have varying musical element drivers of expressive qualities," and, "Continue to

model, expect, and praise the kindness and diligence with which we treat each other's needs and expression in our ensembles.” In addition, a special note was made to continue ensemble collaborations as was done that term between Chorale and Orchestra.

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. 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)

Narrative:

This program works to be appropriate through performance and study opportunities in multiple ensembles and genres at various levels of experience to serve the needs of both Majors and Non-Majors. It strives to provide a foundational understanding of the trends, techniques, and context of Western Music through applied lessons, ensemble offerings, aligned and unaligned coursework. During this period, no students who studied as music majors or graduated as music majors applied for transfer into a bachelor degree program at a four-year university. Music Appreciation and Music Theory I, as aligned through KBOR, serves as a Fine Arts requirement or elective requirement for students of all concentrations.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

This is one of the easiest programs in which to include voices from the wide array of human excellence for representation in materials studied and performed. Examples in Music Appreciation include the study of works by composers Joseph Bologne, Clara Schuman, Amy Beach, Florence Price, Margaret Bonds, Aaron Copland, Duke Ellington, Frank Sinatra, Loretta Lynn, Tupac, Rhiannon Giddens, Pauline Oliveros, Jonathan Bailey Holland, Diane Moser, Carla Bley, and Orville Peck among others. Works are selected for performance to be inclusive of canonic, emerging, and previously marginalized voices like Richard Strauss, Yukiko Nishimura, Florence Price, William Owens, and Randel Standridge, among others.

4.3 Mission and Strategic Plan Alignment

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

Narrative:

The Music program's offerings align with the mission in pursuit of academic excellence in the academic studies of Music Appreciation, the Theory sequence including the Sight-Singing and Ear Training sequence, and Topics in Music by creating rigor in the application of skills and the mastery of content to meet outcomes.

The Music Program's offerings promote cultural enrichment throughout applied lessons and ensembles offering opportunities for study and performance to students and community members, offering public performances from a wide range of genres and artists, and programming guest artists several times a semester including joint concerts, individual concerts, guest artist performances and presentations, and student recitals.

In a program that has had significant instability, it is necessary to create stability with consistent teaching and public engagement practices, the preparation for transfer and employment for majors, and recruitment. This means attending high school performances, visiting area high schools, being resources to area high school teachers, offering them and their students additional performance opportunities as community members, participating in community arts events including MidContinent Band and the Neewollah activities among others, and running rehearsals for student and community members in a supportive, highly musical, respectful, enjoyable interactions to make both community and music together.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

Narrative:

In AY 21-22 and 22-23 faculty members have participated in conferences, conducted the MidContinent Band, hosted District Auditions and Solo and Ensemble days, participated in Fall Arts Days, brought ensembles through Covid by finding alternate rehearsal and performance spaces, adjudicated at multiple competitions, and took students on a trip to Kansas City. Along with support from multiple areas of campus (including Student Life, Academics, and Grant Writing) faculty have been instrumental in bringing in guest artists to work with students and ensembles that include community members.

Guest artists including Jay O'Brien, percussionist and composer, who has written all of the Athletic Band Drumline Cheers; Robert Radliff, violinist, who worked with our string students and performed both a recital and on an orchestra concert; Philip William Reagle, composer and vocal clinician, who worked with applied vocal students, Chamber Singers, and Chorale and wrote a commissioned work based on a poem by Francis Ellen Watkins Harper; and *Invoke*, string quartet who gave a student centered conversation in the Library about the business of being performing artists and a public performance at the Independence Historical Museum and Art Center.

During the period Bridget Carson was commission to write a fanfare for the MidContinent Band, premiered with a chamber ensemble a brass quintet with percussion entitled *Fireflies at the Bandshell*, premiered an arrangement of a sea shanty with the ICC Concert Band called *Strike the Bell* (which was subsequently performed by the MidContinent Band and the Neodesha High School Concert Band), premiered a string orchestra work entitled *Elegy for Strings in E minor* with the ICC Orchestra, had a repeat performance of her work *Burnished Light* with the ICC Orchestra, and was commissioned to write a work for the Andale High School Concert Band which she conducted at the premier entitled *Bloom*. One of the Chamber ensembles in Spring 23 provided music for graduation. During this period the Concert Band, Orchestra, Jazz Band, Athletic Band, Chamber Singers, and Chorale all provided regular performance opportunities, and Chorale and Orchestra collaborated on two works.

6.0 Program Planning & Development for Student and Program Success

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

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

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

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

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

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

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

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

6.1 Academic Program Vitality Reflection

Narrative:

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

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

Explain why: At current levels of students on music scholarship and numbers of majors there is no need to increase numbers of full-time faculty. Support should be invested in deferred maintenance, recruitment, transfer support, and interdepartmental communication and collaboration.

6.2 Academic Program Goals and Action Plans

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

Narrative:

Short Term Goals:

- Recruit 1 or more Music majors per cohort going forward for the next one-two years. Recruit 4 or more students on non-major scholarships per cohort. This will be accomplished through multiple recruiting means by faculty visiting area schools, creating or participating in on campus events for potential students to interact with members of the ICC community on our campus, and through collaboration with the Recruiting Department.
- Revise degree plan to focus on transferability to public Kansas four-year colleges and universities through conversations at multiple levels and tracking students who do transfer.
- Promote better school/life balance for students by revising the scholarship requirements for enrollment to be better aligned with degree requirements for both majors and non-majors.
- Provide consistent performance opportunities for Applied Majors Lessons students each semester.
- Provide students travel experiences in performance, audienceship, and cultural enrichment.

Long Term Goals

- Recruit 3 or more Music majors per cohort going forward for the next three-five years. Recruit 6 or more students on non-major scholarships per cohort. This will be accomplished through multiple recruiting means by faculty visiting area schools, creating or participating in on campus events for potential students to interact with members of the ICC community on our campus, and through collaboration with the Recruiting Department.

- Create a consistent recruiting event festival in parallel to the Theatre Department's 24Hr Plays.
- Create a consistent fundraiser to increase Music Department holdings through the ICC Foundation.

7.0 Fiscal Resource Requests/Adjustments

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

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

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

While the Music Department does not need additional budgeting considerations at this time, basic improvements related to deferred maintenance in FA 122 would be incredibly helpful for care of music department assets, recruitment, and retention. The Music Department wholeheartedly appreciates the lengths Maintenance goes to in keeping a difficult HVAC system functional alongside cleanliness and understands that they deal with daily metaphorical (and

occasionally literal) fires that demand their immediate attention which creates differed maintenance. It is not a lack of care, but rather an overabundance of critical issues on a campus with aging infrastructure.

FA122 has known issues that are in our reach to address. Six light boxes, not the bulbs, the boxes do not function. Their replacement with uniform LED lights throughout the boxes would make lighting conditions for rehearsal and small-scale performance opportunities much better. The room has not been repainted in nearly 20 years and needs to be refreshed along with several places where the trim on the wall meets the flooring need to be repaired. An item to consider putting towards grant applications for matching funds linked to the already adequate Music Department Budget is locked storage, such as can be found at <https://shop.wengercorp.com/education/ultrastorr-storage-products.html> would require an estimate from the company for installation. There is no locked storage in FA 122 to secure instruments or additional equipment safely with good access for those who need it. This has led to asset loss, specifically several cymbals totaling nearly \$1000.00, and the need for repairs, for example the concert bass drum. Storage at present is open shelving, much of which is difficult to access. The acquisition of cabinetry for the safe storage of college and student instruments along with additional equipment, like stand lights, would add greatly to the capacity to keep what we have in excellent condition along with being visual evidence of our due diligence with our resources. Being in a space that is light, fresh, and better organized is an asset when we are recruiting potential students and improvement in our spaces visible to regularly contributing community members helps them to be ambassadors for our commitment to our students and community.

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Paint Rehearsal Space	Updates space that is regularly used by community as part of ensembles		
Light boxes	Brightens an internal room to make seeing the music easier		

Commented [N55]: This is mentioned in detail . I think you should put some estimate dollar amount money in the table below to all these repair/renovations etc.

Commented [BC6R5]: Taylor asked me to add them to the list below but leave off dollar amounts as these costs go to maintenance.

Commented [N57]: Budget items can be added as mentioned above.

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Locked storage	Prevention of further theft and facilitating more accurate inventory of current holdings		

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

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

DO NOT INCLUDE:

- salaries, travel, professional development costs, marketing costs,
- instructional materials/curriculum,
- computer software or subscriptions,
- classroom resources such as books/DVD's/manuals,
- facilities-based services or facility modifications/upgrades,
- audio/video equipment,
- printers, paper, pens,
- computers/laptops,

- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

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

Item	Year	Year
N/A		

8.0 Authorship and Oversight

8.1 Faculty and Staff

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

Narrative:

Bridget Carson prepared this report with access to the raw data collected by the Office of Institutional Research, the Academic Office Staff, Division Chair Heather Mydosh, and submitted assessments.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

Program Review Committee: review completed by Narinder Sharma with minor edits.

Division Chair: Heather Mydosh reviewed this document as part of the Program Review Committee process at their meeting on 24 April, 2024.

VPAA: I agree with the placement category of revitalization for this program review due to the physical maintenance requests needed.

9.0 Appendices

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

Comprehensive
Program
Of
HPR
For
AY22 and AY23

Prepared by

Brett Gilcrist

March 29, 2024



Table of Contents

1.0 Program Data and Resource Repository	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data	3
Chart:.....	4
Narrative:	4
2.0 External Constituency and Significant Trends.....	5
2.1: Program Advisory Committee:.....	5
Narrative:	5
2.2: Specialized Accreditation:	5
Narrative:	5
2.3: Other:	5
Narrative:	5
3.0 Assessment of Program Level Student Learning Outcomes	6
Significant Assessment Findings	6
Narrative:	6
4.0 Curriculum Reflection	8
Narrative:	8
4.2 Diversity, Equity, and Inclusion	8
Narrative:	8
4.3 Mission and Strategic Plan Alignment	9
Narrative:	9
5.0 Program Accomplishments	10
Narrative:	10
6.0 Program Planning & Development for Student and Program Success.....	11
6.1 Academic Program Vitality Reflection	11
Narrative:	11
6.2 Academic Program Goals and Action Plans	12
Narrative:	12
7.0 Fiscal Resource Requests/Adjustments	13
7.1 Budget Requests/Adjustments	13
Narrative:	13

Long Term Requests/Needs.....	Error! Bookmark not defined.
Budget Item.....	Error! Bookmark not defined.
Justification (use assessment data and goals to justify)	Error! Bookmark not defined.
Cost	Error! Bookmark not defined.
Budget Line Number.....	Error! Bookmark not defined.
8.0 Authorship and Oversight	14
8.1 Faculty and Staff.....	14
Narrative:	14
8.2 VPAA and/or Administrative Designee Response.....	14
Narrative:	14
9.0 Appendices.....	15

1.0 Program Data and Resource Repository

1.1 Program Summary

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

Narrative:

The HPR program at ICC is designed to provide students interested in Health, Physical Education, and Recreation careers with an introduction to the discipline. While HPR is a very broad content area, students within this field typically enter careers as K-12 educators, athletic coaches, or fitness trainers. HPR can also serve as a springboard into kinesiology, exercise science, or sports management careers. Due to the wide array of opportunities within HPR, ICC has created a program of study that enables students to test the waters in a variety of HPR specialties while assuring that students complete all the necessary General Education requirements so they can transfer to a four-year institution and immediately enter into their desired content area.

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.)

Chart:

		2021-2022	2022-2023
Number of Faculty:			
	Full time	1	1
	Adjunct	3	2
Enrollment & Student credit hours by Faculty type:			
	Full Time	3 credit hrs (29 total students enrolled)	6 credit hrs (7 total students enrolled)
	Adjunct	21 credit hrs (109 total students enrolled)	14 credit hrs (152 total students enrolled)
Average Class size:			
	Face-to-Face classes	25.5	3.5
	Online classes	21	19
	All courses	21.9	15.9
Completion Rates:			
	Face-to-Face classes	98.04%	42.9%
	Online classes	94.05%	92.1%
	All courses	94.98%	89.9%
Pass ('D' or better) rates:			
	Face-to-Face classes	100%	100%
	Online classes	92.41%	91.4%
	All courses	94.23%	91.6%
Pass ('C' or better) rates:			
	Face-to-Face classes	100%	100%
	Online classes	86.71%	86.4%
	All courses	89.90%	86.7%
Number of Majors:		13	4
Degrees Awarded:		2	0
Retention within Program		2 returned in Fall 2022	2 returned in Fall 2023

Narrative:

When examining this program data, please note that HPR experienced quite a bit of transition over the last three years. For those unfamiliar with previous program reviews, it was recommended in the last comprehensive program review in AY2020-2021 that HPR be phased out. After going through the vitality process (see Appendix 1), however, the college determined that it was better to attempt to revitalize the program. To do so, efforts were first made to implement more accountability within HPR – courses that were not transferable within the HPR major were removed from the teaching schedule, instructors who failed to submit assessment data were eliminated from consideration in future teaching opportunities, and efforts were made to ensure that an instructor's educational background actually fit the courses he/she was being hired to teach (NOTE: as mentioned in the "Program Summary" above (Section 1.1), not all HPR programs are created equally depending on the four-year institution and grad school the instructor graduated from).

2.0 External Constituency and Significant Trends

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

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

2.1: Program Advisory Committee:

Narrative:

Not applicable

2.2: Specialized Accreditation:

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

Narrative:

Not applicable

2.3: Other:

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

Narrative:

Currently, both Personal and Community Health and Wellness Concepts are articulated through the KBOR matrix ensuring they transfer across the State’s public colleges and universities (this also means four-year institutions across the state expect us to teach certain things within these two courses).

Also, given the college's accreditation with the Higher Learning Commission it is important to note the HPR program is designed to help ICC meet the following HLC criteria:

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

3.0 Assessment of Program Level Student Learning Outcomes

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.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

There are four main courses within the HPR Program: Wellness Concepts, Personal and Community Health, Introduction to Physical Education, and Introduction to Sports Management. With these four classes as the cruxes of the HPR Program, the following program-level outcomes were developed:

Students graduating with a degree in HPR will:

1. Demonstrate information literacy through the gathering of health-related statistics and applying them to real-world experiences.
2. Exercise effective written communication in the expression of one's personal health journey and to demonstrate an understanding of health-related components of physical fitness.
3. Analyze connections between various wellness dimensions and one's personal experiences.

Based on the findings of course-level assessment, students within the HPR program are consistently asked to synthesize information from their own life, various internet sources, and course materials. Students are also being asked to produce work that is both original and understandable. Based on the course-level data, 70% or more of HPR students are meeting the program-level outcomes with a 70% or higher on those course-specific assessments. For example, PC Health requires students to create three different projects that require them to correlate real-world demographics, their personal experiences, and the eight dimensions of wellness discussed in class to a particular topic they've chosen to focus on. Students in Intro to PE are asked to reflect on their personal PE experiences at the K-12 level as the course discusses the historical and current trends within the discipline. All HPR courses ask students to identify describe the different health-related components of physical fitness, either through examinations or projects. Regardless of the class, HPR data shows that students are consistently meeting (often exceeding) the program-level outcomes. See Appendix 3 for the full compilation of assessment data as this snapshots below only provide a brief overview of the findings:

2021-2022

ACADEMIC YEAR	ACADEMIC YEAR	ACADEMIC YEAR	TITLE	EVENT_ID	SECTION	CREDITS	GENERAL_	COUNT	Instructor	COMPLET	PASS D	PASS C
2021	SUMMER	SECOND	PC Health	HPR1053	SHY2	3	HYBRID	25	T. Floyd	24	24	24
2021	SUMMER	SECOND	PC Health	HPR1053	SHY1	3	HYBRID	26	T. Floyd	26	26	26
2021	SUMMER	SECOND	Wellness	HPR1401	SON1	1	ONLINE	24	A. Fodness	24	24	24
2021	FALL	FULL	Intro PE	HPR1023	ON01	3	ONLINE	10	A. Carr	9	7	7
2021	FALL	FULL	Sports Management	HPR1043	ON01	3	ONLINE	8	A. Carr	6	5	5
2021	FALL	FULL	PC Health	HPR1053	ON01	3	ONLINE	19	T. Floyd	18	17	17
2021	FALL	SECOND	PC Health	HPR1053	SON1	3	ONLINE	24	T. Floyd	24	22	16
2021	FALL	FULL	Wellness	HPR1401	ON01	1	ONLINE	26	T. Floyd	24	21	20
2022	SPRING	SECOND	Wellness	HPR1401	SON1	1	ONLINE	28	T. Floyd	28	26	26
2022	SPRING	FULL	PC Health	HPR1053	ON01	3	ONLINE	29	B. Gilcrist	25	24	22

2022-2023

ACADEMIC YEAR	ACADEMIC YEAR	ACADEMIC YEAR	EVENT_ID	SECTION	EVENT_LONG_NAME	CREDITS	ADDS	GENERAL_	Instructor	Combo	Complete	Passed 'D'	Passed 'C'
2022	SUMMER	FULL	HPR1401	ON01	WELLNESS CONCEPTS	1	12	ONLINE	T. Floyd	2022SUM	12	11	11
2022	SUMMER	FIRST	HPR1053	FHY1	PERSONAL AND COMMUNITY HEALTH	3	3	HYBRID	B. Gilcrist	2022SUM	2	2	2
2022	FALL	FULL	HPR1053	ON01	PERSONAL AND COMMUNITY HEALTH	3	26	ONLINE	T. Floyd	2022FALL	22	20	16
2022	FALL	FULL	HPR1401	ON01	WELLNESS CONCEPTS	1	27	ONLINE	T. Floyd	2022FALL	26	24	23
2022	FALL	SECOND	HPR1401	SON1	WELLNESS CONCEPTS	1	10	ONLINE	A. Carr	2022FALL	10	9	9
2023	SPRING	FULL	HPR1043	ON01	INTRODUCTION TO SPORTS MANAGEMENT	3	18	ONLINE	A. Carr	2023SPRI	16	13	12
2023	SPRING	FULL	HPR1401	ON02	WELLNESS CONCEPTS	1	11	ONLINE	A. Carr	2023SPRI	10	8	8
2023	SPRING	FULL	HPR1053	ON01	PERSONAL AND COMMUNITY HEALTH	3	24	ONLINE	T. Floyd	2023SPRI	22	22	21
2023	SPRING	FULL	HPR1401	ON01	WELLNESS CONCEPTS	1	24	ONLINE	T. Floyd	2023SPRI	22	21	21
2023	SPRING	SECOND	HPR1023	S001	INTRODUCTION TO PE	3	4	TRAD	B. Gilcrist	2023SPRI	1	1	1

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. 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)

Narrative:

As a community college working with a program that does not offer any career-specific certifications, the HPR program is appropriately designed to help students complete their Associate's degree in a manner that allows them to experience the HPR discipline while focusing the majority of their attention on General Education requirements they will need to have completed to transfer to their four-year institution in good standing.

As the Vitality process uncovered back in 2021, we had to cut out some classes that were not helpful towards an actual HPR degree at the four-year level, but the five classes that remain (Personal and Community Health, Wellness Concepts, Introduction to Physical Education, Introduction to Sports Management, and Fundamentals of Coaching) all have credibility for students moving forward (you will see the breakdown in Appendix 1). Although Fundamentals of Coaching is not a course that will transfer into a typical Bachelor's degree, it is a common requirement for students who plan to pursue coaching authorization/certification to coach at the K-12 level.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

Since HPR falls within the arena of human services, it is imperative that HPR professionals understand how to work with a diverse audience. Although Introduction to Sports Management and Fundamentals of Coaching focus a tad more on the logistical planning within athletics, the other three classes all have a considerable amount of time/attention dedicated to understanding demographic diversity in our country and how many of the statistics we learn about in HPR are fueled by those demographic differences. For instance, Intro to PE students learn about the consequences of growing up in poverty versus wealth in terms of their K-12 PE experiences.

They also learn how PE experiences vary quite a bit in major metropolitan communities as opposed to in rural areas.

4.3 Mission and Strategic Plan Alignment

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

Narrative:

The mission of ICC states “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development” while the vision statement says ICC provides “...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment”. All HPR courses are taught in manner that intentionally challenges students’ intellectual development while enabling students to gain insight into the various specialty areas they could pursue within the larger HPR discipline.

Given the college’s accreditation with the Higher Learning Commission it is also important to note the Pre-Psychology program helps ICC meet the following HLC criteria:

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

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

Narrative:

This program aligns with the General Education curriculum at all area four-year institutions and puts graduates in a position to graduate with a Bachelor's degree after transferring from ICC. Like other degrees at ICC, the HPR program is modeled after the Liberal Studies degree with the only restrictions being the number of elective options the student is permitted based on what the majority of four-year institutions in the area require.

There is currently no full-time faculty member fully engaged with the HPR curriculum. That said, Brett Gilcrist is a full-time professor at ICC who has educational and career experiences in HPR. With a Master's degree specializing in Sports Management, Gilcrist has taught in HPR programs at two different junior colleges over the last 14 years. He has also coached baseball and basketball at the high school and collegiate levels during this time, getting direct work experience in areas like scheduling, budgeting, culture/team-building, strength training and conditioning, as well as the legislative requirements within HPR. The other prominent HPR instructor at this time is Taylor Westerhold. She also has the educational and career experiences within HPR having taught at the collegiate level for the last decade while coaching at the high school and collegiate levels during that time. Both Gilcrist and Westerhold have experience teaching online, on-ground, and in the hybrid environments.

In an effort to limit student fees/costs, both Gilcrist and Westerhold use Open Education Resources (OERs) in their classes which enable students to avoid costly consumables. HPR instructors are constantly having to stay up-to-date on federal changes within the discipline (for instance, the switch from Healthy People 2020 to Healthy People 2030 and changes to ADA legislation, Title IX legislation, etc.). Gilcrist and Westerhold have also investigated alternative assessment strategies to maintain quality instruction techniques. In addition to the project-based learning strategies applied in their courses, students in these classes are also encouraged to find connections between course content and popular culture references in music, television/film, and literature.

6.0 Program Planning & Development for Student and Program Success

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

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

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

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

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

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

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

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

6.1 Academic Program Vitality Reflection

Narrative:

It is recommended that HPR be placed in Category 3: Revitalization Opportunities. Although much has changed within HPR since the last comprehensive program review in Spring 2021, area for growth still exists.

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

Explain why:

With KBOR changing to the Gen Ed buckets, the first major change within HPR is to change the program of study to maintain alignment with KBOR. See Appendix 2 for the proposed program changes.

