



BOARD OF TRUSTEES

August 18, 2025

5:30 P.M.

Room 104, Center for Innovation and Entrepreneurship

INDEPENDENCE COMMUNITY COLLEGE
BOARD OF TRUSTEES
July 21, 2025
5:30 p.m. | CIE 104

I. ROUTINE

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

II. APPROVAL OF THE CONSENT AGENDA

Action

- A. Minutes from June 16, 2025
- B. Financial Report
- C. Personnel Report (acknowledge receipt)
- D. Grants Progress Report (acknowledge receipt)
- E. Athletics Fall Officials (Renewal)

III. New Business

- A. Allow Payable - Dr. Jonathan Sadhoo Action
- B. ADOPT Grant Bids Action
- C. Printer Service Memo Action
- D. ICC FY 25-26 Published Budget Memo Action
- E. Program Reviews Action
 - Accounting
 - Biology
 - Bookkeeping and Office Management
 - Cosmetology
 - English
 - Math and Science
 - Theatre

F. Reports

- A. President's Report – Dr. Jonathan Sadhoo
- B. KACC Report – Trustee Jeri Hammerschmidt

G. Adjournment

PUBLIC PARTICIPATION AT BOARD MEETING

Items on the Agenda

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

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

Information to the Audience

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

Examples of Motions for Executive Session

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

EXECUTIVE SESSION: Non-Elected Personnel

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

EXECUTIVE SESSION: Negotiations

Sample Subject: Faculty and Board proposals

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

EXECUTIVE SESSION: Possible Acquisition of Real Estate

Sample Subject: For future expansion.

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

EXECUTIVE SESSION: Attorney/Client Privilege

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

Minutes for July 21, 2025

Present: Bukaty representatives (x 2), Independence Reporter Rep, Brea, Scott from Jocks Nitch, Tamara, David, Melissa, Lori, Matt, Kris, Taylor, Andy Taylor

Trustee Susan Porter was not present.

A. Call to Order 5:30 pm

B. Approval of Agenda

Patti Moved, Logan seconded

Motion Approved 5-0

C. Welcome Guests

D. Pledge of Allegiance

E. Mission Statement: Mark Read

F. Vision Statement: Logan Read

II. APPROVAL OF THE CONSENT AGENDA

(Patti moved, Logan Second)

Motion Approved 5-0

A. Minutes from June 16, 2025

B. Financial Report

C. Personnel Report (acknowledge receipt)

D. Grants Progress Report (acknowledge receipt)

III. New Business

A. Request for publication of FY 25-26 Published Budget

Dr. Jonathan Sadhoo Action

(Patti Moved, Jeri Second)

Motion Approved 5-0

B. Review of Medical/Dental/Vision Options with Presentation

Patti Move, Logan Seconded.

Motion Approved 5-0

C. Equipment Purchase for Mobile Fab Lab

Tamara Blaes Action

Mark Moved, Patti Seconded

Motion Approved 5-0

D. Recommendation to Execute Agreement with Adidas America, Inc. Action

Patti moved, Logan Seconded

Motion Approved 5-0

E. Allow Payables – Dr. Jonathan Sadhoo Action

Logan moved, Jeri seconded

Motion Approved 5-0

IV. Executive Session: Attorney/Client Privilege

Begin the meeting at 6:18 – and meet for 15 minutes. Open session will resume at 6:33 pm

Dr. Sadhoo will be there.

Logan Move, Jeri seconded

Executive Session Approved 5-0

Meeting resumed at 6:33pm.

STATEMENT: The board would like to provide an update regarding the consolidation. They believe the best course of action is to propose indefinitely, but keep the door open in case they want to come back.

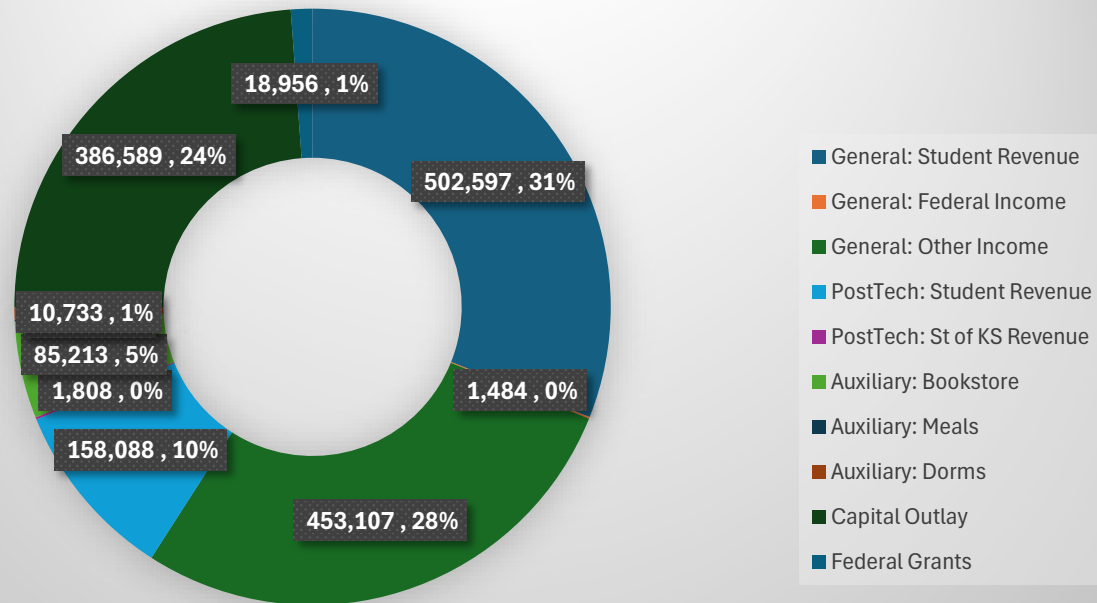
V. Presidents Report – Jonathan

VI. Adjournment 6:41

Logan moved Jeri second

Motion Approved 5-0

Revenue Distribution as of 7.31.25



General: Student Revenue	502,597	31%
General: Federal Income	1,484	0%
General: Other Income	453,107	28%
PostTech: Student Revenue	158,088	10%
PostTech: St of KS Revenue	1,808	0%
Auxiliary: Bookstore	85,213	5%
Auxiliary: Meals	1,400	0%
Auxiliary: Dorms	10,733	1%
Capital Outlay	386,589	24%
Federal Grants	18,956	1%
	<u>1,619,975</u>	

Independence Community College

Unaudited Board Revenue Report

FYTD at: 7/31/2025

	2025-26	2025-26	Estimated
	Operating Budget	YTD Revenue	% Budget Recorded
General Fund (1100)			
Student Revenue			
Tuition		480,608	
Fees		21,989	
Total Student Revenue		502,597	
Local Income			
Current Taxes		-	
Delinquent Taxes		-	
Commercial/Recreational Vehicle		-	
Total Local Income		-	
State of Kansas Revenue			
State Grant			
State Grants & Contracts (SGSS/3006)			
State Appr. Scholarship Revenue (B&I)			
Technology & Other Tech Grant			
Total State of Kansas Revenue			
Federal Income			
Indirect Cost		1,484	
Total Federal Income		1,484	
Other			
Interest		178	
Misc Income		-	
Fees (Non-Course Fees)		452,929	
Total Other		453,107	
Total General Fund		957,189	
Post Secondary Fund (1200)			
Student Revenue			
Tuition		84,882	
Fees		73,206	
Total Student Revenue		158,088	
Other			
State of Kansas PTE		1,808	
Cosmetology			
KS Motor Veh Prop Tax		-	
Total Other		1,808	

Independence Community College

Unaudited Board Revenue Report

FYTD at: 7/31/2025

	2025-26	2025-26	Estimated
	Operating Budget	YTD Revenue	% Budget Recorded
Total Post Secondary Fund (1200)		159,896	
Auxillary Fund			
Bookstore			
Sales		85,213	
Nonmandatory Transfer		-	
Total Bookstore		85,213	
Meals			
Student Sources		1,400	
Total Meals		1,400	
Dorms			
Student Sources - Dorms/Bluffstone		10,733	
Total Dorms		10,733	
Inge Center/Festival			
Inge Center		-	
Inge Festival		-	
Total Inge Center/Festival		-	
Fab Lab			
Sales/Memberships			
Grants			
Total Fab Lab			
Total Auxillary Fund		97,346	
ICC Foundation			
ICCF Support			
ICCF Scholarship			
Total ICC Foundation			
Plant Funds			
Capital Outlay			
Capital Outlay Grant		386,489	
Student Health Fee		100	
Student Athlete Fee			
Total Plant Funds		386,589	
Grant Programs			

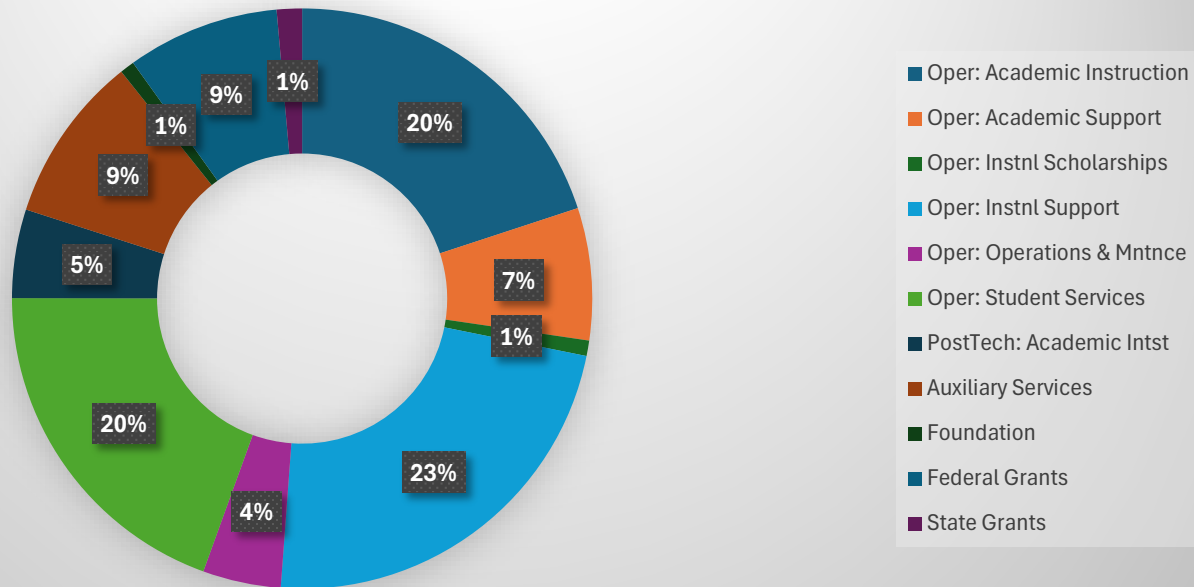
Independence Community College

Unaudited Board Revenue Report

FYTD at: 7/31/2025

	2025-26	2025-26	Estimated
	Operating Budget	YTD Revenue	% Budget Recorded
Federal Grants			
Upward Bound		-	
Rural Opportunity Grant		-	
RPED Grant		-	
Title III Grant		-	
Student Support Services		18,956	
Carl Perkins Grant		-	
Other Grants		-	
Total Grant Programs		18,956	
Total College Operations Revenue 7.31.25		1,619,975	

Expense Distribution as of 7.31.25



Oper: Academic Instruction	200,744	20%
Oper: Academic Support	74,071	7%
Oper: Instnl Scholarships	8,626	1%
Oper: Instnl Support	231,450	23%
Oper: Operations & Mntnce	43,792	4%
Oper: Student Services	196,143	19%
PostTech: Academic Intst	49,689	5%
Auxiliary Services	93,824	9%
Foundation	8,100	1%
Federal Grants	85,501	8%
State Grants	14,142	1%
	<u>1,006,082</u>	

Independence Community College
2025-26
Unaudited Board Expense Report
For Month End: 7/31/2025

	2025-26 Operating Budget	2025-26 Current YTD Expense	Estimated % Budget Recorded
General Fund (1100)			
Academic Instruction (1100-1160)			
GENERAL INSTRUCTION		1,324	
ONLINE INSTRUCTION		-	
THEATRE		19,498	
MUSIC		7,507	
ENGLISH		17,924	
ART		13,533	
COMMUNICATION		7,731	
VOCAL MUSIC		-	
FOREIGN LANGUAGE		-	
WORKFORCE DEVELOPMENT		-	
COMMUNITY EDUCATION		4,971	
SOCIAL SCIENCES		46,244	
PHYSICAL SCIENCE		13,742	
CHEMISTRY		-	
BIOLOGY		16,160	
MATHEMATICS		15,326	
HEALTH AND WELLNESS		2,182	
ATHLETIC TRAINING		2,838	
ACCOUNTING		10,108	
BUSINESS		8,576	
FAB LAB		13,079	
ICC NOW		-	
Total Academic Instruction		200,744	
Academic Support (4100-4401)			
LIBRARY		11,453	
ACADEMIC AFFAIRS		62,193	
ICC WEST		406	
ACCESS SERVICES		-	
TUTORING		20	
Total Academic Support		74,071	
Institutional Scholarships			
INSTITUTIONAL SCHLP (8201)		8,626	
NON MANDATORY TRANSFERS (9200)		-	
Total Institutional Scholarships		8,626	

Independence Community College
2025-26
Unaudited Board Expense Report
For Month End: 7/31/2025

	2025-26 Operating Budget	2025-26 Current YTD Expense	Estimated % Budget Recorded
Institutional Support (6000-6520)			
BOARD OF TRUSTEES		20,606	
PRESIDENTS OFFICE		25,694	
FINANCIAL SERVICES		48,456	
PUBLIC RELATIONS-MARKETING		16,118	
RECRUITING		5,995	
INFO TECHNOLOGY		36,404	
INSTITUTIONAL SUPPORT		46,564	
ADVANCEMENT		6,634	
INSTITUTIONAL RESEARCH		6,696	
HUMAN RESOURCES		18,280	
Total Institutional Support		231,450	
Operations & Maintenance (7100-7500)			
REPAIRS & MAIN		32,568	
TRANSPORTATION		899	
SECURITY		10,325	
CAMPUS IMPROVEMENTS		-	
Total Operations & Maintenance		43,792	
Student Services (5200-5700)			
FINANCIAL AID		16,794	
ENROLLMENT & RETENTION		10,475	
NAVIGATORS		5,600	
REGISTRARS OFFICE		11,287	
ATHLETIC ADMINISTRATION		18,573	
FOOTBALL		34,681	
MENS BASKETBALL		12,669	
VOLLEYBALL		9,153	
WOMENS BASKETBALL		10,980	
SOFTBALL		8,430	
ATHLETIC TRAINING		20,733	
SPIRIT		5,311	
POWERLIFTING		2,241	
ESPORTS		6,726	
STUDENT AFFAIRS		22,489	
Total Student Services		196,143	
Total General Fund (1100)		754,825	

Independence Community College
2025-26
Unaudited Board Expense Report
For Month End: 7/31/2025

	2025-26 Operating Budget	2025-26 Current YTD Expense	Estimated % Budget Recorded
Post Secondary Fund (1200)			
Academic Instruction			
EDUCATION (EARLY CHILDHOOD)		-	
COMPUTER TECHNOLOGY		11,738	
VET NURSING		-	
COSMETOLOGY		22,104	
ALLIED HEALTH		5,298	
EMS EDUCATION		6,267	
WELDING		4,282	
Total Academic Instruction		49,689	
Total Post Secondary Fund (1200)		49,689	
Adult Education Fund (1300)			
		-	
Auxillary Fund (1681-1700, 3201-3202)			
Auxillary Services			
BOOKSTORE		13,092	
HOUSING		-	
FOOD SERVICE		155	
DORMS HOUSING		47,992	
INGE CENTER		-	
INGE FESTIVAL		-	
FAB LAB		32,585	
Total Auxillary Services		93,824	
Total Auxillary Fund		93,824	
Foundation			
Foundation Services (3600)			
ICC FOUNDATION		8,100	
ICC SCHOLARSHIPS			
Total Foundation		8,100	
Grant Programs			
Federal Grants (2500-2507,3200)			
VETERANS CENTER GRANT		-	
UPWARD BOUND		13,001	

Independence Community College
2025-26
Unaudited Board Expense Report
For Month End: 7/31/2025

	2025-26 Operating Budget	2025-26 Current YTD Expense	Estimated % Budget Recorded
RURAL OPPORTUNITY GRANT		8,718	
RPED		31,986	
TITLE III GRANT		3,367	
STUDENT SUPPORT SERVICES		18,887	
CARL PERKINS GRANT		279	
NSF-ATE GRANT		2,705	
NSF-EPIIC GRANT		6,558	
SAVE A TREASURES GRANT		-	
Total Federal Grants		85,501	
State Grants (3006&2508)			
B&I STATE GRANT		14,142	
KSU REFORM GRANT		-	
Total Grant Programs		99,643	
Total College Operations - 7.31.25		1,006,082	

Independence Community College Account Summary
For Month Ending: July 31, 2025

<u>Account Number</u>	<u>Account Type</u>	<u>Beginning Balance (07/01/2025)</u>	<u>Ending Balance (07/31/2025)</u>	<u>Interest Rate</u>	<u>Monthly Int. Paid</u>	<u>Status</u>
xxx213	Checking	\$ 1,001.00	\$ 1,001.00	N/A	N/A	Open
xxx387	Checking	\$ 1,266,088.37	\$ 810,635.84	N/A	N/A	Open
xxx264	Checking	\$ 17,348.84	\$ 11,004.01	N/A	N/A	Open
xxx620	Checking	\$ 1,000.00	\$ 1,000.00	N/A	N/A	Open
xxx976	Checking	\$ 1.00	\$ 1.00	N/A	N/A	Open
xxx720	Checking	\$ 1.00	\$ 1.00	N/A	N/A	Open
xxx826	Federal Funds	\$ 449,119.57	\$ 444,263.21	0.30%	\$ 114.39	Open
xxx396	Board Reserve	\$ 250,429.18	\$ 250,492.99	0.30%	\$ 63.81	Open

Total Balance		\$ 1,984,988.96	\$ 1,518,399.05	
Variance				\$ (466,589.91)

<u>Securities Pledged</u>	<u>Amount</u>	<u>Market Value</u>	<u>Total Deposits</u>	<u>Total Withdrawals</u>
			\$854,566.49	\$1,321,156.40
<u>Letters of Credit</u>	<u>Expiration Date</u>	<u>Amount</u>		
FHLB #91837	9/30/2025	\$ 2,100,000.00		
		\$2,100,000.00		

Total Pledged	\$2,100,000.00
FDIC Insurance	\$ 250,000.00
Total Coverage	\$ 2,350,000.00
Overage/Shortage	\$ 831,600.95

ICC					
			Highlighted Expenses Eligible for Grant Reimbursement		
Payables Month Ending July 31, 2025					
Payee Name	Check Number	Check Date	Item Description	Item GL Number	Item GL Amount
Butler and Associates P	01*0001188	7/7/2025	Garnishment Fee Ref#112626	1100-6500-66100	\$ 35.60
Chamber of Commerce of Independence	01*0001189	7/7/2025	Leadership Ind. Attendee	1100-6100-68100	\$ 20.00
Chamber of Commerce of Independence	01*0001189	7/7/2025	Chamber Membership	1100-6100-68100	\$ 895.00
T-Mobile USA Inc.	01*0001190	7/7/2025	Dorms Hotspots 4/21-5/20	1100-6500-63104	\$ 324.73
T-Mobile USA Inc.	01*0001190	7/7/2025	Dorms Hotspots 5/21-6/20	1100-6500-63104	\$ 327.12
Independence Community College	01*0001191	7/17/2025	(Room & Board/Tuition) Independence Community College - Bridge Tuition/1 Course. (Year 3)	2501-8311-60000	\$ 596.00
Independence Community College	01*0001191	7/17/2025	(Room & Board/Tuition) Independence Community College - Bridge Tuition/1 Course. (Year 3)	2501-8311-60000	\$ 614.00
Independence Community College	01*0001191	7/17/2025	(Room & Board/Tuition) Independence Community College - Bridge Tuition/1 Course. (Year 3)	2501-8311-60000	\$ 596.00
Independence Community College	01*0001191	7/17/2025	(Room & Board/Tuition) Independence Community College - Bridge Tuition/1 Course. (Year 3)	2501-8311-60000	\$ 614.00
KACC C/O Heather Morgan	01*0001192	7/17/2025	KACC Regular Dues	1100-6000-68100	\$ 7,276.50
KACC C/O Heather Morgan	01*0001192	7/17/2025	PTK April 2025 Bill	1100-6000-68100	\$ 271.50
Universal Cheer Association	01*0001193	7/17/2025	UCA Cheer Camp	1100-5531-69100	\$ 3,927.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 97.47
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 550.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 476.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 550.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 24.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 550.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 428.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 550.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 453.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 550.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 24.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 550.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 550.00
ICC Student Housing	01*0001194	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40919	\$ 550.00

[illegible]

[illegible]

The Villas At Independence, LLC	01*0001195	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40920	\$ 550.00
The Villas At Independence, LLC	01*0001195	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40920	\$ 550.00
The Villas At Independence, LLC	01*0001195	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40920	\$ 177.00
The Villas At Independence, LLC	01*0001195	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40920	\$ 550.00
The Villas At Independence, LLC	01*0001195	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40920	\$ 26.00
The Villas At Independence, LLC	01*0001195	7/31/2025	ICC Student Financial Aid Housing Payment	1100-0100-40920	\$ 550.00
Jonathan Sadhoo	01*E0001432	7/7/2025	Conference Reimbursement	1100-6100-69001	\$ 655.84
ACI Payments, Inc.	01*E0001442	7/17/2025	Maintenance Fees 6/1/25-6/30/25	1100-6400-66100	\$ 500.00
ACI Payments, Inc.	01*E0001442	7/17/2025	Return ACH Fee 6/1/25-6/30/25	1100-6400-66100	\$ 11.90
ACI Payments, Inc.	01*E0001442	7/17/2025	OPAY eCheck Payment 6/1/25-6/30/25	1100-6400-66100	\$ 11.25
City of Independence	01*E0001444	7/17/2025	Main Campus Water/Sewer	1100-6500-63101	\$ 1,243.98
City of Independence	01*E0001444	7/17/2025	Payment Contract	1100-6500-63101	\$ 1,000.00
City of Independence	01*E0001444	7/17/2025	CIE Bldg. Water/Sewer 5/15/25-6/15/25	1100-6500-63103	\$ 66.28
City of Independence	01*E0001444	7/17/2025	Admin Bldg-Water/Sewer 5/15/25-6/15/25	1100-6500-63101	\$ 57.07
City of Independence	01*E0001444	7/17/2025	Practice Field-Water 5/15/25-6/15/25	1100-6500-63101	\$ 24.95
City of Independence	01*E0001444	7/17/2025	ICC West-Water/Sewer 5/15/25-6/15/25	1100-6500-63101	\$ 68.60
City of Independence	01*E0001444	7/17/2025	ICC West-Trash Serv. 5/15/25-6/15/25	1100-6500-63105	\$ 200.00
Cloudfirst Technologies Corporation	01*E0001445	7/17/2025	Cloud Hosting/Infrastruct Dec 2024	1100-6400-85001	\$ 428.00
Higher Learning Commission	01*E0001446	7/17/2025	Nail tech cert approval	1100-6000-68100	\$ 1,100.00
Higher Learning Commission	01*E0001446	7/17/2025	FY 25-26 FTE/Base Dues	1100-6000-68100	\$ 6,168.40
Higher Learning Commission	01*E0001446	7/17/2025	Nail tech cert approval	1100-6000-68100	\$ 1,100.00
Higher Learning Commission	01*E0001446	7/17/2025	FY 25-26 FTE/Base Dues	1100-6000-68100	\$ 6,168.40
Husch Blackwell LLP	01*E0001447	7/17/2025	Professional Services Immigration	1100-6520-66102	\$ 250.00
Husch Blackwell LLP	01*E0001447	7/17/2025	Professional Services Higher Education Advising	1100-6100-66102	\$ 960.00
Penmac Staffing Services Inc.	01*E0001448	7/17/2025	Custodial Serv. 6/16-20 Brandy Huser	1100-7100-66101	\$ 630.00
Penmac Staffing Services Inc.	01*E0001448	7/17/2025	Custodial Serv. 6/16-20 Nicholas Jones	1100-7100-66101	\$ 630.00
Indy Print Services	01*E0001450	7/17/2025	Xerox Pk 5/27-6/27	1100-6500-70001	\$ 244.00
Indy Print Services	01*E0001450	7/17/2025	Black Clicks 5/27-6/27	1100-6500-70001	\$ 79.42
Indy Print Services	01*E0001450	7/17/2025	Color Clicks 5/27-6/27	1100-6500-70001	\$ 18.50
ICC Student Refund	05*E0001457	7/24/2025	Student Refunds	1100-0000-13100	\$ 5,658.84

ICC Student Refund	05*E0001458	7/24/2025	Student Refunds	1100-0000-13100	\$	5,797.04
Atmos Energy	EF*8000253	7/15/2025	Gas Serv. Academic Bldg 5/17/25-6/17/25	1100-6500-63102	\$	89.52
Atmos Energy	EF*8000253	7/15/2025	Gas Serv. Admin Bldg 5/17/25-6/17/25	1100-6500-63102	\$	94.84
Atmos Energy	EF*8000253	7/15/2025	Gas Serv. CIE Bldg North 5/17/25-6/17/25	1100-6500-63102	\$	91.20
Atmos Energy	EF*8000253	7/15/2025	Gas Serv. CIE Bldg South 5/17/25-6/17/25	1100-6500-63102	\$	93.32
Atmos Energy	EF*8000253	7/15/2025	Gas Serv. Fine Arts Bldg 5/17/25-6/17/25	1100-6500-63102	\$	119.80
Atmos Energy	EF*8000253	7/15/2025	Gas Serv. Maintenance Sho 5/17/25-6/17/25	1100-6500-63102	\$	91.03
Atmos Energy	EF*8000253	7/15/2025	Gas Serv. Student Union 5/17/25-6/17/25	1100-6500-63102	\$	451.59
Atmos Energy	EF*8000253	7/15/2025	Gas Serv. Field House 5/17/25-6/17/25	1100-6500-63102	\$	102.40
Evergy	EF*8000254	7/15/2025	Electric West Sign May 22-Jun 23	1100-6500-63103	\$	51.23
Evergy	EF*8000254	7/15/2025	Electric ICC West May 22-Jun 23	1100-6500-63103	\$	2,622.42
Evergy	EF*8000254	7/15/2025	Electricity-CIE Bldg 6/2/25-7/1/25	1100-6500-63103	\$	1,508.51
Evergy	EF*8000254	7/15/2025	Electricity-4000 Rd 6/2/25-7/1/25	1100-6500-63103	\$	86.03
Evergy	EF*8000254	7/15/2025	Electric-Brick A 6/2/25-7/1/25	1683-9500-63103	\$	53.04
Evergy	EF*8000254	7/15/2025	Electric-Brick-C 6/2/25-7/1/25	1683-9500-63103	\$	155.29
Evergy	EF*8000254	7/15/2025	Electric-Brick D 6/2/25-7/1/25	1683-9500-63103	\$	319.30
Evergy	EF*8000254	7/15/2025	Electric-Captain Quarters 6/2/25-7/1/25	1683-9500-63103	\$	4,380.37
Evergy	EF*8000254	7/15/2025	Electric-Main Campus 6/2/25-7/1/25	1683-9500-63103	\$	16,459.66
Pitney Bowes	EF*8000255	7/15/2025	Postage Refill for Meter 5/8/25-6/5/25	1100-6500-61000	\$	2,000.00
VOXO LLC	EF*8000256	7/15/2025	Phone and Fax Service	1100-6500-63100	\$	2,644.17
Studebaker Refrigeration, Inc.	EF*8000257	7/15/2025	Ice Machine Rent-Kitchen	1684-9600-64102	\$	155.00
Studebaker Refrigeration, Inc.	EF*8000257	7/15/2025	Ice Machine Rent Gym	1100-6500-66100	\$	160.00
Toyota Financial Services	EF*8000258	7/15/2025	Rural Opp Vehicle Lease	2502-8328-64101	\$	692.51
Toyota Financial Services	EF*8000258	7/15/2025	Rural Opp Vehicle Lease	2502-8328-64101	\$	692.56
Toyota Financial Services	EF*8000258	7/15/2025	Fleet Vehicle Lease RX08-1404	1100-7200-64101	\$	899.00
Atmos Energy	EF*8000260	7/31/2025	ICC West Gas Service	1100-6500-63102	\$	177.48
Sparklight	EF*8000261	7/31/2025	Main Campus Internet	1100-6500-63104	\$	2,780.28
Sparklight	EF*8000261	7/31/2025	DIA Fiber	1100-6500-63104	\$	1,000.00
Sparklight	EF*8000261	7/31/2025	SIP Existing Fiber	1100-6500-63104	\$	1,500.00
Sparklight	EF*8000261	7/31/2025	Student Union Cable TV	1100-6500-63104	\$	323.45

