BOARD OF TRUSTEES REGULAR MEETING
Cessna Learning Center CLC 104 West Classroom/6:00 p.m.
May 24, 2018

<u>AGENDA</u>

I. ROUTINE
    A. Call to Order
    B. Approval of Agenda   Action
    C. Welcome Guests
    D. Pledge of Allegiance
    E. Mission Statement – Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.
    F. Vision Statement – To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.
    G. Approval of May 14, 2018 Minutes   Action   Section 1

II. INSTITUTIONAL OPERATIONS
    A. Shulthis Stadium Agreement   Discussion/Action   Section 2
    B. Accept Comprehensive Program Review Recommendation
        • Associate of Arts in Music   Action   Section 3
           Eric Rutherford Will Answer Questions
        • Certificate in Long Term Care   Action   Section 4
           Mallory Byrd Will Answer Questions
        • Associated of Science in Athletic Training   Action   Section 5
           Raechal Martin Will Answer Questions
    C. Approve Annual Program Reviews   Action   Section 6
        • Associate of Arts in Theatre - Acting
        • Associate of Arts in Theatre - Directing/Stage Management
        • Associate of Arts in Theatre - Technical/Production
        • Certificate-Advanced EMS
           Kara Wheeler will answer questions

III. CONSENT AGENDA   Action
    A. President's Cabinet Standing Committee By-Laws Revision   Section 7

IV. EXECUTIVE SESSION – Employer-Employee Negotiations.
    I move that we recess for an executive session for the purpose of discussing *(insert subject to be discussed),* pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees).*

V. EXECUTIVE SESSION – Non-elected Personnel.
    I move that we recess for an executive session for discussion of *(insert subject to be discussed),* pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are*: (list attendees).*

VI. EXECUTIVE SESSION – Attorney/Client Privilege.
    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 CLC 104 of the Cessna Learning Center. Those invited to attend are: (list attendees).

VII.   ADJOURN   Action

PUBLIC PARTICIPATION AT BOARD MEETING

Items on the Agenda

Members of the public wishing to appear before the Board concerning an item which is on the agenda must fill out one of the cards provided and present the card to the Board Clerk. There are three opportunities for public comment during regular meetings.

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

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

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

Information to the Audience

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

Examples of Motions for Executive Session

Remember that a motion to move into executive session needs to state the subject, provide justification, and state a time and place for return to open session

EXECUTIVE SESSION: Non-Elected Personnel
Sample Subjects: Employee job performance; employee evaluations; or annual review of probationary employees.
I move that we recess for an executive session for discussion of *(insert subject to be discussed),* pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. 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 CLC 104 of the Cessna Learning Center. 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 CLC 104 of the Cessna Learning Center. Those invited to attend are*: (list attendees).*

EXECUTIVE SESSION: Attorney/Client Privilege.
Sample Subjects: Ongoing litigation; a settlement proposal; or a claim made against the College.
I move that we recess for an Executive Session for consultation with the College attorney regarding *(insert subject to be discussed),* pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: (*list attendees*).

BOARD OF TRUSTEES REGULAR MEETING
Cessna Learning Center CLC 104 West Classroom/6:00 p.m.
May 14, 2018

<u>MINUTES</u>

Members Present
Val DeFever
Mike Wood
Cynthia Sherwood
Norman Chambers
Terry Clark
Jana Shaver

Others Present
Daniel Barwick, President
Kara Wheeler, Vice-President of Academic Services
Tammie Geldenhuys, Vice-President of Athletics/Student Affairs
Keli Tuschman. Vice-President of Operations
Beverly Harris, Executive Assistant/Board Clerk
Eric Montgomery, Chief Information Officer
Wendy Isle, Chief Business Officer
Brad Henderson, Marketing/Communications Director
Jessica Morgan-Tate, Compliance/Title IX Officer
Melissa Ashford, Computer Technology Instructor
Kris Kippenberger, Director of Maintenance
Dan Fossoy, Director of ABE/GED
Mallory Byrd, Allied Health Director
Cody Westerhold, Director of Student Activities
Laura Schaid, Program Developer
Janelle Null, Professor of Art
Tim Haynes, Assistant Fab Lab Manager
Jim Correll, Fab Lab Manager

Guests
Jeff Chubb, College Legal Counsel

I. ROUTINE
    A. Call to Order – Val DeFever called the meeting to order at 6:00 p.m.
    B. Approval of Agenda – Jana Shaver requested removal of "F. Purchasing Procedure/Purchase Card/Travel Revisions to Reflect Current Processes" from the Consent Agenda, as it required two readings prior to Board approval. Wendy Isle explained that item "F" is not the actual Board policy that requires two readings and time for public comment. Wendy informed the group that what the Board was being asked to approve in the Consent Agenda was only the College procedure associated with the Board policy. Dr. Barwick added that historically the Board of Trustees had a Policy Manual which identified "what" the Board wished to accomplish, and the College had a Faculty/Staff Handbook of procedures on "how" the College would adhere to Board policies. A few years ago, the two documents were combined; the Board policies (policies which apply to the Board itself) still require two readings and allotment of time for public comment prior to approval, and the College procedures section (policies or procedures which apply to employees) merely requires one reading prior to inclusion in the Board of Trustees Policy and Procedures Manual. Jana Shaver subsequently withdrew her request. Norman Chambers moved to approve the agenda. Cynthia Sherwood seconded the motion and the motion carried 6-0.
    C. Welcome Guests – Val DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
    D. Pledge of Allegiance – Mike Wood led the group in recitation of the Pledge of Allegiance.
    E. Mission Statement – Jana Shaver read the College Mission Statement.
    F. Vision Statement – Norman Chambers read the College Vision Statement.
    G. Approval of April 26, 2018 Minutes – Terry Clark moved to approve the April 26, 2018 meetings. Mike Wood seconded the motion and the motion carried 6-0.

II. INSTITUTIONAL OPERATIONS
   A. PTK International Convention/Kansas City – Melissa Ashford noted that Phi Theta Kappa students were not available for the presentation, as the Board meeting date changed and students were no longer on campus. Ms. Ashford shared that three students and one advisor attended the International Convention and publicly acknowledged the Independence Community College Foundation for assistance in funding the trip.
   B. Fab Force Certificate Program – Melissa Ashford provided highlights of the new certificate Program which will provide sought-after soft skills, as well as technical training. Terry Clark noted that input on development of the Program was sought from area industries. Ms. Ashford also shared that contact has been made with her connection at K-State Polytechnics for establishment of a 2 + 2 Program. Robotics classes will be offered in the Fall. Students will have multiple opportunities to achieve industry-recognized certifications in addition to the Fab Force/Small Business Management Certificate and Associate of Applied Science degrees.
   C. Accept Comprehensive Program Review Recommendation – A request was made for identification of the individual conducting the review at the beginning of each respective document; it was also noted that the position title should be utilized instead of using "I" references.
      • Mallory Byrd provided an overview of the Associate of Science in Pre-Nursing Program Review and answered questions. Terry Clark moved to accept the Associate of Science in Pre-Nursing Comprehensive Program Review recommendation. Norman Chambers seconded the motion and the motion carried 6-0.
      • Kara Wheeler provided an overview of the Associate of Arts/Associate of Science in Liberal Studies Program Review and answered questions. Mike Wood moved to accept the Associate of Arts/Associate of Science in Liberal Studies Comprehensive Program Review recommendation. Terry Clark seconded the motion and the motion carried 6-0.
      • Janelle Null answered questions associated with the Associate of Arts in Art Program Review. Val DeFever recognized Professor Null for her many years of dedicated service. Jana Shaver moved to accept the Associate of Arts in Art Comprehensive Program Review recommendation. Cynthia Sherwood seconded the motion and the motion carried 6-0.
   D. Approve Annual Program Reviews/Dev. Math and AA English   - Kara Wheeler provided highlights of the Annual Program Reviews for Developmental Math and AA English and answered questions. Terry Clark moved to approve the Developmental Math and Associate of Arts in English Annual Program Reviews. Norman Chambers seconded the motion and the motion carried 6-0.
   E. Faculty Senate – Dr. Barwick reminded the Board that the Faculty Senate was created as a result of a recommendation by the Higher Learning Commission that the general faculty have a voice and formal structure outside of the Faculty Association; he also noted that the Faculty Senate will be a permanent College Standing Committee and included in the Board Policy and Procedures Manual in the Standing Committee section. Faculty members developing the Faculty Senate structure and by-laws included: LaTonya Pinkard, John Eubanks, Brian Southworth, Mallory Byrd, Isaias McCaffery, Shufang Liu, and Brett Gilcrist. Administrative members providing input on the Faculty Senate structure and by-laws included: Dan Barwick, Kara Wheeler, Tammie Geldenhuys, Keli Tuschman, and Jessica Morgan-Tate. Dr. Barwick noted that although the Faculty Association historically addressed issues outside of its purview, it was important to maintain a distinctive division between the Faculty Senate and the Faculty Association. Dr. Barwick noted that in Article II. Powers of the Senate, the Academic Council serves as a subcommittee of the Faculty Senate; which is one standing committee under the auspices of another. It was noted that the statement "Shall make recommendations to the Board of Trustees on the selection of a new President and performance of a continuing President" is a typical function of a Faculty Senate. Another notation made was under Article IV. Officers; in which it states "the President (of the Senate) shall serve on the President's Cabinet and attend ICC Board of Trustees' meetings". As the President's Cabinet By-Laws currently state that "the President's Cabinet includes those personnel appointed by the President to the Cabinet", a revision to President's Cabinet By-Laws will follow the process for College policy and procedure revisions and be submitted for consideration to the: Council of Chairs; President; President's Cabinet; and, the final step to the Board of Trustees for consideration of revision during the next Board meeting and subsequent inclusion in the Board Policy and Procedure Manual. Mike Wood questioned "6. Under Article II. Powers of the Senate: Shall have the right to express itself in writing on any matter concerning the academic welfare of the College and its various components and transmit its recommendations to the appropriate College administrators or Board of Trustees." Trustee Wood referenced media publications the past December and wondered if similar issues would be encountered. It was noted that no reference was made to media publication of written expressions in the Faculty Senate By-laws. Dr. Barwick added that he was comfortable recommending the creation of this very deliberative body in the form of the Faculty Senate By-laws. Mike Wood moved to approve the Independence Community College Faculty Senate By-Laws. Jana Shaver seconded the motion and the motion carried 6-0.

F. Allow Payables – Cynthia Sherwood moved to allow payables. Terry Clark seconded the motion and the motion carried 6-0.

G. 2018-2019 Tuition and Fees/Room and Board – Following discussion of the increase in vocational fees by $22 per credit hour and the $30 Graduation fee that will be assessed all students when they are awarded a degree or certificate, Norman Chambers moved to approve the 2018-2019 Tuition and Fees/Room and Board proposal. Mike Wood seconded the motion and the motion carried 6-0.

H. President's Update – Dan Barwick opened his update by sharing that the William Inge Theatre Festival enjoyed two-to-three times the number of participants at various events than experienced in previous years. Inge volunteers were recognized for their dedication to providing exceptional assistance up-to-and-including during the Festival; Dr. Barwick acknowledged Tim Valentine for volunteering his airplane and personal time transporting various Inge participants to and from the Festival. The Board was informed of the newly appointed Higher Learning Commission liaison, Dr. John Marr. Dr. Barwick shared that during the Strategic Plan Review, the Board will see a document similar to the Accreditation Progress Spreadsheets they are accustomed to seeing. The Strategic Plan Review spreadsheet will incorporate: Board Strategic Goals, the Higher Learning Commission (HLC) Core Criterion, budget implications, and individual Operational Plan objectives and strategies; the end result will identify processes and procedures taken throughout the campus and surrounding community to address directives from the Board of Trustees and HLC. Dr. Barwick also shared that the Vet Tech Program was elevated from probationary status to being fully accredited. A timeline for the fully integrated Strategic and Budget Planning cycles was provided: the Strategic Plan Review (looking back over the past year) takes place during early June; the Strategic Plan Revisions (looking forward over the next year) takes place in late June to early July; and, Budget Development (based on the Strategic Plan changes and recommendations) takes place in the July/August timeframe. Dr. Barwick shared that budget planning occurs in two stages: the first stage is at the campus level which is not related to Board processes and involves fixed cost increases, carry forward amounts, enrollment, tuition and fees, open positions, and other revenue assumptions; and, the second stage is at the Board level and ties to the Strategic Plan Review, Strategic Plan revisions, Budget workshops, publication of the proposed budget; budget hearing for public comment; and certification to the County Clerk of the 2018-2019 budget. During the first stage of the budget planning cycle, employees review respective current budgets and each area holds two open sessions for campus-wide review of current and proposed area budgets. Dr. Barwick noted the outcome of the Open Forum/Budget Update held May 3rd, was creation of three Task Forces: Revenue; Cost-savings; and, Enrollment. Dr. Barwick shared that the biggest budget challenge this year is how to convey net position as part of the budget process; he added that to fully address decreases in revenue and enrollment, the College must double reductions by considering losses the previous year plus an additional amount for projected reductions next year. Terry Clark noted that it appeared as if: the rules were being changed; the College had been calculating the budget for years; and questioned what other institutions are doing. Dr. Barwick reminded the group of the cash flow issue highlighted during the 2017-2018 Audit and noted that adjustment of the rollover amount seemed the simplest, most honest, and openly transparent method of addressing the cash flow issue.

- Progress on HLC Requirements – Dr. Barwick provided an overview of progress made since the last report to the Board of Trustees; he noted that in the next few months, all areas would reach 100% of stated goals. A request was made to identify the starting percentage point for each area; however, it was noted that the majority of the initiatives were new and subsequently started at zero percent.

- KACCT Quarterly Meeting/Kansas City Kansas Community College/Fri. - Sat., June 1-2, 2018. Dr. Barwick asked the Board to contact Board Clerk regarding attendance at the quarterly meeting. Norman Chambers and Jana Shaver responded that they plan to attend.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda. The Consent Agenda included acknowledgement of receipt of the Financial, Personnel, and Grant Progress Reports. Included in the Personnel Report were employment separations of: Valon Jones from the Upward Bound Director position; Archana Lal from the position of Biology Professor; Kelsey Overacker from the position of Head Softball Coach; and, Fernando Patin Betancourt from the position of Accounts Payable Specialist. Also included in the Consent Agenda was approval to enter a Lease Agreement with FleetPool, USA for the replacement of three vans in the amount of $725/month for 36 months; the new lease includes Kansas tags and registration (approximately $815) which were not included in the current lease. Inclusion in the Board of Trustees Policy and Procedure Manual of the Judicial Standing Committee By-Laws, and the Purchasing Procedure/Purchase Card/Travel revisions to reflect current processes were additional portions of the Consent Agenda. Terry Clark seconded the motion and the motion carried 6-0.

Val DeFever thanked Kris Kippenberger for her availability and hard work during Inge Festival activities. Cynthia Sherwood noted that Graduation was a wonderful and well-planned experience. Terry Clark congratulated Dr. Barwick for acquiring Governor Colyer to address ICC Graduates during Commencement Exercises.

It was noted that no action would be taken following any of the Executive Sessions. The Executive Session associated with Attorney/Client Privilege was moved forward, behind the Employer-Employee Negotiations Executive Session, for inclusion of Jeff Chubb, College Legal Counsel, in the first two Executive Sessions.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. Norman Chambers moved the Board recess for an Executive Session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:25 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, Kara Wheeler, and Jeff Chubb were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:10 p.m. The Board returned to Open Session at 8:25 p.m. Norman Chambers moved the Board recess an additional 15 minutes for Executive Session for the purpose of discussing upcoming negotiations, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session would resume at 8:40 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, Kara Wheeler, and Jeff Chubb were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:25 p.m. The Board returned to Open Session at 8:40 p.m.

V. EXECUTIVE SESSION – Attorney/Client Privilege. Terry Clark moved that the Board recess for an Executive Session for consultation with the College attorney regarding litigation and contractual matters, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 8:55 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Jeff Chubb, Keli Tuschman, and Kara Wheeler. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:40 p.m. Kara Wheeler left Executive Session at 8:47 p.m. The Board returned to Open Session at 8:55 p.m. Terry Clark moved that the Board recess for an Executive Session for an additional five minutes for consultation with the College attorney regarding litigation and contractual matters, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 9:00 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick, Jeff Chubb, and Keli Tuschman. Cynthia Sherwood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:55 p.m. The Board returned to Open Session at 9:00 p.m.

VI. EXECUTIVE SESSION – Non-elected Personnel. Jana Shaver moved that the Board recess for an Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:15 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick, Keli Tuschman, and Kara Wheeler were invited to attend. Terry Clark seconded the motion and the motion carried 6-0. The Board entered Executive Session at 9:00 p.m. The Board returned to Open Session at 9:15 p.m.

VII. ADJOURN – Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 6-0. The meeting adjourned at 9:15 p.m.

_____
Beverly Harris
Board Clerk

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

MEMO

To: Board of Trustees

From: Daniel Barwick

Date: May 24, 2018

RE: Athletic Facility Usage

It is recommended the Board approve the revised Agreement for Use of Shulthis Stadium.

AGREEMENT FOR USE OF SHULTHIS STADIUM

THIS AGREEMENT made and entered into by Independence Unified School District 446, hereinafter referred to as USD 446, and Independence Community College, hereinafter referred to as ICC.

RECITALS:
1. USD 446 and the City of Independence, Kansas, as tenants in common, are the owners of that certain real property commonly known as Shulthis Stadium. As used throughout this document, any reference to Shulthis Stadium shall include all physical improvements, playing field, and the running track and related fixtures.

2. Under the terms of ownership, the property may be used for athletic games and school related events to which the general public is invited to attend, and such other public uses as may be agreed upon by USD 446 and the City of Independence, Kansas.

3. ICC desires to use Shulthis Stadium for certain football games, free youth football clinics and scrimmages involving the ICC football team.

4. By this agreement, the parties shall establish the rights and responsibilities of each party regarding the use of Shulthis Stadium by ICC.

NOW, THEREFORE, in consideration of the mutual covenants and agreements of the parties, it is agreed as follows:

Section 1. Term: This agreement shall cover the period from July 1, 2018 through June 30, 2019. It shall renew for successive one year terms unless either party, not less than one month before the end of the then current terms, shall give written notice of termination.

Section 2. Use of Shulthis Stadium by ICC: ICC may use Shulthis Stadium for the following purposes:
1. Play all regularly scheduled ICC home football games.
2. Play all post-season ICC home football games.
3. Play two pre-season ICC scrimmage football games.
4. Play one spring ICC scrimmage football games.
5. Utilize Shulthis Stadium for a maximum of three free youth football clinics annually.
6. Utilize the concession stand below the Home Grandstand located on the west side of the football field in order to serve concessions at ICC football games, scrimmages, and free youth clinics. This concession area will be used solely by ICC.

Section 3. Scheduling of Use of Shulthis Stadium: USD 446 and ICC shall, prior to July 1 of each year, exchange schedules of their respective proposed uses of Shulthis Stadium for the next twelve month period.   USD 446 and ICC will make a good faith effort to resolve any scheduling conflicts.   If scheduling conflicts cannot be resolved, then USD 446 shall have preference in the use of Shulthis Stadium.   USD 446 may also use Shulthis Stadium at times that ICC is scheduled to use Shuithis Stadium, if said use by USD 446 does not unreasonably interfere with ICC's use of the facility.

Section 4. Usage Fees to be paid by ICC: For the use of Shulthis Stadium for a twelve month period beginning July 1, 2018, ICC shall pay to USD 446 the sum of $30,000.00, which shall be paid on or before February 15.   Late fees will be assessed at a rate of .015% per 30 days fees are late. Fees paid by ICC are not rent but are reimbursement of USD 446 for expenses incurred by USD 446 for maintenance, improvements, utilities and insurance related to Shulthis Stadium.

Section 5. Indemnity and Insurance: ICC shall defend and indemnify USD 446 and shall hold USD 446 harmless from and against any and all injuries, losses, claims, actions, damages, liabilities and expenses (including attorney fees and expenses) to persons or property arising from, related to or in connection with ICC's use of Shulthis Stadium or in the default in the performance of any obligation of ICC under this agreement.

USD 446 shall provide, at its expense, during the term of this agreement, or any renewals thereof, liability insurance which shall insure against claims for damages arising out of or related to the use and occupancy of Shulthis Stadium, including claims for personal injury, death or property damage. Said liability insurance shall be in coverage amounts determined to be sufficient by USD 446.   ICC shall be designated an as additional insured on said policy or policies of liability insurance.

Section 6. Maintenance, Improvements, and Utilities: USD 446 shall keep Shulthis Stadium in good repair and maintenance and safe for the use, attendance and occupancy of all ICC event participants and attendees.   Provided, however, should damage in excess of ordinary wear and tear occur during an ICC use of Shulthis Stadium, including, but not limited to, damage to restrooms, dressing rooms, concession stands, drinking fountains, then ICC shall promptly repair or replace the damaged item or items, at ICC's cost.   ICC shall have no responsibility to pay for electricity used at Shulthis Stadium.

Section 7. Event Management, Supervision and Clean-up: ICC shall conduct all its games, scrimmages, free youth clinics and other agreed upon uses of Shulthis Stadium in a safe and reasonable manner.   ICC shall not cause or allow any undue damage to the playing field.   ICC shall take all necessary precautions to protect the track and related fixtures from damage. ICC shall promptly notify USD 446 of any conditions at Shulthis Stadium that may be considered unsafe, or of needed replacements or repairs.

Revised 06/2018

During all ICC uses of Shulthis Stadium, ICC will provide adequate supervision and crowd control to protect participants and attendees and to prevent damage to Shulthis Stadium.

For all ICC football games held at Shulthis Stadium, USD 446 shall provide, at the expense of USD 446, one or more persons who shall be present at the stadium at least 2 1/2 hours before the event begins.   Said person(s) shall see that the scoreboard, sound system, lights, telephone, water heater, heating system, fans, football down markers and chains are present and in working order.   Said person(s) shall secure said items at the conclusion of the event.

For all ICC football games held at Shulthis Stadium, USD 446 will provide adequate soap, toilet paper and paper towels for the restrooms and dressing rooms.   ICC shall have no responsibility to clean the bathrooms, dressing rooms, bleachers, etc. after a football game.

ICC may charge a reasonable admission fee for attendance at ICC functions or events at Shulthis Stadium.

Section 8. Assignment: ICC may not assign or sub-let any or its rights or interests arising out of this agreement.

IN WITNESS WHEREOF, the parties have executed this agreement on the dates indicated

Independence Unified School District 446:   Date: _____

                                        Board of Education Vote: Yea _____ Nay _____

_____
By: Marty Reichenberger
Independence Unified School District 446
Board of Education President

Independence Community College: Date: _____

                                        Trustees Vote: Yea _____ Nay _____

_____
By: Val Defever
Independence Community College
Board of Trustees Chairwoman

Return no later than June 30, 2018.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
          President

Date: May 24, 2018

Re: Comprehensive Review of Associate of Arts in Music Program
_____

Comprehensive reviews cover a three-year time span; Annual reviews cover one year. The Comprehensive Review of the Associate of Arts in Music Program is one Program of approximately 42 undergoing a Comprehensive or Annual review this year for subsequent Board of Trustees approval.   Kara Wheeler, Vice-President for Academic Affairs, will provide an overview and Eric Rutherford, Professor of Music, will be available to answer questions.

1.0: Program Data and Resource Repository

1.1: Program Summary

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to include the catalog description.

Narrative:

The Associate of Arts Degree in Music is a two-year program designed to transfer towards a bachelor's degree at a 4 year institution giving students to opportunity to matriculate at the junior level. The associate degree at ICC fulfills requirements needed for the first 2 years of any bachelor's of music degree including: Music Education, Music Performance, Music Business, Music Therapy, and Music Ministry or Worship. Our courses align with our top transfer schools: Pittsburg State University, Emporia State University, Kansas State University, and Missouri Southern State University. The music program is multi-faceted in that, we offer academic courses as well as those aimed towards individual and group performances. The program's performing ensembles attract a wide variety of students regardless of their individual program of study.

1.2: Quantitative and Qualitative Data

All programs are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

The data sets provided by the Office of Institutional Research include the following elements for the most recent three (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
- Number of Graduates Working in Related Field
- Expenditures and Revenues

Additional data may also be available for reporting by the Office of Institutional Research, as applicable. Requests for additional data must be made through the Data Request link on the website.

Narrative:

Attached is the data provided by the Office of Institutional Research.

Evidence:

- MUE Assessment Data AY 2017
- FA Annual Budget Report FY 2016-2017 (Program Review PDF)
- MUE Sections AY17
- MUE Sections AY16

MUE Assessment Data AY 2017

Number of Faculty:

3 full time (J. Rutherford, M. Carter, M. Rutherford)

9 part time (M. Torkelson, R. Craig, J. Kleinert, D. Farthing, J. Hamlin, M. Congdon, L. Annable, R. Sweaney, Warlop)

Enrollment & Student credit hours by Faculty type:

Full time: 120 total credit hours taught, with 566 total student enrollments

Part time: 33 credit hours taught, 104 total student enrollments

Average Class size:

6.29 students in Face-to-Face classes

15.8 students in online classes

6.77 students across all MUE courses

Completion rates:

99.49% face-to-face

94.94% online

98.95% all MUE courses

Pass rates (D or better):

92.86% face-to-face

69.33% online

90.02% all MUE courses

Number of Majors: 15 (8 returned Fall 2017)

Degrees Awarded: 0

MUE Assessment Data AY 2016

Number of Faculty:

2 full time (M. Rutherford, J. Rutherford)

7 part time (R. Craig, J. Hamlin, M. Torkelson, M. Congdon, L. Annable, R. Sweaney)

Enrollment & Student credit hours by Faculty type:

Full time: 79 total credit hours taught, with 360 total student enrollments

Part time: 30 credit hours taught, 98 total student enrollments

Average Class size:

6.06 students in Face-to-Face classes

15.33 students in online classes

6.45 students across all MUE courses

Completion rates:

97.09% face-to-face

97.83% online

97.16% all MUE courses

Pass rates (D or better):

92.5% face-to-face

75.55% online

90.79% all MUE courses

Number of Majors: 10 (4 returned Fall 2016)

Degrees Awarded: 2

INDEPENDENCE COMMUNITY COLLEGE
Fine Arts
For the Twelve Months Ending Friday, June 30, 2017

	Expense
Fund 11	
Expenses	
Salary	$391,992.78
Fringe Benefits	106,308.44
Travel	1,723.53
Food and Meals	570.57
Postage	238.13
Recruiting	1,299.53
Conferences	525.00
Telephone	150.00
Lease/Rental/Lease Purchase	91.00
Repairs	373.40
Contract Services	350.00
Consultants	5,900.00
Theatre Misc.	6,051.07
Credit Card Fees	356.04
Instructional Supplies	22,789.60
Office Supplies	191.97
Misc Expenses	13.80
Equipment	7,458.77
Total	546,383.63

Year	Term	Session	Course ID	Section	Title	Credits	Adds	Instructor	Completed	Passed
2016	FALL	FULL	06MUE1101	0001	INSTRUMENT 1	1	1	D. Farthing	1	1
2016	FALL	FULL	06MUE2181	0001	DIS: MUSIC	1	1	M. Carter	1	1
2016	FALL	SECOND	06MUE1093	0001	MUSIC THEORY I	3	1	M. Carter	1	1
2016	FALL	SECOND	06MUE1142	0001	SIGHTSING I	2	1	M. Carter	1	1
2017	SPRING	FULL	06MUE1081	0001	PIANO 1	1	2	M. Carter	2	2
2017	SPRING	FULL	06MUE1091	0001	PIANO 2	1	1	M. Carter	1	1
2017	SPRING	FULL	06MUE1101	0001	INSTRUMENT 1	1	2	M. Carter	2	2
2017	SPRING	FULL	06MUE1111	0001	INSTRUMENT 2	1	1	M. Carter	1	1
2017	SPRING	FULL	06MUE1131	0001	VOICE II	1	4	J. Rutherford	4	4
2017	SPRING	FULL	06MUE1601	0001	WOMEN'S CHORUS	1	12	M. Rutherford	12	12
2017	SPRING	FULL	06MUE1611	0001	WOODWIND	1	2	D. Farthing	2	2
2017	SPRING	FULL	06MUE1701	0001	MEN'S CHORUS	1	10	J. Rutherford	10	10
2017	SPRING	FULL	06MUE2121	0001	VOICE 3	1	1	J. Rutherford	1	1
2017	SPRING	FULL	06MUE2131	0001	VOICE 4	1	1	J. Rutherford	1	1
2016	FALL	FULL	06MUE1101	0002	INSTRUMENT 1	1	1	J. Kleinert	1	1
2017	SPRING	FULL	06MUE1011	0002	BAND 2	0	1	M. Carter	1	1
2017	SPRING	FULL	06MUE1031	0002	CHORALE II	0	1	J. Rutherford	1	1
2017	SPRING	FULL	06MUE1101	0002	INSTRUMENT 1	1	2	D. Farthing	2	2
2017	SPRING	FULL	06MUE1111	0002	INSTRUMENT 2	1	2	D. Farthing	2	2
2017	SPRING	FULL	06MUE1311	0002	PEP BAND II	0	1	M. Carter	1	1
2017	SPRING	FULL	06MUE1111	0003	INSTRUMENT 2	1	1	R. Craig	1	1
2017	SPRING	FULL	06MUE1111	0004	INSTRUMENT 2	1	1	Warlop	1	1
2016	SUMMER	FULL	06MUE1303	2874	MUSIC APPREC	3	20	M. Torkelson	20	20
2016	SUMMER	SECOND	06MUE1303	2875	MUSIC APPREC	3	20	M. Torkelson	20	19
2016	FALL	FULL	06MUE1303	2925	MUSIC APPREC	3	19	M. Rutherford	19	16
2016	FALL	FULL	06MUE1303	2926	MUSIC APPREC	3	17	M. Carter	17	15
2016	FALL	FULL	06MUE1303	2927	MUSIC APPREC	3	18	J. Rutherford	18	14
2016	FALL	FULL	06MUE1303	2928	MUSIC APPREC	3	16	M. Carter	16	14
2016	FALL	FULL	06MUE1093	2929	MUSIC THEORY I	3	12	J. Rutherford	12	10
2016	FALL	FULL	06MUE2093	2930	MUSIC THEORYIII	3	1	M. Rutherford	1	1
2016	FALL	FULL	06MUE1142	2931	SIGHTSING I	2	13	M. Rutherford	13	11
2016	FALL	FULL	06MUE2142	2932	SIGHTSING III	2	1	M. Rutherford	1	1
2016	FALL	FULL	06MUE1021	2933	CHORALE I	1	16	J. Rutherford	16	15

