

**Labette Community College  
Board of Trustees Meeting Agenda  
Thursday, April 9, 2026  
Board Meeting 5:30 p.m.  
Cardinal Event Center**

*"Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world."*

- I. Adoption of Agenda ..... Exhibit 1
- II. Approval of March 12, 2026, Regular Meeting Minutes ..... Exhibit 2
- III. Approval of March 16, 2026, Special Meeting Minutes ..... Exhibit 3
- IV. Approval of March 20, 2026, Special Meeting Minutes ..... Exhibit 4
- V. Reports and/or Board Discussion
  - A. Faculty Senate Report
  - B. SGA Report
  - C. Administrative Reports
    - i. Comparison of Expenditure to Budget
    - ii. Facilities Report
  - D. President's Report
- VI. Old Business (Action, Report, or Discussion)
  - A. 2026-2027 Tuition & Fees ..... Exhibit 5
- VII. New Business (Action, Report, or Discussion)
  - A. Program Reviews ..... Exhibits 6/7/8/9
  - B. New Staff Employment Letters ..... Exhibits 10/11
  - C. Approval of Bills ..... Exhibit 12
- VIII. Executive Session for matters relating to employer-employee negotiations.
- IX. Executive Session for personnel matters for nonelected personnel.
- X. Executive Session for matters relating to actions adversely or favorably affecting a person as a student, except that any such person shall have the right to a public hearing if requested by that person.
- XI. 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.

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.

- XII. Next Regular Board Meeting: Thursday, May 21, 2026, 5:30 p.m., Cardinal Event Center
- XIII. Adjournment

**LABETTE COMMUNITY COLLEGE**  
**Board of Trustees Minutes**  
**March 12, 2026**

The Board of Trustees met at 5:30 p.m. on Thursday, March 12, 2026, at the Cardinal Event Center.

**Members Present**

Greg Chalker  
Becky Dantic  
Rod Landrum  
Montie Taylor (arrived at 5:35 p.m.)  
David Winchell

**Members Absent**

John 'JR' Keene

**Others Present**

|                  |                 |                 |                   |
|------------------|-----------------|-----------------|-------------------|
| Dr. Mark Watkins | Dr. Jason Sharp | Leanna Doherty  | Kelly Kirkpatrick |
| Theresa Hundley  | Ross Harper     | Dr. Ken Elliott | Haley Walker      |
| Lindi Forbes     | Haley Walker    | Harrison Hall   | Randee Baty       |
| DeAnna Huffman   | Cathy Kibler    | Carl Hoskins    |                   |

Heidi Flora recorded the minutes.

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

Chair Landrum asked for changes or additions to the revised meeting agenda. There were none. Trustee Winchell moved to approve the revised meeting agenda as presented. Trustee Chalker seconded the motion, and the motion carried 4-0.

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

Chair Landrum asked for corrections or additions to the February 12, 2026, regular meeting minutes. There were none. Trustee Chalker moved to approve the minutes as presented. Trustee Winchell seconded the motion, and the motion carried 4-0.

**Reports and/or Board Discussion**

**Faculty Senate Report:** None

**Student Government Report:** Harrison Hall, Student Life Associate, gave a report on the recent and upcoming student government activities.

**Administrative Report:**

**Comparison of Expenditures to Budget** - The February financial report was placed on the tables. At the end of February, we were 67% through the year. The general fund was 64% expended, and the post-secondary technical education fund was 63% expended. Vice-President Doherty invited questions from the Trustees.

**Facilities – None**

**President's Report:**

Dr. Watkins reported that he and Dr. Sharp attended a luncheon on Monday, March 9, hosted by Dr. Newsom, Pittsburg State University President. The luncheon involved all six SEK community colleges in an effort to come together and help students.

Dr. Watkins also reported that he attended the annual KBOR dinner in Topeka on Wednesday of this week. He said he believes the meeting went well.

Dr. Watkins and Dr. Sharp both thank the Board members for participating in the recent HLC visit.

Dr. Watkins reminded the Board about spring break this coming week, March 16-19, 2026.