Sparklight	EF*8000261	7/31/2025	ICC West Campus Internet	1100-6500-63104	\$	2,201.97
Sparklight	EF*8000261	7/31/2025	ICC West Cable TV	1100-6500-63104	\$	361.80
Sparklight	EF*8000261	7/31/2025	Dorms Fiber	1100-6500-63104	\$	3,020.54
Kansas Department of Revenue	EF*8000262	7/31/2025	Q2 Sales Tax Fab lab	1100-0000-21600	\$	1,588.05
Kansas Department of Revenue	EF*8000262	7/31/2025	June Sales Tax-Bookstore	1100-0000-21600	\$	289.40
Lenovo Financial Services	EF*8000263	7/31/2025	Desktops and Monitors	1100-6400-85000	\$	3,314.81
Lenovo Financial Services	EF*8000263	7/31/2025	Lenovo Legion 5	1100-5533-66100	\$	1,158.85
Lenovo Financial Services	EF*8000263	7/31/2025	Desktops and Monitors	1100-6400-85000	\$	1,823.15
PatientNow, LLC	EF*8000264	7/31/2025	Cosmetology EnvisionNow	1200-1213-68101	\$	165.00
Philadelphia Insurance Companies	EF*8000265	7/31/2025	School Umbrella Ins.	1100-6500-62100	\$	1,222.25
Philadelphia Insurance Companies	EF*8000265	7/31/2025	Specialty/Training Ins. PHPK257345-005	1100-6500-62100	\$	13,016.50
Philadelphia Insurance Companies	EF*8000265	7/31/2025	Specialty/Training Ins. PHPK2573456-005	1100-6500-62100	\$	3,868.50
UPS	EF*8000266	7/31/2025	Shipping Serv. 6/28-7/19	1100-6500-61000	\$	72.00
UPS	EF*8000266	7/31/2025	Fuel Surcharge 6/28	1100-6500-61000	\$	3.60
UPS	EF*8000266	7/31/2025	Fuel Surcharge 7/5-7/19	1100-6500-61000	\$	11.07
WEX Bank	EF*8000267	7/31/2025	Fleet Fuel Card Payment	1100-7200-72000	\$	2,123.59
Commerce Bank	PC*9000027	7/8/2025	7 additional blue flags for flag poles	1100-5700-70405	\$	60.97
Commerce Bank	PC*9000027	7/8/2025	Deposit for Cheer camp	1100-5531-69100	\$	500.00
Commerce Bank	PC*9000027	7/8/2025	Karaoke machine for student life activities	1100-5700-70405	\$	65.14
Commerce Bank	PC*9000027	7/8/2025	Montgomery County Action Council event	1100-5700-62600	\$	40.00
Commerce Bank	PC*9000027	7/8/2025	Title IX training	1100-5700-62600	\$	575.00
Commerce Bank	PC*9000027	7/8/2025	Housing Moving Baskets	1100-5700-85000	\$	949.79
Commerce Bank	PC*9000027	7/8/2025	Chairs for Student Union	1100-5700-85000	\$	1,197.99
Commerce Bank	PC*9000027	7/8/2025	conference meal	1100-5700-60101	\$	28.17
Commerce Bank	PC*9000027	7/8/2025	conference hotel	1100-5700-60100	\$	110.21
Commerce Bank	PC*9000027	7/8/2025	Pantry Supplies	7100-9930-69900	\$	137.49
Commerce Bank	PC*9000027	7/8/2025	Orientation supplies	1100-5700-70405	\$	128.97
Commerce Bank	PC*9000027	7/8/2025	Orientation supplies	1100-5700-70405	\$	380.85
Commerce Bank	PC*9000027	7/8/2025	Design subscription	1100-5700-68101	\$	15.00
Commerce Bank	PC*9000027	7/8/2025	Marketing Displays	1100-5700-85000	\$	392.62

Commerce Bank	PC*9000027	7/8/2025	Montgomery County Action Council event regsitration	1100-5700-62600	\$	40.00
Commerce Bank	PC*9000027	7/8/2025	Student Activities	1100-5700-70405	\$	102.63
Commerce Bank	PC*9000027	7/8/2025	4Imprint - ICC Gear	1681-9300-74002	\$	299.50
Commerce Bank	PC*9000027	7/8/2025	Careismatic - Scrubs for CNA class	1681-9300-74001	\$	2,813.40
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	9.88
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	6.85
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	6.85
Commerce Bank	PC*9000027	7/8/2025	WalMart - Drinks & Snacks for Resale	1681-9300-74002	\$	2.17
Commerce Bank	PC*9000027	7/8/2025	WalMart - Drinks & Snacks for Resale	1681-9300-74002	\$	124.67
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	8.44
Commerce Bank	PC*9000027	7/8/2025	Careismatic - Courtesy Credit for Order	1681-9300-74001	\$	(430.15)
Commerce Bank	PC*9000027	7/8/2025	Careismatic - Returned pants	1681-9300-74001	\$	(1,113.48)
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	8.22
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	9.78
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	7.62
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	9.88
Commerce Bank	PC*9000027	7/8/2025	WalMart - Drinks & Snacks for Resale	1681-9300-74002	\$	99.36
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	7.62
Commerce Bank	PC*9000027	7/8/2025	4Imprint - ICC Gear	1681-9300-74002	\$	289.42
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Online Order	1681-9300-61000	\$	8.32
Commerce Bank	PC*9000027	7/8/2025	Pirate Ship - Mailing Textbooks	1681-9300-61000	\$	7.62
Commerce Bank	PC*9000027	7/8/2025	WalMart - Office Supply	1681-9300-85000	\$	188.99
Commerce Bank	PC*9000027	7/8/2025	Food for esports recruits	1100-5533-60101	\$	39.96
Commerce Bank	PC*9000027	7/8/2025	Monitors for esports room	1100-5533-85000	\$	481.55
Commerce Bank	PC*9000027	7/8/2025	Equipment for esports room	1100-5533-85000	\$	212.95
Commerce Bank	PC*9000027	7/8/2025	Monitors for esports room	1100-5533-85000	\$	427.02
Commerce Bank	PC*9000027	7/8/2025	Mice for esports room	1100-5533-85000	\$	346.05
Commerce Bank	PC*9000027	7/8/2025	Equipment for esports room	1100-5533-85000	\$	482.60
Commerce Bank	PC*9000027	7/8/2025	Keyboards for esports room	1100-5533-85000	\$	204.30
Commerce Bank	PC*9000027	7/8/2025	Equipment for esports room	1100-5533-85000	\$	218.95

Commerce Bank	PC*9000027	7/8/2025	Merchandise designs	1100-5533-69001	\$	35.00
Commerce Bank	PC*9000027	7/8/2025	Monitors for esports room	1100-5533-85000	\$	525.51
Commerce Bank	PC*9000027	7/8/2025	Food for esports recruits	1100-5533-60101	\$	69.32
Commerce Bank	PC*9000027	7/8/2025	Keyboards for esports room	1100-5533-85000	\$	68.10
Commerce Bank	PC*9000027	7/8/2025	Game for esports room	1100-5533-85001	\$	63.89
Commerce Bank	PC*9000027	7/8/2025	Food for esports students	1100-5533-60101	\$	56.45
Commerce Bank	PC*9000027	7/8/2025	Merchandise Designs	1100-5533-69001	\$	10.00
Commerce Bank	PC*9000027	7/8/2025	Esports subscription	1100-5533-85001	\$	4.25
Commerce Bank	PC*9000027	7/8/2025	Social media subscription	1100-5533-85001	\$	8.00
Commerce Bank	PC*9000027	7/8/2025	Connected Service	1100-7200-69001	\$	15.00
Commerce Bank	PC*9000027	7/8/2025	melissa's new door parts	1100-7100-65001	\$	29.00
Commerce Bank	PC*9000027	7/8/2025	water filters/gas detectors	1100-7100-65001	\$	509.53
Commerce Bank	PC*9000027	7/8/2025	office trim	1100-7100-65001	\$	161.00
Commerce Bank	PC*9000027	7/8/2025	office paint	1100-7100-65001	\$	378.45
Commerce Bank	PC*9000027	7/8/2025	door labeling	1100-7100-65001	\$	16.75
Commerce Bank	PC*9000027	7/8/2025	wasp killer	1100-7100-65001	\$	46.56
Commerce Bank	PC*9000027	7/8/2025	trip meal	1100-7100-60101	\$	23.67
Commerce Bank	PC*9000027	7/8/2025	trip meal	1100-7100-60101	\$	49.77
Commerce Bank	PC*9000027	7/8/2025	trip meal	1100-7100-60101	\$	36.20
Commerce Bank	PC*9000027	7/8/2025	Walmart-Cases of Water	1100-7100-60101	\$	16.41
Commerce Bank	PC*9000027	7/8/2025	MVR Online.com - New Hire Driver's License Check	1100-6520-66102	\$	27.70
Commerce Bank	PC*9000027	7/8/2025	MVR Online.com - New Hire Driver's License Check	1100-6520-66102	\$	27.70
Commerce Bank	PC*9000027	7/8/2025	Atlas Risk Management, LLC - New Hire Background Checks	1100-6520-66102	\$	30.00
Commerce Bank	PC*9000027	7/8/2025	Microtel - Applicant Hotel Stay	1100-6520-61100	\$	194.66
Commerce Bank	PC*9000027	7/8/2025	Meal	1100-6520-60101	\$	55.86
Commerce Bank	PC*9000027	7/8/2025	AI - Monthly Subscription	1100-6520-68100	\$	20.00
Commerce Bank	PC*9000027	7/8/2025	Microtel - Applicant Hotel Stay	1100-6520-61100	\$	194.66
Commerce Bank	PC*9000027	7/8/2025	Microtel - Applicant Hotel Stay	1100-6520-61100	\$	97.33
Commerce Bank	PC*9000027	7/8/2025	ATIXA - Annual Membership	1100-6520-68100	\$	659.00
Commerce Bank	PC*9000027	7/8/2025	MVR Online - New Hire Driver's License Check	1100-6520-66102	\$	27.70

Commerce Bank	PC*9000027	7/8/2025	Microtel - Applicant Hotel Stay	1100-6520-61100	\$	194.66
Commerce Bank	PC*9000027	7/8/2025	Microtel - Applicant Hotel Stay	1100-6520-61100	\$	97.33
Commerce Bank	PC*9000027	7/8/2025	MVR Online.com - New Hire Driver's License Check	1100-6520-66102	\$	25.00
Commerce Bank	PC*9000027	7/8/2025	Ryzer - Registration fee for recruiting	1100-5521-61102	\$	106.00
Commerce Bank	PC*9000027	7/8/2025	Walmart - Supplies for office	1100-5521-69100	\$	14.65
Commerce Bank	PC*9000027	7/8/2025	Coach's Bar & Grill - Recruiting meal Kansas City	1100-5522-61102	\$	18.27
Commerce Bank	PC*9000027	7/8/2025	OneStop - Shipping recruiting materials	1100-5521-61102	\$	18.43
Commerce Bank	PC*9000027	7/8/2025	McDonalds - Meal while recruiting	1100-5521-61102	\$	16.45
Commerce Bank	PC*9000027	7/8/2025	McDonalds - Meal while recruiting	1100-5521-61102	\$	10.04
Commerce Bank	PC*9000027	7/8/2025	Advent Health Sports Park - meal while recruiting	1100-5521-61102	\$	9.99
Commerce Bank	PC*9000027	7/8/2025	Whataburger - Meal while recruiting	1100-5521-61102	\$	13.07
Commerce Bank	PC*9000027	7/8/2025	Eskimo Joes - Lunch after football camp	1100-5510-60101	\$	37.03
Commerce Bank	PC*9000027	7/8/2025	KACE Summer Drive-In 2025 Conference - Daniel McDill	2502-8328-68100	\$	50.00
Commerce Bank	PC*9000027	7/8/2025	Maria Mexican Restaurant - ROE Monthly Planning Meeting	2502-8328-60100	\$	100.99
Commerce Bank	PC*9000027	7/8/2025	4imprint - Hats - vendors- recruiting	2502-8328-70000	\$	234.50
Commerce Bank	PC*9000027	7/8/2025	CORD dba NCPN Summer Webinar Series - Daniel McDill	2502-8328-68100	\$	450.00
Commerce Bank	PC*9000027	7/8/2025	Amazon.com - 2 5-gallon diesel fuel containers for generator in Mobile Fab Lab Trailer	2502-8328-70001	\$	50.49
Commerce Bank	PC*9000027	7/8/2025	Godaddy SSL Renewal	1100-6400-85001	\$	959.98
Commerce Bank	PC*9000027	7/8/2025	Adobe Licenses	1100-6400-85001	\$	499.24
Commerce Bank	PC*9000027	7/8/2025	AWS Payment	1100-6400-85001	\$	236.76
Commerce Bank	PC*9000027	7/8/2025	DNSFilter Payment	1100-6400-85001	\$	50.00
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Walmart - SF Training Snacks & Residential Supplies (Year 3)	2501-8311-69001	\$	287.07
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Carolina Biological Supply Co - SF Science Class Supplies 1 (Year 3)	2501-8311-70000	\$	101.52
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Flynn Scientific Inc - SF Science Class Supplies 2 (Year 3)	2501-8311-70000	\$	103.79
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Walmart - SF Residential Supplies for TV Room (Year 3)	2501-8311-69001	\$	739.11
Commerce Bank	PC*9000027	7/8/2025	(Office Supplies) Amazon - Headphones (Year 3)	2501-8311-70001	\$	103.63
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Amazon - SF Activity/Dance Supplies 1 (Year 3)	2501-8311-69001	\$	143.80
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Amazon - SF Activity/Dance Supplies 2 (Year 3)	2501-8311-69001	\$	243.48
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Walmart - SF Science Class Supplies 3 (Year 3)	2501-8311-70000	\$	36.96
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Amazon - SF Book Club Books 1 (Year 3)	2501-8311-70000	\$	114.87

Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Domino's Pizza - Dinner for SF Move In Day (Year 3)	2501-8311-69001	\$	242.81
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Walmart - SF Fishing & Walking Club Supplies (Year 3)	2501-8311-70000	\$	357.38
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Amazon - SF Book Club Supplies 2 (Year 3)	2501-8311-70000	\$	30.37
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Amazon - SF Art Class Supplies (Year 3)	2501-8311-70000	\$	61.98
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Amazon - SF Creative Writing Supplies (Year 3)	2501-8311-70000	\$	109.10
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Amazon - SF Science Class Supplies 4 (Year 3)	2501-8311-70000	\$	27.97
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) RDC Properties/Roller Dome - SF Activity/Trip (Year 3)	2501-8311-60001	\$	460.00
Commerce Bank	PC*9000027	7/8/2025	(Office Supplies) Amazon - Black Toner (Year 3)	2501-8311-70001	\$	219.78
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Ane Mae's - Mental Health First Aid Training Lunches (Year 3)	2501-8311-69001	\$	186.75
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) PASCO - SF Science Class Supplies 5 (Year 3)	2501-8311-70000	\$	42.00
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Walmart - SF Residential Supplies (Year 3)	2501-8311-69001	\$	68.34
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) KDWP - SF Fishing Club Licenses Wk 1 (Year 3)	2501-8311-70000	\$	30.89
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Walmart - Residential Supplies/Towels, Etc (Year 3)	2501-8311-69001	\$	33.71
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Walmart - SF D&D Club Supplies (Year 3)	2501-8311-70000	\$	67.26
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Sedgwick County Zoo - SF Activity/Friday Trip 1 (Year 3)	2501-8311-60001	\$	622.60
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Old Chicago - Lunches for Students/Chaperones on Activity/Friday Trip 1 (Year 3)	2501-8311-60001	\$	507.28
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Walmart - SF Life Skills Class Supplies (Year 3)	2501-8311-70000	\$	56.91
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Walmart - SF Residential/Club Supplies (Year 3)	2501-8311-69001	\$	239.56
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) KDWP - SF Fishing Club Licenses Wk 2 (Year 3)	2501-8311-70000	\$	43.24
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Brickopolis - SF Overnight Trip Activity & Buffet (Year 3)	2501-8311-60001	\$	936.05
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Village Travel - Motorcoach Deposit for SF Overnight Trip (Year 3)	2501-8311-60001	\$	528.00
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Village Travel - Motorcoach for SF Activity/Friday Trip 2 (Year 3)	2501-8311-60001	\$	2,450.00
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Walmart - SF Study Skills Class Supplies (Year 3)	2501-8311-70000	\$	108.37
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Independence Cinemas - SF Activity/Trip (Year 3)	2501-8311-60001	\$	442.00
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) COE - Annual Membership Renewal (Year 3)	2501-8311-69001	\$	4,150.00
Commerce Bank	PC*9000027	7/8/2025	(Office Supplies) Amazon - Moving Platform Hand Trucks (Year 3)	2501-8311-70001	\$	129.98
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Golden Corral - Dinner for Students/Chaperones/Driver on Activity/Friday Trip 2 (Year 3)	2501-8311-60001	\$	334.70
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Village Travel - Tip for Driver on SF Activity/Friday Trip 2 (Year 3)	2501-8311-60001	\$	100.00
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Walmart - SF Residential Supplies (Year 3)	2501-8311-69001	\$	301.24
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) KDWP - SF Fishing Club Licenses Wk 3 (Year 3)	2501-8311-70000	\$	24.71

Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Big Hill Splash - SF Activity/Trip (Year 3)	2501-8311-60001	\$	400.00
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Crystal Bridges - SF Activity/Friday Trip 3 (Year 3)	2501-8311-60001	\$	198.90
Commerce Bank	PC*9000027	7/8/2025	(Office Supplies) Walmart - Command Strips (Year 3)	2501-8311-70001	\$	37.12
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Eleven - Lunches for Students/Chaperones on Activity/Friday Trip 3 (Year 3)	2501-8311-60001	\$	254.46
Commerce Bank	PC*9000027	7/8/2025	(Student Travel) Crystal Bridges Coffee Bar - Snacks for Students/Chaperones on Activity/Friday Trip 3 (Year 3)	2501-8311-60001	\$	141.18
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Amazon - SF Science Class Supplies 6 (Year 3)	2501-8311-70000	\$	37.02
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Amazon - SF Activity/Dance Supplies 3 (Year 3)	2501-8311-69001	\$	102.96
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Walmart - SF Residential/Dance Supplies (Year 3)	2501-8311-69001	\$	354.61
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) KDWP - SF Fishing Club Licenses Wk 4 (Year 3)	2501-8311-70000	\$	30.89
Commerce Bank	PC*9000027	7/8/2025	(Instructional Supplies) Disney+ - SF Career Exploration Class Supplies (Year 3)	2501-8311-70000	\$	12.04
Commerce Bank	PC*9000027	7/8/2025	(Miscellaneous) Walmart - SF Residential/Dance Supplies (Year 3)	2501-8311-69001	\$	112.42
Commerce Bank	PC*9000027	7/8/2025	Eskimo Joes - Dinner while recruiting	1100-5510-61102	\$	16.11
Commerce Bank	PC*9000027	7/8/2025	Red Rock - Breakfast while recruiting	1100-5510-61102	\$	5.24
Commerce Bank	PC*9000027	7/8/2025	Anatomy Warehouse: instructional supplies (durable). 1 of 3	1100-1143-70000	\$	541.50
Commerce Bank	PC*9000027	7/8/2025	Anatomy Warehouse: instructional supplies (durable). 2 of 3	1100-1143-70000	\$	525.00
Commerce Bank	PC*9000027	7/8/2025	Anatomy Warehouse: instructional supplies (durable). 3 of 3	1100-1143-70000	\$	355.00
Commerce Bank	PC*9000027	7/8/2025	Quizziz: Instructional Supplies: annual access subscription	1100-1143-70000	\$	180.00
Commerce Bank	PC*9000027	7/8/2025	NABT: Professional Development: membership dues	1100-1143-69000	\$	99.00
Commerce Bank	PC*9000027	7/8/2025	Domino's Pizza Party Wichita Upward Bound Tour	1100-6301-61102	\$	119.84
Commerce Bank	PC*9000027	7/8/2025	Amazon-Fab Lab Equipment	1100-1152-85000	\$	275.39
Commerce Bank	PC*9000027	7/8/2025	MCAC-Quartley Meeting	1100-1130-62600	\$	40.00
Commerce Bank	PC*9000027	7/8/2025	Amazon-Perkins Purchases	2505-8315-85000	\$	1,050.00
Commerce Bank	PC*9000027	7/8/2025	Bakers Gas-SparkSquad	7100-9971-69900	\$	587.74
Commerce Bank	PC*9000027	7/8/2025	JDS Industries-Awards	7100-9971-69900	\$	161.80
Commerce Bank	PC*9000027	7/8/2025	OTC-VIL Camp	3202-1152-70001	\$	123.93
Commerce Bank	PC*9000027	7/8/2025	Amazon-SparkSquad	7100-9971-69900	\$	683.20
Commerce Bank	PC*9000027	7/8/2025	Amazon-Technology Equipment	3202-1152-70000	\$	1,610.95
Commerce Bank	PC*9000027	7/8/2025	The Good News-Perkins Ad	2505-8315-69001	\$	810.00
Commerce Bank	PC*9000027	7/8/2025	Canva-Monthly Subscription	1100-1152-68100	\$	15.00
Commerce Bank	PC*9000027	7/8/2025	Independence Daily Reporter	2505-8315-69001	\$	347.00

Commerce Bank	PC*9000027	7/8/2025	Waters Hardware-FabLab Materials	1100-1152-69001	\$	16.67
Commerce Bank	PC*9000027	7/8/2025	Woods Lumber-FabLab Materials	1100-1152-69001	\$	5.19
Commerce Bank	PC*9000027	7/8/2025	Thompson Brothers-SparkSquad	7100-9971-69900	\$	201.45
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	66.00
Commerce Bank	PC*9000027	7/8/2025	Walmart-SparkSquad	7100-9971-69900	\$	55.44
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	66.00
Commerce Bank	PC*9000027	7/8/2025	Big Chesse Pizza-SparkSquad Lunch	7100-9971-69900	\$	135.12
Commerce Bank	PC*9000027	7/8/2025	WSU-Perkins Training	2505-8315-66100	\$	1,114.00
Commerce Bank	PC*9000027	7/8/2025	Fuel-SparkSquad	7100-9971-69900	\$	11.50
Commerce Bank	PC*9000027	7/8/2025	Fuel-SparkSquad	7100-9971-69900	\$	20.54
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	66.00
Commerce Bank	PC*9000027	7/8/2025	Braum's-SparkSquad Lunch	7100-9971-69900	\$	169.81
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	66.00
Commerce Bank	PC*9000027	7/8/2025	Ane Mae's-SparkSquad Lunch	7100-9971-69900	\$	190.00
Commerce Bank	PC*9000027	7/8/2025	Walmart-SparkSquad Supplies	7100-9971-69900	\$	10.98
Commerce Bank	PC*9000027	7/8/2025	Maria Mexican Restaurant-SparkSquad Lunch	7100-9971-69900	\$	105.91
Commerce Bank	PC*9000027	7/8/2025	Harbor Freight-FabLab Equipment	1100-1152-85000	\$	555.93
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	65.40
Commerce Bank	PC*9000027	7/8/2025	Walmart-SparkSquad Supplies	7100-9971-69900	\$	55.16
Commerce Bank	PC*9000027	7/8/2025	Domino's-SparkSquad Lunch	7100-9971-69900	\$	144.42
Commerce Bank	PC*9000027	7/8/2025	Fuel-SparkSquad	7100-9971-69900	\$	15.92
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	65.40
Commerce Bank	PC*9000027	7/8/2025	Braum's-SparkSquad Lunch	7100-9971-69900	\$	154.84
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	65.40
Commerce Bank	PC*9000027	7/8/2025	USPS-VIL Postage	3202-1152-61100	\$	73.00
Commerce Bank	PC*9000027	7/8/2025	Walmart-E-Sports Event Supplies	7100-9971-69900	\$	5.57
Commerce Bank	PC*9000027	7/8/2025	Sherwin-Williams-FabLab Supplies	1100-1152-70300	\$	39.07
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	75.90
Commerce Bank	PC*9000027	7/8/2025	Domino's-FabLab E-Sport Event Lunch	7100-9971-69900	\$	52.55
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	47.28

Commerce Bank	PC*9000027	7/8/2025	Fuel-SparkSquad	7100-9971-69900	\$	16.97
Commerce Bank	PC*9000027	7/8/2025	Amazon-Prime Membership	1100-1152-68100	\$	129.00
Commerce Bank	PC*9000027	7/8/2025	Braum's-SparkSquad Lunch	7100-9971-69900	\$	58.27
Commerce Bank	PC*9000027	7/8/2025	JDS Industries-FabLab Awards	7100-9971-69900	\$	50.60
Commerce Bank	PC*9000027	7/8/2025	Amazon-FabLab Supplies	7100-9971-69900	\$	51.99
Commerce Bank	PC*9000027	7/8/2025	Daylight Donuts-SparkSquad	7100-9971-69900	\$	47.28
Commerce Bank	PC*9000027	7/8/2025	Walmart-SparkSquad Lunch Supplies	7100-9971-69900	\$	147.46
Commerce Bank	PC*9000027	7/8/2025	Saiko-SparkSquad Lunch	7100-9971-69900	\$	93.24
Commerce Bank	PC*9000027	7/8/2025	Woods Lumber-Mosaic Minds Supplies	7100-9971-69900	\$	7.50
Commerce Bank	PC*9000027	7/8/2025	Colorado conference -Conoco- snacks on drive out	1100-4200-60101	\$	6.81
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Longhorn Steakhouse dinner	1100-4200-60101	\$	62.21
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Casey's snacks	1100-4200-60101	\$	4.10
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Sushi Ato dinner	1100-4200-60100	\$	57.35
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Culvers ice cream	1100-4200-60101	\$	5.40
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Culvers dinner	1100-4200-60100	\$	12.65
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Crumbl Cookie-cookies & milk	1100-4200-60101	\$	8.01
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Popeyes chicken	1100-4200-60101	\$	16.11
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Edelweiss dinner	1100-4200-60101	\$	66.72
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Trinity Brewing Co dinner	1100-4200-60101	\$	17.96
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Edelweiss dinner	1100-4200-60101	\$	67.33
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Edelweiss dinner	1100-4200-60101	\$	60.08
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Trinity Brewing Co dinner	1100-4200-60101	\$	17.24
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Edelweiss dinner	1100-4200-60101	\$	61.74
Commerce Bank	PC*9000027	7/8/2025	Colorado conference - Freddy's custard	1100-4200-60101	\$	18.02
Commerce Bank	PC*9000027	7/8/2025	Airbnb - Iowa Week 1	1100-5511-60100	\$	913.25
Commerce Bank	PC*9000027	7/8/2025	Airbnb - Iowa Week 2	1100-5511-60100	\$	1,073.62
Commerce Bank	PC*9000027	7/8/2025	Towneplace Suites - Hotel Puma Recruiting event	1100-5511-61102	\$	320.23
Commerce Bank	PC*9000027	7/8/2025	The Playbook Group - Recruiting Kansas City EYBL	1100-5511-61102	\$	17.00
Commerce Bank	PC*9000027	7/8/2025	Olive Garden - Meal while recruiting	1100-5511-61102	\$	30.78
Commerce Bank	PC*9000027	7/8/2025	Airbnb - Deposit for Iowa	1100-5511-60100	\$	161.99

Commerce Bank	PC*9000027	7/8/2025	Airbnb - Rest of payment for Iowa	1100-5511-60100	\$	493.68
Commerce Bank	PC*9000027	7/8/2025	Tracking Football - Football recruiting platform	1100-5500-69001	\$	6,250.00
Commerce Bank	PC*9000027	7/8/2025	City of Independence - reservation for 4h building for CCC football team on 11/15	1100-5500-69001	\$	100.00
Commerce Bank	PC*9000027	7/8/2025	Onestopbuy - postage to send Grayson Johnson a game ready recovery machine post surgery	1100-5500-69001	\$	24.34
Commerce Bank	PC*9000027	7/8/2025	Arlan - Grass seed and conditioner for softball field	1100-5500-65001	\$	1,136.50
Commerce Bank	PC*9000027	7/8/2025	Breg - kits to refurbish knee braces	1100-5500-65001	\$	878.63
Commerce Bank	PC*9000027	7/8/2025	Rouge - weights for weight room	1100-5532-69100	\$	3,180.43
Commerce Bank	PC*9000027	7/8/2025	200 hand sanitizer spray icc now	1100-1160-60100	\$	307.73
Commerce Bank	PC*9000027	7/8/2025	Recruiting Enrollment Day Postcards 2000	1100-5300-61102	\$	279.96
Commerce Bank	PC*9000027	7/8/2025	Enroll Now Ad/Welding Ad Social Media	1100-6300-61100	\$	9.69
Commerce Bank	PC*9000027	7/8/2025	Recruiting / Enrollment Promo	1100-6301-61102	\$	3,350.93
Commerce Bank	PC*9000027	7/8/2025	Welding Ads / Enrollment Day Ads Social	1100-6300-61001	\$	136.66
Commerce Bank	PC*9000027	7/8/2025	Acrylic Sign Holders for ICC West	1100-6300-61001	\$	52.15
Commerce Bank	PC*9000027	7/8/2025	Campus Projects Paint	1100-6300-61001	\$	10.13
Commerce Bank	PC*9000027	7/8/2025	Blank Envelopes	1100-6300-61001	\$	5.43
Commerce Bank	PC*9000027	7/8/2025	Student Life Magnets	1100-6300-61001	\$	485.02
Commerce Bank	PC*9000027	7/8/2025	Spring Photos - C. Barwick 1 of 2	1100-6300-61001	\$	103.00
Commerce Bank	PC*9000027	7/8/2025	Screen Cloud Monthly Subscription	1100-6300-61001	\$	432.00
Commerce Bank	PC*9000027	7/8/2025	Flowers	1100-6300-61001	\$	213.93
Commerce Bank	PC*9000027	7/8/2025	Flowers for ICC Foundation - Invoice #060325	1100-6300-61001	\$	171.78
Commerce Bank	PC*9000027	7/8/2025	Don Harris Post Cards	1100-6300-61001	\$	87.87
Commerce Bank	PC*9000027	7/8/2025	Student Life Shirts	1100-6301-61102	\$	916.12
Commerce Bank	PC*9000027	7/8/2025	Fraud charge credit	1100-6300-61100	\$	(60.00)
Commerce Bank	PC*9000027	7/8/2025	Sonic	1100-6300-60101	\$	3.27
Commerce Bank	PC*9000027	7/8/2025	Parchment - University Docs	2504-8314-70000	\$	10.00
Commerce Bank	PC*9000027	7/8/2025	Amazon Marketplace - Office Supplies	2504-8314-70001	\$	295.51
Commerce Bank	PC*9000027	7/8/2025	Parchment - University Docs	2504-8314-70000	\$	10.00
Commerce Bank	PC*9000027	7/8/2025	WSU - Marketplace - Admissions/ Application Fee	2504-8314-70000	\$	40.00
Commerce Bank	PC*9000027	7/8/2025	Amazon Marketplace - Instructional Supplies	2504-8314-70000	\$	18.79
Commerce Bank	PC*9000027	7/8/2025	Loves - NASPA Drive Inn at Bethany College - Per diem	2504-8314-60100	\$	5.82