As part of that change, you will notice that HPR is now going to move to a set schedule of classes wherein students will always know that certain courses are taught every semester while others may only be taught in the Fall/Spring semester. The goal behind this change is two-fold: 1) There have been a couple of times over the last two years when ICC had to run certain HPR classes we had not planned to have because HPR majors needed them in order to graduate (the hope is that by moving to a set rotation of classes, these “surprises” will be much less common), and 2) By moving to a set rotation, it will become much easier for Gilcrist and Westerhold to cover the majority of HPR classes so we are not scrambling as often to fill classes (this is critical since there is so much variance within the grad programs other prospective instructors may present with).

Perhaps the biggest opportunity for revitalization remains the improving the work-flow amongst the HPR instructors and the Academic Affairs office. Although assessment data is being turned in more frequently over the last two years, there are still times when adjunct instructors are not using the required common assessments, are not completing any formal assessment data, and there are still times when it is still not clear who is responsible for some facets of HPR (for instance, who is responsible for creating the master syllabi, who is in charge of making sure an adjunct understands what needs to be taught/assessed in those classes, etc.).

6.2 Academic Program Goals and Action Plans

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

Narrative:

Goals:

1. HPR’s program of study will be fully updated with the academic catalog by AY2024-2025.
2. Master syllabi will be available for all HPR courses beginning in Summer 2024.
3. Every instructor in HPR will use the same common assessments beginning in Summer 2024.

7.0 Fiscal Resource Requests/Adjustments

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

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

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

No budget changes are required at this time. Open Education Resources (OERs) are utilized instead of traditional textbooks, and professional development has been sought through continuing education opportunities rather than more traditional conferences and coursework.

8.0 Authorship and Oversight

8.1 Faculty and Staff

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

Narrative:

This program review was completed by Brett Gilcrist with assistance from the Director of Institutional Research, Anita Chappuie.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

Reviewed by Brian Southworth of the Program Review committee on May 2, 2024. The program review is acceptable.

PRC accepts and agrees with the faculty assessment of the HPR program.

VPAA accepts and agrees with the faculty assessment of the HPR program.

9.0 Appendices

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

Appendix 1 – Vitality Report from Spring 2021 (the last Comprehensive Review for HPR)

1. The first email represents the HPR Vitality Committee's initial vote related to the fate of the HPR Program of Study after a phase out was recommended in last year's comprehensive program review. (Pages 17 and 18)
2. Attached to that first email was a document that outlined the data the HPR Vitality Committee considered in coming to its conclusions. (Pages 19 and 20)
3. The second email represents the HPR Vitality Committee's final vote related to the fate of the HPR Program of Study after the group was asked to reconvene. (Page 21)

Appendix 2 – Proposed HPR Program of Study (Page 22)

Appendix 3 – Available course-level assessment data for HPR courses taught during this two-year period (spans pages 23-33)

HPR Vitality Committee

Brett Gilcrist <bGilcrist@indycc.edu>

Thu 10/21/2021 2:25 PM

To: Taylor Crawshaw <tcrawshaw@indycc.edu>

Cc: Brian Southworth <bsouthworth@indycc.edu>; Sonja Conley <SCONLEY@indycc.edu>; April Parsons <apparsons@indycc.edu>; Anita Chappuie <achappuie@indycc.edu>; Heather Mydosh <hmydosh@indycc.edu>; Bridget Carson <bcarson@indycc.edu>; Tamara Blaes <tblaes@indycc.edu>

 1 attachments (22 KB)

HPR Vitality.docx;

Taylor,

I am writing regarding the HPR Vitality Committee that was convened to discuss the future of the HPR program. This group met on August 31st to discuss the original HPR comprehensive program review from AY2020-21, as well as the recommendation I made at that time to phase out the program from our catalog. During the August 31st meeting, the group discussed several things, but namely:

- How do we know if a program is successful?
- What outside factors influence the success of a program?
- What recommendations can we consider as we evaluate the HPR program in particular?

From that conversation, the HPR Vitality Committee determined that we could make one of the following recommendations to you and the Board of Trustees regarding the future of HPR at ICC:

1. Hire a full-time faculty member to teach HPR classes and oversee the program. This would move HPR into Phase 3: Revitalization according to the program review process.
2. Hire someone, preferably an existing faculty member, to serve as a program director overseeing HPR. While this person may teach some HPR courses, the primary responsibilities attached to this position would be to assist with the onboarding of adjunct instructors, to ensure syllabi completion, to track assessment/data collection within the program, and to write the HPR annual and comprehensive program reviews. This would move HPR into Phase 3: Revitalization according to the program review process.
3. Stick to the original recommendation placing HPR in Phase 4: Phase out which would remove the program of study from the course catalog. The individual HPR courses could still be offered without restriction.
4. Stick to the original recommendation placing HPR in Phase 4: Phase out which would remove the program of study from the course catalog. It would also be recommended that any non-essential elective HPR courses have their offerings reduced.

After that August 31st meeting, Anita Chappuie (the college's IR Director) and myself compiled as much data as possible based on the group's discussion regarding how we know if a program is successful. We collected and shared data related to student learning within HPR classes, graduation rates within the HPR program, transferability related to the HPR courses, as well as the average class sizes of the various HPR courses and how revenue they typically generated. On September 23rd, I shared a document (see the attachment titled "HPR Vitality" with the committee that summarized all the data Anita and I were able to compile (the group also had access to much of the rough data as well).

The members of the HPR Vitality Committee were asked on September 23rd to review the summary, as well as any of the other data they were provided or they felt was pertinent to the conversation, before

answering two questions:

1. Based on the information you've been provided, do you believe you are able to make a recommendation concerning the future of the HPR program? (If participants responded "yes", they were directed to question 2. If participants responded "no", they were directed to question 3.)
2. What recommendation do you believe should be made to the VPAA and Board of Trustees regarding the state of the HPR Program?
3. Please explain why you were not able to make a recommendation at this time. It would also be greatly appreciated if you could provide specific examples of data and/or documentation that would aid you in making a recommendation in the future.

Every member of the committee responded "yes" to question 1. In responding to question 2, however, there were mixed results.

Four of the committee members voted in favor of recommendation #2 citing things like financial concerns related to hiring a FT faculty member, concern about whether demand in HPR elective options would be sustainable depending upon the perceived easiness of the faculty member, and citing previous HPR program reviews where this recommendation was made and not yet attempted.

Three of the committee members voted in favor of recommendation #1 citing things like student enrollment within HPR courses, the difficulty of finding qualified adjuncts, and a history of other program directors not working out (or wielding too much power).

Collectively, all seven voting members were clear that the program should not be phased out until the college makes a concerted effort to try and revitalize it by giving it more support (through either a FT faculty member or a program director). Everyone seemed to agree that the demand and perceived popularity of HPR courses is great enough to justify these revitalization efforts. The group also cited the fact that ICC has two HPR courses that are available to students within the Liberal Studies degree plan, both of which consistently fill multiple sections each semester (including summer).

I, admittedly, did not vote as I believe I am biased. My original recommendation was to phase out this program. While the evidence that was collected and the discussions that occurred were very convincing, I still am not sure whether it is worth the college's financial investment to hire a FT faculty member. That said, a program director is not a good option, in my opinion, since we have had so many challenges finding qualified adjuncts who will uphold the value of academic excellence.

Consequently, Option 1 is the best option because I believe it satisfies the committee's goal of seeing this program revitalized while also ensuring we are not at the mercy of whatever adjuncts we can muster.

I know this creates a 4-4 tie in the voting, but I hope you will consider this information and use it to make the best decision you can for the future of the college. If you would like this committee to reconvene, or if you'd like our assistance in any other matter, please do not hesitate to contact us.

Brett Gilcrist, M.S., M.S.O.M.
Professor of Psychology
Independence Community College

BELOW IS THE ATTACHMENT ASSOCIATED WITH THAT FIRST EMAIL:

AY21, 20, & 19	Rules & Officiating			Fundamentals of Coaching			Intro to PE			Sports Management			
Avg. Class Size / # of sections	15.75 / 4	15.6 / 5	0 / 0	18 / 3	54 / 1	49 / 1	12 / 1	5 / 1	0 / 0	14.5 / 2	24 / 1	0 / 0	
*Revenue Generated	\$6.7k	\$6.7k	0	\$7.7k	\$23k	\$21k	\$5k	\$2k	0	\$6k	\$10k	0	
Student Learning	Data not available			Data not available			Data not available			Data not available			
Transferable Skills	Data not available			Data not available			Data not available			Data not available			
Sustainability	Data not available			Data not available			Data not available			Data not available			
HOW IS THE AVERAGE NUMBER ASSOCIATED WITH THAT FIRST PERIOD?													
Grad Rates	Based on the data, 287 different students completed at least one of these courses, 99 (34.5%) of whom transferred to a four-year school. Of the 287 students, 103 graduated ICC while 99 of those graduates (or 96.1%) completed the AGS degree (NOTE: only 1 student graduated from HPR in this time frame). Total, only 74 (25.8%) of the 287 students graduated from ICC and transferred to a four-year school.												
Transferability	In reviewing the list IR provided pertaining to the schools these students transferred to, all schools where two or more students transferred were analyzed more closely. In reviewing the programs offered at these institutions, an effort was made to see whether these four classes transferred directly into a particular program of study...												
				Rules	Coaching		PE			SM			
Y = yes N = no M = maybe E = elective Mi = minor The “maybe” is an indication that there was no course obviously equivalent to our own, but courses that would likely be considered as a substitute	Auburn U.			N	N		M			N			
	UAB			N	E – M		Y			N			
	U. Colorado			N	N		N			N			
	E. Michigan			N	N		N			Y			
	Missouri W.			N	N		Y			N			
	W. Carolina			N	N		Y			Y			
	Winston S.			N	Mi		Y			Y			
	New Mex. S.			N	N		M			N			
	C. Oklahoma			N	Mi		Y			N			
	C. Carolina			N	Mi – M		M			Y			
	Bethel (TN)			N	E		M			N			
	UT-Martin			E – M		N		M			N		
	TAM-C			N		N		M			N		
	UTEP			N		N		E – M			N		

*Revenue Generated was calculated by multiplying \$426 x the average number of students enrolled in the course (\$426 is derived from the current in-district tuition cost of \$142/hr). While this number is not entirely accurate, it was used as an estimate given the challenge of trying to determine in-district, out-district, out-of-state, and international student status at this point in the process.

Potential Recommendations:

1. Hire a full-time faculty member to teach and oversee all things HPR. This would move the program into Vitality Category 3, “Revitalization Opportunities or Needs”.
2. Hire a HPR Program Director – this person would sign a supplemental contract agreeing to oversee the hiring and evaluation of adjunct instructors within the program, as well as all assessment and program review requirements for HPR. This would move the program into Vitality Category 3, “Revitalization Opportunities or Needs”.
3. Proceed with the original recommendation to “Phase Out” the HPR program of study and continue with the reduction of HPR elective course offerings.
4. Proceed with the original recommendation to “Phase Out” the HPR program of study, but with no restrictions on what courses (or how many) are offered from the HPR discipline.

Other questions we left unanswered as part of our initial discussion:

- Do we need an adjunct hiring flow chart and more prescribed onboarding process?
- Who is now responsible for assessing online instructors?
- How do we hold adjunct and concurrent instructors accountable?
- Does the AGS degree support the need for these electives?
 - This question has somewhat been answered through the data collection process. Although you can argue whether students need these electives or whether there are other courses they could be taken, the data does show that 99 of the AGS graduates over the last three years took at least one of these four electives.

Questions that have been asked as data has come in during this process:

- How does the college define a “program”?
 - According to our own assessment processes, a program is defined as the collection of courses outlined in the course catalog that earn a student a particular degree.
- Is our goal as an institution to get the students to graduation or is our goal to graduate students and then get them into a Bachelor’s program with as close to a 2+2 sequence as possible?
 - This is a philosophical distinction, but one that has come up as conversations delve into the college’s pursuit of academic excellence.

BELOW IS THE FINAL EMAIL SENT BY THE HPR VITALITY COMMITTEE:

Re: HPR Vitality Committee

Brett Gilcrist <bGilcrist@indycc.edu>

Wed 12/1/2021 10:30 AM

To: Taylor Crawshaw <tcrawshaw@indycc.edu>

Cc: Brian Southworth <bsouthworth@indycc.edu>; Sonja Conley <SCONLEY@indycc.edu>; April Parsons <apparsons@indycc.edu>; Anita Chappuie <achappuie@indycc.edu>; Heather Mydosh <hmydosh@indycc.edu>; Bridget Carson <bcarson@indycc.edu>; Tamara Blaes <tblaes@indycc.edu>

Taylor,

After reconsidering the HPR program per your instructions, the HPR Vitality Committee was asked to vote whether a full-time Faculty member should be hired to teach and oversee the program or if the program should be phased out. By a vote of 5-2, the HPR Vitality Committee voted that ICC should hire a FT Faculty member for HPR.

Brett Gilcrist, M.S., M.S.O.M.
Professor of Psychology
Independence Community College

Appendix 2 – Proposed HPR Program of Study

PROPOSED AS Health, Physical Education, and Recreation (HPR) DEGREE PLAN

First Semester:

English Composition I (ENG1003)	3	SGE 010
Communications Elective	3	SGE 020
Math & Statistics Elective	3	SGE 030
Social & Behavioral Sciences SOC Elective	3	SGE 050
Major Elective	<u>3</u>	
	15	

Second Semester:

English Composition II (ENG1013)	3	SGE 010
Institutionally Designated Elective	3	SGE 070
General Psychology (BEH1003)	3	SGE 050
Institutionally Designated Elective	3	SGE 070
Major Elective	<u>3</u>	
	15	

Third Semester:

Arts & Humanities Elective	3	SGE 060
Major Elective	3	
Major Elective	1	
Natural & Physical Sciences BIO Elective	5	SGE 040
Institutionally Designated Elective	<u>3</u>	SGE 070
	15	

Fourth Semester:

Major Elective	3	
Major Elective	3	
Social & Behavioral Sciences BUS Elective	3	SGE 050
Natural & Physical Sciences PHS Elective	5	SGE 040
Arts & Humanities Elective	<u>3</u>	SGE 060
	17	

Degree Credit Total = 62

Major Electives:

First Aid (ATH 1013)	3	
Care and Prevention of Athletic Injuries (ATH 1103)	3	
Drugs and Behavior (BEH 2043)	3	SP
Nutrition (BIO 2053)	3	
Fundamentals of Coaching (HPR 1013)	3	SP
Introduction to Physical Education (HPR 1023)	3	SP
Introduction to Sports Management (HPR 1043)	3	FA
Personal and Community Health (HPR 1053)	3	SU/FA/SP
Wellness Concepts (HPR 1401)	1	SU/FA/SP

Appendix 3

Fall 2021 Intercession – Fundamentals of Coaching

Learning Outcome #1: Develop a philosophy of coaching based on sound educational principles.

Measure #1:

Measure #1 Description	Three-page personal philosophy that requires students to examine all learning outcomes
Measure #1 Type	DIRECT
Measure #1 Target goal	60% of the class demonstrate 70% or higher
Measure #1 Results	Over 75% demonstrated 70% or higher

SUMMARY

Outcome Was:	MET
Findings:	The students covered majority of the objectives in a broad view but had good insight.
Further Actions Planned:	I would make assignments weekly to break the Coaching Philosophy into parts.
Strengths:	Demonstrated student knowledge of the outcomes
Weaknesses:	
Additional Comments:	

Learning Outcome #2: Demonstrate an understanding of the role of sports in the schools, their relationship to the home, community, and academic environments.

Measure #1:

Measure #1 Description	The students would take a test which students are present with a question or an incomplete sentence or idea. The students are expected to choose the correct or best answer from a menu of alternatives.
Measure #1 Type	DIRECT
Measure #1 Target goal	60% of the class demonstrate 70% or higher
Measure #1 Results	Over 75% demonstrated 70% or higher

SUMMARY

Outcome Was:	MET
Findings:	The students created a Coaching Dictionary from their reading, key terms, and vocabulary. This gave them insight on the Unit outcomes.
Further Actions Planned:	NONE
Strengths:	This gave students a workable knowledge of the outcomes.
Weaknesses:	

Additional Comments:	
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Learning Outcome #3: Demonstrate awareness of the problems related to safety, liability, and law in relation to nutritional practice, drug use, facilities, conduct of practices and competitive events.

Measure #1:

Measure #1 Description	The students would take a test which students are present with a question or an incomplete sentence or idea. The students are expected to choose the correct or best answer from a menu of alternatives.
Measure #1 Type	DIRECT
Measure #1 Target goal	60% of the class demonstrate 70% or higher
Measure #1 Results	Over 75% demonstrated 70% or higher

SUMMARY

Outcome Was:	MET
Findings:	The students created a Coaching Dictionary from their reading, key terms, and vocabulary. This gave them insight on the Unit outcomes.
Further Actions Planned:	NONE
Strengths:	This gave students a workable knowledge of the outcomes.
Weaknesses:	
Additional Comments:	

Learning Outcome #4: Develop policies related to discipline, substance abuse, conditioning, conduct of players, grades, response to officials and team cohesiveness.

Measure #1:

Measure #1 Description	The students watch videos with coaching scenarios that dealt with outcome #4 and gave their point of view on the scenarios through discussions. Then it was a follow up video with three professionals gave their point of view.
Measure #1 Type	INDIRECT
Measure #1 Target goal	100% involvement for 100% of the students
Measure #1 Results	100% involvement

SUMMARY

Outcome Was:	MET
Findings:	The students learned a great understanding of the scenarios of coaching character and found qualities bigger than winning and losing. The professional gave great insight on these topics.

Further Actions Planned:	I believe this was a perfect situation for the students to receive feedback. I would continue to do this.
Strengths:	This assignment gets the students talking a lot about a coach's point of view. This assignment had the students question their values.
Weaknesses:	
Additional Comments:	

Spring 2022 – Personal and Community Health

Personal and Community Health (HPR 1053) – Spring 2022 **Assessment Measures**

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>
ON01	22/24 (92%)	18/24 (75%)

***The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>	<u>Wellness Assessment</u>
ON01	22/24 (92%)	18/24 (75%)	22/25 (88%)

***The table above represents the number of students who averaged a 70% or higher across the three major assessments within each category (except on the Wellness Assessment; for this measure, there is a simple count of students who completed and scored 70% or higher on the assignment). Students had to complete at least two of three assessments within a particular category to have an average calculated.

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>
ON01	22/24 (92%)	18/24 (75%)

***The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>
ON01	22/24 (92%)	18/24 (75%)

***The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

Results and Analysis – PC Health – HPR1053 (Spring 2022)

Findings:

Utilizing all direct measures, expectations were met in the online section of the course. In a project-based class, students consistently demonstrated a preference towards the more traditional examinations; more specifically, students did well on the projects except when tasked with thinking critically about how their chosen topic connected to all eight dimensions of wellness and (more so) how it varied amongst at least two different demographic categories. It is my opinion that part of this stems from the fact that these two areas are not as integral to success on

the examinations and that part of it stems from students being able to more consistently rely on the internet and classmates for help on the exams in ways that just don't work on the projects.

Strengths:

Of the eighteen students who successfully submitted every unit exam and unit project, 14 earned a B or higher in the course (78% of the 18 or 58% of the 24 students who completed the course). These statistics are important because they demonstrate that the majority of students, when doing what was asked, found success in the course. Students get three opportunities to take every quiz, they can use any personal or instructor-provided notes on exams, they have at least one week to complete each project, and students are given the ability to redo/retake one exam and one project at the end of the term. The data shows that students who took advantage of all of these opportunities, regardless of course modality, met expectations in the course.

Weaknesses:

As stated previously, the biggest weaknesses came from the projects and how students applied their topics to the eight dimensions of wellness and how they examined demographic factors related to their topics. While the main topic was always something that could be easily researched via Google, these two connections required more time and critical thinking than many students allowed for. Although the projects are always the only assignment required during the week each of them is due, students consistently waited until the last second to turn them in, seldom asked for help or clarification, and got progressively worse as the semester progressed. Looking at the three projects, here are the ratios of As to D/Fs: U1P = 12:5, U2P = 8:7, and U3P = 7:13.

Recommendations and Actions:

Moving into the Summer term, I want to keep an eye on three things moving forward:

1. Student success on chapter quizzes – students consistently worked ahead on the quizzes before ever having completed the content from the previous module leading me to suspect cheating.
2. How the wellness dimensions and demographics are addressed on the unit exams – as noted previously, these two topics are not stressed as much on the exams as they are on the projects.
3. How rubrics are balanced between the project topic, wellness dimensions, and demographics – students consistently score well on their general topic, but struggle in the other two areas (especially with the demographics which many often skip altogether).

Summer 2022 – Personal and Community Health

Personal and Community Health (HPR 1053) – Summer 2022 **Assessment Measures**

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>
FHY1	2/2 (100%)	2/2 (100%)

***The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>	<u>Wellness Assessment</u>
FHY1	2/2 (100%)	2/2 (100%)	2/2 (100%)

***The table above represents the number of students who averaged a 70% or higher across the three major assessments within each category (except on the Wellness Assessment; for this measure, there is a simple count of students who completed and scored 70% or higher on the assignment). Students had to complete at least two of three assessments within a particular category to have an average calculated.

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>
FHY1	2/2 (100%)	2/2 (100%)

***The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>
FHY1	2/2 (100%)	1/2 (50%)

***The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

Results and Analysis – PC Health – HPR1053 (Summer 2022)

Findings:

Utilizing all direct measures, expectations were partially met in the course. In a project-based class, students consistently demonstrated a preference towards the more traditional examinations; more specifically, students did well on the projects except when tasked with thinking critically about how it varied amongst at least two different demographic categories (students performed much better when tasked with differentiating the dimensions of wellness while connecting them to project topics compared to previous semesters). It is my opinion that part of this stems from the fact that demographics are not as integral to success on the examinations and that part of it

stems from students being able to rely more heavily on the internet and classmates for help on the exams in ways that just don't work on the projects. To access the demographic information needed for their topics, students cannot merely perform a superficial internet search and it does not appear they are willing to dig deeper.

Strengths:

Two students finished this course (of three), and both excelled when tasked with researching the general topics needed for their projects and presenting the information in a way that was clear, understandable, and creative. In particular, the units on mental health and sexual health really challenged students to gather the necessary information and analyze it according to course concepts and their personal experiences—these two students excelled at that. These two students also did a great job thinking about their topics in relation to the eight dimensions of wellness and were able to consistently articulate how the various dimensions would be impacted/influenced.

In terms of the exams, students performed best when tasked with answering questions that were more explicitly addressed in their notes (anytime a question related to something more indirectly covered in the instructor-provided notes and more heavily addressed during lecture, students struggled).

Weaknesses:

As stated previously, the biggest weaknesses came from how they examined demographic factors related to their topics.