**Old Business (ACTION, INFORMATION, OR DISCUSSION ITEMS)**

**Policy Approvals**

Trustee Dantic moved to approve the revisions to Policy 2.05 Substance Use and Policy 4.17 Tutoring Services. Trustee Winchell seconded the motion, and the motion carried 5-0.

**New Business (ACTION, INFORMATION, OR DISCUSSION ITEMS)**

**Program Reviews**

Dr. Sharp, Cathy Kibler, DeAnna Huffman, and Ross Harper presented the Program Reviews for Accounting, Business Administration, Psychology, and Radiography. Trustee Chalker moved to accept all four program reviews. Trustee Taylor seconded the motion, and the motion carried 5-0.

**Tuition and Fees**

Vice President Doherty presented the 2026-2027 Tuition and Fees. Dr. Watkins requested that the Board of Trustees review the tuition and fees schedule with no action to be taken at this time.

**Purchase of Spray Booth**

Trustee Chalker moved to approve the bid from Creative Coating Solutions for \$28,200 for the 8'x12'x25' spray booth. Trustee Winchell seconded the motion, and the motion carried 5-0.

**Staff Employment Letters**

Trustee Dantic moved to approve the new staff employment letters for Lester 'Chuck' Smith, Custodian Supervisor, at a salary of \$35,018/year, starting 2/16/26; Rebecca Leistikow, Food Service Supervisor, at a salary of \$38,653/year, starting 4/16/26; and, Dr. John Gillette, Vice President of Academic Affairs, at a salary of \$87,595/year, starting 7/01/26. Trustee Chalker seconded the motion, and the motion carried 5-0.

**Approval of Bills**

Trustee Winchell moved to approve the Claims Register. Trustee Dantic seconded the motion, and the motion carried 5-0.

**Executive Session**

Trustee Chalker moved to recess into executive session at 6:12 p.m. for 5 minutes for matters relating to employer-employee negotiations whether or not in consultation with the representative or representative of the body or agency. To protect the institution's right to the confidentiality of its negotiating position and the public interest. Trustee Dantic seconded the motion, and the motion carried 5-0.

The following were invited to participate in the executive session: Dr. Mark Watkins, Dr. Jason Sharp, Leanna Doherty, and Haley Walker.

The Board returned to open meeting at 6:17 p.m.

**Executive Session**

Trustee Chalker moved to recess into executive session at 6:18 p.m. for 10 minutes for a discussion relating to the acquisition of property. To protect the institution's financial interest and bargaining position. Trustee Dantic seconded the motion, and the motion carried 5-0.

The following were invited to participate in the executive session: Dr. Mark Watkins, Dr. Jason Sharp, Kelly Kirkpatrick, and Leanna Doherty.

The Board returned to open meeting at 6:28 p.m.

**Executive Session**

Trustee Chalker moved to recess into executive session at 6:28 p.m. for 10 minutes for a discussion relating to actions adversely or favorably affecting a person as a student, except that any such person shall have the right to a public hearing if requested by that person. Trustee Dantic seconded the motion, and the motion carried 5-0.

The following were invited to participate in the executive session: Dr. Jason Sharp and Haley Walker.

At 6:38 p.m., Trustee Chalker motion to extend the executive session by 10 minutes. Trustee Dantic seconded the motion, and the motion carried 5-0.

At 6:48 p.m., Trustee Chalker motion to extend the executive session by 5 minutes. Trustee Dantic seconded the motion, and the motion carried 5-0.

The Board returned to open meeting at 6:53 p.m.

**Executive Session**

Trustee Chalker moved to recess into executive session at 6:54 p.m. for 5 minutes for a discussion relating to actions adversely or favorably affecting a person as a student, except that any such person shall have the right to a public hearing if requested by that person. Trustee Dantic seconded the motion, and the motion carried 5-0.

The following were invited to participate in the executive session: Dr. Mark Watkins Walker.

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

**Public Comment**

Trustee Taylor commended everyone on their efforts for the recent HLC visit.

Chair Landrum reminded everyone about the upcoming Auction for Scholarships on April 17.

