



BOARD OF TRUSTEES

June 20, 2022

7:00 P.M.

Room 104, Center for Innovation and Entrepreneurship

Office of the President**Meeting Access**

Notice is hereby given that Independence Community College's Board of Trustees will convene a meeting beginning at 7:00 p.m. on June 20, 2022. The meeting is open to the public and will originate in room 104 of the Center for Innovation and Entrepreneurship. The public may also access the meeting using the Zoom credentials below.

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

Topic: ICC Board of Trustees Meeting - June 20, 2022

Time: Jun 20, 2022 07:00 PM Central Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/84764468536?pwd=WnF1eFVZSkxXb0V3T2RoNDhqbgJUQT09>

Meeting ID: 847 6446 8536

Passcode: 814398

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BOARD OF TRUSTEES REGULAR MEETING
Center for Innovation and Entrepreneurship - CIE 104
7:00 p.m. | June 20, 2022

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.

- II. APPROVAL OF THE CONSENT AGENDA Action
 - A. Approval of May 16, 2022, Meeting Minutes
 - B. Financial Report
 - C. Personnel Report (acknowledge receipt)
 - D. Grant Progress Report
 - E. Amended Tuition & Fee Schedule – Dr. Jonathan Sadhoo
 - F. Athletic Insurance Memo – Dr. Jonathan Sadhoo
 - G. 2022-2023 Athletic Travel – Melissa Anderson
 - H. 2022-2023 Shulthis Stadium Lease – Melissa Anderson

- III. BUSINESS
 - A. Allow Payables – Dr. Jonathan Sadhoo Action
 - B. VOXO Phone Service Memo – Dr. Jonathan Sadhoo Action
 - C. Title IV Audit Memo – Dr. Jonathan Sadhoo Action
 - D. Tandem Cyber Security IT Memo – Dr. Jonathan Sadhoo Action
 - E. College Insurance Premiums – Dr. Jonathan Sadhoo Action
 - F. Field House Updates – Dr. Vincent Bowhay Action
 - G. Student Health & Wellness – Dr. Vincent Bowhay Action
 - H. Wide Media Printer Request – Taylor Crawshaw Action
 - I. Institution Animal Care and Use Committee Chair – Taylor Crawshaw Action
 - J. Vet Nursing Clinic Lab Assistant Position – Taylor Crawshaw Action
 - K. Program Review – VPAA Taylor Crawshaw Action
 - Theatre Arts
 - Veterinary Nursing
 - Developmental Math
 - Pre-Psychology
 - Engineering, Math and Physical Science
 - Cosmetology
 - Biology

- IV. ADMINISTRATION REPORTS
 - A. Reports from Administrators
 - 1. President's Update – Dr. Vincent Bowhay
 - a. Priorities Progress Report

- V. BOARD OF TRUSTEES REPORTS

- 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)*. Those invited to attend are: *(list attendees)*.

- VII. ADJOURN Action

PUBLIC PARTICIPATION AT BOARD MEETING

Items on the Agenda

Members of the public attending the meeting virtually and wishing to address the Board concerning an item which is on the agenda must submit the item through the webinar link provided. Those attending the meeting in person must fill out one of the cards provided and present the card to the Board Clerk. There 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 CIE 104 and through the Zoom link. Those invited to attend are: (list attendees).

EXECUTIVE SESSION: Negotiations

Sample Subject: Faculty and Board proposals.

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

EXECUTIVE SESSION: Possible Acquisition of Real Estate

Sample Subject: For future expansion.

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

EXECUTIVE SESSION: Attorney/Client Privilege.

Sample 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 CIE 104 and through the Zoom link. Those invited to attend are: (list attendees).

BOARD OF TRUSTEES REGULAR MEETING

Minutes

May 16, 2022

Chairman Cynthia Sherwood call the meeting to Order at 7 p.m.

Sherwood requested a motion to approve the evenings Agenda. A motion was made by Ashley Osborn; seconded by John Eubanks. Motion carried 5 to 0.

All guests were welcomed both in person and via zoom. Those in attendance were Steve Howe, Taylor Crawshaw, Jonathan Sadhoo, Bridget Carson, Heather Mydosh, Melissa Ashford, Jerry Hammerschmidt, John Eubanks, Tim Maclaskey, Ashley Osborn, Dr. Vincent Bowhay, Tamara Blaes, Cynthia Sherwood, Eric Figurski, Kevin Brannum, Bruce Peterson, and Kris Ferguson. Val DeFever was absent.

The Pledge of Allegiance was led by Chairman Sherwood.

The Mission Statement was read by Ashley Osborn while the Vision Statement was read by John Eubanks.

Sherwood requested a motion to approve the Consent Agenda. A motion was made by Ashley Osborn; seconded by John Eubanks. Motion carried 5 to 0.

Moving on to the business section of the agenda. A motion to approve the payables was made by John Eubanks; seconded by Ashley Osburn. Motion passed 5 to 0.

The Upward Bound Summer Education Trip was presented by Vice President of Academic Affairs Taylor Crawshaw. After some discussion, a motion to approve was made by Ashley Osborn; seconded by Jeri Hammerschmidt. Motion carried 5 to 0.

Vice President of Academic Affairs, Taylor Crawshaw addressed the board regarding the Program Reviews and thanked the faculty members presenting the annual program reviews.

Accounting Review was presented by Melissa Ashford. Motion to approve was made by John Eubanks; seconded by Kevin Brannum. Motion carried 5 to 0.

Developmental English Review was presented by Bridget Carson. Motion to approve was made by Ashley Osborn; seconded by John Eubanks. Motion carried 5 to 0.

English Language & Literature Review was presented by Heather Mydosh. Motion to approve was made by Kevin Brannum; seconded by Ashley Osborn. Motion carried 5 to 0.

EMS Education Review was presented by Steve Howe. Motion to approve was made by Kevin Brannum; seconded by Ashley Osborn. Motion carried 5 to 0.

Bridget Carson gave a brief update on Faculty Senate.

Dr. Bowhay gave an update on various campus activities, meetings, and partnerships. He spoke to the board about setting up 3-on-3 budget meetings and mentioned setting up a retreat date in the coming weeks.

Sherwood requested a motion to adjourn. John Eubanks motioned to adjourn; Ashley Osburn seconded. Motion carried 5 to 0. Meeting adjourned at 8:25 p.m.

INDEPENDENCE COMMUNITY COLLEGE
2021-2022
Unaudited

BudgetSummary-Revenue
For The Month End: 5/31/2022

	2021-22	2021-22	2021-22	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Revenue	Recorded
General Fund (11)				
Student Revenue				
Tuition	(\$1,134,545.84)	(\$1,134,545.84)	(\$970,551.00)	85.55%
Fees	(1,578,612.36)	(1,578,612.36)	(1,231,837.50)	78.03%
	(2,713,158.20)	(2,713,158.20)	(2,202,388.50)	81.17%
Local Income				
Real Estate Distribution	(5,279,934.84)	(5,279,934.84)	(3,741,640.02)	70.87%
Motor Vehicle	(597,973.00)	(597,973.00)	(486,902.43)	81.43%
Rec Vehicle/Watercraft	(10,859.00)	(10,859.00)	(10,405.11)	95.82%
Delinquent Taxes	(103,452.14)	(103,452.14)	(143,712.08)	138.92%
Other	0.00	0.00	(843.74)	0.00%
	(5,992,218.98)	(5,992,218.98)	(4,383,503.38)	73.15%
State of Kansas				
State Operating Grant	(1,427,559.00)	(1,427,559.00)	(1,429,492.00)	100.14%
State Grants and Contracts	0.00	0.00	0.00	0.00%
Technology Grant - other	(16,573.00)	(16,573.00)	(16,824.00)	101.51%
Maintenance of Effort Grant	0.00	0.00	(10,221.00)	0.00%
	(1,444,132.00)	(1,444,132.00)	(1,456,537.00)	100.86%
Federal Income				
Indirect Costs	(44,690.00)	(44,690.00)	(696.00)	1.56%
Other				
ICC Foundation	(60,000.00)	(60,000.00)	0.00	0.00%
Interest	(3,275.00)	(3,275.00)	(6,062.44)	185.11%
Misc.	(833,000.00)	(833,000.00)	(501,156.58)	60.16%
Fees (non-course fees)	(19,892.99)	(19,892.99)	(20,607.34)	103.59%
	(916,167.99)	(916,167.99)	(527,826.36)	57.61%
Transfers, Allowances and Carry-overs	0.00	0.00	0.00	0.00%
Total General Fund	(11,110,367.17)	(11,110,367.17)	(8,570,951.24)	77.14%
Postsecondary Technical Education (12)				
Student Revenue				
Tuition	(328,651.85)	(328,651.85)	(110,409.00)	33.59%
Fees	(211,050.18)	(211,050.18)	(118,524.00)	56.16%
	(539,702.03)	(539,702.03)	(228,933.00)	42.42%
Other				
State of Kansas PTE	(535,615.00)	(535,615.00)	(558,687.00)	104.31%
State of Kansas SB155	(110,775.00)	(110,775.00)	(227,863.00)	205.70%
Cosmetology	(26,626.40)	(26,626.40)	(5,500.05)	20.66%
Vet nursing	0.00	0.00	(4,107.75)	0.00%
Other	(201,000.00)	(201,000.00)	0.00	0.00%
	(874,016.40)	(874,016.40)	(796,157.80)	91.09%
Transfers, Allowances and Carry-overs				
Total Postsecondary Fund	(1,413,718.43)	(1,413,718.43)	(1,025,090.80)	72.51%
Adult Education/GED (13)				
Other Income	(15,000.00)	(15,000.00)	0.00	0.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	(15,000.00)	(15,000.00)	0.00	0.00%
Total Funds, 11, 12, 13	(12,539,085.60)	(12,539,085.60)	(9,596,042.04)	76.53%

	2021-22	2021-22	2021-22	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Revenue	Recorded
Auxiliary				
Bookstore				
Sales	(229,998.00)	(229,998.00)	(267,209.94)	116.18%
Non-mandatory Transfer	(3,214.00)	(3,214.00)	0.00	0.00%
	(233,212.00)	(233,212.00)	(267,209.94)	114.58%
Meals				
Student Sources	(900,000.00)	(900,000.00)	(777,212.00)	86.36%
Other Sources	(13,895.00)	(13,895.00)	(18,000.00)	129.54%
Non-mandatory Transfer				
	(913,895.00)	(913,895.00)	(795,212.00)	87.01%
Dorms				
Student Sources- Dorms/Bluffstone	(754,000.00)	(754,000.00)	(999,623.88)	132.58%
Student Accident Insurance	0.00	0.00	(30,900.00)	0.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	(754,000.00)	(754,000.00)	(1,155,523.88)	153.25%
Inge Center/Festival				
Inge Center	(20,000.00)	(20,000.00)	(19,886.57)	99.43%
Inge Festival	(78,800.00)	(78,800.00)	0.00	0.00%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	(98,800.00)	(98,800.00)	(19,886.57)	20.13%
Transfers, Allowances and Carry-overs				
	(3,214.00)	(3,214.00)	0.00	0.00%
Total Auxiliary	(2,003,121.00)	(2,003,121.00)	(2,237,832.39)	111.72%
ICC Foundation				
Scholarship Support	(150,000.00)	(150,000.00)	(63,188.06)	42.13%
Total ICCFoundation	(150,000.00)	(150,000.00)	(63,188.06)	42.13%
Plant Funds				
West Main				
Capital Outlay	0.00	0.00	(795.31)	0.00%
Foundation Support	(80,000.00)	(80,000.00)	0.00	0.00%
Student Athlete Fee	(25,000.00)	(25,000.00)	(25,375.00)	101.50%
Total Plant Funds	(105,000.00)	(105,000.00)	(26,170.31)	24.92%
Federally Funded Programs				
Veterans Success Center	(192,000.00)	(192,000.00)	(99,773.74)	51.97%
Student Support Services	(291,415.00)	(291,415.00)	(199,970.00)	68.62%
Upwards	(391,159.00)	(391,159.00)	(174,545.56)	44.62%
Carl Perkins	0.00	0.00	(12,347.84)	0.00%
HEERF II & III	(3,102,910.72)	(3,102,910.72)	(2,038,165.59)	65.69%
Total Federally Funded Programs	(3,977,484.72)	(3,977,484.72)	(2,524,802.73)	63.48%
Total College Operations	(18,774,691.32)	(18,774,691.32)	(14,448,035.53)	76.95%

INDEPENDENCE COMMUNITY COLLEGE
2021-2022
Unaudited
Budget Summary-Expenditures
For Month End:5/31/2022

	2021-22	2021-22	2021-22	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Expenses	Recorded
General Fund (11)				
Academic Instruction				
11-1100 General Instruction	335,215	335,215	29,466	8.79%
11-1140 Online Instruction	36,350	36,350	35,619	97.99%
11-1141 Health & Wellness	31,800	31,800	38,175	120.05%
11-1150 Theatre	188,071	188,071	180,339	95.89%
11-1151 Music	123,221	123,221	128,343	104.16%
11-1152 Foreign Language	-	-	-	0.00%
11-1154 English	292,146	292,146	328,527	112.45%
11-1155 Art	70,605	70,605	74,418	105.40%
11-1156 Communications/Journalism	85,111	85,111	99,235	116.59%
11-1160 Workforce Development	4,500	4,500	5,357	119.04%
11-1161 Community Education	90,432	90,432	91,190	100.84%
11-1173 Social Sciences	312,522	312,522	376,487	120.47%
11-1174 Physical Science	94,149	94,149	83,395	88.58%
11-1175 Chemistry	84,739	84,739	72,163	85.16%
11-1176 Biology	171,364	171,364	182,220	106.34%
11-1177 Math	160,127	160,127	160,806	100.42%
11-1187 Accounting	72,220	72,220	92,826	128.53%
11-1188 Business	4,800	4,800	716	14.91%
11-1223 Fab Lab/Entrepreneur	223,583	223,583	199,738	89.34%
Total Academic Instruction	2,380,955	2,380,955	2,179,018	91.52%
Academic Support				
11-4100 Library	156,441	156,441	121,516	77.68%
11-4200 Academic Affairs	280,045	280,045	216,990	77.48%
11-4210 Online Administration	-	-	-	0.00%
11-4220 ICC West	99,408	99,408	84,634	85.14%
11-4230 Academic Advising	-	-	(25)	0.00%
11-4240 Online Administration	18,650	18,650	4,807	25.77%
11-4250 Tutoring	27,801	27,801	27,130	97.59%
Total Academic Support	582,345	582,345	455,051	78.14%
Total Instruction	2,963,300	2,963,300	2,634,070	88.89%
<i>Postsecondary Technical Education (see detail below)</i>				
Student Services				
11-5200 Financial Aid	225,623	225,623	196,107	86.92%
11-5300 Admissions	155,803	155,803	92,882	59.62%
11-5310 Navigators	130,774	130,774	107,649	82.32%
11-5400 Registrar	129,341	129,341	120,703	93.32%
11-5500 Athletic Administration	610,234	610,234	499,158	81.80%
11-5510 Football	486,179	486,179	435,207	89.52%
11-5520 Men's Basketball	162,918	162,918	147,867	90.76%
11-5530 Volleyball	111,124	111,124	99,183	89.25%
11-5540 Women's Basketball	170,669	170,669	163,436	95.76%
11-5560 Softball	109,978	109,978	98,664	89.71%
11-5580 Powerlifting	75,729	75,729	50,472	66.65%
11-5590 Cheer & Dance	98,939	98,939	73,959	74.75%
11-5595 Athletic Training	135,286	135,286	107,612	79.54%
11-5600 ICC NOW	16,731	16,731	18,319	109.49%

	2021-22	2021-22	2021-22	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Expenses	Recorded
' 11-6510 Esports	78,544	78,544	76,658	97.60%
11-5700 Student Life	327,167	327,167	318,115	97.23%
Total Student Services	3,025,039	3,025,039	2,605,991	86.15%
Institutional Support				
11-6000 Board of Trustees	22,025	22,025	40,909	185.74%
11-6100 President's Office	457,399	457,399	329,051	71.94%
11-6110 Human Resources	289,214	289,214	220,828	76.35%
11-6200 Financial Services	568,296	568,296	526,989	92.73%
11-6300 Public Relations - Marketing	294,595	294,595	311,425	105.71%
11-6310 Recruiting-International	153,000	153,000	116,671	76.26%
11-6420 Institutional Research	95,613	95,613	75,742	79.22%
11-6500 Institutional Support	1,502,084	1,502,084	954,732	63.56%
11-6600 Computing Department	612,892	612,892	657,379	107.26%
11-8900 Grant Writing	76,921	76,921	69,074	89.80%
Total Insitutional Support	4,072,038	4,072,038	3,302,800	81.11%
Scholarships				
11-8100 Scholarships	1,906,500	1,906,500	798,512	41.88%
Total Scholarships	1,906,500	1,906,500	798,512	41.88%
Transfers				
11-9200 Transfers and Carryovers	445,000	445,000	405,542	91.13%
Operations and Maintenance				
11-7100 Repairs & Maintenance	620,861	620,861	442,764	71.31%
11-7200 Transportation	181,496	181,496	195,609	107.78%
11-7300 Grounds-Security	92,087	92,087	92,852	100.83%
11-7500 Campus Improvements	1,087,694	1,087,694	717,978	66.01%
Total Operations and Maintenance	1,982,138	1,982,138	1,449,203	73.11%
Transfer PTE Indirect Costs	-	-	-	0.00%
Total Fund 11 (does not include PTEamount above)	14,394,014	14,394,014	11,196,117	77.78%
Postsecondary Technical Education (12)				
Indirect Costs	-	-	-	0.00%
12-1200 General Instruction	13,766	13,766	-	0.00%
12-1220 Veterinary Nursing	182,365	182,365	165,589	90.80%
12-1221 Culinary	-	-	-	0.00%
12-1222 Automotive Technology	-	-	-	0.00%
12-1268 Engineering	-	-	-	0.00%
12-1272 Administrative Office Management	-	-	-	0.00%
12-1273 Cosmetology	235,069	235,069	237,354	100.97%
12-1274 Early Childhood Development	-	-	9,456	0.00%
12-1276 Mid-Management/Economics	-	-	-	0.00%
12-1277 Micro Computers	153,150	153,150	166,548	108.75%
12-1287 EMT	82,755	82,755	53,835	65.05%
12-1288 Allied Health/Long Term Care	88,904	88,904	125,417	141.07%
Total Fund 12	756,009	756,009	758,199	100.29%
Adult Education				
Fund 13				
13-1301 ABE/GED	52,288	52,288	52,288	100.00%
Total Fund 13	52,288	52,288	52,288	100.00%
Total Funds 11, 12 and 13	15,202,312	15,202,312	12,006,604	78.98%
Auxiliary				
16-9300 Bookstore	488,400	488,400	307,886	63.04%
16-9500 Dorms	610,500	610,500	853,577	139.82%

	2021-22	2021-22	2021-22	Estimated
	Published	Operating	Current YTD	% Budget
	Budget	Budget	Expenses	Recorded
17-9500 Dorms-Bluffstone	506,600	506,600	249,405	49.23%
16-9600 Meals	798,500	798,500	803,734	100.66%
34-1100 Inge Center	12,000	12,000	6,861	57.17%
34-1200 Inge Festival	235,833	235,833	218,361	92.59%
48-4800 Technology	-	-	-	0.00%
48-4800 Student Athlete Fee	-	-	-	0.00%
Total Auxiliary	2,651,833	2,651,833	2,439,823	92.01%
Plant Funds				
61-1271 Capital Outlay, Culinary Program	-	-	-	0.00%
61-9900 Capital Outlay, ICC West payment	-	-	-	0.00%
Total Plant Funds	-	-	-	0.00%
Foundation				
36-6120 Foundation Expenses	-	-	97,062	0.00%
36-8100 Foundation Scholarships	-	-	62,121	0.00%
Total Foundation	-	-	159,183	0.00%
Federally Funded Programs				
25-8100 Veterans Success Center	137,712	137,712	177,608	128.97%
31-8500 Upward Bound	367,160	367,160	198,550	54.08%
32-8300 Student Support Services	296,432	296,432	196,829	66.40%
39-1269 Carl Perkins	-	-	13,408	0.00%
Total Federally Funded Programs	801,304	801,304	586,395	73.18%
Total College Operations	18,655,448	18,655,448	15,192,006	81.43%

Independence Community College Account Summary
For Month End: May 31, 2022

<u>Account Number</u>	<u>Account Type</u>	<u>Beginning Balance (05/01/2022)</u>	<u>Ending Balance (05/31/2022)</u>	<u>Interest Rate</u>	<u>Monthly Int. Paid</u>	<u>Status</u>
xxx213	Checking	\$ 1,000.00	\$ 1,000.00	N/A	N/A	Open
xxx387	Checking	\$ 284,537.03	\$ 817,924.17	N/A	N/A	Open
xxx264	Checking	\$ 18,015.01	\$ 15,858.36	N/A	N/A	Open
xxx620	Checking	\$ 1,000.00	\$ 1,000.00	N/A	N/A	Open
xxx976	Checking	\$ 1.00	\$ 834.34	N/A	N/A	Open
xxx720	Checking	\$ 2,562.96	\$ 1.00	N/A	N/A	Open
xxx826	Money Market	\$ 700,705.77	\$ 500,094.85	0.05%	\$ 23.98	Open
xxx396	Money Market	\$ 1,500,069.87	\$ 250,040.07	0.05%	\$ 40.07	Open

Total Balance		\$ 2,507,891.64	\$ 1,586,752.79	
Variance				\$ (921,138.85)

Securities Pledged

Amount

Market Value

<u>Total Deposits</u>	<u>Total Withdrawals</u>
\$314,656.92	\$1,235,795.77

Letters of Credit

Expiration Date

Amount

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

Total Pledged	\$3,400,000.00
FDIC Insurance	\$ 250,000.00
Total Coverage	\$ 3,650,000.00
Overage/Shortage	\$ 2,063,247.21

Personnel Report – June 2022

New Hires

Effective Date	Name	Job Title	Schedule	Rate of Pay
06/14/2022	Jerry Sanchez	Director & Head Coach of Esports	CS-3	\$55,500
06/20/2022	Elijah Jones	SSS STEM Advisor - Math & Science (grant funded)	CS-1	\$35,600

Transfers/Status Changes

Effective Date	Name	Previous Job Title	New Job Title	Rate of Pay
06/01/2022	Tamara Blaes	Professor of Business Computer Technology	Rural Outreach Program Director I	\$65,500
06/01/2022	Melissa Anderson	Head Coach, Women's Volleyball	Interim Athletic Director/Head Coach Women's VB	\$70,200
06/01/2022	Gabrielle Farah	n/a	Interim Athletic Administrative Assistant	\$45,000

Separations

Effective Date	Name	Job Title	Schedule	Rate of Pay	Date of Hire
05/10/2022	Devon Russell	Volunteer Football Coach	AV-1	Room & Meals	04/06/2022
05/13/2022	Kameron Mydland	Success Coach II	CS-1	\$36,000	01/22/2019
05/25/2022	Tom Weaver	Professor of Biology	X-14	\$60,500	07/01/2018
05/31/2022	Eric Figurski	Athletic Director	EC-1	\$85,000	07/01/2019
06/06/2022	Brooke Joseph	Director of Admissions & Retention	CS-4	\$52,000	07/24/2019
06/08/2022	Jaicey Gillum	Executive Director for Academic Outreach	CS-6	\$70,000	07/01/2015
06/15/2022	Chris Kumke	Director & Head Coach of Esports	CS-3	\$48,000	03/15/2021
06/14/2022	Meagan Moore	Student Life Coordinator II	CS-2	\$44,000	01/01/2017
06/28/2022	Laurel Durst	Assistant Coach – Women's Volleyball	AS-2	\$28,000	07/01/2020

Current Staffing

	FULL-TIME SALARY	FULL-TIME HOURLY	PART-TIME	VOLUNTEERS	CONTRACT	OPEN POSITIONS	TOTAL EMPLOYEES
PRESIDENT OFFICE	3	0	0	0	0	0	3
FOUNDATION	1	0	0	0	0	0	1
MARKETING	4	0	0	0	0	0	4
HUMAN RESOURCES	2	0	0	0	0	0	2
STUDENT AFFAIRS	5	0	1	0	0	1	7
FINANCE/OPERATIONS	12	11	2	0	0	0	25
ATHLETICS	19	0	2	3	0	4	28
ACADEMIC AFFAIRS	18	2	1	0	0	6	27
FACULTY	25	0	0	0	0	3	28
TOTALS	89	13	6	3	0	14	125

Grant-Funded Positions 17

Open Positions

Athletic Trainer	Upward Bound Program Director (grant funded)
Administrative Assistant - Athletics	Upward Bound Tutor - part-time (grant funded)
Assistant Coach – Men's Basketball	SSS / TRIO Math Tutor – part-time (grant funded)
Assistant Coach – Women's Volleyball	Director of Veteran Student Success (grant funded)
Associate Professor of Physical Science	
Associate Professor of Biology	
Associate Professor of EMS / EMS Program Director	
Rural Outreach Advisor (grant funded)	
Rural Outreach Recruiter (grant funded)	
Rural Outreach Tutor (grant funded)	

Grants Report, June 1, 2022

Ref. No.	Grant Name	Description	Potential Funding	Comments
Activity Since Last Report				
1	Kansas Creative Arts Industries Commission Guest Artists	For a "Guest Artist Series" of six different guest artists in arts, music, and theater. Match from Fine Arts budget	\$7,500.00	Notified 5.17.22 of acceptance. For AY 22-23.
2	Kansas Creative Arts Industries Commission Guest Artists	New Play Lab partnership	\$20,000.00	Renewed funding for 2022 Inge Festival
Prior Submitted Proposals, Under Current Review				
1	U.S. Dept. of Education: HEERF III, Supplemental Grants	Additional COVID related impact relief	\$200,000.00	Submitted 3.28.22. Anticipated June notification.
2	Community Service Tax Credits, Kansas Dept. of Commerce	For credits toward construction of elevator at Student Union	\$200,000.00	Submitted 4.28.22. Anticipated July notification. Submitted via ICC Foundation
3	Wal Mart Community Grants	Support for Pirate Pantry	\$5,000.00	Submitted 4.6.22. Anticipated July notification.
Total Submitted Now Under Review			\$405,000.00	

Prospective Proposals				
1	National Endowment for the Humanities, Collections and Resources grant	For online portal dissemination and rights clearance consultants	\$50,000.00	Anticipated July submission
2	Delmas Foundation	For digitizing some of the Inge Collection	Approx. \$15,000	Anticipated July submission.
Total, Grant Awards To Be Expensed FY 2021-2022				
	Grant Name	Description	Funding for AY 2021-22	Comments
1	American Rescue Plan Strengthening Institutions Program	For SIP-eligible (Title III only) institutions, supplemental reimbursement for COVID-related expenses	\$105,465.00	Notified accepted 8.5.21. Award for FY 21-22
2	Kansas Creative Arts Industries Commission, Visiting Artist Grant	For music department visiting artists and public concerts, AY 21-22. Requires approx. \$2,000 match, Fine Arts budget.	\$6,330.00	Notified 5.21.21 of acceptance. \$6,330.00 for FY 21-22
3	Kansas Creative Arts Industries Commission Equipment Grant	For Assistive Listening System for audiences at William Inge Theater. 1:1 match via equipment budget	\$2,605.00	Notified 5.21.21 of acceptance. \$2,605.00 for FY 21-22
4	League for Innovation in the Community College "Project Firstline"	Funds for curriculum enhancement and implementation for nursing program	\$40,665.00	Notified 6.7.21 of acceptance. Award for FY 21-22.

5	Kansas Creative Arts Industries Commission	Equipment grant. For backstage video and audio stage monitoring system at Inge Theater. 1:1 match	\$1,414.00	Acceptance 8.28.20. Proposal through ICC Foundation. For FY 21-22.
6	National Endowment for the Arts, Projects for the Arts	Inge House playwrights, Jan. 1 2021 through Dec. 31, 2023	\$15,000.00	Acceptance 11.11.20. Proposal through Inge Foundation. For FY 21-22 projects.
7	U.S. Department of Education, Centers for Excellence for Veteran Student Success	Grant for three years to establish and run a Veterans Success Center starting AY 21-22. No match required.	\$109,460.00	Acceptance 12.30.20. Expenditure FY 22-23: \$163,259.60. FY 23-24: \$164,851.98.
8	Title III eligibility	Application to renew Title III status; provides waiver from having to match certain federal funding. For FY 21-22	\$31,250.00	Approved 4.29.21. Funding formula allows same amount for FY 20-21 and FY 21-22.
9	U.S. Small Business Administration Shuttered Venue Operators Grants	For 2022 Inge Festival operating expenses	\$18,014.00	Notified 8.23.21 of acceptance.
10	Supplemental U.S. Small Business Administration Shuttered Venue Operators Grants	Eligible for additional SVOG award for Inge.	\$9,007.00	Notified 9.7.21 of acceptance. Submitted 8.23.31
11	Council for Opportunity in Education, First Generation grants	For recognition of first-generation students	\$500.00	Notified 9.8.21 of acceptance. Applied 8.6.21.
12	National Science Foundation--Mentor Connect	A grant to hire a consultant to help write National Science Foundation proposal.	\$30,000.00	Notified 11.8.21 of acceptance
13	U.S. Department of Education: Rural Postsecondary Education Program	Improve student outcomes for students at rural serving colleges--extensive outreach and academic and career counseling	\$177,090.00	Notified 12.27.21 of acceptance. Calendar year 2022: \$354,180; 2023: \$334,381; 2024: \$343,547. Total all 3 years: \$1,032,565.

14	Truth Initiative	Anti-smoking and vaping campaign. For FY 22 through 2024.	\$0.00	Notified 4.6.22 of acceptance. FY 22-23, approx. \$10,000; FY 23-24 approx. \$8,522.00. Total both years: \$18,522.00
15	Kansas Creative Arts Industries Commission Guest Artists	For a "Guest Artist Series" of six different guest artists in arts, music, and theater. Match from Fine Arts budget	\$0.00	Notified 5.17.22 of acceptance. Award of \$7,500 for AY 22-23.
16	Title III eligibility	Application to renew Title III status; provides waiver from having to match certain federal funding. For FY 22-23	\$0.00	Notified 4.6.22 of acceptance. Approx. \$30,000 for academic year 22-23.
17	Kansas Creative Arts Industries Commission Guest Artists	For a "Guest Artist Series" of six different guest artists in arts, music, and theater. Match from Fine Arts budget	\$0.00	Notified 5.17.22 of acceptance. For AY 22-23. \$7,500.
18	Kansas Creative Arts Industries Commission Guest Artists	New Play Lab partnership	\$20,000.00	Renewed for funding for 2022 Inge Festival
Total Awarded for spending FY 21-22			\$566,800.00	



Tuition and Fees

<u>2022-23</u>		<u>2021-22</u>	
Effective Fall 2022		Effective Fall 2021	
In-District**	Tuition \$64	In-District**	Tuition \$64
	Academic Fees \$48		Academic Fees \$48
	Vocational Fees \$68		Vocational Fees \$68
	Facilities Fee \$10 per credit hour		Facilities Fee \$10 per credit hour
	Technology Fee \$10 per credit hour		Technology Fee \$10 per credit hour
	Student Union & Security Fee \$10 per credit hour		Student Union & Security Fee \$10 per credit hour
	Total \$142-\$162 per credit hour		Total \$142-\$162 per credit hour
Out-of-District	Tuition \$70	Out-of-District	Tuition \$70
	Academic Fees \$48		Academic Fees \$48
	Vocational Fees \$68		Vocational Fees \$68
	Facilities Fee \$10 per credit hour		Facilities Fee \$10 per credit hour
	Technology Fee \$10 per credit hour		Technology Fee \$10 per credit hour
	Student Union & Security Fee \$10 per credit hour		Student Union & Security Fee \$10 per credit hour
	Total \$148-\$168 per credit hour		Total \$148-\$168 per credit hour
Border State	Tuition \$77	Border State	Tuition \$77
Out-Of-State	Academic Fees \$48	Out-Of-State	Academic Fees \$48
	Vocational Fees \$68		Vocational Fees \$68
	Facilities Fee \$10 per credit hour		Facilities Fee \$10 per credit hour
	Technology Fee \$10 per credit hour		Technology Fee \$10 per credit hour
	Student Union & Security Fee \$10 per credit hour		Student Union & Security Fee \$10 per credit hour
	Total \$155-\$175 per credit hour		Total \$155-\$175 per credit hour
International	Tuition \$161	International	Tuition \$161
	Academic Fees \$48		Academic Fees \$48
	Vocational Fees \$68		Vocational Fees \$68
	Facilities Fee \$10 per credit hour		Facilities Fee \$10 per credit hour
	Technology Fee \$10 per credit hour		Technology Fee \$10 per credit hour
	Student Union & Security Fee \$10 per credit hour		Student Union & Security Fee \$10 per credit hour
	Total \$239-\$259 per credit hour		Total \$239-\$259 per credit hour
High School Students		High School Students	
High School Tuition	Tuition \$65 per credit hour <i>*(No other fees apply)</i>	High School Tuition	Tuition \$65 per credit hour <i>*(No other fees apply)</i>
<u>Other Costs & Fees</u>		<u>Other Costs & Fees</u>	
Vet Nursing Fee	\$3600 (One-Time) * <i>A/VMA Program Requirement</i>		
Student Health Fee	\$85 per semester	Student Health Fee	\$50 per semester
Housing	\$3100 or \$4100/10-month lease	Housing	\$2950 or \$4050/10-month lease
Captain Quarters or Villas	\$1550 or \$2050 per semester	Captain Quarters or Villas	\$1475 or \$2025 per semester
Deposit (non-refundable)	\$250 (Per Academic Year)	Deposit (non-refundable)	\$200 (Per Academic Year)
Student Accident Insurance	\$50/terms (Fall/Spring)	Student Accident Insurance	\$50/terms (Fall/Spring)
Meals	\$1500 per semester	Meals	\$1455 per semester
Summer Housing	\$425 June \$425 July	Summer Housing	\$410 June \$410 July
Summer Meals (4 week)	\$650 June \$650 July	Summer Meals (4 week)	\$635 June \$635 July
Mid Semester Meals (8 week)	\$750 per semester	Mid Semester Meals (8 week)	\$727 per semester
Intersession/Weekly Meals	\$175 per week	Intersession/Weekly Meals	\$160 per week
Employee Meals	\$4.15 + tax	Employee Meals	\$3.95 + tax
Student Athlete Fee	\$50/terms (Fall/Spring) \$25/terms (Summer)	Student Athlete Fee	\$50/terms (Fall/Spring) \$25/terms (Summer)
International Student Application Fee	\$100	International Student Application Fee	\$100
Payment Plan Fee	\$50 per term	Payment Plan Fee	\$100 per term
Airport Shuttle Fee		Airport Shuttle Fee	\$15 per trip
Graduation Fee (assessed upon application to graduate)	\$35 per degree or certificate	Graduation Fee (assessed upon application to graduate)	\$30 per degree or certificate
Bad Address Fee	\$10 per occurrence	Bad Address Fee	\$10 per occurrence
Denial Notification (Certified Letter)	\$20 per occurrence	Denial Notification (Certified Letter)	\$20 per occurrence
Return Payment Fee	\$30 per occurrence	Return Payment Fee	\$30 per occurrence
Collections Fee	19%	Collections Fee	19%
Administrative Fee	2%	Administrative Fee	2%
Student ID Replacement	\$10 per ID	Student ID Replacement	\$10 per ID
**In District: Students residing in Montgomery County (Kansas)		**In District: Students residing in the ICC-tax district Independence, Cherryvale,Sycamore, Elk City	
Approved by Board of Trustees 10/18/2021	Amended and Approved by Board of Trustees on 06/20/2022	Approved by Board of Trustees 10/19/2020	

Memo

To: Independence Community College Board of Trustees

From: Jonathan Sadhoo, Ed.D.
Vice President for Administration & Finance

Date: June 20, 2022

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

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

1.1. Purchase of Services

Recommendation to approve the premiums obtained from **Dissinger Reed Insurance Services, LLC.** for student athletic and catastrophic insurance in the amounts of **\$254,231** and **\$16,763**, for a total cost of **\$270,994** for FY 22-23.

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

Based on the bids received from Independence Community College's insurance broker, **Dissinger Reed Services, LLC.**, **QBE Specialty Insurance Company** and **Zurich Insurance Company** have submitted the most competitive annual renewal premiums, with no increase in cost compared to the premiums for FY 21-22.

Memo

To: Independence Community College Board of Trustees

From: Melissa Anderson
Interim Athletic Director

Date: June 22, 2022

Re: Recommendation to approve Athletic Travel

1. Purchase Item Agreements (>\$10,000)

1.1. Purchase of services

Recommendation to approve the service agreements obtained from Village Travel for athletic bus travel for 2022-2023 season, totaling up to \$40,000.

The service agreement received from Village Travel was the cheapest option for bus rental, and/or short-term bus lease, compared to all other bids. All expenses will be within the 2022-2023 budget.



Memo

To: Independence Community College Board of Trustees
From: Melissa Anderson, Interim Athletic Director
Date: June 20, 2022
Re: Shulthis Stadium Lease

Per the agreement signed by Independence Unified School District 446 and the Independence Community College Board of Trustees, Independence Community College recommends the auto-renewal of the agreement for the use of Shulthis Stadium for the 2022-2023 academic year. The payment of \$30,000 is due on or before February 15, 2023

ICC					
Highlighted Expenses Covered by Grant Funds					
Payables Month Ending May 31, 2022					
CheckNumber	VendorName	Description	TRXDATE	Amount	Account
0017252	Bowhay, Vincent	Contract Reimbursement	5/2/2022	\$ 5,250.00	11-6100-532-000
0017257	William Inge Festival Foundation	Boarding for C.T. Salazar	5/4/2022	\$ 80.00	31-8505-719-000
0017258	City Of Independence	Water, Practice Field	5/4/2022	\$ 24.95	11-6500-632-000
0017258	City Of Independence	Water, Practice Field	5/4/2022	\$ 24.95	11-6500-632-000
0017258	City Of Independence	Water/Sewer, Admin Bldg	5/4/2022	\$ 396.41	11-6500-632-000
0017258	City Of Independence	Water/Sewer, Cessna Bldg	5/4/2022	\$ 102.81	11-6500-632-000
0017258	City Of Independence	Water/Sewer, ICC West	5/4/2022	\$ 160.43	11-6500-632-000
0017258	City Of Independence	Water/Sewer, Main Campus	5/4/2022	\$ 1,635.75	11-6500-632-000
0017258	City Of Independence	Sanitation Serv. ICC West	5/4/2022	\$ 200.00	11-6500-679-000
0017259	Grass Roots Design Group, Inc.	Design, Order Delivery of Mugs	5/4/2022	\$ 773.06	34-1200-615-000
0017259	Grass Roots Design Group, Inc.	Design Layout Festival Program	5/4/2022	\$ 3,612.60	34-1200-616-000
0017259	Grass Roots Design Group, Inc.	Festival T-Shirts and Design	5/4/2022	\$ 4,189.99	34-1200-616-000
0017260	Computer Works of Chicago - Booklog	Booklog Additional License	5/4/2022	\$ 1,050.00	16-9300-646-000
0017261	Studebaker Refrigeration, Inc	Ice Machine Rent, North gym	5/4/2022	\$ 80.00	11-6500-646-000
0017261	Studebaker Refrigeration, Inc	Ice Machine Rent, South Gym	5/4/2022	\$ 80.00	11-6500-646-000
0017261	Studebaker Refrigeration, Inc	Service charge	5/4/2022	\$ 9.45	11-6500-646-000
0017261	Studebaker Refrigeration, Inc	Ice Machine Rent, Kitchen	5/4/2022	\$ 155.00	16-9600-643-000
0017262	RB Marketplace LLC	Vindy - Textbooks	5/4/2022	\$ 321.29	16-9300-743-000
0017263	Eagle Security	Campus security 4/1/22-4/30/22	5/4/2022	\$ 3,600.00	11-7300-661-000
0017264	Stage Rights LLC	Stage Rights - Inge Festival	5/4/2022	\$ 82.50	16-9300-740-000
0017265	Baugher Equipment, Inc.	Maintenance Supplies	5/4/2022	\$ 52.05	11-7100-649-000
0017266	Toyota Financial Services	Fleet vehicle lease	5/4/2022	\$ 586.93	11-7200-645-000
0017266	Toyota Financial Services	Fleet vehicle lease	5/4/2022	\$ 684.92	11-7200-645-000
0017266	Toyota Financial Services	Fleet vehicle lease	5/4/2022	\$ 712.00	11-7200-645-000
0017267	Indy Design Studio	Custom coasters/faculty engagement	5/4/2022	\$ 150.00	11-1223-615-000
0017268	Newton's True Value	Supplies (Van cleaning, Fire Ants, Cosmetology)	5/4/2022	\$ 23.18	11-7100-701-000
0017269	Trane U.S., Inc.	HVAC Parts	5/4/2022	\$ 75.22	11-7100-824-000
0017269	Trane U.S., Inc.	HVAC Repair - AC Building	5/4/2022	\$ 1,606.00	11-7100-824-000
0017270	Indy Print Services	Print management fee	5/4/2022	\$ 2,400.00	11-6500-646-000
0017270	Indy Print Services	Xerox page/blk & color clicks	5/4/2022	\$ 873.51	11-6500-646-000
0017270	Indy Print Services	Indy Print - Office Supplies	5/4/2022	\$ 32.85	16-9300-701-000
0017270	Indy Print Services	Indy Print - Office Supplies	5/4/2022	\$ 54.75	16-9300-701-000
0017271	Unitas Global Kansas City, Inc	Backup services May 2022	5/4/2022	\$ 2,691.61	11-6600-646-000
0017272	K And A Pressure Cleaning	exhaust hood cleaning (Student Union)	5/4/2022	\$ 650.00	16-9600-649-000
0017273	Houck, Michael J.	Reimbursement-keys for SSS lab desk and lock cylinder for North door	5/4/2022	\$ 25.02	11-7100-649-000
0017273	Houck, Michael J.	Reimbursement-toolbox for side-by-side	5/4/2022	\$ 200.00	11-7100-719-000
0017273	Houck, Michael J.	Reimbursement-fuel for tractor	5/4/2022	\$ 20.67	11-7200-721-000
0017274	Microtel Inn and Suites	Lodging for Festival guests	5/4/2022	\$ 4,873.05	34-1200-607-000
0017275	Hugo's Industrial Supply, Inc	Custodial supplies	5/4/2022	\$ 285.02	11-7100-708-000
0017275	Hugo's Industrial Supply, Inc	Hugo's - Postage	5/4/2022	\$ 4.06	16-9300-611-000
0017276	Fleetpool USA, LLC	Fleet vehicle lease	5/4/2022	\$ 805.00	11-7200-645-000
0017276	Fleetpool USA, LLC	Fleet vehicle lease	5/4/2022	\$ 805.00	11-7200-645-000
0017276	Fleetpool USA, LLC	Fleet vehicle lease	5/4/2022	\$ 805.00	11-7200-645-000
0017277	Ane Maes Coffee And Sandwich Shop	Ane Mae's Invoice# 9529	5/4/2022	\$ 110.50	12-1220-602-000
0017278	Quality Automotive of Independence/Toyota	Vehicle registration	5/4/2022	\$ 439.22	11-7200-645-000

0017279	University Resident Theatre Association	URTA Artists Pay for Tribute	5/4/2022	\$ 8,833.87	34-1200-663-000
0017280	Sayers Ace Hardware	Theater set supplies	5/4/2022	\$ 33.38	11-1150-692-000
0017281	Theatre Communications Group	TCG American Theatre Magazine Advertisement	5/4/2022	\$ 2,000.00	34-1200-615-000
0017283	Joe Smith Company	Joe Smith-Snacks for Resale	5/4/2022	\$ 22.96	16-9300-740-000
0017283	Joe Smith Company	SNACKS FOR RESALE	5/4/2022	\$ 149.93	16-9300-740-000
0017284	Virtual Care Group, LLC	Medical/Behavioral Health/Demand Crisis Counseling - June '22	5/4/2022	\$ 3,510.36	11-6500-719-001
0017285	Data Storage Corporation	Cloud Hosting/Infrastructure, Storage Network Serv.	5/4/2022	\$ 388.33	11-6600-646-000
0017286	Woods Lumber of Independence, Ks. INC	Grounds Equipment - Hedge Trimmer	5/4/2022	\$ 152.56	11-7100-701-000
0017286	Woods Lumber of Independence, Ks. INC	Maintenance Shop supplies (drill bits)	5/4/2022	\$ 70.29	11-7100-701-000
0017286	Woods Lumber of Independence, Ks. INC	Electrical Wire for AC 200	5/4/2022	\$ 359.98	11-7500-820-000
0017287	Cintas Corporation No. 2	Custodial Uniforms	5/4/2022	\$ 35.00	11-7100-708-000
0017287	Cintas Corporation No. 2	Custodial Uniforms	5/4/2022	\$ 35.00	11-7100-708-000
0017287	Cintas Corporation No. 2	Custodial Uniforms	5/4/2022	\$ 35.00	11-7100-708-000
0017287	Cintas Corporation No. 2	Uniforms	5/4/2022	\$ 35.00	11-7100-708-000
0017288	Republic Services #376	Admin & Fuel recovery fee	5/4/2022	\$ 1,095.01	11-6500-679-000
0017288	Republic Services #376	Sanitation Serv, Cessna Bldg	5/4/2022	\$ 195.47	11-6500-679-000
0017288	Republic Services #376	Sanitation Service, Fine Arts	5/4/2022	\$ 79.54	11-6500-679-000
0017288	Republic Services #376	Sanitation Service, Maintenanc	5/4/2022	\$ 352.32	11-6500-679-000
0017288	Republic Services #376	Sanitation Service, Dorms	5/4/2022	\$ 754.25	16-9500-679-000
0017288	Republic Services #376	Waste container rental, Dorms	5/4/2022	\$ 304.15	16-9500-679-000
0017288	Republic Services #376	Sanitation Service, Cafeteria	5/4/2022	\$ 526.16	16-9600-679-000
0017289	Shockley, Allen	Reimbursement-travel for Assessment	5/4/2022	\$ 148.53	11-4200-707-000
0017289	Shockley, Allen	Mileage Reimbursement ICC-Airport	5/4/2022	\$ 209.43	11-4200-707-000
0017298	Sparklight	2nd DIA Fiber	5/12/2022	\$ 1,423.00	11-6500-636-000
0017298	Sparklight	Dorms Fiber	5/12/2022	\$ 1,740.07	11-6500-636-000
0017298	Sparklight	ICC West Cable TV	5/12/2022	\$ 319.84	11-6500-636-000
0017298	Sparklight	ICC West Internet Service	5/12/2022	\$ 2,219.97	11-6500-636-000
0017298	Sparklight	Main Campus, Internet service	5/12/2022	\$ 3,015.18	11-6500-636-000
0017298	Sparklight	Student Union, Cable TV	5/12/2022	\$ 270.43	11-6500-636-000
0017299	City Of Independence	Ambulance Standby Service	5/12/2022	\$ 585.90	11-5500-646-000
0017300	Smith, Paige	Paige Smith did one night of babysitting for Inge Event at Memorial Hall	5/12/2022	\$ 49.50	34-1200-663-000
0017301	Toyota Financial Services	Fleet Vehicle Lease	5/12/2022	\$ 590.11	11-7200-645-000
0017301	Toyota Financial Services	Fleet Vehicle Lease	5/12/2022	\$ 586.67	11-7200-645-000
0017302	Burke, Jamie L.	Payment to Judge	5/12/2022	\$ 216.86	71-1151-285-011
0017303	Robinson, Reagan	Reagan Robinson was a babysitter for the two nights of Inge events at Memorial Hall	5/12/2022	\$ 99.00	34-1200-663-000
0017304	Carpenter, Aubrey	Aubrey Carpenter did one night of babysitting at Inge Event at Memorial Hall	5/12/2022	\$ 49.50	34-1200-663-000
0017305	Emert Chub Reynolds, LLC	Legal Fees	5/12/2022	\$ 297.50	11-6000-662-000
0017306	HB Innovations	Contracts/Compensation - Inv. 3153200	5/12/2022	\$ 110.00	11-6000-662-000
0017307	Rodgers Speaks!	Guest Speaker Rogers Speaks	5/12/2022	\$ 1,462.50	31-8505-719-000
0017308	Lamar Texas Limited Partnership	HWY 75 Billboard	5/12/2022	\$ 140.00	11-6300-615-000
0017309	Porter, Markel	Payment for Judge	5/12/2022	\$ 138.51	71-1151-285-011
0017310	Bowhay, Vincent	Reimbursement-outreach meal and donor lunch	5/12/2022	\$ 62.55	11-6100-602-000
0017312	Byrd Molnar, Dee	Reimbursement-fuel	5/25/2022	\$ 77.85	11-4200-601-000
0017313	Houck, Michael J.	Reimbursement '03 Windstar Van	5/25/2022	\$ 1,000.00	11-7200-645-000
0017313	Houck, Michael J.	Tool box for Suzuki mini truck (Reimb. M. Houck)	5/25/2022	\$ 220.00	11-7200-719-000
0017313	Houck, Michael J.	Fuel for tractor (Reimb. M. Houck)	5/25/2022	\$ 12.04	11-7200-721-000
0017314	Appletree Inn	Appletree Inn Inge Festival	5/25/2022	\$ 6,567.50	34-1200-607-000
EFT000000003681	Purchase Power	Postage for machine	5/3/2022	\$ 703.17	11-6500-611-000
EFT000000003682	Atmos Energy	Gas service, admin bldg	5/3/2022	\$ 209.75	11-6500-633-000

EFT000000003683	Atmos Energy	Gas service, 3890 CR 3730 S	5/3/2022	\$ 165.89	11-6500-633-000
EFT000000003684	Atmos Energy	Gas service, Field house	5/3/2022	\$ 788.02	11-6500-633-000
EFT000000003685	Atmos Energy	Gas service, Academic bldg	5/3/2022	\$ 801.82	11-6500-633-000
EFT000000003686	Atmos Energy	Gas service, 3890 CR 3730 N	5/3/2022	\$ 259.56	11-6500-633-000
EFT000000003687	Atmos Energy	Gas service, Student union	5/3/2022	\$ 868.42	11-6500-633-000
EFT000000003688	Atmos Energy	Gas service, Fine arts bldg	5/3/2022	\$ 876.53	11-6500-633-000
EFT000000003689	WEX BANK	Fleet Fuel card payment	5/6/2022	\$ 3,901.02	11-7200-721-000
EFT000000003690	Hucke, Andrea	Intl. Recruiting Consultant	5/12/2022	\$ 1,375.00	11-5700-646-000
EFT000000003691	Kistler, Maudia	Reibursement-landscaping supplies, flowers and plants	5/12/2022	\$ 17.94	11-6200-719-000
EFT000000003691	Kistler, Maudia	Reibursement-landscaping supplies, flowers and plants	5/12/2022	\$ 368.88	11-7500-820-000
EFT000000003692	Marathon Finishing Systems, Inc.	Paint Booth/Fab Lab ICC	5/9/2022	\$ 7,820.45	37-1223-850-001
EFT000000003693	Atmos Energy	Gas Service 715 College Ave.	5/10/2022	\$ 105.79	11-6500-633-000
EFT000000003694	Atmos Energy	Gas Service ICC West	5/10/2022	\$ 616.61	11-6500-633-000
EFT000000003695	Evergy	Electricity-Sign at West	5/18/2022	\$ 24.95	11-6500-635-000
EFT000000003696	Evergy	Electricity-Pond/fountain/4000	5/18/2022	\$ 57.21	11-6500-635-000
EFT000000003697	Evergy	Electricity-ICC West	5/18/2022	\$ 2,196.98	11-6500-635-000
EFT000000003699	Evergy	Electricity-Cessna Bldg	5/18/2022	\$ 917.42	11-6500-635-000
EFT000000003699	Evergy	Electricity-Main Campus	5/18/2022	\$ 10,524.49	11-6500-635-000
EFT000000003699	Evergy	Electricity-Brick A	5/18/2022	\$ 46.20	16-9500-635-000
EFT000000003699	Evergy	Electricity-Brick B	5/18/2022	\$ 227.85	16-9500-635-000
EFT000000003699	Evergy	Electricity-Brick C	5/18/2022	\$ 53.99	16-9500-635-000
EFT000000003699	Evergy	Electricity-Brick D	5/18/2022	\$ 94.30	16-9500-635-000
EFT000000003699	Evergy	Electricity-Captain Quarters	5/18/2022	\$ 5,482.05	16-9500-635-000
EFT000000003700	Security Bank of Kansas City	COP Sr 2015 lease payment	5/18/2022	\$ 144,273.21	11-7500-820-001
EFT000000003701	Kansas Department of Revenue-Sales Tax	April Sales Tax payment	5/25/2022	\$ 349.02	11-0100-216-000
EFT000000003702	Philadelphia Insurance Companies	Insurance specialty	5/23/2022	\$ 176.00	11-6500-622-000
EFT000000003703	Academic Office Credit Card	JW Pepper Sheet Music	5/6/2022	\$ 33.00	11-1151-700-000
EFT000000003703	Academic Office Credit Card	Amazon	5/6/2022	\$ 82.23	11-1155-617-000
EFT000000003703	Academic Office Credit Card	Airport Parking	5/6/2022	\$ 72.00	11-1173-601-000
EFT000000003703	Academic Office Credit Card	Baggage Check Fee	5/6/2022	\$ 30.00	11-1173-601-000
EFT000000003703	Academic Office Credit Card	Kelly's Roastbeef Conference Meal	5/6/2022	\$ 8.29	11-1173-601-000
EFT000000003703	Academic Office Credit Card	Parish Cafe Conference Meal	5/6/2022	\$ 44.83	11-1173-601-000
EFT000000003703	Academic Office Credit Card	Uber to airport	5/6/2022	\$ 19.75	11-1173-601-000
EFT000000003703	Academic Office Credit Card	Uber to Airport tip	5/6/2022	\$ 3.00	11-1173-601-000
EFT000000003703	Academic Office Credit Card	Wal-Mart - Lab Supplies	5/6/2022	\$ 8.08	11-1176-700-000
EFT000000003703	Academic Office Credit Card	Wal-Mart	5/6/2022	\$ 22.24	11-4200-701-000
EFT000000003703	Academic Office Credit Card	Boston Park Plaza-Professional Development	5/6/2022	\$ 372.40	11-4200-717-000
EFT000000003703	Academic Office Credit Card	Mike & Patty's Conference Meal	5/6/2022	\$ 17.65	11-4200-717-000
EFT000000003703	Academic Office Credit Card	International Service Fee	5/6/2022	\$ 11.97	11-4200-717-000
EFT000000003703	Academic Office Credit Card	Mike & Patty's Conference Meal	5/6/2022	\$ 19.89	11-4200-717-000
EFT000000003703	Academic Office Credit Card	Play4Business Training	5/6/2022	\$ 1,197.00	11-4200-717-000
EFT000000003703	Academic Office Credit Card	Boston Park Plaza-Professional Development	5/6/2022	\$ 1,000.00	11-4200-717-001
EFT000000003703	Academic Office Credit Card	The Madison Concourse Hotel- Conference	5/6/2022	\$ 481.65	11-4200-717-001
EFT000000003703	Academic Office Credit Card	Pizza Hut - Cobalt Boats Presentation	5/6/2022	\$ 317.77	11-4250-602-000
EFT000000003703	Academic Office Credit Card	Wal-Mart Graduation Flowers	5/6/2022	\$ 148.80	11-5400-708-000
EFT000000003703	Academic Office Credit Card	SurveyMonkey Inc.	5/6/2022	\$ 384.00	11-6420-707-000
EFT000000003703	Academic Office Credit Card	Hotel for Judge	5/6/2022	\$ 63.00	71-1151-285-011
EFT000000003703	Academic Office Credit Card	Hotel for Judge	5/6/2022	\$ 63.00	71-1151-285-011
EFT000000003703	Academic Office Credit Card	Hotel for Judge	5/6/2022	\$ 63.00	71-1151-285-011

EFT000000003703	Academic Office Credit Card	ULINE Shipping Supplies	5/6/2022	\$ 62.25	71-1151-285-012
EFT000000003704	Parsons, Alan Purchase Card	Refer a Veteran PayPal 1	5/6/2022	\$ 1,029.30	25-8100-710-000
EFT000000003704	Parsons, Alan Purchase Card	Refer a Veteran PayPal 2	5/6/2022	\$ 1,029.30	25-8100-710-000
EFT000000003704	Parsons, Alan Purchase Card	Refer a Veteran PayPal 3	5/6/2022	\$ 2,058.30	25-8100-710-000
EFT000000003704	Parsons, Alan Purchase Card	Refer a Veteran PayPal 4	5/6/2022	\$ 288.42	25-8100-710-000
EFT000000003705	Vidali, Anthony Purchase Card New	Athletic Training - Cheer Nationals / Team Meal	5/6/2022	\$ 216.73	11-5500-723-000
EFT000000003705	Vidali, Anthony Purchase Card New	Athletic Training - Cheer Nationals / Team meal	5/6/2022	\$ 21.30	11-5500-723-000
EFT000000003705	Vidali, Anthony Purchase Card New	Athletic Training - Cheer Nationals / Team Meal	5/6/2022	\$ 58.15	11-5500-723-000
EFT000000003705	Vidali, Anthony Purchase Card New	Athletic Training - Cheer Nationals / Travel	5/6/2022	\$ 10.90	11-5500-723-000
EFT000000003705	Vidali, Anthony Purchase Card New	Athletic Training - Medical Supplies	5/6/2022	\$ 30.66	11-5595-698-000
EFT000000003705	Vidali, Anthony Purchase Card New	Athletic Training - Medical supplies	5/6/2022	\$ 14.97	11-5595-698-000
EFT000000003705	Vidali, Anthony Purchase Card New	Athletic Training - Medical supplies	5/6/2022	\$ 21.83	11-5595-698-000
EFT000000003705	Vidali, Anthony Purchase Card New	Athletic Training - recovery/nutrition supplies	5/6/2022	\$ 45.94	11-5595-698-000
EFT000000003706	Beurskens, Benny Purchase Card CLOSED	Vacuum repair parts	5/6/2022	\$ 13.61	11-7100-649-000
EFT000000003706	Beurskens, Benny Purchase Card CLOSED	Maintenance shop electrical tester	5/6/2022	\$ 39.86	11-7100-701-000
EFT000000003706	Beurskens, Benny Purchase Card CLOSED	Fleet Parts	5/6/2022	\$ 170.40	11-7200-647-000
EFT000000003706	Beurskens, Benny Purchase Card CLOSED	Carburetor for Suzuki Mini truck	5/6/2022	\$ 53.87	11-7200-647-000
EFT000000003706	Beurskens, Benny Purchase Card CLOSED	Fleet Parts	5/6/2022	\$ 68.42	11-7200-647-000
EFT000000003706	Beurskens, Benny Purchase Card CLOSED	AC200 remodel - cove base adhesive	5/6/2022	\$ 14.00	11-7500-820-000
EFT000000003707	Joseph, Brooke Purchase Card	20 table clothes	5/6/2022	\$ 3,757.55	11-5700-693-000
EFT000000003707	Joseph, Brooke Purchase Card	award paper	5/6/2022	\$ 25.55	11-5700-693-000
EFT000000003707	Joseph, Brooke Purchase Card	certificate holders	5/6/2022	\$ 72.36	11-5700-693-000
EFT000000003707	Joseph, Brooke Purchase Card	tape measure	5/6/2022	\$ 6.70	11-5700-693-000
EFT000000003707	Joseph, Brooke Purchase Card	tape measure	5/6/2022	\$ 6.70	11-5700-693-000
EFT000000003707	Joseph, Brooke Purchase Card	wireless mouse	5/6/2022	\$ 12.77	11-5700-693-000
EFT000000003707	Joseph, Brooke Purchase Card	bulk tissue paper	5/6/2022	\$ 253.41	11-6310-617-000
EFT000000003707	Joseph, Brooke Purchase Card	candy for recruiting	5/6/2022	\$ 65.61	11-6310-617-000
EFT000000003707	Joseph, Brooke Purchase Card	general recruiting shirts	5/6/2022	\$ 926.77	11-6310-617-000
EFT000000003707	Joseph, Brooke Purchase Card	steamer for recruiting	5/6/2022	\$ 31.94	11-6310-617-000
EFT000000003707	Joseph, Brooke Purchase Card	umbrellas for tours	5/6/2022	\$ 94.16	11-6310-617-000
EFT000000003707	Joseph, Brooke Purchase Card	virtual college fair	5/6/2022	\$ 150.00	11-6310-617-000
EFT000000003707	Joseph, Brooke Purchase Card	the price is right items	5/6/2022	\$ 15.98	11-6310-660-000
EFT000000003707	Joseph, Brooke Purchase Card	the price is right supplies	5/6/2022	\$ 115.55	11-6310-660-000
EFT000000003707	Joseph, Brooke Purchase Card	the price is right supplies	5/6/2022	\$ 92.72	11-6310-660-000
EFT000000003707	Joseph, Brooke Purchase Card	constant contact bill	5/6/2022	\$ 95.00	11-6310-681-000
EFT000000003707	Joseph, Brooke Purchase Card	coffee for office	5/6/2022	\$ 30.55	11-6310-701-000
EFT000000003707	Joseph, Brooke Purchase Card	coffee supplies	5/6/2022	\$ 41.52	11-6310-701-000
EFT000000003707	Joseph, Brooke Purchase Card	organizers for coffee station in office	5/6/2022	\$ 23.42	11-6310-701-000
EFT000000003707	Joseph, Brooke Purchase Card	plug refills for office	5/6/2022	\$ 40.50	11-6310-701-000
EFT000000003708	Peterson, Bruce Purchase Card 7/2021	Inge website squarespace march 2022	5/6/2022	\$ 20.00	34-1100-705-000
EFT000000003709	Bailey, Chelsea Purchase Card	Amazon-cards	5/6/2022	\$ 175.17	12-0100-485-000
EFT000000003709	Bailey, Chelsea Purchase Card	Amazon-nail polish, nail glue, and nail drill	5/6/2022	\$ 21.99	12-1273-719-000
EFT000000003709	Bailey, Chelsea Purchase Card	Candy for career fair	5/6/2022	\$ 37.90	12-1273-719-000
EFT000000003709	Bailey, Chelsea Purchase Card	Envision Cloud salon monthly	5/6/2022	\$ 165.00	12-1273-852-000
EFT000000003709	Bailey, Chelsea Purchase Card	Hair color	5/6/2022	\$ 245.97	71-1273-285-000
EFT000000003709	Bailey, Chelsea Purchase Card	Q64 Disinfectant 4 gallon	5/6/2022	\$ 62.16	71-1273-285-000
EFT000000003710	Stockton, Cherie Purchase Card	Student Life gift cards	5/6/2022	\$ 103.80	11-5700-693-000
EFT000000003710	Stockton, Cherie Purchase Card	FAB LAB Lunch Meeting	5/6/2022	\$ 75.68	11-6100-602-000
EFT000000003710	Stockton, Cherie Purchase Card	Conference Supplies	5/6/2022	\$ 99.76	11-6100-626-000

EFT000000003710	Stockton, Cherie Purchase Card	HLC Conference Lodging	5/6/2022	\$ 697.29	11-6100-626-000
EFT000000003710	Stockton, Cherie Purchase Card	HLC Conference Luncheon	5/6/2022	\$ 34.38	11-6100-626-000
EFT000000003710	Stockton, Cherie Purchase Card	Office Supplies (HLC)	5/6/2022	\$ 278.64	11-6100-626-000
EFT000000003710	Stockton, Cherie Purchase Card	Office Supplies (HLC)	5/6/2022	\$ 3.50	11-6100-626-000
EFT000000003710	Stockton, Cherie Purchase Card	Donor Gift	5/6/2022	\$ 50.00	11-6100-693-000
EFT000000003710	Stockton, Cherie Purchase Card	Donor Sympathy Gift	5/6/2022	\$ 55.00	11-6100-693-000
EFT000000003710	Stockton, Cherie Purchase Card	Donor Sympathy Gift	5/6/2022	\$ 63.00	11-6100-693-000
EFT000000003710	Stockton, Cherie Purchase Card	Office supplies	5/6/2022	\$ 9.57	11-6100-701-000
EFT000000003710	Stockton, Cherie Purchase Card	Office Supplies	5/6/2022	\$ 9.57	11-6100-701-000
EFT000000003711	Kumke, Christopher Purchase Card	Courtyard by Marriott	5/6/2022	\$ 121.18	11-6510-601-000
EFT000000003711	Kumke, Christopher Purchase Card	fairfield inn and suite	5/6/2022	\$ 96.00	11-6510-601-000
EFT000000003711	Kumke, Christopher Purchase Card	fairfield inn and suite	5/6/2022	\$ 96.00	11-6510-601-000
EFT000000003711	Kumke, Christopher Purchase Card	fairfield inn and suite	5/6/2022	\$ 96.00	11-6510-601-000
EFT000000003711	Kumke, Christopher Purchase Card	fairfield inn and suite	5/6/2022	\$ 96.00	11-6510-601-000
EFT000000003711	Kumke, Christopher Purchase Card	Food	5/6/2022	\$ 142.54	11-6510-602-000
EFT000000003711	Kumke, Christopher Purchase Card	Insomnia cookies	5/6/2022	\$ 31.24	11-6510-602-000
EFT000000003711	Kumke, Christopher Purchase Card	Post Office	5/6/2022	\$ 38.95	11-6510-611-000
EFT000000003711	Kumke, Christopher Purchase Card	Steam Purchase	5/6/2022	\$ 31.94	11-6510-852-000
EFT000000003712	Westerhold, Cody Credit Card	Title IX Training	5/6/2022	\$ 39.00	11-5700-626-000
EFT000000003712	Westerhold, Cody Credit Card	Membership Renewal	5/6/2022	\$ 75.00	11-5700-646-000
EFT000000003712	Westerhold, Cody Credit Card	Membership Renewal	5/6/2022	\$ 660.00	11-5700-646-000
EFT000000003712	Westerhold, Cody Credit Card	Title IX Supplies	5/6/2022	\$ 139.68	11-5700-660-000
EFT000000003712	Westerhold, Cody Credit Card	Title IX Supplies	5/6/2022	\$ 67.60	11-5700-660-000
EFT000000003712	Westerhold, Cody Credit Card	Student Union Movie	5/6/2022	\$ 630.00	11-5700-682-000
EFT000000003713	Adams, David Purchase Card	NASPA conference hotel	5/6/2022	\$ 1,439.40	11-5700-601-000
EFT000000003713	Adams, David Purchase Card	Annie Mae's Gift Cards	5/6/2022	\$ 40.00	11-5700-693-000
EFT000000003713	Adams, David Purchase Card	Arbor Day programming materials	5/6/2022	\$ 159.49	11-5700-693-000
EFT000000003713	Adams, David Purchase Card	Bags for Soroptimist	5/6/2022	\$ 362.52	11-5700-693-000
EFT000000003713	Adams, David Purchase Card	Red Sunset Maple Tree	5/6/2022	\$ 34.99	11-5700-693-000
EFT000000003714	Molnar-Byrd, Dee	Tulsa Hilton Tim Jones, Sweat Designer, after Build of Sweat. Early Morning Flight	5/6/2022	\$ 161.01	34-1200-607-000
EFT000000003714	Molnar-Byrd, Dee	Avery Name Badges	5/6/2022	\$ 20.50	34-1200-701-000
EFT000000003714	Molnar-Byrd, Dee	Lanyard for name tages	5/6/2022	\$ 95.22	34-1200-701-000
EFT000000003714	Molnar-Byrd, Dee	ingecenter.org web hosting 1 year	5/6/2022	\$ 240.00	34-1200-704-000
EFT000000003715	Robinson, Elizabeth Purchase Card	Entry and educational programming fees	5/6/2022	\$ 303.03	32-8302-606-000
EFT000000003715	Robinson, Elizabeth Purchase Card	lunch for off campus educational event, 9 people	5/6/2022	\$ 158.26	32-8302-606-000
EFT000000003715	Robinson, Elizabeth Purchase Card	meal for cultural event, 3 people	5/6/2022	\$ 21.11	32-8302-606-000
EFT000000003715	Robinson, Elizabeth Purchase Card	meal for cultural event, 5 people	5/6/2022	\$ 84.46	32-8302-606-000
EFT000000003715	Robinson, Elizabeth Purchase Card	meal provided for cultural trip, 5 people	5/6/2022	\$ 68.43	32-8302-606-000
EFT000000003715	Robinson, Elizabeth Purchase Card	Off campus event	5/6/2022	\$ 16.32	32-8302-606-000
EFT000000003715	Robinson, Elizabeth Purchase Card	Removing Roadblocks for All TRIO Students	5/6/2022	\$ 395.00	32-8302-626-000
EFT000000003715	Robinson, Elizabeth Purchase Card	Awards Ceremony mailings	5/6/2022	\$ 14.50	32-8302-665-000
EFT000000003715	Robinson, Elizabeth Purchase Card	Labels for student recognition invitations	5/6/2022	\$ 9.64	32-8302-665-000
EFT000000003715	Robinson, Elizabeth Purchase Card	SSS student recognition reception	5/6/2022	\$ 41.85	32-8302-665-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Membership Fee	5/6/2022	\$ 15.96	11-5500-646-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Porta Potty for Softball Field	5/6/2022	\$ 165.08	11-5500-646-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Cheer Nationals Baggage	5/6/2022	\$ 1,100.00	11-5500-723-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Cheer Nationals Baggage	5/6/2022	\$ 499.64	11-5500-723-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Cheer Nationals Baggage	5/6/2022	\$ 480.00	11-5500-723-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Cheer Nationals baggage fee	5/6/2022	\$ 1,180.00	11-5500-723-000

EFT000000003716	Figurski, Eric Purchase Card (New)	Cheer Nationals Hotel	5/6/2022	\$ 226.11	11-5500-723-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Cheer Nationals Registration	5/6/2022	\$ 3,664.76	11-5500-723-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Cheer Nationals Shuttles	5/6/2022	\$ 247.32	11-5500-723-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Cheer Nationals shuttles	5/6/2022	\$ 247.32	11-5500-723-000
EFT000000003716	Figurski, Eric Purchase Card (New)	FB Recruiting Visit	5/6/2022	\$ 68.70	11-5510-617-000
EFT000000003716	Figurski, Eric Purchase Card (New)	Lunch w/ FB Staff / Recruiting Trip	5/6/2022	\$ 97.81	11-5510-617-000
EFT000000003717	Cope, Erica Purchase Card	Cheer - Cheer Nationals Team Meal	5/6/2022	\$ 154.94	11-5500-723-000
EFT000000003717	Cope, Erica Purchase Card	Cheer - Luggage cost for athletic supplies	5/6/2022	\$ 35.96	11-5500-723-000
EFT000000003717	Cope, Erica Purchase Card	Cheer - Nationals Team Meal	5/6/2022	\$ 254.57	11-5500-723-000
EFT000000003717	Cope, Erica Purchase Card	Cheer - Region VI Team Meal	5/6/2022	\$ 243.17	11-5500-723-000
EFT000000003717	Cope, Erica Purchase Card	Cheer - Region VI Team Meal	5/6/2022	\$ 265.28	11-5500-723-000
EFT000000003717	Cope, Erica Purchase Card	Cheer - Region VI Team Meal	5/6/2022	\$ 149.50	11-5500-723-000
EFT000000003717	Cope, Erica Purchase Card	Cheer Nationals Team Meal	5/6/2022	\$ 559.60	11-5500-723-000
EFT000000003717	Cope, Erica Purchase Card	Cheer Region VI Lodging	5/6/2022	\$ 1,145.43	11-5500-723-000
EFT000000003717	Cope, Erica Purchase Card	Cheer - Dance Sideline Choreography	5/6/2022	\$ 95.00	11-5590-698-000
EFT000000003717	Cope, Erica Purchase Card	Cheer Choreography Deposit	5/6/2022	\$ 880.00	11-5590-698-000
EFT000000003717	Cope, Erica Purchase Card	Cheer Supplies - Bluetooth Speakers	5/6/2022	\$ 39.29	11-5590-698-000
EFT000000003717	Cope, Erica Purchase Card	Cheer - athletic supplies	5/6/2022	\$ 32.82	11-5590-699-000
EFT000000003717	Cope, Erica Purchase Card	Cheer Uniforms	5/6/2022	\$ 16.58	11-5590-699-000
EFT000000003717	Cope, Erica Purchase Card	Cheer Uniforms	5/6/2022	\$ 34.91	11-5590-699-000
EFT000000003718	Mueller, Hailey Purchase Card	Advisory Board Meeting	5/6/2022	\$ 123.19	12-1220-602-000
EFT000000003718	Mueller, Hailey Purchase Card	AVMA site visit	5/6/2022	\$ 155.75	12-1220-602-000
EFT000000003718	Mueller, Hailey Purchase Card	AVMA site visit	5/6/2022	\$ 54.75	12-1220-602-000
EFT000000003718	Mueller, Hailey Purchase Card	BTS-Patterson-freight charge	5/6/2022	\$ 48.33	71-1220-285-004
EFT000000003718	Mueller, Hailey Purchase Card	Centrifuge	5/6/2022	\$ 949.00	71-1220-285-004
EFT000000003718	Mueller, Hailey Purchase Card	Endo tube cuff	5/6/2022	\$ 22.50	71-1220-285-004
EFT000000003718	Mueller, Hailey Purchase Card	Neddles	5/6/2022	\$ 13.84	71-1220-285-004
EFT000000003718	Mueller, Hailey Purchase Card	Surgical supplies	5/6/2022	\$ 174.78	71-1220-285-004
EFT000000003719	Bennett, India Purchase Card	Veteran's lounge streaming	5/6/2022	\$ 19.99	25-8100-646-000
EFT000000003719	Bennett, India Purchase Card	Vet Center snacks and water	5/6/2022	\$ 96.11	25-8100-701-000
EFT000000003719	Bennett, India Purchase Card	Office supplies	5/6/2022	\$ 33.96	25-8100-701-000
EFT000000003719	Bennett, India Purchase Card	Office supplies	5/6/2022	\$ 119.21	25-8100-701-000
EFT000000003719	Bennett, India Purchase Card	Flags	5/6/2022	\$ 148.18	25-8100-719-000
EFT000000003720	IT Department Purchase Card	AWS-Web services	5/6/2022	\$ 9.83	11-6600-646-000
EFT000000003720	IT Department Purchase Card	Fax services	5/6/2022	\$ 169.90	11-6600-646-000
EFT000000003720	IT Department Purchase Card	Formstack-annual charges	5/6/2022	\$ 1,042.50	11-6600-646-000
EFT000000003720	IT Department Purchase Card	Amazon-IT supplies	5/6/2022	\$ 112.71	11-6600-701-000
EFT000000003720	IT Department Purchase Card	Amazon IT equipment	5/6/2022	\$ 32.99	11-6600-850-000
EFT000000003721	Gillum, Jaicey Purchase Card	Meal while traveling for ICC Now enrollment meetings	5/6/2022	\$ 11.59	11-5600-602-000
EFT000000003721	Gillum, Jaicey Purchase Card	graduation stoles for ICC NOW graduates	5/6/2022	\$ 37.26	11-5600-681-000
EFT000000003721	Gillum, Jaicey Purchase Card	Honor cords for ICC NOW graduates	5/6/2022	\$ 490.00	11-5600-681-000
EFT000000003721	Gillum, Jaicey Purchase Card	Booking fee	5/6/2022	\$ 4.74	39-1269-601-000
EFT000000003721	Gillum, Jaicey Purchase Card	Flight - NACTEi Conference	5/6/2022	\$ 337.10	39-1269-601-000
EFT000000003721	Gillum, Jaicey Purchase Card	Flight - NACTEi Conference	5/6/2022	\$ 218.61	39-1269-601-000
EFT000000003722	Martin, Jason Credit Card	Football - laser pointer	5/6/2022	\$ 53.10	11-5510-698-000
EFT000000003722	Martin, Jason Credit Card	Football - laser pointer warranty (supplies)	5/6/2022	\$ 9.84	11-5510-698-000
EFT000000003722	Martin, Jason Credit Card	Football - mouthgards	5/6/2022	\$ 121.27	11-5510-698-000
EFT000000003722	Martin, Jason Credit Card	Football - playbook supplies	5/6/2022	\$ 72.25	11-5510-698-000
EFT000000003722	Martin, Jason Credit Card	Football - supplies (whistles)	5/6/2022	\$ 32.28	11-5510-698-000

