

Lafayette Community College  
Board of Trustees Meeting Agenda  
Thursday, March 9, 2023  
5:30 p.m.  
Cardinal Event Center

- I. Adoption of Agenda..... (Exhibit 1)
- II. Approval of February 9, 2023, Regular Meeting Minutes..... (Exhibit 2)
- III. Executive Session for the purpose of consultation with an attorney which would be deemed privileged in attorney-client relationship.
- IV. Reports and/or Board Discussion
  - A. Faculty Senate Report
  - B. SGA Report
  - C. Administrative Reports
    - i. Comparison of Expenditures to Budget
    - ii. Facilities Report – Kevin Doherty, Facilities Director
  - D. President’s Report
- V. Old Business (Action, Report, or Discussion)
  - A. Tuition and Fees Approval for 2023-2024..... (Exhibit 3)
  - B. Policy Approval..... (Exhibits 4,5,6,7)
- VI. New Business (Action, Report, or Discussion)
  - A. Professional Staff Employment Letter..... (Exhibit 8)
  - B. New Course Approvals..... (Exhibits 9/10)
  - C. Program Reviews..... (Exhibits 11/12/13)
  - D. Approval of Bills..... (Exhibit 14)
- VII. Executive Session for the purpose of discussing personnel matters for non-elected personnel.
- VIII. Executive Session for the purpose of matters relating to employer-employee negotiations whether or not in consultation with the representative or representatives of the body or agency.
- IX. Public Comment

The Board of Trustees agenda shall contain one opportunity for public comment. This structure has been designed to provide the public with an opportunity to comment on any topic. The Chair of the Board explains the Board’s approach to public comment with the following statement: **“At this time we invite anyone in the audience to speak to the Board about any item or concern that pertains to the college. By policy, at this time the Board will not take any action on any item or concern, but we will be happy to take it under advisement for possible future action.”** The Board also retains the right to set time limits on public comment.

## EXHIBIT 1

In the event that a large number of citizens are present and wish to speak in favor or opposition to an issue before the Board, the Board reserves the right to poll the number of citizens in favor of and opposition to the issue at hand as well as to limit the number of spokespersons representing opposing viewpoints. The Board also retains the right to set time limits as deemed appropriate.

- X. Next Regular Board Meeting: Thursday, April 13, 2023, 5:30 p.m., Ted Hill Building (former PTA Building)
  
- XI. Adjournment

**LABETTE COMMUNITY COLLEGE**

**Board of Trustees Minutes**

**February 9, 2023**

The Board of Trustees met at 5:30 p.m. on Thursday, February 9, 2023, at the Cardinal Event Center.

**Members Present**

Rod Landrum  
David Winchell  
Montie Taylor  
Carl Hoskins  
Becky Dantic  
Mike Howerter

**Members Absent**

**Others Present**

Dr. Mark Watkins	Dr. Jason Sharp	Leanna Doherty	Tammy Fuentez
Dr. Kara Wheeler	Theresa Hundley	Janice Every	Lindi Forbes
Kevin Doherty	Janice Reese	Randee Baty	Ken Elliott
Harrison Hall	Colleen Williamson		

Heidi Flora recorded the minutes.

**Adoption of Revised Agenda (ACTION ITEM)**

Chair Winchell asked for changes or additions to the revised meeting agenda. There were none. Trustee Landrum moved to approve the revised meeting agenda as presented. Trustee Howerter seconded the motion and the motion carried 6-0.

**Approval of Regular Meeting Minutes (ACTION ITEM)**

Chair Winchell asked for corrections or additions to the January 12, 2023, regular meeting minutes. There were none. Trustee Hoskins moved to approve the minutes as presented. Trustee Landrum seconded the motion and the motion carried 6-0.

**Reports and/or Board Discussion**

**Faculty Senate Report:**

None

**Student Government Report:**

Harrison Hall, Student Life Specialist, gave a report on SGA's black history month celebration and other events and activities for the month of February.

**Administrative Report:**

**Comparison of Expenditures to Budget** – The January financial report was placed on the tables. At the end of January, we were 58% through the year. The general fund was 55% expended and the technical education/vocational fund was 46% expended. Leanna invited questions from the Trustees.

**Facilities Report:**

Kevin Doherty, Facilities Director, gave a report which included the proposed roof repair schedule and plan.

**President's Report:**

Dr. Watkins gave a COVID update.

Dr. Watkins reported on a recent meeting with Dr. Shipp from Pittsburg State University.

Dr. Watkins suggested a Board Work Session to discuss the Cherokee Center plan. Arrangements will be made for a date and time in the next couple of weeks.

**Old Business (ACTION, REPORT, OR DISCUSSION ITEMS)****Policy Approval**

Trustee Landrum moved to approve the revised Policy 2.01 Nondiscrimination, Equal Opportunity, and Harassment. Trustee Hoskins seconded the motion and the motion carried 6-0.

**New Business (ACTION, INFORMATION, OR DISCUSSION ITEMS)****Tuition and Fees for 2023-2024**

Trustees were asked to review the Tuition and Fees for Academic Year 2023-2024. This will be presented during the March Board of Trustee meeting for approval.

**Professional Staff Employment Letter**

Trustee Howerter moved to approve the professional staff employment letters for Lauren Holmes, Academic Coordinator, starting January 23, 2023, at a salary of \$41,000; and, Shelly Shaw, Academic Advisor, starting February 13, 2023, at a salary of \$31,500. Trustee Dantic seconded the motion and the motion carried 6-0.

**Faculty Retirement**

Dr. Watkins reported that Dr. Doug Ecoff, Chemistry Professor, will be retiring effective June 1, 2023. As Dr. Ecoff will be fulfilling his contract, no other action was needed.

**Policy Review**

Dr. Watkins recommended the Board of Trustees review changes to Policy 3.01 – Curriculum; Policy 3.02 – Academic Standards; Policy 3.04 – Adjunct Faculty; and, Policy 3.09 – Library Copyright. These will be presented during the March Board of Trustee meeting for approval.

**Approval of Bills**

Trustee Landrum moved to approve the Claims Register. Trustee Dantic seconded the motion and the motion carried 6-0.

**Public Comment**

Trustee Taylor thanked Dr. Watkins for meeting with Dr. Shipp from Pittsburg State University.

Trustee Landrum commented on the recent Cardinal Madness event and thanked all involved for making it so successful.

Trustee Howerter suggested that with COVID being over, the Trustee desks be moved in closer. He also asked for information in regard to what scholarship benefits the athletes receive and how many athletes are currently attending on scholarships. Trustee Howerter encouraged LCC to be more transparent with the public.

**Executive Session**

Trustee Dantic moved to recess into executive session at 6:20 p.m. for 30 minutes to protect the privacy interests of an identifiable individual. The following were invited to participate in the executive session: Dr. Mark Watkins.

Trustee Landrum moved to extend the executive session at 6:54 p.m. for an additional 5 minutes. Trustee Hoskins seconded and the motion carried 6-0.

The Board returned to the open meeting at 6:59 p.m.

**Adjournment**

Trustee Landrum moved to adjourn the meeting at 7:00 p.m. Trustee Howerter seconded the motion and the motion carried 6-0.

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**Heidi Flora, Clerk of the Board**

DRAFT

Agenda Item #: V.A.  
Date: March 9, 2023

SUBJECT

Tuition and Fees for 2023-2024

REASON FOR CONSIDERATION BY THE BOARD

Kansas Statutes state that the Board of Trustee's approval is required for the adoption of student tuition and fees.

BACKGROUND

This is the first review of tuition and fees for Labette Community College. This exhibit shows how tuition and fees at LCC compare to the other Kansas schools. Tuition and fees for the 2023-2024 academic year should be set at the March 9, 2023 meeting.

PRESIDENT'S RECOMMENDATION

The President recommends that the Board of Trustees approve the tuition and fees for the 2023-2024 academic year.

**EXHIBIT 3**

**Kansas Community Colleges FY2023 Tuition and Fees Schedule**

Institution	Resident			Non-Resident			International		
	Tuition	Inc. Fees	Total	Tuition	Inc. Fees	Total	Tuition	Inc. Fees	Total
COFFEYVILLE CC	\$39.00	\$56.00	\$95.00	\$88.00	\$56.00	\$144.00	\$104.00	\$118.00	\$222.00
COLBY CC	\$81.00	\$30.00	\$111.00	\$135.00	\$30.00	\$165.00	\$161.00	\$30.00	\$191.00
HIGHLAND CC	\$61.00	\$50.00	\$111.00	\$61.00	\$50.00	\$111.00	\$268.00	\$50.00	\$318.00
BARTON COUNTY CC	\$67.00	\$46.00	\$113.00	\$101.00	\$46.00	\$147.00	\$164.00	\$46.00	\$210.00
CLOUD COUNTY CC	\$78.00	\$35.00	\$113.00	\$84.00	\$35.00	\$119.00	\$84.00	\$35.00	\$119.00
KANSAS CITY KS CC	\$91.00	\$22.00	\$113.00	\$201.00	\$22.00	\$223.00	\$201.00	\$22.00	\$223.00
JOHNSON COUNTY CC	\$100.00	\$16.00	\$116.00	\$212.00	\$16.00	\$228.00	\$212.00	\$16.00	\$228.00
LABETTE CC	\$57.00	\$59.00	\$116.00	\$82.00	\$59.00	\$141.00	\$141.00	\$59.00	\$200.00
SEWARD COUNTY CC	\$74.00	\$43.00	\$117.00	\$111.00	\$43.00	\$154.00	\$111.00	\$43.00	\$154.00
GARDEN CITY CC	\$63.00	\$55.00	\$118.00	\$82.00	\$55.00	\$137.00	\$100.00	\$55.00	\$155.00
FORT SCOTT CC	\$62.00	\$58.00	\$120.00	\$62.00	\$58.00	\$120.00	\$128.00	\$58.00	\$186.00
HUTCHINSON CC	\$95.00	\$25.00	\$120.00	\$126.00	\$25.00	\$151.00	\$135.00	\$35.00	\$170.00
BUTLER COUNTY CC	\$97.00	\$26.00	\$123.00	\$157.00	\$26.00	\$183.00	\$157.00	\$26.00	\$183.00
PRATT CC	\$68.00	\$55.00	\$123.00	\$81.00	\$55.00	\$136.00	\$105.00	\$55.00	\$160.00
ALLEN COUNTY CC	\$61.00	\$65.00	\$126.00	\$61.00	\$65.00	\$126.00	\$61.00	\$65.00	\$126.00
DODGE CITY CC	\$47.00	\$91.00	\$138.00	\$57.00	\$106.00	\$163.00	\$57.00	\$114.00	\$171.00
INDEPENDENCE CC	\$70.00	\$68.00	\$138.00	\$77.00	\$68.00	\$145.00	\$161.00	\$68.00	\$229.00
NEOSHO COUNTY CC	\$90.00	\$48.00	\$138.00	\$90.00	\$70.00	\$160.00	\$163.00	\$52.00	\$215.00
COWLEY COUNTY CC	\$75.00	\$65.00	\$140.00	\$125.00	\$65.00	\$190.00	\$175.00	\$65.00	\$240.00

\*Values are per credit hour

State Resident Average:  
\$120.47

Non-State Resident Average:  
\$154.89

International Average:  
\$194.74

Southeast Average Residents  
\$122.17

Southeast Average Non-residents  
\$139.33

Southeast Average International  
\$196.33

Pittsburg State University - Resident: \$259	Non-Resident: \$637
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Agenda Item #: V.B.  
Date: March 9, 2023

SUBJECT

Approval of Board Policy Changes

REASON FOR CONSIDERATION BY THE BOARD

Per Policy 1.13, adopted 12/12/2020, the President would conduct a review and update the policies of the Board of Trustees.

BACKGROUND

The President has revised the following policy(s) for approval:

- Policy 3.01 Curriculum
- Policy 3.02 Academic Standards
- Policy 3.04 Adjunct Faculty
- Policy 3.09 Library Copyright

PRESIDENT'S RECOMMENDATION

The President recommends the Board of Trustees approve the revised Policies: Policy 3.01 Curriculum, Policy 3.02 Academic Standards, Policy 3.04 Adjunct Faculty, and Policy 3.09 Library Copyright.



The ~~Instructional Outcomes and Institutional~~ Assessment Committee, ~~chaired by the Dean of Instruction, establishes~~ will establish institutional learning outcomes that determine the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experience with any aspect of LCC, including courses, programs, and student services. ~~for degrees and certificates referred to as student learning outcomes for programs of study.~~ These are then reviewed by President's Council and approved by the Board of Trustees. The vision, mission, and core values of the College's Strategic Plan are at the forefront throughout this process. The ~~student~~ ~~institutional~~ learning outcomes consist of:

- Communication
- Global Understanding and Civic Engagement
- Quantitative/Analytic Methods of Scientific Literacy
- Information and Digital Literacy
- Personal and Professional Behavior

Course outcomes and competencies are established by faculty and ~~Program Directors~~ based on their mastery of their discipline, scholarship, and expertise. These course outcomes and competencies also align with program outcomes. ~~Assessment of program and course outcomes will occur through program review.~~ Each course is reviewed annually by the master syllabus author assigned to the course. ~~Any changes are sent to the Dean's Office for review.~~

The Curriculum and Instruction (C&I) Committee approves changes to course titles, credit hours, course descriptions, course outcomes, and new programs/courses. New programs/courses are recommended to the Board of Trustees for approval. If appropriate, these are then submitted to the Kansas Board of Regents (KBOR) ~~and the Higher Learning Commission (HLC).~~

Some courses have been approved by the Kansas Board of Regents to be transfer and articulation courses designed to provide seamless transfer between all Kansas higher learning institutions. Course outcomes and competencies for these courses are determined by annual Kansas Core Outcomes Project meetings with instructors in the disciplines from colleges throughout the state. All LCC transfer and articulation courses include the approved KBOR statement regarding learning outcomes and competencies.

Revised: 6/12/01, 6/20/13, 3/10/16, 12/09/21

## POLICY 3.02

## ACADEMIC STANDARDS

Academic standards and regulations are essential to ensure high quality in teaching and student learning. The President will be responsible for ~~policy~~ recommendations made to the Board of Trustees to determine academic standards. ~~including any procedures in support thereof.~~ Such academic standards ~~may will~~ include, but not be limited to: ~~catalog, adjunct faculty, credit for prior learning, intellectual property, academic freedom, and program review.~~ ~~advanced standing credits, class attendance, class load, grading standards and related practices, examinations, honors designations, course placement tests, academic probation and dismissal, transcript procedures, and repeat-of-courses.~~ These ~~polices~~ standards ~~will be reviewed according to the schedule outlined in Policy 1.13 -- Review of Policies,~~ and approved by the Board of Trustees on a bi-yearly basis. ~~To ensure public notice to students, academic standards, such as those stated herein, will be included in the catalog. (See also Academic Honesty Policy)~~

Adopted: 6/13/94

Revised: 7/10/14

Due to the size of the College service area and associated logistics with delivery of instruction, the wide diversity of curriculum interests and demands, and the need for flexibility in staffing with instructional personnel, employment of adjunct faculty is an essential factor for achievement of the College's mission and purposes. Procedures for conditions of employment, development, evaluation, and compensation of adjunct faculty shall be determined by the President. (See Also Procedure 3.04--Adjunct Faculty Procedure)

Revised: 12/12/00

Reviewed: 8/31/16, 1/24/17

**EXHIBIT 7**

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POLICY 3.09

LIBRARY COPYRIGHT

Copyright is by definition the legally protected right of an author of a work to prevent others from copying or making certain uses of the work. Since January of 1991, legislation has made it possible for state agencies to be sued in federal court for violation of copyright law. As professionals and educators, the College has an ethical and legal responsibility to adhere to the laws that protect copyrighted materials.

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LCC makes every effort to follow the "fair use" guidelines, given in Section 106 of the Federal Copyright Law (Public Law 94-553), which covers the categories of criticism, scholarship, comment, news reporting, teaching, and research. No charge is made to students beyond the actual cost of photocopying materials.

The following will be the policy of Labette Community College concerning copyright. A notice will be placed on each piece of equipment capable of copying materials concerning this.

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The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials.

Under certain conditions specified in the law, libraries are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be used for any purpose other than private study, scholarship, or research. If a user makes a request for or later uses, a photocopy or reproduction for purposes in excess of fair use, that user may be liable for copyright infringement.

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The Library reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve a violation of copyright law.

Uses of some databases may also be restricted by a license agreement with the data provider. Specific information is posted with some databases, but most are limited to use by the administration, faculty, staff, and students of the College.

**LIBRARY SOFTWARE**

A number of books and reference materials now come with software/access codes included with the book, often duplicating or augmenting material in the book. In keeping with copyright restrictions, the software/access codes often may be used for individual purposes only, and thus may not be used as library materials. The software and/or access codes are removed from the books upon cataloging unless the license agreement for the particular material states that the material may be used by all individuals.

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Adopted: 12/12/00  
Revised: 2/18/16

Agenda Item #: VI.A.

Date: March 9, 2023

SUBJECT

Professional Staff Employment Letter

REASON FOR CONSIDERATION BY THE BOARD

Kansas statutes require the Board of Trustees' approval of selected employment contracts and letters.

BACKGROUND

Haley Walker has accepted the position of Director of Human Resources.

PRESIDENT'S RECOMMENDATION

The President recommends the Board of Trustees approve the Professional Staff Employment letter for Haley Walker, Director of Human Resources, beginning March 27, 2023, at a salary of \$50,000.

## Biography

### **Haley R. Walker**

Haley Walker has accepted the Director of Human Resources (HR)/Organizational Development. Haley will begin her duties at LCC on March 27, 2023.

Haley earned an Associate of Science in Communications degree from LCC and a Bachelor of Science degree in Communications with an emphasis in Public Relations and a minor in Human Resource Development from PSU. She earned the SHRM-CP (Society Human Resource Management) credentialing certificate.

Haley comes to LCC from healthcare with six years of HR management experience and is serving as vice president of the Southeast Kansas Human Resource Association.

## POSITION DESCRIPTION

### DIRECTOR OF HUMAN RESOURCES/ORGANIZATIONAL DEVELOPMENT

**Reports to: Vice President of Finance & Operations**

**Organizational Unit: Professional Staff**

**Salary range: Support Director, Exempt, full time**

**Revision Date: January 2023**

#### I. Basic Purpose of Position

The Director of Human Resources has the overall responsibility for ensuring compliance with applicable employment laws, maintaining personnel files for the College, coordinating the hiring process, and administering other procedures and processes that relate to the human resource function. Additional duties include management, staff development, Title IX compliance and employee training, EEO and ADA compliance.

