

BOARD OF TRUSTEES REGULAR MEETING
CIE 104 (West Classroom of Center for Innovation and Entrepreneurship) 6:00 p.m.
May 9, 2019

AGENDA

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 April 11, 2019 meeting minutes. Action Section 1

II. INSTITUTIONAL OPERATIONS

- A. Region H Hazard Mitigation Plan-Rick Whitson Presentation/Action Section 2
- B. Student Government Association Recognition/Inclusion in Board Policy Manual Presentation/Action Section 3
- C. On-line Program Update Presentation Section 4
- D. Great Western Dining Services Contract Action Section 5
- E. Comprehensive Developmental Math Program Review-Allen Shockley Action Section 6
- F. Comprehensive AS Biology Program Review-Thomas Weaver Action Section 7
- G. Comprehensive AS Accounting Program Review-John Eubanks/Melissa Ashford Action Section 8
- H. Allow Payables Action Section 9
- I. President's Update – Dan Barwick Report Section 10
 - HLC Site Visit Update
 - Board Open Positions/Filing Deadline June 3rd
 - Terry Clark, Jana Shaver, Mike Wood
 - Dashboard

III. CONSENT AGENDA

Action

- A. Financial Report (acknowledge receipt)
- B. Personnel Report (acknowledge receipt) Section 11
- C. Grant Progress Report Section 12

IV. 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)*.

V. 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)*.

VI. 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)*.

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
CIE 104 (West Classroom of Center for Innovation and Entrepreneurship) 6:00 p.m.
April 11, 2019

MINUTES

Members Present

Terry Clark
Mike Wood
Norman Chambers
Jana Shaver
Cynthia Sherwood joined the meeting at 6:30 p.m.

Others Present

Daniel Barwick, President
Kara Wheeler, Vice-President for Academic Affairs
Andrew Gutschenritter, Interim Chief Business Officer
Jared Wheeler, Director of On-line
Beverly Harris, Executive Assistant/Board Clerk
Michelle Kleiber, Interim Director for Human Resources
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services
Jessica Morgan-Tate, Compliance Officer/Title IX
John Eubanks, Faculty Senate President
Eric Montgomery, Director of Information Technology
Ben Seel, Professor of Political Science

Guests

Susan Scovel, Reporter
Andy Taylor, Montgomery County Chronicle
Kristen Torrey, Student

I. ROUTINE

- A. Call to Order – Vice-Chair Terry Clark called the meeting to order at 6:00 p.m.
- B. Approval of Agenda – Terry Clark moved to approve the agenda with an amendment under Institutional Operations to discuss and consider approval of the Early Retirement request submitted by John Eubanks. Norman Chambers seconded the motion and the motion carried 4-0.
- C. Welcome Guests – Terry Clark 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 – Norman Chambers read the College Mission Statement.
- F. Vision Statement – Terry Clark read the College Vision Statement.
- G. Approval of March 14, 2019 meeting minutes – Mike Wood moved to approve minutes of the March 14, 2019 meeting. Jana Shaver seconded the motion and the motion carried 4-0.

II. INSTITUTIONAL OPERATIONS

Discussion/Consideration of Early Retirement Request – Norman Chambers moved to approve the Early Retirement request submitted by John Eubanks. Dr. Barwick and Terry Clark recognized Mr. Eubanks for his 18 years of dedicated service to Independence Community College. Jana Shaver seconded the motion and the motion carried 4-0.

- A. On-line Program Update – Jared Wheeler distributed a handout and provided a detailed history of the on-line program. Mr. Wheeler noted that students enrolled in online courses, only, can fulfill all the requirements for an Associate of Arts degree within a two-year time period. Jared Wheeler also shared that Navigators have developed a great retention tool by encouraging those students who leave early to continue their education at ICC through on-line coursework.
- B. Allow Payables – Mike Wood moved to allow payables. Jana Shaver seconded the motion and the motion carried 4-0.
- C. President's Update – Dan Barwick

- Strategic Planning Update – Dr. Barwick shared that we are in the final stretch in creation of the draft five-year Strategic Plan for the College; work group reports were compiled and sent to the GAP Analysis Committee. Following the GAP meeting scheduled 6:00 p.m. Monday, April 15th at ICC West, the GAP will send a final draft to the Board of Trustees for their review and subsequent discussion during the May 1st Board Strategic Planning Workshop.
- Dashboard – Andrew Gutschenritter distributed a revised version of the dashboard, as he discovered an error during preparations for the evening’s Board meeting. An overview of the dashboard was provided, and questions were answered.
 - Percentage of Uncollectable Accounts Sent to Collection Agency-Andrew Gutschenritter informed the Board that the collections agency utilized by the College retains 25% of collections received. Mr. Gutschenritter also shared that once an account is sent to the Kansas Debt Set-off Program, it can’t be sent to a collection agency, as well. Mr. Gutschenritter was asked the timing for the last account write-off; he will investigate and report back to the Board of Trustees.
 - Announce Dates for Strategic Planning Workshop and extra Board Meetings in June and July – Dr. Barwick shared that additional meetings have been scheduled June 27th and July 25th; a Strategic Planning Workshop is planned May 1st.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda which included receipt of the financial, personnel, and grant progress reports. The personnel report included employment of: Anthony Vidali in the position of Head Athletic Trainer, at an annualized salary of \$41,718 plus College support toward employee participation in ICC’s group health insurance plan; Deanna Lister in the position of Custodian at an hourly wage of \$11 plus College support toward employee participation in ICC’s group health insurance plan; Don Ballew in the position of Custodian/Evening Security at an hourly wage of \$11.50 plus College support toward employee participation in ICC’s group health insurance plan; Matt Finnin in the position of Assistant Football Coach at an annualized salary of \$30,000 plus College support toward employee participation in ICC’s group health insurance plan; and, Kurt Landgren in the position of Assistant Football Coach at an annualized salary of \$35,000 plus College support toward employee participation in ICC’s group health insurance plan. The promotion of Kiyoshi Harris to the position of Head Football Coach at an annualized salary of \$69,000 plus College support toward employee participation in ICC’s group health insurance plan was also included in the personnel report. Also included were the separations of Tony Turner from the position of Head Men’s Basketball Coach; Benny Beurskens from the position of Maintenance Specialist; and, Mike Wood from the position of Custodian. Payment in the amount of \$14,104.20 to SHI Inc. to replace the WIFI infrastructure in the “Bricks” and Captain’s Quarter”, and the addition of the Negotiated Agreement as an Appendix to the Board Policy and Procedures Manual were included in the Consent Agenda. Cynthia Sherwood seconded the motion and the motion carried 5-0.

IV. EXECUTIVE SESSION – Attorney/Client Privilege. This Executive Session was not necessary.

V. EXECUTIVE SESSION –Employer-Employee Negotiations. This Executive Session was not necessary.

VI. EXECUTIVE SESSION – Non-elected Personnel. Terry Clark announced that no action would be taken following Executive Session. Norman Chambers moved that the Board recess for an Executive Session for the discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would return at 7:50 in CIE 104 of the Cessna Learning Center. Those invited to attend were Daniel Barwick and Jessica Morgan-Tate. Cynthia Sherwood seconded the motion and the motion carried 5-0. The Board entered Executive Session at 7:45 p.m. and returned to Open Session in CIE 104 at 7:50 p.m.

VII. ADJOURN - Norman Chambers moved that the meeting adjourn. Mike Wood seconded the motion and the motion carried 5-0. The meeting adjourned at 7:50 p.m.

Beverly Harris
Board Clerk

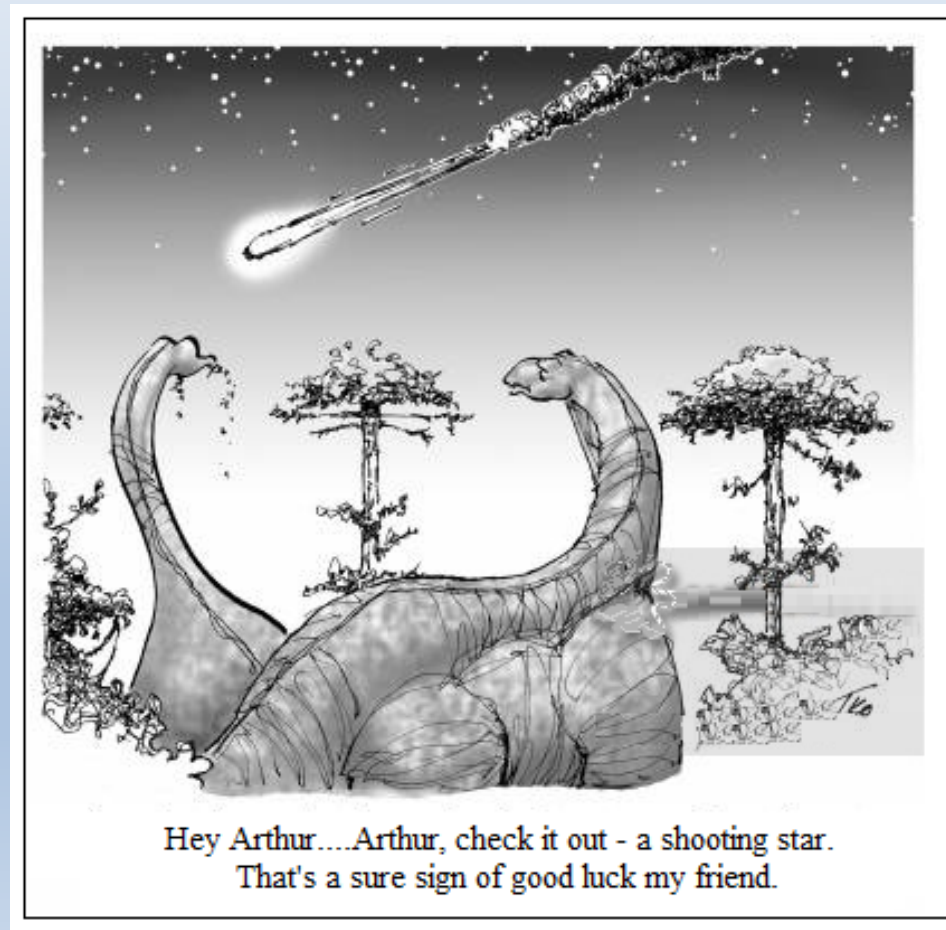
Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and disability in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights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

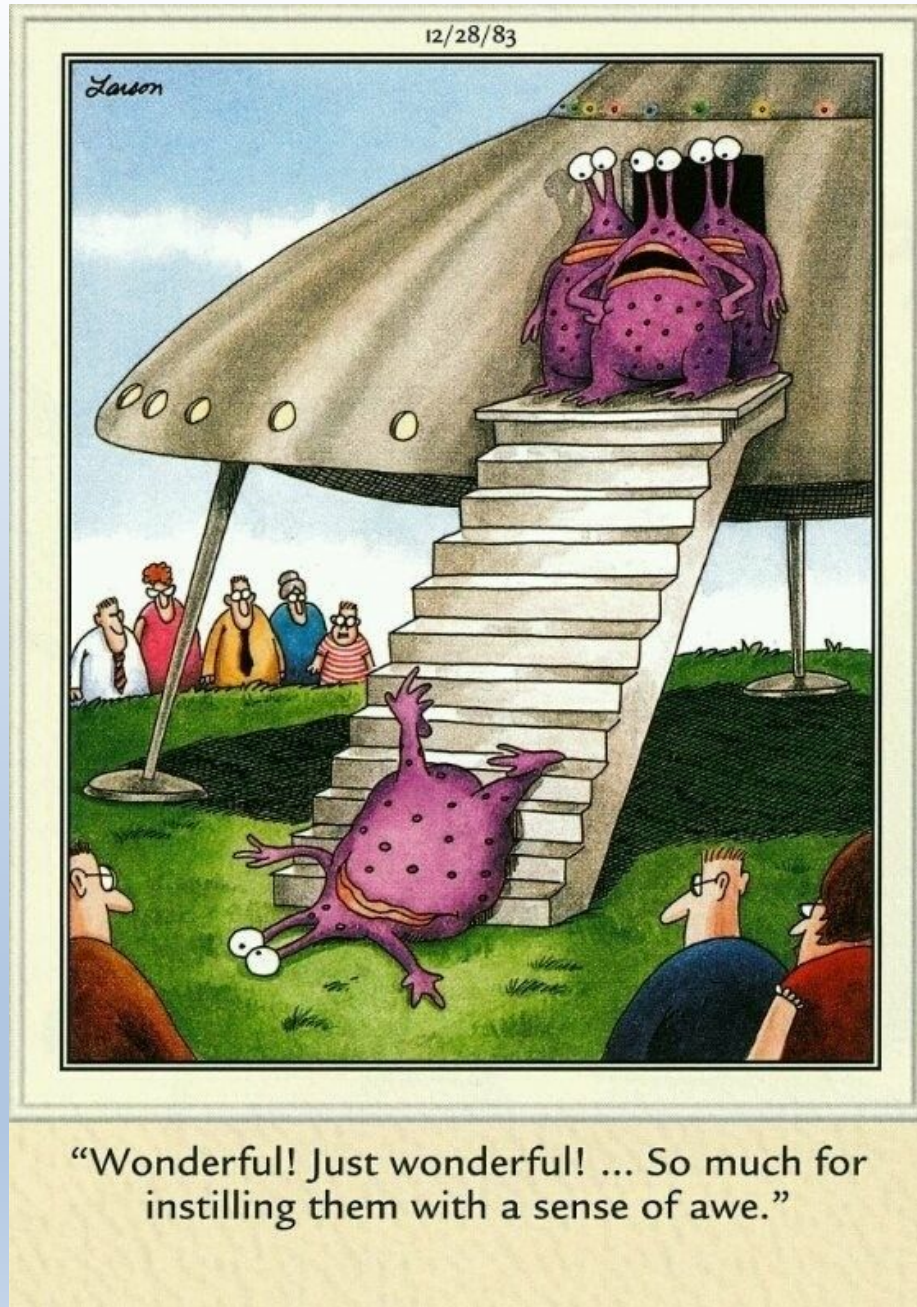


Kansas Region H

2018 Hazard Mitigation Plan Update

October 2018 Kickoff Meeting





Who Are You



What are
We Going to
Cover Today



Agenda

Who do you think you are

Why

Watch you Language

How

Those guys

Hurtful things

What we want from you

How long is this going to take

Could you clear a few thing up



Trouble brewing

Why are we
Doing this
Again



Hazard mitigation is any sustained action taken to reduce or eliminate long-term risk to people and property from natural hazards and their effects.





Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act governments are required to develop a hazard mitigation plan as a condition for receiving **certain types of non-emergency disaster assistance, including funding for mitigation projects.**



In other words:

\$



Pre-Disaster Mitigation Grants

Competitive

Before an event

Requires a match from entity (25%)



Hazard Mitigation Grant Program

Prevent or reduce future loss of lives and property
through cost-effective mitigation measures

Minimize the costs of future disaster response and
recovery

Requires a match from entity (25%)



Flood Mitigation Assistance Grant Program

Long term risk of flood damage to structures

Program management costs

Requires a match from entity (25%)

Repetitive Loss (90%)

Severe Repetitive Loss (100%)



Hazard Mitigation Grant Program Post Fire

After a Presidential Declaration for Wildland Fire

Must Initially go for Fire Related Projects

Requires a match from entity (25%)



Money Received From Having a Plan

County	Approved Projects	Money Received
Allen	2 Sirens	\$26,000
Bourbon	1 Safe Room, 6 Sirens	\$149,000
Chautauqua	-	\$0
Cherokee	1 Acquisition, 3 Safe Rooms, 12 Sirens	\$1,933,000
Crawford	2 Safe Rooms, 4 Sirens	\$572,000
Elk	-	\$0
Greenwood	Did Not Participate	\$0
Labette	6 Safe Rooms, 4 Sirens	\$75,500
Montgomery	2 Safe Rooms	\$1,300,000
Neosho	3 Sirens	\$24,000
Wilson	-	\$0
Woodson	4 Sirens	\$80,000
Regional Total	1 Acquisition, 14 safe rooms, 35 Sirens	\$6,872,000



Mitigation Language



Definition of Terms

Term	Definition
Hazard	A potential source of injury, death or damage
Vulnerability	Susceptibility to injury, death or damage
Exposure	People and property within the area the potential hazard could affect
Risk	Function of potential hazard, vulnerability and exposure, it is the likelihood of a hazard event resulting in injury, death or damage
Risk Mitigation	A systematic reduction in the exposure and vulnerability to a potential hazard



Risk Defined

FEMA: The likelihood that a threat will harm an asset with some severity or consequence.

A **risk** is the **chance** that any **hazard** will actually cause somebody harm.



Problems with Determining Risk

Precedence: Happened before, will happen again.

Control: The more we feel we can control the outcome of a hazard, we are less afraid of the risk.

Personification: When we know a “real” person or victim of the risk the more frightening it becomes.



Problems with Determining Risk

- **Novelty:** Risks that we have not encountered before cause us to spend more time thinking about them and may well seem more risky.
- **Publicity:** If a risk has a lot of public attention the risk is likely to be assessed as being more significant than it actually is.



How We Determine Risk

Data: Sources such as National Oceanic and Atmospheric Administration National Climatic Data Center (NCDC), United State Department of Agriculture Risk Management Agency, Census Bureau, FEMA, **YOU**.

Previous Occurrences and Impacts: Past occurrence is no guarantee of future occurrence, but a good guide



How We Determine Risk

Vulnerability: Data to determine exposure to a possible event, including population, structure and infrastructure information.

Common Sense: Is the risk credible



How are
We Doing This?



Together

KDEM has hired a contractor to facilitate the remaining meetings, and write the plans.

A multi-jurisdictional hazard mitigation plan is a plan jointly prepared by more than one jurisdiction. The term “jurisdiction” means “local government.”

Kansas has been broken into 12 regions for planning purposes. Those regions fall within the Homeland Security Regions.

Sufficient funding was not available to fund individual plan updates. Significant savings are realized with the regional process.

Improves coordination and communication among local governments and districts

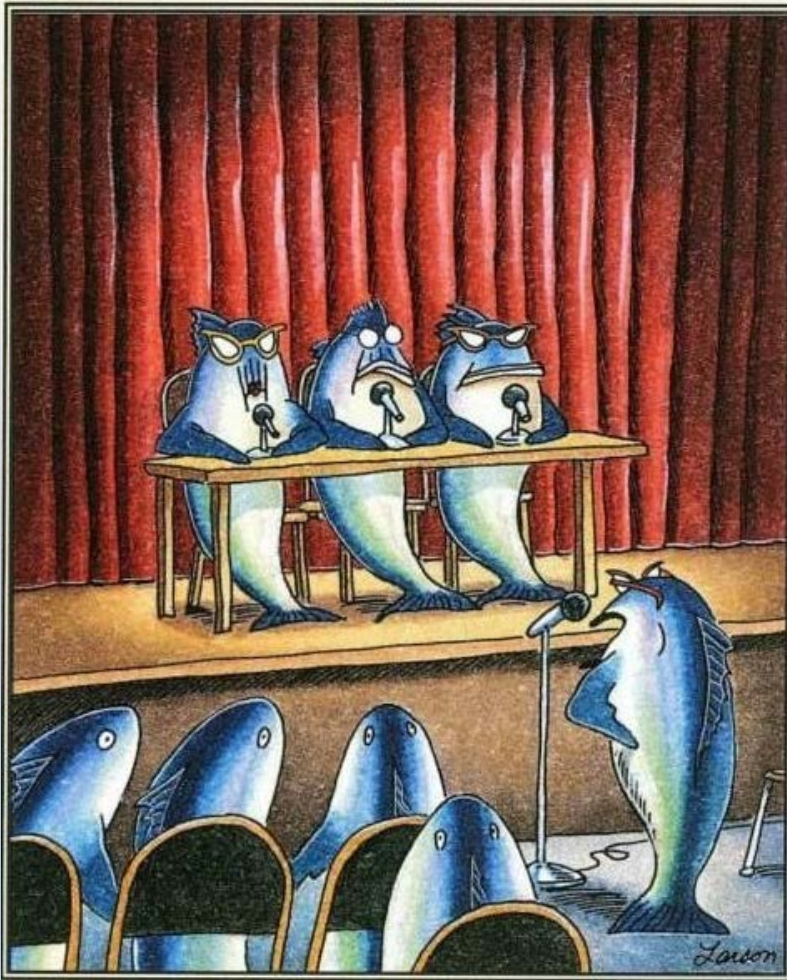


Because Together Worked Last Time

Successful FEMA Approval

Regional Coverage

Ease of Effort



Mitigation Planning Committee



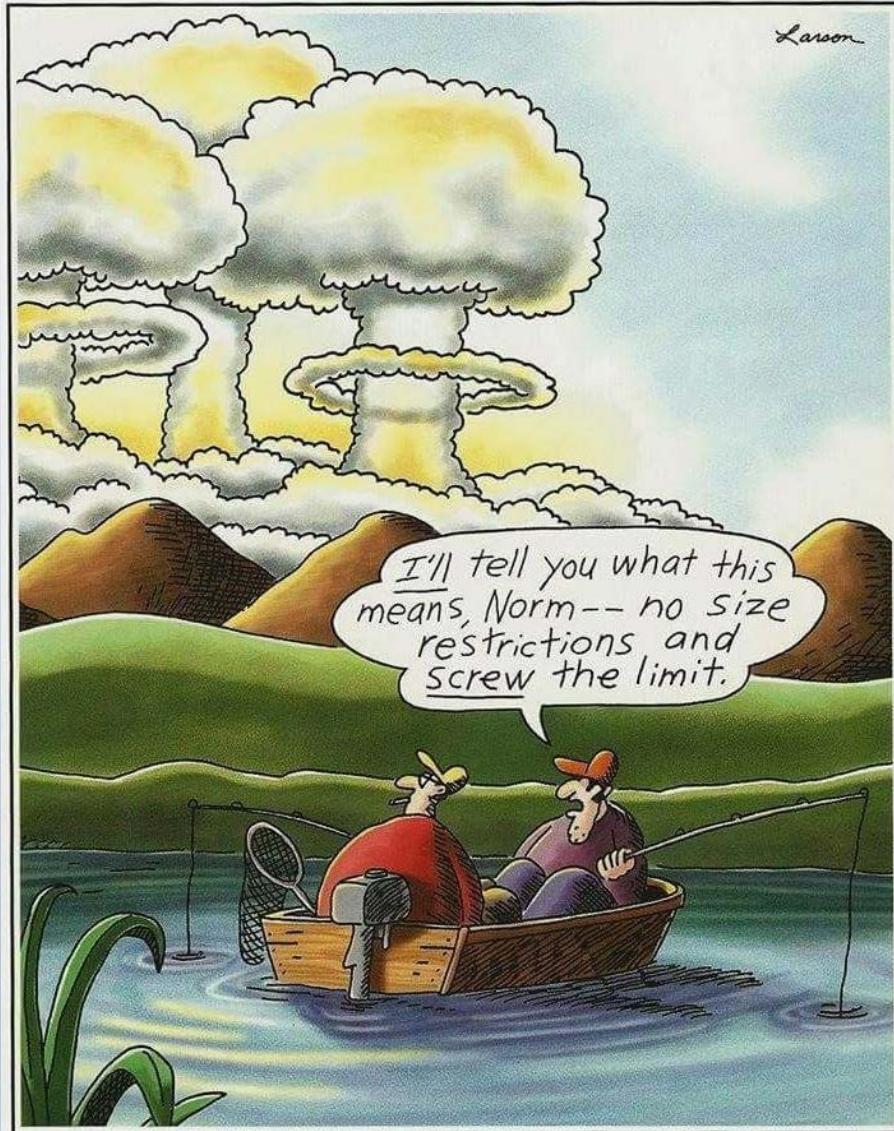
The MPC

Emergency Manager from each county

Will oversee planning effort for each county

An excellent, local source of information

Please copy your MPC member on everything (they are needy)



Identified Hazards



Your Identified Natural Hazards

Identified Natural Hazard	Reason for Inclusion
Agricultural Infestation	Risk Still Relevant
Dam and Levee Failure	Risk Still Relevant
Drought	Risk Still Relevant
Earthquake	Risk Still Relevant
Expansive Soils	<i>Risk Still Relevant, Or Is It?</i>
Extreme Temperature	Risk Still Relevant
Flood	Risk Still Relevant
Hailstorm	Risk Still Relevant
Land Subsidence	<i>Risk Still Relevant, Or Is It?</i>
Landslide	<i>Risk Still Relevant, Or Is It?</i>
Lightning	<i>Risk Still Relevant, Or Is It?</i>
Soil Erosion & Dust	Risk Still Relevant
Tornado	Risk Still Relevant
Wildfire	Risk Still Relevant
Windstorm	Risk Still Relevant
Winter Storm	Risk Still Relevant



Your Identified Man Made Hazards

Identified Man-Made Hazard	Reason for Inclusion
Civil Disorder	<i>Risk Still Relevant, Or Is It?</i>
Hazardous Materials	Risk Still Relevant
Major Disease Outbreak	Risk Still Relevant
Radiological	<i>Risk Still Relevant, Or Is It?</i>
Terrorism, Agri-Terrorism	<i>Risk Still Relevant, Or Is It?</i>
Utility / Infrastructure Failure	Risk Still Relevant



Planning Significance (CPRI)

Calculated Priority Risk Index (CPRI):

- Probability
- Magnitude
- Warning Time
- Duration

Formula for Prioritizing Hazards

$$\begin{aligned} &(\text{Probability} \times .45) + (\text{Magnitude} \times .30) \\ &+ (\text{Warning Time} \times .15) + (\text{Duration} \times .10) = \text{CPRI} \end{aligned}$$



CPRI Rating Numbers

	Best			Worst
Category	1	2	3	4
Probability	Unlikley	Possible	Likley	Highly Likely
Magnitude	Negligible	Limited	Critical	Catastrophic
Warning Time	24+ Hours	12 - 24 Hours	6 - 12 Hours	< 6 Hours
Duration	< 6 Hours	< 1 Day	< 1 Week	> 1 week

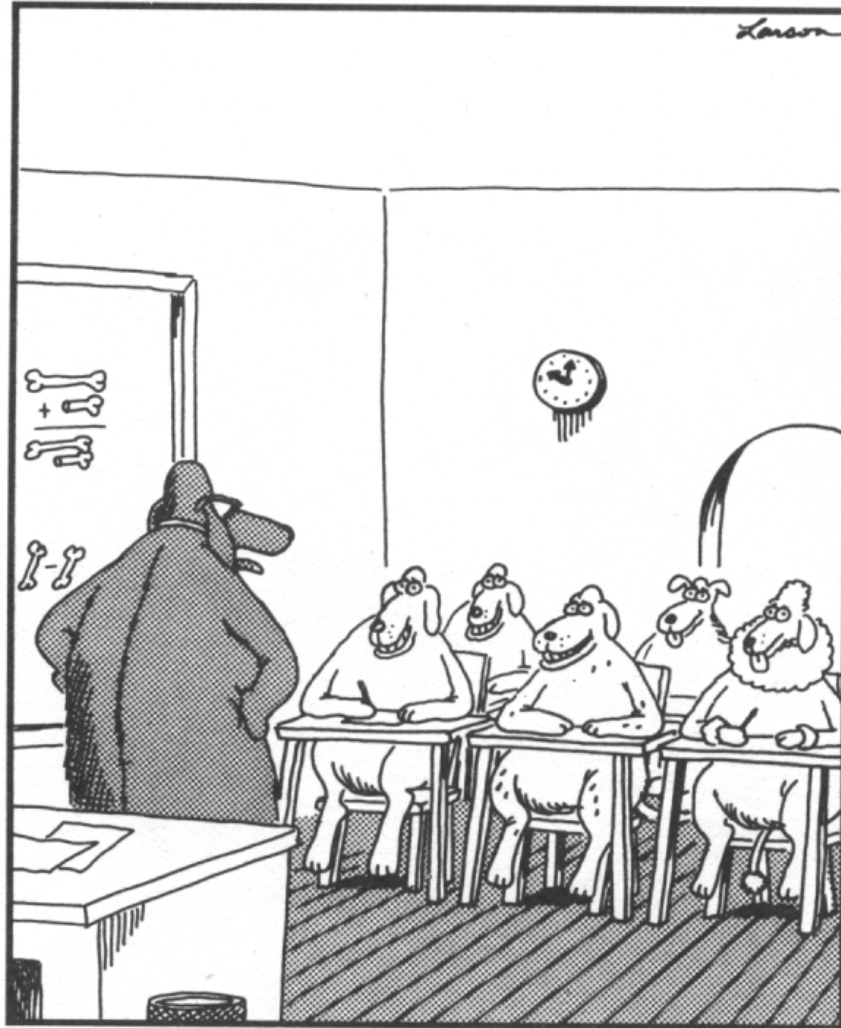
Planning Significance of those Hazards

Hazard	Probability	Magnitude/ Severity	Warning Time	Duration	CPRI
Agricultural Infestation	2.00	2.00	1.00	4.00	2.05
Dam and Levee Failure	1.58	2.33	2.25	2.67	2.02
Drought	2.75	2.25	1.00	4.00	2.46
Earthquake	1.08	1.42	3.50	1.00	1.54
Expansive Soils	1.67	1.08	1.00	4.00	1.63
Extreme Temperature	2.75	1.92	1.17	3.08	2.30
Flood	3.25	2.92	2.17	3.00	2.96
Hailstorm	3.75	1.50	2.83	1.00	2.66
Land Subsidence	2.17	1.08	2.08	4.00	2.01
Landslide	1.17	1.75	3.75	1.00	1.71
Lightning	2.50	1.25	2.83	1.00	2.03
Soil Erosion & Dust	1.83	1.17	1.00	4.00	1.73
Tornado	3.25	3.42	4.00	1.00	3.19
Wildfire	3.17	1.67	4.00	2.08	2.73
Windstorm	3.58	1.83	2.92	2.00	2.80
Winter Storm	3.92	2.25	2.00	3.25	3.06



Planning Significance of those Hazards

Hazard	Probability	Magnitude/ Severity	Warning Time	Duration	CPRI
Hazardous Materials Event	1.42	2.00	4.00	1.92	2.03
Major Disease Outbreak	1.25	3.08	1.00	4.00	2.04
Radiological Event	1.00	1.00	4.00	4.00	1.75
Terrorism, Agri-Terrorism	1.17	2.00	3.67	1.17	1.79
Utility / Infrastructure Failure	2.83	2.17	3.67	2.92	2.77



"Well, here we go again. ... Did anyone here *not* eat his or her homework on the way to school?"