EFT000000003723	Turgeon, James Purchase Card	WBB - Lodging for playoffs	5/6/2022	\$	1,785.97	11-5500-723-000
EFT000000003723	Turgeon, James Purchase Card	WBB - lodging for recruiting	5/6/2022	\$	147.45	11-5540-617-000
EFT000000003723	Turgeon, James Purchase Card	WBB - recruiting meal	5/6/2022	\$	10.57	11-5540-617-000
EFT000000003723	Turgeon, James Purchase Card	WBB - recruiting meal	5/6/2022	\$	8.33	11-5540-617-000
EFT000000003724	Williams, Joel Purchase Card	Set Supplies Crimes	5/6/2022	\$	107.96	11-1150-692-000
EFT000000003724	Williams, Joel Purchase Card	Set Supplies ILYYPNC	5/6/2022	\$	314.87	11-1150-692-000
EFT000000003724	Williams, Joel Purchase Card	Set Supplies ILYYPNC	5/6/2022	\$	89.95	11-1150-692-000
EFT000000003724	Williams, Joel Purchase Card	Set Supplies ILYYPNC	5/6/2022	\$	7.69	11-1150-692-000
EFT000000003724	Williams, Joel Purchase Card	Set Supplies ILYYPNC	5/6/2022	\$	12.38	11-1150-692-000
EFT000000003724	Williams, Joel Purchase Card	Set Supplies ILYYPNC	5/6/2022	\$	106.92	11-1150-692-000
EFT000000003724	Williams, Joel Purchase Card	Set Supplies ILYYPNC	5/6/2022	\$	5.29	11-1150-692-000
EFT000000003724	Williams, Joel Purchase Card	Set Supplies ILYYPNC	5/6/2022	\$	7.09	11-1150-692-000
EFT000000003724	Williams, Joel Purchase Card	Lighting equipment	5/6/2022	\$	1,940.12	11-1150-693-000
EFT000000003724	Williams, Joel Purchase Card	Instructional supplies	5/6/2022	\$	89.54	11-1150-700-000
EFT000000003724	Williams, Joel Purchase Card	Shop Supplies	5/6/2022	\$	185.84	11-1150-850-000
EFT000000003724	Williams, Joel Purchase Card	Tools	5/6/2022	\$	199.00	11-1150-850-000
EFT000000003724	Williams, Joel Purchase Card	Tools	5/6/2022	\$	491.66	11-1150-850-000
EFT000000003724	Williams, Joel Purchase Card	Tools	5/6/2022	\$	348.21	11-1150-850-000
EFT000000003724	Williams, Joel Purchase Card	Inge Set Materials	5/6/2022	\$	1,498.40	34-1200-703-760
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Staples- IT Equipment	5/6/2022	\$	833.75	11-6100-701-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Zoom meetings	5/6/2022	\$	15.96	11-6200-646-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Adobe	5/6/2022	\$	27.36	11-6200-681-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Annual subscription	5/6/2022	\$	139.95	11-6200-681-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Verizon-hot spots	5/6/2022	\$	450.80	11-6500-719-001
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Bestbuy IT Equipment - Classrooms	5/6/2022	\$	1,011.74	11-6600-850-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Bestbuy IT Equipment - Classrooms	5/6/2022	\$	1,224.74	11-6600-850-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Bestbuy IT Equipment - Classrooms	5/6/2022	\$	333.87	11-6600-850-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Bestbuy IT Equipment - Classrooms	5/6/2022	\$	135.84	11-6600-850-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Bestbuy IT Equipment - Classrooms	5/6/2022	\$	655.20	11-6600-850-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Bestbuy IT Equipment - Classrooms	5/6/2022	\$	655.20	11-6600-850-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Bestbuy IT Equipment - Classrooms	5/6/2022	\$	655.20	11-6600-850-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Quality Storage-storage rental	5/6/2022	\$	150.00	11-7300-661-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Lowe's campus improvements	5/6/2022	\$	1,008.68	11-7500-820-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Webstaurant-food service	5/6/2022	\$	771.02	16-9600-875-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Webstaurant-Food service	5/6/2022	\$	99.00	16-9600-875-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Webstaurant-food service equipment	5/6/2022	\$	5,063.30	16-9600-875-000
EFT000000003725	Sadhoo, Jonathan Purchase Card New	Walmart-Vet Center Supplies	5/6/2022	\$	19.99	25-8100-701-000
EFT000000003726	Hearn, Jordan Purchase Card	Recruiting meal	5/6/2022	\$	18.54	11-6310-602-000
EFT000000003726	Hearn, Jordan Purchase Card	Recruiting meal	5/6/2022	\$	9.49	11-6310-602-000
EFT000000003727	Mann, Justin Purchase Card New	MBB-Recruiting Lodging	5/6/2022	\$	242.58	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - Conference Lodging	5/6/2022	\$	583.96	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - Conference Lodging	5/6/2022	\$	151.05	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - Conference Meal	5/6/2022	\$	33.75	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - Recruiting Lodging	5/6/2022	\$	106.27	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - recruiting meal	5/6/2022	\$	11.05	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - recruiting meal	5/6/2022	\$	13.80	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - Recruiting Meal	5/6/2022	\$	89.99	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - recruiting meal	5/6/2022	\$	48.63	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - Recruiting meal	5/6/2022	\$	10.62	11-5520-617-000

EFT000000003727	Mann, Justin Purchase Card New	MBB - recruiting meal	5/6/2022	\$	8.11	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - Recruiting meal	5/6/2022	\$	9.36	11-5520-617-000
EFT000000003727	Mann, Justin Purchase Card New	MBB - recruiting meal	5/6/2022	\$	18.94	11-5520-617-000
EFT000000003728	Conklin, Keith Purchase Card	MBB - recruiting (fuel)	5/6/2022	\$	47.12	11-5520-617-000
EFT000000003728	Conklin, Keith Purchase Card	MBB - recruiting (fuel)	5/6/2022	\$	44.16	11-5520-617-000
EFT000000003728	Conklin, Keith Purchase Card	MBB - Recruiting (fuel)	5/6/2022	\$	11.94	11-5520-617-000
EFT000000003728	Conklin, Keith Purchase Card	MBB - recruiting meal	5/6/2022	\$	7.62	11-5520-617-000
EFT000000003728	Conklin, Keith Purchase Card	MBB - recruiting meal	5/6/2022	\$	8.34	11-5520-617-000
EFT000000003729	Donerson, Keith New Purchase Card	Football - Recruiting meal	5/6/2022	\$	35.18	11-5510-617-000
EFT000000003729	Donerson, Keith New Purchase Card	Football - athletic supplies (Playbook supplies)	5/6/2022	\$	208.55	11-5510-698-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR 2022	5/6/2022	\$	10.84	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR 2022	5/6/2022	\$	63.09	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR 2022	5/6/2022	\$	32.00	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR 2022	5/6/2022	\$	11.51	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR 2022	5/6/2022	\$	868.14	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR 2022	5/6/2022	\$	18.64	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR AIRPORT PARKING	5/6/2022	\$	32.00	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR CONFERENCE 2022	5/6/2022	\$	21.97	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR GAS TO AND FROM AIRPORT	5/6/2022	\$	33.55	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	Uber trip	5/6/2022	\$	13.70	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	Uber trip	5/6/2022	\$	1.00	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	Uber trip	5/6/2022	\$	19.24	11-6300-601-000
EFT000000003730	Adams, Kristie Purchase Card	ncmpr 2022	5/6/2022	\$	33.22	11-6300-602-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR 2022	5/6/2022	\$	45.06	11-6300-602-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR CONFERENCE 2022	5/6/2022	\$	25.14	11-6300-602-000
EFT000000003730	Adams, Kristie Purchase Card	Mailchimp-missing receipt	5/6/2022	\$	11.00	11-6300-611-000
EFT000000003730	Adams, Kristie Purchase Card	250 Postcards	5/6/2022	\$	77.28	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	ALSO ENROLLMENT ADS	5/6/2022	\$	125.00	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	AND COMMAND STRIPS FOR HALLWAY PICTURES	5/6/2022	\$	45.92	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	and REPORT CONCERN FLIERS	5/6/2022	\$	21.25	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	CASE FOR MARKETING MAC BOOK	5/6/2022	\$	25.43	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	COMMUNITY GIFT BASKETS	5/6/2022	\$	37.28	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	MARKETING	5/6/2022	\$	21.83	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	marketing supplies	5/6/2022	\$	117.96	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	SOCIAL MEDIA ADS	5/6/2022	\$	34.29	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	Walgreens-Candy for HLC basket	5/6/2022	\$	47.05	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	Walmart.com	5/6/2022	\$	591.04	11-6300-615-000
EFT000000003730	Adams, Kristie Purchase Card	MARKETING ACCOUNT	5/6/2022	\$	21.89	11-6300-681-000
EFT000000003730	Adams, Kristie Purchase Card	NCMPR-missing receipt	5/6/2022	\$	1,250.00	11-6300-681-000
EFT000000003730	Adams, Kristie Purchase Card	STREAMING CORDS AND BANNER HOLDERS	5/6/2022	\$	337.54	34-1200-615-000
EFT000000003731	Markiewicz, Larry Purchase Card New	JW Pepper sheet music	5/6/2022	\$	150.50	11-1151-700-000
EFT000000003731	Markiewicz, Larry Purchase Card New	Meal for Judges	5/6/2022	\$	46.60	71-1151-285-011
EFT000000003731	Markiewicz, Larry Purchase Card New	Meal for Judges	5/6/2022	\$	78.12	71-1151-285-011
EFT000000003731	Markiewicz, Larry Purchase Card New	Meals for Judge's	5/6/2022	\$	88.25	71-1151-285-011
EFT000000003731	Markiewicz, Larry Purchase Card New	Snacks for Students	5/6/2022	\$	162.60	71-1151-285-011
EFT000000003731	Markiewicz, Larry Purchase Card New	Snacks for Students	5/6/2022	\$	170.13	71-1151-285-011
EFT000000003732	Allison, Laura Purchase Card	KASFAA MEALS	5/6/2022	\$	26.05	11-5200-602-000
EFT000000003732	Allison, Laura Purchase Card	KASFAA MEALS	5/6/2022	\$	44.29	11-5200-602-000
EFT000000003732	Allison, Laura Purchase Card	KASFAA MEALS	5/6/2022	\$	43.97	11-5200-602-000

EFT000000003732	Allison, Laura Purchase Card	KASFAA MEALS	5/6/2022	\$	136.10	11-5200-602-000
EFT000000003732	Allison, Laura Purchase Card	Walmart-Student event supplies	5/6/2022	\$	14.35	11-5200-701-000
EFT000000003732	Allison, Laura Purchase Card	KASFAA Conf Lodging	5/6/2022	\$	271.88	11-5300-601-000
EFT000000003732	Allison, Laura Purchase Card	KASFAA Conf Lodging	5/6/2022	\$	290.64	11-5300-601-000
EFT000000003732	Allison, Laura Purchase Card	KASFAA Conf Lodging	5/6/2022	\$	290.64	11-5300-601-000
EFT000000003733	Boots, Lori Purchase Card	Adode subscription	5/6/2022	\$	16.41	11-6110-681-000
EFT000000003733	Boots, Lori Purchase Card	Background check fee	5/6/2022	\$	15.00	11-6110-681-000
EFT000000003733	Boots, Lori Purchase Card	MVR fee	5/6/2022	\$	21.00	11-6110-681-000
EFT000000003733	Boots, Lori Purchase Card	Amazon-Office supplies	5/6/2022	\$	125.18	11-6110-701-000
EFT000000003733	Boots, Lori Purchase Card	Amazon-Office supplies	5/6/2022	\$	196.32	11-6110-701-000
EFT000000003733	Boots, Lori Purchase Card	All Access Training Pass	5/6/2022	\$	299.00	11-6110-717-000
EFT000000003734	Byrd, Mallory Credit Card	food for career fair	5/6/2022	\$	124.34	12-1288-602-000
EFT000000003734	Byrd, Mallory Credit Card	utensils and balloons	5/6/2022	\$	35.15	12-1288-602-000
EFT000000003734	Byrd, Mallory Credit Card	CPR cards	5/6/2022	\$	312.00	71-1288-285-001
EFT000000003735	Henderson, Marshall Purchase Card	MBB - recruiting meal	5/6/2022	\$	41.04	11-5520-617-000
EFT000000003735	Henderson, Marshall Purchase Card	MBB - recruiting meal	5/6/2022	\$	50.23	11-5520-617-000
EFT000000003735	Henderson, Marshall Purchase Card	MBB - recruiting meal	5/6/2022	\$	14.09	11-5520-617-000
EFT000000003735	Henderson, Marshall Purchase Card	MBB - recruiting meal	5/6/2022	\$	25.96	11-5520-617-000
EFT000000003735	Henderson, Marshall Purchase Card	MBB - recruiting meal	5/6/2022	\$	28.60	11-5520-617-000
EFT000000003735	Henderson, Marshall Purchase Card	MBB - recruiting meal	5/6/2022	\$	18.18	11-5520-617-000
EFT000000003735	Henderson, Marshall Purchase Card	MBB - recruiting meal	5/6/2022	\$	25.85	11-5520-617-000
EFT000000003735	Henderson, Marshall Purchase Card	MBB - recruiting meal	5/6/2022	\$	10.75	11-5520-617-000
EFT000000003735	Henderson, Marshall Purchase Card	MBB - recruiting meal	5/6/2022	\$	11.46	11-5520-617-000
EFT000000003736	Perez, Maria Purchase Card	IDEXXCare Plus;LaserCyte	5/6/2022	\$	579.55	12-1220-646-000
EFT000000003736	Perez, Maria Purchase Card	Shipping Labels	5/6/2022	\$	4.82	12-1220-701-000
EFT000000003736	Perez, Maria Purchase Card	VetCollect tubes, Catalyst blood seperators, Catalyst QC clip	5/6/2022	\$	240.21	71-1220-285-004
EFT000000003736	Perez, Maria Purchase Card	feeding tube	5/6/2022	\$	4.00	71-1220-285-004
EFT000000003737	Allen, Mark Purchase Card	Athletic Supplies	5/6/2022	\$	77.59	11-5580-698-000
EFT000000003738	Moore, Meagan Purchase Card	AKAS Cville- Topping off gas tank on Fleet Vehicle used	5/6/2022	\$	4.32	11-5700-601-000
EFT000000003738	Moore, Meagan Purchase Card	Part 2 for pirate pantry order	5/6/2022	\$	67.29	11-5700-631-000
EFT000000003738	Moore, Meagan Purchase Card	Part 2 for pirate pantry order	5/6/2022	\$	38.68	11-5700-631-000
EFT000000003738	Moore, Meagan Purchase Card	Walmart- Pantry Restock (shows as 3 charges on statement: \$231.15; \$67.29; \$38.68	5/6/2022	\$	231.15	11-5700-631-000
EFT000000003738	Moore, Meagan Purchase Card	Amazon Order- Spring Fling Events	5/6/2022	\$	59.43	11-5700-660-000
EFT000000003738	Moore, Meagan Purchase Card	Walmart- Spring Fling Supplies	5/6/2022	\$	30.56	11-5700-660-000
EFT000000003738	Moore, Meagan Purchase Card	Walmart+ Acct created for Student Life/Pirate Pantry Purchases	5/6/2022	\$	98.00	11-5700-660-000
EFT000000003738	Moore, Meagan Purchase Card	Walmart- Pirate Pantry Restock	5/6/2022	\$	154.19	11-5700-850-000
EFT000000003739	Anderson, Melissa Purchase Card	Recruiting meal	5/6/2022	\$	8.00	11-5530-617-000
EFT000000003739	Anderson, Melissa Purchase Card	Recruiting meal	5/6/2022	\$	7.52	11-5530-617-000
EFT000000003739	Anderson, Melissa Purchase Card	Recruiting Meal	5/6/2022	\$	8.46	11-5530-617-000
EFT000000003739	Anderson, Melissa Purchase Card	Recruiting meal	5/6/2022	\$	6.52	11-5530-617-000
EFT000000003740	Ashford, Melissa Credit Card	Facilitator Training-Entrepreneurial Mindset	5/6/2022	\$	1,057.21	11-1187-601-000
EFT000000003741	Harrison, Michael Purchase Card	Football - Laundry detergent	5/6/2022	\$	46.61	11-5510-698-000
EFT000000003742	Chaplin, Nathan Purchase Card	Instructional Supplies	5/6/2022	\$	23.61	11-1176-700-000
EFT000000003743	McIntosh, Nicole Purchase Card	Adobe Acropro subscription	5/6/2022	\$	16.41	11-6200-681-000
EFT000000003744	Molnar, Paul Purchase Card New	Meal for Students during TECH ILYPNC	5/6/2022	\$	44.53	11-1150-602-000
EFT000000003744	Molnar, Paul Purchase Card New	Additional score & scripts for Musical	5/6/2022	\$	70.00	11-1150-690-000
EFT000000003744	Molnar, Paul Purchase Card New	Props for Musical ILYPNC	5/6/2022	\$	39.41	11-1150-695-000
EFT000000003744	Molnar, Paul Purchase Card New	Props for Musical ILYPNC	5/6/2022	\$	44.64	11-1150-695-000
EFT000000003744	Molnar, Paul Purchase Card New	Amazon-costumes	5/6/2022	\$	38.22	11-1150-696-000

EFT000000003744	Molnar, Paul Purchase Card New	Costumes for Musical ILYPNC	5/6/2022	\$ 26.27	11-1150-696-000
EFT000000003744	Molnar, Paul Purchase Card New	Costumes for Musical ILYPNC	5/6/2022	\$ 15.15	11-1150-696-000
EFT000000003744	Molnar, Paul Purchase Card New	Costumes for Musical ILYPNC	5/6/2022	\$ 316.71	11-1150-696-000
EFT000000003744	Molnar, Paul Purchase Card New	Costumes for Musical ILYPNC	5/6/2022	\$ 85.36	11-1150-696-000
EFT000000003744	Molnar, Paul Purchase Card New	Costumes for Musical ILYPNC	5/6/2022	\$ 155.99	11-1150-696-000
EFT000000003744	Molnar, Paul Purchase Card New	Costumes for Musical ILYPNC	5/6/2022	\$ 20.79	11-1150-696-000
EFT000000003744	Molnar, Paul Purchase Card New	Theatre Zoom Account	5/6/2022	\$ 15.96	11-1150-700-000
EFT000000003745	Allen, Samantha Credit Card	Softball - team meal	5/6/2022	\$ 172.75	11-5560-606-000
EFT000000003745	Allen, Samantha Credit Card	Softball - team meal	5/6/2022	\$ 6.53	11-5560-606-000
EFT000000003745	Allen, Samantha Credit Card	Softball - team meal	5/6/2022	\$ 151.73	11-5560-606-000
EFT000000003745	Allen, Samantha Credit Card	Softball - team meal	5/6/2022	\$ 113.87	11-5560-606-000
EFT000000003745	Allen, Samantha Credit Card	Softball - team meal	5/6/2022	\$ 151.53	11-5560-606-000
EFT000000003745	Allen, Samantha Credit Card	Softball - team meal	5/6/2022	\$ 157.09	11-5560-606-000
EFT000000003745	Allen, Samantha Credit Card	Softball - Athletic Supplies	5/6/2022	\$ 67.19	11-5560-698-000
EFT000000003745	Allen, Samantha Credit Card	Softball - Athletic Supplies	5/6/2022	\$ 7.65	11-5560-698-000
EFT000000003745	Allen, Samantha Credit Card	Softball - Athletic Supplies (bats)	5/6/2022	\$ 988.10	11-5560-698-000
EFT000000003746	Graves, Samatha Purchase Card	APRIL SATURDAY SEMINAR SUPPLIES - UPWARD BOUND MISC	5/6/2022	\$ 36.95	31-8505-719-000
EFT000000003747	Owens, Sarah Credit Card	Prime order 6032223	5/6/2022	\$ 139.00	11-4100-850-000
EFT000000003747	Owens, Sarah Credit Card	Amazon Clock order 6373060	5/6/2022	\$ 36.20	11-4100-850-000
EFT000000003748	Howe, Steve Purchase Card	Fuel for Ambulance	5/6/2022	\$ 49.83	12-1287-700-000
EFT000000003749	Bruington, Toni Purchase Card	PirateShip-Postage/BBall Ring	5/6/2022	\$ 3.76	11-6500-611-000
EFT000000003749	Bruington, Toni Purchase Card	Downstream - 1 room, JASON	5/6/2022	\$ 42.90	16-9300-601-000
EFT000000003749	Bruington, Toni Purchase Card	Downstream- 1 Room - Toni	5/6/2022	\$ 42.90	16-9300-601-000
EFT000000003749	Bruington, Toni Purchase Card	MJS Burger- Lunch Jason & Toni	5/6/2022	\$ 31.30	16-9300-601-000
EFT000000003749	Bruington, Toni Purchase Card	NA-KO-SHA- BREAKFAST JASON & I	5/6/2022	\$ 14.86	16-9300-601-000
EFT000000003749	Bruington, Toni Purchase Card	WA-NA-BEE-DA- DINNER JASON & I	5/6/2022	\$ 15.95	16-9300-601-000
EFT000000003749	Bruington, Toni Purchase Card	Core Commerce - Website Fees	5/6/2022	\$ 45.00	16-9300-646-000
EFT000000003749	Bruington, Toni Purchase Card	NACS - Membership Fees	5/6/2022	\$ 225.00	16-9300-646-000
EFT000000003749	Bruington, Toni Purchase Card	Alibris - Books for Inge	5/6/2022	\$ 338.25	16-9300-740-000
EFT000000003749	Bruington, Toni Purchase Card	PirateShip-Postage Mailed Books	5/6/2022	\$ 112.53	16-9300-740-000
EFT000000003749	Bruington, Toni Purchase Card	WalMart - Snacks for Resale	5/6/2022	\$ 186.88	16-9300-740-000
EFT000000003750	Bowhay, Vincent Purchase Card	Chamber of Commerce Lunch Meeting	5/6/2022	\$ 16.53	11-6100-602-000
EFT000000003750	Bowhay, Vincent Purchase Card	Higher Learning Conference Fee	5/6/2022	\$ 800.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference	5/6/2022	\$ 700.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 308.60	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 308.60	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 308.60	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 308.60	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 308.60	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 15.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 269.60	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 269.60	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 269.60	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights	5/6/2022	\$ 269.60	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights Parking	5/6/2022	\$ 46.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Lodging	5/6/2022	\$ 30.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/luggage	5/6/2022	\$ 36.53	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 36.53	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 36.53	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 36.53	11-6100-626-000

EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 21.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 11.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 11.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 21.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 19.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 19.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 19.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 19.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 30.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 30.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 30.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 35.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 35.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 35.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Luggage	5/6/2022	\$ 35.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Flights/Parking	5/6/2022	\$ 39.42	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Lodging	5/6/2022	\$ 697.29	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Lodging	5/6/2022	\$ 697.29	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Lodging	5/6/2022	\$ 943.24	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Meal	5/6/2022	\$ 121.71	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Meal	5/6/2022	\$ 262.21	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Meal	5/6/2022	\$ 128.55	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Meal	5/6/2022	\$ 68.80	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Meal	5/6/2022	\$ 125.00	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Transportation	5/6/2022	\$ 58.78	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Transportation	5/6/2022	\$ 18.07	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Transportation	5/6/2022	\$ 25.93	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Transportation	5/6/2022	\$ 22.23	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Transportation	5/6/2022	\$ 25.28	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	HLC Conference Transportation	5/6/2022	\$ 79.61	11-6100-626-000
EFT000000003750	Bowhay, Vincent Purchase Card	Membership Fee	5/6/2022	\$ 120.00	11-6100-682-000
EFT000000003750	Bowhay, Vincent Purchase Card	Membership for V. Bowhay	5/6/2022	\$ 439.42	11-6100-682-000
EFT000000003751	Packard, Dillon Credit Card	Airport Parking	5/6/2022	\$ 15.67	11-5300-601-000
EFT000000003751	Packard, Dillon Credit Card	Checked bag fee for flight to Ft Lauderdale	5/6/2022	\$ 35.00	11-5300-601-000
EFT000000003751	Packard, Dillon Credit Card	Checked bag fee for flight to Ft Lauderdale	5/6/2022	\$ 35.00	11-5300-601-000
EFT000000003751	Packard, Dillon Credit Card	Hotel Room	5/6/2022	\$ 760.78	11-5300-601-000
EFT000000003751	Packard, Dillon Credit Card	Tip for Uber from airport to hotel	5/6/2022	\$ 5.00	11-5300-601-000
EFT000000003751	Packard, Dillon Credit Card	Tip for Uber from airport to hotel	5/6/2022	\$ 5.00	11-5300-601-000
EFT000000003751	Packard, Dillon Credit Card	Uber ride from airport to hotel	5/6/2022	\$ 17.46	11-5300-601-000
EFT000000003751	Packard, Dillon Credit Card	Uber ride to airport	5/6/2022	\$ 16.11	11-5300-601-000
EFT000000003751	Packard, Dillon Credit Card	Lunch at American Social	5/6/2022	\$ 14.98	11-5300-602-000
EFT000000003751	Packard, Dillon Credit Card	Lunch at Riverside Hotel	5/6/2022	\$ 8.56	11-5300-602-000
EFT000000003751	Packard, Dillon Credit Card	Lunch at Riverside Hotel	5/6/2022	\$ 18.05	11-5300-602-000
EFT000000003751	Packard, Dillon Credit Card	Lunch at Which Wich	5/6/2022	\$ 9.80	11-5300-602-000
EFT000000003751	Packard, Dillon Credit Card	Meal at Big City Tavern	5/6/2022	\$ 37.98	11-5300-602-000
EFT000000003751	Packard, Dillon Credit Card	Blank ID cards for ID machine	5/6/2022	\$ 129.54	11-5300-701-000
EFT000000003751	Packard, Dillon Credit Card	Printer ribbons for ID machine	5/6/2022	\$ 258.43	11-5300-701-000
EFT000000003752	Maintenance Toll Credit Card	Maintenance fleet repair	5/6/2022	\$ 76.65	11-7200-647-000
EFT000000003752	Maintenance Toll Credit Card	PP Myers Auto	5/6/2022	\$ 218.40	11-7200-647-000

EFT000000003752	Maintenance Toll Credit Card	Monthly Toll Charges	5/6/2022	\$ 20.15	11-7200-719-000
EFT000000003752	Maintenance Toll Credit Card	gas can - maintenance/grounds	5/6/2022	\$ 27.27	11-7300-719-000
EFT000000003752	Maintenance Toll Credit Card	Prairieland Partners	5/6/2022	\$ 298.77	11-7300-850-000
EFT000000003752	Maintenance Toll Credit Card	Stihl weed eater - maintenance	5/6/2022	\$ 279.99	11-7300-850-000
EFT000000003752	Maintenance Toll Credit Card	AC 200 remodel - paint	5/6/2022	\$ 37.89	11-7500-820-000
EFT000000003754	ICC Student	ICC Student Financial Aid Refund	5/31/2022	\$ 3,464.00	11-0000-203-000
EFT000000003755	Crawshaw, Taylor Purchase Card	NC-SARA	5/6/2022	\$ 2,000.00	11-1140-646-000
EFT000000003755	Crawshaw, Taylor Purchase Card	TACTYC - Conference	5/6/2022	\$ 500.00	11-1188-601-000
EFT000000003755	Crawshaw, Taylor Purchase Card	Wal-Mart Cookie for Faculty/Advisor Meet and Great	5/6/2022	\$ 45.03	11-4200-602-000
EFT000000003755	Crawshaw, Taylor Purchase Card	Bank Service Fee	5/6/2022	\$ 3.99	11-4200-717-000
EFT000000003755	Crawshaw, Taylor Purchase Card	Play4Business Training	5/6/2022	\$ 399.00	11-4200-717-000
EFT000000003755	Crawshaw, Taylor Purchase Card	AHEAD Weinbar	5/6/2022	\$ 599.00	11-4240-717-000
EFT000000003755	Crawshaw, Taylor Purchase Card	Ane Mae's - Student Engagement	5/6/2022	\$ 191.00	11-4250-602-000
EFT000000003755	Crawshaw, Taylor Purchase Card	Pizza Hut - Student Engagement	5/6/2022	\$ 436.08	11-4250-719-000
EFT000000003755	Crawshaw, Taylor Purchase Card	Midwest Global-Stoles	5/6/2022	\$ 354.25	11-5300-719-000
EFT000000003755	Crawshaw, Taylor Purchase Card	Midwest Global-Stoles	5/6/2022	\$ 354.25	11-5400-708-000
EFT000000003755	Crawshaw, Taylor Purchase Card	USPS - Mailing Diplomas	5/6/2022	\$ 25.70	11-5400-708-000
EFT000000003755	Crawshaw, Taylor Purchase Card	Transcript Fee	5/6/2022	\$ 14.50	11-6110-681-000
001051	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 70.00	11-0000-203-000
001052	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 77.00	11-0000-203-000
001053	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 94.00	11-0000-203-000
001055	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 537.72	11-0000-203-000
001056	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 5.00	11-0000-203-000
001057	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 5.00	11-0000-203-000
001058	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 31.34	11-0000-203-000
001059	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 2,722.00	11-0000-203-000
001060	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 357.00	11-0000-203-000
001061	ICC Student	ICC Student Financial Aid Refund	5/4/2022	\$ 567.00	11-0000-203-000
001062	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/4/2022	\$ 1,085.00	11-0000-203-000
001062	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/4/2022	\$ 1,073.00	11-0000-203-000
001062	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/4/2022	\$ 45.00	11-0000-203-000
001062	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/4/2022	\$ 1,110.00	11-0000-203-000
001062	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/4/2022	\$ 1,110.00	11-0000-203-000
001062	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/4/2022	\$ 50.00	11-0000-203-000
001062	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/4/2022	\$ 428.00	11-0000-203-000
001062	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/4/2022	\$ 1,085.00	11-0000-203-000
001062	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/4/2022	\$ 1,110.00	11-0000-203-000
001064	ICC Student	ICC Student Previous Balance Refund	5/4/2022	\$ 523.90	11-0000-203-000
001065	ICC Student	ICC Student Financial Aid Refund	5/6/2022	\$ 1,017.46	11-0000-203-000
001065	ICC Student	ICC Student Financial Aid Refund	5/6/2022	\$ 57.35	11-0000-203-000
001066	ICC Student	ICC Student Previous Balance Refund	5/6/2022	\$ 714.54	11-0000-203-000
001067	ICC Student	ICC Student Financial Aid Refund	5/12/2022	\$ 30.29	11-0000-203-000
001068	ICC Student	ICC Student Financial Aid Refund	5/12/2022	\$ 2.78	11-0000-203-000
001069	ICC Student	ICC Student Financial Aid Refund	5/12/2022	\$ 30.36	11-0000-203-000
001070	ICC Student	ICC Student Financial Aid Refund	5/12/2022	\$ 1,000.00	11-0000-203-000
001071	ICC Student	ICC Student Financial Aid Refund	5/12/2022	\$ 24.90	11-0000-203-000
001072	ICC Student	ICC Student Financial Aid Refund	5/12/2022	\$ 911.00	11-0000-203-000
001072	ICC Student	ICC Student Financial Aid Refund	5/12/2022	\$ 996.50	11-0000-203-000
001073	ICC Student	ICC Student Financial Aid Refund	5/12/2022	\$ 87.96	11-0000-203-000

[illegible]

001269	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 250.00	11-0000-203-000
001270	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 5.00	11-0000-203-000
001271	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 187.38	11-0000-203-000
001272	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 243.51	11-0000-203-000
001273	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 75.22	11-0000-203-000
001274	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 200.00	11-0000-203-000
001275	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 250.00	11-0000-203-000
001276	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 100.22	11-0000-203-000
001277	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 206.82	11-0000-203-000
001278	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 112.14	11-0000-203-000
001279	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 38.34	11-0000-203-000
001280	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 250.00	11-0000-203-000
001281	ICC Student	ICC Student Previous Balance Refund	5/16/2022	\$ 97.91	11-0000-203-000
001282	ICC Student	ICC Student Financial Aid Refund	5/23/2022	\$ 1,246.33	11-0000-203-000
001283	ICC Student	ICC Student Financial Aid Refund	5/23/2022	\$ 197.00	11-0000-203-000
001284	ICC Student	ICC Student Financial Aid Refund	5/23/2022	\$ 1.36	11-0000-203-000
001285	ICC Student	ICC Student Financial Aid Refund	5/23/2022	\$ 539.26	11-0000-203-000
001286	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/23/2022	\$ 910.00	11-0000-203-000
001286	ICC Student Housing	ICC Student Financial Aid Housing Payment	5/23/2022	\$ 125.00	11-0000-203-000
001287	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/23/2022	\$ 400.00	11-0000-203-000
001287	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Payment	5/23/2022	\$ 1,072.00	11-0000-203-000
001288	ICC Student	ICC Student Previous Balance Refund	5/23/2022	\$ 8.00	11-0000-203-000
001289	ICC Student	ICC Student Previous Balance Refund	5/23/2022	\$ 677.36	11-0000-203-000
001290	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 65.00	11-0000-203-000
001291	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 111.40	11-0000-203-000
001291	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 111.40	11-0000-203-000
001292	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 30.01	11-0000-203-000
001293	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 93.72	11-0000-203-000
001294	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 226.77	11-0000-203-000
001294	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 56.08	11-0000-203-000
001294	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 145.43	11-0000-203-000
001295	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 1,861.00	11-0000-203-000
001296	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 56.08	11-0000-203-000
001297	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 176.49	11-0000-203-000
001298	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 57.98	11-0000-203-000
001299	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 121.77	11-0000-203-000
001300	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 56.08	11-0000-203-000
001301	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 168.74	11-0000-203-000
001302	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 227.08	11-0000-203-000
001303	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 93.96	11-0000-203-000
001304	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 57.98	11-0000-203-000
001305	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 47.00	11-0000-203-000
001306	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 86.62	11-0000-203-000
001307	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 32.25	11-0000-203-000
001308	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 127.56	11-0000-203-000
001309	ICC Student	ICC Student Previous Balance Refund	5/24/2022	\$ 114.69	11-0000-203-000
001310	ICC Student	ICC Student Previous Balance Refund	5/24/2022	\$ 53.79	11-0000-203-000
001310	ICC Student	ICC Student Previous Balance Refund	5/24/2022	\$ 126.19	11-0000-203-000
001311	ICC Student	ICC Student Previous Balance Refund	5/24/2022	\$ 61.00	11-0000-203-000

001312	ICC Student	ICC Student Previous Balance Refund	5/24/2022	\$ 56.08	11-0000-203-000
001313	ICC Student	ICC Student Previous Balance Refund	5/24/2022	\$ 45.93	11-0000-203-000
001314	ICC Student	ICC Student Previous Balance Refund	5/24/2022	\$ 70.24	11-0000-203-000
001314	ICC Student	ICC Student Previous Balance Refund	5/24/2022	\$ 20.17	11-0000-203-000
EFT0000000000006	ICC Student	ICC Student Financial Aid Refund	5/23/2022	\$ 2,417.00	11-0000-203-000
EFT0000000000007	ICC Student	ICC Student Financial Aid Refund	5/23/2022	\$ 1,401.00	11-0000-203-000
EFT0000000000008	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 38.34	11-0000-203-000
EFT0000000000009	ICC Student	ICC Student Financial Aid Refund	5/24/2022	\$ 8.29	11-0000-203-000
Total Accounts Payable:				\$ 435,974.79	

Payroll Expenses		
Payroll		\$ 438,729.77
Employee Benefits (Medical/Dental/Vision)		\$ 126,064.25
Payroll Taxes - Federal		\$ 143,179.01
Payroll Taxes - State		\$ 27,223.93
KPERS		\$ 35,608.70
Total Payroll		\$ 770,805.66
Total Payables		\$ 1,206,780.45

Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, EdD
Vice President for Administration & Finance

Date: June 20, 2022

Re: Recommendation for Campus Phone System Solution

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

1.1. Purchase of Services/Equipment

Recommendation to enter into a monthly contractual agreement for cloud-based commercial telephone service from the following vendor:

VOXO LLC (Hattiesburg, MS) – \$32,400 annualized cost

This agreement includes unlimited local and long-distance dialing in a fully hosted, cloud-based environment. The agreement also includes 150 new telephone devices with full warranty replacement, full-service on-site installation, call recording, mobile and desktop Softphone solutions, and ongoing product training with 24/7 support. This agreement is a month-to-month contract and ICC retains ownership of all equipment after six months of service with the provider.

Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, EdD
Vice President for Administration & Finance

Date: June 20, 2022

Re: Recommendation for On-Site Title IV FSA Review

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

1.1. Purchase of Services/Equipment

Recommendation to enter into a contractual agreement for an on-site audit of ICC's Title IV FSA processes from the following vendor:

Blue Icon Advisors (Washington, DC) – Up to \$31,000 (Includes review fee and travel reimbursements for consultants/reviewers)

This agreement includes a full review of the administration of Title IV funds in order to mitigate the risks of non-compliance regarding the processes and delivery of federal student aid. The review is conducted under standards set forth by the National Association of Student Financial Aid Administrators (NASFAA). The goal of this review is to highlight strengths, identify compliance exceptions, and recommend improvements.

Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, EdD
Vice President for Administration & Finance

Date: June 20, 2022

Re: Recommendation for Cyber Security Monitoring Solution

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

1.1. Purchase of Services/Equipment

Recommendation to enter into an annual contractual agreement for cyber security monitoring solutions from the following vendor:

Tandem Cyber Solutions (Charleston, SC) – \$19,500.00 for one-year term

This agreement includes real-time monitoring of ICC's network for cyber security threats, vulnerability testing and recommendations, network penetration testing and recommendations, security information and event management solutions, and layered protection of student and employee records and PII.

Memo

To: Independence Community College Board of Trustees

From: Jonathan Sadhoo, Ed.D.
Vice President for Administration & Finance

Date: June 20, 2022

Re: Recommendation for the Approval of College Insurance Premiums for FY 22-23

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

1.1. Purchase of Services

Recommendation to approve the premiums obtained from **IMA Inc.** for property, general liability, crime, educators legal, automobile, excess liability, workers' compensation, cyber liability, and AD&D insurance in the amount of **\$211,725** for FY 22-23.

The renewal is with the following insurance carriers: **MHEC, Philadelphia Insurance Company, Kansas Municipal Insurance Trust/Safety National, and CFC Underwriting.**

Based on the bids received from Independence Community College's insurance broker, **IMA Inc., MHEC, Philadelphia Insurance Company, Kansas Municipal Insurance Trust/Safety National, and CFC Underwriting** have submitted the most competitive annual renewal premiums, with a total annual increase of **\$39,740** compared to the premiums for FY 21-22.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, EdD
President

Date: June 20, 2022

Re: Field House Updates

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

1.1. Purchase of Services/Equipment

Recommendation to update offices in the Field House to house the Athletic Director.

Project shall not exceed \$25,000.



Memo

To: Independence Community College Board of Trustees

From: Vincent Bowhay, EdD
President

Date: June 20, 2022

Re: Student Health and Wellness Services

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

1.1. Purchase of Services/Equipment

Recommendation to establish a partnership with a local healthcare provider to establish an on-campus student health facility.

Project shall not exceed \$85,000 annually.

Following a successful RFP for this partnership, the administration seeks approval to establish a medical facility partnership on campus. This service would provide professional nursing care and health services/education to students and employees, including first aid, emergency care, and wellness evaluations.



June 2, 2022

To: ICC Board of Trustees

RE: Request to purchase new wide media printer with non-general budget funds

Greetings ICC Board Members

One of the challenges of running a maker space where people use advanced technology is figuring out when to upgrade. This is not a science but a continuous learning process that is part art and part paying attention to what is being used and what needs we see in our marketplace.

About seven years ago, Corey and Lisa Hugo helped us get into the wide media (banners, posters, etc.) printing business. Our 48" capacity Mutoh printer has served us well, but it is time for an upgrade. In the last seven years, we have generated just under \$37,000 in revenue from wide media printing requiring just over one-half of that amount to cover direct costs of media, ink, supplies and maintenance. The printer is used a lot and the "market" will continue to grow.

We would like to purchase a new printer with non-general budget funds. We have the money to buy the printer in our operating funds generated by:

- Sales of materials and supplies that member purchase from us
- Community membership fees
- Registration fees generated from our non-credit classes and our semi-annual "Maker Space Boot Camp"

After considerable research, the printer we would like to buy is an HP Latex 700W. It has a width capacity of 64" and the latex ink is more environmentally friendly than our current solvent-based ink. HP dictates that their dealers all charge pretty much the same amount for the machine so our award choice will be based on who we think is a combination of closest and will provide the best technical support. On the following page is a summary of our three quotes.

In addition, each vendor is in the process of answering this question:

In the space below, describe your strategy for providing training and on-going service and support for this equipment.

Item	Sumner One, Bixby OK	Grimco, Fenton MO	LexJet, Sarasota, FL	Notes
HP Latex 700W Printer	22,995.00	22,995.00	22,995.00	
Initial Set of Ink	1,382.00	1,375.00	1,375.00	
Assembly and installation		395.00	395.00	
	24,377.00	24,765.00	24,765.00	

Our request to the board is to purchase this printer for an amount not to exceed \$30,000, selecting the vendor based on who we think is a combination of closest and will provide the best technical support and service.

We have the funds on hand, and they do not include any general budget funds.

Sincerely,

Jim Correll



HP Latex 700 W Printer

Win high-value jobs, equipped with white ink, and sharpen your sustainability edge with HP Latex



Access white and produce the highest value jobs

- Extend your portfolio into high-margin stickers and window graphics with the whitest white.¹
- Print white without complexity—automatic recirculation and printhead cleaning reduce manual purging.
- Deliver vivid colors at high speed, get striking contrast using pure blacks, and expect sharp 4-point text.
- Choose from a wide application range covering banners/textiles/poster paper, canvas, wallpaper, and vinyl.

Beat your deadlines with smart, efficient printing

- Fast saturated color up to 334 ft²/hr outdoor, 226 ft²/hr indoor.²
- Control print operations virtually anytime, anywhere with HP PrintOS tools, and grow with HP Learn trainings.
- Work fast processing reprints and multi-copy jobs with a smart front panel, and store up to 100 jobs.
- Enjoy fast and easy spindle-less loading and media access for rolls up to 121 lb (55 kg).

Sharpen your sustainability edge with HP Latex

- Innovative water-based HP Latex Inks—no HAPs³, no required hazard warning labels, and odorless prints.⁴
- Zero landfill—local outer carton recycling, free take-back of inner ink bag/printhead, HP Planet Partners.⁵
- Choose from a wide range of compatible eco-conscious media.⁶
- HP Latex prints are recyclable, returnable, or non-hazardous and safe for disposal.⁷

For more information, please visit <http://www.hp.com/go/latex700series>

Join the community, find tools, and talk to experts. Visit the HP Latex Knowledge Center at <https://hplatexknowledgecenter.com/>

Dynamic security enabled printer. Only intended to be used with cartridges using an HP original chip. Cartridges using a non-HP chip may not work, and those that work today may not work in the future. More at: <http://www.hp.com/go/learnaboutsupplies>

¹ Whitest white based on ISO/DIS 23498 compared to competitive alternatives using solvent and UV technologies under \$50,000 USD as of May, 2020. Test performed on black opaque self-adhesive vinyl (L*:4.16 – a*:0.48-b*:2.34) with 160% UF printmode using HP 832 1-liter White Latex Ink Cartridge. Visual opacity = 91%.

² Outdoor mode (Banner) 4-pass, 100%. Indoor mode (SAV) 6-pass, 100%. Based on internal HP testing in September 2020 on Avery 3001. Print speed may vary due to the adaptive printing mechanism to avoid image quality defects.

³ HP Latex Inks were tested for Hazardous Air Pollutants, as defined in the Clean Air Act, per U.S. Environmental Protection Agency Method 311 (testing conducted in 2013) and none were detected.

⁴ There is a broad set of media with very different odor profiles. Some of the media can affect the odor performance of the final print.

⁵ The ink cartridge HP Eco-Carton outer carton is 100% recyclable through local cardboard/paper programs. Inner materials including the ink bag are 55% recyclable and can be returned free of charge to the HP Planet Partners program for reprocessing of plastic parts. Zero landfill. For ink bag and printhead take back, visit <http://www.hp.com/recycle> to see how to participate and for HP Planet Partners program availability; program may not be available in your jurisdiction. Where this program is not available, and for other consumables not included in the program, consult your local waste authorities on appropriate disposal.

⁶ See <http://www.hp.com/go/mediasolutionslocator>.

⁷ Most HP large format paper-based printing materials can be recycled through commonly available recycling programs, or according to region-specific practices. Some HP media are eligible for return through the free, convenient HP Large Format Media take-back program. Programs may not exist in your area. See <http://www.HPLFMedia.com/hp/ecosolutions> for details. HP large format printing materials, both unprinted and printed with Original HP Latex Inks, are non-hazardous and safe for disposal. Contact your local waste management authority for local area-specific instructions.

Technical specifications

Print	
Printing modes	1130 ft ² /hr - Max Speed (1-pass) 334 ft ² /hr - High Speed (4-pass) 226 ft ² /hr - Production Fast (6-pass) 183 ft ² /hr - Production Quality, Textiles and Backlits (8-pass) 172 ft ² /hr - High Saturation (12-pass) 129 ft ² /hr - High Saturation Backlits and Textiles (14-pass) 183 ft ² /hr - White Spot (60%) 99 ft ² /hr - White Overflow (60%) 32 ft ² /hr - White Underflow (100%) 22 ft ² /hr - 3 Layers Day & Night (160%) ¹
Print resolution	Up to 1200 x 1200 dpi
Ink types	Water-based HP Latex Inks
Ink cartridges	9 (black, cyan, light cyan, light magenta, magenta, yellow, white, HP Latex Optimizer, HP Overcoat)
Cartridge size	1 L
Pinheads	10 (2 cyan/black, 2 magenta/yellow, 2 light cyan/light magenta, 2 white, 1 HP Latex Optimizer, 1 HP Overcoat)
Long-term print-to-print repeatability	95% of colors ≤ 1.5 dE2000 ²
Media	
Handling	Roll feed, take-up reel, wiper roller ³ , automatic horizontal cutter (for vinyl, banner and canvas ⁴ , paper-based media, and film)
Media types	Banners, self-adhesive vinyls, films, fabrics, papers, wall coverings, canvas, synthetics, mesh, textiles ⁵
Roll size	10 to 64-in rolls (23 to 64-in rolls with full support)
Roll weight	121 lb
Roll diameter	9.8 in
Thickness	Up to 19.7 mil
Applications	Banners; Displays; Exhibition and event graphics; Exterior signage; Indoor posters; Interior decoration; Light boxes - film; Light boxes - paper; Murals; POP/POS; Posters; Textile; Vehicle graphics; Window graphics; Stickers
Connectivity	
Interfaces	Gigabit Ethernet (1000Base-T)
Dimensions (w x d x h)	
Printer	101.7 x 33.6 x 55.2 in
Shipping	110.2 x 44.5 x 50 in
Operating area	110 x 82.7 in
Weight	
Printer	589 lb
Shipping	811.3 lb
What's in the box	HP Latex 700 W Printer, printheads, maintenance cartridge, printer stand, take-up reel, user maintenance kit, edge holders, quick reference guide, setup poster, documentation software, power cords, air purgers, 2-in spindle adaptor
Environmental ranges	
Operating temperature	59 to 86°F
Operating humidity	20 to 80% RH (non-condensing)
Acoustics	
Sound pressure	60 dB(A) (operating), 38 dB(A) (idle), <20 dB(A) (sleep)
Sound power	7.8 B(A) (operating), 5.5 B(A) (idle), <3.5 B(A) (sleep)
Power	
Consumption	1.5-2.6 kW (5 kW peak) (printing), 95 W (ready)
Requirements	Input voltage (auto ranging) 200-240 V (±10%) two wires and PE; 50/60 Hz (±3 Hz); two power cords; 13 A max printer power cord; 9 A max curing power cord
Certification	
Safety	IEC 60950-1+A1+A2 compliant; IEC 62368-1 compliant; USA and Canada (CSA listed); EU (LVD, EN 60950-1 and EN 62368-1 compliant); Russia, Belarus, and Kazakhstan (EAC); China (CCC)
Electromagnetic	Compliant with Class A requirements, including: USA (FCC rules), Canada (ICES), EU (EMC Directive), Australia and New Zealand (RCM), Japan (VCCI), Korea (KCC), China (CCC)
Environmental	ENERGY STAR®; RoHS (WEEE, EU, EAEU, China, Korea, India, Ukraine, Turkey); REACH; EPEAT Silver; OSHA; CE marking compliant; Meets AgBB criteria; French VOC A+; Greenguard Gold; UL Ecologo; ZDHC - Level 1
Warranty	One-year limited hardware warranty

Ordering information

Product	
Y0U23A	HP Latex 700 W Printer
Accessories	
21V10A	HP Latex 700/800 User Maintenance Kit
7HR16A	HP Latex 700/800 Textile Kit Accessory
7HR18A	HP Latex 700/800 Ink Collector Foams Kit
7HR19A	HP Latex 700/800 Media Loading Accessory
T7U73A	HP Latex 500/700/800 Wiper Roller
Original HP printing supplies	
4UU93A	HP 836 White Latex Printhead
4UU94A	HP 836 Optimizer Latex Printhead
4UV95A	HP 836 Black/Cyan Latex Printhead
4UV96A	HP 836 Magenta/Yellow Latex Printhead
4UV97A	HP 836 Light Cyan/Light Magenta Latex Printhead
4UV98A	HP 836 Overcoat Latex Printhead
4UU96A	HP 836 Latex Maintenance Cartridge
4UV83A	HP 832 Ink Mix Container
4UV29A	HP 832 1-liter White Latex Ink Cartridge
4UV75A	HP 832 1-liter Black Latex Ink Cartridge
4UV76A	HP 832 1-liter Cyan Latex Ink Cartridge
4UV77A	HP 832 1-liter Magenta Latex Ink Cartridge
4UV78A	HP 832 1-liter Yellow Latex Ink Cartridge
4UV79A	HP 832 1-liter Light Cyan Latex Ink Cartridge
4UV80A	HP 832 1-liter Light Magenta Latex Ink Cartridge
4UV81A	HP 832 1-liter Optimizer Latex Ink Cartridge
4UV82A	HP 832 1-liter Overcoat Latex Ink Cartridge

Original HP large format printing materials	
HP PVC-free Wallpaper (UL GREENGUARD GOLD Certified ⁶ , FSC® certified ⁷ , meets AgBB criteria ⁸)	
HP Photo-realistic Poster Paper	
HP Premium Satin Canvas	
HP Prime Matte Air GP (REACH compliant ⁹)	
HP Premium Removable Gloss Adhesive Vinyl (REACH compliant ⁹)	

For the entire HP Large Format Printing Materials portfolio, please see HPLFMedia.com.

Service and Support	
U13DCE HP 2 year Next Business Day with Defective Media Retention	
U13DHE HP 3 year Next Business Day with Defective Media Retention	
U13DMPE HP 1 year Post Warranty Next Business Day with Defective Media Retention	
U13DSPE HP 2 year Post Warranty Next Business Day with Defective Media Retention	

ECO highlights

- Inks do not use reactive monomer chemistry, are ozone-free, and meet the ZDHC standard¹
- Can win new business with odorless prints, UL ECOLOGO®/UL GREENGUARD Gold Certified ink, and more²
- Eco-Carton replaces plastic cartridge with 80% reduction in plastic, achieves 66% CO2e reduction³
- Zero landfill—local outer carton recycling, free take-back inner ink bag via HP Planet Partners⁴

Please recycle printing hardware and eligible printing supplies and prints. Find out how at our website: <http://www.hp.com/ecosolutions>

¹ See <http://www.roadmaptozero.com>. Printing with HP Latex Inks avoids the problematic reactive monomers associated with UV printing. Acrylate monomers present in uncured UV inks and UV-gel inks can damage skin.
² There is a broad set of media with very different odor profiles. Some of the media can affect the odor performance of the final print. For certifications, see <http://www.ul.com/EL> and <http://www.ul.com/gg>.
³ CO2e reduction based on moving from plastic ink cartridge to cardboard HP Eco-Carton ink cartridge, with annual manufacturing savings of 291 tons and transport savings of 8 tons. Equivalent to 1,194,028 km (741,935 miles) driven by an average passenger vehicle or over 38 million smartphones charged.
⁴ The ink cartridge HP Eco-Carton outer carton is 100% recyclable through local cardboard/paper programs. Inner materials including the ink bag are 55% recyclable and can be returned free of charge to the HP Planet Partners program for reprocessing of plastic parts. Zero landfill. For take-back of ink bag/printhead/prints, visit <http://www.hp.com/recycle> to see how to participate and for HP Planet Partners program availability; program may not be available in your jurisdiction.

¹ Print speeds may vary due to the adaptive printing mechanism to avoid image quality defects.
² The color variation between printed jobs has been measured at 12 pass mode on vinyl media following best practices for tiling layouts and within this limit: 95th percentile of pairwise color differences (95% of colors) ≤ 1 dE2000. Reflective measurements on a 943 color target under CIE standard illuminant D50, and according to the standard CIEDE2000 as per CIE Draft Standard DS 014-6/E:2012. 5% of colors may experience variations above 1 dE2000. Backlit substrates measured in transmission mode may yield different results.
³ Wiper roller is an optional accessory.
⁴ Automatic horizontal cutter is for use with thinner banners and canvas only. It is recommended to perform a test.
⁵ Textile Kit Accessory required for long runs of textile and porous textile.
⁶ UL GREENGUARD GOLD Certification to UL 2818 demonstrates that products are certified to UL's GREENGUARD standards for low chemical emissions into indoor air during product usage. For more information, visit <http://www.ul.com/gg> or <http://www.greenguard.org>.
⁷ Trademark license code FSC-C115319.
⁸ With HP Latex Inks, prints meet AgBB criteria for health-related evaluation of VOC emissions. See <http://umweltbundesamt.de/en/topics/health/commissions-working-groups/committee-for-health-related-evaluation-of-building>.
⁹ This product does not contain substances listed as SVHC (155) per Annex XIV of the EU REACH directive published as of June 16, 2014 in concentrations exceeding 0.1%. To determine the status of SVHC in HP products, see the HP REACH Declaration published at HP Printing Products and Consumable Supplies.



Memo

To: Independence Community College Board of Trustees

From: Taylor Crawshaw
Vice President for Academic Affairs

Date: 06/01/2021

Re: Institution Animal Care and Use Committee Chair Position Request

The Institution Animal Care and Use Committee Chair must be a licensed veterinarian who is responsible for overseeing the coordination and implementation of effective, efficient systems of protocol review and program review by the IACUC in compliance with the Policy of Humane Care and Use of Laboratory Animals (PHS) and the Animal Welfare Act (AWA). The committee chair ensures:

- Ensure that the use of animals or testing on animals is conducted in a humane, ethical manner, with the highest standard of care according to applied Federal, State, local regulations and institutional policies and guidelines.
- Convenes and chair meetings, ensure that there is a quorum present.
 - Spring Meeting: January- May
 - Fall Meeting: August- December
- Ensures participation from IACUC members for annual protocol review, semi-annual program review, and facility inspections.
- Participates in the assignment of designated reviewers for protocols
- Oversees the preparation of meeting minutes, agendas and reports, and submit appropriate documents to the Institutional Officer (IO) in accordance with PHS policy and the AWA
- Reports to the IO any activities of serious or continuing non-compliance.
- Ensures the establishment of a written system of communication with the investigators concerning the approval status of protocols and the steps necessary to secure approval.
- Educates, advises, and supports IACUC members, Private Investigators (PI) and others regarding the IACUC process
- Communicates regularly with the IO, Attending Veterinarian, and IACUC Administrator.
- Serve as a spokesperson for the ICC IACUC.
-

This position prevents a conflict of interest and allows ICC to remain in compliance with IACUC best practices and AVMA CVTEA recommendation

This is a renewable staff contract position with compensation of \$1200 annually plus travel expenses to campus twice annually.

Memo

To: Independence Community College Board of Trustees

From: Taylor Crawshaw
Vice President for Academic Affairs

Date: 06/01/2021

Re: Veterinary Nursing Clinical Lab Assistant Position Request

AVMA CVTEA has recommended that ICC increase staffing to relieve burden and improve safety in the Veterinary Nursing program.

The Independence Community College's (ICC) Veterinary Nursing Clinical Lab Assistant must be a registered Veterinary Technologist with 1 year of experience preferred.

This is a renewable staff part-time position with compensation of up to \$25.00 per hour – 15-20 hours per week (typically over two days) 12-14 weeks per semester.

Comprehensive Program Review Of Theatre

2019/2020 & 2020/2021

Prepared by

Co-Authors

Paul Molnar & Joel Williams

3/11/2022



Independence
COMMUNITY COLLEGE

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•.. The AA in Theatre is a program designed to allow students to explore elements of theatre both from a performance perspective as well as a technical & design perspective. This is an ideal program for someone who may want to go into education (from elementary to high school), management (either in

theatre or public speaking), producing, or directing. The skills developed in this program will also help the student with interviews for other colleges or in the professional workplace.	16
Associate of Fine Arts in Theatre Performance (AFA).....	16
•.... The AFA in Performance is focused on training and preparing a student who wishes to transfer into a BFA program at a 4-year institution.	16
Associate of Fine Arts in Technical Theatre (AFA)	16
•..... The AFA in Technical Theatre is focused on training students in scenic, lighting, and sound design, as well as stage-management. This program is designed to transfer into a BFA program at a 4-year institution.....	16
The courses in this program that support other programs across campus are:	17
•..... Theatre Appreciation: AS Liberal Studies, AGS General Studies, AA Liberal Studies	17
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Key Initiative #1: Develop and deliver distinctive and high-quality academic, entrepreneurial, fine arts, athletics, and cultural programming that makes ICC a destination for students globally. Develop clear pathways to 4-year transfer and workforce readiness through college degree or certificate completion.	25
Key Initiative #2: Implement plans for recruitment and retention of quality employees. Increase faculty and staff development opportunities and support. Create development programs, including leadership and expertise training.	25
Key Initiative #4: Develop college outreach and promotions to maximize awareness of ICC through clear initiatives and additional strategic recruitment to grow enrollment and establish ICC's identity and brand.	26
Key Initiative #5: Increase enrollment, retention and completion rates using the 2018-2019 baseline, setting specific goals. Consider anticipated results of action steps and anticipated state demographic trends, student socioeconomic factors and financial aid availability.	26
The Theatre Program faculty meets regularly to discuss recruiting goals, and retention strategies. These meeting are also followed up by bi-annual recruiting meeting with the Director of recruiting as well as the VPAA. This ensures a process that is robust and has accountability attached.	26
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1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The Theatre Program has two major parts, Theatre Performance Training and Technical Theatre Training. All students who participate in the Theatre Program will receive significant exposure to both. Theatre students are given training in the classroom as well as on the stage and with design. The Performance training focuses on Acting, Voice, and Movement, also giving students the opportunity to work as a playwright and a director. The Technical training focuses on Lighting, Scenic, and Sound design, while giving students the opportunity to learn drafting for the theatre, and critical safety training for the stage and the shop.

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

Narrative:

THR Program Review Data AY 2020

Looking at all THR courses except Theater Appreciation (Gen Ed) and Dance (Musical Theater)

Number of Faculty:

3 full time (Lowder, Molnar, Petrucka)

1 adjunct (Huffman)

Enrollment & Student credit hours by Faculty type:

Full time: 30 total credit hours taught, with 64 total students enrolled

Adjunct: 3 credit hours taught, 5 total students enrolled

Average Class size:

4.6 students in Face-to-Face classes

0 students in online classes

4.6 students across all courses

Completion rates:

94.2% face-to-face

0% online

94.2% all courses

Pass ('D' or better) rates:

100% face-to-face

0% online

100% all courses

Pass ('C' or better) rates:

96.9% face-to-face

0% online

96.9% all courses

Number of Majors: 9 (4 returned in Fall 2020)

Degrees Awarded: 1

ACADEMIC YEAR	ACADEMIC YEAR	ACADEMIC YEAR	EVENT ID	Credits	SECTION	EVENT LONG NAME	PERSON CODE ID	Instructor	ADDS	Complete	Passed 'D'	Passed 'C' or better
2020	SPRING	FULL	THR2071	1	0002	REHEARSAL & PERFORMANCE LAB IV	P000166564	A. Lowder	3	3	3	3
2019	FALL	SECOND	THR1033	3	HY01	STAGECRAFT I	P000167131	J. Huffman	5	5	5	4
2019	FALL	FULL	THR1023	3	0001	ACTING I	P000166563	P. Molnar	11	11	11	11
2020	SPRING	FULL	THR1083	3	0001	VOICE I	P000166563	P. Molnar	5	4	4	4
2020	SPRING	FULL	THR1143	3	0001	MOVEMENT I	P000166563	P. Molnar	6	5	5	5
2020	SPRING	FULL	THR2051	1	0002	REHEARSAL & PERFORMANCE II	P000166563	P. Molnar	5	5	5	5
2019	FALL	FULL	THR2061	1	0001	REHEARSAL & PERFORMANCE LAB III	P000166563	P. Molnar	3	3	3	3
2019	FALL	FULL	THR2143	3	0001	MOVEMENT II	P000166563	P. Molnar	2	2	2	2
2019	FALL	FULL	THR1051	1	0001	REHEARSAL & PERFORMANCE LAB I	P000164867	P. Petrucka	7	7	7	7
2020	SPRING	FULL	THR1093	3	0001	INTRODUCTION TO PLAYWRITING	P000164867	P. Petrucka	4	3	3	3
2020	SPRING	FULL	THR1123	3	0001	ACTING II	P000164867	P. Petrucka	3	3	3	3
2019	FALL	FULL	THR2003	3	0001	PLAY PRODUCTION: DIRECTING	P000164867	P. Petrucka	2	2	2	2
2020	SPRING	FULL	THR2051	1	0001	REHEARSAL & PERFORMANCE II	P000164867	P. Petrucka	5	5	5	5
2020	SPRING	FULL	THR2071	1	0001	REHEARSAL & PERFORMANCE LAB IV	P000164867	P. Petrucka	3	3	3	3
2020	SPRING	FULL	THR2103	3	0001	SCRIPT ANALYSIS	P000164867	P. Petrucka	5	4	4	3
									69	65	65	63

INDEPENDENCE COMMUNITY COLLEGE					
Theatre					
For the Twelve Months Ending Tuesday, June 30, 2020					
		Operating Budget	Expense	Encumbered	Remaining
Fund 11					
Expenses					
11-510:550	Salary		\$111,467.43		(\$111,467.43)
11-591:596	Fringe Benefits		29,192.94		(29,192.94)
11-601:601	Travel		3,309.10		(3,309.10)
11-602:602	Food and Meals		1,396.83		(1,396.83)
11-603:606	Student Travel		154.03		(154.03)
11-624:626	Conferences		681.63		(681.63)
11-650:661	Contract Services		500.00		(500.00)
11-680:681	Membership Dues/ Fees		17.47		(17.47)
11-690:692 + 11-696:697 + 683:690	Misc.		6,224.40		(6,224.40)
11-693	Special Programs		150.00		(150.00)
11-695	Credit Card Fees		631.38		(631.38)
11-700:700	Instructional Supplies		404.58		(404.58)
11-701	Office Supplies		38.39		(38.39)
Total			154,168.18		(154,168.18)

THR Program Review Data AY 2021

Looking at all THR courses except Theater Appreciation (Gen Ed) and Dance (Musical Theater)

Number of Faculty:

2 full time (Molnar, Petrucka)

1 adjunct (Tate)

Enrollment & Student credit hours by Faculty type:

Full time: 36 total credit hours taught, with 60 total students enrolled

Adjunct: 6 credit hours taught, 6 total students enrolled

Average Class size:

3.3 students in Face-to-Face or Hybrid classes

0 students in online classes

3.3 students across all courses

Completion rates:

96.97% face-to-face/hybrid

% online

96.97% all courses

Pass ('D' or better) rates:

96.88% face-to-face/hybrid

% online

96.88% all courses

Pass ('C' or better) rates:

95.31% face-to-face/hybrid

% online

95.31% all courses

Number of Majors: 7 (4 returned in Fall 2021)

Degrees Awarded: 1

ACADEMI	ACADEMI	ACADEMI	EVENT_ID	CREDITS	SECTION	EVENT_LONG_NAME	PERSON_CODE	Instructor	ADDS	Complete	Passed 'D'	Passed 'C' or Better
2020	FALL	SECOND	THR1033	3	HY01	STAGECRAFT I	P000168084	K. Tate	4	4	4	4
2021	SPRING	FULL	THR2083	3	HY01	THEATRICAL DESIGN I	P000168084	K. Tate	2	2	2	2
2020	FALL	SECOND	THR1051	1	SHY1	REHEARSAL & PERFORMANCE LAB I	P000166563	P. Molnar	4	4	4	4
2020	FALL	FULL	THR1083	3	HY01	VOICE I	P000166563	P. Molnar	2	2	2	2
2021	SPRING	SECOND	THR1123	3	SHY1	ACTING II	P000166563	P. Molnar	5	5	4	4
2021	SPRING	FIRST	THR1143	3	FHY1	MOVEMENT I	P000166563	P. Molnar	3	3	3	3
2021	SPRING	SECOND	THR2051	1	SHY1	REHEARSAL & PERFORMANCE II	P000166563	P. Molnar	3	3	3	3
2020	FALL	SECOND	THR2061	1	SHY1	REHEARSAL & PERFORMANCE LAB III	P000166563	P. Molnar	3	3	3	3
2021	SPRING	SECOND	THR2071	1	SHY1	REHEARSAL & PERFORMANCE LAB IV	P000166563	P. Molnar	3	3	3	3
2020	FALL	FULL	THR2143	3	HY01	MOVEMENT II	P000166563	P. Molnar	3	3	3	3
2020	FALL	FULL	THR2173	3	HY01	VOICE II	P000166563	P. Molnar	3	3	3	3
2021	SPRING	FIRST	THR2311	1	FHY1	AUDITION TECHNIQUES & STRATEGIES	P000166563	P. Molnar	4	4	4	4
2020	FALL	SECOND	THR1023	3	SHY1	ACTING I	P000164867	P. Petruck	5	3	3	3
2020	FALL	FIRST	THR1051	1	FHY1	REHEARSAL & PERFORMANCE LAB I	P000164867	P. Petruck	4	4	4	4
2021	SPRING	FULL	THR1093	3	HY01	INTRODUCTION TO PLAYWRITING	P000164867	P. Petruck	3	3	3	3
2020	FALL	FIRST	THR2003	3	FHY1	PLAY PRODUCTION: DIRECTING	P000164867	P. Petruck	3	3	2	2
2021	SPRING	FIRST	THR2051	1	FHY1	REHEARSAL & PERFORMANCE II	P000164867	P. Petruck	3	3	3	3
2020	FALL	FIRST	THR2061	1	FHY1	REHEARSAL & PERFORMANCE LAB III	P000164867	P. Petruck	3	3	3	3
2021	SPRING	FIRST	THR2071	1	FHY1	REHEARSAL & PERFORMANCE LAB IV	P000164867	P. Petruck	3	3	3	3
2021	SPRING	FIRST	THR2103	3	FHY1	SCRIPT ANALYSIS	P000164867	P. Petruck	3	3	3	2

INDEPENDENCE COMMUNITY COLLEGE					
Theatre					
For the Twelve Months Ending Wednesday, June 30, 2021					
		Operating Budget	Expense	Encumbered	Remaining
	Fund 11				
	Expenses				
11-510:550	Salary		\$148,658.80		(\$148,658.80)
11-591:596	Fringe Benefits		35,642.30		(35,642.30)
11-601:601	Travel		212.36		(212.36)
11-602:602	Food and Meals		463.40		(463.40)
11-603:606	Student Travel		163.00		(163.00)
11-624:626	Conferences		129.00		(129.00)
11-643	Royalties		1,100.00		(1,100.00)
11-650:661	Contract Services		2,809.75		(2,809.75)
11-680:681	Membership Dues/ Fees		247.68		(247.68)
11-690:692 + 11-696:697 + 683:690	Misc.		5,575.04		(5,575.04)
11-695	Credit Card Fees		530.31		(530.31)
11-700:700	Instructional Supplies		376.49		(376.49)
11-701	Office Supplies		185.17		(185.17)
11-850	Equipment		679.39		(679.39)
	Total		196,772.69		(196,772.69)

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:

Students who graduate from the theatre program at ICC will be able to:

- OUTCOME: Demonstrate a systematic approach to creating a theatrical production.
 - Measure: 75% of Theatre majors achieve a 75% or better in THR 1123 -Acting II & THR 2083 -Intro to Scenic Design
- OUTCOME: Engage productively in the collaborative process.
 - Measure: 75% of Theatre majors achieve a 75% or better in THR 1051 & 2051 - Theatre Practicum I & II
- OUTCOME: Build intellectual and aesthetic understanding of the craft and technique of theatre arts.
 - Measure: 75% of Theatre majors achieve a 75% or better in THR 1013 -Theatre Appreciation
- OUTCOME: Explore the diversity of theatre and its intersection with community, culture and society.
 - Measure: 75% of Theatre majors achieve a 75% or better in THR 2061 & 2071 - Theatre Practicum III & IV

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:

One of the strongest parts of the theatre program is the hands-on, one-on-one instruction both in the classroom and during production. Faculty teach core elements of performance and technology & design in the classroom and then because of a rigorous production schedule, implement first-hand oversight and training in the rehearsal room and stage, as well as in the shop and backstage. This promotes both theory, and practical learning opportunities for our students.

In addition to the work that we prioritize in our training, faculty work to create formal and informal relationships with colleagues at 4-year institutions. Faculty will make phone calls and personally promote and advocate for our students, which has proven pivotal in these students being accepted into major 4-year colleges. Because of these professional and industry relationships, our students have a practical advantage when transferring to these institutions.

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:

2019/2020

FALL 2019:

THR 1033 Stagecraft I

An assessment for Stagecraft I was not completed in the fall of 2019. No documentation available.

THR 1023 Acting I

Learning outcomes 1 and 3 were met. Learning outcome 2 was partially met with a planned action to attempt to engage non-actors earlier in the process. Learning outcome 4 was not met due to poor

timing of the measuring assignment and insufficient buy in from the students. A planned action to break script analysis into smaller assignments and address the timing issue.

THR 1051 R&P I

An assessment for Rehearsal and Performance I was not completed in the fall of 2019. No documentation available.

THR 2061 R&P III

An assessment for Rehearsal and Performance III was not completed in the fall of 2019. No documentation available.

THR 2143 Movement II

An assessment for Movement II was not completed in the fall of 2019. No documentation available.

THR 2003 Play Production –Directing

An assessment for Play Production - Directing was not completed in the fall of 2019. No documentation available.

SPRING 2020:

THR 1143 Movement I

Assessment report shows all learning outcomes met for this course. Additional comments include the difficulty of transitioning to an online course at the start of the COVID-19 pandemic.

THR 2051 R & P II

An assessment for Rehearsal and Performance II was not completed in the spring of 2020. No documentation available.

THR 2071 R & P IV

An assessment for Rehearsal and Performance IV was not completed in the spring of 2020. No documentation available.

THR 1083 Voice I

Assessment report shows all learning outcomes met for this course.

THR 1123 Acting II

An assessment for Acting II was not completed in the spring of 2020. No documentation available.

THR 1093 Intro to Playwriting

An assessment for Intro to Playwriting was not completed in the spring of 2020. No documentation available.

THR 2051 R & P II

A thorough assessment for Rehearsal and Performance II was not completed. The documentation available indicates that six out of six students received an A.

THR 2071 R & P IV

A thorough assessment for Rehearsal and Performance IV was not completed. The documentation available indicates that two out of three students received an A and the third received a B.

THR 2103 Script Analysis

An assessment for Script Analysis was not completed in the spring of 2020. No documentation available.

2020/2021FALL 2020:**THR 1033 Stagecraft I**

Assessment indicates that learning outcomes two through four were fully met, outcome one was partially met.

THR 1051 R & P I

An assessment for Rehearsal & Performance was not completed in the fall of 2020. No documentation available.

THR 1083 Voice I

Assessment indicates that all learning outcomes for this course were met. Additionally, it shows that planned actions from the previous year were implemented and successful.

THR 2061 R & P III

An assessment for Rehearsal & Performance was not completed in the fall of 2020. No documentation available.

THR 2143 Movement II

Assessment indicates that all learning outcomes for this course were met.

THR 2173 Voice II

Assessment indicates that all learning outcomes for this course were met.

THR 1023 Act I

Assessment indicates that all learning outcomes for this course were met.

THR 2003 Directing

Assessment indicates that all learning outcomes for this course were met.

SPRING 2021:**THR 2083 Introduction to Scenic Design**

An assessment for Scenic Design was not completed in the Spring of 2021. No documentation available.