#### II. Essential Job Functions

- A. Ability to monitor college compliance with state and federal employment laws
- B. Ability to oversee the maintenance of College personnel files
- C. Ability to provide information and advice to administrators and supervisors on Human Resource issues
- D. Ability to serve as the college EEO officer investigating and making recommendations on the resolution of complaints
- E. Ability to serve as one of the college harassment officers investigating and making recommendations regarding all claims of harassment
- F. Ability to serve as the ADA (American Disabilities Act) employee compliance officer
- G. Ability to provide continuation of efforts to assure practices of nondiscrimination
- H. Ability to review all proposed changes to college policies and procedures relating to non-instructional staff
- I. Ability to serve on the Board negotiation team and record notes
- J. Collection and organization of employee data for completion of IPEDS, KACCBO, KBOR and other surveys
- K. Ability to coordinate the placement of ads for position vacancies
- L. Ability to inform selection committees of EEO laws governing the hiring process
- M. Ability to coordinate the selection and interview process including scheduling interview times with committees, planning travel for candidates and working with supervising Vice President/Dean/Director
- N. Ability to recommend the appropriate placement of new non-instructional personnel on the salary scale
- O. Ability to administer annual evaluation process for administrative, professional and educational support staff personnel
- P. Ability to annually disseminate position descriptions to personnel for updating
- Q. Ability to update position description format to conform with current Federal and State guidelines

- R. Ability to serve as member of college committees and chairs committees which directly relate to the HR function
- S. Ability to oversee annual dissemination of employment contracts for faculty, administrators, and professional staff
- T. Ability to review full time faculty supplemental, curriculum development, and overload contracts
- U. Ability to conduct job and salary analysis as needed
- V. Ability to review and update salary ranges periodically
- W. Ability to prepare and manage human resource budgets
- X. Ability to keep confidential protected health information under the provisions of HIPPA and treat this information in accord with the privacy provisions of the HIPPA act including requirements for safeguarding, releasing, and recording the release of such information
- Y. Ability to develop management and staff training as assigned
- Z. Ability to assist with training during in-services other college activities
- AA. Ability to administer Distinguished Faculty Award process and plan recognition event
- BB. Ability to plan retirement and years-of-service awards, events and receptions
- CC. Ability to plan and facilitate New Employee Orientation/Onboarding
- DD. Ability to gather and document listings of third-party vendors on a yearly basis
- EE. Distribute exit interviews for staff separations
- FF. Ability to attend Presidents Council
- GG. Ability to serve as liaison on legal matters with Kansas Association of School Boards (KASB) and attorney at law
- HH. Ability to perform duties as related to OSHA with assistance from the Safety Coordinator
- II. Ability to perform duties as Title IX Coordinator for staff
- JJ. Ability to serve as a Campus Security Authority (CS) and complete annual training
- KK. Ability to follow all LCC policy and procedures
- LL. Ability to perform other duties as assigned
- MM. Ability to maintain regular and timely attendance

**III. Consulting Tasks**

- A. Supervising vice presidents, deans and other supervisors in the hiring and progressive discipline process
- B. Selection committees in the interview process
- C. Employees in handling personnel issues
- D. Serves with other personnel on committees
- E. Student Title IX Coordinator
- F. Safety Coordinator

**IV. Supervises the Following Staff**

None

**V. Required Knowledge, Skills and Personal Qualifications**



- A. Knowledge of state and federal employment laws
- B. Ability to work with all levels of college personnel
- C. Ability to provide training as needed
- D. Excellent written and oral communication skills

**VI. Preferred Experience**

Four years prior human resources management experience

**VII. Educational Background**

Bachelor's degree required; master's preferred. SHRM or HRCI certifications preferred.

**VIII. Working Conditions/Environment**

- A. Normal office working conditions, no windows
- B. Travel to seminars and conferences
- C. Ability work under pressure at times

Agenda Item #: VI.B.

Date: March 9, 2023

SUBJECT

New Program/Course Approval

REASON FOR CONSIDERATION BY THE BOARD

New programs/courses submitted to the Kansas Board of Regents require approval from the Board of Trustees

BACKGROUND

Current courses are reviewed annually and new courses and programs are added to insure continuous instructional improvement. The exhibit represents new courses for addition to LCC's curriculum by the Institutional Curriculum and Instruction Committee.

PRESIDENT'S RECOMMENDATION

The president recommends the Board of Trustees approve new courses:

- Sonography Virtual Lab, 6 Credit Hours
- Quantitative Reasoning, 3 Credit Hours

**List of New Courses and Programs Approved  
by the Curriculum and Instruction Committee (C & I)**

New/Revised Course Name	Credit Hours	Code & Course Number	Date C&I Approved	Date Effective
Sonography Virtual Lab	6	DMS 200	11/14/2022	Summer 2023
Description:	This course will focus on laboratory techniques. The course will show a hands-on approach to the machine and examinations seen in the clinical setting. Probe positioning, angles, and body planes will be covered. Medical terminology, knobology of the machine, and virtual videos to prepare the student for a clinical rotation.			

**List of New Courses and Programs Approved  
by the Curriculum and Instruction Committee (C & I)**

<b>New Course Name</b>	<b>Credit Hours</b>	<b>Code &amp; Course Number</b>	<b>Date C&amp;I Approved</b>	<b>Date Effective</b>
Quantitative Reasoning	3	MATH 129	2/27/2023	Fall 2023
Description:	This course will prepare students for mathematics encountered in other college courses that use quantitative reasoning. There will be an emphasis on critical thinking skills needed to understand major issues in society. This course is designed for students NOT planning to major in a field that requires advanced mathematical skills.			

SUBJECT

Program Reviews: Accounting, Business Administration, and Nursing.

REASON FOR CONSIDERATION BY THE BOARD

Part of the Board's responsibility is to maintain oversight of the quality of the academic and administrative programs and services. This has been an ongoing feature of our regular Board meetings.

BACKGROUND

The purpose of a program review is to assess the quality of our academic offerings as well as to assess program strengths and weaknesses. The program review report format will more accurately reflect the mission of the college, to "provide quality learning opportunities in a supportive environment," at a reduced cost, thus increasing our efficiency.

PRESIDENT'S RECOMMENDATION

The President recommends the Board of Trustees approve the Program Reviews for Accounting, Business Administration, and Nursing.



## **Comprehensive Program Review 2022**

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Program Name: **Accounting**

Semesters Reviewed:

AY 2020: Fall 2019, Spring 2020, and Summer 2020

AY 2021: Fall 2020, Spring 2021, and Summer 2021

AY 2022: Fall 2021, Spring 2022, and Summer 2022

Completed by: Cathy Kibler

Date: January 2023

### **Assessment Committee Recommendation:**

The committee agrees with the Program Vitality Statement; Category 2: The program has shown stability and success, and we feel that continuous quality improvement will lead to good outcomes for the program.

### **President's Council Recommendation:**

President's Council agrees with the Assessment Committee Recommendations.

# 1.0 Program Summary

Provide a descriptive summary of the program.

Narrative:

The Associate of Science in Accounting is designed for transfer to a four-year institution. The program is the appropriate first step toward the study of accounting, management, marketing, finance, economics and other business concentrations at a four-year institution. The degree can also prepare a student for immediate work in the field.

Accounting Program Outcomes are as follows:

- 1 Apply financial accounting concepts
- 2 Understand legal and ethical concepts related to operating a business
- 3 Evaluate information to make effective business decisions
- 4 Demonstrate effective computer skills

## 2.0 Student Success

Provide a definition of how student success is defined by the program.

Narrative:

Student success in an accounting degree program is the ability to apply accounting, business, economic, computer and interpersonal skills effectively in a professional setting. This includes demonstrating an understanding of the fundamentals of various business disciplines, the ability to think critically and analyze data, and the ability to communicate effectively with peers and business associates. Additionally, success in an accounting degree program should include the development of leadership skills, as these are essential to navigating the complexities of the business world. This definition of student success is embedded in the program outcomes and is measured through class and departmental outcomes assessment.

Student success can also be achieved through career-oriented goals such as obtaining a job or advancing in their current career.

## 2.1 Achieve/Promote Student Success

Describe how the program achieves and promotes student success. Focus on those activities and innovation that are within the three-year comprehensive cycle.

Narrative:

The accounting degree program promotes student success by providing students with a well-rounded education in accounting and business-related topics. Concentration and required courses provide students with an understanding of the business world, the ability to think critically and make decisions, and the skills necessary to succeed in business or transfer to a university for further education. Accounting and business courses also provide students with the opportunity to build their verbal and written communication and skills, which are essential for succeeding in the competitive business world. Accounting courses also provide students with learning and applying accounting related computer skills which are also necessary for success in the accounting industry. Finally, the accounting program helps students develop the self-discipline and perseverance necessary for career success.

The department works to ensure these goals by fostering individual relationships with students, creating and refining teaching methods to spark active learning and reflection, adjusting course availability to meet student needs, and exploring innovative strategies to involve students with the subject matter.

This enables instructors to promote student success by providing students with the skills, resources, and support they need to succeed in either the business world immediately after graduation, or the university experience upon transfer.

The success of students is evident with the performance of LCC's Phi Beta Lambda (PBL) members. PBL members engage in various business-related competitive events at the regional, state and national level. In each of the years covered here, as well as many other years, all LCC Phi Beta Lambda state competitors have qualified to advance to the national competition and several of them have been recognized as placers at the national level.



### 3.0 Reflection on Current Curriculum

Please describe curriculum holistically, speaking specifically to the breadth, depth, and level of the discipline. Additionally, provide narrative on the coherence of the curriculum and the processes by which the program updates and keeps curriculum relevant.

Narrative:

Accounting is a general business degree, which encompasses various other business subfields and related fields of study. The concentration requirements include classes from the Accounting and Business disciplines. A Computer Science class is required under the Human Systems/No Companion Element pathway requirement, and Economics classes are required under the Human Systems/Social Responsibility pathway requirement. This leads to a well-rounded degree program that enables students to enter the workforce, or transfer to a four-year institution and focus on a business subfield, such as Business Administration, Human Resources, Management, Finance, Economics, or Marketing. For those students who transfer, The Kansas Core Outcomes Group (KCOG) has aligned seven Accounting, Business Administration and Economics courses offered by LCC for seamless transfer.

Phi Beta Lambda is not a required part of the Accounting curriculum, but this extra-curricular activity provides students with leadership, team building and technical skills. Membership is encouraged.

During the time period under review, the curriculum was changed to integrate pathways requirements. The curriculum will be changing again in AY 2024 to align with the new general education format in the state of Kansas. It is also anticipated that Accounting/Business will be aligned state-wide before the next comprehensive program review period.

The Computer Accounting class is part of the Accounting degree program even though is not an aligned course, is a valuable part of the curriculum. Many employers reach out and contact Cathy Kibler asking for students who have QuickBooks training. It is a very widely used small business accounting software that employers use and they are continually looking for students that have this skill.

### 3.1 Degrees and Certificate Offerings

List what degrees and certificates are offered and describe how the program curriculum supports other degrees and certificates awarded by the college (if applicable).

Narrative:

An Associate of Science in Accounting is offered through the department.

Business Administrative Technology students can take ACCT 112 Financial Accounting or ACCT 121 Computer Accounting as a concentration emphasis or elective.

## ACCOUNTING

### ASSOCIATE IN SCIENCE

This program is designed for students who wish to study accounting and transfer to a four year institution. The degree program can also prepare a student for immediate work in the field.

**Credits Required:** 60

**Major Advisor:** Cathy Kibler  
620-820-1186  
cathyk@labette.edu

Robert Bartelli  
620-820-1261  
robertb@labette.edu

**Recommended Course Sequence**

- SEM 1: ACCT112, BUAD 101,
- SEM 2: ACCT 114
- SEM 3: ECON 203
- SEM 4: ACCT 121, COMP 115, ECON 204

**Student Organization**

Membership in Phi Beta Lambda (PBL) is encouraged. This organization develops and enhances leadership and business skills. Students can participate in state and national competitions, where top students are recognized with trophies and cash awards.

**After Graduation**

Students can gain entry-level employment in or enhance their career advancement opportunities. Students can transfer to a four year institution to pursue a bachelor's degree.

<u>Concentration Requirements</u>		<u>9</u>
<input type="checkbox"/>	ACCT 112 Financial Accounting	3
<input type="checkbox"/>	ACCT 114 Managerial Accounting	3
<input type="checkbox"/>	BUAD 101 Introduction to Business	3

<u>Pathway Requirements</u>		<u>42</u>
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<b>Written Communication</b>		
<input type="checkbox"/>	ENGL 101 English Composition I	3
<input type="checkbox"/>	ENGL 102 English Composition II	3

<b>Verbal Communication</b>		
<input type="checkbox"/>	COMM 101 Public Speaking	3

<b>Quantitative/Analytic Methods</b>		
<input type="checkbox"/>	MATH 115 College Algebra or higher	3

<b>Human Experience</b>		
Choose two classes		
<input type="checkbox"/>	_____	3
<input type="checkbox"/>	_____	3

<b>Human Systems/No companion Elements</b>		
<input type="checkbox"/>	COMP 110 Computer Con/Apps or COMP 120 Computer Info Systems	3

<b>Human Systems/Diverse Perspectives</b>		
Choose one class		
<input type="checkbox"/>	_____	3

<b>Human Systems/Social Responsibility</b>		
<input type="checkbox"/>	BUAD 205 Personal Finance	3
<input type="checkbox"/>	ECON 203 Macroeconomics	3
<input type="checkbox"/>	ECON 204 Microeconomics	3

<b>Natural World/Scientific Inquiry</b>		
Choose one class		
<input type="checkbox"/>	_____	5

<b>Wellness Strategies/No Companion Elements</b>		
<input type="checkbox"/>	PED 116 Lifetime Fitness	1

<b>Wellness Strategies/Scientific Inquiry</b>		
<input type="checkbox"/>	PSYC 101 General Psychology	3

<u>General Electives</u>		<u>9</u>
<input type="checkbox"/>	ACCT 121 Computer Accounting	3
<input type="checkbox"/>	COMP 115 Spreadsheets: Excel	3
General Elective		
<input type="checkbox"/>	_____	3

## 4.0 Faculty Success

Faculty success over the three-year comprehensive cycle should be highlighted in this section. The accomplishments can embrace academic achievement in the discipline, national or regional honors, campus activities that support student success, or other innovations, research, teaching, and community service.

### Narrative:

Cathy Kibler was a recipient of the Distinguished Faculty Award in 2022. She is a member of the LCHS Business Department Advisory Board, the LCHS Prom Committee and serves as the Phi Beta Lambda advisor at LCC. Ms. Kibler is involved with LCC Foundation events and is active within her church.

She has served on multiple LCC employment search committees and has attended Kansas Core Outcomes Group meetings to improve system wide transfer.

## 5.0 Program Accomplishments and Reflection on Data/Trends

In this section, departments should highlight noteworthy program accomplishments over the three-year comprehensive cycle. Programs should also provide thoughtful reflection on the data provided on student success, attrition, completion, etc. Programs should also report on findings from course and program assessment data. Programs should also provide context of any trends in the data, as well as external trends that may have affected the data.

### Narrative:

Enrollment in Accounting concentration courses increased during the time period under review: 222 students in AY 2020; a slight decrease to 218 students in AY 2021 when Fall on ground classes were capped at 14 due to COVID and an impressive increase to 245 students in AY 2022. During a period of declining college-wide enrollment, the Accounting department experienced an increase of 48 credit hours in AY 2022 compared to AY 2020. This increase can be partially attributed to the increased number of students declaring either the Accounting or Business Administration major.

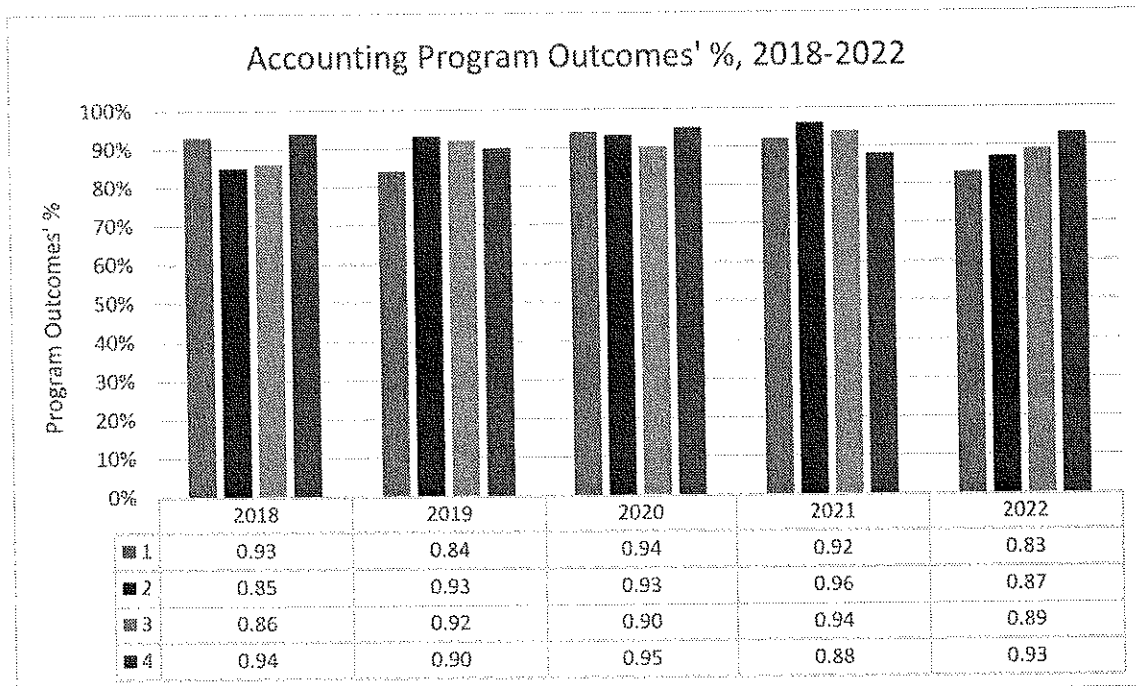
Changes in the percentage of student success were not uniform between the different class offerings in the department. BUAD 101, Introduction to Business, showed increasing percentages of student success during the time period under review, while ACCT 112, Financial Accounting showed declining success. Student success was lower in ACCT 121, Computer Accounting, than in Financial Accounting. Some of this decrease in success can be attributed to students not having any previous exposure to accounting classes at the secondary education level. We are finding that many high schools are no longer offering accounting as part of their business curriculum and the concepts and application can be much more difficult to grasp without some previous accounting/bookkeeping exposure.

With the exception of ACCT 114, Managerial Accounting, and ACCT 121, Computer Accounting, average class sizes for accounting concentration course offerings were strong, ranging from 11 to 15 students per class.

During the time period under review, 57% of all accounting concentration credit hours were delivered online; 37% of credit hours were at the Main Campus. Student completion, student success and student attrition metrics were all the same or better via the Main Campus than online delivery for AY 2020 and AY 2021. This may be partially attributed to the online environment created by COVID. I had many students who indicated bad experiences with online learning requirements. Many of these students had never taken online classes and weren't able to adapt to this style of learning.

The number of degrees awarded during the time period under review decreased from AY 2020 to AY 2021 and then increased during AY 2022 – 12, 5 and 8 respectively. These changes can most likely be attributed to the number of students who choose Accounting as their major when they first enroll and then decide that the Business Administration program better fits their transfer plan once they leave LCC. The percent of credit hours taught by full time faculty declined from 77% in AY 2020 to 54% in AY 2022; this is due to more classes being offered by the department and concurrent classes, taught by adjunct instructors.