2016	FALL	FULL	06MUE2021	2935	CHORALE III	1	10	J. Rutherford	10	9
2016	FALL	FULL	06MUE2031	2936	CHORALE IV	1	1	J. Rutherford	1	1
2016	FALL	FULL	06MUE1211	2937	PEP BAND I	1	20	M. Carter	20	17
2016	FALL	FULL	06MUE1311	2938	PEP BAND II	1	6	M. Carter	6	6
2016	FALL	FULL	06MUE1001	2941	BAND 1	1	15	M. Carter	15	12
2016	FALL	FULL	06MUE1011	2942	BAND 2	1	4	M. Carter	4	4
2016	FALL	FULL	06MUE2001	2943	BAND III	1	7	M. Carter	7	6
2016	FALL	FULL	06MUE1141	2945	ENSEMBLE 1	1	16	J. Rutherford	16	16
2016	FALL	FULL	06MUE2141	2947	ENSEMBLE 3	1	4	J. Rutherford	4	4
2016	FALL	FULL	06MUE2151	2948	ENSEMBLE 4	1	2	J. Rutherford	2	2
2016	FALL	FULL	06MUE1241	2949	CLASS PIANO I	1	5	M. Rutherford	5	5
2016	FALL	FULL	06MUE1121	2952	VOICE I	1	11	J. Rutherford	11	11
2016	FALL	FULL	06MUE1131	2953	VOICE II	1	1	J. Rutherford	1	1
2016	FALL	FULL	06MUE2121	2954	VOICE 3	1	1	J. Rutherford	1	1
2016	FALL	FULL	06MUE2131	2955	VOICE 4	1	1	J. Rutherford	1	1
2016	FALL	FULL	06MUE1081	2956	PIANO 1	1	7	M. Rutherford	7	7
2016	FALL	FULL	06MUE2081	2958	PIANO 3	1	1	M. Rutherford	1	1
2016	FALL	FULL	06MUE1501	2960	GUITAR I	1	2	J. Hamlin	2	2
2016	FALL	FULL	06MUE1291	2962	GUITAR III	1	1	J. Hamlin	1	1
2016	FALL	FULL	06MUE1013	2969	MUSIC ELEMENTAR	3	2	R. Craig	2	2
2016	FALL	FULL	06MUE1341	2970	ST:WOMENS CHORU	1	9	M. Rutherford	9	8
2016	FALL	FULL	06MUE1121	2971	VOICE I	1	8	M. Rutherford	8	7
2016	FALL	FULL	06MUE2121	2973	VOICE 3	1	1	M. Rutherford	1	1
2016	FALL	FULL	06MUE1101	2975	INSTRUMENT 1	1	4	M. Carter	4	2
2016	FALL	FULL	06MUE1101	2979	INSTRUMENT 1	1	4	R. Craig	4	4
2016	FALL	FULL	06MUE1101	2983	INSTRUMENT 1	1	1	M. Rutherford	1	1
2016	FALL	FULL	06MUE1401	2987	JAZZ BAND I	1	8	M. Carter	8	6
2017	SPRING	FULL	06MUE1303	3026	MUSIC APPREC	3	18	J. Rutherford	17	17
2017	SPRING	FULL	06MUE1303	3028	MUSIC APPREC	3	10	M. Rutherford	10	7
2017	SPRING	FULL	06MUE1303	3029	MUSIC APPREC	3	19	M. Carter	19	17
2017	SPRING	FULL	06MUE1303	3030	MUSIC APPREC	3	18	M. Carter	18	17
2017	SPRING	FULL	06MUE1303	3031	MUSIC APPREC	3	16	J. Rutherford	15	13
2017	SPRING	FULL	06MUE1113	3032	MUSIC THEORY II	3	9	J. Rutherford	9	8
2017	SPRING	FULL	06MUE2103	3033	MUSIC THEORY IV	3	1	M. Carter	1	1

Year	Term	Session	Course	Section	Title	Credits	Enrolled	Instructor	Count	Count
2017	SPRING	FULL	06MUE1152	3034	SIGHTSING II	2	9	M. Rutherford	9	9
2017	SPRING	FULL	06MUE2152	3035	SIGHTSING IV	2	1	M. Rutherford	1	1
2017	SPRING	FULL	06MUE1021	3036	CHORALE I	1	1	M. Rutherford	1	1
2017	SPRING	FULL	06MUE1031	3037	CHORALE II	1	6	M. Rutherford	6	5
2017	SPRING	FULL	06MUE2031	3039	CHORALE IV	1	2	M. Rutherford	2	2
2017	SPRING	FULL	06MUE1311	3041	PEP BAND II	1	13	M. Carter	13	13
2017	SPRING	FULL	06MUE2211	3042	PEP BAND III	1	5	M. Carter	5	5
2017	SPRING	FULL	06MUE1401	3044	JAZZ BAND I	1	3	M. Carter	3	3
2017	SPRING	FULL	06MUE1411	3045	JAZZ BAND II	1	6	M. Carter	6	6
2017	SPRING	FULL	06MUE1001	3048	BAND 1	1	1	M. Carter	1	1
2017	SPRING	FULL	06MUE1011	3049	BAND 2	1	13	M. Carter	12	12
2017	SPRING	FULL	06MUE2001	3050	BAND III	1	3	M. Carter	3	3
2017	SPRING	FULL	06MUE2011	3051	BAND IV	1	3	M. Carter	3	3
2017	SPRING	FULL	06MUE1141	3052	ENSEMBLE 1	1	1	J. Rutherford	1	1
2017	SPRING	FULL	06MUE1151	3053	ENSEMBLE 2	1	17	J. Rutherford	17	17
2017	SPRING	FULL	06MUE2141	3054	ENSEMBLE 3	1	1	J. Rutherford	1	1
2017	SPRING	FULL	06MUE2151	3055	ENSEMBLE 4	1	2	J. Rutherford	2	2
2017	SPRING	FULL	06MUE1241	3056	CLASS PIANO I	1	3	M. Rutherford	3	3
2017	SPRING	FULL	06MUE1271	3057	CLASS PIANO 2	1	4	M. Rutherford	4	4
2017	SPRING	FULL	06MUE1131	3060	VOICE II	1	3	M. Rutherford	3	3
2017	SPRING	FULL	06MUE1091	3064	PIANO 2	1	3	M. Rutherford	3	3
2016	FALL	FULL	06MUE1303	8008	MUSIC APPREC	3	10	M. Congdon	10	10
2016	FALL	FULL	06MUE1041	CO01	ORCHESTRA 1	1	6	J. Kleinert	6	5
2017	SPRING	FULL	06MUE1051	CO02	ORCHESTRA 2	1	4	J. Kleinert	4	4
2016	FALL	FULL	06MUE1303	HS01	MUSIC APPREC	3	7	L. Annable	7	7
2017	SPRING	FULL	06MUE1303	HS01	MUSIC APPREC	3	2	L. Annable	2	2
2016	FALL	FULL	06MUE1303	HS03	MUSIC APPREC	3	16	R. Sweaney	16	16
							591		588	546

Online

2016	SUMMER	FULL	06MUE1303	6272	MUSIC APPREC	3	17 J. Rutherford	16	10
2016	FALL	FULL	06MUE1303	6532	MUSIC APPREC	3	15 J. Rutherford	15	9
2016	FALL	SECOND	06MUE1303	6533	MUSIC APPREC	3	16 M. Rutherford	16	12
2017	SPRING	SECOND	06MUE1303	6535	MUSIC APPREC	3	16 M. Rutherford	13	11
2016	FALL	SECOND	06MUE1303	ON01	MUSIC APPREC	3	15 J. Rutherford	15	10
							79	75	52

Year	Term	Session	Course ID	Credits	Section	Title	Adds	Instructor	Completed	Passed
2015	FALL	FULL	06MUE1001	1	2925	BAND 1	17	M. Rutherford	16	15
2015	FALL	FULL	06MUE1011	1	2926	BAND 2	1	M. Rutherford	1	1
2015	FALL	FULL	06MUE2001	1	2927	BAND III	2	M. Rutherford	2	2
2015	FALL	FULL	06MUE1021	1	2929	CHORALE I	31	J. Rutherford	30	29
2015	FALL	FULL	06MUE1031	1	2930	CHORALE II	3	J. Rutherford	3	3
2015	FALL	FULL	06MUE2021	1	2931	CHORALE II	1	J. Rutherford	1	1
2015	FALL	FULL	06MUE2031	1	2932	CHORALE IV	1	J. Rutherford	1	1
2015	FALL	FULL	06MUE1093	3	2941	MUSIC THE	2	M. Rutherford	2	2
2015	FALL	FULL	06MUE2093	3	2942	MUSIC THE	3	M. Rutherford	3	3
2015	FALL	FULL	06MUE2121	1	2943	VOICE 3	2	J. Rutherford	2	2
2015	FALL	FULL	06MUE1121	1	2944	VOICE I	6	J. Rutherford	6	4
2015	FALL	FULL	06MUE1141	1	2947	ENSEMBLE	17	J. Rutherford	15	15
2015	FALL	FULL	06MUE1151	1	2948	ENSEMBLE	3	J. Rutherford	3	3
2015	FALL	FULL	06MUE2141	1	2949	ENSEMBLE	3	J. Rutherford	3	3
2015	FALL	FULL	06MUE1142	2	2951	SIGHTSING	2	M. Rutherford	2	2
2015	FALL	FULL	06MUE2142	2	2952	SIGHTSING	3	M. Rutherford	3	3
2015	FALL	FULL	06MUE1303	3	2954	MUSIC APP	21	M. Torkelson	21	19
2015	FALL	FULL	06MUE1303	3	2955	MUSIC APP	17	M. Rutherford	17	16
2015	FALL	FULL	06MUE1303	3	2956	MUSIC APP	11	M. Torkelson	11	9
2015	FALL	FULL	06MUE1291	1	2960	GUITAR III	2	J. Hamlin	2	2
2015	FALL	FULL	06MUE1211	1	2970	PEP BAND I	19	M. Rutherford	18	16
2015	FALL	FULL	06MUE1311	1	2971	PEP BAND I	1	M. Rutherford	1	1
2015	FALL	FULL	06MUE2211	1	2972	PEP BAND I	4	M. Rutherford	4	4
2015	FALL	FULL	06MUE1241	1	2974	CLASS PIAN	3	M. Rutherford	3	3
2015	FALL	FULL	06MUE1241	1	2975	CLASS PIAN	3	M. Rutherford	3	3
2015	FALL	FULL	06MUE1271	1	2977	CLASS PIAN	2	M. Rutherford	2	2
2015	FALL	FULL	06MUE1101	1	2980	INSTRUME	2	R. Craig	2	1
2015	FALL	FULL	06MUE1101	1	2983	INSTRUME	1	M. Rutherford	1	1
2015	FALL	FULL	06MUE1121	1	2987	VOICE I	10	M. Rutherford	10	9
2015	FALL	FULL	06MUE1281	1	2988	GUITAR II	1	J. Hamlin	1	1
2015	FALL	FULL	06MUE1321	1	2989	MUSICAL R	11	M. Rutherford	11	10
2016	SPRING	FULL	06MUE1001	1	3026	BAND 1	5	M. Rutherford	5	4
2016	SPRING	FULL	06MUE1011	1	3027	BAND 2	8	M. Rutherford	7	7

2016	SPRING	FULL	06MUE2011	1	3029	BAND IV	1	M. Rutherford	1	1
2016	SPRING	FULL	06MUE1021	1	3030	CHORALE I	5	J. Rutherford	5	5
2016	SPRING	FULL	06MUE1031	1	3031	CHORALE II	17	J. Rutherford	17	15
2016	SPRING	FULL	06MUE2021	1	3032	CHORALE II	2	J. Rutherford	2	2
2016	SPRING	FULL	06MUE2031	1	3033	CHORALE IV	4	J. Rutherford	3	3
2016	SPRING	FULL	06MUE1141	1	3034	ENSEMBLE	4	J. Rutherford	4	4
2016	SPRING	FULL	06MUE1151	1	3035	ENSEMBLE	15	J. Rutherford	15	13
2016	SPRING	FULL	06MUE2141	1	3036	ENSEMBLE	2	J. Rutherford	2	2
2016	SPRING	FULL	06MUE2151	1	3037	ENSEMBLE	3	J. Rutherford	2	2
2016	SPRING	FULL	06MUE1113	3	3038	MUSIC THE	2	M. Rutherford	2	1
2016	SPRING	FULL	06MUE2103	3	3039	MUSIC THE	2	M. Rutherford	2	2
2016	SPRING	FULL	06MUE1241	1	3040	CLASS PIAN	5	M. Rutherford	4	3
2016	SPRING	FULL	06MUE1241	1	3041	CLASS PIAN	3	M. Rutherford	3	3
2016	SPRING	FULL	06MUE1131	1	3045	VOICE II	2	M. Rutherford	2	2
2016	SPRING	FULL	06MUE1501	1	3048	GUITAR I	2	J. Hamlin	2	2
2016	SPRING	FULL	06MUE1291	1	3050	GUITAR III	1	J. Hamlin	1	1
2016	SPRING	FULL	06MUE1511	1	3051	GUITAR IV	1	J. Hamlin	1	1
2016	SPRING	FULL	06MUE1303	3	3052	MUSIC APP	21	M. Rutherford	21	19
2016	SPRING	FULL	06MUE1303	3	3053	MUSIC APP	20	M. Torkelson	20	19
2016	SPRING	FULL	06MUE1303	3	3054	MUSIC APP	4	M. Torkelson	4	2
2016	SPRING	FULL	06MUE2152	2	3060	SIGHTSING	2	M. Rutherford	2	2
2016	SPRING	FULL	06MUE1152	2	3061	SIGHTSING	2	M. Rutherford	2	1
2016	SPRING	FULL	06MUE1271	1	3066	CLASS PIAN	2	M. Rutherford	2	1
2016	SPRING	FULL	06MUE1271	1	3067	CLASS PIAN	2	M. Rutherford	2	1
2016	SPRING	FULL	06MUE1121	1	3068	VOICE I	2	J. Rutherford	1	1
2016	SPRING	FULL	06MUE1131	1	3069	VOICE II	4	J. Rutherford	4	3
2016	SPRING	FULL	06MUE2131	1	3071	VOICE 4	2	J. Rutherford	2	2
2016	SPRING	FULL	06MUE1401	1	3072	JAZZ BAND	13	M. Rutherford	11	11
2016	SPRING	FULL	06MUE1081	1	3073	PIANO 1	1	M. Rutherford	1	1
2016	SPRING	FULL	06MUE1321	1	3075	MUSICAL R	9	J. Rutherford	9	9
2016	SPRING	FULL	06MUE1331	1	3076	MUSICAL R	6	J. Rutherford	6	6
2015	FALL	FULL	06MUE1303	3	8004	MUSIC APP	16	M. Congdon	16	16
2015	FALL	FULL	06MUE1303	3	8022	MUSIC APP	8	L. Annable	8	8
2015	FALL	FULL	06MUE1303	3	8030	MUSIC APP	7	R. Sweaney	7	7

2016	SPRING	FULL	06MUE1303	3 8312	MUSIC APP	2 L. Annable	2	2
						412	400	370
Online								
2015	SUMMER	FULL	06MUE1303	3 6265	MUSIC APP	10 J. Rutherford	10	8
2015	FALL	FULL	06MUE1303	3 6509	MUSIC APP	19 J. Rutherford	19	14
2016	SPRING	FULL	06MUE1303	3 6759	MUSIC APP	17 J. Rutherford	16	12
						46	45	34

2.0: STUDENT SUCCESS

2.1: DEFINE STUDENT SUCCESS

Provide a definition of how student success is defined by the program. *(See Resource C in manual)*

Narrative:

Students majoring in the music program are expected to:

1. Students will be able to interpret and apply musical notation in performance.
2. Students will be able to interpret and apply musical notation in the analysis of musical scores.
3. Students will be able to perform with artistry and sensitivity.
4. Students will be able to demonstrate responsibility to performance groups.

Evidence:

- [Music Program Outcomes linked to Course Outcomes](#)

Music Course Outcomes linked to Program Outcomes

Program Outcomes:
PO1: *Student will be able to interpret and apply musical notation in performance.*
PO2: *Student will be able to interpret and apply musical notation in the analysis of musical scores.*
PO3: *Students will be able to perform with artistry and sensitivity.*
PO4: *Students will be able to demonstrate responsibility to performance groups.*

Courses Outcomes:

Music Appreciation -06MUE1303
1. Identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics. (PO2)
2. Identify the expressive qualities of the elements of music through listening experiences.(PO2)
3. Describe the general characteristics of musical genres and the relationship to their cultural/historical settings. (PO3)
4. Demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.(PO3)
5. Critically evaluate the role of music in their lives. (PO3)

Sight Singing I – 06MUE1142
1. Identify the basic elements of music (PO1)
2. Distinguish major scales aurally (PO1)
3. Reproduce major scales vocally (PO1)
4. Distinguish minor scales aurally (PO1)
5. Reproduce minor scales vocally (PO1)
6. Distinguish intervals aurally (PO1)
7. Reproduce intervals vocally (PO1)
8. Read and perform rhythms in simple and compound meter (PO2)

Sight Singing II – 06MUE1152
1. The student will demonstrate an understanding of basic music theory concepts and the musicianship skills necessary to sing more complex diatonic melodies. (PO1)
2. Perform rhythms at sight. (PO1)
3. Recognize melodic and harmonic intervals, the four triad types, and simple progressions. (PO2)
4. Analyze and notate rhythms and melodies by ear. (PO1)

Sight Singing III -06MUE2142
1. Identify twelve intervals both ascending and descending. (PO1)
2. Identify major and minor scales. (PO1)
3. Identify chromatic and non-harmonic tones. (PO1)
4. Identify secondary dominant chords. (PO1)

5. Identify modulations. (PO1)
6. Reproduce 2-part dictation. (PO2)
7. Identify intricate rhythms. (PO1)
8. Identify medieval modes. (PO2)

Sight Singing IV -06MUE2152
1. Identify all intervals including compound intervals. (PO1)
2. Reproduce more difficult rhythmic patterns. (PO1)
3. Identify and reproduce hemiolas and changing meter signatures. (PO1)
4. Identify chromatic intervals. (PO1)
5. Identify remote modulations. (PO1)
3. Compose melodies representative of 20th century techniques. (PO1)
6. Understand musical terms and foreign words used in music. (PO2)

Music Theory I-06MUE1093
1. Notate rhythmic patterns in common simple and compound meters (duple, triple, and quadruple). (PO2)
2. Identify and write simple and compound intervals, diatonic triads and seventh chords in all positions, and in treble, bass, alto, and tenor clef. (PO2)
3. Demonstrate fluency in the construction of all major and minor scales and key signatures. (PO2)
4. Analyze and construct chords using Roman numerals and figured bass. (PO2)
5. Demonstrate the integration of common-practice diatonic harmonic and voice-leading principles, including the use of passing and neighboring tones. (PO2)

Music Theory II – 06MUE1113
1. Compose a four-part chorale using figured bass involving diatonic and some chromatic harmony. (PO2)
2. Analyze simple harmonic progressions involving diatonic and some chromatic harmony. (PO2)
3. Identify errors in melodies, harmonies, and rhythms. (PO2)
4. Identify basic forms in music. (PO2)
5. Identify and compose secondary and leading tone chords. (PO2)

Music Theory III-06MUE2093
1. Apply advanced principles of part writing when writing 4 part –chorales. (PO2)
2. Identify various forms of modulation during an analysis of written music. (PO2)
3. Identify chromatic harmony and extended structures. (PO2)
4. Identify and construct non diatonic chords such as borrowed chords, altered chords,
5. Neapolitan chords, and other augmented sixth chords. (PO2)
6. Identify chromatic harmony and extended structures. (PO2)
7. Identify and apply enharmonic spelling. (PO2)
8. Identify modulation to foreign keys during analysis of written music. (PO2)

Music Theory IV – 06MUE 2103
1. Identify counterpoint treatment of dominant harmony sequence and expanded tonality. (PO2)
2. Identify Impressionism scales and chord structure and parallelism. (PO2)
3. Identify pandiatonicism rhythm and meter set theory, the twelve-tone technique, tonal serialization, and aleatory chance music. (PO2)

Applied Music- Voice for Music Majors-06MUE1122
1. Produce a free ringing tone coordinated with deep full breaths, legato phrasing, and clear enunciation. (PO3)
2. Identify specific artistic and technical goals and efficiently address these in practice. Students will polish critical listening skills, self-discipline and ability to concentrate. (PO3)
3. Analyze musical scores. (PO1, PO2)
4. Perform literature with integrity and vibrancy. (PO3)
5. Perform in Master classes and for a Recital or Final Lesson Performance. (PO3)

Applied Music – Piano for Music Majors -06MUE1062
1. Demonstrate Keyboard Technique – all major and minor pentachords, one octave major scales. (PO3)
2. Demonstrate Keyboard Harmony – I-V-I progression in keys up to three sharps and flats, harmonize a given melody to chord roots, play all major root position chords. (PO3)
3. Demonstrate Transposition – transpose basic melodies to selected keys. (PO3)
4. Perform by Memory Repertoire – at the level of the first half of the textbook. (PO3)
5. Sight-read -pieces on the level of the first half of the textbook. (PO3)

Applied Music- Instrumental for Music Majors -06MUE1112
1. Demonstrate improvement or mastery of the given appropriate playing techniques. (PO1, PO3)
2. Demonstrate knowledge and understanding of the style, composer, and characteristics of each work studied. (PO2,PO3)
3. Express artistic and musical messages through performance. (PO3)
4. Demonstrate the ability to perform in lessons one or more compositions from a variety of traditional or jazz styles suited to the student's ability that he or she has not previously studied. (PO1, PO3)

Women's Chorus-06MUE1341
1. Perform musical concepts through choral rehearsals/concerts. (PO1, PO3,PO4)
2 .Identify and practice musical vocabulary and vocal parts. (PO1, PO4)
3. Utilize and improve Ear Training & Sight-Reading skills. (PO1, PO4)
4. Criticize music both objectively and subjectively. (PO2, PO3)
5. Identify musical influences in vocal repertory. (PO2)
6. Analyze musical performances is written and spoken conversations. (PO3, PO4)

Men's Chorus-06MUE1701
1. Perform musical concepts through choral rehearsals/concerts. (PO1, PO3,PO4)
2 .Identify and practice musical vocabulary and vocal parts. (PO1, PO4)

3. Utilize and improve Ear Training & Sight-Reading skills. (PO1, PO4)
4. Criticize music both objectively and subjectively. (PO2, PO3)
5. Identify musical influences in vocal repertory. (PO2)
6. Analyze musical performances is written and spoken conversations. (PO3, PO4)

Chamber Singers-06MUE1141
1. Perform musical concepts through choral rehearsals/concerts. (PO1, PO3,PO4)
2 .Identify and practice musical vocabulary and vocal parts. (PO1, PO4)
3. Utilize and improve Ear Training & Sight-Reading skills. (PO1, PO4)
4. Criticize music both objectively and subjectively. (PO2, PO3)
5. Identify musical influences in vocal repertory. (PO2)
6. Analyze musical performances is written and spoken conversations. (PO3, PO4)

Athletic Band – 06MUE1211
1. Develop proficiency in instrumental performance. (PO1, PO3)
2. Develop team skills and the ability to contribute to an ensemble. (PO4)
3. Develop a heightened awareness of performance quality and necessary skills for presentation effectiveness. (PO1, PO3, PO4)
4. Show understanding of balance, pitch, blend and overall concept of acceptable sound for an instrumental ensemble. (PO1, PO3)

Jazz Band -06MUE1401
1. Perform standard repertoire appropriate to their performance area as members of ensembles. (PO1, PO3)
2. Demonstrate the ability to successfully contribute in a cooperative learning environment. (PO4)
3. Demonstrate the ability to perform a variety of music with attention to several musical factors, including style, articulation, dynamics, blend and balance, intonation, rhythm, and phrasing. (PO1, PO3, PO4)
4. Demonstrate knowledge of different jazz genres and the means to express themselves artistically. (PO1, PO3)

Concert Band -06MUE1001
1. Perform standard repertoire appropriate to their performance area as members of ensembles. (PO1, PO3)
2. Demonstrate the ability to successfully contribute in a cooperative learning environment. (PO1,PO3, PO4)
3. Demonstrate the ability to perform a variety of music with attention to several musical factors, including style, articulation, dynamics, blend and balance, intonation, rhythm, and phrasing. (PO1, PO3, PO4)
4. Understand and interpret compositions from a variety of cultural and historical backgrounds.(PO3)

2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

Students in our program work along side faculty and peers to develop skills relating to our student learning outcomes and our course offerings reflect this. The courses offered in our program are chosen because of their relevance in the field and their transferability. The music faculty stays up-to-date in current trends in their respective fields, and maintains contact with the schools to which students commonly transfer. In addition, our program also coordinates with other programs (eg. the theater program) to give our students exposure and opportunity in related fields.

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1: REFLECTION ON PROGRAM/COURSE OUTCOMES

Provide a narrative reflection on the assessment of program curriculum. Please provide an individual chart for student learning outcomes at both program and course level. Once the chart has been completed by the program, it can be updated in each cycle to reflect changes in assessment initiatives.

Narrative:

The music faculty have participated in collecting assessment data since 2014 by following the assessment plan instituted by the college. Through use of the system Tk20, MUE course outcomes have been tracked through several different student assessment tools. In the 2015-2017 cycle we collected student learning assessment data for our general education course: Music Appreciation. We have also linked the course data to several music program outcomes as well as the institutional outcomes. In additional to this we also collected data for eight other courses. These include Music Theory I, II, III, and IV as well as Sightsinging I, II, III, and IV. These courses are the core courses in the music program of study. Along with course level data we have linked those courses to the music program outcomes and institutional outcomes. Students have easily mastered the outcomes where data was collected. Currently there are 23 different courses being taught in the music program. The shear numbers of courses along with turnover in the academic leadership resulted in several courses where data was not collected during the 2015-2017 cycle. The remainder of our courses, which include applied music courses and performing ensembles, have been added for data collection in the 2017-2019 assessment cycle. This has resulted in all courses collecting data through at least one assessment tool.