On the exams, the short-answer and true-false sections were the most challenging for students. Any time a question went beyond mere comprehension and focused on synthesis and analysis of inter-related concepts, students experienced more struggles. I believe this was two-fold – 1) I think the fact this information was not as explicitly stated in the notes really affected the students, and 2) I think students relied too heavily on the fact that I provided notes believing they did not have to engage in course discussions or write down information from the board.

Recommendations and Actions:

Moving forward, I had kept an eye on three things for the summer that I will continue monitoring:

1. Student success on chapter quizzes – students consistently worked ahead on the quizzes before ever having completed the content from the previous module leading me to suspect cheating. ***This was not an issue this summer, but it was on-ground class where I could dictate more of the pace and timing of things. That said, I did also use the summer term as a chance to rewrite many of the quizzes to place more of an emphasis on course-specific content rather than general facts that could be easily googled (my hope is that this will help students be even more successful on the exams).
2. How the wellness dimensions and demographics are addressed on the unit exams – as noted previously, these two topics are not stressed as much on the exams as they are on the projects. ***The students did a great job with the wellness dimensions this summer. I made a more concerted effort to emphasize them as part of our discussions

prior to each project and that seemed to pay dividends; unfortunately, a similar emphasis on the demographics did not work.

3. How rubrics are balanced between the project topic, wellness dimensions, and demographics – students consistently score well on their general topic, but struggle in the other two areas (especially with the demographics which many often skip altogether). ***I did rewrite the rubrics for our projects and felt much better about point distribution and balance between various content areas.

Spring 2023 – Introduction to Physical Education

HPR1023 Assessment and Analysis Introduction to Physical Education

Initial Synopsis: This course began with five students, but one was non-certified. Of the four students who remained, three were ultimately withdrawn for non-attendance. This left us to finish the course with one student.

That student met every outcome in the course with a 70% or higher. As you can see from the data table below, there were some inconsistencies in the student's production, but overall, the student did what was expected and at a high level.

	Syllabus Q	Personal F	Personal F	Data Anal	Data Anal	Personal F	Personal F	Data Anal	Data Anal	Data Anal	Personal F	Review for	End of Co	Final Exam	Final Project
Points Possible	14	24	24	20	30	16	12	26	26	24	30	20	20	100	100
	12	24	24	12	22.5	16	12	22	21.5	7	20	18	20	84	100

Final Reflection: I intentionally tried to give my students the option as to how this course was taught, what material we discussed, and which assessments were utilized, in hopes that it would lead to a better classroom experience. Instead, however, it was hard to gauge what was working and what wasn't since I only ever had the one student show up and that student was not particularly vocal about her likes/dislikes within the class.

Moving forward, I think I would still offer the next PE class with the same four options I gave this one. I think I would run the class online though or save it for a summer session or fall intercession to see how that affected participation numbers.

Learning Outcomes for this course:

- Describe the purposes and objectives of physical education.
- Demonstrate an understanding of the history of Physical Education and how it interrelates with recent changes and current issues in the field
- Explain the benefits of health lifestyles for the individual and justify the need for physical fitness education programs in today's society.
- Develop a personal philosophy of physical education while demonstrating an understanding of its purpose.
- Demonstrate an understanding of the importance of teaching basic values such as honesty, sportsmanship, empathy for others, and self-respect in physical education.

Four measures were used: Personal Reflections, Data Analyses, Final Exam, Final Project

Summer 2023 – Personal and Community Health

Personal and Community Health (HPR 1053) – Summer 2023 **Assessment Measures**

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>
ON01	7/7 (100%)	7/7 (100%)

***The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>	<u>Wellness Assessment</u>
ON01	7/7 (100%)	2/2 (100%)	7/7 (100%)

***The table above represents the number of students who averaged a 70% or higher across the three major assessments within each category (except on the Wellness Assessment; for this measure, there is a simple count of students who completed and scored 70% or higher on the assignment). Students had to complete at least two of three assessments within a particular category to have an average calculated.

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>
ON01	7/7 (100%)	7/7 (100%)

***The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

<u>Section</u>	<u>Unit Exams</u>	<u>Unit Projects</u>
ON01	7/7 (100%)	6/7 (86%)

***The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

Results and Analysis – PC Health – HPR1053 (Summer 2023)

Findings:

Utilizing all direct measures, expectations were met.

Strengths:

Outside of two individuals, this group stayed engaged all summer long and consistently met deadlines and turned in work on time. I also found this group to do a better job than most at addressing the details of the various projects. While it can be easy to quickly scan directions and

miss key details, I felt like this group conscientiously reviewed the rubric to ensure their work was meeting expectations.

Weaknesses:

Some students struggled with somewhat innocent instances of plagiarism (technically copying though they didn't realize it), but no one made the same mistake twice which helped keep everyone at a C or higher across the major assessments in the course.

Recommendations and Actions:

Moving forward, I do not plan to make any immediate changes since this is a course I am now seldomly teaching. While I have some ideas of things I would consider changing, the infrequency of the data collection (and general lack of data) prevent me from making major changes at this time.

Comprehensive
Program
Of
Associate of
General Studies
For

AY2021-2022

and

AY2022-2023

Prepared by

Brian Southworth

Co-Authors

Melissa Ashford & Heather Mydosh



Independence
COMMUNITY COLLEGE

Table of Contents

1.0 Program Data and Resource Repository	3
1.1 Program Summary.....	3
Narrative:	3
1.2 Quantitative and Qualitative Data	3
Chart:	3
Narrative:	5
2.0 External Constituency and Significant Trends	6
2.1: Program Advisory Committee:	6
Narrative:	6
2.2: Specialized Accreditation:	6
Narrative:	6
2.3: Other:.....	6
Narrative:	6
3.0 Assessment of Program Level Student Learning Outcomes.....	10
Significant Assessment Findings	10
Narrative:	10
4.0 Curriculum Reflection	16
Narrative:	16
4.2 Diversity, Equity, and Inclusion.....	16
Narrative:	16
4.3 Mission and Strategic Plan Alignment.....	17
Narrative:	17
5.0 Program Accomplishments	18
Narrative:	18
6.0 Program Planning & Development for Student and Program Success.....	19
6.1 Academic Program Vitality Reflection.....	19
Narrative:	19
6.2 Academic Program Goals and Action Plans	20
Narrative:	20
7.0 Fiscal Resource Requests/Adjustments	21
7.1 Budget Requests/Adjustments	21

Narrative:	21
Long Term Requests/Needs	Error! Bookmark not defined.
Budget Item	Error! Bookmark not defined.
Justification (use assessment data and goals to justify)	Error! Bookmark not defined.
Cost	Error! Bookmark not defined.
Budget Line Number	Error! Bookmark not defined.
8.0 Authorship and Oversight	22
8.1 Faculty and Staff	22
Narrative:	22
8.2 VPAA and/or Administrative Designee Response	22
Narrative:	22
9.0 Appendices	24

1.0 Program Data and Resource Repository

1.1 Program Summary

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

Narrative:

The Associate of General Studies Degree is intended to enable students to complete the necessary general education electives at the freshman and sophomore level for students in pursuit of a Bachelor's degree. Courses taken as electives may or may not satisfy equivalent lower division college credit course requirements to transfer into a Bachelor's degree program at a Kansas Regents university.

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.)

Chart:

		2021-2022	2022-2023
Number of Faculty:			
	Full time	22	21
	Adjunct	30	32
Enrollment & Student credit hours by Faculty type:			
	Full Time	672 credit hours for 3188 enrolled students	622 credit hours for 2982 enrolled students
	Adjunct	230 credit hours for 1160 enrolled students	203 credit hours for 1173 enrolled students
Average Class size:			
	Face-to-Face or Hybrid classes	14.1	14.2
	Online classes	16.7	17.8
	All courses	15.0	15.6
Completion Rates:			
	Face-to-Face or hybrid classes	93.8%	90.3%
	Online classes	85.85%	87.2%
	All courses	90.87%	89.0%
Pass ('D' or better) rates:			
	Face-to-Face or hybrid classes	87.96%	86.3%
	Online classes	86.78%	85.2%
	All courses	87.55%	85.8%
Pass ('C' or better) rates:			
	Face-to-Face or hybrid classes	81.93%	79.4%
	Online classes	79.67%	78.4%
	All courses	81.14%	79.0%
Number of Majors:		303	260
Degrees Awarded:		70*	52**
Retention within Program		85 returned for Fall 2022	68 returned in Fall 2023

*5 degrees awarded to students not counted in majors because they were not enrolled for the year but graduated via reverse transfer.

**3 AGS degrees awarded to students not counted in Majors because of graduation via reverse transfer.

Narrative:

Courses within AGS are very popular due to overlapping with most other degree plans. Most students within the AGS pass at a rate around 80% with a C or better.

2.0 External Constituency and Significant Trends

2.1: Program Advisory Committee:

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

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

Narrative:

Not Applicable in the General Studies Program.

2.2: Specialized Accreditation:

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

Narrative:

Not Applicable in the General Studies Program.

2.3: Other:

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

Narrative:

Each of the following courses has been articulated in the KBOR Transfer Matrix:

- **COURSE - KSRN**
- Acting I - THT 1020
- Acting II - THT 2010
- American Government - POL 1020

- American Literature I - ENG 2010
- American Literature II - ENG 2020
- Anatomy and Physiology - 5 credit hours - BIO 2020
- Anatomy and Physiology - 8 credit hours - BIO 2030
- Art Appreciation - ART 1010
- Art History I - Prehistoric to Medieval - ART 1020
- Art History II - Renaissance to Contemporary - ART 1030
- Art in the Elementary Classroom - ART 2020
- Biology I and Lab for Majors - BIO 1020
- Biology II and Lab for Majors - BIO 1030
- Business Law - BUS 2030
- Calculus I - MAT 2010
- Chemistry I and Lab for Majors - CHM 1010
- Chemistry II and Lab for Majors - CHM 1020
- Childhood Growth and Development - PSY 2030
- Children's Literature - EDU 2010
- College Algebra - MAT 1010
- Comparative Politics - POL 2010
- Computer Concepts and Applications - CSC 1010
- Contemporary Math/Essential Math - MAT 1040
- Creative Writing - ENG 2030
- Criminal Law - CRJ 2010
- Cultural Diversity and Ethnicity - SOC 2030
- Descriptive Astronomy Lecture and Lab - PHY 1020
- Descriptive Astronomy Lecture - PHY 1021
- Descriptive Astronomy Lab - PHY 1022
- Educating Exceptional Students - EDU 2020
- Elementary Statistics - MAT 1020
- English Composition I - ENG 1010
- English Composition II - ENG 1020
- Engineering Physics I with Lab - PHY 1030
- Engineering Physics II with Lab - PHY 2030
- Environmental Science Lecture and Lab - BIO 1040
- Environmental Science Lecture - BIO 1041
- Environmental Science Lab - BIO 1042
- Ethics - PHL 1020
- Financial Accounting - ACC 1010
- First Aid and CPR - HSC 1040
- French I - FRN 1010
- French II - FRN 1020

- General Biology and Lab for Non Majors - BIO 1010
- General/Business Calculus - MAT 1050
- General Chemistry and Lab for Non Majors - CHM 1030
- Human Lifespan/Developmental Psychology - PSY 2020
- Intermediate Algebra - MAT 0990
- International Relations - POL 1030
- Interpersonal Communication - COM 1020
- Introduction to Business - BUS 1020
- Introduction to Criminal Justice - CRJ 1010
- Introduction to Cultural Anthropology - ANT 1010
- Introduction to Drawing - ART 1040
- Introduction to Early Childhood Education - ECE 1010
- Introduction to Education - EDU 1010
- Introduction to Exercise Science - HSC 1050
- Introduction to Linguistic Anthropology - ANT 2010
- Introduction to Literature - ENG 1030
- Introduction to Mass Communication - COM 1030
- Introduction to Philosophy - PHL 1010
- Introduction to Political Science - POL 1010
- Introduction to Psychology - PSY 1010
- Introduction to Social Work - SOC 1020
- Introduction to Sociology - SOC 1010
- Introduction to Women's Studies - GCS 1010
- Logic and Critical Thinking - PHL 1030
- Macroeconomics - ECO 1020
- Managerial Accounting - ACC 2010
- Marriage and Family - SOC 2020
- Medical Terminology - HSC 1030
- Meteorology Lecture and Lab - PSI 2010
- Meteorology Lecture - PSI 2011
- Meteorology Lab - PSI 2012
- Microbiology and Lab - BIO 2040
- Microeconomics - ECO 1010
- Music Appreciation - MUS 1010
- Music in the Elementary Classroom - MUS 2010
- Music Theory I - MUS 1020
- Music Theory II - MUS 1030
- New Testament - REL 1030
- Nutrition - HSC 1010
- Old Testament - REL 1020

- Personal and Community Health - HSC 1020
- Personal Finance - BUS 1010
- Physical Geology Lecture and Lab - PSI 1030
- Physical Geology Lecture - PSI 1031
- Physical Geology Lab - PSI 1032
- Physical Science and Lab - PSI 1010
- Physics I and Lab - PHY 1010
- Physics II and Lab - PHY 2020
- Piano I - MUS 1060
- Piano II - MUS 1070
- Prevention and Care of Athletic Injuries - HSC 2010
- Principles of Leadership - BUS 2010
- Principles of Management - BUS 2020
- Principles of Marketing (CLEP Exam) - BUS 1030
- Public Speaking - COM 1010
- Social Problems - SOC 2010
- Spanish I - SPA 1010
- Spanish II - SPA 1020
- Spanish III - SPA 2010
- Stagecraft - THT 1030
- State and Local Government - POL 2020
- Theatre Appreciation - THT 1010
- Theatre Practicum - THT 1040
- Three Dimension Design - ART 2010
- Trigonometry - MAT 1030
- Two Dimension Design - ART 1050
- US History to 1877 - HIS 1010
- US History Since 1877 - HIS 1020
- Voice and Diction - THT 1050
- World History to 1500 - HIS 1030
- World History 1500 to Present - HIS 1040
- World Regional Geography - GEO 1010
- World/Comparative Religions - REL 1010
- https://www.kansasregents.org/transfer_articulation

Due to the college's current standing as an accredited institution of higher learning, the Higher Learning Commission (HLC), the General Studies program and its individual courses are likewise accredited. As such, the General Studies program helps the college meet Criterion 3 and 4, as well as the sub criterion under each.

3.0 Assessment of Program Level Student Learning Outcomes

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.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

The ongoing Assessment Plan is to continue to use the Assessment Committee to facilitate the assessments of all courses and work with Faculty to improve the process. As this degree encompasses faculty from across campus the plan would be for faculty to self-assess and revise as needed with oversight from the Assessment Committee. Changes to assessment strategies in individual courses are choices made by faculty and changes in the procedure are driven by the Assessment Committee, comprised of faculty and staff.

The Associate of General Studies program uses ICC's [General Education Outcomes](#) for its program level outcomes. The General Education Outcomes are included below along with the courses associated with each outcome.

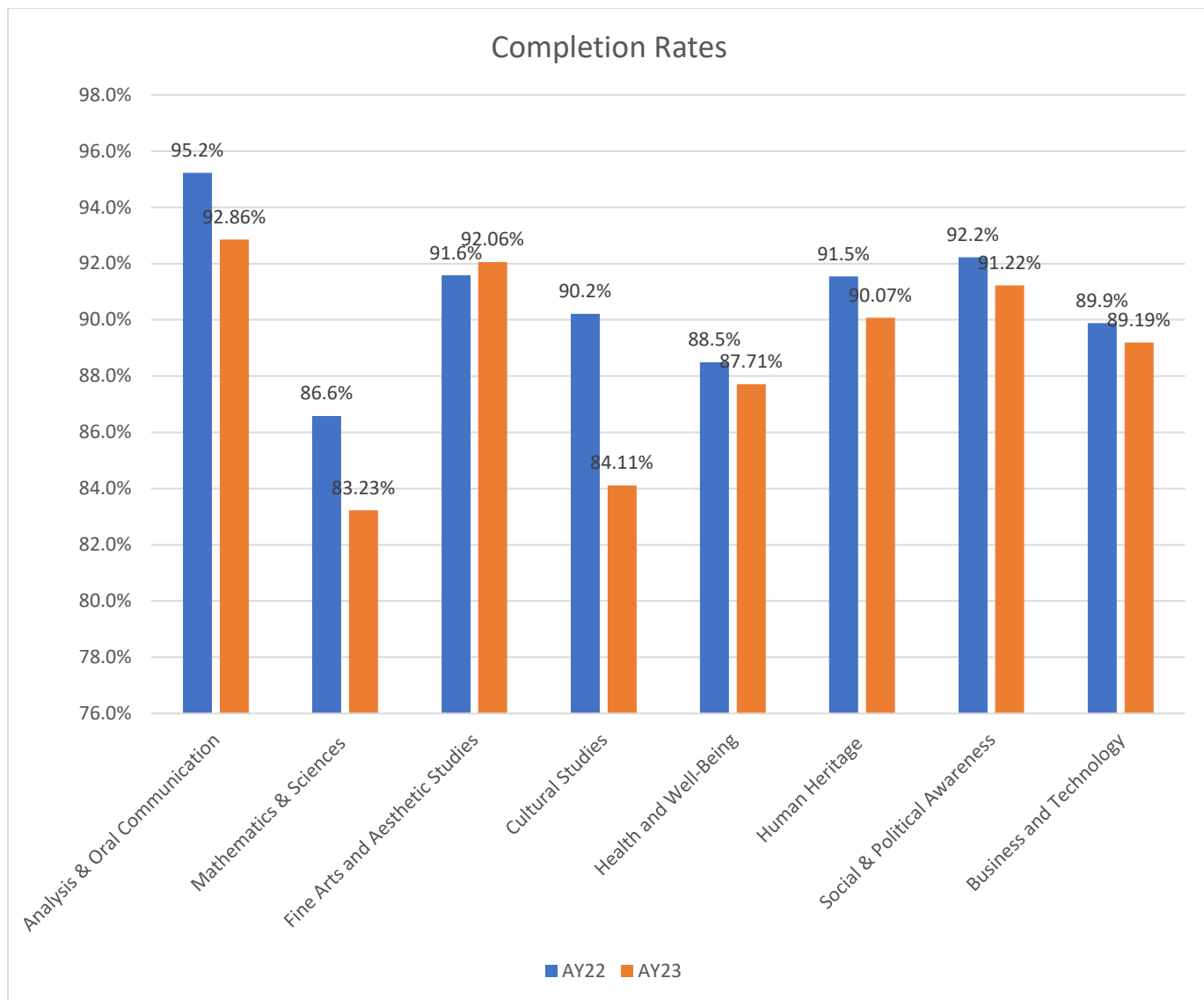
General Education Outcomes

- **Analysis and Oral Communication**
 - Students will be able to communicate effectively and integrate from credible sources.
 - The courses assessed for this outcome include English Comp I (ENG 1003), English Comp II (ENG 1013), Public Speaking (COM 1203), and Interpersonal Communication (COM 1233).
- **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.
 - The courses assessed for this outcome include College Algebra (MAT 1023), Analytic Geometry & Calculus I (MAT 1055), Elementary Statistics (MAT 1103), Plane Trigonometry (MAT 1093), Environmental Biology (BIO2035), General Biology (Non-majors) (BIO 1005), Biology I (BIO 1115), A&P (BIO2045), Chemistry for Non-majors (PHS 1015), Chemistry I for Majors (PHS 1025), Descriptive Astronomy (PHS 1085), Physical Science (PHS 1005), and College Physics I (PHS 1055).
- **Fine Arts and Aesthetics**

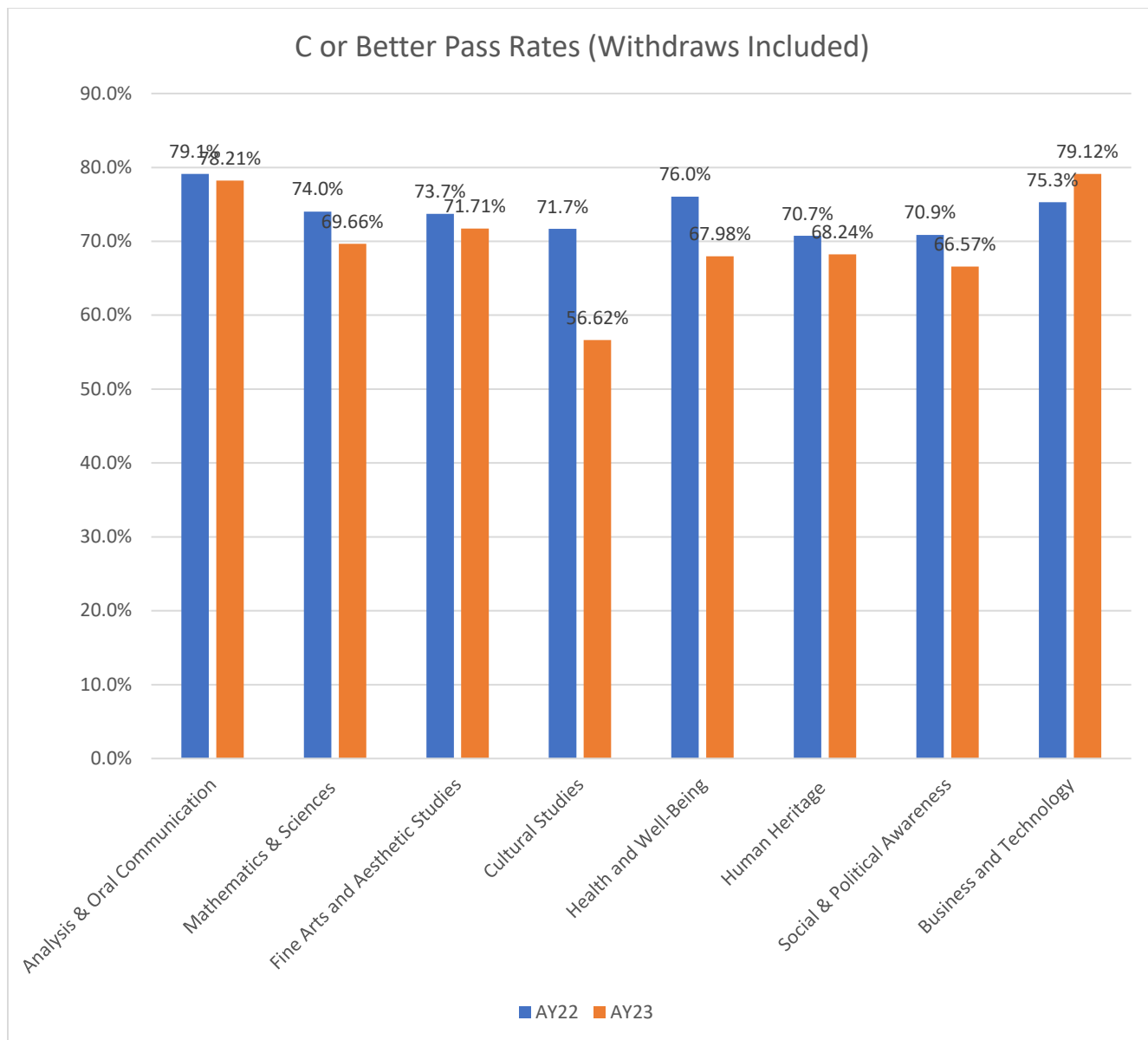
- Students will be able to identify expressive qualities and elements of fine arts.
- The courses assessed for this outcome include Art Appreciation (ART 1043), Drawing and Composition (ART 1023), Ceramics I (ART 2023), Painting I (ART 1033), Music Appreciation (MUE 1303), Music Theory I (MUE 1093), Creative Writing (ENG 2023), Theatre Appreciation (THR 1013), Acting I (THR 1023), and Stagecraft I (THR 1033).
- **Cultural Studies**
 - Students will be able to articulate an understanding of tolerance of cultural diversity.
 - The courses assessed for this outcome include Anthropology (SOC 1023), Spanish I, II, III (FRL 1025, 1035, 2035), World Regional Geography (GEO 2013), Intro to Race and Ethnic Relations (SOC 2113), African American History (HIS 1163), World History I (HIS 1003), World History II (HIS 1013), and World Religions (REL1053).
- **Health and Well-Being**
 - Students will be able to articulate a connection between human behaviors and their impacts on well-being.
 - The courses assessed for this outcome include General Psychology (BEH 1003), Developmental Psychology (BEH 2003), Drugs and Behavior (BEH 2043), Wellness Concepts (HPR 1401), Nutrition (BIO 2053), Personal and Community Health (HPR 1053), and College Success (SSC 1021).
- **Human Heritage**
 - Students will be able to demonstrate an understanding of the broad diversity of the human experience.
 - The courses assessed for this outcome include US History I (HIS 1023), US History II (HIS 1063), Introduction to Literature (ENG 1073), American Literature I (ENG 1083), American Literature II (ENG 2113), British Literature I (ENG 2123), British Literature II (ENG 2133), Topics in Literature (ENG 2151, 2152, 2153), Introduction to Philosophy (PHI 2003), Ethics (PHI 1073), Logical and Classical Reasoning (PHI 2073), New Testament History (REL 1013), World Religions (REL1053), and Introduction to Leadership (MDM 1303).
- **Social and Political Awareness**
 - Students will be able to explain the impact of societal structures on their lives.
 - The courses assessed for this outcome include Introduction to Sociology (SOC 1003), Social Problems (SOC 2023), Introduction to Mass Communications (COM 1033), American Government (POL 1023), and Introduction to Political Science (POL 1013).
- **Business and Technology**
 - Students will be able to explain concepts of financial systems and/or use current technology efficiently and responsibly.
 - The courses assessed for this outcome include Personal Finance (BUS 1003), Financial Accounting (ACC 1043), Introduction to Business (BUS 1093), Computer Concepts & Applications (CIT 1003), Microeconomics (BUS 2023), and Macroeconomics (BUS 2033).