The Accounting department has four learning outcomes. The success rates for these outcomes were strong during AY 2020 to AY 2022. The lowest percentage of success was on departmental outcome number one in AY 2022, which was 83%. With that one exception, student success for the departmental outcomes ranged from 87% to 96% during the period of AY 2020 to AY 2022.



1. What did you learn from this past year's program data?

- All program outcome success scores were down in 2022 compared to 2021.
- The 2022 success rate associated with outcome 1 was the lowest in the five years of data examined.

2. What did you not learn from the data?

- This data does not tell us the success rate of just Accounting majors.
- Four required classes that are part of the Accounting program (BUAD 101, BUAD 205, ECON 203, ECON 204) are pathways classes and can be taken by any student in any program.

3. What to you hope to learn and/or do for this upcoming school year?

- We wish to see the impact of implementing the early warning grade system. This should help to motivate some students to seek help, which we hope will improve success rates.

## 6.0 Mission Alignment

Programs should indicate how the program's offerings align with the LCC mission: Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.

Narrative:

The Accounting degree program aligns with the Labette Community College's mission of providing quality learning opportunities in a supportive environment for success in a changing world.

The curriculum of the Accounting Degree program is designed to equip students with the skills and knowledge necessary to succeed in the modern and changing workplace. In accounting classes, students learn the fundamentals of accounting, finance, management and international business, which are critical skills for any business professional.

At LCC, the faculty are committed to providing a supportive learning environment, which is important for students to gain the most from their accounting classes. The courses are taught by experienced faculty who are knowledgeable in the field of accounting. They provide students with the guidance and support needed to succeed in their studies.

The faculty create an atmosphere of trust and support, allowing students to ask questions and seek out advice when needed. This type of environment encourages interpersonal communication between students and instructors, which is essential in the business world. The support from the faculty and staff also helps to cultivate a sense of community among the accounting students, allowing them to learn from each other and foster relationships that will benefit them throughout their career.

The accounting courses at LCC are specifically designed to help students gain the knowledge and skills they need to succeed in a changing world. With a curriculum focused on the fundamentals of accounting, along with related business fundamentals, students are able to gain the knowledge necessary to understand the complexities of the modern workplace.

Because Accounting is a subfield of Business Administration, these programs share their mission alignment.

## 7.0 Fiscal Resource Narrative

Based on program data review, planning and development for student success, programs will complete the budget worksheet to identify proposed resource needs and adjustments. 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 DOI/VPAA and other decision-makers and to inform financial decisions made throughout the year. In the narrative below, please explain any requests for additional dollars over the current academic year budget, then include the budget amounts on the budget worksheet.

### Narrative:

The shared budget of Accounting/Business Administration department has an annual supplies budget of \$200 per year. This is normally used to purchase calculators.

The Information Technology annual budget is utilized to purchase the required software for the ACCT 121 Computer Accounting course, therefore the Accounting/Business Administration department is not required to account for those funds that are necessary to provide the resources to enable the students learning experience.

Faculty receive professional development funds per the Master Agreement for purchases of technology, conferences, webinars, professional organization memberships, subscriptions and other activities.

No new money is being requested for the upcoming year.

## 8.0 External Constituency and Significant Trends

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

### **Program Advisory Committee:**

N/A

### **Other External Constituencies:**

Articulation agreements are in place for the following institutions: Friends University, Grantham University, Kansas State University, University of Kansas, Emporia State University, Pittsburg State University and Wichita State University. Documentation for these agreements are on file with the Dean of Instruction's office.

LCC is the only community college in southeast Kansas with a chapter of Phi Beta Lambda (Future Business Leaders of America). It is the largest business career and technical organization in the world. Its mission is to prepare "students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences."

During the period of the next comprehensive program review, curriculum will be changed to conform with the new state of Kansas general education package.

### **Significant Trends:**

According to the National Center for Educational Statistics, Business, including accounting, is the most popular major for post-secondary students. According to the U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, there are 12.5 million workers in jobs that are related to business degrees, with over 136,000 of those jobs related directly with accountants and auditors earning a median wage of \$77,250. Overall employment of accountants and auditors is projected to grow 6% from 2021 to 2031.

Obtaining the Certified Public Accountant (CPA) credential following college completion generally increases a person's earning potential by 10 to 15 percent over those without the CPA credential, according to the Association of International Certified Professional Accountants (AICPA).



## 9.0 Program Vitality Assessment

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans.

### **Vitality Category Chosen: Category 2—Maintain Current Levels of Support/Continuous Improvement**

Explanation for Chosen Vitality Category:

Accounting is a desired degree, both nationally and at Labette Community College. Student credit hours in accounting classes have remained fairly consistent from AY 2020 to AY 2022 with a slight increase in the last of the academic years being examined. Student class size and total headcount have been stabilized. Degrees awarded have decreased slightly but increased in the last of the academic years examined. Departmental learning outcomes success rate have remained high. All these metrics point to continued support of the Accounting program with continual improvement.

## 10.0 Program Goals

Each program should set 1-3 short-term goals (will be completed in the next year) and 1-3 long-term goals (will be completed by next comprehensive program review). These goals should be SMART goals that can be reflected upon in the upcoming annual or comprehensive review.

The Accounting department currently has operational plans for AY 2024 and AY 2025. The AY 2024 plan involved an analysis of the pathways general education package. In the time period after these plans were formulated, there have been many changes at the state level which have invalidated these plans. Pathways are being replaced by a new general education package, and it appears the Accounting/Business programs will be aligned at the state level. Therefore, it is recommended to terminate these operational plans in favor of the new program goals for the department, which are detailed below.

### **Short-Term:**

The percent of student success for ACCT 112, Financial Accounting, is lower than the other concentration classes and in addition, the percent of student attrition for ACCT 112, Financial Accounting, is higher than those same concentration classes. Financial Accounting is the first class most students take dealing with accounting theory and application and a high percentage of students have had no exposure to any accounting prior to post-secondary education. Applying accounting concepts can be challenging for some of these students.

The goal is to increase the student success metric by 3% in AY 2024 and decrease the student attrition rate by 3% in AY 2024, as compared to the AY 2022 rate. There are various interventions that are possible at the course instructional level to work toward this goal: modified instructional methods, more robust test reviews, improved assignment instructions, additional tutoring resources, etc. The Accounting instructor will be responsible for implementing these interventions, which will be documented in the post-semester course improvement plans.

**Long-Term:**

Phi Beta Lambda (Future Business Leaders of America) is an extra-curricular activity that provides students with leadership, team building and technical skills. LCC has the only community college chapter of this organization in southeast Kansas. Many high school students are involved with this organization. Extra-curricular involvement is important to student success. Students involved in activities have higher retention rates. In addition, clubs and activities foster interpersonal communication skills and allow students to utilize their classroom knowledge with other students and with the real world. Unfortunately, membership declined in the pandemic semesters, totaling three to four students each year during this time period. In AY 2023, PBL has six paid members.

The goal is to increase membership in this organization by one student per year over the next three academic years. The PBL/FBLA sponsor and other business faculty will be responsible for this goal. This goal is shared with the Business department because PBL is interdisciplinary between the two programs and benefits to accrue to both programs. Interventions to achieve this goal could include new marketing materials, better communication about the benefits of membership and a more sustained membership drive at the beginning of each semester.



# LAFAYETTE COMMUNITY COLLEGE

## Program Review Data Summary

Note: All Definitions of data pulled for this summary can be found in Appendix 1 of the Academic Program Review, Planning, and Development Handbook.

### Program: Accounting

#### Average Class Size, Completer Success, and Attrition

Year (AY dates)	Subject Prefix	Course Name	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	ACCT 112	Financial Accounting	56	4	14	86%	82%	14%	168
2021			45	4	11	91%	80%	9%	135
2022			47	4	12	89%	79%	11%	141
2020	ACCT 114	Managerial Accounting	35	5	7	100%	91%	0%	105
2021			31	4	8	97%	94%	3%	93
2022			35	4	9	97%	97%	3%	105
2020	ACCT 121	Computer Accounting	14	2	7	100%	93%	0%	42
2021			7	2	4	100%	100%	0%	21
2022			14	2	7	86%	79%	7%	42
2020	BUAD 101	Intro to Business	112	8	14	90%	78%	10%	336
2021			131	10	13	92%	82%	8%	393
2022			145	10	15	94%	86%	6%	435

#### Course Completion, Success, & Attrition by Location

Year (AY dates)	Location	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	Cherokee	8	1	8	88%	88%	12%	24
2021		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	Online	102	14	7	91%	78%	9%	306
2021		142	15	9	90%	77%	10%	426
2022		139	9	15	93%	88%	7%	417
2020	Main Campus	99	9	11	91%	84%	9%	297
2021		67	9	7	97%	96%	3%	201
2022		84	8	11	95%	85%	5%	252
2020	Concurrent	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021		1	1	1	100%	100%	0%	3
2022		11	1	11	100%	82%	0%	33
2020	Other (Arrgt, Off-campus, etc.)	8	1	8	100%	100%	0%	24
2021		4	1	4	100%	100%	0%	12
2022		7	1	7	71%	71%	29%	21

Declared Awards, Transfers, and Placements

Year (AY Dates)	# of Degrees/Certs Awarded	# of Graduates Transferring from previous AY year	% Placement Rate for Graduates (CTE Only)
2020	12	9	N/A
2021	5	3	N/A
2022	8	4	N/A

Student Credit Hours by Faculty Type

Year (AY)	Number of Faculty		Student Credit Hours by Faculty Type				Total Credit Hours
	Full Time	Part Time	Full Time	% for Full Time	Part Time	% for Part Time	
2020	2	3	549	77%	165	23%	714
2021	2	2	450	64%	261	37%	711
2022	1	3	414	54%	348	46%	762

Faculty Name by Type for Most Recent Academic Year

Full Time: Cathy Kibler

Part Time: Walter Allen, Laura Boeckman, and Hannah Womack



## Comprehensive Program Review 2022

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Program Name: **Business Administration**

Semesters Reviewed:

AY 2020: Fall 2019, Spring 2020, and Summer 2020

AY 2021: Fall 2020, Spring 2021, and Summer 2021

AY 2022: Fall 2021, Spring 2022, and Summer 2022

Completed by: Robert Bartelli

Date: January 2023

### **Assessment Committee Recommendation:**

The committee agrees with the Program Vitality Statement; Category 2: The program has shown stability and success, and we feel that continuous quality improvement will lead to good outcomes for the program.

### **President's Council Recommendation:**

President's Council agrees with the Assessment Committee Recommendations.

# 1.0 Program Summary

Provide a descriptive summary of the program.

Narrative:

The Associate of Science in Business Administration is designed for transfer to a four-year institution. The program is the appropriate first step toward the study of accounting, management, marketing, finance, economics and other business concentrations at a four-year institution. The degree can also prepare a student for immediate work in the field.

Business Administration Program Outcomes are as follows:

- 1 Apply financial accounting concepts
- 2 Understand legal and ethical concepts related to operating a business
- 3 Evaluate information to make effective business decisions
- 4 Demonstrate effective business communication skills

Accounting is a subfield of Business Administration, and the two programs share several program outcomes.

## 2.0 Student Success

Provide a definition of how student success is defined by the program.

Narrative:

Student success in a business degree program is the ability to apply accounting, business, economic and interpersonal skills effectively in a professional setting. This includes demonstrating an understanding of the fundamentals of various business disciplines, the ability to think critically and analyze data, and the ability to communicate effectively with peers and business associates. Additionally, success in a business degree program should include the development of leadership skills, as these are essential to navigating the complexities of the business world. This definition of student success is embedded in the program outcomes and is measured through class and departmental outcomes assessment.

Student success can also be measured through career-oriented goals such as obtaining a job or advancing in their current career.

## 2.1 Achieve/Promote Student Success

Describe how the program achieves and promotes student success. Focus on those activities and innovation that are within the three-year comprehensive cycle.

Narrative:

The business degree program promotes student success by providing students with a well-rounded education in business-related topics. Concentration and required courses provide students with an understanding of the business world, the ability to think critically and make decisions, and the skills necessary to succeed in business or transfer to a university for further education. Business courses also provide students with the opportunity to build their verbal and written communication and skills, which are essential for succeeding in the competitive business world. Finally, the business program helps students develop the self-discipline and perseverance necessary for career success.

The department works to ensure these goals by fostering individual relationships with students, creating and refining teaching methods to spark active learning and reflection, adjusting course availability to meet student needs, and exploring innovative strategies to involve students with the subject matter.

This enables instructors to promote student success by providing students with the skills, resources, and support they need to succeed in either the business world immediately after graduation, or the university experience upon transfer.

This success is evident in the performance of LCC's Phi Beta Lambda (PBL) members. PBL members engage in various business-related competitive events at the regional, state and national level. In AY 2020, 2021 and 2022, all LCC Phi Beta Lambda state competitors qualified to advance to national competition.

### 3.0 Reflection on Current Curriculum

Please describe curriculum holistically, speaking specifically to the breadth, depth, and level of the discipline. Additionally, provide narrative on the coherence of the curriculum and the processes by which the program updates and keeps curriculum relevant.

Narrative:

Business Administration is a general business degree, which encompasses various other business subfields and related fields of study. The concentration requirements include classes from the Accounting, Business, and Math disciplines. A Computer Science class is required under the Human Systems/No Companion Element pathway requirement, and Economics classes are required under the Human Systems/Social Responsibility pathway requirement. This leads to a well-rounded degree program that enables students to enter the workforce, or transfer to a four-year institution and focus on a business subfield, such as Accounting, Management, Finance, Economics, or Marketing. For those students who transfer, The Kansas Core Outcomes Group (KCOG) has aligned seven Accounting, Business Administration and Economics courses offered by LCC for seamless transfer.

Phi Beta Lambda is not a required part of the Business curriculum, but this extra-curricular activity provides students with leadership, team building and technical skills. Membership is encouraged.

During the time period under review, the curriculum was changed to integrate pathways requirements. The curriculum will be changing again in AY 2024 to align with the new general education format in the state of Kansas. It is also anticipated that Business will be aligned state-wide before the next comprehensive program review period.

### 3.1 Degrees and Certificate Offerings

List what degrees and certificates are offered and describe how the program curriculum supports other degrees and certificates awarded by the college (if applicable).

Narrative:

An Associate of Science in Business Administration is the degree offered through the department.

Graphic Design Technology students can take BUAD 110 Business Communications, in place of Public Speaking. BUAD 205 Personal Finance is a required Human Systems/Social Responsibility class for Exercise Science majors. Business Administration classes are general education electives for other majors.



## BUSINESS ADMINISTRATION

### ASSOCIATE IN SCIENCE

This program is designed for transfer to a four year institution. This program is appropriate if the student wishes to study management, marketing, finance or other business concentrations at a four year institution. The degree program can also prepare a student for immediate work in the field.

**Credits Required:** 60

**Major Advisors:** Cathy Kibler  
620-820-1186  
cathyk@labette.edu

Robert Bartelli  
620-820-1261  
robertb@labette.edu

#### Program Entrance Requirements

Students must have an appropriate ACT, SAT, or ACCUPLACER score to enroll in English, Math or certain general education courses. Exceptions may apply for students with 12 or more general education credit hours; see your advisor for personal consultation.

#### Recommended Course Sequence

- SEM 1: ACCT 112, BUAD 101
- SEM 2: ACCT 114
- SEM 3: MATH 120, ECON 203
- SEM 4: BUAD 110, ECON 204

#### Student Organization

Membership in Phi Beta Lambda is encouraged. This organization develops and enhances leadership and business skills. Students can participate in state and national competitions, where top students are recognized with trophies and cash awards.

#### After Graduation

Students can gain entry-level employment or enhance their Career advancement opportunities. Students can transfer to a four year institution to pursue a bachelor's degree.

Concentration Requirements		12
<input type="checkbox"/> ACCT 112	Financial Accounting	3
<input type="checkbox"/> ACCT 114	Managerial Accounting	3
<input type="checkbox"/> BUAD 101	Introduction to Business	3
<input type="checkbox"/> MATH 120	Elementary Statistics	3

Pathway Requirements		42
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Written Communication		
<input type="checkbox"/> ENGL 101	English Composition I	3
<input type="checkbox"/> ENGL 102	English Composition II	3

Verbal Communication		
<input type="checkbox"/> COMM 101	Public Speaking	3

Quantitative/Analytic Methods		
<input type="checkbox"/> MATH 115	College Algebra or higher	3

Human Experience		
Choose two classes		
<input type="checkbox"/>	_____	3
<input type="checkbox"/>	_____	3

Human Systems/No Companion Elements		
<input type="checkbox"/> COMP 110	Computer Cor/Apps or	
<input type="checkbox"/> COMP 120	Computer Info Systems	3

Human Systems/Diverse Perspective		
Choose one class		
<input type="checkbox"/>	_____	3

Human Systems/Social Responsibility		
<input type="checkbox"/> BUAD 205	Personal Finance	3
<input type="checkbox"/> ECON 203	Macroeconomics	3
<input type="checkbox"/> ECON 204	Microeconomics	3

Natural World/Scientific Inquiry		
Choose one class		
<input type="checkbox"/>	_____	5

Wellness Strategies/No Companion Elements		
General Elective		
<input type="checkbox"/>	_____	3

<input type="checkbox"/> PED 116	Lifetime Fitness	1
Wellness Strategies/Scientific Inquiry		
<input type="checkbox"/> PSYC 101	General Psychology	3
General Electives		
<input type="checkbox"/> BUAD 110	Business Comm	3

## 4.0 Faculty Success

Faculty success over the three-year comprehensive cycle should be highlighted in this section. The accomplishments can embrace academic achievement in the discipline, national or regional honors, campus activities that support student success, or other innovations, research, teaching, and community service.

### Narrative:

Cathy Kibler was a recipient of the Distinguished Faculty Award in 2022. She is a member of the LCHS Business Department Advisory Board, the LCHS Prom Committee and serves as the Phi Beta Lambda advisor at LCC. Ms. Kibler is involved with LCC Foundation events and is active within her church.

Robert Bartelli completed graduate economics coursework from Harvard University, Extension School. He has attended the Innovative Educators Summit and the St. Louis Federal Reserve Bank Professors Conference.

Both faculty members have served on multiple LCC employment search committees and both have attended Kansas Core Outcomes Group meetings to improve system wide transfer.

## 5.0 Program Accomplishments and Reflection on Data/Trends

In this section, departments should highlight noteworthy program accomplishments over the three-year comprehensive cycle. Programs should also provide thoughtful reflection on the data provided on student success, attrition, completion, etc. Programs should also report on findings from course and program assessment data. Programs should also provide context of any trends in the data, as well as external trends that may have affected the data.

### Narrative:

Enrollment in Business Administration courses increased during the time period under review: 196 students in AY 2020; 201 students in AY 2021 and an impressive increase to 247 students in AY 2022. During a period of declining college-wide enrollment, the Business Administration department experienced an increase of 153 credit hours in AY 2022 compared to AY 2020. Some of this increase can be explained by the college adopting the Pathways general education requirements. Personal Finance became an option under the Human Systems/Social Responsibility category. Many non-business majors have taken this option, increasing enrollment in the Business department.