Evidence:

- Music Program Outcomes linked to Course Outcomes

Music Course Outcomes linked to Program Outcomes

Program Outcomes:
PO1: *Student will be able to interpret and apply musical notation in performance.*
PO2: *Student will be able to interpret and apply musical notation in the analysis of musical scores.*
PO3: *Students will be able to perform with artistry and sensitivity.*
PO4: *Students will be able to demonstrate responsibility to performance groups.*

Courses Outcomes:

Music Appreciation -06MUE1303
1. Identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics. (PO2)
2. Identify the expressive qualities of the elements of music through listening experiences.(PO2)
3. Describe the general characteristics of musical genres and the relationship to their cultural/historical settings. (PO3)
4. Demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.(PO3)
5. Critically evaluate the role of music in their lives. (PO3)

Sight Singing I – 06MUE1142
1. Identify the basic elements of music (PO1)
2. Distinguish major scales aurally (PO1)
3. Reproduce major scales vocally (PO1)
4. Distinguish minor scales aurally (PO1)
5. Reproduce minor scales vocally (PO1)
6. Distinguish intervals aurally (PO1)
7. Reproduce intervals vocally (PO1)
8. Read and perform rhythms in simple and compound meter (PO2)

Sight Singing II – 06MUE1152
1. The student will demonstrate an understanding of basic music theory concepts and the musicianship skills necessary to sing more complex diatonic melodies. (PO1)
2. Perform rhythms at sight. (PO1)
3. Recognize melodic and harmonic intervals, the four triad types, and simple progressions. (PO2)
4. Analyze and notate rhythms and melodies by ear. (PO1)

Sight Singing III -06MUE2142
1. Identify twelve intervals both ascending and descending. (PO1)
2. Identify major and minor scales. (PO1)
3. Identify chromatic and non-harmonic tones. (PO1)
4. Identify secondary dominant chords. (PO1)

5. Identify modulations. (PO1)
6. Reproduce 2-part dictation. (PO2)
7. Identify intricate rhythms. (PO1)
8. Identify medieval modes. (PO2)

Sight Singing IV -06MUE2152
1. Identify all intervals including compound intervals. (PO1)
2. Reproduce more difficult rhythmic patterns. (PO1)
3. Identify and reproduce hemiolas and changing meter signatures. (PO1)
4. Identify chromatic intervals. (PO1)
5. Identify remote modulations. (PO1)
3. Compose melodies representative of 20th century techniques. (PO1)
6. Understand musical terms and foreign words used in music. (PO2)

Music Theory I-06MUE1093
1. Notate rhythmic patterns in common simple and compound meters (duple, triple, and quadruple). (PO2)
2. Identify and write simple and compound intervals, diatonic triads and seventh chords in all positions, and in treble, bass, alto, and tenor clef. (PO2)
3. Demonstrate fluency in the construction of all major and minor scales and key signatures. (PO2)
4. Analyze and construct chords using Roman numerals and figured bass. (PO2)
5. Demonstrate the integration of common-practice diatonic harmonic and voice-leading principles, including the use of passing and neighboring tones. (PO2)

Music Theory II – 06MUE1113
1. Compose a four-part chorale using figured bass involving diatonic and some chromatic harmony. (PO2)
2. Analyze simple harmonic progressions involving diatonic and some chromatic harmony. (PO2)
3. Identify errors in melodies, harmonies, and rhythms. (PO2)
4. Identify basic forms in music. (PO2)
5. Identify and compose secondary and leading tone chords. (PO2)

Music Theory III-06MUE2093
1. Apply advanced principles of part writing when writing 4 part –chorales. (PO2)
2. Identify various forms of modulation during an analysis of written music. (PO2)
3. Identify chromatic harmony and extended structures. (PO2)
4. Identify and construct non diatonic chords such as borrowed chords, altered chords,
5. Neapolitan chords, and other augmented sixth chords. (PO2)
6. Identify chromatic harmony and extended structures. (PO2)
7. Identify and apply enharmonic spelling. (PO2)
8. Identify modulation to foreign keys during analysis of written music. (PO2)

Music Theory IV – 06MUE 2103
1. Identify counterpoint treatment of dominant harmony sequence and expanded tonality. (PO2)
2. Identify Impressionism scales and chord structure and parallelism. (PO2)
3. Identify pandiatonicism rhythm and meter set theory, the twelve-tone technique, tonal serialization, and aleatory chance music. (PO2)

Applied Music- Voice for Music Majors-06MUE1122
1. Produce a free ringing tone coordinated with deep full breaths, legato phrasing, and clear enunciation. (PO3)
2. Identify specific artistic and technical goals and efficiently address these in practice. Students will polish critical listening skills, self-discipline and ability to concentrate. (PO3)
3. Analyze musical scores. (PO1, PO2)
4. Perform literature with integrity and vibrancy. (PO3)
5. Perform in Master classes and for a Recital or Final Lesson Performance. (PO3)

Applied Music – Piano for Music Majors -06MUE1062
1. Demonstrate Keyboard Technique – all major and minor pentachords, one octave major scales. (PO3)
2. Demonstrate Keyboard Harmony – I-V-I progression in keys up to three sharps and flats, harmonize a given melody to chord roots, play all major root position chords. (PO3)
3. Demonstrate Transposition – transpose basic melodies to selected keys. (PO3)
4. Perform by Memory Repertoire – at the level of the first half of the textbook. (PO3)
5. Sight-read -pieces on the level of the first half of the textbook. (PO3)

Applied Music- Instrumental for Music Majors -06MUE1112
1. Demonstrate improvement or mastery of the given appropriate playing techniques. (PO1, PO3)
2. Demonstrate knowledge and understanding of the style, composer, and characteristics of each work studied. (PO2,PO3)
3. Express artistic and musical messages through performance. (PO3)
4. Demonstrate the ability to perform in lessons one or more compositions from a variety of traditional or jazz styles suited to the student's ability that he or she has not previously studied. (PO1, PO3)

Women's Chorus-06MUE1341
1. Perform musical concepts through choral rehearsals/concerts. (PO1, PO3,PO4)
2 .Identify and practice musical vocabulary and vocal parts. (PO1, PO4)
3. Utilize and improve Ear Training & Sight-Reading skills. (PO1, PO4)
4. Criticize music both objectively and subjectively. (PO2, PO3)
5. Identify musical influences in vocal repertory. (PO2)
6. Analyze musical performances is written and spoken conversations. (PO3, PO4)

Men's Chorus-06MUE1701
1. Perform musical concepts through choral rehearsals/concerts. (PO1, PO3,PO4)
2 .Identify and practice musical vocabulary and vocal parts. (PO1, PO4)

3. Utilize and improve Ear Training & Sight-Reading skills. (PO1, PO4)
4. Criticize music both objectively and subjectively. (PO2, PO3)
5. Identify musical influences in vocal repertory. (PO2)
6. Analyze musical performances is written and spoken conversations. (PO3, PO4)

Chamber Singers-06MUE1141
1. Perform musical concepts through choral rehearsals/concerts. (PO1, PO3,PO4)
2 .Identify and practice musical vocabulary and vocal parts. (PO1, PO4)
3. Utilize and improve Ear Training & Sight-Reading skills. (PO1, PO4)
4. Criticize music both objectively and subjectively. (PO2, PO3)
5. Identify musical influences in vocal repertory. (PO2)
6. Analyze musical performances is written and spoken conversations. (PO3, PO4)

Athletic Band – 06MUE1211
1. Develop proficiency in instrumental performance. (PO1, PO3)
2. Develop team skills and the ability to contribute to an ensemble. (PO4)
3. Develop a heightened awareness of performance quality and necessary skills for presentation effectiveness. (PO1, PO3, PO4)
4. Show understanding of balance, pitch, blend and overall concept of acceptable sound for an instrumental ensemble. (PO1, PO3)

Jazz Band -06MUE1401
1. Perform standard repertoire appropriate to their performance area as members of ensembles. (PO1, PO3)
2. Demonstrate the ability to successfully contribute in a cooperative learning environment. (PO4)
3. Demonstrate the ability to perform a variety of music with attention to several musical factors, including style, articulation, dynamics, blend and balance, intonation, rhythm, and phrasing. (PO1, PO3, PO4)
4. Demonstrate knowledge of different jazz genres and the means to express themselves artistically. (PO1, PO3)

Concert Band -06MUE1001
1. Perform standard repertoire appropriate to their performance area as members of ensembles. (PO1, PO3)
2. Demonstrate the ability to successfully contribute in a cooperative learning environment. (PO1,PO3, PO4)
3. Demonstrate the ability to perform a variety of music with attention to several musical factors, including style, articulation, dynamics, blend and balance, intonation, rhythm, and phrasing. (PO1, PO3, PO4)
4. Understand and interpret compositions from a variety of cultural and historical backgrounds.(PO3)

3.2: SIGNIFICANT ASSESSMENT FINDINGS

Provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

Because of data collection and reflection of student learning in MUE classes, faculty have changed class room activities, assessment tools, delivery method of materials, etc. to improve student learning. While not all courses collected data in the 2015-2017 cycle, the culture of assessment practices and knowledge of good assessment practices have been instituted in our program and will continue to improve in the 2017-2019. In courses where data was collected, students routinely exceeded the measure for each outcome. In the 2015-2017 cycle, assessment data was collected for Music Appreciation, Sight singing I-IV, and Music Theory I-IV. Additional measures and outcomes will be added to data collection for this courses in the 2017-2019 cycle. Applied music courses along with performing ensembles have been added to our current cycle (2017- 2019) which means all courses currently are in the assessment plan.

Evidence:

- Music Courses and Program Assessment data 2015-2017

Music Program Outcomes:

O1: *Student will be able to interpret and apply musical notation in performance.*

M1- Sight Singing I – course outcome/measures listed below

M2- Sight Singing II – course outcomes/measures listed below

M3-Sight Singing III – course outcomes/measures listed below

M4- Sight Singing IV- course outcomes/measures listed below

Results: Students completed all the assessment well over the 70% goal and mastered several outcomes for the course.

M5- Applied Lessons/Final Jury Assessment (added in 2017-2019 cycle)

O2: *Student will be able to interpret and apply musical notation in the analysis of musical scores.*

M1-Music Theory I – course outcome/measures listed below

M2- Music Theory II – course outcomes/measures listed below

M3-Music Theory III – course outcomes/measures listed below

M4- Music Theory IV- course outcomes/measures listed below

Results: Students completed all the rhythm assignments well over the 70% goal and mastered outcomes various for the course.

O3: *Students will be able to perform with artistry and sensitivity.*

M1 – Applied Lesson/Final Jury (part of the 2017-2019 cycle)

O4: *Students will be able to demonstrate responsibility to performance groups.*

M1- All Students will achieve 80% or higher Attendance rate in ensemble courses. (part of the 20172019 cycle)

_____

Specific Course Outcome Data: Summer 2015-Spring 2017

Music Theory I - 06MUE1093 Outcome:

 1. The student will be able to notate rhythmic patterns in common simple and compound meters (duple, triple, and quadruple).

Measures:

No. 1:70% or higher grade on the Chapter 2 test over Rhythm in Music. Test is uploaded below.

All students received a 70% or higher grade on the Chapter 2 test

No. 2: Completion of assigned chapter 2 self-tests at a 70% or higher grade.
All students received a 70% or higher on self-test home works

No. 3: Completion of assigned work focusing on rhythm in the computer program Musation at a 70% or higher grade. Musation is a computer program contained in the cloud that we have access to in the Fine Arts Computer Lab.

All students in the course completed Musation work with a 70% or higher.

Results:

Course taught Fall 2015/Fall 2016

Students completed all the rhythm assignments well over the 70% goal and mastered outcome number 1 for the course.

Because we used 3 different types of assessments, (homework, computer work, and a test) the concepts were reinforced. Along with reinforcement the assessments were differentiated so many learning styles were accommodated.

Music Theory II - 06MUE1103

Outcome:

2. The student will be able to identify various forms of modulation during an analysis of written music.

Measures:

No. 1: 70% of students will achieve a 70% of higher grade on the Chapter 18 over Modulation. Test is uploaded below.

All students received a 70% or higher grade on the Chapter 18 test

No. 2: Completion of assigned chapter 18 self-tests at a 70% or higher grade.
All students received a 70% or higher on self-test home works

No. 3: Completion of assigned work focusing on modulation in the Musation at a 70% or higher grade. Musation is a computer program contained in the cloud that we have access to in the Fine Arts Computer Lab.

All students in the course completed Musation work with a 70% or higher.

Results:

Course taught Spring 2016/Spring 2017

Students completed all the rhythm assignments well over the 70% goal and mastered outcome number 2 for the course.

Because we used 3 different types of assessments, (homework, computer work, and a test) the concepts were reinforced. Along with reinforcement the assessments were differentiated so many learning styles were accommodated.

Music Theory III - 06MUE2093

Outcome:

2. The student will be able to identify various forms of modulation during an analysis of written music.

Measures:

No. 1: 70% of students will achieve a 70% of higher grade on the Chapter 18 over Modulation. Test is uploaded below.

All students received a 70% or higher grade on the Chapter 18 test

No. 2: Completion of assigned chapter 18 self-tests at a 70% or higher grade.
All students received a 70% or higher on self-test home works

No. 3: Completion of assigned work focusing on modulation in the Musation at a 70% or higher grade. Musation is a computer program contained in the cloud that we have access to in the Fine Arts Computer Lab.

All students in the course completed Musation work with a 70% or higher.

Results:

Course taught Fall 2015/Fall 2016

Students completed all the rhythm assignments well over the 70% goal and mastered outcome number 2 for the course.

Because we used 3 different types of assessments, (homework, computer work, and a test) the concepts were reinforced. Along with reinforcement the assessments were differentiated so many learning styles were accommodated.

Music Theory IV 06MUE2103 Outcome

:

1.The student will be able to identify Counterpoint Treatment of Dominant Harmony Sequence and Expanded Tonality **Measures:**

No. 1: 70% of students will receive a 70% or higher on the Chapter 24 workbook/homework assignments.

All students scored a 70% or higher on the Chapter 24 workbook/homework assignments.

No. 2: 70% of students will receive a 70% or higher on the Chapter 24 test.

All students scored a 70% or higher on the Chapter 24 test.

Results:

Course taught Spring 2016/Spring 2017

Students completed all the rhythm assignments well over the 70% goal and mastered outcome number 4 for the course.

Because we used 3 different types of assessments, (homework, computer work, and a test) the concepts were reinforced. Along with reinforcement the assessments were differentiated so many learning styles were accommodated.

Sight Singing I - 06MUE1142

Outcome:

2. The student will be able to distinguish major scales aurally.

Measures:

No. 1: 70% or higher grade on the written test over Major Scales. Test is uploaded below.

All students received a 70% or higher grade on the Major Scales test.

No. 2: 70 % or higher grade of assigned work on major scale recognition in the computer program Auralia at a 70% or higher grade. Auralia is a computer program contained in the cloud that we have access to in the Fine Arts Computer Lab.

All students in the course completed Auralia work with a 70% or higher.

Results:

No. 1

Fall 2015: Students completed all the major scale test well over the 70% goal and mastered outcome number 2 for the course. (89%)

Fall 2016: Students completed all the major scale test well over the 70% goal and mastered outcome number 2 for the course. (92%)

No. 2

Fall 2015: Students completed all the major scale auralia assignments well over the 70% goal and mastered outcome number 2 for the course. (82%)

Fall 2016: Students completed all the major scale auralia assignments well over the 70% goal and mastered outcome number 2 for the course. (91%)

Because we used 2 different types of assessments, computer work, and a test) the concepts were reinforced. Along with reinforcement the assessments were differentiated so many learning styles were accommodated.

Sight Singing II -06MUE1152

Outcome:

3. The student will be able to recognize melodic and harmonic intervals, the four triad types, and simple progressions.

Measures:

No. 1: 70% of Students will achieve a 70% or higher on Test #3 of the semester covering all simple melodic and harmonic intervals, the four triad types, and simple progressions.

No. 2: 70% of Students will achieve a 70% or higher on auralia computer homework assignment over Level 7 simple intervals.

Results:

No. 1: Fall 2015: Students completed interval test well over the 70% goal and mastered outcome number 2 for the course. (89%)

Fall 2016: Students completed interval test well over the 70% goal and mastered outcome number 2 for the course. (92%)

No. 2: Fall 2015: Students completed all the interval auralia assignments well over the 70% goal and mastered outcome number 2 for the course. (82%)

Fall 2016: Students completed all the interval auralia assignments well over the 70% goal and mastered outcome number 2 for the course. (91%)

Students completed all the interval assignments well over the 70% goal and mastered outcome number 2 for the course.

Because we used 2 different types of assessments, (computer work, and a test) the concepts were reinforced. Along with reinforcement the assessments were differentiated so different learning styles were accommodated.

Sight Singing III -06-MUE-2142

Summer 2015- Spring 2017

Outcome: Identify major and minor scales Measure:

No 1: 70% of the students will achieve a 70% or better on the aural scales quiz. Document to be uploaded.

No. 2: 70% of Students will achieve a 70% or higher on auralia computer homework assignment over Level 4.

Results:

No. 1: Fall 2015: Students completed scale quiz well over the 70% goal and mastered outcome number 2 for the course. (88%)

Fall 2016: Students completed scale quiz well over the 70% goal and mastered outcome number 2 for the course. (90%)

No. 2: Fall 2015: Students completed all the scales assignments well over the 70% goal and mastered outcome number 2 for the course. (84%)

Fall 2016: Students completed all the scales assignments well over the 70% goal and mastered outcome number 2 for the course. (89%)

Students completed all the interval assignments well over the 70% goal and mastered outcome number 2 for the course.

Because we used 2 different types of assessments, (computer work, and a test) the concepts were reinforced. Along with reinforcement

Sighting Singing IV-06MUE

Outcome: Identify all intervals including compound intervals.

Measure:

No 1: 70% of the students will achieve a 70% or better on the aural interval test. Document to be uploaded.

No. 2: 70% of Students will achieve a 70% or higher on auralia computer homework assignment over Intervals Level 17.

Results:

No. 1: Fall 2015: Students completed interval test well over the 70% goal and mastered outcome number 2 for the course. (76%)

Fall 2016: Students completed interval test well over the 70% goal and mastered outcome number 2 for the course. (83%)

No. 2: Fall 2015: Students completed the auralia homework well over the 70% goal and mastered outcome number 2 for the course. (82%)

Fall 2016: Students completed the auralia homework well over the 70% goal and mastered outcome number 2 for the course. (86%)

Students completed all the interval assignments well over the 70% goal and mastered outcome number 2 for the course.

Because we used 2 different types of assessments, (computer work, and a test) the concepts were reinforced. Along with reinforcement

Music Appreciation (06-MUE-1303)

Outcome: Demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.

Measure: No. 1:

70 % of students will receive a 70% or higher on the following assignment: Students will prepare a 10 minute class presentation about a composer from classical western music. They should include biographical information, genres composed, contributions to the field,

70 % of students will receive a 70% or higher on the following assignment: Students will prepare a 10 minute class presentation about a composer from classical western music. They should include biographical information, genres composed, and contributions to the field, detail 2 important works with a brief analysis, and other relevant information. A rubric addresses 10 categories was used.

Results:

Summer 2015 – no data

Fall 2015-91%

Spring 2016 -84%

Summer 2016- no data

Fall 2016- 84%

Spring 2017 -90%

These courses will be added in the 2017-2019 assessment cycle:

Choral Ensembles

Chorale (06MUE1021)

Outcome: Perform musical concepts through choral rehearsals/concepts

Measure: The choir will achieve a rating of excellent or better on the choral performance rubric provided below.

Chamber Singers (06MUE1141)

Outcome: Expand knowledge of all musical concepts through performance practices

Measure:The choir will achieve a rating of excellent or better on the choral performance rubric provided below.

Men's Chorus (06MUE1701)

Outcome: Perform musical concepts through choral rehearsals/concepts

Measure: The choir will achieve a rating of excellent or better on the choral performance rubric provided below.

Women's Chorus (06MUE1341)

Outcome: Perform musical concepts through choral rehearsals/concepts

Measure: The choir will achieve a rating of excellent or better on the choral performance rubric provided below.

Instrumental Ensembles

Athletic Band (06MUE 1211)

Outcome: Perform musical concepts through band rehearsals/concerts

Measure: The band will achieve a rating of excellent or better on the band performance rubric provided below.

Concert Band (06MUE1001)

Outcome: Perform musical concepts through band rehearsals/concerts

Measure: The band will achieve a rating of excellent or better on the band performance rubric provided below.

Jazz Band (06MUE1401)

Outcome: Perform musical concepts through band rehearsals/concerts

Measure: The band will achieve a rating of excellent or better on the band performance rubric provided below.

Private/Solo Music Lessons

Applied Music Voice/Instrumental/Piano for Music Majors (06MUE1121,1062,1122)

Outcome: Perform in Master classes and for a Recital or Final Lesson Performance

Measure: 70% of students will receive a 70% or higher on the performance rubric/

3.3: ONGOING ASSESSMENT PLANS

Describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

The music program will continue to add courses to document assessment. The current program review reflects a few courses where significant assessment documentation exists. By the AY2018-2019 all MUE courses will collect at least two assessment pieces. The music program recently adopted new standardized rubrics for all performing ensembles as well as individual applied music courses. Data and assessment plans for the 2017-2019 has been included as evidence.

4.0: EXTERNAL CONSTITUENCY AND SIGNIFICANT TRENDS

External Constituency and Significant Trends - An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

4.1: PROGRAM ADVISORY COMMITTEE

Please list or attach all Advisory member's 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.

Narrative:

Not applicable in the Music Program.

4.2: SPECIALIZED ACCREDITATION

Include the following information: Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.

Upload the most recent self-study and site visit documents.

Upload agency correspondence which confirm accreditation status.

Narrative:

Not applicable in the Music Program.

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

Due to Independence Community College's current accreditation through the Higher Learning Commission, the Music Program is also accredited. Of the Music courses offered in Independence Community College, Music Appreciation and Music Theory I are listed on Kansas Board of Regents' Transfer Course Matrix.

5.0: CURRICULUM REFLECTION

5.1: REFLECTION ON CURRENT CURRICULUM

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

· Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?

· How does this program transfer to four-year universities? (give specific examples)

· What types of jobs can students get after being in your program? (Please use state and national data)

· How dynamic is the curriculum? When was the last reform or overhaul?

· In the wake of globalization, how "internationalized" is the curriculum?

· How does the program assess diversity?

· Does the program have any community-based learning components in the curriculum?

Narrative:

Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?

The nature of the program is designed to mirror the general requirements of students entering into a four year college for music. The first two years of a music degree contain very little major specific classes, most specialized classes for any specific music major occur in the third and fourth year of instruction. The load for the first two years as a music major include the acquisition of general music knowledge in Music Theory, sight reading, aural skills, heavy ensemble work and private instruction on a primary instrument. ICC meets or exceeds the requirements for the first two years of a music major at other four year Kansas institutions. The breadth and depth of is appropriate for the first two years of a music major.

How does this program transfer to four-year universities? (give specific examples)
Our high achieving students typically have no transfer issues moving course work from our institution to another. At times a placement test is required to receive all of the theory and sight singing credits offered at ICC as only Theory 1 and Sight Singing 1 have completed the KCOG process.
We are currently finalizing a 2+2 program with K-State for seamless transfer and are engaging other colleges to form similar agreements. We lack two class for our K-State 2+2 program that is currently not part of the four semester plan. K-State requires all Music Majors to take statistics in the first two years of instruction and a World Music course.
*See Transfer equivalency for K-State document available in evidence section.
* See Transfer equivalency for Pitt State document available in evidence section.

What types of jobs can students get after being in your program?

This program is not designed to provide job ready students at completion of an Associate's

degree.Instead, this program is designed to provide all of the necessary experiences and classes required in the first two years of a general music degree.Students who enter this program are typically seeking a bachelor's degree in a variety of music fields.

How dynamic is the curriculum? When was the last reform or overhaul?
The music degree program is very dynamic and adaptive. We have changed course descriptions and names to more closely meet the needs of our students. We have added additional courses to help students have a wide variety of options when exploring the music field. We have followed trends at other universities to help maintain a seamless level of transfer of our students. The program is in a constant state of improvement based on assessment and feedback from our students who transfer to other universities.
Although small adjustments are made almost every year we have not had a major overhaul of the music program since 2012 in which the program was more closely aligned with four year university programs.

In the wake of globalization, how "internationalized" is the curriculum?
The program has not moved significantly towards an internationalized curriculum as most music degree programs in Kansas still follow a Western European tradition of music education. Cultural and international diversity occur in the individual ensembles offered at ICC. Music is selected that provide a wide breadth of exposer to other cultures, diverse backgrounds, genres, and languages.

How does the program assess diversity?
The program does not currently assess diversity but does strive to promote diversity in the choice of musical selections for ensemble work.

Does the program have any community-based learning components in the curriculum?
The music program serves the community at a variety of events. All ensembles have performed at community functions and private sponsored events. The instrumental and choral programs have ensembles that meet in the evening and are open to community members. These offerings allow us to enrich the lives of community members while supporting one of the core missions of our institution, promoting cultural enrichment through music.

Evidence:

- ICC/KState Course transfer
- Pitt State course transfer list

KANSAS STATE
U N I V E R S I T Y

NOTE: Please see information below to understand how to read the report, transfer credit policies for K-State and other facts about how to get the best information regarding transfer courses to our university.

INDEPENDENCE COMMUNITY COLLEGE (KS)

Kansas State University Courses	Transfer Courses
BIOL 198 & BIOL 201 *PRINCIPLES OF BIOLOGY & ORGANISMIC BIOLOGY*	**BIO 1005 & BIO 1015** *GEN BIOL & BOTANY*
BIOL 198 & BIOL 201 *PRINCIPLES OF BIOLOGY & ORGANISMIC BIOLOGY*	**BIO 1005 & BIO 1025** *GEN BIOL & ZOOLOGY*
BIOL 198 *PRINCIPLES OF BIOLOGY*	**BIO 1005** *GEN BIOLOGY*
BIOL 198 *PRINCIPLES OF BIOLOGY*	**BIO 1115** *BIOLOGY I:PRIN CELLULAR/MOLE*
CHM 110 & CHM 111 *GENERAL CHEMISTRY & GEN CHEM LAB*	**PHS 1015** *GEN CHEMISTRY*
COMM 106 *PUBLIC SPEAKING 1*	**COM 1203** *PUBLIC SPEAKING*
ENGL 100 *EXPOSITORY WRITING 1*	**ENG 1003** *ENGLISH COMP I*
ENGL 100 *EXPOSITORY WRITING 1*	**ENG 1005** *ENGLISH COMPOSITION I*
ENGL 200 *EXPOSITORY WRITING 2*	**ENG 1013** *ENGLISH COMP II*
ENGL 251 *INTRO LITERATURE*	**ENG 1073** *INTRO TO LIT (MODERN)*
FSHS 110 *INTRO HUMAN DEVELMNT*	**BEH 2003** *DEVELOPMENTAL PSYCHOLOGY*
HIST 111 *WORLD HIST TO 1450*	**HIS 1003** *HISTORY OF EARLY CIVILIZATION*
HIST 112 *WORLD HIST FROM 1450*	**HIS 1013** *HISTORY OF EARLY CIVILIZATION*
HIST 200 *TOP/HISTORY F & S*	**HIS 1163** *BLACK HISTORY*
HIST 200 *TOP/HISTORY F & S*	**HIS 1173** *KANSAS HISTORY*

HIST 251 *HIST US TO 1877*	**HIS 1023** *US HISTORY TO 1877*
HIST 252 *HIST US SINCE 1877*	**HIS 1033** *US HISTORY (1850-1930)*
HIST 252 *HIST US SINCE 1877*	**HIS 1063** *US HISTORY II:1877 TO PRE*
MATH 010 & MATH 100 *INTERMEDIATE ALGEBRA & COLLEGE ALGEBRA*	**MAT 1025** *COLLEGE ALGEBRA*
MATH 100 *COLLEGE ALGEBRA*	**MAT 1023** *COLLEGE ALGEBRA*
MUSIC210 *MUSIC THEORY 1*	**MUE 1093** *MUSIC THEORY I*
MUSIC230 *MUSIC THEORY 2*	**MUE 1113** *MUSIC THEORY II*
MUSIC320 *MUSIC THEORY 3*	**MUE 2093** *MUSIC THEORY III*
MUSIC360 *MUSIC THEORY 4*	**MUE 2103** *MUSIC THEORY IV*
PHILO100 *INTRO PHILOSOPH PROB*	**SOC 2003** *INTRO TO PHILOSOPHY*
PHILO130 *INTRO/MORAL PHILO*	**SOC 1073** *ETHICS*
STAT 325 *INTRO TO STATISTICS*	**BUS 2043** *BUSINESS STATISTICS*
STAT 325 *INTRO TO STATISTICS*	**MAT 1103** *ELEM STATS*

Understanding the K-State Course Display

- A fully equivalent course will have the K-State course number and title listed
- Courses with equivalencies such as ACCTG-1**, MATH-2**, TRANS-1** are transferable, but must be evaluated by the K-State college/department of your intended major to see how they will be applied to your degree requirement. The application of these courses can change if you decide to switch your major and will be reevaluated by your new department at that time.
- Course listed as "no transfer" will not transfer to K-State (ONLY Exception is the Technology and Management program via K-State Polytechnic)
- Developmental courses below 100-level may transfer to K-State but are not applicable to any degree program.
- "Eval Pending" means the course evaluation is in progress.
- In order for courses to be transferable to K-State, a sequence of courses may be required to receive credit. This sequence can be different for various majors on our campus. Please confirm with an advisor or the department office at our campus to identify the requirements for your degree.
- If a course is not listed, please email tfradmit@k-state.edu. Provide as much detail as possible, so the course can be evaluated for transfer equivalency.

K-State Undergraduate Transfer Credit Policies

- Most academic credits from regionally accredited community colleges and universities are transferable to K-State. Up to half of the hours required for a K-State baccalaureate degree can be taken at a two-year college.
- Not all credits from an associate's degree may be applicable towards a bacholor's degree. Depending on previous coursework and major, additional freshman or sophomore level classes may be needed to fulfill degree and/or general education requirements.
- Transfer grades do not become part of your K-State grade point average but may be referenced for consideration into specific programs.
- A grade of "D" will transfer to K-State, but these courses may need to be retaken, depending on the major entered.
- At least 30 credit hours must be completed at K-State to earn a degree. Twenty of the last 30 hours should be resident K-State credit. Major field courses are usually completed in residence. Courses taken through the K-State Global Campus are considered resident credit.
- A minimum of 45 hours must be at a course level of 300 or higher.

Disclaimer

- This is not an official evaluation of your transfer work and should only be used as a guide. Course evaluations are date sensitive and do change over time. The results you will see are reflective of how the course is currently evaluated. To prompt an official evaluation you will need to apply for admission to K-State at http://www.k-state.edu/admissions/ and have official transcripts sent from **each institution** that you have enrolled or attempted coursework at.
- Information on this webpage is subject to change without notice and is continually updated.
- Equivalency of a course does not guarantee that the course will apply as transfer credit to your intended major.
- K-State attempts to maintain complete evaluations for the Kansas community colleges.
- If you change your major, courses will need to be reviewed again by your new department and/or college to determine how they will be used toward your degree.
- Course evaluations change for various reasons, so if questions arise regarding the evaluation of the course, please e-mail tfradmit@k-state.edu.

Liberal Studies
Associate of Arts

Program Description: The Associate of Arts in Liberal Studies 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 of Arts Degree.