It can be seen from the data tables and graphics below overall students who start a general education course complete that course. It does appear that 2022-2023 completion rates are slightly lower across most outcomes than the 2021-2022 completion rates.

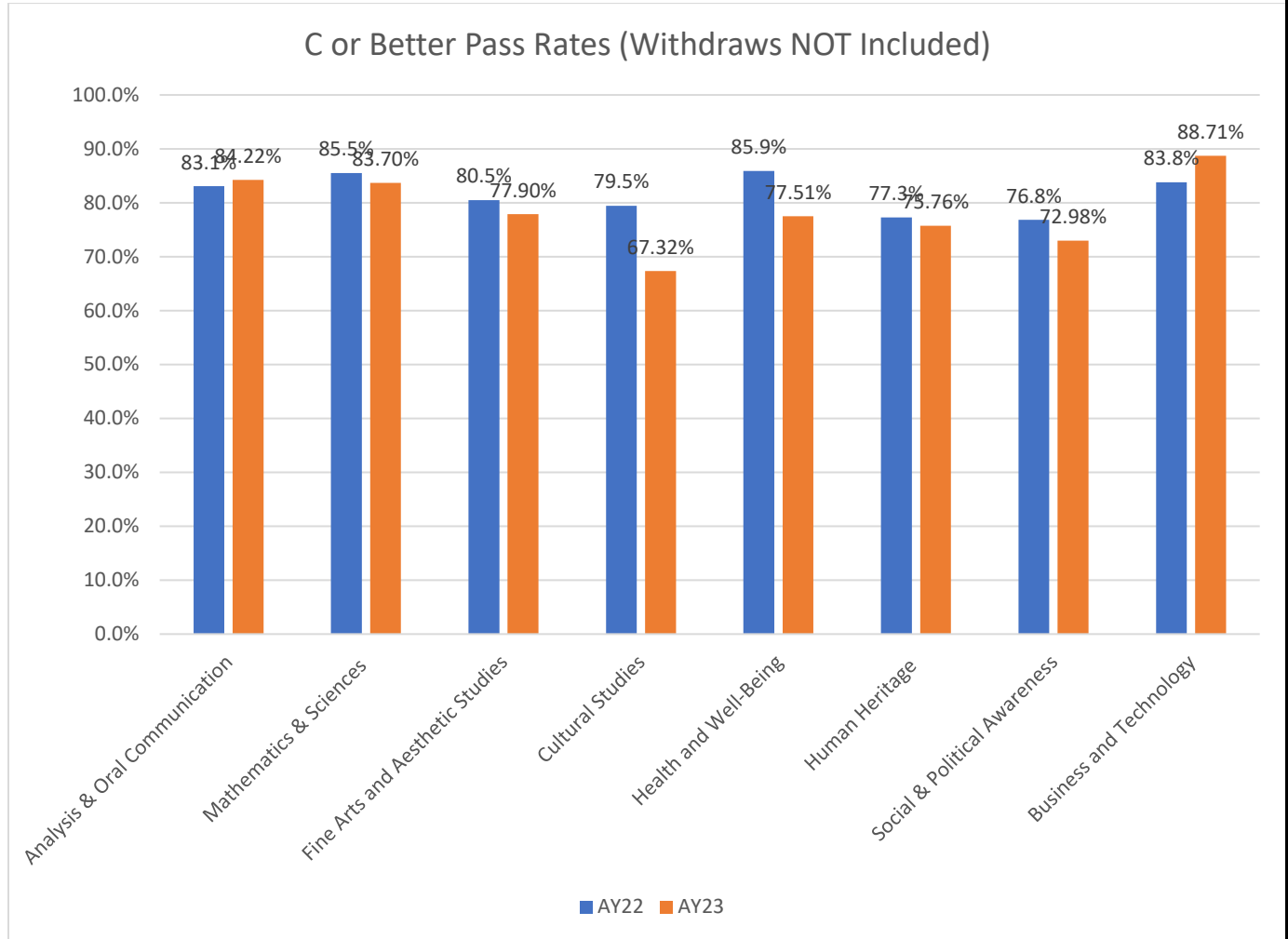
AY2022-2023 completion rates with C or better (Withdraws Included) are overall worse than AY2021-2022. Mathematics & Sciences, Cultural Studies, Health and Well-being, Human Heritage, and Social & Political Awareness are all below 70% of students earning a grade of C or higher for AY2022-2023. When the withdrawals are excluded the C or higher rates between AY2021-2022 and AY2022-2023 are roughly equivalent, except Cultural Studies. Cultural Studies is the only outcome in AY2022-2023 that is below 70% completion at a grade C or higher at a rate of 67%.



Completion Rates		
	AY22	AY23
Analysis & Oral Communication	95.20%	92.86%
Mathematics & Sciences	86.60%	83.23%
Fine Arts and Aesthetic Studies	91.60%	92.06%
Cultural Studies	90.20%	84.11%
Health and Well-Being	88.50%	87.71%
Human Heritage	91.50%	90.07%
Social & Political Awareness	92.20%	91.22%
Business and Technology	89.90%	89.19%



C or Better Pass Rates (Withdraws Included)		
	AY22	AY23
Analysis & Oral Communication	79.10%	78.21%
Mathematics & Sciences	74.00%	69.66%
Fine Arts and Aesthetic Studies	73.70%	71.71%
Cultural Studies	71.70%	56.62%
Health and Well-Being	76.00%	67.98%
Human Heritage	70.70%	68.24%
Social & Political Awareness	70.90%	66.57%
Business and Technology	75.30%	79.12%



C or Better Pass Rates (Withdraws NOT Included)		
	AY22	AY23
Analysis & Oral Communication	83.1%	84.22%
Mathematics & Sciences	85.5%	83.70%
Fine Arts and Aesthetic Studies	80.5%	77.90%
Cultural Studies	79.5%	67.32%
Health and Well-Being	85.9%	77.51%
Human Heritage	77.3%	75.76%
Social & Political Awareness	76.8%	72.98%
Business and Technology	83.8%	88.71%

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. 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)

Narrative:

The curriculum for the General Studies program is appropriate for the breadth, depth, and level of the discipline because it seeks to help students transfer with a basic range of freshman and sophomore level courses that will transfer to another college and university.

Courses that are part of the KBOR Systemwide Transfer (https://www.kansasregents.org/transfer_articulation) should transfer to most four-year colleges within Kansas. Courses taken as electives may or may not satisfy equivalent lower division college credit course requirements to transfer into a Bachelor's degree program at Kansas Regents University.

A recent change to the General Studies program is the removal of Intermediate Algebra as fulfilling the mathematics curriculum. Intermediate Algebra is not recommended by KBOR for degree completion.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

This program assesses diversity by including it as a general education outcome, as well as requiring all students to take three credit hours minimum in the "Cultural Studies" and "Human Heritage" categories within the program.

4.3 Mission and Strategic Plan Alignment

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

Narrative:

The mission of ICC states “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.” Therefore, the General Studies program serves the college’s mission by ensuring both academic excellence and cultural enrichment are provided to our students. The program faculty work tirelessly to ensure that majority of our students meet the learning objectives outlined in our courses and program as a whole. Many of the curriculums in the program emphasize the role of diversity in greater society and encourage students to become more knowledgeable and productive members of society. As a result of these efforts, the General Studies program also helps ICC fulfill its vision by providing “...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment.” Program faculty make a concerted effort to demonstrate the college’s core values by enforcing integrity, expecting excellence, valuing diversity, and making a commitment to hold ourselves, our students, and our peers accountable to these ideals.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

Narrative:

Due to the nature of the General Studies program, every faculty member is involved in the program. As a result, it is impossible to list every individual accomplishment, however, faculty accomplishments are noted in individual program reviews. Faculty are encouraged to innovate and seek professional development. Professional development ranges from individual studies, webinars, attending conferences, etc.

Brian Southworth and Allen Shockley attended the American Mathematical Association of Two-Year Community College in November of 2022. They were able learn about national trends in math education to prepare ICC to move towards the Math Pathways that KBOR is instituting in Fall 2025.

6.0 Program Planning & Development for Student and Program Success

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

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

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

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

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

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

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

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

6.1 Academic Program Vitality Reflection

Narrative:

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

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

Explain why:

The Associates of General Studies offers students a program that is highly customizable, which allows students to pursue their interests. Due to the program's flexibility, students can pursue a variety of bachelor's degrees at a four-year school. This program average 61 degrees awarded over the two-year period of this program review.

During AY2023-2024, the AGS was revised to meet KBOR's Systemwide General Education initiative (https://www.kansasregents.org/academic_affairs/general-education). The AGS was rewritten as a four-semester plan using the Seven Bucket Framework (https://www.kansasregents.org/academic_affairs/general-education/seven-bucket-framework). The revised AGS will be live in Fall 2024.

6.2 Academic Program Goals and Action Plans

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

Narrative:

The short-term and long-term goals are: 1. Program faculty will ensure that all core courses continue to transfer across the public schools in the State of Kansas by remaining actively engaged in the Kansas Core Outcomes group. 2. Program faculty will build course articulation agreements for other available classes taught under their purview or create courses that already fall under the KBOR matrix during the next three academic years. 3. Program faculty will ensure consistency across the curriculum by remaining actively involved in the professional development of, communication with and oversight of their respective adjunct and concurrent instructors during the next three academic years while enforcing common assessment requirements along the way.

7.0 Fiscal Resource Requests/Adjustments

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

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

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

The General Studies program does not have its own budget. Its budgetary needs are handled through individual department budgets or the general Academics budget.

The biggest budget issues facing ICC's General Studies program are the professional development of faculty, the ability to offer the needed number of courses to provide a vast number of general education courses, and the prospect of everchanging technology needs. Currently, the number of faculty employed by ICC satisfactorily meets the needs of the General Studies program. In terms of professional development, a committee has been working on providing faculty members numerous opportunities within his/her discipline or teaching/learning. Professional development is funded by individual department budgets, ICC Faculty Association professional development fund, the Academic Affairs professional development fund, and the occasional grant.

Currently, program faculty believe it will be important to continue to have funds available to address technology changes in the coming years. Although we cannot predict the costs of such changes, it is imperative that we consider the average computer needs replaced every three years, e-books are becoming more common across college campuses, and students are being asked to be more engaged in the college's online learning management system regardless of the course being face-to-face or online.

8.0 Authorship and Oversight

8.1 Faculty and Staff

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

Narrative:

The primary author of the report is Brian Southworth and the co-authors are Melissa Ashford and Heather Mydosh. Data was provided by Anita Chappuie.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

PRC: Anita Chappuie of PRC agrees with program review findings and goals.

VPAA: I agree with the findings of this program review and the data contained therein.

9.0 Appendices

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

Comprehensive Program of Education for 2021-2023

Prepared by
Heather Mydosh

29 March 2024



Table of Contents

1.0 Program Data and Resource Repository.....	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data	4
Chart:.....	4
Narrative:	5
2.0 External Constituency and Significant Trends.....	6
2.1: Program Advisory Committee:.....	6
Narrative:	6
2.2: Specialized Accreditation:	6
Narrative:	6
2.3: Other:.....	6
Narrative:	6
3.0 Assessment of Program Level Student Learning Outcomes	7
Significant Assessment Findings	7
Narrative:	7
4.0 Curriculum Reflection	9
Narrative:	9
4.2 Diversity, Equity, and Inclusion.....	9
Narrative:	9
4.3 Mission and Strategic Plan Alignment	10
Narrative:	10
5.0 Program Accomplishments	10
Narrative:	10
6.0 Program Planning & Development for Student and Program Success.....	11
6.1 Academic Program Vitality Reflection	11
Narrative:	11
6.2 Academic Program Goals and Action Plans	12
Narrative:	12
7.0 Fiscal Resource Requests/Adjustments	13
7.1 Budget Requests/Adjustments	13

Narrative:	13
Long Term Requests/Needs	14
Budget Item.....	14
Justification (use assessment data and goals to justify)	14
Cost	14
Budget Line Number.....	14
8.0 Authorship and Oversight	16
8.1 Faculty and Staff.....	16
Narrative:	16
8.2 VPAA and/or Administrative Designee Response.....	16
Narrative:	16
9.0 Appendices.....	17

1.0 Program Data and Resource Repository

1.1 Program Summary

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

Narrative:

Independence Community College's two-year Associate of Science degree in Education prepares students with coursework in educational theory, teaching methodologies, human growth and development, and classroom management. This program currently serves for both Elementary Education and Secondary Education.

The program is for students who want to work in public schools and pre-elementary teaching positions. An associate degree prepares students for transfer into bachelor's-degree programs or employment as teacher aides.

Independence Community College's education program is closely aligned with four-year college and university programs. ICC has two-plus-two programs with leading universities where all the transferring student's associate-degree credits apply to the first two years of the Bachelor of Science in Education programs.

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.)

Chart:

		2019-2020	2020-2021
Number of Faculty:			
	Full time	0	0
	Adjunct	2	2
Enrollment & Student credit hours by Faculty type:			
	Full Time	0 credits, 0 students	0 credits, 0 students
	Adjunct	11 credits, 64 students	11 credits, 48 students
Average Class size:			
	Face-to-Face classes	13.0	0
	Online classes	12.8	9.6
	All courses	12.8	9.6
Completion Rates:			
	Face-to-Face classes	92.31%	0%
	Online classes	90.20%	91.7%
	All courses	90.63%	91.7%

Pass ('D' or better) rates:			
	Face-to-Face classes	75.00%	0%
	Online classes	91.30%	77.3%
	All courses	87.93%	77.3%
Pass ('C' or better) rates:			
	Face-to-Face classes	66.67%	0%
	Online classes	84.78%	65.9%
	All courses	81.03%	65.9%
Number of Majors:		32	40
Degrees Awarded:		2	5
Retention within Program		9	15

Narrative:

The AS Education continues to move forward without a full-time faculty dedicated to it, and yet it has grown in the years reflected in this document. Offered fully online, the move away from face-to-face course offerings between the two years captured here is advantageous to students (despite looking alarming in the table above). Many of the students in this program are non-traditional students who are working full time already, are parents, are carers, and otherwise cannot pursue an in-person degree. There are also a significant number of traditional college students in the program who are otherwise affiliated on campus (athletic scholarship holders, for example) for whom the flexibility of an online course is advantageous in working around their other obligations.

Students typically struggle to persist in an online environment for a number of common reasons: issues with technology, access to computing in rural areas, and time management all more salient than comprehension of the covered material. This is not unique to Education as a major. That the online pass rate with a 'C' or better dropped by almost 20 points is notable but not unduly alarming. The sample size also shrank from 64 to 48 students, so percentages may have skewed. Education courses are not "easy a" classes, and pass rates could be argued as a mark of rigor.

What is notable is that the number of majors has grown over this time without a faculty directly recruiting for this program. The number of degrees awarded also grew, and retention within the program was significantly improved.

We have students who want to become teachers. They want to serve their communities and provide educational opportunities for future students. Despite the slings and arrows suffered by the profession in recent years, students still see it as a worthwhile vocation. ICC is doing well in providing a rigorous step in that educational pathway.

2.0 External Constituency and Significant Trends

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

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

2.1: Program Advisory Committee:

Narrative:

There is not a dedicated Advisory Committee for this program, though in the absence of a dedicated full-time position, drafting one may lead to continued growth.

2.2: Specialized Accreditation:

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

Narrative:

None.

2.3: Other:

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

Narrative:

There are 2+2 agreements with Wichita State University, Emporia State University, and Newman University. ICC also participates in the K-STEP Program through Kansas State University.

3.0 Assessment of Program Level Student Learning Outcomes

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.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

The Program Level Student Learning Outcomes for the AS Education are as follows.

Upon completion of this program, students will be able to:

1. Reflect on the opportunities and responsibilities associated with education as a profession
2. Synthesize the relationship between the foundations and trends in education
3. Demonstrate an awareness of diversity in teaching and learning
4. Examine effective practices in planning, engaging, and assessing learning

These are all met by the EDU1003 Introduction to Education course, as these are also the KBOR-aligned student learning outcomes for the course (SWT course code EDU1010). This course was first aligned in Fall 2016 and so is a well-established transfer course. Introduction to Education is essentially the lone required course with an EDU course code within the major (foregoing EDU1011 Supervised Classroom Experience, which is functionally the lab component of EDU1003), and so it must shoulder the weight of meeting these requirements for the whole of the program.

In EDU1003 Introduction to Education in Fall 2023, the Week Four Discussion Board asked students, “Why is culturally responsive teaching important? What do you remember as a child in the classroom regarding this topic?” The assignment was worth 10 points and all eight students scored the maximum number of points. This strongly ties to program-level outcome 3. Again, in EDU1003 Introduction to Education in Fall 2023, the Week 12 Chapter 10 questions as students to articulate how the hidden curriculum influences learning, how extra-curricular activities influence learning, and how important is standardized testing and their impact on teaching and learning. The assignment was worth 25 points, and 70% of students earning 70% or better asks that students earn 17.5 points or more. Of the six students who participated in the discussion board, all six met or exceeded this point total. Two students did not submit answers for this assignment (20% or the course as a whole). This ties closely to program-level outcome 1. Once more in EDU1003 Introduction to Education in Fall 2023, the Chapter 11 Questions asked directly, “How can teachers use technology to support effective instruction?” The assignment was worth 25 points, and a 70% of students earning 70% or better asks that students earn 17.5 points or more. Of the six students who participated in the discussion board, all six met or

exceeded this point total. Two students did not submit answers for this assignment (20% or the course as a whole). This ties closely to program-level outcome 2.

Children's Literature (SWT EDU2010 and ICC course ENG2063), Educating Exceptional Students (SWT EDU2020 and ICC course EDU1073), and Music for Elementary Schools (SWT MUE2010 and ICC course MUE1013) are aligned courses but are currently electives in the AS Education degree. The other available elective is EDU1073 Technology in the Classroom, but it remains unaligned at this time.

The course-level outcomes for MUE1013 Music for Elementary Schools are as follows.

Upon completion of this course, students will:

1. Prepare and teach a song by rote.
2. Integrate artistic elements like active listening, movement, dramatization, poetry, visual and media arts in the classroom.
3. Construct standards-based, music-integrated lessons to encourage students' ability to form connections between multiple disciplines, including the arts.
4. Demonstrate strategies that use music to positively influence social relationships, creativity, and affective needs in a classroom.
5. Create a collection of professional resources to enhance musical experiences in the classroom.
6. Demonstrate proficiency on the use of technology, voice, or other instruments.
7. Demonstrate conversance of cultural diversity within musical communities.

As an example, course-level outcome 3 here ties directly to program-level outcome 4. In Fall 2023, this outcome was met with a measure where students created a collection of resources to be used in future classrooms. The target goal was to have at least 80% of students receive at least a score of "meets expectations" (3) on the grading rubric. 100% of students received a score of "meets expectations" (3) or higher. Further reflection on this measure and outcome stated, "This has the potential to give students a great head start in teaching, with many resources to use that they are already familiar with." When asked to identify weaknesses, the instructor noted, "Students may not be able to find their list of resources by the time they graduate. I combat this by asking students to create links outside of Canvas, then send in screenshots."

As per the data provided in section 1.2 of this document, over 90% of students who attempted courses within the EDU course offerings completed, and 65.9% satisfied the course requirements sufficiently to pass with a 'C' or better. Assuming that grading within the course is tied to the meeting of these outcomes, one can infer that these Program Level Outcomes are being met at the same rate.

Review of course-level assessment as part of program-level assessment has shown a need for greater student teacher interaction in online sections which will be factored into future section offerings and instructor training.

None of the EDU courses currently taught are specific requirements in the General Education offerings at ICC at this time.

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. 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)

Narrative:

More detailed course-level assessment data for EDU1003 is needed to determine

whether or not the current curriculum is appropriate to the breadth, depth, and level of the discipline.