Commerce Bank	PC*9000027	7/8/2025	Loves - NASPA Drive Inn at Bethany College - Per Diem/Transportation/Gas	2504-8314-60100	\$	22.67
Commerce Bank	PC*9000027	7/8/2025	Hampton Inn - McPherson KS (Lindsborg/Bethany/NASPA Drive In)	2504-8314-60100	\$	140.66
Commerce Bank	PC*9000027	7/8/2025	Adobe Acrobat Subscription June	2504-8314-66100	\$	52.54
Commerce Bank	PC*9000027	7/8/2025	Lyft - Ride - TCU Grad School Bootcamp - Ft. Worth (surge pricing)	2504-8314-60001	\$	103.48
Commerce Bank	PC*9000027	7/8/2025	Lyft - Ride - TCU Grad School Bootcamp - Ft. Worth	2504-8314-60001	\$	23.26
Commerce Bank	PC*9000027	7/8/2025	Lyft - Ride - TCU Grad School Bootcamp - Ft. Worth	2504-8314-60001	\$	27.55
Commerce Bank	PC*9000027	7/8/2025	Hudson - TCU Grad School Bootcamp Trip - Ft. Worth - Per Diem	2504-8314-60001	\$	4.33
Commerce Bank	PC*9000027	7/8/2025	Hudson - TCU Grad School Bootcamp Trip - Ft. Worth - Per Diem	2504-8314-60001	\$	22.83
Commerce Bank	PC*9000027	7/8/2025	Hudson - TCU Grad School Bootcamp Trip - Ft. Worth - Per Diem	2504-8314-60001	\$	23.68
Commerce Bank	PC*9000027	7/8/2025	Hawaiian Bros - TCU Grad School Bootcamp - Ft. Worth - Per Diem	2504-8314-60001	\$	70.08
Commerce Bank	PC*9000027	7/8/2025	Lyft - Ride - TCU Grad School Bootcamp - Ft. Worth	2504-8314-60001	\$	11.49
Commerce Bank	PC*9000027	7/8/2025	Lyft - Ride - TCU Grad School Bootcamp - Ft. Worth	2504-8314-60001	\$	12.20
Commerce Bank	PC*9000027	7/8/2025	Lyft - Ride - TCU Grad School Bootcamp - Ft. Worth	2504-8314-60001	\$	12.10
Commerce Bank	PC*9000027	7/8/2025	Lyft - Ride - TCU Grad School Bootcamp - Ft. Worth	2504-8314-60001	\$	14.99
Commerce Bank	PC*9000027	7/8/2025	Lyft - Ride - TCU Grad School Bootcamp - Ft. Worth (Ft Worth to Love Field)	2504-8314-60001	\$	57.91
Commerce Bank	PC*9000027	7/8/2025	Risky's Steakhouse - TCU Grad School Bootcamp - Ft. Worth - Per Diem	2504-8314-60001	\$	197.11
Commerce Bank	PC*9000027	7/8/2025	Hudson - TCU Grad School Bootcamp Trip - Ft. Worth - Per Diem	2504-8314-60001	\$	39.51
Commerce Bank	PC*9000027	7/8/2025	LAZ Parking - (ICC Pick Up Van - Flight Delayed 3 hrs due to Storm)	2504-8314-60001	\$	8.00
Commerce Bank	PC*9000027	7/8/2025	Hyatt Hotel - Ft Worth - TCU Grad School Bootcamp Trip - Ft. Worth	2504-8314-60001	\$	402.62
Commerce Bank	PC*9000027	7/8/2025	Hyatt Hotel - Ft Worth - TCU Grad School Bootcamp Trip - Ft. Worth	2504-8314-60001	\$	402.62
Commerce Bank	PC*9000027	7/8/2025	Starbucks West Dallas - TCU Grad School Bootcamp Trip - Ft. Worth - Per Diem	2504-8314-60001	\$	8.88
Commerce Bank	PC*9000027	7/8/2025	In-n-out Burger - West Dallas - TCU Grad School Bootcamp Trip - Ft. Worth - Per Diem	2504-8314-60001	\$	21.81
Commerce Bank	PC*9000027	7/8/2025	QT - TCU Grad School Bootcamp Trip - Ft. Worth - Per Diem	2504-8314-60001	\$	17.93
Commerce Bank	PC*9000027	7/8/2025	Amazon Marketplace - Office Supplies - Good Ergo Office Chair for Kari	2504-8314-70001	\$	228.87
Commerce Bank	PC*9000027	7/8/2025	Walmart - Coffeyville - Per Diem/Water/Snacks for TCU Grad School Bootcamp Trip - Ft. Worth	2504-8314-60001	\$	18.44
Commerce Bank	PC*9000027	7/8/2025	Cosmo - AACS membership	1200-1213-68100	\$	50.00
Commerce Bank	PC*9000027	7/8/2025	Cosmo - AACS membership	1200-1213-68100	\$	50.00
Commerce Bank	PC*9000027	7/8/2025	Cosmo - AACS membership	1200-1213-68100	\$	50.00
Commerce Bank	PC*9000027	7/8/2025	Cosmo - 2025 CEA Registration Fee	1200-1213-68100	\$	1,647.00
Commerce Bank	PC*9000027	7/8/2025	Conference -Holiday Inn- hotel on the drive to Colorado	1100-4200-60101	\$	142.69

Commerce Bank	PC*9000027	7/8/2025	Conference -Fossil Creek Hotel- hotel on the drive from Colorado	1100-4200-60100	\$	121.34
Commerce Bank	PC*9000027	7/8/2025	Cosmo - Comblne certification class	1200-1213-68100	\$	5,563.27
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	24.00
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	153.80
Commerce Bank	PC*9000027	7/8/2025	Conference in Lawrence - Holiday Inn	1100-4200-60101	\$	135.53
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	63.53
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	16.92
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	15.64
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	48.49
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	15.19
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	6.49
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	146.49
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	1,389.30
Commerce Bank	PC*9000027	7/8/2025	Library - books	1100-4100-70100	\$	76.03
Commerce Bank	PC*9000027	7/8/2025	AA office supply	1100-4200-70001	\$	965.20
Commerce Bank	PC*9000027	7/8/2025	Panda Doc - the new docuSign	1100-4200-70001	\$	588.00
Commerce Bank	PC*9000027	7/8/2025	USPS - mail diplomas	1100-5302-70404	\$	25.23
Commerce Bank	PC*9000027	7/8/2025	Amazon - library books	1100-4100-70100	\$	642.12
Commerce Bank	PC*9000027	7/8/2025	Amazon - library books	1100-4100-70100	\$	8.22
Commerce Bank	PC*9000027	7/8/2025	DocuSign	1100-4200-70001	\$	7.20
Commerce Bank	PC*9000027	7/8/2025	Amazon - library books	1100-4100-70100	\$	19.57
Commerce Bank	PC*9000027	7/8/2025	Amazon - library books	1100-4100-70100	\$	374.99
Commerce Bank	PC*9000027	7/8/2025	Library - science posters	1100-4100-70100	\$	101.99
Commerce Bank	PC*9000027	7/8/2025	Walmart - snacks for summer kids college	1100-1131-70001	\$	107.54
Commerce Bank	PC*9000027	7/8/2025	Woods Room - cleaning supplies	7100-9942-69900	\$	41.50
Commerce Bank	PC*9000027	7/8/2025	Hotel Deposit for conference	1100-4200-60100	\$	753.80
Commerce Bank	PC*9000027	7/8/2025	Amazon - library books	1100-4100-70001	\$	394.37
Commerce Bank	PC*9000027	7/8/2025	Walmart - snacks for summer kids college	1100-1131-70001	\$	12.90
Commerce Bank	PC*9000027	7/8/2025	Dominos - snacks for summer kids college	1100-1131-70001	\$	35.97
Commerce Bank	PC*9000027	7/8/2025	USPS - mail diplomas	1100-5302-70404	\$	7.11

Commerce Bank	PC*9000027	7/8/2025	Amazon - library books	1100-4100-70101	\$	54.94
Commerce Bank	PC*9000027	7/8/2025	Amazon Web Services	1100-4100-70102	\$	34.54
Commerce Bank	PC*9000027	7/8/2025	Amazon Web Services	1100-4100-70102	\$	41.33
Commerce Bank	PC*9000027	7/8/2025	Amazon Web Services	1100-4100-70102	\$	57.89
Commerce Bank	PC*9000027	7/8/2025	Library Books	1100-4100-70100	\$	13.46
Commerce Bank	PC*9000027	7/8/2025	Amazon refund-books	1100-4100-70100	\$	(6.84)
Commerce Bank	PC*9000027	7/8/2025	KTA-Toll Charges	1100-7200-69001	\$	43.98
Commerce Bank	PC*9000027	7/8/2025	Cash Back Rewards	1100-6500-69001	\$	(1,401.31)
Commerce Bank	PC*9000027	7/8/2025	Walmart - art instructional supplies	1100-1124-70000	\$	10.82
Commerce Bank	PC*9000027	7/8/2025	Pacific Sociological Assoc. - event registration	1100-4200-69000	\$	165.00
Commerce Bank	PC*9000027	7/8/2025	Hyatt Regency - conference lodging	1100-4200-69000	\$	1,637.26
Commerce Bank	PC*9000027	7/8/2025	Southwest flight - math conference in Reno	1100-4200-69000	\$	1,306.70
Commerce Bank	PC*9000027	7/8/2025	Joe's Italian Rest - candidate meal	1100-4200-60101	\$	92.64
Commerce Bank	PC*9000027	7/8/2025	Maria's Mexican Rest - candidate meal	1100-4200-60101	\$	101.63
Commerce Bank	PC*9000027	7/8/2025	Uncle Jack's - candidate meal	1100-4200-60101	\$	101.01
Commerce Bank	PC*9000027	7/8/2025	El Pueblito Mexican Rest - candidate meal	1100-4200-60101	\$	66.51
Commerce Bank	PC*9000027	7/8/2025	Breathe for Change - yoga certification program	1100-4200-69000	\$	1,350.00
Commerce Bank	PC*9000027	7/8/2025	Minerva Beauty - B & I Funds - cosmo supplies	3006-8406-70001	\$	3,424.39
Commerce Bank	PC*9000027	7/8/2025	Joe's Italian Rest - candidate meal	1100-4200-60101	\$	94.32
Commerce Bank	PC*9000027	7/8/2025	Uncle Jack's - candidate meal	1100-4200-60101	\$	106.08
Commerce Bank	PC*9000027	7/8/2025	Fish and Shrimp Diner - candidate meal	1100-4200-60101	\$	133.74
Commerce Bank	PC*9000027	7/8/2025	Hilton Garden Inn - KCIA conference lodging	1100-4200-69000	\$	127.82
Commerce Bank	PC*9000027	7/8/2025	Joe's Italian Rest - candidate meal	1100-4200-60101	\$	188.10
Commerce Bank	PC*9000027	7/8/2025	Maria's Mexican Rest - candidate meal	1100-4200-60101	\$	119.95
Commerce Bank	PC*9000027	7/8/2025	B & H - art supplies - non cap	1100-1124-85000	\$	3,156.99
Commerce Bank	PC*9000027	7/8/2025	Presidents Mtg Lodging Trans Date 5/31/25 Taylor C. Room	1100-6100-60100	\$	257.04
Commerce Bank	PC*9000027	7/8/2025	Presidents Mtg Lodging Trans Date 5/31/25 Jeri H. Room	1100-6100-60100	\$	138.64
Commerce Bank	PC*9000027	7/8/2025	Instructure. Inc. - Studio Cloud Subscription; Canvas Cloud Subscription; and 24 x 7 Support	1100-4200-68101	\$	35,560.84
Commerce Bank	PC*9000027	7/8/2025	Staples - Printer Equipment + Toner	1100-6100-85000	\$	1,262.88
Commerce Bank	PC*9000027	7/8/2025	Best Buy - IT Equipment	1100-6100-69001	\$	1,790.52

Commerce Bank	PC*9000027	7/8/2025	Webstaurant Monthly Fee	1100-6100-68101	\$ 99.00
Commerce Bank	PC*9000027	7/8/2025	Staples - Printer Ink & Paper	1100-6100-69001	\$ 231.27
Commerce Bank	PC*9000027	7/8/2025	Staples - Office Supplies	1100-6100-69001	\$ 24.08
Commerce Bank	PC*9000027	7/8/2025	Adobe - Monthly Subscription	1100-6100-68101	\$ 21.89
Commerce Bank	PC*9000027	7/8/2025	Down Home	1100-6100-60101	\$ 33.47
Commerce Bank	PC*9000027	7/8/2025	Zoom - Monthly Subscription	1100-6100-68101	\$ 65.99
Commerce Bank	PC*9000027	7/8/2025	Sam's Club - Plus Membership Renewal	1100-6100-68101	\$ 110.00
Commerce Bank	PC*9000027	7/8/2025	Panera Bread Wichita 5.23.25	1100-6200-60101	\$ 15.56
Commerce Bank	PC*9000027	7/8/2025	Holiday Inn Wichita 5.23.25	1100-6200-60100	\$ 131.42
Commerce Bank	PC*9000027	7/8/2025	NACUBO Webinar 5.20.25	1100-6200-62600	\$ 149.00
Commerce Bank	PC*9000027	7/8/2025	Saltgrass Wichita 5.22.25	1100-6200-60101	\$ 25.04
Commerce Bank	PC*9000027	7/8/2025	Domenique's Bakery Atchison 5.30.25	1100-6200-60101	\$ 7.31
Commerce Bank	PC*9000027	7/8/2025	Holiday Inn Atchison CFO Meeting 5.29.25	1100-6200-60100	\$ 138.64
Commerce Bank	PC*9000027	7/8/2025	The Bunker at Bellevue Atchison CFO Meeting Dinner 5.29.25	1100-6200-60101	\$ 20.07
Commerce Bank	PC*9000027	7/8/2025	Paulucci's Restaurant Atchison CFO Meeting 5.30.25	1100-6200-60101	\$ 22.79
Commerce Bank	PC*9000027	7/8/2025	KS Department of Admin - Municipal Services Budget Workshop 5.25.25	1100-6200-62600	\$ 75.00
Total Accounts Payable:					\$ 300,719.70

Payroll Expenses		
Payroll		\$ 372,856.88
Employee Benefits		\$ 121,377.66
Payroll Taxes - Federal		\$ 116,003.08
Payroll Taxes - State		\$ 19,243.25
KPERS		\$ 29,553.42
Total Payroll		\$ 659,034.29
Total Payables		\$ 959,753.99

Personnel Report – August 2025

New Hires

Effective Date	Name	Job Title	Schedule	Pay Rate
07/15/2025	Nicholas Jones	Custodian	H-1	\$13.50
08/11/2025	Brandy Huser	Custodian	H-1	\$13.50
08/11/2025	Kristin Schicke	Custodian	H-1	\$13.00
08/11/2025	Juwan Mitchell	Volunteer Football Coach	V-1	Room+Meals

Transfers

Effective Date	Name	Previous Position/Department	New Position	Schedule	Pay Rate
08/01/2025	Stephanie Kaiser	Custodian	Sr. Custodian	H-2	\$14.50

Separations

Effective Date	Name	Job Title	Schedule	Rate of Pay	Date of Hire
08/15/2025	Dustin Burch	Maintenance Technician	H-3	\$16.75	04/01/2025

Current Staffing

	FULL-TIME SALARY	FULL-TIME HOURLY	PART-TIME	VOLUNTEERS	CONTRACT or TEMP AGENCY	OPEN POSITIONS	TOTAL EMPLOYEES
PRESIDENT'S OFFICE	1	0	0	0	0	0	1
FOUNDATION/ADVANCEMENT	2	0	0	0	0	0	2
STUDENT AFFAIRS	4	0	3	0	0	0	7
ENROLLMENT/RETENTION	4	0	0	0	0	0	4
MARKETING/RECRUITING	2	0	0	0	0	0	2
HUMAN RESOURCES	2	0	0	0	0	0	2
FINANCE/ADMINISTRATION	13	3	0	0	1	1	18
ATHLETICS	19	0	2	4	0	2	27
ACADEMIC AFFAIRS	19	1	2	0	0	2	24
FACULTY	25	0	0	0	0	1	26
TOTALS	91	4	7	4	1	6	113

Grant-Funded Positions 15

Open Positions

Maintenance Technician
 Volunteer Football Coach/Housing Supervisor
 Associate Professor of Industrial Maintenance Technology
 Academic Coordinator for Upward Bound
 Instrumental Music Adjunct

Grants Summary August 1, 2025

Ref. No.	Grant Name	Description	Potential Funding	Comments
Activity Since Last Report				
1	Kansas Arts Commission Arts Everywhere	To aid in Shakespeare tour production	\$10,000.00	Notified 7.31.25 of acceptance.
2	U.S. Dept. of Education. Student Support Services grant.	For Student Support Services academic support program 2025-2030.	\$272,364.00	Notified 7.3.25 of acceptance. \$272,364 for each AY 25, 26, 27, 28, and 29. Total grant \$1,361,820.
3	ETC Lighting Equipment Grants	For a small number of lighting instruments, approx. \$15,000 value	\$15,000.00	Submitted 7.8.25. Anticipated October notification.
Submitted Grants Under Current Review				
1	Union Pacific Foundation	Communities Workforce grant, Industrial Maintenance program equipment	\$9,500.00	Submitted 5.14.25. Anticipated September notification.
2	USDA Distance Learning grant	For substantial updated technology across campus rooms and remote mobile equipment for three partner high schools	\$971,900.00	Submitted 3.5.25. Anticipated December notification.

3	ETC Lighting Equipment Grants	For a small number of lighting instruments, approx. \$15,000 value	\$15,000.00	Submitted 7.8.25. Anticipated October notification.
Total Submitted Now Under Review			\$996,400.00	

Summary, Grants Awarded for Funding FY 2025-26				
	Grant Name	Description	Funding FY 2025-26	Comments
1	U.S. Economic Development Administration	Toward construction of industry engagement training facility.	\$700,000.00	Notified 8.24.24 acceptance. Possible 2-3 year timeline. Approx. FY 24: \$100,000; FY 25: \$700,000; FY 26: \$200,000
2	U.S. Department of Education: Rural Postsecondary Education Program	Improve student outcomes for students at rural serving colleges--extensive outreach and academic and career counseling (2024-2028 cycle)	\$493,602.00	Notified 6.24.24 of acceptance for next cycle. Approximate Calendar year 2024: \$168,763; 2025: \$493,602; 2026: \$504,584; 2027: \$265,915. Total all years: \$1,939,152.

3	U.S. Dept. of Education. Student Support Services grant.	For Student Support Services academic support program 2025-2030.	\$272,364.00	Notified 7.3.25 of approval. \$272,364 for each AY 25, 26, 27, 28, and 29. Total grant \$1,361,820.
4	Kansas Dept. of Commerce DRAW-- Delivering Residents and Workforce	For building an on-campus industry engagement training facility.	\$370,000.00	Notified 6.21.23 of acceptance. Submitted 4.28.23. Approx. \$370,000 FY 24-25 and \$370,000 FY 25-26. Total: \$740,000.
5	U.S. Dept. of Education, Title III Strengthening Institutions grant	Supports for student success, technological platforms.	\$425,000.00	Notified 9.21.22 of acceptance. AY22-23: \$424,325. AYs 23, 24, 25 and 26: \$425,000 each year. Total all 5 years: \$2,124,325
6	National Science Foundation-- Advanced Technical Education (ATE)	For mathematics department, local industry, and fab lab learning collaboration.	\$93,905.00	Notified 9.20.23 of acceptance. Submitted 10.5.22. Approx. FY 23-24: \$60,000; FY 24-25: \$80,000; FY 25-26: \$93,905. Total all 3 years \$233,905.
7	Title III eligibility-- 2025--26	Renew status as Title III institution, which allows college exemption from having to match certain federal student aid	\$30,000.00	Notified 6.18.25 of acceptance. Appx. \$30,000 for FY 25. Exact figure pending financial aid distribution.

8	Kansas Arts Commission Arts Everywhere	To aid in Shakespeare tour production	\$10,000.00	Notified 8.1.25 of acceptance.
9	National Science Foundation-- Enabling Partnerships to Increase Innovation (EPIIC)	Phase II grant to partner with industries and other colleges for student training opportunities. No match.	\$133,000.00	Acceptance 10.5.23. Submitted Phase II 5.22.23. Approx. FY 23-24: \$80,000; 24-25: approx. \$133,000; 25-26: approx. \$133,000. 26-27: approx. \$54,000. Total \$400,000.
Total Awarded for spending FY 24-25			\$2,527,871.00	



Memo

To: Independence Community College Board of Trustees

From: Melissa Anderson
Athletic Director

Date: August 18th, 2025

Re: Recommendation to approve fall sports game officials

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

1.1. Purchase of services

Recommendation to approve for the service of game day officials. Football (\$10,240) 5 home contests and volleyball (\$7,866) 16 home contests.

The KJCCC establishes compensation and expenses this allows us to obtain quality officials at a competitive cost. All officials are assigned by the KJCCC Conference are assigned through RefQuest and paid by the Conference Office.



Memo

To: Independence Community College Board of Trustees

From: Sarah Owen, Director of Library

Date: August 18, 2025

Re: Recommendation of ADOPT Grant Equipment

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

1.1. Purchase of Services/Equipment

Recommendation for Independence Community College to procure new computing equipment from the following vendor:

**Lenovo (Joseph Kenney) Purchase Pricing Contract 5327112664-
299,990.00**

This purchase would be made with the grant funds (300,000.00) secured through the ADOPT Grant through the Kansas Department of Commerce. It would secure the purchase of 458 Lenovo ThinkBook 14 Gen 7 laptops with the Absolute Control software installed.

Recommendation for Independence Community College to procure new computer charging/storage carts from the following vendor:

Uline Quote – 5840.23

This would be for the purchase of 7 laptop charging carts for use with the computer purchased through the grant.

Bids for Computers (ADOPT GRANT)

Grant Award Amount- 300,000.00

Total Project- 309429.00 (with ICC and Foundation Match)

Computer Summary (see Attached bids for details)

Company	Total Computers	Total Cost	
Lenovo (J. Kenney)	458	299,990.00	
GCI (P. Hall)	418	294,100.62	
DHE (K. Fair)	418	297,616.00	

Carts

Company	Carts	Total Cost	
Uline	7	5840.23	
Demco	7	9544.35	
CDW-G	7	10345.93	*quote shows several options this is the lowest for a 30 device cart
Lenovo (J, Kenney)	7	13132.00	

Customer Name: INDEPENDENCE
COMMUNITY
COLLEGE
Customer Number: 1213348839

Lenovo (United States) Inc.

Lenovo

Quantity Restricted

Bid Request No. BRPNS008626521 V1
Created On: 12-Aug-2025
Last Updated: 13-Aug-2025
Lenovo Master Contract MC98171938
No. KS-NASPO VP-
Customer Contract No. 23013/000000000000000000055222

Sales Representative: Joseph Kenney
Phone Number:
Email: jkenney@lenovo.com
Lenovo Pricing Contract: 5327112664
Lenovo Contract Code: CKSVP231

Thank you for requesting a quote from Lenovo. Your complete quote information is included below. Please feel free to reach me by phone or email if you need further assistance.

PRODUCT AND SERVICE DETAILS

Part Number	Description	F/B	Qty	Unit Price	End Date	Total
21MVA02RUS	Lenovo ThinkBook 14 Gen 7 (14" AMD), AMD Ryzen™ 5 7535HS (3.30GHz, 16MB), 14" WUXGA Non-Touch, W11H64 ENG, 16.0GB, 1x256GB SSD M.2 2242 PCIe Gen4 TLC, Arctic Grey, AMD Radeon™ 660M, BT 5.1 or above,Wi-Fi 6 2x2 AX, 100/1000M Ethernet, FPR, 720P HD, 3 Cell Li-Pol 45Wh, 65W, 1CourierCarryin, Storm Grey-English (US)	F	458	600.00	30-Sep-2025	274,800.00
4L41M24597	Absolute Control - 48 Month Term - 500-999 Unit Volume - For Education	F	458	55.00	30-Sep-2025	25,190.00
Grand Total						USD 299,990.00

CONFIGURATION DETAILS

Part Number	SKU (MTM_VK)	Component	Description	Qty
21MVA02RUS			Lenovo ThinkBook 14 Gen 7 (14" AMD), AMD Ryzen™ 5 7535HS (3.30GHz, 16MB), 14" WUXGA Non-Touch, W11H64 ENG, 16.0GB, 1x256GB SSD M.2 2242 PCIe Gen4 TLC, Arctic Grey, AMD Radeon™ 660M, BT 5.1 or above,Wi-Fi 6 2x2 AX, 100/1000M Ethernet, FPR, 720P HD, 3 Cell Li-Pol 45Wh, 65W, 1CourierCarryin, Storm Grey-English (US)	458
	5PS0L30072	SERVICE	PROTECTION 1Y ADP Add On	1
	21MV_VK00122726	Base Cover Material	PC/ABS	1
	21MV_VK00077991	Fingerprint Reader	Fingerprint Reader	1
	21MV_VK00104850	Color	Arctic Grey	1
	21MV_VK00061133	Graphics	Integrated Graphics	1
	21MV_SBB1F53518	DIMM Memory	16 GB DDR5-4800MT/s (SODIMM)	1
	21MV_VK00104740	Ethernet	100/1000M Ethernet	1

Part Number	SKU (MTM_VK)	Component	Description	Qty
	21MV_VK00062028	Surface Treatment	Anodizing Sandblasting	1
	21MV_VK00028571	Preload Type	Standard Image (Preload)	1
	21MV_VK00111980	Cloud Security Software	No Cloud Security Software	1
	21MV_SBB0V88740	Publication	Publication - Polish/Portuguese/English	1
	21MV_VK00071089	Warranty	1 Year Courier or Carry-in	1
	21MV_VK00011573	NBWEBPUBLISH	No	1
	21MV_SBB0V54480	Storage Selection	256 GB SSD M.2 2242 PCIe Gen4 TLC	1
	21MV_SBB1G01951	Power Adapter	65W USB-C Wall Mount Slim 90% PCC AC Adapter - US	1
	21MV_SBB1L78856	CoverASSY 2018	Argy AS ET Pcabs	1
	21MV_VK00061140	Microsoft Office	Microsoft Office Trial	1
	21MV_VK00111001	Preload Language	Windows 11 Home 64 English	1
	21MV_SBB1A98677	Keyboard	Storm Grey - English (US)	1
	21MV_VK00061650	Package Box Type	Standard Packaging	1
	21MV_VK00110008	Preload OS	Windows 11 Home 64	1
	21MV_VK00123044	Display	14" WUXGA (1920 x 1200), IPS, Anti-Glare, Non-Touch, 45%NTSC, 300 nits, 60Hz	1
	21MV_VK00111705	Microsoft OS DPK	WIN Home Plus STD	1
	21MV_SBB0V05066	Wireless LAN	Wi-Fi 6 2x2 AX & Bluetooth® 5.1 or above	1
	21MV_VK00159929	Security Chip	Firmware TPM	1
	21MV_VK00153433	Processor	AMD Ryzen™ 5 7535HS Processor (3.30 GHz up to 4.55 GHz)	1
	21MV_SBB1H01716	TCO Certified Model	TCO Certified	1
	21MV_SBB0R45258	Battery	3 Cell Rechargeable Li-ion 45Wh	1
	21MV_VK00120545	Security Software	No Security Software	1
	21MV_VK00061089	Country/Region	USA	1
	21MV_VK00062241	Palmrest	PC ABS	1
	21MV_SBB1P36030	BaseASSY 2018	R57535HS UMA Ftpm ET	1
	21MV_VK00117512	Camera	720P HD with Dual Microphone	1
	21MV_VK00150093	Adobe Elements	No Adobe Elements	1
	21MV_VK00182778	Marketing Name	ThinkBook 14 G7 ARP	1
	21MV_VK00182474	Endpoint Management	No Endpoint Management	1
	21MV_VK00120441	CO2 Offset Label	No CO2 Offset Label	1
	21MV_SBB1L78833	PDASSY 2018	FP PB Argy NBL Pcabs ET	1
	21MV_VK00110995	OS Type	Windows 11 Standard	1
	21MV_SBB1L78813	LCDASSY 2018	14wuxga AG300N HD Argy AS	1
	21MV_VK00151363	SMB Offering Other1	None	1
	21MV_VK00144277	Second Security Software	None	1
	21MV_VK00120347	Specialchar	None	1
	21MV_VK00154988	Third Security Software	None	1
	21MV_VK00151372	SMB Offering Other9	None	1
	21MV_VK00151371	SMB Offering Other8	None	1
	21MV_VK00151370	SMB Offering Other7	None	1
	21MV_VK00151369	SMB Offering Other6	None	1
	21MV_VK00151368	SMB Offering Other5	None	1

Part Number	SKU (MTM_VK)	Component	Description	Qty
	21MV_VK00151367	SMB Offering Other4	None	1
	21MV_VK00151366	SMB Offering Other3	None	1
	21MV_VK00151365	SMB Offering Other2	None	1
	21MV_VK00151364	SMB Offering Other10	None	1
	21MV_VK00069607	NBCECP	None	1



Did you know that Lenovo can help wrap all of your hardware, software and services into a single cost-effective fixed monthly payment by using Lenovo Financial Services? Conserve capital, lower your cost of use and gain top performance with ongoing support. **Ask us how!**

TERMS AND CONDITIONS

Prices quoted are valid through 30-Sep-2025 but are subject to change due to events outside Lenovo's reasonable control which may necessitate a price increase, including but not limited to price increases directly or indirectly caused by changes in taxes, tariffs, import/export quotas, or other market changes. Unless specifically identified in this quote, pricing quoted does not include applicable taxes, fees, tariffs, changes due to import/export quotas, or other charges which may be imposed on the items purchased.

Unless there is a specific written agreement between purchaser and Lenovo, all purchases are subject to the Lenovo Terms and Conditions (the "Lenovo Terms") displayed at the following internet address: [https://static-assets.lenovo.com/pdf/SSG Commercial Terms and Conditions.pdf](https://static-assets.lenovo.com/pdf/SSG%20Commercial%20Terms%20and%20Conditions.pdf)

The terms of this price quote shall supersede any conflicting terms contained in a customer purchase order. Any conflicting or additional terms contained in such purchase order are not valid and will not be considered a part of any agreement between the parties related to this quote, its acceptance, or Lenovo's acceptance of a related order.

Thank you for choosing Lenovo!

SALES QUOTE

GovConnection, Inc.
732 Milford Road
Merrimack, NH 03054

Account Executive: Pamela Hall
Phone: (800) 800-0019 ext. 75544
Fax: 603-683-1112
Email: pam.hall@connection.com

25793301.01
*PLEASE REFER TO THE ABOVE
QUOTE # WHEN ORDERING*
Date: 8/7/2025
Valid Through: 9/6/2025
Account #: H00727

Customer Contact: Tyler Hughes
Email: thughes@indycc.edu

Phone:
Fax:

QUOTE PROVIDED TO:	SHIP TO:
AB#: 9010 INDEPENDENCE COMMUNITY COLLEGE ACCOUNTS PAYABLE 1057 W. COLLEGE AVENUE INDEPENDENCE, KS 67301 US (620) 331-4100	INDEPENDENCE COMMUNITY COLLEGE B RAMSEY-ATHLETIC TRAINING 1057 WEST COLLEGE AVE INDEPENDENCE, KS 67301 USA (620) 331-4100

DELIVERY	FOB	SHIP VIA	SHIP WEIGHT	TERMS	CONTRACT ID#
5-30 Days A/R/O	Destination	Small Pkg Ground Service Level	.00 lbs	Net 30	

Important Notice: — THIS QUOTATION IS SUBJECT TO THE FOLLOWING Terms of Sale: All purchases from GovConnection, Inc. are subject to the Company's Standard Terms of Sale, which describe important legal rights and obligations. You may review the Company's Standard Terms of Sale on the Company's website: <https://www.govconnection.com/content/about/legal/terms-and-conditions-sale>, or you may request a copy via fax, e-mail, or mail by calling your account representative. The only exception to this policy is if your order is being placed under any one of our many national, state, educational or cooperative Agreements, in which case the Terms and Conditions of your Purchase Order are already pre-negotiated and stated in that Agreement. No other Terms and Conditions shall apply and any other terms and conditions referenced or appearing in your Purchase Order are considered null and void. Due to the industry-wide constraints and fluctuations, we reserve the right to change pricing at any time. Please refer to our Quote Number in your order.