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

English Comp I (ENG 1003)	3
English Comp II (ENG 1013)	3

Choose 1 of the following:

Public Speaking (COM 1203)	3
Interpersonal Communication (COM 1233)	3

Mathematics (3 hours)

College Algebra (MAT 1023)	3
Analytic Geometry & Calculus I (MAT 1055)	5
Elementary Statistics (MAT 1103)	3
Plane Trigonometry (MAT 1093)	3

Sciences (5 hours) (Choose 1)

Natural Sciences

General Biology (Non-majors) (BIO 1005)	5
Biology 1: Principles of Cellular and Molecular Biology (BIO 1115)	5

Physical Sciences

Chemistry for Non-majors (PHS 1015)	5
Chemistry I for Majors (PHS 1025)	5
Descriptive Astronomy (PHS 1085)	5
Physical Science (PHS 1005)	5
College Physics I (PHS 1055)	5

Fine Arts and Aesthetic Studies (9 hours)

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

Cultural Studies (3 hours)

Anthropology (SOC 1023)	3
French I, II (FRL 1005, 1015)	5
Spanish I, II, III (FRL 1025, 1035, 2035)	5
World Regional Geography (GEO 2013)	3
Intro to Race and Ethnic Relations (SOC 2113)	3
African American History (HIS 1163)	3
World History I (HIS 1003)	3
World History II (HIS 1013)	3

Health and Well-Being (4-6 hours)

Psychological

General Psychology (BEH 1003)	3
Developmental Psychology (BEH 2003)	3
Drugs and Behavior (BEH 2043)	3

Physical

Wellness Concepts (HPR 1401)	1
Nutrition (BIO 2053)	3
Personal and Community Health (HEA 1053)	3

Environmental

College Success (SSC 1021)	1

Human Heritage (9 hours)   *Credit Hours*
Select 1 from each of the following 3 categories:

History (1 course)

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

Literature (1 course)

Introduction to Literature (ENG 1073)	3
American Literature I (ENG 1083)	3
American Literature II (ENG 2113)	3
British Literature I (ENG 2123)	3
British Literature II (ENG 2133)	3
Topics in Literature (ENG 2151, 2152, 2153)	1-3

Philosophy and Religion (1 course)

Introduction to Philosophy (PHI 2003)	3
Ethics (PHI 1073)	3
Logical and Classical Reasoning (PHI 2073)	3
New Testament History (REL 1013)	3

Social Awareness (3 hours)

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

Political Awareness (3 hours)

American Government (POL 1023)	3
Introduction to Political Science (POL 1013)	3

Business and Technology (6 hours)

Personal Finance (BUS 1003)	3
Financial Accounting (ACC 1043)	3
Introduction to Business (BUS 1093)	3
Computer Concepts & Applications (CIT 1003)	3
Microeconomics (BUS 2023)	3
Macroeconomics (BUS 2033)	3

General Electives (6 hours)
*Only 3 of the 6 hours may be activity or music courses

Total: 60-62

5.2: DEGREE AND CERTIFICATE OFFERINGS OR SUPPORT

List what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

There are two major areas of focus for the Music program at Independence Community College. The first focus is to serve the needs of students pursuing their associates of Arts degree in music. The second focus is to provide students interested in music but not majoring in music an avenue to continue musical study. Scholarships are provided for those students pursuing other degrees at ICC for involvement in the music program. In this way, the music program brings in many students that populate other classes at ICC. We have supported every major on campus in the last eight years by providing scholarship funding and a support system for students. Music Appreciation and Music Theory 1 also provide necessary courses for several degree paths including the Liberal Studies degree. Music ensembles provide elective options for the Liberal Studies degree. (see highlights within attachment).
Evidence:
Elective Options for Liberal Studies

Evidence:

- [Course and Elective options for the Liberal Studies degree](#)

6.0: FACULTY SUCCESS

Before completing the Faculty Success sub- sections, the program should reflect on a program pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.

6.1: PROGRAM ACCOMPLISHMENTS

Please highlight noteworthy program accomplishments.

Narrative:

The music program has been able to expose students to major cultural events through travel to cities and major cultural centers both nationally and internationally. Funding has been self-generated, with little institutional money used. Through these trips, students are able to experience high quality performances and gain a better understanding of the world outside of Independence. The music program has also incorporated a new guitar fabrication course in conjunction with Fab Lab ICC. Students who enroll in the course are able to design and build their own guitar while incorporating S.T.E.M. education.
Finally, the music program has increased its offerings in performance ensembles. The number of choirs offered has grown from two to four, while the number of bands has grown from two to three.

6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

The faculty in the music program have had several noteworthy accomplishments:

All three of the music faculty have been chosen as adjudicators for league, district, regional and state level music competitions sponsored by the Kansas High School Activities Association (KSHSAA). In addition the faculty members were selected to organize and host a 4A-3A-2A-1A KSHSAA regional music festival. The chair of the fine arts department was a featured soloist with the Puget Sound Concert Opera, was selected as the clinician for the Southeast Kansas Music Educators Association Elementary Honor Choir, served as the music director and producer for various Neewollah main stage productions, as well as winning the Independence Community College Spirit Award in 2015.

The vocal music professor has served as the music director for various Neewollah main stage productions as well as successfully organized and executed various student trips to New York City, Chicago, Mexico as well as many other places.

The instrumental music professor was selected as the featured soloist at the 2018 Dale Casteel Symphony of Winds Festival, was twice invited to be on the faculty of the Midwest Trumpet Festival, and performed multiple times with the Southeast Kansas Symphony. Both the chair of the Fine Arts Department and the Instrumental Music Professor are currently ABD on completion of their doctoral degrees.

6.3: INNOVATIVE RESEARCH, TEACHING, AND COMMUNITY SERVICE,

In this section the program should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

All three of the music program faculty are members of professional music associations including: the Kansas Music Educators Association, the Ohio Music Education Association, the Kansas Bandmasters Association, and the American Choral Directors Association. In addition, all three faculty have served as conductors with Mid-Continent Community Band.

The chair of the music department is the choral director at the First United Methodist Church in Independence, KS. He is also conducting research on shape note singing, bluegrass and other Appalachian music and their applications in the choral classroom.

The vocal music professor currently serves as the pianist/organist at the First United Methodist Church in Independence, KS. In addition, she serves as a pianist/accompanist in the Montgomery County area.

The instrumental music professor serves on the film and music team at Tyro Christian Church and is currently conducting research on Henry Brant's Trumpet Concerto and Spatial Music. He is also applying for a grant to attend a guitar building institute to further the guitar building courses at Independence Community College.

7.0: PROGRAM PLANNING & DEVELOPMENT FOR STUDENT SUCCESS

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section provide a narrative reflection on trends observed in the data from section 1.0. (See Resource C)

Narrative:

In 2017, the total number of freshman and sophomore music majors was 15. The returning number was eight. We had zero complete the program; however, we did have several transfer into four year universities successfully without receiving a degree from ICC. In 2016, the total number of freshman and sophomore music majors was ten. The returning number was four and we had two complete associate degrees. There is no data available for 2015. Once again, although there is no concrete data, we have several students who have transferred and completed four year degrees in music. To increase completion and success rates, the college as a whole has instituted navigator positions, who will track students more closely with attendance, grades, and financial aid issues. We believe this will directly help our numbers increase.

Data about job outlook, median pay, number of jobs and employment change was obtained from the bureau of labor and statistics. See below:

Music Directors and Composers

2016 Median Pay	$50,110 per year $24.09 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2016	74,800
Job Outlook, 2016-26	6% (As fast as average)
Employment Change, 2016-26	4,300

High School Teachers

2016 Median Pay	$58,030 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	1,018,700
Job Outlook, 2016-26	8% (As fast as average)
Employment Change, 2016-26	76,800

Source: Department of the Labor, Bureau of Labor Statistics
https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm

Types of jobs in the music field:

- Music directors and composers need a bachelor's degree in music theory, composition, or conducting.
- Music teachers in public schools need a bachelor's degree in music education or a similar field and must meet other state certification or licensure requirements.
- Postsecondary art, drama, and music teachers need a master's degree related to the subject they teach.
- Music therapist need a bachelor's degree in music therapy and meet other state certification

or licensure requirements. This field is new and there are limited income/employment data.

Evidence:

- [MUE Assessment Data](#)

MUE Assessment Data AY 2017

Number of Faculty:

3 full time (J. Rutherford, M. Carter, M. Rutherford)

9 part time (M. Torkelson, R. Craig, J. Kleinert, D. Farthing, J. Hamlin, M. Congdon, L. Annable, R. Sweaney, Warlop)

Enrollment & Student credit hours by Faculty type:

Full time: 120 total credit hours taught, with 566 total student enrollments

Part time: 33 credit hours taught, 104 total student enrollments

Average Class size:

6.29 students in Face-to-Face classes

15.8 students in online classes

6.77 students across all MUE courses

Completion rates:

99.49% face-to-face

94.94% online

98.95% all MUE courses

Pass rates (D or better):

92.86% face-to-face

69.33% online

90.02% all MUE courses

Number of Majors: 15 (8 returned Fall 2017)

Degrees Awarded: 0

MUE Assessment Data AY 2016

Number of Faculty:

2 full time (M. Rutherford, J. Rutherford)

7 part time (R. Craig, J. Hamlin, M. Torkelson, M. Congdon, L. Annable, R. Sweaney)

Enrollment & Student credit hours by Faculty type:

Full time: 79 total credit hours taught, with 360 total student enrollments

Part time: 30 credit hours taught, 98 total student enrollments

Average Class size:

6.06 students in Face-to-Face classes

15.33 students in online classes

6.45 students across all MUE courses

Completion rates:

97.09% face-to-face

97.83% online

97.16% all MUE courses

Pass rates (D or better):

92.5% face-to-face

75.55% online

90.79% all MUE courses

Number of Majors: 10 (4 returned Fall 2016)

Degrees Awarded: 2

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Resource D for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)

Narrative:

It is the opinion of the program faculty that the Music program falls under Category 1 of the academic program vitality descriptions. The music department is integral to all other course programs at ICC as it brings in students pursuing degrees in a plethora of areas, provides support for students, scholarship dollars, and support for student organizations and activities. The music program has no cap to its potential growth placed on it by an outside entity. We are only limited by our facility space and the number of faculty required to maintain quality levels of instruction. Currently, we are not close to the capacity of either our facilities or our faculty member's ability to provide quality instruction. Music students have benefited from faculty advisement and although some students choose not to complete their degree with ICC all who continue on have been accepted at four year institutions and received financial support and talent based awards. The nature of a music program can attract students who are only interested in a year of instruction or are more focused on the acquisition of a bachelor's degree. The Music program shows a clear and consistent upward trend in music majors and student credit hour production. Qualitative indicators suggests high program quality and student outcomes in several cases. The evidence of this is in the recent increase of students returning to the area to hold jobs in the music field with local school districts. ██

███ The ICC music program has a 100% transfer rate of all music majors who have decided to pursue a degree at the next level.
The following data was used in determining placement in Category 1 (see attachments)

Resource Utilization: See evidence attached.

1. Music program faculty will engage in increased professional development activities including adjudication, professional performance, clinician work, and active conference attendance.

2. Program faculty will build course articulation agreements with other KBOR institutions. Ideally, we will develop tracks to every major state institution in Kansas at the end of 5 years. Work can then begin on articulation agreements with private institutions in Kansas.

3. Program faculty will focus on growth in the music department and the newly created Musical theater degree track. The music department would like to see 10-15% growth annually for the next

5 years.

4. 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 KCOG 2017-18 Comprehensive Review of AA Music Program

5. Increase public outreach/awareness of the music program to local communities.

Evidence:

- MUE Assessment Data AY 2017
- ICC Music Completers

MUE Assessment Data AY 2017

Number of Faculty:

3 full time (J. Rutherford, M. Carter, M. Rutherford)

9 part time (M. Torkelson, R. Craig, J. Kleinert, D. Farthing, J. Hamlin, M. Congdon, L. Annable, R. Sweaney, Warlop)

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6.77 students across all MUE courses

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94.94% online

98.95% all MUE courses

Pass rates (D or better):

92.86% face-to-face

69.33% online

90.02% all MUE courses

Number of Majors: 15 (8 returned Fall 2017)

Degrees Awarded: 0

MUE Assessment Data AY 2016

Number of Faculty:

2 full time (M. Rutherford, J. Rutherford)

7 part time (R. Craig, J. Hamlin, M. Torkelson, M. Congdon, L. Annable, R. Sweaney)

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Completion rates:

97.09% face-to-face

97.83% online

97.16% all MUE courses

Pass rates (D or better):

92.5% face-to-face

75.55% online

90.79% all MUE courses

Number of Majors: 10 (4 returned Fall 2016)

Degrees Awarded: 2

Students who have completed a Music degree or Liberal Studies degree and successfully transferred into a 4 year music program.

Name	Instituition	Major
███████	Kansas State University	Music Education
██████	Wichita State University	Engineering (although associate's was music)
█████████	Idaho State University	Music Performance
██████	Wichita State University	Music Education
████████	Delta State University	Music Education
█████	Drury University	Music Therapy

*** these students whereabouts/intentions were confirmed through firsthand feedback

*** a list is also available for previous years dating to 2010 of completers of ICC's program or those who started our program and transferred early into music programs successfully.

7.3 Mission and Strategic Plan Alignment

In this section, indicate the ways in which the program's offerings align with the ICC mission (Appendix 3). Also, in this section provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI's (Appendix 4) or Higher Learning Commission (HLC) accreditation AQIP categories (Appendix 1). It is not necessary to consider an example for each HLC category, but programs 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.

Narrative:

Music concerts and performances, which are held for the public multiple times throughout the semester, are a directly tied the ICC's mission. (Appendix 3) Our performing ensembles provide cultural enrichment to the campus and community. Our performing ensembles are directly tied to the other music courses such as music theory and sight singing and promote academic excellence. Those core courses create more prepared and higher quality musicians which in turn creates better performing outcomes. The music performing groups also support ICC's vision statement by providing "an exceptional educational experience by cultivating intellect and enhancing character in a student and community centered environment." (Appendix 3) Our concerts, musicals, recitals, athletic band performances, etc. bring the students and community together. The music faculty work hard to build a student centered product that entertains and enriches our community culturally. We have provided a consistent quality product that builds community rapport and trust with ICC directly. Successful performances by music groups also support our strategic goals/plan. (2. Improve the College's relationship with the community.) Music faculty have consistently shown a commitment to the college's core values (integrity, excellence, responsiveness, diversity, commitment) and encourage our students to do so as well. (Appendix 3) By committing to the student learning assessment data collection and making continuous assessment goals the music program has also demonstrated investment in AQIP categories one, two and four. (Appendix 1). Our program also satisfies the general education outcomes in the arts and humanities.

Evidence:

- [Concert programs 2015-2017 evidence 7.3](#)

Independence
COMMUNITY COLLEGE

WE WANT YOU!

Music Department Presents
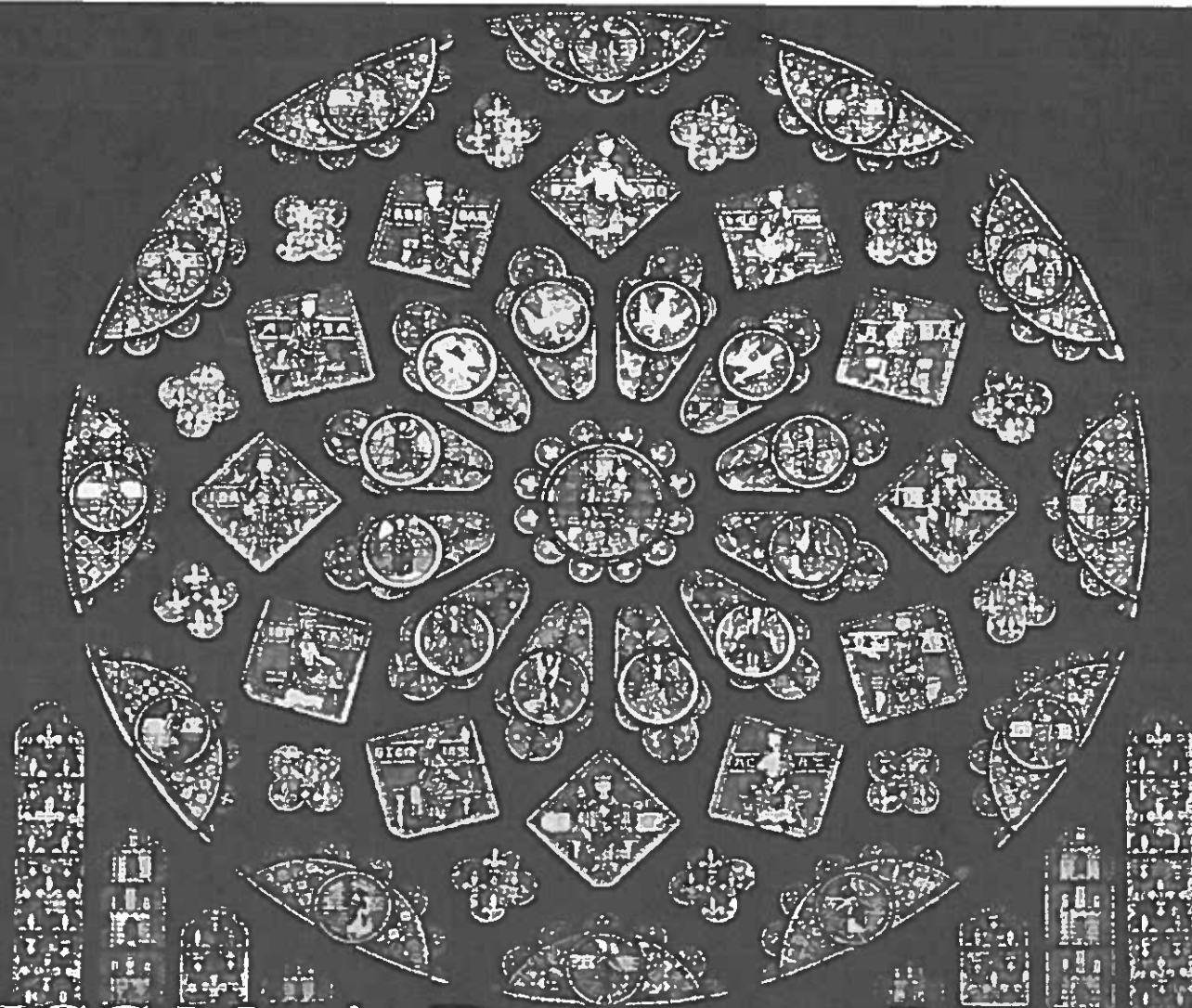
Americana Band Concert

Featuring Music by

Aaron Copland, George Gershwin, Leonard Bernstein, and more

**Directed by
Michelle Rutherford**

William Inge Theater

ICC Main Campus

Thursday, April 28
7p.m.

Free Admission

ICC Music Department Presents
Chorale & Chamber Singers Concert
Featuring a Community Orchestra

Directed by Eric Rutherford
Works include Schurbert's Mass in G and Haydn's Te Deum

Sunday, May 1   2p.m.
First Presbyterian Church
201 S. 5th St., Independence, KS
Free Admission

Fine Arts Department Presents:

Fall Music Concert

Directors: Eric and Michelle Rutherford

October 18, 2015

2 pm

Chorale

Away from the Roll of the Sea	Allister MacCillivray
Aurora Borealis	Amy F. Bernon
The Cloths of Heaven	Words by William Butler Yeats, Music by Victor Johnson

Chamber Singers

Lux Aurumque	Word by Edward Esch, Music by Eric Whitacre
My Soul's Been Anchored in De Lord	Arr. by Glenn L. Jones
The Ground	Ola Gjeilo

Marching Band

ICC Fight Song	Theo C. Van Etten, Arr. Paul Yoder
Happy	Pharrell Williams, Arr. Paul Murtha
Walking on Sunshine	Arr. Ayatey Shabazz
Everything is Awesome	Arr. Ralph Ford
Seven Nation Army	Arr. Dallas C. Burke
Denial Twist	Arr. Dallas C. Burke
Let There Be Peace on Earth	Sy Miller and Jill Jackson

Soloist: Terri Barbera

Band Personnel

Flute:
Courtney Hunter
Rachael Rhodes
Emily Waggoner
Mandy Wells
Clarinet:
Becky Burns
Scott Gray
Morgan Ray
Alto Saxophone:
Chris Farmer
Jaron Thompson
Tenor Saxophone:
Codie Whatley
Angela Thomas
Trumpet:
Kevin Benton
Christian Franco
Mellophone:
Zoe McCollam
Cheyenne Dixon
Trombone:
Kylee McCoy
Dareik Wandle
Baritone Sax:
Dakota Kinsman
Sousaphone:
Bridget Carson
Jacob Williams
Percussion:
Marcus Baker
Zach Cooke
Ashley Kirk
Sarah Wark
Rebecca Zimmerman

Choir Personnel

Sopranos:
Auxana Fay
Keona Goodwin
Courtney Hunter
Ashley Kirk
Kaitlyn Murdock
Nakita Pairadee
Rachel Robinson
Savanah Sickler
Paige Stair
Natasha Thompson
Larin Tucker

Altos:
Ida Anderson
Madison Bloomfield
Kim Bryant
Chelsea Hosier
Marissa James
Jill Jones
Sarah Larkin
Donna Newman
Kayla Potthast
Crystal Rodgers
Jessica Turner
Dawn Williams

Tenors:
Christian Blackert
Palmer Botts
Brendan Freeman
Maurice House
Baylee Robinson
Ed Shaw
Joshua Sherwood

Bass:
Wayman Carter
Dontavis Conyers
Zach Cooke
Christian Franco
Scott Gray
DJ Hickman
Michael Keenan
Joshua Miller
Will Smith
Codie Whatley

Special Thanks to Harty Blackert, Janelle Null, Ben Corbett, Karen Carpenter, Terri Barbera, Dan Barwick, Lori Shaw and the ICC Foundation, Erin Shelton, Larry Annable, Don Farthing, Heather Mydosh, Marsha Hayes

Plan to attend:
ICC Concert Band- Sunday, Nov. 15 @ 2 pm – ICC West

ICC Theater's production-*Three Sisters* – Dec.4,5 @ 7 pm, Dec. 6 @2pm

ICC Choral Ensembles: Winter Concert- Dec. 8@ 7 pm

Also ICC Fine Arts Department will be hosting an official **Tuba Christmas** event.

Independence
COMMUNITY COLLEGE

Music Department Presents:

Music Makes the World Go Round

Sunday, November 15, 2015

Featuring the ICC Concert Band

Under the direction of Michelle Rutherford

The Star Spangled Banner

John Stafford Smith

Arr. by Jack Stamp

American Folk Rhapsody No. 3

Clare Grundman

Two, Too British

Hugh M. Stuart

April in Paris

Words by E. Y. Harburg, Music by Vernon Duke,

Arr. by Richard Maltby

Shalom!

Philip Sparke

    II. Hanerot Halalu and Bo'olam Haba

    III. Mischenichnas Adar, Ani Purim and Yom Tov Lanu

Slavonic Folk Suite

Alfred Reed

    I. Children's Carol

    II. Cathedral Chorus

Russian Choral and Overture   Adapted and Arranged by Merle J. Isaac

    Based on Tchaikovsky's Op. 39, No. 24 and Russian Folk Tunes

Gaelic Rhapsody   Elliot A. Del Borgo

Asian Folk Rhapsody   Arranged by Richard L. Saucedo

Caranaval in Sao Paulo   James Barnes

    A Short Encore for Symphonic Band, Op. 102, No.5

Flute
Courtney Hunter
Tonya Torkleson
Ashley Engbroten
Rachael Rhodes
Emily Waggoner

Clarinet
Don Farthing
Katie Southworth
Scott Gray
Gayle Fossey
Tiffany Allison
Morgan Ray

Bass Clarinet
Gloria Gray
Christian Livingston

Alto Saxophone
Alan McKenzie
Jaron Thompson
Emily Jabben
Chris Farmer

Tenor Saxophone
Codie Whatley
Jeremiah Greenawalt
Angela Thomas

Baritone Saxophone
Dakota Kinsman

Trumpet
Terry Harper
Kevin Benton
Corbin Brannon
Evan Orr
Christian Franco

French Horn
Mark Torkleson
Cheyenne Dixon
Zoe McCollem

Trombone
Kylee McCoy
Dareik Wandle
Ethan Pope
Jonathan Coltrane

Baritone
Eric Rutherford
Mathew Thorton

Tuba
Heather Mydosh
Nathan Torkleson
Jacob Williams

Percussion
Bridget Carson
Bruce Brooks
Marcus Baker
Roberto Barara

Mark your Calendars for these upcoming ICC events:

Tues. Dec. 8 at 7 pm -Choral Concert @ ICC William Inge Theater

Independence
COMMUNITY COLLEGE

Winter Choral Music Concert

Director Eric Rutherford

Accompanist Michelle Rutherford and Sarah Johnston

December 7, 2015

7 pm

Chorale

Come to the Water   John Foley, SJ
    Soloist: Ashley Kirk

Adoramus Te   Giovanni Pierluigi da Palestrina
    Adoramus te, Christe, We adore You, O Christ
    Et benedicimus tibi, and we bless You,
    Qui persanctamcrecem tuam redemisti mundum. Because by Your holy cross You have redeemed the world.
    Qui passus es pro nobis, Domine, Lord, You who have suffered for us,
    Domine, miserere nobis, Lord, have mercy on us.

Sim Shalom   Jewish folk song, Arranged by John Leavitt
    Sim shalom tovah uvracha, Grant peace, goodness and blessing
    Chen vachesed verachamimi, grace and kindness and compassion
    Aleinu ve'ahl kol Yisrael, upon us and upon all Israel,
    Ve'ahl kolYisrale amecha, and upon all Israel, your people.

Dashing Through the Snow   James Peirpont, Arranged by John Leavitt

Silent Night   Franz Gruber, Arranged by Hal Hopson

Chamber Singers

City Called Heaven   Arranged by Josephine Poelinitz

Coventry Carol   Traditional Carol, Arranged by Darmon Meader

Ding- a Ding- a Ding   Greg Gilpin

Away in a Manger   William Kirkpatrick, Arranged by Mack Wilberg

Fruitcake   Philip Hagemann & Penny Leka

Give Me Your Stars to Hold   Words by Sara Teasdale, Music by Richard
Waters

Choir Personnel   Jessica Turner*   Joshua Miller
                                    Dawn Williams   Will Smith
Sopranos: Jerusha Luker   Codie Whatley*
Auxana Fay   Kansas Hall *   Les McDowell*
Keona Goodwin
Courtney Hunter*   * Denotes Chamber Singers
Ashley Kirk*   **Tenors:**
Kaitlyn Murdock*   Christian Blackert
Nakita Pairadee   Palmer Botts
Rachel Robinson   Brendan Freeman*
Savanah Sickler*   Maurice House
Paige Stair*   Baylee Robinson   **Special Thanks** to Harty
Natasha Bartlette   Ed Shaw*   Blackert, Janelle Null, Ben
Larin Tucker*   Joshua Sherwood*   Corbett, Karen Carpenter, Terri
Terri Barbera*   Bridget Carson*   Barbera, Dan Barwick, Lori
                                                             Shaw and the ICC Foundation,
Altos: Larry Annable, Heather Mydosh
Madison Bloomfield*
Kim Bryant*   **Bass:**
Chelsea Hosier*   Wayman Carter   Mark your calendars now for the
Marissa James*   Dontavis Conyers   Children's Disney Review and
Jill Jones*   Zach Cooke*   Tea
Sarah Larkin*   Christian Franco*   March 5 and 6, 2016 at 2pm
Donna Newman   Scott Gray   Contact Eric Rutherford 620-
Kayla Potthast*   DJ Hickman   332-5436 for more info!
Crystal Rodgers   Michael Keenan

Independence
COMMUNITY COLLEGE

Spring Choral Concert

Directors: Michelle and Eric Rutherford

Accompanist: Sara Johnston

Chorale

Come to the Water   John Foley, SR

Weep O Mine Eyes   John Bennet

Sun and Moon (from *Miss Saigon*)   Claude- Michel Schönberg

                                                Arr. Mac Huff

Hark! I Hear the Harps Eternal   Tune: *Invitation,* from *Southern Harmony,* 1854

                                                Arr. Craig Carnahan

The Seal Lullaby   Eric Whitacre

                                                Rudyard Kipling

Bound for Jubilee   Joyce Eilers

Turn the World Around   Harry Belafonte and Robert Freedman

                                                Arr. Larry Farrow

Come to the Music   Joseph M. Martin

    Instrumentalists: Courtney Hunter, Evan Johnson, and Codie Whatley

Chamber Singers

Fly to Paradise — Eric Whitacre

Jamaican Market Place — Larry Farrow

Lullaby — Daniel Elder

Ballade to the Moon

Turkish March — W. A. Mozart

Arr. Greg Gilpin

Northern Lights — Ola Gjeilo

Good Night Dear Heart — Dan Forrest

Sopranos:

Jenny High*

Courtney Hunter*

Ashley Kirk*

Kiera Rook*

Bailey Vu Tran*

Terri Barbera*

Altos:

Hunter Cohee*

Jerusha Luker

Chelse Vanderford

Kansas Hall*

Keri Schnug

Madison Freeman*

Angel Stroble*

Tenors:

Kyler Brown*

Kevin London

Joshua Sherwood*

McKinley Songer*

Bridget Carson*

Evan Johnson

Miguel Rodriguez

Drew Noss

Bass:

Andrew DiBitetto*

Jonathan Ferm*

Joshua Miller

Scott Gray

Codie Whatley*

Zachary Cooke*

Christian Blackert*

Mark your calendars for the following events!