This program does transfer well to other institutions and will continue to do so as further steps are taken at the state level to align the degree across the whole of the system.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

Program-level outcome two explicitly states, "Demonstrate an awareness of diversity in teaching and learning."

EDU1073 Educating Exceptional Students (SWT EDU2020) is aligned at the KBOR level; the whole of the course is designed to educate future education professionals on the needs, legal rights, and best practices for students with exceptionalities. It also provides the skills and competencies needed to assist students with diverse needs in the classroom.

4.3 Mission and Strategic Plan Alignment

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

Narrative:

The Mission Statement of Independence Community College is as follows: “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.”

The AS Education aligns with this in that it provides economic development opportunities to persons interested in becoming paraeducators and aides in school systems immediately post-graduation.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

Narrative:

As there is not a faculty person specifically within this discipline, there are not accomplishments to note as such.

6.0 Program Planning & Development for Student and Program Success

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

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

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

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

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

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

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

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

6.1 Academic Program Vitality Reflection

Narrative:

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

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
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Explain why:

This program could truly flourish with additional oversight and strategic promotion. As one of the programs offered online, this program is universally accessible. Emphasis from the state highlights the demand for the profession; transfer pathways are present and growing. The K-STEP program allows students to continue their studies online to complete a four-year degree without having to leave their community. There is tremendous potential here for growth but realizing that potential will require additional attention.

6.2 Academic Program Goals and Action Plans

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

Narrative:

Goal 1: Fully staff program with well-qualified adjuncts by Fall 2023 to ensure regularity in scheduling opportunities.

Goal 2: Differentiate between Secondary Education and Elementary Education tracks to improve marketability in recruitment as perspective students respond better to targeted programming. This will also support proposed efforts at the state level to align these two areas across the Regent institutions.

Goal 3: Establish an Advisory Committee for the Education program generally, including local professionals and active instructors to provide guidance for curriculum and future planning. This Council could be more involved in the creation of future iterations of this document.

7.0 Fiscal Resource Requests/Adjustments

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

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

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
N/A			

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
N/A			

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

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

- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

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

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

Item	Year	Year
N/A		

8.0 Authorship and Oversight

8.1 Faculty and Staff

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

Narrative:

The primary author of sections 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4.1, 4.2, 5, and 6.1 is Heather Mydosh with data provided by Director of Institutional Research Anita Chappuie, JD. Mydosh is currently serving as the Division Chair for Arts & Letters at Independence Community College, the academic division which houses the English, Theatre, Music, Visual Arts, Early Childhood Education, and Education programs (Communications is also part of the division but does not have a distinct program).

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

PRC: Anita Chappuie of PRC agrees with the findings of this program review.

Division Chair: Brian Southworth reviewed this as part of the Program Review Committee process at their meeting on 24 April, 2024.

VPAA: I agree with the findings of this program review and specifically support the creation of an Advisory Committee.

9.0 Appendices

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

Memo

To: Independence Community College Board of Trustees

From: Taylor Crawshaw
Vice President for Academic Affairs

Date: 5/20/2023

Re: Libraries Transforming Communities: Accessible Small and Rural Communities Grant
Purchase

The ICC Library has been selected as one of 310 libraries to participate in round two of Libraries Transforming Communities: Accessible Small and Rural Communities, an American Library Association (ALA) initiative that provides community engagement and accessibility resources to small and rural libraries to help them better serve people with disabilities.

The competitive award comes with a \$10,000 grant that will help the library transform an area in the library for a quiet individual area for study and test taking. It will also equip this area with a variety of software and technology that will assist students with a variety of tools to help them succeed.

ICC, like many other colleges, is seeing an increase in the number of students with ADHD, anxiety, and other neurodivergent needs. The ability to create a separate, quiet, and monitored space within the open space of the larger library will provide invaluable services to those who need that environment. The space will be equipped with two learning stations which will include computers with ADA keyboards and other software accommodations. It will also be equipped with cameras to allow testing.

This project is 100% grant funded. We are requesting to approve expenditures not to exceed \$10,000 to purchase the equipment outlined in grant.



Memo

To: Independence Community College Board of Trustees

From: Dr. Vincent Bowhay
President

Date: May 20, 2024

Re: EdSights Retention Tool Renewal

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

1.1. Purchase of Services/Equipment

Recommendation to enter into a service agreement for consultative services:

EdSights - \$29,700

Background: EdSights uses text message chatbots to help colleges collect non-cognitive data from students and increase retention. ICC's three-year contract is up for renewal. The company proposes a renewal fee of \$9,900 annually for three years.



Approved by Board of Trustees 05/20/2024

Memo

To: ICC Board of Trustees

From: Taylor Crawshaw
Vice President for Academic Affairs

Date: 05/20/2024

Re: New Program Approval Emergency Services Certificate

I recommend the ICC Board of Trustees approve an Emergency Services certificate program. Following ICC Board of Trustees Approval, paperwork would then be submitted to KBOR for the July 18th deadline with a final approval goal date in September. Courses could begin in January 2025.

The program consists of 27 credit hours comprised of the existing 13 credit hour EMT course, Hazmat Awareness, Hazmat Operations and Firefighter 1 and II. The program is designed to be completed in 2 semesters.

Program Description:

The Emergency Services Program is designed for those seeking a career as a first responder. The program is set up to quickly complete certifications required to work in EMS, Fire Departments, or a combination Fire/EMS Service. The program will prepare the student for success when testing for their state and national EMS and their Firefighter 1 and 2 exams.

ICC					
			Highlighted Expenses Eligible for Grant Reimbursement		
Payables Month Ending April 30, 2024					
Payee Name	Check Number	Date	Item Description	Item Amount	Item GL Number
ICC Student	003479	4/16/2024	ICC Student Financial Aid Refund	\$ 988.00	11-0000-203-000
ICC Student	003480	4/16/2024	ICC Student Financial Aid Refund	\$ 710.00	11-0000-203-000
ICC Student	003481	4/16/2024	ICC Student Financial Aid Refund	\$ 1,093.00	11-0000-203-000
ICC Student	003482	4/16/2024	ICC Student Financial Aid Refund	\$ 750.00	11-0000-203-000
ICC Student	003483	4/16/2024	ICC Student Financial Aid Refund	\$ 750.00	11-0000-203-000
ICC Student	003484	4/16/2024	ICC Student Financial Aid Refund	\$ 451.00	11-0000-203-000
ICC Student	003485	4/16/2024	ICC Student Financial Aid Refund	\$ 750.00	11-0000-203-000
ICC Student	003486	4/16/2024	ICC Student Financial Aid Refund	\$ 750.00	11-0000-203-000
ICC Student	003487	4/16/2024	ICC Student Financial Aid Refund	\$ 750.00	11-0000-203-000
ICC Student	003488	4/16/2024	ICC Student Financial Aid Refund	\$ 650.00	11-0000-203-000
ICC Student	003489	4/16/2024	ICC Student Financial Aid Refund	\$ 750.00	11-0000-203-000
ICC Student	003490	4/16/2024	ICC Student Financial Aid Refund	\$ 97.00	11-0000-203-000
ICC Student	003491	4/16/2024	ICC Student Financial Aid Refund	\$ 64.00	11-0000-203-000
ICC Student	003492	4/16/2024	ICC Student Financial Aid Refund	\$ 750.00	11-0000-203-000
ICC Student	003493	4/16/2024	ICC Student Financial Aid Refund	\$ 465.00	11-0000-203-000
ICC Student	003494	4/16/2024	ICC Student Financial Aid Refund	\$ 446.00	11-0000-203-000
ICC Student	003495	4/16/2024	ICC Student Financial Aid Refund	\$ 1,674.00	11-0000-203-000
ICC Student	003496	4/16/2024	ICC Student Financial Aid Refund	\$ 1,038.00	11-0000-203-000
ICC Student	003497	4/16/2024	ICC Student Financial Aid Refund	\$ 46.00	11-0000-203-000
ICC Student	003498	4/16/2024	ICC Student Financial Aid Refund	\$ 77.00	11-0000-203-000
ICC Student	003499	4/16/2024	ICC Student Financial Aid Refund	\$ 6.00	11-0000-203-000
ICC Student	003500	4/16/2024	ICC Student Financial Aid Refund	\$ 3.30	11-0000-203-000
ICC Student	003501	4/16/2024	ICC Student Financial Aid Refund	\$ 596.30	11-0000-203-000
ICC Student	003502	4/16/2024	ICC Student Financial Aid Refund	\$ 880.00	11-0000-203-000
ICC Student	003503	4/16/2024	ICC Student Financial Aid Refund	\$ 414.30	11-0000-203-000
ICC Student	003504	4/16/2024	ICC Student Financial Aid Refund	\$ 24.78	11-0000-203-000
ICC Student	003505	4/16/2024	ICC Student Financial Aid Refund	\$ 2,602.00	11-0000-203-000

Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	1,019.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	2,175.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	528.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	231.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	2,200.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	858.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	2,375.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	1,956.78	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	677.95	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	984.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	335.70	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	526.90	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	701.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003506	4/16/2024	ICC Student Financial Aid Housing Payment	\$	50.00	11-0000-203-000
ICC Student Housing	003507	4/16/2024	ICC Student Financial Aid Housing Payment	\$	231.00	11-0000-203-000
ICC Student Housing	003507	4/16/2024	ICC Student Financial Aid Housing Payment	\$	27.00	11-0000-203-000
ICC Student Housing	003507	4/16/2024	ICC Student Financial Aid Housing Payment	\$	135.78	11-0000-203-000
ICC Student Housing	003507	4/16/2024	ICC Student Financial Aid Housing Payment	\$	98.22	11-0000-203-000
ICC Student Housing	003507	4/16/2024	ICC Student Financial Aid Housing Payment	\$	456.00	11-0000-203-000
ICC Student Housing	003507	4/16/2024	ICC Student Financial Aid Housing Payment	\$	675.00	11-0000-203-000
ICC Student Housing	003507	4/16/2024	ICC Student Financial Aid Housing Payment	\$	1,086.00	11-0000-203-000
ICC Student Housing	003507	4/16/2024	ICC Student Financial Aid Housing Payment	\$	147.70	11-0000-203-000
ICC Student	003508	4/16/2024	ICC Student Previous Balance Refund	\$	150.00	11-0000-203-000
ICC Student	003509	4/16/2024	ICC Student Previous Balance Refund	\$	2,911.00	11-0000-203-000
ICC Student	003510	4/16/2024	ICC Student Previous Balance Refund	\$	100.00	11-0000-203-000
ICC Student	003511	4/16/2024	ICC Student Previous Balance Refund	\$	198.00	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	1,800.00	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	412.40	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	37.89	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	724.00	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	1,550.00	11-0000-203-000

ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	689.00	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	249.00	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	644.00	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	390.73	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	744.00	11-0000-203-000
ICC Student Housing	003512	4/30/2024	ICC Student Financial Aid Housing Payment	\$	1,286.89	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003513	4/30/2024	ICC Student Financial Aid Housing Payment	\$	88.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003513	4/30/2024	ICC Student Financial Aid Housing Payment	\$	1,470.69	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003513	4/30/2024	ICC Student Financial Aid Housing Payment	\$	1,028.00	11-0000-203-000
Bluffstone: The Villas at Independence LLC	003513	4/30/2024	ICC Student Financial Aid Housing Payment	\$	1,307.00	11-0000-203-000
ICC Student	003514	4/30/2024	ICC Student Financial Aid Refund	\$	4,702.00	11-0000-203-000
ICC Student	003515	4/30/2024	ICC Student Financial Aid Refund	\$	34.00	11-0000-203-000
ICC Student	003516	4/30/2024	ICC Student Financial Aid Refund	\$	339.00	11-0000-203-000
ICC Student	003517	4/30/2024	ICC Student Financial Aid Refund	\$	5.08	11-0000-203-000
ICC Student	003518	4/30/2024	ICC Student Financial Aid Refund	\$	7.31	11-0000-203-000
ICC Student	003519	4/30/2024	ICC Student Financial Aid Refund	\$	261.00	11-0000-203-000
ICC Student	003520	4/30/2024	ICC Student Financial Aid Refund	\$	219.65	11-0000-203-000
ICC Student	003521	4/30/2024	ICC Student Financial Aid Refund	\$	743.00	11-0000-203-000
ICC Student	003522	4/30/2024	ICC Student Financial Aid Refund	\$	11.11	11-0000-203-000
ICC Student	003523	4/30/2024	ICC Student Financial Aid Refund	\$	148.00	11-0000-203-000
ICC Student	003524	4/30/2024	ICC Student Financial Aid Refund	\$	1,008.00	11-0000-203-000
ICC Student	003525	4/30/2024	ICC Student Previous Balance Refund	\$	237.00	11-0000-203-000
ICC Student	003526	4/30/2024	ICC Student Previous Balance Refund	\$	208.41	11-0000-203-000
ICC Student	003527	4/30/2024	ICC Student Previous Balance Refund	\$	232.00	11-0000-203-000
ICC Student	003528	4/30/2024	ICC Student Previous Balance Refund	\$	449.10	11-0000-203-000
ICC Student	003529	4/30/2024	ICC Student Previous Balance Refund	\$	207.57	11-0000-203-000
ICC Student	003530	4/30/2024	ICC Student Previous Balance Refund	\$	181.00	11-0000-203-000
ICC Student	003531	4/30/2024	ICC Student Previous Balance Refund	\$	2,343.00	11-0000-203-000
ICC Student	003532	4/30/2024	ICC Student Previous Balance Refund	\$	201.81	11-0000-203-000
Brenda Marquez	01*0000563	4/4/2024	Catering for the Moonglow.	\$	1,183.68	3201-8501-60101
Republic Services Inc	01*0000565	4/4/2024	Sanitation Serv. Kitchen	\$	350.00	1684-9600-63105

Republic Services Inc	01*0000565	4/4/2024	Sanitation Serv.-Cessna	\$	105.00	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Sanitation Serv. Maintena	\$	468.00	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Sanitation Serv. Dorms	\$	643.50	1683-9500-63105
Republic Services Inc	01*0000565	4/4/2024	Sanitation Serv. Fine Art Pickup 03/25-04/30	\$	62.12	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Sanitation Serv Fine Arts Pickup 04/01-04/30	\$	75.00	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Waste Container Rental Dorms 03/01-03/31	\$	(436.74)	1683-9500-63105
Republic Services Inc	01*0000565	4/4/2024	Waste Container Rental Main Campus 03/01-03/31	\$	(436.74)	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Waste Container Rental Main Campus	\$	(64.89)	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Waste Container Rental Main campus 03/01-03/31	\$	(64.20)	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Administrative Fee	\$	5.95	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Fuel/Enviro Recovery Fee	\$	728.21	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Waste Container Rental Dorm 03/01/03/31	\$	436.74	1683-9500-63105
Republic Services Inc	01*0000565	4/4/2024	Waste Container Rental Main 03/01-03/31	\$	436.74	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Waste Container Rental	\$	64.89	1100-6500-63105
Republic Services Inc	01*0000565	4/4/2024	Waste Container Rental	\$	64.20	1100-6500-63105
Swanson House, Inc.	01*0000566	4/4/2024	Campaign Counsel Fee - April 2024 - Zinv. #3190	\$	3,000.00	1100-6100-68100
T-Mobile USA Inc.	01*0000567	4/4/2024	Dorms Hotspots	\$	253.57	1100-6500-63104
Architect One	01*0000569	4/10/2024	Phase IV Welding School	\$	61,500.00	1100-7500-82000
Sparklight	01*0000570	4/10/2024	DIA Fiber	\$	1,000.00	1100-6500-63104
Emert Chubb Reynolds	01*0000571	4/10/2024	April 2024 Retainer	\$	190.00	1100-6000-66102
Fleetpool USA, LLC	01*0000572	4/10/2024	Vehicle Lease	\$	895.00	1100-7200-64101
Fleetpool USA, LLC	01*0000572	4/10/2024	Vehicle Lease	\$	895.00	1100-7200-64101
Fleetpool USA, LLC	01*0000572	4/10/2024	Vehicle Lease	\$	895.00	1100-7200-64101
Fleetpool USA, LLC	01*0000572	4/10/2024	Vehicle Lease	\$	895.00	1100-7200-64101
Fleetpool USA, LLC	01*0000572	4/10/2024	Vehicle Lease (Temp)	\$	945.00	1100-7200-64101
ICC Foundation	01*0000573	4/10/2024	Line of Credit Payment	\$	320,092.89	1100-9200-90100
TouchTone Communications, Inc.	01*0000575	4/10/2024	Long distance phone service	\$	51.92	1100-6500-63100
Independence Postmaster	01*0000576	4/10/2024	2024 BRM Permit Fee	\$	320.00	1100-6500-61000
Mark Allen	01*0000577	4/17/2024	Mark Allen Entry Fees for Powerlifting meet on 4/27/24.	\$	520.00	1100-5532-68100
Sandbagger Golf & Turf	01*0000578	4/17/2024	Maintenance Mower Equipment - Inv. 19761	\$	131.65	1100-7100-65001
Design Mechanical Inc.	01*0000579	4/17/2024	HVAC Repair @ Student Union - Inv. 23621	\$	361.00	1100-7100-82001

Broadway Licensing LLC	01*0000580	4/17/2024	Books - Plays for Inge	\$	176.20	1681-9300-74000
Joe Smith Company, Inc.	01*0000581	4/17/2024	Credit for missing item	\$	(22.07)	1681-9300-74002
Joe Smith Company, Inc.	01*0000581	4/17/2024	Snacks for Resale	\$	532.93	1681-9300-74002
Joe Smith Company, Inc.	01*0000581	4/17/2024	Snacks for Resale	\$	281.17	1681-9300-74002
Joe Smith Company, Inc.	01*0000581	4/17/2024	Snacks for Resale	\$	8.30	1681-9300-74002
Oreilly Auto Parts	01*0000582	4/17/2024	HVAC Supplies - Inv. 0154-181666	\$	52.72	1100-7100-82001
Quality Toyota of Independence	01*0000583	4/17/2024	Fleet vehicle Service 0 Soi#326749	\$	78.80	1100-7200-65001
Quality Toyota of Independence	01*0000583	4/17/2024	Oil change/Tire rotation - SO 326808	\$	97.83	1100-7200-65001
Quality Toyota of Independence	01*0000583	4/17/2024	Fleet vehicle Oil change/Tire Rotation - So #326915	\$	97.83	1100-7200-65001
Service Office	01*0000584	4/17/2024	Office Supplies	\$	44.45	1681-9300-70001
Tracking Football LLC	01*0000585	4/17/2024	Tracking Football Scout Lite Subscription FB	\$	5,000.00	1100-5510-61102
Carin W. Barwick	01*0000586	4/29/2024	Theater BatBoy Photography	\$	100.00	1100-6301-61102
Taylor C. Crawshaw	01*0000587	4/29/2024	Personal Reimbursement - HLC Expense	\$	66.62	1100-4200-60101
Lauren F. Hugo	01*0000588	4/29/2024	Actor, Lauren Hugo participated in the (NEA grant sponsored) Playwright in Residence Reading	\$	200.00	3201-8501-66103
Elijah Jones	01*0000589	4/29/2024	MKN Staff Meal Reimbursement	\$	15.29	2504-8314-60100
Amy M. Loskota	01*0000590	4/29/2024	MKN Staff Meal Reimbursement	\$	124.73	2504-8314-60100
Isaias McCaffery	01*0000591	4/29/2024	Reimbursement for Conference Isaias McCaffery	\$	185.90	1100-1140-60100
Molly C. Rains	01*0000592	4/29/2024	Personal Reimbursement -Meal for recruiting Molly R.	\$	18.82	1100-1160-60101
Andrea L. Huckle	01*E0000432	4/2/2024	International Recruiting Consultant	\$	600.00	1100-5700-66100
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Commerical Trash Bags	\$	40.28	1100-6200-70001
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Bulletin Board	\$	42.27	1100-6200-70001
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Leak proof Spray Bottles	\$	8.62	1100-6200-70001
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Dual Monitor Desk Mount	\$	86.37	1100-6400-70001
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Sales Tax	\$	5.61	1100-6400-70001
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Watch Charging Cord	\$	16.32	1100-6200-70001
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Lenovo ThinkPad Dock	\$	156.56	1100-6400-85000
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	USB C Charger Cable	\$	10.88	1100-6400-70001
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Fleet Parts	\$	254.54	1100-7200-85000
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Fleet Parts	\$	260.27	1100-7200-85000
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Textbook	\$	150.94	1681-9300-74000
Amazon Capital Services, Inc.	01*E0000436	4/4/2024	KCCLI books	\$	183.15	1100-6500-69001