* Line #	Qty	Item #	Mfg. Part #	Description	Mfg.	Price	Ext
1	418		21MVA02RUS	Lenovo ThinkBook 14 Gen 7 Ryzen 5 14" non touch 16GB 256SSD 1 yr warranty with ADP		\$ 637.40	\$ 266,433.20
2	418	41710081	4L41M24597	Acad. Absolute Control - 48 Month Term - 500-999 Unit Volume - For Education	Lenovo Licensing	\$ 66.19	\$ 27,667.42
						Subtotal	\$ 294,100.62
						Fee	\$ 0.00
						Shipping and Handling	\$ 0.00
						Tax	Exempt!
						Total	\$ 294,100.62

Product Notes for Quote# 25793301.01

Item #	Description	Notes
	Lenovo ThinkBook 14 Gen 7 Ryzen 5 14" non touch 16GB 256SSD 1 yr warranty with ADP	Lenovo ThinkBook 14 Gen 7 14" WUXGA (1920 x 1200), IPS, Anti-Glare, Non-Touch, 45%NTSC, 300 nits, 60Hz AMD Ryzen™ 5 7535HS Processor (3.30 GHz up to 4.55 GHz) 16 GB DDR5-4800MT/s (SODIMM) 100/1000M Ethernet 256 GB SSD M.2 2242 PCIe Gen4 TLC 65W USB-C Wall Mount Slim 90% PCC AC Adapter - US Wi-Fi 6 2x2 AX & Bluetooth® 5.1 or above 3 Cell Rechargeable Li-ion 45Wh Camera 720P HD with Dual Microphone Warranty 1 yr Courier/Carry In with ADP Arctic Grey



ORDERING INFORMATION

GovConnection, Inc. DBA Connection

Please contact your account manager with any questions.

Ordering Address

GovConnection, Inc.
732 Milford Road
Merrimack, NH 03054

Remittance Address

GovConnection, Inc.
Box 536477
Pittsburgh, PA 15253-5906

Please reference the Contract # on all purchase orders.

TERMS & CONDITIONS

Payment Terms:	NET 30 (subject to approved credit)
FOB Point:	DESTINATION (within Continental US)
Maximum Order Limitation:	NONE
FEIN:	52-1837891
DUNS Number:	80-967-8782
Cage Code:	OGTJ3
Business Size:	LARGE
Erate Spin Number:	143026005

WARRANTY: Manufacturer's Standard Commercial Warranty

NOTE: It is the end user's responsibility to review, understand and agree to the terms of any End User License Agreement (EULA).

Important Notice: --- THIS QUOTATION IS SUBJECT TO THE FOLLOWING Terms of Sale: All purchases from GovConnection, Inc. are subject to the Company's Standard Terms of Sale, which describe important legal rights and obligations. You may review the Company's Standard Terms of Sale on the Company's website: www.govconnection.com or you may request a copy via fax, e-mail, or mail by calling your account representative. The only exception to this policy is if your order is being placed under any one of our many national, state, educational or cooperative Agreements, in which case the Terms and Conditions of your Purchase Order are already pre-negotiated and stated in that Agreement. No other Terms and Conditions shall apply and any other terms and conditions referenced or appearing in your Purchase Order are considered null and void. Due to the industry-wide constraints and fluctuations, we reserve the right to change pricing at any time. Please refer to our Quote Number in your order.

If you require a hard copy invoice for your credit card order, please visit the link below and click on the Proof of Purchase/Invoice link on the left side of the page to print one: <https://www.govconnection.com/web/Shopping/ProofOfPurchase.htm>

Please forward your Contract or Purchase Order to:

SLEDOPS@connection.com

QUESTIONS: Call 800-800-0019

FAX: 603.683.0374



Lenovo ThinkBooks

Quote #014575 v1

Prepared For:

Independence Community College
Tyler Hughes
Accounts Payable 1057 W College Ave
Independence, KS 67301

P: (620) 331-4100
E: thughes@indycc.edu

Prepared by:

DHE Computer Systems - CO
Kris Fair
7076 South Alton Way
Building C
Centennial, CO 80112

P: 3032906050
E: kris.fair@dhcs.com

Date Issued:

08.07.2025

Expires:

09.06.2025

Products

Product ID	Customer Description	Qty	Price	Tax	Total Price
21MVA02RUS	Lenovo ThinkBook 14 Gen 7 (14" AMD), AMD Ryzen™ 5 7535HS (3.30GHz, 16MB), 14" WUXGA Non-Touch, W11H64 ENG, 16.0GB, 1x256GB SSD M.2 2242 PCIe Gen4 TLC, Arctic Grey, AMD Radeon™ 660M, BT 5.1 or above, Wi-Fi 6 2x2 AX, 100/1000M Ethernet, FPR, 720P HD, 3 Cell	418	\$643.50	\$0.00	\$268,983.00
4L41M24597	Absolute Control - 48 Month Term - 500-999 Unit Volume - For Education	418	\$68.50	\$0.00	\$28,633.00
				Subtotal:	\$297,616.00

Quote Summary	Amount
Products	\$297,616.00
Total:	\$297,616.00

DHE reserves the right to change or cancel any order due to unforeseen price changes by any of the manufactures that we provide a quote for. This could include Tariffs, shipping cost increases, product constraints or other unknown cost increases.

Acceptance

DHE Computer Systems - CO

Independence Community College

Kris Fair

Signature / Name

08/07/2025

Date

Tyler Hughes

Signature / Name

Initials

Date

1-800-295-5510
uline.com
customer.service@uline.com

PRICING REQUEST

REQUEST # PRA1076004

Thank you for your interest in Uline!

**PROVIDED TO: INDEPENDENCE COMMUNITY COLLEGE
1057 W COLLEGE AVE
INDEPENDENCE KS 67301-8556**

SHIP TO: INDEPENDENCE COMMUNITY COLLEGE
1057 W COLLEGE AVE
INDEPENDENCE KS 67301-8556

CUSTOMER NUMBER			SHIP VIA	REQUEST DATE	
21639026			FEDEX FRT	08/05/25	
QUANTITY	U/M	ITEM NUMBER	DESCRIPTION	UNIT PRICE	EXT. PRICE
7	EA	H-5489	TABLET CHARGING CART - 25 X 21 X 38"	745.00	5,215.00

SUB-TOTAL 5,215.00	SALES TAX 338.98	SHIPPING/HANDLING 286.25	TOTAL 5,840.23
-----------------------	---------------------	-----------------------------	-------------------

NOTE:

DELIVERY TIME 1 BUSINESS DAY VIA FEDEX FRT.

ATTENTION: SARAH OWEN

NEW: ORDER ONLINE AT ULINE.COM/PRICINGREQUESTDETAIL



P.O. Box 7488
Madison, WI 53707-7488
PH 800-356-1200 FAX 800-245-1329

QUOTATION

Reference: W5219128
Contract/Bid ID: CTL004
Quote Date: 8/07/25
Quote Expiration Date: 9/06/25

NAME: Independence Community College
CONTACT: SARAH OWEN
PHONE: 620-332-5468
EMAIL: sowen@indycc.edu

Line	Qty	Product	Product Description	Colors/Finishes/Options	List Price	Discount	Unit Price	Ext. Total
1	7	W13714820	Luxor Mobile 30-unit Charging Cart 37-1/2"x24-1/2"x21-1/4"		1,379.00	7%	1,282.47	8,977.29
PLEASE NOTE: This item may not be returned unless damaged or defective.								
Review Notification This bid will be reviewed and by the sales rep listed below Michael Gay Phone: 800-462-8709 Contact this person if you need a faster response.								
*Delivery Provisions: This quote has been specifically prepared to deliver with: Tailgate Delivery : 492.06 Call Ahead - Delivery App: 0.00 Power Lift Gate : 75.00								
Order Provisions: Please note the attached freight terms.								
Order Subtotal							8,977.29	
*Shipping/Processing							567.06	
Sales Tax							Exempt	
Grand Total							9,544.35	

BILL TO: Independence Community College
1057 W College Ave
Independence KS 67301-8556

SHIP TO: Sarah Owen
INDEPENDENCE COMMUNITY COLLEGE
1057 W College Ave
Independence KS 67301-8556

CONTACT: SARAH OWEN
INDEPENDENCE COMMUNITY COLLEGE
1057 W COLLEGE AVE
INDEPENDENCE KS 67301-8556



Thank you for choosing CDW. We have received your quote.

Hardware

Software

Services

IT Solutions

Brands

Research Hub

QUOTE CONFIRMATION

SARAH OWEN,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

[Convert Quote to Order](#)

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PNPN480	8/11/2025	PNPN480	0474895	\$11,611.03

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
LocknCharge Carrier 30 cart - for 30 tablets notebooks Mfg. Part#: LNC8-10399 Contract: Southeast Kansas ESC (022-G)	1	7090794	\$3,280.42	\$3,280.42
LocknCharge Joey 30 Cart Mfg. Part#: LNC9-10559 Contract: Southeast Kansas ESC (022-G)	1	7928696	\$1,477.99	\$1,477.99
LocknCharge Joey 30 Charging Cart with 65W USB-C Power Cable Mfg. Part#: LNC9-10565 Contract: Southeast Kansas ESC (022-G)	1	7969637	\$2,679.61	\$2,679.61
LocknCharge EPIC 24 Charging Cart Mfg. Part#: LNC14-10410 Contract: Southeast Kansas ESC (022-G)	1	6352742	\$1,339.34	\$1,339.34
Carrier 30 Cart - Chromebook, Laptop, iPad, Tablet Mfg. Part#: 10135 UNSPSC: 56101535 Contract: Southeast Kansas ESC (022-G)	1	4593957	\$2,125.01	\$2,125.01

SUBTOTAL	\$10,902.37
SHIPPING	\$0.00
SALES TAX	\$708.66
GRAND TOTAL	\$11,611.03

PURCHASER BILLING INFO**Billing Address:**

INDEPENDENCE COMMUNITY COLLEGE
ACCTS PAYABLE
PO BOX 708
1057 W COLLEGE
INDEPENDENCE, KS 67301-0708
Phone: (620) 331-4100
Payment Terms: NET 30 Days-Govt/Ed

DELIVER TO**Shipping Address:**

INDEPENDENCE COMMUNITY COLLEGE
SARAH OWEN
1057 W COLLEGE AVE
INDEPENDENCE, KS 67301-8556
Shipping Method: DROP SHIP-COMMON CARRIER

Please remit payments to:

CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515

**Sales Contact Info**

Alex Gee | (866) 253-1086 | alex.gee@cdwg.com

Need Help?[My Account](#)[Support](#)[Call 800.800.4239](#)

[About Us](#) | [Privacy Policy](#) | [Terms and Conditions](#)

This order is subject to CDW's Terms and Conditions of Sales and Service Projects at

<http://www.cdwg.com/content/terms-conditions/product-sales.aspx>

For more information, contact a CDW account manager.

© 2025 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

Customer Name: INDEPENDENCE
COMMUNITY
COLLEGE

Lenovo (United States) Inc.



Customer Number: 1213348839

Bid Request No. BRPNS008616940 V1

Created On: 11-Aug-2025

Last Updated: 11-Aug-2025

Lenovo Master Contract MC98171938

No. KS-NASPO VP-

Customer Contract No. 23013/000000000000000000055222

Sales Representative: Joseph Kenney

Phone Number:

Email: jkenney@lenovo.com

Lenovo Pricing Contract: 5327101807

Lenovo Contract Code: CKSVP231

Thank you for requesting a quote from Lenovo. Your complete quote information is included below. Please feel free to reach me by phone or email if you need further assistance.

PRODUCT AND SERVICE DETAILS

Part Number	Description	F/B	Qty	Unit Price	End Date	Total
78755409	ELEVATE CHARGING CART USB-C 32, EDUCATIO	F	7	1,876.00	11-Aug-2026	13,132.00
					Grand Total	USD 13,132.00

TERMS AND CONDITIONS

Prices quoted are valid through 10-Oct-2025 but are subject to change due to events outside Lenovo's reasonable control which may necessitate a price increase, including but not limited to price increases directly or indirectly caused by changes in taxes, tariffs, import/export quotas, or other market changes. Unless specifically identified in this quote, pricing quoted does not include applicable taxes, fees, tariffs, changes due to import/export quotas, or other charges which may be imposed on the items purchased.

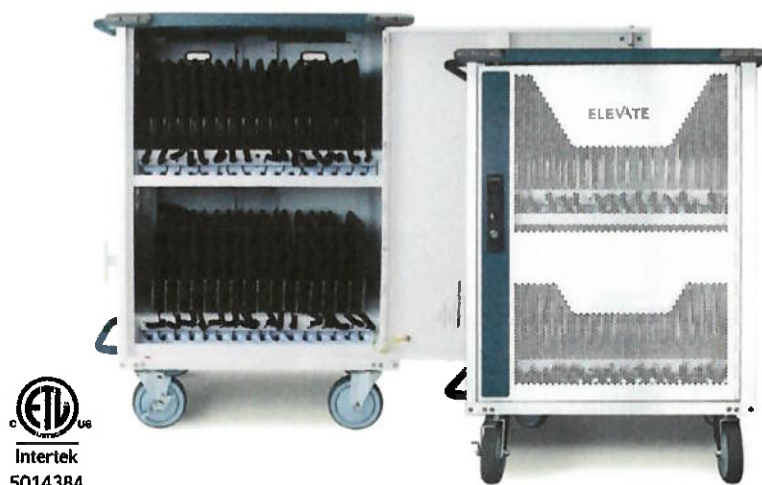
Unless there is a specific written agreement between purchaser and Lenovo, all purchases are subject to the Lenovo Terms and Conditions (the "Lenovo Terms") displayed at the following internet address: [https://static-assets.lenovo.com/pdf/SSG Commercial Terms and Conditions.pdf](https://static-assets.lenovo.com/pdf/SSG%20Commercial%20Terms%20and%20Conditions.pdf)

The terms of this price quote shall supersede any conflicting terms contained in a customer purchase order. Any conflicting or additional terms contained in such purchase order are not valid and will not be considered a part of any agreement between the parties related to this quote, its acceptance, or Lenovo's acceptance of a related order.

Thank you for choosing Lenovo!

ELEVATE USB-C Charging Cart EDU

AC Adapter-Free, USB-C Charging



Universal Charging for
Up to 32 Chromebooks,
Notebooks, or Tablets!



Efficient USB-C PD Charging

Quick-Sense USB-C charging identifies the devices' power needs to deliver a fast and balanced charge.



Stop Wiring Carts!

No need for messy AC adapters! Save time by removing cable management processes from your team's workflow.



Connect Any Charging Port

Available emulator adapters provide charging for any port type. Cables lock into place, so they are always ready.



Create a better charging experience and save hours of time with AC adapter-free carts. Quick-Sense USB-C PD Charging is an easy, low-maintenance solution to replace AC adapters and efficiently distribute power. The Education Line is fine-tuned to educational devices, charging all devices simultaneously, extending battery life, and aligning with lean technology budgets.

Included

Lenovo Part Number: 78755409

Key Features

- Individually Keyed Lock with 2 Keys Included
- Hasp for Padlock
- Swivel Casters, 2 Locking
- Durable Steel Construction
- Quick-Sense USB-C PD Charging LED Charging Indicators
- Overcurrent and Overvoltage Protection
- Door Ventilation and LED Visibility
- Numbered Device Bays
- Adjustable/Removable Metal Dividers
- Cable Lock (32 USB-C Cables Pre-Installed)

Warranty

Cart Enclosure | Lifetime
Quick-Sense USB-C Charging Hub | 2 years
Cables | 1 year

Specifications

32 Quick-Sense USB-C PD Charging Ports
Bay Dimensions:
20 Bays: 10.5"H x 1.5"W x 14.25"D
24 Bays: 10.5"H x 1.25"W x 14.25"D
32 Bays: 10.5"H x .875"W x 14.25"D
Dimensions: 5.5"H x 7.7"W x 13.6"D
Weight: 126 lbs Empty
Input | 120V 50/60Hz 10A
Output | 5V@3A/9V@3A/12V@2.5A/15V@2.0A/20V@1.5A Total 500W Max Output Per Hub
Compatible with Devices Up to 65W



Emulator Adapter Cables (Sold Separately)



Memo

To: Independence Community College Board of Trustees

From: Jonathan D. Sadhoo, EdD
President

Date: August 18, 2025

Re: Recommendation for Printer Service Agreement

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

1.1. Purchase of Services/Equipment

Recommendation for the purchase of HP printer service and warranty coverage from the following supplier:

Indoff (Coffeyville, KS) - \$15,691.00

The HP Care Pack provides 1 year of on-site, full-service coverage and warranty protection. This agreement would protect 13 commercial printer units that ICC has throughout campus. The average cost of a replacement unit is \$15,000+, and this coverage provides free unit replacement should a printer be deemed irreparable.



QUOTE
Quote Date 07/30/2025

8836160

Rick Hensley
Email: rick.hensley@indoff.com
Phone: 620-644-9056 Fax: 620-506-4079

Bill To: Independence Community College
1057 W College Ave
Independence, KS 67301

Ship To: Independence Community College
1057 W College Ave
Independence, KS 67301

Customer	Purchase Order Number	Department/Tag
380584	Tyler Hughes	
Sales Person	Date Requested	
Rick Hensley	2025-07-30	

Customer Instructions

Qty	UM	Item	Description	Unit Price	Extended Price
1.00	EA	HP U9RKSPE Ser# MXBCLBY0JF LIBRARY	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser.# MXBCLBX1CC -- SSS	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCLBY07Q StuUnion	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCLBX17P FIELD HOUSE	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCLBY0NK ADMIN	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCL6612S BOOKSTORE	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCKDB0HS MAINTENACE	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCL9K0CP FBDEFENCE	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCLBX19S ACROOM202	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCLBX1BZ FINE ARTS	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCLBX1CM FB COACH	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCL5X1XS WEST COSMO	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00
1.00	EA	HP U9RKSPE Ser. # MXBCL6611D CESSNA	HP Care Pack 1 Year on Site Post Warranty NBD	1,207.00	1,207.00

Sub-total 15,691.00
* Estimated Tax 0.00

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(rates and terms contingent upon credit and documentation approval)**

**Apply here (<https://www.indoff.com/indoff-financing/>), contact your Sales Partner
or call Zac Cooper with Indoff Capital at 314.635.2406**

Due to the current trade tariff environment, prices quoted are accurate as of the date of this quote. The current tariff environment may lead to a change in pricing with little or no notification. We will endeavor to update pricing as we are made aware of any tariff changes; we will confirm pricing at your order date prior to finalizing the order with our factories.

We are excited to announce the launch of Indoff's new online store, bringing the unparalleled Indoff network to your fingertips. Contact me today to create an account or visit <https://www.indoff.com/shop/> to learn more!



Memo

To: Independence Community College Board of Trustees

From: Dr. Jonathan Sadhoo, President

Date: August 18, 2025

Re: Approval of the FY 2025-2026 Published Budget

The budget worksheet documents and related details that were previously discussed are pieces of the operating budget; specific expenditures that must remain within the parameters set by the published budget.

The major expenditures in the (FY) 2025-2026 budget and how much the public will be taxed have been established and the budget is subsequently ready for publishing. The Independence Community College Board of Trustees will not be exceeding the Revenue Neutral Rate for the (FY) 2025-2026 statutory budgeting process. It is recommended that the Board of Trustees approve the (FY) 2025-2026 published budget.

**NOTICE OF PUBLIC BUDGET HEARING
2025-2026 BUDGET**

The governing body of Independence Community College in Montgomery will meet on
August 18, 2025 at 5:30 PM at 1057 W College Ave. (CLC Building)
for the purpose of answering objections of taxpayers relating to the proposed use of all funds, and the amount of
tax to be levied, and to consider amendments. Detailed budget information is available at the Business Office
and will be available at this hearing.

BUDGET SUMMARY

The Expenditures and the Amount of 2025 Tax to be Levied (as shown below) establish the maximum limits
of the 2025-2026 budget. The "Est. Tax Rate" in the far right column, shown for comparative purposes,
is subject to change depending on final assessed valuation.

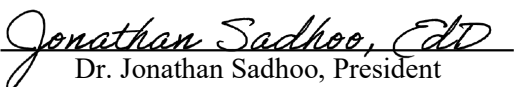
	2023-2024		2024-2025		Proposed Budget 2025-2026		
	Actual Expend. & Transfers	Actual Tax Rate*	Actual Expend. & Transfers	Actual Tax Rate*	Budgeted Expend. & Transfers	Amount of 2025 Tax to be Levied	Est. Tax Rate*
Current Funds Unrestricted							
General Fund	15,182,703	37.180	15,719,736	35.415	15,400,000	6,488,399	33.760
Postsecondary Tech Ed	714,649	0.000	715,815	0.000	731,000	xxxxxxxxx	xxx
Adult Education	52,288	0.000	5,000	0.000	10,000	0	0.000
Adult Supp Education	0	xxx	0	xxx	0	xxxxxxxxx	xxx
Motorcycle Driver	0	xxx	0	xxx	0	xxxxxxxxx	xxx
Truck Driver Training	0	xxx	0	xxx	0	xxxxxxxxx	xxx
Auxiliary Enterprise	1,843,055	xxx	1,933,036	xxx	1,885,000	xxxxxxxxx	xxx
Plant Funds		xxx		xxx		xxxxxxxxx	xxx
Capital Outlay	2,608,827	0.000	2,596,179	0.000	1,824,719	0	0.000
Bond and Interest	0	0.000	0	0.000	0	0	0.000
Special Assessment	0	0.000	0	0.000	0	0	0.000
No Fund Warrants	0	0.000	0	0.000	0	0	0.000
Revenue Bonds	0	xxx	0	xxx	0	xxxxxxxxx	xxx
Total All Funds	20,401,522	37.180	20,969,766	35.415	19,850,719	xxxxxxxxx	33.760
<i>Revenue Neutral Rate**</i>							33.779
Total Tax Levied	6,497,157		6,491,989		xxxxxxxxxxx	6,488,399	
Assessed Valuation	174,748,699		183,311,845		192,190,058		

Outstanding Indebtedness, July 1

	2023	2024	2025
G.O. Bonds			
Capital Outlay Bonds			
Revenue Bonds			
No-Fund Warrants			
Temporary Notes			
Lease Purchase Principal	171,177	1,067,512	801,217
Total	171,177	1,067,512	801,217

* Tax Rates are expressed in mills.

**Revenue Neutral Rate as defined by
KSA 79-2988


Dr. Jonathan Sadhoo, President

CERTIFICATETO THE CLERK OF Montgomery COUNTY, STATE OF KANSAS

We the undersigned, duly elected, qualified and acting officers of

Independence Community College

certify that: (1) the hearing mentioned in the attached proof of publication was held; (2) after the Budget Hearing this budget was duly approved and adopted as the maximum expenditure for the various funds for the year 2025-2026; and (3) the Amount(s) of 2025 Tax to be Levied are within statutory limitations.

Table of Contents:			2025-2026 Adopted Budget		
Adopted Budget and Financial Statements	K.S.A.	Page No.	Expenditures & Transfers	Amount of 2025 Tax to be Levied	County Clerk's Use Only
Statement of Indebtedness					
Statement of Conditional Lease, etc.					
Current Funds Unrestricted:					
General	71-204		15,400,000	6,488,399	
Postsecondary Technical Education			731,000	XXXXXXXXXX	
Adult Education	71-617		10,000	0	
Adult Supplementary Education	74-32,261		0	XXXXXXXXXX	
Motorcycle Driver Safety	71-1508		0	XXXXXXXXXX	
Truck Driver Training Course	71-1509		0	XXXXXXXXXX	
Auxiliary Enterprise			1,885,000	XXXXXXXXXX	
Total Current Funds Unrestricted			18,026,000	6,488,399	
Plant Funds					
Capital Outlay	71-501		1,824,719	0	
Bond and Interest	10-113		0	0	
Special Assessment			0	0	
No Fund Warrants			0	0	
Revenue Bonds	10-113		0	XXXXXXX	
Total Plant Funds			1,824,719	0	
Total – All Funds		XXXXXXX	19,850,719		
Hearing Notice				Final Assessed Valuation	

Assisted by:

Dr. Jonathan Sadhoo
President

Revenue Neutral Rate:

33.779

Does budget require a resolution to
 exceed the Revenue Neutral Rate?

NO

Attest: _____, 2025

County Clerk_____
Dr. Cynthia Sherwood - Board Chair

Memo

To: Independence Community College Board of Trustees

From: Taylor Crawshaw
Vice President for Academic Affairs

Date: 8/18/2025

Re: 2024-2025 Program Review

At Independence Community College, Academic Program Review, Planning and Development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: Comprehensive Academic Program Review and Annual Program Review. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

- Ensure that academic programs remain focused on student success and serving the needs of the community.
- Increase coherence of academic program development and apply continuous quality improvement.
- Enhance the quality of academic programs by assessing program strengths and challenges.
- Align academic program needs and campus priorities with the planning and budget process; and
- Ensure that program priorities are consistent with the college's mission and strategic plan.

All credit academic programs and instructional support units that offer any of the following are included in the processes of program review, planning and development:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or Certificate at ICC
- Courses or sequence of courses designed to fulfill general education degree requirements at ICC leading to an Associate of Arts; Associate of Fine Arts, Associate of Science; or Associate of General Studies
- Courses or sequence of courses designed to support broad goals related to ICC's mission (examples include Developmental Education);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities

- Program Review Committee designates lead authors and co-authors for all program reviews .

Vitality Category Descriptions

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:

- A. Program exceeds ICC's comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
- B. Program shows a clear and consistent upward trend in majors and student credit hour production.
- C. Program is above ICC comparative discipline data on average for student retention, transfer and/or graduation.
- D. Cost per student is at or below national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is at or below other comparative numbers available for this type of program.
- F. Indication of unmet demand and that the program could grow further with additional resources.
- G. Qualitative indicators suggest high program quality and student outcomes.
- H. Program is well aligned with ICC mission, strategic plan and KPI's.
- I. There is evidence to suggest that there is sufficient demand to initiate a new program.
- J. Resource requirements are reasonable, and evidence suggests that appropriate support will be provided for new program.

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. Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:

- A. Program is on par with ICC comparative discipline data medians/averages on most criteria.

- B. Program shows a stable trend in majors and SCH production.
- C. Program is near ICC comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is close to national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is at or slightly above other comparative numbers available for this type of program.
- F. Indication that program is meeting need with adequate resources.
- G. Qualitative indicators suggest appropriate program quality and student outcomes.
- H. Program is aligned with ICC mission, strategic plan and KPI's.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed 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. Some guidelines which indicate a program should be given a Category 3 vitality recommendation are:

- A. Program is below the ICC comparative discipline data medians/averages on most criteria.
- B. Program shows a declining pattern in majors and SCH production.
- C. Program is below the ICC comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is well above national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is below other comparative numbers available for this type of program.
- F. Indication that program is not meeting needs and requiring substantial resources.
- G. Qualitative indicators give insufficient data to suggest quality program and student outcomes.

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. Some guidelines which indicate a program should be given a Category 4 vitality recommendation are:

A. There was a serious attempt to improve program effectiveness and efficiency, but efforts were unsuccessful or shown insufficient improvement.

B. There was no serious attempt to improve program effectiveness and efficiency since last annual or *Comprehensive Academic Program Review*.

C. No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. was identified.

D. Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.

The Board of Trustees (BOT) is responsible for reviewing *Comprehensive Academic Program Reviews* with all recommendations from each level. They may ask any clarifying questions of the President and VPAA as needed. The BOT will choose to accept reviews, or to send them back to the PRC for more information.

I recommend the ICC Board of Trustees accept the following Comprehensive Program Reviews as written:

A.S. – Biology – *Maintain current levels of support*

A.A.S. – Business Office Management – *Potential Enhancement Opportunities*

- Assistance with apprenticeships through additional personnel

A.S. - Accounting – *Maintain Current Levels of Support*

Certificate and A.A.S – Cosmetology - *Potential Enhancement Opportunities*

- Modernize space

A.S. – Math and Physical Science – *Maintain Current Levels of Support*

A.A. Theatre – *Potential Enhancement Opportunities*

- Upgrades to theatre
- Additional scholarship dollars

A.A. English – *Maintain Current Levels of Support*

Comprehensive
Program
Of
Accounting
For
Academic Years
2022, 2023, 2024

Prepared by
Melissa Ashford

May 2025



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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. List degrees and certificates being reviewed.

Narrative:

The Accounting program at Independence Community College prepares students who wish to transfer to a 4-year University Business School and major in Accounting. The courses students take in this program also prepare them to work in an entry level area of Accounting/bookkeeping while going to school. The business and accounting courses in this program are aligned at the state and students will seamlessly transfer to universities in Kansas as well as most other states.

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	2023-2024
Number of Faculty:				
	Full time	1	1	1
	Adjunct	0	0	0
Enrollment & Student credit hours by Faculty type:				
	Full Time	21 credit hours 64 students	18 credit hours 39 students	15 credit hours 35 students
	Adjunct	0	0	0
Average Class size:				
	Face-to-Face classes	11.3	12	9
	Online classes	7.5	1	5.7
	All courses	9.1	6.5	7
Completion Rates:				
	Face-to-Face classes	97.06%	91.7%	83.3%
	Online classes	76.67%	100%	88.2%
	All courses	87.5%	92.3%	85.7%
Pass ('D' or better) rates:				
	Face-to-Face classes	90.91%	100%	93.3%
	Online classes	78.26%	66.7%	100%
	All courses	85.7%	97.2%	96.7%
Pass ('C' or better) rates:				
	Face-to-Face classes	90.91%	97%	93.3%
	Online classes	73.91%	66.7%	93.3%
	All courses	83.93%	94.4%	93.3%
Number of Majors:		13	4	10
Degrees Awarded:		0	0	0
Retention within Program		1	2	1

Narrative:

One consistent theme with the Accounting degree is the number of majors who do not show as completers. As with the business program many students enter the program for one reason or another

and either learn that accounting is not what they thought it would be and change their major. This is actually a good thing. Accounting is a hard program and career field. It is better for students to learn before spending 6 plus years plus the money and then learning it is not a field, they wish to work in. Another reason students may not complete at ICC is the desire to simply get their Accounting/business core courses out of the way before moving on.