Musical Theater: The Spitfire Grill

May 8 & 9 @ 7:30 pm

May 10 @ 2:30 pm

Music Department Solo and Ensemble Recital: Tuesday May 12 @ 7:30 pm

THANKS to the following:

Dan Barwick, ICC Foundation, Janelle Null, Presbyterian Church, Alberta Smith

Independence
COMMUNITY COLLEGE

Music Department Presents:

Americana Music

Thursday, April 28, 2016 7 pm

Featuring the ICC Concert Band

Under the direction of Michelle Rutherford

Guest Conductor Don Farthing

The Star Spangled Banner

John Stafford Smith

Arr. by Jack Stamp

Home on the Range

Dan Kelly

Arr. By James Barnes and James S. Ralston

A Copland Tribute

Aaron Copland

Adapted by Clare Grundman

Last Full Measure

Arr. Michael Sweeney

A Gettysburg Remembrance – Girl I left Behind Me, When Johnny Comes Marching Home, and Johnny Has Gone for a Soldier, The Battle Cry of Freedom, and the Battle Hymn of the Republic

Hands Across the Sea

John Phillip Sousa

Edited by Frederick Fennell

The Roaring Twenties   Arr. by Paul Jennings

Ain't She Sweet, I'm Looking Over a Four Leaf Clover, Happy Days are Here Again, Charleston

Prairiesong   Carl Strommen

My Shepherd Will Supply My Need   Southern Harmony

                                                           Arr. Cindy Berry

                                                           Transcribed by Don Farthing

A Gershwin Portrait!   George Gershwin

                                                           Arr. by John Higgins

Swanee, Embraceable You, Rhapsody in Blue, Someone to Watch over Me, Fascinating Rhythm, Strike Up the Band, and I Got Rhythm

West Side Story Medley   Music by Leonard Bernstein

                                                           Lyrics by Stephen Sondheim. Arr. by Michael Sweeney

Prologue, Maria, Tonight, One Hand, One Heart, America, and Somewhere

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Flute
Courtney Hunter
Jami Kleinert
Rachael Rhodes
Emily Waggoner
Eden Tuggle

Oboe
Laura Barwick

Clarinet
Don Farthing
Katie Southworth
Katie Capps
Scott Gray
Gayle Fossoy
Tiffany Allison
Morgan Ray
Brennah Keplinger
Courtney Ingram

Bass Clarinet
Gloria Gray

Alto Saxophone
Alan McKenzie

Tenor Saxophone
Jeremiah Greenawalt
David Foraker

Baritone Saxophone
Codie Whatley

Trumpet
Terry Harper
Kevin Benton
Corbin Brannon
Evan Orr
Christian Franco
Cameron Goodrich

French Horn
Zoe McCollam
Richard Harper
Sandy Jewers

Trombone
Maria Gunselman
Mark Dice
Simon Westhoff

Baritone
Eric Rutherford
Mathew Thorton

Tuba
Heather Mydosh
Keenan Bair
Jacob Williams

Percussion
Bridget Carson
Roberto Barrera
Rebecca Zimmerman
Sam Mattes
Sarah Wark
Christian Livingston

Special Thanks: Don Farthing, Erin Shelton, Jamie Thompson, Brad Henderson, Janelle Null, Lori Shaw and ICC Foundation

ICC Fine Arts Coming Events

2016

- Nov. 12   After Orlando Theater Action
- Nov. 17   ICC Band Concert
- Nov. 20   ICC Jazz Band – Independence Holiday Parade 4pm
- Dec. 1-2   Spring Musical Auditions
- Dec. 2   ICC Jazz Band (Private Event)
- Dec. 3   Holiday Open House: Christmas Reading
- Dec. 4   ICC Choirs & Concert Band Holiday Concert 2pm
- Dec. 9-12   ICC Choir Tour

2017

- Jan. - Feb.   Ceramics Exhibition - Indy Historical Museum
- Jan. 19-20   Spring Play Auditions
- Jan. 28   Collegiate 24Hr. Plays
- Mar. 9-12   Spring Theater Production
- Mar. 16-17   Playwright In Res. Readings
- Mar. 30   TEDxICC
- Apr. 19-22   36th William Inge Theater Festival
- Apr. 27   ICC Band Concert
- Apr. 30   Chorale Concert
- May 5-7   ICC Musical - Memorial Hall

Independence
COMMUNITY COLLEGE

Dr. Daniel Barwick, ICC President
Eric Rutherford, ICC Associate Dean of Fine Arts
Michelle Rutherford, ICC Music Professor
Matt Carter, ICC Music Professor
Harty Blackert, ICC Technical Director

Independence Community College
Fine Arts Department
presents...

ICC CONCERT BAND

Matt Carter, director
Michelle Rutherford, director

Thursday, November 17, 2016
7:00 pm
William Inge Theater

Concert Music Selections

Mid-West Golden Jubilee Overture by James Curnow

Gaelic Rhapsody by Elliot Del Borgo

Torch of Liberty by Karl L. King

With Quiet Courage by Larry Daehn

English Folk Song Suite by Ralph Vaughan Williams

Mobbusters! by David Holsinger

Audience Note

Help make the concert an enjoyable experience for everyone:
- Silence all electronic devices
- Refraining from flash photography
- Hold your applause until the director has broken stance

Thank you and enjoy the concert!

ICC Concert Band Members

Flute
Ashley Engbroten
Natosha Keenan
Caitlin Shepard
Eden Tuggle
Emily Waggoner
Amanda Wells

Clarinet
Megan Benning
A'Nessa Branscum
Darian Burchett
Katie Capps
Don Farthing
Gayle Fossoy
Katie Southworth
Jacob Taylor

Bass Clarinet
Bridget Carson

Alto Sax
Alan McKenzie
Cooper Niemier
Cristin Shepard

Tenor Sax
Jeremiah Greenawalt

Baritone Sax
William Greenawalt

Horn
Zoe McCollam

Trumpet
Mileah Allen
Matthew Baker
Corbin Brannon
Mark Dice
Evan Orr

Trombone
Kylee McCoy
Terry Harper

Baritone
Donavon Monroy
Eric Rutherford
Matthew Thorton

Tuba
Sebastian Henderson
Heather Mydosh
Jacob Williams

Percussion
Steven Franco
Riley Kessler
Sarah Wark
Becca Zimmerman

ICC Music Department presents

Winter Music Concert

Directors: Eric Rutherford & Michelle Rutherford

Accompanist Michelle Rutherford and Sarah Johnston

December 4, 2016 at 2 pm

William Inge Theater

ICC Women's Chorus

Ring Silver Bells	Arr. Audrey Snyder
The Snow	By Edward Elgar

Violins: Jami Kleinert & Bridget Carson

Linus and Lucy	By Vince Guaraldi
	& Roger Emerson
Breath of Heaven	By Chris Eaton & Amy Grant
	Arr. Craig Courtney
Santa Baby	By Joan Javits, Phil Springer
	& Tony Springer
	Arr. Mac Huff

ICC Chorale

White Christmas	By Irving Berlin
	Arr. Roy Ringwald
Hiney Mah Tov	Arr. Iris Levine
A Lullaby	By Ryan Murphy

String Ensemble lead by Jami Kleinert

Blizzard!	By Vicki Tucker Courtney
The Coventry Carol	Arr. Salli Terri
Silent Night	Arr. Ron Klusmeier

Soloist Savanah Sickler

Flute Duet: Jami Kleinert & Annette Craig

ICC Chamber Singers

Fum Fum Fantasy	Arr. Audrey Snyder
Away in a Manger	Arr. Mack Wilberg
Mozart Fa La La	Arr. Philip Kern
Noel Ayisyen	By Emile Desamours
Glow	By Eric Whitacre
Carol of the Bells	Arr. Jay Rouse

Soloist Courtlynn Rose
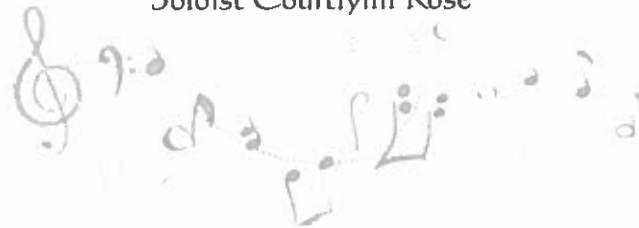
Soprano	Alto	Tenor	Bass
Savanah Sickler*#	Shelby Cole*#	Maurice House*	RJ Williamson*
Courtlynn Rose*	Chelsea Hosier*	Sebastian Cole*	Palmer Botts*
Hannah Deviney*	Heather Mydosh*	Corbin Brannon*	Mathew Thornton*
Terri Barbera*#	Bailey Schaub*#	Elliot Miller	Charles Rice
Darian Burchett	Leah Tucker	Baylee Robinson*	Noah Stroble*
Jessica Harper*#	Jill Jones*#	Brendan Freeman*	Steven Franco*
Evangeline Blackert*	Emmalie Ingram	Dovran Charyyev*	Leslie McDowell
Taliyah England*#	Bridget Carson*	Josh Sherwood	Russell Jackson
Bailey McMaster	Kimberly Bryant	Maurice house*	Dale Belcher
Emily Mitchell#	Sarah Larkin#	Bruce Peterson	
	Jessica Turner	Gary Mitchell	
	Madison Steenrod*	Norval Gruber	
	Nancy Belcher		
	Caitlin Shepard		

* Indicates members of Chamber Singers
# indicates members of Women's Chorus

Audience Notes

Welcome to the ICC Winter Music Concert, we are honored you have joined us.
Everyone has worked diligently to prepare a moving and exciting concert.

At this time, please turn off your cell phones and
any other devises that may cause a distraction.
No flash photograph.

Please keep in mind, the ICC music students are touring in
Chicago this month and spend quality time together as an ensemble.
Any donations or contributions to assist their experience is always appreciated.

Please see back of program for more ICC Fine Arts activities to plan for.

ICC Fine Arts Coming Events

2016

- Nov. 1?   After Orlando Theater Action
- Nov. 17   ICC Band Concert
- Nov. 2?   ICC Jazz Band - Indy Holiday Parade
- Dec. 1   Les Misérables Auditions
- Dec. ?   ICC Jazz Band Private Event
- Dec. 3-4   Student play *The Tea Party*
- Dec. 4   ICC Holiday Music Concert 2pm
- Dec. 9-12 ICC Choir Tour

2017

- Jan. - Feb.   Ceramics Exhib - Indy Historical Museum
- Jan. 19-20   *Dog Sees God* Auditions
- Jan. 28   Collegiate 24Hr. Plays
- Mar. 9-12   *Dog Sees God* Production
- Mar. 16-17   Playwright In Res. Readings
- Mar. 30   TEDxICC
- Apr. 19-22   36th William Inge Theater Festival
- Apr. 27   ICC Band Concert
- Apr. 30   Chorale Concert
- May 5-7   ICC Musical Les Misérables

Independence

Dr. Daniel Barwick, ICC President
Eric Rutherford, ICC Associate Dean of Fine Arts
Michelle Rutherford, ICC Music Professor
Matt Carter, ICC Music Professor

ICC Fine Arts Coming Events

2016

- Nov. 12   After Orlando Theater Action
- Nov. 17   ICC Band Concert
- Nov. 20   ICC Jazz Band - Independence Holiday Parade 4pm
- Dec. 1-2   Spring Musical Auditions
- Dec. 2   ICC Jazz Band (Private Event)
- Dec. 4   ICC Choirs & Concert Band Holiday Concert 2pm
- Dec. 9-12   ICC Choir Tour

2017

- Jan. - Feb.   Ceramics Exhibition - Indy Historical Museum
- Jan. 19-20   Dog Sees God Auditions
- Mar. 9-12   Dog Sees God Production
- Apr. 1   ICC High School Music Solo & Ensemble Festival
- Apr. 19-22   36th William Inge Theater Festival
- Apr. 27   ICC Band Concert
- Apr. 30   Chorale Concert

Independence
COMMUNITY COLLEGE

Dr. Daniel Barwick, ICC President
Eric Rutherford, ICC Associate Dean of Fine Arts
Michelle Rutherford, ICC Music Professor
Matt Carter, ICC Music Professor
Harty Blackert, ICC Technical Director
Terri Barbera, Executive Associate of Fine Arts

**Independence Community College
Fine Arts Department
presents...**

ICC Jazz Band

Matt Carter, Director

Wednesday, March 15, 2017

7:00 pm

William Inge Theater

Tonight's Concert

Hurricane Season
Written by Troy Andrews,
Arranged by John Wasson

Do Nothing 'Till' You Hear From Me
Written by Duke Ellington
Arranged by Victor Lopez
featured vocalist: Terri Barbera

Dat Dere
Written by Bobby Timmons
Arranged by Erik Morales

A Child is Born
Written by Thad Jones
Arranged by John Denton

Chameleon
Written by Herbie Hancock
Arranged by Chris Sharp

Birdland
Written by Weather Report
Arranged by Rick Stitzel

Feeling Good
Written by Leslie Bricusse & Anthony Newley
Arranged by Roger Holmes
featured vocalist: Steven Franco

Sabor de Cuba
Written by Victor Lopez

Jazz Band Members

Alto Sax
A'Nessa Branscum
Alan McKenzie

Tenor Sax
Don Farthing
Jeremiah Greenawalt

Trumpet
Matthew Baker
Corbin Brannon

Trombone
Kylee McCoy
Donavon Monroy

Piano
Sarah Scovel

Bass
Sebastian Henderson

Percussion
Steven Franco
Riley Kessler
Terri Barbera

ICC Fine Arts Coming Events

Independence
COMMUNITY COLLEGE

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Eric Rutherford, Associate Dean of Fine Arts
Michelle Rutherford, Music Professor
Matt Carter, Music Instructor
Harty Blackert, Technical Director
Terri Barbera, Executive Associate of Fine Arts

Independence Community College
Fine Arts Department
presents...

ICC CONCERT BAND

Matt Carter, Director

Thursday, April 27, 2017
7:00 pm
William Inge Theater

Tonight's Concert

Clarinet Choir

Baroque Suite by Haydn

Londondary Air arr. Dale Casteel

Pink Panther by Henry Mancini, arr. Custer

Concert Band

Reverberations by Brian Balmages

Second Suite in F by Gustav Holst, ed. Fennell

    I - March

    II - Song Without Words: "I'll Love My Love"

    IV - Fantasia on the "Dargason"

On a Hymnsong of Philip Bliss by David R. Holsinger

Army of the Nile by Kenneth J. Alford, ed. Fennell

Star Wars: The Force Awakens by John Williams, arr. Michael Brown

Audience Note

Help make the concert an enjoyable experience for everyone:
- Silence all electronic devices
- Refraining from flash photography
- Hold your applause until the director has broken stance

Thank you and enjoy the concert!

ICC Concert Band Members

Flute
Ashley Engbroten
Janean Elmore
Natosha Keenan
Jami Kleinert
Emily Waggoner

Clarinet
Megan Benning*
A'Ness Branscum*
Katie Capps
Don Farthing*
Ryan Nelson
Sean Neyland*
Roxana Santos
Katie Southworth*
Jacob Taylor

Bass Clarinet
Bridget Carson*

Alto Sax
Alan McKenzie
Rebecca Timmons

Tenor Sax
Jeremiah Greenawalt

Horn
Brittany Dennis
Richard Harper
Zoe McCollam

Trumpet
Mileah Allen
Corbin Brannon
Mark Dice
Evan Orr

Trombone
Jonathon Coltrane
Terry Harper
Kylee McCoy

Euphonium
Donavon Monroy
Mathew Thornton

Tuba
Sebastian Henderson+
Heather Mydosh
Jacob Williams

Percussion
Steven Franco+
Riley Kessler
Samantha Mattes
Cy Smith
Becca Zimmerman

*Denotes Clarinet Ensemble Member
+ Denotes Jazz Combo

Soprano	Alto	Tenor	Bass
Samantha Mattes#	Shelby Cole*#	Maurice House*	Christian Blackert
Courtlynn Rose*	Chelsea Hosier*#	Sebastian Cole*+	Palmer Botts*+
Hannah Deviney*	Heather Mydosh*	Corbin Brannon*+	Mathew Thornton*+
Terri Barbera*#	Bailey Schaub*#	Elliot Miller+	Donavon Monroy+
Annie Morton #	A'Nessa Bransaum#	Baylee Robinson*+	Noah Stroble*+
Jessica Harper*#	Jill Jones*#	Brendan Freeman*+	Steven Franco*+
Evangeline Blackert*	Leslie Coder	Dovran Charyyev*	
Taliyah England*#	Bridget Carson *	Josh Sherwood	
Nyssa Crompton#	Sarah Coder	Norval Gruver	
Barb Blackert	Sarah Larkin#	Bruce Peterson	
Tirsha Batman	Jessica Turner	Brad Gray	
Sarah Scovel#	Madison Steenrod*	Jeremiah Greenawalt*+	

*Denotes members of Chamber Singers   # Denotes members of Women's Chorus

\+ Denotes members of Men's Chorus

Please silence cell phones and be mindful of any other distracting devices.

We ask that you respect other audience members and the artists performing today, by removing any disruptive behaviors from the theater during the concert.

If you can not follow this request, you may be asked to leave.

🎼 Take note ♪

· **May 6 - ICC Commencement - Memorial Hall**

Independence
COMMUNITY COLLEGE

Dr. Daniel Barwick, President
Eric Rutherford, Associate Dean of Fine Arts
Michelle Rutherford, Music Professor
Matt Carter, Music Professor
Harty Blackert, Technical Director
Terri Barbera, Executive Associate of Fine Arts

Independence Community College

Chorale Concert

Spring 2017

Sunday April, 30 🎵: 2pm
William Inge Theater

CONCERT SELECTIONS

NOTE: Please join the Choirs in the Margarete Goheen Lobby
for these first two selections.

WOMEN'S CHORUS - Conductor: Michelle Rutherford
Beati Omnes By Richard Ewer

CHAMBER SINGERS - Conductor: Eric Rutherford
Die Onse Vader by Zander Fick

WOMEN'S CHORUS - Conductor: Eric Rutherford
- Accompanist: Sarah Scovel
Music Down in My Soul
Arranged by Moses Hogan
Breaking Up is Hard to Do
Arranged by Roger Emerson
Come to Me My Love
By Kenneth Riggs
Shady Grove
Arranged by Tom Shelton
Instrumentalists: Bridget Carson, Eric Rutherford, Matt Carter

Parting Glass Arranged by Audrey Synder
Instrumentalist: Bridget Carson
Soloist: Taliyah England

*Parting Glass sung in
memory of Savanah Sicker*

CHORALE - Conductor: Eric Rutherford
- Accompanist: Sarah Scovel
Bound for Jubilee
By Joyce Eileers
Aurora Borealis
By Amy F. Bernon
Soloist: Shelby Cole and Palmer Botts

MEN'S CHORUS - Conductor: Eric Rutherford
- Accompanist: Karen Knox
Down among the Dead Men
Arranged by Emily Crocker
In The Still Of The Night
Arranged by Ed Lojeski
Soloist Sebastian Cole

Sixteen Tons
Arranged by Kirby Shaw
Stars I Shall Find
By Victor C. Johnson

CONCERT SELECTIONS CONTINUED

SELECTIONS FROM LES MISÉRABLES - Conductor: Eric Rutherford
by Alain Boublil and - Accompanist: Sarah Scovel

Claude-Michel Schonberg

1) *Prologue* - Men's Ensemble, Brad Gray and Eric Rutherford

2) *At the End of the Day* - Full Cast

3) *I Dreamed a Dream* - Evangeline Blackert

12) *Stars* - Brad Gray

16) *A Heart for of Love* - Taliyah England and Christian Blackert

18) *One Day More* - Full Cast

19) *On My Own* - Jessica Turner

27) *Café Song* - Christian Blackert

30) *Do You Hear the People Sing* - Full Cast

CHAMBER SINGERS - Conductor: Eric Rutherford
- Accompanist: Michelle Rutherford
Ain't No Windin in the Road
By Greg Gilpin
Soloist Hannah Deviney
Lacrymosa From Mozart's Requiem
By Wolfgang Amadeus Mozart
The Cricket (El Grillo)
By Josquin Des Prez
And So it Goes
Words and Music by Billy Joel
Arranged by Bob Chilcott
Soloists Courtlynn Rose & Eric Rutherford
In Meeting We Are Blessed
By Troy Robertson

Special Thanks:

ICC Fine Arts Faculty & Staff and ICC Foundation

Independence
COMMUNITY COLLEGE

Spring Final Recital

May 9, 2017

7 pm

Students of Matt Carter, Don Farthing, Michelle Rutherford, and Eric Rutherford

Accompanist: Karen Knox and Michelle Rutherford

Zeus	by Kevin Kaisershot

Donavon Monroy

Lasciatemi morire!	By Claudio Monteverdi

Jill Jones

More Sweet is That Name	by G.F. Handel
Widmug	by Robert Schuman

Mathew Thornton

Contempora Suite	by Gordon Young

A'Nessa Branscum

Ridente la Calma	by Wolfgang Amadeus Mozart
Silently into the night	by Clara Edwards

Taliyah England

Wayfaring Stranger   arr. by John Jacob Niles

Corbin Brannon

Sicilenne and Gigue   by G.F. Handel

Jeremiah Greenawalt

Home   by Alan Menken

Jessica Turner

The Green Dog   by Herbert Kingsley

Evangeline Blackert

Ah! Willow   arr. by H. Lane Wilson

Steven Franco

Sonatina, Op. 127 No. 4, Mvt. 1 and 2 by Franz Spindler

Jeremiah Greenawalt

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, complete the budget worksheet to identify proposed resource needs and adjustments. These worksheets will be available in October. (See Resource G for more details on possible items to include.)

Narrative:

Due to the growth, the music program requests at least $1,100 in additional contract wages to support the adjunct faculty needed for applied music lessons. The music program would also like an assigned recruiter focused on recruiting for the music department (and Fine Arts in general) at a cost of approximately $35,000 plus benefits. We are also requesting $2,000 for additional recruiting and promotional materials. Lifting the scholarship cap would allow the program to have the opportunity to grow un-hindered (increasing the total student population at Independence Community College (ICC)). The financial figure for this request is difficult to accurately assess, but can surely be figured at more than $20,000 in additional money. The addition of the new Musical Theater track will also incur additional expenses in the form of: sheet music ($500), additional teaching load ($550), contract wages for a dance instructor ($3,000), contract wages for stage management and set design ($2,000), money for an additional musical rights ($1,500), and rental of performance venue(s) ($5,000).

The music program also requests money for physical resources to accommodate additional growth: a recital hall and additional classroom space ($2,000,000), updated technology for the music lab ($6,000), an additional piano to accommodate a larger number of performance groups ($10,000), new performance clothing for the choirs ($3,000), essential instruments for the band ($20,000), and funding for the support of a marching band to include: new uniforms that match ICC's colors (our current uniforms are from a high school in Texas who's colors do not match ICC's) ($50,000), contract wages for a drumline instructor ($1,100), food/beverages for the band ($500), a trailer to transport instruments to and from venues ($5,000), scholarship/stipend funds for members of the band ($6,000), equipment/instrument repair ($2,000).

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Collectively, the program faculty submitted data and reviewed the narratives to ensure that all had an opportunity to discuss any pertinent issues they felt represented the program's current standing. The music faculty collaborated as a team through this process dividing responsibilities and providing support to colleagues when required.

9.2 Dean and/or Administrative Designee Response

After review and reflection of the program review, planning and development, the Division Chair and CAO will complete the Summative Assessment form. The Division Chair and CAO's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair: I agree with the findings of the report. I have several concerns for the continued growth of the music program. Additional faculty have been hired to cover the growth of the program; however, no budgetary resources have followed these additions. New faculty members require financial support in the creation of new courses, performing ensembles, marketing materials, and recruitment resources to help increase enrollment. I would also strongly urge ICC to look at music as a possible location for increased recruitment. Music and Fine Arts in general is capable of significant enrollment gains if properly resourced. Faculty members make recruitment a priority while currently carrying full loads, most are on overload. It is unrealistic to look to music faculty members to increase enrollment beyond what has already been achieved. At its current level of support, the music department cannot continue to make significant gains in recruitment without sacrificing the quality of instruction from faculty members. The results of this report also fail to capture the full breadth of support provided to students in multiple fields of study and the positive impact the music program has as a recruiting and PR tool for the college. The music program continues to be a bright light of excellence in the Independence community. We spot light ICC student successes and achievements. Furthermore, it is critical to have these content areas on campus given their overlap with the Liberal Studies and General Studies degree plans.

Program Review Committee: The PRC agrees with the findings of this review, and agree with Category 1: Potential Enhancement.

VPAA: I agree as well with the findings in this review and the category 1: Potential enhancement level. I think that Eric's report above does speak to the needs of the program for continued growth, if that is what the Board of Trustees would like to see happen.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
            President

Date: May 24, 2018

Re: Comprehensive Review of Certificate in Long Term Care Program
_____

Comprehensive reviews cover a three-year time span; Annual reviews cover one year. The Comprehensive Review of the Certificate in Long Term Care Program is one Program of approximately 42 undergoing a Comprehensive or Annual review this year for subsequent Board of Trustees approval.   Kara Wheeler, Vice-President for Academic Affairs, will provide an overview and Mallory Byrd, Allied Health Director, will be available to answer questions.

1.0: Program Data and Resource Repository

1.1: Program Summary

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to include the catalog description.

Narrative:

The Long Term Care Certificate is created for those students who are wanting to get their feet wet in the medical field. This creates a well rounded employee who is able to rotate roles as the facility needs and opens opportunities for growth.
Long Term Care Certificate: Long Term Care Course Title Credit Hours Certified Nurse Aide (HEA 1216) 6 At least 4 required credits from Tiered Electives: 4 *Medication Aide (HEA 1225) 5 Activity Director (HEA 1423) 3 Social Service Designee (HEA 1413) 3 Restorative Aide (HEA 1262) 2 *Home Health Aide (HEA 1201) 1 Phlebotomy Essentials (HEA 1003) 3 Phlebotomy Clinical (HEA 1013) 3 Maximum of 8 credits of Alternative Electives may count toward certificate: 8 English Composition I (ENG 1003) 3 Public Speaking (COM 1203) 3 Interpersonal Communication (COM 1233) 3 Developmental Psychology (BEH 2003) 3 Drugs and Behavior (BEH 2043) 3 Anatomy and Physiology (BIO2045) 5 Total 18 *Requires having a CNA license

1.2: Quantitative and Qualitative Data

All programs are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

The data sets provided by the Office of Institutional Research include the following elements for the most recent three (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
- Number of Graduates Working in Related Field
- Expenditures and Revenues

Additional data may also be available for reporting by the Office of Institutional Research, as applicable. Requests for additional data must be made through the Data Request link on the website.

Narrative:

All required data is listed in the evidence under the Quantitative/ Qualitative Data folder. If there is highlighted data that is because it does not belong in this program and should have been charged to EMS.

