

Comprehensive Program Of Long Term Care For 2021-2023

Prepared by

Mallory Byrd

Co-Authors

<Faculty Names>

<Current Date>



Independence
COMMUNITY COLLEGE

Table of Contents

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

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

1.0 Program Data and Resource Repository

1.1 Program Summary

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

Narrative:

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

1.2 Quantitative and Qualitative Data

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

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

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

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

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

Chart:

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

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

Narrative:

For AY21:

Long-Term Care Certificate concentrators 3 of 5 were working in a related field.

CNA 18/48 are working in the related field.

CMA 23/27 are working in the related field.

For AY22:

Long-Term Care Certificate concentrators 6 of 11 were working in a related field.

CNA 15/44 are working in the related field.

CMA 12/17 are working in the related field.

2.0 External Constituency and Significant Trends

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

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

2.1: Program Advisory Committee:

Narrative:

Megan Lawrence DON of Independence Medicalodges Fall 2017
Melissa Traylor* DON of Montgomery Place 2012
Ann Coats RN Assentation Bartlesville Oklahoma Spring 2016
Charis Connell DON Advena Living 2020
Kate Waun ADON Montgomery Place 2022

Minutes can be found in Appendix 9.0

2.2: Specialized Accreditation:

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

Narrative:

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

2.3: Other:

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

Narrative:

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

3.0 Assessment of Program Level Student Learning Outcomes

Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials.

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

Narrative:

The certificate outcomes are as follows:

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

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

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

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

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

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

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

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

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. It is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)

Narrative:

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

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

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

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

4.3 Mission and Strategic Plan Alignment

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

Narrative:

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

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

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

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

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

Narrative:

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

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

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

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

6.0 Program Planning & Development for Student and Program Success

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

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

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

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

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

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

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

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

6.1 Academic Program Vitality Reflection

Narrative:

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

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

Explain why:

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

6.2 Academic Program Goals and Action Plans

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

Narrative:

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

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

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

Goal 1: Remains the same.

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

M- Addition of new adjunct faculty.

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

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

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

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

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

Goal 2: Remains the same.

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

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

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

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

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

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

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

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

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

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

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

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

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

7.0 Fiscal Resource Requests/Adjustments

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

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

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

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

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

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

Long Term Requests/Needs

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

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

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

DO NOT INCLUDE:

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

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

Carl Perkins purchases:

Item	Year	Year
Blood pressure machine	2021	
Wheelchair	2021	

2 Audio Enhanced Stethoscopes	2021	
Oxygen concentrator	2021	

8.0 Authorship and Oversight

8.1 Faculty and Staff

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

Narrative:

This comprehensive review has been completed by:

Mallory Byrd BSN, RN- Director of Allied Health

Anita Chappuie- IR. Provided LTC Program Data

Andrew Gutschenritter- Controller. Provided budget reflection.

Assessment Team

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

8.2 VPAA and/or Administrative Designee Response

Narrative:

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

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

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

9.0 Appendices

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

Advisory Minutes:

Advisory Email Chain 11-3-21

Hello All,

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

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

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

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

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

To: Mallory Byrd <mbyrd@indycc.edu>

Hi Mallory,

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

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

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

Valon,

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

From: Taylor Westerhold <twesterhold@usd447.org>

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

Hey Mallory,

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

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

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

Thanks so much.

Taylor Westerhold

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

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

Taylor Westerhold <twesterhold@usd447.org>

Mon 11/8/2021 1:47 PM

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

Thanks!

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

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

Thanks!

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

Allied Health Advisory Group

3/9/22

Attendance:

Kai Rannells- Kansas Works

Taylor Westerfield- Cherryvale UDS 447-emailed answers

Carolyn Williams- West Elk

Chris Sykes- Wilson County

Amanda Augustine- Asbury Village

Kimberly Shrum- Medicalodge Coffeyville-emailed answers

Jennifer Graber- Ks Works- emailed answers

Brian Murrison- Fredonia 484- emailed answers

Jaicey Gillum- ICC Now Coordinator

Laura Jamison- Navigator

Mallory Byrd- Allied Health Director

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

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

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

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

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

Hi Jennifer,

Thanks for sending this over.

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

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

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

Thanks again!

Mary

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

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

1. Do they want/prefer on-ground or online instruction?
2. What time of instruction are we looking for?
3. Is there an interest in evening classes?
4. What concerns are they sharing with you about enrolling?
1. My students prefer to have online classes as that fits best in their schedules for the days.
2. If we had to do on-ground class, the mornings would work best for us here at Cherryvale.
3. I do not have students that are interested in evening class due to the fact of practices and activities they are involved in.
4. Only concern is the amount of availability for students to enroll in CNA.

Taylor Westerhold

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

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

What is the age for CMA?

Brian Murrison, LMSW

Fredonia Jr/Sr High Counselor

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

Hey Guys!

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

Spring 2023 Perkins Advisory Board Meeting

April 18th, 2023, 5:00 PM

Attendance

Melissa Traylor DON of Montgomery Place Nursing Center

Kate Waun ADON Montgomery Place Nursing Center

Charis Connell DON Advena Living

Shannon Higgenbotham DONA Advena Living

Mallory Byrd Director of Allied Health

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

Advisory Board Meeting

November 2nd, 2023
5 PM

Attendance:

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

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

Meeting adjourned at 5:50 PM

Assessment Data:

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

Summary Table

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

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

Summary Table

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

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

Summary Table

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

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

Summary Table

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

Assessment Report for **CERTIFIED NURSE AIDE HEA 1216**

Term: Summer 2022

Summary Table

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

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

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

Summary Table

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

Assessment Report for CERTIFIED NURSE AIDE HEA 1216

Term: SPRING 2023

Summary Table

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

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

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

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

Summary Table

[Section 1: Information](#)

Course Name: Certified Nurse Aide HEA1216

Modality: Hybrid Summer 2023

Instructor Name: Mallory Byrd

[Section 2: Overview](#)

List of course Outcomes:

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

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

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

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

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

Copy/Paste as many tables as needed.

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

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

Section 4: Assessment on Learning Outcomes

Copy/Paste as many tables as you have Learning Outcomes

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

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

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

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

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

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

Section 5: Preparing for Next Semester

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

Assessment Report for CMA

Term: Summer 2023

Prepared By: M. Byrd

List of Learning Outcomes:

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

This course is KBOR Aligned: No

Outcomes, Measures, Data, and Results:

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

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

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

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

1. Results: 100 %

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

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

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

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

Summary:

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

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

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

Summary:

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

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

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

Summary:

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

Final Comments:

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

Budget to Actual

FY22 Budget to Actual

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

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

FY23 Budget to Actual

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