Changes in the percentage of student success were not uniform between the different class offerings in the department. BUAD 101, Introduction to Business, showed increasing percentages of student success during the time period under review, while BUAD 110, Business Communications showed declining success. Student success was lower in BUAD 205, Personal Finance, than in Introduction to Business and Business Communications. Student writing skills have deteriorated recently, particularly during the pandemic, and this could have caused reduced outcome effectiveness in Business Communications. As explained in the previous paragraph, more non-business students have been taking Personal Finance and some of them may be unprepared for a class in this field.

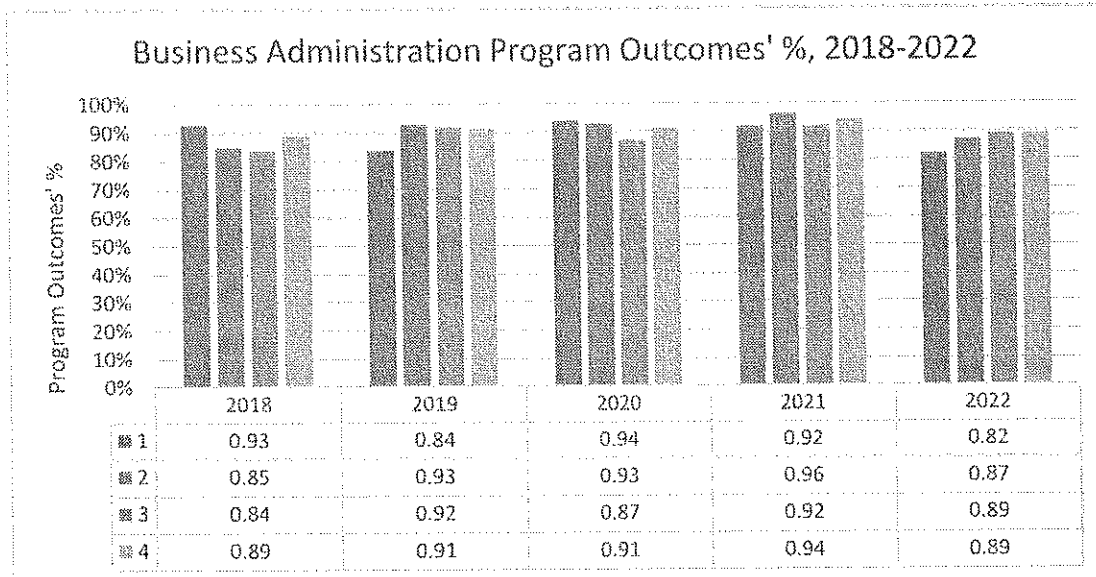
With the exception of BUAD 106, Principles of Leadership, average class sizes for business department offerings were strong, ranging from 11 to 18 students per class. Business is a popular degree, both nationwide and at Labette Community College.

During the time period under review, 77% of all Business Administration credit hours were delivered online; 19% of credit hours were at the Main Campus. Student completion, student success and student attrition metrics were all better via online delivery than at the Main Campus for AY 2020 and AY 2021. This may be due to more non-traditional students opt for online classes. Many of these non-traditional students have strong personal reasons and goals for obtaining their degree and their persistence rates are better than traditional students, who are more represented in Main Campus classes.

The number of degrees awarded during the time period under review did not change significantly – 18, 16 and 17 for AY 2020, 2021 and 2022, respectively. The percent of credit hours taught by full time faculty declined from 74% in AY 2020 to 55% in AY 2022; this is due to more classes offered by the department and concurrent classes.

The Business Administration department has four learning outcomes. The success rate for these outcomes were strong during AY 2020 to AY 2022. The lowest percentage of success was on departmental outcome

number one in AY 2022, which was 82%. With that one exception, student success for the departmental outcomes ranged from 87% to 96% during the period of AY 2020 to AY 2022.



1. What did you learn from this past year's program data?

- All program outcome success scores were down in 2022 compared to 2021.
- The 2022 success rate associated with outcome 1 was the lowest in the five years of data examined.
- The 2022 success rate associated with outcome 4 was tied for lowest in the five years of data examined.

2. What did you not learn from the data?

- This data does not tell us the success rate of Business Administration majors.
- Four classes that are part of the Business Administration core (BUAD 101, BUAD 205, ECON 203, ECON 204) are pathways classes and can be taken by any students in any program.

3. What do you hope to learn and/or do for this upcoming school year?

- We wish to see the impact of implementing the early warning grade system. This should help to motivate some students to seek help, which we hope will improve success rates.

## 6.0 Mission Alignment

Programs should indicate how the program's offerings align with the LCC mission: Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.

### Narrative:

The Business Administration degree program aligns with the Labette Community College's mission of providing quality learning opportunities in a supportive environment for success in a changing world.

The curriculum of the Business Administration degree program is designed to equip students with the skills and knowledge necessary to succeed in the modern and changing workplace. In business administration classes, students learn the fundamentals of accounting, finance, management, economics, marketing and international business, which are critical skills for any business professional.

At LCC, the faculty are committed to providing a supportive learning environment, which is important for students to gain the most from their business administration classes. The courses are taught by experienced faculty who are knowledgeable in the field of business. They provide students with the guidance and support needed to succeed in their studies.

The faculty create an atmosphere of trust and support, allowing students to ask questions and seek out advice when needed. This type of environment encourages interpersonal communication between students and instructors, which is essential in the business world. The support from the faculty and staff also helps to cultivate a sense of community among the business administration students, allowing them to learn from each other and foster relationships that will benefit them throughout their career.

The business administration courses at LCC are specifically designed to help students gain the knowledge and skills they need to succeed in a changing world. With a curriculum focused on the fundamentals of business, students are able to gain the knowledge necessary to understand the complexities of the modern workplace.

Because Accounting is a subfield of Business Administration, these programs share their mission alignment.

## 7.0 Fiscal Resource Narrative

Based on program data review, planning and development for student success, programs will complete the budget worksheet to identify proposed resource needs and adjustments. 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 DOI/VPAA and other decision-makers and to inform financial decisions made throughout the year. In the narrative below, please explain any requests for additional dollars over the current academic year budget, then include the budget amounts on the budget worksheet.

### Narrative:

The shared Business Administration department has an annual supplies budget of \$200 per year. This is normally used to purchase calculators. These calculators are available for any business class, but are used primarily in accounting classes. In order to reduce redundancies, the Accounting department does not have a separate budget. Spending needs for business and accounting classes often align, so there is one budget and resources are shared.

Faculty receive professional development funds per Master Agreement for purchases of technology, conferences, webinars, professional organization memberships, subscriptions and other activities.

No new money is being requested for the next annual budget.

## 8.0 External Constituency and Significant Trends

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

### **Program Advisory Committee:**

N/A

### **Other External Constituencies:**

Articulation agreements are in place for the following institutions: Friends University, Grantham University, Kansas State University, University of Kansas, Emporia State University, Pittsburg State University and Wichita State University. Documentation for these agreements are on file with the Dean of Instruction's office.

LCC is the only community college in southeast Kansas with a chapter of Phi Beta Lambda (Future Business Leaders of America). It is the largest business career and technical organization in the world. Its mission is to prepare "students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences."

During the period of the next comprehensive program review, curriculum will be changed to conform with the new state of Kansas general education package. It is also anticipated that the Business program will be aligned state-wide which will also likely require curriculum changes.

### **Significant Trends:**

According to the National Center for Educational Statistics, Business is the most popular major for post-secondary students. According to the U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, there are 12.5 million workers in jobs that are related to business degrees, with a median wage of \$65,000. Overall employment in business and financial occupations is projected to grow 7% from 2021 to 2031.

## 9.0 Program Vitality Assessment

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans.

Vitality Category Chosen: **Category 2—Maintain Current Levels of Support/Continuous Improvement**

Explanation for Chosen Vitality Category:

Business Administration is a very popular degree, both nationally and at Labette Community College. Student credit hours in Business Administration classes have increased **26%** from AY 2020 to AY 2022. Student class size has been stable to increasing; total headcount has been increasing. Degrees awarded and number of graduates transferring have been stable. Departmental learning outcomes success rate have remained high. All these metrics point to continued support of the business program with continual improvement.



## 10.0 Program Goals

Each program should set 1-3 short-term goals (will be completed in the next year) and 1-3 long-term goals (will be completed by next comprehensive program review). These goals should be SMART goals that can be reflected upon in the upcoming annual or comprehensive review.

The Business department currently has operational plans for AY 2024 and AY 2025. The AY 2024 plan involved an analysis of the pathways general education package and the AY 2025 involved an analysis of the Principles of Management class. In the time period after these plans were formulated, there have been many changes at the state level which have invalidated these plans. Pathways are being replaced by a new general education package, and it appears the Business program will be aligned at the state level, which will resolve any questions concerning the management class. Therefore, it is recommended to terminate these operational plans in favor of the new program goals for the department, which are detailed below.

### Short-Term:

The percent of student success rate for BUAD 205, Personal Finance, is lower than the other Business classes. Personal Finance is a general education class and a majority of the students are non-Business majors. Applying business concepts can be challenging for some of these students.

The goal is to increase the student success metric by 5% in AY 2024, as compared to the AY 2022 rate.

There are various interventions that are possible at the course instructional level to work toward this goal: improved online resources, modified instructional methods, more robust test reviews, improved assignment instructions, analysis of test results, etc. The Personal Finance instructor will be responsible for implementing these interventions, which will be documented in the post-semester course improvement plans.

### Long-Term:

Phi Beta Lambda (Future Business Leaders of America) is an extra-curricular activity that provides students with leadership, team building and technical skills. LCC has the only community college chapter of this organization in southeast Kansas. Many high school students are involved with this organization. Extra-curricular involvement is important to student success. Students involved in activities have higher retention rates. In addition, clubs and activities foster interpersonal communication skills and allow students to utilize their classroom knowledge with other students and with the real world. Unfortunately, membership declined in the pandemic semesters, totaling three to four students during this time period. In AY 2023, PBL has six paid members.

The goal is to increase membership in this organization by one student per year over the next three academic years. The PBL/FBLA sponsor and other business faculty will be responsible for this goal. This goal is shared with the Accounting department because PBL is interdisciplinary between the two programs and benefits to accrue to both programs. Interventions to achieve this goal could include new marketing materials, better communication about the benefits of membership and a more sustained membership drive at the beginning of each semester.



Declared Awards, Transfers, and Placements

Year (AY Dates)	# of Degrees/Certs Awarded	# of Graduates Transferring from previous AY year	% Placement Rate for Graduates (CTE Only)
2020	18	11	N/A
2021	16	11	N/A
2022	17	11	N/A

Student Credit Hours by Faculty Type

Year (AY)	Number of Faculty		Student Credit Hours by Faculty Type				Total Credit Hours
	Full Time	Part Time	Full Time	% for Full Time	Part Time	% for Part Time	
2020	2	2	489	74%	168	26%	657
2021	2	2	423	62%	264	38%	687
2022	2	3	435	55%	360	45%	795

Faculty Name by Type for Most Recent Academic Year

Full Time: Robert Bartelli, Cathy Kibler

Part Time: Walter Allen, Laura Boeckman, and Hannah Womack



## Comprehensive Program Review 2022

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Program Name: Nursing

Semesters Reviewed:

AY 2020: Fall 2019, Spring 2020, and Summer 2020

AY 2021: Fall 2020, Spring 2021, and Summer 2021

AY 2022: Fall 2021, Spring 2022, and Summer 2022

Completed by:

Nurse Faculty: Carly Beachner, Kim Beachner, Haley Beeman, Kathi Bennett, Julie Page, Aaron Smith, and

Cheryl Smith.

Program Assistant: Sherry Simpson

Program Director: Dr. Dee Bohnenblust

Date: 2/1/2023

### **Assessment Committee Recommendations:**

The committee agrees with the Program Vitality Statement of Category 2—maintain current levels of support/continuous improvement.

### **President's Council Recommendations:**

President's Council agrees with the Assessment Committee's recommendations, but does note that an increase in student enrollment (as stated in long-term goals in Section 10), may require the program to move to Category 1--Potential Enhancement in upcoming academic years.

## 1.0 Program Summary

Provide a descriptive summary of the program.

Narrative:

The Associate Degree Nursing (ADN) Program began in 1968 and was approved by the Kansas State Board of Nursing. The first ADN class graduated in 1970. The nursing program gained national accreditation from the National League for Nursing (NLN) in 1975. The most recent reaccreditation from Accreditation Commission for Education in Nursing (ACEN) occurred in 2021.

The Associate Degree Nursing (ADN) Bi-Level program was initiated in July 1981. This program enables students the option to become licensed practical nurses after successfully completing one year of study. The first level prepares the student to enter the second level of the nursing curriculum and to take the National Council Licensure Examination-Practical Nurse (NCLEX-PN) examination, which qualifies students for the practical nurse licensure (LPN). Upon completion of the second level of nursing, the graduate earns an associate of applied science degree and is eligible to take the qualifying examination, National Council Licensure Examination-Registered Nurse (NCLEX-RN), for registered nurse licensure (RN).

The LCC nursing program is an established leader in Kansas Associate Degree Nursing Education due to the utilization of creative teaching with evidence-based methods and integration of technology throughout the curriculum. The LCC Nursing Program is respected in the health care industry in Southeast Kansas, Northeast Oklahoma, and Southwest Missouri for both Licensed Practical Nurses (LPN) and Registered Nurses (RN). The nursing program strives to maintain currency and be proactive in preparing for the future of nursing education.

## 2.0 Student Success

Provide a definition of how student success is defined by the program.

Narrative:

The Nursing Faculty Organization (NFO) has chosen pre-requisites and co-requisites that enhance the knowledge that is necessary for preparing a foundation for the study of nursing. The department believes that student success is defined by students gaining knowledge in the field of nursing, developing clinical judgment, critical thinking, and application in patient care. Success is built by applying that knowledge through clinical observation, clinical participation, simulation, and testing. To succeed in the program the students are required to meet/exceed an 80% benchmark. Students have to demonstrate specific nursing skills throughout the program in order to progress in the program. In addition to student learning outcomes, there are clinical leaning outcomes and clinical skills competencies that are clearly defined for each nursing course in the Clinical Evaluation Tool.

## 2.1 Achieve/Promote Student Success

Describe how the program achieves and promotes student success. Focus on those activities and innovation that are within the three-year comprehensive cycle.

Narrative:

To promote student success all nursing courses use active learning strategies. Below are some examples of active learning strategies that are used.

- Lecture with PowerPoint
- Educational Videos – ATI, YouTube, Self-Made
- Mind Mapping for review of Curriculum Content
- Handouts to augment Curriculum Content
- Discussion Questions
- Skills Laboratory for Hands-on Learning
- NCLEX style Questioning
- In-class and Patient-Care Simulation
- Physical Examples of Equipment/Demonstration
- Facilitated Note Taking to Promote Critical Thinking

- Interactive Gaming with Electronic Resources (Ex. Jeopardy)

All courses also have clinical activities that are specific to that course to aid in student learning and success. The following table displays how each nursing course promotes success by involvement in the community.

Nursing Course	Activity related to Local, Regional, National, and Global Health Care
NURS 120 Fundamentals of Nursing	Regional Flu Shot Clinics for the surrounding communities to mimic pandemic mass vaccinations. Global health events are discussed in classroom when it is appropriate.
NURS 122 Medical-Surgical Nursing	Current events are discussed in classroom when it is appropriate, such as articles describing medication errors. Students watch video concerning medication errors, national pandemics and proper use of PPE during the National COVID-19 pandemic.
NURS 124 Family Nursing I	Provided "Teddy Bear Clinic" at Curious Minds. Global health events are discussed in classroom when it is appropriate.
NURS 203 Family Nursing II	Autism clinical experience. Teaching assignment to teach a pediatric condition to peers. Topics include, dental hygiene, nutrition, bullying, and stranger danger. Assist school nurse with healthy kid assessments. Lafayette House (Safe house for battered women and drug abuse counseling with community resources and family & client visits).
NURS 201 Mental Health Nursing	Osawatomie State Hospital and Lafayette House exploration tours. Student service-learning projects. Labette Center for Mental Health Substance Abuse Program and Mental Health First Aid Certificate completion.
NURS 205 Advanced Medical-Surgical Nursing	Current events are discussed in classroom when appropriate. Student led evidence-based conferences with topics regarding safety, holistic care, and a speaker currently active in healthcare.

The faculty use remediation as a tool to allow students to work on study skills, test taking strategies, and improve future grades. The students have appointments with the faculty one-on-one for remediation meetings. The faculty use various electronic resources including ATI Assessment Technology Institute (comprehensive testing and review program designed to provide students with various learning tools to assist them in learning course content, identifying strengths and weaknesses, reviewing content, and improving test-taking abilities) as well as Elsevier supplemental resources from the student purchased textbooks to reinforce learning throughout the program, including SimChart (an academic electronic health record to provide practice documentation). Davis Advantage is another supplemental electronic resource used in some courses to enhance learning through short videos, case studies, and quizzing. Metacognition is presented during the first semester of the nursing program to introduce a proven set of study skills to

enhance success. The textbooks and electronic resources are initiated in the beginning of the program and have continued usage throughout the program. Referrals to the student success center are completed in all courses prior to midterm for study skills, tutoring, and/or accommodations as needed. Instructors are available through office hours to meet with students and assist with any needs pertaining to student success. The skills laboratory is open for usage during college hours to allow for practicing of clinical skills.

### **3.0 Reflection on Current Curriculum**

Please describe curriculum holistically, speaking specifically to the breadth, depth, and level of the discipline. Additionally, provide narrative on the coherence of the curriculum and the processes by which the program updates and keeps curriculum relevant.

Narrative:

#### **Curriculum**

The nursing program curriculum has a multifaceted framework developed by the nursing faculty to meet regulations, guidelines, practice standards, and currency. The Nurse Faculty Organization (NFO) believe that the curriculum is developed to meet the mission and philosophy of the nursing program and the mission of Labette Community College.

The curriculum incorporates the guidelines and regulations of the Kansas Board of Nursing through the directives in the Nurse Practice Act, which was updated in July of 2022. The curriculum incorporates professional standards of the American Nurse Association (ANA) Code of Ethics, the National League for Nursing (NLN) standards, and Quality and Safety in Nursing Education (QSEN) competencies, to ensure effective and safe delivery of patient care.

The nursing program faculty adopt various learning theories in curriculum delivery. One of the theories embraced by the NFO is Patricia Benner's (nurse theorist) novice to expert learning theory. Students begin the nursing program in the Fundamentals of Nursing course and each successive course builds on the knowledge gained from the foundational novice course. With this theory, the NFO believe that students begin at a foundational novice level and progress to an expert level during the final nursing course, Advanced Medical Surgical Nursing. In addition, the nurse faculty implement Bloom's Taxonomy throughout the program so that students' progress from knowledge based questioning to the application level and above. Nurse faculty utilize active learning strategies to enhance content learning in the classroom and application of theory to simulated patient care and clinical patient care. The curriculum is reviewed and



updated throughout the year during monthly NFO and curriculum meetings. Additionally, a gap analysis is completed by the faculty at the end of the instructional year comparing data from standardized testing to the National Council of State Boards of Nursing (NCSBN) NCLEX-RN Blueprint.