THR 1143 Movement I

Assessment indicates that learning outcomes one through three were met and outcome four was partially met. Planned actions show the inclusion of an additional support lesson to enhance the effectiveness of outcome four.

THR 2051 R & P II

An assessment for Rehearsal and Performance II was not completed in the Spring of 2021. No documentation available.

THR 2071 R & P IV

An assessment for Rehearsal and Performance IV was not completed in the Spring of 2021. No documentation available.

THR 2311 Audition Technique

Assessment indicates that outcomes two and five were met and outcomes one, three and four were partially met. Analysis indicates that holding the course in the first eight weeks was detrimental to student success. There were also technology barriers that contributed to outcomes being partially met.

THR 1123 Acting II

Assessment indicates that all learning outcomes were partially met. Analysis shows that additional measuring assignments may be necessary to create a better picture of the success/failure of meeting the outcomes.

THR 1093 Intro to Playwrighting

Assessment indicates that all learning outcomes were met for this course

THR 2103 Script Analysis

Assessment indicates that learning outcomes one, two and four were partially met while outcome three was not met. Analysis shows that additional time in class on outcome measurements may be necessary to move from partially met to fully met. Further actions planned to spend more one-on-one time with "Ball's method" to achieve the desired result on outcome three.

3.2 Significant Assessment Findings

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

Narrative:

The collected assessment data has exposed some of the past challenges either by omission of data, or by an accurate reflection of limited data. The absence of data is as telling as its existents. The courses that have available data have shown an understanding and plan for changes to achieve better success with their learning outcomes. The ones that were not assessed in the past have motivated current faculty to take a more aggressive look at these courses and the process of assessment, and are committed to utilizing this tool to create a better opportunity for our students. The current faculty has embraced assessment reports and now capture data more consistently that will create a clearer picture moving forward.

This updated buy-in on process has no doubt contributed to higher success in the classroom and on the stage. The faculty continues to meet regularly to have robust discussions about outcomes in the classrooms as well as with the program.

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:

Reflecting on the past two years of data and hard numbers generated by administration, it is clear that more needs to be done to grow and retain students in this program. New initiatives have been implemented recently and growth is starting to happen already. We are changing the narrative about what it means to attend ICC Theatre.

Faculty have been aggressively recruiting; teaching workshops, visiting high school classrooms, performing consultations in both tech and performance, attending productions, and inviting local high schools to ICC production. These have proven to be effective strategies to be introduced to, and create relationships with, potential students in the area.

The recent assessment data suggests that closer attention is being paid to how the students are progressing through the program, and faculty are gaining a clearer understanding of what challenges may need to be addressed for retention.

PENDING APPROVAL

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

4.1: Program Advisory Committee:

Narrative:

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

The Theatre Program does not have a program advisory committee as part of its operation, no data is available.

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 Theatre Program does not have specialized accreditation as part of its operation, no data is available.

However, the continued professional development, and status of professional affiliations held by the faculty is a priority and pivotal for the success of the students. These include Actors Equity Association (AEA), Screen Actors Guild/American Federation of Television & Radio Association (SAG/AFTRA), Society of American Fight Directors (SAFD), Association of Theatre Movement Educators (ATME). These represent industry standard professional affiliations that not only feed into best practices for the industry, but they all have a hand in training, safety, and advocacy for students.

Unlike math or science classes, many of the classes taught in this program rely on industry professionals who have had careers, and who continue to work professionally. Having a faculty composed of working professionals is critical in setting this program apart from others that we may be competing against to land students.

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 Theatre Program has no official voting body that gives accreditation for its students, however the process that each student needs to complete to advance in their professional career involves a voting of sorts. The training of the audition process, be it for performance or for technical practices, is a marker of how well the program prepares its students to move on into the workforce or onto another institution. This is a data point that has not been measured to date that we are aware of, but we plan to create a rubric to capture this data.

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 Theatre Program covers all aspects of performance, design, technical elements, as well as the business of theatre. Performance majors spend two years working on voice, movement, acting, directing, playwrighting, and dramaturgy. Technical Theater majors spend two years studying design, construction, audio, visual, drafting, and stage management.

Both the Performance and Technical Theatre programs have undergone significant restructuring in the last year to accommodate the creation of the recently KBOR approved Associate of Fine Arts degree program. The Associate of Arts degree was adjusted to be more appealing to students with an interest in both performance and tech, while the AFA was created to provide a deep dive into one of the two disciplines. One of the guiding principles in the creation/adjustment of our programs was to ensure ease of transfer for our students to a 4-year institution.

Following the successful completion of any of our degree tracks, students will have the necessary skills to be hired in a variety of positions in the entertainment industry as well as any job that requires the ability to; think on your feet, work as part of a team, take criticism, be adaptable, public speaking, and to operate within strict timelines.

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:

Associate of Arts in Theatre (AA)

- The AA in Theatre is a program designed to allow students to explore elements of theatre both from a performance perspective as well as a technical & design perspective. This is an ideal program for someone who may want to go into education (from elementary to high school), management (either in theatre or public speaking), producing, or directing. The skills developed in this program will also help the student with interviews for other colleges or in the professional workplace.

Associate of Fine Arts in Theatre Performance (AFA)

- The AFA in Performance is focused on training and preparing a student who wishes to transfer into a BFA program at a 4-year institution.

Associate of Fine Arts in Technical Theatre (AFA)

- The AFA in Technical Theatre is focused on training students in scenic, lighting, and sound construction/implementation and design, as well as stage-management. This program is designed to transfer into a BFA program at a 4-year institution.

The courses in this program that support other programs across campus are:

- *Theatre Appreciation: AS Liberal Studies, AGS General Studies, AA Liberal Studies*
- *Acting I: AS Liberal Studies, AGS General Studies, AA Liberal Studies*
- *Stage Craft I: AS Liberal Studies, AGS General Studies, AA Liberal Studies*

PENDING APPROVAL

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

Paul Molnar is currently the Director of Theatre Performance and an Associate Professor of Theatre at Independence Community College where he teaches acting, movement, stage combat, voice and directing. Before arriving in Kansas, Paul spent more than 20 years in New York City & regionally working as an actor, director, movement consultant, fight choreographer and producer.

Paul, along with his wife Dee, founded South Brooklyn Shakespeare, a 501(c)3 company devoted to bringing free Shakespeare and other Classic Works of Literature to the residents of South Brooklyn. Paul & Dee served as Co-Artistic Directors for six seasons. This company performed in several locations throughout Brooklyn and produced some of Shakespeare's classics: *Twelfth Night*, *Much Ado About Nothing*, *A Midsummer Night's Dream*, *Romeo & Juliet*, *Macbeth* & *A Winter's Tale*.

As an actor, Paul has numerous professional credits: in New York City he did the Off-Broadway premier of *Hot Mess* with Max Crumm & Lucy DeVito, multiple productions with Obie Award Winning NYC Company KEEN Company, Epiphany, Adobe, Tangent and Fifth Street Theatre. Regional credits include work with: Premier Stages, Asolo Rep, Vermont Stage, Lost Nation, Michigan Shakespeare Festival, The Shakespeare Theatre of New Jersey, New American Theatre and 12 Miles West Theatre. TV credits include: *Law & Order*, *Law & Order SVU*, *Person of Interest*, Film credits include: *Sweet Sweet Baby* & *The Ones That Have Fallen*. As a fight director Paul's work has been featured Off-Broadway in: *Party Face* (Directed by Amanda Bearse & starring Hayley Mills), *Roulette*, *Tape*, *Ghoul*, work with DiCapo Opera, Ensemble Studio Theatre and the 47th Street Theatre. Other New York credits include movement coaching & fight choreography work at Fordham University, Queens College, MITF, and Keen Company where he was the Resident Company Fight Director. Regional movement & fight choreography credits: Buck's County Playhouse, Premiere Stages, Two River Theatre, Shakespeare on the Sound, The Shakespeare Theatre of New Jersey, Michigan Shakespeare Festival, Second City (Detroit) & Asolo Rep.

Paul received his BFA from the University of Michigan and holds an MFA from the FSU/Asolo Conservatory for Actor Training. Paul has been a proud member of Actors Equity Association since 1998 and a member of SAG-AFTRA since 2011.

Joel Williams is the Associate Professor of Technical Theatre at Independence Community College where he teaches Stagecraft, Stage Management, Introduction to Scenic Design, Introduction to Lighting and Sound Design, and Drafting I & II. Before joining the faculty at ICC Joel spent 2014-2021 in Atlanta, GA as

the Technical Director, and Instructor of Technical Theatre at Woodward Academy. Prior to that, Joel served as the Technical Director, Instructor, and Theatrical Designer at Ottawa University in Ottawa, KS. He has worked professionally as a Technical Director, Scenic, Sound, Projection, or Lighting Designer with Aris' theatre in Atlanta, Central Missouri Repertory in Warrensburg, MO, Imago Dei in Kansas City, and The Helen Hocker theatre in Topeka.

Joel holds a Bachelor of Arts degree in Theatre from Ottawa University, and a Master of Theatre Studies from Southern Oregon University.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Our students compete regionally with colleges around our area in the American College Theatre Festival which operates with the Kennedy Center. This competition known as KCACTF is in all fifty states and is recognized as the most prestigious college festival around. Our students compete for scholarships in acting, playwriting, all elements of design, as well as stage management. Most recently we have the following students recognized by KCACTF:

Kenzie Clay, Irene Ryan Nomination 2019

Christian Lucas, Irene Ryan Nomination 2019

Austin Hancock, Irene Ryan Nomination 2019

Dylan Waterman, Irene Ryan Nomination 2020

Mylee Cronin, Irene Ryan Nomination 2020

Kierra Kellum, Irene Ryan Nomination 2020

Kierra Kellum, Regional Semi-Finalist (10-Min Play) 2020

Chelsea Jarman-Storment, Irene Ryan Nomination 2021

Mary-Lynn White, Irene Ryan Nomination 2021

Isha Hill, Irene Ryan Nomination 2021

Aleksandr Rusanov, Irene Ryan Nomination 2021

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:

Traditional academic research is not something that fits directly into what a theatre program does, however teaching students how to research does. There are plenty of opportunities for research with regards to costumes, props, set design, and dramaturgy. These are critical elements that must be taught for the students to be successful.

Innovative teaching is one the most important tools to have. Because our courses are taken by a wide range of students, some with no acting or technical experience, the ability to be flexible and adaptive is critical. Faculty members regularly change up lessons and the way to give those lessons based on who is right in front of them. In a single classroom they may have a student who is a theatre major here on scholarship, right next to a student who has never acted at all, or even spoke in front of a group. The ability to adapt and be innovative to get the lesson across is a priority in this program.

The community is at the core of what having a theatre program is. Without audiences and community support, our students cannot complete the process of theatre education. The theatre faculty is actively engaged in community outreach in a number of ways.

1. They are regularly in attendance at First Fridays sponsored by the Chamber. This is an opportunity to interact directly with members of the community. Faculty regularly speaks and promotes what is happening at the theatre during those meetings.
2. Theatre faculty facilitated a partnership with the Independence Area Community Chest and ICC Theatre to launch a program called Pirate Payback. This happens at the Thursday evening performance of the theatre production, and donations given to the theatre department that performance are donated to the Community Chest. There are board members for the community chest that regular attend this event.
3. ICC Theatre has also launched an initiative to do audience development through the Inge Talk Back Series. This happens after the Saturday evening performance of the production and is meant to not only give the students an opportunity to do talk backs, but it opens a direct line of communication from our audience members to the cast, crew, and faculty.
4. Over past two years, ICC Theatre has also committed to doing one full production off campus. These have both been done at the Hille Bandshell in Riverside Park, and this current production will be done at the Booth Hotel.

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:

There are two major observations we can make from the assessed data; one is that student success with regards to education and pass/fail numbers are good, two, is that there are more general population students in theatre classes than theatre majors. The numbers would be even higher if Theatre Appreciation was included in the assessment data. This information sheds light on two areas that should be focused on.

1. The entire student body benefits from this program.
2. The program needs to focus on growing.

The growth of the department is contingent on many factors; quality of instruction, quality of productions, ability to recruit, overcoming past negative perceptions, and finally the quality of our facilities and technical abilities. We believe the pieces are in place for instruction, quality of productions and overcoming past perceptions. The primary challenge is in addressing recruiting and physical facilities & technical equipment.

While faculty have made great efforts to visit students in their own schools and classroom (as outlined above), we are greatly challenged by the time constraints of four mainstage productions, plus three additional large-scale events, 24 Hour Plays, the Inge Festival, and the Anna Plays. The strategy has been to bring the students to us in the form of student matinees and workshops. This has been effective and will no doubt yield success. However, developing a cohesive strategy with the recruiting and admissions departments could yield results much faster and allow access to a greater geographical area.

Addressing the major facilities and technology issues will require a significant capital outlay from the college. To convince a student to come to ICC to obtain their AFA in Performance or Technical Theatre, our facilities and technical capabilities must be on par with or greater than their high schools. Upgrades to tools, computers, software, lighting, sound, and the Inge Theatre itself are vital. Some investments in upgrades are planned and some have already happened. The program faculty continue to have strategic conversations about using allocated funds in a way that will best support students and productions, while also leaving room for upgrades to systems, tools and software. Short- and long-term goals also address many of the facilities and technology needs.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

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

Narrative:

Circle One: Maintain Current Levels of Support

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Explain why:

The Theatre Program has made significant strides over the past several years to create a program that is competitive, comprehensive, and student centric. The launching of the AFA in Performance and Technical Theatre, while maintaining the AA in Theatre has taken an immense amount of work and commitment by faculty, administration, and staff. The new look of this program will need support over the next 3-5 years. If we have done our job correctly, we will outgrow the capacities of our current capabilities, be that technologies, classroom space, or size of faculty. All the objectives put forward will drive an expanded demand for classes, programing, and ultimately funding. The faculty has worked diligently to create a program that “serves the best interests of students and the community by providing academic excellence...” as ICC’s mission states.

7.3 Academic Program Goals and Action Plans

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

Narrative:

Short-term goals:

1. Recruiting: each year bringing in 12 program majors. With the launch of the new AFA Programs in both performance and technical theatre, we hope to grow our majors in a meaningful way. With a goal of 8 new performance and 4 new technical students each year, we believe we can grow the program in a manageable way.
2. Upgrade lighting and sound technologies. To continue to produce events in our theatre as well as effectively teach our classes, we must stay abreast of current technologies. Our immediate needs are focused on lighting and sound. There is not currently a lighting console available to our students to learn or produce lighting. Currently, students use computer-based software to run the lights. Prior to this year, the software was a niche product designed for use by DJs. We have updated software to an industry-standard program, but it does not provide the same kind of training or experience students need from an actual console. Additionally, the options we have available for LEDs and moving lights are not conducive to creating a quality theatrical production. Our sound system is nearing the end of its functional life cycle. The computer that is necessary to access many of the functions of the sound board is a late 2012 model that can no longer accept software updates. Replacing that computer with any newer model would not help because the software for the board is no longer updated or supported. We are also limited in our capacity to add speakers to other locations in the theatre (which is vital to crafting a quality sound design). - \$10,000 for lighting console; \$5000 for sound board; \$1000 for computer
3. Maintain traditional student opportunities. The theatre program has a robust agenda. Aside from the classes offered, the co-curricular events are substantial. Each fall semester the programs hosts the 24-Hour Plays, the Anna Plays, and two main-stage productions. In the spring semester there are an additional two main-stage productions. There are also opportunities for our students to travel and compete nationally in the Kennedy Center American College Theatre Festival (KCACTF). This allows our students to be recognized for the work they have done on our stages and gives them a chance to compete with other theatre students from around the country for scholarships. KCACTF also has numerous workshops and productions that the students can participate in and watch. This is an expense that the college has covered consistently, and we would like to be able to keep this opportunity available.
4. Create a meaningful connection between the students and the William Inge Theater Festival. One of the most underutilized programs funded by the college is the William Inge Theatre Festival. A long tradition that has had some ups and downs. The opportunities for our students to interact with, take workshops from, and make connections with visiting professionals should be a top priority not only for our current students but for recruiting. We would like to see this program become a foundation that is rooted in the theatre program here at ICC.

Long-term goals:

1. Community outreach tour company with performance and tech students. This is a program that would function both as a practical classroom course and a powerful recruiting tool. Performance Classroom: students would take a course that is focused on cutting, casting, and rehearsing a Shakespeare play or some other classical work of literature. The objective would be to tour this one-hour production around the area and perform it for high schools. These

would mostly be day trips, although we could imagine a situation where with heavy demand, there could be overnight stays. Technical Classroom: these students would work closely with the performance classroom to design, build, and crew the touring production. There are programs like this around the country, and our current faculty have been deeply involved with this kind of work, both from a performance side as well as a producer side.

2. Lighting system upgrade for the Inge Theatre. A major electrical overhaul is needed in the William Inge Theatre. Upgrades to hardline power, dimmers, and a rerunning of power boxes is needed. In addition to the power needs and locations, additional hardware and software are needed. More lighting instruments, both conventional, LED, and moving lights upgrades are necessary to remain competitive as a Technical Theatre training location. New Console - \$10,000 - \$50,000
3. Fully integrate student connection with the William Inge Festival. As a continuation from our short-term goal list, ultimately the William Inge Theatre Festival should be the crowning jewel of the ICC Theatre Program. Our students should be utilized as actors, designers, technicians, and assistants. Being a student at ICC should unlock endless possibilities to network, collaborate, and work alongside industry professionals that come to Independence to celebrate William Inge. This should drive our recruiting numbers up as well as our retention and placement in the workforce after leaving ICC. Those connections should open up opportunities for actors, designers, directors and technicians that will trace directly back to the connection between the Inge Festival and the ICC Theatre Program.

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:

Mission

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

1. **...best interest of students:** The Theatre Program prides itself on the rigor and quality of training that the faculty can provide. The ability to meet each student where they are whether they are a program major in an acting class, or a student athlete taking the class just for the experience, our mission remains the same. Reach each student, teach each student, and never give up on them.
2. **...and the community:** Our program has made changes that directly impact the community. We have changed the pricing policy for all productions. All productions are free to the community. We have also committed to having one full production a year happen in the community either at the park, or at a downtown location. We are attempting to bring the work to the community so they will be able to actively engage even if they are not on campus. We have increased our streaming of plays, we have hosted more community-based special productions to extend good will and partnerships, and we have partnered with local charities to show our support for those in our community who may need a helping hand.
3. **...by providing academic excellence:** This is achieved by faculty who have had long successful careers working professionally. Hands on training and a focus on data driven decisions to ensure that the students will not only succeed here at ICC but be able to carry that success with them when they leave.
4. **...promoting cultural enrichment:** Providing a wide-ranging season of plays and musicals that touch all areas of theatre, from classics like Shakespeare, to Tony Award winning musicals. Brining in guest artists to work alongside our students and share their talents with the community as well. Hosting audience development events like, pre-show gatherings and post-show talk backs. Faculty participating in outreach and talks at local community organizations and clubs is another way of promoting this cultural enrichment.
5. **...and economic development.:** The Theatre Program encourages our students to remain engaged locally to ensure a continued buy-in from the community. The work done by the students drives a local economy by way of goods and services needed to produce the numerous productions and events. There is a strong desire to buy locally and promote local support that has been provided.

Key Initiative #1: Develop and deliver distinctive and high-quality academic, entrepreneurial, fine arts, athletics, and cultural programming that makes ICC a destination for students globally. Develop clear pathways to 4-year transfer and workforce readiness through college degree or certificate completion.

The Theatre Program as a Fine Arts product is named in the initiative. The way that the current faculty is using the data gathered over the years to try and understand the ways in which the program can grow for the college and the community is tied directly to this plan. By raising the bar on the quality of education in the classroom and the quality of the productions offered to the community, ICC will increase its profile regionally, and nationally. The newly revamped program tracks for the AA and AFA will ensure that our students will be able to transfer to a 4-year college as a junior.

Key Initiative #2: Implement plans for recruitment and retention of quality employees. Increase faculty and staff development opportunities and support. Create development programs, including leadership and expertise training.

The Theatre Program has become a landing spot for professional theatre artists and educators to not only reach the students and the community but to work and fulfill their own creative needs. The

recruitment and retention of these faculty members ties directly to the classroom by employing satisfied workers that feel supported and heard.

Key Initiative #4: Develop college outreach and promotions to maximize awareness of ICC through clear initiatives and additional strategic recruitment to grow enrollment and establish ICC's identity and brand.

The Theatre Program in 2021/2022 will have been responsible for bringing close to 700 students to campus to participate in watching a play production and/or to attend workshops run by faculty, staff and current students. This outreach and promotion of ICC as a destination for students to achieve their collegiate goals has already begun to pay off. The recruiting class has grown, the retention has improved, and ICC is changing its brand from a "last chance" to a first-class opportunity for Theatre Performance & Technical Training.

Key Initiative #5: Increase enrollment, retention and completion rates using the 2018-2019 baseline, setting specific goals. Consider anticipated results of action steps and anticipated state demographic trends, student socioeconomic factors and financial aid availability.

The Theatre Program faculty meets regularly to discuss recruiting goals, and retention strategies. These meeting are also followed up by bi-annual recruiting meeting with the Director of recruiting as well as the VPAA. This ensures a process that is robust and has accountability attached.

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:

When the following report was completed, this was the current running budget numbers that Paul & Joel have been calculating (note that there is about \$3000 not entered because of a pending decision about where it should go, and whether it will all be coming out of this budget). This is just the summary page of the spread sheet. Each line item has its own page, and a description of the expense is included. Faculty has taken the initiative to keep a running true dollar tally of all expenses for a more transparent and clear vision of spending. The operating budget given to Theatre is \$29,000. Faculty believes having this kind of view will allow them to request a line-by-line reallocation of funds to reflect where dollars

are being spent. Due to Covid-19, a large expense did not happen, and that is the 1-week trip to KCACTF. This would normally involve both faculty members, and 6-8 students. The cost is normally reflected in TRAVEL. Not using these funds, faculty was able to reallocate some of the money for shop & tool needs. One thing that faculty will need to address very soon are the updates for the lighting and sound technologies.

BUDGET:	\$ 29,000	SPENT:	-23651.35	REMAINING:	\$5,348.65
CATAGORY	BUDGET	SPENT	REMAINING		
TRAVEL	\$ 2,500	-162.4	\$2,337.60		
FOOD & MEALS	\$ 500	- 1160.36	-\$660.36		
RECRUITING	\$ 1,200	- 2328.24	-\$1,128.24		
STUDENT TRAVEL	0	0	\$0.00		
CONF. FEES	\$ 1,000	-550	\$450.00		
RENTALS	0	-300	-\$300.00		
REPAIRS	\$ 2,200	- 1166.66	\$1,033.34		
CONTRACT SERVICES	\$ 3,000	- 1828.45	\$1,171.55		
MEMBERSHIPS	\$ -	-25	-\$25.00		
SCRIPTS	\$ -	-681.83	-\$681.83		
ROYALTIES	\$ 4,500	-2361.5	\$2,138.50		
SET	\$ 5,500	- 4485.74	\$1,014.26		
LIGHTS	\$ 2,100	\$ (3,295)	-\$1,195.13		
PROPS	\$ 1,000	\$ (474)	\$526.19		
COSTUMES	\$ 1,500	\$ (985)	\$515.27		
MAKE-UP	\$ -	\$ (108)	-\$107.65		
INSTR. SUPPLIES	\$ 1,200	-519.01	\$680.99		
OFFICE SUPPLIES	\$ 300	-	\$300.00		

EQUIPMENT (NON-CAP)	\$ 2,500	- 3220.84	-\$720.84		

Short Term Goals (1-2 years)

1. Recruiting: each year bringing in 12 program majors

This budget line should be increased, or funds put into it from another area if an increase is not possible. Much of this money was spent on fuel and hotels. The largest theatre recruiting event of the year happens in January in Wichita and the hotel cost alone was about \$1900. This was for two rooms. The entire recruiting budget is listed at only \$1200.

2. Upgrade lighting and sound technologies

This category will need some real investment. Much of the current equipment is over 10-years old and no longer compatible with anything that IT has available to us. This means that if something goes down, there is not an easy fix. It is a bit of a gamble as we are attempting to produce events and productions. This investment in sound and computer technologies is somewhere between \$10,000-\$15,000. We have been able to launch an AFA in Technical Theatre with no increase so far in faculty salaries, but we must allocate funds on the tech, to allow the program to grow.

3. Maintain traditional student opportunities

Four mainstage productions, plus multiple other events and workshops being run by two faculty members is challenging. One faculty member doing all the directing, and the other doing all the scenic design and build, along with lighting and sound. Speaking from a director's perspective, directing four plays in two semesters is grueling. To maintain our current student opportunities, there needs to be a budget for a guest director, and a visiting guest artist. This will allow more exposure for our students to working professionals and give them another professional contact to learn from. A guest director would come in at about \$2500, and a visiting guest artist, \$1000-\$2000 depending on how long we engage them here at ICC. This would be an increase from our current budget, however the previous theatre budget had two full time faculty positions plus a budget line for a staff hire (Ken Tate) or a contract hire (Jason Huffman \$16,000). The new alignment gives this program one less person, and about \$10,000 fewer dollars. At this point we are not advocating for an additional full-time person, just a dedicated budget line of about \$3500-\$4000 to supplement the faculty we have. This is needed to maintain these student opportunities without cutting productions.

4. Create a meaningful connection between the students and the William Inge Theater Festival

Currently the William Inge Theatre Festival is an ICC Program without a home. The festival was founded by the ICC Theatre professor, Ellen Goheen, and has had a long run of almost 40-years. In that time theatre program directors have run it, and at times people outside the college have run it. The current faculty believes the money spent on this festival should directly impact our student body. This needs to be implemented immediately. There is not call for additional funding to do this, this is a call for funding accountability. The college is currently spending more on a 3-day Festival, than on the entire Theatre

Program if you take out salaries and benefits. Faculty believes in the festival and supports it, however, would like to see more commitment from the festival to ICC students. There is currently a proposal that was submitted to President Bowhay that outlines a re-envisioned Inge Festival. Included in that proposal is a detailed budget and 5-year plan.

PENDING APPROVAL

Long Term Goals (3-5 years)

1. Community outreach tour company with performance and tech students

This is an idea that would touch every aspect of the college's mission. A 1-hour cut of a classical play that is designed by, acted by and taken to area high schools. This would create a wonderful educational opportunity for our students as well as a real recruiting tool that focuses on bringing the college work into the high schools. There are grants available for this kind of thing, and current faculty has done this work in New York, New Jersey, and Pennsylvania. This has been placed in the long-term Goal area because the program will need to grow to be able to facilitate this plan, however the opportunity to plan now and begin the process of funding research and grant opportunities will mean that when we have the students in place, this program could launch.

2. Lighting system upgrade for the Inge Theatre

There is a significant upgrade that needs to happen with the lighting system in the Theatre. This will likely need to be coupled with a capital campaign that could include seating. With the 100-year anniversary fast approaching, this upgrade would seem to be a priority for that celebration. Currently the lighting and the power runs are not industry standard. When the current faculty arrived, the way the power was rigged was not only dangerous but deemed illegal by the fire marshal. This is a big project, but one that will carry the Inge Theatre into the future. One important thing we would like to highlight is that the Inge Theatre is not only utilized by the Theatre Program, but also used by athletics, student affairs, administration, as well as a potential revenue stream for the college.

3. Fully integrate student connection with the William Inge Festival

The Inge Festival is highlighted in both the long- and short-term goal areas. This program is vital to the college not only as a tradition and nationally recognized event, but because of the connection to our very community. This, at times is a hotly contested event, but with a refocus (Short Term Goal) and a plan to utilize this event to not only grow our student body, and develop more audiences, but to touch every aspect in the mission and vision statements of ICC, I cannot imagine why we should not do everything in our power to drive it forward.

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:

Paul Molnar & Joel Williams collaborated on this program review. Paul Molnar arrived in Fall of 2019 and had practical knowledge about the past couple of years, however no institutional knowledge of the assessment process that led to the data. Looking back, Paul was able to see where things were and how they are changing and growing. Joel arrived Fall of 2021 and has no institutional knowledge about the data collected for this review.

Administration was helpful in the collection of data and providing context for this process.

Having to write this report, faculty met together frequently to discuss points in this document. It created an opportunity to strategize and analyze needs for the program. It also revealed some additional areas that can be addressed immediately. There are some data points that we could start to track that are not on the radar right now.

9.2 VPAA and/or Administrative Designee Response

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

Narrative:

Division Chair Approval: I approve with the data and information in this program review.

Approved by PRC in meeting on 3/25/2022, H. Mydosh first reviewer.

VPAA: I agree with the data and recommendations outlined in this program review. The program falls under potential enhancement opportunities because of the amount of budget needed to continue offering students a competitive program that meets industry standards.

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

PENDING APPROVAL

**Comprehensive
Program
Of
Veterinary Nursing
For
2021-2022**

Prepared by

Dr. Hailey Mueller

Co-Author

Maria Perez, RVT



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:

Independence Community College's Associate of Applied Science Degree in Veterinary Nursing offers students training in the form of classroom instruction as well as hands-on field experience and professional externships in veterinary facilities. While rigorous, the program is all encompassing and success is very rewarding. Students can expect to study biology; animal physiology; anatomy; common surgical procedures and medications; health and hygiene; animal handling; and other related topics of all animal species. During the program, students work with real-life patients in real-life situations which provides them with essential preparation for working with animals and their owners as a veterinary nurse. Emphasis on critical thinking skills and communication increases as students progress in the program.

Upon successful completion of the program, graduates are eligible to take the national licensing exam (VTNE). Once this exam is passed graduates also often must take a state exam over specific state legislation to get a license in the state of their desire.

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:

VET Program Review Data AY 2020

Number of Faculty:

2 full time (Mueller, Weaver)

2 adjunct (Hayes, Perkins)

Enrollment & Student credit hours by Faculty type:

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

Adjunct: 12 credit hours taught, 20 total students enrolled

Average Class size:

6.4 students in Face-to-Face classes

7 students in online classes

6.4 students across all courses

Completion rates:

75.5% face-to-face

71.4% online

75.2% all courses

Pass ('D' or better) rates:

94.8% face-to-face

100% online

95.1% all courses

Pass ('C' or better) rates:

88.3% face-to-face

100% online

89.0% all courses

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

Degrees Awarded: 0

VET Program Review Data AY 2021

Number of Faculty:

2 full time (Mueller, Weaver)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 64 total credit hours taught, with 90 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

4.7 students in Face-to-Face or Hybrid classes

4.8 students in online classes

4.7 students across all courses

Completion rates:

100% face-to-face/hybrid

83.33% online

95.56% all courses

Pass ('D' or better) rates:

89.39% face-to-face/hybrid

85.00% online

88.37% all courses

Pass ('C' or better) rates:

84.85% face-to-face/hybrid

85.00% online

84.88% all courses

Number of Majors: 21 (6 returned in Fall 2021)

Degrees Awarded: 5

2.0 Student Success

2.1 Define Student Success

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

Narrative:

The American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) lists over 300 Essential and Recommended Skills that programs must confirm students successfully complete. The program utilizes this predetermined list of hands on and critical thinking skill sets set forth by the AVMA-CVTEA, and must provide documentation back to the AVMA for accreditation purposes. Students must not only successfully complete the course work with a letter grade of C or better but must also complete the list of Essential Skills within the specified standard of the AVMA. At the completion of the program, eligible students then take the Veterinary Technician National Exam. Passing the national board exam allows students to become credentialed within the state they wish to be employed in. The program goal is to maintain a first-time boards pass rate of 50% or better over a 3-year average as that is a requirement for program accreditation.

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:

Faculty work closely with students daily, and the smaller class size allows for increased one-on-one time for students. Faculty explain, demonstrate, and oversee all essential skills and tasks, making sure each student is prepared to perform the task on a live animal and interact with clients. The faculty uses innovative techniques such as case studies and animal models to engage students in critical thinking skills and increase hands on experiences for the students. Student success is one of the main objectives of the Vet Nursing Program. If at any time a student's grade falls below a "B", faculty encourage one on one tutoring sessions for those students outside normal class time until the grade improves. Because there are only two faculty members serving in 6 different capacities, concern for time to carry out all duties while supporting students is often a stressor. Another problem seen on occasion is student motivation. In some instances, students that are performing poorly choose not to attend extra labs or office hours for further support.

PENDING APPROVAL

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

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

Narrative:

Students that are motivated and engaged tend to perform well and meet all outcomes. Students that choose not to accept additional help do not meet outcomes, have poor grades, and do not complete the program. Program expectations are being made more evident by doing an orientation prior to courses starting and educating applicants on the demands of the program in relation to study time and patient care time. Recently, one student did not meet the outcomes for an externship due to poor social skills. Because of this, increased client communication and workplace communication has been added to several courses. Math is a very common subject of difficulty for students. Because of this an attempt to add College Algebra as a prerequisite is being made. Some difficulties associated with this have been related to the number of credit hours that the program is due to pre-requisites being included in the total. The program advisory board is in favor of the addition as well as current faculty. Hopefully progress towards removal of pre-requisites from the program and addition of College Algebra as a prerequisite will be made.

On the program level for outcomes, the VTNE (boards exam) pass rate had increased now meeting accreditation standards of 50% or better passing on the first attempt and the program outcome of 60% or better passing on the first attempt. The outcome of 80% of students obtaining jobs within the career field continues to be met. Currently, students that anticipated to graduate in May already have jobs as veterinary nurses secured for after graduation. Students communications skills have improved and all students received externship evaluations in communications of “good” or “excellent”. As a part of further object assessing the outcome of verbal and written communications, client feedback forms will be formulated to evaluate this outcome. The final program outcome to be assessed is 70% of students completing VET courses with a 70% or better. In the past 2.5 years (the duration of the current directors employment) 5 students out of 19 have failed one or more courses. In total 9 students have withdrawn from the program, 1 of which failed 3 courses and was dismissed from the program. Two students failed courses then chose not to retake them, and 5 were failing courses at the time of withdrawal from the program. In total 52% of students have passed courses with 70% or better since Spring 2020.

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:

Most courses use the goal of 70% of students passing with a 70% or better benchmark for outcome assessment. This is due to the requirement of 70% or a letter grade of a C or better to pass all courses. Many of the outcomes were met, but when students perform poorly there is a significant effect on the percentages due to small class sizes. It is most common for students to not meet outcomes in their first semester and they receive non passing grades and must decide if they want to remain in the program and retake the courses a year later, or withdrawal from the program entirely. This is due to the fact that each VET course is required/necessary for moving on to the next. Several courses such as interpersonal communications and microbiology may be taken at any time.

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:

Course assessments are important, but are have fallen lower on the priority list for faculty due to the urgency of other tasks such as ordering supplies, client services, updating animal use protocols, and preparing for the site visit that is this April. Having a high turnover and changes in assessment platform/saved locations makes outcome assessment tracking difficult. As new college policies are put into place, it is desirable to have a system in place for course assessments. At the program level transition training is being completed for the new program director, which has not been done for any previous directors. To make better use of technology and increase efficiency, a service agreement for a new skills tracking program called Salt House was just signed. Faculty are hoping to have time over spring break to make the transition from paper skills books to the online tracker.

One planned change is continuing to evaluate credit hour designations for courses and making sure that the time necessary for courses is accurately reflected. For example, students

previously requested more clinical/hands on applications but upon adding them it expanded time necessary for both students and faculty substantially. For example, the anesthesia portion of the Nurse Practices II lab (2 credit hours) is scheduled to be from 8am -10:20am. However, doing on average anesthesia on 3 patients including client drop off and pick up times as well as cleaning and record input takes from 7:30am – 6pm regularly. Efficiency increases as students become more proficient at skills but could be further increased by having an additional program staff member so that surgical/anesthesia operations do not have to completely halt when clients arrive or when a patient need arises. Options to correct this discrepancy are to decrease patient numbers/student experience; increase program staffing/efficiency; or reallocate credit hours so student and faculty time obligations are accurately reflected.

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).

Dr. Ann Dutton - Member since Fall 2019

Veterinarian – SEK Animal Hospital

Dr. Kevin Cooper - Long standing member, start date unknown

Veterinarian – Barta Animal Hospital

Dr. Edward Epp

Retired Veterinarian

Jade Shereley - Member since Fall 2020

Ralpa Mitchell Zoo

Katie Southworth - Long standing member, start date unknown

Ralpa Mitchell Zoo

Dr. Nathan Chaplin - Member since 2018

ICC Biology Professor

Brian Southworth - Long standing member, start date unknown

ICC Math Professor

Danielle Hayes, RVT - Member since Fall 2020

ICC Library Staff

Courtlynn Rose – New Member

ICC Academic Success Center Coordinator

4.2: Specialized Accreditation:

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

Narrative: The ICC Veterinary Technology Program is accredited by the AVMA-CVTEA (American Veterinary Medical Association Committee on Veterinary Technician Education and Activities). The Program Director serves as the primary liaison to the AVMA. Ms. Julie Horvath, RVT is the primary contact person at the AVMA. The last site visit occurred April 2017, next site visit is scheduled for April 2022. Estimated budget for site visit expenses is \$2,500.00. The annual accreditation fee to the AVMA is \$1,800.00.

4.3: Other:

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

Narrative:

The Kansas Board of Veterinary Examiners must complete annual inspections for all veterinary facilities. Annual accreditation fees for the facility are \$50-\$100. The program veterinarian is also responsible for maintaining registration and compliance with the Drug Enforcement Agency which is audited at least annually. Licenses through the DEA must be renewed every three years. The most recent registration/license begun in 2019. Renewal every 3 years is approximately \$800.

PENDING APPROVAL

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

The program prepares students for an RVT or Veterinary Nurse position in veterinary clinics, but that is not their only option or the end of potential career progression. They can gain employment in research labs, universities, zoos, aquariums, government, pharmaceutical, and veterinary supply companies, wildlife rehab centers, animal rescues, work as practice managers, and many more. Students are taught all the skills they need to pursue employment in the veterinary field.

There are also many different options available to students who wish to further their education. One of which would be obtaining a VTS or Veterinary Technology Specialist certification. These can be done for many areas and are ideas for individuals that have a specific interest or desired area of practice. We have standing 2+2 agreements with Kansas State University and with the University of Missouri, students may elect to attend Veterinary School or attain a bachelor's or master's degree in veterinary science or technology. While not directly in line with all the pre-requisites for veterinary school several are completed as part of the program. Students also gain skills and have the option to still have a career in the veterinary field as a veterinary nurse should they not be accepted into veterinary school (10% acceptance rate). ICC Vet Nursing also allows students to gain knowledge and hands on experience which will

help them gain meaningful employment as a vet nurse while they pursue further education should they choose.

In 2017 the program implemented the requirement of completion of prerequisites with a “C” or better before acceptance into the program. Due to this we have seen an increase in the quality of students admitted and thus an increase in the national board exam pass rate. In 2019 the curriculum was reassessed and credit hours for lab time were grouped back with each course to reflect the material and time associated. There is one course, Anesthesia, that still needs a credit hour adjustment as it was discovered to not have lab credit hours designated to it yet. Course material has been completely redone within the past two years because previous instructors simply downloaded stock mostly blank PowerPoint slides rather than coming up with original and interactive/presentable material. This has included the creation of games and projects to help reach students with different learning styles as well as increase public speaking and presentation skills.

The current director will be stepping into a faculty only role this May which will increase workload on the newest hire as she will be required to take the director position. Staffing and workload are a major concern for the program, and we are expecting to receive some feedback about operations during the national site visit. With the current structure, faculty are required to teach 30 credit hours per year to be considered full time despite any documented or undocumented duties. The current program director position contract has a 5 credit hour release from teaching load but that hasn’t been taken due to the lack of other faculty to teach classes. Recently a 10 hour per week adjunct position was opened which will help with student supervision and client services for clinical lab days but not relieve any workload from current faculty. Faculty are required to attain continuing education credits to renew their licenses each year. This keeps faculty up to date on the latest advancements in veterinary medicine, and they can incorporate it into the curriculum for students. Currently faculty are planning to attend the American Veterinary Technology Educators conference in August. This will be the first career/teaching specific conference either faculty member has attended due to COVID-19.

5.2 Degree and Certificate Offerings or Support

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

Narrative:

The vet tech program awards an Associate of Applied Science Degree as a technical program.

PENDING APPROVAL

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The program was awarded Full Accreditation by the AVMA-CVTEA in April 2018 and of November 2018, all deficiencies except VTNE pass rate were met. The VTNE pass rate was updated to a 50% minimum which we were previously under but as of Fall 2021 had met.

The new faculty member that is serving as the SCNAVTA Chapter advisor and the students have been able to increase chapter activity especially now that many COVID-19 restrictions have lifted. The program is much more engaged in the community than previously with events during festivals such as Newollah and hosting for the first time a benefit dinner/auction event. Planned events for this spring include helping with park openings in Coffeyville and Independence as well as a community event with local veterinary practices. While it has been a bit more time-consuming, these events and activities have been enjoyable for faculty and program students.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Dr. Hailey Mueller was asked to be a featured speaker for the Southeast Kansas Animal Health Day this year and has been a veterinarian for two county fairs for the past two years. She has also completed a special certification in companion animal euthanasia.

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:

Until January, the program had been visiting both animal shelters present in the county at least once a semester for community service. Unfortunately, a new AVMA requirement was put into place that requires all animals to have been rabies vaccinated at least 28 days before students

handle them or that the students be rabies vaccinated themselves. Due to the nature of shelter operations, rabies vaccinating and holding animals is not an option. We are currently working with administration to try and produce funds for student rabies vaccinations as this limits the ability to work with many animals other than just at shelters. Despite this the students found another way to support the shelters through their Student Chapter of the National Veterinary Technicians Association (SCNAVTA) by hosting the previously mentioned dinner and auction events. Over \$3,000 was collectively raised for the shelters and the students to attend a veterinary conference.

The new faculty member that was added in the fall of 2021 has dedicated a vast amount of time outside of class and office hours to developing and producing her own models for animal venipuncture practice. This has helped students gain more practice with less animal use for invasive procedures. The students enjoy the models and she is planning to develop some for urinary catheterization this spring.

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:

There was a decrease in the number of students in the program from the previous comprehensive review until now. This is expected to be due to COVID-19. For both the fall 2020 and fall 2021 start, several students that had completed applications opted to not apply and work for another year due to concerns with courses going online and the general instability at the time. At this point it is anticipated that we will have the largest starting class the program has had since 2017 based on the number of students in the introduction course as well as other pre-requisites.

Previously, there were 4 full time program staff and one part time according to the 2018-2019 comprehensive review. One of these individuals was an instructor that taught pre-requisite courses but not VET courses. Currently we have two full-time faculty, each with an additional supplemental contract and extra non-paid or contractual duties that must be carried out. There has been a vast increase in animal health and AVMA regulations that have been hard for faculty to maintain adherence to as well as support students, animals, and clients. Another pitfall has been the discovery of subpar or a complete lack of in place protocols as we have been preparing for the upcoming site visit.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

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

Narrative:

Circle One: Maintain Current Levels of Support

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Explain why:

Many areas of need are expected to be further highlighted by the site visit. A major concern is that due to the lapse in having a dedicated program director with no training or overlap with previous staff, many things that are necessary were not known or communicated until the self-study report was assigned by the AVMA. There are publications present with requirements, but during the complete curriculum overhaul and developing a stand-alone self-sustaining clinic model including policies and forms, there was not time for two (and for a summer one person) people to do everything. Student experience and board exam pass rates have improved, but at the sacrifice of policy updates and compliance. Specific requirements will be outlined by the AVMA-CVTEA in their site visit report. Preliminary topics of discussion have been equipment purchases/updates; faculty additions; updates to animal care and use protocols; rabies vaccination funding procurement for faculty and students; program leadership transition planning; program faculty training/support; and several other updates to various policies.

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:

While pass rates of courses have decreased and this can be disheartening, it is of current belief that this has resulted in better graduates and the higher board pass rate we have now. The Introduction to Veterinary Nursing course has been updated to reflect more accurately what the program courses are like and better prepare students. This increase in expectations has resulted in some grade struggles in the intro course but will hopefully alleviate some of the issues with passing grades seen in the first semester of the program.

Math continues to be a struggle point for many students and as encouraged by the program advisory committee, a proposal to add College Algebra as a pre-requisite passed both at

division and academic council meetings. There are currently some issues with adding it to the program with the board of regents due to the number of credit hours the entire program would be. Currently, the pre-requisite courses are included into the total credit hours for the program despite students not being in the program while taking them. It is the program director's recommendation to remove the pre-requisites from the program total but repercussions of that on financial aid for taking those courses needs to be further evaluated.

Short and long term goals:

1 - A current program goal is to further increase the board exam first time testing pass rate. Currently it is at 53%. We would like to see it reach 70% but this will take time as it is calculated from an average over the most recent 3 years.

2- Another goal is to continue to recruit quality applications that are more likely to succeed in courses and have solid communication skills. Starting in fall 2022, interview for program admittance will be reinstated. This is in hopes of better gauging student professionalism; motivation; speaking ability; and current animal knowledge than paper applications are capable. Once this new process is in place, retention and pass rates of first semester courses should be reevaluated and compared to prior cohorts.

3- This was a goal on the previous comprehensive review that was set to be completed in fall of 2020 but no progress was made. The development of a veterinary assistant certificate program has been discussed a lot and could potentially be used to classify some prerequisites and 1-2 additional first semester courses as a specific program for financial aid. This will allow us to reach more recruits for the program and be an avenue for students that are not interested or able to complete the program or board exam. There is not a national exam for veterinary assistants and a certificate program does not need accreditation by AVMA.

4- Another uncompleted goal from the previous comprehensive review would be the development of large animal facilities. Currently we do not have anywhere to work with large animals and rely on Dr. Muellers' clients to allow students to complete skills. They do not get near as much large animal experience as small animal or exotic animals, which is a negative for many prospective students interested in large animals. To date, we have been looking for grants or a funding source and have not been successful.

5- The last pervious goal without any progress is the development of a dedicated necropsy and anatomy lab. In pervious annual program reviews, it has been mentioned that we have unused space that would work well for this. Currently we are using tables with no drains and a room with no extra ventilation for formaldehyde fixed cadavers. This is the same room as our clinical pathology equipment which is valued at over \$100,000. Care is taken to keep all equipment clean and safe, but contamination or damage is a constant concern.

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:

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.

HLC Criteria:

3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Students are the top priority of the vet tech program at ICC. The small class size allows for increased one on one instruction by caring faculty and staff. All our faculty hold professional credentials and attend continuing education conferences and seminars yearly. Faculty go above and beyond to assist students wherever they can, they are willing to schedule study groups and

organize educational trips for students. Our faculty spend several hours every day with our students, from teaching to helping them research and study for exams. They assist our student group with fundraisers and volunteer opportunities. Many graduates stay connected with faculty from the program and provide updates about their careers and aspirations.

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.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students' guidance in the effective use of research and information resources.

Students are encouraged to develop and enhance their critical thinking skills while they examine patients and perform laboratory procedures as well as in class case studies and learning activities. They gain hands-on experience and knowledge that they will use throughout their careers as vet nurses. Student support services including the tutoring center are available as well as instructor office hours which are posted at certain times but often unlimited. Students commonly text the instructor's questions at all hours and receive almost instant replies. Our faculty will also organize study sessions for our students upon request or need is gauged by the instructor. In addition to caring faculty, our small animal facilities and equipment provide students with a realistic learning environment and all the tools they need to succeed.

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:

Recently instructional supplies costs have increased substantially. These supplies include medications and disposable supplies that students need to use to complete essential skills. The future cost of medications and supplies continues to rise, it is an area where we do not have control. We operate with the least amount of inventory as we can and only order supplies when needed. To help with the budget issues and to free up some of the budget, the vet

nursing clinic started to charge ICC employees for providing services to their pets and allow outside clients to bring animals in when appropriate. The charges cover the cost of disposable materials and medications plus a 30-35% markup so that the program may reinvest in new equipment in the future. This has aided in keeping our budget under control and make the program more self-sustaining. Many fees have been set but as we encounter new situations more are being set up.

We have been fortunate to get Perkins funding that has allowed the purchase of a new surgery table, fluid pump, animal bath, and ultrasound. A current need that could be a beneficial use of Perkins funding would be a new surgery light (approximately \$2,000) . Only one head of the current light works, and maintenance has not been able to repair the other one. It was a basic, low-cost light presumably purchased or donated when the program began.

At this point in time the anatomy lab has not been funded and no plans have been made but it is still a wish list item. As mentioned in the last two years' annual reviews, the current room that is used for the anatomy lab class is not a proper set up for the fluids from the dissection of cadavers. For example, when a lab animal is on one of the tables, the formaldehyde fluids run off onto the floor and there are no floor drains. The tables are not large enough for larger animals (even medium to large dogs). We would still like to repurpose the 4 rooms in the southwest corner of the vet nursing building, the cat room, rabbit room, and two others. This fourplex area can be easily converted into a nice functioning anatomy lab. No funding has been found for this, but other grants are currently being approached for other things such as a veteran's program.

Another item of improvement that is still on the program radar as it was last year is the addition of large animal facilities. As of now, large animal labs are farm visits only. There is no space where clients or staff could bring large animals to the school currently. This can be risky with no insurance that the facilities we travel to are safe, especially for students that may not have large animal experience. Currently, students are required to either drive themselves and then the class utilizes producer/farmer UTVs to get around farms and pastures or be transported at instructors' personal expense for farm visits in Dr. Muellers' truck. Also, as class sizes grow transportation becomes an issue. An alternative to physical large animal facilities would be obtaining a truck for the program or repurposing one of the trucks that the college has purchased for vet nursing use. The truck could be outfitted with a vet box and a portable chute could be purchased for ambulatory large animal appointments. It could be branded with college logos etc and used in parades or other community outreach events.

As the program grows, addition staff will be necessary. From the perspective of current staff in relation to workload and allowing for program improvement as well as growth, this is an immediate need. At this point in time, we meet ratios required by the AVMA for live animal labs (1 instructor for every 8 students). Previously, four full time and 2 part time staff members were listed in the program (according to the 2018-2019 comprehensive review). Two of the members listed were main Campus instructors that taught pre-requisites or microbiology but not VET courses. In 2017 there were two full time staff members (a DVM and a RVT) and one adjunct (RVT) that taught several courses and assisted in labs. Now, full teaching load as well

as the director position; SCNAVTA advisement; IACUC chairmanship; DEA duties; and the equipment manager duties are split between two full time faculty members, one of which will be stepping back from two roles to one in May 2022.

During surgery lab at minimum two instructors are needed as the veterinarian is doing surgery and another instructor is needed to help with anesthesia monitoring and be available in case of emergency during surgery. Only having two instructors for the program and one being director puts strain on faculty to accomplish all the necessary upkeep; inventory; ordering; technology/lab equipment needs; record keeping; client relations; student needs; program admissions and recruitment; and teaching courses. It also puts a limitation on program growth in numbers, and the ability to offer elective courses or a certificate program. Currently, students choose other programs over ICC due to no online or hybrid option and a complete lack of elective courses. Although student numbers may not necessitate an additional faculty member now, anticipated numbers for the Fall of 2022 based on current applications may necessitate another instructor. There are also many duties that are not in the faculty contract/handbook such as DEA licensure and inspections/controlled substance inventory and use logging; SCNAVTA chapter advisement; Kansas Board of Veterinary Examiners inspection/compliance; rabies vaccination status check and certificate/records collection for all animals; as well as operating the teaching clinic, which is in its own, a stand-alone business. There seems to be a current struggle for budget to support the program and hire faculty. This in turn affects student attraction and the ability to evolve and offer amenities or options such as online or vet assistant offerings that are current with the times, as other programs do.

In addition to a lack of staff, the program's radiology technology has plateaued. Industry standard radiograph machines that students will encounter in practice are primarily digital. Currently, the program uses a Computed Radiography machine. Our program also lacks a dental radiography machine. A lack of advances in technology and standard equipment in the department causes the students to think our program is antiquated and encourages them to seek education at more updated facilities. It also necessitates the use of dental radiology equipment from a local practice which can only be done at times that are convenient for them whether that be during or outside of schedule class times. Currently students get to practice dental radiography once during the radiology course and are then often expected to be able to complete dental radiographs efficiently on a daily basis in practice upon graduation.

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:

Program Director, Dr. Hailey Mueller prepared the review with contributions from Maria Perez, RVT especially on current equipment needs/status. Current faculty both agree on current program strengths and weaknesses as well as future goals, wants, and needs.

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: The Program Review Committee agrees with the data and information provided in this program review.

Division Chair: I agree with all the data presented in this program review. I believe the Vet Nursing program is vital for our community and surrounding communities. I know several RVTs who have graduated from ICC, who work in our communities, and will be working in our communities. I agree with the recommendation of Revitalization for Vet Nursing.

Vice President for Academic Affairs: I agree with the data presented in this program review. The Veterinary Nursing program provides a key industry in Southeast Kansas and the Mid-West with workforce ready employees. The recommendation of Revitalization is fitting because of the request for funds and projects needed to improve test scores, student, animal, and faculty safety, and continue to provide academic excellence.

10.0 Appendices

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

PENDING APPROVAL

Comprehensive
Program
Of
Developmental
Mathematics
For

2019-2020
2020-2021

Prepared by
Allen Shockley

March 24, 2022



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 at the zero-hundred level. Students on the General Studies degree plan can graduate from ICC by passing Intermediate Algebra in addition to 60 hours of college level work.

1.2 Quantitative and Qualitative Data

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

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

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

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

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

Narrative:

DEV Math Program Review Data AY 2020

Number of Faculty:

2 full time (Shockley, Southworth)

2 part time (Hays, Stadler)

Enrollment & Student credit hours by Faculty type:

Full time: 52 total credit hours taught, with 191 total students enrolled

Part time: 8 credit hours taught, 31 total students enrolled

Average Class size:

15.1 students in Face-to-Face classes

11 students in online classes

14.8 students across all courses

Completion rates:

86.3% face-to-face

100% online

86.9% all courses

Pass ('D' or better) rates:

73.1% face-to-face

81.8% online

73.6% all courses

Pass ('C' or better) rates:

59.3% face-to-face

63.6% online

59.6% all courses

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

Summer: 86.7% (26 of 30)

Fall: 40.4% (19 of 47)

Spring: 57.1% (24 of 42)

Total: 58.0% (69 of 119)

% of AY2020 Students Who Passed (with 'C') Intermediate Who Completed College Algebra as of mid-session Fall 2020:

Summer: 61.5% (16 of 26)

Fall: 57.9% (11 of 19)

Spring: 0% (0 of 24)

Total: 39.1% (27 of 69)

% of AY2020 Students Who Passed (with 'C') Intermediate & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2020:

Summer: 68.8% (11 of 16)

Fall: 90.9% (10 of 11)

Spring: % ()

Total: 77.8% (21 of 27)

% of AY2020 Students Who Completed Any Dev Math Course & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2020:

Summer: 60.0% (12 of 20)

Fall: 69.6% (16 of 23)

Spring: 0% (0 of 1)

Total: 63.6% (28 of 44)

% of AY2020 Students Who Completed Any Dev Math Course BUT Did Not Pass Intermediate Algebra & Completed College Algebra Who Passed College Algebra as of mid-session Fall 2020:

Summer: 50% (1 of 2)

Fall: 54.5% (6 of 11)

Spring: 0% (0 of 0)

Total: 53.8% (7 of 13)

% of AY2020 Students Who Completed & Passed College Algebra Who Hadn't Taken Any Dev Math Course in the Last 2 Academic Years

Summer: 80% (8 of 10)

Fall: 88.5% (100 of 113) without HS: 79.3% (23 of 29)

Spring: 82.8% (77 of 93) without HS: 76.9% (35 of 46)

Total: 85.6% (185 of 216) without HS: 77.3% (58 of 75)



DEV Math Program Review Data AY 2021

Number of Faculty:

2 full time (Shockley, Southworth)

0 part time ()

Enrollment & Student credit hours by Faculty type:

Full time: 60 total credit hours taught, with 194 total students enrolled

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

Average Class size:

12.2 students in Face-to-Face classes

17.5 students in online classes

12.9 students across all courses

Completion rates:

92.45% face-to-face

82.86% online

90.72% all courses

Pass ('D' or better) rates:

55.78% face-to-face

72.41% online

58.52% all courses

Pass ('C' or better) rates:

43.54% face-to-face

68.97% online

47.73% all courses

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

Summer: 68.97% (20 of 29)

Fall: 62.5% (25 of 40)

Spring: 40% (12 of 30)

Total: 57.58% (57 of 99)

% of AY2021 Students Who Passed (with 'C') Intermediate Who Completed College Algebra as of mid-session Fall 2021:

Summer: 90% (18 of 20)

Fall: 80% (20 of 25)

Spring: 16.67% (2 of 12)

Total: 70.18% (40 of 57)

% of AY2021 Students Who Passed (with 'C') Intermediate & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2021:

Summer: 88.89% (16 of 18)

Fall: 80% (16 of 20)

Spring: 100% (2 of 2)

Total: 85% (34 of 40)

% of AY2021 Students Who Completed Any Dev Math Course & Completed College Algebra Who Passed (with 'C') College Algebra as of mid-session Fall 2021:

Summer: 86.36% (19 of 22)

Fall: 73.91% (17 of 23)

Spring: 75% (3 of 4)

Total: 79.59% (39 of 49)

% of AY2021 Students Who Completed Any Dev Math Course BUT Did Not Pass Intermediate Algebra & Completed College Algebra Who Passed College Algebra as of mid-session Fall 2021:

Summer: 100% (2 of 2)

Fall: 0% (0 of 2)

Spring: 50% (1 of 2)

Total: 50% (3 of 6)

% of AY2021 Students Who Completed & Passed College Algebra Who Hadn't Taken Any Dev Math Course in the Last 2 Academic Years

Summer: 78.26% (18 of 23)

Fall: 81.01% (64 of 79) without HS: 63.89% (23 of 36)

Spring: 90.09% (100 of 111) without HS: 81.40% (35 of 43)

Total: 85.45% (182 of 213) without HS: 74.51% (76 of 102)

PENDING APPROVAL

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 defined as the acquisition of skills necessary to successfully complete, at a C-level (preferred) or higher, a college level mathematics course or to complete Intermediate Algebra at a C-level for General Studies students.

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.

Elementary, Intermediate, and College algebra teach many of the same topics (even the textbooks have copy/pasted sections between them) but as students 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 and/or Statistics.

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 2019, the assessment methods were 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 60-69% range, and “Not Met” for outcomes less than 60%. The range for Partially Met is scored there to match current trends in the number of students who obtain a grade of “D” or higher.

For 2020, the assessment method changed to be the chapter/unit exams in place of averaging three measures on each exam. This was done to ease the burden of assessment and to better represent the student’s achievement. There were times that a student would “not meet” an outcome but pass the overall exam with a 70% or higher.

There were also changes in 2020 to the outcomes in Intermediate Algebra to align with KBOR and the transfer matrix. This cut the number of outcomes from 9 down to 7, matching the number of exams that are given in a semester (which was pure coincidence).

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 section 1.2 with a full reflection in Section 5.1 of this document.

Program Outcomes for Developmental Math are the course outcomes of Intermediate as it is the last course in the sequence. These were proposed in 2018 and reaffirmed in Spring of 2022.

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:

Elementary: For Elementary Algebra, COVID has been a major headache for students and for teaching. When the pandemic started, ICC developmental math was fully face to face and had to quickly find a product that allowed students to take homework and exam (if necessary) online. We were lucky enough to get in contact with Hawkes Learning and have used their products ever since. The textbook that they use is perfect for our students and the online learning platform is one of the better ones available.

Looking at outcome data, there was a drop of 15% success rates across the board from the 2019-2020 school year to the 2020-2021 school year (2019 being higher). This is partly due to the second half of the school year being taught completely online versus face to face in AY20. It is also the belief of the principal writer of this review that students who have entered college post pandemic are less academically ready than those who started college pre pandemic. A comparison of test scores pre vs post would be needed to help affirm or contradict this statement, however.

For Student Learning Outcomes, as the semester progresses, the scores drop. This is mostly due to needing to know the previous material before moving on to the next topic. Students who do not understand the early material will continue to struggle (and to a more noticeable degree) than those who understand the material as it is presented.

Intermediate: Intermediate Algebra suffers from very similar issues that Elementary Algebra does. Those who know the material do better later in the semester compared to those who do not take time to learn and retain the information. The most noticeable change between AY20 and AY21 is the number of learning outcomes. KBOR aligned Intermediate Algebra during the spring of 2020 and reduced the overall number of outcomes that are being assessed. The content did not change, only the number of outcomes. Due to Intermediate Algebra being the second course in the series, it saw less of a drastic change between the academic years. Generally, the student learning outcome percentage of passing scores stayed the same though a direct comparison is not possible.

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 are to continue to use Canvas to track a student's ability to pass key concepts in each chapter instead of waiting for the final to track scores.

4.0 External Constituency and Significant Trends

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

4.1: Program Advisory Committee:

Narrative:

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

None

4.2: Specialized Accreditation:

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

Narrative:

None

4.3: Other:

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

Narrative:

HLC Accreditation: The College's regional accrediting body, the Higher Learning Commission (HLC), ensures that the institution is providing high quality education. Core Components 3 and 4 are particularly relevant to ensuring classroom and programs standards in this area.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

Curricula is aligned directly with outcomes listed in college algebra, though delineated and separated, to give students a chance at learning the outcomes before having to combine multiple thoughts/actions to solve complicated college algebra problems and equations.

This program does not transfer to four-year universities, though intermediate is a requirement for an AGS at the institution and is now a part of the KBOR transfer matrix. Most notably, we do have students who take intermediate algebra to satisfy the admissions requirement for CNA licensure.

A new textbook was pushed through in Spring of 2020. This textbook is currently still being used. Previous textbook usage, including an OER, have been discontinued as they did not meet the needs of our students. The information presented in the OER was higher than what we ask of our students. The OER that was used was published by Rice University and contained problems and assumptions of knowledge that were more akin to higher levels of college algebra and assumed that our students were comfortable skipping steps in a math problem that only skilled students can do. Also, the OER did not have an online component that was accessible to us and our students.

5.2 Degree and Certificate Offerings or Support

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

Narrative:

This program contributes to the AGS degree and supports the classes that are required for graduation in all other degree plans.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

For the program, increasing the success rates post-covid has been an important part of staying on track with the goals set forth in previous program reviews. While COVID has made teaching difficult, the program has kept a level of success that the lead program faculty member is proud of.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

The faculty that taught developmental math during this program review have done so while having to learn new learning platforms, textbooks, and ways to reach students who are not prepared to take college level courses.

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:

At least one full-time faculty member uses an iPad to stream notes to the TV in the classroom and then automatically uploads those notes online to Canvas. This allows students who did not make it to class a chance to see what was done that day and also if students are unable to take notes, a way for them to get the exact notes that were done in class.

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:

Between AY20 and AY21, total credit hours taught remained the same at 60 with total student enrollment dropping by 28 students. During this time, full-time faculty stayed the same at 2, while part-time faculty dropped from 2 to zero. Average class size also dropped by 2, reflecting a decrease in number of students taking developmental classes.

Pass rates for AY20 and AY21 are interesting at the “C” or better rates. In the 2019-2020 academic year, developmental math passed roughly 60% of all students. However, in the 2020-2021 academic year, that pass rate dropped to 48% of all students. Most of this reflects information from all developmental math classes including Elementary Algebra. If Elementary Algebra is removed (and only look at Intermediate Algebra), pass rates stabilize between the two academic years: 58% and 57.6% respectively. This may show that students who are entering college for the first time are less prepared to take college level classes or that the format of the 2020-2021 academic year was not conducive to learning math (all classes were taught in an 8-week format). More research would need to be done to determine this theory.

Most noteworthy of all assessment data is the comparison of students who took a developmental course vs those that did not and the pass rates they have in college algebra. Those who pass Intermediate Algebra also pass college algebra at rates of 78% and 85%, those who just take a college algebra pass at a rates of 77% and 75%. Those that score into Intermediate and pass the class, on average, succeed in college algebra more often than if they waive out of Intermediate.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

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

Narrative:

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

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Explain why:

Currently, the program is supporting our student body with the skills necessary to pass college algebra at a higher percentage than if the classes were not offered.

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:

Previous Goals:

- End of 2020, full-time developmental math faculty will participate in at least one professional developmental conference relating to their subject
 - This was met with success every year as the developmental math faculty member has gone to the Great Plains Conference on Developmental Education hosted by Butler County Community College.
- End of 2022, the overall success rate of developmental math courses will be 60% (up from 54% in AY2017).
 - In AY19, overall pass rate of students was just under 60%. AY20 was slightly lower at 58%. These are still higher than previous years.
- End of 2022, all faculty members teaching developmental math will receive content specific training.
 - This goal was not met due to a lack of conferences that focus on developmental math. Graduate level courses in teaching developmental math are few and far between. Those that do exist are expensive (several hundred per credit hour).

New Goals:

- End of 2024, attend different conferences on mathematics (with a focus on developmental math) other than the Great Plains Conference.
- End of 2026, have an overall pass rate of 63% in all developmental math courses.
- End of 2026, increase the modality of developmental math classes offered at ICC without compromising on the integrity of the program.

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” (Purpose Statement 4-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.
 - o 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, developmental math does not have their own budget. Instead, it is rolled into the math department budget. The math department budget currently affords both faculty members \$1000 of travel and professional development dollars. Over the next few Academic Years, both faculty members will be attending conferences on math (new goal 1) and continued support will be necessary (\$1000 for travel and \$500 for PD). Starting 2022, both faculty are members of AMATYC (American Mathematical Association of Two-Year Colleges) and will more than likely continue that membership.

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:

Allen Shockley authored the report. Brian Southworth and Allen Shockley collected assessment data for each semester they taught a course that was apart of the developmental math program. Anita Chappuie provided end of year academic data and additional information on student success in College Algebra.

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: The Program Review Committee agrees with the goals and data found in this review. 4.15.2022

Division Chair: Brian Southworth. Agree. 4.20.2022

Vice President for Academic Affairs: I agree with the set goals and review of data in this document. TCC 4/14/2022

10.0 Appendices

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

Appendix A

Assessment Outcome Data

Elementary Algebra							
2019	Outcome 1	Outcome 2	Outcome 3	Outcome 4*	Outcome 5*	Outcome 6*	Outcome 7*
Brian FA	85.3	89	52.3	55.7	48.3	43	48
Brian SP	100	100	0	100	100		
Allen FA	82	84	49	55	48	62	57
Allen SP	64	83	62	65	82	41	76
Average	82.8	89.0	40.8	68.9	69.6	48.7	60.3
2020	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
Brian FA							
Brian SP							
Allen FA	74	57	66	51	63	37	63
Allen SP	69	75	46	48	48	39	26
Average	71.5	66	56	49.5	55.5	38	44.5

Intermediate Algebra									
2019	Outcome 1	Outcome 2	Outcome 3	Outcome 4*	Outcome 5*	Outcome 6*	Outcome 7*	Outcome 8*	Outcome 9*
Brian FA									
Brian SP									
Allen FA	64	60	36	61	37	47	64	44	55
Allen SP	67	61	54	37	49	67	55	55	40
Average	65.5	60.5	45	49	43	57	59.5	49.5	47.5
2020	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7		
Brian FA									
Brian SP									
Allen FA	81	72	52	44	63	61	35		
Allen SP	79	61	52	32	48	41	67		
Average	80	66.5	52	38	55.5	51	51		

Comprehensive
Program
Of
Pre-Psychology
For
AY20-AY21

Prepared by
Brett Gilcrist

March 11, 2022



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

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:

ACADEMIC YEAR 2019

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

Number of Faculty:

full time: 1 (Gilcrist)

part time: 0 ()

Enrollment & Student credit hours by Faculty type:

Full time: 21 total credit hours taught, with 108 total students enrolled

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

Average Class size:

18 students in Face-to-Face classes

12 students in online classes

15.4 students across all courses

Completion rates:

94.4% face-to-face

88.9% online

89.8% all courses

Pass ('D' or better) rates:

89.2% face-to-face

84.4% online

87.6% all courses

Pass ('C' or better) rates:

81.5% face-to-face

75.0% online

79.4% all courses

Number of Majors: 3 (2 returned in Fall 2019)

Degrees Awarded: 0

	ACADEMIC	ACADEMIC	EVENT_ID	SECTION	EVENT_M	CREDITS	ADDS	Instructor	Completed	Passed D	Passed C
2019	SPRING	FULL	BEH2003	0001	DEVELOPN	3	20	B. Gilcrist	15	14	13
2018	SUMMER	SECOND	BEH2003	0001	DEVELOPN	3	15	B. Gilcrist	15	14	13
2018	SUMMER	FIRST	BEH2003	0001	DEVELOPN	3	27	B. Gilcrist	27	23	23
2018	FALL	FULL	BEH2003	0002	DEVELOPN	3	10	B. Gilcrist	8	7	4
2018	FALL	FULL	BEH2003	ON01	DEVELOPN	3	13	B. Gilcrist	13	10	10
2019	SPRING	FULL	BEH2003	ON01	DEVELOPN	3	15	B. Gilcrist	11	11	9
2018	SUMMER	FULL	BEH2003	ON01	DEVELOPN	3	8	B. Gilcrist	8	6	5

ACADEMIC YEAR 2020

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

Number of Faculty:

1 full time (Gilcrist)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

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

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

5.7 students in Face-to-Face classes

10.3 students in online classes

8.3 students across all courses

Completion rates:

76.5% face-to-face

70.7% online

72.4% all courses

Pass ('D' or better) rates:

84.6% face-to-face

96.6% online

92.9% all courses

Pass ('C' or better) rates:

84.6% face-to-face

96.6% online

92.9% all courses

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

Degrees Awarded: 1

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

ACADEMIC YEAR 2021

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

Number of Faculty:

1 full time (Gilcrist)

1 adjunct (Campus)

Enrollment & Student credit hours by Faculty type:

Full time: 15 total credit hours taught, with 54 total students enrolled

Adjunct: 3 credit hours taught, 11 total students enrolled

Average Class size:

4 students in Face-to-Face or Hybrid classes

12.2 students in online classes

10.8 students across all courses

Completion rates:

100% face-to-face/hybrid

78.69% online

80% all courses

Pass ('D' or better) rates:

100% face-to-face/hybrid

78.5% online

88.46% all courses

Pass ('C' or better) rates:

50% face-to-face/hybrid

77.08% online

75% all courses

Number of Majors: 15 (6 returned in Fall 2021)

Degrees Awarded: 1

ACADEMIC	EVENT_ID	CREDITS	SECTION	EVENT_LO	PERSON_CC	Instructor	ADDS	Completed	Passed 'D'	Passed 'C' or better
SECOND	BEH2003	3	SHY1	DEVELOPM	P000155429	B. Gilcrist	4	4	4	2
FULL	BEH2003	3	ON01	DEVELOPM	P000155429	B. Gilcrist	17	13	13	10
FULL	BEH2003	3	ON01	DEVELOPM	P000155429	B. Gilcrist	8	6	5	5
FULL	BEH2023	3	ON01	ABNORMA	P000127654	B. Campus	11	11	9	9
FULL	BEH2003	3	ON01	DEVELOPM	P000155429	B. Gilcrist	18	11	10	9
INTER	BEH2003	3	ION1	DEVELOPM	P000155429	B. Gilcrist	7	7	5	4

2.0 Student Success

2.1 Define Student Success

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

Narrative:

Student success in this program is defined by students' abilities to demonstrate mastery (scoring 70% or higher) on the assessments tied to the program and general education outcomes below:

Program outcomes

- Students will be able to analyze the factors influencing intrapersonal and interpersonal experiences.
- Students will be able to demonstrate information literacy through the application of course-related content to real-world scenarios.
- Students will be able to compose clear, concise written statements.

2.2 Achieve/Promote Student Success

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

Narrative:

Student success in the Pre-Psych program is promoted through adherence to course learning outcomes, common assessments, and upholding values of accountability and integrity. This is accomplished by hiring qualified instructors with educational and occupational experience that are appropriate to the courses being taught. It is accomplished by properly advising students within the discipline and by ensuring the curriculum focuses on transferability of courses within the major.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

Narrative:

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.

Developmental Psychology (BEH2003) and Abnormal Psychology (BEH2023) are the two major-specific courses for Pre-Psych majors. That said, these courses are not restricted to only Pre-Psych majors so the data from the courses could reference sections that had zero Pre-Psych students in them. More problematic is the fact that Abnormal Psychology has been offered the last two years, but assessment data only exists for one of those two sections (adjunct data was not provided in AY21).

3.2 Significant Assessment Findings

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

Narrative:

The evidence demonstrates most students who enroll in Developmental Psychology are retained throughout the semester with an average of 79% of them finishing the course over the last three academic years (and an average of 81% of those finishing with a “C” or better).

Similarly, 100% of students who enrolled in Abnormal Psychology over the last two years were retained with an average of 91% of those students finishing with a “C” or better.

When looking at all three academic years individually, zero students graduated with a “Pre-Psych” degree in AY19, one did so in AY20, and one did so in AY21. By comparison, there were three, twelve, and fifteen majors on campus during those respective academic years.

This is indicative of a student population that can be quite transient (in AY21, more than half of the Pre-Psych majors did not return to campus this year), as well as a population that most often chooses to pursue an Associate’s of Liberal Studies or an Associate’s of General Studies rather than pursue a program that only differs from those others by two courses.

Unfortunately, this all begs the following questions: 1) Abnormal Psychology is a required course for Pre-Psych majors, yet is it cost effective to pull away an instructor to teach a course that is not a system-wide transfer and has only met the minimum enrollment threshold once over the last three academic years (it has only met that threshold twice in the last eight years)?; 2) Even if Abnormal Psychology makes, can Pre-Psychology be considered a program when there are only two courses that consistently transfer to four-year institutions beyond the introductory General Psych course (especially when Abnormal Psych is not a guaranteed transfer course into a Bachelor's of Psych program in Kansas)?; and 3) This program was created at the behest of a former VPAA and Recruiting/Retention Director who believed there would be student interest in the discipline, but if that is true then why are the majority of students taking Dev Psych and Abnormal Psych not Pre-Psych majors? Also, why are we seldom graduating students with the Pre-Psych degree even though we have a significant number of majors and students are generally retained and pass with a C or better?

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:

At this time, there are no plans to move forward with program-level assessment in Pre-Psych as it will be recommended the program be phased out.