**Adjournment**

Trustee Dantic moved to adjourn the meeting at 7:01 p.m. Trustee Chalker seconded the motion, and the motion carried 5-0.

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**Heidi Flora, Clerk of the Board**

**LABETTE COMMUNITY COLLEGE**  
**Board of Trustees Special Meeting Minutes**  
**March 16, 2026**

The Board of Trustees met at 12:00 p.m., on Monday, March 16, 2026, in the Cardinal Event Center.

**Members Present**

Rod Landrum  
Montie Taylor  
John 'JR' Keene  
Becky Dantic

Heidi Flora recorded the minutes.

**Adoption of Agenda (ACTION ITEM)**

Becky Dantic made a motion to approve the meeting agenda. Montie Taylor seconded the motion, and the motion passed 4-0.

**Executive Session**

Becky Dantic moved to recess into executive session at 12:02 p.m. for 15 minutes for consultation with an attorney which would be deemed privilege in attorney-client relationship. To protect attorney-client privilege and the public interest.

The following were invited to participate in the executive session: David Cunningham

At 12:17 p.m., JR Keene moved to extend the executive session by 5 minutes. Montie Taylor seconded the motion, and the motion passed 4-0.

At 12:22 p.m., JR Keene moved to extend the executive session by 5 minutes. Montie Taylor seconded the motion, and the motion passed 4-0.

The Board returned to an open meeting at 12:27 p.m.

**Public Comment**

None

**Adjournment**

Montie Taylor made a motion to adjourn the meeting at 12:28 p.m. JR Keene seconded the motion, and the motion passed 4-0.

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**Heidi Flora, Clerk of the Board**

**LABETTE COMMUNITY COLLEGE  
Board of Trustees Special Meeting Minutes  
March 20, 2026**

The Board of Trustees met at 12:00 p.m., on Friday, March 20, 2026, in the Cardinal Event Center.

**Members Present**

Rod Landrum  
Montie Taylor  
John 'JR' Keene  
Becky Dantic  
David Winchell

Heidi Flora recorded the minutes.

**Adoption of Agenda (ACTION ITEM)**

Becky Dantic made a motion to approve the meeting agenda. Montie Taylor seconded the motion, and the motion passed 5-0.

**Executive Session**

Becky Dantic moved to recess into executive session at 12:00 p.m. for 10 minutes for consultation with an attorney which would be deemed privilege in attorney-client relationship. To protect attorney-client privilege and the public interest.

The following were invited to participate in the executive session: David Cunningham

At 12:10 p.m., David Winchell moved to extend the executive session by 5 minutes. JR Keene seconded the motion, and the motion passed 5-0.

The Board returned to an open meeting at 12:15 p.m.

**ACTION, INFORMATION, OR DISCUSSION ITEMS**

Montie Taylor made a motion to adopt the written decision concluding the allegations made in the complaint discussed in executive session are unsubstantiated, that the complaint be denied, and that the clerk of the board be directed to send the decision to the complainant. Becky Dantic seconded the motion, and the motion passed 5-0

**Public Comment**

None

**Adjournment**

Montie Taylor made a motion to adjourn the meeting at 12:20 p.m. Becky Dantic seconded the motion, and the motion passed 5-0.

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**Heidi Flora, Clerk of the Board**

**SUBJECT**

Tuition and Fees for 2026-2027

**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**

Last month the Board reviewed the tuition and fees for Labette Community College and the comparison to other schools. The exhibit shows how tuition and fees at LCC compare to the other Kansas schools. For comparison purposes, per credit hour technology fees are not included with the fees. Last year the increase was \$2 in tuition and \$1 in fees.

**PRESIDENT'S RECOMMENDATION**

The President recommends that the Board of Trustees approve a \$10 per credit hour increase in tuition for all residency categories for 2026-2027. The President recommends no change in fees and continuing to designate 50% of fees for scholarships.

Agenda Item: VII.A.  
Date: April 9, 2026

**SUBJECT**

Comprehensive Program Reviews: Chemistry, Exercise Science, Nursing, and Pre-Pharmacy.

**REASON FOR CONSIDERATION BY THE BOARD**

Part of the Board's responsibility is to maintain oversight on the quality of the academic and administrative programs and services. This has been an on-going 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.