What We Would Like From You



How Have You Changed

Review your information and tell us if anything has changed (capability assessment)



What Knocked You Down

- Tell us about any hazards that have struck, and what they did (hazard, date, location, damage to people and things)



What Are You Going to Do About It?

Review all of your previous actions in the plan. Tell us:

- Which ones to keep
- For the ones you kept, why weren't they completed (usually money)
- Which ones you want to get rid of (maybe they are outdated, not possible, or not really an action item)
- If you have any new actions, use the form we gave you



Be SMART About It

When reviewing your mitigation actions, they should be:

Specific – Details exactly what needs to be done

Measurable – Achievement or progress can be measured

Attainable – Accepted by those responsible for achieving it

Relevant – Substantively addresses the problem

Time-bound – Time period for achievement is clearly stated



Not SMART

If your action contain any of the following words they may not be SMART:

Consider

Encourage

Promote

On-going

Continuous



What Do I Do When I'm Done

All mitigation forms should be directed to:

Jeanne Bunting, KDEM Mitigation Planner

Email: jeanne.l.bunting.nfg@mail.mil

Fax: (785) 646-1426

Phone: (785) 646-3024

But don't forget to let your Emergency Manager know what you've done!

Or, what the heck, do them now and hand to us in person!



Spread the News

Please get everyone you can, especially members of the general public, to:

Complete the survey on SurveyMonkey

Review the drafts of the new plan

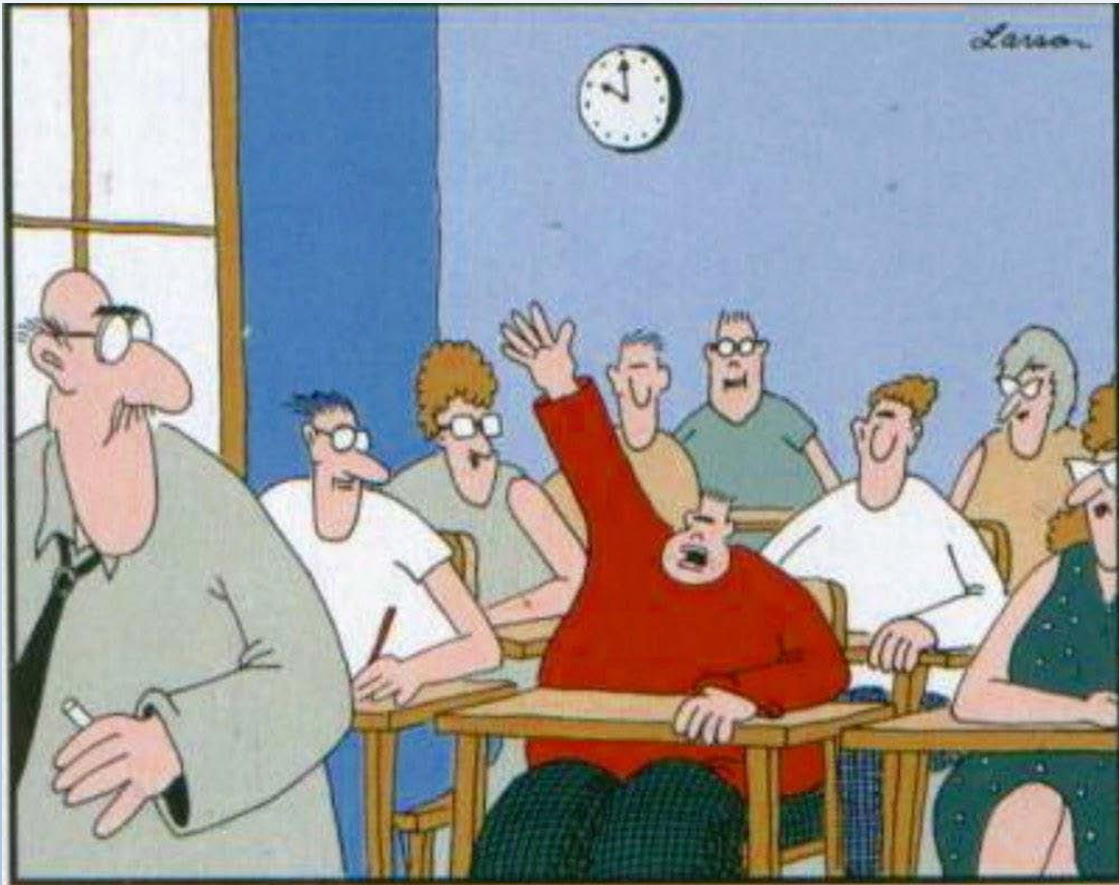
Attend meetings

Ask questions



Adopt the Plan!

County	Possible Adopting Jurisdictions	Number Adopting Jurisdictions
Allen	12	10
Bourbon	10	9
Chautauqua	6	3
Cherokee	13	2
Crawford	22	22
Elk	7	7
Greenwood	0	0
Labette	13	4
Montgomery	15	8
Neosho	11	11
Wilson	11	11
Woodson	4	4



"Mr. Osborne, may I be excused?
My brain is full."

Ok, I'm In.
What's Next



Timeline

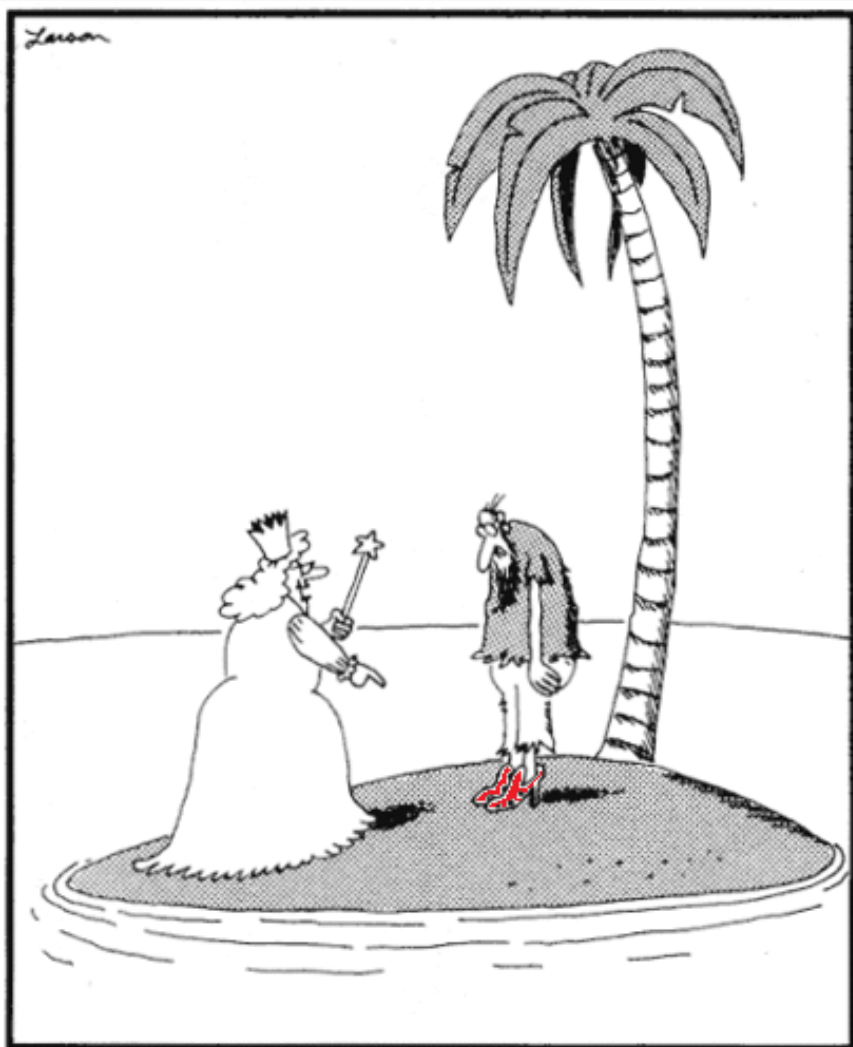
Kickoff Meeting: You Are In It!

Your Review Feedback: November 16, 2018

Meeting #2: December KEMA

Meeting #3: March, 2019

Submit Plan: March, 2019



"All this time you've been able to go home whenever you desired—just click your heels together and repeat after me ..."

Great Talk.
But I Have a
Few Questions.



Thank You

**To all of you for being a part of this
planning effort.**

Standing Committees

All full-time employees annually designate service on at least one of the Standing Committees. Although the Student Government Association (SGA) is not a Standing Committee, employee service as an SGA Advisor counts as Standing Committee service in recognition of workload involved. The College recognizes SGA as a student organization that plays a role in the governance of the College. The By-Laws of the SGA may be found in the Student Handbook.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: May 9, 2019

Re: On-line Program Update

Jared Wheeler will present an update of the On-line Program.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: May 9, 2019

Re: Dining Services Recommendation for the Upcoming Year

The purpose of this memo is to recommend to the board that the dining hall bidding process be delayed until December, and approve the attached meal pricing structure for the upcoming year.

There are four reasons that have led to this recommendation:

1. The Dining Committee's work has proceeded slightly more slowly than planned. The committee has visited the campuses of several competitors, and it turned out to be more complicated than anticipated from a scheduling perspective to align the class schedules of the student members and the work schedules of the employees. Much was learned from the effort, but the work has just been completed, which would mean that if we wanted to have a new dining service begin at the start of the budget year, a very rapid bidding and selection process would have to be followed.
2. The urgency is reduced due to improved service from Great Western. Prior to the management turnover, the complaint system received several complaints per month regarding dining services. Since the turnover at the start of the spring semester, the college has received only one complaint and that complaint was not regarding the food or cleanliness, only a single incident of rudeness by an employee. This represents a sea change in the perception of the dining hall by employees and students. In addition, the survey kiosk in the dining hall, which has been operational for most of the semester, shows nearly a 15% increase in customer feedback scores. (I have attached the social media share poster that we receive from the kiosk company from various times this semester, as well as two comparison posters from November members during this semester than in the last 14 semesters combined.
3. The proposed food price contract (included) for the upcoming year has no price increase. This is more than a token gesture – food prices are increasing, and Great Western is using higher quality food than they were previously. As a result, this one-year agreement represents some loss of revenue for them and in my opinion, shows their commitment to continuing to increase the value they are providing to us.
4. We have a process in place for continued monitoring of dining service quality. The Dining Committee will be expanding in the fall to include more members, and will have monthly meeting with Great Western. In addition, VP Tammie Geldenhuys meets with the District Manager whenever she is in town, and that is relatively frequently compared to 2018 and earlier. Finally, I am in regular contact with both Ashley (the local manager) and Rachel (the District Manager) when a need arises, and I find them responsive and accommodating.

Thank you for considering this request.

Comprehensive
Program Review
of
Developmental
Math
for
AY 2018-19

Prepared by
Allen Shockley

3/12/2019



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The developmental math program focuses on improving the mathematical literacy of students prior to taking a college level math course (College Algebra or Statistics). There are two courses in the program that work together to accomplish this literacy task—Elementary Algebra and Intermediate Algebra. Elementary Algebra is the lowest level of math that is offered at Independence Community College (ICC). Both Elementary and Intermediate Algebras are worth four credit hours.

1.2 Quantitative and Qualitative Data

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

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

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

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

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

Narrative:

DEV Math Assessment Data AY 2016-2017

Number of Faculty:

3 full time (B. Southworth, J. Gross, J. Lowrance)

3 part time (K. Butler, A. Shockley, T. Denson)

Enrollment & Student credit hours by Faculty type:

Full time: 56 total credit hours taught, with 231 total student enrollments

Part time: 20 credit hours taught, 85 total student enrollments

Total Enrollment: 316

Average Class size:

16.35 students in Face-to-Face classes

19 students in online classes

16.63 students across all DEV Math courses

Completion rates:

97.84% face-to-face

94.74% online

97.47% all DEV Math courses

Pass rates(C or better):

51.47% face-to-face

72.22% online

53.90% all DEV Math courses

DEV Math Assessment Data AY 2017-2018**Number of Faculty:**

3 full time (Shockley, Southworth, Liu)

2 part time (Gross, Hays)

Enrollment & Student credit hours by Faculty type:

Full time: 64 total credit hours taught, with 255 total students enrolled

Part time: 8 credit hours taught, 29 total students enrolled

Total Enrollment 284

Average Class size:

15.94 students in Face-to-Face classes

14.5 students in online classes

15.78 students across all courses

Completion rates:

91.37% face-to-face

96.55% online

91.90% all courses

Pass ('D' or better) rates:

68.7% face-to-face

67.86% online

68.58% all courses

Pass ('C' or better) rates:

45.49% face-to-face

64.29% online

47.51% all courses

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

	Published Budget	Operating Budget	Expense	Encumbered	Remaining
Fund 11					
Expenses					
Salary:					
11-1177-520-000 Faculty Salaries: Full-Time Faculty			103,672.50		(103,672.50)
11-1177-521-000 Faculty Salaries: Overload			11,550.00		(11,550.00)
11-1177-522-000 Faculty Salaries: Adjunct			25,882.52		(25,882.52)
11-1177-523-000 Faculty Salary: Supplemental Pay			500.00		(500.00)
Total Salary			141,605.02		(141,605.02)
Fringe Benefits:					
11-1177-591-000 FICA (Social Security, Medicare)			9,645.94		(9,645.94)
11-1177-594-000 Insurance Premiums			24,524.96		(24,524.96)
Total Fringe Benefits			34,170.90		(34,170.90)
Total			175,775.92		(175,775.92)

INDEPENDENCE COMMUNITY COLLEGE
Math
For the Twelve Months Ending Saturday, June 30, 2018

		<u>Published Budget</u>	<u>Operating Budget</u>	<u>Expense</u>	<u>Encumbered</u>	<u>Remaining</u>
Fund 11						
<u>Expenses</u>						
Salary:						
11-1177-520-000	Faculty Salaries: Full-Time Faculty			142,570.66		(142,570.66)
11-1177-521-000	Faculty Salaries: Overload			13,750.00		(13,750.00)
11-1177-522-000	Faculty Salaries: Adjunct			19,770.00		(19,770.00)
11-1177-523-000	Faculty Salary: Supplemental Pay			2,975.00		(2,975.00)
	Total Salary			179,065.66		(179,065.66)
Fringe Benefits:						
11-1177-591-000	FICA (Social Security, Medicare)			12,286.47		(12,286.47)
11-1177-594-000	Insurance Premiums			29,815.22		(29,815.22)
	Total Fringe Benefits			42,101.69		(42,101.69)
	Total			221,167.35		(221,167.35)

2.0 Student Success

2.1 Define Student Success

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

Narrative:

Student success is defined as the acquisition of the skills necessary to successfully complete, at a C-level or higher, a college level mathematics course.

2.2 Achieve/Promote Student Success

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

Narrative:

The department promotes student success by engaging with students and improving instruction based on end-of-course surveys and collaboration among faculty members. Faculty closely align topics between College Algebra and both developmental courses to ensure student retention of material upon successful completion of the developmental math sequence.

The link between College Algebra and Intermediate algebra can be more specifically seen when comparing learning outcomes of the two courses (*see Appendix A for more details*). College algebra's first learning outcome sees students solving and simplifying various types of equations (linear, rational, quadratic, radical, and absolute value. Intermediate algebra covers this over learning outcomes: 1, 3, 4, 6, and 8. In College Algebra, these learning outcomes are presented as interwoven ideas that can cross between the different types of equations. In Intermediate, each equation is learned separately, but the same rules are applied to each type of equation.

Elementary, Intermediate, and College algebra teach many of the same topics (even the textbooks have copy/pasted sections between them) but as you move further into the progression, the content is harder and presented faster. By taking a developmental math course, students can familiarize themselves with the basic steps before moving into the more complex thought patterns that exists in College Algebra.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

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

Narrative:

For AY 16-17 and AY 17-18, assessment data was collected differently for each year and differently for each faculty member. Some faculty members collected data throughout the year while others waited until the final to collect assessment data. These varying methods of assessment collection creates an unequal representation of the data found. It is the recommendation of the program to collect data at similar points in the semester to better understand student learning based on instructor, content, and to compare cohort to cohort.

Current assessment methods are to assess an outcome based on three measures. The measures are averaged by each instructor and then averaged together to create a picture of how close the instructors (as a whole body) were to meeting the learning outcome. Target success for a learning outcome is that 70% of the students will score a 70% on each measure tied to the learning outcome. Learning outcomes are considered “Met” if the average score for a learning outcome is at 70% or higher. Outcomes are “Partially Met” if scored in the 55-69% range, and “Not Met” for outcomes less than 55%. The range for Partially Met is scored there to match current trends in the number of students who obtain a grade of “C” or higher.

It should also be mentioned that at least one faculty member (Shockley) included all students who were enrolled in their course for each learning outcome measured. If a student did not take an exam, they were still counted as not meeting a measure, even when they had dropped the course. This has been corrected for future assessments.

At the request of the Developmental Math Faculty, the Office of Institutional Research has included data for the success rate of students who take a developmental math course and then continue to a college level math (specifically College Algebra). This data is found in Appendix A with a full reflection in Section 5.1 of this document.

3.2 Significant Assessment Findings

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

Narrative:

Learning Outcome data (broken down by measure) has been provided in Appendix B.

Sample Learning Outcomes and measures can be found in Appendix C.

For the two courses, Elementary and Intermediate Algebra, only one learning outcome was considered fully met: Elementary Algebra, Learning Outcome 1 at a 73% overall passing rate. Several Learning Outcomes (LO) were rated at “Partially Met”: Elem Algebra, LO 2 (55%), Intermediate Algebra LO 1 and 2 (69% and 66%, respectively). Elementary algebra Learning Outcome 7 and Intermediate Algebra Outcome 3 are considered “Not Met” at 47% and 48% respectively.

Most of the measures saw instructors having the same issues across all sections: not doing the same thing to both sides of an equation, deciphering word problems, and dealing with fractions. A common theme was to spend more time with students on these sections or provide additional reinforcement to the students on these topics. It was also referenced that many students simply did not come back (mentally) from a break to finish off a semester.

3.3 Ongoing Assessment Plans

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

Narrative:

Assessment plans for AY 16-17 & 17-18 were different. In AY 16-17, assessment was collected as part of the Math Department’s overall program review and developmental math took a back seat to college algebra (as the focus was on the transfer course of college algebra). In AY 17-18, the assessment of developmental math was made a priority with the hiring of a full-time

developmental math faculty member. Assessment of dev math was then given to this person and a more complete picture of the state of dev math on ICC's campus can now begin taking shape.

Future plans for dev math include an on-going push to collect assessment data during the semester (instead of collected data via the final) and to compare success rates between sections, semesters, and cohorts of students. This is accomplished using the built-in function of Canvas called Learning Mastery. Learning Mastery allows an instructor to link a learning outcome to a specific set of assignments or questions and track how well a student does with that learning outcome. At the end of the semester (or when appropriate), this data can be pulled by the faculty or Canvas administrator.

Collecting data at the end of the semester via a comprehensive final was easier but many measures were failed due to students feeling/being overwhelmed during finals week. There were also the rare instances when a student would simply not take a section of the final because they were guaranteed to pass (or fail) the class—no matter the outcome of the final. Collecting data during the semester allows for more accurate accounts of how well a particular topic was taught and the instructor can make notes as to what they need to improve upon for the next chapter and next semester.

4.0 External Constituency and Significant Trends

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

4.1: Program Advisory Committee:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Narrative:

There is no program advisory committee for developmental math.

4.2: Specialized Accreditation:

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

Narrative:

There is no specialized accreditation required for this program.

4.3: Other:

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

Narrative:

Higher Learning Commission

HLC's Criterion 3.3.D.1: The institution provides student support services suited to the needs of its student populations.

ICC Contact: Dan Barwick, President of ICC
Date of Last Visit: September 28-29, 2017
Reaffirmation: On-Notice
Next Visit: March 2019

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

For the first time, program data is being compared with college algebra as a marker for the overall effectiveness of the developmental math program in preparing students to take a college level math course. This data can be found in Appendix A. Currently, 67% of students pass college algebra without having taken a developmental math course. The passing rate of non-developmental math students is well below the success rate for students who have taken a developmental course before attempting college algebra at 76%. This number continues to climb if the student passes Intermediate Algebra to 84%.

Overall, the better a student does in Intermediate algebra, the better that student will do in College algebra. Even being exposed to elements of developmental math can increase a student's effectiveness in college algebra.

One area that needs improvement for the program is its current pass/fail rate of just under 50% for AY 17-18. It is the goal of the program to increase this number for future years to 60%. Much of this goal is centered around student persistence during the semester and students not taking weeks off at a time. Increasing engagement of material can foster better study habits and increase student performance on exams—in-turn increasing overall Learning Outcome passing percentages. Currently, the program lead is searching/attending professional development centered on increasing student engagement in a math course.

5.2 Degree and Certificate Offerings or Support

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

Narrative:

The program does not offer any degree or certificate as all developmental courses are non-transferrable and below college level. Instead, the program supports all students by giving them a stepping stone towards completing the requirements for graduation (i.e. College Algebra).

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The program completed both goals for AY2018-2019.

By AY2018-2019, full time faculty will receive training on developmental/accelerated courses and course development to better serve students.

*By AY2018-2019, include student success rate in College Algebra after taking a developmental math course into the **annual** review of this program. **will change to comprehensive review moving forward.**

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Adjunct instructor was raised to full-time instructor and placed in charge of the program's assessment.

6.3 Innovative Research, Teaching and Community Service

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

Narrative:

The full-time developmental math instructor uses innovative technology in their courses. The instructor takes notes on an iPad that is screen shared to the TV's in the room (via an AppleTV). These notes are then immediately uploaded to Canvas where students may use them how they see fit. These notes are then shared with the Tutoring Center and anyone else that has need of these notes.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

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

Narrative:

Faculty turnover is high for this program and can account for a difference of approximately \$40,000 between AY16-17 and AY17-18. For several months in AY 16-17, only one full-time faculty member was employed (reducing the overhead of faculty salary) compared to AY 17-18 when there were always at least two full-time faculty members employed by the College.

Over the two years of this program review, only one full-time faculty member has persisted, Brian Southworth. The program's enrollment numbers are down (matching institutional losses) but class size has remained relatively similar from year to year, only dropping on average by one student. Passing and completion rates are down around 6% between the two years. Face-to-face classes dropped 6% in total number of students passing, while online passing rates dropped closer to 8%.

For AY16-17, institutional costs for teaching developmental courses totaled \$140 per credit hour using the total salary cost incurred by the college. This does not take into consideration other classes taught by these instructors (i.e. College Algebra, Calculus, Stats, etc.).

For AY17-18, institutional costs for teaching developmental courses were \$195 per credit hour.

$$\frac{\text{Total Salary}}{\text{Program Enrollment} * 4 \text{ credit hours}} = \text{Faculty Cost per credit taught}$$

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

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

Narrative:

Category 2: Maintain Current Levels of Support/Continuous Improvement

Students enrolled in a developmental math course have been placed there due to low ACT, SAT, and/or Next-Generation ACCUPLACER score(s). These students enter college with deficiencies in mathematics and generally would not succeed in a college level math. In order to best serve the interests of students and their success at the college level, a developmental math program allows students to obtain the necessary skills to be successful in future courses.

7.3 Academic Program Goals and Action Plans

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

Narrative:

Goals:

By the end of the 2019-2020 school year, full-time developmental math faculty will participate in at least one professional development conference relating to their subject.

By the end of the 2021-2022 school year, the overall success rate (C or better) of developmental math courses will be 60% (up from 54% in AY 2016-2017).

By the end of the 2021-2022 school year, all faculty members teaching developmental math will receive content specific training.

7.4 Mission and Strategic Plan Alignment

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

Narrative:

The Developmental Math program embraces the mission of Independence Community College by providing basic skills and college readiness to all students. “Through academic and other support services, students can achieve the proficiency required for continuance in higher

education, for employment, or for day-to-day communication and computation” (About Us- Independence Community College).

Students who are successful completers of the Developmental Math program and choose to take a college level mathematics will successfully complete the college level course at a rate higher than those who did not take a developmental math course.

The developmental math program aligns itself with the Higher Learning Commission’s Criterion 3: Teaching and Learning: Quality, Resources, and Support. More specifically:

- 3. D. The institution provides support for student learning and effective teaching.
 - 1. The institution provides student support services suited to the needs of its student populations.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

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

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

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

Narrative:

Currently there is no budget for the program. All budgetary needs are being met through access to the Academic Affairs Professional Development and Instructional Supplies budget lines. If these funds are removed from the general budget, it is the request of this program to be allotted funds to continue operation and pursue needed professional development.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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

Narrative:

All previous math faculty members (adjuncts included) have contributed towards the comprehensive program review by submitting their assessment data at the end of each semester. Anita Chappuie (Director of Institutional Research) provided end of year academic data and Wendy Isle (Chief Financial Officer) provided all financial data for AY 16-17 and AY 17-18. Allen Shockley (Instructor of Developmental Math) prepared this comprehensive program review for the aforementioned academic years.

9.2 VPAA and/or Administrative Designee Response

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

Narrative:

PRC Committee Member (Brett Gilcrist): I agree with the findings of this report. I believe developmental courses are invaluable to our success as an open-enrollment community college, and I believe the data proves that our developmental math program is helping students become more successful. I do also agree, however, that efforts need to be made to streamline the data collection process so we are consistent across instructors; the full-time faculty member in charge of developmental math should be able to institute the plan he has outlined in this review so data can be collected throughout each semester.

Division Chair: I agree with the findings of this report. Brian Southworth 3.26.2019

VPAA: I recommend that this program be maintained at a Category 2: Maintain current levels of support/continuous improvement. Focus on streamlining course assessment data will assist faculty moving forward to make necessary changes quicker.

10.0 Appendices

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

Appendix A

% of AY2018 Students Passing Intermediate ('C' or better):

Summer: 68.75% (11 of 16)

Fall: 51.52% (34 of 66)

Spring: 39.13% (18 of 46)

Total: 49.22% (63 of 128)

% of AY2018 Students Who Passed (with 'C') Intermediate Who Completed College Algebra as of Fall 2018:

Summer: 81.82% (9 of 11)

Fall: 47.06% (16 of 34)

Spring: 72.22% (11 of 18)

Total: 57.14% (36 of 63)

% of AY2018 Students Who Passed (with 'C') Intermediate & Completed College Algebra Who Passed (with 'C') College Algebra as of Fall 2018:

Summer: 88.89% (8 of 9)

Fall: 75.00% (12 of 16)

Spring: 90.91% (10 of 11)

Total: 83.33% (30 of 36)

% of AY2018 Students Who Completed Any Dev Math Course & Completed College Algebra Who Passed (with 'C') College Algebra as of Fall 2018:

Summer: 90.00% (9 of 10)

Fall: 73.58% (39 of 53)

Spring: 76.92% (20 of 26)

Total: 76.40% (68 of 89)

% of AY2018 Students Who Completed Any Dev Math Course BUT Did Not Pass Intermediate Algebra & Completed College Algebra Who Passed College Algebra as of Fall 2018:

Summer: 100% (1 of 1)

Fall: 72.97% (27 of 37)

Spring: 66.67% (10 of 15)

Total: 71.70% (38 of 53)

% of AY2018 Students Who Completed College Algebra Who Hadn't Taken Any Dev Math Course in the Last 2 Academic Years Who Passed

Summer: 77.78% (21 of 27)

Fall: 79.85% (107 of 134) without HS: 62.69% (42 of 67)

Spring: 79.37% (50 of 63) without HS: 67.74% (21 of 31)

Total: 79.46% (178 of 224) without HS: 67.20% (84 of 125)

Appendix B

Elementary Algebra AY Ending in 2018

	Outcome 1			Outcome 2			Outcome 7		
	Measure1	Measure2	Measure3	M1	M2	M3	M1	M2	M3
Southworth	22%	56%	89%	72%	72%	6%	42%	42%	8%
Shockley	88%	57%	77%	78%	62%	31%	51%	43%	43%
Liu	91%	89%	89%	84%	74%	16%	62%	62%	71%
Average	67%	67%	85%	78%	69%	17%	51%	49%	41%
Average for Outcome	73%			55%			47%		

Intermediate Algebra AY Ending in 2018

	Outcome 1			Outcome 2			Outcome 3		
	Measure1	Measure2	Measure3	M1	M2	M3	M1	M2	M3
Hays*	67%	17%	67%	50%	58%	50%	42%	58%	33%
Southworth	100%	50%	100%	83%	83%	17%	100%	13%	38%
Shockley	80%	30%	63%	67%	82%	51%	79%	36%	31%
Liu	89%	78%	89%	78%	100%	78%	N/a	N/a	N/a
Average	84%	44%	80%	70%	81%	49%	73%	36%	34%
Average for Outcome	69%			66%			48%		

* denotes Online Only
course offering

Appendix C

ICC Mathematics Assessment Plan and Common Measures for AY2018-2019

Contents

Assessment Plan AY2018-2019	24
Analytic Geometry and Calculus I	Error! Bookmark not defined.
Analytic Geometry and Calculus II	Error! Bookmark not defined.
Business Calculus	Error! Bookmark not defined.
College Algebra and College Algebra with Supplement	25
Elementary Algebra.....	26
Intermediate Algebra	27

Assessment Plan AY20xx-20xx

Outcomes Assessed		
Course Name	Even AY	Odd AY
Analytical Geometry and Calculus I	4,5,6	1,2,3
Analytical Geometry and Calculus II	5,6,7,8	1,2,3,4
Business Calculus	5,6,7,8,9	1,2,3,4
College Algebra (3hr) and College Algebra (3hr) plus Supplement (2 hr)	4, 5, 6	1,2, 3
Elementary Algebra	4,5,6,7	1, 2, 3
Intermediate Algebra	5,6,7,8,9	1,2,3, 4

- Each academic year begins with summer semester.
- Even and Odd AY is based on the year the summer semester takes place.