The End of Program Student Learning Outcomes (EPSLOs) are the outcomes that are endorsed by the Kansas State Board of Nursing (KSBN), approved by Accreditation Commission for Education in Nursing (ACEN), and required by Kansas Board of Regents (KBOR) Associate Degree Nursing Degree Alignment. The following End of Program Student Learning Outcomes (EPSLOs) have been adopted and integrated into each course of study in the nursing program and must be met for students to be successful in the program.

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice.
5. Provide leadership in the management of care to meet client needs using available resources and current technology.
6. Generate teaching and learning processes to promote and maintain health and to reduce risks for a global population.
7. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.

To further maintain currency in the curriculum; textbooks are reviewed annually for any updates with the goal of using textbooks that have been published within the last 3 years. The Nurse Faculty also stay current with nursing journals and by attending nurse educator conferences. Several faculty members are practicing nurses in the community and maintain practice experience within their specialty.

Each course in the curriculum includes culturally, ethnically, and socially diverse concepts. Faculty define diversity as, identifying differences among persons, ideas, values, beliefs, and ethnicities while affirming the uniqueness of each individual. In order to ensure consistency across the curriculum, the nursing program uses this definition in all matters concerning diversity in the program. Many classroom discussions include

cultural practices among families and communities. Community-based learning is done through-out the program. Students are involved with nursing clinical rotations in this community and within the Southeast corner of Kansas and within several sites in Joplin, Missouri. Each nursing class assigns an additional community health project, such as Immunization Clinics, Pediatric Health/Wellness Clinic and Mental Health Support Group and Awareness events.

### 3.1 Degrees and Certificate Offerings

List what degrees and certificates are offered and describe how the program curriculum supports other degrees and certificates awarded by the college (if applicable).

Narrative:

**Degree:** Associate in Applied Science of Nursing is awarded to students who successfully complete level I and level II of the program. Additionally, an Articulating LPN is awarded the Associated in Applied Science of Nursing degree after completing level II. These students are then eligible to take the NCLEX-RN to become Registered Nurses.

**Certificate:** Practical Nurse Certificate is awarded after successful completion of level I of the program. Students are eligible to take the NCLEX-PN, which is optional for students to take this licensing exam. The following table displays the Nursing Program Curriculum indicating the certification a degree offerings:

#### BI-LEVEL NURSING PROGRAM CURRICULUM

Program of Study		
<b>PREREQUISITES</b>		
ENGL 101	English Composition I	3 Credits
BIOL 130	Anatomy & Physiology with lab	5 Credits
MATH 115	College Algebra	3 Credits
PSYC 101	General Psychology	3 Credits
<b>LEVEL I</b>		
<b>General Education Requirements</b>		
NURS 207	Pathophysiology (Prerequisite – (A&P)	3 Credits
PSYC 201	Developmental Psychology	3 Credits
<b>Nursing Requirements</b>		
NURS 120	Fundamentals of Nursing	10 Credits (8 theory, 2 clinical)
NURS 122	Medical-Surgical Nursing	9 Credits (6 theory, 3 clinical)
NURS 124	Family Nursing I	3 Credits (2 theory, 1 clinical)
<b>Practical Nurse Certificate awarded after successfully completing Level I</b>		
<b>Optional: Eligible to take the NCLEX-PN</b>		
<b>Articulating LPNs ONLY</b>		
NURS 126	Bridge Course for LPNs	1 Credits
NURS 206	Health Assessment	3 Credits
<b>LEVEL II</b>		
<b>General Education Requirements</b>		
BIOL 201	Microbiology with lab	5 Credits
ENGL 102	English Composition II <i>or</i>	3 Credits
COMM 101	Public Speaking	3 Credits
<b>Nursing Requirements</b>		
NURS 201	Mental Health Nursing	4 Credits (2 theory, 2 clinical)
NURS 203	Family Nursing II	4 Credits (2 theory, 2 clinical)
NURS 205	Advanced Medical-Surgical Nursing	8 Credits (4 theory, 4 clinical)
<b>Associate in Applied Science Degree in Nursing awarded after successfully completing Levels I and II</b>		
<b>Eligible to take the NCLEX-RN</b>		

General education and prerequisites are chosen by the NFO to enhance professional nursing knowledge and practice. Currently, nursing courses total 41 credit hours (62%) and general education courses total 25 credit hours (38%). We invite the general education instructors to our advisory committee and Nurse Faculty Organization meetings for collaboration and student success. The table below reflects the general education requirements and rationale for each course:

**Bi-Level ADN Program General Education Courses, Rationale, and Congruency to EPSLOs**

<b>General Education Course</b>	<b>Credits</b>	<b>Course Description/Rationale</b>	<b>End-of-Program Student Learning Outcomes</b>
MATH 115 College Algebra Pre-requisite	3	This course continues from MATH 100 Intermediate Algebra to cover and extend the properties of functions and their inverses, properties and graphs of the exponential and logarithmic functions, graphing techniques for general higher order polynomials and rational functions, and various solution techniques for solving higher order linear systems of equations. Topics on sequences and series will be presented as time permits. Use of technology such as the graphing calculator and some computer packages will be incorporated into the course. (Drug Calculation)	Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence- based practice.
BIOL 130 Anatomy and Physiology Pre-requisite	5	Anatomy and Physiology is the study of the structure and function of different systems of the human body. The course covers functional anatomy with emphasis on basic principles and physiological activities of different systems of the body. The laboratory is designed to provide hands- on study of the organisms/organ systems studied in the lecture portion of the course. Cat dissection is a mandatory and important portion of the laboratory study. This course meets the requirements of the students interested in nursing, respiratory therapy, radiography, physical education, biology, and other allied health courses. (General Body System Introduction)	Integrate caring behaviors in practicing the art and science of nursing within a diverse population. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence- based practice.
PSYC 101 General Psychology Pre-requisite	3	This course surveys the field of human psychology. It is the first course offered in psychology and, as such, it introduces the student to the fundamental methods and points of view in the scientific study of human behavior. (Psychological Principles)	Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
ENGL 101 English Pre-requisite	3	This course develops students' abilities in basic, written communication skills. It provides guidance in the areas of traditional grammar and communication logic and gives students practice in applying principles of exposition. (Documentation and Writing Skills)	Generate teaching and learning processes to promote and maintain health and to reduce risks for a global population. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.

## 4.0 Faculty Success

Faculty success over the three-year comprehensive cycle should be highlighted in this section. The accomplishments can embrace academic achievement in the discipline, national or regional honors, campus activities that support student success, or other innovations, research, teaching, and community service.

### Narrative:

Nurse faculty are professionally and academically qualified and maintain expertise in nursing practice and education. All nurse faculty credentials meet the governing organization, the Kansas State Board of Nursing (KSBN), and the governing organization's accrediting agency requirements to teach assigned nursing courses. The nursing program faculty follow and comply with the KSBN Nursing Practice Act Statutes and Administrative Regulations, which determines faculty qualifications for nursing education programs.

Over the past three years faculty members have regularly attended conferences, such as Kansas Council of Associate Degree Nurse Educators (KCADNE), which is dedicated to nursing education in Kansas. In recent years, the faculty have attended the National League for Nursing (NLN) national conference, Organization of Associate Degree Nurse Educators (OADN), and the Nurse Educator Institute (NEI). Faculty attend specialty conferences to become informed about their course content areas and patient care simulation.

To endorse involvement in College functions and community events, nurse faculty participate in community-based flu shot clinics, local Red Cross Blood Drives, Curious Minds Children's Museum Teddy Bear Clinic, Parsons State Hospital and Training Center Christmas Gift Drive, and LCC Auction for Scholarships. They also volunteer for campus projects, such as the LCC Student Food Pantry and the Free Student Meals program.

Nurse faculty participate in a variety of professional organizations, such as the American Nurses Association (ANA), Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN), Society of Pediatric Nurses (SPN), and American Association of Critical Care Nurses (AACN). Many full-time faculty hold certifications in the specialty area they teach, such as Mental Health First Aid and Advanced Cardiac Life Support (ACLS). Every full-time nurse faculty are members of the National League for Nursing (NLN) and the Organization of Associate Degree Nurses (OADN). Through these memberships, faculty have many resources available to assist them in current evidence-based practice and teaching.

The nursing faculty utilize a variety of evidence-based teaching strategies learned from professional development activities to assist in student success and engagement in the classroom setting. Many different methods of instruction are utilized in the classroom to facilitate different student learning styles. Examples include, small group activities, case studies, electronic medical record charting, low fidelity simulation, large group activities, concept mapping, utilization of concept maps, and current evidence based practice knowledge from nursing journals.

## 5.0 Program Accomplishments and Reflection on Data/Trends

In this section, departments should highlight noteworthy program accomplishments over the three-year comprehensive cycle. Programs should also provide thoughtful reflection on the data provided on student success, attrition, completion, etc. Programs should also report on findings from course and program assessment data. Programs should also provide context of any trends in the data, as well as external trends that may have affected the data.

Narrative:

### Student Success, Completion and Attrition

The Bi-Level Associate Degree Nursing (ADN) Nursing Program allows the student the option to sit for the NCLEX-PN after the successful completion of Level I and the eligibility to take the NCLEX-RN after successful completion of both Level I and II. The nursing program has met or exceeded the state, as well as the national average NCLEX-RN first-time pass rate benchmarks for the past three (3) years. Although the NCLEX-PN examination is not required in the Bi-Level ADN Nursing Program, the program continues to trend the data of those students who choose to take the examination. The program's first-time NCLEX pass rates for the past several years have been reflective of the faculty's ongoing assessment and documentation for improvement of graduates' success on the licensure examination.

#### Trended Data for First-Time Test-Takers for NCLEX-RN Licensure Examination

Academic Year	First Attempt %	Overall %	State %	National %
2022	91.66%	100%	TBA	79.90%
2021	90%	100%	84.58%	82.48%
2020	89.66%	100%	86.18%	86.57%
2019	100%	100%	86.6%	88.18%

#### Trended Data for First-Time Test-Takers for NCLEX-PN Licensure Examination

Academic Year	First Attempt %	Overall %	State %	National %
2022	100%	100%	TBA	79.93%
2021	100%	100%	87.20%	79.60%
2020	78.95%	90%	89.64%	83.08%
2019	100%	100%	89.24%	86.18%

Faculty utilize the Mountain Measure NCSBN Program Reports, a detailed document that compiles results from the NCLEX examinations, to assess and analyze data from program graduates who have taken the

licensure examination. This tool is used by the nurse faculty to drive decision making for the maintenance and improvement of graduates' success on the licensure examinations.

Examples of revisions or actions taken to increase student success on licensure examinations:

- Faculty continue to require a 3-day Live Assessment Technologies Institute (ATI) NCLEX Review as part of the NURS 205 Advanced Medical-Surgical course prior to graduation and taking the NCLEX-RN examination.
- Through program improvement funding provided by a clinical partner, Freeman Health Systems of Joplin, Missouri, faculty made the decision to offer graduating students a 3-week online NCLEX Review course from NCSBN.
- Learning Activities that promote Clinical Reasoning/Judgement are included in each nursing course in the curriculum.

The nursing program admits students once a year in August. The program has two (2) options for entry, the traditional Bi-Level ADN and the articulating LPN-to-RN. The program only has one location and one graduation date in May. The bi-level nursing program is delivered on ground with some prerequisite and NURS elective courses offered online or by arrangement. According to LCC Program Review Data Summary the nursing courses perform at 80-100% for student completion. Over the same time period, student success ranges from 79-100%, illustrating program success and student learning. Attrition rates remain low overall, from 0-15%, as seen in the Program Review Data Summary (Appendix 1). In reviewing course assessment data, by location, course completion, success, and attrition is reflective of positive trends in nursing courses.

Faculty continue to evaluate and compile data from course completion each semester to determine ways to increase the overall program completion rates. The nursing director and nurse faculty consider the following when looking at student completion rates in the program:

- Associate Degree Nursing Program completion rates at the state and national levels.
- Socioeconomic level and demographic area of Southeast Kansas schools of nursing.
- The "At-Risk" student profile for each beginning cohort group is developed and is available to faculty to aid in individual student advisement and program completion.

The nursing program faculty utilize multiple strategies to promote student success throughout the curriculum and program completion rates. Success strategies are integrated into each course.

Examples of strategies used by faculty include:

1. Reviewing and remediating a unit examination if scores are below the 80% benchmark.
2. Requiring a 2-hour study hall before each exam while course exam average is below 80%.



3. Referring the student to the Student Support Services (SSS).
4. Meeting with nurse faculty during the first two weeks of class to assist with the transitional change of a new course.

Nurse faculty utilize e-mail to encourage peer tutoring in the SSS. During the February 2020 NFO meeting, Elizabeth Robinson from the SSS reported that approximately 25% of the nursing students referred to them for tutoring followed up after the initial meeting. To address this issue, nurse faculty, again encouraged individual students to seek assistance through the SSS to achieve course success.

Additionally, nurse faculty and the nursing director continue to make efforts to develop a tutoring program to assist students within the nursing program. As part of each NFO meeting, faculty discuss teaching delivery systems, known as “teaching strategies”, to promote interactive learning within the classroom and clinical. At-risk student profiles are part of the program evaluation and continue to be utilized by faculty to identify students early in the program to assist in program completion.

Examples of Program Strategies to Improve Completion Rates:

- Faculty complete mid-semester performance improvement plans for student below 80% to allow time to change study habits and bring grades above the 80% benchmark.
- The faculty requires students to complete a Performance Improvement Plan when a course is repeated and may require the student to complete co-curricular courses and/or remediation activities before readmission to repeat a course.
- A nurse faculty member serves on the LCC College Completion (Retention) Committee in order to maintain the college mission on completion within the Nursing Program.
- Each faculty member reviews the “At-Risk” student profile prior to teaching the cohort group.
- A math competency exam is given in each nursing course as a clinical requirement and must be passed with a 94%, in 3 attempts, prior to attending patient care clinical.

### **Declared Awards, Transfers, and Placements**

In reviewing the Program Review Data Summary (Appendix 1), declared awards and transfers have diminished and mirrored the college enrollment pattern, however job placement remains stable. Faculty calculate the job placement rate as the percentage of graduates who report employment in a Registered Nurse (RN) position 6 months following program completion. All graduates are contacted and mailed the post-graduate self-evaluation survey six (6) months following graduation. Graduates are asked if they are working as a registered

nurse and if they are working in a health care system or outside a health care system. Graduate Survey responses to the job placement questions are reflected on the following table.

### Aggregated Job Placement

Year	Total Number of Graduates	Total Number of Graduates Responding	Response Rate	Job Placement Rate
2019	20	19	95% (19/20)	100%
2020	29	29	100% (29/29)	95%
2021	21	20	95% (20/21)	100%

The program reviews the three (3) most recent years of job placement data to discover trends or themes that prompt program decision making to increase the job placement for graduates. For example, as a direct result of the analysis of aggregated data for job placement, the faculty made the program decision to implement a career fair and to invite area healthcare employers to set up tables and give students the opportunity to discover multiple options for employment after graduation. Both students and the nurse faculty have viewed the career fair as a positive addition.

In an effort to analyze assessment data and maintain the current job placement rates for graduates, the nursing faculty assist students to begin thinking about job placement from the start of the program during orientation and continue until the final course during the career fair and preceptorship clinical experience. Additionally, faculty have added more accountability and professionalism activities to the curriculum over the past several years to promote nursing as a professional and trustworthy occupation.

The following table highlights professional activities, utilized by the nursing program, which promotes job placement for nursing graduates.

**Professional Activities that Drive Program Decisions to Promote Job Placement**

Professional Activity	Frequency/Course	Program Decisions to Promote Job Placement
Professional Address of Faculty	Integrated in Curriculum	To promote professionalism and respect.
White Coat Ceremony	Fall Semester/Program	To promote recognition of entrance into a valued profession.
ATI Civility Mentor	Fall Semester NURS 120 Fundamentals	Promotes civility in the program and in the workplace.
Trends I, Transitions, and Trends II	Integrated in Curriculum	Scope and Standard of Practice, Leadership and Management skills.
QSEN Journal Response and Presentation	Spring Semester NURS 122 Medical-Surgical.	Reinforces the importance of patient safety in the clinical setting.
Emotional Intelligence Activity	Spring Semester NURS 124 Family Nursing I	Student recognition of self-awareness and reaction to situations and to others.
"Bring Your A Game to Work"	Spring Semester NURS 124 Family Nursing I	Promotion of professionalism and accountability in the workplace.
Personal Mission Statement	Fall Semester NURS 203 Family Nursing II	Encourages the student to start thinking about the professional nurse they want to become.
Honor Code	Beginning each Semester	To promote the values and integrity needed in the nursing profession.
Career Fair	Spring Semester NURS 205 Advanced Medical-Surgical.	This day provides students a seminar on interview skills and résumé writing, as well as the chance to meet and talk with representatives from local hospitals, clinics, and BSN programs.

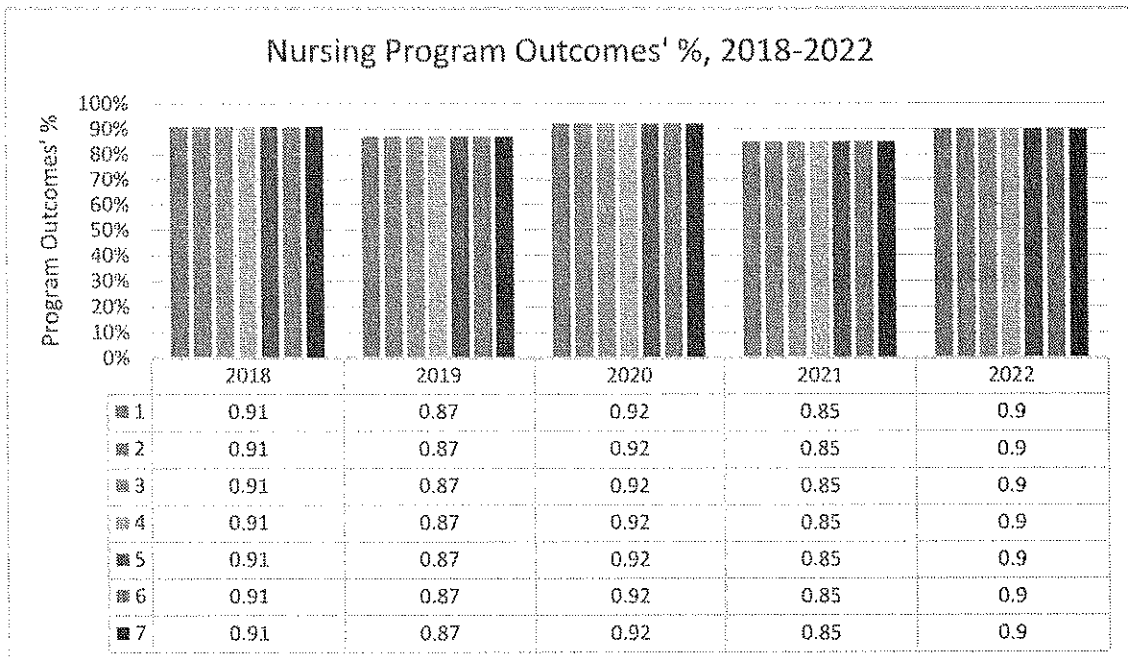
Overall, in review of the program accomplishments and reflection of the data and trends, the nursing program student success and completion can be attributed to the large number (93-99%) of credit hours taught by full time faculty. Further illustrating continuity and consistency of the nursing program and curriculum.