2.0 External Constituency and Significant Trends

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

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

2.1: Program Advisory Committee:

Narrative:

There is no advisory committee

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 are no specialized accreditations.

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:

Independence Community College’s regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement

on campus. The Accounting program falls under Criterion 3: Teaching and Learning: Quality, Resources, and Support.

The two courses analyzed in this program review are also aligned at the state as systemwide transfer courses. The courses are reviewed every 4 years to ensure all colleges across the state are achieving the same goals, ensuring the best learning experience for students.

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:

This section focuses on program assessment. These are the overall goals of a well-rounded 2 year accounting degree graduate.

The courses which are used to measure outcomes are found in bold print.

1. Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to accounting. **Financial and Managerial Accounting**
2. Students will demonstrate the ability to read and analyze 4 basic financial statements. **Financial Accounting**
3. Students will properly analyze and record economics transactions in business. **Financial and Managerial Accounting**
4. Students will apply critical thinking skills in an ethical context. **Financial and Managerial Accounting, as well as all Accounting electives.**

Students who complete the above courses(found in bold) with at least an overall score of 70% are considered to have met the requirements for meeting the above outcomes. Faculty continuously reflect on whether this is an accurate enough measure or if a deeper look is necessary. Faculty want to ensure students are not simply book smart, but also have the application of knowledge necessary to be successful as they move forward. During the 3 years reviewed in this report program outcomes were 100% met by those students who were accounting majors.

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

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

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

Narrative:

The curriculum used in the major courses for this degree are foundation courses to future accounting classes taken by those going on to business school. Both Financial and Managerial Accounting transfer to most, if not all 4 year universities as the classes they are titled. They are considered entry level core courses for both accounting and business majors at the baccalaureate level. Students going on to receive a bachelor or master's degree in accounting are required to take Financial Accounting within a certain number of years of the individual graduating with the degree. Because of this we will often have students return to ICC to take Financial Accounting to fulfill the requirement of the four-year university.

Faculty is currently looking at elective options in the area to allow students to take classes in the field that interest them and not just the core components. The desire of faculty is for students to have a good understanding of the different types of work an accountant could do when entering the field.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

All courses in the program encourage diverse viewpoints and populations. Within the coursework students learn of the diversity, or lack of, in the career fields. International accounting is discussed and the importance of communicating within a variety of cultures is also discussed.

4.3 Mission and Strategic Plan Alignment

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

Narrative:

The Accounting Program serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development through timely instruction by faculty who remain up to date in the field. Assessment is completed each semester to ensure the student experience is quality and up to date. It is the desire of faculty in the Accounting Program to maintain the integrity of the profession while engaging students with material to prepare them for the current and future world of accounting.

The Accounting Program aligns with the Strategic Plan by supporting the Independence Community College goals of Academic Excellence

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:

Program faculty attend Teachers of Accounting at Two Year Colleges every year either virtually or in person. This provides an opportunity for faculty to interact not only with other teachers in the field but also professionals from all over the country. Discussion and learning takes place in latest skills needed in the accounting world.

Faculty attend Kansas Core Outcomes meetings each year to ensure Independence Community College is providing learning opportunities that will ensure student success when moving on to 4-year schools.

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:

Current faculty can provide the courses needed for this program. Accounting and Business majors are usually the only students who take the two accounting classes analyzed in this report. Occasionally there will be Liberal or General Studies students who take the courses out of interest.

6.2 Academic Program Goals and Action Plans

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

Narrative:

Goal 1: Focus on student engagement. Students do not seem to engage with interactive lecturing. This is a shift from previous years. They seem to be more “just give me the facts/answers I want to just get it done”. I would like to provide class time for students to work, and I will simply be there to guide them and help them in groups or as individuals. The only funds this may require is technology funds to ensure I have working tech for every student so those who do not have their own can use during their class lab time. Currently I have 10 iPads. I would like to explore purchasing more iPads with keyboards and pencils. I will see how it goes in the upcoming semester to determine if I need to request funds for 26-27 school year. **This is an ongoing goal with possibly immediate short-term needs.**

Goal 2: Continue remodel of AC110. Smart Boards at each team station to facilitate the sharing of spread sheets. Projector at front of room for instructor to project, in addition to the existing TVs. This will allow students better accessibility when requesting help as a group or individuals. Any equipment should have the ability to be used by iPads, Macbooks, or Windows based laptops. I am pushing this goal out to allow time for evaluation of Goal 1. **Timeline: 27-28**

Goal 3: Explore Bookkeeping certification prep course as an elective. **Timeline: 25-26**

Goal 4: Faculty continue to attend annual accounting conference(s) to stay up to date on material being taught as well as skills needed in the professional world. **Ongoing yearly goal.**

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 only new money being requested is for technology needs for longer term goals. Following some changes being made to teaching and learning methods in AY 25-26 these goals and purchase requests may be re-evaluated.

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
Travel	Goal 1,3,4	1500	1150-601
Instructional Supplies	Goal 1,3	800	1150-700

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Technology	Goal 2	Work with IT	
Technology	Goal 1	\$4,000	

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Ag animal programs**)
- program-specific consumable materials (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)

- personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing
- accreditation fees specific to the program (that are not included in fees charged to students)
- facility rent (if applicable) for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature
- donated equipment (such as equipment donated by Business and Industry for a specific program)
- Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.

DO NOT INCLUDE:

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

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

Item	Year	Year

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:

Melissa Ashford Accounting program faculty wrote this review and Anita Chappuie, Director of Institutional Research provided the data.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

This program review meets the requirements of program review. The program should be maintained at current levels. – VPAA Taylor Crawshaw

9.0 Appendices

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

Comprehensive Program

Of

Biology

For

AY 2021-2023

Prepared by

Nathan Chaplin

Co-Author

Sally Kittrell

March 14, 2025



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. List degrees and certificates being reviewed.

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, Math and Physical Science (MaPS), General Studies, Liberal Studies, Pre-nursing, and Veterinary Nursing degree programs. Biology faculty additionally teach General Biology and Environmental 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.

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	2023-2024
Number of Faculty:				
	Full time	2 (Chaplin, Weaver)	2 (Chaplin, Kittrell)	2 (Chaplin, Kittrell)
	Adjunct	1 (Chambers)	0	1 (Chambers)
Enrollment & Student credit hours by Faculty type:				
	Full Time	44 hours, 133 students enrolled	41 hours, 114 students enrolled	48 hours, 96 students enrolled
	Adjunct	10 hours, 36 students enrolled	n/a	6 hours, 50 students enrolled
Average Class size:				
	Face-to-Face classes	10.0	6.8	10.0
	Online classes	18.2	20	16.5
	All courses	14.1	12.7	12.2
Completion Rates:				
	Face-to-Face classes	86.67%	76.5%	90.0%
	Online classes	88.07%	77.5%	78.8%
	All courses	87.57%	77.2%	84.9%
Pass ('D' or better) rates:				
	Face-to-Face classes	92.31%	80.8%	81.9%
	Online classes	98.96%	85.5%	92.3%
	All courses	96.62%	84.1%	86.3%
Pass ('C' or better) rates:				
	Face-to-Face classes	86.54%	65.4%	69.4%
	Online classes	93.75%	79.0%	84.6%
	All courses	91.22%	75.0%	75.8%
Number of Majors:		9	5	9
Degrees Awarded:		1	0	0
Retention within Program		3	0	5

Narrative:

Independence Community College currently employs two full time faculty members and one additional adjunct faculty. The two full-time faculty members have diverse educational backgrounds. Dr. Chaplin's specialization includes cellular and molecular biology, human physiology, and neurobiology, while Ms. Kittrell's specialization includes ecology and field biology. The faculty's strengths complement the Biology course offerings at Independence Community College. Students attending the Biology program at ICC additionally 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.

The Biology department has seen a moderation in the number of majors students enrolled in the program following a decrease during AY 2023. This trend continues when considering student retention in the Biology program, with a small increase in this figure in the most recent academic year compared with the previous two. Again, a similar trend is seen in the total number of students served over the span of academic years surveyed in this review. The number of students in this program is typically low and therefore vulnerable to noticeable fluctuation from year to year. The program of study for Biology majors during this period was not adequately flexible for students with diverse interests in Biology programs at four-year institutions, possibly hindering student retention in the program. The updated degree plan implemented in AY 2025 addresses this issue and may aid with retention.

Student performance waned over the course of the academic years surveyed. This is exhibited by a decrease in course completion rates and passing rates (both passing rates with a "D" or better and passing rates with a "C" or better). A change in faculty, with the recruitment of Ms. Kittrell, may be credited for this trend. The current department faculty feel that while it is crucial for instructors to constantly hone their pedagogy, these negative trends strongly reflect clearer communication of learning expectations and an increase in the overall rigor of Biology coursework offered at this institution when compared with AY 2022. Links to course-level student learning outcomes assessments are provided in **Appendix A**.

On-ground class sizes remain near ideal, maintaining a low student-to-teacher ratio, with smaller class sizes for majors' courses compared with general studies.

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:

This program does not have an advisory board.

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:

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:

This program does not receive specialized accreditation.

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:

Program-level Outcomes and Assessment
<i>A Program-level Outcome will be considered met if 70% of the students who completed the class(es) tied to the outcome receive a grade of "C" or better.</i>
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)
AY2021-2022: 74% of students (23 of 31) passed this course with a grade of "C" or better. This outcome was met.
AY2022-2023: 75% of students (12 of 15) passed this course with a grade of "C" or better. This outcome was met.
AY2023-2024: 53% of students (8 of 15) passed this course with a grade of "C" or better. This outcome was not 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)
AY2021-2022: 79% of students (49 of 62) passed this course with a grade of "C" or better. This outcome was met.

AY2022-2023: 74% of students (23 of 31) passed this course with a grade of “C” or better. This outcome was met.

AY2023-2024: 67% of students (14 of 21) passed this course with a grade of “C” or better. This outcome was not 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)

AY2021-2022: 100% of students (4 of 4) passed this course with a grade of “C” or better. This outcome was met.

AY2022-2023: Due to a lack of enrollment, Organismal Biology was not offered during this academic year.

AY2023-2024: 67% of students (2 of 3) passed this course with a grade of “C” or better. This outcome was not met.

4. Describe the characteristics of microorganisms and their impact on human health and well-being.

This program outcome is tied to Microbiology (BIO2055)

AY2021-2022: 73% of students (8 of 11) passed this course with a grade of “C” or better. This outcome was met.

AY2022-2023: 100% of students (5 of 5) passed this course with a grade of “C” or better. This outcome was met.

AY2023-2024: 93% of students (13 of 14) 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)

AY2021-2022: 77% of students (83 of 108) passed all courses with a grade of “C” or better. This outcome was met.

AY2022-2023: 74% of students (40 of 54) passed all courses with a grade of “C” or better. This outcome was met.

AY2023-2024: 70% of students (37 of 53) passed all courses with a grade of “C” or better. This outcome was met.

The Biology faculty recognize the failure to meet three of the five program-level outcomes in AY 2024 following moderate success in the two prior years. Data from this year may be an anomaly or reflect disadvantages associated with distance-learning that acutely affected students attending secondary schools during the CoVID pandemic. Anecdotally, the pass rate for majors’ classes in the current academic year appears to have rebounded from the AY 2024 low as 89% of students in the Fall 2024 Biology I (BIO1115) course passed with a “C” or better.

Regardless of the cause, it is recognized that students beginning coursework in the Biology AS degree program at Independence Community College exhibit varying levels of preparation for intensive science coursework. To help alleviate this inequality, the degree plan adopted beginning AY2025 addresses potential deficiencies by placing Chemistry and Math courses at the beginning of the 4-semester sequence and places more advanced courses such as Anatomy and Physiology in the second year. This strategy should enhance success in majors’ coursework.

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:

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. The current degree requirements, adopted in AY2025 enable students to transfer to a Bachelor of Science Degree programs at Kansas Regents universities with their general education requirements satisfied and a solid foundation of education in the

Biological Sciences. The common core of Math, Chemistry, and introductory Biology courses necessary for nearly all subdisciplines of Biology are required during the first year of this program, while some choice of specialization is allowed in the third and fourth semesters. Students will be advised what options will best suit their specific interests or transfer goals. Courses are organized and structured to interconnect cumulative knowledge with growing proficiencies within each course for an overall informative experience of the 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.

How does your program curriculum include diverse populations and viewpoints?

4.2 Diversity, Equity, and Inclusion

Narrative:

The viewpoints presented in this curriculum strictly reflect the accepted body of scientific knowledge. Diversity has not been assessed in this program.

4.3 Mission and Strategic Plan Alignment

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

Narrative:

The mission of ICC states “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.”

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.

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:

- The faculty in this program were involved the ICC Kids College and the Independence Bible School Science Fair.
- The ICC Quiz Bowl team, captained by Professor Kittrell, received 4th place in the state championship in March 2025.
- Biology faculty have added to the diversity of courses which satisfy the “5-credit hour science with a laboratory component” requirement for transferring to a Kansas Regent college or university with the addition of Environmental Biology as a nonmajors’ course.
- Biology faculty have added a 10-hour, two-semester Anatomy and Physiology option to satisfy systemwide transfer to Bachelor's of Science, Nursing degree programs and to accommodate students interested in transferring to specific universities where five credit-hour versions of this course are not accepted.
- Updated equipment has been acquired including eleven new microscopes, four new hot plates, a shaking incubator, molecular genetics equipment, and seven new electronic balances.
- The department donated twelve used compound microscopes to USD#446 in May of 2024 for use in Biology classes at Independence High School.

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:

Although program enrollment is relatively low and completion does not directly prepare students for specialized employment, maintaining this program is vital to efficiently connect interested students from our service area with appropriate academic advisors and help them begin their professional journey. Occupations in these fields are in high demand, high wage, and important to improving and maintaining the quality of our society. A number of high-caliber students have successfully transferred out of this program to pursue degrees in human and veterinary medicine, pharmacology, and other fields. It is conceivable that these students would have struggled to initiate this journey without the Biology program. Therefore, we request the continuation of the program as an option for students attending ICC.

6.2 Academic Program Goals and Action Plans

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

Narrative:

Short-term Goals:

1. Faculty will become more involved in Biology student matriculation to transfer institutions.
 - Faculty will meet with all outgoing sophomores before the second month of their final semester to assist with college searches, applications, etc.
 - Our goal is to successfully meet with at least 70% of eligible students within the next academic year
2. Faculty will develop coursework for Anatomy and Physiology I and II as demand requires.
3. Faculty aim to bring research opportunities to students in the Biology Program
 - Dr. Chaplin is in consultation with a potential research partner. He plans to integrate appropriate activities from this venture into Biology 1 coursework in Fall 2025.
 - This opportunity would potentially provide equipment, laboratory consumables, and meaningful research opportunities for students interested in medicine or cellular biology. This may allow authorship opportunities to Dr. Chaplin and interested students.
 - This program should be implemented in the Fall semester of 2025.
4. Faculty will work to ensure that safety and ADA compliance are being followed and look for areas of improvement

- Access to eyewash stations in lab areas is inadequate for wheelchair-bound persons. Portable eyewash stations have been ordered and installation is currently in progress.
- Faculty will audit current stock chemicals in the summer of 2025 to ensure that storage, documentation, and labeling are adequate.

Long-term Goals:

1. The program aims 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.
 - Laboratory benchtops are showing some signs of deterioration
 - Some gas lines have low or no flow
 - Whiteboard has minor wear
2. The program aims to complete renovation on AC201:
 - Gas and water lines are not present at lab benches
 - Addition of an exhaust vent for removal of off-putting and potentially harmful fumes produced during lab exercises
 - Building an attractive wooden organization cubby/display case for anatomical models.
3. Faculty aim to improve student retention in and graduation from the Biology program. Currently, we have 55% annual retention within the program and have not had a student graduate from the program since AY2022.
 - Revision of the program should offer a wider variety of relevant transfer pathways for students.
 - Our goal is to improve retention to 60% and graduate 50% of students in the program over the next two years.
 - Faculty will continue to refine pedagogy and research useful teaching resources based on student needs.
 - Updating instructional hardware in AC203 by replacing the monitor with a short-cast projector would aid Dr. Chaplin in presentation delivery.
 - The faculty are interested in improving access to computers and workstations both in class and outside of class time. Procurement of a laptop cart which can be housed in AC202 would supplement instruction and student learning in this manner.

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:

Capital investments would assist with meeting several of the short- and long-term goals described in Section 6.2:

AC203 needs several updates, including:

- a short-cast projector to replace the current television used for delivering lectures

- re-sealing of benchtops for preservation, aesthetics, and safety

AC201 needs several updates, including:

- Plumbing of gas and water lines for lab stations
-

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
Ultra-cold freezer for storage of samples used in molecular genetics-related lab exercises and research	Maintains academic excellence in accordance with the college's Mission Statement. Ties to Short-term Goal 3.	\$6,500	1100-1143-70000
Two benchtop pH meters	Maintains academic excellence in accordance with the college's Mission Statement. Ties to Short-term Goal 3	\$1,300	1100-1143-70000

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
AC203 short-cast projector	Maintains academic excellence in accordance with the college's Mission Statement. Ties to Long-term Goal 3.	\$2,000.00	1100-1143-65001

AC203 benchtop refinishing with two-part epoxy	Maintains academic excellence in accordance with the college's Mission Statement. Ties to Long-term Goal 1.	Not researched	1100-1143-65001
Repair of existing gas lines at lab stations in AC203	Maintains academic excellence in accordance with the college's Mission Statement. Ties to Long-term Goal 1.	Not researched	1100-1143-65001
Plumbing/installing gas and water lines to lab benches in AC201	Maintains academic excellence in accordance with the college's Mission Statement. Ties to Long-term Goal 2.	Not researched. Current solutions are fairly cost-prohibitive.	1100-1143-65001
Installation of an exhaust vent in AC201	Maintains academic excellence in accordance with the college's Mission Statement. Ties to Long-term Goal 2.	\$800.00	1100-1143-65001
A wood-frame display cabinet/organization station for anatomical models housed in AC201	Maintains academic excellence in accordance with the college's Mission Statement. Ties to Long-term Goal 2.	Not researched	1100-1143-65001
Mobile charging cart with twelve laptop computers	Maintains academic excellence in accordance with the college's Mission	Not researched	1100-1143-70000

	Statement. Ties to Long-term Goal 3.		
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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 Aq 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 Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

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

- student uniforms, etc.

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

Item	Year	Cost
Eleven Nikon E100 compound microscopes	2022-2023	\$13,200: approximately \$8,700 of this cost was donated from the ICC Foundation
Seven P20 variable-volume micropipettes	2023	\$1,400
Four electric hot plates	2023	\$1,200
Several updated anatomical models	2022-2023	\$3000
California Kingsnake (donation) habitat, supplies, etc.	2023	Donation, \$155 plus maintenance/food

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 report was prepared by Nathan Chaplin and Sally Kittrell with the assistance of Taylor Crawshaw and Brian Southworth. Data utilized was researched and retrieved by Nathan Chaplin, Sally Kittrell, and Anita Chappuie.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

I agree with the contents of this program review. – Division Chair Brian Southworth

The Biology program review meets the requirements. I agree with maintaining current levels of support as we seek additional opportunities for high caliber students to graduate from ICC and enroll in university programs. – VPAA Crawshaw

9.0 Appendices

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

Comprehensive
Program
Of
Business Office
Management
(BOM)
For
24-25
Reviewing Years 22-23 & 23-24

Prepared by
Melissa Ashford



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. List degrees and certificates being reviewed.

Narrative:

The former Administrative Office Mgmt program underwent an overhaul and has become the Business Office Mgmt(BOM) program with an emphasis place on bookkeeping over the traditional secretarial type skills. This program provides students with opportunities to gain skills sought after in the workforce in the areas of general bookkeeping, computerized accounting, and payroll. It will eventually lead to a nationally recognized certification. This program review will discuss the successes and goals moving forward of both the technical certificate and the associate in applied science degree. The courses discussed are ones taken by a BOM major and could also include students who took the course as a free elective for another degree program. The certificate and degree can be completed entirely online as it is designed for working individuals.

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:

		2022-2023	2023-2024
Number of Faculty:			
	Full time	0	2
	Adjunct	0	0
Enrollment & Student credit hours by Faculty type:			
	Full Time	0	9 credit hours 19 students
	Adjunct	0	0
Average Class size:			
	Face-to-Face classes	0	0
	Online classes	0	6.3
	All courses	0	6.3
Completion Rates:			
	Face-to-Face classes	0	0
	Online classes	0	52.6%

	All courses	0	52.6%
Pass ('D' or better) rates:			
	Face-to-Face classes	0	0
	Online classes	0	100%
	All courses	0	100%
Pass ('C' or better) rates:			
	Face-to-Face classes	0	0
	Online classes	0	100%
	All courses	0	100%
Number of Majors:		0	2 (1AAS, 1Cert)
Degrees Awarded:		0	0
Retention within Program		0	2

Narrative:

Data above reflects courses taken by those in the major and include: Payroll Accounting, Computerized Accounting, and Human Relations in Business. Those courses can also be taken as electives by other students in other degree programs. This is why the report reflects 19 students in classes but only 2 majors declared in BOM. Currently the two regular full time Business and Computer Technology faculty offer the courses in BOM as part of their regular load and/or overload.

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:

A regular committee has not yet been formed for BOM. There have been informal conversations with partners and interested parties in how to best move forward with both the program and the potential advisory committee. Faculty have also meant with those involved in the statewide apprenticeship program as a possible path for BOM to take moving forward.

2.2: Specialized Accreditation:

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

Narrative:

N/A

2.3: Other:

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

Narrative:

The following HLC goals are being addressed in this review:

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

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

- This program meets the requirements of this section by providing training to students which will lead to gainful employment.

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:

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:

Students are able to declare either the 30-credit hour certificate or continue on to the 60-credit hour associate of applied science degree (AAS). This is not considered a transfer certificate or degree, but a terminal one. This means students receiving this certificate or degree should be able to get an entry level job in the field of bookkeeping upon successful completion. Courses in the certificate focus heavily on the skills needed in the field. The AAS does add in some General Education Electives as well as Business Electives and classes in both categories of classes are Systemwide Transfer classes in the state of Kansas. Therefore, students who wish to move on to a four-year university later will have some of those requirements completed while working on their terminal degree.

It is the goal of the faculty to continuously review course material as well as courses in general to provide students with the most update curriculum in the field.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

This program does not discriminate and provides all students an equal opportunity at success. The curriculum used in the program focuses on global and cross-cultural perspectives in the businesses around the world. Students are exposed to a variety of issues that are commonly faced in the ever-changing business world.

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:

Our 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” shows that ICC is a student and community - centered institution. This statement guides our college’s decisions and actions.

- This program provides students with excellent opportunities to learn skills in an ever-growing field.

This program meets the ICC Core Values of Excellence and Responsiveness through the following:

- Excellence: We have worked to ensure academic excellence of this program through completing this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continually improve.
- Responsiveness: Have addressed the changes to be more in line with the current workforce trends and continually exploring best opportunities for students.

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:

Faculty of this program regularly participate in continuing education opportunities in both the field of accounting as well as teaching. Pairing what the industry standards are with how students in today's world learn is paramount to the success of this program.

As we move forward the opportunity to develop a partnership with area businesses will be explored. The hope is to provide business and industries with training on a more individualized basis through the apprenticeship program. This will required a director or manager to oversee the partnership and faculty collaboration in terms of curriculum development. Being able to help students go to work while the finish training specific to their job will be very efficient and beneficial to the college, community, and student.

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:

Faculty chose Enhancement because of the potential opportunity for apprenticeships.

The enhancement opportunity bringing the greatest value at this time would be the hiring of an Apprenticeship Director; this person would not solely be at the disposal of BOM, but all programs that potentially could incorporate apprenticeship opportunities into their curriculum.

Currently current full-time faculty are able to teach and oversee the BOM program and current admissions and advising staff are capable of assisting with enrollment and keeping students on track to completion.

6.2 Academic Program Goals and Action Plans

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

Narrative:

Short Term:

Explore the opportunity and hire a part- or full-time director of apprenticeship (consider supplemental contract if necessary) to oversee the development of ICC Apprenticeship program **(SP&FA25)**

Faculty work with apprenticeship director to establish 1-3 partnerships and develop curriculum needed within those partnerships. **(SP26)**

Begin teaching courses needed by partnerships. **(SU26)**

Long-Term

Assess and reflect on first round of apprenticeships. Look at successes and failures and begin making improvements. Develop survey tool for students and employers **(AY27)**

7.0 Fiscal Resource Requests/Adjustments

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

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

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

No current budget requests tied to this program. This program piggy backs on the Accounting budget.

Budget should be discussed for the above mentioned apprenticeship office; however, it is not appropriate as part of this program's budget as it will oversee all apprenticeships.

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

Long Term Requests/Needs

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

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 Aq 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 Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)

- depreciation on equipment if applicable (equipment for which depreciation is listed should also be listed)
- personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing
- accreditation fees specific to the program (that are not included in fees charged to students)
- facility rent (if applicable) for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature
- donated equipment (such as equipment donated by Business and Industry for a specific program)
- Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.

DO NOT INCLUDE:

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

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

Item	Year	Year

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:

Professor Melissa Ashford, Accounting and Business completed this review. IR Director Anita Chappuie provided the data used.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

This program review meets the requirements. – Division Chair Brian Southworth

I believe there are enhancement opportunities for this program. – VPAA Crawshaw

9.0 Appendices

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

Comprehensive Program Of Cosmetology For 2022-2024

Prepared by

Chelsea Bailey

Co-Authors

Angela Stroud & Leslie Wilson

02/25/2025



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. List degrees and certificates being reviewed.

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 program. Students have the option of a full-time 3 semester program or partial part-time 4 semester program. High school seniors can enroll in the part time program while still in high school. Students learn hair, skin and nail services.

After a student completes 320 clock hours of instruction, appointments with clients may be scheduled to simulate a professional day in a typical salon. The student salon is open to the public offering hair services, nail services and skin services.

Upon completion of the program, students receive a certificate. Students can complete 15 general education credit hours to earn an Associate of Applied Science. Once a student has completed the program and passed both state examinations, they can apply for their practitioner license and enter the workforce.

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:

		2022-2023	2023-2024
Number of Faculty:			
	Full time	2 (Stroud, Bailey)	2 (Bailey & Stroud)
	Adjunct	0	1 (Salmon)
Enrollment & Student credit hours by Faculty type:			
	Full Time	89 total credit hours taught, with 121 total students enrolled	78 total credit hours taught, with 132 total students enrolled
	Adjunct	0 credit hours taught, 0 students enrolled	8 credit hours taught, 18 total students enrolled
Average Class size:			
	Face-to-Face classes	4.7 students	6.8 students
	Online classes	0	0
	All courses	4.7 students	6.8 students
Completion Rates:			

	Face-to-Face classes	95%	94.7%
	Online classes	0%	0%
	All courses	95%	94.7%
Pass ('D' or better) rates:			
	Face-to-Face classes	99.1%	98.6%
	Online classes	0%	0%
	All courses	99.1%	98.6%
Pass ('C' or better) rates:			
	Face-to-Face classes	93%	98.6%
	Online classes	0%	0%
	All courses	93%	98.6%
Number of Majors:		13 CERT, 11 AAS (2 CERT, 4 AAS returned Fall 2023)	10 AAS, 26 CERT (4 AAS and 12 CERT returned Fall 2024)
Degrees Awarded:		9 CERT, % AAS	3 AAS, 5 CERT
Retention within Program			

*Some duplication exists with students showing both Cert and AAS majors and graduating with both degrees.

Narrative:

We had 14 Cosmetology graduates at this time. Currently 11 of the 14 are working in the field. One of those graduates is employed part time with the Cosmetology program.

<u>FY23 - Revenue</u>		
GL Account	Description	<u>Closing Balance</u>
1200-0200-48500	POST TECHNICAL EDUCATION : REVENUE-VOTECH : COSMETLOGY SVC SLS	(10,015.91)
<u>FY23 - Expenses</u>		
1200-1213-52000	POST TECHNICAL EDUCATION : COSMETOLOGY : FACULTY SALARIES	127,633.34
1200-1213-53501	POST TECHNICAL EDUCATION : COSMETOLOGY : STAFF SALARIES PERSONAL	150.00

1200-1213-59100	POST TECHNICAL EDUCATION : COSMETOLOGY : FICA-SS-MED	9,203.73
1200-1213-59300	POST TECHNICAL EDUCATION : COSMETOLOGY : UNEMPLOYMENT-SUTA	364.01
1200-1213-59400	POST TECHNICAL EDUCATION : COSMETOLOGY : HEALTH INS PREM	39,184.55
1200-1213-60100	POST TECHNICAL EDUCATION : COSMETOLOGY : TRAVEL: LODGING, AIRFARE, MILEAGE	155.89
1200-1213-60101	POST TECHNICAL EDUCATION : COSMETOLOGY : TRAVEL: FOOD & MEALS	651.41
1200-1213-61100	POST TECHNICAL EDUCATION : COSMETOLOGY : ADVERTISING	400.00
1200-1213-68100	POST TECHNICAL EDUCATION : COSMETOLOGY : DUES-MEMBERSHIPS-FEES	2,941.10
1200-1213-68101	POST TECHNICAL EDUCATION : COSMETOLOGY : SUBSCRIPTIONS	1,980.00
1200-1213-69000	POST TECHNICAL EDUCATION : COSMETOLOGY : PROFESSIONAL DEVELOPMENT	49.00
1200-1213-70000	POST TECHNICAL EDUCATION : COSMETOLOGY : INSTRUCTIONAL SUPPLIES	10,001.20
1200-1213-70001	POST TECHNICAL EDUCATION : COSMETOLOGY : OFFICE SUPPLIES	49.12
1200-1213-70301	POST TECHNICAL EDUCATION : COSMETOLOGY : COSEMTOLOGY CONSUMABLES	1,550.41
1200-1213-85000	POST TECHNICAL EDUCATION : COSMETOLOGY : NON-CAPITAL EQUIPMENT	205.38
		194,519.14
	Net Expenses	184,503.23
FY24 - Revenue		

GL Account	Description	Closing Balance
1200-0200-48500	POST TECHNICAL EDUCATION : REVENUE-VOTECH : COSMETLOGY SVC SLS	(12,041.00)
FY24 - Expenses		
1200-1213-52000	POST TECHNICAL EDUCATION : COSMETOLOGY : FACULTY SALARIES	139,875.00
1200-1213-53200	POST TECHNICAL EDUCATION : COSMETOLOGY : STAFF SALARIES SUPP	3,037.50
1200-1213-53501	POST TECHNICAL EDUCATION : COSMETOLOGY : STAFF SALARIES PERSONAL	300.00
1200-1213-59100	POST TECHNICAL EDUCATION : COSMETOLOGY : FICA-SS-MED	10,278.29
1200-1213-59300	POST TECHNICAL EDUCATION : COSMETOLOGY : UNEMPLOYMENT-SUTA	458.83
1200-1213-59400	POST TECHNICAL EDUCATION : COSMETOLOGY : HEALTH INS PREM	39,101.90
1200-1213-59600	POST TECHNICAL EDUCATION : COSMETOLOGY : OTHER FRINGE BENEFITS	3,208.59
1200-1213-60101	POST TECHNICAL EDUCATION : COSMETOLOGY : TRAVEL: FOOD & MEALS	350.59
1200-1213-68100	POST TECHNICAL EDUCATION : COSMETOLOGY : DUES-MEMBERSHIPS-FEES	153.75
1200-1213-68101	POST TECHNICAL EDUCATION : COSMETOLOGY : SUBSCRIPTIONS	1,320.00
1200-1213-70000	POST TECHNICAL EDUCATION : COSMETOLOGY : INSTRUCTIONAL SUPPLIES	11,845.93
1200-1213-70001	POST TECHNICAL EDUCATION : COSMETOLOGY : OFFICE SUPPLIES	245.34
1200-1213-70301	POST TECHNICAL EDUCATION : COSMETOLOGY : COSEMTOLOGY CONSUMABLES	600.54
1200-1213-85000	POST TECHNICAL EDUCATION : COSMETOLOGY : NON-CAPITAL EQUIPMENT	182.84
1200-1213-85001	POST TECHNICAL EDUCATION : COSMETOLOGY : SOFTWARE (LICENSE/AGREEMENTS)	495.00
		211,454.10
	Net Expenses	199,413.10

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:

Member Name	Title	Organization	Length of service
Chelsea Bailey	Director/Instructor	ICC	9 years
Angela Stroud	Instructor	ICC	9 years
Leslie Wilson	Instructor/Stylist	ICC/Blush	2 years
Wyatt Snellbaker	Stylist	Empire Barbershop	1 year
Lisa Hugo	Business Owner	Hugo's Industrial Supply	5 years
Amy Whittle	Nail Tech	Lavish	1 year
Cori Johnson	Stylist	Sonder Salon	3 years
KyLee Medlock	Stylist	Studio K & Kvell Salon	1 year
Melissa Ashford	Instructor	ICC	2 years
Becky Thorenson	Stylist	A Cut Above	1 year

*See appendix for Advisory Board Minutes.