4.0 External Constituency and Significant Trends

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

4.1: Program Advisory Committee:

Narrative:

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

Not applicable

4.2: Specialized Accreditation:

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

Narrative:

Not applicable

4.3: Other:

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

Narrative:

Currently, both General Psychology and Developmental Psychology are articulated through the KBOR matrix assuring they transfer across the State's public colleges and universities. Abnormal Psychology, on the other hand, is not a system-wide transfer so students and their advisor work to ensure it will transfer to their intended institution as either an elective or as a program requirement for their Bachelor's degree.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

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

Pre-Psychology

Degree: Associate of Science

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

Analysis & Oral Communication (9 hours)	Credit Hours	Major Requirements (6 hours)	Credit Hours
English Composition I (ENG 1003)	3	Developmental Psychology (BEH2003)	3
English Composition II (ENG 1013)	3	Abnormal Psychology** (BEH2023)	3
Public Speaking (COM 1203)	3		
Mathematics (3 hours)	Credit Hours	Recommended Electives (3 hours)	Credit Hours
College Algebra (MAT 1023) or higher	3	(Select 1)	
		Spanish I (FRL1025)	5
Sciences (10 hours)	Credit Hours	Elementary Statistics (MAT1103)	3
General Biology (BIO1005)	5	Free elective***	3
Physical Sciences Elective*	5		
Fine Arts & Aesthetic Studies (3 hours)	Credit Hours	Total 62 hours	
(Select 1)		*Please view the Liberal Studies degree for acceptable elective options available to meet these requirements.	
Music Appreciation (MUE 1303)	3		
Art Appreciation (AED 1043)	3	**Abnormal Psychology, which is only offered in the Fall, transfers to ESU, KSU, and WSU, but may only transfer as an elective credit for Psychology majors at KU and PSU.	
Cultural Studies (3 hours)	Credit Hours	***Students are encouraged to pursue coursework that may count towards a minor at the four-year level e.g., take a second sociology course or a second political science course).	
World Regional Geography	3		
Health and Well-Being (4 hours)	Credit Hours		
General Psychology (BEH 1003)	3		
Wellness Concepts (HPR 1401)	1		
Human Heritage (9 hours)	Credit Hours		
Introduction to Literature (ENG 1073)	3		
(Select 1)			
US History I (HIS 1023)	3		
US History II (HIS1063)	3		
(Select 1)			
Ethics (SOC 1073)	3		
Introduction to Philosophy (SOC 2003)	3		
Social Awareness (3 hours)	Credit Hours		
Introduction to Sociology (SOC 1003)	3		
Political Awareness (3 hours)	Credit Hours		
American Government (POL 1023)	3		
Business and Technology (6 hours)	Credit Hours		
Personal Finance (BUS 1003)	3		
(Select 1)			
Introduction to Business (BUS1093)	3		
Computer Concepts & Applications (CIT 1003)	3		

5.2 Degree and Certificate Offerings or Support

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

Narrative:

The Pre-Psychology program only offers an Associate's of Science degree. That said, General Psychology is a General Education requirement for almost all Bachelor's degrees and Developmental Psychology is a common pre-requisite or program requirement in programs like education and nursing. Finally, Gen Psych and Dev Psych are listed as general education electives for almost all degrees offered at ICC.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

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

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Brett Gilcrist, the only full-time faculty member in the Pre-Psych program, has a Bachelor's degree in Psychology and a Master's degree in Counseling (with specializations in Community Counseling and Higher Education Student Affairs). He also attends the Kansas Core Outcomes Group on behalf of ICC and the Pre-Psych program, working closely with area four-year faculty to discuss the transferability of courses between the two- and four-year levels.

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:

Gilcrist is actively involved in pedagogical research, working with peers to learn about different teaching strategies, to investigate alternative assessment strategies, and to maintain quality instruction techniques. In addition to the project-based learning strategies he applies to most Psychology courses, students in these classes are also encouraged to find connections between course content and popular culture references in music, television/film, and literature.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

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

Narrative:

The biggest challenge in evaluating the data available from the last three academic years is that Dev Psych and Abnormal Psych are not restricted to only Pre-Psych majors so it is unclear how majors perform in comparison to non-majors within these two classes. That said, the data from this course does demonstrate that students who took these courses consistently met expectations (see Appendix 2).

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

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

Narrative:

Category 4 – Phase Out

There is no reason this program needs to continue. With only two degrees awarded over the last three academic years, it is clear the courses are being utilized to assist students in completing other ICC degrees rather than helping them graduate with a “Pre-Psych degree”.

By removing this program from the catalog, it ensures the college can utilize Gilcrist in courses with more significant enrollment as opposed to pulling him away to teach an Abnormal Psych class with fewer than six students.

Gilcrist could still advise prospective human services majors to ensure their Liberal Studies degree contains the necessary elective options to best suit their four-year institution. With that in mind, the following SMART goal will guide the Psychology department moving forward:

Beginning with the 2022-2023 Course Catalog, students interested in studying psychology or other human services fields will be encouraged to complete the Liberal Studies Degree with a Psychology Track (see Appendix 1).

This change in emphasis will not only give students more Gen Ed options, but it also provides greater flexibility for students when choosing their psychology coursework. Furthermore, this change removes the college's burden of always having to offer a low enrollment course section because it is a "major requirement."

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:

This section is not necessary given the recommendation to phase out the Pre-Psychology program.

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 mission of ICC states "Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development" while the vision statement says ICC provides "...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment". All Psychology courses are taught in manner that intentionally challenges students' intellectual development while shedding a light on how Psychology is infused within our daily lives in a variety of ways.

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

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

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

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

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

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

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

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

Narrative:

There are no new budget needs for the Pre-Psychology program. Open Education Resources (OERs) are utilized instead of traditional textbooks, and professional development has been sought through continuing education opportunities rather than more traditional conferences and coursework.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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

Narrative:

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

9.2 VPAA and/or Administrative Designee Response

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

Narrative:

I agree with recommendations of this review. Students interested in psychology can take both Developmental and Abnormal Psychology with the AGS or LA programs. –Brian Southworth
Division Chair and PRC member, 4.26.2022.

VPAA – I agree with the recommendations of this review. Taylor Crawshaw, 4.27.2022

10.0 Appendices

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

Appendix 1 – Proposed Liberal Studies Degree Plan with Psychology Track

PROPOSED
Liberal Studies Degree with a Psychology Track
Degree: Associate of Science

The Psychology track within the Liberal Studies degree is a transfer-oriented degree plan to help prospective Psychology majors transfer to their four-year institutions in junior-level standing.

Analysis and Oral Communication (9 hrs)

English Composition I - 3
English Composition II - 3
Public Speaking - 3

Mathematics (3 hrs)

College Algebra (or higher) - 3

Sciences (10 hrs)

General Biology for Non-majors - 5
Physical Sciences (Select 1)
Chemistry for Non-majors - 5
Descriptive Astronomy - 5
Physical Science - 5

Fine Arts and Aesthetic Studies (6 hrs)

Music Appreciation - 3
Art Appreciation - 3
Theatre Appreciation - 3

Cultural Studies (3 hrs)

World Regional Geography - 3
Intro to Race and Ethnic Relations - 3
World History I - 3
World History II - 3
World Religions - 3

Health and Well-Being (4-6 hrs)

General Psychology - 3
And choose one of these other two courses:
Personal and Community Health - 3
Wellness Concepts - 1

Human Heritage (9 hrs)

History (Select 1)
U.S. History I - 3
U.S. History II - 3
Literature
Introduction to Literature - 3
Philosophy and Religion (Select 1)
Introduction to Philosophy - 3
Ethics - 3

Social Awareness (3 hrs)

Introduction to Sociology - 3

Political Awareness (3 hrs)

American Government - 3

Business and Technology (6 hrs)

Personal Finance - 3
Introduction to Business - 3
Computer Concepts and Apps - 3

Psychology Track (6 hrs)

Developmental Psychology - 3
Abnormal Psychology* - 3
Drugs and Behavior* - 3
Free elective* - 3

Total 62-64 credit hours

* It is recommended the student work with the Psychology faculty to determine which course option best fits his/her transfer institution

Appendix 2 – Course-level assessment for Abnormal and Dev Psych (AY19, AY20, AY21)

AY19

Developmental Psychology (2003) – Fall 2018

Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

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

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

0002: 7 of 9 (78%)

ON01: 11 of 13 (85%)

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

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

0002: 5 of 9 (56%)

ON01: 9 of 13 (69%)

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

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

0002: 7 of 9 (78%)

ON01: 7 of 11 (64%)

Outcome 2: Identify research methods in development.

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

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

0002: 7 of 9 (78%)

ON01: 11 of 13 (85%)

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

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

0002: 4 of 9 (44%)

ON01: 7 of 10 (70%)

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

Outcome 4: Explain cognitive development throughout the lifespan.

Outcome 5: Identify physical development throughout the lifespan.

Outcome 6: Summarize neurological development throughout the lifespan.

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

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

0002: 7 of 9 (78%)

ON01: 13 of 13 (100%)

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

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

0002: 5 of 9 (56%)

ON01: 9 of 13 (69%)

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

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

0002: 7 of 9 (78%)

ON01: 7 of 11 (64%)

Outcome 7: Describe the processes of death and dying.

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

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

0002: 7 of 9 (78%)

ON01: 7 of 11 (64%)

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

Overall: 10 of 10 (100%) scored 70% or higher on the death and dying assessment.

0002: this assessment has not been adapted for the F2F course at this time

ON01: 10 of 10 (100%)

Developmental Psychology (2003) – Spring 2019

Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

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

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

0001: 16 of 17 (94%)

ON01: 11 of 12 (92%)

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

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

0001: 14 of 16 (87.5%)

ON01: 8 of 12 (66.7%)

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

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

0001: 14 of 15 (93%)

ON01: 7 of 10 (70%)

Outcome 2: Identify research methods in development.

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

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

0001: 16 of 17 (94%)

ON01: 10 of 13 (77%)

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

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

0001: 13 of 15 (86.7%)

ON01: 11 of 15 (73%)

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

Outcome 4: Explain cognitive development throughout the lifespan.

Outcome 5: Identify physical development throughout the lifespan.

Outcome 6: Summarize neurological development throughout the lifespan.

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

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

0001: 13 of 17 (76%)

ON01: 10 of 13 (77%)

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

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

0001: 14 of 16 (87.5%)

ON01: 8 of 12 (66.7%)

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

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

0001: 14 of 15 (93%)

ON01: 7 of 10 (70%)

Outcome 7: Describe the processes of death and dying.

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

Overall: 21 of 25 (84%) scored a 70% or higher on the final.
0001: 14 of 15 (93%)
ON01: 7 of 10 (70%)

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

Overall: 24 of 25 (96%) scored 70% or higher on the death and dying assessment.
0001: 14 of 15 (93%)
ON01: 10 of 10 (100%)

Developmental Psychology (2003) – Summer 2019 **Assessment Outcomes, Measures, and Data**

Outcome 1: Distinguish among developmental theories.

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

Overall: 6 of 6 (100%) scored 70% or higher on the unit 1 project.

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

Overall: 6 of 6 (100%) scored a 70% or higher on the midterm.

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

Overall: 6 of 6 (100%) scored a 70% or higher on the final.

Outcome 2: Identify research methods in development.

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

Overall: 6 of 6 (100%) scored 70% or higher on the unit 1 project.

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

Overall: 6 of 6 (100%) scored 70% or higher on the research methods assessment.

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

Outcome 4: Explain cognitive development throughout the lifespan.

Outcome 5: Identify physical development throughout the lifespan.

Outcome 6: Summarize neurological development throughout the lifespan.

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

Overall: 6 of 6 (100%) scored 70% or higher on the unit 2 project.

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

Overall: 6 of 6 (100%) scored a 70% or higher on the midterm.

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

Overall: 6 of 6 (100%) scored a 70% or higher on the final.

Outcome 7: Describe the processes of death and dying.

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

Overall: 6 of 6 (100%) scored a 70% or higher on the final.

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

Overall: 6 of 6 (100%) scored 70% or higher on the death and dying assessment.

Developmental Psychology (2003) – Fall 2019
Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

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

Overall: 13 of 16 (81%) scored 70% or higher on the unit 1 project.

0001: 3 of 5 (60%)

ON01: 10 of 11 (91%)

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

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

0001: 4 of 5 (80%)

ON01: 8 of 9 (89%)

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

Overall: 15 of 17 (88%) scored a 70% or higher on the final.

0001: 5 of 5 (100%)

ON01: 10 of 12 (83%)

Outcome 2: Identify research methods in development.

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

Overall: 13 of 16 (81%) scored 70% or higher on the unit 1 project.

0001: 3 of 5 (60%)

ON01: 10 of 11 (91%)

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

Overall: 11 of 17 (65%) scored 70% or higher on the research methods assessment.

0001: 5 of 5 (100%)

ON01: 6 of 12 (50%)

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

Outcome 4: Explain cognitive development throughout the lifespan.

Outcome 5: Identify physical development throughout the lifespan.

Outcome 6: Summarize neurological development throughout the lifespan.

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

Overall: 13 of 16 (81%) scored 70% or higher on the unit 2 project.

0001: 3 of 5 (60%)

ON01: 10 of 11 (91%)

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

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

0001: 4 of 5 (80%)

ON01: 8 of 9 (89%)

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

Overall: 15 of 17 (88%) scored a 70% or higher on the final.

0001: 5 of 5 (100%)

ON01: 10 of 12 (83%)

Outcome 7: Describe the processes of death and dying.

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

Overall: 15 of 17 (88%) scored a 70% or higher on the final.

0001: 5 of 5 (100%)

ON01: 10 of 12 (83%)

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

Overall: 6 of 6 (100%) scored 70% or higher on the death and dying assessment.

0001: 5 of 5 (100%)

ON01: 10 of 11 (91%)

Developmental Psychology (2003) – Spring 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

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

Overall: 11 of 13 (85%) scored 70% or higher on the unit 1 project.

0001: 5 of 5 (100%)

ON01: 6 of 8 (75%)

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

Overall: 10 of 14 (71%) scored 70% or higher on the unit 1 knowledge inventory.

0001: 6 of 6 (100%)

ON01: 4 of 8 (50%)

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

Overall: 11 of 12 (92%) scored a 70% or higher on the midterm.

0001: 4 of 4 (100%)

ON01: 7 of 8 (88%)

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

Overall: 11 of 12 (92%) scored a 70% or higher on the final.

0001: 3 of 4 (75%)

ON01: 8 of 8 (100%)

Outcome 2: Identify research methods in development.

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

Overall: 11 of 13 (85%) scored 70% or higher on the unit 1 project.

0001: 5 of 5 (100%)

ON01: 6 of 8 (75%)

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

Overall: 10 of 14 (71%) scored 70% or higher on the unit 1 knowledge inventory.

0001: 6 of 6 (100%)

ON01: 4 of 8 (50%)

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

Outcome 4: Explain cognitive development throughout the lifespan.

Outcome 5: Identify physical development throughout the lifespan.

Outcome 6: Summarize neurological development throughout the lifespan.

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

Overall: 11 of 13 (85%) scored 70% or higher on the unit 2 project.

0001: 3 of 5 (60%)

ON01: 8 of 8 (100%)

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

Overall: 14 of 14 (100%) scored 70% or higher on the unit 2 knowledge inventory.

0001: 6 of 6 (100%)

ON01: 8 of 8 (100%)

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

Overall: 11 of 12 (92%) scored a 70% or higher on the midterm.

0001: 4 of 4 (100%)

ON01: 7 of 8 (88%)

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

Overall: 11 of 12 (92%) scored a 70% or higher on the final.

0001: 3 of 4 (75%)

ON01: 8 of 8 (100%)

Outcome 7: Describe the processes of death and dying.

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

Overall: 9 of 12 (75%) scored 70% or higher on the death and dying assessment.

0001: 2 of 4 (100%)

ON01: 7 of 8 (91%)

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

Overall: 11 of 12 (92%) scored a 70% or higher on the final.

0001: 3 of 4 (75%)

ON01: 8 of 8 (100%)

Developmental Psychology (2003) – Summer 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project wherein the lifespan theories are addressed.

ON01: 5 of 5 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the lifespan theories.

ON01: 4 of 5 (80%)

Seventy percent of students will score a 70% or higher on the portions of the unit 2 and 3 projects wherein the lifespan theories are covered.

ON01: 4 of 5 (80%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers the lifespan theories

ON01: 4 of 5 (80%)

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project that covers the research methods.

ON01: 4 of 5 (80%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the research methods.

ON01: 5 of 5 (100%)

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

ON01: 3 of 5 (60%)

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

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers social and emotional development.

ON01: 5 of 5 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers social and emotional development.

ON01: 5 of 5 (100%)

Seventy percent of students will average a 70% or higher on the unit 3 knowledge inventory and project that cover family systems and culture.

ON01: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers social and emotional development.

ON01: 4 of 5 (80%)

Outcome 4: Explain cognitive development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers cognitive development.

ON01: 5 of 5 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers cognitive development.

ON01: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers cognitive development.

ON01: 3 of 5 (60%)

Outcome 5: Identify physical development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers physical development.

ON01: 5 of 5 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers physical development.

ON01: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers physical development.

ON01: 5 of 5 (100%)

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers neurological development.

ON01: 4 of 5 (80%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers neurological development.

ON01: 4 of 5 (80%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers neurological development.

ON01: 5 of 5 (100%)

Outcome 7: Describe the processes of death and dying.

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

ON01: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers death and dying.

ON01: 5 of 5 (100%)

Developmental Psychology (2003) – Fall 2020
Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project wherein the lifespan theories are addressed.

Overall: 11 of 15 (73%) scored 70% or higher
SHY1: 3 of 4 (100%)
ON01: 8 of 11 (73%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the lifespan theories.

Overall: 10 of 14 (71%) scored 70% or higher
SHY1: 3 of 3 (64%)
ON01: 7 of 11 (64%)

Seventy percent of students will score a 70% or higher on the portions of the unit 2 and 3 projects wherein the lifespan theories are covered.

Overall: 10 of 12 (83%) scored a 70% or higher
SHY1: 2 of 4 (50%)
ON01: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers the lifespan theories

Overall: 14 of 14 (100%) scored a 70% or higher
SHY1: 4 of 4 (100%)
ON01: 10 of 10 (100%)

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project that covers the research methods.

Overall: 13 of 15 (87%) scored 70% or higher.
SHY1: 4 of 4 (100%)
ON01: 9 of 11 (82%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the research methods.

Overall: 11 of 14 (79%) scored 70% or higher
SHY1: 3 of 3 (100%)
ON01: 8 of 11 (73%)

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

Overall: 3 of 7 (43%) scored 70% or higher
SHY1: 1 of 1 (100%)
ON01: 2 of 6 (33%)

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

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers social and emotional development.

Overall: 11 of 14 (79%) scored 70% or higher
SHY1: 2 of 3 (100%)
ON01: 9 of 11 (82%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers social and emotional development.

Overall: 9 of 13 (69%) scored 70% or higher
SHY1: 2 of 4 (50%)
ON01: 7 of 9 (78%)

Seventy percent of students will average a 70% or higher on the unit 3 knowledge inventory and project that cover family systems and culture.

Overall: 11 of 13 (85%) scored 70% or higher
SHY1: 3 of 3 (100%)
ON01: 8 of 10 (80%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers social and emotional development.

Overall: 12 of 14 (86%) scored a 70% or higher
SHY1: 4 of 4 (100%)
ON01: 8 of 10 (80%)

Outcome 4: Explain cognitive development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers cognitive development.

Overall: 8 of 13 (62%) scored 70% or higher
SHY1: 2 of 4 (50%)
ON01: 6 of 9 (67%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers cognitive development.

Overall: 10 of 14 (71%) scored 70% or higher
SHY1: 3 of 3 (100%)
ON01: 7 of 11 (64%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers cognitive development.

Overall: 13 of 14 (93%) scored a 70% or higher

SHY1: 3 of 4 (75%)
ON01: 10 of 10 (88%)

Outcome 5: Identify physical development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers physical development.

Overall: 12 of 13 (92%) scored 70% or higher
SHY1: 4 of 4 (60%)
ON01: 8 of 9 (89%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers physical development.

Overall: 11 of 14 (79%) scored 70% or higher
SHY1: 3 of 3 (100%)
ON01: 8 of 11 (73%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers physical development.

Overall: 13 of 14 (93%) scored a 70% or higher
SHY1: 4 of 4 (100%)
ON01: 9 of 10 (90%)

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers neurological development.

Overall: 9 of 12 (75%) scored 70% or higher
SHY1: 2 of 3 (67%)
ON01: 7 of 9 (78%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers neurological development.

Overall: 10 of 14 (71%) scored 70% or higher
SHY1: 2 of 3 (100%)
ON01: 8 of 11 (73%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers neurological development.

Overall: 11 of 14 (79%) scored a 70% or higher
SHY1: 2 of 4 (50%)
ON01: 9 of 10 (90%)

Outcome 7: Describe the processes of death and dying.

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

Overall: 10 of 14 (71%) scored 70% or higher
SHY1: 2 of 3 (67%)

ON01: 8 of 11 (73%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers death and dying.

Overall: 13 of 14 (93%) scored a 70% or higher

SHY1: 4 of 4 (100%)

ON01: 9 of 10 (90%)

Developmental Psychology (2003) – Fall 2020 Intercession **Assessment Outcomes, Measures, and Data**

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project wherein the lifespan theories are addressed.

Overall: 2 of 5 (40%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the lifespan theories.

Overall: 3 of 6 (50%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portions of the unit 2 and 3 projects wherein the lifespan theories are covered.

Overall: 5 of 5 (100%) scored a 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers the lifespan theories

Overall: 6 of 6 (100%) scored a 70% or higher

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project that covers the research methods.

Overall: 4 of 5 (80%) scored 70% or higher.

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the research methods.

Overall: 3 of 6 (50%) scored 70% or higher

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

Overall: 0 of 4 (0%) scored 70% or higher

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

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers social and emotional development.

Overall: 4 of 6 (67%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers social and emotional development.

Overall: 5 of 6 (83%) scored 70% or higher

Seventy percent of students will average a 70% or higher on the unit 3 knowledge inventory and project that cover family systems and culture.

Overall: 3 of 6 (50%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers social and emotional development.

Overall: 4 of 5 (80%) scored a 70% or higher

Outcome 4: Explain cognitive development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers cognitive development.

Overall: 3 of 6 (50%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers cognitive development.

Overall: 2 of 6 (33%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers cognitive development.

Overall: 6 of 6 (100%) scored a 70% or higher

Outcome 5: Identify physical development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers physical development.

Overall: 5 of 6 (83%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers physical development.

Overall: 5 of 6 (83%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers physical development.

Overall: 5 of 5 (100%) scored a 70% or higher

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers neurological development.

Overall: 3 of 6 (50%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers neurological development.

Overall: 1 of 6 (17%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers neurological development.

Overall: 4 of 5 (80%) scored a 70% or higher

Outcome 7: Describe the processes of death and dying.

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

Overall: 5 of 6 (83%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers death and dying.

Overall: 6 of 6 (100%) scored a 70% or higher

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project wherein the lifespan theories are addressed.

ON01: 8 of 12 (67%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the lifespan theories.

ON01: 9 of 13 (69%)

Seventy percent of students will score a 70% or higher on the portions of the unit 2 and 3 projects wherein the lifespan theories are covered.

ON01: 8 of 12 (67%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers the lifespan theories

ON01: 11 of 13 (85%)

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project that covers the research methods.

ON01: 12 of 12 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the research methods.

ON01: 11 of 13 (85%)

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

ON01: 0 of 13 (0%)

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

Seventy percent of students will score 70% or higher on the portion of the unit 2/3 knowledge inventory that covers social and emotional development, as well as family systems and culture.

ON01: 13 of 13 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers social and emotional development.

ON01: 7 of 12 (58%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers social and emotional development.

ON01: 9 of 13 (69%)

Outcome 4: Explain cognitive development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers cognitive development.

ON01: 7 of 12 (58%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers cognitive development.

ON01: 5 of 13 (38%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers cognitive development.

ON01: 12 of 13 (92%)

Outcome 5: Identify physical development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers physical development.

ON01: 12 of 12 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers physical development.

ON01: 11 of 13 (85%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers physical development.

ON01: 11 of 13 (85%)

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers neurological development.

ON01: 9 of 12 (75%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers neurological development.

ON01: 6 of 13 (46%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers neurological development.

ON01: 8 of 13 (61.5%)

Outcome 7: Describe the processes of death and dying.

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

ON01: 8 of 12 (67%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers death and dying.

ON01: 13 of 13 (100%)

Comprehensive
Program Review
Of
Engineering,
Mathematics, &
Physical Science
For

AY2019-2020

&

AY2020-2021

Prepared by

Brian Southworth

Co-Authors

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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 Associate of Science Degree in Engineering, Mathematics, and Physical Sciences is intended to enable students to complete the necessary courses at the first-year and sophomore level in pursuit of Bachelor of Science Degree in the areas of chemistry, engineering, mathematics, or physics. The student needs to choose an area of emphasis at the time of choosing this program.

At a two-year college, it is hard to differentiate the individual programs for Engineering, Mathematics, Physics and Chemistry. These disciplines share the same core classes: Analytical Geometry and Calculus I & II, Physics I & II, and Statistics. In 2017, the various individual programs were consolidated to a single program.

1.2 Quantitative and Qualitative Data

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

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

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

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

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

Narrative:

The data in this table is based on the courses of emphasis within the program. Those courses are

- Analytical Geometry and Calculus I, II, & III
- Chemistry I & II for Majors
- College Physics I & II
- Elementary Statistics
- Engineering Physics I & II
- Organic Chemistry I & II.

		2019-2020	2020-2021
Number of Faculty:			
	Full time	3 (Southworth, Crompton, Saleh)	3 (Southworth, Chaplin, Saleh)
	Adjunct	4 (Deweese, Babb, Stover, Hayes)	4 (Deweese, Babb, Stover, Hayes)
Enrollment & Student credit hours by Faculty type:			
	Full Time	15 total credit hours taught, with 12 total students enrolled	41 total credit hours taught, with 41 total students enrolled
	Adjunct	30 credit hours taught; 68 total students enrolled	26 credit hours taught; 39 total students enrolled
Average Class size:			
	Face-to-Face classes	5.9	4.8
	Online classes	13.5	9
	All courses	7.3	5.3
Completion Rates:			
	Face-to-Face classes	94.3%	88.7%
	Online classes	77.8%	77.8%
	All courses	88.8%	86.3%
Pass ('D' or better) rates:			
	Face-to-Face classes	98%	92.7%
	Online classes	85.7%	85.7%
	All courses	93%	91.3%
Pass ('C' or better) rates:			
	Face-to-Face classes	96%	90.9%
	Online classes	85.7%	78.6%
	All courses	93%	88.4%
Number of Majors:		3 (1 returned in Fall 2020)	6 (1 returned in Fall 2021)
Degrees Awarded:		0	0

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:

1. The student meets the outcomes designated to the subject matter.
2. The student achieves the highest academic level possible, alongside with the clear understanding of the material.
3. The student is well prepared either to transfer to a 4-year college or to succeed in an occupational endeavor.
4. The student develops socially, and intellectually.
5. The student feels a sense of purpose, determination, and validity.

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:

1. Properly facilitate the student's success by meeting the students' educational needs.
2. Have supportive programs to meet the program outcomes.
3. Effective programs which prepare the students for their future institution or the workforce.
4. Use the assessment data to quality improve the program.

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:

See Tables below.

Program Outcomes and Assessment

As a result of earning an AS degree in Mathematics & Physical Science, students will be able to:

1. Demonstrate appropriate proficiency in the foundational aspects of differential and integral calculus necessary to transfer to a 4-year institution and achieve a degree in a STEM-related field.

This program outcome is tied to Analytical Geometry and Calculus II (MAT2025), Calculus III, and Engineering Physics II (PHS2065).

The Program Outcomes will be considered met if 70% of the students in class(es) tied to outcome receive a grade of C or better.

AY2019-2020: There is no data since the courses tied to this outcome were not taught.

AY2020-2021: This outcome was met. All students in these courses received a C or higher.

2. Explain the scientific method and discuss the basic concepts of physical science and/or chemistry in the broader context of science and a diverse society.

This program outcome is tied to Chemistry I for Majors (PHS1025), College Physics I (PHS1065), and Engineering Physics I (PHS2055).

AY2019-2020: This outcome was met.

AY2020-2021: This outcome was partially met. Sixty-four percent of students finished the courses with a C or better. Chemistry I for Majors and Engineering Physics I met the outcome. Students in College Physics I struggled with the subject and did not.

3. Analyze a real-world problem, choose the appropriate mathematical construct for the problem at hand, and process the numeric, symbolic, and/or graphical information necessary to arrive at appropriate solutions/conclusions in real world applications.

This program outcome is tied to Analytical Geometry II (MAT2025).

AY2019-2020: There is no data since the courses tied to this outcome were not taught.

AY2020-2021: This outcome was met.

4. Demonstrate appropriate proficiency with the language of science, both through the student's ability to understand and use written and oral communications.

This program outcome is tied to Chemistry II for Majors (PHS1035), College Physics II (PHS1065), and Engineering Physics II (PHS2065).

AY2019-2020: There is no data since the courses tied to this outcome were not taught.

AY2020-2021: This outcome was met

5. Use appropriate lab techniques and resources to collect, analyze, and present data in a scientific manner.

This program outcome is tied to Chemistry II for Majors (PHS1035), College Physics II (PHS1065), and Engineering Physics II (PHS2065).

AY2019-2020: There is no data since the courses tied to this outcome were not taught.

AY2020-2021: This outcome was met

PENDING APPROVAL

Course Outcomes and Assessment
Analytical Geometry and Calculus I (MAT1055)

1. Evaluate the limit of a function at a point and at infinity, both algebraically and graphically; use limits to determine the continuity of a function, differentiability of a function, and apply the Intermediate-Value Theorem.
2. Find the derivative of a function by the definition of derivative; find the derivative involving exponents, sums, products, quotients, the chain rule, trigonometric functions, and by implicit differentiation; apply the derivative to velocity, acceleration, and rates of change as well as finding the tangent line to a curve; and apply related rates to application problems.
3. Apply derivatives to curve sketching by finding critical points, applying First and Second Derivative tests, finding inflection points and concavity, and using the Mean-Value Theorem for Derivatives. Apply derivatives to optimization problems, related rate problems. Apply Newton's Method and use differentials to estimate change.
4. Using Riemann Sums find the area under a curve and express the definite integral as limit of Riemann Sums; integrate algebraic and trigonometric functions as both indefinite and definite integrals. Integrate definite integrals using the Fundamental Theorem of Calculus. Apply the Mean-Value Theorem for Integrals.
5. Find derivatives and integrals involving exponential and logarithmic functions. Find limits using L'Hopital's Rule. Solve applications of exponential increase and decrease.
6. Integrate using numerical techniques (Simpson's and the Trapezoid Rules).

These outcomes are aligned with those of the Kansas Core Outcomes Group as approved by the Kansas Board of Regents.

Assessment:

AY2019-2020: The course was taught on campus in the Spring 2020, until COVID-19 forced it online. There were two students in the class who met all outcomes. It was taught in the Fall at Cherryvale High school. The instructor only measured Outcome 1 and 2, which were met. The course was taught on campus in the Spring 2020, until COVID-19 forced it online. Calculus I was also taught at Neodesha and Fredonia high schools, where all students achieved the outcomes.

AY2020-2021: The course was taught at ICC, and Cherryvale, Fredonia, Independence, and Neodesha high schools. At ICC and Fredonia HS, all outcomes were met. Neodesha HS and IHS met all outcomes except one. Neodesha partial met outcome 4, while IHS partially met outcome 3. Cherryvale HS only measured outcomes 1 and 2, which they met.

Course Outcomes and Assessment
Analytical Geometry and Calculus II (MAT2055)

1. Find the area between curves, volume using slicing and shells, arc length, and surface area using integration; apply to problems in Physics, Engineering, Economics, and Biology.
2. Find derivatives and integrals involving hyperbolic, and inverse trigonometric functions. Find limits using L'Hopital's Rule.
3. Integrate improper integrals. Integrate using integration by parts, trigonometric substitutions, and rational functions using Partial Fractions.
4. Solve a differential equation by separation of variables. Solve initial value problems.
5. Determine if sequences converge and diverge. Determine convergence (absolute and conditional) and divergence of series using Integral test, Comparison test, Alternating series test, Ratio and Root tests.
6. Represent functions as Power Series, Taylor, and Maclaurin Series. Apply Taylor and Maclaurin series.
7. Define curves by parametric equations and polar coordinates. Differentiate and integrate curves in parametric form. Apply polar coordinates to area, length, and conic sections.
8. Use vectors in a plane and three dimensions and perform vector addition, subtraction, the dot product, and the cross product apply properties of vectors.
- 9.

These outcomes are aligned with those of the Kansas Core Outcomes Group as approved by the Kansas Board of Regents.

Assessment:

AY2019-2020: This course was not taught.

AY2020-2021: This course was taught in Spring 2021. All outcomes were met.

There is no assessment data for Calculus III since it was not offered during AY2019-2020 or AY2020-2021.

Course Outcomes and Assessment
Elementary Statistics (MAT1103)

1. Create graphical and numerical descriptions of quantitative and qualitative data. (Chapter 2)
2. Calculate probabilities and percentiles related to a general normal distribution. (Chapter 6)
3. Distinguish differences in data analysis and interpretation between observational data and data from designed experiments. (Chapter 1)
4. Calculate and interpret a confidence interval for a single parameter, using both large and small samples. (Chapter 8)
5. Perform and interpret a test of hypotheses for a single parameter, using both large and small samples. (Chapter 10)
6. Perform and interpret statistical inference on the difference of two parameters. (Chapter 9)
7. Fit and interpret a simple linear regression model, including correlation and scatterplots. (Chapter 12)

These outcomes are aligned with those of the Kansas Core Outcomes Group as approved by the Kansas Board of Regents.

Assessment:

AY2019-2020: Assessment is missing from Fall 2019. For the Spring 2020, all outcomes were met except Outcome 6. Instructor will provide more practice for Outcome 6.

AY2020-2021: This course was taught both in the Spring and Fall. The fall course met outcomes 1, 2, 3, 4, and 6; while not meeting outcome 5 and 7. The Spring course met outcomes 1 and 3, partially met 4 and 6, but did not meet outcomes 2, 5, and 7. Some of the formulas in this course are intensive. The instructor plans to make videos using MS Excel to simplify calculations.

Course Outcomes and Assessment
Chemistry I for Majors (PHS1025)

AY2019-2020

1. Explain the processes involved in the scientific method and be able to apply it to investigate natural phenomena and solve problems
2. Explain the design and significance of experiments that led to the adoption of modern atomic theory
3. Recognize and interpret isotopic notation, understanding the relationship between average atomic masses and isotopic masses
4. Relate atomic mass to composition in terms of subatomic particles
5. Descriptive chemistry of ionic and covalent compounds
6. Solutions
7. Chemical reaction and stoichiometry
8. Properties of solids, liquids, and gases
9. Describe, define, and perform calculations involving the following basic concepts thermodynamics
10. Conceptually and quantitatively relate spectroscopic observation of atoms to quantum mechanical theories
11. Molecular Bonding and Structure
12. Work in the laboratory in accordance with good laboratory practices
13. Gather and record qualitative and quantitative data accurately
14. Handle and evaluate data in logical, productive, and meaningful ways
15. Correlate laboratory work with principle topics in Chemistry I lecture

These outcomes are aligned with those of the Kansas Core Outcomes Group as approved by the Kansas Board of Regents.

Assessment:

AY2019-2020: This course was taught in Fall 2019. Outcomes 7, 12, 13, and 14 were met. Outcomes 1, 3, 4, 6, 8, 11, and 15 were Partially met. Outcomes 2, 5, 9, and 10 were not met. The instructor planned to make printouts of key concepts, shorten the final, change calendar to allow for more time on difficult topics, and provide review questions for the final exam.

AY2020-2021: This course was taught in Fall 2020. Outcomes 1 and 12, 13, 14, and 15 were met. Outcomes 3, 4, 5, 6, 7, 8, 9, 10, and 11 were partially met. Outcome 2 was not met. The planned actions were to develop more active learning supplements, modify/create labs to address deficiencies, and modify lecture materials.

Course Outcomes and Assessment Chemistry II for Majors (PHS1035)
1. Demonstrate knowledge of colligative properties of solutions. 2. Demonstrate knowledge of chemical kinetics. 3. Demonstrate knowledge of chemical equilibrium. Apply chemical equilibrium to various systems such as acid & base chemistry. 4. Demonstrate knowledge of basic concepts of thermodynamics II. 5. Demonstrate knowledge of electrochemistry. 6. Demonstrate knowledge of one of the following optional topics listed by KBOR: i. Biochemistry ii. Coordination Chemistry iii. Descriptive chemistry iv. Nuclear and radiochemistry v. Organic chemistry vi. Solid State Chemistry 7. Apply good laboratory practices while working in the laboratory, including demonstrating the ability to record quantitative and qualitative data accurately, and evaluate data in a logical, productive, and meaningful way. These outcomes are aligned with those of the Kansas Core Outcomes Group as approved by the Kansas Board of Regents.
Assessment: AY2019-2020: This course was not taught. AY2020-2021: All outcomes were met or partially met for this academic year. Outcomes 1 and 2 were only partially met. The instructor will review concepts from Chemistry I that apply to these outcomes prior to these subjects.

There is no assessment data for Organic Chemistry I or Organic Chemistry II since they were not offered during AY2019-2020 or AY2020-2021.

Course Outcomes and Assessment
College Physics I (PHS1055)

- 1 The student will be able to evaluate situations involving Physics I topics by choosing the appropriate conceptual frameworks.
- 2 The student will be able to recall relevant physical models and to successfully apply these models' using techniques of symbolic and numerical analysis to generate solutions to problems in Physics I topics.
- 3 The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics I topics, selecting relevant information, selecting an approach to solving the problem and carrying out the analysis needed to generate and communicate solution(s).
- 4 The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics I topics.

These outcomes are aligned with those of the Kansas Core Outcomes Group as approved by the Kansas Board of Regents.

Assessment:

AY2019-2020: This course was not taught.

AY2020-2021: This course was taught in the Fall 2020. Outcome 3 was met. Mastery level for Outcomes 1, 2, and 4 were set at 80%. The student attained 68%, 76%, and 72%, respectively. The instructor plans to implement an online homework system and stress the need to engage the material and follow the proper approach to physics problems.

Course Outcomes and Assessment
College Physics II (PHS1065)

1. The student will be able to evaluate situations involving Physics II topics by choosing the appropriate conceptual frameworks.
2. The student will be able to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis to generate solutions to problems in Physics II topics.
3. The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics II topics, selecting relevant information, selecting an approach to solving the problem and carry out the analysis needed to generate and communicate solution(s).
4. The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics II topics.

These outcomes are aligned with those of the Kansas Core Outcomes Group as approved by the Kansas Board of Regents.

Assessment:

AY2019-2020: This course was not taught.

AY2020-2021: This course was taught Spring 2021. All outcomes were met, except Outcome 3 was only partially met. The instructor reports that student absences played a role in only partially meeting Outcome 3.

Course Outcomes and Assessment
Engineering Physics I (PHS2055)

1. The student will be able to evaluate situations involving Physics I topics by choosing the appropriate conceptual frameworks.
2. The student will be able to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis to generate solutions to problems in Physics I topics.
3. The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics I topics, selecting relevant information, selecting an approach to solving the problem and carry out the analysis needed to generate and communicate solution(s).
4. The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics II topics.

These outcomes are aligned with those of the Kansas Core Outcomes Group as approved by the Kansas Board of Regents.

Assessment:

AY2019-2020: This course was not taught.

AY2020-2021: This course was taught Fall 2020. All outcomes were met.

Course Outcomes and Assessment Engineering Physics II (PHS2065)
1. The student will be able to evaluate situations involving Engineering Physics II topics by choosing the appropriate conceptual frameworks. 2. The student will be able to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis to generate solutions to problems in Engineering Physics II topics. 3. The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Engineering Physics II topics, selecting relevant information, selecting an approach to solving the problem and carry out the analysis needed to generate and communicate solution(s). 4. The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Engineering Physics II topics. 5.
These outcomes are aligned with those of the Kansas Core Outcomes Group as approved by the Kansas Board of Regents.
Assessment:
AY2019-2020: This course was not taught.
AY2020-2021: This course was taught Spring 2021. All outcomes were met.

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:

Engineering: No engineering classes were offered, as there was no professor. No assessment data.

Mathematics: Three Mathematics majors' courses were run during the 2019-2020 and 2020-2021 academic years. These courses were Analytical Geometry and Calculus I, Analytical Geometry and Calculus II, and Elementary Statistics.

Analytical Geometry and Calculus I had eight sections run for 2019-2020 and 2020-2021. Forty-seven students were enrolled among all sections. Most of these students were enrolled concurrently at a local high school. Of these, forty-five students completed the course. All students who completed the course passed with a "C" average or better. Of the four sections run in 2019-2020, student learning outcomes were assessed in two sections of this course. In these sections, most students met all measures of each learning outcome. In 2020-2021, all courses assessed student learning outcomes with most students meeting the outcomes.

Analytical Geometry and Calculus II was only taught once in 2020-2021 and not at all in 2019-2020. It started with two students but only one completed. The completer met all outcomes and passed with an A.

Elementary Statistics had two total sections run in 2019-2020 and 2020-2021. Forty-seven students were enrolled in these sections. Of these, thirty-two students completed the course. Five students who completed the course failed; one received a D. The remaining twenty-nine students who completed the course passed with a C or better.

Chemistry:

During Fall 2020 semester, 9 students were enrolled in Chemistry –I. Two students got ‘F’ one student got “D” and 6 students got “C” or better. Six students met most of the learning outcomes.

In Spring 2021 semester, 2 students were enrolled, and both got “C” or better. Both students met all the learning outcomes.

During Fall semester of 2021-2022, three Chemistry classes were taught. There were two sections for Chemistry Nonmajors and one section for Chemistry-I. In one section of Chemistry NM, 6 students were enrolled. One student withdrew, and 5 students completed the class with “C” or better. In another section of Chemistry Nonmajors: 8 students were enrolled, and 3 students withdrew. Remaining 5 students got “C” or better.

In Chemistry I, nine students were enrolled. One student withdrew, and eight students completed the class with “C” or better grade.

Physics:

During the fall semester of 2019-2020 two physics classes were taught. College Physics I had three students enrolled, of whom a student withdrew, one failed, and the third student completed the class with a “C.” The Engineering Physics I had one student who completed the class with an “A.”

During the spring semester 2020-2021 two physics classes were taught. College Physics II had one student who completed the class with a “C,” and the Engineering Physics II which had one student who completed the class with a “B.”

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:

No curriculum changes based on assessment.

PENDING APPROVAL

4.0 External Constituency and Significant Trends

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

4.1: Program Advisory Committee:

- 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:

N/A

4.2: Specialized Accreditation:

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

Narrative:

N/A

4.3: Other:

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

Narrative:

HLC Accreditation: The College's regional accrediting body, the Higher Learning Commission (HLC), ensures that the institution is providing high quality education. Core Components 3 and 4 are particularly relevant to ensuring classroom and programs standards in this area.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

This program was first offered in the 2018-2019 Course Catalog to better accommodate our potential student population and design a single track to guide all pre-engineering, math, and physical science majors through their common classes and set them up to continue to their four-year institution. All courses in this program transfer to four-year institutions in Kansas via the KBOR transfer matrix and are run with standards so that they should be transferrable anywhere in the US. There is a plethora of jobs possible after completing the four-year degree, depending on what specific field of science/math the student specializes in at their four-year.

Currently, ICC does not have an Engineering professor and there is no demand for engineering classes. It is prudent to remove references to remove references all engineering courses from the program and change the “Mathematics Emphasis” to “Engineering & Mathematics Emphasis.” This will help Navigators and faculty advise students with an expressed interest in engineering to cover prerequisites for a four-year program.

5.2 Degree and Certificate Offerings or Support

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

Narrative:

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

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Dr. Chaplin acquired seven MicroLAB-528 data acquisition systems for the Chemistry Department during AY2020-21. This is a multi-channel data acquisition system incorporating a stirring/heating plate, temperature probe, broad-range spectrophotometer, multimeter, and drop counter which interfaces with proprietary computer software to allow students to monitor experimental progress and graph their results in real time. This system is an improvement over current technology used in the lab in that it increases the range of experiments that can be performed, gives students a more industry-relevant mode of data acquisition, decreases the amount of waste produced, and can be integrated into remote learning as needed. Additionally, seven HP laptops have been acquired to interface with these systems and other department activities.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

The COVID-19 pandemic created special challenges for all faculty at ICC, not just the faculty of this program. Each faculty member went fully online in April 2020, when the nation shutdown for the pandemic. Faculty shepherded students into unfamiliar online homework systems, recorded video lessons, held zoom classes and office hours. Starting in the Fall 2020, ICC returned to on-ground learning but most of our classes were eight-week hybrid courses. Within six months of the first major change of modality, faculty again responded by redesigning courses to meet the new class structure. Faculty met these challenges with calm and professionalism.

When Dr. Nyssa Crompton resigned her position as Professor of Chemistry at the end of AY19-20, Dr. Nathan Chaplin, Professor of Biology, stepped in during AY20-21 to teach both biology and Chemistry. Dr. Narinder Sharma was hired as an Associate Professor of Chemistry for AY21-22 going forward.

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:

See 6.2 regarding COVID-19.

PENDING APPROVAL

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

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

Narrative:

The class size over AY2019-2020 and AY2020-2021 has shrunk from 7.3 students to 5.3 students on average. It is unclear what effect COVID-19 had on class size. This program's courses do not translate easily to the online format, which may account for some attrition in class size. For much of AY2020-2021, classes were taught in hybrid format that pushed more learning out of the class, which could also account for the drop in class size.

Most students who started one of the program's courses completed them. Ninety-four percent completed courses in AY2019-2020 and 88% in AY2020-2021. Those who completed the courses were likely to get a C or better. For AY2019-2020, 96% of students finished with a C or better; while 90.9% did the same in AY2020-2021.

As seen in 3.1, the most students met the learning outcomes for AY2019-2020 and AY2020-2021. (See Appendix)

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:

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

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

The current student population shows minimal demand for the main courses of this program. Those courses are Analytical Geometry and Calculus I, II, & III, Chemistry I & II for Majors, College Physics I & II, Elementary Statistics, Engineering Physics I & II, and Organic Chemistry I & II. However, these courses show good completion rates, most students complete the courses with a C or higher, and overall student learning outcomes are met. According to the U.S. Bureau of Labor Statistics in 2020 the median annual wage for STEM occupations was \$89,780 versus non-STEM occupations of \$40,020 (<https://www.bls.gov/emp/tables/stem-employment.htm>) This program should maintain current levels of support.

7.3 Academic Program Goals and Action Plans

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

Narrative:

Short Term Goals:

- Create Introduction to Organic Chemistry and Biochemistry. This course will be used to satisfy 2+2 agreement that the VPAA is working to create with Kansas State Food Science Program. The course will also be used as stepping to make the lab ready for Organic Chemistry I and II, which have not been taught at ICC for over a decade.

- Continue the transition of Chemistry for Non-Majors into the hybrid/online environment by creating more videos and exploring out of class lab opportunities.
- The mathematics professor will join the American Mathematical Association of Two-year Colleges (AMATYC).
- Create 2 new 2+2 opportunities to establish strong partnerships for transfer to state universities.
- All program faculty create and caption a minimum of 1 video utilizing Canvas Studio
- Mathematics, Chemistry, and Physical Science professors will attend a conference in 2022-2023.
 - The Mathematics Professor will attend the AMATYC 2022 Toronto Conference.

Long Term Goals:

- Develop and teach Organic Chemistry I and II.
- Increase enrollment in Analytical Geometry and Calculus I and II.
- The college has two observatories: the dome and the flat top.
 - The dome: The building's wall is buckling out, and the dome is leaking water, which is flooding the floor. Right now, the damage might have extended to the telescope itself, if not for the level of moisture in the building, it would be the water getting inside the telescope.
 - The flat top: The building is deteriorating and the door as well.

Both buildings need climate control, electricity outlets, and Wi-Fi access.

- Update and repair ICC Observatory, including ADA requirements. The observatory needs a sidewalk for ease of use. It would also benefit from a deck (or concrete pad) between the buildings to hold star and observation parties for the ICC students, Schools, and community members, since the ground can be very swampy when wet. Both buildings would benefit from wi-fi access, electricity, and climate control. The domed building needs serious repairs. The dome leaks water that is flooding the floor and causing the walls to buckle. It is unclear if the high levels of moisture with the domed building have damaged the telescope. The flat top building is in better shape, but still deteriorating. The door has been repaired at least once. The moisture levels are also high causing the wood to expand.

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 mission of ICC states “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.” The Engineering, Mathematics, and Physical Science program aligns with our mission by providing academic excellence and opportunities for cultural enrichment to our students. The curriculum of the program emphasizes the scientific method and problem solving, which helps student approach issues within their communities and businesses in a data driven manner.

This program meets HLC Core Component 3.A.1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. The program meets the core component by offering the first two years of a four-year 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:

Engineering: Engineering does not have a budget currently. It was removed from this program during AY2021-2022.

Chemistry:

INDEPENDENCE COMMUNITY COLLEGE Chemistry

Fund 11 <u>Expenses</u>	AY2019-2020 For the Twelve Months Ending Tuesday, June 30, 2020				AY2020-2021 For the Twelve Months Ending Wednesday, June 30, 2021				AY2021-2022 For the Eight Months Ending Monday, February 28, 2022			
	Operating Budget	Expense	Encumbered	Remaining	Operating Budget	Expense	Encumbered	Remaining	Operating Budget	Expense	Encumbered	Remaining
Salary:												
11-1175-520-0C Faculty Salaries: Full-Time Faculty		52,316.59		(52,316.59)					59,049.96	29,524.99		29,524.97
11-1175-521-0C Faculty Salaries: Overload		550.00		(550.00)								
11-1175-522-0C Faculty Salaries: Adjunct		1,900.00		(1,900.00)	1,452.00			(1,452.00)				
11-1175-523-0C Faculty Salary: Supplemental Pay		366.67		(366.67)								
Total Salary		55,133.26		(55,133.26)	1,452.00			(1,452.00)	59,049.96	29,524.99		29,524.97
Fringe Benefits:												
11-1175-591-0C FICA (Social Security, Medicare)		3,700.14		(3,700.14)	122.40			(122.40)	4,517.28	2,239.98		2,277.30
11-1175-593-0C Unemployment					10.08			(10.08)		170.00		(170.00)
11-1175-594-0C Insurance Premiums		8,799.42		(8,799.42)					15,672.00	4,307.76		11,364.24
11-1175-596-0C Other Fringe Benefits					1,600.00			(1,600.00)				
Total Fringe Benefits		12,499.56		(12,499.56)	1,732.48			(1,732.48)	20,189.28	6,717.74		13,471.54
Travel:												
11-1175-601-0 Travel: Lodging, Airfare, Mileage									1,000.00			1,000.00
Total Travel									1,000.00			1,000.00
Repairs:												
11-1175-649-0C Repairs		1,343.44		(1,343.44)					999.96			999.96
Total Repairs		1,343.44		(1,343.44)					999.96			999.96
Instructional Supplies:												
11-1175-700-0C Instructional Supplies		5,947.84		(5,947.84)	4,905.62			(4,905.62)	3,000.00	236.00		2,764.00
Total Instructional Supplies		5,947.84		(5,947.84)	4,905.62			(4,905.62)	3,000.00	236.00		2,764.00
Office Supplies:												
11-1175-701-0C Office Supplies					134.91			(134.91)				
Total Office Supplies					134.91			(134.91)				
Professional Development:												
11-1175-717-0C Professional Development					55.00			(55.00)	500.00			500.00
Total Professional Development					55.00			(55.00)	500.00			500.00
Total		74,924.10		(74,924.10)	8,280.01			(8,280.01)	84,739.20	36,478.73		48,260.47

To initiate the course Introduction to Organic Chemistry and Biochemistry some chemicals and equipment will be purchased. This will require about \$3000.

There is sufficient money available to purchase commonly used chemicals. Money allotted for 2021-2022 will be used for immediate purchase of chemicals.

To support labs for Organic Chemistry I and II, certain equipment will be required. About \$5000 should be sufficient for this purchase.

Mathematics:

INDEPENDENCE COMMUNITY COLLEGE Math

Fund 11 Expenses	AY2019-2020 For the Twelve Months Ending Tuesday, June 30, 2020				AY2020-2021 For the Twelve Months Ending Wed., June 30, 2021				AY2021-2022 For the Eight Months Ending Monday, February 28, 2022			
	Operating Budget	Expense	Encumbered	Remaining	Operating Budget	Expense	Encumbered	Remaining	Operating Budget	Expense	Encumbered	Remaining
Salary:												
11-1177-510-000 Administrative					999.99		(999.99)		62.49			(62.49)
11-1177-520-000 Faculty Salaries: Full-Time Faculty		101,640.86		(101,640.86)	96,708.39		(96,708.39)		109,550.04	64,279.21		45,270.83
11-1177-521-000 Faculty Salaries: Overload		25,383.02		(25,383.02)	13,633.34		(13,633.34)		7,350.00			(7,350.00)
11-1177-522-000 Faculty Salaries: Adjunct		31,232.50		(31,232.50)	21,466.66		(21,466.66)		4,782.50			(4,782.50)
11-1177-523-000 Faculty Salary: Supplemental Pay		983.34		(983.34)					2,333.38			(2,333.38)
11-1177-529-000 High Sch Sals: Representatives-									3,400.00			(3,400.00)
Total Salary		159,239.72		(159,239.72)	132,808.38		(132,808.38)		109,550.04	82,207.58		27,342.46
Fringe Benefits:												
11-1177-591-000 FICA (Social Security, Medicare)		10,033.74		(10,033.74)	10,314.56		(10,314.56)		8,380.56	6,080.86		2,299.70
11-1177-593-000 Unemployment					173.79		(173.79)			327.50		(327.50)
11-1177-594-000 Insurance Premiums		8,646.33		(8,646.33)	9,573.19		(9,573.19)		40,296.00	7,753.64		32,542.36
11-1177-595-000 Retirement Contributions					2,750.00		(2,750.00)					
11-1177-596-000 Other Fringe Benefits		2,333.31		(2,333.31)	10,762.60		(10,762.60)					
Total Fringe Benefits		21,013.38		(21,013.38)	33,574.14		(33,574.14)		48,676.56	14,162.00		34,514.56
Travel:												
11-1177-601-000 Travel: Lodging, Airfare, Mileage									1,000.00	30.00		970.00
Total Travel									1,000.00	30.00		970.00
Subscriptions:												
11-1177-682-000 Subscriptions									300.00			300.00
Total Subscriptions									300.00			300.00
Instructional Supplies:												
11-1177-700-000 Instructional Supplies									300.00			300.00
Total Instructional Supplies									300.00			300.00
Office Supplies:												
11-1177-701-000 Office Supplies									300.00			300.00
Total Office Supplies									300.00			300.00
Total		180,253.10		(180,253.10)	166,382.52		(166,382.52)		160,126.60	96,399.58		63,727.02

The Mathematics budget is unique in that it is tied to this program as well as the Developmental Math Program. Both Brian Southworth and Allen Shockley use this budget.

Southworth and Shockley will use \$95 each for annual AMATYC memberships. A total of \$160

Both faculty members will attend the AMATYC 2022 Toronto Conference. The registration is \$405 each, which will be covered by the AY2021-2022 budget. AY2022-2023 budget will cover air fare of \$500-600 per person and estimated \$700 per person for the hotel. A total of \$2600.

Physical Science:

INDEPENDENCE COMMUNITY COLLEGE Physical Science

Fund 11 Expenses	AY2019-2020 For the Twelve Months Ending Tuesday, June 30, 2020				AY2020-2021 For the Twelve Months Ending Wed., June 30, 2021				AY2021-2022 For the Eight Months Ending Monday, February 28, 2022			
	Operating Budget	Expense	Encumbered	Remaining	Operating Budget	Expense	Encumbered	Remaining	Operating Budget	Expense	Encumbered	Remaining
Salary:												
11-1174-510-000 Administrative (Salary)					125.00	(125.00)						
11-1174-520-000 Faculty Salaries: Full-Time Faculty	61,883.34			(61,883.34)	62,625.03	(62,625.03)			75,519.96	41,883.38		33,636.58
11-1174-521-000 Faculty Salaries: Overload	5,775.00			(5,775.00)	5,500.01	(5,500.01)				6,250.01		(6,250.01)
11-1174-522-000 Faculty Salaries: Adjunct	2,775.00			(2,775.00)	10,550.49	(10,550.49)						
11-1174-523-000 Faculty Salary: Supplemental Pay	366.67			(366.67)								
Total Salary	70,800.01			(70,800.01)	78,800.53	(78,800.53)			75,519.96	48,133.39		27,386.57
Fringe Benefits:												
11-1174-591-000 FICA (Social Security, Medicare)	4,781.26			(4,781.26)	6,173.78	(6,173.78)			5,777.28	3,867.32		1,909.96
11-1174-593-000 Unemployment					70.93	(70.93)				220.31		(220.31)
11-1174-594-000 Insurance Premiums	3,720.00			(3,720.00)	2,571.82	(2,571.82)			8,952.00	1,011.07		7,940.93
11-1174-595-000 Retirement Contributions					620.00	(620.00)						
11-1174-596-000 Other Fringe Benefits					1,240.00	(1,240.00)				2,170.00		(2,170.00)
Total Fringe Benefits	8,501.26			(8,501.26)	10,676.53	(10,676.53)			14,729.28	7,268.70		7,460.58
Travel:												
11-1174-601-000 Travel: Lodging, Airfare, Mileage									1,500.00			1,500.00
Total Travel									1,500.00			1,500.00
Repairs:												
11-1174-649-000 Repairs									1,400.04			1,400.04
Total Repairs									1,400.04			1,400.04
Instructional Supplies:												
11-1174-700-000 Instructional Supplies	566.00			(566.00)	248.55	(248.55)			154.82			(154.82)
Total Instructional Supplies	566.00			(566.00)	248.55	(248.55)			154.82			(154.82)
Professional Development:												
11-1174-717-000 Professional Development									500.00			500.00
Total Professional Development									500.00			500.00
Equipment:												
11-1174-850-000 Equipment - Non-Capital									500.00			500.00
Total Equipment									500.00			500.00
Total	79,867.27			(79,867.27)	89,725.61	(89,725.61)			94,149.28	55,556.91		38,592.37

The budget of physical science is divided between the field of physics as well as astronomy. The most beneficial conferences are:

- AAPT conference, national chapter.
- American Astronomical Society conference.

In addition to these conferences, there are visits to neighboring observatories. Therefore, the budget is to be set at \$1000.00 for travel, lodging, and conference fees.

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:

Brian Southworth authored the report in consultation with Nathan Chaplin, Narinder Sharma, and Mona Saleh. Each author provided assessment data. Anita Chappuie, Director of Institutional Research, provided the data.

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:

As Division Chair of the Math and Science Division, I agree with recommendations of this program review. -Brian Southworth. 3/11/2022

Program Review Committee: The Program Review Committee agrees with the recommendations of this program review. 3/25/2022

Vice President for Academic Affairs: I agree with the recommendations of, and the data contained within this program review. TCC 4/14/2022

10.0 Appendices

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

Associate of Science in Engineering, Mathematics, and Physical Sciences

Last Modified April 6, 2018

Program Description: The Associate of Science Degree in Engineering, Mathematics, and Physical Sciences is intended to enable students complete the necessary courses at the first-year and sophomore level in pursuit of Bachelor of Science Degree in the areas of chemistry, engineering, mathematics, or physics. The student needs to choose an area of emphasis at the time of choosing this program.

Analysis & Oral Communication (9 hours)

English Composition I (ENG1005)
English Composition II (ENG1013)
Public Speaking (COM1203) or Interpersonal Communications (COM1223)

Mathematics (5 hours)

Analytic Geometry & Calculus I (MAT1055)

Biological Sciences (5 hours)

Biology for Non-Majors (BIO1005)
Biology I (BIO1115)

Fine Arts and Aesthetic Studies (3 hours)

Art Appreciation (AED1043)
Drawing and Composition (AED???)
Ceramics I (AED2023)
Painting I (AED1033)
Music Appreciation (MUE1303)
Music Theory I (MUE1093)
Creative Writing (ENG2021)
Theatre Appreciation (THR1013)
Acting I (THR1021)
Stagecraft I (THR1033)

Cultural Studies (3 hours)

Anthropology
French I, II, III (FRL1005, 1015, 2005)
Spanish I, II, III (FRL1025, 1035, 2035)
World Regional Geography (SOC2013)
Intro to Race and Ethnic Relations (SOC2113)
African American History (HIS1163)
World History I (HIS1003)
World History II (HIS1013)

Human Heritage (3 hours)

History
 U.S. History I (HIS1023)
 U.S. History II (HIS1063)
Literature
 Introduction to Literature (ENG1073)
 American Literature I (ENG1083)
 American Literature II (ENG2113)
 Brit Literature I (ENG2123)

Brit Literature II (ENG2133)
Topics in Literature (ENG2153)
Philosophy and Religion
 Introduction to Philosophy (PHI2003)
 Ethics (SOC1073)
 Logical and Classical Reasoning (PHI2073)
 New Testament History (REL1013)

Social and Behavioral Science

Psychological (3 hours)

General Psychology (BEH1003)

Select 2 courses from two different subject areas below (6 hours)

Social Awareness
 Introduction to Sociology (SOC1003)
 Social Problems (SOC2023)
Political Awareness
 American Government (POL1023)
 Introduction to Political Science (POL1013)

Business and Technology

Personal Finance (BUS1003)
Financial Accounting (ACC1044)
Introduction to Business (BUS1093)
Computer Concepts and Apps (CIT1003)
Microeconomics (BUS2023)
Macroeconomics (BUS2033)

Total Core and General Education Hours: 37

Chemistry Emphasis (23)

Chemistry I (PHS1055)
Chemistry II (PHS1065)
Choice of 13 credit hours of the following:
 Organic Chemistry I (PHS2025)
 Organic Chemistry II (PHS2035)
 Analytic Geometry & Calculus II (MAT2025)
 Analytic Geometry & Calculus III (MAT2033)
 Elementary Statistics (MAT1103)
 Engineering Physics I (PHS2055) or College Physics I (PHS1055)
 Engineering Physics II (PHS2065) or College Physics II (PHS1065)

Mathematics Emphasis (24)

Analytic Geometry & Calculus II (MAT2025)
Analytic Geometry & Calculus III (MAT2033)
Elementary Statistics (MAT1103)
Engineering Physics I (PHS2055) or College Physics I (PHS1055)
Engineering Physics II (PHS2065) or College Physics II (PHS1065)
Programming Language (CSE2023 or CSE 2113)

Physics Emphasis (23)

Engineering Physics I (PHS2055) or College Physics I (PHS1055)
Engineering Physics II (PHS2065) or College Physics II (PHS1065)
Choice of 13 credit hours of the following:

Chemistry I (PHS1055)
Chemistry II (PHS1065)
Analytic Geometry & Calculus II (MAT2025)
Analytic Geometry & Calculus III (MAT2033)
Elementary Statistics (MAT1103)

Astronomy (PHS???5)

Pre-Engineering Emphasis (24)

Engineering Physics I (PHS2055)
Engineering Physics II (PHS2065)
Analytic Geometry & Calculus II (MAT2025)
Choice of 9 credit hours in an engineering discipline...(Civil,
Mechanical, Chemical, Environmental, Electrical)

**See Advisor for suggestions

Total Credit Hours by Emphasis

Chemistry: 60
Mathematics: 61
Physics 60
Pre-Engineering: 61

Assessment Report for *Analytical Geometry & Calculus I/MAT1055*

This course is KBOR aligned: Yes/No

For all measures; goal of 70% of the students will meet expectations.

1. **Met:** Evaluate the limit of a function at a point and at infinity, both algebraically and graphically; use limits to determine the continuity of a function, differentiability of a function, and apply the Intermediate-Value Theorem.

1. Chapter Test
2. 100%

Summary: No Changes necessary.

2. **Met:** Find the derivative of a function by the definition of derivative; find the derivative involving exponents, sums, products, quotients, the chain rule, trigonometric functions, and by implicit differentiation; apply the derivative to velocity, acceleration, and rates of change as well as finding the tangent line to a curve; and apply related rates to application problems.

1. Chapter Test
2. 100 %

Summary: No Changes necessary.

3. **Met:** Apply derivatives to curve sketching by finding critical points, applying First and Second Derivative tests, finding inflection points and concavity, and using the Mean-Value Theorem for Derivatives. Apply derivatives to optimization problems, related rate problems. Apply Newton's Method and use differentials to estimate change.

1. Chapter Test
2. 100 %

Summary: No Changes necessary.

4. **Met:** Using Riemann Sums find the area under a curve and express the definite integral as limit of Riemann Sums; integrate algebraic and trigonometric functions as both indefinite and definite integrals. Integrate definite integrals using the Fundamental Theorem of Calculus. Apply the Mean-Value Theorem for Integrals.

1. Chapter Test
2. 100%

Summary: No Changes necessary.

5. **Met:** Find derivatives and integrals involving exponential and logarithmic functions. Find limits using L'Hopital's Rule. Solve applications of exponential increase and decrease.

1. Chapter Test
2. 67 %

Summary: No Changes necessary. This class has three students in it. Two of the students met this outcome and one did not. Since the majority of the class met this outcome, I consider it met.

6. **Met:** Integrate using numerical techniques (Simpson's and the Trapezoid Rules).

1. Chapter Test
2. 100 %

Summary: No Changes necessary.

Final Comments: This class was on-ground at the start of the semester and used an online homework system from the start of class. The switch from on-ground to online was less traumatic for the students in this course than my other courses. This class also regularly attended MS Teams to work examples.

Assessment Report for *Analytical Geometry & Calculus I/MAT1055*

This course is KBOR aligned: Yes/~~No~~

List of Learning Outcomes:

1. Evaluate the limit of a function at a point and at infinity, both algebraically and graphically; use limits to determine the continuity of a function, differentiability of a function, and apply the Intermediate-Value Theorem.
2. Find the derivative of a function by the definition of derivative; find the derivative involving exponents, sums, products, quotients, the chain rule, trigonometric functions, and by implicit differentiation; apply the derivative to velocity, acceleration, and rates of change as well as finding the tangent line to a curve; and apply related rates to application problems.
3. Apply derivatives to curve sketching by finding critical points, applying First and Second Derivative tests, finding inflection points and concavity, and using the Mean-Value Theorem for Derivatives. Apply derivatives to optimization problems, related rate problems. Apply Newton's Method and use differentials to estimate change.
4. Using Riemann Sums find the area under a curve and express the definite integral as limit of Riemann Sums; integrate algebraic and trigonometric functions as both indefinite and definite integrals. Integrate definite integrals using the Fundamental Theorem of Calculus. Apply the Mean-Value Theorem for Integrals.
5. Find derivatives and integrals involving exponential and logarithmic functions. Find limits using L'Hopital's Rule. Solve applications of exponential increase and decrease.
6. Integrate using numerical techniques (Simpson's and the Trapezoid Rules).

Summary:

I may have misinterpreted the rubric. The percent that I gave was the level of mastery that the students achieved, not the percent of students that achieved that level. Some of the data may be skewed due to the format used for online assessment.

Measures, Data, and Results:

1. Learning Outcome #1: Evaluate the limit of a function at a point and at infinity, both algebraically and graphically; use limits to determine the continuity of a function, differentiability of a function, and apply the Intermediate-Value Theorem.

1. Measure #1: Evaluate.

1. Target Goal: 70% of Students show 70% mastery
2. Data: 6 of 6 (100) showed mastery

2. Measure #2: Evaluate.

1. Target Goal: 70% of Students show 70% mastery
2. Data: 6 of 6 (100) showed mastery

3. Measure #3: Determine the continuity of f at $a = 1$. Use the continuity checklist to justify your answer.

1. Target Goal: 70% of Students show 70% mastery
2. Data: 6 of 6 (100%) showed mastery

4. Results: This learning outcome was ____ Met ____ (Met/Not met/Partially Met)

5. Future Changes:

6. Strengths:

7. Weaknesses:

8. Additional Comments:

Learning Outcome #2: Find the derivative of a function by the definition of derivative; find the derivative involving exponents, sums, products, quotients, the chain rule, trigonometric functions, and by implicit differentiation; apply the derivative to velocity, acceleration, and rates of change as well as finding the tangent line to a curve; and apply related rates to application problems.

1. Measure #1: Find the derivative of $f(x) = x^2 + 3x - 5$.

1. Target Goal: 70% of Students show 70% mastery
2. Data: 6 of 6 (96%) showed mastery

2. Measure #2: Find the derivative of $f(x) = \sin(x)$.

1. Target Goal: 70% of Students show 70% mastery
2. Data: 6 of 6 (92%) showed mastery

3. Measure #3: Suppose a stone is thrown vertically upwards from the edge of a cliff with an initial velocity of 64 ft/s from a height of 32 feet above the ground. The height s (in feet) of the stone above the ground t after it is thrown is . Determine the velocity and acceleration after t seconds.

1. Target Goal: 70% of Students show 70% mastery

2. Data: 6 of 6 (96%) showed mastery

4. Results: This learning outcome was __Met____ (Met/Not met/Partially Met)

5. Future Changes:

6. Strengths:

7. Weaknesses:

8. Additional Comments:

3. Learning Outcome #3: Apply derivatives to curve sketching by finding critical points, applying First and Second Derivative tests, finding inflection points and concavity, and using the Mean-Value Theorem for Derivatives. Apply derivatives to optimization problems, related rate problems. Apply Newton's Method and use differentials to estimate change.

1. Measure #1: Using Newton's method find the third approximation, x_3 , to the root of given the first approximation, $x_1 = 1$.

1. Target Goal: 70% of Students show 70% mastery

2. Data: 6 of 6 (93%) showed mastery

2. Measure #2: Solve optimization problem: If 1200 of material is available to make a box with a square base and open top, find the largest possible volume of the box.

1. Target Goal: 70% of Students show 70% mastery

2. Data: 6 of 6 (93%) showed mastery

3. Measure #3: Graph a curve finding maximum and minimum points, inflection and concavity.

1. Target Goal: 70% of Students show 70% mastery

2. Data: 6 of 6 (93%) showed mastery

4. Results: This learning outcome was __Met____ (Met/Not met/Partially Met)

5. Future Changes:

6. Strengths:

7. Weaknesses:

8. Additional Comments:

4. Learning Outcome #4: Using Riemann Sums find the area under a curve and express the definite integral as limit of Riemann Sums; integrate algebraic and trigonometric functions as both indefinite and definite integrals. Integrate definite integrals using the Fundamental Theorem of Calculus. Apply the Mean-Value Theorem for Integrals.

1. Measure #1: Integrate an indefinite Integral.

1. Target Goal: 70% of Students show 70% mastery

2. Data: 6 of 6 (96%) showed mastery

2. Measure #2: Integrate a definite integral.

1. Target Goal: 70% of Students show 70% mastery

2. Data: 6 of 6 (96%) showed mastery

3. Measure #3: Express the limit, on the interval as a definite integral. Do not integrate.

1. Target Goal: 70% of Students show 70% mastery

2. Data: 6 of 6 (96%) showed mastery

5. Results: This learning outcome was __Met____ (Met/Not met/Partially Met)

6. Future Changes:

6. Strengths:

7. Weaknesses:

8. Additional Comments:

5. Learning Outcome #5: Find derivatives and integrals involving exponential and logarithmic functions. Find limits using L'Hopital's Rule. Solve applications of exponential increase and decrease.

1. Measure #1: Find the derivative of an exponential function. Find the derivative of .

1. Target Goal: 70% of Students show 70% mastery
 2. Data: 6 of 6 (83%) showed mastery
2. Measure #2: Find the derivative of a logarithmic function. Find the derivative of
1. Target Goal: 70% of Students show 70% mastery
 2. Data: 6 of ?? (83%) showed mastery
3. Measure #3: Evaluate the limit.
1. Target Goal: 70% of Students show 70% mastery
 2. Data: 6 of 6 (83%) showed mastery
4. Results: This learning outcome was _____ (Met/Not met/Partially Met)
5. Future Changes:
6. Strengths:
7. Weaknesses:
8. Additional Comments:
6. Learning Outcome #6: Integrate using numerical techniques (Simpson's and the Trapezoid Rules).
1. Measure #1: Integrate using Simpsons or Trapezoid rule. using $n = 6$.
 1. Target Goal: 70% of Students show 70% mastery
 2. Data: 6 of 6 (75%) showed mastery
 2. Measure #2: Find error for Simpson's or the Trapezoid rule for using $n = 6$.
 1. Target Goal: 70% of Students show 70% mastery
 2. Data: 6 of ?6 (75%) showed mastery
3. Results: This learning outcome was __Met_____ (Met/Not met/Partially Met)
4. Future Changes:
5. Strengths:
7. Weaknesses:

8. Additional Comments:

PENDING APPROVAL

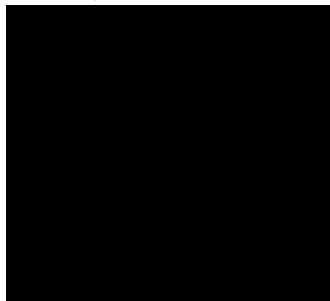
Fall 2019 Analytical Geometry and Calculus I

Results for Fall Semester 2019-- 2020

Key

1 = The student met the outcome.

0 = The student did not meet the outcome.

Name/ID	Outcome 1			Outcome 2		
	Measure 1	Measure 2	Measure 3	Measure 1	Measure 2	Measure 3
	1	1	1	1	1	1
	1	1	0	1	1	1
	1	1	1	1	1	1
	1	1	0	1	1	0
	1	1	0	1	1	0
	1	1	1	1	1	1
	1	1	0.5	1	1	0.666666
	0.833333			0.888888		667
	333			889		

1. The students were overall successful with limits and derivatives.
2. Students may need to improve on the application aspect.
3. Students need more real world application of the concepts.
4. I plan on finding more application problems, whether it be in another calculus book or online.

1. What strengths were displayed through the assessments of your measures?

The students overall were good at limits and derivatives.

2. What weaknesses were displayed through the assessments of your measures?

Some of the students had issues with applications, but they were mainly those students who were not taking physics at the same time.

3. Based on the results and analysis, what recommendations will be made to better achieve the desired outcome?

More real world application.

4. What changes do you plan to make?

I plan on looking for more application problems on Teacher Pay Teachers.

PENDING APPROVAL

Assessment Report for *Elementary Statistics (Mat1103)* Spring 2020

This course is KBOR aligned: Yes/~~No~~

List of Learning Outcomes:

1. Create graphical and numerical descriptions of quantitative and qualitative data.

1. Measures: 75% of students will master this outcome

Percentage of People Who Completed 4 or More Years of College Listed by state are the percentages of the population who have completed 4 or more years of a college education. Construct a frequency distribution with 7 classes.