College Algebra and College Algebra with Supplement

1. **Simplify expressions and solve equations involving linear, rational, quadratic equations (by factoring, completing the square, and the quadratic formula), radicals, and absolute values; Solve linear and absolute value inequalities. This includes equations that have real and complex solutions and applications.**
 - 1.1. Solve $x^2 - 6x + 10 = 0$ by factoring, completing the square, or using the quadratic formula.
 - 1.2. Solve and check. $\sqrt{x + 10} = x - 2$
 - 1.3. Solve $8x - 11 \leq 3x - 13$ and leave your answer in interval notation.
2. **Show understanding of functions by identifying the differences between relations and functions, using function notation, finding the domain and range of function, combining functions, and finding composite and inverse functions.**
 - 2.1. State the domain and range of the function, $f(x) = \sqrt{x + 2}$
 - 2.2. Find the inverse of $f(x) = 3x - 5$
 - 2.3. Find and simplify $f \circ g$, if $f(x) = x^2 - 3$ and $g(x) = x - 4$.
3. **Find the zeroes of a function; solve rational and polynomial inequalities; and model using variation.**
 - 3.1. Find the zeros for $f(x) = 2(x - 1)^5(x + 4)^3$ and give the multiplicity of each zero. State whether the graph crosses the x-axis or touches the x-axis and turns, at each zero.
 - 3.2. Solve $x^2 - 6x + 8 \geq 0$ and leave your answer in interval notation.
 - 3.3. The intensity of light received at a point varies inversely as the square of the distance from the source of light. A particular light has an intensity of 20 footcandles at 15 feet. What is the light's intensity at 10 feet?
4. **Solve exponential and logarithm equations using properties of exponential and logarithmic functions; use exponential decay and growth to solve application problems.**
 - 4.1. Solve. $3^{x+2} = 5$
 - 4.2. Solve. $6 + 2 \ln x = 5$
 - 4.3. Suppose you invest \$4000. Which investment yields the greater return over 6 years: 5.5% compounded semiannually or 5.25% compounded monthly.
5. **Solve systems of equations by various methods, including matrices, and solve systems of inequalities by graphing.**
 - 5.1. Solve the system by the substitution method, the elimination by addition method, or matrix methods.
$$\begin{cases} 2x - y = 2 \\ x + 2y = 11 \end{cases}$$
 - 5.2. Solve this system by eliminating variables by the addition method or using matrix methods.
$$\begin{cases} x + 2y - z = 5 \\ 2x - y + 3z = 0 \\ 2y + z = 1 \end{cases}$$
6. **Use concepts of symmetry, intercepts, left- and right-hand behavior, asymptotes, and transformations to sketch the graph of various types of functions (constant, linear, quadratic, absolute value, piecewise-defined, square root, cubic, polynomial, rational, exponential, and logarithmic) or relations (circle) given in description and use graphs of functions for analysis.**
 - 6.1. Graph $f(x) = |x - 1| + 2$

- 6.2. Use the leading coefficient test to determine the end behavior of the graph of $f(x) = -5x^8 + 7x^2 - x + 9$.

Elementary Algebra

- 1. Use order of operations to simplify and evaluate arithmetic expressions including absolute value.**
 - 1.1. Use order of operations to simplify. $(-3)(-4) \div (7 - 10)$
 - 1.2. Simplify. $11x - (7x - 4)$
 - 1.3. Evaluate $5(x - 7)$ at $x = 4$.
- 2. Simplify linear algebraic expression and equation; solve linear inequalities; and develop and solve mathematical models including number, geometry, and percentage applications.**
 - 2.1. Solve. $2(4x + 3) - 8 = 46$
 - 2.2. Solve $8x - 4 \geq 12$ and leave the answer in interval notations.
 - 2.3. This year's salary, \$50,220, is an 8% increase over last year's salary. What was last year's salary?
- 3. Graph linear equations by plotting points, identifying and using intercepts, and by the slope-intercept form of a line; find slope and intercept from equations and graphs; find equations of a lines using slope-intercept form and point-slope, including horizontal and vertical lines; and determine the slope of a line between two points.**
 - 3.1. Find the slope of the line passing through the given points. $(-5, 7)$ and $(3, -2)$
 - 3.2. Graph the linear equation: $4x - 2y = -8$
 - 3.3. Find the equation of a line passing through the point $(3, -1)$ and has a slope of -2 .
- 4. Simplify algebraic expressions involving exponents and polynomials; and express numbers in scientific notation.**
 - 4.1. Add or subtract as indicated: $(7x^3 + 3x^2 - 5x - 10) - (4x^3 - 8x^2 + 13x + 5)$
 - 4.2. Divide $(2x^2 + x - 9)$ by $(x - 2)$.
 - 4.3. Write the number 7,450,000 in scientific notation.
- 5. Factor expressions with common factors, expressions that require grouping, trinomial expressions, and differences of squares; and solve quadratic equations using the Zero Factor Property.**
 - 5.1. Factor. $4x^2 + 4x - 15$
 - 5.2. Factor. $49 - 100y^2$
 - 5.3. Use factoring to solve. $2x^2 + 15x = 8$
- 6. Simplify rational expressions and solve rational equations.**
 - 6.1. Simplify. $\frac{x^2 - 4x - 5}{x^2 + 8x + 7}$
 - 6.2. Divide. $\frac{6x + 2}{x^2 - 1} \div \frac{3x^2 + x}{x - 1}$
 - 6.3. Solve. $\frac{4}{x - 3} - \frac{1}{x} = \frac{6}{x(x - 3)}$
- 7. Simplify radical expressions and solve radical equations.**
 - 7.1. Subtract and simplify. $4\sqrt{50x} - 6\sqrt{32x}$
 - 7.2. Solve and check. $\sqrt{x - 6} = 5$
 - 7.3. Simplify. $\sqrt{48x^5}$

Intermediate Algebra

1. Solve linear equations.

1.1. Solve. $5x + 3 = 18$

1.2. Solve. $20 - \frac{x}{3} = \frac{x}{2}$

1.3. Solve. $3(x + 2) = 7 + 3x$

2. Show understanding of functions by identifying the functions, using function notation, finding the domain and range of function, combining functions, finding slope of linear functions, using slope-intercept and the point slope form of a line to graph and find equations.

2.1. Graph. $y = \frac{1}{2}x - 3$

2.2. For $f(x) = 7x - 5$, find $f(-3)$.

2.3. Find the equation of a line through the point (3, 2) with a slope of - 2.

3. Solve linear inequalities, including compound inequalities; solve equations and inequalities involving absolute values; and solve linear inequalities in two variables.

3.1. Solve $5x + 11 < 26$ and leave your answer in interval notation.

3.2. Solve. $|2x - 3| = 11$

3.3. Solve the linear system.
$$\begin{cases} 3x + 6y \leq 6 \\ 2x + y \leq 8 \end{cases}$$

4. Simplify polynomial expressions, factoring quadratic expressions directly, using special forms, and by grouping; solve quadratic equations.

4.1. Simplify. $(3x + 7y)^2$

4.2. Simplify. $x^3y - 16xy^3$

4.3. Solve. $(x + 3)(x - 2) = 50$

5. Simplify rational expressions, including complex fractions; divide polynomials by long division and synthetic division; solve rational equations; develop and solve mathematical models involving mixture, motion, work, variation, etc.

5.1. Simplify the rational expression.
$$\frac{\frac{2}{x+3} + \frac{5x}{x^2-9}}{\frac{4}{x+3} + \frac{2}{x-2}}$$

5.2. Divide: $(4x^4 - 17x^2 + 14x - 3)$ by $(2x - 3)$

5.3. On a dry asphalt road, a car's stopping distance varies directly as the square of its speed. A car traveling at 45 miles per hour can stop in 67.5 feet. What is the stopping distance for a car traveling at 80 miles per hour?

6. Simplify expressions involving radicals and rational exponents; solve radical and rational exponent equations; and simplify expressions involving complex numbers.

6.1. Simplify. $\sqrt[3]{16x^4y^8}$

6.2. Solve. $\sqrt{x + 9} - \sqrt{x - 7} = 2$

6.3. Simplify. $\sqrt{-8} \cdot \sqrt{-3}$

7. Calculate the distance between two points.

7.1. Find the distance between the given points: $(-5, 7)$ and $(-6, 5)$.

8. Solve quadratic equations using the Quadratic Formula; solve equations that are quadratic in form.

8.1. Solve. $x^2 + 5x - 10$

8.2. Solve. $2x(x - 2) = x + 12$

8.3. Solve. $x^{\frac{2}{3}} - x^{\frac{1}{3}} - 12 = 0$

9. Simplify exponential and logarithmic expressions; solve exponential and logarithmic equations; and find inverse functions.

9.1. Simplify. $\log_{12} 1$

9.2. Solve. $\log(x + 3) + \log(x - 2) = \log 14$

9.3. Find the Inverse function of: $f(x) = (x + 2)^3$

Comprehensive
Program
Of
BIOLOGY
For
AY 2018-2019

Prepared by
Dr. Thomas Weaver

March 15, 2019



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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The Biology program at Independence Community College offers introductory courses in Biology, including General Biology for non-majors, Biology I, Biology II, Anatomy and Physiology, and Microbiology as well as electives such as Nutrition and Medical Terminology. These courses provide an excellent foundation for students to continue their education in any biological field at a four-year college or in a health-related program.

The courses in biology at ICC are taught by two full time faculty members and additional adjunct faculty. The two full time faculty members have diverse specializations from molecular and organismal biology to medical and health care that complement the course offerings. All courses in the Biological Sciences at ICC have a maximum of 24 students, allowing students to receive individualized attention, ample opportunities for active class participation, and accurate advisement.

Studying Biology increases an understanding and appreciation of living organisms and their interactions with the environment and each other. In addition, studying Biology creates scientific thinking, reasoning, and problem-solving skills.

A career in Biology can be very exciting and rewarding. Biologists work in fields such as health care, research, environmental management and conservation, physician, veterinarian, pharmacist, physical therapy, education, molecular biology, genetics, marine biology, biotechnology, pharmaceuticals, forensic science, museums, zoologist, aquariums, parks, nature centers, scientific writing, medical laboratory technology and illustrations. With recent advances in science and medical research, many more doors and avenues are opening for students with degrees in Biology.

The two-year associate degree in Biology at Independence Community College is designed as a transfer program for completion at a four-year institution or for completion in a health-related program.

For detailed information about careers in Biology, please visit <http://albs.org/careers/biology>.

1.2 Quantitative and Qualitative Data

Narrative:

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

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

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

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

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

Comprehensive Biology Program Review

AY 2016-2017

Number of Faculty:

3 Full time – Lal, Foreman, Byrd

3 Part time – Kiser, Reynolds, Weilert

Enrollment & Student credit hours by faculty type:

Full time – 36 total credit hours taught, with 115 total students enrolled

Part time – 16 credit hours taught, 43 total students enrolled

Average class size:

13.17 students across all courses

Completion rates:

92.72%-face-to-face

85.71%- online

92.41% - all courses

Pass ('D') or better rates:

90% - face-to-face
100% - online
90.41% - all courses

Pass ('C') or better rates:

79.29% - face-to-face
50 % - online
78.08 % - all courses

Number of Majors:

6 (0 returned in Fall 2017)

Degrees Awarded:

0 Degrees awarded

BIO Assessment Data

AY 2017-2018

Number of Faculty:

3 full time (Lal, Foreman, Crompton)
3 part time (Mears, Brungardt, Weaver)

Enrollment & Student credit hours by Faculty type:

Full time: 36 total credit hours taught, with 96 total students enrolled
Part time: 15 credit hours taught, 22 total students enrolled

Average Class size:

10.00 students in Face-to-Face classes
12.00 students in online classes
10.36 students across all courses

Completion rates:

88.89% face-to-face
100% online
91.23% all courses

Pass ('D' or better) rates:

91.25% face-to-face
91.67% online
91.35% all courses

Pass ('C' or better) rates:

88.75% face-to-face

83.33% online
87.50% all courses

Number of Majors:

14 (7 returned in Fall 2018)

Degrees Awarded:

1 Degree awarded

INDEPENDENCE COMMUNITY COLLEGE						
Biology						
For the Twelve Months Ending Friday, June 30, 2017						
		Published Budget	Operating Budget	Expense	Encumbered	Remaining
	Fund 11					
	Expenses					
Salary:						
11-1176-520-000	Faculty Salaries: Full-Time Faculty			109,105.00		(109,105.00)
11-1176-521-000	Faculty Salaries: Overload			11,000.00		(11,000.00)
11-1176-522-000	Faculty Salaries: Adjunct			10,175.01		(10,175.01)
11-1176-530-000	Clerical/Staff: Salary NonExempt			8,276.25		(8,276.25)
	Total Salary			138,556.26		(138,556.26)
Fringe Benefits:						
11-1176-591-000	FICA (Social Security, Medicare)			9,425.92		(9,425.92)
11-1176-594-000	Insurance Premiums			23,447.44		(23,447.44)
	Total Fringe Benefits			32,873.36		(32,873.36)
Instructional Supplies:						
11-1176-700-000	Instructional Supplies			3,536.00		(3,536.00)
	Total Instructional Supplies			3,536.00		(3,536.00)
	Total			174,965.62		(174,965.62)

INDEPENDENCE COMMUNITY COLLEGE						
Biology						
For the Twelve Months Ending Saturday, June 30, 2018						
		Published Budget	Operating Budget	Expense	Encumbered	Remaining
	Fund 11					
	Expenses					
Salary:						
11-1176-520-000	Faculty Salaries: Full-Time Faculty			113,012.50		(113,012.50)
11-1176-521-000	Faculty Salaries: Overload			8,250.00		(8,250.00)
11-1176-522-000	Faculty Salaries: Adjunct			7,012.50		(7,012.50)
	Total Salary			128,275.00		(128,275.00)
Fringe Benefits:						
11-1176-591-000	FICA (Social Security, Medicare)			8,948.47		(8,948.47)
11-1176-594-000	Insurance Premiums			23,263.73		(23,263.73)
	Total Fringe Benefits			32,212.20		(32,212.20)
Repairs:						
11-1176-649-000	Repairs			432.11		(432.11)
	Total Repairs			432.11		(432.11)
Instructional Supplies:						
11-1176-700-000	Instructional Supplies			594.01		(594.01)
	Total Instructional Supplies			594.01		(594.01)
	Total			161,513.32		(161,513.32)

2.0 Student Success

2.1 Define Student Success

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

Narrative:

Student success in the department of Biology at ICC consists of students acquiring a set of skills and competencies through highly engaged, high-impact educational practices to produce work that exhibits ingenuity, self-expression, compelling composition, strong technique, and exceptional craftsmanship. In addition, student success is defined by acquiring the intellectual foundation to interpret and evaluate work, leading to essential learning outcomes.

Student success is evaluated through assessment measures that correlate to the course outcomes. These measures consist of test questions and test scores, assignment questions and assignment scores, lab questions and lab scores, and other knowledge-based activities throughout the course. Student success is accomplished if at least 70% of students who complete all these assignments receive at least 70% of the total combined points possible for the assignments.

2.2 Achieve/Promote Student Success

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

Narrative:

The Biology program at ICC promotes student success through one-to-one relationships with students and colleagues, innovation of teaching strategies, refinement of course offerings to better meet students' needs, and continual exploration of new ways to engage students with discipline- related content, including Learning Communities, Independent Studies, and Honors contracts/courses.

The Biology program strives to maintain academic rigor and excellence to ensure that students preparing for a career in in any branch of biological science have a solid foundation. This includes increasing student completion rates by improving services provided and implementing current best practices in teaching. In addition, the Biology program provides creative ways to engage students in active learning, reflection, rebalancing numbers of sections of each course in response to enrollment figures, as well as expanding online course offerings.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

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

Narrative:

The only department assessment data accessible was from the annual program review from AY2017-2018, but it only included data from General Biology courses. Moving forward, the Biology program has recommended that data is collected at similar points in the semester in all “major” courses to better understand student learning based on instructor, content, and to compare semester to semester. Furthermore, no inferences can be drawn from the data provided since it is only a snapshot from instructors' no longer teaching at the college.

That said, target success for a learning outcome is that 70% of the students will achieve a 70% on a measure corresponding to the learning outcome.

3.2 Significant Assessment Findings

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

Narrative:

Due to faculty turnover, no course level assessment data for the time period currently under review is available. However, the following narrative, providing an overview of the program's significant student learning outcomes assessment findings, was given in the Annual Program Review for the 2017-2018 year:

"For a number of years, both full time faculty members have been involved in student learning outcomes assessment in all the courses they teach. In the past, it has been difficult to get the data from adjunct faculty. There have been the following significant trends in the student learning outcomes assessment:

1. According to the 2017-2018 Annual Review, each semester at least one student learning outcome from each course was assessed. The goal was set at 70% (students will achieve at least 70% proficiency in the learning outcome). In all the courses offered the outcome was met with 70% or more proficiency. However, these documents were not accessible
2. General Biology was offered in face-to-face, hybrid, and online formats. Although attrition was slightly higher in online sections, students who completed the course met the learning outcome.
3. The main reason for higher attrition and failure rates in online and hybrid format was lack of student participation. Despite email reminders and announcement posted in Canvas, a few students stopped participating and failed to submit all the required work by the weekly deadlines."

3.3 Ongoing Assessment Plans

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

Narrative:

Current Assessment Plans:

New faculty are currently engaged in Program Assessment Training. This training should allow for changes in assessment practices with a move toward assessing student learning during and at the end of each

semester. This evaluation also includes extensive methods in not only assessing outcomes, but also assessing the measures for outcomes.

4.0 External Constituency and Significant Trends

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

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

There is no committee that serves as an advisory to the department

4.2: Specialized Accreditation:

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

Narrative:

The Biology program does not have any specialized accreditation.

4.3: Other:

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

Narrative:

The Higher Learning Commission (HLC's) Criterion 3 and 4 relate to the Biology program as they focus on the design, deployment, and effectiveness of the teaching-learning process that underlies the institution's credit programs and courses.

ICC Contact: Dan Barwick, President of ICC

Date of Last Visit: September 28-29, 2017

Reaffirmation: On-Notice

Next Visit: March 2019

Kansas Board of Regents - Transfer and Articulation Agreement for the following courses:

- General Biology
- Biology I
- Biology II
- A&P
- Microbiology
- Nutrition
- Medical Terminology
- Environmental Science
- Chemistry I
- Chemistry II

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

An associate degree in Biology requires a completed application, completion of 64 credit hours, including the fulfillment of all program and degree requirements, and a cumulative GPA of 2.0 or better.

The Associates of Science Degree in Biology is intended to enable students to satisfy equivalent lower-division college credit course requirements and to transfer, with advanced standing, into comparable Bachelor of Science Degree programs at Kansas Regents' universities or to enter a healthcare program at another college or university.

Courses are organized and structured to interconnect accumulative knowledge with growing proficiencies within each course for an overall informative experience of the program.

Courses are modified across outcomes whether through assessment, interaction with transfer institution, or knowledge of the profession.

The Biology program, with collaboration and guidance from KBOR, adapts and modifies the educational needs of the community it serves.

5.2 Degree and Certificate Offerings or Support

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

Narrative:

General Degree and Graduation Requirements for the associate of Science degree in Biology:

The Associate of science Degree is awarded upon satisfactory completion of a planned program of not less than sixty-four (64) college credit hours and a cumulative grade point average of 2.0 including the following distribution of credits:

Biology

Degree: Associate of Science

The Associate of Science Degree in Biology is intended to enable students complete the necessary courses at the freshman and sophomore level in pursuit of Bachelor of Science Degree in the areas of biological sciences.

Analysis and Oral Communication (9 hours) Credit Hours

English Composition I (ENG 1003)	3
English Composition II (ENG 1013)	3
Public Speaking or Interpersonal Communication (COM 1203 or COM 1233)	3

Mathematics (3-5 hours) Credit Hours

(Select 1)	
College Algebra (MAT1023)	3
Analytical Geometry & Calculus I (MAT 1055)	5

Biological Sciences (20 hours) Credit Hours

Biology I (BIO1115)	5
Biology II (BIO 2115)	5
Anatomy & Physiology (BIO2045)	5
Microbiology (BIO 2055)	5

Physical Sciences (20 hours) Credit Hours

Chemistry I for majors (PHS1055)	5
Chemistry II for majors (PHS1065)	5
General College Physics I (PHS1055)	5
General College Physics II (PHS 1065)	5

Cultural Studies (3 hours) Credit Hours

(Select 1)	
Spanish I, II, III (FRL 1025, 1035, 2035)	5
World History I (HIS1003)	3
World History II (HIS1013)	3
World Regional Geography (SOC2013)	3
Intro to Race and Ethnic Relations (SOC2113)	3
World Religions (REL 1053)	3

Health & Well-Being (3 hours) Credit Hours

(Select 1)	
General Psychology (BEH1003)	3
Developmental Psychology (BEH2003)	3
Nutrition (BIO 2053)	3

Human Heritage (3 hours) Credit Hours

(Select 1)	
U.S. History I (HIS1023)	3
U.S. History II (HIS1063)	3
Introduction to Literature (ENG 1073)	3
American Literature I (ENG 1083)	3
American Literature II (ENG 2113)	3
Topics in Literature (ENG 2153)	3
British Literature I (ENG 2123)	3
British Literature II (ENG 2133)	3
Introduction to Philosophy (PHI 2003)	3
Ethics (PHI 1073)	3
Logical & Classical Reasoning (PHI 2073)	3
New Testament Theory (REL 1013)	3
World Religions (REL 1053)	3

Total: 61-63

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Individual faculty accomplishments cannot be assessed as the Biology department has new full time faculty beginning AY 18-19. The new faculty has committed to individual goals for future accomplishments.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

It is unknown what the program accomplished in AY16-17 and AY17-18 due to all new faculty.

6.3 Innovative Research, Teaching and Community Service

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

Narrative:

Due to having new faculty in the Biology program, it is unknown how faculty were encouraged to promote innovative research, teaching, and community service for AY16-17 and AY17-18.

The new full-time instructors for the Biology program use the latest advances in teaching technology learned from professional development resources. The online Anatomy and Physiology courses are now equipped with virtual labs for a virtual hands-on experience. In addition, the instructors for the Biology program relate real-world experiences with the students allowing students to apply learning with situations they may encounter when in the workforce. The Anatomy and Physiology instructor also includes bringing personal x-rays to the classroom, brings urine samples from the local hospital and encompasses fieldtrips to the local hospital to incorporate the material learned in class with real-world scenarios from the hospital.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

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

Narrative:

Over the two years of this program, overall enrollment numbers are down, however matching institutional decline. Average class size was down almost 3 students per class and overall completion rates decreased over 1% for all program courses. However, the number of students declaring a Major in Biology increased 133%. In addition, no degrees were awarded in AY16-17 where 1 degree was awarded in AY17-18.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

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

Narrative:

Category 3 Revitalization Opportunities needs

This program analysis shows a declining pattern in student data rates. Revitalization initiatives have included new full-time faculty after AY17-18. In addition, many students in biological science courses are seeking other degree programs and are enrolled in courses to obtain general education requirements. In order to best serve the interests of students and their success at the college level, the biology program may consider an additional Associate of Science degree in pre-health care or pre-medicine. The Biology program already offers several courses that qualify students for this degree including Biology I, Anatomy and Physiology, and Nutrition.

7.3 Academic Program Goals and Action Plans

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

Narrative:

By the end of the 2019-2020 school year, all Biology courses will be assessed through the program's annual review.

By the end of the 2021-2022 school year, the overall success rate (C or better) of all Biology program courses will be 90% (up from 87.78% in AY17-18).

By the end of the 2021-2022 school year, full-time Biology faculty will participate in at least one professional development conference relating to their subject.

7.4 Mission and Strategic Plan Alignment

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

Narrative:

The Biology program embraces the mission of Independence Community College serving the best interests of students and the community by providing academic excellence and promoting cultural enrichment and economic development. In addition, the Biology department aligns with the ICC mission by striving to provide an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment. (About Us- Independence Community College)

The Biology program aligns itself with "ICC Purpose Criterion 1: Achieving Junior Level Transfer Status" through KBOR transfer and articulation agreements governing the following courses:

- General Biology
- Biology I
- Biology II
- A&P
- Microbiology
- Nutrition
- Medical Terminology
- Environmental Science
- Chemistry I
- Chemistry II

The Higher Learning Commission (HLC's) Criterion 3 and 4 also relate to the Biology program as they focus on the design, deployment, and effectiveness of the teaching-learning process that underlies the institution's credit programs and courses.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

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

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

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

Narrative:

The following items have been submitted through the zero-based budgeting process for the college. This is just a quick summary of those items:

1. \$7000.00—Instructional Supplies: lecture and lab supplies including two new courses added to the department.
2. \$4500.00—Repairs: microscopes, uv-lamps etc. need repairs.

3. \$3500.00—Professional Development: The BOT desires academic excellence and faculty being engaged in professional development activities make them more excellent professors. Faculty then need the resources to do their job at the expected levels. Finally, the BOT and HLC have emphasized the importance of filling gaps in course, program, and institutional level assessment. Funds requested would enable professors within the Biology department to complete professional development activities, join appropriate professional associations, purchase the necessary instructional materials, and it would pay for a full-time faculty member's time to oversee the assessment of the program and its individual courses.
4. \$1500.00—Professional Development (Travel): Same reason as #3.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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

Narrative:

The previous Biology faculty members contributed towards program assessment by recording their assessment data as part of the AY17-18 Annual Program Review. Anita Chappuie (Director of Institutional Research) provided end of year academic data and Wendy Isle (Chief Financial Officer) provided all financial data for AY 16-17 and AY 17-18. Dr. Thomas Weaver prepared this comprehensive program review for the aforementioned academic years.

9.2 VPAA and/or Administrative Designee Response

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

Narrative:

PRC Committee Member (Brett Gilcrist): I agree with the findings of this report. Given that we asked two new instructors with little experience and assessment data to work with, I think Dr. Weaver did a great job articulating the need for ICC to revitalize the program through a broader assessment of all Biology classes and an opportunity to evaluate how the program can be tweaked to serve both science majors and healthcare majors. The key, as always, will be making sure we minimize turnover and stay disciplined in using data to make decisions regarding the program and its individual courses.

Division Chair of STEMB. I agree with the findings of this report. Dr. Weaver's report admirable given he was reporting on a period prior to his employ at ICC.

VPAA: I agree with the Faculty Assessment of Category 3: Revitalization. Bringing in new instructors to this program with new insights on how to accomplish program goals will require changes to the program that best fit current students' needs.

10.0 Appendices

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

Comprehensive
Program
Of
AS Accounting
For
AY 2018-2019

Prepared by
John Eubanks
&
Melissa Ashford

2/25/2019



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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The AS in Accounting prepares students for general college accounting while providing the basic courses for transfer to four-year colleges and universities. Accounting principles, accounting practice, and general education courses offered in the program serve the needs of transfer students in Accounting and other areas of Business Administration. Students who successfully complete the 2 year degree program at ICC are ready and able to apply to Business Schools and begin work on a 4 year Accounting degree.

Accounting

Degree: Associate of Science

The Associate of Science in Accounting prepares students for general college accounting while providing the basic courses for transfer to four-year colleges and universities. Accounting principles, accounting practice, and general education courses offered in the program serve the needs of transfer students in Accounting and other areas of Business Administration.

Suggested Four-Semester Plan

First Semester:

<i>Course Title</i>	<i>Credit Hours</i>
Financial Accounting (ACC 1044)	4
English Composition I (ENG 1003)	3
Computer Concepts & Applications or Computer Information Systems (CIT 1003 or CIT 2003)	3
Biological Science Elective*	5
Art/Humanities Elective*	3
Term Total	18

Second Semester:

<i>Course Title</i>	<i>Credit Hours</i>
English Composition II (ENG 1013)	3
Arts/Humanities Elective*	3
College Algebra or higher (MAT 1023)	3
Public Speaking (COM 1203)	3
Microeconomics (BUS 2023)	3
Term Total	15

Third Semester:

<i>Course Title</i>	<i>Credit Hours</i>
Managerial Accounting** (ACC 2033)	3
Macroeconomics (BUS 2033)	3
Computerized Accounting (ACC 1033)	3
Intro to Spreadsheets (CIT 1202)	2
Social/Behavioral Science Elective*	3
Term Total	14

Fourth Semester:

<i>Course Title</i>	<i>Credit Hours</i>
Arts/Humanities Elective*	3
Arts/Humanities Elective*	3
Physical Science Elective*	5
Social/Behavioral Science Elective*	3
Elementary Statistics (MAT 1103)	3
Term Total	17
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.

**Managerial Accounting is only offered in the Fall Semester.

***Intermediate Accounting is only offered in the Spring Semester.

1.2 Quantitative and Qualitative Data

Narrative:

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

ACC Assessment Data AY 2017	ACC Assessment Data AY 2018
Number of Faculty:	Number of Faculty:
3 full time (M. Ashford, J. Eubanks, J. Lowrance)	2 full time (Eubanks, Ashford)
3 part time (E. Cochran, R. Ren, H. Hester)	2 part time (Hester, Ren)
Enrollment & Student credit hours by Faculty type:	Enrollment & Student credit hours by Faculty type:
Full time: 58 total credit hours taught, with 181 total student enrollments	Full time: 29 total credit hours taught, with 117 total students enrolled
Part time: 27 credit hours taught, 64 total student enrollments	Part time: 9 credit hours taught, 45 total students enrolled
Average Class size:	Average Class size:
8.00 students in Face-to-Face classes	13.75 students in Face-to-Face classes
13.25 students in online classes	13.00 students in online classes
8.75 students across all ACC courses	13.50 students across all courses
Completion rates:	Completion rates:
96.35% face-to-face	90.91% face-to-face
92.45% online	92.31% online
95.49% all ACC courses	91.36% all courses
Pass rates (D or better):	Pass ('D' or better) rates:
89.73% face-to-face	90.00% face-to-face
83.67% online	91.67% online
88.41% all ACC courses	90.54% all courses
Pass ('C' or better) rates:	Pass ('C' or better) rates:
Information not provided in this AY.	87.00% face-to-face
	89.58% online
	87.84% all courses
Number of Majors: 12 AS ACC, 1 AAS ACC (1 AS ACC & 1 AAS ACC returned Fall 2017)	Number of Majors: 9 (3 returned in Fall 2018)
Degrees Awarded: 2 AS ACC, 0 AAS ACC	Degrees Awarded: 2

In the 16 – 17 AY classes were taught concurrently at two high schools in our service area, as well as online by an adjunct instructor. Salary expenditures are attached in the Appendix. Unfortunately, during the 16-17 year adjunct/concurrent salaries were not tracked in the 1187(Accounting Budget).