VPAA, Dean, and program staff will present the program review to the Board of Trustees.

**PRESIDENT'S RECOMMENDATION**

President recommends the acceptance of the Comprehensive Program Reviews for Chemistry, Exercise Science, Nursing, and Pre-Pharmacy.



## Comprehensive Program Review 2025-2026

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Program Name: AS-Chemistry

Semesters Reviewed:

AY 2023: Fall 2022, Spring 2023, and Summer 2023

AY 2024: Fall 2023, Spring 2024, and Summer 2024

AY 2025: Fall 2024, Spring 2025, and Summer 2025

Completed by: Tom Brungardt

Date: March 23, 2026

**Assessment Committee Recommendation:**

The Instructional Assessment Committee has accepted this Review and recommends it be sent on to the President's Council for consideration.

**President's Council Recommendation:**

The President's Council has accepted this Review and recommends it be sent on to the Board of Trustees for consideration.

# 1.0 Program Summary

Provide a descriptive summary of the program.

## Narrative:

Chemistry is the study of materials and energy and is thus a central science. As such, it is an important course for anyone who makes science, health science or engineering a career. Thus, it is a required discipline of study for those majoring in pre-medicine, pre-pharmacy, pre-dentistry, pre-optometry, biology, and physics.

Chemistry courses also meet general education requirements so that students in non-science fields can have a better understanding of the natural world.

## 2.0 Student Success

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

### Narrative:

Success is when students learn the basic ideas of chemistry, including how materials interact with each other and with energy. Also to be able to apply these ideas to the natural world. The measurement of success is the completion and passing of the chemistry courses students take in the Chemistry Program.

A secondary definition of success is when students who have taken chemistry courses at LCC successfully enter programs of their choosing such Pharmacy, Medical, or Dental schools.

## 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:

Promotion of success begins with excellent didactic instruction and this is what is done at LCC chemistry classes. Instruction is clearly stated, with many examples, and applications. Demonstrations are provided to make the instruction interesting and more understandable.

Thus, the apprenticeship approach is utilized in which the instructor shows how to work problems followed by students working similar problems in class. This helps students to better understand how to problem solve and helps them to be more attentive in class.

Tests may be retaken, with retake versions that are similar to, but not identical to, the original. This gives the students another chance to learn the materials covered by the test. Before the retake, students are encouraged to meet with the instructor to go over questions and problems that they missed on the original test.

Applications of chemical principles are emphasized throughout the chemistry courses to show the relevance of chemistry to everyday life and to the careers that the students wish to enter.

## 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:

Courses in the chemistry program are updated by the following methods:

One of the instructors, Tom Brungardt, has and is currently taking advanced chemistry courses to have an advanced understanding of principles in the discipline. This helps to better present basic principles in the chemistry courses at LCC.

All textbooks used in the chemistry courses at LCC are in-house. They are updated by checking published textbooks to look for any new information or educational methods not currently employed.

All the courses fulfill the competencies that have been established by KCOG.

### 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:

The Chemistry Department of Labette Community College provides A.S. degrees in Chemistry and Pre-Pharmacy. It also meets the course needs for chemistry-related fields such as Biology and Engineering. Chemistry meets the needs for a Bachelor of Science Degree in Nursing. Finally, it provides science general education courses for all other students.

## CHEMISTRY ACADEMIC CURRICULUM MAP

An academic map is a suggested two-year schedule of courses based on degree requirements. This sample schedule serves as a general guideline to help build a full schedule each term. Milestones, courses, and special requirements necessary for timely progress to complete a major are designated to keep you on track to graduate in two years.