21.4	26.0	25.3	19.3	29.5	35.0	34.7	26.1	25.8	23.4
27.1	29.2	24.5	29.5	22.1	24.3	28.8	20.0	20.4	26.7
35.2	37.9	24.7	31.0	18.9	24.5	27.0	27.5	21.8	32.5
33.9	24.8	31.7	25.6	25.7	24.1	22.8	28.3	25.8	29.8
23.5	25.0	21.8	25.2	28.7	33.6	33.6	30.3	17.3	25.4

2. Measures 75% of students will master this outcome

Each year advertisers spend billions of dollars purchasing commercial time on network sports television. In the first 6 months of 1988, advertisers spent \$1.1 billion. A recent article listed the top 10 leading spenders (in millions of dollars):

Company A	\$70.6	Company F	\$27.8
Company B	62.8	Company G	26.9
Company C	57.8	Company H	21.9
Company D	55.2	Company I	22.4
Company E	29.7	Company J	19.3

Calculate the mean amount spent.

3. Measures 75% of students will master this outcome

Find the sample standard deviation.

2, 3, 4, 5, 6

2. Calculate probabilities and percentiles related to a general normal distribution.

1. Measures 75% of students will master this outcome

A physical fitness association is including the mile run in its secondary-school fitness test. The time for this event for boys in secondary school is known to possess a normal distribution with a mean of 440 seconds and a standard deviation of 40 seconds. Find the probability that a randomly selected boy in secondary school can run the mile in less than 348 seconds.

(Round to 4 decimal places)

2. Measures 75% of students will master this outcome

The average score of all golfers for a particular course has a mean of 75 and a standard deviation of 3.5. Suppose 49 golfers played the course today. Find the probability that the average score of the 49 golfers exceeded 76.

(Round to 4 decimal places)

3. Measures 75% of students will master this outcome

Find the indicated z-score.

Find the z-scores for which 98% of the distribution's area lies between $-z$ and z .

3. Distinguish differences in data analysis and interpretation between observational data and data from designed experiments.

1. Measures 75% of students will master this outcome

Identify sampling method used:

In a medical research study, a researcher selects a hospital and interviews all the patients that day.

2. Measures 75% of students will master this outcome

Suggest some confounding variables that the researcher might want to consider when doing a study:

The New England Journal of Medicine reported that when poor women move to better neighborhoods, they lower the risk of developing obesity and diabetes.

3. Measures 75% of students will master this outcome

Determine whether the data are qualitative or quantitative:

Pizza sizes (small, medium, and large)

4. Calculate and interpret a confidence interval for a single parameter, using both large and small samples.

1. Measures 75% of students will master this outcome

When 415 junior college students were surveyed, 150 said they have a passport. Construct a 95% confidence interval for the proportion of junior college students that have a passport. Round to the nearest thousandth.

2. Measures 75% of students will master this outcome

Construct a 90% confidence interval for the population mean, μ . Assume the population has a normal distribution. A sample of 15 randomly selected math majors has a grade point average of 2.86 with a standard deviation of 0.78. Round to the nearest hundredth.

3. Measures 75% of students will master this outcome

Construct a 95% confidence interval for the population standard deviation σ of a random sample of 15 crates which have a mean weight of 165.2 pounds and a standard deviation of 10.4 pounds. Assume the population is normally distributed.

5. Perform and interpret a test of hypotheses for a single parameter, using both large and small samples.

1. Measures 75% of students will master this outcome

A recipe submitted to a magazine by one of its subscribers states that the mean baking time for a cheesecake is 55 minutes. A test kitchen preparing the recipe before it is published in the magazine makes the cheesecake 10 times at different times of the day in different ovens. The following baking times (in minutes) are observed.

54 55 58 59 59 60 61 61 62 65

Assume that the baking times belong to a normal population. Test the null hypothesis that the mean baking time is 55 minutes against the alternative hypothesis $\mu > 55$. Use $\alpha = .05$.

2. Measures 75% of students will master this outcome

A recent study claimed that less than 15% of junior high students are overweight. In a sample of 160 students, 18 were found to be overweight. At $\alpha = 0.05$, test the claim.

3. Measures 75% of students will master this outcome

In 2010, the mean expenditure for auto insurance in a certain state was \$806. An insurance salesperson in this state believes that the mean expenditure for auto insurance is less today. She obtains a simple random sample of 32 auto insurance policies and determines the mean expenditure to be \$781 with a standard deviation of \$39.13. Is there enough evidence to support the claim that the mean expenditure for auto insurance is less than the 2010 amount at the $\alpha = 0.05$ level of significance?

6. Perform and interpret statistical inference on the difference of two parameters.

1. Measures 75% of students will master this outcome

A recent survey showed that in a sample of 100 elementary school teachers, 21 were single. In a sample of 190 high school teachers, 41 were single. Is the proportion of high school teachers who were single less than the proportion of elementary teachers who were single? Use $\alpha = 0.01$.

2. Measures 75% of students will master this outcome

In the initial test of the Salk vaccine for polio, 400,000 children were selected and divided into two groups of 200,000. One group was vaccinated with the Salk vaccine while the second group was vaccinated with a placebo. Of those vaccinated with the Salk vaccine, 41 later developed polio. Of those receiving the placebo, 102 later developed polio. Test the hypothesis that the Salk vaccine is effective in lowering the polio rate. Use $\alpha = 0.05$.

- Measures 75% of students will master this outcome

Nine students took the SAT. Their scores are listed below. Later on, they read a book on test preparation and retake the SAT. Their new scores are listed below. Test the claim that the book had no effect on their scores. Use $\alpha = 0.05$. Assume that the distribution is normally distributed.

Student	1	2	3	4	5	6	7	8	9
Scores before reading book	720	860	850	880	860	710	850	1200	950
Scores after reading book	740	860	840	920	890	720	840	1240	970

- Fit and interpret a simple linear regression model, including correlation and scatterplots.

- Measures 75% of students will master this outcome

The data below are the final exam scores of 10 randomly selected calculus students and the number of hours they slept the night before the exam. Calculate the linear correlation coefficient.

Hours, x	5	7	4	10	4	6	6	7	8	5
Scores, y	71	86	66	94	72	84	91	96	96	77

- Measures 75% of students will master this outcome

The regression line for the given data is $\hat{y} = -1.885x + 0.758$. Determine the residual of a data point for which $x = -1$ and $y = 3$.

x	-5	-3	4	1	-1	-2	0	2	3	-4
y	11	6	-6	-1	3	4	1	-4	-5	8

- Measures 75% of students will master this outcome

The data below are the average one-way commute times (in minutes) for selected students and the number of absences for those students during the term. Find the equation of the regression line for the given data. What would be the predicted number of absences if the commute time was 95 minutes? Is this a reasonable question? Round the predicted number of absences to the nearest whole number. Round the regression line values to the nearest hundredth.

Commute time (min), x	72	85	91	90	88	98	75	100	80
Number of absences, y	3	7	10	10	8	15	4	15	5

Measures, Data, and Results:

1. **<Partially Met>**: Create graphical and numerical descriptions of quantitative and qualitative data.

1. 63 %
2. 83 %
3. 100%

Summary: It appears that more focus should be on creating the graphical displays.

2. **<Partially Met>**: Calculate probabilities and percentiles related to a general normal distribution.

1. 86 %
2. 57 %
3. 86%

Summary: I expected a higher percentage for the Central Limit Theorem problems. More focus should be placed on identifying those types of problems.

3. **<Met>**: Distinguish differences in data analysis and interpretation between observational data and data from designed experiments.

1. 100 %
2. 100 %
3. 100 %

Summary: This is not a surprise since it is simpler material.

4. **<Partially Met>**: Calculate and interpret a confidence interval for a single parameter, using both large and small samples.

1. 50 %
2. 67 %
3. 83 %

Summary: The main issue here seemed to be the failure to identify which technique to use in the problems. A flowchart and focus on “which method to use” should be implemented.

5. **<Partially Met>**: Perform and interpret a test of hypotheses for a single parameter, using both large and small samples.

1. 77.6 %
2. 60.6 %
3. 80.6 %

Summary: Again the main issue here seemed to be confusion on which method to use. One individual was mixing the p-value approach with the traditional or classical approach.

6. **<Not Met>**: Perform and interpret statistical inference on the difference of two parameters.

1. 60.75 %
2. 55.75 %
3. 73.75%

Summary: I think that more assignment problems might help on these topics.

7. **<Met>**: Fit and interpret a simple linear regression model, including correlation and scatterplots.

1. 100 %

2. 80 %
3. 80%

Summary: The calculator does most of this technique so it is not surprising that these were higher.

Final Comments: Part of the problem with the statistics is the size of the class (6 students that finished to the end). One student with either low or high scores can skew the results.

PENDING APPROVAL

Assessment Report for *Chemistry I for Majors/PHS1025*

Term: Fall 2019 Prepared By: Nyssa Crompton

List of Learning Outcomes: (KBOR Aligned)

1. Explain the processes involved in the scientific method and be able to apply it to investigate natural phenomena and solve problems
2. Explain the design and significance of experiments that led to the adoption of modern atomic theory
3. Recognize and interpret isotopic notation; understanding the relationship between average atomic masses and isotopic masses
4. Relate atomic mass to composition in terms of subatomic particles
5. Descriptive chemistry of ionic and covalent compounds
6. Solutions
7. Chemical reaction and stoichiometry
8. Properties of solids, liquids, and gases
9. Describe, define, and perform calculations involving the following basic concepts thermodynamics
10. Conceptually and quantitatively relate spectroscopic observation of atoms to quantum mechanical theories
11. Molecular Bonding and Structure
12. Work in the laboratory in accordance with good laboratory practices
13. Gather and record qualitative and quantitative data accurately
14. Handle and evaluate data in logical, productive, and meaningful ways
15. Correlate laboratory work with principle topics in Chemistry I lecture

Summary:

CHM-I started with 6 students this year, and ended with 1 A, 1 B, 1 C, 1 D, 1 W for medical reasons early in the semester, and 1 W where the student quit after not being allowed to attend a hazardous materials lab late after a warning (also in September). This year, the course was reworked to remove the bridge chapter to CHM-II, to make all labs lab notebook labs instead of a mix of notebook and worksheet labs, and to incorporate a new online textbook. Learning outcomes #7, 12, 13, and 14 were met, #1, 3, 4, 6, 8, 11, and 15 were considered partially met, and #2, 5, 9, and 10 were not met. The best success was the meeting of most of the lab outcomes, which was due to the redesign of the laboratory notebook experience based on last year's assessment data. All of the lab learning outcomes would have met, except the students turned in the final lab report with a plagiarized paragraph in the introduction section. This year, a comprehensive final was used to assess all 11 lecture learning outcomes. The final was slightly long, but built with simpler questions than in previous years. The students told me that they did not need extra review sessions nor come to office hours the week before the final; however, on the final, the students demonstrated a clear lack of long-term learning across the course, which resulted in only #7 being met. The biggest change for next year is to incorporate more review problems prior to Thanksgiving and the final week of classes in preparation for the final.

Measures, Data, and Results:

1. Learning Outcome #1: Explain the processes involved in the scientific method and be able to apply it to investigate natural phenomena and solve problems
 1. Measure #1: Exam #1 Question

1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 3 out of 4 students (75%) received at least 70% on this activity.
2. Measure #2: Final Lab Data & Analysis Sections
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 4 out of 4 students (100%) received at least 70% on this activity.
3. Measure #3: Final Exam Q Set #1/2
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 1 out of 4 students (25%) received at least 70% on this activity.
4. Results: This learning outcome was Partially Met
5. Future Changes: Change final exam question. The question asked the students to identify the steps of the scientific method in Rutherford's gold foil experiment. The students interpreted the wording as first describe the experiment, and then just listed the scientific method steps without identifying where they went in Rutherford's experiment.
6. Strengths: Students demonstrated the ability to carry out the scientific method
7. Weaknesses: Students do not know what the words of the scientific method really mean in the laboratory, even though they are doing them.
8. Additional Comments: None at this time.
2. Learning Outcome #2: Explain the design and significance of experiments that led to the adoption of modern atomic theory
 1. Measure #1: Lab 3: Understanding the atom
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 3 out of 4 students (75%) received at least 70% on this activity.
 2. Measure #2: Exam 1 question on one of the key early atomic experiments
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 1 out of 4 students (25%) received at least 70% on this activity.
 3. Measure #3: Final Exam question set #1/2
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 1 out of 4 students (25%) received at least 70% on this activity.
 4. Results: This learning outcome was NOT met

5. Future Changes: Emphasize the importance of this concept in more homework problems prior to exam, and change final exam question- see learning outcome #1 above.
 6. Strengths: The students appeared to understand the key experiments during the lab.
 7. Weaknesses: Students did not feel that this information was valuable to learn exams.
 8. Additional Comments: Not at this time
3. Learning Outcome #3: Recognize and interpret isotopic notation; understanding the relationship between average atomic masses and isotopic masses
1. Measure #1: Ch 2 Challenge Qs (5 Qs specifically practicing calculating isotopic masses and abundances)
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 4 out of 4 students (100%) received at least 70% on this activity.
 2. Measure #2: Exam #1 Q on calculating isotopic abundance
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 3 out of 4 students (75%) received at least 70% on this activity.
 3. Measure #3: Final Exam Q-Set #3 on calculating isotopic masses from abundances
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 1 out of 4 students (25%) received at least 70% on this activity.
 4. Results: This learning outcome was Partially Met
 5. Future Changes: Possibly create a set of review problems before the final
 6. Strengths: Students understood the material right after practicing it
 7. Weaknesses: Long-term learning was lacking in this area
 8. Additional Comments: None at this time
4. Learning Outcome #4: Relate atomic mass to composition in terms of subatomic particles
1. Measure #1: Ch 2 Content & Basic Skills Qs
 1. Target Goal: 70% of students who attended receive at least 70% on this activity
 2. Data: 4 out of 4 students (100%) received at least 70% on this activity.
 2. Measure #2: Exam #1 Qs on subatomic particles #1(11 – 20)
 1. Target Goal: 70% of students who attended receive at least 70% on this activity

2. Data: 3 out of 4 students (75%) received at least 70% on this activity.
 3. Measure #3: Final Exam Q-Set #4 on subatomic particles
 1. Target Goal: 70% of students who attended receive at least 70% on this activity
 2. Data: 1 out of 4 students (25%) received at least 70% on this activity.
 4. Results: This learning outcome was Partially Met
 5. Future Changes: Possibly create a set of review problems before the final
 6. Strengths: Students understood the material right after practicing it
 7. Weaknesses: Long-term learning was lacking in this area
 8. Additional Comments: None at this time
5. Learning Outcome #5: Descriptive chemistry of ionic and covalent compounds
 1. Measure #1: Ch 2 Content & Basic Skills Qs
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 4 out of 4 students (100%) received at least 70% on this activity.
 2. Measure #2: Exam #1 Qs on subatomic particles #1 (21 – 50)
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 1 out of 4 students (25%) received at least 70% on this activity.
 3. Measure #3: Final Exam Q-Set #5 on ionic and covalent compounds
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 1 out of 4 students (25%) received at least 70% on this activity.
 4. Results: This learning outcome was NOT met
 5. Future Changes: Add the planned lesson on this topic, see additional comments
 6. Strengths: Students could answer questions about this outside of exam settings
 7. Weaknesses: Students did not value this concept, probably because there was not a class session covering it.
 8. Additional Comments: The class day that we were to lecture over this content was cancelled by the administration, while sports activities were allowed to continue. The subject was attempted to be covered over the internet with an additional packet of problems, but the students never did that packet because it wasn't worth points, and the material was never covered as deeply as it was supposed to be this year.

6. Learning Outcome #6: Solutions

1. Measure #1: Chapter 6- All homework
 1. Target Goal: 70% of students who attended receive at least 70% on this activity
 2. Data: 4 out of 4 students (100%) received at least 70% on this activity.
2. Measure #2: Solutions Lab (#6)
 1. Target Goal: 70% of students who attended receive at least 70% on this activity
 2. Data: 3 out of 4 students (75%) received at least 70% on this activity.
3. Measure #3: Final Exam Q-Set #6 Solutions
 1. Target Goal: 70% of students who attended receive at least 70% on this activity
 2. Data: 1 out of 4 students (25%) received at least 70% on this activity.
4. Results: This learning outcome was Partially Met
5. Future Changes: Possibly create a set of review problems before the final
6. Strengths: Students understood the material right after practicing it
7. Weaknesses: Long-term learning was lacking in this area
8. Additional Comments: None at this time
7. Learning Outcome #7: Chemical reactions and stoichiometry
 1. Measure #1: All Ch 7 Problems
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 4 out of 4 students (100%) received at least 70% on this activity.

2. Measure #2: Exam #2

1. Target Goal: 70% of students who attended receive at least 70%
2. Data: 3 out of 4 students (75%) received at least 70% on this activity.

3. Measure #3: Final Exam Q-Set #7

1. Target Goal: 70% of students who attended receive at least 70%
2. Data: 2 out of 4 students (50%) received at least 70% on this activity.

4. Results: This learning outcome was Met

5. Future Changes: Possibly create a set of review problems before the final

6. Strengths: Students understood the material right after practicing it on an exam level scale

7. Weaknesses: Long-term retention

8. Additional Comments: One student did not attempt the final exam question, and the other was close to getting 70%, so the outcome is being considered met. This is the area where the most time in the course is spent and more time was spent here than last year, due to last year's class struggling so greatly with it. In general, this is considered a big success from our assessment learnings from last year.

8. Learning Outcome #8: Properties of solids, liquids, or gases

1. Measure #1: All Ch 8 and 10 problems

1. Target Goal: 70% of students who attended receive at least 70% on this activity
2. Data: 4 out of 4 students (100%) received at least 70% on this activity.

2. Measure #2: Phases half of Exam #2 (All of Group 1 Qs, and Group 2 #3)

1. Target Goal: 70% of students who attended receive at least 70% on this activity

2. Data: 3 out of 4 students (75%) received at least 70% on this activity.

3. Measure #3: Final Exam Q-Set #8: Phases

1. Target Goal: 70% of students who attended receive at least 70% on this activity

2. Data: 1 out of 4 students (25%) received at least 70% on this activity.

4. Results: This learning outcome was Partially Met

5. Future Changes: Possibly create a set of review problems before the final

6. Strengths: Students understood the material right after practicing it

7. Weaknesses: Long-term learning was lacking in this area

8. Additional Comments: None at this time

9. Learning Outcome #9: Describe, define, and perform calculations involving the following basic concepts thermodynamics

1. Measure #1: All Chapter 9 Problems

1. Target Goal: 70% of students who attended receive at least 70%

2. Data: 4 out of 4 students (100%) received at least 70% on this activity.

2. Measure #2: Thermo half of Exam #2

1. Target Goal: 70% of students who attended receive at least 70%

2. Data: 2 out of 4 students (50%) received at least 70% on this activity.

3. Measure #3: Final Exam Q-Set #9: Thermo

1. Target Goal: 70% of students who attended receive at least 70%
2. Data: 2 out of 4 students (50%) received at least 70% on this activity.

4. Results: This learning outcome was NOT Met

5. Future Changes: Consider altering the schedule to make Ch 9 have an extra day or be the chapter that is divided up instead of Ch 8

6. Strengths: Calorimetry problems went better this year

7. Weaknesses: Heating curves were the major problem

8. Additional Comments: None at this time

10. Learning Outcome #10: Conceptually and quantitatively relate spectroscopic observation of atoms to quantum mechanical theories

1. Measure #1: Ch 3 Challenge Qs

1. Target Goal: 70% of students who attended receive at least 70%
2. Data: 2 out of 4 students (50%) received at least 70% on this activity.

2. Measure #2: Exam #1 Quantum Qs

1. Target Goal: 70% of students who attended receive at least 70%
2. Data: 2 out of 4 students (50%) received at least 70% on this activity.

3. Measure #3: Final Exam Q-Set #10: Quantum

1. Target Goal: 70% of students who attended receive at least 70%

2. Data: 0 out of 4 students (0%) received at least 70% on this activity.
4. Results: This learning outcome was Not met
5. Future Changes: Make printouts next year of the key concepts to use in lecture
6. Strengths: None evident
7. Weaknesses: Students continue to struggle with these concepts, despite a new book and a new way of approaching this chapter
8. Additional Comments: This is the hardest section of the course, and is taught in varying levels at CHM-I. Sometimes these concepts are saved until year 3 of chemistry, but it is one of our learning outcomes. Out of all of these outcomes, this is one that I expect will have the most trouble meeting based on the advanced nature of the content material.

11. Learning Outcome #11: Molecular Bonding and Structure

1. Measure #1: All Chapter 4 & 5 Problems

1. Target Goal: 70% of students who attended receive at least 70%
2. Data: 3 out of 4 students (75%) received at least 70% on this activity.

2. Measure #2: Exam #1 Mol Bonding and Structure Qs

3. Target Goal: 70% of students who attended receive at least 70%
4. Data: 2 out of 4 students (50%) received at least 70% on this activity.

3. Measure #3: Final Exam Q-Set #11: Mol & Lewis Structure

5. Target Goal: 70% of students who attended receive at least 70%
6. Data: 0 out of 4 students (0%) received at least 70% on this activity.

4. Results: This learning outcome was Partially Met
5. Future Changes: Shorten the final exam
6. Strengths: Lewis structures were ok, but as good as prior years.
7. Weaknesses: Molecular orbital diagrams were not as well understood this year as last year. The final exam was slightly long, and two of the four students did not address this problem (the last on the exam) for apparently time-related reasons.
8. Additional Comments: This was the other content that suffered from losing the class day on this material right after Labor Day.

12. Learning Outcome #12: Work in the laboratory in accordance with good laboratory practices

1. Measure #1: Aggregate Lab Work Points from every lab in the semester
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 4 out of 4 students (100%) received at least 70% on this activity.
2. Results: This learning outcome was MET
3. Future Changes: Not at this time
4. Strengths: Lab safety lecture continues to prove its worth
5. Weaknesses: None evident
6. Additional Comments: None at this time

13. Learning Outcome #13: Gather and record qualitative and quantitative data accurately

1. Measure #1: Aggregate Lab Notebook Points
 1. Target Goal: 70% of students who attended receive at least 70%

2. Data: 4 out of 4 students (100%) received at least 70% on this activity.

2. Results: This learning outcome was MET

3. Future Changes: Not at this time

4. Strengths: By switching to all lab notebook labs from the beginning, the formatting was picked up and became something natural for them all to do.

5. Weaknesses: Confusion in the first few labs as to how to turn questions in and needing conclusions in the notebook continued to plague people.

6. Additional Comments: This was one of the other large changes based on last year's assessment, and it has appeared to pay off.

14. Learning Outcome #14: Handle and evaluate data in a logical, productive, and meaningful ways

1. Measure #1: Aggregate Lab Data/Analysis Sections

1. Target Goal: 70% of students who attended receive at least 70%

2. Data: 4 out of 4 students (100%) received at least 70% on this activity.

2. Measure #2: Aggregate Lab Conclusion Sections

1. Target Goal: 70% of students who attended receive at least 70%

2. Data: 4 out of 4 students (100%) received at least 70% on this activity.

3. Results: This learning outcome was MET

4. Future Changes: Not at this time

5. Strengths: By switching to all lab notebook labs from the beginning and introducing these sections one at a time, the students mastered the ability to handle data in tables and figures, as well as be able to draw conclusions.

6. Weaknesses: Online software not copying figures properly
7. Additional Comments: I will continue to inquire about classroom computers with proper excel and PowerPoint that could be used by chemistry students to create lab figures, but that is not currently in the budget.

15. Learning Outcome #15: Correlate Laboratory work with principle topics in Chemistry I lecture

1. Measure #1: Introduction Section to Lab #9
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 3 out of 4 students (75%) received at least 70% on this activity.
2. Measure #2: Introduction Section to Lab #10
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 2 out of 4 students (75%) received at least 70% on this activity.
3. Measure #3: Introduction Section to Lab #11
 1. Target Goal: 70% of students who attended receive at least 70%
 2. Data: 0 out of 4 students (0%) received at least 70% on this activity, due to the class only submitting one group lab report and the introduction section had a paragraph plagiarized off of the internet.
4. Results: This learning outcome was Partially Met
5. Future Changes: Better directions to Lab #10
6. Strengths: On their own, students were generally able to connect lab to lecture concepts in their introduction.
7. Weaknesses: Human Temptation? In Lab #10, they were working in pairs, and one of the pairs did not complete their introduction to include all the parts

for that lab. In lab #11, the group of 4 submitted one lab report, which was good except for that one paragraph.

8. Additional Comments: This outcome would have been considered met if the plagiarism had not occurred on the last lab.

PENDING APPROVAL

Assessment Report for *Elementary Statistics (Mat1103)*

Fall 2022

This course is KBOR aligned: Yes/~~No~~

Outcomes, Measures, Data, and Results:

For all measures; goal of 65% of the students will meet expectations.

1. **<Met/Not Met/Partially Met>**: Create graphical and numerical descriptions of quantitative and qualitative data.

1. Measures: Chapter Test

2. Results: 100%

Summary: No changes needed.

2. **<Met/Not Met/Partially Met>**: Calculate probabilities and percentiles related to a general normal distribution.

1. Measures: Chapter Test

2. Results: 67%

Summary: No changes needed.

3. **<Met/Not Met/Partially Met>**: Distinguish differences in data analysis and interpretation between observational data and data from designed experiments.

1. Measures: Chapter Test

2. Results: 100%

Summary: No changes needed.

4. **<Met/Not Met/Partially Met>**: Calculate and interpret a confidence interval for a single parameter, using both large and small samples.

1. Measures: Chapter Test
2. Results: 67%

Summary: No changes needed.

5. **<Met/Not Met/Partially Met>**: Perform and interpret a test of hypotheses for a single parameter, using both large and small samples.

1. Measures: Chapter Test
2. Results: 33%

Summary: I will provide supplementary video for calculation and interpretations.

6. **<Met/Not Met/Partially Met>**: Perform and interpret statistical inference on the difference of two parameters.

1. Measures: Chapter Test
2. Results: 67%

Summary: No changes needed.

7. **<Met/Not Met/Partially Met>**: Fit and interpret a simple linear regression model, including correlation and scatterplots.

1. Measures: Chapter Test
2. Results: 33%

Summary: I think I will move this early in the semester, so students will have more time to work on it. One student skipped this test. So the mastery of the students who did take is 50%.

Final Comments: This class had three students. The ideal mastery level is 70%, but that is hard to achieve with only three students, so I have reduced it to 65%. If 2 of 3 students show mastery, then a majority of the class shows mastery.

Analytical Geometry & Calculus I

Results for Fall/Spring Semester 2019-- 2020

Key

1 = The student met the outcome.

0 = The student did not meet the outcome.

Name/ID	Outcome 1			Outcome 2		
	Measure 1	Measure 2	Measure 3	Measure 1	Measure 2	Measure 3
	1	1	1	1	1	1
	1	1	0	1	1	1
	1	1	1	1	1	1
	1	1	0	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	0	1	1	1	0
	1	0	1	1	1	0
		0.777777	0.777777			0.777777
	1	778	778	1	1	778
	0.851851			0.925925		
	852			926		

1. The students were overall successful with limits and derivatives. Only a couple of student struggle with application and continuity.
2. Students may need to improve on the application aspect.
3. Students need more real world application of the concepts.
4. I plan on finding more application problems, whether it be in another calculus book or online.

1. What strengths were displayed through the assessments of your measures?

This class knows how to find the derivative whether it be product and quotient rule or substitution method.

2. What weaknesses were displayed through the assessments of your measures?

Some of the students had issues with applications, but they were mainly those students who were not taking physics at the same time.

3. Based on the results and analysis, what recommendations will be made to better achieve the desired outcome?

More real world application.

4. What changes do you plan to make?

I plan on looking for more application problems on Teacher Pay Teachers.

Assessment Report for *Elementary Statistics (Mat1103)*

Spring 2021

This course is KBOR aligned: Yes/~~No~~
Outcomes, Measures, Data, and Results:

For all measures; goal of 65% of the students will meet expectations.

1. **<Met/Not Met/Partially Met>**: Create graphical and numerical descriptions of quantitative and qualitative data.

1. Measures: Chapter Test
2. Results: 100%

Summary: No changes needed.

2. **<Met/Not Met/Partially Met>**: Calculate probabilities and percentiles related to a general normal distribution.

1. Measures: Chapter Test
2. Results: 36%

Summary: See Final Comments

3. **<Met/Not Met/Partially Met>**: Distinguish differences in data analysis and interpretation between observational data and data from designed experiments.

1. Measures: Chapter Test
2. Results: 100%

Summary: No changes needed.

4. **<Met/Not Met/Partially Met>**: Calculate and interpret a confidence interval for a single parameter, using both large and small samples.

1. Measures: Chapter Test
2. Results: 64%

Summary: See Final Comments

5. **<Met/Not Met/Partially Met>**: Perform and interpret a test of hypotheses for a single parameter, using both large and small samples.

1. Measures: Chapter Test
2. Results: 27%

Summary: See Final Comments

6. **<Met/Not Met/Partially Met>**: Perform and interpret statistical inference on the difference of two parameters.

1. Measures: Chapter Test
2. Results: 64%

Summary: See Final Comments

7. **<Met/Not Met/Partially Met>**: Fit and interpret a simple linear regression model, including correlation and scatterplots.

1. Measures: Chapter Test
2. Results: 27%

Summary: I think I will move this early in the semester, so students will have more time to work on it. See Final Comments.

Final Comments: This course was still during the COVID period. As we progress through the semester, the calculations become more time intensive if done by hand. I plan on adding videos showing how to use MS Excel to automate many of the intensive calculation, which hopefully will increase the mastery of Outcomes 2, 4,5, 6, and 7.

PENDING APPROVAL

Assessment Report for *Analytical Geometry & Calculus I/MAT1055*
Spring 2021
IHS Rouselle

This course is KBOR aligned: Yes/No
Outcomes, Measures, Data, and Results:

For all measures; goal of 70% of the students will meet expectations (70% or higher).

1. **<Met>**: Evaluate the limit of a function at a point and at infinity, both algebraically and graphically; use limits to determine the continuity of a function, differentiability of a function, and apply the Intermediate-Value Theorem.

Measures:

1. Evaluate. $\lim_{x \rightarrow -2} (x^2 + 5x + 7)$
2. Evaluate. $\lim_{x \rightarrow \infty} (3x^2 - 9x)$
3. Determine the continuity of $f(x) = x - 2$ at $a = 1$. Use the continuity checklist to justify your answer.

Results: 83%

Summary: Students were strong when it came to evaluating the various types of limits. Very few missed these problems. A few students forgot the conditions for continuity, but overall the class did well at stating the 3 steps.

2. **<Met>**: Find the derivative of a function by the definition of derivative; find the derivative involving exponents, sums, products, quotients, the chain rule, trigonometric functions, and by implicit differentiation; apply the derivative to velocity, acceleration, and rates of change as well as finding the tangent line to a curve; and apply related rates to application problems.

Measures

1. Find the derivative of $y = x^2 \cos(x)$.
2. Find the derivative of $f(x) = (2x - 5)^7$.
3. Suppose a stone is thrown vertically upwards from the edge of a cliff with an initial velocity of 64 ft/s from a height of 32 feet above the ground. The height s (in feet) of the stone above the ground t after it is thrown is $s = -16t^2 + 64t + 32$. Determine the velocity and acceleration after t seconds.

Results: 71%

Summary: Derivatives were a strong area for my student this year. Most of them correctly applied the product, quotient, and chain rules. They did very well with particle motion, especially since we revisit this topic in the integral units.

3. **<Partially Met>**: Apply derivatives to curve sketching by finding critical points, applying First and Second Derivative tests, finding inflection points and concavity, and using the Mean-Value Theorem for Derivatives. Apply derivatives to optimization problems, related rate problems. Apply Newton's Method and use differentials to estimate change.

Measures

1. Using Newton's method find the third approximation, x_3 , to the root of $x^5 - x - 1 = 0$ given the first approximation, $x_1 = 1$.
2. Solve optimization problem: If 1200 cm² of material is available to make a box with a square base and open top, find the largest possible volume of the box.

3. Graph a curve finding maximum and minimum points, inflection and concavity.
 $f(x) = x^3 - 12x^2 + 36x$

Results: 67%

Summary: Students met expectations with Newton's method and graphing a curve, but had an awfully hard time with optimization problems. If the problem was set up for them, they could correctly differentiate and solve, but many of them had trouble translating the words into equations.

4. **<Met>**: Using Riemann Sums find the area under a curve and express the definite integral as limit of Riemann Sums; integrate algebraic and trigonometric functions as both indefinite and definite integrals. Integrate definite integrals using the Fundamental Theorem of Calculus. Apply the Mean-Value Theorem for Integrals.

Measures:

1. Integrate an indefinite Integral. $\int (3x^2 - 7x + 5) dx$
2. Integrate a definite integral. $\int_0^{\pi/2} \cos(x) \sin(x) dx$
3. Express the limit, $\lim_{n \rightarrow \infty} \sum_{i=1}^n \cos(x_i) \Delta x$ on the interval $[\pi, 2\pi]$ as a definite integral. Do not integrate.

Results: 83%

Summary: Students did very well on basic integrals. Several of them struggled on substitution and the applications of integrals. 100% of my students correctly converted from summation notation to integral notation. Some of them struggled with the new notations used with integrals, but overall grasped the topics well.

5. **<Met>**: Find derivatives and integrals involving exponential and logarithmic functions. Find limits using L'Hopital's Rule. Solve applications of exponential increase and decrease.

Measures:

1. Find the derivative of an exponential function. Find the derivative of $y = 3x \ln x$
2. Find the derivative of a logarithmic function. Find the derivative of $f(x) = \ln(x^2 - 1)$
3. Evaluate the limit. $\lim_{x \rightarrow \infty} e^x \ln x$

Results: 75%

Summary: Students did well with remembering the derivatives of exponential and logarithmic functions. A couple of them mixed them up and had the derivative of e^x as $1x$. They also understood L'Hospital's Rule well and correctly evaluated the limit.

6. **Met**: Integrate using numerical techniques (Simpson's and the Trapezoid Rules).

Measures:

1. Integrate using Simpsons or Trapezoid rule. $\int_2^{41} \ln(x) dx$ using $n = 6$.
2. Find error for Simpson's or the Trapezoid rule for $\int_2^{41} \ln(x) dx$ using $n = 6$.

Results: 87.5%

Summary: Students did very well remembering the formulas for the Trapezoid rule and Simpsons rule. We spent one day learning the rules and then another full class period practicing with a partner without using notes. This was very helpful for students. All but one student scored 70% or higher on these measures.

Final Comments: This was my first year teaching calculus for ICC. My class was at very different levels; some students had a very easy time, others struggled through every single lesson. Second semester seemed to go better than first, because the kids had the concept of derivatives figured out, so integrals was an easy transition. Overall, the class did well and everyone passed with a C or higher.

PENDING APPROVAL

Assessment Report for *Analytical Geometry & Calculus II/MAT2025* Spring 2021

This course is KBOR aligned: Yes/No
Outcomes, Measures, Data, and Results:

For all measures; goal of 70% of the students will meet expectations.

1. **<Met/Not Met/Partially Met>**: Find the area between curves, volume using slicing and shells, arc length, and surface area using integration; apply to problems in Physics, Engineering, Economics, and Biology. (Chapter 6)

1. Measures: Chapter 6 Test
2. Results: 100%

Summary: No change required.

2. **<Met/Not Met/Partially Met>**: Find derivatives and integrals involving hyperbolic, and inverse trigonometric functions. Find limits using L'Hopital's Rule. (Mixed Test)

1. Measures: Mixed Chapter Test
2. Results: 100%

Summary: No change required.

3. **<Met/Not Met/Partially Met>**: Integrate improper integrals. Integrate using integration by parts, trigonometric substitutions, and rational functions using Partial Fractions. (Chapter 7)

1. Measures: Chapter 7 Test
2. Results: 100%

Summary: No change required.

4. **<Met/Not Met/Partially Met>**: Solve a differential equation by separation of variables. Solve initial value problems. (8.1)

1. Measures: Chapter 9/8.1 Test
2. Results: 100%

Summary: No change required.

5. **<Met/Not Met/Partially Met>**: Determine if sequences converge and diverge. Determine convergence (absolute and conditional) and divergence of series using Integral test, Comparison test, Alternating series test, Ratio, and Root tests. (Chapter 10)

1. Measures: Chapter 10 Test
2. Results: 100%

Summary: No change required.

6. **<Met/Not Met/Partially Met>**: Represent functions as Power Series, Taylor and Maclaurin Series. Apply Taylor and Maclaurin series. (Chapter 10)

1. Measures: Chapter 10 Test
2. Results: 100%

Summary: No change required.

7. **<Met/Not Met/Partially Met>**: Define curves by parametric equations and polar coordinates. Differentiate and integrate curves in parametric form. Apply polar coordinates to area, length, and conic sections. (Chapter 9)

1. Measures: Chapter 9/8.1 Test

2. Results: 100%

Summary: No change required.

8. **<Met/Not Met/Partially Met>**: Use vectors in a plane and three-dimension and perform vector addition, subtraction, the dot product, and the cross product apply properties of vectors. (Chapter11)

1. Measures: Chapter 11 Test

2. Results: 100%

Summary: No change required.

Final Comments: The class started with two people. One dropped within a month from the start of class. This semester I did not review differentiation and integration the first couple days of class. I think that was a mistake and may have led to one of the students dropping the class. I will hold the review the next time the class is taught.

It is hard to comment about general trends in the class, since there was only one student and the class was tailored to him.

This class met Monday through Thursday for 80 minutes a day and had a hybrid component. The class had more seat time than required by KBOR. It allowed me to cover a complex subject that normally would take two days in one and provided greater flexibility. I am not opposed to teaching this way again.

Assessment Report for *Analytical Geometry & Calculus I/MAT1055* *Fredonia HS* *Spring 2021*

This course is KBOR aligned: Yes/No
Outcomes, Measures, Data, and Results:

For all measures; goal of 100% of the students will meet expectations of 70%.

1. **<Met >**: Evaluate the limit of a function at a point and at infinity, both algebraically and graphically; use limits to determine the continuity of a function, differentiability of a function, and apply the Intermediate-Value Theorem.

1. Measure: Chapter 2 Exam

2. Results: 88%

Summary: The students struggled with the algebraic manipulations to determine the limit of a function.

2. **<Met >**: Find the derivative of a function by the definition of derivative; find the derivative involving exponents, sums, products, quotients, the chain rule, trigonometric functions, and by implicit differentiation; apply the derivative to velocity, acceleration, and rates of change as well as finding the tangent line to a curve; and apply related rates to application problems.

1. Measure: Chapter 3 Exam

2. Results: 87.5%

Summary: Application problems gave the students the most trouble.

3. **<Met >**: Apply derivatives to curve sketching by finding critical points, applying First and Second Derivative tests, finding inflection points and concavity, and using the Mean-Value Theorem for Derivatives. Apply derivatives to optimization problems, related rate problems. Apply Newton's Method and use differentials to estimate change.

1. Measure: Chapter 4 Exam

2. Results: 95%

Summary: The students were especially successful at finding the derivative of a polynomial function. They, also, managed to succeed finding the derivative of trigonometric functions.

4. **<Met >**: Using Riemann Sums find the area under a curve and express the definite integral as limit of Riemann Sums; integrate algebraic and trigonometric functions as both indefinite and definite integrals. Integrate definite integrals using the Fundamental Theorem of Calculus. Apply the Mean-Value Theorem for Integrals.

1. Measure: Chapter 5 Exam

2. Results: 95%

Summary: Integration

5. **<Met >**: Find derivatives and integrals involving exponential and logarithmic functions. Find limits using L'Hopital's Rule. Solve applications of exponential increase and decrease.

1. Measure: Final Exam

2. Results: 92%

Summary:

6. <Met>: Integrate using numerical techniques (Simpson's and the Trapezoid Rules).

1. Measure: Final Exam
2. Results: 92%

Summary:

Final Comments: For all measures the Results percentage is the average of the class for that measure.

PENDING APPROVAL

Assessment Report for *Analytical Geometry & Calculus I/MAT1055*

This course is KBOR aligned: Yes/No

Outcomes, Measures, Data, and Results:

For all measures; goal of <chosen percent>% of the students will meet expectations.

1. **<Met/Not Met/Partially Met>:** Evaluate the limit of a function at a point and at infinity, both algebraically and graphically; use limits to determine the continuity of a function, differentiability of a function, and apply the Intermediate-Value Theorem.

1. Measures
2. Results: 87%

Summary:

2. **<Met/Not Met/Partially Met>:** Find the derivative of a function by the definition of derivative; find the derivative involving exponents, sums, products, quotients, the chain rule, trigonometric functions, and by implicit differentiation; apply the derivative to velocity, acceleration, and rates of change as well as finding the tangent line to a curve; and apply related rates to application problems.

1. Measures
2. Results: 75%

Summary:

3. **<Met/Not Met/Partially Met>:** Apply derivatives to curve sketching by finding critical points, applying First and Second Derivative tests, finding inflection points and concavity, and using the Mean-Value Theorem for Derivatives. Apply derivatives to optimization problems, related rate problems. Apply Newton's Method and use differentials to estimate change.

1. Measures
2. Results: 75%

Summary:

4. **<Met/Not Met/Partially Met>:** Using Riemann Sums find the area under a curve and express the definite integral as limit of Riemann Sums; integrate algebraic and trigonometric functions as both indefinite and definite integrals. Integrate definite integrals using the Fundamental Theorem of Calculus. Apply the Mean-Value Theorem for Integrals.

1. Measures
2. Results: 63%

Summary:

5. **<Met/Not Met/Partially Met>:** Find derivatives and integrals involving exponential and logarithmic functions. Find limits using L'Hopital's Rule. Solve applications of exponential increase and decrease.

1. Measures
2. Results: 75%

Summary:

6. **<Met/Not Met/Partially Met>:** Integrate using numerical techniques (Simpson's and the Trapezoid Rules).

1. Measures
2. Results: 100%

Summary:
Final Comments:

PENDING APPROVAL

Assessment Report for *Engineering Physics (PHS1055)*

Term: Fall 2020; Prepared by: Mona Saleh

This is a KBOR aligned course.

The following assessment data represents one student. The student did very well, kept in touch as the classes moved to remote learning and communicated very well then.

.....Column Break.....Measures, Data, and Results:

1. Learning Outcome #1: The student will be able to evaluate situations involving Physics I topics by choosing the appropriate conceptual frameworks.

1. Measure #1: chapter exercises.

1. Target Goal: 80%

2. Data: The student attained 97%.

2. Results: This learning outcome was MET.

3. Future Changes: N/A.

4. Additional Comments: N/A

2. Learning Outcome #2: The student will be able to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Physics I topics.

1. Measure #1: Simulations were used to measure this outcome.

1. Target Goal: 80%

2. Data: 97%

2. Results: This learning outcome was MET.

3. Future Changes: None at this time

4. Additional Comments: N/A.

1. Learning Outcome #3: The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics I topics, selecting relevant information, selecting an approach to solving the problem and carrying out the analysis needed to generate and communicate solution(s).

1. Measure #1: Exam

1. Target Goal: 85%

2. Data: 87%

2. Results: This learning outcome was Met

3. Future Changes: None at this time

4. Strengths: Preparing and solving many exercises before the exam.

5. Weaknesses: N/A

6. Additional Comments: N/A

2. Learning Outcome #4: The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics I topics.

1. Measure #1: Labs

1. Target Goal: 85%

2. Data: 94%.

2. Results: This learning outcome was MET

3. Future Changes: N/A

4. Strengths: Commitment, asking questions, and keeping in touch with the instructor.
5. Weaknesses: N/A.
6. Additional Comments: None at this time

PENDING APPROVAL

Assessment Report for *College Physics (PHS1055)*

Term: Fall 2020; Prepared by: Mona Saleh

This is a KBOR aligned course.

The following assessment data represents one student, the other three withdrew from the course when classes moved to online instruction due to the Covid-19 pandemic. The performance of the remaining student started to decline then.

One of the withdrawals was a result of many factors, among which lack of attendance, being ill prepared for such class, and feeling intimidated by other students' performance. The second withdrawal was because of moving the instruction to online, although the student was at a good standing with a B grade average. The third student did very well, with a B grade average as well, and quit performing as soon as the class switched to remote learning.

Measures, Data, and Results:

1. Learning Outcome #1: The student will be able to evaluate situations involving Physics I topics by choosing the appropriate conceptual frameworks.

1. Measure #1: chapter exercises.

1. Target Goal: 80%

2. Data: the student attained 68%.

2. Results: This learning outcome was NOT MET.

3. Future Changes: Use the online homework system.

4. Additional Comments: The student refused to follow instructions of following understandable approach to answer questions. The student reasoned it to be the way it was learned in the high school. Frequent remarks have been submitted and a discussion with the student has taken place, but the student insisted on the same approach.

2. Learning Outcome #2: The student will be able to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Physics I topics.

1. Measure #1: Simulations were used to measure this outcome.

1. Target Goal: 80%

2. Data: 76%

2. Results: This learning outcome was Not MET.

3. Future Changes: None at this time

4. Additional Comments: The student was not keeping track on turning in the assignments and never reacted to class announcements regarding the missing grades.

1. Learning Outcome #3: The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics I topics, selecting relevant information, selecting an approach to solving the problem and

carrying out the analysis needed to generate and communicate solution(s).

1. Measure #1: Exam
 1. Target Goal: 75%
 2. Data: 76%
 2. Results: This learning outcome was Met
 3. Future Changes: None at this time
 4. Strengths: N/A
 5. Weaknesses: N/A
 6. Additional Comments: Although instructions have not been followed in different situations, at the exam the student put the effort to change the approach to a known scientific way of communication.
-
2. Learning Outcome #4: The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics I topics.
 1. Measure #1: Labs
 1. Target Goal: 80%
 2. Data: 72%.
 2. Results: This learning outcome was NOT MET
 3. Future Changes: N/A
 4. Strengths: N/A
 5. Weaknesses: Lack of student involvement.
 6. Additional Comments: None at this time

Assessment Report for *College Physics (PHS1055)*

Term: Fall 2020; Prepared by: Mona Saleh

This is a KBOR aligned course.

The following assessment data represents one student, the other three withdrew from the course when classes moved to online instruction due to the Covid-19 pandemic. The performance of the remaining student started to decline then.

One of the withdrawals was a result of many factors, among which lack of attendance, being ill prepared for such class, and feeling intimidated by other students' performance. The second withdrawal was because of moving the instruction to online, although the student was at a good standing with a B grade average. The third student did very well, with a B grade average as well, and quit performing as soon as the class switched to remote learning.

.....Column Break.....Measures, Data, and Results:

1. Learning Outcome #1: The student will be able to evaluate situations involving Physics I topics by choosing the appropriate conceptual frameworks.

1. Measure #1: chapter exercises.

1. Target Goal: 80%

2. Data: the student attained 68%.

2. Results: This learning outcome was NOT MET.

3. Future Changes: Use the online homework system.

4. Additional Comments: The student refused to follow instructions of following understandable approach to answer questions. The student reasoned it to be the way it was learned in the high school. Frequent remarks have been submitted and a discussion with the student has taken place, but the student insisted on the same approach.

2. Learning Outcome #2: The student will be able to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Physics I topics.

1. Measure #1: Simulations were used to measure this outcome.

1. Target Goal: 80%

2. Data: 76%

2. Results: This learning outcome was Not MET.

3. Future Changes: None at this time

4. Additional Comments: The student was not keeping track on turning in the assignments and never reacted to class announcements regarding the missing grades.

1. Learning Outcome #3: The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics I topics, selecting relevant information, selecting an approach to solving the problem and

carrying out the analysis needed to generate and communicate solution(s).

1. Measure #1: Exam
 1. Target Goal: 75%
 2. Data: 76%
 2. Results: This learning outcome was Met
 3. Future Changes: None at this time
 4. Strengths: N/A
 5. Weaknesses: N/A
 6. Additional Comments: Although instructions have not been followed in different situations, at the exam the student put the effort to change the approach to a known scientific way of communication.
-
2. Learning Outcome #4: The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics I topics.
 1. Measure #1: Labs
 1. Target Goal: 80%
 2. Data: 72%.
 2. Results: This learning outcome was NOT MET
 3. Future Changes: N/A
 4. Strengths: N/A
 5. Weaknesses: Lack of student involvement.
 6. Additional Comments: None at this time

Assessment Report for Chemistry II for Majors/PHS1035
Term: Spring 2021 Prepared by: Nathan Chaplin, PhD

Summary Table

KBOR Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Colligative Properties	Partially Met	Provide a brief review of first-semester concepts prior to covering new material
2. Chemical Kinetics	Partially Met	Provide a brief review of first-semester concepts prior to covering new material
3. Chemical Equilibria	Met	Further develop course content to provide more learning supplements.
4. Thermodynamics	Met	See #3.
5. Electrochemistry	Met	See #3.
6. Organic Chemistry	Met	Set #3.
7. Laboratory Skills	Met	See #3.

Assessment Report for **Course Name/Engineering Physics II**
Term: Spring 2021

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. 1. Evaluate situations involving Engineering Physics II topics by choosing the appropriate conceptual frameworks.	Met at 86.9%	
2. Recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis to generate solutions to problems in Engineering Physics II topics.	Met at 78.7%	
3. Think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Engineering Physics II topics, selecting relevant information, selecting an approach to solving the problem and carry out the analysis needed to generate and communicate solution(s).	Met at 94.6%	
4. Perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Engineering Physics II topics.	Met at 95.6%	

Assessment Report for *Course Name/College Physics II*

Term: Spring 2021

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. The student will be able to evaluate situations involving Physics II topics by choosing the appropriate conceptual frameworks.	Met at 79.7%	
2. The student will be able to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Physics II topics.	Met at 80.6%	
3. The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics II topics, selecting relevant information, selecting an approach to solving the problem and carry out the analysis needed to generate and communicate solution(s).	Partially met at 72.8%	The student missed few classes and was unable to get her grade back up in this category. It was expected that the student will be able to end up with a grade $\geq 75\%$
4. The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics II topics.	Met at 92.5%	

Comprehensive Program Of Cosmetology For 2021-2022

Prepared by
Chelsea Bailey and Angela Stroud

01/11/2022



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 Cosmetology program provides training on a vocational level for people interested in preparing themselves for employment in the field of Cosmetology. It is a 1500 clock hour, three-semester program. Students enroll in 18 credit hours the first semester, 16 credit hours the second semester, and 16 credit hours the third semester. After the student has completed 320 clock hours of instruction, appointments with clients may be scheduled to simulate a professional day in a typical salon. In Fall of 2018 we started a part time high school program for seniors to complete a semester worth of courses over their senior year of high school and then transition to a full-time student and complete the last two semesters of the program. Moving forward we are restructuring the high school program to allow juniors to start as well. Students will be enrolled in one course each semester while still in high school and transition to full time once graduated.

Upon completion of the 1500 clock hours and 50 credit hours of course work, students receive a certificate in Cosmetology. Students can complete 15 General education credit hours to earn an Associates of Applied Science. Once a student has completed the program and passed a written theory and written practical examination governed by the Kansas Board of Cosmetology, they are ready to enter the workforce at an entry level position.

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:

COS Program Review Data AY 2020

Number of Faculty:

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

0 part time ()

Enrollment & Student credit hours by Faculty type:

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

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

Average Class size:

6.73 students in Face-to-Face classes

0 students in online classes

6.73 students across all courses

Completion rates:

98.2% face-to-face

0% online

98.2% all courses

Pass ('D' or better) rates:

97.2% face-to-face

0% online

97.2% all courses

Pass ('C' or better) rates:

91.7% face-to-face

0% online

91.7% all courses

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

Degrees Awarded: 3 Cert; 8 AAS

Number of Graduates working in a related field: 9

COS Program Review Data AY 2021

Number of Faculty:

3 full time (Bailey, Lawrence, Stroud)

0 adjunct ()

Enrollment & Student credit hours by Faculty type:

Full time: 118 total credit hours taught, with 187 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

Average Class size:

5.8 students in Face-to-Face or Hybrid classes

0 students in online classes

5.8 students across all courses

Completion rates:

98.93% face-to-face/hybrid

% online

98.93% all courses

Pass ('D' or better) rates:

97.30% face-to-face/hybrid

% online

97.30% all courses

Pass ('C' or better) rates:

95.14% face-to-face/hybrid

% online

95.14% all courses

Number of Majors: 15 Cert, 11 AAS (5 Cert, 3 AAS returned in Fall 2021—overall retention rate: 73%)

Degrees Awarded: 9 Cert, 6 AAS

Number of Graduates working in a related field: 8

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

	Operating Budget	Expense	Encumbered	Remaining
12-510:550	Salary	\$192,809.05		(\$192,809.05)
12-591:598	Fringe Benefits	46,500.05		(46,500.05)
12-601	Travel			
12-602	Food and Meals	113.75		(113.75)
12-606	Student Travel			
12-607	Rentals			
12-611	Postage & Shipping			
12-613	Printing			
12-615	Advertising	163.91		(163.91)
12-616	Promotions			
12-617	Recruiting			
12-619	Animal Food			
12-626	Conference Fees/Registration			
12-631	Telephone			
12-641	Lease/Rental/Lease Purchase	1,980.00		(1,980.00)
12-646	Service Agreements			
12-647	Fuel/Gas			
12-649	Repairs			
12-661	Contract Services			
12-662	Legal Services			
12-663	Consultants			
12-681	Dues/Memberships/Fees	432.00		(432.00)
12-682	Subscriptions			
12-699	Uniforms			
12-700-000	Instructional Supplies	6,919.94		(6,919.94)
12-700-001	Instructional Supplies (Innovation Fee)	6,293.13		(6,293.13)
12-701	Office Supplies	35.97		(35.97)
12-702	Paper Supplies			
12-703	Books			
12-704	Periodicals			
12-705	Media (Videos, DVD)			
12-717	Professional Development			
12-719	Misc. Expenses	487.41		(487.41)
12-850	Equipment- Non-Capital >\$5,000			
12-852	Software & Licenses			
	Total	255,735.21		(255,735.21)

INDEPENDENCE COMMUNITY COLLEGE
Cosmetology
For the Twelve Months Ending Wednesday, June 30, 2021

	Operating Budget	Expense	Encumbered	Remaining
12-510:550	Salary	\$171,450.01		(\$171,450.01)
12-591:598	Fringe Benefits	54,351.04		(54,351.04)
12-601	Travel	283.30		(283.30)
12-602	Food and Meals	27.72		(27.72)
12-606	Student Travel			
12-607	Rentals			
12-611	Postage & Shipping			
12-613	Printing			
12-615	Advertising	63.00		(63.00)
12-616	Promotions			
12-617	Recruiting			
12-619	Animal Food			
12-626	Conference Fees/Registration			
12-631	Telephone			
12-641	Lease/Rental/Lease Purchase			
12-646	Service Agreements			
12-647	Fuel/Gas			
12-649	Repairs			
12-661	Contract Services			
12-662	Legal Services			
12-663	Consultants			
12-681	Dues/Memberships/Fees	51.25		(51.25)
12-682	Subscriptions	825.00		(825.00)
12-699	Uniforms			
12-700-000	Instructional Supplies	6,286.58		(6,286.58)
12-700-001	Instructional Supplies (Innovation Fee)	250.63		(250.63)
12-701	Office Supplies	66.52		(66.52)
12-702	Paper Supplies			
12-703	Books			
12-704	Periodicals			
12-705	Media (Videos, DVD)			
12-717	Professional Development	442.75		(442.75)
12-719	Misc. Expenses	102.38		(102.38)
12-850	Equipment- Non-Capital >\$5,000	1,084.48		(1,084.48)
12-852	Software & Licenses	825.00		(825.00)
	Total	236,109.66		(236,109.66)

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:

For student to be successful in the program they must pass each course with a 75% or higher, clock 1500 clock hours, complete state mandated hands-on practicals, and pass a written theory and written practical exam at State level with a 75% or higher.

See appendix for list of minimum practice on state mandated practicals.

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:

Students have access to at least one of their instructors a minimum of 38 face-to-face hours per week. Students are given the information and guidance to succeed and have instructors with them the whole way. Students are encouraged to ask questions and will always get the help they need.

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 Cosmetology Faculty members have participated in reflection on assessment every semester. We feel this is very important work and it keeps us up to date on what is working and when a change needs to be considered. By assessing each course, we can easily review and make sure that not only course outcomes are being met, but our program outcomes as well.

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:

Going over the assessment data we will continue updating products used for services to keep up with the new trends and techniques. This is an ever-changing career path, and we do our best to make sure students have products and up-to-date information. Timing remains a big part of our curriculum. Students are timed when testing out of hands-on practicals to make sure they can perform each service in a timely manner.

Please See Appendix for Course Assessment Data

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:

We will stay current with the curriculum mandated by the Kansas Board of Cosmetology. They are currently updating the curriculum and we will implement those changes when the time comes. We will continue with assessment evaluations after each semester and make the necessary changes to ensure the quality of education for our students.

PENDING APPROVAL

4.0 External Constituency and Significant Trends

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

4.1: Program Advisory Committee:

Narrative:

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

Member Name	Title	Organization	Length of service
Chelsea Bailey*	Cosmetology Instructor/Director	Independence Community College	5 years
Angela Stroud	Cosmetology Instructor	Independence Community College	5 years
Lisa Hugo	Local Business Owner	Hugo's Industrial Supply	3 years
Cori Johnson	Cosmetologist	Sonder Salon- Neodesha, KS	3 years
Laura Jamison	Success Coach	Independence Community College	2 years
KyLee Wagner	Cosmetologist	Blush Beauty Bar-Cherryvale, KS	1 year
Jessica Thummel	Cosmetologist	Trackside Salon- Chanute, KS	2 years
Emma Steelman	Cosmetologist	Salon 101- Edna, KS	2 years
Alisa Beecham	Cosmetologist	A Cut Above- Independence, KS	3 years
Taylor Westerhold	Academic & Career Advisor	Cherryvale Middle/High School	1 year
Kim Booe	Cosmetologist	Smart Style- Independence, KS	3 years
Meagan Moore	Coordinator of student life	Independence Community College	2 years

Please See Appendix for Advisory Board minutes.

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:

Kansas Board of Cosmetology is our accrediting agency. ICC contacts are Chelsea Bailey, Director of Cosmetology and Angela Stroud, Cosmetology Instructor. Kansas Board of Cosmetology contact is Laura Glockner, Executive director. Last inspection was 2/15/2022. Inspections may be done once a quarter, and they are not scheduled. Due to Covid-19 we did not get inspected Spring 2020.

Please See Appendix for Inspection Reports

4.3: Other:

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

Narrative:

Higher Learning Commission (HLC), the college's regional accrediting body, uses categories to evaluate the culture of continuous quality improvement on campus. We believe we fall under criterion 3 which is teaching and learning, quality, resources and support.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

The current curriculum is appropriate for this discipline. The multiple courses keep students engaged and on track while going through the program. We are staying up to date with curriculum changes and are currently getting information from the board about changes that will go into effect next year. We are taking all the necessary steps to implement the new information as we receive it.

The cosmetology program does not include any courses that would transfer to a four-year university.

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

The program was last restructured in Fall of 2016 to 16 courses with a total credit hour of 50 instead of a 4-course program with 44 credit hours. We foresee a small restructuring coming soon when the curriculum update from the Kansas Board of Cosmetology is finalized with added services that need to be taught.

Our students are taught how to handle many different hair types. The Kansas Board of Cosmetology is currently updating the curriculum to incorporate more natural hairstyling for students to become more rounded stylists. Moving forward we are looking into changing teaching materials from Milady to Pivot Point. Pivot Point encompasses a wider range of learning styles, teaching styles, and more modern techniques.

In Cosmetology we see mostly female students, but we encourage all genders to join the program. The program faculty does not discriminate based on race, religion, color, national origin, sex, age, tenure, disability or any other factors that cannot be lawfully considered.

The Cosmetology program incorporates community-based learning by having the salon floor open to the public. Students can practice what they have learned on clients and build their confidence in the services they are providing. We have also helped multiple years with Neewollah and ICC play productions providing hair and makeup services to the cast members.

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

5.2 Degree and Certificate Offerings or Support

Narrative:

Upon completion of the Cosmetology program students will be awarded a Certificate of Cosmetology. Students may complete 15 general education credit hours along with the 50 credit hours for the Cosmetology program and receive an Associates of Applied Science.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

From Fall 2019 to Spring of 2021 the program had 28 graduates with 18 currently working in the field. Our current pass rates at the State level are 96.97% for the Written Theory exam and 79.31% for the Written Practical exam. The cosmetology program always offers free haircuts to first responders and military veterans, this brings more clients in the door and gives our students additional hands-on experience. We also offer a discount to students, staff, and faculty with their ICC ID.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

We work together to stay compliant with Kansas Board of Cosmetology rules and regulations regarding curriculum and sanitation. Both faculty members complete continuing education hours to stay up to date on current techniques and trends. Faculty members work well together in achieving set goals, not only for our students, but the program.

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:

With the ever-changing trends Cosmetology instructors stay up to date with product knowledge, application techniques, new tools, etc. We attend product and technique classes learning new skills that we incorporate into our curriculum.

ICC Cosmetology faculty and students volunteer skills and time for several community events. We have participated in Neewollah play production hair and makeup. We have offered nail services at Newton's True Value Ladies Night Out. We have partnered with ICC theater and IHS theater to do hair and makeup for play productions. Cosmetology students and faculty helped plant flowers at ICC West for the annual Love Independence Day.

PENDING APPROVAL

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:

From Fall 2019 to Spring of 2021 the program had 28 graduates with 18 currently working in the field. Our current pass rates at the State level are 96.97% for the Written Theory exam and 79.31% for the Written Practical exam. As a student progresses in the program, they find that this may not be the right career choice for them, and they don't return. We have noticed an uphill trend in retention of students from semester to the next. We feel our retention of students is getting better because we are trying to give them more information before starting the program. They are informed more about the curriculum and what it entails. Students are told from the beginning how important attendance is and how in-depth the curriculum for the program is.

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.)*

7.2 Academic Program Vitality Reflection, Goals and Action Plans

Narrative:

Circle One: Maintain Current Levels of Support

Potential Enhancement Opportunities

Revitalization Opportunities/Needs

Phase out

Explain why:

We believe that the Cosmetology program falls under Potential Enhancement Opportunities. We align with the mission statement because within 3 semesters students can be in the workforce. Cosmetology

instructors keep up with current trends within the field of hair, makeup, skin care and overall wellbeing. We constantly strive to make improvements as needed to further the education level of students.

7.3 Academic Program Goals and Action Plans

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

Narrative:

Short-Term Goals:

- **Increase enrollment:** We would like to strive for 50 students total in the program because the Kansas Board of Cosmetology will allow 25 students per 1 instructor. We would like to beef up our recruiting to reach more students. Measuring this goal will come by watching enrollment numbers for coming semesters. This goal is possible to achieve because in the past we have had bigger class enrollments. We currently have the resources to accomplish this, we just need to continue to recruit students. This goal will be a challenging one, but we don't see any way that we won't up enrollment. The benefit to accomplishing this goal will be more completers for the program and more licensed stylists. This is an ongoing goal; we would like to increase enrollment every semester moving forward.
- **Increase Service Sales:** Market the salon to get more clients in the door for student practice. By advertising more and taking advantage of social media we have already started to increase our service sales. The profits that will be made from the increased sales will be a great measure of this goal. This is an achievable goal, and we have the skills and abilities to accomplish it. The benefit of this goal will be the added revenue for the salon. We are working towards this goal now and it will be an ongoing goal to keep bringing in more money.
- **Attend Eyelash Extension Training:** Eyelash extensions are the next big thing and within the year will be added into the Kansas board of Cosmetology Curriculum. If both instructors could be trained in this service, they could provide training to students, and this could be an added service to offer in the salon. We are currently looking into different training opportunities to attend to get certified. Measuring this goal will be going to the class and practicing building confidence in this skill and be able to pass our knowledge onto students. Both instructors are knowledgeable on the art of eyelash extensions and are confident that we would be successful with training from an eyelash extension instructor. This would be an added service that students will learn and take with them in their career. We would like to get this completed within the year to be able to train students properly and meet the criteria set forth by the board.
- **Cosmetology Area update:** This goal will accomplish cosmetic issues along with space issues. This area was not designed for growth in the program. When we have bigger enrollments, students are on top of each other trying to find space to work. Measurement of this goal will be proper workspace per student and overall appealing look of the salon. This goal is achievable,

but we will need the help of maintenance to move forward as we have floors that are in disrepair and will need to be replaced. The floors are something that our inspector can and has written us up for on previous inspections and before long we will incur a fine for the way they look. We have had multiple clients take notice of the floors and make comments about them. We always keep clean floors, but the way they look does not seem that way. Completion date on this would be left up to maintenance and when they were available to fix it.

- **Pivot Point:** We are in the process of implementing new teaching materials through Pivot Point. This new teaching system is updated beyond our current Milady teaching resources. Pivot Point will be a great asset for Faculty and Students moving forward.

Long-Term Goals:

- **Moving to a Downtown location:** Cosmetology Faculty see a need to move downtown to a different facility. This move will help us increase service sales and allow us to design a salon and class area with better flow for students, faculty, and clients. With funding this is possible, and we believe would be the best move for the future of the program. The purpose of this goal will help us have a more appealing school to keep up with our competition, it will help us increase service sales as well as enrollment. We would like to do this in the next 3-5 years or sooner if feasible.
- **Nail Technology:** We see a need to implement a Nail Technology Program. This program would give a student only interested in nails an opportunity to come to school for one semester and be able to enter the work force upon passing the Kansas Board of Cosmetology Theory and Practical exams. With their current credentials with the Kansas Board of Cosmetology the two Faculty members are licensed to teach Nail Technology. We see this being an option within the next 3-5 years or possibly sooner.

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:

This program aligns with the ICC Mission by providing academic excellence in the classroom and the salon floor by incorporating a true salon atmosphere while dealing with different learning styles while preparing them for a career. We are open to the public as well as volunteer our time for community events.

We believe this program can be tied to all key initiatives in the Strategic Plan. We meet #1 because faculty complete training to ensure campus-wide respect of student and community diversity, we maintain ADA compliance within our area, we make students and faculty feel safe and secure while at school, and we are currently looking into implementing a nail tech program. We meet #2 implementing professional development activities to complete our continuing education hours and faculty members chair an advisory board of local professionals. We meet #3 and #4 because we participate in the area career fairs and recruiting events, we keep in contact with local and surrounding salon owners to create a bridge between school and employment. We meet #5 by doing everything to increase enrollment, retain students and get as many completers for the program as possible. We meet #6 by sticking to our budget and spending within our means and asking for requests when the need arises.

The Cosmetology program meets Criterion 3 and 4 with the Higher Learning Commission. We keep the program current and require the levels of student performance appropriate to the credential awarded. Both Cosmetology faculty members are appropriately qualified to teach the curriculum. Faculty are evaluated regularly in accordance with established institutional policies and procedures. Instructors are accessible for student inquiry and work as advisors to students in the Cosmetology program. We participate in the program review process every year and maintain accreditation with the Kansas Board of Cosmetology. We assess course learning outcomes and program level outcomes at the completion of each course.

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

Narrative:

Please tie needs to SMART Goal (from 7.3)

Immediate Budget Requests/Needs

Long Term Requests/Needs

In the budget requests in the appendix, we are asking that our Food and meals budget line get increased for \$200 to \$500 for meals that will be purchased at our Teaching Conference as well as meals that will be purchased when we attend classes with students at our Beauty Supplier in Joplin, Mo. We are asking for \$500 to be added to our Advertising line where there are currently no funds. We would like to take advantage of as much advertising as possible moving forward to increase our salon clientele and help students be able to practice on more live models as opposed to mannequins. We are looking to have \$500 in our Recruiting line to be able to buy supplies when attending recruiting events to help with enrollment. We are looking to add \$1,000 to our Conference Fee/Registration line to cover costs for our Teaching Conference. We need to up the funds in our Lease/rental/lease purchase line to pay for our salon software and our membership to Pivot point online teaching portal. We need an increase in our instructional supply line to cover inflated costs of products and supplies needed to teach. We would like our office supply line to decrease by \$400 to \$100. We would like to increase our Professional Development line to \$600 to aid in paying for infection control CE hours that are mandated by the state. We would like to decrease our Misc line from \$1,400 to \$400.

Please see Budget Request Forms in the Appendix

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:

Cosmetology program faculty members Chelsea Bailey and Angela Stroud completed this program review.

9.2 VPAA and/or Administrative Designee Response

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

Narrative:

Division Chair: I agree with the information provided and the recommendations given in this program review.

PRC: PRC agrees with the information provided and recommendations of the program review.

Vice President for Academic Affairs: The VPAA agrees with the data and recommendations provided in this program review.

10.0 Appendices

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

2.1 Define Student Success

Kansas Board of Cosmetology Minimum Practical Practice:

Haircoloring-25
Hair Lightening-25
Chemical Waving-25
Chemical Hair Relaxing-25
Shear Haircuts-25
Razor Haircuts-25
Complete Pin Curl sets-25
Complete Pin Curl sets with Finger Wave-25
Complete Roller Sets-50
Complete Comb outs-50
Curling Iron Sets-50
Blow Dry Styling- 50

Other services have minimum hours of practice, but the actual services don't have a minimum practice number that has to be fulfilled at this moment. The Kansas Board of Cosmetology is currently updating the curriculum to encompass more services that students will be performing after leaving school, such as eyelash extensions.

3.2 Significant Assessment Findings

Fall 2019 Assessment Data

Business Practices I – COS1021 – Fall 2019

Assessment Outcomes, Measures, and Data

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Results and Analysis – Business Practices I – Fall 2019

Findings: Class discussions are great.

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

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

Recommendations: Continue classroom discussion.

Actions: No actions are required.

Chemical Services I COS1004 – Fall 2019

Assessment Outcomes, Measures, and Data

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

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

Overall: 8 out of 8 (100%) students scored a 75% or higher on the test.

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

Overall: 8 out of 8 (100%) students scored a 75% or higher on performing a basic perm wrap in a timely manner.

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

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

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

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

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

Overall: 8 out of 8 (100%) students scored a 75% or higher on a quiz over this subject.

Results and Analysis – Chemical Services I COS1004 – Fall 2019

Findings: Students respond well with demonstrations and hands on.

Strengths: Students respond well when they use the real chemical for the service. They can see results.

Weaknesses: The cost of the chemical for the services is expensive.

Recommendations: Research chemical lines.

Actions: Continue researching chemical lines that are cost effective and professional for students to learn with.

Cosmetology Board Review – Fall 2019

Assessment Outcomes, Measures, and Data

Outcome 1: Demonstrate foundational knowledge in core areas tested over the licensure exam.

Measure 1: Seventy five percent of students will pass with a 75% or higher on a practice 120 question multiple choice written exam with 100 questions over chapters studied during the program and 20 questions in Kansas Board of Cosmetology law that is timed.

Overall: 2 out of 2 students performed with 75% or better accuracy.

Measure 2: Seventy five percent of students will pass with a 75% or higher on a timed practical practice exam including all the services that will be performed at the state level.

Overall: 2 out of 2 students completed with 75% or better accuracy.

Outcome 2: Correctly pack bags for practical test.

Measure 1: Seventy five percent of students will pack with a 75% or higher accuracy their bags for their practice state practical test and will make sure that everything is labeled, clean and disinfected and that they have packed the correct implements to pass their test.

Overall: 2 out of 2 students performed this with 75% or higher accuracy.

Measure 2: Seventy five percent of students will pack with 75% or higher accuracy their bags for their Kansas Board of Cosmetology practical exam.

Overall: 2 out of 2 students performed this with 75% or higher accuracy.

Outcome 3: Provide all needed documentation to program staff and to the state to be eligible to schedule testing date for licensure exam.

Measure 1: One hundred percent of students will complete all weekly time records, daily practicals and passed all courses with a 75% or higher.

Overall: 2 out of 2 students did this with 75% or higher accuracy.

Measure 2: One hundred percent of students will submit their high school diploma or GED to Kansas Board of Cosmetology prior to scheduling their exam.

Overall: 2 out of 2 students completed this with 75% or higher accuracy.

Results and Analysis – Cosmetology Board Review COS2001 – Fall 2019

Findings: Students feel prepared and confident for their state level test after completing this course.

Strengths: The more students practice each practical that will be performed at state level the more confidence they build in their skills. Students return after testing and have stated that compared to other testers from other schools they were very prepared and organized.

Weaknesses: Teaching with the uncertainty of Covid-19 has been stressful, but we have made the best of the situation we are in.

Recommendations: Continue to stay up to date with testing procedures and any changes that need to be made according to Ergometrics (testing center) and the Kansas Board of Cosmetology.

Actions: There were changes made to the practical exam, so the necessary steps were taken to update the teaching of these practicals.

Business Practices II COS2002 – Fall 2019

Assessment Outcomes, Measures, and Data

Outcome 1: Explain the importance of good business operation and personnel management.

Measure 1: Seventy-five percent of the students will complete Chapter 31 Book work with 75% or better accuracy.

Overall: 3 out of 3 (100%) students completed this with 75% or better.

Measure 2: Seventy-five percent of students will pass a multiple-choice test over Chapter 31 with a 75% or higher.

Overall: 3 out of 3 (100%) of the students passed a multiple-choice test about this subject.

Outcome 2: Discuss the principles and practices of good selling.

Measure 1: Seventy-five percent will complete Chapter 32 bookwork with 75% or better accuracy.

Overall: 3 out of 3 (100%) of the students completed bookwork with 75% or higher accuracy.

Measure 2: Seventy-five percent of the students will develop professional knowledge and attitude of selling with positive results during a class discussion

Overall: 3 out of 3 (100%) of the students were able to talk with ease to their clients about hair care, skin care products and educate the client about home care regimens.

Outcome 3: Explain the importance of advertising.

Measure 1: Seventy-five percent of the students will learn the importance of location and service in demand while participating in a group discussion.

Overall: 3 out of 3 (100%) of the students researched the importance of location of a business and product/service in demand.

Measure 2: Seventy-five percent of the students will understand the importance of advertising to build a business while participating in a group discussion.

Overall: 3 out of 3 (100%) of the students participated in a group discussion.

Results and Analysis – Business Practices II – Fall 2019

Findings: Due to Covid the salon floor was closed so we didn't have the opportunity for students to direct sale, so we ended up having group discussions about the importance of selling products/services, personnel management, advertising and the use of social media and word of mouth.

Strengths: Even during the pandemic the students still tried to get to school and participate.

Weaknesses: With the floor not being open they didn't get that face-to-face interaction with clients.

Recommendations: Hopefully next semester the floor will be open more and the students will get the opportunity to try their selling skills.

Actions: See recommendations.