In 17-18 AY classes were taught at one high school in our service area and online by an adjunct. Salary expenditures are attached in the appendix. The concurrent adjunct salary is noted in the 1187(Accounting)

Budget, but the online adjunct salary is not. The reason for this is most likely that the instructor's salary is in the 1188(Business Administration) Budget.

In both years the one current full-time Accounting faculty salary is noted in the 1187(Accounting) Budget seen in the Appendix B

2.0 Student Success

2.1 Define Student Success

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

Narrative:

Student success is defined as the successful completion of an Associates of Science in Accounting. It is also intended for most students to transfer to a four-year institution. For those students in, or seeking entrance into the workforce, success is defined as gaining knowledge and skills to help achieve employment or greater responsibility in their present positions.

2.2 Achieve/Promote Student Success

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

Narrative:

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

It is intended to make classes available on ground as well as in an online environment to help students from diverse backgrounds and life situations the ability to achieve their degree.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

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

Narrative:

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

Individual course outcome data can be found in Appendix A. Capstone projects and assignments for each course are used to determine overall success in the program when a student graduates. Below is a summary of findings at the program level. In the future faculty will be tying these capstone projects to Program Outcomes in Canvas so graphs and charts can be shared to provide an easy visual representation of student success at the program level.

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

Program Level Outcomes:

1. Students will be able to read and analyze the four basic financial statements.
 - a. Students taking Financial Accounting are given a set of basic financial statements to analyze. These students are given the opportunity to share their analysis and findings. Not all students taking Financial Accounting are Accounting majors. Some students take this course as an elective under the Business & Technology section for many other degrees. The measure for this outcome is that 70% of students will score 70% or better on a financial statement analysis project. This outcome has been met in the last two years. Students have scored in the 80 percentile.

2. Students will be able explain the importance of a good audit opinion in relation to a corporation filing with SEC.

3. Properly analyze and record economic transactions in business.

87% of our Accounting students passed program specific courses (Financial Accounting, Managerial Accounting) with a C 70% or better.

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

3.2 Significant Assessment Findings

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

Narrative:

Following is an example of the new summary sheet for assessment data in our classes. The information shown, shows how accurately the students completed particular outcomes, and what changes were made for the next semester. As you look through each outcome you will find that most of the assessment data showed that only small changes had to be made. This is a representative of assessment data. Each assessment report for the past two years is in the appendix.

Assessment Report for *Financial Accounting*

Term: Fall 2018

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Identify and demonstrate the effects of transactions and economic events on the financial statements in corporations and other business entities.	Partially Met	Plan to spend more time at the beginning of the semester covering journal entries and how to interpret economic transactions.
2. Prepare the fundamental financial statements per US GAAP.	Met	None planned.
3. Analyze and interpret the information presented in the financial statements.	Met	None planned.
4. Measure the value of assets and liabilities, including an introduction to fair value accounting.	Partially Met	Plans are to make a short video that they can access at any time to help them and to spend a little bit more time in class going over fair value measures.
5. Evaluate the quality of business decisions in an ethical context.	Met	None planned.
6. Demonstrate an awareness of International Financial Reporting Standards (IFRS).	Not Met	Change outcome measure.

3.3 Ongoing Assessment Plans

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

Narrative:

Assessment continues to be an important part of understanding student success. Starting this AY (2018-2019) all outcomes in each of the core classes are measured and reported so faculty can make good decisions on improvements. The past two years of assessment data for program courses are found in Appendix A. Faculty reflect and make changes each semester or each year, depending on course and need.

4.0 External Constituency and Significant Trends

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

4.1: Program Advisory Committee:

- C Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Narrative:

This is a transfer degree. No 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:

N/A

4.3: Other:

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

Narrative:

The following HLC goals are being addressed in this review:

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

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

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

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

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

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

The current curriculum (17-18) has been adequate for students interested in pursuing an Accounting degree at a business school within a 4-year university.

One change to consider would be the addition of Introduction to Business as a required course and removing Computerized Accounting. Introduction to Business is a core requirement at most business schools. Therefore, it is a required core course in most Accounting degrees. While Computerized Accounting may be helpful, it is not a required course to obtain a 4-year degree.

One possible change, although lower priority, to consider would be to include Intermediate Accounting in the current degree and removing Introduction to Spreadsheets. This course is a 300-level course most students will take once entering business school. However, many schools currently allow this to transfer for class credit, which opens an upper level elective choice while in business school. It is also possible that the Intermediate Accounting course will be aligned as a part of system-wide transfer; meaning, it would be a guarantee transfer to all schools in Kansas.

If students decide not to pursue their bachelor's after finishing the degree plan at ICC they are qualified to enter into the accounting field as an Accounts Payable clerk, Accounts Receivable clerk, Bookkeeper or enter into a Mid-management position.

As students' progress through the program they receive exposure to International issues through learning about International Financial Standards while in accounting classes and cover international trade issues in Macroeconomics classes.

At this time the program has a 2+2 agreement with Emporia State University. The program follows the Articulation agreement with KBOR which allows students to transfer to any regent's university in Kansas with junior standing. It would be in the best interest of students to also pursue other 2 + 2 opportunities.

5.2 Degree and Certificate Offerings or Support

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

Narrative:

The Associates of Science degree is the only Accounting degree offered at this time. The majority of the core classes in the Accounting curriculum are also required classes in the Business Administration degree and are KCOG certified for all programs of study requiring a business elective. In the 18-19 AY Financial Accounting has been added as an elective under the business and technology section of the liberal studies degree.

6.0 Faculty Success

6.1 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The lead Accounting faculty member (John Eubanks) has served in several leadership positions at ICC. Serving as a Division Chair (3 years), Faculty Association President (4 years), Faculty Association Treasurer (1 year), Faculty Senate President (1 year), and served as the Interim Chief Financial Officer (CFO) for seven months while ICC went through the search process to hire a permanent CFO.

Incoming full time faculty member Melissa Ashford has been teaching in the business and technology department for 5 years and taught for 1 year as adjunct in the area. In the 19-20 year she will be taking over the business and accounting department. Professor Ashford has an MBA in Accounting with additional graduate hours in Instructional design and teaching with technology. She will also begin a 2 year graduate certificate program specializing in Forensic Accounting and Fraud Examination while working toward the nationally recognized Certified Fraud Examiners(CFE) designation. She also has plans to attend Teaching Accounting at 2 year institutions conferences each summer to help keep the learning opportunities for students fresh and engaging.

The program faculty leader was unable to get any information on adjunct accomplishments over the last two years. Moving forward efforts will be made to include Accounting adjuncts in development opportunities.

6.2 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

During AY2017 the AS Accounting program of study was updated. ICC also signed a 2+2 agreement with Emporia State University and began talks with Pittsburg State University to provide 2 + 2 opportunities.

6.3 Innovative Research, Teaching and Community Service

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

Narrative:

Professor Eubanks Serves as Chair of the Innovative Business Resource Center (IBRC). The IBRC is an e-community program created to help beginning and existing business be successful. IBRC provides gap financing to start-up and continuing businesses in amounts up to a maximum of \$75,000. IBRC also provide mentors to new entrepreneurs as they start their own companies.

Professor Eubanks has also volunteered in Scouting for more than 20 years.

Professor Ashford is currently the full-time faculty member attached to Fab Lab, ICC. She has spent the last two years working with Fab Lab to not only develop new programing but to also develop innovative ways of teaching existing courses using the maker space. Students have completed hands on real projects to benefit the Fab Lab. Professor Ashford also worked with Fab Lab, ICC to develop Sew Fab. Sew Fab is the textile fabrication arm of the Fab Lab where faculty, students, staff, and community members can access equipment and help with their own textile projects. She has worked with STEM CAMP and Greenbush students who wish to utilize Sew Fab for their projects. She has also volunteered with the Women 4 Women initiative whenever possible.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

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

Narrative:

Assessment data provided by the institutional researcher shows a completion rate during AY2017 for students who enrolled in accounting classes showed a 96.35% completion rate in face-to-face classes with an 89.73% pass rate of a D or better. Students enrolled in online classes related to the accounting degree had a completion rate of 92.45% with 83.67% passing with a D or better. The total average of all students in AY2017 including face-to-face and online has a completion rate of 95.49% for all accounting courses with 88.41% of students passing the class with a D or better. During AY2018 students who enrolled in face-to-face accounting classes had a 96.35% completion rate with 90% passing with a D or better. Students enrolled in online classes related to the accounting degree had a completion rate of 92.31% with 91.67% passing with a D or better. The total average of all students in AY2018 including face-to-face and online classes had a completion rate of 90.54% with 88.41% passing with a D or better.

In Academic Years 2017 and 2018 there were a total of 21 Associates of Science Accounting majors and 4 students who graduated with their degree. This information is misleading when thinking about retention and completion. Several students attend with the intention of never finishing their Associates Degree but getting certain classes out of the way before they transfer to a 4-year University. Another problem observed in the last few years was the number of students who declared they were accounting majors but never took a single accounting class. The majority of students enrolled in the accounting classes are enrolled due to any of the following: working on an Accounting degree, a Business degree, using the class for an elective to another degree, or as a general education class.

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

The number of full-time instructors which taught Accounting degree related classes (AY 2015-2016 to 2017-2018) except for Elementary Statistics and Intro to Spreadsheets has gone from 3 full time to one full-time instructor. One of the instructors resigned and was not replaced, one has moved into a different field of instruction, the Elementary Statistics class is taught by one of ICC's math instructors and Intro to Spreadsheets is taught by one of ICC's Computer Science instructors.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

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

Narrative:

Vitality assessment falls under category 2: Maintain Current Levels of Support/Continuous Improvement
This assessment is based on the following information:

- Courses are offered on a regular rotation to fulfill student need in the ACC degree.
- Student to teacher ratio remains manageable.
- Students are completing the courses successfully and transfer onto four-year universities.
- Costs for the ACC program are kept low with only one full-time instructor and low-cost equipment and material needs.
- This degree is still highly sought after, and accountants are needed at various levels.
- The program provides students with opportunities to grow academically. It aligns well with our goals to provide academic excellence and economic development.
- Costs are low due to the fact many of the courses taught by the ACC instructor are also taken by non-majors. There needs to be more marketing and institutional support specifically for the Accounting degree program if there is a hope of retaining and increasing enrollment.
- Institutional data shows the Accounting program started the 17-18 AY with 9 declared majors. 2 of those majors graduated at the end of the year, 3 of the majors returned in the fall of 2018 and 4 students transferred to 4 year schools without graduating.

This program should be continued as presented. Accounting is a degree that opens several possibilities for students and there is always a strong demand for those entering the field. At the time only one instructor teaches all of the core classes for this program and those same classes are requirements in several other degrees. This keeps the cost of the program at a minimum.

Note:

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

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

out of the way before transferring to a baccalaureate program. Measures should be developed that incorporate these factors into success results.

7.3 Academic Program Goals and Action Plans

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

Narrative:

Goal 1: Create an Accounting Certificate program that will prepare students to take the Certified Bookkeepers exam. Will be completed in the next AY 2019-2020. This goal will benefit those students who do not want to continue on to get their 4 year degree in Accounting, or better prepare students to get entry-level bookkeeping jobs while continuing their education. Employers often like to see nationally recognized certifications on resumes. This will be measured by the successful creation of the certificate.

Goal 2: Maintain or increase student engagement in program specific courses during the next 3 years (2020-2022) by increasing experiential learning opportunities for students. To help achieve this goal program faculty should attend professional development opportunities specializing in this type of learning within Accounting programs. (The one recommended is: Teachers of Accounting at Two Year Colleges) Student engagement can/will be measured by student survey questions specific to engagement with material.

Goal 3: Maintain or improve student academic performance in technical accounting skills during the next 3 years (2020-2022). The student performance will be evidenced by passing scores on final exams or final projects in Financial Accounting and Managerial Accounting. Accomplishing this goal will help ensure students are work ready and/or ready for upper level Accounting course work.

Goal 4: Student improvement of soft skills (critical thinking, problem solving, communication, leadership) during the next 3 year cycle (2020-2022). The improvements will be evidenced by successful completion of class projects in Financial and Managerial Accounting. This goal will help prepare students for the workplace.

7.4 Mission and Strategic Plan Alignment

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

Narrative:

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

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

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

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

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

Narrative:

Worksheets for the Accounting program were completed and turned back in to the VPAA. Below is the summary of requests made on the worksheets.

Instructional Supplies: \$800 to be used for purchasing reading materials for class library, as well as materials to create games and other high impact, active learning opportunities for students. This will help provide academic excellence while maximizing student engagement. These resources are directly related to achievement of long term goals created for this program.

Professional Development: \$2000 each year to be used by the program faculty for a variety of professional development opportunities directly related to teaching Accounting to freshmen and sophomores. It is obvious today's students are changing and it is the desire of the program faculty member to embrace that change and continually develop curriculum that will engage the students, even if they are taking the course for General Education credit only. Attending conferences to share ideas with other Accounting faculty is paramount in keeping up with not only changes in the field of Accounting but keeping up with changes for classroom instruction. This supports academic excellence.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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

Narrative:

Majority of the program was written by John Eubanks (Accounting Professor). Information on curriculum, budgetary needs, and goals were provided by Professor Melissa Ashford (Incoming Accounting & Business Professor). Data for student information on enrollment and completion was provided by the Institutional Research office. Past budgetary amounts were provided by the Chief Financial Officer.

9.2 VPAA and/or Administrative Designee Response

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

Narrative:

Program Review Committee Recommendation:

It is the recommendation of the committee to maintain current levels of support/continuous improvement - Category 2.

VPAA Recommendation:

I recommend that this program maintain current levels of support/continuous improvement—Category 2.

10.0 Appendices

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

Appendix A: Fall 16, Spring 17, Fall17, Spring 18 Assessment data summaries for Financial and Managerial Accounting

Fall 2016 Assessment results

Financial Accounting

1. Analyze and properly record economic transactions

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 69.9% accuracy. Students were having trouble when using a perpetual inventory system and recording sales.

Changes: Will take more time when covering perpetual inventory and how it works when recording journal entries for a sale.

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with an 82.2% accuracy.

Changes: No changes for next semester.

3. Prepare Financial Statements:

- Income Statement
- Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings
- Balance Sheet

- Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 77.2% accuracy.

Changes: No changes at this time.

4. Analyze and record transactions related to Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 77.5% accuracy. However, students still having trouble with recording the transactions of the liquidation of a partnership.

Changes: Cover the four steps of liquidating a partnership in more detail.

5. Complete the following activities related to Corporations:

- Analyze and record basic Organization expenses
- Record Capital Stock Transactions
- Record transactions related to Dividends
- Record Preferred Stock transactions
- Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 51.4% accuracy. Students were experiencing difficulties in recording the difference between a stock dividend and a cash dividend. They also we're having trouble with recording and amortizing long-term liabilities when it came to discounts and premiums.

Changes: will cover more examples of stock dividends and more examples of cash dividends and how they differ. Will spend more time going over premiums and discounts when issuing bonds when it comes to long-term liabilities and how they're supposed to be amortized over the life of the bond.

6. Complete the following relating to Investments:

- Record the purchase of both Long-term and Short-term investments
- Analyze and record Fair value adjustments
- Properly use the Cost and Equity method when recording investment transactions
- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 64.6% accuracy. Noticed improvements from last semester, still need changes.

Changes: Spend more time going over fair value adjustment for all marketable securities.

7. Understand and perform Financial Statement Analysis by completing the following:

- Complete trend analysis
- Complete common size statement analysis
- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 77.5% accuracy.

Changes: No changes at this time.

Managerial Accounting

Measuring outcome 1: Student will be able to record Adjusting Entries and prepare Basic Financial Statements.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 87.0% accuracy.

Changes: No changes planned at this time.

Macroeconomics

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 75.3% accuracy.

Changes: Will spend just a little bit more time on this subject covering scarcity.

2. Apply the supply and demand model for economic analysis.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 81.7% accuracy.

Changes: No changes planned.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 90.9% accuracy.

Changes: No changes at this time.

4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 81.9% accuracy.

Changes: No changes at this time.

5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macro-economy.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 88.2% accuracy.

Changes: No changes at this time.

6. Define money, banking, and monetary policy and explain their impact on the macro-economy.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 86.3% accuracy.

Same as last semester the students have trouble with banking reserves and how it affects the money supply.

Changes: Will spend more time in class explaining what reserves are and how they affect the amount of money a bank has available to lend to customers. Will complete more examples in class.

Spring 2017

Assessment results

Personal Finance

1. Explain personal financial planning, financial statements, time value of money, and budgets

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed the assessment with a 74.9% accuracy.

Changes: It was found in the assessment that based on the student's results, the students had trouble understanding the time value of money concept. Based on this information, I will be spending more time in class going over the time value of money concept. Particularly using more examples and assigning more problems for them to get used to doing time value of money calculations.

2. Explain the benefits and potential costs of consumer credit.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed the assessment with an 80.4% accuracy.

Changes: There no changes required as students did a very good job of explaining what the benefits and what some of the potential costs of using Consumer Credit are.

3. Evaluate housing needs, large purchases, and financing alternatives.

Students will complete the assessment measure with 75% accuracy.

Outcome: Student outcome on this assessment was only 65.6%. This was very disappointing. Students had no trouble understanding housing needs. However, they had trouble distinguishing between large purchases and what would be considered a normal minor purchase. They also had trouble in understanding different financing Alternatives that were available to them.

Changes: Supply students with better notes. Cover financing alternatives in more detail and class. Give students a project to complete instead of minor problems.

4. Identify fundamental tax strategies.

Students will complete the assessment measure with 75% accuracy.

Outcome: Student average outcome on this assessment was only 40%. Students are having trouble understanding what Tax Strategies are as compared to tax avoidance and tax evasion.

Changes: Supply students with better notes. Cover tax policies and Tax Strategies in more detail in class. Have students complete the case study on Tax Strategies.

5. Identify how insurance is used to manage risk
Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 78.1% accuracy.

Changes: No changes at this time.

6. Compare Investment and retirement planning alternatives and strategies.
Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 73.3% accuracy. Based on my observation, students were having trouble showing the difference between Investments and planning for retirement.

Changes: Supply better notes to students. Will try a different strategy and class on explaining the difference between Investments and Investments related to retirement planning.

Financial Accounting

1. Analyze and properly record economic transactions

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 80% accuracy. However, based on the measurement I found that students were having trouble in recording purchases and sales on account.

Changes: When covering economic transactions in class will spend more time on the difference between recording purchases and sales using cash and recording purchases and sales on account.

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 70% accuracy. Students have trouble both with depreciation, amortization, and the using up of supplies.

Changes: Give students better notes. Go over more depreciation amortization problems in class. Cover the difference between buying supplies and using supplies up. Give students extra assignments so that I can make sure that they understand how to record adjusting entries properly.

3. Prepare Financial Statements:

- Income Statement
- Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings
- Balance Sheet
- Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 74.4% accuracy. Students had trouble with both the balance sheet and the statement of cash flows.

Changes: Will focus on the balance sheet and bringing the equity account from the statement of retained earnings to the balance sheet as students have had trouble in always representing the current balance as opposed to the beginning balance in those accounts?

Will spend extra time and class periods going over the statement of cash flows. Particularly, making sure that students understand the difference between a cash inflow and a cash outflow and how that should affect the statement of cash flows itself.

4. Analyze and record transactions related to Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 85% accuracy. However, students had trouble with recording the transactions of the liquidation of a partnership.

Changes: Will make sure to cover the four steps of liquidating a partnership in more detail in class.

5. Complete the following activities related to Corporations:

- Analyze and record basic Organization expenses
- Record Capital Stock Transactions
- Record transactions related to Dividends
- Record Preferred Stock transactions
- Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 69.5% accuracy. Particular problems were recognized in the recording of stock transactions. Specifically when it came to issuing stock above par and using the account paid in capital in excess of par. students also had trouble with amortizing out both discounts and premiums on long-term liabilities specifically bonds.

Changes: Provide more written examples of stock transactions. Go over stock transactions in more detail in class. Stress the difference between issuing stock at a par value and issuing stock above par value and when to use the paid in capital in excess of par account.

Spend more time and going over the effective interest method of amortizing out both a discount and a premium when issuing bonds. Have students' complete more than two assignments on this particular subject.

6. Complete the following relating to Investments:

- Record the purchase of both Long-term and Short-term investments
- Analyze and record Fair value adjustments
- Properly use the Cost and Equity method when recording investment transactions
- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 60% accuracy. Students specifically had trouble in understanding the adjustment for unrealized gains and losses. Students had trouble in understanding the difference between trading securities and long-term Investments and how they should be recorded.

Changes: Provide more examples for recording the adjustment for unrealized gains and losses. Spend more time defining the difference between trading securities and long-term Investments. Assign the longer problems related to these items.

7. Understand and perform Financial Statement Analysis by completing the following:

- Complete trend analysis
- Complete common size statement analysis
- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 76.4% accuracy.

Changes: No changes at this time.

Accounting II

1. Explain the advantages and disadvantages of Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 88% accuracy.

Changes: No changes planned at this time.

2. Analyze and record transactions related to Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 77% accuracy. Noticed that students were having trouble with recording the entries that have to do with the liquidation of a partnership.

Changes: No major changes except for covering the four steps of the liquidation of a partnership in more detail.

3. Complete the following activities related to Corporations:

- Analyze and record basic Organization expenses
- Record Capital Stock Transactions
- Record transactions related to Dividends
- Record Preferred Stock transactions

Students will complete the assessment measure with 70% accuracy.

Outcome: students completed this assessment with an accuracy of 70.2 percent. Students had trouble in recognizing when to use the account paid in capital in excess of par. students also had trouble in recognizing the differences between Capital stock and preferred stock.

Changes: Provide better examples of the use of the account paid in capital in excess of par. Provide a better definition between Capital stock and preferred stock. Provide more examples of each.

4. Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 80.6% accuracy. However, found that students had trouble in amortizing out both a discount and a premium when issuing bonds.

Changes: Will spend more time in class going over the amortization of premiums and discounts when issuing Bonds in class.

5. Complete the following relating to Investments:

- Record the purchase of both Long-term and Short-term investments
- Analyze and record Fair value adjustments
- Properly use the Cost and Equity method when recording investment transactions
- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 78.4% accuracy. However, students did have trouble in understanding how to record unrealized gains and unrealized losses.

Changes: Will spend more time and class going over how to record both unrealized gains and losses.

6. Properly prepare a Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 81% accuracy. Notice that students did have trouble with the statement of non-cash investing and financing activities.

Changes: Will spend a little more time in class going over the statement of non-cash investing and financing activities.

7. Understand and perform Financial Statement Analysis by completing the following:

- Complete trend analysis
- Complete common size statement analysis
- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 79.6% accuracy. Notice that students had trouble in relation to ratio analysis.

Changes: Will spend more time and complete more examples of ratio analysis in class.

Computerized Accounting

1. Describe a manual accounting system.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with 100% accuracy.

Changes: No changes required.

2. Enter the beginning balances of a business.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this task with an 88% accuracy. The problem facing students in this assessment was that they got in a hurry and missed putting in certain amounts to start the business balances.

Changes: Get students to slow down and pay attention to what they are doing.

3. Prepare journal entries for a business.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with a 98% accuracy.

Changes: No changes at this time.

4. Prepare and record year end transactions.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with an 88% accuracy. Found that students were having trouble with the memorized transactions which are repeatable.

Changes: Spend more time in class going over memorized transactions.

5. Backup and restore data.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with a 99% accuracy.

Changes: No changes at this time.

6. The student will be able to analyze and prepare reports for management or owners of a business.

100% of the class will successfully complete (correctly) 85% of the required activities for the Chapter, Assignment, and Case.

Outcome: Students completed this assessment with an 82% accuracy.

Changes: Will spend more time on this particular outcome in class. Will have students complete two more cases related to analyzing and preparing reports for management and owners.

Macroeconomics

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 70.1% accuracy. Most problems are rows in the application of opportunity cost and the production possibility curve.

Changes: Give some more examples in class to students about opportunity cost, and other examples of the production possibility curve. Assign a couple of more exercises that will help the students understand this information better.

2. Apply the supply and demand model for economic analysis.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 74% accuracy. The biggest problem the students had was an understanding when do you have movement along a supply or a demand line or when do you have a shift in a supply or demand line.

Changes: Create better notes which will explain the difference between movement and a demand or supply line and when there should be a shift in either of those lines. Have students complete a couple of more exercises dealing with each item.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 76.1% accuracy.

Changes: No changes at this time.

4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 72% accuracy. Students had trouble in relating aggregate supply model and the aggregate demand model to the level of unemployment.

Changes: Create better notes. Spend more time in class going over unemployment and how aggregate supply and demand affect it. Give a couple of more exercises two students covering these items.

5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macroeconomy.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 62% accuracy. Student specifically had trouble with explaining how budget deficits have an effect on both the national debt and their impact on the economy.

Changes: Create better notes with a better explanation of this item. Spend more class time going over both the national debt and budget deficits and how they actually affect the economy.

6. Define money, banking, and monetary policy and explain their impact on the macroeconomy. Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 77.3% accuracy. However, students did have trouble with reserves when it comes to banking.

Changes: Will spend more time in class explaining what reserves are and how they affect the amount of money a bank has available to lend to customers. Will give students a couple of more assignments that deal only with reserves and banking.

Intro to Accounting

Measuring outcome 3: Student will be able to record Adjusting Entries and prepare Basic Financial Statements.

Students will complete the assessment measure with 75% accuracy.

Outcome:

Changes:

Fall 2017
Assessment results

Personal Finance

1. Explain personal financial planning, financial statements, time value of money, and budgets

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed the assessment with a 67.9% accuracy.

Students did poorly on the income statement and on the time value of money problems.

Changes: Will do more examples of the income statement during class. And we'll spend more time on the time value of money. Will try to do several more examples of time value of money especially when it comes to future value problems.

2. Explain the benefits and potential costs of consumer credit.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed the assessment with an 79.0% accuracy.

Changes: There no changes required.

3. Evaluate housing needs, large purchases, and financing alternatives.

Students will complete the assessment measure with 75% accuracy.

Outcome: Student outcome on this assessment was only 45.1%.

This was extremely disappointing. Even with changes from last semester the students did much worse than the previous semester students.

Changes: Plan to spend more time with amortization tables and showing how these affect your payments. Also need to look at housing prices how the down payment works and how points are actually figured when looking at housing purchases. Will also spend more time on looking at purchases of vehicles as opposed to leasing vehicles and what are the differences.

4. Identify fundamental tax strategies.

Students will complete the assessment measure with 75% accuracy.

Outcome: Student average outcome on this assessment was only 73.1%.

Students had trouble with itemization on income taxes. Specifically when there was a floor to a particular deduction.

Changes: will spend more time on how itemized deductions work but also know that the tax laws have changed this year so there will be several different changes which I will have to address in the chapter that are no longer correct.

5. Identify how insurance is used to manage risk

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 69.6% accuracy.

Students had trouble with determining stop loss amounts and how those are affected by deductions. They also had trouble when dealing with automobile insurance and injuries to other people in an accident.

Changes: Will cover in more detail how deductions and stop loss amounts work with health insurance. Will also go over more examples of how automobile insurance works when it comes to injuries to other people and what the actual numbers mean in an insurance form.

6. Compare Investment and retirement planning alternatives and strategies.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 84.8% accuracy.

Changes: Students did very well with the subject do not have any changes planned at this time.

Financial Accounting

1. Analyze and properly record economic transactions

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 69.9% accuracy.

Students were having trouble when using a perpetual inventory system and recording sales.

Changes: Will take more time when covering perpetual inventory and how it works when recording journal entries for a sale.

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 82.2% accuracy.

Changes: No changes for next semester.

3. Prepare Financial Statements:

- Income Statement
- Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings
- Balance Sheet
- Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 77.2% accuracy.

Changes: No changes at this time.

4. Analyze and record transactions related to Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 77.5% accuracy.

However, students still having trouble with recording the transactions of the liquidation of a partnership.

Changes: Cover the four steps of liquidating a partnership in more detail.

5. Complete the following activities related to Corporations:

- Analyze and record basic Organization expenses
- Record Capital Stock Transactions
- Record transactions related to Dividends
- Record Preferred Stock transactions
- Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 51.4% accuracy.

Students were experiencing difficulties in recording the difference between a stock dividend and a cash dividend. They also we're having trouble with recording and amortizing long-term liabilities when it came to discounts and premiums.

Changes: will cover more examples of stock dividends and more examples of cash dividends and how they differ. Will spend more time going over premiums and discounts when issuing bonds when it comes to long-term liabilities and how they're supposed to be amortized over the life of the bond.

6. Complete the following relating to Investments:

- Record the purchase of both Long-term and Short-term investments
- Analyze and record Fair value adjustments
- Properly use the Cost and Equity method when recording investment transactions
- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 64.6% accuracy.

Noticed improvements from last semester, still need changes.

Changes: Spend more time going over fair value adjustment for all marketable securities.

7. Understand and perform Financial Statement Analysis by completing the following:

- Complete trend analysis
- Complete common size statement analysis
- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 77.5% accuracy.