Evidence:

- LTC Assessment Data AY 2017
- LTC   Sections   AY17
- LTC Sections AY16
- buget 16-17a
- buget 16-17b
- 1288 Allied Health BAR 2015-16
- budget 16-17

LTC Assessment Data AY 2017

Number of Faculty:

1 full time (M. Byrd)

2 part time (L. Beery, L. Small)

Enrollment & Student credit hours by Faculty type:

Full time: 49.5 total credit hours taught, with 66 total student enrollments

Part time: 12 credit hours taught, 16 total student enrollments

Average Class size:

4.65 students in Face-to-Face classes

3 students in online classes

4.56 students across all LTC courses

Completion rates:

100% face-to-face

100% online

100% all LTC courses

Pass rates (C or better):

94.94% face-to-face

100% online

95.12% all LTC courses

Number of Majors: 12 (0 returned Fall 2017)

Degrees Awarded: 1

LTC Assessment Data AY 2016

Number of Faculty:

1 full time (M. Byrd)

1 part time (L. Small)

Enrollment & Student credit hours by Faculty type:

Full time: 44 total credit hours taught, with 57 total student enrollments

Part time: 12 credit hours taught, 15 total student enrollments

Average Class size:

5.54 students in Face-to-Face classes

0 students in online classes

5.54 students across all LTC courses

Completion rates:

100% face-to-face

0% online

100% all LTC courses

Pass rates (C or better):

95.83% face-to-face

0% online

95.83% all LTC courses

Number of Majors: 12 (4 returned Fall 2017)

Degrees Awarded: 4

Long Term Care Certificate

ACADEMIC_YEA	CADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME
2016	SUMMER	FULL	04HEA1201	6276	HOME HEALTH AID
2016	SUMMER	FULL	04HEA1216	9000	CNA
2016	SUMMER	FULL	04HEA1225	9001	MEDICATION AIDE
2016	FALL	FULL	04HEA1216	9202	CNA
2016	FALL	FULL	04HEA1216	9203	CNA
2016	FALL	FULL	04HEA1216	HS01	CNA
2016	FALL	FULL	04HEA2100	9220	CNA REFRESHER
2016	FALL	FULL	04HEA2100	9221	CNA REFRESHER
2016	FALL	FULL	04HEA2100	9222	CNA REFRESHER
2016	FALL	FULL	04HEA2100	9223	CNA REFRESHER
2016	FALL	SECOND	04HEA1216	9205	CNA
2016	FALL	SECOND	04HEA1225	OG01	MEDICATION AIDE
2017	SPRING	FIRST	04HEA1216	0001	CNA
2017	SPRING	FIRST	04HEA2100	OG01	CNA REFRESHER
2017	SPRING	FIRST	04HEA2100	OG02	CNA REFRESHER
2017	SPRING	FULL	04HEA1216	9501	CNA
2017	SPRING	SECOND	04HEA1225	9502	MEDICATION AIDE
2017	SPRING	SECOND	04HEA2100	OG03	CNA REFRESHER

Long Term Care Certificate

CREDITS	ADDS	PERSON_CODE_ID	Completed	ed (C or better)
1	3	L. Beery	3	3
6	8	L. Small	8	8
5	5	L. Small	5	5
6	9	M. Byrd	9	9
6	5	M. Byrd	5	5
6	6	M. Byrd	6	6
0.5	1	M. Byrd	1	1
0.5	1	M. Byrd	1	1
0.5	1	M. Byrd	1	1
0.5	1	M. Byrd	1	1
6	9	M. Byrd	9	8
5	4	M. Byrd	4	4
6	8	M. Byrd	8	7
0.5	1	M. Byrd	1	1
0.5	1	M. Byrd	1	1
6	12	M. Byrd	12	11
5	6	M. Byrd	6	5
0.5	1	M. Byrd	1	1
61.5	82		82	78

Long Term Care Certificate

ACADEMIC_YEA	CADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME
2015	SUMMER	FULL	04HEA1225	9002	MEDICATION AIDE
2015	FALL	FULL	04HEA1216	9260	CNA
2015	FALL	FULL	04HEA1216	9267	CNA
2015	FALL	FULL	04HEA1216	9295	CNA
2015	FALL	FULL	04HEA1261	9265	CMA UPDATE
2015	FALL	FULL	04HEA2100	9262	CNA REFRESHER
2016	SPRING	FULL	04HEA1216	9506	CNA
2016	SPRING	FULL	04HEA1216	9520	CNA
2016	SPRING	FULL	04HEA1216	9523	CNA
2016	SPRING	FULL	04HEA1216	9525	CNA
2016	SPRING	FULL	04HEA1225	9513	MEDICATION AIDE
2016	SPRING	FULL	04HEA2100	9529	CNA REFRESHER
2016	SPRING	SECOND	04HEA1262	9515	RESTORATIVE AID

Long Term Care Certificate

CREDITS	ADDS	PERSON_CODE_ID	Completed	(C or better)
5	5	M. Byrd	5	4
6	6	M. Byrd	6	6
6	10	M. Byrd	10	10
6	7	M. Byrd	7	7
1	2	M. Byrd	2	2
0.5	1	M. Byrd	1	1
6	8	M. Byrd	8	6
6	8	L. Small	8	8
6	7	L. Small	7	7
6	8	M. Byrd	8	8
5	6	M. Byrd	6	6
0.5	1	M. Byrd	1	1
2	3	M. Byrd	3	3
56	72		72	69

		Published Budget	Operating Budget	Expense	Encumbered	Remaining
INDEPENDENCE COMMUNITY COLLEGE						
Allied Health/LTC						
For the Twelve Months Ending Friday, June 30, 2017						
12-510:550	Salary			$90,857.89		($90,857.89)
12-591:598	Fringe Benefits			9,937.34		(9,937.34)
12-601	Travel					
12-602	Food and Meals					
12-606	Student Travel					
12-607	Rentals					
12-611	Postage & Shipping					
12-613	Printing					
12-615	Advertising					
12-616	Promotions					
12-617	Recruiting					
12-619	Animal Food					
12-626	Conference Fees/Registration					
12-631	Telephone			75.00		(75.00)
12-641	Lease/Rental/Lease Purchase					
12-646	Service Agreements					
12-647	Fuel/Gas					
12-649	Repairs					
12-661	Contract Services					
12-662	Legal Services					
12-663	Consultants					
12-681	Dues/Memberships/Fees					
12-682	Subscriptions					
12-699	Uniforms					
12-700-000	Instructional Supplies			427.60		(427.60)

12-700-001	Instructional Supplies (Innovation Fee)			72.00		(72.00)
12-701	Office Supplies			92.35		(92.35)
12-702	Paper Supplies					
12-703	Books					
12-704	Periodicals					
12-705	Media (Videos, DVD)					
12-717	Professional Development					
12-719	Misc. Expenses					
12-850	Equipment- Non-Capital >$5,000					
12-852	Software & Licenses					
	Total			**101,462.18**		**(101,462.18)**

2.0: STUDENT SUCCESS

2.1: DEFINE STUDENT SUCCESS

Provide a definition of how student success is defined by the program. *(See Resource C in manual)*

Narrative:

The Allied Health Department defines student success as that of acquiring the skills required by the state of Kansas in their discipline while completing additional courses for the LTC certificate. Completing the course and passing the state test at required percentages are as follows: CNA 75%, CMA 65/85, and HHA 22/30. CNA students are required to complete CPR and finish the 40 hour checklist along with completing the required clinical time. The CNA course requires 25 hours of clinical time and the CMA course requires 25 hours. The other courses require no clinical time. The goal of the LTC certificate is to be well rounded in training. By having multiple licensures, transfers into other positions can be done with ease.

Long Term Care Certificate

2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

The Allied Health Department continues to achieve success by incorporating hands on learning. We do this by giving the students real life situations to practice during class and applying those skills during their clinical time. After courses are completed we encourage students to apply for positions at those clinical sites along with assisting them with letters of recommendation. If the students are currently employed and have completed the course they wish to take we assist on how to apply for nursing school.

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1: REFLECTION ON PROGRAM/COURSE OUTCOMES

Provide a narrative reflection on the assessment of program curriculum. Please provide an individual chart for student learning outcomes at both program and course level. Once the chart has been completed by the program, it can be updated in each cycle to reflect changes in assessment initiatives.

Narrative:

The curriculum is set by Kansas Department of Aging and Disabilities (state). We follow the set guidelines of required teachings and incorporate real life situations. Our program shows few completers because of the required courses we set on the Long Term Care Certificate. To improve we have changed the LTC Certificate in May of 2016 to outline closer to the PRN degree. By aligning students would be able to complete the certificate and obtain the PRN degree simultaneously.

Evidence:

- [OUTCOMES COURSE LEVEL](#)

Long Term Care Certificate

CNA OUTCOMES

1. The ability to think critically and make reasonable judgments.

2. Identify first aid measures a CNA should take in adult care homes.

3. Perform all CNA roles successfully.

4. Demonstrate effective CPR techniques for healthcare provider.

5. Demonstrate effective intrapersonal skills.

CMA 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.

RESTORATIVE AIDE

1. Define rationale, philosophy, policies, personnel and regulations unique to restorative care needs in the nursing homes.

2. Describe basic human anatomy applicable to the restorative role with emphasis placed on normal function and structure.

3. Demonstrate effective interpersonal skills.

4. Identify common medical problems encountered during restorative nursing.

5. Demonstrate procedures and treatment methods used in the restorative aide role.

6. Demonstrate and identify office procedures, forms, scheduling necessary in performing restorative aide duties.

HOME HEALTH AIDE

1. Demonstrate health and supportive services in the home setting.
2. Identify ways to assist the resident in maintaining/restoring optimal levels of holistic health.
3. Demonstrate interpersonal skills.
4. Identify first aid & safety measures to be taken in the home.

ACTIVITY DIRECTOR/SOCIAL SERVICE DESIGNEE

1. Demonstrate interpersonal skills for communication and team work.
2. Demonstrate understanding of social work practice and approaches to counseling.
3. Identify documentation process within the parameters of HIPPA and confidentiality.
4. Demonstrate care plan development, implementation skills, & updates from admission to discharge.
5. Demonstrate the role and function in understanding and analyzing activities.
6. Demonstrate and plan therapeutic activities to meet the holistic health.

3.2: SIGNIFICANT ASSESSMENT FINDINGS

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 programmay attach data charts, assessment reports or other relevant materials. *(See Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

Our assessment of LTC certificate shows completion of, but lacks in completion of the certificate. We also notice that the students who do qualify for the certificate because of completing the required hours and courses do not receive it because of not having it listed as their major. We have been working with the admissions team to have dual majors listed. The CNA course has a 93% pass rate and between the two years of data have had 56 enrolled. CMA has only had two courses ran, but with the 10 students 9 passed their test.

Evidence:

- [Results]

CNA outcome to pass state test with 75% or better

Year 2016

All students from Fall first session class 9203 passed state test on first attempt.
All HS 9201 passed state test on first attempt.
All HS 9202 passed state test on first attempt.
7 out of 9 passed state test from 9205 on first attempt.
1 from 9205 failed on second attempt.

Year 2015

7/8 students passed state test ICC West class (passed on second attempt*)
0/1 students passed for return student who received an incomplete (passed on next attempt*)
6/6 students passed state test Elk Valley class
2/2 retesting students from above passed (ICC West and
incomplete*) 7/7 students passed from Neodesha
4/6 students passed from IHS
6/7 students passed from West

CMA outcome to pass state test with 65/85

Year 2016

4/4 Passed first attempt

Year 2015

4/6 students passed test on first attempt
1/2 students passed on second attempt (from class above)

3.3: ONGOING ASSESSMENT PLANS

Describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

Currently we are assessing the pass rate of each programs. We plan to improve the test scores of those passing by incorporating new equipment/scenarios. The new equipment increases hands experience giving the students real situations. Project based learning is proven to increase test scores. The goal for CNA is to increase test score percentages by 5 points. For example, a student passes the CNA state test with an 83%, our goal is to try and get it to 88%. For CMA students we want to increase the number of questions they get right by 2.

Long Term Care Certificate

4.0: EXTERNAL CONSTITUENCY AND SIGNIFICANT TRENDS

External Constituency and Significant Trends - An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

4.1: PROGRAM ADVISORY COMMITTEE

Please list or attach all Advisory member's 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.

Narrative:

Amber Ragan Administrator of Gran Villas Fall 2017
Megan Lawrence DON of Independence Medicalodges Fall 2017
Melissa Traylor* DON of Cherryvale Nursing and Rehabilitation Center Fall 2012
Leah Small RN Hometown Healthcare Independence Fall 2015
Ann Coats DON Medicalodges of Coffeyville Spring 2016
Brenda Crites Kansas Works Independence Spring 2015

Evidence:

- minutes 11-9-15
- minutes 04-05-2016
- Advisory Board Meeting- November 14, 2016
- 10-10-17

Allied Health Advisory Committee

Minutes November 9, 2015

People in Attendance:

David Smedley- Guidance counselor Cherryvale

Hollie Reed-RN

Sandy Mercer- Activity Director Medical Lodges Coffeyville

Leah Small- Instructor

Mallory Byrd- Director of Allied Health

Mallory Byrd Director of Allied Health called meeting to order. Guidelines were passed out and explained. Minutes from last meeting were read and as no one who attended previous meeting was here we could not approve minutes from last meeting. Mallory Byrd explained new roles of herself and introduced new instructor Leah Small. We asked for volunteers for the committee and no one at this time could 100 percent commit. The Long Term Care Certificate was explained along with the recent revision. The floor was left for open discussion:

Sandy Mercer asked if we would be providing any online classes as we do not have any on the books- Mallory Byrd explained we were working on creating an online Act. D/ SSD.

Hollie Reed asked how we plan to improve the class we currently have- Leah Small explained we were trying to work on finding ways to increase student knowledge by gaining new materials. Hollie replied what about computerized learning systems that nursing homes/hospitals use.

David Smedley asked about how the long term care is going to help his high school students- Mallory Byrd explained that this certificate makes the students well rounded and as they graduate they will be able to receive financial aid for this certificate. He stated his students could not get assistance and we then discussed maybe waiting until the spring semester for those students who graduate at semester to be able to help them gain aid.

Mallory Byrd gave each attendee a current copy of classes ICC will be offering this spring. All attendees ask how we plan to market besides online. Mallory asked for suggestions and they suggested: Paper, specific appearance to places to promote (job fair), online, in facilities.

Mallory Byrd then asked what they would want to see in students leaving ICC/ or want in an employee:

Accountability

Independent worker, but able to help a team

Able to take constructive criticism

MOTIVATION

Showing up on time and leaving troubles at the door

Mallory Byrd then asked about cell phones, huge sigh from the group, Mallory suggested in all classes being offered to have a cell phone hanger where students are asked to place cell phones at the beginning of class and they would be able to retrieve them after. All attendees thought that this was a good idea.

Mallory asked if there was anything else they would like to discuss. Hollie Reed said I motion to adjourn and Sandy Mercer seconded it.

Meeting ended at 7:00 PM

Allied Health Advisory Committee

April 5, 2016

People in Attendance:

Ann Coats- DON Medicalodges Coffeyville

Tammie Hawkins- Administrator CNRC

Brenda Crites- Kansas Works KPOP

Leah Small- Instructor

Mallory Byrd- Director of Allied Health

Call to order: Mallory Byrd Director of Allied Health called meeting to order. Guidelines were discussed and explained. Minutes from last meeting were read and Leah Small approved. Mallory Byrd introduced everyone in attendance and what they offer to the committee. Mallory Byrd asked for volunteers for the committee and no one at this time could commit. The Long Term Care Certificate was discussed as new classes have been added to the list of electives.

Ann Coats talked about Point Click Care and how she would attempt to gain contact with the company to help provide EMARS for the CMA class. This is enhance the students learning ability of seeing what electronic medication passes look like. This program would also benefit CNA students by allowing them to learn electronic charting of ADLs.

The whole group discussed how HIPPA was still a concern of all staff and students they receive. Leah and Mallory ensured that they would continue to educate the students on the importance of privacy.

Along with HIPPA some concern about phones were brought up. Some feel that they are a great tool as others have issues with SNAPCHAT, FACEBOOK, and texting. Leah and Mallory both agreed that it is even a challenge in the classroom and would try to educate on proper times to use phones is the work setting.

Mallory Byrd informed the group of the classroom changes that will hopefully happen over the summer. CNA will be in 103 and CMA will be in 102. If approved carpet will be placed in 103 to help with on ground activities and coldness of the room.

Ann Coats stated that if we could work more with the students on lifts and correct procedures it would benefit everyone. Also teaching them when to report to the nurse if a change from sit to stand to Hoyer needs to happen.

Mallory Byrd informed the group of the new textbook we will be using in the Fall.

Mallory asked if there was anything else the group would like to discuss and they all said no. The group adjourned at 7:15.

Advisory Board Meeting
November 14th, 2016

Advisory Boards for Allied Health, EMS Education and Veterinary Technology Programs met Monday November 14, 2016 for a combined program. Thirteen members were present and one special guest from the ICC Board of Trustees was in attendance. The Allied Health Director Mallory Byrd presided over the meeting.

After introductions, New Business items included updates on the status of *Faculty Negotiations* for current ICC West instructions designated as *Instructional Staff.* Advisory Board members were informed that instructors at ICC West were petitioning to be included in the Negotiated Faculty Agreement, which would allow for those instructors to opt for supplemental contracts for Directorship duties. Information for current teaching loads, salaries work hours were provided to board members.

Old Business agenda items included discussion on Marketing and Recruiting efforts for individual programs, personal representation of the college and expectations thereof, and discussion of security concerns for the West building. The meeting concluded with information provided by the ICC Board of Trustees member concerning financial status within the State of Kansas and higher Education.

The meeting adjourned.

Respectfully Submitted,

Ann Dutton, DVM

Advisory Board Minutes for October 10th

Attendance:

Mallory Byrd   Director of Allied Health

Leah Small   Hometown HealthCare

Ann Coats   Medicalodges Coffeyville

Melissa Traylor   Cherryvale Nursing and Rehabilitation Center

Megan Lawrence   Medicalodges Independence

Amber Ragan   Gran Villas

Everyone gathered in room 102 at ICC West. Mallory Byrd shared previous minutes with the group. Mallory explained to the new members what the role of the group was and immediately discussion on improvements began.

The following are a list of things the members feel the program should gain:

A computer system that teaches charting- Point Click Care is the program that all of the attendees use in their facilities.

Additional equipment- braces, call light system, restorative equipment- to know how to apply this when hired.

The group discussed how communication/attitude was an issue in employees and asked if we could try and explain during class how medical field is 325 24 7. Mallory ensured that she will further discussion during the course.

The group also talked about getting together twice a year to do a job fair per se. This would allow the students to see possible employment and also help with applicants for the nursing homes/ assisted living.

Mallory explained the Perkins funding for the program was gone as concentrators we not the numbers required to keep funds. The group asked how we could change that and explanation of better promotion was going to happen. The group asked they be sent a list of courses being offered that semester so they could be posted in the homes.

The group dismissed and Mallory ensured that she would begin working on getting improvements going.

4.2: SPECIALIZED ACCREDITATION

Include the following information: Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.

Upload the most recent self-study and site visit documents.

Upload agency correspondence which confirm accreditation status.

Narrative:

The Kansas Department of Aging and Disability is who we get permission from to run courses; however, there is no accreditation for the courses/program.

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

ICC NOW is a program that has been created within the three year reflection. It now assists with our high school enrollment and has currently removed any fees for the courses. In doing that we plan to see a greater number of students enroll including those from surrounding communities. This program helps fulfill the following HLC criterion by:
Helping students learn with smaller class sizes and one on one applications.
Providing skills that will allow students to gain employment and enhance community life. We also have HLC, our regional accrediting body which ensures we help students learn by focusing on teaching-learning processes.

Long Term Care Certificate

5.0: CURRICULUM REFLECTION

5.1: REFLECTION ON CURRENT CURRICULUM

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

· Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?

· How does this program transfer to four-year universities? (give specific examples)

· What types of jobs can students get after being in your program? (Please use state and national data)

· How dynamic is the curriculum? When was the last reform or overhaul?

· In the wake of globalization, how "internationalized" is the curriculum?

· How does the program assess diversity?

· Does the program have any community-based learning components in the curriculum?

Narrative:

The curriculum for each course is created by the Department of Aging and Disabilities. In our classrooms we use this curriculum so we are ensured what we teach is appropriate.
This program does have courses that transfer to 4 year universities as all courses are aligned with KBOR.
The job placement students can expect to get after completing the certificate can be from the following :(based on experience the pay fluctuates)
CNA $26,000/ year in Kansas $26,590/ year nationwide
CMA $11.00/hour in Kansas $12.04/hour nationwide
HHA $11.00/hour in Kansas $10.63/hour nationwide

There has been no changes to the curriculum from KDADs since 2013.
The way the curriculum for our courses are built is by a federal act called OBRA (Omnibus Reconciliation Act of 1987) these are mandated rules every state must follow.
Throughout the courses diversity is covered based on how to care for residents, what to do for specific religions, along with stereotyping.
 All of the courses taught in the LTC have opportunities to go into the surrounding nursing homes. During these times students put their knowledge to the test.

Evidence:

- REFLECTION OF CURRENT CURRICULUM

Long Term Care Certificate

The curriculum for the LTC certificate is state mandated for the required course the students must take, while the other courses offered are either state mandated curriculum or overseen by KBOR. This being stated LTC certificate courses are easily transferred to the surrounding schools. By completing the certificate or medical courses within the certificate students are able to become CNAs, CMAs, Activity Directors, Social Service Designees, Home Health Aides, and Restorative Aides. The way the program assess diversity is by learning about different cultures, religions, and disease processes and learning/recognizing how we will communicate while care is being provided. To assist in learning this the students go to clinical where they are surrounded by a variety of scenarios. Below is the average base salary for a CNA (only required course for certificate) provided by www.salary.com .

Job Title	Salary	Location	Date Updated
Certified Nursing Assistant	$29,949	Hutchinson,KS	January 02, 2018
Certified Nursing Assistant	$30,923	Kansas City,KS	January 02, 2018
Certified Nursing Assistant	$29,886	Lawrence,KS	January 02, 2018
Certified Nursing Assistant	$30,829	Lenexa,KS	January 02, 2018
Certified Nursing Assistant	$29,069	Manhattan,KS	January 02, 2018
Certified Nursing Assistant	$30,766	Olathe,KS	January 02, 2018
Certified Nursing Assistant	$30,829	Overland Park,KS	January 02, 2018
Certified Nursing Assistant	$29,949	Salina,KS	January 02, 2018
Certified Nursing Assistant	$30,829	Shawnee,KS	January 02, 2018
Certified Nursing Assistant	$29,383	Topeka,KS	January 02, 2018
Certified Nursing Assistant	$30,263	Wichita,KS	January 02, 2018

5.2: DEGREE AND CERTIFICATE OFFERINGS OR SUPPORT

List what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The Long Term Care Certificate is awarded when required course credits are completed. This certificate supports the PreNursing as they build on each other. Below is the checklists for both PRN degree and LTC certificate. They share five courses that would count toward both checklists.

Evidence:

- [Long TermCare]

Long Term Care Certificate

Long Term Care
Certificate: Long Term Care

Course Title/ Credit Hours

Certified Nurse Aide (HEA 1216) 6

At least 4 required credits from Tiered Electives:

*Medication Aide (HEA 1225) 5
Activity Director (HEA 1423) 3
Social Service Designee (HEA 1413) 3
*Restorative Aide (HEA 1262) 2
*Home Health Aide (HEA 1201) 1
Phlebotomy Essentials (HEA 1003) 3
Phlebotomy Clinical (HEA 1013) 3

Maximum of 8 credits of Alternative Electives may count toward certificate:

English Composition I (ENG 1003) 3
Interpersonal Communication (COM 1233) 3
Public Speaking (COM 1203) 3
Developmental Psychology (BEH 2003) 3
Drugs and Behavior (BEH 2043) 3
Anatomy and Physiology (BIO2045) 5

* Requires having a CNA License

Total 18 credits

Pre-Nursing (PRN)
Degree: Associate of Science
The following is a pre-nursing curriculum for students who are planning to enter the field of nursing and do not have a transfer institution chosen. Students considering nursing as a career should consult the catalog of the college they wish to attend to ensure transfer of all courses. Different schools may have different requirements than those listed below.
Suggested Four-Semester Plan

First Semester:
Anatomy & Physiology (BIO 2045) 5
English Composition I (ENG 1003) 3
College Algebra (MAT 1023) 3
General Psychology (BEH 1003) 3
Term Total 14

Summer Session:
Certified Nurse Aide (HEA 1216) 6
Term Total 6

Second Semester:
General Chemistry (PHS 1015) 5
Developmental Psychology (BEH 2003) 3
English Composition II (ENG 1013) 3
Arts/Humanities Elective* 3
Term Total 17

Third Semester:
General Biology (BIO 1005) 5
Nutrition (BIO 2053) 3
Public Speaking or Interpersonal Communication (COM 1203 or COM 1233)** 3
Computer Concepts & Applications (CIT 1003) 3
Ethics (SOC 1073) 3
Term Total 17

Fourth Semester:
Microbiology (BIO 2055) 5
Introduction to Sociology (SOC 1003) 3
Elementary Statistics (MAT 1103) 3
Arts/Humanities Elective* 3
Term Total 14
TOTAL 67
*See Courses that meet General Education Graduation
Requirements for a list of courses meeting the math/science, arts/
humanities, and social/behavioral science requirements.

6.0: FACULTY SUCCESS

Before completing the Faculty Success sub- sections, the program should reflect on a program pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.

6.1: PROGRAM ACCOMPLISHMENTS

Please highlight noteworthy program accomplishments.

Narrative:

The program continues to grow in enrollment and expanding to surrounding high schools. The CNA course has grown from Independence High School to the following schools since 2014: Cherryvale High School, Neodesha High School, Fredonia High School, and Elk Valley.

Long Term Care Certificate

6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

Faculty continues to attend the Annual Nursing Professional Development Conferences by staying up to date on issues/regulations in the field. Along with staying in good standing with the facilities in which our students use for clinical time, our full time faculty member has been asked to work full-time in two of our clinical sites. The director of the program has also been awarded Pirate Treasure Award.

6.3: INNOVATIVE RESEARCH, TEACHING, AND COMMUNITY SERVICE,

In this section the program should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

The faculty teach geriatrics in our local nursing homes. What this entails is disease processes but also abandonment. We encourage our students to gain relationships with the residents while maintaining professional boundaries. Some students find that working in the field as a geriatric aide is not for them, but they continue to spend time in the facility as friends. Our faculty/students have on several occasions gone to the nursing homes and donated time to sit with residents who might need one on one care, but can not afford it. Faculty also works with EMS Education on skills and helps with culinary events. To help the students be innovative faculty allow the students to make mistakes in the classroom.

7.0: PROGRAM PLANNING & DEVELOPMENT FOR STUDENT SUCCESS

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section provide a narrative reflection on trends observed in the data from section 1.0. (See Resource C)

Narrative:

The LTC certificate was created to help students expand from CNAs to other jobs in the medical field. By creating this certificate students were able to receive financial aid. This increase enrollment for individual course sections. However, we have noticed that students are not completing the certificate. When looking at where our students come from it gives us a clear picture of why. First and foremost our high school students complete CNA anywhere from their sophomore year to senior year. This age group of students either get a job in this field or continue on with other general education courses. The students we receive from Kansas Works are students who have a purpose of gaining employment. The remaining students we service are those who are planning to move onto nursing school. These students have a plan set in place which do not always consist of the courses required on our LTC certificate. In reviewing the completers for LTC we see 1 completer for 2017. When reviewing the student's transcripts of those enrolled in the PRN degree we have seen 5 students who would be able to receive the LTC certificate. Currently faculty have been working with admissions to ensure proper listing of majors and attempting to list both PRN and LTC as their major. We have seen that now with Power Campus it has more abilities than our old system AS400.

Evidence:

- Long Term Care
- LTC Assessment Data AY 2017

Long Term Care Certificate

Long Term Care
Certificate: Long Term Care

Course Title/ Credit Hours
Certified Nurse Aide (HEA 1216) 6

At least 4 required credits from Tiered Electives:
*Medication Aide (HEA 1225) 5
Activity Director (HEA 1423) 3
Social Service Designee (HEA 1413) 3
*Restorative Aide (HEA 1262) 2
*Home Health Aide (HEA 1201) 1
Phlebotomy Essentials (HEA 1003) 3
Phlebotomy Clinical (HEA 1013) 3

Maximum of 8 credits of Alternative Electives may count toward certificate:
English Composition I (ENG 1003) 3
Interpersonal Communication (COM 1233) 3
Public Speaking (COM 1203) 3
Developmental Psychology (BEH 2003) 3
Drugs and Behavior (BEH 2043) 3
Anatomy and Physiology (BIO2045) 5

* Requires having a CNA License

Total 18 credits

LTC Assessment Data AY 2017

Number of Faculty:

1 full time (M. Byrd)

2 part time (L. Beery, L. Small)

Enrollment & Student credit hours by Faculty type:

Full time: 49.5 total credit hours taught, with 66 total student enrollments

Part time: 12 credit hours taught, 16 total student enrollments

Average Class size:

4.65 students in Face-to-Face classes

3 students in online classes

4.56 students across all LTC courses

Completion rates:

100% face-to-face

100% online

100% all LTC courses

Pass rates (C or better):

94.94% face-to-face

100% online

95.12% all LTC courses

Number of Majors: 12 (0 returned Fall 2017)

Degrees Awarded: 1

LTC Assessment Data AY 2016

Number of Faculty:

1 full time (M. Byrd)

1 part time (L. Small)

Enrollment & Student credit hours by Faculty type:

Full time: 44 total credit hours taught, with 57 total student enrollments

Part time: 12 credit hours taught, 15 total student enrollments

Average Class size:

5.54 students in Face-to-Face classes

0 students in online classes

5.54 students across all LTC courses

Completion rates:

100% face-to-face

0% online

100% all LTC courses

Pass rates (C or better):

95.83% face-to-face

0% online

95.83% all LTC courses

Number of Majors: 12 (4 returned Fall 2017)

Degrees Awarded: 4

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Resource D for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)

Narrative:

The LTC certificate is at a category 3 Revitalization Opportunities or Needs. We have the number of students in individual courses but not in completers for the certificate. The program is stable in trends and has increased enrollment now that ICC is waving fees for our SB155 students. Retention for our students varies on the student's plans and incomes. Our program meets the guidelines set by Kansas Department of Aging and Disabilities. This program continues to make an atmosphere similar to the nursing home setting by equipment being purchased. Curtains, call lights and other tools have recently been purchased to help with realistic situations. We are aligned with the mission statement by producing excellent employees in this area.

Goal 1: Obtain additional equipment to increase knowledge on computerized charting. In getting this equipment the students will know the software that majority of the nursing homes in this area use. I will know that they will be able to do this as students are able to chart a clinicals. This will be possible when we have the funds released to purchase the software and laptops for the classroom. By knowing how to chart on the PCC system students will have more confidence when obtaining a new job. Date of completion December 2018.

Goal 2: Obtain online permission to teach CNA online. In getting this ability we will be able to open online learning father than our service area. I will be able to obtain this permission from KDADS (Kansas Department of Aging and Disabilities). This requires building the course in Canvas and sending it to KDADS. I will be able to have this done By Fall of 2018 to run our pilot course. The reason we are trying to get CNA online is to be competitive with the surrounding areas and assist our students around the area who need more flexibility in their schedule. There is no cost in training needed for this as I have the training needed to teach and build a class online.

Goal 3. Obtain a second full time instructor. By having a second instructor we will be able to offer additional summer and evening courses. With Fall enrollment at two high schools and an online offering of CNA the number of other courses offered will be limited. Goal date for this is Fall 2019. Some training in GP, assessment, and Canvas would be required for a new employee.

7.3 Mission and Strategic Plan Alignment

In this section, indicate the ways in which the program's offerings align with the ICC mission (Appendix 3). Also, in this section provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI's (Appendix 4) or Higher Learning Commission (HLC) accreditation AQIP categories (Appendix 1). It is not necessary to consider an example for each HLC category, but programs 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.