### Assessment of Student Learning: Nursing Program

The following information is a cumulative college-generated report for the end-of-program student learning outcomes for the years 2018- 2022.

#### End-of-Program Student Learning Outcomes (EPSLOs):

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
3. Collaborate with clients and members of the interdisciplinary health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice.
5. Provide leadership in the management of care to meet client needs using available resources and current technology.
6. Generate teaching and learning processes to promote and maintain health and to reduce risks for a variety of clients.
7. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.



1. What did you learn from this past year's program data?
  - Program Outcomes are derived from the student learning outcomes in each nursing program course. This data is reflective of the number of students who successfully meet the student

learning outcomes in each course with an 80% (grade A or B) benchmark. Students must achieve an 80% in each nursing course before proceeding onto the next course in the program according to the Progression Policy set forth by the program.

- Each of the course and program outcomes are viewed as equally important to passing the course, thus if a student earns less than 80% in the course, they would not achieve any of the course/program outcomes.
- The fluctuation of student success over the past five years may be a reflection of using non-proctored testing during the COVID-19 off campus time period. Additionally, faculty noted that during COVID-19, there was less face-to-face time to help students with application and learning of hands-on skills development. Lastly, students experienced an increased level of stress and anxiety during the COVID-19 time period, reflecting a decreased number of students and completion rate variables.

2. What did you not learn from the data?

- The data is difficult to interpret as it reflects Level I and Level II students combined in the same reporting period, not a single cohort of students in the program. Program evaluation and decisions for student cohorts are made based upon the analysis and achievement of Program Student Learning Outcomes in the Systematic Evaluation Plan completed annually.

3. What do you hope to learn and/or do for this upcoming school year?

- Each year the program completes an extensive evaluation on each of the Program Student Learning Outcomes as part of the Systematic Evaluation Plan. This document utilizes an expected level of achievement for each Program Student Learning Outcome using measureable assessment methods. Program decisions are determined and driven by the faculty according to the standards set forth by ACEN.

## 6.0 Mission Alignment

Programs should indicate how the program’s offerings align with the LCC mission: Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.

Narrative:

Labette Community College (LCC) endorses a Vision Statement, a Mission Statement, and Core Values as found in the LCC College Catalog. The LCC Nursing Program’s Mission Statement, Purpose Statement, Philosophy, and Conceptual Framework are located in the *Student Nurse Handbook* and are congruent with the mission and values of the college. The nursing program compares the LCC Mission Statement with the Nursing Program Philosophy and illustrates congruency between the mission and purpose of the college and the nursing program. There is a strong congruency between the college and Nursing Program mission, vision, and core values and philosophy statements. The mission and vision of the Nursing Program are compatible and promote student learning

The end-of-program student learning outcomes (EPSLOs) and Level Outcomes are clear, published in the *Student Nurse Handbook*, and provide a base for student learning across the nursing curriculum. The Kansas Nurse Practice Act is the legal foundation for teaching nursing students the scope of practice of licensed practical and professional nurses. The goal of the nurse faculty is to educate quality, caring, and safe practitioners who are prepared to sit for the NCLEX-PN and NCLEX-RN examinations. The nurse faculty goals are to prepare graduates for entry-level practice into a variety of health care settings as well as the promotion of advanced nursing careers into positions of leadership and advanced practice. The following table compares the Mission, Vision, and Core Values of the college with the Nursing Program Mission, Vision, and Philosophy.

**Congruency of Nursing Program with the Core Values, Mission, and Vision of the Governing Organization**

LCC Student Nurse Handbook	LCC College Catalog
<p style="text-align: center;"><b>Nursing Program Mission Statement</b></p> <p>The LCC Nursing Program provides quality learning opportunities to prepare competent practical and associate degree nurses in a supportive environment for success in a changing world.</p>	<p style="text-align: center;"><b>Mission Statement</b></p> <p>Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.</p>
<p style="text-align: center;"><b>Nursing Program Purpose Statement</b></p> <p>The purpose of the nursing program at LCC is to prepare practical nurses to provide health promotion interventions and care for clients in structured settings and to prepare professional associate degree nurses to practice culturally competent nursing care across the life span in all health care settings.</p>	<p style="text-align: center;"><b>Vision Statement</b></p> <p>Labette Community College will continue to enhance its standing as an exceptional college by striving for excellence in all its programs, services, and activities.</p>

<b>Nursing Program Philosophy</b>	<b>LCC Core Values</b>
<p>The nurse faculty believes that the nursing student studies the art and science of helping individuals, families, and the community to achieve optimal wellness. The nurse faculty creates an environment that is conducive to learning. It is the responsibility of the nurse faculty to keep current on evidence-based practice developments in nursing education and clinical practice, and to facilitate student learning and growth as professionals.</p> <p>In the process of promoting health, students use critical thinking to shape clinical decision-making in the application of the nursing process. An integral part of the nursing process is communication and the ability to teach clients how to care for themselves safely and effectively. As a manager of care, the student nurse prioritizes client needs according to Maslow's Hierarchy of Needs. Collaboration with other members of the health care team is necessary to achieve client outcomes. Practical nurses are educated to provide health promotion interventions and care for ill clients experiencing low-risk health needs in structured settings. Professional nurses are prepared to practice culturally competent nursing care across the lifespan for health care consumers with low-risk or high-risk health needs, in community, institutional, acute care, rehabilitation, and critical care settings. It is the responsibility of each student to achieve academic excellence for the purpose of preparing to provide evidence-based nursing care in a changing health care environment. Graduates must be committed to engage in lifelong learning, adhere to principles of ethics and legal standards in the state in which they are licensed, and base their practice upon the American Nurse Association (ANA) Standards of Practice.</p>	<p>The vision and mission of Labette Community College reflect a set of core values shared by students, faculty, staff, administration, and Board of Trustees. These core values serve as the guiding principles of the college community as we plan for the future:</p> <p style="text-align: center;"> <b>Student Learning</b>  <b>Education for a Globally Connected World</b>  <b>Continuous Improvement</b>  <b>Integrity and Transparency</b>  <b>Sustainability</b> </p>

Located in the *Student Nurse Handbook*, the philosophy is designed around the defining competencies and concepts where student nurses prioritize client needs according to Maslow's Hierarchy of Needs. The philosophy further expands on the collaboration with other members of the health care team to achieve client outcomes, which confirm effective promotion of health, care of illness, and demonstrating responsible and economical use of fiscal, human, and equipment resources.

The nursing faculty strive to ensure the program curriculum complies with the college core values that provide the foundation of LCC. In addition to congruency between the college mission, vision, and core values, the nursing program EPSLOs also demonstrate congruency with the college. The nursing program EPSLOs align with the College Core Values as demonstrated in the following table.

Congruency Between College Core Values and the Nursing Program EPSLOs

LCC Core Values	Nursing Program End-of-Program Student Learning Outcomes
<p>Student Learning: Labette Community College makes every effort to provide collegial programs and services by providing a caring and qualified faculty/staff to assist all students and community members in attaining the foundational skills and knowledge essential for success in work and in life, in a supportive and accountable environment.</p>	<p>Integrate caring behaviors in practicing the art and science of nursing within a diverse population.</p>
<p>Education for a Globally Connected World: Labette Community College promotes the diversity in our communities and our world by valuing the dignity, worth, and potential of all persons; by using diverse delivery methods and evolving technology; and by improving the communities we serve through civic engagement opportunities.</p>	<p>Provide leadership in the management of care to meet client needs using available resources and current technology and generate teaching and learning processes to promote and maintain health and reduce risks for a global population.</p>
<p>Continuous Improvement: Labette Community College strives for continual institutional improvement through strategic planning, program and departmental reviews, outcome assessments, professional development, performance agreements, policy and procedure updates, and campus environmental enhancements.</p>	<p>Collaborate with clients and members of the inter-professional health care team to optimize client outcomes and formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice.</p>
<p>Integrity and Transparency: Labette Community College operates in an environment of integrity and transparency through honest ethical practices, open communication, and accountability, for transactions with all constituencies.</p>	<p>Demonstrate effective communication methods to manage client needs and to interact with other health care team members.</p>
<p>Sustainability of the Institution: Labette Community College encourages innovation and personal growth, maintains financial accountability, supports student retention and success, and plans strategically for the future, while adhering to state, federal, and governing agency guidelines.</p>	<p>Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.</p>



## 7.0 Fiscal Resource Narrative

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. 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 DOI/VPAA and other decision-makers and to inform financial decisions made throughout the year. In the narrative below, please explain any requests for additional dollars over the current academic year budget, then include the budget amounts on the budget worksheet.

### Narrative:

There will be no new requests for this year.

Projected program student fees are reflective of estimated cost based on available information as of January 2023.

Labette Community College (LCC) revenue sources include tuition, fees, and state funding. In addition, the nursing program receives the Kansas Nurse Initiative Grant and Carl Perkins funding. Fiscal resources are sufficient for the program to achieve the end-of-program student learning outcomes and program outcomes. The nursing program endeavors to improve and to maintain learning resources and teaching tools that are current and comprehensive to meet the changing needs of students.

## 8.0 External Constituency and Significant Trends

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

### **Program Advisory Committee:**

The Nursing Advisory Committee is comprised of community members of interest for the nursing program, with representatives from area high schools, public health agencies, clinical agencies, healthcare employers, governing organization, program students, and graduates. This committee has input into program decision making by offering suggestions for improvements and advisement on effective student clinical experiences. The faculty and director meet semi-annually, in the fall and spring, with the Nursing Advisory Committee.

The assessment of end-of-program student learning outcomes (EPSLOs) and program outcomes are shared with the Nursing Advisory Committee in print and verbally, as part of the agenda packet each fall semester. The end-of-program student learning outcomes, program enrollment, curriculum reports, and budget data are shared with members of the committee to promote input and feedback to the nurse faculty for program improvements. The nursing director provides each member a packet of information to guide and encourage input from the committee. For example, the packet contents would include; agenda, faculty/staff reports, graduate follow-up reports, student achievement outcome data, such as NCLEX-RN first-time pass-rates, program completion rates, and graduate job placement rates. Additionally, the Nursing Advisory Committee packet also contains, the Systematic Plan of Evaluation (SPE) that includes the assessment and data to support evaluation of the EPSLOs. The program has elected to continue graduate and employer satisfaction follow-up surveys to comply with Carl Perkins grant reporting by the college, and these results are shared with the Nursing Advisory Committee through review of the Program Evaluation Notebook of Continuous Quality Improvement.

The public and the Nursing Advisory Committee members are informed of student achievement for NCLEX-RN pass rates and program completion through the college nursing program web page. Moreover, the Kansas State Board of Nursing (KSBN) website publishes all Kansas Schools of Nursing pass rates for public viewing. The nursing program values the members of the Advisory Committee to advise and to direct the program toward success.

## Nursing Advisory Committee Membership

Nursing Advisory Committee Member	Community of Interest
Morgan Alexander, MSN	Clinical Instructor
John Bolander, ADN, RN	Program Graduate
Cindy Carreno, BSN, RN, MHA	Ascension St. John Jane Phillips
Ben Cochran, DNP, APRN, NP-C	Labette Health Family Practice Clinic and Graduate
Gena Coomes, PhD, MSN, BSN, RN	Pittsburg State University Nurse Professor RN–BSN Coordinator
Jill Coomes, MSN, APRN-CNS, CNE	Retired Nurse Professor
Tereasa DeMeritt, MSN, APRN, NP-C	Labette Health, ED/Quality Director and Graduate
Cheryl Giefer, PhD, MSN, APRN-NP	PSU School of Nursing Chair
Carol Hale, BSN, RN	Parsons State Hospital & Training Center and Graduate
Amy Jo Holtzman, ADN, RN	Labette Health Nurse Educator and Graduate
Trudy Hill, BSN, RN	LCC Nurse Aid and Med Aide Instructor
Amber Kinder, BSN, RN	Freeman Director Of Nursing Resources
Archana Lal, PhD	LCC Biology Instructor
Kathi McKinney, MHCL, BSN, RN	Chief Nursing Officer at Labette Health
Kim McMunn, ADN, RN	Labette County High School Health Program and Graduate
Stephen Miller, MD	Retired Surgeon
Dona Pendleton, MS, BSN, RN	Clinical Instructor
Jan Schiefelbein, PhD, RN	Pittsburg State University Nurse Professor RN–BSN Coordinator
Donna Vitt, BSN, RN	Labette Health Nurse Education
Lisa Scott, ADN, RN	Labette County Health Dept.
Janelle Wade, MSN, RN	Director of Women’s Services at Via Christi/Ascension
Mark Watkins, Ed.D, E.Ds., MBA, BBA, AA	Governing Organization President
Kara Wheeler, Ed.D, MS, BS	Governing Organization Dean of Instruction
Janelle Weidert, ADN, RN	Labette County Health Dept. and Graduate
Student Class Presidents	Level I and Level II Program Students

### Other External Constituencies:

The nursing program has partnerships that promote excellence in nursing education, enhance the profession, and benefit the community. There are a number of agreements, both formal and informal, between the program and universities that invite students to complete their educational goals toward a bachelor degree in nursing.

LCC Nursing Program and Kansas University (KU) School of Nursing hold a formal articulation agreement that was signed by both schools on September 11, 2012. Kansas University accepts all LCC nursing curriculum courses; furthermore, KU allows the graduate nurse to complete all BSN general education requirements at LCC. The RN graduate can then finish the BSN degree through KU with 30-35 hours that are completed online.

In October 2012, the LCC Nursing Program began a formal conversation with Pittsburg State University Irene Ransom Bradley School of Nursing (PSU) to formulate a written articulation agreement for RN graduates at LCC to have the option to complete a RN-to-BSN degree closer to home. Since this time, the nursing program

has entered into a numbers of agreements with other universities to provide student an option to complete their BSN degree.

The ADN-to-BSN program is another partnership with Pittsburg State University Irene Ransom Bradley School of Nursing (PSU), which began in fall 2016. This partnership allows the second level LCC student nurse to enroll in both the LCC Nursing Program and the PSU Nursing Program at the same time to gain up to four (4) nursing credits of a bachelor of science in nursing (BSN) degree prior to graduating from LCC. In the ADN-to-BSN program plan, the RN graduate can choose either a full-time or a part-time option with PSU Nursing to complete their BSN degree.

In 2018, the LCC Nursing Program joined the Kansas University Community College Nursing Partnership (KUCCNP) to offer students the option of working toward both an associate degree in nursing and a bachelor of science in nursing degree at the same time while attending LCC. Students interested in this partnership would complete two (2) years of general education prior to starting the LCC Associate Degree Nursing (ADN) Program. While the student is enrolled in the ADN program, they would also be enrolled online with Kansas University School of Nursing for the BSN plan of study. With this partnership, the goal for the student is to graduate with an ADN and BSN degree at the same time.

Informal partnerships exist with local healthcare industries and community agencies to maintain current in healthcare trends identified by the greater healthcare community. For example, nurse faculty attend round-table discussions with clinical sites to discuss clinical rotations each academic year. Many clinical sites develop a spreadsheet document of all nursing programs and patient care units utilized by each school to ensure that programs collaborate and share the clinical space. All courses contain a community service and/or service-learning project that promotes partnerships between the nursing program and the community.

Clinical Partnerships provide a clinical opportunity free of charge for students to complete the Clinical Student Learning Outcomes for each of the nursing courses and the IV Therapy course. The following table illustrates the current clinical partnerships utilized by the nursing program to provide the clinical curriculum according to the state and national regulation and standards.

## Nursing Program Clinical Partners

- Ascension St. Johns Jane Phillips
- Ascension Via Christi
- Cancer Center of Kansas
- Cherokee County Health Dept.
- Coffeyville Regional Medical Center
- Community Health Center of SEK
- Crawford County Health Dept.
- Freeman Health System
- Good Samaritan Society
- Labette Center for Mental Health
- Labette County Health Dept.
- Labette Health
- Mercy Health System
- Neosho Memorial Regional Medical center
- Parsons State Hospital & Training Center
- Parsons State Hospital & Training Center- Child Care Center
- Prairie Mission Retirement Village
- Presbyterian Manor
- SEK Interlocal #637
- Southeast Kansas Education Service Center-Greenbush
- USD 503 Parsons
- USD 506 Altamont
- Wilson Medical Center
- Medicalodge-Coffeyville

## Significant Trends In Nursing

Job Projections – Department of Labor KS and National

Employment of registered nurses is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. About 203,200 openings for registered nurses are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Demand for healthcare services will increase because of the large number of older people, who typically have more medical problems than younger people. Registered nurses also will be needed to educate and care for patients with chronic conditions, such as diabetes and obesity.

Job growth is expected across most types of healthcare settings, including hospitals and outpatient care centers that provide same-day services, such as chemotherapy, rehabilitation, and surgery. In addition, because many older people prefer to be treated at home or in residential care facilities, registered nurses will be in demand in those settings.

Employment projections data for registered nurses, 2021-31

Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-31		Employment by Industry
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Registered nurses	29-1141	3,130,600	3,326,000	6	195,400	

## Summary:

Quick Facts: Registered Nurses	
2021 Median Pay	\$77,600 per year \$37.31 per hour
Typical Entry-Level Education	Associate or Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Yes
Number of Jobs, 2021	3,130,600
Job Outlook, 2021-31	6% (As fast as average)
Employment Change, 2021-31	195,400

### What Registered Nurses Do

Registered nurses (RNs) provide and coordinate patient care and educate patients and the public about various health conditions.

### Work Environment

Registered nurses work in hospitals, physicians' offices, home healthcare services, and nursing care facilities. Others work in outpatient clinics and schools.

### How to Become a Registered Nurse

Registered nurses usually take one of three education paths: a bachelor's degree in nursing, an associate's degree in nursing, or a diploma from an approved nursing program. Registered nurses must be licensed.

### Pay

The median annual wage for registered nurses was \$77,600 in May 2021.

### Job Outlook

Employment of registered nurses is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. About 203,200 openings for registered nurses are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Source: US Bureau of Labor Statistics, Retrieved 11/30/2022-<https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab>

## 9.0 Program Vitality Assessment

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans.

**Vitality Category Chosen: Category 2—Maintain Current Levels of Support/Continuous Improvement.**

Explanation for Chosen Vitality Category:

The nursing program is consistent with successful outcomes and will continue to monitor trends, resources and other factors to remain high quality. Each academic year, the nursing program will continue to evaluate the End-of-Program Student Learning Outcomes (EPSLOs) using measurable assessment strategies to ensure students are meeting their goals.