Kansas Law COS1002 – Fall 2019
Assessment Outcomes, Measures, and Data

Outcome 1: Discuss the laws as provided by the Kansas Board of Cosmetology.

Measure 1 – Every student will practice these laws daily.

Overall 15 out of 15 Students (100%) can follow the laws.

Measure 2 – Every student will know how to use disinfectants and where to properly store them.

Overall 15 out of 15 Students (100%) can follow the manufacturer's directions and know how to store them away from the public.

Measure 3 – The students are tested with pop quizzes and written test with 15 out of 15 students pass with a 75% or greater.

Overall 15 out of 15 Students (100%) will score a 75% or higher on a multiple-choice written test or a question-and-answer pop quiz.

Outcome 2: Describe rules and regulations relating to infection control.

Measure 1 – The students practice the safety and sanitation procedures to clients daily.

Overall 15 out of 15 Students (100%) will Score a 75% or higher in a client sanitation to the client.

Measure 2 - The procedures become natural actions

Overall 15 out of 15 Students (100%) will Score a 75% or higher that the students follow the rules and regulations provided by the Board of Cosmetology.

Measurer 3 – The instructors inspect the salon floor, classrooms, and equipment to make sure that proper sanitation is being done.

Overall 15 out of 15 Students (100%) will Score a 75% or higher of the end of the workday of proper sanitation.

Outcome 3: Describe the rules and regulations relating to examinations.

Measure 1 – The students are given a practical to perform a Blood Spill Procedure and 15 out of 15 students completed with 100% accuracy.

Overall 15 out of 15 Students (100%) will pass a rubric of the Blood Spill Procedures with a 75% or higher score.

Measure 2 – The students are given a worksheet to find the answers in the law book and underline the answer, put the page number on the worksheet where the answer was found and write the answer on the worksheet.

Overall 15 out of 15 Students (100%) will pass a multiple-choice test with a score of 75% or greater.

Measure 3 - The students will have law questions included in their written test of multiple-choice at a state level. Also, when the students are eligible to take their practical test, the students will have to perform infection control in a safe manor for their client and themselves. KBOC is very strict about the rules and regulations of infection control.

Overall 15 out of 15 (100%) students will pass with a score of 75% or higher on a multiple-choice test.

Outcome 4: Explain the rules and regulations relating to schools, establishment, inspections and cosmetology school course curriculums.

Measure 1: The students will learn the rules and regulations relating to school, establishment, inspections and cosmetology school course curriculums.

Overall: This outcome was met. 15 out of 15 (100%) of the students scored with a 75% or higher on a multiple-choice test.

Outcome 5: Explain the rules and regulations relating to electrolysis apprentice.

Measure 1: The students will understand the rules and regulations relating to electrolysis apprentice.

Overall: This outcome was met. 15 out of 15 (100%) of the students scored with a 75% or higher on a multiple-choice test.

Physical Services I COS2012 - Fall 2019

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of shampoos and rinses, scalp and hair treatments, manicure and pedicures, and massage movements.

Measure 1: Seventy-five percent of the students will be able to know what proper shampoo, rinses, scalp and hair treatments for the service that the are going to perform.

Overall: 7 out of 7 (100%) students will score a 75% or higher on a product knowledge quiz.

Measure 2: Seventy-five percent of the students will be able to perform manicures, pedicures and massage movements.

Overall: 7 out of 7 (100%) students will score a 75% or higher on a rubric grading sheet of the steps to perform a manicure, pedicure, and massage movements.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 7 out of 7 (100%) students scored a 75% or higher on the multiple-choice test.

Outcome 2: Explain and practice correct procedures for shampooing.

Measure 1: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test over shampooing.

Overall 7 out of 7 (100%) students scored a 75% or higher on a multiple-choice test over shampooing.

Measure 2: Seventy-five percent of the students will demonstrate a proper shampooing procedure.

Overall: 7 out of 7 (100%) students will demonstrate a proper shampooing procedure with a rubric grading sheet.

Outcome 3: Identify and select the appropriate materials, implements, and supplies for facials and make-up application

Measure 1: Seventy-five percent of the students will be knowledgeable of what product and implements to be used on what skin type.

Overall: 7 out of 7 students will be able to properly set up for a facial service scoring a 75% or greater with a rubric grading sheet.

Measure 2: Seventy-five percent of the students will be able to demonstrate a facial with a 75% or higher score on a rubric grading sheet.

Overall: 7 out of 7 (100%) of the students scored a 75% or higher on the rubric grading sheet for properly demonstrating a facial.

Measure 3: Seventy-five percent of the student will score a 75% or higher on a multiple-choice test.

Overall: 7 out of 7 (100%) of the students scored a 75% or higher on a multiple-choice test.

Scientific Concepts COS1015 – High School - Fall 2021

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate sanitation practices as prescribed by Kansas Board of Cosmetology.

Measure 1: Sanitation practices with KBOC (Kansas Board of Cosmetology) have changed to those changes will be implemented.

The students will be able to explain the differences between cleaning, disinfecting, and sterilizing.

Overall: The students will explain the differences with 75% or better accuracy.

3 out of 3 students (100%) completed this with 75% or better accuracy. This outcome was met.

Outcome 2: Describe and implement safety precautions as prescribed by OSHA for the salon.

Measure 1: The student will learn the layout of the updated OSHA required Safety Data Sheets that are implemented worldwide.

Overall: The students will be able to list the 16 categories of information required on the updated Safety Data Sheets. 3 out of 3(100%) students will be able to list the categories with a 75% or higher.

Outcome 3: Describe simple safety and first-aid applications for cuts, minor burns, choking, fainting and eye injury.

Measure 1: The students practice blood spill procedures more often to stay in compliance with KBOC (Kansas Board of Cosmetology) standards that have recently changed. The instructors have demonstrated the different procedures and shown videos of how to properly perform them without harming the person.

Overall: This outcome was met. 3 out of 3 (100%) students will be able to respond to a blood spill or injury in a professional manor scoring a 75% or higher on a practical test.

Outcome 4: Identify the anatomy of the hair and scalp.

Measure 1: The students will learn the various parts of the hair and scalp.

Overall: This outcome was met. 3 out of 3 (100%) of the students were able to identify the different layers that make up the hair strand and scalp.

Outcome 5: Analyze the form, length, texture, density, and porosity of the hair.

Measure 1: The students will learn how to analyze the form, length, texture, density, and porosity of the hair.

Overall: This outcome was met. 3 out of 3(100%) of the students have the knowledge to analyze the form, length, texture, density, and porosity of the hair.

Outcome 6: Identify conditions and disorders of the hair and scalp.

Measure 1: The students will learn to identify conditions and disorders of the hair and scalp.

Overall: This outcome was met. 3 out of 3(100%) of the students can identify conditions and disorders of the hair and scalp.

Outcome 7: Describe the anatomy of the skin.

Measure 1: The students will learn to identify the anatomy of the skin.

Overall: This outcome was met. 3 out of 3 (100%) of the students can identify the anatomy of the skin.

Outcome 8: Identify conditions and disorders of the skin.

Measure 1: The students will learn to identify conditions and disorders of the skin.

Overall: This outcome was met. 3 out of 3 (100%) of the students can identify the conditions and disorders of the skin.

Outcome 9: Explain the anatomy, growth, and regeneration of the nail

Measure 1: The students will have knowledge of the anatomy, growth, and regeneration of the nail.

Overall: This outcome was met. 3 out of 3 (100%) of the students can explain the anatomy, growth, and regeneration of the nail.

Outcome 10: Describe irregularities, disorders, and diseases of the nail.

Measure 1: The students will learn the irregularities, disorders, and diseases of the nail.

Overall: This outcome was met. 3 out of 3 (100%) of the students can identify irregularities, disorders, and diseases of the nail.

Results and Analysis – Scientific Concepts COS1015 – Fall 2019

Findings: Having a hand on projects through understanding and staying focused. Some of the chapters have been beneficial to them on

Strengths: All outcomes were met, and students have a better understanding of the bacteria that are unseen but can be harmful in a salon setting.

Weaknesses: Keeping the students engaged through some of the lengthy chapters.

Recommendations: I am going to research more hands-on projects.

Actions: I have been using the internet to see what some of the other schools have done that might benefit our students.

Hair Designing I COS1025 – Fall 2019

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of hair shaping and hair styling.

Measure 1: Seventy-five percent of the students will know the purpose and effects of hair shaping and hair styling for the client of service.

Overall: 7 out of 7 (100%) of the students will score a 75% or higher on a hair shaping and hair styling quiz.

Measure 2: Seventy-five percent of the students will be able to perform hair shaping and hair styling on a mannequin.

Overall: 7 out of 7 (100%) of the students will score a 75% or higher on a rubric grading sheet of the steps to perform hair shaping and hair styling on a mannequin.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 7 out of 7 (100%) of the students scored a 75% or higher on a multiple-choice test given on this subject.

Outcome 2: Identify and select the materials, supplies, and implements needed for hair shaping, hair styling, and thermal styling.

Measure 1: Seventy-five percent of the students have the knowledge of what implements to use for hair shaping, hair styling, and thermal styling.

Overall: 7 out of 7 (100%) of the students will score a 75% or higher on a quiz about the implements used for hair shaping, hair styling, and thermal styling.

Measure 2: Seventy-five present of the students will have the knowledge of how to safely hold and use the implements.

Overall: 7 out of 7 (100%) of the students will score a 75% or higher on a demonstration on how to safely use the implements on a mannequin.

Outcome 3: Define and demonstrate basic hair styling techniques including finger waving and shaping.

Measure 1: Seventy-five percent of the students will know how to shape a finger wave in the hair.

Overall: 7 out of 7 (100%) of the students will score a 75% or higher on a rubric on shaping a finger wave on a mannequin.

Measure 2: Seventy-five percent of the students will be able to do basic hair styling techniques.

Overall: 7 out of 7 (100%) of the students scored a 75% or higher on a rubric grading sheet.

Outcome 4: Explain and demonstrate safety precautions in hair shaping and thermal styling.

Measure 1: Seventy-five percent of the students will be able to explain the steps of hair shaping in a safely manner.

Overall: 7 out of 7 (100%) of the students explained the steps of hair shaping in a safely manner.

Measure 2: Seventy-five percent of the students will be able to explain the steps to thermal styling in a safely manner.

Overall: 7 out of 7 (100%) of the students explained the steps of a thermal styling in a safely manner.

Measure 3: Seventy-five percent of the students will be able to demonstrate safety precautions of hair shaping and thermal styling.

Overall: 7 out of 7 (100%) of the students scored a 75% or higher on a rubric grading sheet of safely demonstrating hair shaping and thermal styling.

Hair Designing II COS2005 – Fall 2019

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate hair designing.

Measure 1: Seventy-five of the students will understand where we get ideas for hair designs.

Overall: 8 out of 8 (100%) students scored a 75% or higher on a quiz about this subject.

Measure 2: Seventy-five of the students will understand how to balance a hair design.

Overall: 8 out of 8 (100%) students scored a 75% or higher on a quiz about this subject.

Measure 3: Seventy-five of the students will score a 75% or higher on a multiple-choice test.

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

Outcome 2: Define and demonstrate intermediate hair cutting techniques.

Measure 1: Seventy-five percent of the students watch a demonstration of intermediate hair cutting.

Overall: 8 out of 8 (100%) students will score a 75% or higher on this subject.

Measure 2: Seventy-five percent of the students will understand where to place their hands for intermediate hair cutting.

Overall: 8 out of 8 (100%) students scored a 75% or higher on this subject with a rubric.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test.

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

Outcome 3: Describe and implement use of advanced wet styling aids.

Measure 1: Seventy-five percent of the students will understand how to use advanced wet styling aids.

Overall: 8 out of 8 (100%) students scored a 75% or higher on a quiz about this subject.

Measure 2: Seventy-five percent of the students will understand what implements to use on advanced wet styling.

Overall: 8 out of 8 (100%) students scored a 75% or higher on a quiz about this subject.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test about this subject.

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

Results and Analysis – Hair Designing II COS2005 – Fall 2019

Findings: YouTube, Milady videos, and tutorials help with up to date styles.

Strengths: Students respond well to videos and hands on.

Weaknesses: New implements are expensive.

Recommendations: Research implements.

Actions: Research to find lower cost implements.

Physical Services II – COS1016 – Fall 2019

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of a facial.

Measure 1: Seventy-five percent of the students will understand the purpose and effects of a facial.

Overall: 8 out of 8 (100%) students will score 75% or higher on the purpose and effects of a facial quiz.

Measure 2: Seventy-five percent of the students will understand the purpose of facial products.

Overall: 8 out of 8 (100%) students will score 75% or higher on the facial procedures quiz.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

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

Outcome 2: Demonstrate basic procedure for a facial.

Measure 1: Seventy-five percent of the students will watch a demonstration of a basic facial being performed.

Overall: 8 out of 8 (100%) students answer a quiz over the demonstration scoring a 75% or higher.

Measure 2: Seventy-five percent of the students have listed the steps of a basic facial.

Overall: 8 out of 8 (100%) students were graded on a list of steps for the basic facial.

Measure 3: Seventy-five percent of the students will be able to perform the basic facial on clients.

Overall: 8 out of 8 (100%) students scored a 75% or higher on the rubric grading sheet for properly demonstrating a facial.

Results and Analysis – Physical Services II – COS1016 – Fall 2019

Findings: Allowing the students to watch video over procedures and demonstrate the procedures are great for a student to see and follow.

Strengths: Students respond well to hands on. Students also respond to product that they are knowledgeable about.

Weaknesses: Keeping up with the latest products. Products are made to be used within their product line. Products are expensive.

Recommendations: Research product lines and techniques.

Actions: Product lines are being researched for the best for the students and the school.

Spring 2020 Assessment Data

Business Practices I – COS1021 – Spring 2020

Assessment Outcomes, Measures, and Data

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

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

Overall: 4 out of 4 (100%) of the students scored a 75% or greater on a quiz on items needed before opening a beauty salon.

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

Overall: 4 out of 4 (100%) of the students scored a 75% or greater on a paper that they have listed the items needed to open a beauty salon with the best prices.

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

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

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

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

Overall: 4 out of 4 (100%) took part in the class discussion over the financial involvement and is graded on class participation.

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

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

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

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

Results and Analysis – Business Practices I – Spring 2020

Findings: Class discussions are great.

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

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

Recommendations: Continue classroom discussion.

Actions: No actions are required.

Chemical Services II COS2004– Spring 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Describe and demonstrate hair coloring, hair lightening, removal of artificial color, special effects, color correction and chemical waving.

Measure 1: Seventy five percent of students will demonstrate proper application of hair coloring in a safe and sanitary manner with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) completed this application with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to properly describe and demonstrate proper application of hair lightening procedures with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) completed this task with 75% or higher accuracy.

Measure 3: Seventy five percent of students will be able to describe and demonstrate removal of artificial color with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) completed this task with a 75% or higher accuracy.

Outcome 2: Explain and demonstrate fillers, conditioners and chemical hair relaxing procedures.

Measure 1: Seventy five percent of students will be able to demonstrate how to safely remove and formulate for a corrective color with 75% or better accuracy.

Overall: 7 out of 7 students (100%) completed this task with 75% or better accuracy.

Measure 2: Seventy five percent of students will be able to choose the correct product based on a client's hair type with 75% or higher accuracy.

Overall: 7 out 7 students (100%) completed this task with 75% or higher accuracy.

Measure 3: Seventy five percent of students will be able to read manufacturer's instructions on coloring and chemical waving products to decide proper application and processing times with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) completed this task with 75% or higher accuracy.

Outcome 3: Identify special hair problems in chemical hair relaxing and demonstrate corrective measures for these problems.

Measure 1: Seventy five percent of students will be able to identify and demonstrate proper application of product to be used to replace the missing pigments in the client's hair with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) did this with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to identify the best conditioner product for their clients with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) did this with 75% or higher accuracy.

Measure 3: Seventy five percent of students will be able explain and demonstrate how to choose the proper hair relaxing product for their client with 75% or higher accuracy.

Overall: 5 out of 5 students (100%) did this task with 75% or higher accuracy.

Results and Analysis Chemical Services II COS2004— Spring 2020

Findings: This course is taken in the 3rd semester and students should be building confidence on performing these procedures on a salon client.

Strengths: Having students formulate and mix haircolor helps them build confidence when they enter a salon setting after completing the program. Students know the difference between different salon products used and can decide the best options for their client.

Weaknesses: Students struggle with application time.

Recommendations: Conduct more timed tests on application time to make sure that students are ready for their timed state level tests.

Actions: Incorporate the recommendations the next time this class is offered.

Chemical Services III COS 2015– Spring 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Describe and demonstrate hair coloring and hair lightening special effects.

Measure 1: Seventy five percent of students will be able to demonstrate hair coloring and hair lightening application in a safe and sanitary manner with 75% or higher accuracy while working on salon clients.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 2: Seventy five percent of students will keep client coloring and lightening records that explain the formulas, methods and procedures used for each service with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Outcome 2: Describe and demonstrate chemical waving safety measures.

Measure 1: Seventy five percent of students will be able to demonstrate a chemical waving service application in a safe and sanitary manner with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 2: Seventy five percent of students will keep client chemical waving records that explain product used, methods of wrapping, test curl and processing times for a chemical waving service with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Outcome 3: Describe and demonstrate chemical hair relaxing safety measures.

Measure 1: Seventy five percent of students will be able to demonstrate a chemical hair relaxing service in a safe and sanitary manner with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 2: Seventy five percent of students will keep client chemical hair relaxing records that explain the product used, methods of application and processing time with 75% or better accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Results and Analysis Chemical III COS2015 — Spring 2020

Findings: Due to the Covid-19 pandemic and having to go all online made these measures had to complete since there was no face-to-face instruction.

Strengths:

Weaknesses:

Recommendations:

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

Assessment Outcomes, Measures, and Data

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cosmetology Board Review – Spring 2020 Assessment Outcomes, Measures, and Data

Outcome 1: Demonstrate foundational knowledge in core areas tested over the licensure exam.

Measure 1: Seventy five percent of students will pass with a 75% or higher on a practice 120 question multiple choice written exam with 100 questions over chapters studied during the program and 20 questions in Kansas Board of Cosmetology law that is timed.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 2: Seventy five percent of students will pass with a 75% or higher on a timed practical practice exam including all the services that will be performed at the state level.

Overall: Not able to measure due to Covid-19 Pandemic.

Outcome 2: Correctly pack bags for practical test.

Measure 1: Seventy five percent of students will pack with a 75% or higher accuracy their bags for their practice state practical test and will make sure that everything is labeled, clean and disinfected and that they have packed the correct implements to pass their test.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 2: Seventy five percent of students will pack with 75% or higher accuracy their bags for their Kansas Board of Cosmetology practical exam.

Overall: Not able to measure due to Covid-19 Pandemic.

Outcome 3: Provide all needed documentation to program staff and to the state to be eligible to schedule testing date for licensure exam.

Measure 1: One hundred percent of students will complete all weekly time records, daily practicals and passed all courses with a 75% or higher.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 2: One hundred percent of students will submit their high school diploma or GED to Kansas Board of Cosmetology prior to scheduling their exam.

Overall: Not able to measure due to Covid-19 Pandemic.

Results and Analysis – Cosmetology Board Review COS2001 – Spring 2020

Findings: Due to the Covid-19 pandemic and this course going all online made it difficult to measure the learning outcomes because of no face-to-face instruction.

Strengths:

Weaknesses:

Recommendations: Continue to stay up to date with testing procedures and any changes that need to be made according to Ergometrics (testing center) and the Kansas Board of Cosmetology.

Actions:

Hair Designing III COS2022– Spring 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate care and usage of electric cutting tools.

Measure 1: Seventy five percent of students will be able to explain and demonstrate proper handling, cleaning and disinfecting of all electrical cutting tools (clippers, trimmers, tattoo trimmer) with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 2: Seventy five percent of students will be able to decide which electrical cutting tool is used to achieve desired results with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Outcome 2: Define and demonstrate advanced haircutting techniques.

Measure 1: Seventy five percent of students will be able to demonstrate various angles in a haircut to achieved desired results with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 2: Seventy five percent of students will be able to explain and demonstrate face shapes along with hair texture to achieve a complimentary style on a client with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Outcome 3: Identify and define the various types of wigs, hair pieces and hair extensions and explain their care and maintenance.

Measure 1: Seventy five percent of students will be able to identify the difference between synthetic and human hair with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 2: Seventy five percent of students will be able to describe the difference between a wig and hair piece and what would be the best option for an individual with 75% or better accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Measure 3: Seventy five percent of students will be able to explain care and maintenance for various types of wigs, hair pieces and hair extensions with 75% or higher accuracy.

Overall: Not able to measure due to Covid-19 Pandemic.

Results and Analysis Hair Designing III COS2022 — Spring 2020

Findings: Having to go completely online due to Covid-19 these learning outcomes were hard to measure since they require a face-to-face instruction.

Hair Designing I COS1025 – Spring 2020.

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of hair shaping and hair styling.

Measure 1: Seventy-five percent of students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 6 out of 6 students (100%) scored a 75% or higher on the multiple-choice test.

Measure 2: Seventy-five percent of students will score a 75% or higher on a project of seeing a picture of a hair style and understand what to do to achieve this hair style.

Overall: 6 out of 6 students were able to tell the instructor where the point of origin of the hair style should begin.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a project to show the angels of the hair style.

Overall: 6 out of 6 students will score a 75% or higher on a project to show how the hair style should be arranged.

Outcome 2: Identify and select the materials, supplies, and implements needed for hair shaping, hair styling, and thermal styling.

Measure 1: The students will be able to know the right tools and product for the selected hair style through a class project. The students will score a 75% or higher on their project.

Overall: 6 out of 6 students scored a 75% or higher in their group project.

Measure 2: Seventy-five percent of the students will score a 75% or higher on product knowledge.

Overall: 6 out of 6 students will score a 75% or higher on a multiple-choice test over product knowledge.

Measure 3: Seventy-five percent of the students will score a 75% or higher on implement knowledge.

Overall: 6 out of 6 students will score a 75% or higher on a multiple-choice test over implement knowledge.

Outcome 3: Define and demonstrate basic hair styling techniques including finger waving and shaping.

Outcome 4: Explain and demonstrate safety precautions in hair shaping and thermal styling.

Results and Analysis – Hair Designing I – Spring - 2020

Findings: Allowing the students to use their phones to look up the latest hair styles.

Strengths: Most outcomes were met.

Weaknesses: The students that did not meet the outcomes were students that had never fixed their hair or other people's hair. Also, these students had never thought about hair product or styling tools.

Some of the students were finding it hard to concentrate not being in the classroom.

Recommendations: For the students that are not knowledgeable over these areas that videos and internet was a great way to show them a visual. Also, to have the product and implements on hand for the students to be able to actually use the items.

Actions: Keeping implement and products up to date with the time of the hairstyles.

Hair Designing II COS2005 – Spring 2020, 2nd 8 weeks

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate hair designing.

Measure 1: Seventy-five of the students will pass a quiz on the subject with 75% or higher accuracy.

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

Measure 2: Seventy-five of the students will understand how to balance a hair design and be able to perform it with 75% or better accuracy.

Overall: 4 out of 4 (100%) students scored a 75% or higher on hands on practicals about this subject.

Outcome 2: Define and demonstrate intermediate hair cutting techniques.

Measure 1: Seventy-five percent of the students will be able to watch a demonstration of a technique and mimic it on their mannequin with 75% or better accuracy.

Overall: 4 out of 4 (100%) students performed this with 75% or better accuracy.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test.

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

Outcome 3: Describe and implement use of advanced wet styling aids.

Measure 1: Seventy-five percent of the students will understand how to use advanced wet styling aids through hands on practice with 75% or better accuracy.

Overall: 4 out of 4 (100%) students scored a 75% or higher on their hands on practice of the subject.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test about this subject.

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

Results and Analysis – Hair Designing II COS2005 – Spring 2020, 2nd 8 weeks

Findings: YouTube, Milady videos, and tutorials help with up to date styles.

Strengths: Students respond well to videos and ask lots of questions on why something is being done a certain way.

Weaknesses: We had to get very creative on grading hands on practice being that this 8 weeks was online.

Recommendations: Research online teaching of cosmetology in case we have to go online again in the future.

Actions: Research online teaching techniques.

HIGH SCHOOL

Hair Designing I COS1025 – Spring 2020.

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of hair shaping and hair styling.

Measure 1: Seventy-five percent of students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 6 out of 6 students (100%) scored a 75% or higher on the multiple-choice test.

Measure 2: Seventy-five percent of students will score a 75% or higher on a project of seeing a picture of a hair style and understand what to do to achieve this hair style.

Overall: 6 out of 6 students were able to tell the instructor where the point of origin of the hair style should begin.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a project to show the angles of the hair style.

Overall: 6 out of 6 students will score a 75% or higher on a project to show how the hair style should be arranged.

Outcome 2: Identify and select the materials, supplies, and implements needed for hair shaping, hair styling, and thermal styling.

Measure 1: The students will be able to know the right tools and product for the selected hair style through a class project. The students will score a 75% or higher on their project.

Overall: 6 out of 6 students scored a 75% or higher in their group project.

Measure 2: Seventy-five percent of the students will score a 75% or higher on product knowledge.

Overall: 6 out of 6 students will score a 75% or higher on a multiple-choice test over product knowledge.

Measure 3: Seventy-five percent of the students will score a 75% or higher on implement knowledge.

Overall: 6 out of 6 students will score a 75% or higher on a multiple-choice test over implement knowledge.

Outcome 3: Define and demonstrate basic hair styling techniques including finger waving and shaping.

Outcome 4: Explain and demonstrate safety precautions in hair shaping and thermal styling.

Results and Analysis – Hair Designing I – Spring - 2020

Findings: Allowing the students to use their phones to look up the latest hair styles.

Strengths: Most outcomes were met.

Weaknesses: The students that did not meet the outcomes were students that had never fixed their hair or other people's hair. Also, these students had never thought about hair product or styling tools. Some of the students were finding it hard to concentrate not being in the classroom.

Recommendations: For the students that are not knowledgeable over these areas that videos and internet was a great way to show them a visual. Also, to have the product and implements on hand for the students to be able to actually use the items.

Actions: Keeping implement and products up to date with the time of the hairstyles.

HIGH SCHOOL

Physical Services | COS2012 – Spring – 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of shampoos and rinses, scalp and hair treatments, manicure and pedicures, and massage movements.

Measure 1: Seventy-five percent of the students will be able to know what proper shampoos, rinses, scalp and hair treatments for the service that they are going to perform.

Overall: 6 out of 6 (100%) students will score a 75% or higher on a product knowledge quiz.

Measure 2: Seventy-five percent of the students will be able to perform manicures, pedicures and massage movements.

Overall: 6 out of 6 (100%) students will score a 75% or higher on a rubric grading sheet of the steps to perform a manicure, pedicure, and massage movements.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 6 out of 6 (100%) students scored a 75% or higher on the multiple-choice test.

Outcome 2: Explain and practice correct procedures for shampooing.

Measure 1: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test over shampooing.

Overall: 6 out of 6 (100%) students scored a 75% or higher on a multiple-choice test over shampooing.

Measure 2: Seventy-five percent of the students will demonstrate a proper shampooing procedure.

Overall: 6 out of 6 (100%) students will demonstrate a proper shampooing procedure with a rubric grading sheet.

Outcome 3: Identify and select the appropriate materials, implements, and supplies for facials and make-up application

Measure 1: Seventy-five percent of the students will be knowledgeable of what product and implements to be used on what skin type.

Overall: 6 out of 6 (100%) of the students will be able to properly set up to a facial service scoring a 75% or greater with a rubric grading sheet.

Measure 2: Seventy-five percent of the students will be able to demonstrate a facial with a 75% or higher score on a rubric grading sheet.

Overall: 6 out of 6 (100%) of the students scored a 75% or higher on the rubric grading sheet for properly demonstrating a facial.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test.

Overall: 6 out of 6 (100%) of the students scored a 75% or higher on a multiple-choice test.

Results and Analysis – Physical Services I COS2012 – Spring - 2020

Findings: Allowing the students to watch video over procedures and demonstrate the procedures are great for a student to see and follow.

Strengths: Students respond well to hands on. Students also respond to product that they are knowledgeable about.

Weaknesses: Keeping up with the latest products. Products are made to be used within their product line. Products are expensive.

Some of the students were finding it hard to concentrate outside of the classroom.

Recommendations: Research product lines.

Actions: Product lines are being researched for the best for the students and the school.

Kansas Law COS1002 – Spring 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Discuss the laws as provided by the Kansas Board of Cosmetology.

Measure 1 – Every student will practice these laws daily.

Overall 6 out of 6 Students (100%) can follow the laws.

Measure 2 – Every student will know how to use disinfectant and where to properly store them.

Overall 6 out of 6 Students (100%) can follow the manufactures directions and know to store them away from the public.

Measure 3 – The students are tested with pop quizzes and written test with 15 out of 15 students pass with a 75% or greater.

Overall 6 out of 6 Students (100%) will score a 75% or higher on a multiple-choice written test or a question and answer pop quiz.

Outcome 2: Describe rules and regulations relating to infection control.

Measure 1 – The students practices the safe and sanitation of procedures to clients daily.

Overall 6 out of 6 Students (100%) will Score a 75% or higher in a client sanitation to the client.

Measure 2 - The procedures become natural actions

Overall 6 out of 6 Students (100%) will Score a 75% or higher that the students follow the rules and regulations provided by the Board of Cosmetology.

Measurer 3 – The instructors inspect the salon floor, classrooms, and equipment to make sure that proper sanitation is being done.

Overall 6 out of 6 Students (100%) will Score a 75% or higher of the end of the work day of proper sanitation.

Outcome 3: Describe the rules and regulations relating to examinations.

Measure 1 – The students are given a practical to perform a Blood Spill Procedure and 15 out of 15 students completed with 100% accuracy.

Overall 6 out of 6 Students (100%) will pass a rubric of the Blood Spill Procedures with a 75% or higher score.

Measure 2 – The students are given a worksheet to find the answers in the law book and underline the answer, put the page number on the worksheet where the answer was found and write the answer on the worksheet.

Overall 6 out of 6 Students (100%) will pass a multiple-choice test with a score of 75% or greater.

Measure 3 - The students will have law questions included in their written test of multiple-choice at a state level. Also, when the students are eligible to take their practical test, the students will have to perform infection control in a safe manor for their client and themselves. KBOC is very strict about the rules and regulations of infection control.

Overall 6 out of 6 (100%) students will pass with a score of 75% or higher on a multiple-choice test.

Outcome 4: Explain the rules and regulations relating to schools, establishment, inspections and cosmetology school course curriculums.

Measure 1 – The students will have knowledge of the rules and regulations relating to schools, establishments, inspections and cosmetology school course curriculums.

Overall 6 out of 6 (100%) students will be involved in a class discussion about the rules and regulations relating to schools, establishment, inspections, and cosmetology school curriculums.

Measure 2 – The students are given a worksheet to fill in the answers about the rules and regulations relating to schools, establishments, inspections, and cosmetology school course curriculums.

Overall 6 out of 6 (100%) students will pass with a 75% or higher on the worksheet.

Measure 3 – The students will have law questions about the rules and regulations on their final exam and possibly on the state level test.

Overall 6 out of 6 (100%) student will pass with a score of 75% or higher on a multiple-choice test.

Outcome 5: Explain the rules and regulations relating to electrolysis apprentice.

Measure 1 – The students will have the knowledge of the rules and regulations relating to electrolysis apprentice.

Overall 6 out of 6 (100%) students will be involved in a class discussion about the rules and regulations to electrolysis apprentice.

Measure 2 – The students are given a worksheet to fill in the answers about the rules and regulations to electrolysis apprentice.

Overall 6 out of 6 (100%) students will pass with a score of 75% or higher on the worksheet about the rules and regulations to electrolysis apprentice.

Measure 3 - The students will have a law questions about the rules and regulations to electrolysis apprentice on their final exam and possibility on the state level test.

Overall 6 out of 6 (100%) students will pass with a score of 75% or higher on the multiple-choice test.

Results and Analysis – Kansas Law COS2004 – Spring - 2020

Findings:

We have found that the students being familiar with technical equipment to find information as long as they are directed in the proper direction, also to keep the updated version provided by the board.

Strengths:

The law book is read together as a class to ensure the proper language and meaning is being reinforced. The law book is discussed in class, also that the students know where to find the updated version when needed.

Weaknesses:

The law book is in a legal language which is not interesting to read.

Recommendations:

To keep the updated version provided by the KBOC.

To keep reading as a class with question and answers as we read.

The laws change and the students are made aware of this, and are knowledgeable of how to keep up on this information, also that it is their professional responsibility.

Actions:

We have found that the students are understanding the law book language when open discussions are done during the time of reading the book aloud as a class.

The measures are direct and met, so at this time I do not see that any actions need to be taken.

Physical Services III COS2012– Spring 2020**Assessment Outcomes, Measures, and Data**

Outcome 1: Describe the importance of the consultation phase of an artificial nail service.

Measure 1: Seventy five percent of students will be able to conduct a client consultation about the proper nail enhancement service would be best for their client with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) did this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to choose correct product and application procedures per client with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) did this task with 75% or higher accuracy.

Outcome 2: Identify the main purpose of a proper artificial nail preparation

Measure 1: Seventy five percent of students will be able to demonstrate in a safe and sanitary manner the preparation of a nail for nail enhancement.

Overall: 7 of 7 students (100%) did this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to identify the proper products to be used for a nail preparation with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) did this task with 75% or higher accuracy.

Outcome 3: Explain the importance of a well-balanced nail.

Measure 1: Seventy five percent of students will be able to explain that a well-balanced nail looks more like one's natural nail with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) did this with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to build a nail enhancement to make it look as natural as possible with 75% or higher accuracy.

Overall: 7 out of 7 students (100%) did this task with 75% or higher accuracy.

Results and Analysis Physical Services III COS2012— Spring 2020

Findings: We need to find a way to get more hands-on practice on humans.

Strengths: Students have product knowledge to know what products that can and cannot be used.

Weaknesses: Not enough human services to get confidence for nail preparation service.

Recommendations: Advertise more to get client's in the door.

Actions: Incorporate more advertising to have more clients for students to practice nail enhancements on.

Physical Services I COS2012 – Spring – 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of shampoos and rinses, scalp and hair treatments, manicure and pedicures, and massage movements.

Measure 1: Seventy-five percent of the students will be able to know what proper shampoos, rinses, scalp and hair treatments for the service that they are going to perform.

Overall: 6 out of 6 (100%) students will score a 75% or higher on a product knowledge quiz.

Measure 2: Seventy-five percent of the students will be able to perform manicures, pedicures and massage movements.

Overall: 6 out of 6 (100%) students will score a 75% or higher on a rubric grading sheet of the steps to perform a manicure, pedicure, and massage movements.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 6 out of 6 (100%) students scored a 75% or higher on the multiple-choice test.

Outcome 2: Explain and practice correct procedures for shampooing.

Measure 1: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test over shampooing.

Overall: 6 out of 6 (100%) students scored a 75% or higher on a multiple-choice test over shampooing.

Measure 2: Seventy-five percent of the students will demonstrate a proper shampooing procedure.

Overall: 6 out of 6 (100%) students will demonstrate a proper shampooing procedure with a rubric grading sheet.

Outcome 3: Identify and select the appropriate materials, implements, and supplies for facials and make-up application

Measure 1: Seventy-five percent of the students will be knowledgeable of what product and implements to be used on what skin type.

Overall: 6 out of 6 (100%) of the students will be able to properly set up to a facial service scoring a 75% or greater with a rubric grading sheet.

Measure 2: Seventy-five percent of the students will be able to demonstrate a facial with a 75% or higher score on a rubric grading sheet.

Overall: 6 out of 6 (100%) of the students scored a 75% or higher on the rubric grading sheet for properly demonstrating a facial.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test.

Overall: 6 out of 6 (100%) of the students scored a 75% or higher on a multiple-choice test.

Results and Analysis – Physical Services I COS2012 – Spring - 2020

Findings: Allowing the students to watch video over procedures and demonstrate the procedures are great for a student to see and follow.

Strengths: Students respond well to hands on. Students also respond to product that they are knowledgeable about.

Weaknesses: Keeping up with the latest products. Products are made to be used within their product line. Products are expensive.

Some of the students were finding it hard to concentrate outside of the classroom.

Recommendations: Research product lines.

Actions: Product lines are being researched for the best for the students and the school.

Physical Services II – COS1016 – Spring 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of a facial.

Measure 1: Seventy-five percent of the students will understand the purpose and effects of a facial.

Overall: 4 out of 4 (100%) students will score 75% or higher on the purpose and effects of a facial quiz.

Measure 2: Seventy-five percent of the students will understand the purpose of facial products.

Overall: 4 out of 4 (100%) students will score 75% or higher on the facial procedures quiz.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

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

Outcome 2: Demonstrate basic procedure for a facial.

Measure 1: Seventy-five percent of the students will watch a demonstration of a basic facial being performed.

Overall: 4 out of 4 (100%) students answer a quiz over the demonstration scoring a 75% or higher.

Measure 2: Seventy-five percent of the students have listed the steps of a basic facial.

Overall: 4 out of 4 (100%) students were graded on a list of steps for the basic facial.

Measure 3: Seventy-five percent of the students will be able to perform the basic facial on clients.

Overall: 4 out of 4 (100%) students scored a 75% or higher on the rubric grading sheet for properly demonstrating a facial.

Results and Analysis – Physical Services II – COS1016 – Spring 2020

Findings: Allowing the students to watch video over procedures and demonstrate the procedures are great for a student to see and follow.

Strengths: Students respond well to hands on. Students also respond to product that they are knowledgeable about.

Weaknesses: Keeping up with the latest products. Products are made to be used within their product line. Products are expensive.

Recommendations: Research product lines and techniques.

Actions: Product lines are being researched for the best for the students and the school.

Scientific Concepts COS1015 – Spring - 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate sanitation practices as prescribed by Kansas Board of Cosmetology.

Measure 1: Sanitation practices with KBOC (Kansas Board of Cosmetology) have changed to those changes will be implemented.

The students will be able to explain the differences between cleaning, disinfecting and sterilizing.

Overall: The students will explain the differences with 75% or better accuracy.

6 out of 6 students (100%) completed this with 75% or better accuracy. This outcome was met.

Outcome 2: Describe and implement safety precautions as prescribed by OSHA for the salon.

Measure 1: The student will learn the layout of the updated OSHA required Safety Data Sheets that are implemented worldwide.

Overall: The students will be able to list the 16 categories of information required on the updated Safety Data Sheets. 10 out of 10 (100%) students will be able to list the categories with a 75% or higher.

Outcome 3: Describe simple safety and first-aid applications for cuts, minor burns, choking, fainting and eye injury.

Measure 1: The students practice blood spill procedures more often to stay in compliance with KBOC (Kansas Board of Cosmetology) standards that have recently changed. The instructors have demonstrated the different procedures and shown videos of how to properly perform them without harming the person.

Overall: This outcome was met. 6 out of 6 (100%) students will be able to respond to a blood spill or injury in a professional manner scoring a 75% or higher on a practical test.

Outcome 4: Identify the anatomy of the hair and scalp.

Measure 1 – The students will be able to identify the anatomy of the hair and scalp.

Overall 6 out of 6 (100%) of the students will pass with a score of 75% or higher on a worksheet about the anatomy of the hair and scalp.

Outcome 5: Analyze the form, length, texture, density and porosity of the hair.

Measure 1 – The students will be able to analyze the form, length, texture, density and porosity of the hair.

Overall 6 out of 6 (100%) students will score a 75% or higher on a worksheet about the form, length, texture, density and porosity of the hair.

Outcome 6: Identify conditions and disorders of the hair and scalp.

Measure 1 – The students will be able to identify conditions and disorders of the hair and scalp.

Overall 6 out of 6 (100%) students will pass with a 75% or higher score on a worksheet about the conditions and disorder of the hair and scalp.

Outcome 7: Describe the anatomy of the skin.

Measure 1 – The students will learn the anatomy of the skin.

Overall 6 out of 6 (100%) students will score a 75% or greater on a worksheet about the anatomy of the skin.

Outcome 8: Identify conditions and disorders of the skin.

Measure 1 – The students will be able to identify conditions and disorders of the skin.

Overall 6 out of 6 (100%) students will score a 75% or greater on a worksheet about the conditions and disorders of the skin.

Outcome 9: Explain the anatomy, growth and regeneration of the nail

Measure 1 – The students will have the knowledge of the anatomy, growth and regeneration of the nail.

Overall 6 out of 6 (100%) students will score a 75% or greater on a worksheet about the anatomy, growth, and regeneration of the nail.

Outcome 10: Describe irregularities, disorders and diseases of the nail.

Measure 1 – The students will have the knowledge of the irregularities, disorders and diseases of the nail.

Overall 6 out of 6 (100%) students will score a 75% or greater on a worksheet about the irregularities, disorders and diseases of the nail.

Results and Analysis – Scientific Concepts COS1015 – Spring - 2020

Findings: Having hand on projects through understanding and staying focused. Some of the chapters has been beneficial to them on

Strengths: All outcomes were met, and students have a better understanding of the bacteria that are unseen but can be harmful in a salon setting.

Weaknesses: Keeping the students engaged through some of the lengthy chapters.

Recommendations: I am going to research for more hands-on projects.

Actions: I have been using the internet to see what some of the other schools have done that might benefit our students.

Fall 2020 Assessment Data

Scientific Concepts COS1015 – Fall 2020 - Full Time

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate safety and sanitation practices and precautions as prescribed by the Kansas Board of Cosmetology and OSHA.

Measure 1: Sanitation practices with KBOC (Kansas Board of Cosmetology) have changed to those changes will be implemented.

The students will be able to explain the differences between cleaning, disinfecting and sterilizing.

Overall: The students will explain the differences with 75% or better accuracy.

3 out of 3 students (100%) completed this with 75% or better accuracy. This outcome was met.

Measure 2: The student will learn the layout of the updated OSHA required Safety Data Sheets that are implemented worldwide.

Overall: The students will be able to list the 16 categories of information required on the updated Safety Data Sheets. 3 out of 3 (100%) students will be able to list the categories with a 75% or higher.

Outcome 2: Describe simple safety and first-aid applications for cuts, minor burns, choking, fainting and eye injury.

Measure 1: The students practice blood spill procedures more often to stay in compliance with KBOC (Kansas Board of Cosmetology) standards that have recently changed. The instructors have demonstrated the different procedures and shown videos of how to properly perform them without harming the person.

Overall: This outcome was met. 3 out of 3 (100%) students will be able to respond to a blood spill or injury in a professional manor scoring a 75% or higher on a practical test.

Outcome 3: Identify the anatomy of the hair and scalp.

Measure 1 – The students will be able to identify the anatomy of the hair and scalp.

Overall, 3 out of 3 (100%) of the students will pass with a score of 75% or higher on a worksheet about the anatomy of the hair and scalp.

Measure 2 – The students will be able to analyze the form, length, texture, density and porosity of the hair.

Overall, 3 out of 3 (100%) students will score a 75% or higher on a worksheet about the form, length, texture, density and porosity of the hair.

Measure 3 – The students will be able to identify conditions and disorders of the hair and scalp.

Overall, 3 out of 3 (100%) students will pass with a 75% or higher score on a worksheet about the conditions and disorder of the hair and scalp.

Outcome 4: Describe the anatomy, conditions and disorders of the skin.

Measure 1 – The students will learn the anatomy of the skin.

Overall, 3 out of 3 (100%) students will score a 75% or greater on a worksheet about the anatomy of the skin.

Measure 2 – The students will be able to identify conditions and disorders of the skin.

Overall, 3 out of 3 (100%) students will score a 75% or greater on a worksheet about the conditions and disorders of the skin.

Outcome 5: Explain the anatomy, growth and regeneration, irregularities, disorders and diseases of the nail.

Measure 1 – The students will have the knowledge of the anatomy, growth and regeneration of the nail.

Overall, 3 out of 3 (100%) students will score a 75% or greater on a worksheet about the anatomy, growth, and regeneration of the nail.

Measure 2 – The students will have the knowledge of the irregularities, disorders and diseases of the nail.

Overall, 3 out of 3 (100%) students will score a 75% or greater on a worksheet about the irregularities, disorders and diseases of the nail.

Results and Analysis – Scientific Concepts COS1015 – Fall - 2020 - Full Time

Findings: Having hand on projects through understanding and staying focused. Some of the chapters has been beneficial to them on

Strengths: All outcomes were met, and students have a better understanding of the bacteria that are unseen but can be harmful in a salon setting.

Weaknesses: Keeping the students engaged through some of the lengthy chapters.

Recommendations: I am going to research for more hands-on projects.

Actions: I have been using the internet to see what some of the other school have done that might benefit our students. I have joined 3 Facebook closed groups of Cosmetology Instructors. This group gives out ideas and results and bounces ideas off each other. Some of the content is very helpful at times.

Hair Designing I COS1025 – Fall 2020 – Full Time

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of hair shaping and hair styling.

Measure 1: Seventy-five percent of students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 3 out of 3 students (100%) scored a 75% or higher on the multiple-choice test.

Measure 2: Seventy-five percent of students will score a 75% or higher on a project of seeing a picture of a hair style and understand what to do to achieve this hair style.

Overall: 3 out of 3 students were able to tell the instructor where the point of origin of the hair style should begin.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a project to show the angles of the hair style.

Overall: 3 out of 3 students will score a 75% or higher on a project to show how the hair style should be arranged.

Outcome 2: Identify and select the materials, supplies, and implements needed for hair shaping, hair styling, and thermal styling.

Measure 1: The students will be able to know the right tools and product for the selected hair style through a class project. The students will score a 75% or higher on their project.

Overall: 3 out of 3 students scored a 75% or higher in their group project.

Measure 2: Seventy-five percent of the students will score a 75% or higher on product knowledge.

Overall: 3 out of 3 students will score a 75% or higher on a multiple-choice test over product knowledge.

Measure 3: Seventy-five percent of the students will score a 75% or higher on implement knowledge.

Overall: 3 out of 3 students will score a 75% or higher on a multiple-choice test over implement knowledge.

Outcome 3: Define and demonstrate basic hair styling techniques including finger waving and shaping.

Measure 1: Seventy-five percent of the students will score a 75% or higher on the description of finger waving and shaping of the hair.

Overall: 3 out of 3 (100%) of the students scored a 75% or higher on a multiple-choice test over the description of finger waving and shaping of the hair.

Measure 2: Seventy-five percent of the students will score a 75% or higher on defining and demonstrating basic hair styling techniques including finger waving and shaping on a rubric test.

Overall: 3 out of 3 Students (100%) scored a 75% or higher on a rubric test given over this subject.

Outcome 4: Explain and demonstrate safety precautions in hair shaping and thermal styling.

Measure 1: Seventy-five percent of the students will score a 75% or higher on the explaining the safety of hair shaping and thermal styling on a multiple-choice test.

Overall: 3 out of 3 (100%) of the students scored a 75% or higher on the multiple-choice test over the explanation of the safety of hair shaping and thermal styling.

Measure 2: Seventy-five percent of the students will score a 75% or higher on the techniques of hair shaping and thermal styling.

Overall: 3 out of # (100%) of the students scored a 75% or higher on a multiple-choice test over the techniques of hair shaping and thermal styling.

Measure 3: Seventy-five percent of the students will score a 75% or higher on explaining and demonstrating safety precautions on hair shaping and thermal styling rubric test.

Overall: 3 out of 3 Students (100%) scored a 75% or higher on a rubric test given over this subject.

Results and Analysis – Hair Designing I – Fall - 2020 – Full Time

Findings: Allowing the students to use their phones to look up the latest hair styles.

Strengths: Outcomes were met.

Weaknesses: Some of the students were finding it hard to concentrate not being in the classroom. There again we did the best we could working out of the Wood's Room. The last 2 weeks were done

virtual which took away from face to face time with students. I did however push the hands-on practice earlier than normal to ensure that the students received some one on one with practical work.

Recommendations: Hopefully next semester we will be back in the classroom where we can proceed forward with learning.

Actions: Keeping implement and products up to date with the time of the hairstyles.

Physical Services I COS2012 – Fall – 2020 – Full Time

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of shampoos and rinses, scalp and hair treatments, manicure and pedicures, and massage movements.

Measure 1: Seventy-five percent of the students will be able to know what proper shampoos, rinses, scalp and hair treatments for the service that they are going to perform.

Overall: 3 out of 3 (100%) students will score a 75% or higher on a product knowledge quiz.

Measure 2: Seventy-five percent of the students will be able to perform manicures, pedicures and massage movements.

Overall: 3 out of 3 (100%) students will score a 75% or higher on a rubric grading sheet of the steps to perform a manicure, pedicure, and massage movements.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 3 out of 3 (100%) students scored a 75% or higher on the multiple-choice test.

Outcome 2: Identify and select the appropriate materials, implements, and supplies for facials and make-up application

Measure 1: Seventy-five percent of the students will be knowledgeable of what product and implements to be used on what skin type.

Overall: 3 out of 3 (100%) of the students will be able to properly set up to a facial service scoring a 75% or greater with a rubric grading sheet.

Measure 2: Seventy-five percent of the students will be able to demonstrate a facial with a 75% or higher score on a rubric grading sheet.

Overall: 3 out of 3 (100%) of the students scored a 75% or higher on the rubric grading sheet for properly demonstrating a facial.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test.

Overall: 3 out of 3 (100%) of the students scored a 75% or higher on a multiple-choice test.

Outcome 3: Identify and select the appropriate equipment, supplies and implements for manicures, pedicures, facials and makeup application.

Measure 1: Seventy-five percent of the students will be knowledgeable of the appropriate equipment for the type of service to be performed.

Overall: 3 out of 3 (100%) of the students will score a 75% or higher on a multiple-choice test over the appropriate equipment for the type of service to be performed.

Measure 2: Seventy-five percent of the students will be knowledgeable of what supplies to be used for the type of service to be performed.

Overall: 3 out of 3 (100%) of the students will score a 75% or higher on a multiple-choice test over the appropriate supplies to be used for the type of service to be performed.

Measure 3: Seventy-five percent of the students will be knowledgeable of what implements are appropriate for the type of service to be performed.

Overall: 3 out of 3 (100%) of the students will score a 75% or higher on a multiple-choice test over what implements are appropriate for the type of service to be performed.

Measure 4: Seventy-five percent of the students will be knowledgeable of the appropriate equipment, supplies and implements for manicures, pedicures, facials, and makeup application.

Overall: 3 out of 3 (100%) of the students scored a 75% or higher on the selection of the appropriate equipment, supplies and implements for manicures, pedicures, facials, and makeup application with a rubric grading sheet.

Outcome 4: Describe and locate the facial nerves and muscles.

Measure 1: Seventy-five percent of the students will be knowledgeable of the location of the facial nerves.

Overall: 3 out of 3 (100%) of the students will score a 75% or higher on a multiple-choice test about the location of facial nerves.

Measure 2: Seventy-five percent of the students will be knowledgeable of the location of the facial muscles.

Overall: 3 out of 3 (100%) of the students will score a 75% or higher on a multiple-choice test about the location of the facial muscles.

Measure 3: Seventy-five percent of the students will be knowledgeable of the description of the facial nerves and muscles.

Overall: 3 out of 3 (100%) of the students will score a 75% or higher on a multiple-choice test about the description of the facial nerves and muscles.

Outcome 5: Describe and practice eyebrow arching.

Measure 1: Seventy-five percent of the students will be knowledgeable of the how to arch the eyebrow.

Overall: 3 out of 3 (100%) of the students will score a 75% or higher on a multiple-choice test about how to arch the eyebrow.

Measure 2: Seventy-five percent of the students will be knowledgeable of the practicing of arching an eyebrow.

Overall: 3 out of 3 (100%) of the students will score a 75% or higher on a rubric grading sheet over the safe and proper way to arch an eyebrow on a client.

Results and Analysis – Physical Services I COS2012 – Fall - 2020

Findings: Allowing the students to watch video over procedures and demonstrate the procedures are great for a student to see and follow.

Strengths: Students respond well to hands on. Students also respond to product that they are knowledgeable about.

Weaknesses: Keeping up with the latest products. Products are made to be used within their product line. Products are expensive. Also, this year with social distancing we had limited access to the salon floor to practice with the actual equipment. I did the best I could in the Wood's Room. We also didn't have a white board or tv. So, showing videos was on my computer screen for the class to watch. Some of the students were finding it hard to concentrate outside of the classroom. The last 2 weeks were done virtual which took away from face to face time with students. I did however push the hands-

on practice earlier than normal to ensure that the students received some one on one with practical work.

Recommendations: Research product lines.

Actions: Product lines are being researched for the best for the students and the school.

Hopefully we will be returning to the regular classroom next semester where my tv, white board, supplies are. Also, the salon floor will be accessible from my classroom.

Kansas Law COS1002 – Fall 2020 – Full Time Assessment Outcomes, Measures, and Data

Outcome 1: Discuss the laws as provided by the state of Kansas.

Measure 1 – Every student will practice these laws daily.

Overall, 3 out of 3 Students (100%) can follow the laws.

Measure 2 – Every student will know how to use disinfectant and where to properly store them.

Overall, 3 out of 3 Students (100%) can follow the manufactures directions and know to store them away from the public.

Measure 3 – The students are tested with pop quizzes and written test with 3 out of 3 students pass with a 75% or greater.

Overall, 3 out of 3 Students (100%) scored a 75% or higher on a multiple-choice written test or a question and answer pop quiz.

Outcome 2: Describe rules and regulations relating to infection control.

Measure 1 – The students practice safety and sanitation of procedures to clients daily.

Overall, 3 out of 3 Students (100%) scored a 75% or higher in a client sanitation rubric.

Measure 2 – The procedures become natural actions.

Overall, 3 out of 3 Students (100%) scored a 75% or higher that the students follow the rules and regulations provided by the Board of Cosmetology rubric.

Measure 3 – The instructors inspect the salon floor, classrooms, and equipment to make sure that proper sanitation is being done.

Overall, 3 out of 3 Students (100%) scored a 75% or higher at the end of the workday of proper sanitation rubric.

Outcome 3: Describe the rules and regulations relating to examinations.

Measure 1 – The students are given a practical to perform a Blood Spill Procedure and 3 out of 3 students completed with 100% accuracy.

Overall, 3 out of 3 Students (100%) passed a rubric of the Blood Spill Procedures with a 75% or higher score.

Measure 2 – The students are given a worksheet to find the answers in the law book and underline the answer, put the page number on the worksheet where the answer was found and writ the answer on the worksheet.

Overall, 3 out of 3 Students passed with a score of 75% or higher with completing this worksheet.

Measure 3 – The students will have law questions included in their written test of multiple-choice at the state level. Also, when the students are eligible to take their practical test, the students

will have to perform infection control in a safe manner for their client and themselves. KBOC is very strict about the rules and regulations of infection control.

Overall, 3 out of 3 Students (100%) passed the multiple-choice test with a score of 75% or higher.

Outcome 4: Explain the rules and regulations relating to schools, establishments, inspections, and cosmetology school course curriculums.

Measure 1 – The students will have knowledge of the rules and regulations relating to schools, establishments, inspections and cosmetology school course curriculums.

Overall, 3 out of 3 Students (100%) will be involved in a class discussion about the rules and regulations relating to schools, establishments, inspections, and cosmetology school curriculums.

Measure 2 – The students are given a worksheet to fill in the answers about the rules and regulations relating to schools, establishments, inspections, and cosmetology school course curriculums.

Overall, 3 out of 3 Students (100%) passed with a 75% or higher on the worksheet.

Measure 3 – The students will have law questions about the rules and regulations on their final exam and on the state level test.

Overall, 3 out of 3 Students (100%) passed a multiple-choice test with a 75% or higher.

Results and Analysis – Kansas Law COS2004 – Fall 2020

Findings:

We have found that the students being familiar with technical equipment to find information as long as they are directed in the proper direction, also to keep updated version provided by the board.

Strengths:

The law book is read together as a class to ensure the proper language and meaning is being reinforced.

The law book is discussed in class, also that the students know where to find the updated version when needed.

Weaknesses:

The law book is in legal language which is not interesting to read. Due to the COVID19 temperature restrictions caused more absences than normal. When most of the course is class participation it makes it hard to get caught up or to make sure that the student receives all the information that was discussed. Reason being a lot of topics are questions that are asked during the reading and lecture and are explained at that time.

Recommendations:

To keep the updated version provided by the KBOC.

To keep reading as a class with question and answers as we read.

The laws change and the students are made aware of the and are knowledgeable of how to keep up on this information, also that it is their professional responsibility.

Actions:

We have found that the students are understanding the law book language when open discussions are done during the time of reading the book aloud as a class.

The measures are direct and met, so at this time I do not see that any actions need to be taken.

Business Practices I – COS1021 – Fall 2020, 1st 8 weeks

Assessment Outcomes, Measures, and Data

Outcome 1: List item that needs to be considered before opening a beauty salon and discuss financial considerations involved in operation.

Measure 1: Seventy-five percent of the students will be able to pass a quiz on the subject in Canvas with 75% or better accuracy.

Overall: 11 out of 11 (100%) of the students scored a 75% or greater on the quiz.

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

Overall: 4 out of 4 (100%) of the students scored a 75% or greater on a paper that they have listed the items needed to open a beauty salon.

Outcome 2: Explain the importance of maintaining accurate business records.

Measure 1: Seventy-five percent of the students will be able to maintain client chemical records during their daily salon work.

Overall: 11 out of 11 (100%) completed client chemical record cards during daily salon floor and practical work.

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

Overall: 11 out of 11 (100%) participated in a class discussion and wrote a paragraph over the information.

Results and Analysis – Business Practices I – Fall 2020

Findings: Class discussions are great.

Strengths: The class discussions are great for involvement and clarification and students like hearing other people's opinions (most of the time). They also love to help each other out which is great since we encourage teamwork all the time.

Weaknesses: Shy students tend to not say much during discussions and need to be kind of called out and I hate to have to do that, but this is a profession that they need to be able to communicate with people in a public setting.

Recommendations: Continue classroom discussion and update information as it changes.

Actions: No actions are required at this time.

Business Practices II COS2002 – Fall 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Explain the importance of good business operation and personnel management.

Measure 1: Seventy-five percent of students will score a 75% or higher on a multiple choice test over Ch.30.

Overall: 3 out of the 3 (100%) students scored a 75% or higher on the multiple choice test.

Measure 2: Seventy-five percent of students will score a 75% or higher on a budgeting activity to monitor daily expenses and where costs could be cut. Students kept log of spending for 5 days.

Overall: 3 out of 3 (100%) students scored a 75% or higher on this activity.

Outcome 2: Discuss the principles and practices of good selling.

Measure 1: Seventy-five percent of students will score a 75% or higher on Ch.31 theory workbook on the advantages of retail sales in a salon setting.

Overall: 3 out of the 3 (100%) of students scored a 75% or higher on the quiz.

Measure 2: Seventy-five percent of students will score a 75% or higher in a client consultation on selling retail products or upselling a service to customers, Ch.31 Notebook

Overall: 3 out of 3 (100%) of students scored a 75% or higher in the activity.

Measure 3: Seventy-five percent of students will score a 75% or higher on a presentation of service knowledge, by completing Ch.31 Exam Review

Overall: 3 out of 3 (100%) of students scored a 75% or higher on this presentation.

Outcome 3: Explain the importance of advertising.

Measure 1: Seventy-five percent of students will score a 75% or higher on daily dress code and professionalism. Students are graded daily on dress code, attendance and professionalism.

Overall: 3 out of 3 (100%) of students scored a 75% or higher on this daily task.

Measure 2: Seventy-five percent of students will score a 75% or higher on the requirements to bring clients in for salon services through word of mouth.

Overall: 0 out of 3 (0%) of students scored a 75% or higher on this task. Due to Covid-19 restrictions were put in place for salons by KBOC and ICC, staying within the guidelines we were not able to open salon floor to public as we normally would, therefore students were not able to complete this measure.

Measure 3: Seventy-five percent of students will score a 75% or higher on building a portfolio of their work and/or posting to social media.

Overall: 0 out of 3 (0%) of students scored a 75% or higher on this task. Due to Covid-19 restrictions were put in place for salons by KBOC and ICC, staying within the guidelines we were not able to open salon floor to public as we normally would, therefore students were not able to complete this measure.

Results and Analysis – Business Practices II – Fall 2020

Findings Students have learned the benefits of being a “walking billboard” to advertise their own work to clients. They learn the importance of personal hygiene and maintaining their self-image.

Strengths: 2 of 3 outcomes were met.

Weaknesses: Due to Covid-19 pandemic, 2 of the 3 measures of outcome 3 could not be measured, due to restrictions put in place by Kansas Board of Cosmetology and ICC, in order to provide the safest learning environment for students and faculty.

Recommendations: Outcome 3 will need to be changed in future if the above mentioned restrictions are kept in place.

Chemical Services II COS2004– Fall 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Describe and demonstrate hair coloring and hair lightening procedures, removal of artificial color and special effects in chemical waving.

Measure 1: Seventy five percent of students will demonstrate proper application of hair coloring in a safe and sanitary manner with 75% or higher accuracy during their daily practical work.

Overall: 3 out of 3 students (100%) completed this application with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to properly describe and demonstrate proper application of hair lightening procedures with 75% or higher accuracy with daily practical work.

Overall: 3 out of 3 students (100%) completed this task with 75% or higher accuracy.

Measure 3: Seventy five percent of students will be able to describe and demonstrate removal of artificial color with 75% or higher accuracy with daily practical work.

Overall: 3 out of 3 students (100%) completed this task with a 75% or higher accuracy.

Outcome 2: Identify and demonstrate corrective color measures and chemical waving procedures.

Measure 1: Seventy five percent of students will be able to choose the correct product based on a client's hair type with 75% or higher accuracy during their daily practical work.

Overall: 3 out 3 students (100%) completed this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to read manufacturer's instructions on coloring and chemical waving products to decide proper application and processing times with 75% or higher accuracy.

Overall: 3 out of 3 students (100%) completed this task with 75% or higher accuracy.

Outcome 3: Explain and demonstrate fillers and conditioners and chemical hair relaxing procedures.

Measure 1: Seventy five percent of students will be able to identify and demonstrate proper application of product to be used to replace the missing pigments in the client's hair with 75% or higher accuracy during their daily practical work.

Overall: 3 out of 3 students (100%) did this with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to identify the best conditioner product for their clients with 75% or higher accuracy during their daily practical work and discussions of different hair types.

Overall: 3 out of 3 students (100%) did this with 75% or higher accuracy.

Measure 3: Seventy five percent of students will be able explain and demonstrate how to choose the proper hair relaxing product for their client with 75% or higher accuracy during their daily practical work.

Overall: 3 out of 3 students (100%) did this task with 75% or higher accuracy.

Results and Analysis Chemical Services II COS2004— Fall 2020

Findings: We wish that the salon floor could have been open more to get client's to practice on, but due to Covid-19 we were open limited hours. We have very few client's that make appointments for Relaxing services.

Strengths: Students worked on proper application and smoothing with a mock chemical for hair coloring, permanent waving and hair relaxing services.

Weaknesses: Covid-19. It's hard for students to get the whole picture when they can't work on clients.

Recommendations: Hope that the floor gets open and restrictions have been lifted so that our students can get more practice on humans.

Actions: Incorporate the recommendations the next time this class is offered.

Chemical Services III COS 2015– Fall 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Describe and demonstrate hair coloring and hair lightening special effects.

Measure 1: Seventy five percent of students will be able to demonstrate hair coloring and hair lightening application in a safe and sanitary manner with 75% or higher accuracy while working on salon clients.

Overall: 2 out of 2 students (100%) demonstrated this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will keep client coloring and lightening records that explain the formulas, methods and procedures used for each service with 75% or higher accuracy.

Overall: 2 out of 2 students (100%) demonstrated this task with 75% or higher accuracy.

Outcome 2: Describe and demonstrate chemical waving safety measures.

Measure 1: Seventy five percent of students will be able to demonstrate a chemical waving service application in a safe and sanitary manner with 75% or higher accuracy.

Overall: 2 out of 2 students (100%) demonstrated this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will keep client chemical waving records that explain product used, methods of wrapping, test curl and processing times for a chemical waving service with 75% or higher accuracy.

Overall: 2 out of 2 students (100%) demonstrated this task with 75% or higher accuracy.

Outcome 3: Describe and demonstrate chemical hair relaxing safety measures.

Measure 1: Seventy five percent of students will be able to demonstrate a chemical hair relaxing service in a safe and sanitary manner with 75% or higher accuracy.

Overall: 2 out of 2 students (100%) demonstrated this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will keep client chemical hair relaxing records that explain the product used, methods of application and processing time with 75% or better accuracy.

Overall: 2 out of 2 students (100%) demonstrated this task with 75% or higher accuracy.

Results and Analysis Chemical III COS2015 — Fall 2020

Findings: We have found that since this course is in the 2nd 8 weeks of the last semester of the program that students have struggled with confidence of these skills at an entry level position due to salon being closed because of Covid-19

Strengths: Students have practiced this skill numerous times to build confidence, as it is a requirement for the state practical exam.

Weaknesses: With salon floor being closed due to Covid-19, along with remote learning in place for Spring of 2020, students are lacking in skill and confidence.

Recommendations: Instructors need to continue to stay up to date with new products and procedures.

Actions: As long as we can stay face to face with students, we will continue to practice this skill.

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

Assessment Outcomes, Measures, and Data

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

Measure 1: 75% of students will be able to pass a multiple-choice Chapter 21 part 1 Study Guide on hair coloring, hair lightening, chemical waving and chemical relaxing services with a 75% or better.

Overall: 11 out of 12 students scored a 75% or higher on the study guide.

Measure 2: 75% of students will be able to complete Chapter 21 Study Guide part 2 with 75% or better accuracy.

Overall: 11 out of 12 students scored a 75% or higher on chapter 21 study guide.

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

Measure 1: 75% of students will be able to answer a multiple-choice study guide on Chapter 21 Part 1 with 75% or better accuracy.

Overall: 10 out of 12 students scored a 75% or higher on the multiple-choice study guide.

Measure 2: 75% of students will be able to complete Chapter 21 Study Guide part 2 with 75% or better accuracy.

Overall: 10 out of 12 students scored 75% or higher on the study guide.

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

Measure 1: 75% of the students will be able to answer questions on a multiple-choice study guide Chapter 20 over the subject with 75% or higher accuracy.

Overall: 11 out of 12 students scored a 75% or higher on a study guide over this subject.

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

Findings: Students struggled once going online. Out of the 12 I have only 3 are self-motivators. This made it very difficult to get them to engage and do their assignments.

Strengths: 3 students excelled in online and on ground learning.

Weaknesses: I had to rearrange how I teach this course because I knew we would be put online after thanksgiving and then we had positive cases in our students so we were shut down a week earlier than expected, but we made it work.

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

Actions: No actions that I can think of at this time. The reasoning that some of the outcomes weren't 100% met was simply because of students not coming to school, not checking in and not doing their assignments.

Cosmetology Board Review – Fall 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Demonstrate foundational knowledge in core areas tested over the licensure exam.

Measure 1: Seventy five percent of students will pass with a 75% or higher on a practice 120 question multiple choice written exam with 100 questions over chapters studied during the program and 20 questions in Kansas Board of Cosmetology law that is timed.

Overall: 2 out of 2 students performed with 75% or better accuracy.

Measure 2: Seventy five percent of students will pass with a 75% or higher on a timed practical practice exam including all the services that will be performed at the state level.

Overall: 2 out of 2 students completed with 75% or better accuracy.

Outcome 2: Correctly pack bags for practical test.

Measure 1: Seventy five percent of students will pack with a 75% or higher accuracy their bags for their practice state practical test and will make sure that everything is labeled, clean and disinfected and that they have packed the correct implements to pass their test.

Overall: 2 out of 2 students performed this with 75% or higher accuracy.

Measure 2: Seventy five percent of students will pack with 75% or higher accuracy their bags for their Kansas Board of Cosmetology practical exam.

Overall: 2 out of 2 students performed this with 75% or higher accuracy.

Outcome 3: Provide all needed documentation to program staff and to the state to be eligible to schedule testing date for licensure exam.

Measure 1: One hundred percent of students will complete all weekly time records, daily practicals and passed all courses with a 75% or higher.

Overall: 2 out of 2 students did this with 75% or higher accuracy.

Measure 2: One hundred percent of students will submit their high school diploma or GED to Kansas Board of Cosmetology prior to scheduling their exam.

Overall: 2 out of 2 students completed this with 75% or higher accuracy.

Results and Analysis – Cosmetology Board Review COS2001 – Fall 2020

Findings: Students feel prepared and confident for their state level test after completing this course.

Strengths: The more students practice each practical that will be performed at state level the more confidence they build in their skills. Students return after testing and have stated that compared to other testers from other schools they were very prepared and organized.

Weaknesses: Teaching with the uncertainty of Covid-19 has been stressful, but we have made the best of the situation we are in.

Recommendations: Continue to stay up to date with testing procedures and any changes that need to be made according to Ergometrics (testing center) and the Kansas Board of Cosmetology.

Actions: There were changes made to the practical exam, so the necessary steps were taken to update the teaching of these practicals.

Hair Designing III COS2022– Fall 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate care and usage of electric cutting tools.

Measure 1: Seventy five percent of students will be able to explain and demonstrate proper handling, cleaning and disinfecting of all electrical cutting tools (clippers, trimmers, tattoo trimmer) with 75% or higher accuracy.

Overall: 2 out of 2 students (100%) completed this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to decide which electrical cutting tool is used to achieve desired results with 75% or higher accuracy.

Overall: 2 out of 2 students (100%) completed this task with 75% or higher accuracy.

Outcome 2: Define and demonstrate advanced haircutting techniques.

Measure 1: Seventy five percent of students will be able to demonstrate various angles in a haircut to achieved desired results with 75% or higher accuracy.

Overall: 1 out of 2 students (50%) did this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to explain and demonstrate face shapes along with hair texture to achieve a complimentary style on a client with 75% or higher accuracy.

Overall: 2 out of 2 students (100%) did this task with 75% or higher accuracy.

Outcome 3: Identify and define the various types of wigs, hair pieces and hair extensions and explain their care and maintenance.

Measure 1: Seventy five percent of students will be able to identify the difference between synthetic and human hair with 75% or higher accuracy.

Overall: 2 out of 2 students (100%) did this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to describe the difference between a wig and hair piece and what would be the best option for an individual with 75% or better accuracy.

Overall: 2 out of 2 students (100%) did this task with 75% or higher accuracy.

Measure 3: Seventy five percent of students will be able to explain care and maintenance for various types of wigs, hair pieces and hair extensions with 75% or higher accuracy.

Overall: 2 out of 2 students (100%) did this task with 75% or higher accuracy.

Results and Analysis Hair Designing III COS2022 — Fall 2020

Findings: We have found that students would rather work with human hair as opposed to synthetic hair. We also noticed that students would prefer working on wigs and hair pieces that are being worn by the person that is going to wear them. Wigs and hair pieces are becoming a thing of the past. Hair extensions have taken over the market of wigs.

Students have found that proper care and maintenance keeps their clippers in working order and the clippers will last longer.

Strengths:

Weaknesses: Not getting enough live clients to use electric cutting tools or work with wigs/hair pieces

Recommendations: Before covid we had more cliental to practice with clippers on, once restrictions are lifted we can advertise to get more clipper cuts in the door.

Actions: Take the weaknesses and recommendations into consideration and implement those.

Hair Designing II COS2005 – Fall 2020, 2nd 8 weeks

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate hair designing.

Measure 1: Seventy-five of the students will pass a quiz on the subject with 75% or higher accuracy.

Overall: 10 out of 12 students scored a 75% or higher on a quiz about this subject.

Measure 2: Seventy-five of the students will understand how to balance a hair design and be able to perform it with 75% or better accuracy.

Overall: 10 out of 12 students scored a 75% or higher on hands on practicals about this subject.

Outcome 2: Define and demonstrate intermediate hair cutting techniques.

Measure 1: Seventy-five percent of the students will be able to watch a demonstration of a technique and mimic it on their mannequin with 75% or better accuracy.

Overall: 12 out of 12 students performed this with 75% or better accuracy.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test.

Overall: 12 out of 12 students scored a 75% or higher on a multiple-choice test.

Outcome 3: Describe and implement use of advanced wet styling aids.

Measure 1: Seventy-five percent of the students will understand how to use advanced wet styling aids through hands on practice with 75% or better accuracy.

Overall: 10 out of 12 students scored a 75% or higher on their hands-on practice of the subject.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test about this subject.

Overall: 10 out of 12 students scored a 75% or higher on a multiple-choice test.

Outcome 4: Explain and implement the use of advanced thermal styling aids and marcel iron curling.

Measure 1: Seventy-five percent of students will be able to demonstrate thermal styling on a mannequin with 75% or better accuracy.

Overall: 12 out of 12 students performed with 75% or better accuracy.

Measure 2: Seventy-five percent of students will pass a quiz over thermal curling with 75% or better accuracy.

Overall: 12 out of 12 students passed with a 75% or better.

Results and Analysis – Hair Designing II COS2005 – Fall 2020, 2nd 8 weeks

Findings: YouTube, Milady videos, and tutorials help with up to date styles.

Strengths: These students were really interested in finding pictures and trying to recreate them and did a fantastic job at it.

Weaknesses: Since this was a class of 12 and we couldn't social distance with all of them there I split them in half and put them on a Monday/Wednesday and Tuesday/Thursday schedule with the days they weren't there and Fridays being virtual. Some of these students are not self-motivated and found it difficult to get work done when online.

Recommendations: Find a way to keep all students face to face as long as possible because when we transition online it makes it difficult for some students to keep their grades up.

Actions: Research online teaching techniques.

Kansas Law COS1002- Fall 2020 High School part time

Assessment, Outcomes, Measures and Data

Outcome 1: Discuss the laws as provided by the state of Kansas.

Measure 1: Every student will practice the mandated laws daily.

Overall: 3 out of 3 students performed this task.

Measure 2: Every student will know how to use disinfectant and where to properly store it in the salon.

Overall: 3 out of 3 students performed this task.

Measure 3: The student will be able to pass a multiple choice test over the Law with 75% or higher accuracy.

Overall: 3 out of 3 students passed the test with 75% or better accuracy.

Outcome 2: Describe rules and regulations relating to infection control.

Measure 1: The students will practice safety and sanitation procedures daily.

Overall: 3 out of 3 did this task.

Measure 2: Procedures are done daily to become natural actions.

Overall: 3 out of 3 did this task.

Measure 3: The instructors inspect the salon floor, classrooms, and equipment to make sure that proper sanitation is being done.

Overall: 3 out of 3 students did this task.

Outcome 3: Describe the rules and regulations relating to examinations, schools, establishments, inspections, and cosmetology school course curriculums.