Changes: No changes at this time.

Macroeconomics

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 75.3% accuracy.

Changes: Will spend just a little bit more time on this subject covering scarcity.

2. Apply the supply and demand model for economic analysis.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 81.7% accuracy.

Changes: No changes planned.

3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 90.9% accuracy.

Changes: No changes at this time.

4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 81.9% accuracy.

Changes: No changes at this time.

5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macro-economy.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 88.2% accuracy.

Changes: No changes at this time.

6. Define money, banking, and monetary policy and explain their impact on the macroeconomy.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 86.3% accuracy.

Same as last semester the students have trouble with banking reserves and how it affects the money supply.

Changes: Will spend more time in class explaining what reserves are and how they affect the amount of money a bank has available to lend to customers. Will complete more examples in class.

Intro to Accounting

Measuring outcome 3: Student will be able to record Adjusting Entries and prepare Basic Financial Statements.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 74.4% accuracy.

This was misleading.

Changes: Plan to shorten up lectures and spend more time in class going over problems and examples.

Managerial Accounting

Measuring outcome 1: Student will be able to record Adjusting Entries and prepare Basic Financial Statements.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 87.0% accuracy.

Changes: No changes planned at this time.

Spring 2018

Assessment results

Financial Accounting

1. Analyze and properly record economic transactions

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 79.3% accuracy.

Changes: None

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 68.1% accuracy.

Changes: Modify notes and examples used in class.

3. Prepare Financial Statements:

- Income Statement
- Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings
- Balance Sheet
- Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 78.6% accuracy. Students had trouble with the Statement of Cash Flows.

Changes: Will spend extra time in class reviewing the Statement of Cash Flows.

4. Analyze and record transactions related to Partnerships

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 95% accuracy.

Changes: No changes.

5. Complete the following activities related to Corporations:

- Analyze and record basic Organization expenses
- Record Capital Stock Transactions
- Record transactions related to Dividends
- Record Preferred Stock transactions
- Record the proper transactions related to Long-Term Liabilities

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 56% accuracy.

Changes: Complete more examples of stock transactions in class. (This part same as last semester) Stress the difference between issuing stock at a par value and issuing stock above par value and when to use the paid in capital in excess of par account.

6. Complete the following relating to Investments:

- Record the purchase of both Long-term and Short-term investments
- Analyze and record Fair value adjustments
- Properly use the Cost and Equity method when recording investment transactions
- Analyze and properly record Gains and Losses from sale of investments

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 75.3% accuracy.

Changes: Should provide more examples to work on in class.

7. Understand and perform Financial Statement Analysis by completing the following:

- Complete trend analysis
- Complete common size statement analysis
- Complete Ratio analysis

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 84.8% accuracy.

Changes: None at this time.

Personal Finance

1. Explain personal financial planning, financial statements, time value of money, and budgets

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed the assessment with a 76.1% accuracy.

Changes: None at this time.

2. Explain the benefits and potential costs of consumer credit.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed the assessment with an 83.8% accuracy.

Changes: None at this time.

3. Evaluate housing needs, large purchases, and financing alternatives.

Students will complete the assessment measure with 75% accuracy.

Outcome: Student outcome on this assessment was only 77.5%.

Changes: None at this time.

4. Identify fundamental tax strategies.

Students will complete the assessment measure with 75% accuracy.

Outcome: Student average outcome on this assessment was only 56.7%. Even with changes from last semester students are having trouble understanding what Tax Strategies are as compared to tax avoidance and tax evasion.

Changes: Create new explanations to use. Modify notes for students.

5. Identify how insurance is used to manage risk

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with an 83.4% accuracy.

Changes: No changes at this time.

6. Compare Investment and retirement planning alternatives and strategies.

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 73.3% accuracy. Students are still having trouble showing the difference between Investments and planning for retirement.

Changes: Supply better notes to students. Modify explanations, use more examples to help students understand Investments and Investments related to retirement planning.

Appendix B: Expenses for 1187

INDEPENDENCE COMMUNITY COLLEGE						
Accounting						
For the Twelve Months Ending Friday, June 30, 2017						
		Published Budget	Operating Budget	Expense	Encumbered	Remaining
Fund 11						
Expenses						
Salary:						
11-1187-520-00	Faculty Salaries: Full-Time Faculty			51,286.67		(51,286.67)
11-1187-521-00	Faculty Salaries: Overload			2,750.00		(2,750.00)
11-1187-522-00	Faculty Salaries: Adjunct			3,900.00		(3,900.00)
	Total Salary			57,936.67		(57,936.67)
Fringe Benefits:						
11-1187-591-00	FICA (Social Security, Medicare)			4,459.84		(4,459.84)
11-1187-594-00	Insurance Premiums			4,874.10		(4,874.10)
	Total Fringe Benefits			9,333.94		(9,333.94)
	Total			67,270.61		(67,270.61)

2018-19 PROJECTED MONTHLY CASH FLOW

INDEPENDENCE COMMUNITY COLLEGE

April 30, 2019

		July	August	September	October	November	December	January	February	March	April	May	June
1. Cash On Hand													
2017-18 (Bank balances)		\$2,658,950.86	\$1,798,977.41	\$2,077,651.24	\$1,631,999.58	\$1,540,087.74	\$725,128.83	\$427,248.70	\$3,795,447.17	\$2,902,791.50	\$2,950,859.73	\$762,759.72	\$1,148,683.94
2018-19 (Bank Balances) as of 1st day of month		\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$3,744,085.19	\$3,540,843.21	\$3,146,741.80	\$1,997,060.57	\$1,997,060.57	\$971,729.62
2018-19 Bank Balances (Bluffstone)													
2. Cash Receipts													
Monthly Cash Deposits												\$223,755.64	\$2,686,925.27
3. Total Cash Receipts		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$223,755.64	\$2,686,925.27
4. Total Cash Available		\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$3,744,085.19	\$3,540,843.21	\$3,146,741.80	\$1,997,060.57	\$2,220,816.21	\$3,658,654.89
5. Cash Paid Out													
2017-18 Payables													
2018-19 Payables (Projected for future months)												\$527,402.62	\$303,682.66
Outstanding Checks													
Student Refunds												\$75,016.37	\$57,033.90
Payroll Expenses (Taxes, etc.)												\$646,667.60	\$574,646.02
Subtotal		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,249,086.59	\$935,362.58
6. Total Cash Balance													
End of Month Total Bank Balance		\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$3,744,085.19	\$3,540,843.21	\$3,146,741.80	\$1,997,060.57	\$971,729.62	\$2,723,292.31
Less Reserve (Based on 8%) Funds 11, 12, 13												\$862,422.38	\$862,422.38
Less Reserve for Enbridge Valuation												\$1,022,043.00	\$1,022,043.00
7. Total Unrestricted Available Balance		\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$3,744,085.19	\$3,540,843.21	\$3,146,741.80	\$1,997,060.57	-\$912,735.76	\$838,826.93

2019-20 PROJECTED MONTHLY CASH FLOW

INDEPENDENCE COMMUNITY COLLEGE

April 30, 2019

		July	August	September	October	November	December	January	February	March	April	May	June
<u>1. Cash On Hand</u>													
2019-20 (Bank Balances) as of 1st day of month		\$2,723,292.31	\$2,013,331.52	\$2,274,439.09	\$2,694,998.64	\$2,005,386.05	\$1,377,298.69	\$847,426.94	\$4,422,972.84	\$3,264,504.30	\$3,660,466.45	\$2,662,729.40	\$1,669,736.48
2018-19 Bank Balances (Bluffstone)													
<u>2. Cash Receipts</u>													
Monthly Cash Deposits		\$201,446.53	\$1,430,857.68	\$1,637,520.91	\$509,299.72	\$401,902.25	\$318,088.18	\$4,640,515.90	\$184,358.63	\$1,530,624.78	\$144,052.23	\$248,354.17	\$2,686,928.27
<u>3. Total Cash Receipts</u>		\$201,446.53	\$1,430,857.68	\$1,637,520.91	\$509,299.72	\$401,902.25	\$318,088.18	\$4,640,515.90	\$184,358.63	\$1,530,624.78	\$144,052.23	\$248,354.17	\$2,686,928.27
<u>4. Total Cash Available</u>		\$2,924,738.84	\$3,444,189.20	\$3,911,960.00	\$3,204,298.36	\$2,407,288.30	\$1,695,386.87	\$5,487,942.84	\$4,607,331.47	\$4,795,129.08	\$3,804,518.68	\$2,911,083.57	\$4,356,664.75
<u>5. Cash Paid Out</u>													
2019-20 Payables (Projected for future months)		\$281,943.67	\$595,910.47	\$279,230.73	\$432,400.76	\$335,274.73	\$213,081.88	\$457,618.85	\$778,036.28	\$556,527.78	\$495,190.87	\$502,677.62	\$271,185.66
Student Refunds		\$27,758.97	\$21,227.48	\$358,899.36	\$175,885.51	\$64,933.60	\$55,501.29	\$26,014.00	\$0.00	\$0.00	\$33,857.93	\$75,016.37	\$57,033.90
Payroll Expenses (Taxes, etc.)		\$601,704.68	\$552,612.16	\$578,831.27	\$590,626.04	\$629,781.28	\$579,376.76	\$581,337.15	\$564,790.89	\$578,134.85	\$612,740.48	\$663,653.10	\$591,631.52
Subtotal		\$911,407.32	\$1,169,750.11	\$1,216,961.36	\$1,198,912.31	\$1,029,989.61	\$847,959.93	\$1,064,970.00	\$1,342,827.17	\$1,134,662.63	\$1,141,789.28	\$1,241,347.09	\$919,851.08
<u>6. Total Cash Balance</u>													
End of Month Total Bank Balance		\$2,013,331.52	\$2,274,439.09	\$2,694,998.64	\$2,005,386.05	\$1,377,298.69	\$847,426.94	\$4,422,972.84	\$3,264,504.30	\$3,660,466.45	\$2,662,729.40	\$1,669,736.48	\$3,436,813.67
Less Reserve (Based on 8%) Funds 11, 12, 13		\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38
Less Reserve for Enbridge Valuation		\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00
<u>8. Total Available Balance</u>		\$128,866.14	\$389,973.71	\$810,533.26	\$120,920.67	-\$507,166.69	-\$1,037,038.44	\$2,538,507.46	\$1,380,038.92	\$1,776,001.07	\$778,264.02	-\$214,728.90	\$1,552,348.29

INDEPENDENCE COMMUNITY COLLEGE

2018-2019

Unaudited

BudgetSummary-Revenue

For The Month End: 4/30/2019

% of Budget Year: 83.33%

	2018-19	2018-19	2018-19	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Revenue	Recorded
General Fund (11)				
Student Revenue				
Tuition	(\$1,191,212.00)	(\$1,191,212.00)	(\$1,124,501.50)	94.40%
Fees	(1,768,300.00)	(1,768,300.00)	(1,375,295.00)	77.77%
	(2,959,512.00)	(2,959,512.00)	(2,499,796.50)	84.47%
Local Income				
Real Estate Distribution	(5,462,550.00)	(5,462,550.00)	(3,465,950.34)	63.45%
Motor Vehicle	(531,717.00)	(531,717.00)	(443,871.45)	83.48%
Rec Vehicle/Watercraft	(9,311.00)	(9,311.00)	(8,466.38)	90.93%
Delinquent Taxes	(103,260.00)	(103,260.00)	(124,146.21)	120.23%
Other	0.00	0.00	(2,428.89)	0.00%
	(6,106,838.00)	(6,106,838.00)	(4,044,863.27)	66.23%
State of Kansas				
State Operating Grant	(1,410,162.00)	(1,410,162.00)	(1,410,162.00)	100.00%
State Grants and Contracts	0.00	0.00	0.00	0.00%
Technology Grant - other	(16,573.00)	(16,573.00)	0.00	0.00%
	(1,426,735.00)	(1,426,735.00)	(1,410,162.00)	98.84%
Federal Income				
Indirect Costs	(44,690.00)	(44,690.00)	(24,696.06)	55.26%
Other				
ICC Foundation	(60,000.00)	(60,000.00)	0.00	0.00%
Interest	(3,275.00)	(3,275.00)	(6,365.16)	194.36%
Sales Tax Payable	0.00	0.00	9,066.42	0.00%
Misc.	(20,000.00)	(20,000.00)	(46,597.95)	232.99%
Fees (non-course fees)	(18,465.00)	(18,465.00)	(10,567.70)	57.23%
	(101,740.00)	(101,740.00)	(54,464.39)	53.53%
Transfers, Allowances and Carry-overs	0.00	0.00	0.00	0.00%
Total General Fund	(10,639,515.00)	(10,639,515.00)	(8,033,982.22)	75.51%
Postsecondary Technical Education (12)				
Student Revenue				
Tuition	(346,923.00)	(346,923.00)	(105,309.00)	30.36%
Fees	(267,443.00)	(267,443.00)	(119,984.00)	44.86%
	(614,366.00)	(614,366.00)	(225,293.00)	36.67%
Other				
State of Kansas PTE	(553,446.00)	(553,446.00)	(567,706.00)	102.58%
State of Kansas SB155	(110,775.00)	(110,775.00)	(102,246.00)	92.30%
Cosmetology	(26,626.00)	(26,626.00)	(8,679.21)	32.60%
Other	(151,000.00)	(151,000.00)	0.00	0.00%
	(841,847.00)	(841,847.00)	(678,631.21)	80.61%
Transfers, Allowances and Carry-overs				
Total Postsecondary Fund	(1,456,213.00)	(1,456,213.00)	(903,924.21)	62.07%
Adult Education/GED (13)				
Other Income	(15,000.00)	(15,000.00)	(15,000.00)	100.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	(15,000.00)	(15,000.00)	(15,000.00)	100.00%
Total Funds, 11, 12, 13	(12,110,728.00)	(12,110,728.00)	(8,952,906.43)	73.93%
Auxiliary				
Bookstore				
Sales	(596,601.00)	(596,601.00)	(182,354.79)	30.57%

Non-mandatory Transfer	(4,361.00)	(4,361.00)	(125,037.50)	2867.17%
	(600,962.00)	(600,962.00)	(307,392.29)	51.15%
Meals				
Student Sources	(904,000.00)	(904,000.00)	(822,681.00)	91.00%
Other Sources	(13,895.00)	(13,895.00)	(6,926.78)	49.85%
Non-mandatory Transfer				
	(917,895.00)	(917,895.00)	(829,607.78)	90.38%
Dorms				
Student Sources	0.00	0.00	(125,000.00)	0.00%
Student Sources- Dorms/Bluffstone	(760,040.00)	(760,040.00)	(365,213.50)	48.05%
Student Accident Insurance	0.00	0.00	3,935.00	0.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	(760,040.00)	(760,040.00)	(486,278.50)	63.98%
Inge Center/Festival				
Inge Center	(20,000.00)	(20,000.00)	(12,736.00)	63.68%
Inge Festival	(81,800.00)	(81,800.00)	(16,712.00)	20.43%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	(101,800.00)	(101,800.00)	(29,448.00)	28.93%
Transfers, Allowances and Carry-overs	(4,361.00)	(4,361.00)	(125,037.50)	2867.17%
Total Auxiliary	(2,385,058.00)	(2,385,058.00)	(1,777,764.07)	74.54%
ICC Foundation				
Scholarship Support	0.00	0.00	(138,865.00)	0.00%
Total ICCFoundation	0.00	0.00	(138,865.00)	0.00%
Plant Funds				
West Main				
Capital Outlay	0.00	0.00	(22,978.28)	0.00%
Foundation Support	0.00	0.00	0.00	0.00%
Student Athlete Fee	0.00	0.00	(4,695.93)	0.00%
Total Plant Funds	0.00	0.00	(27,674.21)	0.00%
Federally Funded Programs				
Upward Bound	0.00	0.00	(242,719.60)	0.00%
Student Support Services	0.00	0.00	(238,778.71)	0.00%
Carl Perkins	0.00	0.00	(3,687.70)	0.00%
Total Federally Funded Programs	0.00	0.00	(485,186.01)	0.00%
Total College Operations	(14,495,786.00)	(14,495,786.00)	(11,382,395.72)	78.52%

INDEPENDENCE COMMUNITY COLLEGE
2018-2019
Unaudited

Budget Summary-Expenditures
For Month End:4/30/2019

	2018-19	2018-19	2018-19	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Expenses	Recorded
General Fund (11)				
Academic Instruction				
11-1100 General Instruction	\$292,564.00	\$112,167.62	\$10,905.56	9.72%
11-1140 Online Instruction	29,134.00	29,134.00	207.04	0.71%
11-1141 Health & Wellness	0.00	18,045.55	18,044.55	99.99%
11-1150 Theatre	234,135.00	239,841.00	178,055.71	74.24%
11-1151 Music	176,197.00	196,683.00	168,775.01	85.81%
11-1152 Foreign Language	0.00	0.00	0.00	0.00%
11-1154 English	232,447.00	263,908.86	286,405.26	108.52%
11-1155 Art	39,555.00	4,333.00	6,084.24	140.42%
11-1156 Communications/Journalism	72,393.00	81,732.00	79,569.00	97.35%
11-1160 Workforce Development	2,700.00	2,700.00	16,664.66	617.21%
11-1161 Community Education	0.00	0.00	0.00	0.00%
11-1173 Social Sciences	266,271.00	327,847.00	325,309.51	99.23%
11-1174 Physical Science	70,487.00	72,264.00	61,275.33	84.79%
11-1175 Chemistry	83,965.00	84,880.00	60,541.82	71.33%
11-1176 Biology	148,625.00	156,026.00	125,386.82	80.36%
11-1177 Math	191,325.00	203,382.00	147,784.82	72.66%
11-1187 Accounting	60,344.00	62,121.00	55,218.23	88.89%
11-1188 Business	0.00	8,521.97	8,521.97	100.00%
11-1223 Fab Lab/Entrepreneur	181,889.00	181,889.00	140,234.14	77.10%
Total Academic Instruction	2,082,031.00	2,045,476.00	1,688,983.67	82.57%
Academic Support				
11-4100 Library	96,445.00	96,445.00	62,071.37	64.36%
11-4200 Academic Affairs	271,579.00	271,579.00	195,261.24	71.90%
11-4210 Online Administration	65,225.00	65,225.00	47,049.04	72.13%
11-4220 ICC West	54,169.00	54,169.00	45,968.16	84.86%
11-4230 Academic Advising	0.00	0.00	370.00	0.00%
11-4240 Online Administration	1,500.00	1,500.00	288.60	19.24%
11-4250 Tutoring	21,530.00	21,530.00	21,540.92	100.05%
Total Academic Support	510,448.00	510,448.00	372,549.33	72.98%
Total Instruction	2,592,479.00	2,555,924.00	2,061,533.00	80.66%

Postsecondary Technical Education (see detail below)

Student Services

11-5200 Financial Aid	161,202.00	161,202.00	108,379.04	67.23%
11-5300 Admissions	178,922.00	178,922.00	132,997.41	74.33%
11-5310 Navigators	259,647.00	259,647.00	223,229.99	85.97%
11-5400 Registrar	54,079.00	54,079.00	43,406.41	80.26%
11-5500 Athletic Administration	395,730.00	395,730.00	329,541.10	83.27%
11-5510 Football	394,441.00	394,441.00	408,398.91	103.54%
11-5520 Men's Basketball	147,002.00	147,002.00	144,402.35	98.23%
11-5530 Volleyball	97,183.00	97,183.00	84,381.64	86.83%
11-5540 Women's Basketball	128,987.00	128,987.00	121,770.87	94.41%
11-5560 Softball	105,652.00	105,652.00	68,736.82	65.06%
11-5580 Baseball	0.00	0.00	0.00	0.00%
11-5590 Cheer & Dance	99,444.00	99,444.00	95,371.73	95.90%
11-5595 Athletic Training	124,129.00	124,129.00	85,374.36	68.78%
11-5600 ICC NOW	16,726.00	16,726.00	12,433.52	74.34%
11-5700 Student Life	84,132.00	84,132.00	47,526.69	56.49%

Total Student Services	2,247,276.00	2,247,276.00	1,905,950.84	84.81%
Institutional Support				
11-6000 Board of Trustees	21,025.00	21,025.00	22,568.68	107.34%
11-6100 President's Office	274,495.00	274,495.00	198,067.42	72.16%
11-6110 Human Resources	162,358.00	162,358.00	126,307.30	77.80%
11-6200 Financial Services	286,181.00	286,181.00	250,460.42	87.52%
11-6300 Public Relations - Marketing	151,445.00	151,445.00	65,346.31	43.15%
11-6310 Recruiting-International	4,500.00	4,500.00	4,148.89	92.20%
11-6420 Institutional Research	79,992.00	79,992.00	64,004.83	80.01%
11-6500 Institutional Support	1,778,172.00	1,778,172.00	751,027.89	42.24%
11-6510 Compliance	77,960.00	77,960.00	58,280.61	74.76%
11-6600 Computing Department	386,525.00	386,525.00	284,217.26	73.53%
11-8900 Grant Writing	0.00	0.00	0.00	0.00%
Total Insitutional Support	3,222,653.00	3,222,653.00	1,824,429.61	56.61%
Scholarships				
11-8100 Scholarships	1,039,941.00	1,039,941.00	958,050.56	92.13%
Total Scholarships	1,039,941.00	1,039,941.00	958,050.56	92.13%
Transfers				
11-9200 Transfers and Carryovers	383,162.00	383,162.00	125,037.50	32.63%
Operations and Maintenance				
11-7100 Repairs & Maintenance	495,090.00	495,090.00	417,654.27	84.36%
11-7200 Transportation	150,100.00	150,100.00	128,436.68	85.57%
11-7300 Grounds-Security	48,500.00	48,500.00	38,209.88	78.78%
11-7500 Campus Improvements	519,669.00	519,669.00	371,211.64	71.43%
Total Operations and Maintenance	1,213,359.00	1,213,359.00	955,512.47	78.75%
Transfer PTE Indirect Costs	0.00	0.00	(128,326.69)	0.00%
Total Fund 11 (does not include PTEamount above)	10,698,870.00	10,662,315.00	7,830,513.98	73.44%
Postsecondary Technical Education (12)				
Indirect Costs	0.00	0.00	128,326.69	0.00%
12-1200 General Instruction	13,766.00	13,766.00	0.00	0.00%
12-1220 Vet Tech	232,207.00	232,207.00	139,836.86	60.22%
12-1221 Culinary	35,095.00	35,095.00	325.00	0.93%
12-1222 Automotive Technology	0.00	0.00	0.00	0.00%
12-1268 Engineering	0.00	0.00	0.00	0.00%
12-1272 Administrative Office Management	0.00	0.00	0.00	0.00%
12-1273 Cosmetology	183,788.00	183,788.00	147,047.19	80.01%
12-1274 Early Childhood Development	0.00	0.00	19,502.39	0.00%
12-1276 Mid-Management/Economics	0.00	0.00	0.00	0.00%
12-1277 Micro Computers	195,224.00	195,224.00	161,529.41	82.74%
12-1287 EMT	85,023.00	85,023.00	77,960.29	91.69%
12-1288 Allied Health/Long Term Care	74,293.00	74,293.00	64,213.89	86.43%
Total Fund 12	819,396.00	819,396.00	738,741.72	90.16%
Adult Education				
Fund 13				
13-1301 ABE/GED	50,320.00	50,320.00	52,500.00	104.33%
Total Fund 13	50,320.00	50,320.00	52,500.00	104.33%
Total Funds 11, 12 and 13	11,568,586.00	11,532,031.00	8,621,755.70	74.76%
Auxiliary				
16-9300 Bookstore	786,488.00	786,488.00	300,368.10	38.19%
16-9500 Dorms	652,760.00	652,760.00	542,151.09	83.06%
17-9500 Dorms-Bluffstone	456,865.00	456,865.00	366,653.34	80.25%
16-9600 Meals	788,501.00	788,501.00	639,008.05	81.04%
34-1100 Inge Center	20,000.00	20,000.00	8,977.69	44.89%
34-1200 Inge Festival	255,714.00	255,714.00	137,052.14	53.60%
48-4800 Technology	54,800.00	54,800.00	0.00	0.00%

48-4800 Student Athlete Fee	25,000.00	25,000.00	0.00	0.00%
Total Auxiliary	3,015,128.00	3,015,128.00	1,994,210.41	66.14%
Plant Funds				
61-1271 Capital Outlay, Culinary Program	0.00	0.00	0.00	0.00%
61-9900 Capital Outlay, ICC West payment	0.00	0.00	0.00	0.00%
Total Plant Funds	0.00	0.00	0.00	0.00%
Foundation				
36-6120 Foundation Expenses	0.00	0.00	58,470.12	0.00%
36-8100 Foundation Scholarships	0.00	0.00	137,422.00	0.00%
Total Foundation	0.00	0.00	195,892.12	0.00%
Federally Funded Programs				
31-8500 Upward Bound	0.00	0.00	210,322.18	0.00%
32-8300 Student Support Services	0.00	0.00	257,804.02	0.00%
39-1269 Carl Perkins	0.00	0.00	0.00	0.00%
Total Federally Funded Programs	0.00	0.00	468,126.20	0.00%
Total College Operations	14,583,714.00	14,547,159.00	11,279,984.43	77.54%

Independence Community College Account Summary
As of: April 30, 2019

<u>Account Number</u>	<u>Account Type</u>	<u>Balance</u>	<u>Interest Rate</u>	<u>Monthly Int. Paid</u>	<u>Status</u>
xxx213	Checking	\$ 1,000.00	N/A	N/A	Open
xxx248	Checking	\$ 1,646.28	N/A	N/A	Open
xxx264	Checking	\$ 5,715.22	N/A	N/A	Open
xxx620	Checking	\$ 1,000.00	N/A	N/A	Open
xxx976	Checking	\$ 1.00	N/A	N/A	Open
xxx826	Money Market	\$ 100,342.43	0.60%	\$ 342.43	Open
xxx396	Money Market	\$ 1,887,355.64	0.60%	\$ 930.29	Open
		\$ 1,997,060.57			

<u>Securities Pledged</u>	<u>Amount</u>	<u>Market Value</u>	<u>Interest Rate</u>	<u>Maturity Date</u>
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<u>Letters of Credit</u>	<u>Expiration Date</u>	<u>Amount</u>
FHLB #54160	8/20/2019	\$ 3,400,000.00
		\$ 3,400,000.00

Total Pledged	\$ 3,400,000.00
FDIC Insurance	\$ 250,000.00
Total Coverage	\$ 3,650,000.00
Overage/Shortage	\$ 1,652,939.43

ICC
Accounts Payable Ending April 30, 2019

CheckNumber	VendorName	Description	TRXDATE	Amount	Account
0008051	MO KAN NE	Conference Registration for Mo-Kan-Ne for SSS Staff	4/1/2019	\$ 1,209.00	32-8304-626-000
0008052	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 60.00	31-8502-540-000
0008053	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 90.00	31-8502-540-000
0008054	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 85.00	31-8502-540-000
0008055	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 55.00	31-8502-540-000
0008056	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 10.00	31-8502-540-000
0008057	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 85.00	31-8502-540-000
0008058	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 90.00	31-8502-540-000
0008059	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 50.00	31-8502-540-000
0008060	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 45.00	31-8502-540-000
0008061	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 85.00	31-8502-540-000
0008062	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 15.00	31-8502-540-000
0008063	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 80.00	31-8502-540-000
0008064	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 75.00	31-8502-540-000
0008065	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 85.00	31-8502-540-000
0008066	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 55.00	31-8502-540-000
0008067	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 55.00	31-8502-540-000
0008068	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 90.00	31-8502-540-000
0008069	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 45.00	31-8502-540-000
0008070	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 55.00	31-8502-540-000
0008071	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 10.00	31-8502-540-000
0008072	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 60.00	31-8502-540-000
0008073	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 15.00	31-8502-540-000
0008074	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 25.00	31-8502-540-000
0008075	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 80.00	31-8502-540-000
0008076	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 110.00	31-8502-540-000
0008077	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 90.00	31-8502-540-000
0008078	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 50.00	31-8502-540-000
0008079	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 90.00	31-8502-540-000
0008080	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 80.00	31-8502-540-000
0008081	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 50.00	31-8502-540-000
0008082	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 45.00	31-8502-540-000
0008083	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 45.00	31-8502-540-000
0008084	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 90.00	31-8502-540-000
0008085	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 75.00	31-8502-540-000
0008086	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 45.00	31-8502-540-000
0008087	Upward Bound Student	UB Student Stipend	4/4/2019	\$ 50.00	31-8502-540-000