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:

Kansas Board of Cosmetology is our accrediting agency. ICC contacts are Chelsea Bailey, Angela Stroud and Leslie Wilson. Kansas Board of Cosmetology contact is the Executive Director Benajmin Foster. The Board of Cosmetology does blind inspections twice a year. We were inspected 09/13/2022, 02/28/2023, 9/22/2023 and 01/26/2024.

*see appendix for inspection reports

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:

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.

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:

1. The student will be able to complete 1500 clock hours in the Cosmetology.
 - 14 out of 14 students completed 1500 clock hours.
2. The student will be able to successfully pass the Kansas State Board Cosmetology Written Theory exam.
 - 13 of 14 students passed the State Theory Exam on the first attempt. 1 student passed on the second attempt.
3. The student will be able to successfully pass the Kansas State Board Written Practical exam.
 - 13 out of 13 students passed the State Practical exam on the first attempt.
4. Students will demonstrate the ability to communicate effectively both orally and in writing.
 - 14 out of 14 students worked successfully in the student salon doing services on the public.
 - 14 out of 14 students completed all required course work prescribed by the Kansas Board of Cosmetology.

*see appendix for state student pass rates

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 current curriculum is appropriate for this discipline. The multiple courses keep students engaged and on track while going through the program. We always incorporate curriculum changes as they become available. We use Pivot Point teaching curriculum, and we are in the process of implementing the 2nd edition for Fall 2025. After completion of the Cosmetology program students can become a stylist, platform artist, product ambassador or educator, wholesale sales representative, management position and a Kansas Board of Cosmetology employee. They can go on to become a Cosmetology instructor with continuing education at an accredited school. ICC currently offers the instructor training course.

The cosmetology program does not include any courses that would transfer to a 4-year university.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

The cosmetology program curriculum includes diverse populations and viewpoints, by having male students in a primarily female profession, allowing transfer students from other schools, accepting high school students on a part time basis, having students from rural areas, and including hairstyling and chemical services for all different hair types. 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. 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. They have also made this a bigger focus area in their Practical State Board Exam. We work closely with the public and offer free haircut services to military and first responders.

4.3 Mission and Strategic Plan Alignment

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

Narrative:

The program aligns with the ICC mission by providing academic excellence in the classroom and on the salon floor. We cater to all different types of learning styles to help students succeed in this career path. We provide economic development through a student-working salon floor that is open to the public 5 days a week to provide services. We also provide free haircuts to veterans and first responders.

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:

The Cosmetology program faculty strives to stay current with the ever-changing trends. Chelsea and Angela have become certified in Bella Lash Extensions and Bellami Hair Extensions. This training has given them the opportunity to teach students more services to help them be successful in this career.

We offer free haircut days every semester as a way to give back to the community. We have given over 100 free haircuts since starting these days. We plan to keep offering at least one each semester and add more as we see fit. The program provides free haircuts to veterans and first responders everyday.

Due to increased enrollment, we have taken over more space at the West Campus. This allows us to have a better flow for our current services and makes room to incorporate 7 more manicuring tables to be in compliance with KBOC for our upcoming nail tech course.

The Cosmetology Program heads the hair committee for the Neewollah Plays every year. This gives our students the opportunity to work on hairstyling and to network for themselves for their future business.

During FY23 and FY24 we had 16 students make the President and Vice president honor roll.

Multiple graduates have been featured in their towns as “best stylist” and working for “best salon”.

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:

We chose potential enhancement opportunities because we have many goals to update our area to make it more modern and attractive for potential students and clients. We feel these changes are much needed and will help us increase enrollment and increase our service sales.

6.2 Academic Program Goals and Action Plans

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

Narrative:

Short-term goals:

- 1. Increase enrollment:** We are always looking to increase our enrollment. We currently have the biggest enrollment in the program since our employment, but we would like to have more. We are allowed 25 students per instructor, and we currently have 2 full time faculty members and 1 part time adjunct instructor. We will continue to go to recruiting events and advertise enrollment dates. This lets us have more completers in the program and helps with our numbers for Perkins funding.
- 2. Increase service sales:** We are continuing to use social media to advertise for the salon floor. We have been able to increase our sales but are always looking to get more. By increasing our service sales, we are increasing client services and giving students more hands on experience with the public. We are also bringing in more money and making the salon and program more profitable.
- 3. Salon station Remodel:** We currently can fit 12 stations and students are forced to share when they are eligible to work on clients. This cuts down on the amount of services we can do and doesn't give students a realistic feel of a real salon. We can fit twice as many stations if we were to rip out the current ones and replace with new mirrors and implement holders. We will need new chairs for each station as the ones we have are worn out and mismatched. We would also want to paint the walls in this area before the new mirrors and implement holders are installed. We would also like to replace the two shampoo bowls that don't match the newer ones. They are not ergonomically designed are uncomfortable to use. This would drastically improve the

look of the area and get us updated like the cosmetology schools around us. Besides paint, this area has not been updated since 2007.

4. **Cosmetology Area Floors:** This has been a goal for a long time. Our floors are in disrepair and look awful. Since we service the public and are running a business it gets embarrassing when client's ask why our floors look this way and why is the college not repairing them. We would love the vinyl tiles to be removed and seal the concrete below. Anything at this point will look better than the current situation. Us and the Maintenance department have done all we can to clean and polish the floors, but with the moisture situation in this building we need to look into other options.
5. **Makeup Application Class:** Current faculty would like to attend a makeup application master class in Dallas. During this class we will learn updated trends and techniques and get to work alongside the leading makeup artists in the profession. We see a need to further our education in this area to provide our students with updated techniques above what is prescribed by the Kansas Board of Cosmetology.

Long-term goals:

1. **Moving to a downtown location:** Eventually we want to move downtown to a different facility. This move will help us increase services sales and attract more enrollment. This will allow us to design a salon and class area that is more appealing with better flow for students, faculty, and clients. With funding this is possible, and we believe this would help the program flourish. This would also bridge a gap with the community since part of ICC would be more accessible by being downtown.
2. **Esthetician program:** We have implemented a nail tech program and are looking to expand further by starting an esthetician program. This would be a 2-semester program that would allow a student to enter the workforce upon completion of hours and state testing. The closest esthetician program in Kansas is in Wichita. Our current faculty and adjunct faculty are licensed to teach the curriculum for this program.
3. **Night Program option:** Eventually we want to explore an option of night courses to help out potential students that don't fit into our current schedule. This would increase our overall enrollment for the program. This will also allow the salon to be open longer hours and increase service sales.

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 the following, as applicable, in their annual budget proposals:

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
25-Milano Styling Station and Mirror	New salon stations for the salon floor. https://www.buyritebeauty.com/pibbs-pb6004-milano-styling-station-mirror/ Short Term goal #3	\$17, 375 (total) \$695 (each)	
25-Cleo Salon Styling Chair	New chairs for salon stations https://www.buyritebeauty.com/cleo-salon-styling-chair/ Short Term goal #3	\$7,475 (total) \$329.40 each	
10-Gallon Cashmere Interior Acrylic Latex Paint Color-Iron Ore	Paint for the salon area. We used this color in the new spa room and it would look wonderful throughout the rest of the salon area. Short term goal #3	\$819.90 \$81.99 each This is without the discount that Sherwin Williams gives the college because I'm not sure what it is.	
2- Avant Shampoo System with Black Bowl (ottoman included)	These will replace the two old ones that don't match the rest of the bowls up there. They are more ergonomically designed and better for student and client use. Short term goal #3	\$1,598 \$799 each	

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
2-Hydra Dermabrasion Facial Machine Professional	Facial Machine for esthetics program Long Term goal #2	\$7,998 total \$3,999 each	
3- Black Facial Bed	Kansas Board of Cosmetology requires an esthetics program to have 6 facial beds. We currently have 3. Long term goal #2	\$1,197 total \$339 each	

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, qait belts for Occupational Therapy, fencing for Aq 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 Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**

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

DO NOT INCLUDE:

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

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

Item	Year	Purchased with
3 shampoo chairs	FY24	Incentive Funds
Vacuum breaker kit	FY24	Incentive Funds
Catch all hair trap	FY24	Incentive Funds
Ecoheads spray X and hose kit	FY24	Incentive Funds
Ecoheads vacuum breaker adapter plate	FY24	Incentive Funds
Dryer chairs	FY24	Perkins Grant
Facial Machine	FY24	Perkins Grant
Diana mannequin	FY24	Perkins Grant
Elijah Mannequin	FY24	Perkins Grant
Massage Head	FY24	Perkins Grant
Manicure Tables	FY24	Perkins Grant
Client chairs for mani tables	FY24	Perkins Grant
Stylist chairs for mani tables	FY24	Perkins Grant

8.0 Authorship and Oversight

8.1 Faculty and Staff

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

Narrative:

The Cosmetology program faculty and staff members Chelsea Bailey, Angela Stroud and Leslie Wilson worked together to complete this program review.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

Division Chair: This report was reviewed by Melissa Ashford and meets the criteria of Comprehensive Program Review.

The cosmetology program has worked diligently to move towards modernizing the space and technology available for students. – VPAA Crawshaw

9.0 Appendices

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

2.1: Program Advisory Committee:
Advisory Board Meeting Minutes:

ICC Cosmetology Advisory Board Meeting

Meeting Minutes

March 27, 2023

I. Called to order

Welcome and thank you for taking time out of your busy schedules to attend our meeting.

II. Roll Call

The following were present:

Lisa Hugo	Becky Thornson
Matt Kittrell	Angela Stroud

III. Approval of minutes from the last meeting.

The last advisory board meeting was held on November 14, 2022.

III. Discussed items.

1. Angela told how well the students are responding to Pivot Point.
2. Angela let everyone that 100% of the students have been passing their state exams the first try. Lisa and Becky both thought that was wonderful news.
3. Angela announced that the current graduated class is 100% successful working in the field. Becky stated that was a great accomplishment to hear.
4. Angela told everyone that She and Chelsea are currently working on the training for hair extensions, and still waiting for eyelash extensions. Lisa asked if we could offer this training to

fellow stylists in the future. I stated that we were just planning to add it to our current curriculum for our cosmetology students. That the same training is offered to the stylist that we are receiving.

5. Angela announced that Chelsea partnered with Midwest realtor and advertised in their folder. Lisa said she thought she noticed more advertising for us than in the past.

f) Angela stated that the clientele is enjoying the updated seating in the pedicure area. Becky is going to see the new seating after the meeting.

g) Angela said that the students did a “free haircut day” March 23, 2023. It was a remarkable success. This is something that will continue in the future. We would like to have one per semester. It is wonderful practice for the students. Everyone thought this was a good event.

H) Any additional items to discuss?

- Lisa asked about future state testing at ICC. I let her know that Chelsea and I were told there was too much involved and that it was not going to happen. Matt Kittrell said that he is working on a grant that might help with this and he would investigate it.
- Lisa inquired about enrollment. Angela said we have 1 3rd semester and 7 2nd semester 6 High School students. Lisa asked what our goal is, and it was answered with 15 full-time plus 10 part-time new start with the current enrollment. Becky asked if we currently offer part-time classes. Angela answered only High School students, but we are working on the paperwork to open the part-time up to more than just High School students.
- Becky asked if we were still working on the Barbering program. Angela told her it had been put on the back burner for now. It was discussed on how it was governed by a different body.
- The discussion about Perkins funding came up. Angela said that Chelsea and she received their continuing education funding and upgraded different items in the salon area. Matt explained more of what the Perkins funding was.

IV. Adjournment

Angela asked if there were any other questions. There was none. Angela thanked everyone again for their time and at 2pm the meeting was adjourned.

Minutes submitted by: Angela Stroud

Minutes approved by: Chelsea Bailey

Cosmetology Advisory Board Meeting

December 4, 2023 12pm

Members present: Chelsea Bailey, Angela Stroud, Melissa Ashford

Members absent: Lisa Hugo, KyLee Medlock, Leslie Wilson, Cori Johnson

Cosmetology Program Restructuring: We talked about how we can restructure the program to make things flow better with the part time and full time together. This will be a continued conversation with the administration.

Graduates: We have 6 fall 2023 graduates all of which have a job lined up after graduation.

Cosmetology Building: We are still actively looking for a building for Cosmetology to move to in or around the downtown area. We truly believe this will get us more traffic in the salon and get our students more hands on experience with real people instead of relying on mannequins.

Neewollah: We missed out on the 2023 Neewollah play due to Chelsea being out on maternity leave. We are lined up to help with the 2024 play.

Price Increases: We are doing research into increasing service prices due to the rising costs of our products. We still need to maintain a lower rate than the area salons, but we need to make sure we aren't losing money on services.

Meeting adjourned 12:30pm

Cosmetology Advisory Board Meeting

4/1/2024 12pm

Members Present: Chelsea Bailey, Angela Stroud, and Lisa Hugo

Members Absent: Leslie Wilson, Cori Johnson, KyLee Medlock, Melissa Ashford

Lash Class- Angela and Chelsea are attending a lash class with Bella Lash to get a hands on training in May. This will be a two-day course and let both instructors have the ability to teach this service to students.

Team up with Allied Health- Cosmetology along with Allied Health is going to do manicure services for the residents of Montgomery Place on April 23. We plan to do this once a semester moving forward.

Salon Pictures- Kensey from Marketing came to the salon and took updated photos for us. The students always enjoy this and get to show off their creative side. We will invite Kensey back in the Fall when the new students start.

Redken Color and Lightener Class- Chelsea and Angela along with some of the Cosmetology students will be attending a Redken color gloss and Lightener class on April 15th in Joplin, Mo. This course will be held at State Beauty Supply. They are our main supplier of our salon products. This course costs students \$100 per ticket. Lisa mentioned reaching out to the foundation for future classes to help students that can't afford to go.

Graduation May 2024- We have no graduates for May 2024 since there was no class started Spring 2023.

Program Restructuring- Cosmetology faculty are working with their division chair trying to restructure some classes to make the part time and full time flow better together and make it to where we always have a fall and spring start to keep the salon floor staffed.

Spray Tanning- We have looked into Spray Tanning. There are pros and cons to both. It is an expensive service to do and not sure that the clientele we have would be interested.

Building- We still believe that moving us downtown would be better for the salon floor. We could benefit from the walk in traffic. Being out at West we are out of sight and out of mind. Angela and Chelsea have been looking for options downtown or close to downtown and haven't found anything yet. Lisa mentioned reaching out to Tabitha Snodgrass or Gary Hogsett to ask if they know of any properties.

Next Meeting- November 18th at noon will be tentative date for the next meeting. We hope to have better attendance for the next meeting.

Meeting adjourned at 1pm.

2.2: Specialized Accreditation:
Inspection Reports:

Kansas Board of Cosmetology
Topeka, KS 66603
785-296-3155 (PHONE) • 785-296-3002 (FAX)

Establishment Inspection Report/Certificate

The most recent inspection report/certificate should be posted where it can be easily viewed by the consuming public..

FACILITY

Independence Community College/Cosmetology

2615 West Main

Cosmetology Dep #19

Independence: KS 67301

Owner: Independence Community College

Ownership Type: Business

Inspection Type: Routine

Inspection Date: 9/13/2022

Result: Completed

LICENSE

License No: 005-57

Profession: KBOC-Cosmetology

License Type: Cosmetology

School

Phone: 6203325643

Violation Inspection Item

Remarks

School Q33 3-3) Cleanliness -School is clean and in good repair; include: workstations, chairs, headrests: etc. Old Floor

The undersigned licensee, designee, or other authorized representative of the licensee acknowledges receipt of this inspection report.

If this is a compliance inspection for a new establishment license, a PASS inspection form will serve as a temporary authority to operate pending final review and approval by the State Board. The temporary authority must be prominently displayed and will expire upon receipt of a properly issued license or six months from the date of inspection.

If this is a compliance inspection for a new establishment license, a FAIL inspection form result in the denial of the establishment application- A new application and fee must be submitted to receive additional compliance inspections.



9/13/2022 1:50:05 PM



Signature

Date/Time

of Inspector

Signature of Owner/Representative

Kansas Board of Cosmetology

Topeka, KS 66603

785-296-3155(PHONE) • 785-296-3002(CFAX)

Inspection Detail

FACILITY

Independence Community College/Cosmetology
2615 West Main

Cosmetology Dep #19

Independence, KS 67301

Owner: Independence Community College

LICENSE

License 005-57

Profession: KBOC-

Cosmetology

License

Type:

Cosmetology School

Phone 6203325643

Inspection Type: Routine

Inspection Date: 9/13/2022

Result: Completed

Remarks: Angela Stroud

DISINFECTION PROCEDURES OF INSTRUMENTS/EQUIPMENT

Question	Answer
Nonelectrical Instruments - Cleaned and disinfected after each service	PASS
Electrical Instruments — Foreign matter removed and disinfected after each service	PASS
Pedicure Equipment — Free of hair, debris, and biofilm; cleaned and disinfected in accordance with K.A.R.28-24-9	PASS
DISINFECTANTS & BLOOD EXPOSURE	
Question	Answer
Disinfectant — Sufficient bleach solution or EPA-registered disinfectant with bactericidal, fungicidal and activity prepared; manufacturer-labeled container and SDS available	PASS
Disinfectant Containers — Labeled: covered: and large enough for immersion of	PASS
Disinfectant Solution — Prepared daily and mixed according to manufacturer's instructions; free of debris and not cloudy	PASS
Blood Exposure Supplies — School has single-use protective gloves: antiseptic solution: sterile bandages: and double bags	PASS

Checklist Results

LICENSURE: SIGNAGE: SUPERVISION & RECORDS	
Question	Answer
1) School License — Valid: lists 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 Services 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) Impeding/interfering with Inspection — School personnel or students impeding or interfering with attending Inspector's duties	PASS

Violation Inspection Item

Remarks

School Q33 33) Cleanliness — School is clean and in good repair; includes workstations chairs, headrests; etc. Old Floor

THE UNDERSIGNED LICENSEE OR REPRESENTATIVE AT THE TIME OF INSPECTION ACKNOWLEDGES RECEIPT OF THIS

STORAGE & DISPOSAL

Question	Answer
18) Used Instruments — Stored in labeled: covered container or drawer for used instruments only	PASS
19) Disinfected Instruments — Stored in labeled; clean- covered containers or drawers for clean instruments only	PASS
20) Disinfected Electrical Instruments — Kept clean and covered; resaved for clean electrical instruments	PASS
21) Single-Use Items — New items stored in labeled; clean- covered container; disposed of in a covered waste receptacle immediately after use	PASS

LINENS: CAPES & PRODUCT

Question	Answer
22) Used Linens and Capes — Stored in a labeled: closed container or enclosed storage area; towels not left in towel warmer	PASS
23) Clean Linens and Capes — Stored in a labeled: closed container or enclosed storage area	PASS
24) Cleaned/Disinfected Linens and Capes — Soiled linens and capes not being reused; laundered or disinfected after each service	PASS
25) Product — All products are labeled and kept clean and closed when not in use; wax pots covered	PASS
26) Product Dispensing & Disposal — Applicators not reused or left in product; dispensing product in accordance with KA R- 28-24-6(b)	PASS

CLEANLINESS: REQUIREMENTS & PROHIBITIONS

Question	Answer
27) Surfaces and Treatment Tables — Free of dust and debris; cleaned and covered with clean paper or linen before each service; kept clean; any surface that came into contact a consumer during service is disinfected	PASS
28) Shampoo Bowls/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
29) Dispensary — At least one sink with hot and cold running water	PASS
30) Waste — Covered; excess waste accumulation removed	PASS
31) Restrooms — Two restrooms with working and hand-washing sinks: liquid soap dispenser and disposable towels or a paper dryer: all in sanitary condition	PASS
32) Equipment — The school has adequate equipment in the clinic practice area per student present	PASS
33) Cleanliness — School is clean and in good repair; includes workstations: chairs: headrests: etc.	Fall

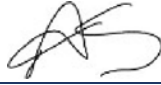
34) Prohibitions — Smoking: preparing food: neckinail dusters: razor-type de'vices to remove calluses or skin blemishes: tools/dei.ices that alter: cut or damage fr%.ing layers of the skin- methyl methacrylate monomer (NNLA): animals (other than assistance dogs): instrument organizers or instrument belts

PASS

INSPECTION
REPORT



9/13/2022



Date/Time

Signature of Owner/Representative

Signature of Inspector

Kansas Board of Cosmetology

Topeka, KS 66603

785-296-3155(PHONE) • 785-296-3002(CFAX)

Establishment Inspection Report/Certificate

The most recent inspection report/certificate should be posted where it can be easily viewed by the consuming public.

FACILITY

Independence Community College/Cosmetology

2615 West Main

Cosmetology Dep #19

Independence: KS 67301

Owner: Independence Community College

Ownership Type: Business

LICENSE

License No: 005-57

Profession: KBOC-Cosmetology

License Type:

Cosmetology School

Phone: 6203325643

Inspection Type: Routine

Inspection Date: 2/28/2023

Result: Completed

The undersigned licensee, designee, or other authorized representative of the licensee acknowledges receipt of inspection report.

If is a compliance inspection for a new establishment license, a PASS inspection form serve as a temporary authority to operate pending final review and approval by the State Board The temporary authority must be prominently displayed and expire upon receipt of a properly issued license or six months from the date of inspection.

If this is a compliance inspection for a new establishment license, a FAIL inspection form will result in the denial of the establishment application- A new application and fee must be submitted to receive additional compliance inspections.



2/28/2023 2:33:36 PM



Signature of Inspector

Date•Time

Signature of Owner; Representative

Kansas Board of Cosmetology

Topeka, KS 66603

785-296-31 SS(PHONE) • 785-296-3002(FAX)

Inspection Detail**FACILITY**Independence Community College/Cosmetology
2615 West Main

Cosmetology Dep# 1 9

Independence, KS 67301

Owner: Independence Community College

LICENSE

License 005-57

Profession: KBOC-
CosmetologyLicense Type:
Cosmetology School

Phone: 6203325643

Inspection Type: Routine

Inspection

Date:

2/28/2023

Result:

DISINFECTION PROCEDURES OF INSTRUMENTS/EQUIPMENT	
Question	Answer
Nonelectrical Instruments - Cleaned and disinfected after each service	PASS
Electrical Instruments — Foreign matter removed and disinfected after each service	PASS
Pedicure Equipment — Free of hair: debris: and biofilm; cleaned and disinfected in accordance with K.A.R28-24-9	PASS
DISINFECTANTS & BLOOD EXPOSURE	
Question	Answer
1) Disinfectant — Sufficient bleach solution or EPA-registered disinfectant with bactericidal: fungicidal and virucidal activity prepared; manufacturer-labeled container and SDS available	PASS
Disinfectant Containers — Labeled: covered: and large enough for full immersion of instruments	PASS
Disinfectant Solution — Prepared daily and mixed according to manufacturer's instructions; free of debris and not cloudy	PASS
Blood Exposure Supplies — School has single-use protective gloves: antiseptic solution: sterile bandages: and double bags	PASS

Completed

Remarks:Chelsea Bady

Checklist Results

LICENSURE: SIGNAGE: SUPERVISION & RECORDS

Question	Answer
1) School License — Valid: lists 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 stand 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 Services 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) Impeding/interfering with Inspection — School personnel or students impeding or interfering with attending Inspector's duties	PASS

THE UNDERSIGNED LICENSEE OR REPRESENTATIVE AT THE TIME OF INSPECTION
ACKNOWLEDGES RECEIPT OF THIS

STORAGE & DISPOSAL

Question	Answer
18) Used Instruments — Stored in labeled: covered container or drawer for used instruments only	PASS
19) Disinfected Instruments — Stored in labeled: clean; covered containers or drawers for clean instruments only	PASS
20) Disinfected Electrical Instruments — Kept clean and covered; reserved for clean electrical instruments	PASS
21) Single-Use Items — New items stored in labeled clean- covered container; disposed of in a covered waste receptacle immediately after use	PASS

LINENS: CAPES & PRODUCT

Question	Answer
22) Used Linens and Capes — Stored in a labeled: closed container or enclosed storage area; towels not left in towel warmer	PASS
23) Clean Linens and Capes — Stored in a labeled: closed container or enclosed storage area	PASS
24) Cleaned/Disinfected Linens and Capes — Soiled linens and capes not being reused; laundered or disinfected after each service	PASS
25) Product — All products are labeled and kept clean and closed when not in use; wax pots covered	PASS
26) Product Dispensing & Disposal — Applicators not reused or left in product dispensing product in accordance with K.A.R. 28-24-6(b)	PASS

CLEANLINESS: REQUIREMENTS & PROHIBITIONS

Question	Answer
27) Surfaces and Treatment Tables — Free of dust and debris; cleaned and covered with clean paper or linen before each service; kept clean; any surface that came into contact with a consumer during services is disinfected	PASS
28) Shampoo Bowls/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
29) Dispensary — At least one sink with hot and cold running water	PASS
30) Waste — Covered; excess waste accumulation removed	PASS
31) Restrooms — Two restrooms with working and hand-washing sinks: liquid soap dispenser and disposable towels or air dryer: all in sanitary condition	PASS
32) Equipment — The school has adequate equipment in the clinic practice area per student present	PASS
33) Cleanliness — School is clean and in good repair; includes workstations: chairs: headrests: etc.	PASS

34) Prohibitions — Smoking: preparing food: neck/nail dusters: razor-type
dem.ices to remove calluses or skin blemishes: tools/dei.ices that alter: cut or
damage fr%.ing layers of the skin- methyl methacrylate monomer CvnvIA),
animals (other than assistance dogs), instrument organizers or instrument belts

PASS

INSPECTION
REPORT.