Amazon Capital Services, Inc.	01*E0000436	4/4/2024	Sales Tax	\$	17.40	1100-6500-69001
Carolina Biological Supply Company	01*E0000437	4/4/2024	Pre-Payment for Purchase Order P0001123	\$	94.89	1100-1143-70000
City of Independence	01*E0000438	4/4/2024	Water/Sewer-Main Campus 21-0600-00	\$	1,742.44	1100-6500-63101
City of Independence	01*E0000438	4/4/2024	Water/Sewer-Cessna Bldg 21-0621-00	\$	76.11	1100-6500-63101
City of Independence	01*E0000438	4/4/2024	Water/Sewer-Admin Bldg 21-0950-00	\$	56.88	1100-6500-63101
City of Independence	01*E0000438	4/4/2024	Water-Practice Field 00-0951-10	\$	24.95	1100-6500-63101
City of Independence	01*E0000438	4/4/2024	Water-Practice Field 21-0952-01	\$	24.95	1100-6500-63101
City of Independence	01*E0000438	4/4/2024	Water/Trash Serv. West 22-0560-04	\$	333.25	1100-6500-63101
City of Independence	01*E0000438	4/4/2024	Water/Trash Serv. West 22-0560-04	\$	333.25	1100-6500-63105
Convergeone, Inc.	01*E0000439	4/4/2024	CSP-ELIT-D79AG3B3EE- MICROSOFT DEFENDER FOR ENDPOINT P2 FOR EDU DEFENDER FOR ENDPOINTS	\$	610.50	1100-6400-85001
Ellucian Company LLC	01*E0000440	4/4/2024	CRM Recruit License Fee	\$	51,000.00	1100-6400-85001
Ellucian Company LLC	01*E0000440	4/4/2024	CRM Recruit-Colleague Ser	\$	7,800.00	1100-6400-85001
Hinkle Law Firm LLC	01*E0000441	4/4/2024	Legal Services March	\$	2,270.00	1100-6000-66102
HUB International Midwest Limited	01*E0000442	4/4/2024	Claims Funding	\$	40,000.00	1100-5500-62100
Penmac Staffing Services Inc.	01*E0000443	4/4/2024	Custodian Service 3/18-24 Rasha Boyd	\$	140.00	1100-7100-66101
Penmac Staffing Services Inc.	01*E0000443	4/4/2024	Custodian Service 3/18-24 Eddie Broadway	\$	411.25	1100-7100-66101
System One Holdings, LLC	01*E0000445	4/4/2024	IT Specialist 3/25-29	\$	1,584.00	1100-6400-66101
VWR International LLC dba Wards Science	01*E0000447	4/4/2024	Instructional Supplies- consumables	\$	42.31	1100-1143-70000
David Adams	01*E0000449	4/4/2024	Esports Heartland Event registration through Paypal	\$	210.00	1100-5533-62600
Indy Print Services	01*E0000450	4/4/2024	Managed Print Services	\$	2,400.00	1100-6400-66100
Indy Print Services	01*E0000450	4/4/2024	Xerox Page Pack Base	\$	244.00	1100-6500-70001
Indy Print Services	01*E0000450	4/4/2024	Black Clicks	\$	136.95	1100-6500-70001
Indy Print Services	01*E0000450	4/4/2024	Color Clicks	\$	122.31	1100-6500-70001
Lauren Gunderson	01*E0000451	4/4/2024	Payment of Honorarium to Lauren Gunderson for the William Inge Distinguished Achievement in the American Theatre Award	\$	5,000.00	3201-8501-66103
11 11 Systems Inc	01*E0000452	4/18/2024	Custom monthly subscription	\$	1,150.00	1100-6400-85001
11 11 Systems Inc	01*E0000452	4/18/2024	Custom monthly subscription	\$	275.00	1100-6400-85001
11 11 Systems Inc	01*E0000452	4/18/2024	iland Secure Cloud Backup with Veeam Cloud Connect	\$	362.25	1100-6400-85001
Amazon Capital Services, Inc.	01*E0000453	4/18/2024	Portable Safe Key - Inv. 1DHL-MCVN-9T9X	\$	10.02	1100-7100-69001
Amazon Capital Services, Inc.	01*E0000453	4/18/2024	Custodial Equipment - Inv. 16WM-FTRY-9JXT	\$	303.49	1100-7100-70001
Amazon Capital Services, Inc.	01*E0000453	4/18/2024	Cosmetology Equipment - Inv. 1QQP-DTCM-RHKQ	\$	27.87	1100-7100-69001
Cloudfirst Technologies Corporation	01*E0000454	4/18/2024	Cloud Hosting / Infrastructure As A Service - Full Time Compute, Storage Network Services per schedule SF-2020-206462005-A	\$	407.74	1100-6400-85001

CPR Pest Management	01*E0000455	4/18/2024	Student Union Kitchen Pest Control	\$	65.00	1684-9600-66101
Consolidated Management LLC	01*E0000456	4/18/2024	Title III - LiveSim Austin Texas BBQ Buffet Invoice # 80-37543	\$	375.00	2503-8313-69000
Consolidated Management LLC	01*E0000456	4/18/2024	Title III - LiveSim Sandwich Boxed Lunches Invoice # 80-37529	\$	307.80	2503-8313-69000
Consolidated Management LLC	01*E0000456	4/18/2024	Board Charges 2/22-3/06	\$	41,002.50	1684-9600-60101
Consolidated Management LLC	01*E0000456	4/18/2024	Board Charges 3/07-3/13	\$	5,857.50	1684-9600-60101
Consolidated Management LLC	01*E0000456	4/18/2024	Board Charges 3/14-3/20	\$	11,715.00	1684-9600-60101
Convergeone, Inc.	01*E0000457	4/18/2024	Microsoft Defender for Endpoint P2 for EDU licenses	\$	610.50	1100-6400-85001
DPS	01*E0000458	4/18/2024	Fire Alarm system repair - Inv. 1647	\$	360.00	1100-7100-82001
Hugos Industrial Supply, Inc.	01*E0000459	4/18/2024	Custodial Supplies - Inv. 315296	\$	144.79	1100-7100-70200
Hugos Industrial Supply, Inc.	01*E0000459	4/18/2024	Custodial Supplies - Inv. 315344	\$	1,971.84	1100-7100-70200
Hugos Industrial Supply, Inc.	01*E0000459	4/18/2024	Maintenance Supplies - Inv. 314971	\$	240.00	1100-7100-70001
Nelnet	01*E0000460	4/18/2024	Student Payments-ACH	\$	0.35	1100-6500-69002
Nelnet	01*E0000460	4/18/2024	Student Payments-CC	\$	4.20	1100-6500-69002
Nelnet	01*E0000460	4/18/2024	Hosting/Maintenance Fee	\$	775.00	1100-6500-69002
Penmac Staffing Services Inc.	01*E0000461	4/18/2024	Custodial Serv. 3/25-31 Rasha Boyd	\$	586.25	1100-7100-66101
Penmac Staffing Services Inc.	01*E0000461	4/18/2024	Custodial Serv. 3/25-31 Eddie Broadway	\$	341.25	1100-7100-66101
Penmac Staffing Services Inc.	01*E0000461	4/18/2024	Custodian 4/01-4/07 Rasha Boyd	\$	700.00	1100-7100-66101
Penmac Staffing Services Inc.	01*E0000461	4/18/2024	Custodian 4/01-4/07 Rasha Boyd	\$	65.63	1100-7100-66101
Penmac Staffing Services Inc.	01*E0000461	4/18/2024	Custodian 4/01-4/07 Eddie Broadway	\$	350.00	1100-7100-66101
Pittcraft LLC	01*E0000462	4/18/2024	Office Supplies	\$	62.83	1681-9300-70001
Vindy	01*E0000463	4/18/2024	Textbooks	\$	60.77	1681-9300-74000
System One Holdings, LLC	01*E0000464	4/18/2024	IT Specialist 4/08-4/12	\$	1,584.00	1100-6400-66101
System One Holdings, LLC	01*E0000464	4/18/2024	IT Specialist 4/1-4/5	\$	1,584.00	1100-6400-66101
System One Holdings, LLC	01*E0000464	4/18/2024	IT Specialist 3/18-3/22	\$	1,584.00	1100-6400-66101
The Virtual Care Group, LLC	01*E0000465	4/18/2024	Medical Behavioral Health/Crisis Counseling - May 2024 - Inv. 3532	\$	946.12	1100-6500-68100
Woods Lumber of Independence, KS In	01*E0000466	4/18/2024	Maintenance Plumbing Supplies	\$	20.15	1100-7100-82001
Woods Lumber of Independence, KS In	01*E0000466	4/18/2024	Maintenance Plumbing Supplies - Inv. 552397	\$	10.99	1100-7100-82001
Woods Lumber of Independence, KS In	01*E0000466	4/18/2024	Maintenance - Electrical Supplies - Inv. 553119	\$	5.56	1100-7100-82001
Woods Lumber of Independence, KS In	01*E0000466	4/18/2024	Maintenance Plumbing Supplies - Inv. 546262	\$	14.58	1100-7100-82001
Woods Lumber of Independence, KS In	01*E0000466	4/18/2024	Field House Roof Repair - Inv. 539880	\$	225.00	1100-7100-65003
Woods Lumber of Independence, KS In	01*E0000466	4/18/2024	Lift rental for HVAC Repairs - Inv. 531133	\$	151.00	1100-7100-65001

Woods Lumber of Independence, KS In	01*E0000466	4/18/2024	Maintenance for Cosmetology Equipment - Inv. 553218	\$	4.59	1100-7100-65001
Vincent Bowhay	01*E0000467	4/18/2024	Reimbursement for HLC Meeting Meal	\$	92.30	1100-6100-60101
Emma Horwitz	01*E0000468	4/18/2024	Emma Horwitz is the NEA Grant Playwright in Residence. This is the second part of her payment.	\$	1,000.00	3201-8501-66103
Jason A. Medina-Solis	01*E0000469	4/18/2024	Security Lockup - Inv. 000005	\$	700.00	1100-7300-70402
Kettida K. Vasiknanon	01*E0000471	4/18/2024	Reimbursement	\$	36.05	1100-6500-69001
Alan Seidman	01*E0000472	4/21/2024	Consulting Services Deposit (May 1 - 3) - Inv. 1002	\$	2,500.00	1100-6500-66103
Michael Allen	01*E0000473	4/30/2024	Actor, Michael Stewart Allen was a workshop Facilitator for the 41st Inge Festival	\$	500.00	3201-8501-66103
Joseph Binzer	01*E0000474	4/30/2024	Actor Joe Binzer was a performer for the New Play Lab Readings (KCAIC partnership)	\$	260.00	3201-8501-66103
Joseph Binzer	01*E0000474	4/30/2024	Reimbursement for travel for the New Play Lab Actor (KCAIC partnership)	\$	150.00	3201-8501-60100
Philip R. Brown	01*E0000475	4/30/2024	Actor, P. Rob Brown was a performer for the New Play Lab Readings (KCAIC partnership)	\$	260.00	3201-8501-66103
Philip R. Brown	01*E0000475	4/30/2024	Reimbursement for travel for P. Rob Brown (KCAIC partnership)	\$	150.00	3201-8501-60100
Philip Dawkins	01*E0000476	4/30/2024	Philip Dawkins was a Discussion Leader for the New Play Lab (KCAIC partnership) and a workshop Leader.	\$	500.00	3201-8501-66103
Philip Dawkins	01*E0000476	4/30/2024	Mileage Reimbursement for Philip Dawkins from Arizona to Independence KS	\$	660.00	3201-8501-60100
John T. DePalma	01*E0000477	4/30/2024	John (Jack) DePalma is a Respondent for the KCAIC partnership New Play Lab	\$	1,000.00	3201-8501-66103
John T. DePalma	01*E0000477	4/30/2024	Reimbursement for travel for John (Jack) DePalma	\$	601.95	3201-8501-60101
Kathlyn Frank	01*E0000478	4/30/2024	Actor, Kate Frank was a performer for the New Play Lab Reading (KCAIC partnership)	\$	260.00	3201-8501-66103
Kathlyn Frank	01*E0000478	4/30/2024	Reimbursement of travel for Kate Frank (KCAIC partnership)	\$	150.00	3201-8501-60100
Marjorie Gast	01*E0000479	4/30/2024	Actor, Marjorie Gast was a performer for the New Play Lab Readings (KCAIC partnership)	\$	260.00	3201-8501-66103
Marjorie Gast	01*E0000479	4/30/2024	Reimbursement for travel for Marjorie Gast (KCAIC partnership)	\$	150.00	3201-8501-60100
Emily Goodpasture Giles	01*E0000480	4/30/2024	Contract Services for Inge Festival Production	\$	1,650.00	1100-1120-66101
Selena M. Gordon	01*E0000481	4/30/2024	Actor, (Selena) Mykenzie Gordon was a performer for the New Play Lab Readings (KCAIC partnership)	\$	260.00	3201-8501-66103
Selena M. Gordon	01*E0000481	4/30/2024	Reimbursement of travel for (Selena) Mykenzie Gordon (KCAIC partnership)	\$	150.00	3201-8501-60100
Jonathan L. Green	01*E0000482	4/30/2024	Jonathan Green is a Respondent for the New Play Lab (KCAIC Partnership)	\$	1,000.00	3201-8501-66103
Jonathan L. Green	01*E0000482	4/30/2024	Reimbursement for flight for Jonathan L Green.	\$	399.20	3201-8501-60100
Martine K. Green-Rogers	01*E0000483	4/30/2024	Martine Green Rogers is an honored guest of the William Inge Theatre Festival invited to interview Lauren Gunderson.	\$	2,000.00	3201-8501-66103
Paighton C. Hall	01*E0000484	4/30/2024	Actor, Paighton Hall participated in the New Play Lab Readings (KCAIC partnership)	\$	260.00	3201-8501-66103
Morgan Hicks	01*E0000485	4/30/2024	Director Morgan Hicks was a director for the New Play Labs (KCAIC partnership)	\$	750.00	3201-8501-66103
Morgan Hicks	01*E0000485	4/30/2024	Reimbursement for travel for Morgan Hicks (KCAIC partnership)	\$	150.00	3201-8501-60100
Morgan Hicks	01*E0000485	4/30/2024	Director Morgan Hicks was a workshop facilitator for the William Inge Theatre Festival	\$	500.00	3201-8501-66103
Darlene Horne	01*E0000486	4/30/2024	Student Life Speaker - The Danger of the Single Story	\$	500.00	1100-5700-70405
Darlene Horne	01*E0000486	4/30/2024	Darlene Horne (Hope) was a workshop Leader for the William Inge Theatre Festival.	\$	500.00	3201-8501-66103

Emma Horwitz	01*E0000487	4/30/2024	The Playwright in Residence (NEA grant sponsored)	\$	850.00	3201-8501-66103
Andra L. Hunter	01*E0000488	4/30/2024	Actor, Andra L. Hunter participated in the New Play Readings (KCAIC partnership)	\$	260.00	3201-8501-66103
Andra L. Hunter	01*E0000488	4/30/2024	Travel Reimbursement for actor, Andra L. Hunter New Play Lab Reading (KCAIC partnership) participant	\$	150.00	3201-8501-60100
Shannon T. Kearns	01*E0000489	4/30/2024	Playwright, Shannon TL Kearns is a Consultant on the NEA projects for the Arts Grant for the Playwrights in Residence	\$	500.00	3201-8501-66103
Shannon T. Kearns	01*E0000489	4/30/2024	Playwright Shannon TL Kearns was a workshop Facilitator for the 41st Inge Festival	\$	275.00	3201-8501-66103
Tori J. Kreusch	01*E0000490	4/30/2024	Actor, Tori Kreusch participated in the New Play Lab (KCAIC partnership)	\$	260.00	3201-8501-66103
Steven Marzolf	01*E0000491	4/30/2024	Actor, Steven Marzolf was a performer for the New Play Lab (KCAIC partnership)	\$	260.00	3201-8501-66103
Steven Marzolf	01*E0000491	4/30/2024	Reimbursement for travel for Steven Marzolf (KCAIC partnership)	\$	150.00	3201-8501-60100
Jonathan Norton	01*E0000492	4/30/2024	Playwright, Jonathan Norton was a Respondent for the New Play Lab (KCAIC partnership)	\$	1,000.00	3201-8501-66103
Branton R. Quay	01*E0000493	4/30/2024	Registration for Esports event	\$	155.00	1100-5533-62600
Brandon Taylor	01*E0000494	4/30/2024	Actor, Brandon Taylor was a performer in The New Play Lab Readings (KCAIC partnership)	\$	260.00	3201-8501-66103
Brandon Taylor	01*E0000494	4/30/2024	Reimbursement for travel for Brandon Taylor (KCAIC partnership)	\$	150.00	3201-8501-60100
Corbin M. Thomsen	01*E0000495	4/30/2024	Actor, Corbin Thomsen participated in the New Play Lab Readings (KCAIC partnership)	\$	260.00	3201-8501-66103
Emily Tomlinson	01*E0000496	4/30/2024	Actor, Emily Tomlinson was a performer with the New Play Lab Readings (KCAIC partnership)	\$	260.00	3201-8501-66103
Emily Tomlinson	01*E0000496	4/30/2024	Reimbursement of travel for Emily Tomlinson actor New Play Lab (KCAIC partnership)	\$	150.00	3201-8501-60100
Larin M. Tucker	01*E0000497	4/30/2024	Actor, Larin Tucker was a performer in the NEA Grant Projects for the Arts Playwright in Residence reading	\$	200.00	3201-8501-66103
Jonathan A. Wehmeyer	01*E0000498	4/30/2024	Professor Jonathan Wehmeyer was a workshop Facilitator for the Inge Festival	\$	500.00	3201-8501-66103
Jonathan A. Wehmeyer	01*E0000498	4/30/2024	Reimbursement travel for Jonathan Wehmeyer	\$	150.00	3201-8501-60100
Gregg Wiggans	01*E0000499	4/30/2024	Director, Gregg Wiggans was a workshop/discussion facilitator for the 41st Inge Festival	\$	275.00	3201-8501-66103
Atmos Energy	EF*8000082	4/30/2024	Gas Service-Field House	\$	882.30	1100-6500-63102
Atmos Energy	EF*8000082	4/30/2024	Gas Service-Student Union Bldg	\$	806.99	1100-6500-63102
Atmos Energy	EF*8000082	4/30/2024	Gas Service-Fine Arts Bldg	\$	580.25	1100-6500-63102
Atmos Energy	EF*8000082	4/30/2024	Gas Academic Bldg	\$	574.46	1100-6500-63102
Atmos Energy	EF*8000082	4/30/2024	Gas-3890 CR 3730 N Bldg	\$	254.61	1100-6500-63102
Atmos Energy	EF*8000082	4/30/2024	Gas-3890 CR 3730 S Bldg	\$	179.71	1100-6500-63102
Atmos Energy	EF*8000082	4/30/2024	Gas-Admissions Bldg	\$	229.36	1100-6500-63102
Atmos Energy	EF*8000082	4/30/2024	Gas-Maintenance Shop	\$	159.03	1100-6500-63102
Atmos Energy	EF*8000082	4/30/2024	Gas-ICC West	\$	466.32	1100-6500-63102
Evergry	EF*8000083	4/30/2024	Electric 3890 CR 3700	\$	729.21	1100-6500-63103
Evergry	EF*8000083	4/30/2024	Electric-Captain Qtrs	\$	4,397.18	1683-9500-63103
Evergry	EF*8000083	4/30/2024	Electric-Brick A	\$	109.98	1683-9500-63103

Evergy	EF*8000083	4/30/2024	Electric-Brick B	\$	299.03	1683-9500-63103
Evergy	EF*8000083	4/30/2024	Electric-Brick C	\$	55.80	1683-9500-63103
Evergy	EF*8000083	4/30/2024	Electric-Brick D	\$	133.56	1683-9500-63103
Evergy	EF*8000083	4/30/2024	Electric-Main Campus	\$	8,658.34	1100-6500-63103
Evergy	EF*8000083	4/30/2024	Electric-4000 Rd, Fountai	\$	40.33	1100-6500-63103
Evergy	EF*8000083	4/30/2024	Electric-ICC West Sign	\$	62.58	1100-6500-63103
Evergy	EF*8000083	4/30/2024	Electric-ICC West	\$	1,664.07	1100-6500-63103
Kansas Department of Revenue	EF*8000084	4/30/2024	March Bookstore Sales Tax	\$	281.38	1100-0000-21600
Kansas Department of Revenue	EF*8000084	4/30/2024	Fab Lab Qtr I Sales Tax	\$	87.58	1100-0000-21600
Philadelphia Insurance Companies	EF*8000085	4/30/2024	School Specialty Ins.	\$	10,108.94	1100-6500-62100
Pitney Bowes	EF*8000086	4/30/2024	Postage for Machine	\$	600.00	1100-6500-61000
Sierra Learning Solutions	EF*8000087	4/30/2024	Strategic Planning Services (Second Payment) - Inv. 1074	\$	14,000.00	1100-6100-69001
Studebaker Refrigeration, Inc.	EF*8000088	4/30/2024	Ice Machine Rent-Kitchen	\$	155.00	1684-9600-64102
Studebaker Refrigeration, Inc.	EF*8000088	4/30/2024	Ice Machine Rent-Gym	\$	160.00	1100-6500-66100
Toyota Financial Services	EF*8000089	4/30/2024	Rural Opportunity Vehicle Lease	\$	54.99	2502-8312-64101
Toyota Financial Services	EF*8000089	4/30/2024	Fleet Vehicle Lease	\$	499.00	1100-7200-64101
Toyota Financial Services	EF*8000089	4/30/2024	Fleet Vehicle Lease	\$	854.43	1100-7200-64101
Toyota Financial Services	EF*8000089	4/30/2024	Fleet Vehicle Lease	\$	712.00	1100-7200-64101
Toyota Financial Services	EF*8000089	4/30/2024	Fleet Vehicle Lease	\$	684.92	1100-7200-64101
Toyota Financial Services	EF*8000089	4/30/2024	Fleet Vehicle Lease	\$	586.93	1100-7200-64101
Toyota Financial Services	EF*8000089	4/30/2024	Fleet Vehicle Lease	\$	590.11	1100-7200-64101
Toyota Financial Services	EF*8000089	4/30/2024	Fleet Vehicle Lease	\$	586.67	1100-7200-64101
Toyota Financial Services	EF*8000089	4/30/2024	Rural Opportunity Vehicle Lease	\$	545.24	2502-8312-64101
Toyota Financial Services	EF*8000089	4/30/2024	Fleet Vehicle Lease	\$	531.60	1100-7200-64101
UPS	EF*8000090	4/30/2024	Monthly Shipping Charges	\$	84.50	1100-6500-61000
VOXO LLC	EF*8000091	4/30/2024	Phone and Fax Services	\$	2,565.00	1100-6500-63100
WEX Bank	EF*8000092	4/30/2024	Fleet fuel card payment	\$	4,062.43	1100-7200-72000
ICC Student	EFT000000000152	4/16/2024	ICC Student Financial Aid Refund	\$	750.00	11-0000-203-000
ICC Student	EFT000000000153	4/16/2024	ICC Student Financial Aid Refund	\$	750.00	11-0000-203-000
ICC Student	EFT000000000153	4/16/2024	ICC Student Financial Aid Refund	\$	285.00	11-0000-203-000
ICC Student	EFT000000000154	4/16/2024	ICC Student Financial Aid Refund	\$	556.30	11-0000-203-000