Measure 1: The students will pass a bloodspill procedure with 75% or better accuracy.

Overall: 3 out of 3 students did this task with 75% or better accuracy.

Measure 2: The students will complete a worksheet to find the answers in the law book and underline them. They also provide that page number where the answer was found and write the answer on the worksheet.

Overall: 3 out of 3 completed this worksheet.

Results and Analysis- Kansa Law COS1002- Fall 2020 High School part time

Findings: Students sometimes need pointed in the right direction to find some answers because the law book was written by lawyers and some of it is hard to understand.

Strengths: The law book is read together as a class to ensure the proper language and meaning is being reinforced. Students are also told when there is an updated version and where they can find it.

Weaknesses: The law book is in “legal language” which is not interesting to read.

Recommendations: Keep the updated version provided with KBOC

Actions: See recommendations

Physical Services III COS2012- Fall 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the importance of the consultation phase and proper nail preparation of an artificial nail service.

Measure 1: The student will be able to explain the steps for nail enhancement application.

Overall: 3 of 3 students (100%) completed this task with a 75% or higher accuracy.

Measure 2: The student will be able to explain the importance of a consultation before a nail service is performed.

Overall: 3 of 3 students (100%) completed this task with a 75% or higher accuracy.

Outcome 2: Explain the importance of a well-balanced nail.

Measure 1: The student will be able to balance the nail to where the stress ball is in the proper location.

Overall: 3 of 3 students (100%) completed this task with a 75% or higher accuracy

Outcome 3: Demonstrate the procedures for artificial nail preparation, nail form application and balancing and finishing.

Measure 1: The student will be able to demonstrate this procedure with 75% or better accuracy

Overall: 3 of 3 students (100%) performed this task with a score of 75% or better.

Measure 2: The student will be able to properly prepare the natural nail and know the proper acrylic ball placement and the proper techniques of filing with 75% or better accuracy.

Overall: 3 out of 3 students (100%) performed this task with 75% or better.

Results and Analysis – Physical Services III COS2012 Fall 2020

Findings: Due to Covid-19 all nail services have fallen off in the salon because of the lack of time that we could be open.

Strengths:

Weaknesses: Acrylic nails take a lot of practice and we end up not being able to provide this service to clients on the salon floor because of the time that it takes students to do the service when they are just learning.

Recommendations: Advertise more and get the word out there to get clients in the door to help students get better at this skill.

Actions: follow the recommendations

Physical Services II – COS1016 – Fall 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose, effects and procedure for a basic facial.

Measure 1: Seventy-five percent of the students will pass a multiple-choice test on facials with 75% or better accuracy.

Overall: 11 out of 11 (100%) students scored 75% or higher on the multiple-choice test.

Measure 2: Seventy-five percent of the students will understand the purpose of facial products through daily practical work.

Overall: 11 out of 11 (100%) students understood the different facial products while doing daily practical work.

Outcome 2: Identify the different facial types.

Measure 1: Seventy-five percent of the students will demonstrate a basic facial with 75% or better accuracy.

Overall: 11 out of 11 (100%) students performed a basic facial with 75% or better accuracy.

Measure 2: Seventy-five percent of the students will be able to list the procedures of a basic facial.

Overall: 11 out of 11 (100%) students were able to list the procedure for a basic facial.

Measure 3: Seventy-five percent of the students will be able to perform a spa facial following proper procedures.

Overall: 11 out of 11 (100%) students were able to perform a spa facial to the standards of their textbook.

Outcome 3: Identify and select the appropriate equipment, supplies and implements for artificial nails.

Measure 1: Seventy-five percent of students will be able to pass a quiz on appropriate equipment needed for artificial nails.

Overall: 11 out of 11 (100%) students passed the quiz.

Measure 2: Seventy-five percent of students will be able perform artificial nails on their daily practical work.

Overall: 11 out of 11 (100%) students were able to perform artificial nails in their daily practical work.

Results and Analysis – Physical Services II – COS1016 – Fall 2020

Findings: Demonstrating sometimes isn't enough for students so showing videos helps in the learning process.

Strengths: Students respond well to hands on. Students also respond to product that they are knowledgeable about.

Weaknesses: Products for facials and artificial nails tend to be more on the expensive side so it's hard to teach in a cost effective manner.

Recommendations: Research product lines and techniques.

Actions: no actions necessary at this time.

Scientific Concepts COS1015 – Fall 2020 – Part time High School

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate safety and sanitation practices and precautions as prescribed by the Kansas Board of Cosmetology and OSHA.

Measure 1: The students will be able to explain the differences between cleaning, disinfecting and sterilizing by completing Chapter 5 Theory Workbook.

Overall: 3 out of 3 students (100%) completed this with 75% or better accuracy.

Measure 2: The student will learn the layout of the updated OSHA required Safety Data Sheets that are implemented worldwide by completing Chapter 5 multiple choice test with 75% or better accuracy.

Overall: 3 out of 3 (100%) students passed the multiple choice test with 75% or better accuracy.

Outcome 2: Describe simple safety and first-aid applications for cuts, minor burns, choking, and fainting and eye injury.

Measure 1: The students practice blood spill procedures more often to stay in compliance with KBOC (Kansas Board of Cosmetology) standards that have recently changed.

Overall: 3 out of 3 (100%) students will be able to respond to a blood spill or injury in a professional manner scoring a 75% or higher on a practical test.

Outcome 3: Identify the anatomy of the hair and scalp.

Measure 1 – The students will be able to identify the anatomy of the hair and scalp by passing Chapter 6 multiple choice test with 75% or better accuracy.

Overall, 3 out of 3 (100%) of the students passed with a score of 75% or higher.

Measure 2 – The students will be able to analyze the form, length, texture, density and porosity of the hair by labeling a picture and using a cake and candy to show understanding.

Overall, 3 out of 3 (100%) students participated in this activity.

Measure 3 – The students will be able to identify conditions and disorders of the hair and scalp by passing Chapter 8 test with 75% or higher accuracy.

Overall, 3 out of 3 (100%) students passed this test with 75% or higher accuracy.

Outcome 4: Describe the anatomy, conditions and disorders of the skin.

Measure 1 – The students will learn the anatomy of the skin by completing Chapter 7 Theory workbook with 75% or better accuracy.

Overall, 3 out of 3 (100%) students scored 75% or higher on the Theory workbook.

Measure 2 – The students will be able to identify conditions and disorders of the skin by scoring a 75% or higher on Chapter 7 test.

Overall, 3 out of 3 (100%) students scored 75% or higher on Chapter 7 test.

Outcome 5: Explain the anatomy, growth and regeneration, irregularities, disorders and diseases of the nail.

Measure 1 – The students will have the knowledge of the anatomy, growth and regeneration of the nail by completing Chapter 9 Theory workbook with 75% or higher accuracy.

Overall, 3 out of 3 (100%) students scored 75% or higher accuracy on chapter 9 theory workbook.

Measure 2 – The students will have the knowledge of the irregularities, disorders and diseases of the nail by scoring a 75% or better accuracy on Chapter 9 test.

Overall, 3 out of 3 (100%) students will score a 75% or better on chapter 9 test.

Results and Analysis – Scientific Concepts COS1015 – Fall - 2020 – Part time high school

Findings: Having hand on projects through understanding and staying focused. Some of the chapters has been beneficial to them on

Strengths: All outcomes were met, and students have a better understanding of the bacteria that are unseen but can be harmful in a salon setting.

Weaknesses: Keeping the students engaged through some of the lengthy chapters.

Recommendations: I am going to research for more hands-on projects.

Actions: I have been using the internet to see what some of the other school have done that might benefit our students. I have joined 3 Facebook closed groups of Cosmetology Instructors. This group gives out ideas and results and bounces ideas off each other. Some of the content is very helpful at times.

Spring 2021 Assessment Data

Scientific Concepts COS1015 – Spring 2021 - Full Time

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate safety and sanitation practices and precautions as prescribed by the Kansas Board of Cosmetology and OSHA (Occupational Safety and Health Administration).

Measure 1: Sanitation practices with KBOC (Kansas Board of Cosmetology) have changed to those changes will be implemented.

The students will be able to explain the differences between cleaning, disinfecting, and sterilizing.

Overall: The students will explain the differences with 75% or better accuracy.

7 out of 7 students (100%) completed this with 75% or better accuracy. This outcome was met.

Measure 2: The student will learn the layout of the updated OSHA required Safety Data Sheets that are implemented worldwide.

Overall: The students will be able to list the 16 categories of information required on the updated Safety Data Sheets. 7 out of 7 (100%) students will be able to list the categories with a 75% or higher.

Outcome 2: Describe simple safety and first-aid applications for cuts, minor burns, choking, fainting and eye injury.

Measure 1: The students practice blood spill procedures more often to stay in compliance with KBOC (Kansas Board of Cosmetology) standards that have recently changed. The instructors have demonstrated the different procedures and shown videos of how to properly perform them without harming the person.

Overall: This outcome was met. 7 out of 7 (100%) students will be able to respond to a blood spill or injury in a professional manner scoring a 75% or higher on a practical test.

Outcome 3: Identify the anatomy of the hair and scalp.

Measure 1 – The students will be able to identify the anatomy of the hair and scalp.

Overall, 7 out of 7 (100%) of the students will pass with a score of 75% or higher on a worksheet about the anatomy of the hair and scalp.

Measure 2 – The students will be able to analyze the form, length, texture, density, and porosity of the hair.

Overall, 7 out of 7 (100%) students will score a 75% or higher on a worksheet about the form, length, texture, density, and porosity of the hair.

Measure 3 – The students will be able to identify conditions and disorders of the hair and scalp.

Overall, 7 out of 7 (100%) students will pass with a 75% or higher score on a worksheet about the conditions and disorder of the hair and scalp.

Outcome 4: Describe the anatomy, conditions, and disorders of the skin.

Measure 1 – The students will learn the anatomy of the skin.

Overall, 7 out of 7 (100%) students will score a 75% or greater on a worksheet about the anatomy of the skin.

Measure 2 – The students will be able to identify conditions and disorders of the skin.

Overall, 7 out of 7 (100%) students will score a 75% or greater on a worksheet about the conditions and disorders of the skin.

Outcome 5: Explain the anatomy, growth and regeneration, irregularities, disorders, and diseases of the nail.

Measure 1 – The students will have the knowledge of the anatomy, growth, and regeneration of the nail.

Overall, 7 out of 7 (100%) students will score a 75% or greater on a worksheet about the anatomy, growth, and regeneration of the nail.

Measure 2 – The students will have the knowledge of the irregularities, disorders, and diseases of the nail.

Overall, 7 out of 7 (100%) students will score a 75% or greater on a worksheet about the irregularities, disorders, and diseases of the nail.

Results and Analysis – Scientific Concepts COS1015 – Spring - 2021 - Full Time

Findings: Having hand on projects to have a better understanding and staying focused.

Strengths: All outcomes were met, and students have a better understanding of the bacteria that are unseen but can be harmful in a salon setting.

Weaknesses: Keeping all the students engaged through some of the lengthy chapters.

Recommendations: I am going to research for more hands-on projects.

Actions: I have the students relate the subject of study to their everyday life and how it affects them. More hands-on projects were a success with keeping more of the students engaged.

Kansas Law COS1002 – Spring 2021 – Full Time Assessment Outcomes, Measures, and Data

Outcome 1: Discuss the laws as provided by the state of Kansas.

Measure 1 – Every student will practice these laws daily.

Overall, 7 out of 7 Students (100%) can follow the laws.

Measure 2 – Every student will know how to use disinfectant and where to safely store them.

Overall, 7 out of 7 Students (100%) can follow the manufactures directions and know to store them away from the public.

Measure 3 – The students are tested with pop quizzes and written test with 7 out of 7 students pass with a 75% or greater.

Overall, 7 out of 7 Students (100%) scored a 75% or higher on a multiple-choice written test or a question-and-answer pop quiz.

Outcome 2: Describe rules and regulations relating to infection control.

Measure 1 – The students practice safety and sanitation of procedures to clients daily.

Overall, 7 out of 7 Students (100%) scored a 75% or higher in a client sanitation rubric.

Measure 2 – The procedures become natural actions.

Overall, 7 out of 7 Students (100%) scored a 75% or higher that the students follow the rules and regulations provided by the Board of Cosmetology rubric.

Measure 3 – The instructors inspect the salon floor, classrooms, and equipment to make sure that proper sanitation is being done.

Overall, 7 out of 7 Students (100%) scored a 75% or higher at the end of the workday of proper sanitation rubric.

Outcome 3: Describe the rules and regulations relating to examinations.

Measure 1 – The students are given a practical to perform a Blood Spill Procedure and 7 out of 7 students completed with 100% accuracy.

Overall, 7 out of 7 Students (100%) passed a rubric of the Blood Spill Procedures with a 75% or higher score.

Measure 2 – The students are given a worksheet to find the answers in the law book and underline the answer, put the page number on the worksheet where the answer was found and write the answer on the worksheet.

Overall, 7 out of 7 Students passed with a score of 75% or higher with completing this worksheet.

Measure 3 – The students will have law questions included in their written test of multiple-choice at the state level. Also, when the students are eligible to take their practical test, the students will have to perform infection control in a safe manor for their client and themselves. KBOC (Kansas Board of Cosmetology) is extremely strict about the rules and regulations of infection control.

Overall, 7 out of 7 Students (100%) passed the multiple-choice test with a score of 75% or higher.

Outcome 4: Explain the rules and regulations relating to schools, establishments, inspections, and cosmetology school course curriculums.

Measure 1 – The students will have knowledge of the rules and regulations relating to schools, establishments, inspections, and cosmetology school course curriculums.

Overall, 7 out of 7 Students (100%) will be involved in a class discussion about the rules and regulations relating to schools, establishments, inspections, and cosmetology school curriculums.

Measure 2 – The students are given a worksheet to fill in the answers about the rules and regulations relating to schools, establishments, inspections, and cosmetology school course curriculums.

Overall, 7 out of 7 Students (100%) passed with a 75% or higher on the worksheet.

Measure 3 – The students will have law questions about the rules and regulations on their final exam and on the state level test.

Overall, 7 out of 7 Students (100%) passed a multiple-choice test with a 75% or higher.

Results and Analysis – Kansas Law COS2004 – Spring 2021

Findings:

We have found that the students being familiar with technical equipment to find information if they are directed in the proper direction, also to keep an updated version provided by the board.

Strengths:

The law book is read together as a class to ensure the proper language and meaning is being reinforced.

The law book is discussed in class, also that the students know where to find the updated version when needed.

Weaknesses:

The law book is in legal language which is not interesting to read.

Recommendations:

To keep the updated version provided by the KBOC.

To keep reading as a class with questions and answers as we read.

The laws change and the students are made aware of them and are knowledgeable of how to keep up on this information, also that it is their professional responsibility.

We have found that the students understand the law book language when open discussions are held during the time of reading the book aloud as a class.

The measures are direct and met, so at this time I do not see that any actions need to be taken.

Business Practices II COS2002 – Spring 2021

Assessment Outcomes, Measures, and Data

Outcome 1: Explain the importance of good business operation and personnel management.

Measure 1: Seventy-five percent of students will score a 75% or higher on a multiple choice test over Ch.30.

Overall: 12 out of the 12 (100%) students scored a 75% or higher on the multiple choice test.

Measure 2: Seventy-five percent of students will score a 75% or higher on a budgeting activity to monitor daily expenses and where costs could be cut. Students kept log of spending for 5 days.

Overall: 12 out of 12 (100%) students scored a 75% or higher on this activity.

Outcome 2: Discuss the principles and practices of good selling.

Measure 1: Seventy-five percent of students will score a 75% or higher on Ch.31 theory workbook on the advantages of retail sales in a salon setting.

Overall: 12 out of the 12 (100%) of students scored a 75% or higher on the quiz.

Measure 2: Seventy-five percent of students will score a 75% or higher in a client consultation on selling retail products or upselling a service to customers, Ch.31 Notebook

Overall: 12 out of 12 (100%) of students scored a 75% or higher in the activity.

Measure 3: Seventy-five percent of students will score a 75% or higher on a presentation of service knowledge, by completing Ch.31 Exam Review

Overall: 12 out of 12 (100%) of students scored a 75% or higher on this presentation.

Outcome 3: Explain the importance of advertising.

Measure 1: Seventy-five percent of students will score a 75% or higher on daily dress code and professionalism. Students are graded daily on dress code, attendance and professionalism.

Overall: 12 out of 12 (100%) of students scored a 75% or higher on this daily task.

Measure 2: Seventy-five percent of students will score a 75% or higher on the requirements to bring clients in for salon services through word of mouth.

Overall: 12 out of 12 (100%) of students scored a 75% or higher on this task.

Measure 3: Seventy-five percent of students will score a 75% or higher on building a portfolio of their work and/or posting to social media.

Overall: 12 out of 12 (100%) of students advertised for themselves on social media.

Results and Analysis – Business Practices II – Spring 2021

Findings: Instead of keeping a paper portfolio students are using social media to keep their work and also using it to advertise for themselves.

Strengths: All outcomes were met.

Weaknesses: none

Recommendations: Stay up to date and encourage students to keep documenting their work and advertising on social media.

Actions: Stay up to date on new products and trends.

Business Practices I – COS1021 – Spring 2021, 1st 8 weeks

Assessment Outcomes, Measures, and Data

Outcome 1: List item that needs to be considered before opening a beauty salon and discuss financial considerations involved in operation.

Measure 1: Seventy-five percent of the students will be able to pass a quiz on the subject in Canvas with 75% or better accuracy.

Overall: 3 out of 3 (100%) of the students scored a 75% or greater on the quiz.

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

Overall: 3 out of 3 (100%) of the students scored a 75% or greater on a group project where they have listed the items needed to open a beauty salon.

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

Measure 1: Seventy-five percent of students will be able to work the front desk for the salon area and take appointments, payments and complete excel sheet on daily services.

Overall: 3 out of 3 (100%) of students completed front desk activities with 100% accuracy.

Outcome 3: Explain the importance of maintaining accurate business records.

Measure 1: Seventy-five percent of the students will be able to maintain client chemical records during their daily salon work.

Overall: 3 out of 3 (100%) completed client chemical record cards during daily salon floor and practical work.

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

Overall: 3 out of 3 (100%) participated in a class discussion and showed knowledge on the subjects covered.

Results and Analysis – Business Practices I – Spring 2021

Findings: Class discussions are great.

Strengths: Small class sizes make meeting outcomes easier. Students learned front desk job quickly.

Weaknesses: None

Recommendations: Continue classroom discussion and update information as it changes.

Actions: No actions are required at this time.

Chemical Services II COS2004– Spring 2021

Assessment Outcomes, Measures, and Data

Outcome 1: Describe and demonstrate hair coloring and hair lightening procedures, removal of artificial color and special effects in chemical waving.

Measure 1: Seventy five percent of students will demonstrate proper application of hair coloring in a safe and sanitary manner with 75% or higher accuracy during their daily practical work.

Overall: 12 out of 12 (100%) students completed this application with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to properly describe and demonstrate proper application of hair lightening procedures with 75% or higher accuracy with daily practical work.

Overall: 12 out of 12 (100%) students completed this task with 75% or higher accuracy.

Measure 3: Seventy five percent of students will be able to describe and demonstrate removal of artificial color with 75% or higher accuracy with daily practical work.

Overall: 12 out of 12(100%) students completed this task with a 75% or higher accuracy.

Outcome 2: Identify and demonstrate corrective color measures and chemical waving procedures.

Measure 1: Seventy five percent of students will be able to choose the correct product based on a client's hair type with 75% or higher accuracy during their daily practical work.

Overall: 12 out 12 (100%) students completed this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to read manufacturer's instructions on coloring and chemical waving products to decide proper application and processing times with 75% or higher accuracy.

Overall: 12 out of 12(100%) students completed this task with 75% or higher accuracy.

Outcome 3: Explain and demonstrate fillers and conditioners and chemical hair relaxing procedures.

Measure 1: Seventy five percent of students will be able to identify and demonstrate proper application of product to be used to replace the missing pigments in the client's hair with 75% or higher accuracy during their daily practical work.

Overall: 12 out of 12 (100%) students did this with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to identify the best conditioner product for their clients with 75% or higher accuracy during their daily practical work and discussions of different hair types.

Overall: 12 out of 12 (100%) students did this with 75% or higher accuracy.

Measure 3: Seventy five percent of students will be able explain and demonstrate how to choose the proper hair relaxing product for their client with 75% or higher accuracy during their daily practical work.

Overall: 12 out of 12 students (100%) did this task with 75% or higher accuracy.

Results and Analysis Chemical Services II COS2004— Spring 2021

Findings: This course is in the 3rd semester and students have started to master different techniques.

Strengths: Students were able to practice skills on each other to get real life experience instead of just the regular mannequin work.

Weaknesses: Limited clients coming in the salon.

Recommendations: Incorporate more color correction into the curriculum.

Actions: Stay up to date on new techniques and products.

Chemical Services III COS 2015– Spring 2021

Assessment Outcomes, Measures, and Data

Outcome 1: Describe and demonstrate hair coloring and hair lightening special effects.

Measure 1: Seventy five percent of students will be able to demonstrate hair coloring and hair lightening application in a safe and sanitary manner with 75% or higher accuracy while working on salon clients and during daily practical work.

Overall: 12 out of 12 (100%) students demonstrated this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will keep client coloring and lightening records that explain the formulas, methods and procedures used for each service with 75% or higher accuracy.

Overall: 12 out of 12 (100%) students demonstrated this task with 75% or higher accuracy.

Outcome 2: Describe and demonstrate chemical waving safety measures.

Measure 1: Seventy five percent of students will be able to demonstrate a chemical waving service application in a safe and sanitary manner with 75% or higher accuracy during daily practical work and salon work.

Overall: 12 out of 12 (100%) students demonstrated this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will keep client chemical waving records that explain product used, methods of wrapping, test curl and processing times for a chemical waving service with 75% or higher accuracy.

Overall: 12 out of 12 (100%) students demonstrated this task with 75% or higher accuracy.

Outcome 3: Describe and demonstrate chemical hair relaxing safety measures.

Measure 1: Seventy five percent of students will be able to demonstrate a chemical hair relaxing service in a safe and sanitary manner with 75% or higher accuracy.

Overall: 12 out of 12 (100%) students demonstrated this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will keep client chemical hair relaxing records that explain the product used, methods of application and processing time with 75% or better accuracy.

Overall: 12 out of 12 (100%) students demonstrated this task with 75% or higher accuracy.

Results and Analysis Chemical III COS2015 — Spring 2021

Findings: Students understood that they are working with chemicals that if used improperly could cause harm to themselves or their clients.

Strengths: All 12 students were very mindful of doing each service in a safe and sanitary manner.

Weaknesses: I feel like students may have missed out on doing services on clients since we were only open 2 days a week.

Recommendations: Open the salon floor more and get more student practice on clients.

Actions: Follow the recommendations.

Chemical Services I COS1004 – Spring 2021

Assessment Outcomes, Measures, and Data

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

Measure 1: Seventy-five percent of students will be able to perform hair coloring services such as all over colors, color retouches, soap caps, foils, bailage, and temporary colors through daily practical work and salon clients with 100% accuracy.

Overall: 3 out of 3 (100%) students were able to do these skills.

Measure 2: Seventy-five percent of students will be able to perform hair lightening services such as, foils, soap caps, bailage and virgin lighteners with 100% accuracy during daily practical work and salon client work.

Overall: 3 out of 3 (100%) students were able to perform these services with 100% accuracy.

Measure 3: Seventy-five percent of students will be able to demonstrate Chemical waving services such as, basic wrap perm, spiral wrap perm, body perms, curvature perms, and Bricklay perms with 100% accuracy during daily practical work and salon client services.

Overall: 3 out of 3 (100%) students completed daily practical work of these skills with 100% accuracy.

Measure 4: Seventy-five percent of students will be able to perform chemical relaxing services such as, chemical hair relaxers and soft curls during daily practical work and salon client services with 100% accuracy.

Overall: 3 out of 3 (100%) students completed relaxer skills with 100% accuracy.

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

Measure 1: Seventy-five of students will be able to answer a multiple-choice study guide on Chapter 21 Part 1 with 75% or better accuracy.

Overall: 3 out of 3 (100%) students scored a 75% or higher on the multiple-choice study guide.

Measure 2: Seventy-five percent of students will be able to complete Chapter 21 Study Guide part 2 with 75% or better accuracy.

Overall: 3 out of 3 (100%) students scored 75% or higher on the study guide.

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

Measure 1: Seventy-five percent of the students will be able to answer questions on a multiple-choice study guide Chapter 20 over the subject with 75% or higher accuracy.

Overall: 3 out of 3 (100%) students scored a 75% or higher on a study guide over this subject.

Measure 2: Seventy-five percent of students will be able to demonstrate a chemical relaxing service with a sodium hydroxide relaxer with 100% accuracy during daily practical work.

Overall: 3 out of 3 (100%) students demonstrated a hydroxide relaxer with 100% accuracy.

Measure 3: Seventy-five percent of students will be able to demonstrate a chemical relaxing service with an ammonium thioglycolate relaxer with 100% accuracy.

Overall: 3 out of 3 (100%) students demonstrated an ammonium thioglycolate relaxer with 100% accuracy.

Results and Analysis – Chemical Services I COS1004 – Spring 2021

Findings: The 3 students enrolled in this course were very motivated to learn all that they could and asked lots of questions.

Strengths: Students took to all of the services very well and used their time wisely to get their daily practicals done.

Weaknesses: We don't have a whole lot of chemical relaxing services that come into the salon for students to practice so majority of their practice with these services is done on mannequins so they don't get the full effect of the service.

Recommendations: The KBOC is trying to incorporate more natural hairstyling so hopefully we can dive deeper into relaxers and get students more practice.

Actions: Stay up to date on new techniques and products to incorporate into the curriculum.

Cosmetology Board Review – Spring 2021

Assessment Outcomes, Measures, and Data

Outcome 1: Demonstrate foundational knowledge in core areas tested over the licensure exam.

Measure 1: Seventy five percent of students will pass with a 75% or higher on a practice 120 question multiple choice written exam with 100 questions over chapters studied during the program and 20 questions in Kansas Board of Cosmetology law that is timed.

Overall: 12 out of 12 (100%) students performed with 75% or better accuracy.

Measure 2: Seventy five percent of students will pass with a 75% or higher on a timed practical practice exam including all the services that will be performed at the state level.

Overall: 12 out of 12 (100%) students completed with 75% or better accuracy.

Outcome 2: Correctly pack bags for practical test.

Measure 1: Seventy five percent of students will pack with a 75% or higher accuracy their bags for their practice state practical test and will make sure that everything is labeled, clean and disinfected and that they have packed the correct implements to pass their test.

Overall: 12 out of 12 (100%) students performed this with 75% or higher accuracy.

Measure 2: Seventy five percent of students will pack with 75% or higher accuracy their bags for their Kansas Board of Cosmetology practical exam.

Overall: 12 out of 12 (100%) students performed this with 75% or higher accuracy.

Outcome 3: Provide all needed documentation to program staff and to the state to be eligible to schedule testing date for licensure exam.

Measure 1: One hundred percent of students will complete all daily practicals and passed all courses with a 75% or higher.

Overall: 12 out of 12 (100%) students did this with 75% or higher accuracy.

Measure 2: One hundred percent of students will submit their high school diploma or GED to Kansas Board of Cosmetology prior to scheduling their exam.

Overall: 12 out of 12 (100%) students completed this with 75% or higher accuracy.

Results and Analysis – Cosmetology Board Review COS2001 – Spring 2021

Findings: Students feel prepared and confident for their state level test after completing this course.

Strengths: The more students practice each practical that will be performed at state level the more confidence they build in their skills. Students return after testing and have stated that compared to other testers from other schools they were very prepared and organized.

Weaknesses: none.

Recommendations:

Actions: Changes will be made to this course because KBOC is no longer having a hands on practical. Both licensing tests will be multiple choice written exams.

Hair Designing II COS2005 – Spring 2021

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate hair designing.

Measure 1: Seventy-five of the students will pass a quiz on hair design with 75% or higher accuracy.

Overall: 3 out of 3 (100%) students scored a 75% or higher on a quiz about this subject.

Measure 2: Seventy-five of the students will understand how to balance a hair design and be able to perform it with 75% or better accuracy during daily practical work and salon client work.

Overall: 3 out of 3 (100%) students scored a 75% or higher on hands on practicals about this subject.

Outcome 2: Define and demonstrate intermediate hair cutting techniques.

Measure 1: Seventy-five percent of the students will be able to watch a demonstration of a technique and mimic it on their mannequin with 75% or better accuracy.

Overall: 3 out of 3 (100%) students performed this with 75% or better accuracy.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test.

Overall: 3 out of 3 (100%) students scored a 75% or higher on a multiple-choice test.

Outcome 3: Describe and implement use of advanced wet styling aids.

Measure 1: Seventy-five percent of the students will understand how to use advanced wet styling aids through hands on practice with 75% or better accuracy.

Overall: 3 out of 3 (100%) students scored a 75% or higher on their hands-on practice of the subject.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test about this subject.

Overall: 3 out of 3 (100%) students scored a 75% or higher on a multiple-choice test.

Outcome 4: Explain and implement the use of advanced thermal styling aids and marcel iron curling.

Measure 1: Seventy-five percent of students will be able to demonstrate thermal styling on a mannequin with 75% or better accuracy.

Overall: 3 out of 3 (100%) students performed with 75% or better accuracy.

Measure 2: Seventy-five percent of students will pass a quiz over thermal curling with 75% or better accuracy.

Overall: 3 out of 3 (100%) students passed with a 75% or better.

Results and Analysis – Hair Designing II COS2005 – Spring 2021

Findings: Working with a marcel iron was difficult for 1 of the 3 students, but she was able to practice more and get the hang of it before they were graded out.

Strengths: Students excelled in looking at pictures of hair cuts and hair styles and being able to recreate them on their mannequins.

Weaknesses: None

Recommendations: Keep up with what we are doing and change the teaching styles as needed for different students.

Actions: Stay up to date on new trends and techniques.

Hair Designing III COS2022– Spring 2021

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate care and usage of electric cutting tools.

Measure 1: Seventy five percent of students will be able to explain and demonstrate proper handling, cleaning and disinfecting of all electrical cutting tools (clippers, trimmers, tattoo trimmer) with 100% accuracy.

Overall: 12 out of 12 (100%) students completed this task with 100% accuracy.

Measure 2: Seventy five percent of students will be able to decide which electrical cutting tool is used to achieve desired results with 100% accuracy.

Overall: 12 out of 12 students completed this task with 100% accuracy.

Outcome 2: Define and demonstrate advanced haircutting techniques.

Measure 1: Seventy five percent of students will be able to demonstrate various angles in a haircut to achieve desired results with 75% or higher accuracy.

Overall: 12 out of 12 (100%) students did this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to explain and demonstrate face shapes along with hair texture to achieve a complimentary style on a client with 75% or higher accuracy during daily practical work.

Overall: 12 out of 12(100%) students did this task with 75% or higher accuracy.

Outcome 3: Identify and define the various types of wigs, hair pieces and hair extensions and explain their care and maintenance.

Measure 1: Seventy five percent of students will be able to identify the difference between synthetic and human hair with 75% or higher accuracy.

Overall: 12 out of 12 (100%) students did this task with 75% or higher accuracy.

Measure 2: Seventy five percent of students will be able to describe the difference between a wig and hair piece and what would be the best option for an individual with 75% or better accuracy.

Overall: 12 out of 12 (100%) students did this task with 75% or higher accuracy.

Measure 3: Seventy five percent of students will be able to explain care and maintenance for various types of wigs, hair pieces and hair extensions with 75% or higher accuracy.

Overall: 12 out of 12 students (100%) did this task with 75% or higher accuracy.

Outcome 4: Demonstrate the application and styling of various hair pieces.

Measure 1: Seventy-five percent of students will style a synthetic wig to the best of their abilities with 75% or higher accuracy.

Overall: 12 out of 12 (100%) students styled synthetic wigs for a theater production and found out that plastic hair is very hard to get to hold a style.

Measure 2: Seventy-five percent of students will be able to size and apply a wig to a client's head.

Overall: 12 out of 12 (100%) students were able to complete this task.

Measure 3: Seventy-five percent of students will be able to apply clip in hair extensions to a client's hair.

Overall: 12 out of 12 (100%) students were able to complete this task.

Results and Analysis Hair Designing III COS2022 — Spring 2021

Findings: Students enjoyed working with different hair pieces.

Strengths: Students excelled in clipper maintenance. 3rd semester students were able to master cutting techniques that they had been working on the whole time in the program.

Weaknesses: Hair extensions and wigs are sometimes very expensive so we only get to work with so much.

Recommendations: KBOC is wanting to implement more hair piece work into the curriculum so when they do I will need to possibly do further training on to make sure our students are getting all the information they can.

Actions: Stay up to date on latest trends and products.

Hair Designing I COS1025 – Spring - 2021 – High School
Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of hair shaping and hair styling.

Measure 1: Seventy-five percent of students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 1 out of 1 student (100%) scored a 75% or higher on the multiple-choice test.

Measure 2: Seventy-five percent of students will score a 75% or higher on a project of seeing a picture of a hair style and understand what to do to achieve this hair style.

Overall: 1 out of 1 student were able to tell the instructor where the point of origin of the hair style should begin.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a project to show the angles of the hair style.

Overall: 1 out of 1 student will score a 75% or higher on a project to show how the hair style should be arranged.

Outcome 2: Identify and select the materials, supplies, and implements needed for hair shaping, hair styling, and thermal styling.

Measure 1: The students will be able to know the right tools and product for the selected hair style through a class project. The students will score a 75% or higher on their project.

Overall: 1 out of 1 student scored a 75% or higher in their group project.

Measure 2: Seventy-five percent of the students will score a 75% or higher on product knowledge.

Overall: 1 out of 1 student will score a 75% or higher on a multiple-choice test over product knowledge.

Measure 3: Seventy-five percent of the students will score a 75% or higher on implement knowledge.

Overall: 1 out of 1 student will score a 75% or higher on a multiple-choice test over implement knowledge.

Outcome 3: Define and demonstrate basic hair styling techniques including finger waving and shaping.

Measure 1: Seventy-five percent of the students will score a 75% or higher on the description of finger waving and shaping of the hair.

Overall: 1 out of 1 (100%) of the student scored a 75% or higher on a multiple-choice test over the description of finger waving and shaping of the hair.

Measure 2: Seventy-five percent of the students will score a 75% or higher on defining and demonstrating basic hair styling techniques including finger waving and shaping on a rubric test.

Overall: 1 out of 1 Student (100%) scored a 75% or higher on a rubric test given over this subject.

Outcome 4: Explain and demonstrate safety precautions in hair shaping and thermal styling.

Measure 1: Seventy-five percent of the students will score a 75% or higher on the explaining the safety of hair shaping and thermal styling on a multiple-choice test.

Overall: 1 out of 1 (100%) of the student scored a 75% or higher on the multiple-choice test over the explanation of the safety of hair shaping and thermal styling.

Measure 2: Seventy-five percent of the student will score a 75% or higher on the techniques of hair shaping and thermal styling.

Overall: 1 out of 1 (100%) of the student scored a 75% or higher on a multiple-choice test over the techniques of hair shaping and thermal styling.

Measure 3: Seventy-five percent of the student will score a 75% or higher on explaining and demonstrating safety precautions on hair shaping and thermal styling rubric test.

Overall: 1 out of 1 Student (100%) scored a 75% or higher on a rubric test given over this subject.

Results and Analysis – Hair Designing I – Spring - 2021 – High School

Findings: Allowing the student to use her phone to look up the latest hair styles.

Strengths: Outcomes were met.

Weaknesses: Having one student in class hinders the hands-on portion.

Recommendations: To continue starting the students right away with the hands-on portion.

Actions: Keeping implement and products up to date with the time of the hairstyles.

Hair Designing I COS1025 – Spring - 2021 – Full Time Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and effects of hair shaping and hair styling.

Measure 1: Seventy-five percent of students will score a 75% or higher on a multiple-choice test given on this subject.

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

Measure 2: Seventy-five percent of students will score a 75% or higher on a project of seeing a picture of a hair style and understand what to do to achieve this hair style.

Overall: 4 out of 4 students were able to tell the instructor where the point of origin of the hair style should begin.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a project to show the angles of the hair style.

Overall: 4 out of 4 students will score a 75% or higher on a project to show how the hair style should be arranged.

Outcome 2: Identify and select the materials, supplies, and implements needed for hair shaping, hair styling, and thermal styling.

Measure 1: The students will be able to know the right tools and product for the selected hair style through a class project. The students will score a 75% or higher on their project.

Overall: 4 out of 4 students scored a 75% or higher in their group project.

Measure 2: Seventy-five percent of the students will score a 75% or higher on product knowledge.

Overall: 4 out of 4 students will score a 75% or higher on a multiple-choice test over product knowledge.

Measure 3: Seventy-five percent of the students will score a 75% or higher on implement knowledge.

Overall: 4 out of 4 students will score a 75% or higher on a multiple-choice test over implement knowledge.

Outcome 3: Define and demonstrate basic hair styling techniques including finger waving and shaping.

Measure 1: Seventy-five percent of the students will score a 75% or higher on the description of finger waving and shaping of the hair.

Overall: 4 out of 4 (100%) of the students scored a 75% or higher on a multiple-choice test over the description of finger waving and shaping of the hair.

Measure 2: Seventy-five percent of the students will score a 75% or higher on defining and demonstrating basic hair styling techniques including finger waving and shaping on a rubric test.

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

Outcome 4: Explain and demonstrate safety precautions in hair shaping and thermal styling.

Measure 1: Seventy-five percent of the students will score a 75% or higher on the explaining the safety of hair shaping and thermal styling on a multiple-choice test.

Overall: 4 out of 4 (100%) of the students scored a 75% or higher on the multiple-choice test over the explanation of the safety of hair shaping and thermal styling.

Measure 2: Seventy-five percent of the students will score a 75% or higher on the techniques of hair shaping and thermal styling.

Overall: 4 out of 4 (100%) of the students scored a 75% or higher on a multiple-choice test over the techniques of hair shaping and thermal styling.

Measure 3: Seventy-five percent of the students will score a 75% or higher on explaining and demonstrating safety precautions on hair shaping and thermal styling rubric test.

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

Results and Analysis – Hair Designing I – Spring - 2021 – Full Time

Findings: Allowing the students to use their phones to look up the latest hair styles.

Strengths: Outcomes were met.

Weaknesses: I felt that this group of students did very well in Hair Designing I.

Recommendations: To continue starting the students right away with the hands-on portion.

Actions: Keeping implement and products up to date with the time of the hairstyles.

Physical Services III COS2012- Spring 2021

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the importance of the consultation phase and proper nail preparation of an artificial nail service.

Measure 1: The student will be able to explain the steps for nail enhancement application.

Overall: 12 out of 12 (100%) students completed this task with a 75% or higher accuracy.

Measure 2: The student will be able to explain the importance of a consultation before a nail service is performed.

Overall: 12 out of 12 (100%) students completed this task with a 75% or higher accuracy.

Outcome 2: Explain the importance of a well-balanced nail.

Measure 1: The student will be able to balance the nail to where the stress ball is in the proper location.

Overall: 12 out of 12 (100%) students completed this task with a 75% or higher accuracy

Outcome 3: Demonstrate the procedures for artificial nail preparation, nail form application and balancing and finishing.

Measure 1: The student will be able to demonstrate and artificial nail procedure with 75% or better accuracy during daily practical work.

Overall: 12 of 12(100%) students performed this task with a score of 75% or better.

Measure 2: The student will be able to properly prepare the natural nail and know the proper acrylic ball placement and the proper techniques of filing with 75% or better accuracy.

Overall: 12 out of 12(100%) students performed this task with 75% or better.

Results and Analysis – Physical Services III COS2012 Spring 2021

Findings: Allow students extra time to work on artificial nails. They are a hard service to master.

Strengths: All outcomes were met and majority of these students really enjoyed doing artificial nails.

Weaknesses: Product for artificial nails is very expensive.

Recommendations: Stay up to date on trends and products.

Actions: follow recommendations.

Physical Services I COS2012 – Spring – 2021 – High School

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and practice correct procedures for shampoo, rinses, scalp and hair treatments, manicures and pedicures and massage movements.

Measure 1: Seventy-five percent of the students will be able to know what proper shampoos, rinses, scalp, and hair treatments for the service that they are going to perform.

Overall: 1 out of 1 (100%) students will score a 75% or higher on a product knowledge quiz.

Measure 2: Seventy-five percent of the students will demonstrate a proper shampooing procedure.

Overall: 1 out of 1 (100%) students will demonstrate a proper shampooing procedure with a rubric grading sheet.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test over shampooing.

Overall: 1 out of 1 (100%) students scored a 75% or higher on a multiple-choice test over shampooing.

Outcome 2: Identify, select, and demonstrate the correct procedure for makeup application and hair removal.

Measure 1: Seventy-five percent of the students will be knowledgeable of what product and implements to be used on what skin type.

Overall: 1 out of 1 (100%) of the students will be able to properly set up to a facial service scoring a 75% or greater with a rubric grading sheet.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test.

Overall: 1 out of 1 (100%) of the students scored a 75% or higher on a multiple-choice test.

Outcome 3: Identify and select the appropriate equipment, supplies, and implements for manicures, pedicures, and facials and makeup application.

Measure 1: Seventy-five percent of the students will be able to identify and select the appropriate equipment, supplies, and implements for manicures, pedicures, and facials and makeup application.

Overall: 1 out of 1 (100%) students will score a 75% or higher on a rubric grading sheet of the steps to perform a manicure, pedicure, and massage movements

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 1 out of 1 (100%) students scored a 75% or higher on the multiple-choice test.

Outcome 4: Describe and locate the facial nerves and muscles.

Measure 1: Seventy-five percent of the students will be able to demonstrate a proper facial with a 75% or higher score on a rubric grading sheet.

Overall: 1 out of 1 (100%) of the students scored a 75% or higher on the rubric grading sheet for properly demonstrating a facial.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

Overall: 1 out of 1 (100%) students scored a 75% or higher on the multiple-choice test

Outcome 5: Describe and practice eyebrow arching.

Measure 1: Seventy-five percent of the students will be able to describe and practice eyebrow arching with a 75% or higher score on a rubric grading sheet.

Overall, 1 out of 1 Students (100%) scored a 75% or higher on the rubric grading sheet.

Results and Analysis – Physical Services I COS2012 – Spring - 2021 – High School

Findings: Allowing the student to watch video over procedures and demonstrate the procedures are great for a student to see and follow.

Strengths: Students respond well to hands on. Students also respond to product that they are knowledgeable about.

Weaknesses: Keeping up with the latest products. Products are made to be used within their product line. Products are expensive.

Some of the students were finding it hard to concentrate outside of the classroom.

Recommendations: Research product lines.

Actions: Product lines are being researched for the best for the students and the school. Students have been started earlier on practical services. Each student has their own mannequin head with allows us to practice not only styling but haircutting. Also, with this class I have incorporated them rolling perms. I am eager to see how this will help them in the semesters to come.

Physical Services I COS2012 – Spring – 2021 - Full Time

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose and practice correct procedures for shampoo, rinses, scalp and hair treatments, manicures and pedicures and massage movements.

Measure 1: Seventy-five percent of the students will be able to know what proper shampoos, rinses, scalp, and hair treatments for the service that they are going to perform.

Overall: 4 out of 4 (100%) students will score a 75% or higher on a product knowledge quiz.

Measure 2: Seventy-five percent of the students will demonstrate a proper shampooing procedure.

Overall: 4 out of 4 (100%) students will demonstrate a proper shampooing procedure with a rubric grading sheet.

Measure 3: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test over shampooing.

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

Outcome 2: Identify, select, and demonstrate the correct procedure for makeup application and hair removal.

Measure 1: Seventy-five percent of the students will be knowledgeable of what product and implements to be used on what skin type.

Overall: 4 out of 4 (100%) of the students will be able to properly set up to a facial service scoring a 75% or greater with a rubric grading sheet.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test.

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

Outcome 3: Identify and select the appropriate equipment, supplies, and implements for manicures, pedicures, and facials and makeup application.

Measure 1: Seventy-five percent of the students will be able to identify and select the appropriate equipment, supplies, and implements for manicures, pedicures, and facials and makeup application.

Overall: 4 out of 4 (100%) students will score a 75% or higher on a rubric grading sheet of the steps to perform a manicure, pedicure, and massage movements

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

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

Outcome 4: Describe and locate the facial nerves and muscles.

Measure 1: Seventy-five percent of the students will be able to demonstrate a proper facial with a 75% or higher score on a rubric grading sheet.

Overall: 4 out of 4 (100%) of the students scored a 75% or higher on the rubric grading sheet for properly demonstrating a facial.

Measure 2: Seventy-five percent of the students will score a 75% or higher on a multiple-choice test given on this subject.

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

Outcome 5: Describe and practice eyebrow arching.

Measure 1: Seventy-five percent of the students will be able to describe and practice eyebrow arching with a 75% or higher score on a rubric grading sheet.

Overall, 4 out of 4 Students (100%) scored a 75% or higher on the rubric grading sheet.

Results and Analysis – Physical Services I COS2012 – Spring - 2021 – Full Time

Findings: Allowing the students to watch video over procedures and demonstrate the procedures are great for a student to see and follow.

Strengths: Students respond well to hands on. Students also respond to product that they are knowledgeable about.

Weaknesses: Keeping up with the latest products. Products are made to be used within their product line. Products are expensive.

Some of the students were finding it hard to concentrate outside of the classroom.

Recommendations: Research product lines.

Actions: Product lines are being researched for the best for the students and the school. Students have been started earlier on practical services. Each student has their own mannequin head with allows us to practice not only styling but haircutting. Also, with this class I have incorporated them rolling perms. I am eager to see how this will help them in the semesters to come.

Physical Services II – COS1016 – Spring 2021

Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purpose, effects and procedure for a basic facial.

Measure 1: Seventy-five percent of the students will pass a multiple-choice test on facials with 75% or better accuracy.

Overall: 3 out of 3 (100%) students scored 75% or higher on the multiple-choice test.

Measure 2: Seventy-five percent of the students will understand the purpose of facial products through daily practical work.

Overall: 3 out of 3 (100%) students understood the different facial products while doing daily practical work.

Outcome 2: List the basic types of electrical equipment used in facial treatments.

Measure 1: Seventy-five percent of students will be able to use the facial machine during daily practical and client work.

Overall: 3 out of 3 (100%) students demonstrated perfect use of the facial machines during daily practical work and client services.

Outcome 3: List the types of cosmetics used for facial makeup and the proper application techniques.

Measure 1: Seventy-five percent of students will be able to apply makeup properly and in a sanitary way to themselves, other students or makeup pages.

Overall: 3 out of 3 (100%) students chose to do makeup application on themselves and did it in a sanitary manner following the KBOC guidelines for sanitation.

Outcome 4: Identify the different facial types.

Measure 1: Seventy-five percent of the students will demonstrate a basic facial with 75% or better accuracy.

Overall: 3 out of 3 (100%) students performed a basic facial with 75% or better accuracy.

Measure 2: Seventy-five percent of the students will be able to list the procedures of a basic facial.

Overall: 3 out of 3 (100%) students were able to list the procedure for a basic facial.

Measure 3: Seventy-five percent of the students will be able to perform a spa facial following proper procedures.

Overall: 3 out of 3 (100%) students were able to perform a spa facial to the standards of their textbook.

Outcome 5: Identify and select the appropriate equipment, supplies and implements for artificial nails.

Measure 1: Seventy-five percent of students will be able to pass a quiz on appropriate equipment needed for artificial nails.

Overall: 3 out of 3 (100%) students passed the quiz.

Measure 2: Seventy-five percent of students will be able perform artificial nails on their daily practical work.

Overall: 3 out of 3 (100%) students were able to perform artificial nails in their daily practical work.

Outcome 6: Define the chemistry of artificial nails.

Measure 1: Seventy-five percent of students will be able to choose the proper products to perform an artificial nail service.

Overall: 3 out of 3 (100%) students were able to perform this with 100% accuracy during daily practical work.

Results and Analysis – Physical Services II – COS1016 – Spring 2021

Findings: With a small class size students were able to practice more on each other instead of regular mannequin work.

Strengths: Students did well with artificial nails which is usually a hard task for most.

Weaknesses: Cost of products.

Recommendations: Research product lines and techniques.

Actions: no actions necessary at this time.

Scientific Concepts COS1015 – Spring 2021 - Full Time

Assessment Outcomes, Measures, and Data

Outcome 1: Explain and demonstrate safety and sanitation practices and precautions as prescribed by the Kansas Board of Cosmetology and OSHA.

Measure 1: Sanitation practices with KBOC (Kansas Board of Cosmetology) have changed to those changes will be implemented.

The students will be able to explain the differences between cleaning, disinfecting, and sterilizing.

Overall: The students will explain the differences with 75% or better accuracy.

5 out of 5 students (100%) completed this with 75% or better accuracy. This outcome was met.

Measure 2: The student will learn the layout of the updated OSHA required Safety Data Sheets that are implemented worldwide.

Overall: The students will be able to list the 16 categories of information required on the updated Safety Data Sheets. 5 out of 5 (100%) students will be able to list the categories with a 75% or higher.

Outcome 2: Describe simple safety and first-aid applications for cuts, minor burns, choking, fainting and eye injury.

Measure 1: The students practice blood spill procedures more often to stay in compliance with KBOC (Kansas Board of Cosmetology) standards that have recently changed. The instructors have demonstrated the different procedures and shown videos of how to properly perform them without harming the person.

Overall: This outcome was met. 5 out of 5 (100%) students will be able to respond to a blood spill or injury in a professional manner scoring a 75% or higher on a practical test.

Outcome 3: Identify the anatomy of the hair and scalp.

Measure 1 – The students will be able to identify the anatomy of the hair and scalp.

Overall, 5 out of 5 (100%) of the students will pass with a score of 75% or higher on a worksheet about the anatomy of the hair and scalp.

Measure 2 – The students will be able to analyze the form, length, texture, density and porosity of the hair.

Overall, 5 out of 5 (100%) students will score a 75% or higher on a worksheet about the form, length, texture, density and porosity of the hair.

Measure 3 – The students will be able to identify conditions and disorders of the hair and scalp.

Overall, 5 out of 5 (100%) students will pass with a 75% or higher score on a worksheet about the conditions and disorder of the hair and scalp.

Outcome 4: Describe the anatomy, conditions, and disorders of the skin.

Measure 1 – The students will learn the anatomy of the skin.

Overall, 5 out of 5 (100%) students will score a 75% or greater on a worksheet about the anatomy of the skin.

Measure 2 – The students will be able to identify conditions and disorders of the skin.

Overall, 5 out of 5 (100%) students will score a 75% or greater on a worksheet about the conditions and disorders of the skin.

Outcome 5: Explain the anatomy, growth and regeneration, irregularities, disorders, and diseases of the nail.

Measure 1 – The students will have the knowledge of the anatomy, growth, and regeneration of the nail.

Overall, 5 out of 5 (100%) students will score a 75% or greater on a worksheet about the anatomy, growth, and regeneration of the nail.

Measure 2 – The students will have the knowledge of the irregularities, disorders, and diseases of the nail.

Overall, 5 out of 5 (100%) students will score a 75% or greater on a worksheet about the irregularities, disorders, and diseases of the nail.

Results and Analysis – Scientific Concepts COS1015 – Spring - 2021 - Full Time

Findings: Having hand on projects through understanding and staying focused. Some of the chapters has been beneficial to them on

Strengths: All outcomes were met, and students have a better understanding of the bacteria that are unseen but can be harmful in a salon setting.

Weaknesses: Keeping the students engaged through some of the lengthy chapters.

Recommendations: I am going to research for more hands-on projects.

Actions: I have the students relate the subject of study to their everyday life and how it affects them.

4.1: Program Advisory Committee:

Meetings from this time period were held through email because of Covid-19.

Fall 2020 Email Meeting:

Hello Everyone!

New and exciting things are happening at ICC Cosmetology.

Due to COVID-19 completely changing our traditional way of teaching and learning, we have to say that the students are definitely super troopers!

They have had great patience with us as we rearranged and discover a new way of teaching. We became online mid-March 2020 thinking that it was going to last a week or two. Then coming back in August, we were instructed to be prepared to switch to online within in a day.

Sad to say that students from Spring of 2020 were shortened with hands on time with us as instructors and clinic floor time with actual clients. We did notice a difference in the confidence of these students from past students and this last semester students that have had the opportunity to work face to face with the practical work. We have taken some extra time for these students and have seen some improvement.

Fall of 2020 ICC Cosmetology had 3 High School students enroll from area schools, 3 first semester students, 12 returning students for second semester, and 2 returning students for third semester.

To social distance Tonda has had the high school students and third semester students in room 101, Angela has the first semester in the Wood's Room, with Chelsea still in the salon area switching back and forth every other day from virtual

to in class with the class divided in half. Chelsea is teaching double, virtual and in class every day. KBOC has allowed us to continue some virtual hours until the end of December 2020.

The salon floor has been open 2 days a week starting October 14th. We have had limited services due to the pandemic. We are very thankful to the continued clients that have struggled through this with us. The students were just as excited to see the clients as the clients were to see the students.

With the Neewollah play not happening this year, Tonda teamed up with the ICC Drama Department and the third semester students with a few of the other students including the high school to assist doing the hair and make-up for the play. This consisted of several days of practice during the day and after school into the evening hours. The group as a whole did an amazing job with the hair and make-up and the play was a huge success! The play was an extra special play due to the fact that one of our very own ICC Instructors, Page Petrucka, wrote it. "A 1940's Christmas Carol" the play has been published and she dedicated it to a special person in her life that had just passed.

We did have a dress up day for Halloween but with all the craziness the students were only given a few days to figure out their costumes. The costumes were great but not as elaborate as usual.

We have 2 that have completed the program this December 2020. We are very happy to say that they both passed the KBOC written and practical exams! Despite the pandemic these two students kept moving forward and we are very proud of them. Both students are currently working in the industry.

Due to the current pandemic, this was the safest way to reach all of you. Please feel free to ask any questions you might have.

We look forward to meeting face to face in the Spring.

Have a wonderful holiday season, stay healthy!

Spring 2021 Email Meeting:

Hello Everyone!

I hope this finds you all healthy and safe from current happenings with the Covid Pandemic! Spring is here and I know I am ready for some sunshine, outdoor time and a "new normal" if it means spending time with family and friends!

We have had lots of challenges through this pandemic, but our students met the challenges head on (no pun intended 🤪) and kept moving forward.

Covid had the salon floor closed more than we would have liked, students practiced on each other and manikin heads while wearing mask and social distancing. At least this way students still experienced hands-on learning; we only did one day of virtual learning a week this semester. I can say for us three instructors that we would rather be in class with student's vs online. Starting with fall semester we're in hopes to be in class face to face with students Monday-Friday, and have the salon floor open with additional days for services.

Salon Updates

We recently purchased some new equipment for the salon floor to enhance student learning experience. Equipment was purchased using Perkins Grant Funding for CTE. Items purchased have made the salon area a healthier environment and more ergonomically friendly for student/client use. Five new shampoo bowls with built in shampoo chairs were added along with antifatigue mats. Changing out the old setup with the new ones has freed up space in the shampoo area, there for giving students more room between shampoo area and styling stations. Also, if you remember (or are a former student that used the old sinks) the sinks and chairs were extremely low to the ground, making it hard for clients to get in and out of, and it was absolutely a back breaking experience for students to use! I'm short, in case you didn't realize that, and those bowls made my back hurt! We also added three new chair hair driers to the front of the salon, so now all equipment matches and is uniform!

We're waiting the arrival of two new facial machines to use at the start of the fall semester. They should be here soon! We will refresh students on how to use them when we return after summer break, and then start offering facial services to the public.

Cosmetology Spring Happenings

Students and instructors have been busy doing some community services, along with partnering with ICC Theater department to provide time era hair and stage make up for productions.

Angela and Chelsea accompanied students to work the production of Steel Magnolias at ICC Inge Theater. Students did makeup and hairstyles that were time specific to the 1980's. They rocked the big hair for sure!

We recently participated in Love Independence Day by cleaning and beautifying our West Campus. We picked up trash and planted flowers in pots for the front of the building, and the

ICC West sign at the intersection. Students also packed goody bags that were passed out to area nursing homes and people in the downtown area.

This Sunday May 2nd students will be doing some face painting at Riverside Park Bandshell before the production of A Midsummer's Night Dream. This play is also being performed by ICC Theater students. We are always happy to partner with theater for the experience.

ICC Graduation

Graduation will be held Saturday May 8th, 10am at Shulthis Stadium in Riverside Park.

We have twelve students that will graduate with Cosmetology Certificates of completions, Six of those students will have also earned their Associates of Applied Science degrees. All twelve will have taken their written portion of the exam, some will have completed the practical exam as well, and be licensed by graduation! We are so proud of them all!

Kansas Board of Cosmetology Updates

KBOC is making a change to the state testing. Currently students have a written exam once they complete 1000 hours of training and a practical or hands on exam once they complete 1500 hours of training. Starting July 1st students will no longer have a practical or hands on exam once they have completed the program. Instead, they will take a written practical exam. Schools will be briefed on the way it will work at a later day in May. I'm not convinced it's a good idea to do away with the hands-on portion of the test. Students need to be able to perform services in a safe and sanitary manner for client and stylist safety. Yes, schools teach safety and sanitation procedures, but I worry it will have little impact on students if they are not held accountable at state level testing. Time will tell if they bring the practical portion back or not.

Please feel free to respond with any questions, comments, or ideas you might have. I hope to see you all in the fall for our next advisory meeting!

4.2: Specialized Accreditation:

Kansas Board of Cosmetology
Topeka, KS 66603
785—296—3155(PBONE) • 785—296—3002(F:W3)

Inspection Detail

FACILITY

Independence Community College Cosmetology
2615 West Plain
Cosmetology Dept #19
Independence, KS 67301
Owner: Independence Community College

LICENSE

License No: 005-57
Profession: KBOC-Cosmetology
License Type: Cosmetology School
Phone: 6203321410

Inspection Type: Routine
Inspection Date: 12/3/2019
Result: Completed

Remarks: Tonda Lawrence

Checklist Results

LICENSE, SIGNAGE, SCHEDULING & RECORDS

Question

1) School License — Valid, has current location and current owner(s) and posted in a conspicuous location	PASS
2) Required Signage - Health & Sanitation Regulations, latest Inspection Report & Consumer Complaint Instructions posted in a conspicuous location	PASS
3) Instructor & Instructor-in-Training Licenses - Valid and posted in a conspicuous location	PASS
4) Practitioner Licenses - Each instructor, instructor-in-training has a valid practitioner license posted in a conspicuous location	PASS
5) Apprentice Licenses - Valid and posted in a conspicuous location	PASS
6) Classrooms - Instructor to Student Ratio - 1 instructor for every 25 students in each classroom	PASS
7) Clinic Floor - Instructor to Student Ratio - 1 instructor for every 25 students on the clinic area	PASS
8) Student Sign - Posted in a visible location in the clinic area	PASS
9) Student Records - Daily student record which verifies attendance for each student	PASS

DISINFECTION OF INSTRUMENTS & EQUIPMENT

Question

10) Disinfectant - School has bleach solution or EPA-registered disinfectant with bactericidal, fungicidal and virucidal activity, prepared, manufactured-labeled container or MSDS available	PASS
11) Tuberculocidal Disinfectant - School has an EPA-registered disinfectant with bactericidal, fungicidal, virucidal and tuberculocidal activity, manufactured-labeled container or MSDS available	PASS
12) Disinfectant Containers - Adequate number of sufficient size, covered containers, free of debris and dirt	PASS
13) Storage of Used Non-Electric Instruments - Placed in labeled, covered receptacle until cleaned and disinfected	PASS
14) Disinfecting Non-Electric Instruments - Cleaned with soap and water prior to disinfecting with a bleach solution or EPA-registered disinfectant with bactericidal, fungicidal and virucidal activity	PASS
15) Disinfecting Electric Instruments — Foreign matter removed prior to disinfecting with a bleach solution, disinfectant liquid spray or foam that is EPA-registered with bactericidal, fungicidal and virucidal activity	PASS
16) Storage of Disinfected Non-Electric Instruments - Stored in labeled, clean, enclosed cabinet or covered container	PASS
17) Storage of Disinfected Electric Instruments - Stored in labeled, clean, enclosed cabinet or covered container	PASS
18) Single-Use Supplies/Instruments - Disposed of in covered waste receptacle immediately after use on a client	PASS
19) Pedicure Equipment - Cleaned with EPA registered disinfectant with demonstrated bactericidal, fungicidal, virucidal, and tuberculocidal activity, and/or bleach solution in accordance with K.A.R. 28-24-9	PASS

GENERAL SANITATION

Question

15) Hand Washing Sinks - At least two sinks with hot and cold running water located in the clinic area	PASS
16) Used Linens - Soiled towels, robes and linens placed in close labeled receptacle	PASS
17) Clean Linens - Clean towels, robes and linens stored in clean, close labeled cabinet	PASS
25) Neck Covering - Sanitary neck strip or clean towel used under the full-length protective covering	PASS
26) Product - Stored in labeled closed containers poisonous/caustic products marked and stored in an area open to public	PASS
27) Work Areas Sanitized - Shampoo bowls, sm4ce chairs, workstation and manicure treatment tables sanitized before each consumer sm4ce manicure treatment table covered with clean examination paper, towel or linen for each consumer	PASS
28) Shampoo Bowls - Six working shampoo bowls with spray & hot and cold running water in the clinic area OR school is not required to have shampoo bowls (nail technology, esthetics)	PASS
29) Dispense - At least one sink with hot and cold running water	PASS
30) Restroom - Two restrooms with working toilets and hand-washing sinks, liquid soap dispenser and disposable towels or air & dryers, all in sanitary condition	PASS

GENERAL REQUIREMENTS

Question

31) Equipment - The school has adequate equipment in the clinic practice area per student present	PASS
32) Trash - Covered: excessive accumulation removed	PASS
33) Cleanliness - Floors, walls, ceilings, furniture and fixtures are clean, free of dust, hair and other debris, and in good repair	Fail
34) Lighting & Ventilation - Sufficient ventilation sufficient to remove fumes, vapor or dust	PASS
35) Prohibited Items in Consumer Sm4ce Areas - There is no preparing of food eating or possessing/consuming of alcoholic beverages in areas where consumers receive sm4ces	PASS
36) Prohibited Items - School is free of nail polish, nail dusters, razor blades to remove calluses or skin	

blemishes, medical devices (except Class 1), prescription products too close to devices that deter, cut or damage King layers of skin, smoking or aromatics (except assistance aromatics)

Violation	Inspection Item	Remarks
School Q3* (General Requirements 3*)	Cleanliness - Floors, walls, ceilings, furniture and fixtures are clean, free of dust, hair and other debris, and in good repair	Old Floor.

Establishment Inspection Report/Certificate

The most recent inspection report/certificate should be posted n'bere it can be easily sñen'ed by the consuming public.

F:4CILM

Iridentenc e Communitv. College"Cosmeto1op'

2615 fi'est Plain

Cosmetolo ' Dep =19

Independenc e KS 67301

Owner. Independence CommuniU.' College

Ourershrp Type. Business

LICENSE

license00.006-67

Profession: KBOC-Cosmetology

License Type. Cosmetolo' School

Phone. 6203321410

Inspection Type. Routine

Inspection Date. 10."13."2020

Result. Completed

The undersigned hcensee designee or other authorized representañ'e of the hcensee acknow'ledges receipt of this inspection report.

If this is a comphanc e mspection for a new' estabhshment hcense a P:4SS inspection form uñ serve as a temporm.' author.' to operate pending find review' and approvd b\ the State Board. The temporary authoriH' must be prominend\ displayed and ud expire upon receipt of a proper1\ issued hcense or six months from the date of inspection.

If this is a compliance inspection for a new' estabhshment hcense a F:ML inspection form uñ result in the denial of the estabhshment apphcation. A new' apphcation and fee must be submitted to rec'e additiond comphanc e inspections.

BT

10. 13. 20*0 3: 05: 06 P'il

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Signature of Inspector

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Inspection Detail

FACILITY

Independence Community College Cosmetology
2615 West Plain
Cosmetology Dept 19
Independence, KS 67301
Owner: Independence Community College

LICENSE

License No: 005-57
Profession: KBOC-C Cosmetology
License Type: Cosmetology School
Phone: 6203321410

Inspection Type: Routine
Inspection Date: 2/25/2021
Result: Completed

Remarks: Chelsea Bailey

Checklist Results

LICENSE, SIGNAGE, SAFETY & RECORDS

Question	Answer
1) School License — Valid, current location and current owner(s) and posted in a conspicuous location	PASS
2) Required Signage - Health & Sanitation Regulations, latest Inspection Report & Consumer Complaint sign posted in a conspicuous location	PASS
3) Instructor & Instructor-in-Training Licenses - Valid and posted in a conspicuous location	PASS
4) Practitioner Licenses - Each instructor, instructor-in-training has a valid practitioner license posted in a conspicuous location	PASS
5) Apprentice Licenses - Valid and posted in a conspicuous location	PASS
6) Classrooms - Instructor to Student Ratio - 1 instructor for every 25 students in each classroom	PASS
7) Clinic Floor - Instructor to Student Ratio - 1 instructor for every 25 students in the clinic area	PASS
8) Student Names Sign - Posted in a visible location in the clinic area	PASS
9) Student Records - Daily student record which verifies attendance for each student	PASS
10) Hindering/Interfering with Inspection — School personnel or students impeding or interfering with inspector's duties	PASS

DISINFECTANTS & BLOOD EXPOSURE

Question	Answer
11) Disinfectant — Sufficient bleach solution or EPA-registered disinfectant with bactericidal, fungicidal and virucidal activity, prepared in manufacturer-labeled container and SDS available	PASS
12) Disinfectant Containers — Labeled, covered and large enough for full immersion of instruments	PASS
13) Disinfectant Solution — Prepared daily and mixed according to manufacturer's instructions free of debris and not cloudy	PASS
14) Blood Exposure Supplies — School has single-use protective gloves, antiseptic solution, sterile bandages, and double bags	PASS

DISSECTION PROCEDURES OF INSTRUMENTS, EQUIPMENT

Question	Answer
15) Non-electric Instruments - Cleaned and disinfected after each use	PASS
16) Electric Instruments — Foreign matter removed and disinfected after each use	PASS
17) Pedicure Equipment — Free of hair, debris, and biofilm, cleaned and disinfected in accordance with K.A.R. 28-24-9	PASS

STORAGE & DISPOSAL

Question

:4nsn'er

- 1) Used Instruments — Stored in labeled, covered container or drawer for used instruments only' PASS
- 2) Disinfected Instruments — Stored in labeled clean, covered containers or drawers for clean instruments only' PASS
- 3) Disinfected Electric Instruments — Kept clean and covered: reserved for clean electric instruments only' PASS
- 4) Single-Use Items — New items stored in labeled, clean, covered container disposed of in a covered waste receptacle immediately after use PASS

LOANS, CAPES & PRODUCTS

Question

:A isn'er

- 5) Used Linens and Capes — Stored in a labeled closed container or enclosed storage area: towels not left towel warmer PASS
- 6) Clean Linens and Capes — Stored in a labeled, closed container or enclosed storage area PASS
- 7) Cleaned/Disinfected Linens and Capes — Soiled linens and capes not being reused laundered or disinfected PASS
- 8) Product — All products are labeled and kept clean and closed when not in use, wax pots covered PASS
- 9) Product Dispensing & Disposal — Applicators not reused or left in product dispensing product in accordance with K.A.R. 28-24-6(b) PASS

CLEARLY, GENERAL REQUIREMENTS & PROHIBITIONS

Question

:4nsn'er

- 10) Surfaces and Treatment Tables — Free of dust and debris cleaned and covered with clean paper or linen

before each smile kept clean and surface that came into contact with a consumer during smiles is disinfected PASS

- 11) Shampoo Bowl/Sink — Six working shampoo bowls with spray & hot and cold running water in the clinic area OR a hand-washing sink with hot and cold running water in the clinic area: clean and free of hair and debris PASS
- 12) Dispense — At least one sink with hot and cold running water PASS
- 13) Floss — Covered: excessive accumulation removed PASS
- 14) Restrooms — Two restrooms with working toilets and hand-washing sinks, liquid soap dispenser and disposable towels or air drier, all in sanitary condition PASS
- 15) Equipment — The school has adequate equipment in the clinic practice area per student present PASS
- 16) Cleanliness — School is clean and in good repair includes workstations, chairs, headrests, etc. PASS
- 17) Prohibitions — Smoking, preparing food, nail dusters, razor-Use devices to remove calluses or skin blemishes, tools/devices that pierce, cut or damage King layers of the skin, methamph amphetamine (JHA), animals (other than assistance dogs), instrument organizers or instrument belts PASS

THE OTHERS SIGNED LICENSEE OR REPRESENTATIVE AT THE TIME OF INSPECTION ACKNOWLEDGES RECEIPT OF THIS INSPECTION REPORT.

Signature of Inspector

2/25/2021 10:43:41 AM

Date/Time

Signature of Owner/Representative

8.1 Budget Requests/Adjustments

Budget Request Form 2021-22

Request Details: (Please complete for each additional item)

Date of Request: 2/22/22 Fiscal Year: 2022-2023
Requestors Name: Chelsea Bailey Phone: 6203325643
Department: Cosmetology Building: West
Desired Cost: \$500 Estimated Purchase Date: _____

Request Description/Justification:

Include a detailed description of the project, requested item, or expense and justification.
Attach additional documentation as necessary.

We would like to add \$300 to our currently \$200 Food and Meals line. We will be going to conference in Las Vegas and will need the extra funds as well taking students to classes in Joplin with our supplier.

Strategic Goal/Mission Alignment:

Include a detailed explanation of how the requested budget expense ties to ICC's Mission and Strategic Plan.

We are getting training for professional development while at the conference and incorporating what we are learning. Students are getting access to services and products that they normally wouldn't in day to day class time and getting to learn from other stylists.

Requested Amount and Sources:

Budget Line Number 12-1273-602-000 Amount \$ 500

Annual Operating Cost Impact:

Provide cost estimates relating to the annual impact of this expense on the operating budget. For example, estimate increased maintenance, IT, or energy costs associated. If this is a project related to a new or expanded program, provide cost data, including costs for increased staff.

Indicate # of years, or if it is a reoccurring expense

Life (years): _____

	Annual Increase In Operating Costs	
Maintenance Costs:		
Energy Costs:		
Salary/Benefits Costs:		
Construction Costs:		
IT Costs:		
Other Costs:		

Submission Authorization:

		Signature/Initials	If No, Reason
Cabinet-Level Supervisor	☐ Yes ☐ No	_____	_____
Chief Business Officer	☐ Yes ☐ No	_____	_____
President	☐ Yes ☐ No	_____	_____

Prioritization:

- ☐ Level 1: Life/Safety
- ☐ Level 2: Federal Compliance
- ☒ Level 3: Academic Mission
- ☐ Level 4: KPI/Operational Goals

Budget Request Form 2021-22

Request Details: (Please complete for each additional item)

Date of Request: 2/22/22 Fiscal Year: 2022-2023
Requestors Name: Chelsea Bailey Phone: 6203325643
Department: Cosmetology Building: West
Desired Cost: \$500 Estimated Purchase Date: _____

Request Description/Justification:

Include a detailed description of the project, requested item, or expense and justification.
Attach additional documentation as necessary.

We would like to add \$500 to our budget for advertisement funds. We currently don't have anything in this line and would like to take advantage of facebook ads, newspaper ads, flyers, mail outs, etc. We are trying to increase service sales in our salon to bring in more money and get students more practice in a salon environment.

Strategic Goal/Mission Alignment:

Include a detailed explanation of how the requested budget expense ties to ICC's Mission and Strategic Plan.

Increase student confidence with services provided by getting more clients in the door to practice skills on. Increase revenue for the salon.

Requested Amount and Sources:

Budget Line Number 12-1273-615-000 Amount \$ 500

Annual Operating Cost Impact:

Provide cost estimates relating to the annual impact of this expense on the operating budget. For example, estimate increased maintenance, IT, or energy costs associated. If this is a project related to a new or expanded program, provide cost data, including costs for increased staff.

Indicate # of years, or if it is a reoccurring expense

Life (years): _____

	Annual Increase In Operating Costs	
Maintenance Costs:		
Energy Costs:		
Salary/Benefits Costs:		
Construction Costs:		
IT Costs:		
Other Costs:		

Submission Authorization:

		Signature/Initials	If No, Reason
Cabinet-Level Supervisor	☐ Yes ☐ No	_____	_____
Chief Business Officer	☐ Yes ☐ No	_____	_____
President	☐ Yes ☐ No	_____	_____

Prioritization:

- ☐ Level 1: Life/Safety
- ☐ Level 2: Federal Compliance
- ☒ Level 3: Academic Mission
- ☐ Level 4: KPI/Operational Goals

Budget Request Form 2021-22

Request Details: (Please complete for each additional item)

Date of Request: 2/22/22 Fiscal Year: 2022-2023
Requestors Name: Chelsea Bailey Phone: 6203325642
Department: Cosmetology Building: West
Desired Cost: \$500 Estimated Purchase Date: _____

Request Description/Justification:

Include a detailed description of the project, requested item, or expense and justification.
Attach additional documentation as necessary.

We would like to add \$500 to our recruiting budget line to buy things for recruiting events, such as prizes, candy, cosmetology program specific swag, etc. We currently have no funds in this line.

Strategic Goal/Mission Alignment:

Include a detailed explanation of how the requested budget expense ties to ICC's Mission and Strategic Plan.

Things to aid in recruitment to up enrollment for the program.

Requested Amount and Sources:

Budget Line Number 12-1273-617-000 Amount \$ 500

Annual Operating Cost Impact:

Provide cost estimates relating to the annual impact of this expense on the operating budget. For example, estimate increased maintenance, IT, or energy costs associated. If this is a project related to a new or expanded program, provide cost data, including costs for increased staff.

Indicate # of years, or if it is a reoccurring expense

Life (years): _____

	Annual Increase In Operating Costs	
Maintenance Costs:		
Energy Costs:		
Salary/Benefits Costs:		
Construction Costs:		
IT Costs:		
Other Costs:		

Submission Authorization:

		Signature/Initials	If No, Reason
Cabinet-Level Supervisor	☐ Yes ☐ No	_____	_____
Chief Business Officer	☐ Yes ☐ No	_____	_____
President	☐ Yes ☐ No	_____	_____

Prioritization:

- ☐ Level 1: Life/Safety
- ☐ Level 2: Federal Compliance
- ☒ Level 3: Academic Mission
- ☐ Level 4: KPI/Operational Goals

Budget Request Form 2021-22

Request Details: (Please complete for each additional item)

Date of Request: 2/22/22 Fiscal Year: 2022-2023
Requestors Name: Chelsea Bailey Phone: 6203325642
Department: Cosmetology Building: West
Desired Cost: \$1,000 Estimated Purchase Date: _____

Request Description/Justification:

Include a detailed description of the project, requested item, or expense and justification.
Attach additional documentation as necessary.