BT

2/28/2023



Date/Time

Signature of Owner/Representative

Signature of Inspector

Inspection - Checklist

Session Time Remaining: 1:59:581:59

Establishment:

Independence Community College/Cosmetology

License Type:

Cosmetology School

Establishment Address

2615 West Main

License Number:

005-57

Establishment Owner

Independence Community
College

Date

9/22/2023

Inspection Type

Routine

LICENSURE, SIGNAGE, SUPERVISION & RECORDS

Practitioner Each instructor/instructor-in-training has a valid practitioner license
posted in a conspicuous **Yes* No* Licenses** location

☒ ☐

☒ ☐

School License Valid, lists current location and current owner(s), and posted in a
conspicuous location. **Yes* No***

☒ ☐

☒ ☐

Required Signage KDHE Regulations, latest Inspection Report and Consumer Complaint
posted in a **Yes* No*** conspicuous location

sign

☒ ☐

Impeding/Interfering with Inspection Individuals not impeding or interfering with attending inspector's duties **Yes* No***

Instructor and

Valid and posted in a conspicuous location **Yes* No***

Instructor-inTraining Licenses

Apprentice Licenses	Valid and posted in a conspicuous location	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Classrooms - Instructor to Student Ratio	1 instructor for every 25 students in each classroom	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Clinic Floor - Instructor to Student Ratio	1 instructor for every 25 students in the clinic area	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Student Services Sign	Posted in a visible location in the clinic area	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Student Records	Daily student record which verifies attendance for each student	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>

STORAGE & DISPOSAL

Used Instruments	Stored in labeled, covered container or drawer for used instruments only	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Disinfected instruments only	Stored in labeled, clean, covered containers or drawers for clean instruments only	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>

Instruments

Disinfected Electrical Instruments	Kept clean and covered; reserved for clean electrical instruments only	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Single-Use Items	New items stored in labeled, clean, covered container; disposed of in a covered waste receptacle immediately after use	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>

LINENS, CAPES, & PRODUCT

Used Linens and Capes	Stored in a labeled, closed container or enclosed storage area; towels not left in towel warmer	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Clean Linens and Capes	Stored in a labeled, closed container or enclosed storage area	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Cleaned/Disinfected Linens and Capes	Soiled linens and capes not being reused; laundered or disinfected after each service	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Product	All products are labeled and kept clean and closed when not in use	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>
Product Dispensing	Applicators not reused or left in product; dispensing product in accordance with K.A.R. 28-24- Yes* No* and Disposal 6(b)	Yes* No*	<input checked="" type="radio"/> <input type="radio"/>

SCHOOL CLEANLINESS, GENERAL REQUIREMENTS & PROHIBITIONS

Surfaces and	Free of dust and debris; cleaned and covered with clean paper or linen	<input checked="" type="radio"/>	<input type="radio"/>
before each service; Yes* No*			
Treatment Tables	kept clean; any surface that came into contact with a consumer during services is disinfected daily	<input type="radio"/>	<input type="radio"/>
Waste	Covered; excessive accumulation removed Yes* No*	<input type="radio"/>	<input type="radio"/>
Cleanliness	Clean and in good repair; includes counters, workstations, treatment tables, chairs, Yes* No* headrests, etc.	<input type="radio"/>	<input type="radio"/>
Prohibitions	No smoking, preparing food, neck/nail dusters, razor-type devices to remove calluses or skin Yes* No* blemishes, tools/devices that alter, cut or damage living layers of the skin, methyl methacrylate monomer (MMA), animals (other than assistance dogs), instrument organizers or instrument belts	<input type="radio"/>	<input type="radio"/>
Shampoo	Six working shampoo bowls with spray & hot and cold running water in the clinic area OR a Yes* No*	<input type="radio"/>	<input type="radio"/>
Bowls/Sink	hand-washing sink with hot and cold running water in the clinic area; clean and free of hair and debris	<input type="radio"/>	<input type="radio"/>
Dispensary	At least one sink with hot and cold running water Yes* No*	<input type="radio"/>	<input type="radio"/>
Restrooms	Two restrooms with working toilets and hand-washing sinks, liquid soap dispenser and Yes* No* disposable towels or air dryer, all in sanitary condition	<input type="radio"/>	<input type="radio"/>
Equipment	School has adequate equipment in the clinic practice area per student present Yes* No*	<input type="radio"/>	<input type="radio"/>

DISINFECTANTS & BLOOD EXPOSURE

Disinfectant	Sufficient bleach solution or EPA-registered disinfectant with bactericidal, fungicidal and Yes* No* virucidal activity; manufacturer-labeled container and SDS available	<input type="radio"/>	<input type="radio"/>
Disinfectant	Labeled, covered, and large enough for full immersion of instruments Yes* No*	<input type="radio"/>	<input type="radio"/>
Containers			
Disinfectant	Prepared daily and mixed according to manufacturer's instructions; free of debris and not Yes* No* Solution cloudy	<input type="radio"/>	<input type="radio"/>
Blood Exposure	Single-use protective gloves, antiseptic solution, sterile bandages, and double bags are Yes* No* Supplies available at all times.	<input type="radio"/>	<input type="radio"/>

DISINFECTION PROCEDURES OF INSTRUMENTS & EQUIPMENT

Nonelectrical
Instruments

Cleaned and disinfected after each service Yes* No*

☒ ☐

Electrical
Instruments

Foreign matter removed and disinfected after each service Yes* No*

☒ ☐☒ ☐

Pedicure Equipment Free of hair, debris, and biofilm; cleaned and disinfected in accordance with K.A.R. 28-24-9 Yes* No*

Inspection - No Violations Certificate

Session Time Remaining: 1:59:591:59

The most recent inspection report/certificate should be posted where it can be easily viewed by the consuming public.

Establishment

Independence Community College/Cosmetology

License Number

005-57

Establishment Address

2615 West Main

Establishment Owner

Independence Community College

Date

9/22/2023

License Type

Cosmetology School

Inspection Type

Routine

Reviewed Inspection with *

Angela Stroud

INSPECTION VIOLATIONS

No violations

Inspection - Checklist

Session Time Remaining: 1:59:591:59

Establishment:

License Number:

Independence Community 005-57 College/Cosmetology

License Type:

Cosmetology School

Establishment Address

2615 West Main

Establishment Owner

Independence Community College

Date

1/26/2022

Inspection Type

Routine

LICENSURE, SIGNAGE, SUPERVISION & RECORDS

Practitioner Licenses Each instructor/instructor-in-training has a valid practitioner license posted in a conspicuous location **Yes* No*** ☒ ☐

School License Valid, lists current location and current owner(s), and posted in a conspicuous location. **Yes* No*** ☒ ☐

Required Signage KDHE Regulations, latest Inspection Report and Consumer Complaint sign posted in a conspicuous location **Yes* No*** ☒ ☐

Impeding/Interfering with Inspection Individuals not impeding or interfering with attending inspector's duties **Yes* No*** ☒ ☐

Instructor and Valid and posted in a conspicuous location **Yes* No*** ☒ ☐

Instructor-in-Training Licenses

Apprentice Licenses Valid and posted in a conspicuous location **Yes* No*** ☒ ☐

Classrooms - Instructor to Student Ratio 1 instructor for every 25 students in each classroom **Yes* No*** ☒ ☐

Clinic Floor - Instructor to Student Ratio 1 instructor for every 25 students in the clinic area **Yes*** ☒ ☐

Student Services Sign Posted in a visible location in the clinic area **Yes* No*** ☒ ☐

Student Records Daily student record which verifies attendance for each student **Yes* No*** ☒ ☐

STORAGE & DISPOSAL

Used Instruments Stored in labeled, covered container or drawer for used instruments only **Yes* No*** ☒ ☐

Disinfected Stored in labeled, clean, covered containers or drawers for clean instruments only **Yes* No*** ☒ ☐

Instruments

Disinfected Electrical Kept clean and covered; reserved for clean electrical instruments only **Yes*** **No*** ☒

Instruments

Single-Use Items New items stored in labeled, clean, covered container; disposed of in a covered waste receptacle ☒
Yes* **No*** immediately after use

LINENS, CAPES, & PRODUCT

Used Linens and Stored in a labeled, closed container or enclosed storage area; towels not left in towel warmer **Yes*** ☒
No* Capes

Clean Linens and Stored in a labeled, closed container or enclosed storage area **Yes*** **No*** **Capes** ☒

Cleaned/Disinfected Soiled linens and capes not being reused; laundered or disinfected after each service **Yes*** **No*** ☒
Linens and Capes

Product All products are labeled and kept clean and closed when not in use **Yes*** **No*** ☒

Product Dispensing Applicators not reused or left in product; dispensing product in accordance with K.A.R. 28-24- **Yes*** ☒
No* and Disposal6(b)

SCHOOL CLEANLINESS, GENERAL REQUIREMENTS & PROHIBITIONS

Surfaces and Free of dust and debris; cleaned and covered with clean paper or linen before each service; kept ☒
Yes* **No*** **Treatment Tables** clean; any surface that came into contact with a consumer during services is disinfected ☒
daily

Waste Covered; excessive accumulation removed **Yes*** **No*** ☒

Cleanliness Clean and in good repair; includes counters, workstations, treatment tables, chairs, headrests, **Yes*** ☒
No* etc.

Prohibitions No smoking, preparing food, neck/nail dusters, razor-type devices to remove calluses or skin **Yes*** ☒
No* blemishes, tools/devices that alter, cut or damage living layers of the skin, methyl methacrylate monomer (MMA), animals (other than assistance dogs), instrument organizers or instrument belts

Shampoo Bowls/Sink Six working shampoo bowls with spray & hot and cold running water in the clinic area OR a ☒ **Yes***
☐ **No*** hand-washing sink with hot and cold running water in the clinic area; clean and free of hair and debris

Dispensary At least one sink with hot and cold running water **Yes*** **No*** ☒

Restrooms Two restrooms with working toilets and hand-washing sinks, liquid soap dispenser and disposable towels or air dryer, all in sanitary condition **Yes*** **No*** ☒

Equipment School has adequate equipment in the clinic practice area per student present **Yes*** **No*** ☒

DISINFECTANTS & BLOOD EXPOSURE

Disinfectant Sufficient bleach solution or EPA-registered disinfectant with bactericidal, fungicidal and virucidal **Yes*** **No*** activity; manufacturer-labeled container and SDS available ☒

Disinfectant Labeled, covered, and large enough for full immersion of instruments **Yes*** **No*** ☒

Containers

Disinfectant Solution Prepared daily and mixed according to manufacturer's instructions; free of debris and not cloudy **Yes*** **No*** ☒

Blood Exposure Single-use protective gloves, antiseptic solution, sterile bandages, and double bags are available **Yes*** **No*** **Supplies** at all times. ☒

DISINFECTION PROCEDURES OF INSTRUMENTS & EQUIPMENT

Nonelectrical Cleaned and disinfected after each service **Yes*** **No*** ☒

Instruments

Electrical Instruments Foreign matter removed and disinfected after each service **Yes*** **No*** ☒

Pedicure Equipment Free of hair, debris, and biofilm; cleaned and disinfected in accordance with K.A.R. 28-24-9 **Yes*** **No*** ☒

Inspection - No Violations Certificate

Session Time Remaining: 1:59:591:59

The most recent inspection report/certificate should be posted where it can be easily viewed by the consuming public.

Establishment		License Number	
Independence Community College/Cosmetology		005-57	
Establishment Address	Establishment Owner	Date	License Type
2615 West Main School	Independence Community College	1/26/2024	Cosmetology
Inspection Type	Reviewed Inspection with *		
Routine	Angela Stroud		

INSPECTION VIOLATIONS

No violations

3.1 Assessment of Program Level Student Learning Outcomes:

Student Pass Rates:

From: August 01, 2022

To: July 31, 2024

Cosmetologist

	Original			Re-Test			All		
	Tested	Passing	Pass Rate	Tested	Passing	Pass Rate	Tested	Passing	Pass Rate
Written Theory	13	12	92.31%	1	1	100.00%	14	13	92.86%
English	12	11	91.67%	1	1	100.00%	13	12	92.31%
Other Languages	1	1	100.00%	0	0	N/A%	1	1	100.00%

Note: *Languages metrics represent the language the candidate indicated as their preference if one was chosen. This is not indicative of the language the exam was taken in.

	Original			Re-Test			All		
	Tested	Passing	Pass Rate	Tested	Passing	Pass Rate	Tested	Passing	Pass Rate
Written Practical/Practical	13	13	100.00%	0	0	N/A%	13	13	100.00%
English	12	12	100.00%	0	0	N/A%	12	12	100.00%
Other Languages	1	1	100.00%	0	0	N/A%	1	1	100.00%

Note: *Languages metrics represent the language the candidate indicated as their preference if one was chosen. This is not indicative of the language the exam was taken in.

7.1 Budget Requests/Adjustments



Pibbs PB6004 Milano Styling Station & Mirror

~~\$745~~ **\$695**

Instant Financing, Rates from 0% APR - [Learn More](#)

Ships In 2 - 4 Weeks

- Cabinet Color

- Black
- Frosty White (Add \$150.00)
- Latte (Add \$50.00)
- Beechwood (Add \$50.00)

+ Stone Top Color

+ Handle Color

+ Mirror Frame Color



Cleo Salon Styling Chair

★★★★☆ 3 Reviews

~~\$329~~ **\$299**

Instant Financing, Rates from 0% APR - [Learn More](#)

In Stock (Ships In 2 - 3 Business Days)

- Base

- Black Standard Base
- Silver Standard Round
- Black Flat Round Base (Add \$60.00)
- Black Flat Square Base (Add \$60.00)
- Silver Flat Round Base (Add \$60.00)

+ Footrest Color

- 1 +

ADD TO CART



Avant Shampoo System with Black Bowl (Ottoman Included)

\$779.00

★★★★★ 16 Rev

Choose Color: Black



Quantity

− 1 +

Add Ons: 0 / 6 selected

- ☐ Vacuum Breaker Kit (1x) ⓘ + \$55.00
- ☐ Catch All Hair Trap (1x) ⓘ + \$49.00
- ☐ Avant/Cayman Backwash Clear Vinyl Chair Cover with Black Trim (1x) ⓘ + \$65.00





Facial Bed

\$339.00

Choose Color: Black



Quantity

— 1 +

\$339.00

Pay as low as \$

Final monthly payment determined c

Comprehensive
Program
Of
English Language
& Literature
For
AY2022, AY2023, AY2024

Prepared by

Heather Mydosh

Co-Authors

Rafal Redlinski

Bridget Carson



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. List degrees and certificates being reviewed.

Narrative:

The English Language and Literature program at Independence Community College offers courses in composition, literature, and creative writing. The courses in these areas prepare students for university programs in English and in other disciplines. Studies in the English Department emphasize reading, writing, and critical thinking skills. This program prepares students for careers in occupations such as teaching, clerical, business, technical writing, and any profession requiring clear written communication skills.

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	2023-2024
Number of Faculty:				
	Full time	3	3	2
	Adjunct	5	4	9
Enrollment & Student credit hours by Faculty type:				
	Full Time	114 credit hours, 483 students	129 credit hours, 555 students	84 credit hours, 411 students
	Adjunct	84 credit hours, 356 students	63 credit hours, 264 students	87 credit hours, 384 students
Average Class size:				
	Face-to-Face classes	12.6	12.3	13.4
	Online classes	13.0	14.1	15.2
	All courses	12.7	12.8	13.9
Completion Rates:				
	Face-to-Face classes	97.02%	92.0%	95.5%
	Online classes	90.60%	92.5%	83.0%
	All courses	95.23%	92.2%	91.5%
Pass ('D' or better) rates:				
	Face-to-Face classes	90.46%	92.5%	93.0%
	Online classes	77.36%	76.6%	83.7%
	All courses	86.98%	87.5%	90.2%
Pass ('C' or better) rates:				
	Face-to-Face classes	85.86%	89.0%	90.2%
	Online classes	73.11%	73.6%	79.5%
	All courses	82.49%	84.2%	87.1%
Number of Majors:		5	8	7
Degrees Awarded:		1	0	2
Retention within Program		2	2	3

Narrative:

The English Department defines student success as the acquisition of a set of skills and competencies required to produce work that exhibits critical thinking, clear self-expression, and a strong sense of self in written communication and composition, along with academically sound technique and craftsmanship that enables the student to independently evaluate and interpret the written work of others. With this intellectual foundation, the successful student

with be prepared for any number of future careers and success in the next stage of their lifelong educational journey.

The English Department promotes student success by maintaining strong one-to-one relationships with students and colleagues through a focus on small section sizes, innovative teaching strategies in multiple modalities (courses are routinely offered on-ground, online, and in hybrid formats), the refinement of course offerings to better meet students' needs (course sections are offered to target times of high demand with additional sections opened as enrolment dictates), strong collegial relationships, and the continuing professional development of the Faculty to bring in new ideas and new opportunities for the student body.

The departure of a full-time faculty member from the department in AY24 resulted in a greater reliance on adjunct faculty to make up the available offerings. By skillful leadership by our Vice President of Academic Affairs and the timely support of Human Relations, we were able to retain a handful of additional excellent online adjuncts to cover online sections of Composition I, Composition II, and Introduction to Literature. This helps ease the load for the two remaining full-time instructors as the online concurrent sections are particularly time intensive.

Pass rates with a C or better have steadily increased over the three years captured here. This is concrete evidence that the continuous quality improvement advocated for in course level assessment is working to improve student outcomes. Empowering instructors to experiment with new ways of presenting material and assessing competency has resulted in better experiences for our students in these core classes.

As for an independent program, the AA in English Language and Literature has experienced modest growth and good retention. While the primary purpose of the English Department is in service to the college's general education framework, having more of these students who have chosen to study in our area has certainly lifted our spirits. We are immensely proud of our recent graduates, and we know that they will be successful in whatever path they chose, whether it be into higher education themselves, teaching English abroad, professional editing, or creating dynamic and novel fiction.

AY22 Pass Rate Comparison in Non-HS, Face-to-Face or Hybrid Classes:

Course	8 week C pass rate	16 week C pass rate
Comp I	68.75%	86.67%
Comp II	83.33%	77.19%
Intro to Lit	71.43%	87.50%

AY23 Pass Rate Comparison in Non-HS, Face-to-Face or Hybrid Classes:

Course	8 week C pass rate	16 week C pass rate
Comp I	79.82%	84.62%
Comp II	NA	75.38%
Intro to Lit	81.25%	80.00%

AY24 Pass Rate Comparison in Non-HS, Face-to-Face or Hybrid Classes:

Course	8 week C pass rate	16 week C pass rate
Comp I	75.2%	85.1%

Comp II	66.7%	87.9%
Intro to Lit	75.0%	81.2%

Based on this evidence, some additional context is helpful in providing context for interpretation. Students who are not successful in passing in good standing in the 8 week Comp I are likely to reenroll in the next half session and they are not likely to succeed in a second attempt in the same modality. We also offer more sections of the 8 week Comp I, so the sample sizes are disparate.

Comp I, however, does not have the most striking contrast. There is a reason we have moved away from the 8 week model for Comp II, and it's the 20+ percentage point delta in the AY24 data. The research project alone is prohibitively labor intensive, and the English Department has advocated to only offer the 8 week in the online full summer session as it is more likely that students will be enrolled in fewer credits then and better able to balance the workload.

Introduction to Literature, despite the anomaly in AY23, is best offered in the 16 week format, and per the instructor reflections captured in course level assessment, it seems that while they are capable of teaching the material in a compressed format, our students are not successful in learning it in that same compressed format. This may connect to reading speed and fluency, but there are too many factors to directly attribute the cause.

2.0 External Constituency and Significant Trends

2.1: Program Advisory Committee:

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

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

Narrative:

The English program does not have a Program Advisory Committee at this time.

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:

The English program does not hold any specialized accreditation at this time.

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:

Independence Community College’s regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement on campus. The English Department falls into the area of Criterion 3: Teaching and Learning: Quality, Resources, and Support. Additionally, all three previously analyzed courses fall within the KBOR Transfer Matrix.

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:

Course Level Assessment:

For the purposes of this narrative, the courses included for analysis are Composition I (ENG1003), Composition II (ENG1013), and Introduction to Literature (ENG1073) as these were the courses with multiple sections assessed over multiple semesters. Other courses were offered and assessed in this time (Topics in Literature, Creative Writing, British Literature I,

British Literature II, Introduction to Dramatic Literature), and the specific course assessment is available for review as a shared document in the appropriate folder in MS Teams.

For Composition I, the KBOR-approved course-level outcomes are:

1. Employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations.
2. Practice ethical means of creating their work while integrating their own ideas with those of others.
3. Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.
4. Apply flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading.
5. Critique own and others' work.

The common outcome for assessment in all our sections is the first outcome, which was chosen by consensus of the full-time faculty as being the baseline of student success in this first course of the composition sequence. The common assessment of this common outcome is specified in the master syllabus as:

1. Entry and Exit Diagnostics as assigned at beginning and end of course
2. Analysis Genre Essay
3. Informative Genre Essay

Below is a table of the metadata from the Composition I Assessment reports:

Comp I	AY 2022						AY 2023						AY 2024					
	Fall 2021			Spring 2022			Fall 2022			Spring 2023			Fall 2023			Spring 2024		
	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met
CO1	8			4	3		3	10	5		1	4		11	4		1	4
CO2	8			4	3		3	10		5	1	4		11		4	1	4
CO3	8			4	3	3		10		5	1	4		11	4		1	4
CO4	8			4	3		3	10		5	1	4		11	4		1	4
CO5	8	4			3	3		10		5	1		4	11		4	1	4
# of Sect:	17 taught, 12 reporting			7 taught, 6 reporting			17 taught, 15 reporting			6 taught, 5 reporting			17 taught, 15 reporting			7 taught, 5 reporting		

Comments from these reports include:

- The analysis falls early in the semester and helps with formatting and analytic thinking. The informative research paper is application of the earlier skills. They are also two unassociated assignments to provide a sense of “fresh start” for the students when engaging with them.
- Students overall did well on these two assignments. The flipped classroom model seems to be helping with submission rates.
- Students defined their own context for the process analysis section, allowing them to find the balance point for their voice and syntax.
- They may not have liked it, but students definitely benefitted from the exercise of outlining. Dedicating class time to outlining and making students individually show me their progress on the outline seems to have enhanced submission rates.
- While not as pervasive or severe an issue as it was in Comp II, the continued use of AI for content generation remains problematic. While I covered the difference between writing and generating several times at inflection points throughout the semester, I need something more formal and structured to ensure that students are understanding that any

editing or revision tool which makes the changes for them is, in fact, AI. They can use these tools to identify where changes should be made, but they themselves need to make those changes. It is my hope that more specific wording in the syllabus (currently being worked out between Academic Affairs and Faculty Senate) will support this. Maybe either a canvas quiz or a personal statement attesting to their understanding in the first module?

- Continue using the diagnostic and final assignments. Keep the Masonic Lodge essay. The topic changes from year to year.
- I enjoy the validation of using the same assignment for the diagnostic at the beginning of the semester and the final at the end. It allows both me AND the students to see the improvement in writing skills.

For Composition II, the KBOR-approved course level outcomes are:

1. Compose persuasive or informative texts acknowledging the expectations of specific audiences.
2. Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.
3. Employ an appropriate style for citing and listing sources.
4. Demonstrate the ability to read and think critically about texts.

The common outcome for assessment in all our sections is the first outcome, which was chosen by consensus of the full-time faculty as being the core of student success in this second and capstone course of the composition sequence. The common assessment of this common outcome is specified in the master syllabus as:

1. Entry Diagnostic—this brief essay will be assigned within the first week of the course.
2. Argumentation & Persuasion Essay.
3. Exit Diagnostic—this brief essay will revisit the material used for the Entry Diagnostic and be assigned in the last week of the course.

Below is a table of the metadata from the Composition II Assessment reports:

Comp II	AY 2022						AY 2023						AY 2024					
	Fall 2021			Spring 2022			Fall 2022			Spring 2023			Fall 2023			Spring 2024		
	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met
CO1	4	1		13			4			12	1		5	2		8	1	1
CO2	3		2	12	1		4			13			5	1	1	9	1	
CO3	3		2	11	1	1	2	2		12	1		3	3	1	8	1	1
CO4	3		2	12	1		4			13			4	3		10		
# of Sect:	6 taught, 5 reporting			16 taught, 13 reporting			5 taught, 4 reporting			14 taught, 13 reporting			8 taught, 7 reporting			13 taught, 10 reporting		

Comments from these reports include:

- The change to a response essay worked better; it could use an outline. Keep the Research Paper (final draft) as elements of the Research Project, while continuing to refine how data is collected for these assignments.
- The research/literary analysis needs an outline to remind some students to incorporate their research to defend their ideas. I handed out an optional outline, which improved the quality of the writing. I likely need to require it.
- Students can compose strong, unique claims as well as road maps of evidence that are often incredibly persuasive.

- The move to ClassLink needs to be emphasized earlier in the semester and more consistently.
- Address the perils of AI more graphically again prior to the submission deadline for the Argumentation Essay.
- Keep First Check for Annotated Bibliography as a Discussion Board, even for traditional on-ground sections.
- Both of these measures escaped the plague of AI, but I believe for different reasons. The first measure was a discussion board that we discussed in class for the on-ground sections; the Research Proposal is so targeted in its requirements (specific directions for all four paragraphs individually) that asking AI an open-ended question doesn't suit.

For Introduction to Literature, the KBOR-approved course level outcomes are:

1. Communicate an awareness of the range and complexity of human experience as expressed through literature.
2. Examine the interactions of reader and writer in the creation of meaning.
3. Articulate the distinctive features of various genres.
4. Apply modes of critical inquiry specific to the discipline.
5. Write thoughtful literary analysis using appropriate terminology and conventions.

The common outcome for assessment in all our sections is the third outcome, which was chosen by consensus of the full-time faculty as being the one which allowed for greatest instructor freedom in choosing the course material to meet these outcomes, which still ensuring a commonality of skills attained. The common assessment of this common outcome is specified in the master syllabus as:

1. Midterm or final writing assignment, which includes poetry, fiction, or drama, that demonstrates an understanding of the genre's literary conventions, including theme, setting, point of view, characterization, plot, style, and, in the case of poetry, form.

Below is a table of the metadata from the Introduction to Literature Assessment reports:

Intro to Lit	AY 2022						AY 2023						AY 2024					
	Fall 2021			Spring 2022			Fall 2022			Spring 2023			Fall 2023			Spring 2024		
	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met	Met	Partial	Not Met
CO1	6			5			4			5			5			5		1
CO2	4	2		5			4			5			4	1		5		1
CO3	6			5			4			5			5			5		1
CO4	6			5			4			5			4	1		5		1
CO5	6			5			4			5			5			5		1
# of Sect:	6 taught, 6 reporting			6 taught, 5 reporting			5 taught, 4 reporting			6 taught, 5 reporting			6 taught, 5 reporting			6 taught, 6 reporting		

Comments from these reports include:

- Students could apply a critical lens and then write about a piece of literature. The students made connections with other pieces of literature and with the world beyond. The interpretations were interesting, and they made connections well.
- Students are effective particularly with form on poetry and symbolism in various genres. Complex concepts like paradox sometimes take a bit, but they are solid with genre forms and terminology.
- Students could apply a critical lens to a self-selected text. They can also read literary criticism and respond to that lens as well. Psychological and intertextual criticism are overall strengths for the class.

- Students are generally responding well to the more freeform instructions for the Reading Reflections, expressing themselves and their insights in an articulate way utilizing the specific vocabulary when discussing human emotions and experiences captured in literature. They were not, however, good at submitting them to TurnItIn through Canvas.
- Students do very well when concepts like these are applied to specific texts with focused discussion and time to reflect on the reading with both their own voices and the voice of a professional reader to help with interpretation (YouTube videos for online sections are key but not always available).
- The 8-week format for this course meant that students were either flying through the content or, much more likely, skipping it entirely and relying on lecture to fill in the gaps. I can teach this class in 8 weeks, but I'm not convinced my students can read the material in 8 weeks.
- I did see some students struggle with citations and how to answer some of the questions, so I provided students with material that would help them succeed in the course. Some students used it, and some did not. One thing I did see a lot of was students using AI-generated material. That did slow down some of the progress for some students because it did not help them when it came down to their Midterms and Finals.

Additional reports are on file in the Faculty Assessment folder in the OneDrive. These show a systematic and data-driven pattern of modifying courses for optimal efficacy, which is the goal. While not all outcomes were met with perfect accuracy, assessment is a work-in-progress; should all the outcomes be universally met, then we would be using either the wrong measures or the measure goals would be too low. Generally, these reports show both instructor attention to detail and responsiveness to student needs. The metadata reported in these tables shows the reflective process undertaken at the end of each semester and puts the instructor in position to make informed decisions and modifications when planning the next semester. The raw data is available for clarification and verification both in excel form for common assessments in the OneDrive and overall in relevant courses in Canvas.

Program Level Assessment:

The English Department has program-level outcomes and has for some time now. First established by the members of the faculty in Fall 2014, and then revised in Spring 2019, these outcomes have been revised most recently by the faculty in Spring 2022 and affirmed at the Division level in the February 2022 meeting of Arts and Letter.

The program level outcomes of the Associates of Arts in English Language and Literature are:

1. Research and evaluate source materials for validity and bias.
2. Employ fundamental grammatical concepts and mechanics.
3. Recognize rhetorical situations and strategies in order to communicate to a diversified world.
4. Interpret the role of the writer as citizen in a changing world.
5. Compose academic prose using appropriate voice when responding to rhetorical purpose.

The outcomes map to the following courses:

1. Research and evaluate source materials for validity and bias.
 - a. English Composition II (ENG1013)
2. Employ fundamental grammatical concepts and mechanics.
 - a. English Composition I (ENG1003)
3. Recognize rhetorical situations and strategies in order to communicate to a diversified world.
 - a. English Composition II (ENG1013)
 - b. Creative Writing (ENG2023)
 - c. Topics in Writing (ENG2171, 2172, 2173)
4. Interpret the role of the writer as citizen in a changing world.
 - a. Introduction to Literature (ENG1073)
 - b. British Literature I (ENG2123)
 - c. British Literature II (ENG2133)
 - d. American Literature I (ENG1083)
 - e. American Literature II (ENG2113)
 - f. Introduction to Dramatic Literature (ENG2043)
 - g. Contemporary Dramatic Literature (ENG2083)
 - h. Survey of African American Literature (ENG2143)
 - i. Topics in Literature (ENG2151, 2152, 2153)
5. Compose academic prose using appropriate voice when responding to rhetorical purpose.
 - a. English Composition I (ENG1003)
 - b. English Composition II (ENG1013)
 - c. Introduction to Literature (ENG1073)

As our recent graduates move through the world, we will continue to garner data regarding their success in their pursuits, many and varied as they are.

General Education Level Assessment:

The General Education outcomes are:

- Analysis and Oral Communication - Students will be able to communicate effectively and integrate from credible sources.
- Mathematics and Science - Students will be able to process numeric, symbolic, and graphic information to predict phenomena in the natural world and apply appropriate problem-solving techniques.
- Fine Arts and Aesthetics - Students will be able to identify expressive qualities and elements of fine arts.
- Cultural Studies - Students will be able to articulate an understanding of tolerance of cultural diversity.
- Health and Well-Being - Students will be able to articulate a connection between human behaviors and their impacts on well-being.
- Human Heritage - Students will be able to demonstrate an understanding of the broad diversity of the human experience.
- Social and Political Awareness - Students will be able to explain the impact of societal structures on their lives.

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

Each General Education Outcome is supported explicitly by the variety of courses which satisfy each outcome. For example, Analysis and Oral Communication, course level outcomes from English Composition I (ENG1003) and English Composition II (ENG1013) explicitly correlate to the general education outcome, “Students will be able to communicate effectively and integrate from credible sources.”

Specifically, course level outcome two from English Composition I reads, “Practice ethical means of creating their work while integrating their own ideas with those of others.” As an example of the specific course-level assessment tied to this, course outcome assessment in English Composition I Spring 2024 section 0001, showed the outcome as “Met” with a future action noted to “I intend to keep the working days for rough drafts, but I am considering opening up utilization of the peer tutors for partial credit on the rough draft assignments.” The measure used was an Exit Diagnostic noting 10 out of 12 students earned more than 14/20 points, thus exceeding this goal (83% success). Overall, 12 out of 18 enrolled students submitted the assignment (due 7 May) (67% participation). No submissions were late as this concluded the Exam period.” While participation was low, this outcome was met on the grounds that the “Target goal is to have at least 70% of students who submitted a final draft achieve at least 70% on this essay.” In the measure summary, the instructor noted, “The attendance for the exam period was very, very low, even though I brought cake.”