Narrative:

This program is built around our mission statement here at ICC. Not only do the students gain knowledge about different cultures they get to put the knowledge they learn to the test at the facilities we go to. Students are assigned a paper in which they must research a culture and provide insight to the class. We also help our students feel confident by preparing them for the real situations. This is done by testing and demonstrations. Our students are going out and getting jobs in this field and if they are not employed most are still continuing with their education.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget R e q u e s t s /Adjustments

Based on program data review, planning and development for student success, complete the budget worksheet to identify proposed resource needs and adjustments. These worksheets will be available in October. (See Resource G for more details on possible items to include.)

Narrative:

This programs budget is minimal as we do not have to update our equipment as frequently as others. We do however have small items that do cost the program money such as, batteries, toiletries, food, gloves, gowns, blood pressure cuffs, stethoscopes, and uniforms. To my knowledge these costs are somewhat covered under students fees. As time changes so do the cost of these items. Also with recruiting events to help gain students we need to have budgets to accommodate that.
I would like to see LTC budget be:
Food and meals 475.00
Recruiting 500.00
Conference fees/registration 1000.00
Instructional supplies 1000.00
Software 1500.00
Office supplies 400.00
Salaries 143,400.00
Fringe 10,970.0
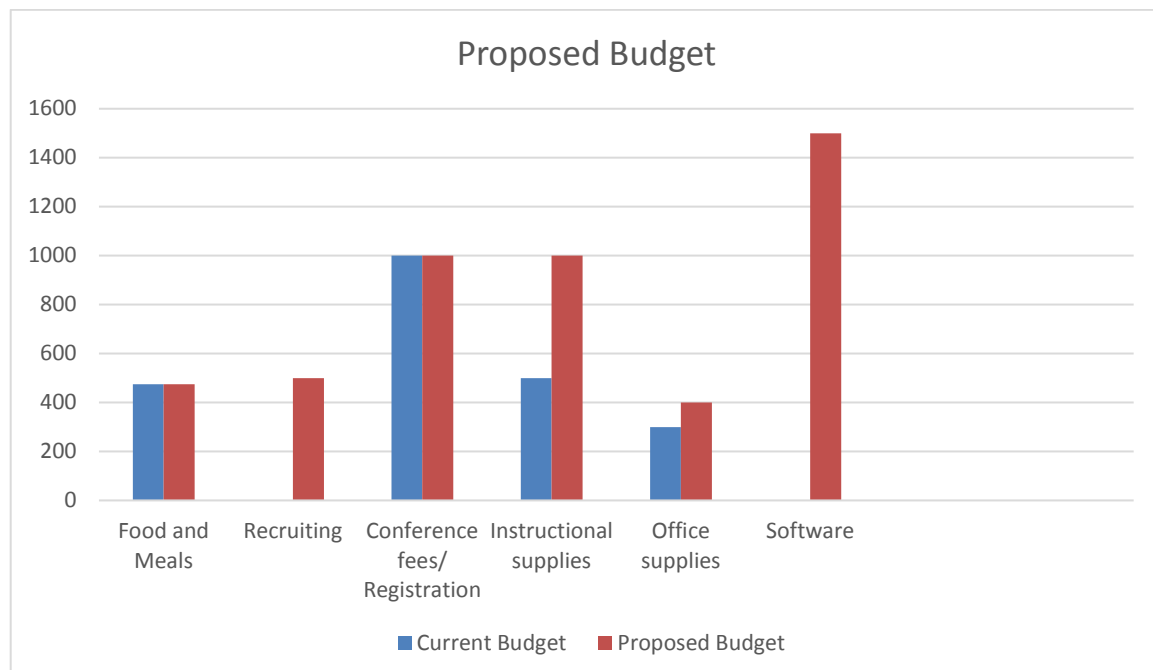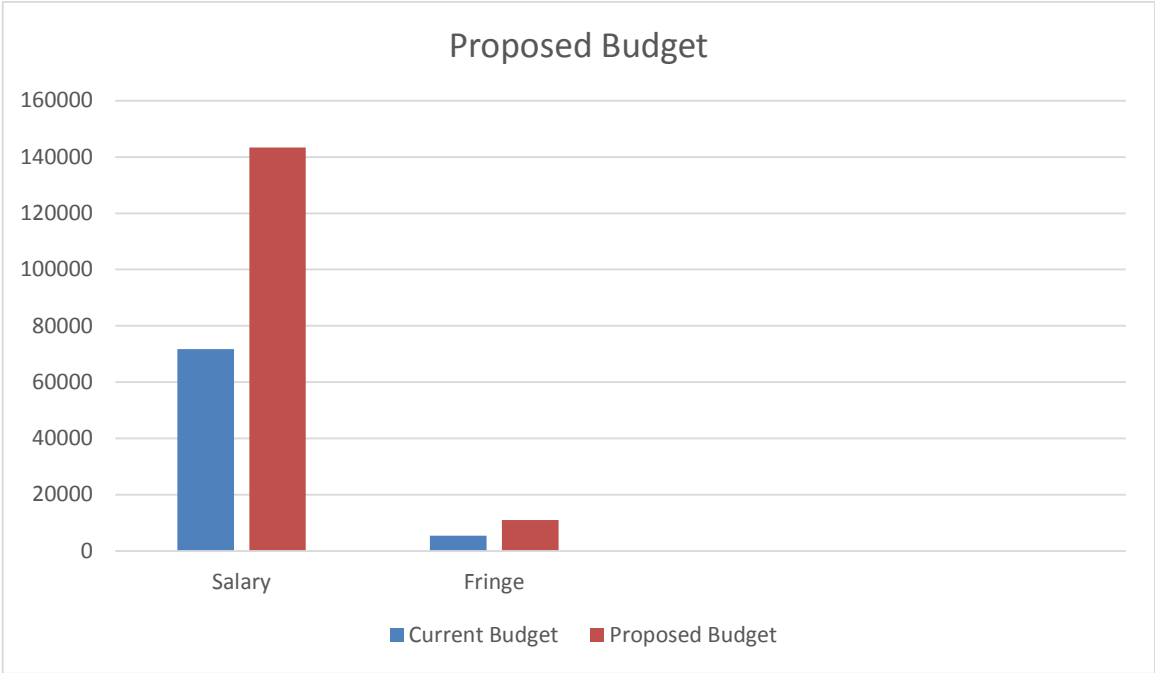
Proposed Budget — bar chart comparing Current Budget and Proposed Budget across Food and Meals, Recruiting, Conference fees/Registration, Instructional supplies, Office supplies, and Software.

Long Term Care Certificate

Proposed Budget

Bar chart comparing Current Budget (blue) and Proposed Budget (red) for Salary and Fringe categories. For Salary, Current Budget is approximately 72000 and Proposed Budget is approximately 143000. For Fringe, Current Budget is approximately 5000 and Proposed Budget is approximately 11000.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

The Director of Allied Health is the only faculty who entered information for this report with assistance from staff for salary and enrollment. Other faculty members who are on the assessment team have reviewed this document.

9.2 Dean and/or Administrative Designee Response

After review and reflection of the program review, planning and development, the Division Chair and CAO will complete the Summative Assessment form. The Division Chair and CAO's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair: I, Tonda Lawrence, agree with the findings of this report.

Program Review Committee: The Program Review Committee agrees with the findings in this report and the Category 3 Revitalization Opportunities and Needs. The program needs to address student retention, graduate job placement, declared majors and resource utilization.

VPAA: I agree with the Program Review Committee regarding Category 3 Revitalization Opportunities and Needs.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
            President

Date: May 24, 2018

Re: Comprehensive Review of Associate of Science in Athletic Training Program
_____

Comprehensive reviews cover a three-year time span; Annual reviews cover one year. The Comprehensive Review of the Associate of Science in Athletic Training Program is one Program of approximately 42 undergoing a Comprehensive or Annual review this year for subsequent Board of Trustees approval.   Kara Wheeler, Vice-President for Academic Affairs, will provide an overview and Raechal Martin, Athletic Trainer, will be available to answer questions.

1.0 Program Data and Resource Repository

1.1Program Summary

The Athletic Training Associate of Science Program is designed to give students a hands-on preparation for them to pursue their education further at an institution with an Accredited Athletic Training Program.

1.2 Quantitative and Qualitative Data

All program are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after

ATH Assessment Data AY 2016

Number of Faculty:

0 full time

3 part time (J. Newton, S. Plowman, S. Manning)

Enrollment & Student credit hours by Faculty type:

Full time: 0 total credit hours taught, with 0 total student enrollments

Part time: 17 credit hours taught, 80 total student enrollments

Average Class size:

11.43 students in Face-to-Face classes

0 students in online classes

11.43 students across all ATH courses

Completion rates:

90% face-to-face

0% online

90% all ATH courses

Pass rates (D or better):

86.11% face-to-face

0% online

86.11% all ATH courses

Number of Majors: 31 (6 returned Fall 2016)

Degrees Awarded: 1

ATH Assessment Data AY 2017

Number of Faculty:

0 full time

3 part time (R. Martin, J. Jones, S. Manning)

Enrollment & Student credit hours by Faculty type:

Full time: 0 total credit hours taught, with 0 total student enrollments

Part time: 23 credit hours taught, 81 total student enrollments

Average Class size:

9 students in Face-to-Face classes

0 students in online classes

9 students across all ATH courses

Completion rates:

100% face-to-face

0% online

100% all ATH courses

Pass rates (D or better):

88.89% face-to-face

0% online

88.89% all ATH courses

Number of Majors: 28 (2 returned Fall 2017)

Degrees Awarded: 3

See attached document for financial information.

2.0 Student Success

2.1 Define Student Success- Student success is defined by students being prepared to seamlessly transition to a Commission on Accreditation of Athletic Training Education (CAATE) accredited program. This includes accumulating enough observation hours through Practicum classes and completion of the AS Athletic Training degree plan.

2.2 Achieve/Promote Student Success- This is an area of opportunity for the program. No current plans exist for promoting student success within in the program outside of keeping students on track to meet degree requirements.

3.0 Assessment of Student Learning Outcomes.

3.1 Reflection of Assessment- There is currently no data on learning outcomes. This is also something moving forward that will be collected to review for both the program and each class individually.

3.2 Significant Assessment Findings- There is nothing to currently report.

3.3 Ongoing Assessment Plan- There are two main areas of emphasis for future assessments, those for the overall program and those for each individual class within the program. The individual class outcomes within the program will look at specific course outcomes that must be met with an 80 percent or higher pass rate. The overall program outcome will look at specific outcomes from each course and a list will be compiled to review a pass rate of 80 percent or higher was met. These outcomes will be compiled over during the Fall semester of the 2018-19 academic year with data being collected from each course beginning in the same semester. An additional overall program outcome will be to monitor number of those who declare for the Athletic Training major and compare to the number of students who graduate and/or transfer on. This plan will allow for data collection without reliance on one specific person should there be turnover within the Athletic Training department.

4.0 External Constituency and Significant Trends

4.1 Program Advisory Committee: This is not applicable to the Athletic Training Program.

4.2 Specialized Accreditation: This is not applicable to the Athletic Training Program.

4.3 Other: The Athletic Training Strategic Alliance, made up of the Board of Certification (BOC), Commission on Accreditation of Athletic Training Education (CAATE), National Athletic Trainers' Association (NATA) and NATA Research & Education Foundation proposed a new degree requirement for Athletic Trainer. The NATA boards and CAATE board, with the full support for the BOC and NATA Foundation boards, unanimously approved to redesign current stands for degree programs. The new design moves the degree plan from a Bachelor's to a Master's. These changes indirectly effect our program, making our program more appealing to those wanting to begin their education in a smaller, more hands-on setting. Students are able to accomplish this and seamlessly transfer to an Accredited Athletic Training Education Program without increasing the number of years to degree completion.

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

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum-

I have done a complete review of the curriculum for the Athletic Training degree program. Provided are the current (old) and approved (new) curriculums. The approved, new curriculum was approved by

Academic Council in February 2018 and will be effective for AY2018-2019 forward. The changes resulted from the aforementioned changes in Athletic Training Education Programs to Masters Programs. These new curriculum is designed to allow students to follow the Direct Link program through Kansas State University. The design is also flexible, allowing students to choose between two different science courses depending on the requirements of their transfer institution. The option was based upon Wichita State's and Kansas State's current preferences what for what students should have taken of transfer courses.

5.2 Degree and Certificate Offerings or Support-

Athletic Training
Degree: Associate of Science

The two year program of study in Athletic Training at ICC is designed for students who are interested in an allied health care profession specialized in the health care of athletes. ICC student athletic trainers will gain valuable athletic training knowledge and skills through both academics and practical experiences.

Suggested Four-Semester Plan

First Semester:

Course Title	Credit Hours
English Composition I (ENG 1003)	3
General Biology (BIO 1005)	5
Introduction to Athletic Training (ATH 1003)	3
First Aid: Responding to Emergencies (ATH 1013)	3
Practicum in Athletic Training I (ATH 1002)	2
Term Total	16

Second Semester:

Course Title	Credit Hours
English Composition II (ENG 1013)	3
College Algebra or higher (MAT 1023)	3
General Psychology (BEH 1003)	3
Anatomy & Physiology (BIO 2045)	5
Care & Prevention of Athletic Injuries (ATH 1103)	3
Term Total	17

Third Semester:

Course Title	Credit Hours
Personal & Community Health or Nutrition (HEA 1053 or BIO 2053)	3
General Chemistry (PHS 1015)	5
Medical Terminology (ENG 1143)	3
Art/Humanities Elective*	3
Practicum in Athletic Training II (ATH 2002)	2
Term Total	16

Fourth Semester:

Course Title	Credit Hours
Social/Behavioral Science Elective*	3
Arts/Humanities Elective*	3
Functional Kinesiology (ATH 1063)	3
Public Speaking (COM 1203)	3
Computer Concepts & Applications (CIT 1003)	3
Term Total	15
TOTAL	**64**

*See Courses that meet General Education Graduation Requirements for a list of courses meeting the math/science, arts/humanities, and social/behavioral science requirements.

Associate of Science in Athletic Training

Program Description: The Associate of Science Degree in Athletic Training 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 of Science Degree.

Analysis & Oral Communication (9 hours)
English Comp I (ENG 1003)
English Comp II (ENG 1013)
Public Speaking (COM 1203)

Mathematics (6 hours)
College Algebra (MAT 1023/MAT 1025)
Elementary Statistics (MAT 1103)

Sciences (15 hours)
Biology I (BIO 1115)
Chemistry I for Non-Majors (PHS 1015)
Additional Science (Select 1)
Anatomy & Physiology (BIO 2045)**
College Physics I (PHS 1055)*

Fine Arts and Aesthetic Studies (Select 1) (3 hours)
Music Appreciation (MUE 1303)
Theatre Appreciation (THR 1013)

Cultural Studies (Select 1) (3 hours)
World History I (HIS 1003)
World History II (HIS 1013)

Health and Well-Being (7 hours)
General Psychology (BEH 1003)
Nutrition (BIO 2053)
College Success (SSC 1021)

Social Awareness (3 hours)
Introduction to Sociology (SOC 1003)

Business and Technology (6 hours)
Computer Concepts and Apps (CIT 1003)
Macroeconomics (BUS 2033)

Area of Study Courses (16 hours)
Intro to Athletic Training (ATH 1003)
Care & Prevention of Athletic Injuries (ATH 1103)
Practicum I (ATH 1002)
Practicum II (ATH 2002)
First Aid: Responding to Emergencies (ATH 1013)
Medical Terminology (HEA 1143) (optional) **

Total: 65-68

*This course is required for students transferring to Kansas State University
**This course is required for students transferring to Wichita State University

6.0 Faculty Success

6.1 Program Accomplishments- The program redesign is the only noteworthy accomplishment. This is an opportunity for improvement. I hope to have more to report in future program reviews.

6.2 Faculty Accomplishments- There is no full-time faculty or noteworthy accomplishments to report from adjunct instructors at this time.

These are the current requirements to be qualified for teaching ATH courses.

- *Master's degree with 18 graduate credit hours in the discipline or subfield from an accredited school and/or*
- *Valid/current industry-recognized credential for the career/technical field and/or*
- *Industry experience with a minimum 4000 hours work in the career/technical field.*
    - Athletic Training—Course Code ATH (CIP 51)
        - Athletic Training/Trainer (51.0913)
        - Emergency Medical Technology/Technician (EMT Paramedic) (51.0904)

6.3 Innovative Research, Teaching and Community Service- As noted previously there are no full-time faculty for this program so this is not something that has been measured. Some students in the program have contributed to the community by assisting with an annual 5k Run during the Neewollah Event in Independence.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative –To begin with, I think the data does not indicate a full-time faculty position would be of any benefit at this time. The classes that are specific to degree plan are being adequately covered with adjunct staff. Currently, only twenty credit hours of Athletic Training courses are taught per academic year. This does not make it cost effective to hire an additional faculty at this time.

The pass rates are consistent with a few outliers every other semester or so, these outliers that perform poorly are to be expected and I do not believe pass rate is an issue previously or in the future.

The place I see the most opportunity is retention and graduation rate. In 2016, we had 31 majors and 1 degree awarded and in 2017, we had 28 majors and 3 degrees awarded. While degrees awarded increased, there is a substantial gap between majors and degrees awarded. This could be due to change in major between what was originally declared and awarded, not completely any degree program or transferring to another school prior to requesting a degree. Working with our new Navigator program should help identify the cause of the large gap between declared majors and graduation rates as well as help with retention.

Athletic Training has plans to begin developing some of our classes to the online environment to help our students get a head start in our degree plan. While part of the degree requires clinical observation in the Practicum classes, these classes can be tailored to the student and allow those who may not have been previously to enroll in our degree program.

7.2 Academic Program Vitality Reflection, Goals and Action Plans-

Based off the information I have gathered for this review, I believe this program falls at Category 3: Revitalization Opportunities or Needs. This category makes the most sense at this time because there is a lack of data for the aforementioned gap in majors and degrees awarded. There amount of majors indicates the interest for the program, having more information on retention and getting degrees awarded is where the opportunity lies for the program.

Short-term goals for the program

1. Update degree plan to reflect changes in CAATE accredited Athletic Training Education Programs.

2. Increase in enrollment in major classes.

3. Work with Navigators to help those with AT majors apply for degree for those who are eligible.

Long-term goals for the program

1. Increase overall retention rate by 45% by Fall 2020.

2. Decrease gap of majors and degrees awarded to within 5 by Fall 2019.

3. Increase number of major classes offered online.

7.3 Mission and Strategic Plan Alignment-

The following HLC goals are being addressed in this review:

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

> 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded: This program meets this component by offering the first two years completion of a 5-year two degree program. The recent changes to the Athletic Training degree keep the program up-to-date and allow students to transfer to a CAATE Athletic Training Education Program.

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

Excellence: The program review itself as well as updating the new approved degree plan are ways in which excellence was addressed.

Responsiveness: The upper level degree changes to a Master's from a Bachelors officially takes effect Fall 2020, addressing the degree plan now keeps us current with the field of study universally.

Diversity/Enrichment: The Practicum classes provide the student in the major diverse settings as well as expose them to a diverse student body that will help prepare them beyond ICC.

Key Performance Indicator goal:

By updating this program, we should be able to help with the KPI goal of "Increase the number of certificates and degrees awarded to ICC students."

8.0 Fiscal Resource Requests/ Adjustments

8.1 Budget Requests/ Adjustments-The only need noted from reviewing previous budgets and looking ahead is for taping and teaching supplies. Our students benefit and require hands-on demonstration and practice for the completion of their degree. These supplies have previously been absorbed by the Athletic Training (athletic) budget but with an increase in student-athlete numbers and no increase in supplies budget, this is no longer something that can continue to be provided through that avenue as all purchases must be purchased with the health and safety and benefit our student-athletes in mind. A budget specific for Athletic Training (academic) to provide teaching supplies would help benefit the success of the degree program. The proposed budget would have $450 in it, this would adequately provide all supplies students need. This money could be collected by adding a lab fee for classes that require supplies.

9.1 Faculty and Staff – This review was completed by Raechal Martin, MS, ATC, LAT, Head Athletic Trainer.

9.2 VPAA and/or Administrative Designee Response

Division Chair: I agree with the overall narrative of this review. In particular, this program is an opportunity for revitalization. It is imperative that course level outcomes and program level outcomes be developed as soon as possible, but no later than the first day of class in the Fall 2018 semester. I recommend that our current adjuncts Raechal Martin and Jay Jones meet to create the outcomes and discuss how they will be measured across all courses and as a program. –Brian Southworth, Division Chair STEMB, 5.16.2018

Program Review Committee: We agree with the findings of this review, and recommend Category 2: Maintain Current Levels of Support/Continuous Improvement, although instructional supplies should be considered as per the request in 8.1.

VPAA: I agree with the Program Review Committee's recommendations. Assessment outcomes will be key starting in the fall semester so that data can be gathered.   I believe training will be important to help the adjuncts take on this level of detail for the program to be successful.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
           President

Date: May 24, 2018

Re: Annual Program Reviews

_____

Comprehensive reviews cover a three-year time span; Annual reviews cover one year. Kara Wheeler, Vice-President for Academic Affairs, will provide an overview and answer any questions regarding the following Annual Program Reviews:

- Associate of Arts in Theatre – Acting
- Associate of Arts in Theatre – Directing/Stage Management
- Associate of Arts in Theatre – Technical/Production
- Certificate – Advanced EMS

AA Theatre: Acting Track

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

THR Assessment Data AY 2017
Number of Faculty:
1 full time (B.C. Smith)
5 part time (K. Carpenter, H. Blackert, D. Chrzanowski, S. McCarron, S. Owen)
Enrollment & Student credit hours by Faculty type:
Full time: 27 total credit hours taught, with 80 total student enrollments
Part time: 16 credit hours taught, 46 total student enrollments
Average Class size:
6.11 students in Face-to-Face classes
16 students in online classes
6.63 students across all THR courses
Completion rates:
86.36% face-to-face
100% online
88.09% all THR courses
Pass rates (D or better):
94.74% face-to-face
75% online
91.89% all THR courses
Number of Majors: 10 (0 returned Fall 2017)
Degrees Awarded: 0

AA Theatre: Acting Track

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See Appendix 2 for ICC SLO's and Resource C- for more information.)

Narrative:

Student Learning Outcomes

1. The student will be able to analyze and interpret a script for given circumstances, objectives, actions, and obstacles, orally and in writing.
2. The student will be able to demonstrate knowledge of theater history and literature
3. The student will be able to demonstrate competent communication skills in one or more of the following areas: acting, stage management, or technical theater.
4. The student will be able to develop and apply practical discipline-specific skills in rehearsal, production and classroom settings.
5. The student will be able to apply skills of listening, articulation, awareness and collaboration in an ensemble.

These are the Program Outcomes for the Acting Track.

Outcome #1 is achieved through grading Uta Hagen exercises, written assignments, and scene work according to criteria outlined in the Acting I textbook, "Challenge for the Actor." Outcome #1 is also discussed and evaluated through examinations concerning the actor's process in Theatre Appreciation, and fully explored through in Script Analysis as taught by Sara Owens through exercises and written papers.

Outcome #2 is achieved by introducing students to basic acting and design history in Theatre Appreciation and assessing said knowledge through papers and examinations. The time period and culture from which plays are written in is discussed in Script Analysis, and significant plays from the Western Canon in Contemporary Dramatic Literature are the subject of group discussions, papers, and written exams.

Outcome #3 is achieved by freeing the student's voice from tension habits in Voice I, with discussion, private tutorials, and exercises serving as assessment opportunities. Phonetics and clear articulation are addressed in Voice II, and assessed through transcription assignments and in-class performances. Audition and interview skills in Audition Techniques and Strategies are evaluated through mock interviews and oral feedback, group discussion of class textbook, and assessment of resume and portfolio.

Outcome #4 is achieved by maintaining high rehearsal and production practices and applying skills learned in classes to rehearsals and performances in Rehearsal and Performance. Students receive instruction and direction from ICC faculty in rehearsals through note sessions. Students also receive a grade that evaluates their work on the production.

Outcome #5 is achieved through exploration of the free, natural voice in Voice I and II. Students receive in class evaluations from the instructor, and other students learn to give constructive criticism to each based upon instructor guidance. Group projects in Theatre Appreciation give opportunities for students to direct each other, and ensemble-building games in Acting I and Improvisational work in Acting II offer students the see how their attitude and work affects other members of the ensemble.

Ongoing assessment plans include requiring a Sophomore Jury, in which actors will "audition" for the acting panel and receive feedback on their work. Assessment continues through class rubrics, in-class coaching, and discussion of students' progress during office hours. Guest artists also provide feedback on our students learning style and rehearsal skill and behavior.

4.0 : EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1 : PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Not applicable for this program.

4.2 : SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

Not applicable.

4.3 : OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

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

7.0 : PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1 : NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning.In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C*)

Narrative:

We have added three specialized tracks for study in our Theatre program: Acting, Directing/Stage Management, and Technical Theatre. We feel confident in the quality of instruction these programs offer. We challenge ourselves with the task of recruiting and enrolling students who qualify and are committed to our rigorous two-year professional-focused tracks of study.

Though I feel the Acting track has raised the quality of training it offers, the program has still been unable to graduate students from it. Here are two reasons I've found have contributed to this trend:

Our former program head, Karen Carpenter, served so many functions as both the head of the theatre program and the artistic director of the William Inge Theatre Festival that she was unable to focus on our students. She was unavailable to talk with them; often failing to show up for work or closing herself inside her office without talking to students. When students feel shut out, they feel no need to participate in the program.

With minimal recruiting efforts, the program has attracted students who have not been mentally-fit, disciplined, or capable enough to handle college-level acting training. When students are not disciplined to come to class, rehearse their lines, or complete assignments, they fail. We have upped our recruiting efforts to attract a better student to the Inge. This year, we've begun to see that work play off.

Additionally, we've been very clear with students concerning what classes we expect them to take in order to graduate. Ensuring that students understand that a theatre scholarship is dependent upon their commitment to finishing a track of study here at ICC helps students stay on track to get to graduation.

There are several recruitment methods we've adopted:
1. The theatre faculty attends regional theatre conferences. The faculty interviews/auditions students, offers scholarships, and share recruitment materials. Prospective student info is taken, and follow-up calls and texts are made.
2. Recruitment events occur on campus. The 24-hour High school play festival brings prospective students on campus to take workshops from and work alongside ICC theatre faculty. Also, student matinees of ICC productions involve students Q&A's so that students may discuss the play and ICC's theatre program.
3. Free theatre clinics are given by theatre faculty in the region. At no cost to a high school teacher, ICC theatre faculty conduct acting, movement, and audition workshops so that prospective students get a feeling for the teaching styles and offerings of ICC theatre faculty.

7.2 : ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.
Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories.*)
Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, 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 Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

We have added three specialized tracks for study in our Theatre program. We feel confident in the quality of instruction these programs offer. We challenge ourselves with the task of recruiting and enrolling students who qualify and are committed to our rigorous two-year professional-focused tracks of study.

Short-term goal:
1. retaining students

2. establishing internships and opportunities to usher into the theatre and film workforce.

3. recruiting students qualified and interested in the training our program provides.

Plan to achieve goal #1:
close monitoring of students progress in classes, including student discussion when needed.
empowering students to create own projects, including student-directed and designed shows

Plan to achieve goal #2
continue to bring in guest artists from the regional and national stage to work with, advise, and counsel our students

Approach personal contacts about production needs, and connect them to our students

Plan to achieve goal #3
Continue to attend regional high school thespian festivals
attend regional high school theatre events
give free clinics to area schools to help improve student performance and recruit for program

Long-term goals:
Continue to improve quality of instruction
Establish 2+2 programs with nationally-known training programs
Create student-run performance group on-campus

Plan to achieve goal #1
Continue professional development, and bring in high-quality guest artists, directors, and teaching artists.

Plan to achieve goal #2
Reach out to regional programs that employ faculty with knowledge about the Inge Festival and programming to establish transfer plans

Plan to achieve goal #3
Empower students to use their talent to create their own performing opportunities. Empower students to develop work of interest to their age, background, and worldview.

8.0 : FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1 : BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. *(See Resource G for more details on possible items to include.)*

Narrative:

As this is a new section of the theatre degree track, there is no previous information regarding budget spending or resources.

There are issues that need to be address about our current budget. At this time we have no budget for marketing or recruiting. All recruiting events this year have come from our professional development funding. If we are to increase the number of students in all Theatre Tracks, we will need to have money for such activities. We are also having to pull money from our budget to develop and print marketing material for these events.

Last year we produced # of shows. This year we have produced 2 theatre productions, 1 Musical, and 1 student show. We are looking at producing 3 Theatre shows, 2 musicals, and 2 student shows in the coming year, with the addition of the Musical Theatre Track. This will give our students greater opportunity to perform, and provide more for the college and the community. The greatest challenge in this is providing costuming for productions, as we do not have a costume department, nor do we have a costume designer. For this we have to hire in outside contractors, as we are doing with our current musical. All future musicals will be smaller in scale than 'Les Misérables' in order to minimize cost.

Our recruitment trips have been very successful, and we have several strong leads generated that look like we will be doubling, if not tripling our numbers next year. We need to make sure we have a budget in place that will help facilitate this growth, or we risk losing our students to other schools before they graduate here.

However, the program cannot sustain itself with continued budget cuts.

a

Super China Star

Thespians

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1 : FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

This was written by Ben Corbett-Smith, Theatre faculty member.