We currently do not have any funds in Conference Fee/Registration line. We try to attend the CEA AMP Cosmetology Instructor Conference in Las Vegas each July. The last two summers have been virtual so we did not need funds for registration, but this year it will be in person. They have not set pricing available yet, but it is usually around \$500 per person. We are asking for \$1,000 to be added to this line to cover those expenses.

Strategic Goal/Mission Alignment:

Include a detailed explanation of how the requested budget expense ties to ICC's Mission and Strategic Plan.

This helps instructors with costs associated with our annual conference to gain CE hours and we learn valuable information to bring back to our teaching methods.

Requested Amount and Sources:

Budget Line Number 12-1273-626-000 Amount \$ 1,000

Annual Operating Cost Impact:

Provide cost estimates relating to the annual impact of this expense on the operating budget. For example, estimate increased maintenance, IT, or energy costs associated. If this is a project related to a new or expanded program, provide cost data, including costs for increased staff.

Indicate # of years, or if it is a reoccurring expense

Life (years): _____

	Annual Increase In Operating Costs	
Maintenance Costs:		
Energy Costs:		
Salary/Benefits Costs:		
Construction Costs:		
IT Costs:		
Other Costs:		

Submission Authorization:

Signature/Initials

If No, Reason

Cabinet-Level Supervisor	☐ Yes ☐ No	_____	_____
Chief Business Officer	☐ Yes ☐ No	_____	_____
President	☐ Yes ☐ No	_____	_____

Prioritization:

- ☐ Level 1: Life/Safety
- ☐ Level 2: Federal Compliance
- ☒ Level 3: Academic Mission
- ☐ Level 4: KPI/Operational Goals

Budget Request Form 2021-22

Request Details: (Please complete for each additional item)

Date of Request: 2/22/22 Fiscal Year: 2022-2023
Requestors Name: Chelsea Bailey Phone: 6203325642
Department: Cosmetology Building: West
Desired Cost: \$4,780 Estimated Purchase Date: _____

Request Description/Justification:

Include a detailed description of the project, requested item, or expense and justification.
Attach additional documentation as necessary.

Our salon software is a monthly expense of \$165 totaling \$1,980. We use this software to make salon appointments, clock student hours, save client records, and keep inventory. They have not sent anything about this price going up so we are keeping the same amount. We also are working on switching teaching materials with an annual cost of \$2,800 for access to Pivot Point instructor portal as well as unlimited training for instructors.

Strategic Goal/Mission Alignment:

Include a detailed explanation of how the requested budget expense ties to ICC's Mission and Strategic Plan.

Envision helps us keep track of student hours that are reported to the Kansas Board of Cosmetology every month, lets students use similar software to what they will be using in the salon, and keep track of client information in an organized way. Pivot Point access to the online portal will help instructors teach in a more efficient and technology friendly way.

Requested Amount and Sources:

Budget Line Number 12-1273-641-000 Amount \$ 4,780

Annual Operating Cost Impact:

Provide cost estimates relating to the annual impact of this expense on the operating budget. For example, estimate increased maintenance, IT, or energy costs associated. If this is a project related to a new or expanded program, provide cost data, including costs for increased staff.

Indicate # of years, or if it is a reoccurring expense

Life (years): _____

	Annual Increase In Operating Costs	
Maintenance Costs:		
Energy Costs:		
Salary/Benefits Costs:		
Construction Costs:		
IT Costs:		
Other Costs:		

Submission Authorization:

		Signature/Initials	If No, Reason
Cabinet-Level Supervisor	☐ Yes ☐ No	_____	_____
Chief Business Officer	☐ Yes ☐ No	_____	_____
President	☐ Yes ☐ No	_____	_____

Prioritization:

☐ Level 1: Life/Safety

☐ Level 2: Federal Compliance

☒ Level 3: Academic Mission

☐ Level 4: KPI/Operational Goals

Budget Request Form 2021-22

Request Details: (Please complete for each additional item)

Date of Request: 2/22/22 Fiscal Year: 2022-2023
Requestors Name: Chelsea Bailey Phone: 6203325642
Department: Cosmetology Building: West
Desired Cost: \$10,000 Estimated Purchase Date: _____

Request Description/Justification:

Include a detailed description of the project, requested item, or expense and justification.
Attach additional documentation as necessary.

We would like to add funds to our Instructional supply line. It is currently at \$6,910 and we would like to up that to \$10,000. Supply costs have been rising and we due to availability issues we have had to spend more on supplies. With the curriculum update that is in the works from the Board of Cosmetology we will have to order supplies that we haven't before.

Strategic Goal/Mission Alignment:

Include a detailed explanation of how the requested budget expense ties to ICC's Mission and Strategic Plan.

These things are needed to teach the curriculum and set students up for success in the program.

Requested Amount and Sources:

Budget Line Number 12-1273-700-000 Amount \$ 10,000

Annual Operating Cost Impact:

Provide cost estimates relating to the annual impact of this expense on the operating budget. For example, estimate increased maintenance, IT, or energy costs associated. If this is a project related to a new or expanded program, provide cost data, including costs for increased staff.

Indicate # of years, or if it is a reoccurring expense

Life (years): _____

	Annual Increase In Operating Costs	
Maintenance Costs:		
Energy Costs:		
Salary/Benefits Costs:		
Construction Costs:		
IT Costs:		
Other Costs:		

Submission Authorization:

		Signature/Initials	If No, Reason
Cabinet-Level Supervisor	☐ Yes ☐ No	_____	_____
Chief Business Officer	☐ Yes ☐ No	_____	_____
President	☐ Yes ☐ No	_____	_____

Prioritization:

☐ Level 1: Life/Safety

☐ Level 2: Federal Compliance

☒ Level 3: Academic Mission

☐ Level 4: KPI/Operational Goals

Budget Request Form

2021-22

Request Details: (Please complete for each additional item)

Date of Request: 2/22/22 Fiscal Year: 2022-2023
Requestors Name: Chelsea Bailey Phone: 6203325642
Department: Cosmetology Building: West
Desired Cost: \$600 Estimated Purchase Date: _____

Request Description/Justification:

Include a detailed description of the project, requested item, or expense and justification.
Attach additional documentation as necessary.

We would like to add \$600 to the professional development line. We have to complete CE hours aside from the ones that we can get through our annual conference dealing with infection control. These courses end up being around \$300 per instructor. There is currently no money allocated to this line.

Strategic Goal/Mission Alignment:

Include a detailed explanation of how the requested budget expense ties to ICC's Mission and Strategic Plan.

Help instrcutors complete CE Infection Control Hours mandated by the Kansas Board of Cosmetology

Requested Amount and Sources:

Budget Line Number 12-1273-717-000 Amount \$ 600
Budget Line Number _____ Amount \$ _____

Annual Operating Cost Impact:

Provide cost estimates relating to the annual impact of this expense on the operating budget. For example, estimate increased maintenance, IT, or energy costs associated. If this is a project related to a new or expanded program, provide cost data, including costs for increased staff.

Indicate # of years, or if it is a reoccurring expense

Life (years): _____

	Annual Increase In Operating Costs	
Maintenance Costs:		
Energy Costs:		
Salary/Benefits Costs:		
Construction Costs:		
IT Costs:		
Other Costs:		

Submission Authorization:

		Signature/Initials	If No, Reason
Cabinet-Level Supervisor	☐ Yes ☐ No	_____	_____
Chief Business Officer	☐ Yes ☐ No	_____	_____
President	☐ Yes ☐ No	_____	_____

Prioritization:

☐ Level 1: Life/Safety

☐ Level 2: Federal Compliance

☒ Level 3: Academic Mission

☐ Level 4: KPI/Operational Goals

Comprehensive
Program
Of
Biology
For
AY 2019-2021

Prepared by:

Thomas Weaver

Revised by:

Nathan Chaplin

2021-2022



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 Biology program at Independence Community College offers introductory courses in Biology including: Biology I, Biology II, Anatomy and Physiology, and Microbiology as well as electives such as Nutrition and Medical Terminology. In addition to forming the foundation for the Associate of Science degree in Biology, majors Biology courses support the Athletic Training, Engineering, Math, and Physical Science (EMP), General Studies, Liberal Studies, Pre-nursing, and Veterinary Nursing degree programs. Biology faculty additionally teach General Biology to fulfill degree requirements for other programs. The Biology program aims to provide students a foundation to facilitate continuing education in any biological field at a four-year college or in a health-related program.

ICC employs two full time faculty members and additional adjunct faculty. The full-time faculty members have diverse educational backgrounds. Dr. Chaplin's specialization includes cellular and molecular biology, human physiology, and neurobiology, while Dr. Weaver's specialization includes human anatomy and healthcare. The faculty's strengths complement the Biology Program course offerings at Independence Community College. Students attending the Biology program at ICC benefit from small class sizes, 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, their interactions with the environment, and interaction with each other. In addition, studying Biology fosters scientific thinking, reasoning, and problem-solving skills.

Biologists work in diverse fields such as healthcare, research, wildlife management and conservation, physical therapy, education, biotechnology, pharmaceuticals, agriculture, forensic science, law, and others.

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 healthcare-related program.

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:

Biology Program Review Data AY 2019-2020:

All courses with a BIO course code except General Biology (Gen Bio for non-majors is separated):

Number of Faculty:

Full-time: 2 (Weaver, Chaplin)

Part-time: 0

Enrollment & Student credit hours by Faculty type:

Full-time: 51 total credit hours taught, 139 total students enrolled

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

Average Class size:

10.9 students in Face-to-Face classes
17.3 students in online
classes 12.6 students across
all courses

Completion rates:

80.4% face-to-face
92.3% online
84.9% all courses

**Pass ('D' or better)
rates:**

87.1% face-to-face
83.3% online
85.6% all courses

**Pass ('C' or better)
rates:**

81.4% face-to-face
83.3% online
82.2% all courses

Number of Majors: 9 (3 returned in Fall 2019)

Degrees Awarded: 0

Gen Bio only data:**Average Class size:**

17.7 students in Face-to-Face classes
14.7 students in online
classes 16.8 students across
all courses

Completion rates:

91.1% face-to-face
65.9% online
84.5% all courses

**Pass ('D' or better)
rates:**

92.9% face-to-face
96.6% online
96.7% all courses

**Pass ('C' or better)
rates:**

85.8% face-to-face
89.7% online
86.6% all courses

Biology Program Review Data AY 2020-2021:

All courses with a BIO course code except General Biology (Gen Bio for non-majors is separated):

Number of Faculty:

Full-time: 2 (Chaplin, Weaver)
Adjunct: 2 (Kittrell, Chambers)

**Enrollment & Student credit hours by Faculty
type:**

Full time: 42 total credit hours taught, with 104 total students
enrolled Adjunct: 10 credit hours taught, 16 total students
enrolled

Average Class size:

9.8 students in Face-to-Face or Hybrid classes
10.2 students in online
classes 10.0 students across
all courses

Completion rates:

96.61% face-to-face/hybrid
95.08% online
95.83% all courses

**Pass ('D' or better)
rates:**

91.23% face-to-face/hybrid
79.31% online

85.22% all courses
**Pass ('C' or better)
rates:**

87.72% face-to-face/hybrid
74.14% online
80.87% all courses

Number of Majors: 5 (1 returned in Fall 2021)

Degrees Awarded: 1

Gen Bio only data:

Number of Faculty:
Full-time: 2 (Chaplin, Weaver)
Adjunct: 1 (Reynolds)

**Enrollment & Student credit hours by Faculty
type:**

Full time: 45 total credit hours taught, with 164 total students
enrolled Adjunct: 10 credit hours taught, 26 total students
enrolled

Average Class size:
17.3 students in Face-to-Face or Hybrid classes
17.3 students in online
classes 17.3 students across
all courses

Completion rates:
92.75% face-to-face/hybrid
75.00% online
87.89% all courses

**Pass ('D' or better)
rates:**

92.97% face-to-face/hybrid
79.49% online
89.82% all courses

**Pass ('C' or better)
rates:**

86.72% face-to-face/hybrid
69.23% online
82.63% all courses

The Biology Program saw an increase in enrollment and completion between the two academic years. This is also an increase over prior years' enrollment (data not shown). and additionally saw an increase in student graduation from the program.

PENDING APPROVAL

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 Biology coursework at ICC consists of students acquiring a set of skills and competencies including data acquisition and interpretation, competence in laboratory techniques, critical thinking, knowledge of the dynamic processes involved in living systems, and appreciation of the relationships between living and nonliving components of natural processes.

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, assessment of laboratory exercises, and other knowledge-based activities throughout the courses offered. Student success is accomplished if at least 70% of students who complete assessed 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-on-one relationships with students and colleagues, innovation of teaching strategies, refinement of course offerings to better meet students' needs, continual exploration of new ways to engage students with discipline-related content, and continuing education of faculty to remain up-to-date on scholarly work and technology involved in the discipline.

The Biology program strives to maintain academic rigor and excellence to ensure that students preparing for a career 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, and rebalancing numbers of sections of each course in response to enrollment figures.

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:

Meeting a course-level learning outcome indicates each measure for that outcome was met (when applicable). In general, a measure is met if 70% of the students assessed have received at least 70% of the total number of possible points on that measure. Program-level outcomes are met if 70% of students who complete a course tied to that outcome in an academic year receive a “C” letter grade or better in that course.

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:

Course-level outcomes have assisted the department in identifying concept areas in which students require either more focus or different learning strategies. Instructors are continually working to improve coursework as well as clarify course expectations with student advisors to better prepare incoming students for coursework in this subject.

The results of this assessment period have been confounded by the disruption of more traditional learning styles, beginning in the Spring 2020 semester and continuing throughout the following academic year, by the impacts of COVID-19.

Program-level outcomes had previously not been utilized to assess student success at this level and are therefore difficult to interpret, however fitting these outcomes to previous data appears to track closely with the current assessment (data not shown).

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:

Ideally, individual course learning outcomes assessment measures should include (when possible) a short-term comprehension assignment, a long-term comprehension assignment, and an active learning assignment as measures. This template will be more evenly applied in future assessments. Current program-level and course-level outcome reports are in Appendix A and Appendix B respectively.

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.

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

4.1: Program Advisory Committee:

Narrative:

This program does not have an advisory board.

4.2: Specialized Accreditation:

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

Narrative:

This program does not receive 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:

HLC Accreditation:

The College's regional accrediting body, the Higher Learning Commission (HLC), ensures that the institution is providing high quality education. Core Components 3 and 4 are particularly relevant to ensuring classroom and programs standards in this area.

Kansas Board of Regents:

Statewide Transfer and Articulation Agreements have been designated for the following courses:

- General Biology
- Biology I
- Biology II
- Anatomy and Physiology
- Microbiology
- Nutrition
- Medical Terminology
- Environmental Science

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 of Science degree in Biology requires a completed application, completion of 61-63 credit hours, including the fulfillment of all program and degree requirements, and a cumulative GPA of 2.0 or better.

This degree is intended to enable students to satisfy equivalent lower-division college credit course requirements and 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.

After researching degree requirements for the seven four-year universities in Kansas, it is apparent that a restructuring of curriculum requirements for this degree is warranted. Four of these seven universities do not accept BIO2045 (Anatomy and Physiology), and three of these do not accept BIO2055 (Microbiology) as courses directly applicable to meeting the requirements for equivalent majors' Biology courses for their institution. Allowing more flexibility between Biology and General Studies courses should better serve students seeking this degree from our institution.

Receiving an Associate of Science degree in this program does not directly result in specific employment opportunities.

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

Diversity has not been assessed in this program.

Courses are continually modified across outcomes through assessment, interaction with transfer institution, and changes in the knowledge base and techniques employed by the profession.

There is not a community-based learning component to this program.

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 Biology Program awards an Associate of Science Degree in Biology. Majors Biology courses also support the Athletic Training, Engineering, Math, and Physical Science (EMP), General Studies, Liberal Studies, Pre-nursing, and Veterinary Nursing degree programs.

6.0 Faculty Success

The program faculty should highlight noteworthy accomplishments of individual faculty.

6.1 Program Accomplishments

Narrative:

The Biology program has expanded both the total number of students served and the quality of instruction during the period of this review. The Biology program has seen an increase in enrollment both within the time period assess for this review, and compared with prior enrollment (data not shown). The department has procured key laboratory equipment essential for teaching a modern molecular biology lab and additionally upgraded several pieces of ageing equipment. The lab benches in AC201 have also been upgraded to better facilitate student use.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

The Biology program was able to maintain rigor and student success in the wake of shifting classroom conditions brought about by the coronavirus pandemic. This included revising course schedules and activities to facilitate short- and long-term campus closures, social distancing protocols, and extended student and instructor absences.

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 faculty in this program were involved the ICC Kids College and the Independence Bible School Science Fair.

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 period reviewed, the Biology department experienced an increase in overall course enrollment and moderate success in achieving educational outcomes. At the same time, enrollment in the Biology degree program declined. Biology faculty have been constrained by the stated program curriculum. In order to better fit their educational needs, Biology faculty have at times advised students interested in this career field to forego completion or enrollment in this program and instead enroll in the Associate of Science in Liberal Arts.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

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

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

Narrative:

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

As stated in Section 5.2 and 7.1, the rigidity of the Associate Degree in Biology curriculum as stated in the Independence Community College course catalog does not adequately serve all students who, after completion, would seek a bachelor's degree in Biology at a Kansas 4-year institution. Creating multiple tracks, with opportunities for students exchange some Biology courses (BIO2045 and/or BIO2055) with transferrable general education credits would improve the department's ability to better advise and serve the student body.

Although program enrollment is low and completion does not directly prepare students for specialized employment, maintaining this program is vital to efficiently connect students

interested in the discipline with appropriate academic advisors. Therefore, we request the continuation of the program as an option for students attending ICC.

7.3 Academic Program Goals and Action Plans

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

Narrative:

The program aims to revise the curriculum requirements to better align with regional 4-year university degree plans. This should be accomplished prior to publication of the 2023-2024 course catalog.

The program aims to develop 1-2 additional electives in the field to enhance enrollment for both Biology majors and nonmajors students. This should begin with the 2022-2023 academic year and continue as needed to better serve the student body.

The program aims to continue replacement of ageing laboratory equipment to enhance students' experience in the classroom. This was initiated during the 2020-2021 academic year and has been a significant expenditure of the department's budget.

- Six laboratory balances (scales) were purchased in May 2021
- Five new compound microscopes were purchased in May 2022
- An additional seven new compound scopes will be purchased as the budget allows in the next three years
- Six new stirring/ hotplates will also be purchased in the next three years as the budget allows.

The program aims to construct a budget request to revitalize the laboratory facilities in AC203. AC201 received an overhaul in the 2020-2021 academic year, and the workspaces in AC203, while still adequate, will need to be addressed in the future. This goal may be extended to the long-term depending on budget conditions.

- Laboratory benchtops are showing some signs of deterioration
- Gas/water lines are also showing some minor deterioration
- Sink basins are stained and showing some signs of deterioration

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 mission of ICC states “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.” The Biology program aligns with this mission by providing academic excellence and opportunities for cultural enrichment to our students. The curriculum of the program utilizes modern concepts and techniques, emphasizes the scientific method and problem solving, and strives to connect topics with real-world applications and events. The education of students in this program enhances their ability to approach issues within their communities and businesses in an informed and data-driven manner.

This program meets HLC Core Component 3.A.1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. The program meets the core component by offering the first two years of a four-year 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:

Biology Budget Worksheet:

INDEPENDENCE COMMUNITY COLLEGE					
Biology					
For the Nine Months Ending Thursday, March 31, 2022					
		Operating Budget	Expense	Encumbered	Remaining
	Fund 11				
	Expenses				
11-510:550	Salary	\$116,600.04	\$90,923.69		\$25,676.35
11-591:596	Fringe Benefits	40,263.96	24,828.87		15,435.09
11-601:601	Travel	1,500.00			1,500.00
11-648:649	Repairs	2,499.96	462.27		2,037.69
11-700:700	Instructional Supplies	7,500.00	1,962.65		5,537.35
11-701	Office Supplies	999.96			999.96
11-717:718	Professional Development	2,000.04	55.00		1,945.04
	Total	171,363.96	118,232.48		53,131.48

The Biology department faculty feel current funding levels are adequate to accomplish the goals of general lecture and laboratory operation, with remaining funding necessary for replacement of ageing equipment and repairs. Therefore, we request current funding levels be maintained or slightly increased to compensate for increased shipping and manufacturing costs of materials and instruments. A special budget request will be required to revitalize AC203.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

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

Narrative:

This document was originally authored by Biology department faculty member Thomas Weaver and revised by Biology department faculty member Nathan Chaplin. Additional data was supplied by Director of Institutional Research, Anita Chappuie. The document was submitted to the Math and Science division chair, Brian Southworth, and Vice President of Academic Affairs, Taylor Crawshaw, for review and final approval.

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: PRC agrees with the recommendations of program faculty provided in this review. ASC

Division Chair: I agree with the Comprehensive Review as written. However, I would like to see some preliminary numbers for the revitalization of AC203. Brian Southworth.

Vice President for Academic Affairs: I agree with the data and information provided in this program review. A focus for Biology program should be the investigation of possible electives, potential 2+2 partners, and developing requests for AC203 in future semesters. TCC

10.0 Appendices

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

Appendix A: Program-level Assessment Data AY 2019-2020 and AY2020-2021

Program-level Outcomes and Assessment

As a result of earning an AS degree in Biology, students will be able to:

1. Demonstrate an understanding of the major concepts of modern cellular biology, including cellular physiology, information flow, and reproduction.

This program outcome is tied to Cellular/Molecular Biology (BIO1115)

The Program Outcomes will be considered met if 70% of the students in class(es) tied to outcome receive a grade of "C" or better.

AY2019-2020: 69% of students (11 of 16) passed this course with a grade of "C" or better. This outcome was nearly met.

AY2020-2021: 86% of students (12 of 14) passed this course with a grade of "C" or better. This outcome was met.

2. Demonstrate an understanding of the structure of the human body, and the functions of its various organ systems.

This program outcome is tied to Anatomy and Physiology (BIO2045)

AY2019-2020: 79% of students (33 of 42) passed this course with a grade of "C" or better. This outcome was met.

AY2020-2021: 82% of students (37 of 45) passed this course with a grade of "C" or better. This outcome was met.

3. Describe the unity and diversity of living species and their relationship with other terrestrial natural processes.

This program outcome is tied to Organismal Biology (BIO2115)

AY2019-2020: 80% of students (4 of 5) passed this course with a grade of "C" or better. This outcome was met.

AY2020-2021: 100% of students (2 of 2) passed this course with a grade of "C" or better. This outcome was met.

4. Describe the characteristics of microorganisms and their impact on human health and well-being.

This program outcome is tied to Microbiology (BIO2055)

AY2019-2020: 88% of students (15 of 17) passed this course with a grade of “C” or better. This outcome was met.

AY2020-2021: 100% of students (11 of 11) passed this course with a grade of “C” or better. This outcome was met.

5. Gain proficiency with common Biology-associated lab techniques and tools including molecular biology techniques, microscopy, dissection, and culturing techniques

This program outcome is tied to Cellular/Molecular Biology (BIO1115), Anatomy and Physiology (BIO2045), Organismal Biology (BIO2115), and Microbiology (BIO2055)

AY2019-2020: 80% of students (63 of 79) passed this course with a grade of “C” or better. This outcome was met.

AY2020-2021: 86% of students (62 of 72) passed this course with a grade of “C” or better. This outcome was met.

Appendix B: Individual Course Outcomes Assessment AY 2019-2020 and AY2020-2021

Assessment Report for **General Biology/ BIO 1005 L0001**

Term: Fall 2019, Prepared by Nathan Chaplin

Summary Table:

Learning Outcome: KBOR aligned	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Describe the nature of science.	Partially Met	Expanding active learning activities
2. Identify and describe the levels of organization and emergent properties of life.	Partially Met	Expanding active learning activities
3. Describe the principles of bioenergetics.	Partially Met	Expanding active learning activities
4. Describe the importance of reproduction in maintaining the continuity of life.	Partially Met	Expanding active learning activities
5. Define and apply the principles of genetics to the unity and diversity of life.	Partially Met	Expanding active learning activities
6. Describe Evolution as the mechanism of change in Biology.	Partially Met	Expanding active learning activities
7. Identify and describe the Principles of Ecology	Partially Met	Expanding active learning activities
8. Demonstrate an understanding of the lecture topics through application of lab skills:	Met	none

Assessment Report for **General Biology/ BIO 1005 L0002**

Term: Fall 2019, Prepared by Nathan Chaplin

Summary Table

KBOR Learning Outcomes	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Describe the nature of science.	Partially Met	Expanding active learning activities
2. Identify and describe the levels of organization and emergent properties of life.	Partially Met	Expanding active learning activities
3. Describe the principles of bioenergetics.	Partially Met	Expanding active learning activities
4. Describe the importance of reproduction in maintaining the continuity of life.	Partially Met	Expanding active learning activities
5. Define and apply the principles of genetics to the unity and diversity of life.	Partially Met	Expanding active learning activities
6. Describe Evolution as the mechanism of change in Biology.	Not Met	Expanding active learning activities
7. Identify and describe the Principles of Ecology	Met	none
8. Demonstrate an understanding of the lecture topics through application of lab skills:	Met	none

Assessment Report for **General Biology (Online)/BIO 1005 ON01**
Term: Fall 2019, Prepared by Nathan Chaplin

Summary Table

KBOR aligned Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Describe the nature of science.	Partially Met	Development of supplements related to scientific inquiry.
2. Identify and describe the levels of organization and emergent properties of life.	Partially Met	Enhance student learning of emergent properties of cells through developing supplements in this topic area
3. Describe the principles of bioenergetics.	Met	none
4. Describe the importance of reproduction in maintaining the continuity of life.	Partially Met	Development of supplements related to meiosis/ sexual life cycles.
5. Define and apply the principles of genetics to the unity and diversity of life.	Partially Met	Provide more resources/ activities for topics in molecular genetics.
6. Describe Evolution as the mechanism of change in Biology	Met	none
7. Identify and describe the Principles of Ecology	Met	none
8. Demonstrate an understanding of the lecture topics through application of lab skills.	Met	none

Assessment Report for **Biology I: Principles of Cellular and Molecular Biology/ BIO 1115**

Term: Fall 2019, Prepared by Nathan Chaplin

Summary Table

Learning Outcome- KBOR	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate an understanding of the nature of science.	Met	none
2. Demonstrate an understanding of the levels of organization and emergent properties of life.	Partially Met	More active learning opportunities will be given in future sections
3. Demonstrate an understanding of bioenergetics.	Partially Met	More active learning opportunities will be given in future sections.
4. Demonstrate an understanding of cellular reproduction.	Partially Met	More active learning opportunities will be given in future sections. Course progression order will be modified.
5. Identify the basic principles of Mendelian and molecular genetics, and relate these to the basic principles of Natural Selection and evolution.	Not Met	More active learning opportunities will be given in future sections. Course progression order will be modified.
6. Design and perform experiments in a laboratory setting.	Met	None

Assessment Report for *Anatomy & Physiology*

Term: Fall 2019 [prepared by Thomas Weaver]

BIO2045/Lecture/0002

Anatomy and Physiology Outcomes:

1. Identify the various levels of biological structures and the language used to describe them:
 - a. be able to use anatomical terminology,
 - b. explain homeostasis,
 - c. identify cellular structures and their functions,
 - d. identify and describe tissue types and their location in the human body.
2. Identify and describe the systems associated with body covering, support, and movement.
3. Identify and describe systems that integrate, regulate, and control the activities of the body, including the nervous system, special senses, and the endocrine system.
4. Identify and describe the systems responsible for fluid equilibrium, transport and gas exchange in the body, including the cardiovascular system, the lymphatic system, and the respiratory system.
5. Identify and describe the systems that relate to environmental exchange and reproduction including the digestive system, urinary system, and the reproductive system.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Test 1	Outomes met: 1,2	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Heart Lab	Outomes met: 4	Direct measure, 1. 70% of students achieve at least 70%	None	Students responded well to this measure

		2. Every student participates in the lab and at least 70% on the lab assignment.		
Tissue system worksheet	Outomes met: 1	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Integumentary system worksheet	Outomes met: 2	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Test 2	Outomes met: 2, 3	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Test 3	Outomes met: 4, 5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Final exam	Outomes met: 1,2, 3, 4, 5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Brain dissection	Outomes met: 3	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Urinary lab	Outomes met: 5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Digestion lab on pig	Outomes met: 5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Strengths	Weaknesses	Additional comments

The type of labs and lectures seemed to very productive for learning. Students in this course seemed to respond better to the material. There were not athletes in this course, therefore attendance was much better than the earlier course this semester.	The temperature fluctuated in the classroom all semester creating a <u>very</u> difficult learning environment for the students, especially on lab days during dissection.	I would still like to add virtual technology to the classroom to add excitement and motivation.

Assessment Report for *Anatomy & Physiology*

Term: Fall 2019

BIO2045/Lecture/0001 [prepared by Thomas Weaver]

Anatomy and Physiology Outcomes:

1. Identify the various levels of biological structures and the language used to describe them:
 - a. be able to use anatomical terminology,
 - b. explain homeostasis,
 - c. identify cellular structures and their functions,
 - d. identify and describe tissue types and their location in the human body.
2. Identify and describe the systems associated with body covering, support, and movement.
3. Identify and describe systems that integrate, regulate, and control the activities of the body, including the nervous system, special senses, and the endocrine system.
4. Identify and describe the systems responsible for fluid equilibrium, transport and gas exchange in the body, including the cardiovascular system, the lymphatic system, and the respiratory system.
5. Identify and describe the systems that relate to environmental exchange and reproduction including the digestive system, urinary system, and the reproductive system.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Test 1	Outcomes met: 1,2	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Heart Lab	Outcomes met: 4	Direct measure, 1. 70% of students achieve at least 70%	None	Students responded well to this measure

		2. Every student participates in the lab and at least 70% on the lab assignment.		
Tissue system worksheet	Outomes met: 1	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Integumentary system worksheet	Outomes met: 2	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Test 2	Outomes met: 2, 3	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Test 3	Outomes met: 4, 5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Final exam	Outomes met: 1,2, 3, 4, 5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Brain dissection	Outomes met: 3	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Urinary lab	Outomes met: 5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Digestion lab on pig	Outomes met: 5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Strengths	Weaknesses	Additional comments

The type of labs and lectures seemed to very productive for learning	Students reported that they would like a few more worksheets over material to learn the material.	I would still like to add virtual technology to the classroom to add excitement and motivation. I will add more worksheets to the class for additional learning material

Assessment Report for **General Biology**
Term: Fall 2019
BIO1005/Lecture/0004
&
BIO1005/Lecture/0003 [prepared by Thomas Weaver]

Biology II Outcomes:

1. Describe the nature of science.
 - Scientific Processes
 - Scientific Methods
2. Identify and describe the levels of organization and emergent properties of life.
 - Chemical
 - Cellular
 - Organ/Organ System
 - Organismal
 - Ecological
3. Describe the principles of Bioenergetics.
 - Enzymes Activity
 - Metabolism
 - Cellular Respiration / Photosynthesis
4. Describe the importance of reproduction in maintaining the continuity of life
 - Mitosis
 - Meiosis
 - Differentiation/Development
 - Diversity of Reproductive Strategies
5. Define and apply the Principles of Genetics to the Unity and Diversity of Life
 - Classical (Mendelian) Genetics
 - Molecular Genetics
6. Describe Evolution as the mechanism of change in Biology
 - Natural Selection
 - Speciation
 - Diversity of Life / Classification /
7. Identify and describe the Principles of Ecology
 - Ecosystem Organization
 - Ecological Interactions
 - Environmental Issues

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Test 1	Outcomes: 1,2,3 Not met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	5/19 students received a 70% or better. This courses needed 13/19 to meet outcomes.
Lab: scientific method	Outcomes: 1 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Lab metabolism	Outcomes met: 2 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Genetics Lab	Outcomes met: 5 Outcome met	Direct measure, 1. 70% of students achieve at least 70%	None	Students responded well to this measure

		2. Every student participates in the lab and at least 70% on the lab assignment.		
Test 2	Outomes: 3,4, 5 Outcome Not met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	4/20 students received a 70% or better. This test was issued the day after classes were cancelled for two days due to weather conditions.
Genetics lab	Outomes met: 5 Outcome Met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Final exam	Outomes met: 1,2,3,4,5,6,7 Outcome Partially Met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	1/9 students received a 70% or better. We used two extra days for review for this exam which seemed to help learning.
Ecology worksheet	Outomes met: 6 Outcome Met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment. None	None	Students responded well to this measure

Ecosystem worksheet	Outcomes met: 7 Outcome Met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment. None	None	Students responded well to this measure

Strengths	Weaknesses	Additional comments
Creating extra time outside of the classroom for students to study seemed to those students that took advantage of the extra time.	The students that needed extra study time did not take advantage of getting extra help.	Dropping the lowest test score, did not motivate the students as expected. I will not allow a test to be dropped in the future.

Assessment Report for *Nutrition Online*

Term: Fall 2019 [prepared by Thomas Weaver]

Biology II Outcomes:

1. Identify the six classes of nutrients and their sources.
2. Demonstrate an understanding of the processes of digestion, absorption, and metabolism of nutrients.
3. Employ available resources to make sound nutritional choices.
4. Explain energy balance and weight control as it relates to nutrition and wellness.
5. Describe nutritional needs throughout the lifespan.
6. Recognize global food safety, security, and sustainability issues.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Chapter Tests 1-6	Outcomes: 1-6 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Chapter assignments 1-6,	Outcomes: 1-3 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Strengths	Weaknesses	Additional comments

The students seem to have a positive attitude for the course when unsolvable issues occurred.	Being an online course some students did not manage their time well enough to complete assignments on time. Some video's did not play for students – IT and the publisher were both unable to fix the situation for several assignments.	Students need to be constantly reminded in an online course. Setting due dates did not matter to the students, they still did not turn in assignments on time. I will not use Pearson Connect or Pearson videos ever again, as the issues with these could not be fixed.

Assessment Report for **General Biology/ BIO 1005 L0002**

Term: **Spring 2020** Prepared by Nathan Chaplin

Summary Table

KBOR Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Describe the nature of science.	Partially Met	Expanding active learning activities
2. Identify and describe the levels of organization and emergent properties of life.	Partially Met	Expanding active learning activities
3. Describe the principles of bioenergetics.	Partially Met	Expanding active learning activities
4. Describe the importance of reproduction in maintaining the continuity of life.	Not Met	Expanding active learning activities
5. Define and apply the principles of genetics to the unity and diversity of life.	Partially Met	Expanding active learning activities
6. Describe Evolution as the mechanism of change in Biology.	Partially Met	Expanding active learning activities
7. Identify and describe the Principles of Ecology	Partially Met	Improved direction on key concepts in ecosystems ecology
8. Demonstrate an understanding of the lecture topics through application of lab skills:	Met	none

Assessment Report for **General Biology (Online)/BIO 1005 ON01**
Term: **Spring 2020** Prepared by Nathan Chaplin

Summary Table

KBOR Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Describe the nature of science.	Partially Met	Development of supplements related to scientific inquiry.
2. Identify and describe the levels of organization and emergent properties of life.	Partially Met	Enhance student learning of emergent properties of cells through developing supplements in this topic area
3. Describe the principles of bioenergetics.	Partially Met	Enhance active learning supplements related to cellular respiration
4. Describe the importance of reproduction in maintaining the continuity of life.	Partially Met	Development of supplements related to meiosis/ sexual life cycles.
5. Define and apply the principles of genetics to the unity and diversity of life.	Partially Met	Development of activities related to molecular genetics.
6. Describe Evolution as the mechanism of change in Biology	Partially Met	Development of activities related to Microbiology.
7. Identify and describe the Principles of Ecology	Met	none
8. Demonstrate an understanding of the lecture topics through application of lab skills.	Met	none

Assessment Report for **Biology I: Principles of Cellular and Molecular Biology/ BIO 1115**

Term: **Spring 2020** Prepared by Nathan Chaplin

Summary Table

KBOR Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate an understanding of the nature of science.	Partially Met	Ensure better mechanisms of assessment are in place.
2. Demonstrate an understanding of the levels of organization and emergent properties of life.	Partially Met	More active learning opportunities will be given in future sections
3. Demonstrate an understanding of bioenergetics.	Partially Met	Additional assigned activities will be given in future sections. Course progression order will be modified.
4. Demonstrate an understanding of cellular reproduction.	Met	none
5. Identify the basic principles of Mendelian and molecular genetics, and relate these to the basic principles of Natural Selection and evolution.	Not Met	Teaching methods will be revised.
6. Design and perform experiments in a laboratory setting.	Met	None

Assessment Report for **Microbiology/BIO2055**
Term: **Spring 2020** Prepared by Nathan Chaplin

Summary Table

KBOR Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Microbial Cell Biology	Partially Met	Divide material between more frequent exams.
2. Microbial Genetics	Not Met	Divide material between more frequent exams.
3. Interactions and Impact of Microorganisms on Humans	Partially Met	Split testing over material into 2 exams
4. Interactions and Impacts of Microorganisms in the Environment	Partially Met	Revise testing to include more students.
5. Integrating Themes	Partially Met	Divide material between more frequent exams.
6. Laboratory Skills	Met	Include a second practical exam

Assessment Report for Anatomy & Physiology On-Ground

Term: Spring 2020 [Prepared by Thomas Weaver, retrieved from .pdf file]

Anatomy & Physiology Outcomes:

1. Identify the various levels of biological structures and the language used to describe them:
 - a. be able to use anatomical terminology,
 - b. explain homeostasis,
 - c. identify cellular structures and their functions,
 - d. identify and describe tissue types and their location in the human body.
2. Identify and describe the systems associated with body covering, support, and movement.
3. Identify and describe systems that integrate, regulate, and control the activities of the body, including the nervous system, special senses, and the endocrine system.
4. Identify and describe the systems responsible for fluid equilibrium, transport and gas exchange in the body, including the cardiovascular system, the lymphatic system, and the respiratory system.
5. Identify and describe the systems that relate to environmental exchange and reproduction including the digestive system, urinary system, and the reproductive system.

Summary Table

Learning

Measures

Outcomes

Met/ Partially

Met/ Not Met

Measure

type & target goal

Summary of

Future

Planned

Action(s)

Findings and

Further

actions

Exam 1 Outcomes: 1a,b,c,d

NOT Met

Direct measure,

1. 70% of students

achieve at least 70%

2. Every student

participates in the lab and

at least 70% on the lab

assignment.

None. This exam

was attempted

with lap tops in

which the test

was on canvas.

Technical

difficulties with

the computers

created students

not to get done

on time. We will

not do this again.

8/15 students

received a 70%

or

better. Further
actions include
taking exams on
paper.

Muscle
test/integuemtary

Outomes:

1 ,2

Direct measure, None. students
and allows

Students
responded well

Met

1. 70% of students
achieve at least
70%

.
adaptation to real
world
experiences.

to this measure.

¾ students met
this outcome

Digestive Quiz

Outomes met:

5

Outcome met

Direct measure,

1. 70% of students

achieve at least

70%

2. Every student

participates in the lab

and at least 70% on

the lab assignment.

None Students

responded well

to this measure.

Cardiovascular

Quiz

Outcome met 4 Direct measure,

1. 70% of students

achieve at least 70%

2. Every student

participates in the lab

and at least 70% on

the lab assignment.

None Students

responded well

with some

difficulties due

to the transition

to online from

the COVID 19

outbreak.

Special Senses Outcome

3

Met

Direct measure,

1. 70% of students

achieve at least 70%

2. Every student

participates in the lab

and at least 70% on

the lab assignment.

none Students

responded well

with some

difficulties due

to the transition

to online from

the COVID 19

outbreak.

PENDING APPROVAL

Assessment Report for Anatomy & Physiology -Dual Credit hybrid

Term: Spring 2020 [Prepared by Thomas Weaver, retrieved from .pdf file]

Instructors- John Weilert, Thomas Weaver

Anatomy & Physiology Outcomes:

1. Identify the various levels of biological structures and the language used to describe them:
 - a. be able to use anatomical terminology,
 - b. explain homeostasis,
 - c. identify cellular structures and their functions,
 - d. identify and describe tissue types and their location in the human body.
2. Identify and describe the systems associated with body covering, support, and movement.
3. Identify and describe systems that integrate, regulate, and control the activities of the body, including the nervous system, special senses, and the endocrine system.
4. Identify and describe the systems responsible for fluid equilibrium, transport and gas exchange in the body, including the cardiovascular system, the lymphatic system, and the respiratory system.
5. Identify and describe the systems that relate to environmental exchange and reproduction including the digestive system, urinary system, and the reproductive system.

Summary Table

Learning

Measures

Outcomes

Met/ Partially

Met/ Not Met

Measure

type & target goal

Summary of

Future

Planned

Action(s)

Findings and

Further

actions

Intro to the eye Outomes:

1a,3

Met

Direct measure,

1. 70% of students

achieve at least 70%

2. Every student

participates in the lab and

at least 70% on the lab

assignment.

None. 3/4 students

received a 70%

or better.

Nervous System

Test

Outomes:

1

Met

Direct measure,

1. 70% of students

achieve at least

70%

None. students

and allows

adaptation to real
world
experiences.

Students
responded well
to this measure.
¾ students met
this outcome

Skeletal System
project Outcomes met:

2

Outcome met
Direct measure,
1. 70% of students
achieve at least
70%

2. Every student
participates in the lab
and at least 70% on
the lab assignment.

None Students
responded well
to this measure.

Strengths Weaknesses Additional
comments

This course was cotaught by two
instructors which

resonated well with the students. This required cooperation and communication among the instructors.

Suddenly transferring to online (COVID 10 pandemic) created difficulty for students acquire proper technology to function in the course. This created many students to get behind in the course and some to withdraw from the course.

The COVID 19 epidemic created many difficulties for the students to transfer online. For the future I will have a plan in place to be able to transfer this course online. The biggest difficulty transferring

this course online was
the students were high
school students,
therefore their ability
to acquire a computer
and internet service
was an issue.

PENDING APPROVAL

Assessment Report for Anatomy & Physiology Online

Term: Spring 2020 [Prepared by Thomas Weaver, retrieved from .pdf file]

Anatomy & Physiology Outcomes:

1. Identify the various levels of biological structures and the language used to describe them:
 - a. be able to use anatomical terminology,
 - b. explain homeostasis,
 - c. identify cellular structures and their functions,
 - d. identify and describe tissue types and their location in the human body.
2. Identify and describe the systems associated with body covering, support, and movement.
3. Identify and describe systems that integrate, regulate, and control the activities of the body, including the nervous system, special senses, and the endocrine system.
4. Identify and describe the systems responsible for fluid equilibrium, transport and gas exchange in the body, including the cardiovascular system, the lymphatic system, and the respiratory system.
5. Identify and describe the systems that relate to environmental exchange and reproduction including the digestive system, urinary system, and the reproductive system.

Summary Table

Learning

Measures

Outcomes

Met/ Partially

Met/ Not Met

Measure

type & target goal

Summary of

Future

Planned

Action(s)

Findings and

Further

actions

Exam 1 Outcomes: 1a,b,c,d

Met

Direct measure,

1. 70% of students

achieve at least 70%

2. Every student

participates in the lab and

at least 70% on the lab

assignment.

None. This exam

was attempted

with lap tops in

which the test

was on canvas.

Technical

difficulties with

the computers

created students

not to get done

on time. We will

not do this again.

7/10 students

received a 70%

or

better. Further
actions include
taking exams on
paper.

Muscle
test/integuemtary

Outomes:

1,2

Direct measure, None. students
and allows

Students
responded well

Met

1. 70% of students
achieve at least
70%

.
adaptation to real
world
experiences.

to this measure.

¾ students met
this outcome

Digestive Quiz

Outomes met:

5

Outcome met

Direct measure,

1. 70% of students
achieve at least
70%

2. Every student
participates in the lab
and at least 70% on
the lab assignment.

None Students
responded well
to this measure.

Cardiovascular
Quiz

Outcome met 4 Direct measure,

1. 70% of students
achieve at least 70%

2. Every student
participates in the lab
and at least 70% on
the lab assignment.

None Students
responded well
with some
difficulties due
to the transition

to online from
the COVID 19
outbreak.

Special Senses Outcome

3

Met

Direct measure,

1. 70% of students

achieve at least 70%

2. Every student

participates in the lab

and at least 70% on

the lab assignment.

none Students

responded well

with some

difficulties due

to the transition

to online from

the COVID 19

outbreak.

Digestive system

video

Outcome

5

Met

Direct measure,

1. 70% of students

achieve at least 70%

2. Every student

participates in the lab

and at least 70% on

the lab assignment.

Students enjoyed

the video. It

allowed students

to put the

material they

learned into real

world

perspective.

Students

responded well

with some

difficulties due

to the transition

to online from

the COVID 19

outbreak.

Strengths Weaknesses Additional

comments

The class seemed to

respond well to the

new virtual labs added

to the class.

Some students had

difficulty getting

assignments in on

time after Spring

break (COVID 19

pandemic)

Having a once a week

teams session or zoom

session may be

helpful as long as the

student have

technology

capabilities.

PENDING APPROVAL

Assessment Report for General Biology

Term: Fall 2020 [Prepared by Thomas Weaver, retrieved from .pdf file]

Biology II Outcomes:

1. Describe the nature of science.

Scientific Processes

Scientific Methods

2. Identify and describe the levels of organization and emergent properties of life.

Chemical

Cellular

Organ/Organ System

Organismal

Ecological

3. Describe the principles of Bioenergetics.

Enzymes Activity

Metabolism

Cellular Respiration / Photosynthesis

4. Describe the importance of reproduction in maintaining the continuity of life

Mitosis

Meiosis

Differentiation/Development

Diversity of Reproductive Strategies

5. Define and apply the Principles of Genetics to the Unity and Diversity of Life

Classical (Mendelian) Genetics

• Molecular Genetics

6. Describe Evolution as the mechanism of change in Biology

Natural Selection

Speciation

Diversity of Life / Classification /

7. Identify and describe the Principles of Ecology

Ecosystem Organization

Ecological Interactions

Environmental Issues

Summary Table

Learning

Measures

Outcomes

Met/ Partially

Met/ Not Met

Measure

type & target goal

Summary of

Future

Planned

Action(s)

Findings and

Further

actions

Test 1 Outcomes:

1,2,3

Not met

Direct measure,

1. 70% of students

achieve at least 70%

2. Every student

participates in the lab and

at least 70% on the lab
assignment.

None. Please

keep in mind 18

/22 students are

athletes. 0/22

students came to

tutoring session

with instructor

that was offered

everyday for

2hrs a day. 0/22

students attended

test review.

8/22 students

received a 70%

or better. This is

36%. This

courses needed

15.4/19 to meet

outcomes.

Lab: scientific

method (Oreo Lab)

Outomes:

1

Outcome met

Direct measure,

1. 70% of students

achieve at least

70%

2. Every student

participates in the lab

and at least 70% on

the lab assignment.

None. Future

action is to

continue this lab,

as it highly

accepted by

students and

allows

adaptation to real

world

experiences.

Students

responded well

to this measure.

21/22 met the

outcome for this

measure.

Lab: DNA

extraction Outcomes met:

2

Outcome met

Direct measure,

1. 70% of students

achieve at least

70%

2. Every student

participates in the lab

and at least 70% on

the lab assignment.

None Students

responded well

to this measure.

Photosynthesis

Lab Outcomes met:

5

Outcome NOT

met

Direct measure,

1. 70% of students

achieve at least

70%

2. Every student

participates in the lab

and at least 70% on

the lab assignment.

This lab was

adjusted to be

done online, as

class was

conducted online

due to COVID

19 transition.

Future action

will be to

Students

responded well

to this measure.

13/22-60% met

this outcome.

conduct a virtual

lab if it is

conducted

online. We were

not able to do

this due to the

abnormally

quick transition

to online.

Final exam

Outcomes met:

1,2,3,4,5,6,7

Outcome Partially

Met

Direct measure,

1. 70% of students

achieve at least

70%

2. Every student

participates in the lab

and at least 70% on
the lab assignment.

This measure
was conducted
online w/out
proctoring. We
were not set up
for proctoring at
this time,
therefore grades
appear better
than normal.

Future actions
require
proctoring for all
online testing.

Students
responded well
to this measure.

15/21 69.2%

met the
outcomes for
this measure.

Strengths Weaknesses Additional
comments

Creating extra time
outside of the classroom
for students

to study seemed to those students that took advantage of the extra time.

The students that needed extra study time did not take advantage of getting extra help. Suddenly transferring to online created difficulty for students acquire proper technology to function in the course.

This created many students to get behind in the course and some to withdraw from the course.

The COVID 19 epidemic created many difficulties for the students to transfer online. For the future I will have a plan in place to be able to transfer this course online. The biggest

difficulty transferring
this course online was
the students ability to
acquire a computer
and internet service.
Students were not
answering emails
efficiently.

Assessment Report for *Medical Terminology Online*

Term: Spring 2020 [Prepared by Thomas Weaver]

Medical Terminology Outcomes:

1. Define medical word parts.
 1. Define basic prefixes, suffixes and word roots and combining forms used in the medical language.
 2. Given the meaning, create medical words using the proper word elements.
 3. Devise proper plural forms of medical words.
2. Analyze medical terms.
 1. Analyze medical terms that combine prefixes, suffixes and word roots and combining forms.
 2. Build medical terms using prefixes, suffixes, word roots and combining forms.
3. Spell selected medical terms correctly.
 1. Demonstrate use of a medical dictionary.
 2. Given a list of medical terms, spell each correctly.
4. Pronounce selected medical terms correctly.
 1. Given a list of medical terms, pronounce each correctly.
 2. Given a list of medical terms, spell each correctly.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Chapter Tests 1-6	Outcomes: 1-2 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Chapter assignments 1-6,	Outcomes: 2-3 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Strengths	Weaknesses	Additional comments
The students seem to have a positive attitude for the course when issues occurred.	Although this course did not change throughout the semester, some students had more difficulty turning assignments in on time. This seemed to be due to the COVID 19 situation.	Turning in assignments late increased considerably after Spring Break (COVID 19 outbreak).

Assessment Report for **Biology II**
Term: Spring 2020 [Prepared by Thomas Weaver]

Biology II Outcomes:

1. Summarize and explain the processes and mechanisms of evolution.
2. Interpret organismal diversity using phylogenetic hypotheses.
3. Relate structure to function in organisms.
4. Explain how organisms interact with their environments.
5. Design and perform experiments incorporating organisms in a laboratory setting.
 - a. Develop observational skills from the microscopic to the macroscopic and ecological levels.
 - b. Apply quantitative measurement skills incorporating the metric system.
 - c. Interpret and communicate data using appropriate analytical and statistical skills.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Evolution Board game	Outomes met: 1	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	This was the first time utilizing this measure. I will continue using this measure in the future. Due the success of this measure, I will initiate other board games in the future.	Students responded extremely well to this measure
Nova Lab: Phylogenic tree	Outomes met: 1,2	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	Continue this measure	Students responded well to this measure
Lab microscope	Outomes met: 5a, 5b, 5c	Direct measure,	None	Students responded well to this measure.

		1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.		
Bird Beak Lab	Outomes met: 2,3,4,5c	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	Continue this measure	Students responded well to this measure.
Marine Arthropod video	Outomes met: 3,4, 5a	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	This measure was adapted to be used online due to transitioning to online during the COVID 19 changes.	Students responded well to this measure. Video was accessible with all students
Animal Behavior worksheet	Outomes met: 3,4,5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Final exam	Outomes met: 1,2,3,4,5a,b,c	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at	This measure was taken online	Students responded well to this measure. Not having the ability to have a proctor for this exam is a concern that will

		least 70% on the lab assignment.		be addressed for the future.

Strengths	Weaknesses	Additional comments
Having a small class allowed for more class interaction and enthusiasm especially with dissections.	Transitioning to online due to the COVID 19 situation eliminated some dissection labs which made learning more difficult for these students.	Future tasks will include creating labs, assignments and videos of myself lecturing and dissecting that can be studied online in case a situation such as COVID 19 occurs again.

Assessment Report for *Nutrition Online*

Term: spring 2020 [Prepared by Thomas Weaver]

Biology II Outcomes:

1. Identify the six classes of nutrients and their sources.
2. Demonstrate an understanding of the processes of digestion, absorption, and metabolism of nutrients.
3. Employ available resources to make sound nutritional choices.
4. Explain energy balance and weight control as it relates to nutrition and wellness.
5. Describe nutritional needs throughout the lifespan.
6. Recognize global food safety, security, and sustainability issues.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Chapter Tests 1-6	Outcomes: 1-6 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	Some students assignments appeared to be taken from the internet.	Students responded well to this measure. However a new edition of the book will be used in the future which should eliminate students copying answers from the internet.
Chapter assignments 1-6,	Outcomes: 1-3 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Strengths	Weaknesses	Additional comments
The students seem to have a positive attitude for the course when issues occurred	Although this course was not changed during the COVID 19 situation, quality of work seemed to decrease. It appears some students had other classes that transitioned from on-ground to on-line which affected their work in this course.	After spring break (COVID 19 situation) many students consistently turned in work late. These students were not turning work in late before the COVID situation. Videos worked better this semester, as I used different sources for videos this semester

Assessment Report for **General Biology/ BIO 1005 HY04**

Term: Fall 2020

Prepared by Nathan Chaplin

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Describe the nature of science.	Met	none
2. Identify and describe the levels of organization and emergent properties of life.	Not Met	Course restructuring to improve efficiency of in-class time and promote student engagement with lecture materials.
3. Describe the principles of bioenergetics.	Not Met	See Outcome 2.
4. Describe the importance of reproduction in maintaining the continuity of life.	Met	See Outcome 2.
5. Define and apply the principles of genetics to the unity and diversity of life.	Partially Met	See Outcome 2.
6. Describe Evolution as the mechanism of change in Biology.	Not Met	See Outcome 2.
7. Identify and describe the Principles of Ecology	Met	See Outcome 2.
8. Demonstrate an understanding of the lecture topics through application of lab skills:	Met	See Outcome 2.

Assessment Report for **General Biology (Online)/BIO 1005 ON01**

Term: Fall 2020

Prepared by Nathan Chaplin

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Describe the nature of science.	Partially Met	Revision of supplements.
2. Identify and describe the levels of organization and emergent properties of life.	Partially Met	Addition of graded activities and other resources pertaining to cellular biology
3. Describe the principles of bioenergetics.	Partially Met	Enhance active learning supplements related to cellular respiration
4. Describe the importance of reproduction in maintaining the continuity of life.	Partially Met	Development of supplements related to meiosis/ sexual life cycles.
5. Define and apply the principles of genetics to the unity and diversity of life.	Partially Met	Development of activities related to molecular genetics.
6. Describe Evolution as the mechanism of change in Biology	Met	none
7. Identify and describe the Principles of Ecology	Met	none
8. Demonstrate an understanding of the lecture topics through application of lab skills.	Met	none

Assessment Report for **Biology I: Principles of Cellular and
Molecular Biology/ BIO 1115**

Term: Fall 2020

Prepared by Nathan Chaplin

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Demonstrate an understanding of the nature of science.	Partially Met	Prioritization of a second lab report to more clearly assess student mastery of this Outcome
2. Demonstrate an understanding of the levels of organization and emergent properties of life.	Partially Met	More course time will be devoted to this topic. Course assessment will be restructured to improve student focus.
3. Demonstrate an understanding of bioenergetics.	Partially Met	See second Outcome 2
4. Demonstrate an understanding of cellular reproduction.	Met	See second comment in Outcome 2
5. Identify the basic principles of Mendelian and molecular genetics, and relate these to the basic principles of Natural Selection and evolution.	Not Met	See second comment in Outcome 2
6. Design and perform experiments in a laboratory setting.	Met	None

Assessment Report for *Anatomy & Physiology On-Ground*

Term: Fall 2020 [Prepared by Thomas Weaver]

Anatomy & Physiology Outcomes:

1. Identify the various levels of biological structures and the language used to describe them:
 - a. be able to use anatomical terminology,
 - b. explain homeostasis,
 - c. identify cellular structures and their functions,
 - d. identify and describe tissue types and their location in the human body.
2. Identify and describe the systems associated with body covering, support, and movement.
3. Identify and describe systems that integrate, regulate, and control the activities of the body, including the nervous system, special senses, and the endocrine system.
4. Identify and describe the systems responsible for fluid equilibrium, transport and gas exchange in the body, including the cardiovascular system, the lymphatic system, and the respiratory system.
5. Identify and describe the systems that relate to environmental exchange and reproduction including the digestive system, urinary system, and the reproductive system.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions

Exam 1	Outomes: 1a,b,c,d NOT Met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None. This exam was entirely multiple choice. Students stated they would like a variety of the types of questions for this subject material.	6/14 students received a 70% or better. Further actions include creating tests that have matching and picture identification.
	Met			
Bone Lab	Outomes met: 5 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	This Lab was assigned as a result of switching to online during the COVID epidemic.	Students responded well to this measure, yet stated they would be more prepared for the test if they could have done it in class hands on.

Blood typing Lab	Outcome met 4-5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None. Will always do this virtual lab. Students love it. They respond very very well to it.	Students responded well.

Strengths	Weaknesses	Additional comments
Having a small class allowed for more class interaction and enthusiasm especially with dissections.	Transitioning to online due to the COVID 19 situation eliminated some dissection labs which made learning more difficult for these students.	Future tasks will include having TEAMS meeting once a week for lecture. Students have difficulty learning this material on their own for the lecture portion of a hybrid course.

Assessment Report for *General Biology*

Term: Fall 2020 [Prepared by Thomas Weaver]

Biology II Outcomes:

1. Describe the nature of science.
Scientific
Processes
Scientific
Methods
2. Identify and describe the levels of organization and emergent properties of life.
Chemical
Cellular

Organ/Organ
System Organismal
Ecological
3. Describe the principles of Bioenergetics.
Enzymes
Activity
Metabolism
Cellular Respiration / Photosynthesis
4. Describe the importance of reproduction in maintaining the continuity of life
Mitosis
Meiosis
Differentiation/Development
Diversity of Reproductive
Strategies
5. Define and apply the Principles of Genetics to the Unity and Diversity of Life
Classical (Mendelian) Genetics
•Molecular Genetics
6. Describe Evolution as the mechanism of change in Biology Natural Selection
Speciation
Diversity of Life / Classification /
7. Identify and describe the Principles of Ecology
Ecosystem
Organization
Ecological Interactions
Environmental Issues

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Test 1	Outomes: 1,2,3 Not met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None. Please keep in mind over 80% students are athletes. No student came to tutoring session with instructor that was offered everyday for 2hrs a day or to the Friday tutoring session, although many said they would.	21/36 students received a 70% or better. This is 36%. This courses needed 15.4/19 to meet outcomes.
Lab: scientific method (Oreo Lab) 1	Outomes: 1 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None. Future action is to continue this lab, as it highly accepted by students and allows adaptation to real world experiences.	Students responded well to this measure. All students met the outcome for this measure.
Lab:Osmosis	Outomes met: 2 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	This was a virtual lab completed as homework during our transition to online for two weeks due to COVID 19.	Students responded well to this measure.

Photosynthesis Lab	Outomes met: 5 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	Labs were difficult with these students due to not having studied the lecture material before conducting the lab.	Although students met this outcome. Future actions will consist of having students complete an assignment before the lab that includes the material that will be conducted in the lab

Strengths	Weaknesses	Additional comments
Creating extra time outside of the classroom for students to study seemed to those students that took advantage of the extra time. However does not help students that just do not care.	The students that needed extra study time did not take advantage of getting extra help. Suddenly transferring to online for two weeks created difficulty for students as they did not want to complete work on their own for labs.	Online transition went smooth with this class. However many of these students were athletes and just did not complete work or have any inclination to complete work.

Assessment Report for *Medical Terminology Online*

Term: Spring 2020 [Prepared by Thomas Weaver for Fall 2020]

Medical Terminology Outcomes:

1. Define medical word parts.
 1. Define basic prefixes, suffixes and word roots and combining forms used in the medical language.
 2. Given the meaning, create medical words using the proper word elements.
 3. Devise proper plural forms of medical words.
2. Analyze medical terms.
 1. Analyze medical terms that combine prefixes, suffixes and word roots and combining forms.
 2. Build medical terms using prefixes, suffixes, word roots and combining forms.
3. Spell selected medical terms correctly.
 1. Demonstrate use of a medical dictionary.
 2. Given a list of medical terms, spell each correctly.
4. Pronounce selected medical terms correctly.
 1. Given a list of medical terms, pronounce each correctly.
 2. Given a list of medical terms, spell each correctly.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Chapter Tests 1-6	Outcomes: 1-2 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure
Chapter assignments 1-6,	Outcomes: 2-3 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Strengths	Weaknesses	Additional comments		
The students seem to have a positive attitude for the course when issues occurred.	Although this course did not change throughout the semester, some students had more difficulty turning assignments in on time. This seemed to be due to the COVID 19 situation.	This class seemed more conscientious of completing work than any Med Term class I have taught..		

Assessment Report for *Nutrition Online*

Term: spring 2020 [Prepared by Thomas Weaver for Fall 2020]

Biology II Outcomes:

1. Identify the six classes of nutrients and their sources.
2. Demonstrate an understanding of the processes of digestion, absorption, and metabolism of nutrients.
3. Employ available resources to make sound nutritional choices.
4. Explain energy balance and weight control as it relates to nutrition and wellness.
5. Describe nutritional needs throughout the lifespan.
6. Recognize global food safety, security, and sustainability issues.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Chapter Tests 1-6	Outcomes: 1-6 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	Some students assignments appeared to be taken from the internet.	Students responded well to this measure. However a new edition of the book will be used in the future which should eliminate students copying answers from the internet.
Chapter assignments 1-6,	Outcomes: 1-3 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure

Strengths	Weaknesses	Additional comments
The students seem to have a positive attitude for the course when issues occurred	Some of the students had computer issues and stated they would rather take it on-ground. However, once the computer issues were resolved they seemed to respond well to the assignments and the course all together.	We will be using a different method of instruction next semester. Although I will be transferring most of the assignments to the new format, I will be using the new edition of the book and new assignments from the publisher.

Assessment Report for **General Biology (Online)/BIO 1005 ON01**

Term: Spring 2021

Prepared by Nathan Chaplin

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Describe the nature of science.	Partially Met	Revision of supplements.
2. Identify and describe the levels of organization and emergent properties of life.	Partially Met	Enhance student learning of emergent properties of cells through developing supplements in this topic area
3. Describe the principles of bioenergetics.	Partially Met	Enhance active learning supplements related to cellular respiration
4. Describe the importance of reproduction in maintaining the continuity of life.	Partially Met	Restructuring chapter learning objectives to spread topics across subjects.
5. Define and apply the principles of genetics to the unity and diversity of life.	Partially Met	Development of activities related to molecular genetics.
6. Describe Evolution as the mechanism of change in Biology	Met	none
7. Identify and describe the Principles of Ecology	Met	none
8. Demonstrate an understanding of the lecture topics through application of lab skills.	Met	none

Assessment Report for *General Biology/ BIO 1005 HY03*

Term: Spring 2021

Prepared by Nathan Chaplin

Summary Table

Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Describe the nature of science.	Partially Met	Increase in-class discussion of lecture topics. Encourage attendance and participation in discussion.
2. Identify and describe the levels of organization and emergent properties of life.	Not Met	Increase in-class discussion of lecture topics. Encourage attendance and participation in discussion.
3. Describe the principles of bioenergetics.	Partially Met	Increase in-class discussion of lecture topics. Encourage attendance and participation in discussion.
4. Describe the importance of reproduction in maintaining the continuity of life.	Partially Met	Increase in-class discussion of lecture topics. Encourage attendance and participation in discussion.
5. Define and apply the principles of genetics to the unity and diversity of life.	Partially Met	Increase in-class discussion of lecture topics. Encourage attendance and participation in discussion.
6. Describe Evolution as the mechanism of change in Biology.	Partially Met	Increase in-class discussion of lecture topics. Encourage attendance and participation in discussion.
7. Identify and describe the Principles of Ecology	Met	none
8. Demonstrate an understanding of the lecture topics through application of lab skills:	Met	none

Assessment Report for **Microbiology/BIO2055**
Term: **Spring 2021** Prepared by: **Nathan Chaplin, PhD**

Summary Table

KBOR Learning Outcome	Met/ Partially Met/ Not Met	Summary of Future Planned Action(s)
1. Microbial Cell Biology	Partially Met	Increase in-class discussion of lecture topics.
2. Microbial Genetics	Met	Increase in-class discussion of lecture topics.
3. Interactions and Impact of Microorganisms on Humans	Partially Met	Increase in-class discussion of lecture topics.
4. Interactions and Impacts of Microorganisms in the Environment	Met	Increase in-class discussion of lecture topics.
5. Integrating Themes	Met	Increase in-class discussion of lecture topics.
6. Laboratory Skills	Met	Emphasize/ increase availability of open lab opportunities.

Assessment Report for *Anatomy & Physiology*

Term: Fall 2021

(Dr. Thomas Weaver) [Prepared for Spring 2021]

Anatomy & Physiology Outcomes:

1. Identify the various levels of biological structures and the language used to describe them:
 - a. be able to use anatomical terminology,
 - b. explain homeostasis,
 - c. identify cellular structures and their functions,
 - d. identify and describe tissue types and their location in the human body.
2. Identify and describe the systems associated with body covering, support, and movement.
3. Identify and describe systems that integrate, regulate, and control the activities of the body, including the nervous system, special senses, and the endocrine system.
4. Identify and describe the systems responsible for fluid equilibrium, transport and gas exchange in the body, including the cardiovascular system, the lymphatic system, and the respiratory system.
5. Identify and describe the systems that relate to environmental exchange and reproduction including the digestive system, urinary system, and the reproductive system.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Exam 1	Outomes: 1a,b,c,d NOT Met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None. This exam was entirely multiple choice. Students stated they would like a variety of the types of questions for this subject material.	Further actions include creating tests that have matching and picture identification.
Ch 5 Mcgraw Hill assignment	Outomes: 1 ,2,3	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	This assignment is a learning progressive assignment. It was part of the online/lecture portion of the class. This was homework	Students responded well. Students had some difficulty at times getting stuck on a problem and not being able to progress through the assignment.
Cardiovascular system, lymphatic system, respiratory system digestive system, urinary system, reproductive system assignments	Outcome 4-5	1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	Students responded well. This is a publisher assignment.	Students responded well.

	Met			
Bone Lab	Outomes met: 5 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	This Lab was assigned as a result of switching to online during the COVID epidemic.	Students responded well to this measure, yet stated they would be more prepared for the test if they could have done it in class hands on.
Blood typing Lab	Outcome met 4-5	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None. Will always do this virtual lab. Students love it. They respond very very well to it.	Students responded well.

Strengths	Weaknesses	Additional comments

Having a small class allowed for more class interaction and enthusiasm especially with dissections.	Some students missing class time due to all sports being held this semester created allot of make-up work for students.	If situation occurs again that creates many students being absent from class for institutional activities, I will designate one day for make-up work. This will eliminate chaos for making up labs.

Assessment Report for **General
Biology**
Term: Fall 2021
(Dr. Thomas Weaver) [Prepared for Spring
2021]

General Biology Outcomes:

1. Describe the nature of science.
Scientific
Processes
Scientific
Methods
2. Identify and describe the levels of organization and emergent properties of life.
Chemical
Cellular

Organ/Organ
System Organismal
Ecological
3. Describe the principles of Bioenergetics.
Enzymes
Activity
Metabolism
Cellular Respiration / Photosynthesis
4. Describe the importance of reproduction in maintaining the continuity of life
Mitosis
Meiosis
Differentiation/Development
Diversity of Reproductive
Strategies
5. Define and apply the Principles of Genetics to the Unity and Diversity of Life
Classical (Mendelian) Genetics
•Molecular Genetics
6. Describe Evolution as the mechanism of change in Biology Natural Selection
Speciation
Diversity of Life / Classification /
7. Identify and describe the Principles of Ecology
Ecosystem
Organization
Ecological Interactions
Environmental Issues

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Test 1	Outcomes: 1,2,3 Met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None. Please keep in mind over 80% students are athletes. Only one student came to tutoring session with instructor that was offered each Friday for tutoring session, although many said they would.	Students responded well to this test. The format was changed from last semester to include Matching type questions with pictures. The students responded well to this format.
Lab: scientific method (Oreo Lab)	Outcomes: 1 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None. Future action is to continue this lab, as it highly accepted by students and allows adaptation to real world experiences.	Students responded well to this measure. All students met the outcome for this measure.
Lab:Osmosis	Outcomes met: 2 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	This was a virtual lab completed as homework. This lab was used last semester due to COVID 19. The students responded so well, I used it again this semester.	I will continue to use this measure for the future, as the students seem to learn well from this measure..

Bacteriology assignment	Outomes met: 5 Not met met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	This assignment was a new assignments, I have not used before. It is through our publishing company. The students had difficulty with it due to animation video used in the assignment	This assignment will not be used in the future.

Strengths	Weaknesses	Additional comments
Creating extra time outside of the classroom for students to study seemed to those students that took advantage of the extra time. However does not help students that just do not care.	The students that needed extra study time did not take advantage of getting extra help. This course consisted of mainly athletes. During many class times, students were too tired from practice to pay attention, some even left before class was complete, which resulted in receiving a 0 for the assignment. The students did not seem to care.	Many of these students were athletes and just did not complete work or have any inclination to complete work. After getting coach involved the students seemed to complete work and become more motivated to succeed in the class.

Assessment Report for *Medical Terminology Online*

Term: Spring 2021
(Dr. Thomas Weaver)

Medical Terminology Outcomes:

1. Define medical word parts.
 1. Define basic prefixes, suffixes and word roots and combining forms used in the medical language.
 2. Given the meaning, create medical words using the proper word elements.
 3. Devise proper plural forms of medical words.
2. Analyze medical terms.
 1. Analyze medical terms that combine prefixes, suffixes and word roots and combining forms.
 2. Build medical terms using prefixes, suffixes, word roots and combining forms.
3. Spell selected medical terms correctly.
 1. Demonstrate use of a medical dictionary.
 2. Given a list of medical terms, spell each correctly.
4. Pronounce selected medical terms correctly.
 1. Given a list of medical terms, pronounce each correctly.
 2. Given a list of medical terms, spell each correctly.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Case Study 1- 6	Outcomes: 1-3 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure Some responses seemed redundant to previous semesters. I will be using a new updated text next semester.
Section Quiz I, 7-12,	Outcomes: 2-4 Outcome met	Direct measure, 1. 70% of students achieve at least 70%	None	Students responded well to this measure Some responses seemed redundant to

Section Quiz III, Module 15	Outomes: 2-4 Outcome met	2. Every student participates in the lab and at least 70% on the lab assignment. Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	previous semesters. I will be using a new updated text next semester. Students responded well to this measure Some responses seemed redundant to previous semesters. I will be using a new updated text next semester.

Strengths	Weaknesses	Additional comments
The students seem to have a positive attitude for the course. Students responses seemed genuine. Students . seemed to have adjusted well this semester with COVID 19.	Some responses seemed redundant to previous semesters. I will be using a new updated text next semester to assure genuine answers from the students.	This class seemed more conciensous of completing work other than a just a few. I believe this is because we did not have any COVID 19 issues this semester.

Assessment Report for *Bio II – Organismal Biology*

Term: spring 2021 [Prepared by Thomas Weaver]

Biology II Outcomes:

1. Identify the six classes of nutrients and their sources.
2. Demonstrate an understanding of the processes of digestion, absorption, and metabolism of nutrients.
3. Employ available resources to make sound nutritional choices.
4. Explain energy balance and weight control as it relates to nutrition and wellness.
5. Describe nutritional needs throughout the lifespan.
6. Recognize global food safety, security, and sustainability issues.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Bird Beak lab	Outcomes: 1-6 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	Hands on Assignment. Student get a lot out of this assignment and it is presented in a fun atmosphere.	Students responded extremely well to this measure.
Evolution Board Game	Outcomes: 1-3 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	This was the first semester for this assignment. Bringing board game to the classroom was a tremendous success. Students responded well and retained the information well.	Students responded well to this measure. This assignment will not be successful with a large class. It was successful with the small class size.

Strengths	Weaknesses	Additional comments
The students seem to have a positive attitude for the course when issues occurred	None. This course seemed very successful.	This class allowed me to introduce board games as assignment. This was very successful with the small class size. I will introduce more board games for other subject matter in the future.

Assessment Report for *Nutrition Online*

Term: Spring 2021 [Prepared by Thomas Weaver]

Nutrition Outcomes:

1. Identify the six classes of nutrients and their sources.
2. Demonstrate an understanding of the processes of digestion, absorption, and metabolism of nutrients.
3. Employ available resources to make sound nutritional choices.
4. Explain energy balance and weight control as it relates to nutrition and wellness.
5. Describe nutritional needs throughout the lifespan.
6. Recognize global food safety, security, and sustainability issues.

Summary Table

Learning Measures	Outcomes Met/ Partially Met/ Not Met	Measure type & target goal	Summary of Future Planned Action(s)	Findings and Further actions
Chapter assignments 6-12	4-6 Outcome met	Direct Measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	These assignments were progressive assignments. The better they answer the section the less questions they have to answer. This type of assignment worked well for those who completed them.	This seemed to be a great way to have an assignment. Feedback from students indicated that they like this method as long as the assignment is not too lengthy. Further action will be having these assignments about an hour in length.
Discussion Forums 1-6	Outcomes: 1-3 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	Continue these discussions. It allows students to put the material into real world perspectives.	Students responded well to this measure. I used a new addition of the book this semester. This allowed students to use current events to discuss the relevance of the material.

Chapter1-5 test,	Outomes: 2-4 Outcome met	Direct measure, 1. 70% of students achieve at least 70% 2. Every student participates in the lab and at least 70% on the lab assignment.	None	Students responded well to this measure. This was a text book test. The animations for the test seemed to do well for the students.

Strengths	Weaknesses	Additional comments
The students seem to have a positive attitude for the course.	We had one glitch in the publisher's program. During the first week of the semester. After the glitch was resolved the course seemed to go well. Students not completing work on time was the only other issue. However this happened less this semester than any other semester I have offered this course.	We used a different method of instruction next semester. Students responded well to the new addition to the book. This allowed students to use current events to discuss the relevance of the material. I also added assignments that looked into the individual students life choices. The students responded very well to this method of instruction.