0008088	Upward Bound Student	UB Student Stipend	4/4/2019	\$	85.00	31-8502-540-000
0008089	Upward Bound Student	UB Student Stipend	4/4/2019	\$	85.00	31-8502-540-000
0008090	Upward Bound Student	UB Student Stipend	4/4/2019	\$	30.00	31-8502-540-000
0008091	Upward Bound Student	UB Student Stipend	4/4/2019	\$	50.00	31-8502-540-000
0008092	Upward Bound Student	UB Student Stipend	4/4/2019	\$	75.00	31-8502-540-000
0008093	Upward Bound Student	UB Student Stipend	4/4/2019	\$	75.00	31-8502-540-000
0008094	Upward Bound Student	UB Student Stipend	4/4/2019	\$	85.00	31-8502-540-000
0008095	Upward Bound Student	UB Student Stipend	4/4/2019	\$	80.00	31-8502-540-000
0008096	Upward Bound Student	UB Student Stipend	4/4/2019	\$	90.00	31-8502-540-000
0008097	Upward Bound Student	UB Student Stipend	4/4/2019	\$	80.00	31-8502-540-000
0008098	Upward Bound Student	UB Student Stipend	4/4/2019	\$	55.00	31-8502-540-000
0008099	Upward Bound Student	UB Student Stipend	4/4/2019	\$	20.00	31-8502-540-000
0008100	Upward Bound Student	UB Student Stipend	4/4/2019	\$	65.00	31-8502-540-000
0008101	Upward Bound Student	UB Student Stipend	4/4/2019	\$	55.00	31-8502-540-000
0008102	Upward Bound Student	UB Student Stipend	4/4/2019	\$	45.00	31-8502-540-000
0008103	Upward Bound Student	UB Student Stipend	4/4/2019	\$	20.00	31-8502-540-000
0008104	Upward Bound Student	UB Student Stipend	4/4/2019	\$	85.00	31-8502-540-000
0008105	Upward Bound Student	UB Student Stipend	4/4/2019	\$	25.00	31-8502-540-000
0008106	Upward Bound Student	UB Student Stipend	4/4/2019	\$	10.00	31-8502-540-000
0008107	Upward Bound Student	UB Student Stipend	4/4/2019	\$	10.00	31-8502-540-000
0008108	Upward Bound Student	UB Student Stipend	4/4/2019	\$	60.00	31-8502-540-000
0008109	Upward Bound Student	UB Student Stipend Repayment	4/4/2019	\$	45.00	31-8502-540-000
0008110	ICC Student	Student Financial Aid Refund	4/8/2019	\$	447.00	11-0000-203-000
0008111	ICC Student	Student Financial Aid Refund	4/8/2019	\$	405.00	11-0000-203-000
0008112	ICC Student	Student Financial Aid Refund	4/8/2019	\$	136.14	11-0000-203-000
0008113	ICC Student	Student Financial Aid Refund	4/8/2019	\$	891.00	11-0000-203-000
0008113	ICC Student	Student Financial Aid Refund	4/8/2019	\$	449.00	11-0000-203-000
0008114	ICC Student	Student Financial Aid Refund	4/8/2019	\$	405.00	11-0000-203-000
0008115	ICC Student	Student Financial Aid Refund	4/8/2019	\$	59.80	11-0000-203-000
0008116	ICC Student	Student Financial Aid Refund	4/8/2019	\$	20.00	11-0000-203-000
0008117	ICC Student	Student Financial Aid Refund	4/8/2019	\$	46.00	11-0000-203-000
0008118	ICC Student	Student Financial Aid Refund	4/8/2019	\$	1,325.46	11-0000-203-000
0008119	ICC Student	Student Financial Aid Refund	4/8/2019	\$	1,000.00	11-0000-203-000
0008120	ICC Student	Student Financial Aid Refund	4/8/2019	\$	670.00	11-0000-203-000
0008121	ICC Student	Student Financial Aid Refund	4/8/2019	\$	392.14	11-0000-203-000
0008122	ICC Student	Student Financial Aid Refund	4/8/2019	\$	225.00	11-0000-203-000
0008123	ICC Student	Student Financial Aid Refund	4/8/2019	\$	140.00	11-0000-203-000
0008124	ICC Student	Student Financial Aid Refund	4/8/2019	\$	1,360.14	11-0000-203-000
0008124	ICC Student	Student Financial Aid Refund	4/8/2019	\$	1,712.00	11-0000-203-000
0008125	ICC Student	Student Financial Aid Refund	4/8/2019	\$	962.00	11-0000-203-000

0008126	ICC Student	Student Financial Aid Refund	4/8/2019	\$	387.00	11-0000-203-000
0008127	ICC Student	Student Financial Aid Refund	4/8/2019	\$	756.00	11-0000-203-000
0008128	ICC Student	Student Financial Aid Refund	4/8/2019	\$	151.00	11-0000-203-000
0008129	ICC Student	Student Financial Aid Refund	4/8/2019	\$	405.00	11-0000-203-000
0008130	ICC Student	Student Financial Aid Refund	4/8/2019	\$	1,001.00	11-0000-203-000
0008131	ICC Student	Student Financial Aid Refund	4/8/2019	\$	1,060.00	11-0000-203-000
0008132	ICC Student	Student Financial Aid Refund	4/8/2019	\$	1,364.41	11-0000-203-000
0008133	ICC Student	Student Financial Aid Refund	4/8/2019	\$	464.00	11-0000-203-000
0008134	ICC Student	Student Financial Aid Refund	4/8/2019	\$	330.14	11-0000-203-000
0008135	ICC Student	Student Financial Aid Refund	4/8/2019	\$	415.00	11-0000-203-000
0008136	ICC Student	Student Financial Aid Refund	4/8/2019	\$	986.00	11-0000-203-000
0008137	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/8/2019	\$	920.00	11-0000-203-000
0008137	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/8/2019	\$	138.00	11-0000-203-000
0008137	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,725.00	11-0000-203-000
0008137	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,933.52	11-0000-203-000
0008137	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/8/2019	\$	7.37	11-0000-203-000
0008137	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,347.66	11-0000-203-000
0008137	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,248.00	11-0000-203-000
0008137	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,364.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,401.86	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	2,550.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	263.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	490.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	216.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	245.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,800.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	888.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	20.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	90.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	490.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	840.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,317.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,233.31	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	225.00	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,078.79	11-0000-203-000
0008138	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	1,218.86	11-0000-203-000
0008139	ICC Student Housing	ICC Student Financial Aid Housing Payment	4/8/2019	\$	419.86	11-0000-203-000
0008140	ICC Student	Previous Balance Refund	4/8/2019	\$	439.58	11-0000-203-000
0008141	Cole, James	MBB - reimbursement for recruiting fuel	4/8/2019	\$	15.00	11-5520-617-000
0008142	Smith, Joanne	Marketing Support	4/8/2019	\$	787.50	11-6300-661-000

0008143	Yerkes & Michels, CPA	Consultation on Payroll Varian	4/8/2019	\$	60.00	11-6200-663-000
0008144	City Of Independence	Water/ ICC West	4/8/2019	\$	145.74	11-6500-632-000
0008144	City Of Independence	Water/Admin Bldg	4/8/2019	\$	514.26	11-6500-632-000
0008144	City Of Independence	Water/CIE Bldg	4/8/2019	\$	96.67	11-6500-632-000
0008144	City Of Independence	Water/Main Campus	4/8/2019	\$	1,775.41	11-6500-632-000
0008144	City Of Independence	Water/Practice Field	4/8/2019	\$	22.83	11-6500-632-000
0008144	City Of Independence	Water/Practice Field 2	4/8/2019	\$	22.83	11-6500-632-000
0008144	City Of Independence	Trash/ICC West	4/8/2019	\$	200.00	11-6500-679-000
0008145	Studebaker Refrigeration, Inc	Ice Machine Rent/ Gym	4/8/2019	\$	150.00	11-6500-646-000
0008145	Studebaker Refrigeration, Inc	Ice Machine Rent- Kitchen	4/8/2019	\$	150.00	16-9600-643-000
0008146	Express Services, Inc.	Payroll Clerk	4/8/2019	\$	306.08	11-6110-661-000
0008147	A & C Autoglass (Chad Kahler)	Van # 5 replace windshield	4/8/2019	\$	347.00	11-7200-647-000
0008148	Toyota Financial Services	Fleet Vehicle Rent	4/8/2019	\$	363.95	11-7200-645-000
0008149	McAnany, Van Cleave & Phillips Law	Legal Services	4/8/2019	\$	4,408.00	11-6500-530-001
0008150	Master's Leasing & Rentals	32 Passenger Bus Rental	4/8/2019	\$	1,794.00	11-7200-645-000
0008151	Center for CCSSE	CCSSE surveys for spring 2019	4/8/2019	\$	3,000.00	11-6420-707-000
0008152	George Lay Signs, Inc.	Sign on hwy 75	4/8/2019	\$	134.50	11-6300-615-000
0008153	Indy Print Services	Black/Color Clicks for printer	4/8/2019	\$	2,002.76	11-6500-646-000
0008153	Indy Print Services	Managed Copier Services	4/8/2019	\$	1,500.00	11-6500-646-000
0008154	Ellucian Company, L.P.	Managed Servcies/February	4/8/2019	\$	4,058.00	11-6600-646-000
0008154	Ellucian Company, L.P.	Managed Services/March	4/8/2019	\$	4,058.00	11-6600-646-000
0008155	Neosho County Comm College	thsirts for TRIO day	4/8/2019	\$	294.00	31-8502-719-000
0008156	Four County Mental Health	2 hours counseling @ \$200/hr.	4/8/2019	\$	400.00	11-6100-693-000
0008157	Houck, Michael J.	digging hex shaft for AC building upper west door repair	4/8/2019	\$	53.58	11-7100-649-000
0008158	Arlan Co. Inc.	Softball - white aerosol field paint	4/8/2019	\$	620.50	71-5560-285-000
0008159	Independence Daily Reporter	12 months subscription	4/8/2019	\$	111.95	11-6100-693-000
0008160	Jocks Nitch	Football -	4/8/2019	\$	216.00	11-5510-698-000
0008160	Jocks Nitch	Football - hates for coaches (Inv. 4989)	4/8/2019	\$	346.38	11-5510-698-000
0008160	Jocks Nitch	Football - pink tees/gold tees/black tees (Inv. 4977)	4/8/2019	\$	227.85	11-5510-698-000
0008160	Jocks Nitch	Football - sleeveless t's (spring gear)	4/8/2019	\$	1,473.88	11-5510-698-000
0008160	Jocks Nitch	Athletic Dept. - Last Chance U gear (Inv. 4511)	4/8/2019	\$	906.25	16-9300-742-001
0008160	Jocks Nitch	Athletic Dept. - Last Chance U Gear (Inv. 4514)	4/8/2019	\$	325.72	16-9300-742-001
0008160	Jocks Nitch	ATHletic Dept. - Last Chance U Gear (Inv. 4684)	4/8/2019	\$	323.57	16-9300-742-001
0008161	Westar Energy	ICC West	4/8/2019	\$	1,687.57	11-6500-635-000
0008161	Westar Energy	Sign @ ICC West	4/8/2019	\$	64.34	11-6500-635-000
0008162	Fleetpool USA, LLC	Fleet Rental February	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Rental February	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Rental February	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Rental February	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Rental February	4/8/2019	\$	725.00	11-7200-645-000

0008162	Fleetpool USA, LLC	Fleet Rental February	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Rental March	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Rental March	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Rental March	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Rental March	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Rental March	4/8/2019	\$	725.00	11-7200-645-000
0008162	Fleetpool USA, LLC	Fleet Vehicle Rent March	4/8/2019	\$	725.00	11-7200-645-000
0008163	Republic Services #376	Sanitation Admin/Fuel Fee	4/8/2019	\$	614.09	11-6500-679-000
0008163	Republic Services #376	Sanitation Services Maintenanc	4/8/2019	\$	222.12	11-6500-679-000
0008163	Republic Services #376	Sanitation Services/Fine Arts	4/8/2019	\$	111.03	11-6500-679-000
0008163	Republic Services #376	Sanitation Services-CIE Bldg	4/8/2019	\$	333.15	11-6500-679-000
0008163	Republic Services #376	Sanitation Service/Dorms	4/8/2019	\$	37.11	16-9500-679-000
0008163	Republic Services #376	Sanitation Services/Dorms	4/8/2019	\$	172.00	16-9500-679-000
0008163	Republic Services #376	Sanitation Services/Dorms	4/8/2019	\$	612.85	16-9500-679-000
0008163	Republic Services #376	Sanitation Service/Cafeteria	4/8/2019	\$	454.19	16-9600-679-000
0008164	Shatkus, Laura	Travel Stipend	4/8/2019	\$	100.00	34-1200-601-000
0008164	Shatkus, Laura	New Play Lab Director Inge	4/8/2019	\$	450.00	34-1200-663-000
0008165	Eisenhart, Robert A.	labor to replace doors to upper student union restrooms per ADA	4/8/2019	\$	3,200.00	11-7500-820-000
0008166	Cynthia S. Hyer English	Travel Stipend	4/8/2019	\$	100.00	34-1200-601-000
0008166	Cynthia S. Hyer English	New Play Lab Director Inge	4/8/2019	\$	450.00	34-1200-663-000
0008167	Woods Lumber of Independence, Ks. INC	lumber to build shelves business office storage	4/8/2019	\$	490.20	11-7100-649-000
0008168	Xerox Corporation	Copy Machine Lease	4/8/2019	\$	810.67	11-6500-646-000
0008168	Xerox Corporation	Copy Machine Lease	4/8/2019	\$	38.96	11-6500-646-000
0008168	Xerox Corporation	Copy Machine Lease	4/8/2019	\$	166.26	11-6500-646-000
0008168	Xerox Corporation	Copy Machine Lease	4/8/2019	\$	246.38	11-6500-646-000
0008168	Xerox Corporation	Copy Machine Lease	4/8/2019	\$	156.97	11-6500-646-000
0008168	Xerox Corporation	Copy Machine Lease	4/8/2019	\$	194.08	11-6500-646-000
0008168	Xerox Corporation	Copy Machine Lease	4/8/2019	\$	293.11	11-6500-646-000
0008168	Xerox Corporation	Copy Machine Lease	4/8/2019	\$	241.68	11-6500-646-000
0008169	Great Western Dining Service , Inc.	Employee Meal Charges	4/8/2019	\$	92.40	16-9600-602-000
0008169	Great Western Dining Service , Inc.	Management Fee	4/8/2019	\$	900.00	16-9600-602-000
0008169	Great Western Dining Service , Inc.	Meal Plan	4/8/2019	\$	8,822.40	16-9600-602-000
0008169	Great Western Dining Service , Inc.	Student Meal Charges	4/8/2019	\$	17.55	16-9600-602-000
0008171	Unitas Global Kansas City, Inc	Unitas Backups	4/8/2019	\$	2,296.69	11-6600-646-000
0008172	Wilson Elser Moskowitz Edelman & Dicker LLP	Cyber Security Insurance Deductible	4/8/2019	\$	8,894.50	11-6600-850-000
0008173	Smith, Joanne	Marketing Support	4/17/2019	\$	712.50	11-6300-661-000
0008174	Cable One, Inc.	ICC West Cable TV	4/17/2019	\$	221.06	11-6500-636-000
0008175	CPR Pest Management, Inc	pest control Student Union Food Service/Dining hall	4/17/2019	\$	65.00	16-9600-661-000
0008176	Purchase Power	Postage Services	4/17/2019	\$	2,000.00	11-6500-611-000
0008177	Express Services, Inc.	Payroll Clerk	4/17/2019	\$	593.03	11-6110-661-000

0008177	Express Services, Inc.	Payroll Clerk	4/17/2019	\$	564.34	11-6110-661-000
0008178	Heckman & Associates	code footprint student union for ksfmo submittal	4/17/2019	\$	1,380.00	11-7100-725-000
0008178	Heckman & Associates	code footprint student union for ksfmo submittal	4/17/2019	\$	3,687.50	11-7100-725-000
0008178	Heckman & Associates	code footprint student union for ksfmo submittal	4/17/2019	\$	1,375.00	11-7100-725-000
0008179	TouchTone Communications	Long Distance Phone Service	4/17/2019	\$	94.50	11-6500-631-000
0008180	Fastenal	ADA handrail parts	4/17/2019	\$	110.75	11-7100-824-000
0008180	Fastenal	ADA handrail parts	4/17/2019	\$	9.78	11-7300-649-000
0008180	Fastenal	ADA handrail parts	4/17/2019	\$	55.41	11-7500-820-000
0008180	Fastenal	ADA handrail parts	4/17/2019	\$	30.88	11-7500-820-000
0008181	Toyota Financial Services	Fleet Vehicle Rent	4/17/2019	\$	621.76	11-7200-645-000
0008182	McKenzie, Alan	Piano Tuning for Solo Ensemble Day	4/17/2019	\$	520.00	11-1151-661-000
0008183	Newton's True Value	IT Invoice D120440	4/17/2019	\$	22.32	11-6600-850-000
0008184	Kopco, Inc.	ICC Foundation Brochure	4/17/2019	\$	101.50	11-6300-615-000
0008185	Emert Chub Reynolds, LLC	Legal Services	4/17/2019	\$	286.00	11-6000-662-000
0008186	Four State Maintenance Supply, Inc.	2 cases #7; 2 cases #44, 1 case neutra wash	4/17/2019	\$	389.73	11-7100-708-000
0008187	Inceptia	Student Verification	4/17/2019	\$	385.00	11-5200-646-000
0008188	K&A Pressure Cleaning	clean excessively dirty vent hood kitchen-student union	4/17/2019	\$	300.00	16-9600-661-000
0008189	Agosto, Carrie	STEM contract April 19 Agosto	4/17/2019	\$	110.00	37-1223-661-002
0008190	Charter, Shelly L.	STEM contract April 19 Charter	4/17/2019	\$	110.00	37-1223-661-002
0008191	Kelley, William	STEM Contract April 19 Kelley	4/17/2019	\$	110.00	37-1223-661-002
0008192	Hugo's Industrial Supply, Inc	1 case paper towels for ICC West	4/17/2019	\$	57.45	11-7100-708-000
0008192	Hugo's Industrial Supply, Inc	4- cases q 64 disinfectant(cosmotology); green sanitizer; small trash bags	4/17/2019	\$	260.60	11-7100-708-000
0008192	Hugo's Industrial Supply, Inc	4- cases q 64 disinfectant(cosmotology); green sanitizer; small trash bags	4/17/2019	\$	207.49	11-7100-708-000
0008192	Hugo's Industrial Supply, Inc	med gloves;3 cases TP; 2 cases Paper towel; 2 cases 30 gallon trash	4/17/2019	\$	394.52	11-7100-708-000
0008192	Hugo's Industrial Supply, Inc	Netflix merchandise ales - shipping/handling	4/17/2019	\$	5.54	16-9300-742-001
0008194	SHI International Corp.	SHI International/ po4921	4/17/2019	\$	1,540.71	11-6600-850-000
0008195	Independence Historical Museum	Inge rental museum for volunteer reception	4/17/2019	\$	35.00	34-1100-607-000
0008196	Nelnet	Monthly Hosting and Maintenanc	4/17/2019	\$	779.55	11-6500-695-000
0008197	Westar Energy	Electricity CIE Bldg	4/17/2019	\$	800.35	11-6500-635-000
0008197	Westar Energy	Electricity/ Pond, 4000 rd	4/17/2019	\$	22.73	11-6500-635-000
0008197	Westar Energy	Electricity Main Campus	4/17/2019	\$	8,213.14	11-6500-635-000
0008197	Westar Energy	Electricity Brick B	4/17/2019	\$	141.63	16-9500-635-000
0008197	Westar Energy	Electricity Brick C	4/17/2019	\$	131.80	16-9500-635-000
0008197	Westar Energy	Electricity Capt. Quarters	4/17/2019	\$	2,482.93	16-9500-635-000
0008197	Westar Energy	Electricity/ Brick A	4/17/2019	\$	128.61	16-9500-635-000
0008197	Westar Energy	Electricity Brick D	4/17/2019	\$	108.79	16-9500-635-000
0008198	Ane Maes Coffee And Sandwich Shop	Ane Mae's Cater - Food for April Banquet	4/17/2019	\$	1,082.00	31-8502-719-000
0008199	Corthron, Kara Lee	Kara lee Corthron Inge New Voices Honorarium	4/17/2019	\$	1,000.00	34-1200-663-000
0008200	McCarty, Gary N.	Gary McCarty music judge travel and meal reim	4/17/2019	\$	59.32	71-1151-285-011
0008201	McAdoo, Robin Jayne Rives	Robin McAdoo music judge meal reimbursement	4/17/2019	\$	10.00	71-1151-285-011

0008202	Kirk, Jennifer	Jennifer Kirk music judge meal reimbursement	4/17/2019	\$	8.98	71-1151-285-011
0008203	Chastain, Shawn	Music fest judge Shawn Chastain fee and reimbursement	4/17/2019	\$	289.43	71-1151-285-011
0008204	Doggett, Linda	Softball - driver for softball events/travel	4/17/2019	\$	360.00	11-5530-606-000
0008205	Griego, Allyson Gabrieal	Gabrieal Griego Inge Guest Artist	4/17/2019	\$	500.00	34-1200-663-000
0008206	Carrillo, Juliette	juliette Carrillo inge guest director	4/17/2019	\$	600.00	34-1200-663-000
0008207	S & W Sales	Consulting/ cash flow reports	4/17/2019	\$	75.00	11-6200-663-000
0008208	Quality Automotive of Independence/Toyota	Set of tires fleet car #2 (continental tires 90k tread; 2yr road hazard;1 yr replacement	4/17/2019	\$	468.00	11-7200-647-000
0008208	Quality Automotive of Independence/Toyota	Dr. Barwick Fleet car replace rear tires	4/17/2019	\$	392.01	11-7200-647-000
0008208	Quality Automotive of Independence/Toyota	Dr. Barwick Fleet car replace rear tires	4/17/2019	\$	87.24	11-7200-647-000
0008208	Quality Automotive of Independence/Toyota	Dr. Barwick Fleet car replace rear tires	4/17/2019	\$	50.01	11-7200-647-000
0008208	Quality Automotive of Independence/Toyota	Set of tires fleet car #2 (continental tires 90k tread; 2yr road hazard;1 yr replacement	4/17/2019	\$	67.46	11-7200-647-000
0008209	Sayers Ace Hardware	key blanks for fb coaches offices and weight room	4/17/2019	\$	13.18	11-7100-649-000
0008210	Shanks Oil Company LLC	618 gallons unleaded @ 2.29 per gallon	4/17/2019	\$	1,421.01	11-7200-721-000
0008211	Theatre Communications Group	Final installment Inge Center TCG membership	4/17/2019	\$	137.50	34-1100-616-000
0008212	Woods Lumber of Independence, Ks. INC	1 gallon primer	4/17/2019	\$	13.98	11-7100-649-000
0008212	Woods Lumber of Independence, Ks. INC	1 gallon primer for Dr. Barwick office	4/17/2019	\$	81.21	11-7100-649-000
0008212	Woods Lumber of Independence, Ks. INC	1 gallon primer for Dr. Barwick office	4/17/2019	\$	19.32	11-7100-649-000
0008212	Woods Lumber of Independence, Ks. INC	1 gallon primer for Dr. Barwick office	4/17/2019	\$	9.94	11-7100-649-000
0008212	Woods Lumber of Independence, Ks. INC	1 gallon primer for Dr. Barwick office	4/17/2019	\$	2.36	11-7100-649-000
0008212	Woods Lumber of Independence, Ks. INC	1 gallon primer for Dr. Barwick office	4/17/2019	\$	23.80	11-7500-820-000
0008213	Wright International Student Services	Student Unloading/Removing from delinquency	4/17/2019	\$	955.00	11-5200-646-000
0008214	Great Western Dining Service , Inc.	Employee Meal Charges	4/17/2019	\$	96.25	16-9600-602-000
0008214	Great Western Dining Service , Inc.	Employee Meal Charges	4/17/2019	\$	53.90	16-9600-602-000
0008214	Great Western Dining Service , Inc.	Meal Plan	4/17/2019	\$	15,857.80	16-9600-602-000
0008214	Great Western Dining Service , Inc.	Meal Plan	4/17/2019	\$	15,792.00	16-9600-602-000
0008214	Great Western Dining Service , Inc.	Student Meal Charges	4/17/2019	\$	35.10	16-9600-602-000
0008214	Great Western Dining Service , Inc.	Student Meal Charges	4/17/2019	\$	40.95	16-9600-602-000
0008215	ICC Student	Student Financial Aid Refund	4/17/2019	\$	316.97	11-0000-203-000
0008216	Hugo's Industrial Supply, Inc	Replace PO4922 vital oxide	4/17/2019	\$	209.90	11-7100-708-000
0008217	Commerce Trust Company	COP Payment Series 2011	4/17/2019	\$	104,419.74	11-7500-820-001
0008217	Commerce Trust Company	COP Payment Series 2009	4/17/2019	\$	438,673.58	16-9500-760-000
0008218	Russell Refrigeration & Heating	Replace PO5042 Dishwasher repa	4/17/2019	\$	1,174.02	16-9600-649-000
0008219	Ark City Glass Co.	replace 7 single pane windows on admin building with insulated	4/17/2019	\$	5,483.35	11-7100-825-000
0008223	Chuck Thomas Tree Service	remove blown over/wind damaged trees Drive C & D and w of Admin building	4/23/2019	\$	3,810.00	11-7300-649-000
0008224	MO-KAN-NE	Momentum Adult Leadership Conference	4/24/2019	\$	1,000.00	11-6100-693-000
0008224	MO-KAN-NE	Momentum Adult Leadership Conference	4/24/2019	\$	2,000.00	11-6300-615-000
0008225	ICC Student	Student Financial Aid Refund	4/24/2019	\$	296.63	11-0000-203-000
0008226	Inflatables-To-Go	Student Life - spring fun day	4/25/2019	\$	750.00	11-5700-693-000
0008227	Atmos Energy	Gas Service/ Admin Bldg	4/25/2019	\$	166.55	11-6500-633-000
0008227	Atmos Energy	Gas Service/ CIE South	4/25/2019	\$	91.56	11-6500-633-000

0008227	Atmos Energy	Gas Service/Academic Bldg	4/25/2019	\$	907.63	11-6500-633-000
0008227	Atmos Energy	Gas Service/Field House	4/25/2019	\$	497.38	11-6500-633-000
0008227	Atmos Energy	Gas Service/Fine Arts Bldg	4/25/2019	\$	1,278.55	11-6500-633-000
0008227	Atmos Energy	Monthly Gas Service/CIE North	4/25/2019	\$	131.97	11-6500-633-000
0008227	Atmos Energy	Monthly Gas Service/Maintenanc	4/25/2019	\$	71.03	11-6500-633-000
0008227	Atmos Energy	Monthly Gas Service/Student Un	4/25/2019	\$	995.68	11-6500-633-000
0008228	Cable One, Inc.	ICC West Internet	4/25/2019	\$	900.00	11-6500-636-000
0008228	Cable One, Inc.	Main Campus Internet Service	4/25/2019	\$	2,250.00	11-6500-636-000
0008229	Toyota Financial Services	Fleet Vehicle Lease	4/25/2019	\$	375.89	11-7200-645-000
0008229	Toyota Financial Services	Fleet Vehicle Lease	4/25/2019	\$	543.00	11-7200-645-000
0008229	Toyota Financial Services	Fleet Vehicle Lease	4/25/2019	\$	543.00	11-7200-645-000
0008230	TLC Groundskeeping, LLC	ICC West ice/snow removal 2/27/2019	4/29/2019	\$	857.00	11-7300-661-000
0008230	TLC Groundskeeping, LLC	ICC West ice/snow removal 2/27/2019	4/29/2019	\$	535.00	11-7300-661-000
0008230	TLC Groundskeeping, LLC	ICC West ice/snow removal 2/27/2019	4/29/2019	\$	615.00	11-7300-661-000
0008230	TLC Groundskeeping, LLC	ICC West ice/snow removal 2/27/2019	4/29/2019	\$	277.50	11-7300-661-000
0008230	TLC Groundskeeping, LLC	ICC West ice/snow removal 2/27/2019	4/29/2019	\$	597.50	11-7300-661-000
0008230	TLC Groundskeeping, LLC	ICC West ice/snow removal 2/27/2019	4/29/2019	\$	190.00	11-7300-661-000
0008231	Express Services, Inc.	Payroll Clerk	4/29/2019	\$	554.77	11-6110-661-000
0008232	AT&T	Phone/Fax Maintenance & Dorms	4/29/2019	\$	1,669.65	11-6500-631-000
0008232	AT&T	Phone/Fax Service Main Campus	4/29/2019	\$	1,710.89	11-6500-631-000
0008233	SHI International Corp.	Brick and Captains Quarters Wifi Upgrade	4/29/2019	\$	14,104.20	11-6600-850-000
0008234	Kansas State High School Activities Assoc	Competitiion day fee KS State HS Assn	4/29/2019	\$	766.26	71-1151-285-011
0008235	Turner, Gregory Eugene	Greg Turner music travel reim	4/29/2019	\$	67.47	71-1151-285-011
0008236	Joe Smith Company	Food and Drinks for Resale	4/29/2019	\$	475.08	16-9300-740-000
0008237	Crompton, Nyssa	Anticipated food costs for NSTA conference	4/29/2019	\$	51.11	11-1175-601-000
0008237	Crompton, Nyssa	Anticipated hotel costs for Science Education Conference April 2019	4/29/2019	\$	333.86	11-1175-601-000
0008237	Crompton, Nyssa	Registration fee for National Science Teachers Conference April 2019	4/29/2019	\$	240.00	11-1175-717-000
EFT000000001454	ICC Student	Student Financial Aid Refund	4/8/2019	\$	73.00	11-0000-203-000
EFT000000001455	ICC Student	Student Financial Aid Refund	4/8/2019	\$	387.00	11-0000-203-000
EFT000000001456	ICC Student	Student Financial Aid Refund	4/8/2019	\$	265.75	11-0000-203-000
EFT000000001457	ICC Student	Student Financial Aid Refund	4/8/2019	\$	631.34	11-0000-203-000
EFT000000001458	ICC Student	Student Financial Aid Refund	4/8/2019	\$	653.21	11-0000-203-000
EFT000000001459	ICC Student	Student Financial Aid Refund	4/8/2019	\$	2,220.00	11-0000-203-000
EFT000000001460	ICC Student	Student Financial Aid Refund	4/8/2019	\$	929.00	11-0000-203-000
EFT000000001461	ICC Student	Student Financial Aid Refund	4/8/2019	\$	1,059.17	11-0000-203-000
EFT000000001462	Kansas Department of Revenue-Sales Tax	March 2019 Sales Tax County	4/22/2019	\$	199.21	11-0100-216-000
EFT000000001463	United Parcel Service	UPS Monthly Cost for April	4/22/2019	\$	67.25	11-6500-611-000
EFT000000001464	McCormick, Amanda Purchase Card	1 year oxygen cylinder tank lease renewal	4/1/2019	\$	45.50	12-1220-641-000
EFT000000001464	McCormick, Amanda Purchase Card	IdexxCare Plus Lasercyte Quarterly Payment Maint. Agreement	4/1/2019	\$	347.55	12-1220-646-000
EFT000000001464	McCormick, Amanda Purchase Card	Vet Tech Supplies (exam gloves, etc...)	4/1/2019	\$	250.50	12-1220-700-000