9.2 : DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

VPAA on behalf of Division Chair:
I would say that this program falls into Category 3: Revitalizations Opportunities or Needs. While the program has made significant changes to update the program, we still have not seen enrollment to its fullest potential. Faculty should continue to work on bringing in at least 12-20 students per year to build a robust theatre program at ICC.

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as wellas three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscalyear.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

As this is a new section of the theatre degree track, there are no previous information regarding enrolment. Below is a breakdown of the track. We started this school year with 2 students enrolled in this track, and will be able to provide more comprehensive data next year.
Theatre Arts
Degree: Associate of Arts
Directing/Stage Management Track
Suggested Four-Semester Plan
First Semester
Course Title Credit Hours
Acting I (THR 1023) 3
Theatre Appreciation (THR 1013) 3
Stagecraft I (THR 1033) 3
Rehearsal & Performance I (THR1051) 1
Computer Concepts & Applications (CIT 1003) 3
English Composition I (ENG 1003) 3
Term Total 16
Second Semester
Course Title Credit Hours
Stage & Theatre Management (THR 2073) 3
Script Analysis (THR 2103) 3
Rehearsal & Performance II (THR2051) 1
Computer Concepts & Applications (CIT 1003) 3
College Algebra (MAT1023) 3
English Composition II (ENG 1013) 3
Term Total 16
Third Semester
Course Title Credit Hours
Play Production/Directing (THR 2003) 3
Rehearsal & Performance III (THR 2061) 1
Public Speaking (COM 1203) 3
Introduction to Literature (ENG 1073) 3
Introduction to Dramatic Literature (ENG 2043) 3
Arts/Humanities Elective 3

Social/Behavioral Science Elective 3
Term Total 19
Fourth Semester
Course Title Credit Hours
Introduction to Playwriting (THR 1093) 3
Rehearsal & Performance IV (THR2071) 1
Laboratory Science Elective 5
Contemporary Dramatic Literature (THR 2083) 3
Arts/Humanities Elective 3
Social/Behavioral Science Elective 3
Term Total 18
TOTAL 69

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

As this is a new section of the theatre degree track, there is no previous information regarding student learning outcomes assessment findings. I have included below the new and current student learning outcomes.
Theatre Arts – Directing/Stage Management Track Learning Outcomes
Students completing their Associates of Arts in Theatre Arts Directing/Stage Management Track will have obtained the following learning outcomes:

1. *The student will be able to successfully manage a production schedule by keeping on-track through time management.*
2. *The student will be able to exhibit a full understanding of the collaborative nature of each department within the world of Theatre.*
3. *The student will be able to cultivate a full understanding of how Performing Arts work in a collaborative manner.*
4. *The student will be able to develop and apply a full understanding of how to properly communicate in a professional and collaborative nature.*
5. *The student will be able to communicate a basic understanding of each area of the Performing Arts, especially in how it relates to the performance world of Theatre.*
6. *The student will be able to demonstrate a basic understanding of how Theatre History, Plays, and Playwrights affects modern theatre.*

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

At this time this program does not have an advisory committee.

4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

This program is currently being explored and improved to provide total HLC accreditation compliance.

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

This section is not applicable for this program.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning.In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C*)

Narrative:

As this is a new section of the theatre degree track, there is no previous information regarding assessment data.
We are tracking students' progress currently in the program, so that we may be able to reflect on this in the coming assessments.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories*.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, 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 Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

It is our immediate goal that we increase enrollment by a minimum of 10 new students per year in this track. At this current time, we have two students enrolled in the Directing/Stage Management Track. We have increased our recruitment events by going out to area high schools, and state thespian conferences. Within the next year we are looking at graduating two students under this degree track, with an increase of at least 10 in 2020, and a projected growth of at least 20 students graduating in Directing/Stage Management in 2021. Within the next 3 to 5 years, our goals for this program include providing our students with internships at summer programs. We are also looking at developing relationships with major Theatre and Opera companies, where our student directors and student stage managers will get the opportunity to shadow working professionals during productions. This will be a unique opportunity for our student that no other college in the area offers.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. *(See Resource G for more details on possible items to include.)*

Narrative:

As this is a new section of the theatre degree track, there is no previous information regarding budget spending or resources.

There are issues that need to be address about our current budget. At this time we have no budget for marketing or recruiting. All recruiting events this year have come from our professional development funding. If we are to increase the number of students in all Theatre Tracks, we will need to have money for such activities. We are also having to pull money from our budget to develop and print marketing material for these events.

Last year we produced 5 shows. This year we have produced 2 theatre productions, 1 Musical, and 1 student show. We are looking at producing 3 Theatre shows, 2 musicals, and 2 student shows in the coming year, with the addition of the Musical Theatre Track. This will give our students greater opportunity to perform, and provide more for the college and the community. The greatest challenge in this is providing costuming for productions, as we do not have a costume department, nor do we have a costume designer. For this we have to hire in outside contractors, as we are doing with our current musical. All future musicals will be smaller in scale than 'Les Misérables' in order to minimize cost.

Our recruitment trips have been very successful, and we have several strong leads generated that look like we will be doubling, if not tripling our numbers next year. We need to make sure we have a budget in place that will help facilitate this growth, or we risk losing our students to other schools before they graduate here.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

This program review was completed by Associate Professor of Theatre, Erick Wolfe. As this is a new program, much of the needed information is still in the process of being obtained. Once we have a full years worth of data, we will compare and contrast to statements made here and with our projected goals. This will help us provide a more detailed narrative and concise overview of the program.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

VPAA on behalf of Division Chair: I believe that this program should be at Category 3: Revitalization Opportunities or Needs. I do think they are going to need much more marketing and recruiting to reach their goals of at least 10 students enrolled in the program. They are making good decisions, but we just need more students.

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

No AS this is a new section of the theatre degree track, there is no previous information regarding enrolment. Below is a breakdown of the degree plan. We started this school year with 1 student enrolled in this track, and will be able to provide data for next year.

Theatre Arts
Degree: Associate of Arts
Technical/Production Track
Suggested Four Semester Plan
First Semester
Course Title Credit Hours
Acting I (THR 1023) 3
Theatre Appreciation (THR 1013) 3
Stagecraft I (THR 1033) 3
Technical Theatre Lab I (THR 1061) 1
English Composition I (ENG 1003) 3
Computer Concepts & Applications (CIT 1003) 3
Term Total 16
Second Semester
Course Title Credit Hours
Script Analysis (THR 2103) 3
Stage and Theatre Management (THR 2073) 3
Technical Theatre Lab II (THR1071) 1
Public Speaking (COM 1203) 3
English Composition II (ENG 1013) 3
College Algebra (MAT 1023) 3
Term Total 16
Third Semester
Course Title Credit Hours
Theatrical Design I (THR 2083) 3
Technical Theatre Lab III (THR 2021) 1
Computer Aided Design 3
Introduction to Dramatic Literature (THR 2043) 3
Arts/Humanities Elective 3

AA-Theatre: Technical/Production Track

Social/Behavioral Science Elective 3

Term Total 16
Fourth Semester
Course Title Credit Hours
Theatrical Design II (THR2183) 3
Technical Theatre Lab IV (THR 2041) 1
Laboratory Science Elective 5
Contemporary Dramatic Literature (ENG 2083) 3
Arts/Humanities Elective 3
Social Behavioral Science Elective 3
Term Total 18
TOTAL 66

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2 : SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

No *AS this is a new section of the theatre degree track, there is no previous information regarding* student learning outcomes assessment findings. I have included below the new and current student learning outcomes.
Theatre Arts – Directing/Stage Management Track Learning Outcomes
Students completing their Associates of Arts in Theatre Arts Directing/Stage Management Track will have obtained the following learning outcomes:

1. *The student will be able to successfully manage a production schedule by keeping on-track through time management.*
2. *The student will be able to exhibit a full understanding of the collaborative nature of each department within the world of Theatre.*
3. *The student will be able to cultivate a full understanding of how Performing Arts work in a collaborative manner.*
4. *The student will be able to develop and apply a full understanding of how to properly communicate in a professional and collaborative nature.*
5. *The student will be able to communicate a basic understanding of each area of the Performing Arts, especially in how it relates to the performance world of Theatre.*
6. *The student will be able to demonstrate a basic understanding of how Theatre History, Plays, and Playwrights affects modern theatre.*

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to 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.

Narrative:

4.2 : SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

Not applicable.

4.3 : **OTHER**

See Resource B for examples of external constituencies that may apply.

Narrative:

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

7.0 : PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1 : NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C*)

Narrative:

As this is a new section of the theatre degree track, there is no previous information regarding assessment data.

We are tracking students' progress currently in the program, so that we may be able to reflect on this in the coming assessments.

7.2 : ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

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

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories.*)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, 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 Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

As this is a new section of the theatre degree track, there is no previous information regarding program assessment.

It is our immediate goal that we increase enrolment by a minimum of 10 new students per year in this track. At this current time, we have one students enrolled in the Production/Technical Track. We have increased our recruitment events by going out to area high schools, and state thespian conferences. Within the next year we are looking at graduating one student under this degree track, with an increase of at least 10 in 2020, and a projected growth of at least 20 students graduating in Directing/Stage Management in 2021. Within the next 3 to 5 years, our goals for this program include providing our students with internships at summer programs. We are also looking at developing relationships with major companies, where our student designers will get the opportunity to shadow working professionals during productions. This will be a unique opportunity for our student that no other college in the area offers.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. *(See Resource G for more details on possible items to include.)*

Narrative:

As this is a new section of the theatre degree track, there is no previous information regarding budget spending or resources.

There are issues that need to be address about our current budget. At this time we have no budget for marketing or recruiting. All recruiting events this year have come from our professional development funding. If we are to increase the number of students in all Theatre Tracks, we will need to have money for such activities. We are also having to pull money from our budget to develop and print marketing material for these events.

Last year we produced # of shows. This year we have produced 2 theatre productions, 1 Musical, and 1 student show. We are looking at producing 3 Theatre shows, 2 musicals, and 2 student shows in the coming year, with the addition of the Musical Theatre Track. This will give our students greater opportunity to perform, and provide more for the college and the community. The greatest challenge in this is providing costuming for productions, as we do not have a costume department, nor do we have a costume designer. For this we have to hire in outside contractors, as we are doing with our current musical. All future musicals will be smaller in scale than 'Les Misérables' in order to minimize cost.

Our recruitment trips have been very successful, and we have several strong leads generated that look like we will be doubling, if not tripling our numbers next year. We need to make sure we have a budget in place that will help facilitate this growth, or we risk losing our students to other schools before they graduate here.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Additional Note: We have included the Fab Lab class as a mandatory part of the Technical Theater Track. We feel this is vital for our students as it provides them a leg up on solving real world problems through the unique entrepreneurial mindset and availability of design and prototyping tools at the lab.

The Technical Theater Department has purchased cutting edge theatrical control hard and software, lighting instruments including (DMX) LED Wash and Area lights, smart and moving lights to keep up with the latest in modern theatrical "Broadway-esque" and "Concert" show lighting design. In addition, cutting edge digital audio components such as the live/studio sound mixer, Macmini, and Qlab 3.0 Audio Cue firing mechanism have been incorporated. Digital Video Projection systems which include Qlab 3.0, iMac, Maxtor Triple Head2Go DP edition Video Distributor, and 3 commercial grade 5K digital projectors have also been added to the cadre of cutting edge systems to give our graduating and transfer students a competitive edge.

This review was written by Ben Corbett-Smith, Theatre Faculty.

9.2 : DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:
VPAA on behalf of Division Chair:

I believe that this Theatre track program falls into Category 3: Revitalization Opportunities or Needs. As Ben stated in the review, the program cannot be sustainable with only 1 major. I agree with their goal of getting at least 10 students enrolled if this track is to remain viable at ICC.

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as wellas three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscalyear.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

I, Sue Manning, am reflecting on class capacity. This directly reflects the amount of advertising and recruiting that is done before the class. Before past classes a flyer has gone out to each of the surrounding EMS and Fire stations. I believe this did bring in more students from the surrounding areas. I should do this again.
I think when classes are cancelled this sends students to other facilities and greatly hurts the program. Future classes are then impacted as students often bring in other students.
The curriculum will offer a way for advanced students to continue their EMS training toward the Paramedic program. It would be good to have this program here and I am in the process of researching accreditation through the Kansas Board of EMS and then we would be able to offer this final advanced course.
According to various conferences I have attended, it is vital to have a good pass rate as well as have the students well prepared to go out into the service area and be able to function as Advanced EMS personnel. There are other programs in the area and so our pass rate and the rate at which our students are hired is vital in attracting students to our program.
There will always be a need for this profession. Skills and the scope of practice are constantly changing, so the need for a good solid EMS education is ever growing.
There are several employers on my advisory committee who have stated they are well satisfied with the students we have produced for their service.

Evidence:

- program review EMT Assessment Data AY 2017
- program review info-EMS-2017

EMS Assessment Data AY 2017

Number of Faculty:

1 full time (S. Manning)

2 part time (J. Reed, K. Ori)

Enrollment & Student credit hours by Faculty type:

Full time: 51 total credit hours taught, with 72 total student enrollments

Part time: 42 credit hours taught, 48 total student enrollments

Average Class size:

7.58 students in Face-to-Face classes

9.67 students in online classes

8 students across all EMS program courses

Completion rates:

93.41% face-to-face

100% online

95% all EMS program courses

Pass rates (D or better):

85.88% face-to-face

55.17% online

78.07% all EMS program courses

Number of Majors: 25

Degrees Awarded: 0

ACADEMIC_YEAR	ACADEMIC_TERM	ACADEMIC_SESSION	EVENT_ID	SECTION	EVENT_MED_NAME
2016	FALL	FULL	04HEA1003	9214	PHLEBOTOMY
2016	FALL	FULL	04HEA1113	9211	EMT
2016	FALL	FULL	04HEA1113	9212	EMT
2016	FALL	FULL	04HEA1113	9218	EMT
2016	FALL	FULL	04HEA1143	9216	MED TERM
2016	FALL	FULL	04HEA1143	9217	MED TERM
2016	FALL	FULL	04HEA1167	9213	AEMT
2016	FALL	SECOND	04HEA1013	9215	PHLEBOTOMY/CLIN
2017	SPRING	FULL	04HEA1113	0001	EMT
2017	SPRING	FULL	04HEA1143	0001	MED TERM
2017	SPRING	FULL	04HEA1143	HS01	MED TERM
2017	SPRING	FULL	04HEA1167	0001	AEMT
Online					
2016	FALL	FULL	03COM1233	6511	INTERPERSON COM
2016	FALL	SECOND	03COM1233	6512	INTERPERSON COM
2017	SPRING	FULL	03COM1233	6762	INTERPERSON COM

CREDITS	ADDS	PERSON_CODE_ID	Completed	Passed
3	6	S. Manning	6	6
13	8	S. Manning	7	7
13	5	J. Reed	5	4
13	13	S. Manning	11	8
3	9	S. Manning	9	9
3	7	S. Manning	6	3
7	8	S. Manning	8	8
3	6	S. Manning	6	5
13	8	J. Reed & S. Manning	7	5
3	4	S. Manning	4	3
3	11	S. Manning	11	10
7	6	J. Reed	5	5
84	91		85	73
3	10	K. Ori	10	7
3	13	K. Ori	13	5
3	6	K. Ori	6	4
9	29		29	16

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

Communications:
The students involved in Advanced EMS education must be able to communicate in several ways effectively. They must be able to communicate empathetically with their patients. This is practiced in the classroom often as scenarios are completed with real life situations and all sorts of patients. The student must also be able to communicate with dispatch over a radio or phone. The student practices this often during patient assessment practice and during case studies that are used in every class session. The students also will be able to speak on the radio of our ambulance during class time. Another form of communication that is learned by the student is to be able to communicate with other healthcare providers. This may be a receiving facility, partners or anyone involved during the call and that have a need to know. Medical information follows the patient through the entire illness or injury to various facilities and personnel and must be clear, concise and legible. The student receives many opportunities to perfect this skill.
Literacy:
Very often in medical situations an Advanced EMT will be faced with ethical situations. These could be confidentiality, how to treat drug dealers and criminals who are sick or injured, abuse reporting and many other situations that require some ethical thinking on the part of the Advanced EMT.
During class many case studies are completed as close to real calls as possible. All possible situations and outcomes are discussed and this helps the student to be ready in the real world situations.
Thinking:
Critical thinking is a major portion of the Advanced EMT curriculum. Assessing the situation and condition of the patient, making a plan of care and carrying it out often has to be done in a matter of minutes. The student also used the critical thinking to decide if the plan of care is working and it not decide the next step.
These outcomes are assessed by cognitive exam and also by observing the student in the scenario situation. Each student must also complete many skills during their clinical and field internship hours both in the ER and EMS. A precept paper is completed each time a student completes a rotation at these facilities detailing how the student functioned in the various situations they encounter.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Advisory Board List
*Sue Manning- AEMT/Kansas Board of EMS Instructor Coordinator, Kansas State Certified EMS Examiner, Faculty ICC, 10 years
Jason McAfee-IHS principal, Independence High School, 1 year
Shawn Bennett-AEMT, Fredonia EMS, 4 years
Ann Swink, Community member, 6 years
Jess Reed-Paramedic, Kansas Board of EMS Instructor/Coordinator, Chief of Fire and EMS, Cherryvale, 6 years
Pat Pomeroy-Paramedic, Kansas Board of EMS Instructor/Coordinator, Independence EMS, 4 years
Keith Copithke-AEMT, Kansas Board of EMS Instructor/Coordinator, Independence EMS, 8 years
Bill Knight-EMT, Community member, 8 years
David Cowen-Paramedic, City of Independence Safety and Health Task Force Administrator, 8 years
Sam Carnes-High School Counselor, Independence High School, 1 year
Shawn Wallis-AEMT, Chief of Fire and EMS, Independence EMS, 2 years
Becky Mitchell-RN, Director of Nursing and the Emergency Room in Independence, Labette Health, 1 year
Nathaneal Day-Paramedic, Cherryvale EMS, 4 years
Dr. Charles Empson-Medical Advisor, Medical Doctor, St. Johns Regional Hospital, 2 years

Evidence:

- Advisory Board Minutes Oct. 2017 - Copy
- Advisory Board Minutes spring 2016

Advisory Board Minutes

Independence Community College

EMS Education Program

October 10th 2017

6:00 pm Advisory Board Dinner

Welcome from Christy Cutshaw

7:00 pm The semi-annual advisory board meeting was called to order by Sue Manning

Members present included: Jason McAfee, Shawn Bennett, Jesse Reed, Par Pomeroy, Bill Knight, David Cowen, Shawn Wallis, Becky Mitchell, Nathaneal Day

The Mission statement was read by Sue and compared to the EMS Education program

Old Business- the history of the program was reviewed by Sue

New Business- Sue shared that due to the administration the fall EMT class was cancelled. Sue reviewed current events happening within the program. The Independence High School program is doing well and there are hopes that the students will continue on in their EMS education and take the National Registry exam at the end of the course.

Sue shared that the EMS program will hold a recruiting event at Neewallah during Zoohalloween. Also some of the students will help with an annual charity event at a church doing medical screening.

Sue asked the question "how can my program help you" to which there was some discussion and then asked "how can you help me". Discussion followed with the promise of some assistant help and some equipment donation.

More discussion was held on getting the students to take their National EMS exams.

The meeting was adjourned at 8:00 pm

EMS Education Advisory Board Minutes

April 5, 2016

The meeting was called to order at 1830 by Sue Manning and introductions were made. Members present were: Mario Sherrell, Jesse Reed, Nathanael Day, Rusty Baker, David Cowen, Temple Monroe. Absent were: Bill Knight, Dr. Mears, Shawn Bennett and Ann Swink. Non-members present were Matt Kent and Stephanie Hurteau

The board approved Temple Monroe to be the secretary.

ICC Mission statement was read by Sue and compared to the EMS Education program.

There was no old business

New business included:

1. The hiring of Jesse Reed to teach an EMT class in Cherryvale in the fall as adjunct as a means to have a class in the high school in the future.
2. Jesse has made a facebook page for the program.
3. There has been a commercial advertising the programs at West to air on KOAM
4. NHS points are given out for participation with EMS scenarios. There was discussion on how to get more students at the high school for the program
5. The ICC certificate was discussed. Possible additional courses were offered such as math for the healthcare provider, ACLS, Pals and trauma courses and Lamaze. These could be offered in the evening for better participation.
6. Enrollment at IHS will be April 15th. Sue and Mallory will be there.
7. The program review is almost finished. It still needs some budget work.
8. David discussed better recruiting methods for Independence EMS. Possible having someone come to class and talk about it.
9. Several recruiting ideas were given. The local fairs such as Cherry Blossom and the Wilson County 100 anniversary would be great advertising with the ambulance.
10. There would be an opportunity to hire more adjuncts if the course was taught in more high schools

The topic of Fire I and Fire II was brought up and Sue advised it was still being looked into.

Everyone was thanked for coming and the meeting was adjourned at 2130

Submitted by Sue Manning

4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

At this time ICC is not required to be accredited with the Kansas Board of EMS to teach the EMT or the AEMT courses. As we expand the program to include Paramedic we will be required to become accredited by the Kansas Board of Emergency Medical Services. There are several employers on my advisory committee who have stated they are well satisfied with the students we have produced for their service.

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

External Constituencies- There are many career pathways that are available to a student who
has completed the Advanced EMS education program. Some of them, like becoming an EMS
instructor and hospital and medical office work may require additional certification. Other pathways such as EMS product marketing, emergency dispatch, fire control, national park medics could be achieved with the education ICC students acquire during the Advanced course. There are many opportunities of community involvement during and after certification. Health fairs, Church relief programs, storm and disaster relief are a few.
Significant trends- a couple of years ago the Kansas Board of EMS elected to only accept Nationally Registered Advanced EMTs in the workforce. This trend has grown now so there are only two states that still have local registries. This trend caused courses to raise the level of training and the expectations of the EMS workplace.
Kansas has also raised the scope of practice for Advanced level EMTs. The formulary of medications has grown from 15 to 30. This is very significant in that the responsibility of the instructor to teach and the student to learn doses, indications, contraindications and actions of these medications increases significantly.
I believe these align with the HLC criterion 4. There are regular program reviews. Prerequisites for the Program are set by the Kansas Board of EMS but watched closely by the institution. There is an ongoing assessment of the student learning in rating the percentage of pass/fail on the National Registry exam.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning.In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C*)

Narrative:

Section 1.2 at the beginning of this review is showing a good trend toward employment from the Advanced EMS program. Students entering this program have usually been working at an EMS and know that this is the career choice for them. Most employers want their employees to continue to learn and advance and so some will even pay for the Advanced course. 99% of the students that complete the course and pass their National tests have been employed before or after completion. This is a highly difficult course both to teach and take as the responsibility increased dramatically for the technician. This level is in charge of knowing a great number of medications.

I would like to increase the number of instructors so that we could have an easy transition from the EMT to the AEMT level.

The pass rate for the state on the National Registry exam is very low, however ICC has the top pass rate with a 98% pass rate. There are also not many AEMT courses being held as the authority to test is difficult to get from the Kansas Board of EMS. The need to advertise and advocate for our Advanced EMS course is great. I do advertise on the EMS list serve and all the statistics can be looked up on the Kansas web. site.

The fact that now students can do their clinical hours here in Independence at Labette Health will greatly help them to get the best precept training they can get.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.
Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource D for detailed descriptions of the vitality recommendation categories*.)
Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, 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 Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

I think the Advanced EMT course would be category 2.

Demand:The student credit hour will need to remain as 7 since this is directed by the regulations of the Kansas Board of EMS. The student head count does fluctuate, due to recruitment and availability of the classes. The average class size would need to be 6 as is dictated by the Board of EMS whose regulations require a 1:6 ratio of instructor to student. There is also the fact that the course has many technical skills and it is difficult for an instructor to oversee and train these skills to more than 6 at a time.

Quality:
The majority of the students do complete the class at this level. They usually have been in the field as an EMT and discovered that this is an ideal field for those who want to help others. It is an ever changing career and the students are taught that they must keep up with new practices and skills.
The students all do clinical and internship with local services and ERs. There is a very good working relationship with these facilities, many of them are on the advisory board and discussion is often out of class and in the community.
Students have routinely realized that there is a need to retain their certification, the KBEMS requires that AEMTs renew their certification every 2 years and have a process in place for this.
I have often been in conversation with employers both local and outside the local area about our student's knowledge upon employment and retention and the response has generally been positive.
The wage potential increases as the population increases. The average wage for this area as$12.50 according to Chief Shawn Wallis and can increase to $15.50 for experience and FF I and FF II.

Resource Utilization:
Classes generally fill, although usually not until the start date. The cost is as the credit hour rate according to the college. The class is currently a 7 credit hour class.

Specific:
Short term goal: Get the enrollment up by better advertisement and recruitment. I believe that some of the trust in the program was lost when we did not offer a semester EMT class and students have begun to go elsewhere. I have included information about the program on the KBEMS list serve and have talked to many other instructor coordinators about our courses.. More active recruiting and advertisement will go a long way to getting students back.
Long Term: I would like to see ICC become accredited and offer the Paramedic program as well as fire fighter I and II. This is a process that can be started by having a paramedic instructor and follow the outlined procedure for accreditation.

Measureable:
The short term goal can be measured by enrollment numbers and interest in the program. The long term goal can be reached when the Kansas Board of EMS offers ICC the accreditation, enabling the college to teach the Paramedic program. this goal can be reached by hiring a Paramedic Instructor Coordinator.

Achievable:
Coffeyville Community College is accredited to be able to teach more advanced classes as well as Cowley and Hutchinson colleges. I do have the information and also know the people who would be involved in the process at the state level. This will not be an easy process and it would be necessary to have one person able to focus on the process, but it is absolutely possible.

Plan of Action: One of the major benefits to the college is that the Paramedic program is a two year program in which students are required to obtain many of their basic classes. It is often offered to students only after they have acquired their associates degree classes. This would bring more students taking more classes in order to fulfill the requirements for certification as a Paramedic. the students would not have to transfer to another facility to finish their EMS degree. While there is no specific completion date to this process the urgency cannot be disputed. It would help our enrollment, especially since at this point ICC has a wonderful pass rate with the Board of EMS. The longer this process takes the longer the time until we can get enrollment back up to what it should be.

Goals:

If ICC ere to become accredited and begin to offer a Paramedic, program a new curriculum, according to the BEMS education standards would have to be created. This would take a full time faculty position. The present facility would not need to be modified except to add additional room if more than one level of EMS education were to be taught at one time. I think collaboration with Hutchinson Community College would be very beneficial. This facility has helped us develop programs in the past and since they are very well established and well revered in EMS education they would be of great help in the accreditation process.

Offering the Fire Fighter courses I and II would also greatly encourage students to obtain their education at ICC. Most fire departments now require that their personnel be EMT (at least) trained. This would again make it so student s would not have to transfer for their

technical education and skills but could be well trained at ICC. This course has already been approved by the Academic Council but has had no one to teach the course. There are now several people interested in teaching the Fire Fighter courses.

Student success for these goals would rely greatly on the community training they would receive as part of the course. The Advanced EMT course requires around 200 clinical hours while the Paramedic course requires around 400. Being involved in the community and putting their training to use in a precepted setting would aid in placement and readiness for the student's chosen career.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. *(See Resource G for more details on possible items to include.)*

Narrative:

The Advanced EMT course has only one regular assistant this year so the salaries for assistants will be much less. The assistant is required by the Kansas Board of EMS whose regulations state there must be one instructor per 6 students.. There will be no remodeling requests this year. There will be Perkins requests for the national and state conferences and also a request for a new airway manikin. I project that the only other budget requests will be for materials that will be needed in order to teach an AEMT class. These materials should be paid for by the students fees.

Evidence:

- 2018 wendy's copy of budget information

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

This program review was written by Sue Manning AEMT I/C as I am the only faculty member in this department. I have reflected on the information gathered from the administrative assistant and also from the financial office. I have also reflected on my classes for the past two years. Specifically, I have reflected on how to increase enrollment and improve the quality of EMS Education at ICC.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

VPAA for Division Chair: I believe this program currently falls into Category 3: Revitalization Opportunities or Needs. The instructor has outlined many areas that should be pursued to grow this program and to have completers for the certificate.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
           President

Date: May 24, 2018

Re: President's Cabinet By-Laws Revision

An explanation was provided the Board of Trustees during the May 14, 2018 meeting that a revision to the President's Cabinet Standing Committee By-Laws would be required as a result of the stipulation in the Faculty Senate By-Laws that the Senate President would serve on the President's Cabinet.

PRESIDENT'S CABINET BY-LAWS

Mission
The President's Cabinet provides visionary College leadership through unit activity coordination.

Responsibilities
The following responsibilities carry equal value for the College and the Unit that each of the Cabinet members serves.
1. Coordinate and lead effective fiscal management and budget oversight for College district service within established Mission, Vision and Core Values and of local, state and federal statute compliance.
2. Model and effect open communication among Cabinet members and colleagues throughout the College.
3. Identify and fulfill personnel needs for each unit for effective service to College community.
4. Coordinate fulfillment of student, staff and community needs.
5. Collaboratively problem solve for best College outcomes.
6. Integrate administrative unit initiatives into short and long range plans.
7. Recommend actions, procedures and policies to Administrative Units, Council of Chairs and/or Board of Trustees as appropriate.

Membership
President's Cabinet includes the Faculty Senate President and those personnel appointed by the President to the Cabinet.

Meetings
➢ President's Cabinet meets on a schedule predetermined by the President.
➢ Cabinet members participate in monthly Board of Trustees meetings.