The nursing program shows a stable trend in majors and student credit hour production and the overall cost per student is equal or less to the state and national averages for an entry level nursing program. Additionally, qualitative indicators from end-of-program student surveys and Nursing Advisory Committee surveys indicate the program is quality and performing to meet student learning outcomes.

Successful trends of first-time and overall NCLEX-PN and RN pass rates and high job placement after graduation indicate stability of the nursing program. Accomplishment of the end-of-program student learning outcomes indicates continues improvement within the curriculum to prepare entry level graduates for placement into the health care system. Employers indicate each year on the Graduate Survey, they prefer and employ LCC nurses to fulfill their staffing needs.

## 10.0 Program Goals

Each program should set 1-3 short-term goals and 1-3 long-term goals. These goals should be SMART goals that can be reflected upon in the upcoming annual or comprehensive review.

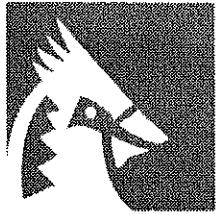
### Short-Term:

1. 85% of students who sit for the Next Generation NCLEX PN and RN examination will pass the first time by December 2023. (Last 3 years in prior table)-Because of changes to test.
2. 15% of all program examination questions will include Next Generation NCLEX style item type questions by August 2023.
3. Each nursing course will add one additional critical thinking activity to promote safe and effective clinical judgment by December 2023.

### Long-Term:

1. Within three (3) years, employers will notice an increase in graduate practice readiness and clinical judgment skills per the employer survey on the Graduate Follow-Up Assessment.
2. Within three (3) years, the nursing program will implement a digital medication dispensing system, as used in the clinical setting, into the Simulation Center to prepare graduates for practice readiness and safe and effective medication skills. This type of simulator would cost approximately \$30,000 and would be purchased through the KNI grant provided by the state for Nursing programs.
3. Within three (3) years, if the program sees an increase in student enrollment, the program will explore the feasibility of employing additional clinical instructors in the Simulation Center to allow students to care for more than one patient at a time to promote practice readiness and safety of multiple patient assignments, as expected in the health care system. This plan would increase the part-time clinical instructor positions from five (5) to eight (8) with an estimated cost of \$29,000.





# LAFAYETTE COMMUNITY COLLEGE

## Program Review Data Summary

Note: All Definitions of data pulled for this summary can be found in Appendix 1 of the Academic Program Review, Planning, and Development Handbook.

Subject: Nursing

Average Class Size, Completer Success, and Attrition

Year (AY dates)	Subject Prefix	Course Name	Total Enrollment	# of Sections	Average Class Size	% Student Completion	%Student Success	%Student Attrition	Student Credit Hours
2020	NURS 116	Pharm/Health Care Providers	50	3	17	93%	87%	7%	150
2021			37	3	12	92%	89%	8%	111
2022			25	2	12	88%	84%	12%	75
2020	NURS 118	IV Therapy for LPN's & RN's	5	1	5	100%	100%	0%	15
2021			5	1	5	100%	100%	0%	15
2022			2	1	2	100%	100%	0%	6
2020	NURS 120	Fundamentals of Nursing	33	1	33	97%	94%	3%	330
2021			24	1	24	100%	96%	0%	240
2022			24	1	24	100%	100%	0%	240
2020	NURS 122	Med-Surgical Nursing	30	1	30	97%	97%	3%	270
2021			22	1	22	95%	95%	5%	198
2022			26	1	26	96%	96%	4%	234
2020	NURS 124	Family Nurs I	29	2	14	97%	97%	3%	87
2021			20	2	10	100%	100%	0%	60
2022			22	2	11	95%	95%	5%	66
2020	NURS 126	Bridge Course for LPN's	1	1	1	100%	100%	0%	1
2021			2	1	2	100%	100%	0%	2
2022			5	1	5	100%	100%	0%	5
2020	NURS 201	Mental Health Nursing	29	2	14	100%	100%	0%	116
2021			22	2	11	100%	100%	0%	88
2022			14	2	7	100%	100%	0%	66
2020	NURS 203	Family Nurs II	33	2	16	100%	100%	0%	132
2021			26	2	13	100%	96%	0%	104
2022			16	2	8	94%	94%	6%	64
2020	NURS 204	NCLEX-RN Review/Prep	25	1	25	96%	96%	4%	75
2021			10	1	10	100%	100%	0%	30
2022			8	1	8	100%	100%	0%	24
2020	NURS 205	Adv Med-Surg	30	1	30	97%	97%	3%	240
2021			21	1	21	100%	100%	0%	168
2022			11	1	11	100%	100%	0%	88

2020	NURS 206	Health Assess for Nurs Pract	4	1	4	100%	100%	0%	12
2021			3	1	3	100%	100%	0%	9
2022			8	1	8	100%	100%	0%	24
2020	NURS 207	Pathophysiology	56	5	11	89%	82%	11%	168
2021			40	4	10	88%	83%	13%	126
2022			48	3	16	85%	79%	15%	144

Course Completion, Success, & Attrition by Location

Year (AY dates)	Location	Total Enrollment	# of Sections	Average Class Size	% Student Completion	% Student Success	% Student Attrition	Student Credit Hours
2020	Online	83	6	12	90%	84%	10%	261
2021		74	6	11	91%	88%	9%	222
2022		40	3	14	78%	75%	22%	120
2020	Main Campus	242	14	17	97%	96%	3%	1,349
2021		165	13	13	99%	98%	1%	954
2022		165	14	12	98%	96%	2%	904
2020	Other (Arrangement, Off-campus, etc.)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021		2	1	2	100%	100%	0%	2
2022		5	1	5	100%	100%	0%	5

Declared Awards, Transfers, and Placements

Year (AY Dates)	# of Degrees/Certs Awarded	# of Graduates Transferring from previous AY year	Total Graduates Exited and Employed (CTE Only)
2020	AAS (RN)--29 Cert (PN)--25	3 10	28 0
2021	AAS (RN)--21 Cert (PN)--14	9 3	19 0
2022	AAS (RN)--11 Cert (PN)--20	1 3	13 0

Student Credit Hours by Faculty Type

Year (AY)	Number of Faculty		Student Credit Hours by Faculty Type				Total Credit Hours
	Full Time	Part Time	Full Time	% for Full Time	Part Time	% for Part Time	
2020	7	2	1595	99%	16	1%	1,611
2021	7	2	1161	99%	17	1%	1,178
2022	7	2	961	93%	68	7%	1,029

Faculty Name by Type for Most Recent Academic Year

Full Time: Kim Beachner, Haley Beeman, Kathleen Bennett, Jill Coomes, Julie Page, Aaron Smith, Cheryl Smith

Part Time: Dr. Delyna Bohnenblust, Bradley Demeritt

Agenda Item: VI.D.  
Date: March 9, 2023

SUBJECT

Approval of Bills

REASON FOR CONSIDERATION BY THE BOARD

Kansas statutes require the Board of Trustees' approval of all expenditures

BACKGROUND

Each month a listing of claims to be paid is presented to the Board for approval.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the bills.

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

2/2/2023

Check Number	Vendor	Description	Account Number	Amount	Total
134585	A T and T	Phone Service - Cherokee Center	11-7103-631-000	\$167.80	
		Phone Service - WTC	12-4204-631-000	\$352.75	\$520.55
134586	A T and T	Internet	11-6401-631-000	\$1,431.32	\$1,431.32
134587	Diamond Coach Charter, LLC	Bus Trip - MBB & WBB - Highland, KS	11-6502-720-000	\$2,829.00	\$2,829.00
134588	Janice S Every	Reimburse - Water for ALICE Kits	11-6504-701-000	\$8.84	\$8.84
134589	Freeman Health Systems	Student Clinical Badges	12-1208-672-000	\$80.00	\$80.00
134591	Jason Hinson	Men's Basketball Travel - 2/11/23	11-5508-601-000	\$400.00	\$400.00
134592	Jason Hinson	Men's Basketball Travel - 2/18/23	11-5508-601-000	\$400.00	\$400.00
134593	Jason Hinson	Men's Basketball Travel - 2/22/23	11-5508-601-000	\$400.00	\$400.00
134594	Jason Hinson	Men's Basketball Travel - 3/1/23	11-5508-601-000	\$400.00	\$400.00
134595	Jason Hinson	Reimburse Meal Money - Highland	11-5508-601-000	\$386.38	\$386.38
134597	Kansas Gas Service	Gas Service - 1230 Main	11-7102-633-000	\$467.32	
		Gas Service - 1306 Main	11-7102-633-000	\$584.12	
		Gas Service	11-7102-633-000	\$1,088.23	\$2,139.67
134599	Phi Theta Kappa Honor Society	PTK Catalyst Registrations	11-1126-604-000	\$3,000.00	\$3,000.00
134600	The Movers/Stephen Adkins	Move the Cardinal Statue	11-7102-649-000	\$275.00	\$275.00
134601	Veritiv	White & Pink Copy Paper	11-6503-705-000	\$973.10	
		Green Copy Paper	11-6503-705-000	\$242.25	
134602	Verizon Wireless	J Burzinski Phone Charges	11-6401-701-000	\$407.50	\$1,215.35
		Blue Emergency Lights	11-6501-631-000	\$96.72	

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

Check Number	Vendor	Description	Account Number	Amount	Total
134602	Verizon Wireless	Custodian Phones Charges	11-7102-649-000	\$227.66	\$731.88
	11-General Fund				
	12-Postsecondary Technical Education Fund				
	16-Auxillary Ent Fund				
	64-Deferred Maintenance				
	67-Capital Outlay				
				<u>\$14,217.99</u>	

Checks approved for release prior to Board action

Mark Watkins  
President

Deanna Stohr  
Vice President of Finance & Operations

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

2/9/2023

Check Number	Vendor	Description	Account Number	Amount	Total
134603	A T and T	Internet	11-6401-631-000	\$4,094.44	\$4,094.44
134604	Joseph Burke	LCC Alma mater Arrangement	11-6101-702-000	\$200.00	\$200.00
134605	C D W Government Inc	Lexmark Multifunction Printer	11-6402-850-000	\$1,062.32	
		Lexmark Multifunction Printer	11-6402-850-000	\$531.16	
		NETGEAR 48 port GbE POE Smart S	11-6402-850-000	\$837.19	\$2,430.67
134606	CFC Security, Inc.	Solis Onboarding Service	11-6402-850-000	\$4,000.00	
		SentinelOne Security	11-6402-850-000	\$6,359.50	
		IRP Plan and Test	11-6402-850-000	\$1,500.00	
		SentinelOne Protection - Huntress	11-6402-850-000	\$6,359.50	\$18,219.00
134607	City of Parsons	Water Service	11-7102-632-000	\$2,407.79	
		Water Service - WTC	12-4204-632-000	\$149.05	
		Water Service - Student Union	16-9482-632-000	\$838.82	\$3,395.66
134608	Cox Communications	Internet - Cherokee Center	11-6401-631-000	\$190.05	
		Cable Service - Cherokee Center	11-7103-701-000	\$125.60	\$315.65
134609	Diamond Coach Charter, LLC	Bus Trip - MBB & WEBB - KCK	11-6502-720-000	\$2,425.00	\$2,425.00
134610	Evergny Kansas Central INC	Electricity	11-7102-634-000	\$18,825.92	
		Electricity - WTC	12-4204-634-000	\$494.45	
		Electricity - Student Union	16-9482-634-000	\$815.60	\$20,135.97
134611	Ross Harper	Reimburse Mileage - LCHS & Colby,	12-4204-601-000	\$588.19	
		Reimburse Meals - KCCLI	12-4204-605-000	\$91.14	\$679.33
134614	Kansas Department of Revenue	Bookstore Sales Tax - Jan	16-0000-216-001	\$98.49	
		Food Service Sales Tax - Jan	16-0000-216-002	\$318.72	\$417.21
134617	Tonya D Neises	Reimburse Meals & Travel - Lilly Conf	11-4200-630-013	\$1,064.05	\$1,064.05
134618	Ryan S. Phillips	Softball Travel - 2/21/23	11-5509-601-000	\$500.00	\$500.00
134619	Proforma	Retractable Table Top Banner	11-5302-711-000	\$164.70	

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

2/9/2023

Check Number	Vendor	Description	Account Number	Amount	Total
134619	Proforma	Black Folders w/ Red Foil Imprint	12-4204-701-002	\$1,527.50	\$1,692.20
134620	Seth Roach	LCC Alma mater Arrangement	11-6101-702-000	\$100.00	\$100.00
134621	Rural Water District #5	Utility Water - Cherokee Center	11-7103-632-000	\$20.65	\$20.65
134623	Sparklight	Cable Service	11-6401-631-000	\$192.12	\$192.12
134624	U S Postal Service	BRM Annual Maintenance	11-6503-611-000	\$860.00	\$860.00
134625	U S Postal Service	BRM Permit	11-6503-611-000	\$290.00	\$290.00
134626	Jeffrey Michael Vesta	Wrestling Travel - 2/11/23	11-5505-601-000	\$600.00	\$600.00
134627	Wave Wireless	Internet	11-6401-631-000	\$69.00	\$69.00
				<u>\$57,700.95</u>	

11-General Fund	\$52,778.99
12-Postsecondary Technical Education Fund	\$2,850.33
16-Auxiliary Ent Fund	\$2,071.63
64-Deferred Maintenance	\$0.00
67-Capital Outlay	\$0.00
	<u>\$57,700.95</u>

Checks approved for release prior to Board action

Mark Watkins  
President

Shanna Doherty  
Vice President of Finance & Operations

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

2/16/2023

Check Number	Vendor	Description	Account Number	Amount	Total
134628	Tyler S Allen	Lunch for Pratt CC Admissions Staff	11-5302-601-000	\$200.00	\$200.00
134629	Tyler S Allen	Reimburse Mileage - Recruiting (3)	11-5302-601-000	\$162.44	
		Reimburse Meal - Maize Career Fair	11-5302-601-000	\$25.49	
		Reimburse Mileage - Career Fairs	11-5302-601-000	\$195.19	\$383.12
134630	Amazon.com LLC	Chamois Cloth	11-1101-700-000	\$39.32	
		Transfer Fair Supplies	11-5304-701-000	\$28.75	
		1099 Envelopes	11-6201-701-000	\$17.49	
		Camera Gimball, Lights, Lamp	11-6301-701-000	\$931.36	
		Intel Core i9 Processor	11-6401-646-002	\$598.89	
		Cable Clips, Flash Drives, Keyboard	11-6401-701-000	\$66.94	
		iPad Tripod Mount Adapter	11-6403-701-000	\$29.85	
		2021 Apple TV, 32 GB 5th Gen	11-6403-850-000	\$299.98	
		Oversized Reuseable Blank Check	11-6505-701-000	\$13.99	
		Motivational/ Success Books	12-1208-700-000	\$27.45	
		Employee Textbooks	16-0000-131-002	\$260.55	
		CASIO Standard Scientific Calculator	16-9381-741-000	\$64.95	
		Grill Cleaners & Door Decorations	16-9684-701-000	\$77.66	
		Cut-Resistant Gloves & Cleaning Stor	16-9684-701-000	\$76.44	\$2,533.62
134631	Delyna R Bohnenblust	Reimburse - KONL Membership	12-1208-681-000	\$65.00	\$200.00
		Reimburse - APNA Membership	12-1208-681-000	\$135.00	
134632	Coleen Carter	Reimburse Mileage - Cherokee Cente	11-6401-601-000	\$40.61	\$40.61
134633	Alexander J Coplon	Baseball Travel - 3/7/23	11-5502-601-000	\$380.00	\$380.00
134634	Alexander J Coplon	Baseball Travel - 3/4/23	11-5502-601-000	\$570.00	\$570.00
134635	Alexander J Coplon	Baseball Travel - 2/22/23	11-5502-601-000	\$540.00	\$540.00
134636	Alexander J Coplon	Reimburse Mileage - Tulsa, OK	11-5502-603-000	\$145.41	\$145.41



**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

2/16/2023

Check Number	Vendor	Description	Account Number	Amount	Total
134637	Evergry Kansas Central INC	Electricity - Cherokee Center	11-7103-634-000	\$836.29	\$836.29
134638	First Dakota Indemnity Company	Workman's Comp	11-6501-590-001	\$1,134.00	\$1,134.00
134639	Husch Blackwell LLP	Additional Fee - DMS Online	12-1214-700-000	\$224.00	\$224.00
134641	Annie Jones	Memorial - Kenneth Jones' Children E	11-6102-709-000	\$50.00	\$50.00
134643	Kansas Gas Service	Gas Service	11-7102-633-000	\$990.01	
		Gas Service - Cherokee Center	11-7103-633-000	\$587.20	
		Gas Service - WTC	12-4204-633-000	\$324.60	
		Gas Service - Student Union	16-9482-633-000	\$211.04	\$2,112.85
134644	Kansas HOSA	SLC Lunch for Health Science Conf.	11-5302-711-000	\$45.00	\$45.00
134645	Kiwanis Club of Parsons	Dues - Ross Harper	12-4204-709-000	\$175.45	\$175.45
134646	Labster, Inc	BIOL 120 Vouchers - Spring 2023	11-1102-740-000	\$1,400.00	\$1,400.00
134649	Phi Theta Kappa Honor Society	PTK Region Convention Registration	11-1126-604-000	\$600.00	\$600.00
134650	Aaron Mabe Smith	Reimburse Mileage - Clinical	12-1208-602-000	\$78.60	\$78.60
134651	Touchtone Communications	Long Distance	11-6501-631-000	\$90.05	\$90.05
134652	Touchtone Communications	Long Distance - Cherokee Center	11-7103-631-000	\$26.66	\$26.66
134653	Veritiv	Paper Delivery - Fuel Surcharge	11-6503-705-000	\$36.05	\$36.05
134654	Jeffrey Michael Vesta	Reimburse Hotel - Recruiting Visit	11-5505-603-000	\$202.80	\$202.80
134656	WoodRiver Energy LLC	Natural Gas Service	11-7102-633-000	\$3,399.83	
		Natural Gas Service - WTC	12-4204-633-000	\$1,108.55	

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

Check Number	Vendor	Description	2/16/2023	Account Number	Amount	Total
134656	WoodRiver Energy LLC	Natural Gas Service - Student Union		16-9482-633-000	\$591.32	\$5,099.70
					<u>\$17,104.21</u>	
		11-General Fund	\$13,683.60			
		12-Postsecondary Technical Education Fund	\$2,138.65			
		16-Auxillary Ent Fund	\$1,281.96			
		64-Deferred Maintenance	\$0.00			
		67-Capital Outlay	\$0.00			
			<u>\$17,104.21</u>			