ICC Student	EFT000000000155	4/16/2024	ICC Student Financial Aid Refund	\$	750.00	11-0000-203-000
ICC Student	EFT000000000156	4/16/2024	ICC Student Financial Aid Refund	\$	223.10	11-0000-203-000
ICC Student	EFT000000000157	4/16/2024	ICC Student Financial Aid Refund	\$	710.00	11-0000-203-000
ICC Student	EFT000000000158	4/16/2024	ICC Student Financial Aid Refund	\$	2,722.00	11-0000-203-000
ICC Student	EFT000000000159	4/16/2024	ICC Student Financial Aid Refund	\$	891.78	11-0000-203-000
ICC Student	EFT000000000160	4/30/2024	ICC Student Financial Aid Refund	\$	153.00	11-0000-203-000
ICC Student	EFT000000000161	4/30/2024	ICC Student Financial Aid Refund	\$	1,500.00	11-0000-203-000
Commerce Bank	PC*9000011	4/11/2024	Backupify Office 365 Monthly	\$	225.00	1100-6400-85001
Commerce Bank	PC*9000011	4/11/2024	Best Buy - Office Equipment	\$	1,596.44	1100-6500-69001
Commerce Bank	PC*9000011	4/11/2024	Best Buy - Office Equipment	\$	85.19	1100-6500-69001
Commerce Bank	PC*9000011	4/11/2024	Flowerland - Sympathy Flowers	\$	57.94	1100-6100-69001
Commerce Bank	PC*9000011	4/11/2024	Dickeys - Foundation Ex. Dir. Lunch Meeting	\$	60.16	1100-6100-60101
Commerce Bank	PC*9000011	4/11/2024	Best Buy - Office Equipment	\$	20.23	1100-6500-69001
Commerce Bank	PC*9000011	4/11/2024	Amazon - Office Equipment	\$	28.28	1100-6500-69001
Commerce Bank	PC*9000011	4/11/2024	Walmart - Office Supplies	\$	14.32	1100-6100-70001
Commerce Bank	PC*9000011	4/11/2024	Best Buy - Office Equipment	\$	85.19	1100-6500-69001
Commerce Bank	PC*9000011	4/11/2024	Zoom Monthly Membership	\$	120.00	1100-6100-68100
Commerce Bank	PC*9000011	4/11/2024	Painted Horse - KACC Lunch Meeting	\$	95.00	1100-6000-60101
Commerce Bank	PC*9000011	4/11/2024	Thai Table - KACC Conference Meeting	\$	43.01	1100-6100-60101
Commerce Bank	PC*9000011	4/11/2024	SpringHill Suites - KACC Conference Lodging	\$	231.78	1100-6100-60100
Commerce Bank	PC*9000011	4/11/2024	CMA/CNA testing	\$	205.00	7100-9916-69900
Commerce Bank	PC*9000011	4/11/2024	MVR Online.com - Motor Vehicle License Check for New Hire	\$	14.00	1100-6520-66102
Commerce Bank	PC*9000011	4/11/2024	Dominio's Pizza for Special Board of Trustees Meeting 02/21/2024	\$	56.45	1100-6520-60101
Commerce Bank	PC*9000011	4/11/2024	Adobe Monthly Subscription	\$	21.89	1100-6520-66102
Commerce Bank	PC*9000011	4/11/2024	MVR Online.com - Motor Vehicle License Check for New Hire	\$	17.50	1100-6520-66102
Commerce Bank	PC*9000011	4/11/2024	MVR Online.com - Motor Vehicle License Check for New Hire	\$	27.70	1100-6520-66102
Commerce Bank	PC*9000011	4/11/2024	Amazon - Office Supplies: Birthday & Anniversary Cards	\$	29.53	1100-6520-70001
Commerce Bank	PC*9000011	4/11/2024	Amazon - Office Supplies: Happy Birthday Card Stickers	\$	6.23	1100-6520-70001
Commerce Bank	PC*9000011	4/11/2024	Walmart - Meal Supplies for Professional Development Event on 3/01/2024	\$	105.28	1100-6520-60101
Commerce Bank	PC*9000011	4/11/2024	Atlas Risk Management LLC; Background Checks for New Hires	\$	75.00	1100-6520-66102
Commerce Bank	PC*9000011	4/11/2024	G & W Foods: Meal for Professional Development Event on 03/01/2024	\$	109.50	1100-6520-60101

Commerce Bank	PC*9000011	4/11/2024	Compliance Instructor - Fee for Payroll Update Webinar	\$	219.00	1100-6520-69000
Commerce Bank	PC*9000011	4/11/2024	Amazon - Office Supplies	\$	20.79	1100-6520-70001
Commerce Bank	PC*9000011	4/11/2024	MVR Online.com - Motor Vehicle License Check for New Hire	\$	27.70	1100-6520-66102
Commerce Bank	PC*9000011	4/11/2024	Natl. Science Grants Conf. Hotel Philadelphia 3 nights	\$	633.54	1100-6501-60100
Commerce Bank	PC*9000011	4/11/2024	SW Flight round trip Nat. Science Fnd. grants conference June 2024	\$	449.96	1100-6501-60100
Commerce Bank	PC*9000011	4/11/2024	4imprint - Inv. 12236311	\$	386.88	1100-6301-61102
Commerce Bank	PC*9000011	4/11/2024	4imprint - Inv. 12236311	\$	386.88	2503-8313-69000
Commerce Bank	PC*9000011	4/11/2024	4imprint - Love Indy Shirts - Order #26849860	\$	733.76	1100-6301-61102
Commerce Bank	PC*9000011	4/11/2024	4imprint - Love Indy Shirts - Order #26849860	\$	486.00	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	Google LLC	\$	10.00	3201-8501-61100
Commerce Bank	PC*9000011	4/11/2024	Google LLC	\$	50.00	3201-8501-61100
Commerce Bank	PC*9000011	4/11/2024	Meta Advertising	\$	35.44	1100-6301-61102
Commerce Bank	PC*9000011	4/11/2024	Meta Advertising	\$	60.56	3201-8501-61100
Commerce Bank	PC*9000011	4/11/2024	Meta Advertising	\$	69.96	3201-8501-61100
Commerce Bank	PC*9000011	4/11/2024	Meta Advertising	\$	26.04	1100-6301-61102
Commerce Bank	PC*9000011	4/11/2024	Meta Advertising	\$	27.48	1100-6301-61102
Commerce Bank	PC*9000011	4/11/2024	Meta Advertising	\$	68.52	3201-8501-61100
Commerce Bank	PC*9000011	4/11/2024	Meta Advertising	\$	68.14	3201-8501-61100
Commerce Bank	PC*9000011	4/11/2024	Meta Advertising	\$	27.86	1100-6301-61102
Commerce Bank	PC*9000011	4/11/2024	ADOBE INC.Title IX Software	\$	262.67	1100-5700-70000
Commerce Bank	PC*9000011	4/11/2024	SWANK MOTION PICTURES Student Union Movie	\$	580.00	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	ONEHUB Title IX Software	\$	125.00	1100-5700-70000
Commerce Bank	PC*9000011	4/11/2024	TST CELTIC FOX KCCLI Meal	\$	23.78	1100-5700-60101
Commerce Bank	PC*9000011	4/11/2024	THE PENNANT KCCLI Meal	\$	17.86	1100-5700-60101
Commerce Bank	PC*9000011	4/11/2024	CYRUS HOTEL TRIBUTE PO KCCLI Hotel	\$	135.60	1100-5700-60100
Commerce Bank	PC*9000011	4/11/2024	B & C Barbeque - recruiting meal	\$	27.73	1100-6301-60101
Commerce Bank	PC*9000011	4/11/2024	B & C Barbeque - Recruiting Meal	\$	24.73	1100-6301-60101
Commerce Bank	PC*9000011	4/11/2024	Holiday Inn Express - recruiting lodging	\$	331.31	1100-6301-60100
Commerce Bank	PC*9000011	4/11/2024	Cinnamons Deli - Recruiting meal	\$	41.24	1100-6301-60101
Commerce Bank	PC*9000011	4/11/2024	Walmart - Office Supplies for Event	\$	68.28	1100-6301-70405
Commerce Bank	PC*9000011	4/11/2024	Dollar Tree - Office supplies for Event	\$	6.66	1100-6301-70405

Commerce Bank	PC*9000011	4/11/2024	Constant Contact Subscription	\$	145.00	1100-5300-68101
Commerce Bank	PC*9000011	4/11/2024	Supply House - Boiler repair parts	\$	28.84	1683-9500-65001
Commerce Bank	PC*9000011	4/11/2024	Walmart - T.V. Mount	\$	9.88	1100-7100-69001
Commerce Bank	PC*9000011	4/11/2024	Derailed Commodity - Base Cove Adhesive	\$	10.50	1100-7100-65003
Commerce Bank	PC*9000011	4/11/2024	Sherwin Williams - Paint	\$	37.25	1100-7100-65003
Commerce Bank	PC*9000011	4/11/2024	Walmart - Label maker tape	\$	9.94	1100-7100-70001
Commerce Bank	PC*9000011	4/11/2024	PrairieLand - Weed eater oil	\$	3.65	1100-7100-65001
Commerce Bank	PC*9000011	4/11/2024	PrairieLand - Weed eater oil	\$	18.25	1100-7100-65001
Commerce Bank	PC*9000011	4/11/2024	Supply House - Boiler repair parts for Student Union Kitchen	\$	340.90	1684-9600-82001
Commerce Bank	PC*9000011	4/11/2024	Grainger - maintenance supplies for HVAC Unit	\$	203.32	1100-7100-82001
Commerce Bank	PC*9000011	4/11/2024	Sherwin Williams - Paint	\$	429.89	1100-7100-65003
Commerce Bank	PC*9000011	4/11/2024	Supply House - Supplies for Boiler Repair	\$	59.83	1683-9500-65001
Commerce Bank	PC*9000011	4/11/2024	Connected Services	\$	25.00	1100-7200-69001
Commerce Bank	PC*9000011	4/11/2024	Connected Services	\$	15.00	1100-7200-69001
Commerce Bank	PC*9000011	4/11/2024	Amazon Order Office Supplies Black Folders and Name Tag Badges	\$	70.05	3201-8501-70001
Commerce Bank	PC*9000011	4/11/2024	CiviHosting, Inge Website host Yearly subscription	\$	240.00	3201-8501-66103
Commerce Bank	PC*9000011	4/11/2024	Flight Jonathan Norton, New Play Lab Respondent (KCAIC partnership) During Inge Festival	\$	353.19	3201-8501-60101
Commerce Bank	PC*9000011	4/11/2024	Seating for Flight Jonathan Norton, New Play Lab Respondent (KCAIC partnership) During Inge Festival	\$	69.60	3201-8501-60100
Commerce Bank	PC*9000011	4/11/2024	Flight Martine Green Rogers Interviewer for Honoree During Inge Festival	\$	398.93	3201-8501-60100
Commerce Bank	PC*9000011	4/11/2024	Flight Chisa Hutchinson, New Play Lab Masterclass Facilitator (KCAIC partnership) During Inge Festival	\$	995.20	3201-8501-60100
Commerce Bank	PC*9000011	4/11/2024	Seating for Flight Martine Green Rogers Interviewer for Honoree During Inge Festival	\$	73.00	3201-8501-60100
Commerce Bank	PC*9000011	4/11/2024	Seating for Flight Martine Green Rogers Interviewer for Honoree During Inge Festival	\$	73.00	3201-8501-60100
Commerce Bank	PC*9000011	4/11/2024	Seating for Flight Chisa Hutchinson, New Play Lab Masterclass Facilitator (KCAIC partnership) During Inge Festival	\$	76.00	3201-8501-60100
Commerce Bank	PC*9000011	4/11/2024	Seating for Flight Chisa Hutchinson, New Play Lab Masterclass Facilitator (KCAIC partnership) During Inge Festival	\$	79.00	3201-8501-60100
Commerce Bank	PC*9000011	4/11/2024	Seating for Flight Chisa Hutchinson, New Play Lab Masterclass Facilitator (KCAIC partnership) During Inge Festival	\$	137.00	3201-8501-60100
Commerce Bank	PC*9000011	4/11/2024	Cash Back Rebate	\$	(564.17)	1100-6500-69001
Commerce Bank	PC*9000011	4/11/2024	Stage Blood & Makeup effects BAT BOY	\$	34.96	1100-1120-70502
Commerce Bank	PC*9000011	4/11/2024	Meal for Cast & Crew BAT BOY Strike	\$	134.42	1100-1120-60101
Commerce Bank	PC*9000011	4/11/2024	Props Rental Return BAT BOY Postage	\$	15.16	1100-1120-70502
Commerce Bank	PC*9000011	4/11/2024	Hair cur, Color, Style ICC Cosmo for BAT BOY	\$	35.00	1100-1120-70505
Commerce Bank	PC*9000011	4/11/2024	Flight for Inge Fest AEA Guest Artist actor for The Revolutionists	\$	702.20	1100-1120-66101

Commerce Bank	PC*9000011	4/11/2024	Maria's Mexican Restaurant - Business Office Disbursement Day Team Lunch	\$	91.00	1100-6200-60101
Commerce Bank	PC*9000011	4/11/2024	Title III Grant - Ellucian E-Live Registration Fee	\$	1,295.00	2503-8313-62600
Commerce Bank	PC*9000011	4/11/2024	Title III Grant - Southwest Airlines - Flight to E-Live Conference	\$	675.96	2503-8313-60100
Commerce Bank	PC*9000011	4/11/2024	Fish & Shrimp Diner - Team meeting during lunch	\$	112.18	2502-8312-60100
Commerce Bank	PC*9000011	4/11/2024	Walmart - LCHS 2024 Spring College & Career Fair - Fruit	\$	41.07	2502-8312-60100
Commerce Bank	PC*9000011	4/11/2024	Daylight Donuts - LCHS 2024 Spring College & Career Fair	\$	119.83	2502-8312-60100
Commerce Bank	PC*9000011	4/11/2024	MJ's Burger House - LCHS 2024 Spring College & Career Fair - Lunch	\$	770.40	2502-8312-60100
Commerce Bank	PC*9000011	4/11/2024	Fixins Soul Kitchen meal while picking up new coach FB	\$	64.10	1100-5510-60101
Commerce Bank	PC*9000011	4/11/2024	Fixins Soul Kitchen meal while picking up new coach FB	\$	17.71	1100-5510-60101
Commerce Bank	PC*9000011	4/11/2024	Phillips 66 soft drink while picking up player FB	\$	3.18	1100-5510-60101
Commerce Bank	PC*9000011	4/11/2024	Casey's Coach Meal	\$	6.70	1100-5510-60101
Commerce Bank	PC*9000011	4/11/2024	Casey's Coach Meal	\$	8.60	1100-5510-60101
Commerce Bank	PC*9000011	4/11/2024	Kum&Go soft drink while picking up players from airport FB	\$	6.52	1100-5510-60101
Commerce Bank	PC*9000011	4/11/2024	McDonalds Team meal @ NEO SB	\$	129.84	1100-5522-60101
Commerce Bank	PC*9000011	4/11/2024	McDonalds Teal meal @ NEO SB	\$	1.83	1100-5522-60101
Commerce Bank	PC*9000011	4/11/2024	PayPal Recruiting X6 SB	\$	600.00	1100-5522-61102
Commerce Bank	PC*9000011	4/11/2024	Chick-fil-a Team meal @ Connors SB	\$	182.86	1100-5522-60101
Commerce Bank	PC*9000011	4/11/2024	Braums Team meal Spring Break SB	\$	114.92	1100-5522-60101
Commerce Bank	PC*9000011	4/11/2024	Braums Cowley post game meal AT	\$	26.98	1100-5530-60101
Commerce Bank	PC*9000011	4/11/2024	Pro Helmet Decals helmet decals SB	\$	56.69	1100-5522-69100
Commerce Bank	PC*9000011	4/11/2024	Dick's Softball bats SB	\$	1,151.61	1100-5522-69100
Commerce Bank	PC*9000011	4/11/2024	McDonalds Meal for players FB	\$	20.53	1100-5510-60101
Commerce Bank	PC*9000011	4/11/2024	Amazon SD cards for camera & speaker for softball game day AD	\$	382.47	1100-5500-85000
Commerce Bank	PC*9000011	4/11/2024	Amazon white board for VB practice VB	\$	138.44	1100-5520-69100
Commerce Bank	PC*9000011	4/11/2024	Wendy's dinner after attending WBB & MBB games @ Cowley AD	\$	13.87	1100-5500-60101
Commerce Bank	PC*9000011	4/11/2024	Amazon Towels for the Athletic training room AD	\$	62.22	1100-5500-70001
Commerce Bank	PC*9000011	4/11/2024	Amazon Office supplies and towels for athletic training room AD	\$	107.26	1100-5500-70001
Commerce Bank	PC*9000011	4/11/2024	Subway Lunch before attending softball games at NEO AD	\$	18.48	1100-5500-60101
Commerce Bank	PC*9000011	4/11/2024	Village Tours Bus deposits for Fall football travel AD	\$	1,200.00	1100-5500-66100
Commerce Bank	PC*9000011	4/11/2024	Amazon reaction balls and tennis balls for volleyball training VB	\$	65.67	1100-5520-69100
Commerce Bank	PC*9000011	4/11/2024	Walmart Soda pop for the concession AD	\$	93.68	1100-5520-69100

Commerce Bank	PC*9000011	4/11/2024	Amazon Office supplies and popcorn for the concession AD	\$	166.46	1100-5500-70001
Commerce Bank	PC*9000011	4/11/2024	Walmart soda pop and Gatorade for the concession, laundry detergent for game day towels AD	\$	93.50	1100-5500-70001
Commerce Bank	PC*9000011	4/11/2024	Amazon tablet for athletic training room sign in/display case for a FB jersey AD	\$	188.18	1100-5500-70001
Commerce Bank	PC*9000011	4/11/2024	Independence Country Club membership AD	\$	1,257.00	1100-5500-69001
Commerce Bank	PC*9000011	4/11/2024	Independence Main Street Donation/massage gun for athletic training AD	\$	60.00	1100-5500-70001
Commerce Bank	PC*9000011	4/11/2024	Jimmy Johns Lunch before attending region 6 cheer competition AD	\$	13.75	1100-5500-60101
Commerce Bank	PC*9000011	4/11/2024	Starbucks Coffee while attending the region 6 cheer competition AD	\$	22.42	1100-5500-60101
Commerce Bank	PC*9000011	4/11/2024	Spotify Athletic game day music AD	\$	10.99	1100-5500-66100
Commerce Bank	PC*9000011	4/11/2024	Apple.com Softball game day walkout music AD	\$	5.99	1100-5500-66100
Commerce Bank	PC*9000011	4/11/2024	McDonald Team meal cowley MBB	\$	62.04	1100-5511-60101
Commerce Bank	PC*9000011	4/11/2024	Holiday Inn Team Hotels at NW Tech AD	\$	798.78	1100-5500-60100
Commerce Bank	PC*9000011	4/11/2024	UIL Boys Basketball Recruiting Tx MBB	\$	236.50	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Walmart Sophomore Day pictures frame MBB	\$	14.98	1100-5511-70001
Commerce Bank	PC*9000011	4/11/2024	Walgreens Sophomore Day Picture Frames MBB	\$	39.40	1100-5511-69100
Commerce Bank	PC*9000011	4/11/2024	Texas Roadhouse Recruiting meal SA MBB	\$	21.39	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Taco Cabana Recruiting meal SA MBB	\$	9.08	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Walmart Cupcakes for players birthday VB	\$	13.44	1100-5520-60101
Commerce Bank	PC*9000011	4/11/2024	Quality Inn hotel while recruiting in Dallas VB	\$	157.88	1100-5520-61102
Commerce Bank	PC*9000011	4/11/2024	Taco Cabana meal while recruiting in Dallas VB	\$	14.13	1100-5520-61102
Commerce Bank	PC*9000011	4/11/2024	Subway meal while recruiting in Dallas VB	\$	11.57	1100-5520-61102
Commerce Bank	PC*9000011	4/11/2024	In-N-Out Meal while recruiting in Dallas	\$	10.99	1100-5520-61102
Commerce Bank	PC*9000011	4/11/2024	Olive Garden Meal while recruiting in Dallas VB	\$	26.11	1100-5520-61102
Commerce Bank	PC*9000011	4/11/2024	Sports Imports New net/Velcro VB	\$	419.65	1100-5520-69100
Commerce Bank	PC*9000011	4/11/2024	Domino's Team meal working WBB/MBB game VB	\$	67.30	1100-5520-60101
Commerce Bank	PC*9000011	4/11/2024	Amazon Bandanas for competition costume Spirit	\$	15.32	1100-5531-69100
Commerce Bank	PC*9000011	4/11/2024	Innovative Choreograph entry fee into competition/combine Spirit	\$	20.00	1100-5531-61102
Commerce Bank	PC*9000011	4/11/2024	Chipotle Lunch while recruiting Spirit	\$	30.54	1100-5531-61102
Commerce Bank	PC*9000011	4/11/2024	Amazon Shadows boxes for sophomore gifts Spirit	\$	32.84	1100-5531-69100
Commerce Bank	PC*9000011	4/11/2024	Dollar Tree candy for goody bags for WBB's last game Spirit	\$	18.75	1100-5531-69100
Commerce Bank	PC*9000011	4/11/2024	Amazon Heat shaped glasses for team photo for competition Spirit	\$	19.68	1100-5531-69100
Commerce Bank	PC*9000011	4/11/2024	Nuvo Athletic body flags for competition routine 2025 Spirit	\$	252.00	1100-5531-69100

Commerce Bank	PC*9000011	4/11/2024	Pizza Hut Team dinner after last home game Spirit	\$	65.63	1100-5531-60101
Commerce Bank	PC*9000011	4/11/2024	Walmart snacks for team during competition Spirit	\$	40.07	1100-5531-60101
Commerce Bank	PC*9000011	4/11/2024	Freddy's Team dinner after competition Spirit	\$	132.03	1100-5531-60101
Commerce Bank	PC*9000011	4/11/2024	Walmart Water bottles for team during competition Spirit	\$	3.79	1100-5531-60101
Commerce Bank	PC*9000011	4/11/2024	Jimmy Johns Team lunch during competition Spirit	\$	97.80	1100-5531-60101
Commerce Bank	PC*9000011	4/11/2024	Buffalo Wild Wings Meal while recruiting WBB	\$	24.48	1100-5521-61102
Commerce Bank	PC*9000011	4/11/2024	Roosevelt's Meal while recruiting WBB	\$	52.66	1100-5521-61102
Commerce Bank	PC*9000011	4/11/2024	Walmart Supplies WBB	\$	13.17	1100-5521-69100
Commerce Bank	PC*9000011	4/11/2024	Southwest travel WBB	\$	128.98	1100-5521-61102
Commerce Bank	PC*9000011	4/11/2024	Southwest Travel WBB	\$	94.98	1100-5521-61102
Commerce Bank	PC*9000011	4/11/2024	Chipotle Meal while recruiting WBB	\$	11.18	1100-5521-61102
Commerce Bank	PC*9000011	4/11/2024	Buffalo Wild Wings Meal while recruiting WBB	\$	25.59	1100-5521-61102
Commerce Bank	PC*9000011	4/11/2024	Club 609 Meal while recruiting WBB	\$	95.89	1100-5521-61102
Commerce Bank	PC*9000011	4/11/2024	Chipotle Meal while recruiting WBB	\$	23.77	1100-5521-61102
Commerce Bank	PC*9000011	4/11/2024	McDonalds Team meal at Garden City WBB	\$	58.84	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Buffalo Wild Wings meal WBB	\$	28.85	1100-5521-61102
Commerce Bank	PC*9000011	4/11/2024	Hampton Inn Hotel at Garden City WBB	\$	623.28	1100-5521-60100
Commerce Bank	PC*9000011	4/11/2024	Chick-fil-a Team meal on way to Garden City WBB	\$	105.03	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Buffalo Wild Wings meal WBB	\$	13.55	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Walmart Laundry soap WBB	\$	29.83	1100-5521-69100
Commerce Bank	PC*9000011	4/11/2024	Domino's Team meal WBB	\$	74.41	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Walmart Team snacks WBB	\$	28.71	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Buffalo Wild Wings Team meal @ Salina	\$	280.31	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Jimmy John Team meal @ Colby WBB	\$	2.39	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Jimmy Johns Team meal @ Colby WBB	\$	108.43	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Pizza Hut Team meal @ NW Tech WBB	\$	93.68	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Holiday Inn Team hotel at Hays WBB	\$	529.65	1100-5521-60100
Commerce Bank	PC*9000011	4/11/2024	McDonalds Team meal WBB	\$	45.86	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Walmart Birthday supplies WBB	\$	26.15	1100-5521-69100
Commerce Bank	PC*9000011	4/11/2024	Dollar Tree Sophomore night goodies WBB	\$	9.32	1100-5521-69100
Commerce Bank	PC*9000011	4/11/2024	Walgreens Sophomore night goodies WBB	\$	384.93	1100-5521-69100