EFT000000001464	McCormick, Amanda Purchase Card	medication, microscope slides, rabies tags, etc..	4/1/2019	\$	34.91	12-1220-700-000
EFT000000001464	McCormick, Amanda Purchase Card	Official Program Scrub Tops for Students	4/1/2019	\$	149.95	71-1220-285-001
EFT000000001464	McCormick, Amanda Purchase Card	Logo Embroidery for Scrub Tops	4/1/2019	\$	85.50	71-1220-285-001
EFT000000001465	Hucke, Andrea Purchase Card	Admissions - fuel for NACADA Conference	4/1/2019	\$	25.55	11-5300-601-000
EFT000000001465	Hucke, Andrea Purchase Card	Admissions - meal for NACADA Conference	4/1/2019	\$	8.87	11-5300-602-000
EFT000000001465	Hucke, Andrea Purchase Card	Admissions - meals for conference (Dillon, Kameron and Andrea)	4/1/2019	\$	113.92	11-5300-602-000
EFT000000001465	Hucke, Andrea Purchase Card	Admissions - coffee table for admissions area	4/1/2019	\$	89.46	11-5300-701-000
EFT000000001465	Hucke, Andrea Purchase Card	Admissions - lodging for A. Aleiou	4/1/2019	\$	395.98	11-6100-693-000
EFT000000001465	Hucke, Andrea Purchase Card	Admissions - lunch for student A. Alexiou)	4/1/2019	\$	7.22	11-6100-693-000
EFT000000001466	Gutschenritter, Andrew Purchase Card	Wireless number keypad	4/1/2019	\$	8.35	11-6200-701-000
EFT000000001466	Gutschenritter, Andrew Purchase Card	3 Employee MVR's	4/1/2019	\$	41.10	11-7200-681-000
EFT000000001466	Gutschenritter, Andrew Purchase Card	2 Employee MVR's	4/1/2019	\$	27.40	11-7200-681-000
EFT000000001466	Gutschenritter, Andrew Purchase Card	New employee MVR	4/1/2019	\$	13.70	11-7200-681-000
EFT000000001467	Houston, Angela Credit Card	staff breakfast w/Taylor	4/1/2019	\$	14.56	31-8502-601-000
EFT000000001468	Dutton, Ann Credit Card	Dissection cats for A&P Lab	4/1/2019	\$	160.27	12-1220-700-000
EFT000000001469	Campus, Breta Credit Card	Certificate Holders for Spring Banquet	4/1/2019	\$	146.42	32-8304-700-000
EFT000000001469	Campus, Breta Credit Card	Order office supplies for SSS	4/1/2019	\$	102.82	32-8304-701-000
EFT000000001470	Bertie, Brett Purchase Card	Amazon Web Services	4/1/2019	\$	13.45	11-6600-646-000
EFT000000001470	Bertie, Brett Purchase Card	DNS Filter	4/1/2019	\$	76.00	11-6600-646-000
EFT000000001470	Bertie, Brett Purchase Card	IT Dept - Parts	4/1/2019	\$	431.43	11-6600-850-000
EFT000000001470	Bertie, Brett Purchase Card	Office 365	4/1/2019	\$	372.30	11-6600-852-000
EFT000000001470	Bertie, Brett Purchase Card	Office 365 ATP	4/1/2019	\$	1.40	11-6600-852-000
EFT000000001470	Bertie, Brett Purchase Card	ZOHO annual subscription fee	4/1/2019	\$	1,616.00	11-6600-852-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - pirate pantry items	4/1/2019	\$	42.71	11-5300-705-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - pirate pantry supplies	4/1/2019	\$	156.28	11-5300-705-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - pirate pantry supplies	4/1/2019	\$	151.62	11-5300-705-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - pirate pantry supplies	4/1/2019	\$	21.87	11-5300-705-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - Pirate pantry supplies	4/1/2019	\$	110.60	11-5300-705-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - pirate pantry supplies	4/1/2019	\$	111.56	11-5300-705-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - Advising professional develoment - KBOR	4/1/2019	\$	329.00	11-5300-711-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - recruiting	4/1/2019	\$	43.42	11-5300-711-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - teaching tolerance supplies	4/1/2019	\$	128.92	11-5300-711-000
EFT000000001471	Thorton, Brittany Credit Card	Admissions - teaching tolerance supplies	4/1/2019	\$	23.00	11-5300-711-000
EFT000000001472	Peterson, Bruce Purchase Card	Wal mart food Inge volunteer reception	4/1/2019	\$	171.13	34-1100-602-000
EFT000000001472	Peterson, Bruce Purchase Card	Inge postal grant	4/1/2019	\$	3.39	34-1100-611-000
EFT000000001472	Peterson, Bruce Purchase Card	Inge google storage for March	4/1/2019	\$	2.99	34-1100-705-000
EFT000000001472	Peterson, Bruce Purchase Card	Uber trip 2.23.19 hoven 2nd trip	4/1/2019	\$	3.50	34-1200-601-000
EFT000000001472	Peterson, Bruce Purchase Card	Uber trip Inge 2.23.19 hoven	4/1/2019	\$	22.95	34-1200-601-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - basketball playoffs	4/1/2019	\$	67.06	11-5500-723-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - basketball playoffs	4/1/2019	\$	101.39	11-5500-723-000

EFT000000001473	Westerhold, Cody Credit Card	Stunt - basketball playoffs	4/1/2019	\$	50.21	11-5500-723-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt- team meal for stunt tournament	4/1/2019	\$	153.80	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - fuel for stunt competition	4/1/2019	\$	48.67	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - fuel for stunt tournament	4/1/2019	\$	27.61	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - fuel for stunt tournament	4/1/2019	\$	32.68	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - fuel for stunt tournament	4/1/2019	\$	44.13	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - fuel for stunt tournament	4/1/2019	\$	33.22	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - fuel for stunt tournament	4/1/2019	\$	37.66	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - recruiting meal	4/1/2019	\$	64.11	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - team activity	4/1/2019	\$	400.00	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - team lodging for stunt tournament	4/1/2019	\$	765.00	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - team meal for stunt competition	4/1/2019	\$	347.81	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - team meal for stunt tournament	4/1/2019	\$	29.15	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - team meal for stunt tournament	4/1/2019	\$	64.63	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - team meal for stunt tournament	4/1/2019	\$	78.32	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - team meal for stunt tournament	4/1/2019	\$	137.11	11-5590-606-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - recruiting folders	4/1/2019	\$	284.69	11-5590-617-000
EFT000000001473	Westerhold, Cody Credit Card	Stunt - equipment replacement	4/1/2019	\$	60.20	11-5590-698-000
EFT000000001473	Westerhold, Cody Credit Card	Student Life - Pink out poms to give away	4/1/2019	\$	132.50	11-5700-693-000
EFT000000001473	Westerhold, Cody Credit Card	Student Life - student activities prizes	4/1/2019	\$	180.17	11-5700-693-000
EFT000000001474	Barwick, Dan Credit Card	Travel/Topeka-PTK Honors Luncheon	4/1/2019	\$	17.45	11-6100-601-000
EFT000000001474	Barwick, Dan Credit Card	Travel/Topeka-PTK Honors Luncheon	4/1/2019	\$	17.53	11-6100-601-000
EFT000000001474	Barwick, Dan Credit Card	Travel/Topeka-PTK Honors Luncheon	4/1/2019	\$	2.00	11-6100-601-000
EFT000000001474	Barwick, Dan Credit Card	Travel/Topkea-PTK Honors Luncheon	4/1/2019	\$	91.59	11-6100-601-000
EFT000000001474	Barwick, Dan Credit Card	Barwick, Jessica MorganTate lunch/Topeka-Sanchez	4/1/2019	\$	18.08	11-6100-602-000
EFT000000001474	Barwick, Dan Credit Card	Eight Maintenance Staff Lunch/Appr. Snow and Ice Removal	4/1/2019	\$	96.68	11-6100-602-000
EFT000000001474	Barwick, Dan Credit Card	Lunch/Barwick, John Thompson	4/1/2019	\$	14.73	11-6100-602-000
EFT000000001474	Barwick, Dan Credit Card	Meal/Topeka-KBOR/KACCT-COP mtg.	4/1/2019	\$	10.84	11-6100-602-000
EFT000000001474	Barwick, Dan Credit Card	Advertising	4/1/2019	\$	20.14	11-6100-693-000
EFT000000001474	Barwick, Dan Credit Card	Advertising	4/1/2019	\$	7.70	11-6100-693-000
EFT000000001474	Barwick, Dan Credit Card	Internet at Shulthis Stadium monthly fee	4/1/2019	\$	126.16	11-6100-693-000
EFT000000001474	Barwick, Dan Credit Card	Internet at Shulthis Stadium monthly fee	4/1/2019	\$	5.48	11-6100-693-000
EFT000000001474	Barwick, Dan Credit Card	Monthly Fee	4/1/2019	\$	49.00	11-6100-693-000
EFT000000001474	Barwick, Dan Credit Card	Monthly subscription	4/1/2019	\$	20.00	11-6100-693-000
EFT000000001474	Barwick, Dan Credit Card	Fuel	4/1/2019	\$	31.10	11-7200-721-000
EFT000000001475	Packard, Dillon Credit Card	Admissions - cookies for graduation	4/1/2019	\$	30.00	11-5300-602-000
EFT000000001475	Packard, Dillon Credit Card	Admissions - meal for NACADA convention	4/1/2019	\$	44.54	11-5300-602-000
EFT000000001475	Packard, Dillon Credit Card	Admissions - meals for NACADA convention	4/1/2019	\$	140.00	11-5300-602-000
EFT000000001475	Packard, Dillon Credit Card	Admissions - meals for NACADA convention	4/1/2019	\$	60.70	11-5300-602-000
EFT000000001475	Packard, Dillon Credit Card	Admissions - dood for LCHS tour/recruits	4/1/2019	\$	96.31	11-5300-617-000

EFT000000001475	Packard, Dillon Credit Card	Admissions - drinks for LCHS tour	4/1/2019	\$	12.24	11-5300-617-000
EFT000000001476	Wolfe, Erick Credit Card	Musical script and cd for next season	4/1/2019	\$	38.68	11-1150-690-000
EFT000000001476	Wolfe, Erick Credit Card	plays for review for next season	4/1/2019	\$	66.45	11-1150-690-000
EFT000000001476	Wolfe, Erick Credit Card	props for shows	4/1/2019	\$	366.00	11-1150-695-000
EFT000000001476	Wolfe, Erick Credit Card	Book for class and production	4/1/2019	\$	24.94	11-1150-700-000
EFT000000001476	Wolfe, Erick Credit Card	book for class and production	4/1/2019	\$	19.95	11-1150-700-000
EFT000000001476	Wolfe, Erick Credit Card	Book for class and production	4/1/2019	\$	49.48	11-1150-700-000
EFT000000001476	Wolfe, Erick Credit Card	one month access to online journal	4/1/2019	\$	19.95	11-1150-700-000
EFT000000001476	Wolfe, Erick Credit Card	online journal article access for class	4/1/2019	\$	22.00	11-1150-700-000
EFT000000001476	Wolfe, Erick Credit Card	supplies for makeup class	4/1/2019	\$	21.80	11-1150-700-000
EFT000000001477	Fab Lab Credit Card	community boot camp breakfast	4/1/2019	\$	23.00	11-1223-701-000
EFT000000001477	Fab Lab Credit Card	Mindset class food	4/1/2019	\$	41.50	11-1223-701-000
EFT000000001478	Chapman, Gayle J. Credit Card	envelopes, card stock & sheet protectors	4/1/2019	\$	26.31	31-8502-701-000
EFT000000001478	Chapman, Gayle J. Credit Card	1 copy of 5 voices	4/1/2019	\$	21.29	31-8502-719-000
EFT000000001478	Chapman, Gayle J. Credit Card	3 books - How to be present & productive	4/1/2019	\$	67.35	31-8502-719-000
EFT000000001478	Chapman, Gayle J. Credit Card	3 books - How to be present & productive	4/1/2019	\$	48.00	31-8502-719-000
EFT000000001479	Blackert, Harty Credit Credit Card	Woods Lumber: Lumber, hardware, paint	4/1/2019	\$	493.24	11-1150-692-000
EFT000000001480	Gillum, Jaicey Linn Credit Card	Units for OSHA 10 cert.	4/1/2019	\$	250.00	11-1160-700-000
EFT000000001480	Gillum, Jaicey Linn Credit Card	Accuplacer test units	4/1/2019	\$	370.00	11-4230-683-000
EFT000000001480	Gillum, Jaicey Linn Credit Card	Membership renewal	4/1/2019	\$	560.00	11-5600-681-000
EFT000000001481	Brown, Jason Credit Card	Meal for recruiting	4/1/2019	\$	100.00	11-5510-617-000
EFT000000001482	Correll, Jim Credit Card	Correll travel	4/1/2019	\$	358.59	11-1223-601-000
EFT000000001482	Correll, Jim Credit Card	Supplies to fix epilog	4/1/2019	\$	412.22	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	application tape	4/1/2019	\$	22.95	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	clear serving bowls and trays	4/1/2019	\$	12.05	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	Community Boot Camp lunch	4/1/2019	\$	36.14	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	community boot camp supplies and snacks	4/1/2019	\$	173.52	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	community boot camp supplies and snacks	4/1/2019	\$	33.83	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	data system	4/1/2019	\$	50.50	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	dropbox	4/1/2019	\$	600.00	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	Eztexting	4/1/2019	\$	5.00	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	FL vending/Mindset class food	4/1/2019	\$	111.78	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	Mindset class food	4/1/2019	\$	42.02	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	Mindset class food/supplies	4/1/2019	\$	142.20	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	STEM supplies	4/1/2019	\$	39.54	11-1223-701-000
EFT000000001482	Correll, Jim Credit Card	STEM supplies	4/1/2019	\$	6.94	11-1223-701-000
EFT000000001483	Wheeler, Kara Credit Card	KCIA Hotel Reservation	4/1/2019	\$	127.76	11-4200-601-000
EFT000000001483	Wheeler, Kara Credit Card	KCIA event meal	4/1/2019	\$	3.58	11-4200-602-000
EFT000000001483	Wheeler, Kara Credit Card	Meal for KCIA	4/1/2019	\$	7.51	11-4200-602-000
EFT000000001483	Wheeler, Kara Credit Card	Meal on KCIA event	4/1/2019	\$	14.00	11-4200-602-000

EFT000000001483	Wheeler, Kara Credit Card	Countertop Ice Maker	4/1/2019	\$	134.18	11-4200-701-000
EFT000000001483	Wheeler, Kara Credit Card	Expo Markers for Classrooms	4/1/2019	\$	45.80	11-4200-701-000
EFT000000001483	Wheeler, Kara Credit Card	Mistaken purchase/paid back	4/1/2019	\$	110.46	11-6500-695-001
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - lodging for recruiting	4/1/2019	\$	78.70	11-5510-617-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - mailing of recruiting materials	4/1/2019	\$	40.31	11-5510-617-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - staff meeting meal	4/1/2019	\$	171.60	11-5510-617-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - supplies	4/1/2019	\$	22.50	11-5510-698-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - supplies	4/1/2019	\$	19.94	11-5510-698-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - supplies	4/1/2019	\$	30.09	11-5510-698-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - supplies	4/1/2019	\$	19.74	11-5510-698-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - supplies	4/1/2019	\$	4.60	11-5510-698-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - supplies	4/1/2019	\$	24.17	11-5510-698-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - supplies	4/1/2019	\$	19.98	11-5510-698-000
EFT000000001484	Harris, Kiyoshi Purchase Card	Football - supplies	4/1/2019	\$	23.82	11-5510-698-000
EFT000000001485	Wech, Kris Purchase Card	Misc Maint. Supplies	4/1/2019	\$	3.97	11-7100-649-000
EFT000000001485	Wech, Kris Purchase Card	20 yard dumpster rental for equipment room cleaning	4/1/2019	\$	289.57	11-7100-649-000
EFT000000001485	Wech, Kris Purchase Card	gasket for water pump at vet tech	4/1/2019	\$	7.50	11-7100-649-000
EFT000000001485	Wech, Kris Purchase Card	pressure switch for compressor; teflon tape	4/1/2019	\$	37.98	11-7100-649-000
EFT000000001485	Wech, Kris Purchase Card	Inge Car Floor Mats	4/1/2019	\$	24.85	11-7100-700-000
EFT000000001485	Wech, Kris Purchase Card	floor mat for phlebotomy classroom	4/1/2019	\$	4.97	11-7100-700-000
EFT000000001485	Wech, Kris Purchase Card	Inge Car Floor Mats	4/1/2019	\$	29.88	11-7100-708-000
EFT000000001485	Wech, Kris Purchase Card	Mop Supplies	4/1/2019	\$	240.74	11-7100-708-000
EFT000000001485	Wech, Kris Purchase Card	Misc Maint. Supplies (mop buckets, cordless vacuum, etc..)	4/1/2019	\$	169.56	11-7100-708-000
EFT000000001485	Wech, Kris Purchase Card	5-microfiber finish pads for applying floor wax plus freight	4/1/2019	\$	30.12	11-7100-708-000
EFT000000001485	Wech, Kris Purchase Card	6-laundry bags for custodial use	4/1/2019	\$	25.98	11-7100-708-000
EFT000000001485	Wech, Kris Purchase Card	8 - 3 step aluminum ladders for custodial use	4/1/2019	\$	313.68	11-7100-708-000
EFT000000001485	Wech, Kris Purchase Card	swiffer duster with refills	4/1/2019	\$	117.88	11-7100-708-000
EFT000000001485	Wech, Kris Purchase Card	Inge Car Floor Mats	4/1/2019	\$	19.96	11-7200-647-000
EFT000000001485	Wech, Kris Purchase Card	2 - 225/70r 19.5 tires for f450;tire disposal;mount tire	4/1/2019	\$	195.44	11-7200-647-000
EFT000000001485	Wech, Kris Purchase Card	timing cover w/gaskets and seal for ford Tauru	4/1/2019	\$	151.95	11-7200-647-000
EFT000000001485	Wech, Kris Purchase Card	Misc Maint. Supplies	4/1/2019	\$	24.77	11-7200-719-000
EFT000000001485	Wech, Kris Purchase Card	Misc Maint. Supplies	4/1/2019	\$	11.94	11-7300-719-000
EFT000000001485	Wech, Kris Purchase Card	AC building american flag replacement; shop flag replacement;lanyard	4/1/2019	\$	87.32	11-7300-719-000
EFT000000001485	Wech, Kris Purchase Card	gasket for water pump at vet tech	4/1/2019	\$	45.06	11-7500-820-000
EFT000000001485	Wech, Kris Purchase Card	gasket for water pump at vet tech	4/1/2019	\$	18.96	11-7500-820-000
EFT000000001485	Wech, Kris Purchase Card	iron/pipe to fabricate ADA handrail AC building and Theatre	4/1/2019	\$	61.50	11-7500-820-000
EFT000000001485	Wech, Kris Purchase Card	welding rod for ADA handrails AC building and Fine Arts Stage	4/1/2019	\$	15.29	11-7500-820-000
EFT000000001486	Markiewicz, Larry Purchase Card	Meals for KMEA Weekend	4/1/2019	\$	11.23	11-1151-602-000
EFT000000001486	Markiewicz, Larry Purchase Card	MEALS FOR KMEA WEEKEND	4/1/2019	\$	7.26	11-1151-602-000
EFT000000001486	Markiewicz, Larry Purchase Card	MEALS KMEA WEEKEND	4/1/2019	\$	7.79	11-1151-602-000

EFT000000001486	Markiewicz, Larry Purchase Card	MEALS KMEA WEEKEND	4/1/2019	\$	30.12	11-1151-602-000
EFT000000001486	Markiewicz, Larry Purchase Card	MEALS KMEA WEEKEND	4/1/2019	\$	9.07	11-1151-602-000
EFT000000001486	Markiewicz, Larry Purchase Card	MEALS KMEA WEEKEND	4/1/2019	\$	8.66	11-1151-602-000
EFT000000001486	Markiewicz, Larry Purchase Card	Annual Membership NAFME	4/1/2019	\$	120.00	11-1151-626-000
EFT000000001486	Markiewicz, Larry Purchase Card	KMEA CONFERENCE LODGING	4/1/2019	\$	453.62	11-1151-626-000
EFT000000001486	Markiewicz, Larry Purchase Card	State Annual Membership KSMEA	4/1/2019	\$	88.00	11-1151-626-000
EFT000000001487	Allison, Laura Credit Card	Storage Boxes for Records	4/1/2019	\$	19.58	11-5200-701-000
EFT000000001488	Crane, Leslie Credit Card	WBB - lodging for playoffs	4/1/2019	\$	1,215.90	11-5500-723-000
EFT000000001488	Crane, Leslie Credit Card	WBB - team meal for playoffs	4/1/2019	\$	186.98	11-5500-723-000
EFT000000001488	Crane, Leslie Credit Card	WBB - team meal for playoffs	4/1/2019	\$	173.52	11-5500-723-000
EFT000000001488	Crane, Leslie Credit Card	WBB - team meal for playoffs	4/1/2019	\$	133.24	11-5500-723-000
EFT000000001488	Crane, Leslie Credit Card	WBB - team meal for playoffs	4/1/2019	\$	156.54	11-5500-723-000
EFT000000001488	Crane, Leslie Credit Card	WBB - team meal	4/1/2019	\$	90.81	11-5540-606-000
EFT000000001488	Crane, Leslie Credit Card	WBB - team meal	4/1/2019	\$	90.15	11-5540-606-000
EFT000000001488	Crane, Leslie Credit Card	WBB - team meal	4/1/2019	\$	92.58	11-5540-606-000
EFT000000001488	Crane, Leslie Credit Card	WBB - fuel for recruiting	4/1/2019	\$	22.00	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - fuel for recruiting	4/1/2019	\$	26.00	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - lodging for recruiting	4/1/2019	\$	103.91	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - lodging for recruiting	4/1/2019	\$	414.19	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - lodging for recruiting	4/1/2019	\$	97.08	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - meal for recruiting	4/1/2019	\$	22.27	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - meal for recruiting	4/1/2019	\$	51.65	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - meal for recruiting	4/1/2019	\$	17.63	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - recruiting meal	4/1/2019	\$	75.16	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - recruiting meal	4/1/2019	\$	70.11	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - tickets for recruiting	4/1/2019	\$	16.00	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB - tickets for recruiting	4/1/2019	\$	16.00	11-5540-617-000
EFT000000001488	Crane, Leslie Credit Card	WBB -tickets for recruiting	4/1/2019	\$	16.00	11-5540-617-000
EFT000000001489	Maintenance Toll Credit Card	toll travel charges ICC fleet vehicles 1/4/2019 thru 1/16/2019	4/1/2019	\$	29.46	11-7200-719-000
EFT000000001490	Byrd, Mallory Credit Card	CNA testing 9 HS01 8 ON01	4/1/2019	\$	153.25	71-1288-285-001
EFT000000001490	Byrd, Mallory Credit Card	CNA testing 9 HS01 8 ON01	4/1/2019	\$	196.45	71-1288-285-001
EFT000000001491	Petrucka, Page CC	Rehearsal food	4/1/2019	\$	9.36	11-1150-602-000
EFT000000001491	Petrucka, Page CC	3 play scripts	4/1/2019	\$	36.70	11-1150-690-000
EFT000000001491	Petrucka, Page CC	Two play scripts	4/1/2019	\$	31.13	11-1150-690-000
EFT000000001491	Petrucka, Page CC	Inspirational items for Playwriting class	4/1/2019	\$	9.86	11-1150-695-000
EFT000000001491	Petrucka, Page CC	Blank Paper Shirt for [title of show]	4/1/2019	\$	23.45	11-1150-696-000
EFT000000001491	Petrucka, Page CC	Blank Paper Shirt for [title of show]	4/1/2019	\$	35.45	11-1150-696-000
EFT000000001491	Petrucka, Page CC	Blouse for character of Heidi	4/1/2019	\$	24.08	11-1150-696-000
EFT000000001491	Petrucka, Page CC	Inspirational items for Playwriting class	4/1/2019	\$	14.24	11-1150-700-000
EFT000000001492	Martin, Raechal Credit Card	Athletic Training - basketball playoffs	4/1/2019	\$	13.28	11-5500-723-000

EFT000000001492	Martin, Raechal Credit Card	Athletic Training - fuel for basketball playoffs	4/1/2019	\$	10.19	11-5500-723-000
EFT000000001492	Martin, Raechal Credit Card	ATHletic Training - REgistration for NATA convention	4/1/2019	\$	250.00	11-5595-698-000
EFT000000001492	Martin, Raechal Credit Card	Athletic Training - supplies	4/1/2019	\$	59.11	11-5595-698-000
EFT000000001492	Martin, Raechal Credit Card	ATHletic Training - supplies	4/1/2019	\$	63.26	11-5595-698-000
EFT000000001492	Martin, Raechal Credit Card	ATHletic Training - supplies for student life event	4/1/2019	\$	96.74	11-5700-693-000
EFT000000001492	Martin, Raechal Credit Card	ATHletic Training - supplies for student life event	4/1/2019	\$	23.53	11-5700-693-000
EFT000000001492	Martin, Raechal Credit Card	Athletic Training - fuel for basketball travel	4/1/2019	\$	23.83	11-7200-721-000
EFT000000001493	Allen, Samantha Credit Card	Softball - team meal	4/1/2019	\$	118.71	11-5560-602-000
EFT000000001493	Allen, Samantha Credit Card	Softball - suppklies	4/1/2019	\$	54.74	11-5560-698-000
EFT000000001493	Allen, Samantha Credit Card	Softball - supplies	4/1/2019	\$	9.79	11-5560-698-000
EFT000000001493	Allen, Samantha Credit Card	Softball - supplies/gear	4/1/2019	\$	319.39	11-5560-699-000
EFT000000001493	Allen, Samantha Credit Card	Softball - supplies/gear	4/1/2019	\$	234.37	11-5560-699-000
EFT000000001493	Allen, Samantha Credit Card	Softball - supplies/gear	4/1/2019	\$	308.80	11-5560-699-000
EFT000000001493	Allen, Samantha Credit Card	Softball - concession supplies	4/1/2019	\$	35.54	71-5500-285-002
EFT000000001493	Allen, Samantha Credit Card	Softball - concession supplies	4/1/2019	\$	26.85	71-5500-285-002
EFT000000001493	Allen, Samantha Credit Card	Softball - concession supplies	4/1/2019	\$	42.15	71-5500-285-002
EFT000000001493	Allen, Samantha Credit Card	Softball - supplies for concessions	4/1/2019	\$	12.69	71-5500-285-002
EFT000000001493	Allen, Samantha Credit Card	Softball - supplies for concessions	4/1/2019	\$	3.04	71-5500-285-002
EFT000000001494	Owens, Sarah Credit Card	Amazon DVD order for Library	4/1/2019	\$	93.53	11-4100-705-000
EFT000000001494	Owens, Sarah Credit Card	gas for wichita convention PTK	4/1/2019	\$	17.77	71-5700-285-013
EFT000000001495	Manning, Sue Credit Card	02 tank yearly rental	4/1/2019	\$	319.60	12-1287-700-000
EFT000000001496	Geldenhuis, Tammie Credit Card	Athletic Dept. - live stream service	4/1/2019	\$	40.01	11-5500-646-000
EFT000000001496	Geldenhuis, Tammie Credit Card	ATHletic Dept. - membership/dues for T. Turner & T. GEldehuys	4/1/2019	\$	249.75	11-5500-646-000
EFT000000001496	Geldenhuis, Tammie Credit Card	Athletic Dept. - restrooms for softball field	4/1/2019	\$	240.00	11-5500-646-000
EFT000000001496	Geldenhuis, Tammie Credit Card	ATHletic Dept. - food for van drivers for playoffs	4/1/2019	\$	130.33	11-5500-723-000
EFT000000001496	Geldenhuis, Tammie Credit Card	Football - supplies	4/1/2019	\$	181.43	11-5510-698-000
EFT000000001496	Geldenhuis, Tammie Credit Card	Village Tours/Student travel for basketball to Colby	4/1/2019	\$	1,896.00	11-5520-606-000
EFT000000001496	Geldenhuis, Tammie Credit Card	Village Tours/Student travel for basketball to Colby	4/1/2019	\$	1,896.00	11-5540-606-000
EFT000000001496	Geldenhuis, Tammie Credit Card	Athletic Dept. - food for heritage room	4/1/2019	\$	89.18	71-5500-285-001
EFT000000001496	Geldenhuis, Tammie Credit Card	Athletic Dept. - food for heritage room	4/1/2019	\$	80.31	71-5500-285-001
EFT000000001496	Geldenhuis, Tammie Credit Card	Athletic Dept. - food for heritage room	4/1/2019	\$	141.43	71-5500-285-001
EFT000000001497	Vestal, Teresa Credit Card	Travel Meal	4/1/2019	\$	21.66	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	Hotel Room for Camex 6 nights	4/1/2019	\$	744.75	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	Shuttle to the Hotel-Travel	4/1/2019	\$	12.00	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	Travel Meal	4/1/2019	\$	28.09	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	Travel Meal	4/1/2019	\$	11.48	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	Travel Meal	4/1/2019	\$	7.31	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	Travel Meal	4/1/2019	\$	19.11	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	Travel Meal	4/1/2019	\$	28.60	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	Travel Meal	4/1/2019	\$	11.77	16-9300-601-000