Checks approved for release prior to Board action

Mark Wickman  
President

Leanne Deherty  
Vice President of Finance & Operations

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

2/22/2023

Check Number	Vendor	Description	Account Number	Amount	Total
134695	A T and T	Phone Service	11-6501-631-000	\$103.12	
		Phone Service	11-6501-631-000	\$4,110.14	\$4,213.26
134697	B P	Paper Statement Fee	11-6502-720-000	\$15.00	\$15.00
134698	Jody Burzinski	Reimburse Mileage - Cherokee Cente	11-6401-601-000	\$89.08	\$89.08
134699	Cardmember Service	Survey Monkey Renewal	11-4201-701-000	\$372.00	
		Hampton Inn - Tyler & Colin - Wichita	11-5302-601-000	\$140.12	
		NACADA Conf Reg - Bolinger	11-5304-601-000	\$225.00	
		NACADA Conf Reg - Savage	11-5304-601-000	\$225.00	
		Holiday Inn - H Cook - Kansas City, K	11-5504-603-000	\$183.65	
		Expedia - Flight (Denver, CO)	11-5505-603-000	\$239.79	
		Expedia - Rental Car (Denver, CO)	11-5505-603-000	\$382.34	
		Shipping	11-5505-701-000	\$79.95	
		KenClean Plus Surface Disinfectant	11-5505-701-000	\$185.20	
		The Sole Mat Complete Kitt	11-5505-701-000	\$347.79	
		Holiday Inn - A Keal - Hutchinson, KS	11-5506-601-000	\$105.93	
		Mueller - Compression Bandages	11-5507-701-000	\$239.94	
		HLC Conference Reg - Watkins	11-6101-601-000	\$700.00	
		FY22 Audit Filing Fee	11-6201-701-000	\$100.00	
		HR Director Position Opening	11-6504-613-000	\$60.00	
		Respiratory TMC Exam - R Harper	12-1211-681-000	\$50.00	
		Annual DMS Test Proctoring Fee	12-1214-700-000	\$750.00	
		Remote Proctoring Platform	12-1214-700-000	\$420.00	
		AWS - Welding Seminar & Exam	12-1248-850-000	\$3,190.00	
		Hampton Inn - R Harper - Colby, KS	12-4204-605-000	\$280.44	
		OSHA Vouchers	12-4204-701-001	\$800.00	\$9,077.15

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

Check Number	Vendor	Description	2/22/2023		Amount	Total
			Account Number			
134700	Commercial Bank	Loan 110221672 - Principle	11-6201-761-000		\$38,189.96	
		Loan 110221672 - Interest	11-6201-762-000		\$1,456.30	\$39,646.26
134701	Colin H Coronado	Reimburse Meal - Maize Career Fair	11-5302-601-000		\$20.95	
		Reimburse Mileage - Carthage HS Fa	11-5302-601-000		\$53.71	\$74.66
134702	Tammy Fuentez	Advance - Meals for Convention	11-1126-604-000		\$500.00	\$500.00
134704	Jennifer Harding	Reimburse - KS License Renewal	11-4200-630-033		\$73.80	\$73.80
134707	Kansas Society of Radiologic Technolo	KSRT Registration - Ashley Moore	12-1246-630-000		\$85.00	
		KSRT Registration - Tammy Kimrey	12-1246-630-000		\$85.00	\$170.00
134709	L C C Foundation	Memorial - Rusty Eads	11-6102-709-000		\$50.00	\$50.00
134713	Parsons Rotary Club	Quarterly Dues - Mark Watkins	11-6101-702-000		\$138.00	
		Quarterly Dues - Mark Watkins	11-6101-702-000		\$138.00	
		Yearly Dues - Dee Bohnenblust	12-1208-681-000		\$552.00	\$828.00
134714	Sumner One, Inc	Wide Format Printer Maintenance	11-6503-648-000		\$125.00	
		Wide Format Printer Maintenance	11-6503-648-000		\$280.01	\$405.01
134715	The Villas at LCC, LLC	Housing	11-0000-201-001		\$706.15	
		Housing	11-0000-201-001		\$174.00	
		Housing	11-0000-201-001		\$644.00	
		Housing	11-0000-201-001		\$1,751.00	
		Housing	11-0000-201-001		\$643.12	
		Housing	11-0000-201-001		\$1,737.00	
		Housing	11-0000-201-001		\$446.00	
		Housing	11-0000-201-001		\$1,719.80	
		Housing	11-0000-201-001		\$300.00	
		Housing	11-0000-201-001		\$1,674.00	
		Housing	11-0000-201-001		\$246.00	

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

2/22/2023

Check Number	Vendor	Description	Account Number	Amount	Total
134715	The Villas at LCC, LLC	Housing	11-0000-201-001	\$1,497.00	
		Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$156.00	
		Housing	11-0000-201-001	\$1,995.00	
		Housing	11-0000-201-001	\$1,049.00	
		Housing	11-0000-201-001	\$1,995.00	
		Housing	11-0000-201-001	\$1,026.00	
		Housing	11-0000-201-001	\$1,987.00	
		Housing	11-0000-201-001	\$1,008.40	
		Housing	11-0000-201-001	\$1,960.00	
		Housing	11-0000-201-001	\$982.00	
		Housing	11-0000-201-001	\$1,960.00	
		Housing	11-0000-201-001	\$930.00	
		Housing	11-0000-201-001	\$1,960.00	
		Housing	11-0000-201-001	\$868.00	
		Housing	11-0000-201-001	\$1,927.00	
		Housing	11-0000-201-001	\$745.00	
		Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$735.00	
		Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$1,497.00	
		Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$1,497.00	
		Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$1,497.00	

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

2/22/2023

Check Number	Vendor	Description	Account Number	Amount	Total
134715	The Villas at LCC, LLC	Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$1,497.00	
		Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$1,472.00	
		Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$1,416.00	
		Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$1,254.38	
		Housing	11-0000-201-001	\$2,396.00	
		Housing	11-0000-201-001	\$1,084.00	
		Housing	11-0000-201-001	\$2,297.00	
		Housing	11-0000-201-001	\$1,903.00	
		Housing	11-0000-201-001	\$2,000.92	
		Housing	11-0000-201-001	\$1,858.00	
134716	Veritiv	Housing	11-0000-201-001	\$1,996.00	
		Housing	11-0000-201-001	\$1,818.00	
134717	Jeffrey Michael Vesta	No 10 Envelopes and Paper	11-6503-705-000	\$1,996.00	\$78,264.77
		Wrestling Travel - 3/3/23	11-5505-601-000	\$1,236.55	
				\$3,000.00	\$1,236.55
				\$3,000.00	\$3,000.00

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

Check Number	Vendor	Description	2/22/2023	Account Number	Amount	Total
134719	Darcie Wall-Martinez	Reimburse Mileage - Area HS		11-4209-601-000	\$100.87	\$100.87
	11-General Fund		\$131,531.97			
	12-Postsecondary Technical Education Fund		\$6,212.44			
	16-Auxiliary Ent Fund		\$0.00			
	64-Deferred Maintenance		\$0.00			
	67-Capital Outlay		\$0.00			
			<u>\$137,744.41</u>			

Checks approved for release prior to Board action

*Mark Watkins*  
\_\_\_\_\_  
President

*Shanna Doherty*  
\_\_\_\_\_  
Vice President of Finance & Operations

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

**2/28/2023**

Check Number	Vendor	Description	Account Number	Amount	Total
134721	A Book Company	Employee Books	11-6501-590-001	\$610.27	
		Returned FA Books	16-0000-131-002	(\$149.30)	
		FA Books	16-0000-131-002	\$23,430.85	\$23,891.82
134722	Ace Hardware, Inc.	Art Supplies	11-1101-700-000	\$116.86	
		Groundskeeping Supplies	11-7102-649-000	\$30.05	
		Groundskeeping Supplies	11-7102-649-000	\$41.57	
		Groundskeeping Supplies	11-7102-649-000	\$13.58	
		Groundskeeping Supplies	11-7102-649-000	\$46.57	
		Groundskeeping Supplies	11-7102-649-000	\$27.77	
		Groundskeeping Supplies	11-7102-649-000	\$49.33	
		Groundskeeping Supplies	11-7102-649-000	\$115.70	
		Maintenance Supplies	11-7102-649-000	\$63.56	
		Groundskeeping Supplies	11-7102-649-000	\$49.56	
		Groundskeeping Supplies	11-7102-649-000	\$92.57	
		Maintenance Supplies	11-7102-649-000	\$177.98	
		Groundskeeping Supplies	11-7102-649-000	\$44.91	
		Maintenance Supplies	11-7102-649-000	\$83.93	
		Maintenance Supplies	11-7102-649-000	\$72.22	
		Maintenance Supplies	11-7102-649-000	\$154.55	
		Groundskeeping Supplies	11-7102-649-000	\$18.58	
		Maintenance Supplies	11-7102-649-000	\$22.98	
		Maintenance Supplies	11-7102-649-000	\$44.99	
		Maintenance Supplies	11-7102-649-000	\$41.98	
		Maintenance Supplies	11-7102-649-000	\$25.51	\$1,334.75
134723	Adorama	Seamless White Background Paper	11-6301-701-000	\$336.67	\$336.67



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<b>Check Number</b>	<b>Vendor</b>	<b>Description</b>	<b>Account Number</b>	<b>Amount</b>	<b>Total</b>
134724	Apple Inc.	Apple iPad Pencil	11-4200-630-029	\$119.00	
		Apple iPad Pro with Apple Pencil	11-4200-630-029	\$749.00	
		Apple iPad Air	11-4200-630-031	\$668.00	\$1,536.00
134725	Atlas Steel Products, Inc	Steel	12-1219-700-001	\$1,413.80	\$1,413.80
134726	Blick Art Materials	Drawing 1 Supplies	11-1101-700-000	\$144.48	
		Drawing 1 Supplies	11-1101-700-000	\$222.79	\$367.27
134727	Brown Industries, Inc.	Years of Service Pins	11-6504-692-001	\$38.50	\$38.50
134728	C. D. L. Electric Co., INC	Plumbing Maintenance - Gym	11-7102-649-000	\$237.00	\$237.00
134729	Carolina Biological Supply Company	Fetal Pig, Plain, 5 to 7"	11-1103-700-000	\$138.78	
		Vernier Caliper, Double Scale	11-1103-850-000	\$129.55	\$268.33
134730	CFC Security, Inc.	Sentinel Endpoint Renewal	11-6402-850-000	\$6,359.50	\$6,359.50
134731	Cintas Corporation No. 2	Soap Dispenser & Sanitizer Refills	11-7102-702-000	\$109.63	
		Soap Dispenser & Sanitizer Refills	11-7102-702-000	\$109.63	
		Soap Dispenser & Sanitizer Refills	11-7102-702-000	\$109.63	
		Soap Dispenser & Sanitizer Refills	11-7102-702-000	\$109.63	
		Soap Dispenser & Sanitizer Refills	11-7102-702-000	\$109.63	\$548.15
134732	Daniel Colon	Color Clicks	11-4203-701-000	\$75.79	
		Black Clicks	11-4203-701-000	\$20.97	
		Xerox PagePack Base	11-4203-701-000	\$52.00	\$148.76
134733	Copy Products Inc	Copy Usage - Cherokee Center	11-7103-701-000	\$119.83	\$119.83
134734	Digital Connections Inc.	Lanier Copier Maintenance	11-6503-648-000	\$75.73	\$75.73
134735	Doyle Glass Co. LLC	Laminated Glass - Advising Office Do	11-7102-649-000	\$339.75	\$339.75
134736	Fastenal Company	Maintenance Supplies	11-7102-649-000	\$683.34	\$683.34
134737	Graves Foods	Supplies	16-9684-701-000	\$364.36	
		Supplies	16-9684-701-000	\$448.45	

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Check Number	Vendor	Description	Account Number	Amount	Total
134737	Graves Foods	Food	16-9684-743-000	\$43.67	
		Food	16-9684-743-000	\$758.92	
		Food	16-9684-743-000	\$864.96	\$2,480.36
134738	Green's Vegetation Control/William Gr	Granular Fertilizer	11-5502-701-000	\$320.00	
		SB Field Spring Fertilizer	11-5509-701-000	\$240.00	\$560.00
134739	Herff Jones Inc.	December Graduate Diplomas	11-5303-706-001	\$19.18	\$19.18
134740	Herring Bank	ID Card Supplies	11-6401-701-000	\$492.60	\$492.60
134741	Herrman Lumber	Material Supplies - Workforce Offices	11-7102-649-000	\$400.00	\$400.00
134742	Hillyard/Springfield	Trash Can Liners	11-7102-702-000	\$480.40	\$480.40
134743	Hugo's Industrial Supply, Inc	Cutlery Dispenser Maintenance	16-9684-701-000	\$77.20	\$77.20
134744	InfoUSA Marketing, Inc	Polk City Directory 2023 Parsons	11-4101-703-000	\$227.40	\$227.40
134745	JH Sign Designs, LLC	Interior Signage - Athletic Complex	67-9900-850-000	\$1,993.60	\$1,993.60
134746	Jock's Nitch/Parsons	Travel Bags & Jackets	11-5302-601-000	\$213.00	\$213.00
134747	K L K C	Video Stream Sponsor - HS	11-6301-613-000	\$200.00	
		January Advertising	11-6301-613-000	\$400.00	\$600.00
134748	Kansas Outdoor Advertising	February Billboard Rental	11-6301-613-000	\$575.00	\$575.00
134749	KMI Metals	Steel	12-1219-700-000	\$650.73	
		Steel	12-1219-700-004	\$180.30	\$831.03
134750	Labette Health	Nursing Drug Screens	12-1208-700-002	\$39.60	\$39.60
134751	Landauer Inc	Student Radiation Monitor	12-1210-700-000	\$38.35	\$38.35
134752	Laser Designs/PSHTC	Name Badge - S Shaw	11-5304-701-000	\$5.00	
		Name Badge - C Beachner	12-1208-700-000	\$5.00	\$10.00
134753	Locke Supply Co	Maintenance Supplies	11-7102-649-000	\$8.13	\$8.13
134754	Marmic Fire and Safety Co Inc	Kitchen & Extinguisher Inspections	11-7202-648-000	\$301.56	
		Quarterly Inspection	11-7202-648-000	\$464.20	\$765.76

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Check Number	Vendor	Description	Account Number	Amount	Total
134755	McCarty's Office Machines Inc	Canon Maintenance Contract	11-6503-648-000	\$221.54	
		Supplies	11-6503-701-000	\$328.21	
		Date Stamp Update	11-6503-701-000	\$35.00	
		Copy Usage - WTC	12-1219-700-000	\$89.84	\$674.59
134756	McKinzie Pest Control	Contract Treatment - Student Union	11-7102-649-000	\$85.00	\$85.00
134757	Napa Auto Parts	Battery for Workforce Ambulance	12-4204-701-002	\$140.64	\$140.64
134758	P1 Service, LLC	Unit Maintenance - Bookstore	11-7102-649-000	\$603.91	
		Unit Maintenance - Chiller	11-7102-649-000	\$714.66	
		Unit Maintenance - 1225 Broadway	11-7102-649-000	\$837.11	
		Unit Maintenance - WTC Compressor	11-7102-649-000	\$992.00	
		Maintenance Agreement	11-7103-649-000	\$607.00	
		Maintenance Agreement	11-7202-648-000	\$5,466.00	\$9,220.68
134759	Parsons Chamber of Commerce	Chamber Membership	11-6301-709-000	\$510.00	\$510.00
134760	Pitney Bowes Bank, Inc	Postage - Account #20352357	11-6503-611-000	\$2,000.00	\$2,000.00
134761	Pitney Bowes Global Financial Services	Postal Machine Hard Drive	11-6503-648-000	\$299.00	
		Postage Machine Adhesive Tape Rolls	11-6503-648-000	\$132.79	\$431.79
134762	Presbyterian Manors	Background checks	12-4204-701-002	\$103.00	\$103.00
134763	Print Image Solutions, Inc	C2535 Fuser (Maintenance Kit)	11-6401-701-000	\$174.00	\$174.00
134764	Professional Turf Products	Inspection & Repair of Mower	11-5502-701-000	\$2,677.58	
		Inspection & Repair of Mower	11-5506-701-000	\$2,500.00	\$5,177.58
134765	QueenB Television of Kansas/Missouri	January Advertising - KFJX	11-6301-613-000	\$596.00	
		January Advertising - KOAM	11-6301-613-000	\$1,600.00	\$2,196.00
134766	Roy's Auto Service, LLC	Vehicle Maintenance - MV 40	11-6502-720-000	\$52.35	\$52.35
134767	School Specialty, LLC	Record Books	11-6503-701-000	\$54.45	\$54.45
134768	The Wright Signs	Vinyl Lettering & Signage	67-9900-850-000	\$1,350.00	\$1,350.00

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Check Number	Vendor	Description	Account Number	Amount	Total
134769	Thompson Bros. Supplies, INC	Welding Gloves	12-1219-700-000	\$182.40	
		Welding Consumables	12-1219-700-001	\$1,740.66	
		Cylinder Rental	12-1219-700-002	\$238.70	\$2,161.76
134770	UniFirst Corporation	Mats, Mops, Cloths	11-7103-649-000	\$61.46	
		Mats, Mops, Cloths	11-7103-649-000	\$61.46	
		Mats, Mops, Cloths	11-7103-649-000	\$61.46	
		Mats, Mops, Cloths	11-7103-649-000	\$61.46	
		Uniforms	11-7202-648-000	\$65.10	
		Aprons, Mats, Mops, Cloths	11-7202-648-000	\$151.24	
		Uniforms	11-7202-648-000	\$65.10	
		Aprons, Mats, Mops, Cloths	11-7202-648-000	\$151.24	
		Uniforms	11-7202-648-000	\$65.10	
		Aprons, Mats, Mops, Cloths	11-7202-648-000	\$151.24	
		Uniforms	11-7202-648-000	\$65.10	
		Aprons, Mats, Mops, Cloths	16-9482-701-000	\$50.00	
		Aprons, Mats, Mops, Cloths	16-9482-701-000	\$50.00	
		Aprons, Mats, Mops, Cloths	16-9482-701-000	\$50.00	
		Aprons, Mats, Mops, Cloths	16-9482-701-000	\$50.00	
		Monthly Monitoring Fee	11-7102-649-000	\$45.00	
134771	Uplink, LLC	Spread Ice Control - Cherokee Center	11-7103-649-000	\$350.00	\$1,311.20
134772	Vance Lawn Care, Inc	January Advertising - KSNF	11-6301-613-000	\$600.00	\$45.00
134773	Vietti Marketing Group	January Advertising - KODE	11-6301-613-000	\$400.00	\$350.00
		January Advertising - KSNF	11-6301-613-000	\$120.00	
		January Advertising - KSNF	11-6301-613-000	\$500.00	

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Check Number	Vendor	Description	Account Number	Amount	Total
134773	Vietti Marketing Group	Jan Digital Media & Streaming	11-6301-613-000	\$2,200.00	\$3,820.00
134774	Mark Watkins	Reimburse - Lunch Meeting	11-6101-709-000	\$33.96	
		Vehicle Expense	11-6501-590-001	\$900.00	\$933.96
				<u>\$78,302.81</u>	
	11-General Fund			\$44,097.08	
	12-Postsecondary Technical Education Fund			\$4,823.02	
	16-Auxillary Ent Fund			\$26,039.11	
	64-Deferred Maintenance			\$0.00	
	67-Capital Outlay			<u>\$3,343.60</u>	
				\$78,302.81	