Course outcomes one and two for English Composition II (ENG1013) are: “Compose persuasive or informative texts acknowledging the expectations of specific audiences” and “Apply research strategies including finding, evaluating, analyzing, and synthesizing sources.” As an example of the specific course-level assessment tied to this, course outcome assessment from two sections of English Composition II, Fall 2023 0001, 0002 and ON01, showed outcome one was “Met” with a note that “Stress necessity of PowerPoints in concurrent sections. Maybe create Canvas Quizzes for each of them? Keep Argumentation Essay right around Midterm mark whenever possible” and outcome two was “Met” with a reminder that “Keep reconfigured Research Proposal without the subsequent Plan.” Outcome one, measure two was the “Argumentation and Persuasion essay of 6-8 pages, assessed against the AAC&U Written Communication VALUE Rubric, using a chosen rhetorical mode, multiple appeals, and scholarly sources” and the result was “In Section 0001, 10 out of 12 students earned more than 105/150 points, thus exceeding this goal (83% success). Overall, 12 out of 16 enrolled students submitted the assignment (due 15 October); 1 submission was late (75% participation, 92% on-time). The two submissions which did not reach the threshold were 31% and 87% AI, and one of them was the one that was late. In section 0002, 12 out of 12 students earned more than 105/150 points, thus exceeding this goal (100% success). Overall, 12 out of 18 enrolled students submitted the assignment; 6 submissions were late (67% participation, 50% on-time). In section ON01, 12 out of 14 students earned more than 105/150 points, thus exceeding this goal (86% success). Overall, 14 out of 15 enrolled students submitted the assignment; 4 submissions were late (93% participation, 67% on-time). The two submissions which did not reach the threshold were 85% and 21% AI.”

Outcome two, measure one was “Argumentation and Persuasion essay prewriting (Rhetorical Mode and Evidence assignment) in-class presentation and discussion board” and the

result was “In Section 0001, 13 out of 14 students earned more than 42/60 points, thus exceeding this goal (93% success). Overall, 14 out of 15 enrolled students submitted the assignment (due 24 September); 5 submissions were late (93% participation, 64% on-time). Two of the late submissions were less than a day late, and two more were less than three days late. In section 0002, 13 out of 13 students earned more than 42/60 points, thus exceeding this goal (100% success). Overall, 13 out of 18 enrolled students submitted the assignment; 3 submissions were late (72% participation, 77% on-time). Two of the late submissions were less than a day late, the other was less than three days late. In section ON01, 15 out of 15 students earned more than 42/60 points, thus exceeding this goal (100% success). Overall, 15 out of 16 enrolled students submitted the assignment; 4 submissions were late (94% participation, 73% on-time). One submission was less than a day late, one was less than three days late, one was twenty days late, and the last was thirty days late.” Outcome two, measure two was the “Research Proposal assignment as part of the Research Project, finding databases and extraneous academic sources pertaining to a topic of their choice” and the result was “In Section 0001, 13 out of 13 students earned more than 56/80 points, thus exceeding this goal (100% success). Overall, 13 out of 13 enrolled students submitted the assignment (due 22 October); 6 submissions were late (100% participation, 54% on-time). None were more than a week late. In section 0002, 12 out of 12 students earned more than 56/80 points, thus exceeding this goal (100% success). Overall, 12 out of 17 enrolled students submitted the assignment; 3 submissions were late (71% participation, 75% on-time). In section ON01, 15 out of 15 students earned more than 56/80 points, thus exceeding this goal (100% success). Overall, 15 out of 16 enrolled students submitted the assignment; 3 submissions were late (94% participation, 80% on-time).”

Similar specific evidence can be plumbed for literature classes to Human Heritage - Students will be able to demonstrate an understanding of the broad diversity of the human experience.

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:

Regarding the curriculum of the English Program, there has been very little need to reinvent the wheel, perhaps because there hasn't been much call for use of said wheel. The English program is largely subservient to the more populous programs of Liberal Studies and General Studies as either electives or general education credits.

The breadth of the program is significant and comparable to the first two years in a program at a four-year university. We have the potential to offer both the American Literature and British Literature sequence, as well as Creative Writing. Introduction to Dramatic Literature and Contemporary Dramatic Literature are the third sequence currently offered with any regularity and is a component of the Theatre Arts program. These literature classes are supplemented by Survey of African American Literature and Topics in Literature. We actively seek to offer courses in which the readings are diverse to better include a plurality of voices and perspectives.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

By including a broad diversity of authors and voices across all different sections of different courses, we all work every day to broaden the worldview of our students. Be it reading August Wilson's plays *Fences* with a composition class to look at dialogue, or the unit devoted to the contemporary nanofiction (stories of 100-500 words) in Topics in Literature, inclusion is at the heart of our work to broaden the traditional canon.

4.3 Mission and Strategic Plan Alignment

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

Narrative:

The English Department serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development through professional instruction, annual assessment, nimble responses to trends within the wider learning community, and a desire to see the community thrive as individuals better their station through access to quality education.

The English Department aligns with the Strategic Plan insofar as it supports the goals of Academic Excellence. As part of Academics, the English Department works under the leadership of the Vice President of Academic Affairs to achieve strategic goals as part of Operational Planning and Departmental Assessment.

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:

Rafal Redlinski [insert accomplishment here]. Heather Mydosh travelled to Belfast, Northern Ireland for the launch of her full-length poetry collection, *Where the Redbud Wilts*, published by Summer Palace Press in 2023.

ICC's online literary supplement, *Argo Navis*, continues to publish student writing. *Argo Navis* is more than a literary magazine; it's a vibrant creative space amplifying the diverse voices of students worldwide. We provide a powerful platform where cultures, perspectives, and narratives intertwine. Through our magazine, we proudly share captivating stories, taking readers on an immersive journey that transcends borders and deepens our collective understanding of the human experience. Students are paid for their work. Nonfiction pieces like "Tulsa Race Riot, Almost Remembered" by Jalen Teague, "So, She Didn't. And, It Did." by Kylee Leach, "Not So Lovey-Dovey" by Teresa Schindler, "My Name Was Not Always Alycia" by Alycia Hauck, and

“Hard Life Worth Living” by Brin Stark testify to students’ lived experience. Fiction pieces like “Out of My Mind” by Chelbe Johnson, “The Bed of Fog” by Corbin Thomsen, “Thanks” by Alex Nacin, “Russian Doll” by Akhmatova, and “Over the Moon” by S. Engman showcase our students’ creativity and imagination.

College service is a major component of the English faculty’s commitment to the success of the college. For the duration of the time contained in this review, Heather Mydosh has served as the Chair of the Arts & Letters Division. As such, she has served on the Program Review Committee. Other committee work includes Faculty Senate (AY24 President), Assessment Committee (AY24 Vice-Chair), and Academic Council (voting member). Rafal Redlinski serves on the [insert committee work here].

Community service is also part of the work of the English faculty. Heather Mydosh has been a longtime member of the Independence Midcontinent Band and has provided material support to the William Inge Center for the Arts and the Inge Festival.

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 English Program falls squarely in the “Maintain Current Levels of Support” category. This assessment is based on frequency of course offerings, section class size, impacting trends, course

completion, course success, formalized articulations, transfer success, cost per FTE, student FTE per faculty, and the remarkably low equipment needed; basically, the English program is operating at almost peak efficiency given the basic General Education model that serves students currently enrolled in the College as a whole. The English Department serves the overwhelming majority of the student body and costs virtually nothing in resources beyond payroll. However, when one looks at declared majors, degree attainment, industry engagement, and external affiliations, there is room for growth. That said, growth is happening: there are actual English majors on campus.

Regarding student retention in the English Program as such, the English Department is excited about the recent and admittedly modest growth in majors. Retention of students from English Composition I to English Composition II, focusing on students who complete the composition sequence within the General Education requirements, is an element of significant interest in the Liberal Studies Program Review as it far exceeds the specific English major. The flexibility in scheduling Creative Writing and having an in-house instructor (Raf Redlinski) has meant that this course can be offered as students want to take it, which has only helped the morale of students within the program. *Argo Navis* and the opportunity for a professional publication credit is also part of the plan for retention for the more traditional English major.

6.2 Academic Program Goals and Action Plans

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

Narrative:

The English Department has drafted three goals with associated action plans which support student success as follows:

1. Short-Term Goal: Increase student submissions to and participation in *Argo Navis* to provide an opportunity for professional publication for those who submit and are accepted, and an opportunity to serve on an Editorial Board for those who would like to pursue a career in the industry.
 - a. Plan: Investigate opportunities to increase visibility on campus.
 - b. Plan: Actively recruit additional Writing Scholarship students from within and outside of the service area to reinvigorate the student leadership of *Argo Navis*.
 - c. Partner with Visual Art to explore possibilities for including student-created digital art to pair with student writing to better showcase multiple forms of student creativity.

2. Short-Term Goal: Broaden range of English courses regularly offered to increase variety of student learning opportunities and diversify the English Department's support of Program and General Education outcomes in assessment.
 - a. Plan: Actively pursue additional courses being added to the KBOR Transfer Matrix (British Literature sequence, World Literature, Technical Writing, Introduction to Poetry, Introduction to Fiction, Introduction to Nonfiction, etc.) through attendance at the KBOR Core Outcomes Group Project meetings.
 - b. Plan: Seek community support and engagement for classes not targeted at transferability but rather community enrichment (Topics in Literature classes, IndyConnect sessions) which allow for partnerships with other local entities (Independence Public Library, Independence Housing Authority, etc.).
3. Long-Term Goal: Establish an Emerging Authors Series Program to bring in working writers from varied backgrounds working in various genres to offer masterclasses and readings as cultural enrichment events on campus and in the community.
 - a. Plan: Research and target grant funding for the launch of such a program.
 - b. Plan: Nurture relationships with professional writers and regional publication houses to better understand the viability of such a program.
 - c. Plan: Cultivate support and enthusiasm for such a plan within the ICC community and the local area by further promoting the *Argo Navis* website.

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 English Department has no additional requests at this time.

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

Long Term Requests/Needs

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

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 Aq 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 Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**

- facility rent (if applicable) for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature
- donated equipment (such as equipment donated by Business and Industry for a specific program)
- Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.

DO NOT INCLUDE:

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

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

Item	Year	Year

8.0 Authorship and Oversight

8.1 Faculty and Staff

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

Narrative:

The narrative was written by Heather Mydosh with direct quotes and supporting data pulled from the course level assessment submitted by instructors, including full-time, adjunct, and concurrent.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

Division Chair: This report was reviewed by Melissa Ashford and meets the criteria of Comprehensive Program Review.

I agree with maintaining current levels of support for this program. – VPAA Crawshaw

9.0 Appendices

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

Comprehensive
Program
Of
Math and Physical
Science
For

2021-2022

2022-2023

2023-2024

Prepared by

Brian Southworth

Co-Authors

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& Allen Shockley

March 14, 2025



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. List degrees and certificates being reviewed.

Narrative:

The Associate of Science Degree in 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, 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 Mathematics, Physics and Chemistry. These disciplines share the same core classes: Analytical Geometry and Calculus I & II, Physics I & II, and Statistics.

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	2023-2024
Number of Faculty:				
	Full time	3 (Saleh, Sharma, Southworth)	3 (N. Sharma, Southworth, Harrington-Tabor)	3 (Southworth, N. Sharma, S. Sharma)
	Adjunct	4 (Babb, DeWeese, Rousselle, Stover)	3 (Rouselle, Stover, Deweese)	3 (Deweese, Rousselle, Stover)
Enrollment & Student credit hours by Faculty type:				
	Full Time	36 total credit hours taught, with 72 total students enrolled	51 students, 41 credit hours	31 total credit hours taught, with 50 total students enrolled

	Adjunct	26 credit hours taught; 33 total students enrolled	48 students, 24 credit hours	15 credit hours taught, 24 total students enrolled
Average Class size:				
	Face-to- Face classes	6.08 students in Face- to-Face or Hybrid classes	5.7	5.4
	Online classes	16 students in online classes	12.5	12.0
	All courses	7.5 students across all courses	6.6	7.4
Completion Rates:				
	Face-to- Face classes	93.15%	98.6%	97.4%
	Online classes	84.75%	76%	75.0%
	All courses	90.48%	95.7%	86.5%
Pass ('D' or better) rates:				
	Face-to- Face classes	88.24%	95.9%	94.6%
	Online classes	92.59%	94.7%	96.3%
	All courses	89.47%	95.7%	95.3%
Pass ('C' or better) rates:				
	Face-to- Face classes	83.82%	94.5%	89.2%
	Online classes	85.19%	89.5%	96.3%
	All courses	84.21%	93.5%	92.2%
Number of Majors:		3	9	1 (100% retention for Fall 2024)
Degrees Awarded:		0	0	0
Retention within Program		2	0	1

Narrative:

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:

Math and Physical Science does not have a program advisory committee.

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:

Math and Physical Science do not have any specialized accreditation.

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:

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

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:

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.

AY2021-2022: There is no data since the courses tied to this outcome were not taught.

AY2022-2023: There is no data since the courses tied to this outcome were not taught.

AY2023-2024: There is no data since the courses tied to this outcome were not taught.

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).

AY2021-2022: This outcome was met.

AY2022-2023: This outcome was partially met. Chemistry had 2 of 4 students complete this course with a C or higher. College Physics I had 3 of 4 students with a C or higher. Engineering physics I was not taught this academic year. A total of 5 of 8 students among these courses completed the course with a C or higher or about 63% of the students met this program level outcome.

AY2023-2024: This outcome was partially met. Chemistry had 2 of 4 students complete this course with a C or higher. College Physics I had 2 of 3 students with a C or higher. Engineering physics I was not taught this academic year. A total of 4 of 7 students among these courses completed the course with a C or higher or about 57% of the students met this program level outcome.

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).

AY2021-2022: There is no data since the courses tied to this outcome were not taught.

AY2022-2023: There is no data since the courses tied to this outcome were not taught.

AY2023-2024: There is no data since the courses tied to this outcome were not taught.

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).

AY2021-2022: This outcome was met.

AY2022-2023: This outcome was met.

AY2023-2024: 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).

AY2021-2022: This outcome was met.

AY2022-2023: This outcome was met.

AY2023-2024: This outcome was met.

There are five program outcomes for the Math and Physical Science program. The program outcomes 4 and 5 were met for 2021-2022, 2022-2023, and 2023-2024 the Math and Physical Science program. Analytical Geometry and Calculus II, Calculus III, and Engineering Physics II did not make when offered or were not offered for the period of this program review. For this reason, program outcomes 1 and 3 were not evaluated. Program outcome 2 was fully met for 2021-2022 but only partially met for the other two years. For the last two years, outcome 2 had more than 50% mastery, but due to small numbers it was difficult to reach 70% of class scores as a C or better.

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

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

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

Narrative:

This program was first offered in the 2018-2019 Course Catalog to better accommodate our potential student population and design a single track to guide all math, and physical science (generally physics or chemistry) 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, except Calculus III. 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.

In Spring 2024, the Math and Physical program was revised to match the four-semester plan favored by KBOR and to align with the KBOR Systemwide General Education Framework. See section 9.0 Appendices to view the updated Math and Physical Science program.

The following discussion of Math Pathways and corequisite support is not relevant to the Math and Physical Science program itself. However, the Mathematics budget is associated with Program, so it is important to discuss this topic as it impacts the budget. KBOR expects the Math Pathways program with corequisite support to be fully implemented by the Fall 2026 semester. We expect ICC will be fully implemented by Fall 2025 semester. ICC is offering College Algebra with and without corequisite support. We started offering Contemporary Math and Elementary Statistics as gateway courses in Fall of 2024. We expect to launch corequisite support for both in the fall of 2025. Math faculty are continuing to explore effective design and implementation of all gateway courses and associated corequisite supports.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

This program does not discriminate and provides all students with an equal opportunity to achieve success. The curriculum used in the program focuses on common mathematical and physical science techniques that can be applied anywhere in the world.

4.3 Mission and Strategic Plan Alignment

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

Narrative:

The mission of ICC states “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.” The 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 scientific methods and problem solving, which helps students 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.

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:

Shockley and Southworth have attended the American Mathematical Association of Two-colleges (AMATYC) annual conference for the last three years. It has provided them with knowledge and support to move forward with the KBOR Math Pathways program coupled with gateway corequisite support courses.

Shockley add something about your AMATYC delegate status.

The course Introduction to Introduction to Organic Chemistry and Biochemistry (PHS2075) was created to meet a goal set in the 2021-2022 program review.

Chemistry:

- New labs were designed for Chemistry II.
- New assignments and activities were created for Chemistry Nonmajors
- Some new labs were also developed for Chemistry Nonmajors.

Physical Sciences:

New activities, assignments and labs were created for all three courses. (Physical Science, Physics I and Astronomy.)

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 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 2023 the median annual wage for STEM occupations was \$101,650 versus non-STEM occupations of \$46,680 (<https://www.bls.gov/emp/tables/stem-employment.htm>). This program should maintain current levels of support.

6.2 Academic Program Goals and Action Plans

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

Narrative:

Short Term Goals:

- Create more online activities for online Chemistry non majors and Physical Science.
- Preparation of Lab protocols for Introduction to Organic and Biochemistry as there should be enrollment in this course soon.
- 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.
- Mathematics, Chemistry, and Physical Science professors will attend a conference in 2024-2025.
 - The Mathematics Professor will attend the AMATYC 2025 Reno Conference.

Long Term Goals:

- Develop and teach Organic Chemistry I and II.
- Increase enrollment in all program courses.

7.0 Fiscal Resource Requests/Adjustments

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

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

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

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 Aq 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 Aq animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

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

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

Item	Year	Year

CHEMISTRY

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Glassware	Regular consumable item	500	
Various Inorganic Chemicals	Chemicals for lab Use	1000	
Wheelchair Accessible Eyewash station	Safety and accessibility	130	

Long Term Requests/Needs

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

MATHEMATICS

The mathematics budget is unique in that it is tied to this program as well as providing support to all degree programs at ICC. Both Brian Southworth and Allen Shockley use this budget.

Southworth and Shockley will use \$111 each for annual AMATYC memberships. A total of \$222.

Join and attend the annual Kansas Association of Two-year colleges (KAMATIC) conference. The membership and conference have been packaged together for \$50 a year per person. The conference will be held at a location within Kansas that can be driven to.

Both faculty members will attend AMATYC 2025 Reno Conference. The registration is approximately \$465 each for a total of \$930. We will fly to Reno for approximately \$550 a person for a total of \$1100. An estimated \$935 per person at the hotel or \$1870. Meals for two for five days \$800. Taxi/Uber for \$100. A total of \$4800.

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
2025 AMATYC Reno Conference (for two people)	Increase Student success, stay up with trends in mathematics, to apply knowledge to implement Math Pathway changes as required by KBOR to the creating and revision of College Algebra, Elementary Statistics, and Contemporary Math.	\$4800	Travel 11-1177-601-000
AMATYC memberships	To stay current with trends in mathematics education.	\$222	11-1177-682-000
KAMATYC Membership and Conference	Increase Student success, stay up with trends in mathematics, apply knowledge to implement Math Pathway changes as required by KBOR to the creating and revision of College Algebra, Elementary Statistics, and Contemporary Math.	\$100	11-1177-682-000

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
None			

PHYSICAL SCIENCE

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Temperature probes	For the thermodynamics lab (for college physics I)	\$1000	
Carbon papers/ Cling wrap/Balloons, etc	For physical science lab. These items are consumables	\$500	
Multiple resistors, multimeters, fuses	For the physics II lab	\$1000	
Optical bench kit	For optics lab	\$1000	

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number
Softwares for online courses	Online courses need to be updated according to the advancements in research in the real world. For these, we have to opt for new simulations for the online students.	\$500	

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 review was authored by Brian Southworth with the assistance of Narinder Sharma, Sambhawana Sharma, and Allen Shockley. Anita Chappuie, Director of Institutional Research, provided census data for the program.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

Division Chair: This program review meets requirements. Heather Mydosh

I agree with the contents of this review. We will need to aggressively recruit and enroll students interested in STEM fields to maintain current levels of support. – VPAA Crawshaw

9.0 Appendices

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

Mathematics and Physical Science

Degree: Associate of Science

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

First Semester			Third Semester		
English Comp. I(ENG1003)*	3cr	SGE010	Social & Behavioral Elective	3cr	SGE050
Analytical Geom. & Cal.(MAT1055)	5cr	SGE030	Institutionally Designated Elective	3cr	SGE070
Arts & Humanities Elective	3cr	SGE060	Communications Elective	3cr	SGE020
Engineering Physics I(PHS2055)	5cr	SGE040	Major Elective	5cr	
or			<i>Total Hours</i>	<i>14</i>	
College Physics I(PHS1055)	5cr	SGE040			
or					
Chemistry I for Majors(PHS1025)	5cr	SGE040			
<i>Total Hours</i>	<i>16</i>				
Second Semester			Fourth Semester		
English Comp. II(ENG1013)	3cr	SGE010	Major Elective	3-5cr	
Arts & Humanities Elective	3cr	SGE060	Institutionally Designated Elective	3cr	SGE070
Engineering Physics II(PHS2065)	5cr	SGE040	General Biology(BIO1005)	5cr	SGE040
or			or		
College Physics II(PHS1065)	5cr	SGE040	Biology I(BIO1115)	5cr	SGE040
or			or		
Chemistry II for Majors(PHS1035)	5cr	SGE040	Environmental Biology(BIO2035)	5cr	SGE040
<i>Total Hours</i>	<i>16</i>		Social & Behavioral Elective	3cr	SGE050
			<i>Total Hours</i>	<i>14-16</i>	

Degree Total 60-64

See SGE page for Elective Options

*Composition I Requirement can be met by successful completion of ENG1003 or ENG1003+ENG1012.

Major Electives

Calculus II(MAT2033)
 Chemistry I for Majors(PHS1025)
 Chemistry II for Majors(PHS1035)
 College Physics I(PHS1055)
 College Physics II(PHS1065)
 Descriptive Astronomy(PHS1085)
 Elementary Statistics(MAT1103)
 Engineering Physics I(PHS2055)
 Engineering Physics II(PHS2065)
 Intro. to Organic Chemistry and Biochemistry(PHS2075)
 Organic Chemistry I(PHS2035)
 Organic Chemistry II(PHS2045)

Comprehensive
Program
Of
Theatre A.A.
22/23 23/24

Prepared by
Paul Molnar and Joel Williams

5/22/25



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. List degrees and certificates being reviewed.

Narrative:

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.

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:

		2022-2023	2023-2024
Number of Faculty:			
	Full time	2	2
	Adjunct	2	2
Enrollment & Student credit hours by Faculty type:			
	Full Time	94 students 51 credit hours	116 students 60 credits
	Adjunct	14 students 5 credits	16 students 5 credits
Average Class size:			
	Face-to-Face classes	3.9	3.8
	Online classes	0	0
	All courses	3.9	3.8
Completion Rates:			
	Face-to-Face classes	98.1	94.7
	Online classes	0	0
	All courses	98.1	94.7
Pass ('D' or better) rates:			
	Face-to-Face classes	97.2	99.2
	Online classes	0	0
	All courses	97.2	99.2
Pass ('C' or better) rates:			
	Face-to-Face classes	94.3	99.2
	Online classes	0	0
	All courses	94.3	99.2
Number of Majors:		8	9
Degrees Awarded:		2	0
Retention within Program		3	6

Narrative:

A.A. Theatre majors continue to have high pass rates, with incredible academic success. Class sizes remain small providing excellent student teacher ratio with customized attention. The retention numbers are unclear based on division between A.A. program and A.F.A programs. We feel based on observance that retention rate is higher than average.

Current full-time faculty are heavily overloaded in terms of credit hours. Both are often teaching 19-21 credit hours per semester. This is unsustainable in the long term. Current adjunct faculty consist of a regular ICC staff member teaching Script Analysis for 3 credit hours per year and one guest director who is paid through supervision of 2 credits of theatre appreciation each year.

While we understand that finding qualified adjuncts in this area is difficult, we feel that we either need adjuncts to be given more credit hours or we need an additional full time faculty.

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:

One of the core missions of the program revolves around collaborating with others to understand the shared stories that make theatre happen. One of the most effective ways to do that is through exploring diversity of story, backgrounds, and engaging with non-traditional students or community members. This unique structure allows our students to learn alongside other who may be older, or who may be either less or more experienced with theatre. The way theatre can work to build community and to help with retention of students is by creating bonds, not only with peers but with community.

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:

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.

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 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.

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:

Theatre Program Outcomes

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

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

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 A.A. Theatre Program provides students the opportunity to explore all aspects of performance, design, technical elements, as well as the business of theatre. Students spend two years working on voice, movement, acting, directing, playwrighting, and dramaturgy, design, construction, audio, visual, drafting, and stage management. This provides students with a very solid foundation to advance in an B.A. in education, or to pursue any other course of study.

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

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

Well, I frankly am unsure how to answer this question given the current political environment but will proceed without fear. These are the core beliefs of most theatre artists I know yet somehow, we are not allowed to discuss this anymore. I am surprised to find it here in this review, but since it is here, I am happy to talk about it.

Diversity: in our program we strive to create experiences for our students that will highlight people with different backgrounds, socioeconomic situations, race, gender, identity, and ensure that these students feel seen, valued and heard.

Equity: everyone is allowed to be successful. Some people need additional support to make that happen. Without equity there can be no civil society. Equity ensures that each student is given the opportunity to play significant roles, lead and design technical elements that contribute to the stories we tell. Our theatre program does that better than most programs on campus.

Inclusion: is what theatre is. It is inclusive, it teaches empathy, it means nobody is left behind. Teaching theatre to students is about cultivating a contributing humanity to our society. The theatre program is the most welcoming and inclusive program on campus and continuing that mission will allow students to succeed well beyond their time here at ICC.

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:

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
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 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 program track for the AA will ensure that our students will be able to transfer to a 4-year college as a junior.

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 2023/2024 will have been responsible for bringing close to 700 students to campus each year 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 meetings 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.

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:

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:

Jackson Horning, Irene Ryan Nomination for *Our Town* 2022

Kolby Kastler, Irene Ryan Nomination for *Out Town* 2022

Commendation DIRECTING, Bob D’Haene for *Our Town* 2022

Commendation CAST Ensemble Performance for *Our Town* 2022

Paighton Hall, Irene Ryan Nomination for *The Complete Works of William Shakespeare* 2023

Tucker Engstrom, Irene Ryan Nomination for *The Complete Works of William Shakespeare* 2023

Commendation CAST Ensemble Performance for *The Complete Works of William Shakespeare* 2023

Commendation CREW Back Stage Run Crew for *The Complete Works of William Shakespeare* 2023

Commendation DIRECTING, Paul Molnar for *The Complete Works of William Shakespeare* 2023

In addition to Irene Ryan Nominations, ICC was invited to bring a scene from our production of *The Complete Works of William Shakespeare* to the 2024 KCACTF Festival. This scene inclusion was a great honor as there were only 10 other schools across the entire 7 state region that were invited to participate in this fashion.

ICC Theatre participated heavily in the 2022 Neewollah production of *Peter Pan* directed by Paul Molnar, production design by Joel Williams. This was a major aspect of community engagement that was accomplished while maintaining our regular schedule of shows.

There were two Inge Festivals that fall under this review time frame. The 40th anniversary featured a production of William Inge's *Dark at the Top of the Stairs* which featured two professional guest artists. The opportunity for our students to learn alongside these amazing actors is one of the most incredible features of our educational process. And to then have our student work as a part of the Inge Festival to an audience of theatre professionals provided a level of engagement and access that is rarely seen at any college theatre program.

The 41st festival repeated the success of the 40th with the stunning production of Lauren Gunderson's *The Revolutionists*. In 2024, Lauren was the most produced playwright in the entire country. This show allowed our students to work closely with a professional actress and guest director. This gave design students more opportunities to collaborate with a variety of people.

6.0 Program Planning & Development for Student and Program Success

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

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

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

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

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

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

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

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

6.1 Academic Program Vitality Reflection

Narrative:

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

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

The Theatre Program has made significant strides in the last two years to prove our place as a competitive, comprehensive, and student centric academic offering. We have seen growth in enrollment, accolades, and quality. While we have experienced some growing pains, we find ourselves at a unique position within the college. Given the proper resources the theatre department could begin to rival athletics (perhaps excluding Football) in terms of the number of students recruited.

6.2 Academic Program Goals and Action Plans

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

Narrative:

Short-term goals:

1. Recruiting: each year bringing in 12 program majors. In order to continue the program at our current levels of funding and staffing, We feel that the addition of 12 program majors per year will allow us to grow in a meaningful and responsible way.
2. 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, and two main-stage productions. In the spring semester there are an additional two main-stage productions, The Inge Festival, and the Anna Plays. 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.
3. Maintain a meaningful connection between the students and the William Inge Theater Festival. The William Inge Theatre Festival is the most unique feature of ICC theatre. It is the primary hook for recruiting students and if done right is key for the retention of students. The

opportunities for our students to interact with, take workshops from, and make connections with the visiting professionals is a top priority for our current students.

Long-term goals:

1. Lighting system upgrade for the Inge Theatre. To stay academically relevant, upgrades to the lighting system in the Inge Theatre are necessary. The advent of LED lighting technology is slowly making conventional fixture obsolete in the modern theatre. Designers and Technicians must be able to use these new devices to their fullest capacity or face being overlooked or replaced. Some upgrades have been made to our lighting systems infrastructure; however, we are currently in need of updating our fixture inventory. The cost of this overhaul is roughly \$250,000.
2. 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 create opportunities for actors, designers, directors and technicians that will trace directly back to the connection between the Inge Festival and the ICC Theatre Program.
3. William Inge Theatre remodel. The Inge Theatre is now over 50 years old and still features the original seating. These seats are uncomfortable, not fully functional, and an eyesore. The carpet needs replacing, the walls need repainted, the house lighting is dismal, the sound “cloud” needs to be inspected and repaired or replaced. This space is used by many different on campus departments and several community organizations.
4. Shop and storage expansions. Two of the greatest challenges we face is the shop and our storage capacity. The shop is too small to be able to have more than 10 people working safely. This requires us to build on the stage which ties up the venue for extended periods of time. It also contributes to the deterioration of the space by adding unnecessary dust, to the curtains, seating and carpets. To further complicate matters there is not sufficient storage space on campus for our large scenic pieces or props. We currently have storage at West, which requires us to lose precious working time retrieving or returning those items. Because space at West is also at a premium, our storage is often blocked by items that are being kept for auction. As the program continues to grow, a shop expansion with adequate on site storage will be necessary.

7.0 Fiscal Resource Requests/Adjustments

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

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

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

Programs should not include salary or fringe benefits here

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

7.1 Budget Requests/Adjustments

Narrative:

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Immediate Budget Requests

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

Long Term Requests/Needs

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

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Ag animal programs**)
- program-specific consumable materials (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**

- accreditation fees specific to the program (that are not included in fees charged to students)
- facility rent (if applicable) for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature
- donated equipment (such as equipment donated by Business and Industry for a specific program)
- Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.

DO NOT INCLUDE:

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

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

Item	Year	Year

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:

Joel Williams and Paul Molnar collaborated on this program review. We met to discuss points in this document.

8.2 VPAA and/or Administrative Designee Response

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

Narrative:

This program review meets the requirements of program review. Division Chair – Heather Mydosh

This review meets the requirements of program review. However, additional time needs to be spent reflecting and narrating assessment of program outcomes. Program outcomes may also need to be reviewed and updated to better reflect the amount and quality of work students are completing. – VPAA Crawshaw

9.0 Appendices

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