EFT000000001497	Vestal, Teresa Credit Card	Travel Meal	4/1/2019	\$	25.96	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	travel Meal	4/1/2019	\$	6.10	16-9300-601-000
EFT000000001497	Vestal, Teresa Credit Card	Web Site Monthly Fee	4/1/2019	\$	45.00	16-9300-646-000
EFT000000001497	Vestal, Teresa Credit Card	3-Lab coats for Resale	4/1/2019	\$	52.77	16-9300-740-000
EFT000000001497	Vestal, Teresa Credit Card	Drinks for Resale	4/1/2019	\$	178.18	16-9300-740-000
EFT000000001497	Vestal, Teresa Credit Card	Supplies and Drinks for Resale	4/1/2019	\$	98.51	16-9300-740-000
EFT000000001497	Vestal, Teresa Credit Card	Bunn coffee Maker 2 burners	4/1/2019	\$	264.25	16-9300-850-000
EFT000000001498	Haynes, Timothy Credit Card	glue for guitar class	4/1/2019	\$	5.72	11-1223-701-000
EFT000000001498	Haynes, Timothy Credit Card	MTL plane	4/1/2019	\$	45.98	11-1223-701-000
EFT000000001499	Tyler, Tom Credit Card	MBB - fuel for recruiting	4/1/2019	\$	31.34	11-5520-617-000
EFT000000001499	Tyler, Tom Credit Card	MBB - meal for recruiting	4/1/2019	\$	10.12	11-5520-617-000
EFT000000001499	Tyler, Tom Credit Card	MBB - meal for recruiting	4/1/2019	\$	6.81	11-5520-617-000
EFT000000001499	Tyler, Tom Credit Card	MBB - meal for recruiting	4/1/2019	\$	9.45	11-5520-617-000
EFT000000001500	Lawrence, Tonda Credit Card	walmart supplies for cosmo	4/1/2019	\$	51.98	12-0100-485-000
EFT000000001500	Lawrence, Tonda Credit Card	State Beauty Supplies for Cosmo	4/1/2019	\$	360.58	12-0100-485-000
EFT000000001500	Lawrence, Tonda Credit Card	chemical hair relaxer	4/1/2019	\$	16.30	12-0100-485-000
EFT000000001500	Lawrence, Tonda Credit Card	walmart supplies for cosmo	4/1/2019	\$	97.27	12-1273-700-000
EFT000000001500	Lawrence, Tonda Credit Card	Lauren Rinck demo high frequency facial	4/1/2019	\$	100.00	12-1273-700-000
EFT000000001500	Lawrence, Tonda Credit Card	apprentice license Nicole Reed	4/1/2019	\$	15.00	12-1273-700-001
EFT000000001501	Turner, Tony Credit Card	MBB - team lodging (Playoffs)	4/1/2019	\$	812.25	11-5500-723-000
EFT000000001501	Turner, Tony Credit Card	MBB - team meal (playoffs)	4/1/2019	\$	20.97	11-5500-723-000
EFT000000001501	Turner, Tony Credit Card	MBB - team meal (Playoffs)	4/1/2019	\$	159.02	11-5500-723-000
EFT000000001501	Turner, Tony Credit Card	MBB - team meal (Playoffs)	4/1/2019	\$	24.18	11-5500-723-000
EFT000000001501	Turner, Tony Credit Card	MBB - team meal (Playoffs)	4/1/2019	\$	142.06	11-5500-723-000
EFT000000001501	Turner, Tony Credit Card	MBB - team meal	4/1/2019	\$	142.11	11-5520-617-000
EFT000000001501	Turner, Tony Credit Card	MBB - team meal	4/1/2019	\$	117.05	11-5520-617-000
EFT000000001501	Turner, Tony Credit Card	MBB - team meal	4/1/2019	\$	163.82	11-5520-617-000
EFT000000001501	Turner, Tony Credit Card	MBB - team meal	4/1/2019	\$	84.83	11-5520-617-000
EFT000000001501	Turner, Tony Credit Card	MBB - team meal (playoffs)	4/1/2019	\$	27.38	11-5520-617-000
EFT000000001501	Turner, Tony Credit Card	NBB - meal for recruiting	4/1/2019	\$	18.28	11-5520-617-000
EFT000000001501	Turner, Tony Credit Card	MBB - office supplies	4/1/2019	\$	35.22	11-5520-698-000
EFT000000001501	Turner, Tony Credit Card	MBB - shirts for pink night	4/1/2019	\$	72.24	11-5520-698-000
EFT000000001502	Isle, Wendy Credit Card	Disbursement meeting and training	4/1/2019	\$	43.43	11-6200-602-000
EFT000000001502	Isle, Wendy Credit Card	Team meeting	4/1/2019	\$	110.44	11-6200-602-000
EFT000000001502	Isle, Wendy Credit Card	KBOR annual audit submission fee	4/1/2019	\$	100.00	11-6200-681-000
EFT000000001502	Isle, Wendy Credit Card	Laptop bag and mouse for Dir of Business Services	4/1/2019	\$	24.94	11-6200-701-000
EFT000000001502	Isle, Wendy Credit Card	Rechargeable batteries and battery charger	4/1/2019	\$	73.48	11-6200-701-000
EFT000000001502	Isle, Wendy Credit Card	New employee MVR	4/1/2019	\$	13.70	11-7200-681-000
EFT000000001503	Academic Office Credit Card	Welder and Supplies	4/1/2019	\$	10,247.82	11-1160-700-000
EFT000000001504	ICC Marketing c/o Keli Tuschman	Constant Contact Monthly Charge	4/1/2019	\$	10.00	11-6300-615-000

EFT000000001505	Science Department Purchase Card	course supplies for lab experiements	4/1/2019	\$	19.60	11-1175-700-000
EFT000000001505	Science Department Purchase Card	instructional supplies	4/1/2019	\$	16.84	11-1175-700-000
EFT000000001505	Science Department Purchase Card	microbiology supplies	4/1/2019	\$	164.50	11-1175-700-000
EFT000000001505	Science Department Purchase Card	microbiology supplies	4/1/2019	\$	61.03	11-1175-700-000

Total Payables:				\$	827,862.23	
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Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: May 9, 2019

Re: President's Report

As always, I will report on items that I think the Board needs to know about, needs to be stated publicly, or for which I need feedback from the Board. For the month of May, those items will include:

Higher Learning Commission Site Visit Update

Board Open Positions/Filing Deadline June 3rd

- Terry Clark
- Jana Shaver
- Mike Wood

Dashboard Review

Elections: The Who, What, When, Where, and Why of the School Board Election Cycle

by Samuel C. Blasi, KASB attorney, sblasi@kasb.org



It is 2019, which means it is time for another school board election cycle! This time period can be confusing and somewhat hectic. Following is a guide that KASB has developed to provide the relevant information and timeline. If informational videos are more your style, you can check out the same information at kasb.org/boardelections.

School board members are elected on staggered cycles to ensure continuity and experience. It is important to keep experience on the board to help newly-elected members in their public service. Board members who are interested in continuing their public service for another term need to remember that the filing date is Monday, June 3, 2019.

After board members have thrown their hat in the ring for a school board position, the general election will be held on Tuesday, November 5, 2019. There is no need for primary election unless more than three (3) candidates run for a given school board position. If you find yourself in this situation, the primary election will be held on Tuesday, August 6, 2019. Newly elected school board members will take office on Monday, January 13, 2020.

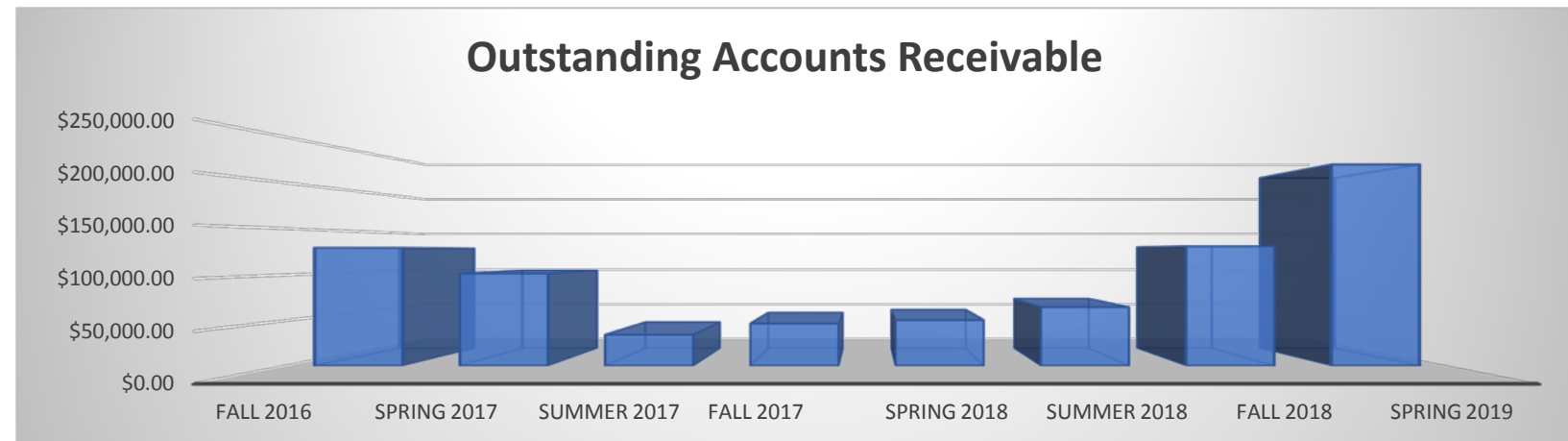
For clerks, there are a couple important dates to keep in mind. First, Wednesday, May 1, 2019, marks the statutory deadline for school board clerks to provide a list of school board vacancies, boundary changes, and voting plan changes to the County Election Officer. K.S.A. 25-2017a requires the School Board Clerk certify this list and provide it to the county's election officer by May 1 of odd number years. If you are in a district that spans multiple counties, you need to certify that list with the election officer of each county the district's boundaries includes.

This Wednesday, May 1, 2019, deadline is not the same as the deadline outline in K.S.A. 25-2018, which outlines the deadline for the County Election Officer to publish such certified list in a newspaper that circulates in the counties the district boundary includes. The list is required to be published by June 10 of odd numbered years. This year that date falls on a Monday.

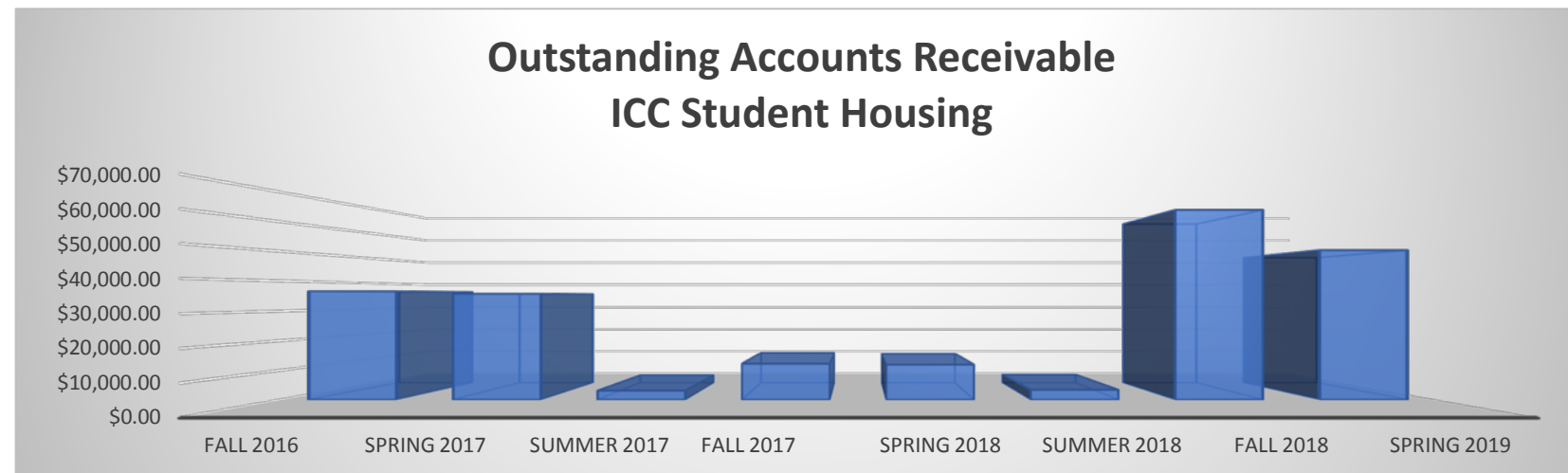
Fiscal Operations Dashboard

As of 4/30/2019

Outstanding Accounts Receivable (ICC)									
	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Total AR Aging
Outstanding Accounts Receivable	\$128,949.97	\$101,530.16	\$34,227.94	\$46,665.24	\$50,415.70	\$64,728.52	\$130,670.63	\$220,064.49	\$777,252.65
% Of Uncollected Accounts Receivable	9.64%	8.38%	12.17%	4.08%	4.71%	16.31%	8.38%	19.96%	10.45%



Outstanding Accounts Receivable (ICC Student Housing)									
*Based on Move Out Date	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Total
Outstanding Accounts Receivable	\$36,499.56	\$35,658.64	\$3,123.79	\$12,204.33	\$11,892.43	\$3,405.00	\$63,958.31	\$50,360.47	\$229,487.50
% Of Uncollected Accounts Receivable							29.01%		29.01%

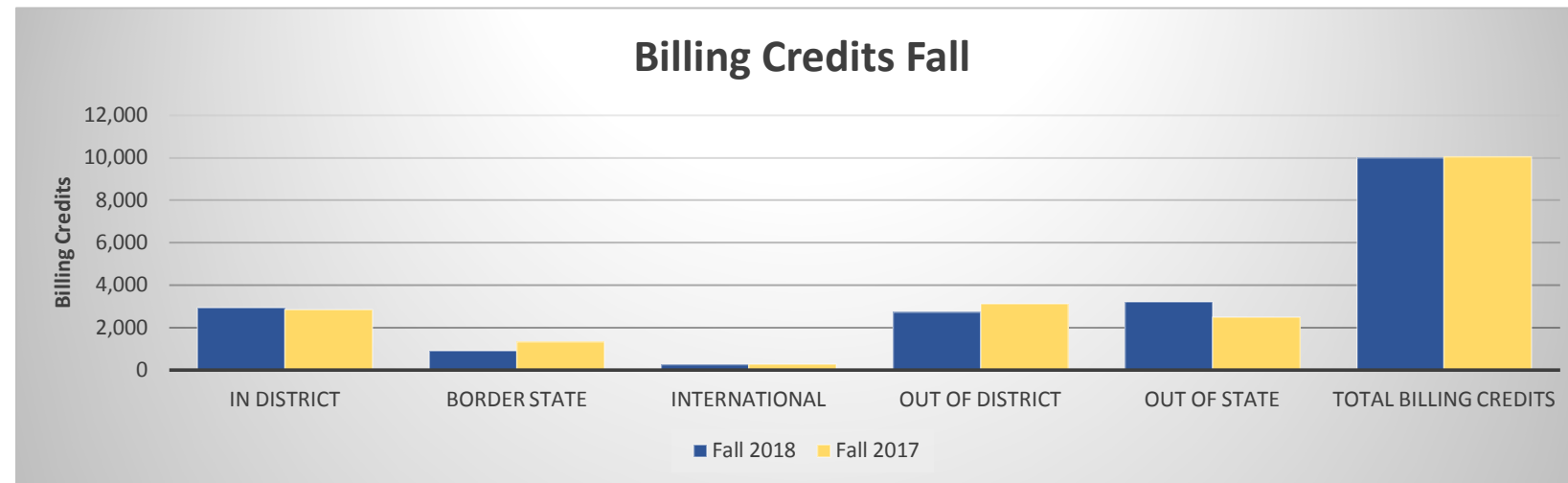


Billing Credits Fall						
TERM	IN DISTRICT	BORDER STATE	INTERNATIONAL	OUT OF DISTRICT	OUT OF STATE	TOTAL BILLING CREDITS
Fall 2018	2936	900	245	2717	3205	10003
Fall 2017	2843	1328	274	3112	2496	10053
Term Credit Hour Increase (Decrease)	93	-428	-29	-395	709	-50

Change in Tuition/Fees Increase (Loss)

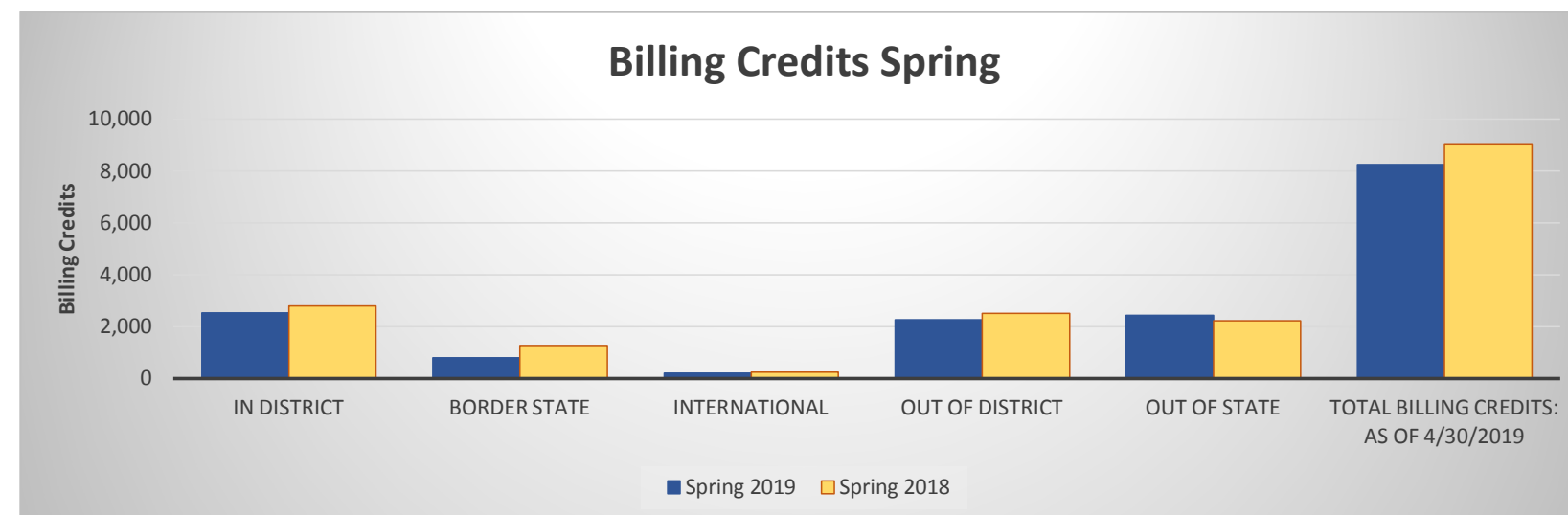
Fiscal Operations Dashboard

					Total Change in Revenue:		Total Change in Cash:
Tuition	5022	-28676	-4379	-23700	47503	-4230	-846
Fees	4185	-19260	-1305	-17775	31905	-2250	-2250
Innovation	2790	-12840	-870	-11850	21270	-1500	-1500
Total Revenue Increase (Loss)	\$11,997.00	-\$60,776.00	-\$6,554.00	-\$53,325.00	\$100,678.00	(\$7,980.00)	(\$4,596.00)



Billing Credits Spring								
TERM	IN DISTRICT	BORDER STATE	INTERNATIONAL	OUT OF DISTRICT	OUT OF STATE	TOTAL BILLING CREDITS: As of 4/30/2019	TOTAL BILLING CREDITS	TOTAL %:
Spring 2019	2535.5	804	208	2261.5	2444	8253	8253	
Spring 2018	2793	1265	251	2515	2223	9047	9047	
Term Credit Hour Increase (Decrease)	-257.5	-461	-43	-253.5	221	-794	-794	91.22%

					Total Change in Revenue:		Total Change in Cash:
Tuition	-13905	-30887	-6493	-15210	14807	-42876	-8575.2
Fees	-11587.5	-20745	-1935	-11407.5	9945	-35730	-35730
Innovation	-7725	-13830	-1290	-7605	6630	-23820	-23820
Total Revenue Increase (Loss)	-\$33,217.50	-\$65,462.00	-\$9,718.00	-\$34,222.50	\$31,382.00	(\$102,426.00)	(\$68,125.20)



Fiscal Operations Dashboard

Dorm Occupancy								
	Maximum Occupancy Rate:	Cost Per Term	Fall 2017 Occupancy Count	Fall 2017 Occupancy %	Fall 2018 Occupancy Count	Fall 2018 Occupancy %	Vacant Rooms	ICC Vacancy Loss
Captains Quarters	184	\$1,225.00	147	80%	150	81.52%	34	-\$41,650.00
Bricks	36		31	86%	30	83.33%	6	-\$7,350.00
<i>Single</i>	20	\$1,600.00						
<i>Double</i>	16	\$1,225.00						
Villas	142	\$1,975.00	127	89%	134	93.66%	8	
Total Revenue Increase (Loss)								(\$49,000.00)
** Students who moved out prior to the last day to add/drop classes are not included. (August 23rd, Total of 13 in CQ, Total of 11 in Villas) ** Students who move out prior to the add/drop period are only charged for approximately 1 month of rent								

Dorm Occupancy								
	Maximum Occupancy Rate:	Cost Per Term	Spring 2018 Occupancy Count	Spring 2018 Occupancy %	Spring 2019 Occupancy Count	Spring 2019 Occupancy %	Vacant Rooms	ICC Vacancy Loss
Captains Quarters	184	\$1,225.00	125	68%	110	59.78%	74	-\$90,650.00
Bricks	36		27	75%	30	83.33%	6	-\$7,350.00
<i>Single</i>	20	\$1,600.00						
<i>Double</i>	16	\$1,225.00						
Villas	142	\$1,975.00	108	76%	99	69.72%	43	
Total Revenue Increase (Loss)								(\$98,000.00)

Budget Revenues and Expenses						
	Budget 2018-19	YTD 2018-19	% 2018-19	Budget 2017-18	YTD 2017-18	% 2017-18
All Funds:						
Revenues	\$14,495,786.00	\$11,382,395.72	78.52%	\$14,056,475.00	\$11,138,942.54	79.24%
Expenses	\$14,547,159.00	\$11,279,984.43	77.54%	\$15,793,639.48	\$11,813,477.91	74.80%
<i>Total Collected Revenue</i>		<i>\$11,031,660.60</i>	<i>76.10%</i>		<i>\$11,007,633.66</i>	<i>78.31%</i>
Total Revenues-Expenses		102,411.29			(674,535.37)	

Fiscal Operations Dashboard

Bank Balance History and Projections

Month Ending:	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
July		\$4,007,749.27	\$3,109,049.79	\$3,264,249.59	\$2,169,347.76	\$1,798,977.41	\$1,379,345.83	\$2,013,331.52
August	\$4,370,043.24	\$4,336,901.70	\$3,298,975.69	\$3,570,755.52	\$2,539,764.98	\$2,077,651.24	\$1,789,773.46	\$2,274,439.09
September		\$4,305,222.10	\$2,981,240.11	\$2,720,982.59	\$2,034,268.53	\$1,631,999.58	\$1,902,904.61	\$2,694,998.64
October	\$3,443,754.36	\$3,700,509.09	\$2,684,044.00	\$2,871,092.20	\$1,847,334.08	\$1,540,087.74	\$1,273,528.42	\$2,005,386.05
November	\$2,961,441.44	\$2,827,471.65	\$1,708,938.76	\$1,781,777.10	\$1,170,986.78	\$725,128.83	\$741,398.46	\$1,377,298.69
December	\$2,603,988.47	\$2,077,918.09	\$1,065,640.45	\$1,228,499.88	\$464,118.98	\$427,248.70	\$249,509.06	\$847,426.94
January	\$5,418,318.15	\$4,803,890.47	\$4,942,552.24	\$4,509,806.68	\$3,372,271.47	\$3,795,447.17	\$3,744,085.19	\$4,422,972.84
February	\$5,742,865.94	\$4,174,313.64	\$4,065,244.00	\$4,049,897.75	\$2,992,077.26	\$2,902,791.50	\$3,540,843.21	\$3,264,504.30
March	\$4,993,435.47	\$4,461,812.69	\$4,191,996.06	\$4,392,125.97	\$2,974,737.13	\$2,950,859.73	\$3,146,741.80	\$3,660,466.45
April	\$3,803,539.07	\$3,339,848.88	\$3,104,682.45	\$2,454,468.16	\$1,924,390.88	\$1,629,814.15	\$1,997,060.57	\$2,662,729.40
May	\$3,231,319.70	\$2,647,322.32	\$2,332,462.04	\$1,632,458.88	\$1,148,683.94	\$762,759.72	\$971,729.62	\$1,669,736.48
June	\$4,646,504.12	\$3,746,154.25	\$3,684,880.46	\$2,836,519.95	\$2,658,950.86	\$2,044,874.96	\$2,723,292.31	\$3,436,813.67
							*Projected	*Projected

Fiscal Operations Opportunities

Achievable	Expenses	Total Revenue	Total Cash	Total Progress
	Already budgeted; not exceeding last year expenditures			
Increase Spring 19 Mid-Semester Enrollment by 135-180 credit hours		\$19,170-\$25,560	\$10,125-\$13,500	\$16,641.00
Increase Housing Occupancy by 15-20 students		\$9180-12240		\$10,430.00
Totals:		\$28,350.00	\$10,125.00	\$27,071.00

2018-19 Budget year Cost Increases & Budget Reductions Summary

	Budgeted	Actual YTD (Estimated)	%
Cost Increases			
Total Budget Increases	\$432,032.00	\$235,798.31	54.58%
Total Budget Increases (Athletics)	\$99,809.00	\$47,107.68	47.20%
Total Budget Increases	\$531,841.00	\$282,905.99	53.19%
Budget Reductions			
Total Budget Reductions	-\$1,255,896.00	-\$1,063,493.00	84.68%
Total Budget Reductions (Athletics)	-\$123,262.00	-\$88,964.75	72.18%
Total Budget Reductions	-\$1,379,158.00	-\$1,152,457.75	83.56%

Personnel Report May 2019

Employment/New Hires:

Bill Morosco

Role: Head Men's Basketball Coach

Date of Hire: 04/11/2019

Hiring Rate of Pay: \$4658/month (\$55,900 annually)

Justin Mann

Role: Assistant Men's Basketball Coach

Date of Hire: 04/18/2019

Hiring Rate of Pay: \$2992/month (\$35,900 annually)

Tavion Franklin

Role: Custodian

Date of Hire: 04/19/2019

Hiring Rate of Pay: \$11.50 hr. (\$23,920 annually)

Haden Wenino

Role: Custodian

Date of Hire: 04/17/2019

Hiring Rate of Pay: \$11.50 hr. (\$23,920 annually)

Cordell Jordan

Role: Director of Marketing

Date of Hire: 07/01/2019

Hiring Rate of Pay: \$5417/month (\$65,000 annually)

Separations:

James Cole

Role: Asst. Men's Basketball Coach

Dates of Hire: 08/01/2018 – 04/19/2019

Ending rate of pay: \$2992/monthly (\$35,900 annually)

Eric Colbert

Role: Asst. Men's Basketball Coach

Dates of Hire: 10/01/2018 – 04/19/2019

Ending Rate of Pay: \$1000/monthly (\$10,000 annually)

Michelle Kleiber

Role: HR Generalist III/ Interim Director of Human Resources

Dates of Hire: 12/01/2014 – 05/27/2019

Ending Rate of Pay: \$16.28/hr. (\$33,862 annually)

Andrew Gutschenritter

Role: Director of Business Services/ Interim Chief Finance Officer

Dates of Hire: 05/05/2017 – 07/01/2019

Ending Rate of Pay: \$3667/month (\$44,000 annually)

Erick Wolfe

Role: Theatre Arts Instructor

Dates of Hire: 08/01/2017 – 07/31/2019

Ending Rate of Pay: \$4008/month (\$48,100 annually)

Employment Searches:

- Assistant Athletic Trainer
- Culinary Arts Instructor
- Director of Human Resources
- Chief Financial Officer
- Music Instructor
- Math Instructor
- Maintenance Specialist
- Payroll Clerk
- Director of Business Services
- Theatre Arts Instructor

Total Full Time Employees	106
Full Time Staff Positions	54
Grant Funded TRIO Programs	7
Full Time Faculty Positions	28
Full Time Coaching Positions	17

Grants Report, May 1, 2019				
Ref. No.	Grant Name	Description	Potential Funding	Comments
Activity Since Last Report				
1	No activity to report			
Prospective Proposals				
2	National Science Foundation Advanced Technical Education	For engineering curriculum to align better with Fab Lab.	\$200,000.00	Fab Lab staff requests to submit a proposal in October 2019, when new fully functioning fab lab will make proposal more competitive
3	Small Business Innovation Research and Small Business Technology Transfer	Partnerships with private businesses	Up to \$150,000, with 30 percent indirect costs for ICC	Requires qualified business partner. Fab Lab scouting for possible partners.
4	People for Bikes	For prospective bicycle-related improvements for potential bike program for students	Up to \$10,000	Decision to await possible partnership with community group; same grant available for July application
Submitted Proposals, Under Current Review				
5	Kansas Heritage Trust Fund	Further repairs for Inge House, apply through Inge Foundation	\$22,368, no ICC match	Submitted Nov. 1. Notification announced for May 4, 2019
6	Mid America Arts Alliance Artistic Innovation Grant	For production that can be part of 2020 Inge Festival	\$15,000, 1:1 match	Phase II submitted Jan. 27; notification expected June 24, 2019
7	National Endowment for the Arts, Art Works	Playwright guest artists for 2020	\$15,000.00	Notification due July 24, 2019
		Total Under current Review		
Totals		\$52,368.00		

Totals, FY 2018-2019 Awards Granted				
	Grant Name	Description	Funding	Comments
1	Kansas Creative Arts Industries Commission Arts Integration Grant	Program for severely emotional disturbed youth, partnered with Four County Mental Health	\$10,910.00	In partnership with Four County Mental Health
2	Kansas Creative Arts Industries Commission Arts Guest Artist Grant	Guest artist conducts program for Penn Terrace residents	\$2,040.00	To be conducted possibly in the summer.
3	Kansas Creative Arts Industries Commission Equipment Grant	Acoustic sound shells	\$5,000.00	Total cost of sound shells \$10,660
4	Independence Community College Foundation	Acoustic sound shells	\$5,000.00	Total cost of sound shells \$10,660
5	Kansas Historical Society	Tax Credits for Inge House repairs	\$7,448.00	To Inge Foundation
Total			\$30,398.00	