Commerce Bank	PC*9000011	4/11/2024	Dollar Tree Sophomore Night goodies WBB	\$	41.14	1100-5521-69100
Commerce Bank	PC*9000011	4/11/2024	Walmart Sophomore night goodies WBB	\$	70.95	1100-5521-69100
Commerce Bank	PC*9000011	4/11/2024	Walmart snacks WBB	\$	22.41	1100-5521-60101
Commerce Bank	PC*9000011	4/11/2024	Hampton Inn TeamHotel @ Garden City WBB	\$	155.82	1100-5521-60100
Commerce Bank	PC*9000011	4/11/2024	Phillips 66 recruiting meal OKC MBB	\$	14.07	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Ihop Meal while recruiting at OKC MBB	\$	39.19	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Courtyard hotel while recruiting in OKC MBB	\$	96.55	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Chick-fil-a meal while recruiting MBB	\$	29.02	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Cenex coach meal at NW tech MBB	\$	14.13	1100-5511-60101
Commerce Bank	PC*9000011	4/11/2024	McDonalds Team meal at NW Tech MBB	\$	41.35	1100-5511-60101
Commerce Bank	PC*9000011	4/11/2024	Taco John Coach meal at NW Tech MBB	\$	24.23	1100-5511-60101
Commerce Bank	PC*9000011	4/11/2024	Phillips 66 meal while recruiting OK MBB	\$	14.60	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	McDonalds meal while recruiting OK MBB	\$	20.08	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Wendy's Meal while recruiting MBB	\$	27.09	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	SWA Upgboards recruiting flight seat MBB	\$	45.00	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	7-Eleven recruiting meal MBB	\$	11.86	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	McDonalds meal while recruiting MBB	\$	12.45	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Higland Pub & brewery meal while recruiting MBB	\$	49.75	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Wingstop meal while recruiting MBB	\$	18.98	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	McDonalds recruiting meal MBB	\$	11.22	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	McDonalds Meal while recruiting MBB	\$	17.53	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	McDonalds meal while recruiting MBB	\$	11.70	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	R&B Super Store meal while recruiting MBB	\$	12.47	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	7-Eleven meal while recruiting MBB	\$	10.88	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Circle K meal while recruiting MBB	\$	3.47	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Sharis Halsey Crossing Meal while recruiting MBB	\$	9.98	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Courtyard by MNBarrriott meal while recruiting MBB	\$	35.00	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Swa upgboards flight seat while recruiting MBB	\$	45.00	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Laz Parking Tulsa airport parking while recruiting MBB	\$	45.00	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Burger King meal while recruiting MBB	\$	11.72	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Enterprise Rent-A-Car rental car while recruiting MBB	\$	271.03	1100-5511-61102

Commerce Bank	PC*9000011	4/11/2024	Courtyard hotel while recruiting MBB	\$	519.65	1100-5511-61102
Commerce Bank	PC*9000011	4/11/2024	Pirate Ship	\$	14.35	1681-9300-61000
Commerce Bank	PC*9000011	4/11/2024	WalMart -Drinks for Resale	\$	144.84	1681-9300-74001
Commerce Bank	PC*9000011	4/11/2024	Bags in Bulk - Office Supplies	\$	107.50	1681-9300-70001
Commerce Bank	PC*9000011	4/11/2024	Pirate Ship - Mailing Online order	\$	8.79	1681-9300-61000
Commerce Bank	PC*9000011	4/11/2024	Pirate Ship - Mailing Online Order	\$	6.73	1681-9300-61000
Commerce Bank	PC*9000011	4/11/2024	Pirate Ship - Mailing Online Order	\$	18.32	1681-9300-61000
Commerce Bank	PC*9000011	4/11/2024	Pirate Ship - Mailing Online Order	\$	6.91	1681-9300-61000
Commerce Bank	PC*9000011	4/11/2024	ECWID - Website Fees	\$	39.00	1681-9300-66100
Commerce Bank	PC*9000011	4/11/2024	Bigger Books - Refund on textbook order	\$	(82.87)	1681-9300-74000
Commerce Bank	PC*9000011	4/11/2024	Bigger Books - Refund on textbook order	\$	(0.99)	1681-9300-74000
Commerce Bank	PC*9000011	4/11/2024	Pirate Ship - Postage for Online Order	\$	6.73	1681-9300-61000
Commerce Bank	PC*9000011	4/11/2024	WalMart - Drinks for Resale	\$	188.02	1681-9300-74002
Commerce Bank	PC*9000011	4/11/2024	(Miscellaneous) Dickey's Barbecue Pit - Lunch Snacks for Feb 2024 Monthly Meet/TRIO Day Event (Year 2)	\$	397.95	2501-8311-69001
Commerce Bank	PC*9000011	4/11/2024	(Miscellaneous) Walmart - Supplies for Feb Monthly Meet & Community Service Project (Year 2)	\$	113.48	2501-8311-69001
Commerce Bank	PC*9000011	4/11/2024	(Miscellaneous) Dollar Tree - Supplies for Feb Monthly Meet & Community Service Project (Year 2)	\$	208.75	2501-8311-69001
Commerce Bank	PC*9000011	4/11/2024	(Instructional Supplies) Amazon - Crayons and Markers (Year 2)	\$	122.97	2501-8311-69001
Commerce Bank	PC*9000011	4/11/2024	(Miscellaneous) Walmart - Breakfast Snacks, Lunch Snacks, & Supplies for Feb Monthly Meet/Workshop/TRIO Day (Year 2)	\$	159.68	2501-8311-69001
Commerce Bank	PC*9000011	4/11/2024	(Staff Travel) Tanganyika Wildlife Park - Park Admission/Behind the Scenes Experiences for 2 Chaperones on Cultural/Career Trip (Year 2)	\$	306.05	2501-8311-60100
Commerce Bank	PC*9000011	4/11/2024	(Student Travel) Tanganyika Wildlife Park - Park Admission/Behind the Scenes Experiences for 12 Students on Cultural/Career Trip (Year 2)	\$	1,836.31	2501-8311-60001
Commerce Bank	PC*9000011	4/11/2024	(Office Supplies) Walmart - Storage Containers (Year 2)	\$	90.62	2501-8311-70001
Commerce Bank	PC*9000011	4/11/2024	(Miscellaneous) Amazon - Activity Supplies for March Monthly Meet/Lock-In (Year 2)	\$	84.07	2501-8311-69001
Commerce Bank	PC*9000011	4/11/2024	(Miscellaneous) Walmart - Dinner Snacks, Breakfast Snacks, Other Snacks, & Supplies for March Monthly Meet/Lock-In (Year 2)	\$	384.83	2501-8311-69001
Commerce Bank	PC*9000011	4/11/2024	(Miscellaneous) Domino's Pizza - Dinner Snacks for March Monthly Meet/Lock-In (Year 2)	\$	258.27	2501-8311-69001
Commerce Bank	PC*9000011	4/11/2024	ZOHO-FabLab Subscription	\$	296.72	1100-1152-68101
Commerce Bank	PC*9000011	4/11/2024	Walmart-Misc	\$	23.88	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	eduporium-micro:bit V2 Go	\$	378.00	3202-1152-70000
Commerce Bank	PC*9000011	4/11/2024	JDS-Mug Order	\$	113.40	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Amazon-SD Cards	\$	49.02	3202-1152-70000
Commerce Bank	PC*9000011	4/11/2024	Walmart-Misc	\$	65.54	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Pittsburg State Univeristy-Bridging Success with Enrollment and Retention Strategies	\$	135.00	2505-8315-69000

Commerce Bank	PC*9000011	4/11/2024	Dollar Tree-Mugs	\$	12.50	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Amazon-Clocks	\$	268.08	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Amazon-Laser Supplies	\$	13.85	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Waters Hardware-Hardware for repairs	\$	49.78	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Waters Hardware-Hardware for repairs	\$	8.19	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Walmart-Misc	\$	73.70	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	One Source Supply-HTV for projects	\$	220.65	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Bambu Lab-3D Printer	\$	1,004.98	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Amazon-Equipment	\$	55.66	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Heat Transfer Warehouse-HTV Material and Equipment	\$	403.60	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Lexjet-Printing Materials	\$	139.55	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	JDS Industries-Sublimation Items	\$	174.16	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	2/28 Meals-Deans and Directors Conference	\$	21.37	1100-1152-60101
Commerce Bank	PC*9000011	4/11/2024	Amazon-Kids Crew	\$	25.99	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	3/1 Meals-Deans and Directors Conference	\$	31.28	1100-1152-60101
Commerce Bank	PC*9000011	4/11/2024	2/29 Meals-Deans and Directors Conference	\$	19.77	1100-1152-60101
Commerce Bank	PC*9000011	4/11/2024	Lodging-Deans and Directors Conference	\$	250.38	1100-1152-60100
Commerce Bank	PC*9000011	4/11/2024	Amazon-Misc	\$	17.46	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	TLC-Kids Crew	\$	39.95	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Formlabs-Equipment	\$	92.30	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Printer Service	\$	40.00	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Printer Service Charge	\$	1.00	7100-9971-69900
Commerce Bank	PC*9000011	4/11/2024	Miller Brothers-Forklift Propane Refill	\$	32.50	1100-1152-69001
Commerce Bank	PC*9000011	4/11/2024	Pirate Pantry Items	\$	93.04	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Webstaurant Store - equipment	\$	427.74	1684-9600-69001
Commerce Bank	PC*9000011	4/11/2024	El Pueblito - Departmental Lunch	\$	67.97	1100-6200-60101
Commerce Bank	PC*9000011	4/11/2024	Stoneys Pub & Grub - Financial Aid Dept. Lunch	\$	148.00	1100-6200-60101
Commerce Bank	PC*9000011	4/11/2024	Best Buy - IT Equipment	\$	2,599.99	1100-6400-85000
Commerce Bank	PC*9000011	4/11/2024	Best Buy - IT Equipment	\$	154.99	1100-6400-85000
Commerce Bank	PC*9000011	4/11/2024	Walmart - Office equipment	\$	210.00	1100-6200-69001
Commerce Bank	PC*9000011	4/11/2024	Webstaurant - Monthly Membership	\$	99.00	1684-9600-69001

Commerce Bank	PC*9000011	4/11/2024	Adobe - Monthly Membership Fee	\$	32.84	1100-6200-68100
Commerce Bank	PC*9000011	4/11/2024	Fast Lane Car Wash - Lost receipt	\$	9.00	1100-7200-69001
Commerce Bank	PC*9000011	4/11/2024	Lowes - Maintenance	\$	71.41	1100-7200-69001
Commerce Bank	PC*9000011	4/11/2024	DRI 48 Hr Print - Inge Festival Printing	\$	135.85	3201-8501-61001
Commerce Bank	PC*9000011	4/11/2024	Tuptim Thai Restaurant - CFO+Controller Conference Meal	\$	56.77	1100-6200-60101
Commerce Bank	PC*9000011	4/11/2024	Nation Station - CFO+Controller Conference Meal	\$	31.06	1100-6200-60101
Commerce Bank	PC*9000011	4/11/2024	SQ Millennium Cafe - CFO+Controller Conference Meal	\$	28.92	1100-6200-60101
Commerce Bank	PC*9000011	4/11/2024	Connected Services Subscription	\$	25.00	1100-7200-68100
Commerce Bank	PC*9000011	4/11/2024	Springhill Suites - CFO Conference Lodging	\$	231.78	1100-6200-60100
Commerce Bank	PC*9000011	4/11/2024	Springhill Suites - Controller Conference Lodging	\$	231.78	1100-6200-60100
Commerce Bank	PC*9000011	4/11/2024	Lowes - Maintenance Equip. Reimb.	\$	(0.05)	1100-7100-69001
Commerce Bank	PC*9000011	4/11/2024	Lowes - Maintenance Equip. Reimb.	\$	(0.38)	1100-7100-69001
Commerce Bank	PC*9000011	4/11/2024	Zoom - Monthly Membership Fee	\$	15.99	1100-6200-68100
Commerce Bank	PC*9000011	4/11/2024	Ennoview - Cosmetology Subscription Renewal Angela S.	\$	165.00	1200-1213-68101
Commerce Bank	PC*9000011	4/11/2024	Hugo's - Cosmetology Instructional Supplies Angela S.	\$	72.28	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	Independence Animal Hospital - Instructional Supplies Maria P.	\$	30.00	1200-1212-70000
Commerce Bank	PC*9000011	4/11/2024	Avis Technology - Music Instructional Supplies Brandon H.	\$	108.41	1100-1121-70000
Commerce Bank	PC*9000011	4/11/2024	Maxi-Aids - Accessibility Taylor C.	\$	65.84	1100-4400-69001
Commerce Bank	PC*9000011	4/11/2024	Avis Technology - Music Instructional Supplies Refund Brandon H.	\$	(108.41)	1100-1121-70000
Commerce Bank	PC*9000011	4/11/2024	Honor Cord Company - ICC Now Molly R.	\$	437.50	1100-1160-68100
Commerce Bank	PC*9000011	4/11/2024	Amazon - Cosmetology Instructional Supplies Chelsea B.	\$	43.78	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	Amazon - Cosmetology Instructional Supplies Chelsea B.	\$	10.94	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	Amazon - Cosmetology Instructional Supplies Chelsea B.	\$	53.34	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	State Beauty Supply - Cosmetology Instructional Supplies Chelsea B.	\$	69.84	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	Amazon - Cosmetology Instructional Supplies Chelsea B.	\$	226.82	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	State Beauty Supply - Cosmetology Instructional Supplies Chelsea B.	\$	432.78	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	State Beauty Supply - Cosmetology Instructional Supplies Chelsea B.	\$	7.49	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	Marianna Industries - Cosmetology Instructional Supplies Chelsea B.	\$	1,192.20	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	State Beauty Supply - Cosmetology Instructional Supplies Chelsea B.	\$	13.75	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	State Beauty Supply - Cosmetology Instructional Supplies Chelsea B.	\$	32.07	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	Amazon - Cosmetology Instructional Supplies Chelsea B.	\$	7.50	1200-1213-70000

Commerce Bank	PC*9000011	4/11/2024	Cosmoprof - Cosmetology Instructional Supplies Chelsea B.	\$	227.29	1200-1213-70000
Commerce Bank	PC*9000011	4/11/2024	Wal-Mart - Cosmetology Office Supplies Chelsea B.	\$	76.10	1200-1213-70001
Commerce Bank	PC*9000011	4/11/2024	Wal-Mart - Cosmetology Office Supplies Chelsea B.	\$	13.94	1200-1213-70001
Commerce Bank	PC*9000011	4/11/2024	Lovebird Music - Music Instructional Supplies Brandon H.	\$	85.61	1100-1121-70000
Commerce Bank	PC*9000011	4/11/2024	J.W. Pepper - Music Sets Brandon H.	\$	259.39	1100-1121-70503
Commerce Bank	PC*9000011	4/11/2024	J.W. Pepper - Music Instructional Supplies Brandon H.	\$	65.00	1100-1121-70000
Commerce Bank	PC*9000011	4/11/2024	Patterson Veterinary - Instructional Supplies Maria P.	\$	34.38	1200-1212-70000
Commerce Bank	PC*9000011	4/11/2024	Amazon - Academic Affairs Office Supplies April P.	\$	19.99	1100-4200-70001
Commerce Bank	PC*9000011	4/11/2024	Patterson Veterinary - Instructional Supplies Maria P.	\$	94.60	1200-1212-70000
Commerce Bank	PC*9000011	4/11/2024	Amazon - Academic Affairs Office Supplies April P.	\$	16.32	1100-4200-70001
Commerce Bank	PC*9000011	4/11/2024	Amazon - Academic Affairs Office Supplies April P.	\$	60.47	1100-4200-70001
Commerce Bank	PC*9000011	4/11/2024	OfficeSupply.com - Communications Office Supplies Jesse C.	\$	16.64	1100-1125-70001
Commerce Bank	PC*9000011	4/11/2024	Big Cheese Pizza - Community Education Molly R.	\$	209.85	1100-1131-70000
Commerce Bank	PC*9000011	4/11/2024	Wal-Mart - Community Education Office Supplies Molly R.	\$	46.72	1100-1131-70001
Commerce Bank	PC*9000011	4/11/2024	Dollar Tree - Community Education Molly R.	\$	9.00	1100-1131-70000
Commerce Bank	PC*9000011	4/11/2024	Amazon - Registrar Office Supplies Wendy N.	\$	41.98	1100-5302-70001
Commerce Bank	PC*9000011	4/11/2024	Patterson Veterinary - Instructional Supplies Maria P.	\$	338.30	1200-1212-70000
Commerce Bank	PC*9000011	4/11/2024	Quivira Council - Boy Scouts Registration Community Education Molly R.	\$	150.00	1100-1131-66101
Commerce Bank	PC*9000011	4/11/2024	Wal-Mart - Physical Science Instructional Supplies Sambhawana S.	\$	6.50	1100-1141-70000
Commerce Bank	PC*9000011	4/11/2024	Amazon - Theater Instructional Supplies Joel W.	\$	27.22	1100-1120-70000
Commerce Bank	PC*9000011	4/11/2024	Patterson Veterinary - Instructional Supplies Maria P.	\$	52.00	1200-1212-70000
Commerce Bank	PC*9000011	4/11/2024	Johnson Plastics - Registrar Graduation Awards Wendy N.	\$	162.87	1100-5302-69001
Commerce Bank	PC*9000011	4/11/2024	DMG NSF Event - Grants Bruce P.	\$	750.00	1100-6501-66103
Commerce Bank	PC*9000011	4/11/2024	DNS Filter monthly renewal & GoDaddy Annual indycc.edu domain renewal	\$	149.99	1100-6400-85001
Commerce Bank	PC*9000011	4/11/2024	Wal Mart: instructional supplies (laboratory consumables)	\$	2.68	1100-1143-70000
Commerce Bank	PC*9000011	4/11/2024	Carolina Biological: instructional supplies (laboratory consumables)	\$	62.35	1100-1143-70000
Commerce Bank	PC*9000011	4/11/2024	Wal Mart: instructional supplies (laboratory equipment/consumables)	\$	117.33	1100-1143-70000
Commerce Bank	PC*9000011	4/11/2024	KASFAA Conference Registration	\$	405.00	1100-5200-69000
Commerce Bank	PC*9000011	4/11/2024	NASFAA Conference Registration	\$	1,358.00	1100-5200-69000
Commerce Bank	PC*9000011	4/11/2024	Conference Airfare	\$	1,055.92	1100-5200-60100
Commerce Bank	PC*9000011	4/11/2024	Security Answering Service	\$	372.88	1100-6500-70402

Commerce Bank	PC*9000011	4/11/2024	Student Conduct expense	\$	239.40	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	Esports Activity	\$	214.61	1100-5533-69001
Commerce Bank	PC*9000011	4/11/2024	Student Activities Transfer Fair	\$	323.81	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	Esports Registration	\$	309.00	1100-5533-62600
Commerce Bank	PC*9000011	4/11/2024	Student Activity - Flag	\$	7.39	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	Security Answering Service	\$	311.18	1100-6500-70402
Commerce Bank	PC*9000011	4/11/2024	Student Activity - Flag	\$	6.91	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	Hotel for Esports Director applicant	\$	79.80	1100-5533-60100
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	70.58	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	31.82	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	61.48	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	76.29	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	79.99	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	91.74	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	60.82	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	123.07	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	74.12	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	81.78	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	71.34	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	74.33	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	126.94	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	74.71	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	66.66	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	74.88	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	31.70	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	49.77	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	90.63	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Pantry	\$	110.30	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Student Activities	\$	154.13	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	Student Activities	\$	112.09	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	Student Activities	\$	22.73	1100-5700-70405

Commerce Bank	PC*9000011	4/11/2024	Tulsa Zoo - Student Activities	\$ 138.82	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	Pantry - accidental tax charge	\$ (126.94)	7100-9930-69900
Commerce Bank	PC*9000011	4/11/2024	Student Activities	\$ 8.47	1100-5700-70405
Commerce Bank	PC*9000011	4/11/2024	Walmart Set Batboy	\$ 9.68	1100-1120-70503
Commerce Bank	PC*9000011	4/11/2024	Romans Costumes Bat Boy	\$ 41.10	1100-1120-70505
Commerce Bank	PC*9000011	4/11/2024	Waters Hardware set Batboy	\$ 30.16	1100-1120-70503
Commerce Bank	PC*9000011	4/11/2024	Woods Lumber Set Batboy	\$ 50.03	1100-1120-70503
Commerce Bank	PC*9000011	4/11/2024	Waters Hardware Set Batboy	\$ 55.93	1100-1120-70503
Commerce Bank	PC*9000011	4/11/2024	Pizza Hut Workday meal for students Batboy	\$ 71.46	1100-1120-60101
Commerce Bank	PC*9000011	4/11/2024	G&W Set Batboy	\$ 8.82	1100-1120-70503
Commerce Bank	PC*9000011	4/11/2024	Amazon Sound/Lights Batboy	\$ 49.12	1100-1120-70501
Commerce Bank	PC*9000011	4/11/2024	Walgreens Sound/Lights Batboy	\$ 36.10	1100-1120-70501
Commerce Bank	PC*9000011	4/11/2024	Amazon Sound/Lights Batboy	\$ 23.56	1100-1120-70501
Commerce Bank	PC*9000011	4/11/2024	Walgreens Sound/Lights Batboy	\$ 65.67	1100-1120-70501
Commerce Bank	PC*9000011	4/11/2024	Woods Lumber Set Batboy	\$ 67.98	1100-1120-70503
Total Accounts Payable:				\$ 802,342.97	

Payroll Expenses	
Payroll	\$ 384,308.19
Employee Benefits	\$ 136,547.92
Payroll Taxes - Federal	\$ 121,637.88
Payroll Taxes - State	\$ 24,398.78
KPERS	\$ 31,290.87
Total Payroll	\$ 698,183.64
Total Payables	\$ 1,500,526.61