**This map is not a substitute for academic advisement**—contact your advisor if you have any questions about scheduling or about your degree requirements. Also see the current academic catalog for a complete list of requirements and electives. Note: Requirements are continually under revision, and there is no guarantee they will not be changed or revoked; contact an advisor, the department and/or program area for current information.

| First Year                                    |              |       |                                      |              |       |
|---|--------------|-------|--------------------------------------|--------------|-------|
| First Semester                                |              |       | Second Semester                      |              |       |
| Course  | Credit Hours | Notes | Course                               | Credit Hours | Notes |
| English 010<br>ENGL 101 or ENGL 103           | 3            |       | English 010<br>ENGL 102              | 3            |       |
| Communication 020                             | 3            |       | Natural & Physical Sciences 040      | 5            |       |
| Math & Statistics 030<br>MATH 115 or MATH 114 | 3            |       | Arts & Humanities 060                | 3            |       |
| MATH 130 Calculus                             | 5            |       | MATH 131 Calculus II                 | 5            |       |
| Total Hours                                   | <b>14</b>    |       | Total Hours                          | <b>16</b>    |       |
| Second Year                                   |              |       |                                      |              |       |
| First Semester                                |              |       | Second Semester                      |              |       |
| Course  | Credit Hours | Notes | Course                               | Credit Hours | Notes |
| Social and Behavioral Science 050             | 3            |       | Social and Behavioral Science 050    | 3            |       |
| Personal & Professional Behavior 070          | 3            |       | Arts & Humanities 060                | 3            |       |
| CHEM 124 College Chemistry I                  | 5            |       | Personal & Professional Behavior 070 | 3            |       |
| PHYS 201 College Physics I                    | 5            |       | CHEM 126 College Chemistry II        | 5            |       |
| Total Hours                                   | <b>16</b>    |       | Total Hours                          | <b>14</b>    |       |

**You may choose to attend a summer term to reduce your load during fall or spring terms but still stay on track to graduate in two years. NOTE: Learning Support courses will alter the sequences on this map.**

**Systemwide General Education Key:**

010 English                      020 Communication                      030 Math & Statistics                      040 Natural & Physical Sciences  
050 Social & Behavioral Sciences                      060 Arts & Humanities                      070 Personal & Professional Behavior

General Electives can be found on page 53  
Statewide General Education Requirements can be found on page 56

## CHEMISTRY

### ASSOCIATE IN SCIENCE

Chemistry is the study of materials and energy. Take a chemistry class to learn more about yourself and the world around you or take more classes and earn an A.S. degree in Chemistry.

**Credits Required:** 60

**General Advisor:** April Bolinger  
620-820-1194  
aprilb@lafayette.edu

**Recommended Courses:**  
MATH 115 Math & Statistics

#### After Graduation

Transfer to a four-year college to complete a bachelor's degree to work in industry, education, or government. See the wide range of career opportunities: Chemistry Careers-American Chemistry Society, <http://www.acs.org/content/acs/en/careers/college-to-career/chemistry-careers.html>

For general employment information see the Occupational Outlook Handbook; <http://www.bls.gov/ooh/>

| Concentration Requirements                               | 25 |
|--|----|
| <input type="checkbox"/> CHEM 124 College Chemistry I    | 5  |
| <input type="checkbox"/> CHEM 126 College Chemistry II   | 5  |
| <input type="checkbox"/> MATH 130 Calculus I             | 5  |
| <input type="checkbox"/> MATH 131 Calculus II            | 5  |
| <input type="checkbox"/> PHYS 201 College Physics I      | 5  |
| General Education Requirement                            | 35 |
| <b>English</b>   |    |
| <input type="checkbox"/> ENGL 101 English Composition I  | or |
| ENGL 103 English Composition I with Review               | 3  |
| <input type="checkbox"/> ENGL 102 English Composition II | 3  |
| <b>Communication</b>                                     |    |
| Choose one class   |    |
| <input type="checkbox"/> _____                           | 3  |
| <b>Math &amp; Statistics</b>                             |    |
| <input type="checkbox"/> MATH 115 College Algebra        | or |
| MATH 114 College Algebra with Review                     | 3  |
| <b>Natural &amp; Physical Science</b>                    |    |
| Choose one class   |    |
| <input type="checkbox"/> _____                           | 5  |
| <b>Social &amp; Behavioral Sciences</b>                  |    |
| Choose two classes from different subject areas          |    |
| <input type="checkbox"/> _____                           | 3  |
| <input type="checkbox"/> _____                           | 3  |
| <b>Arts &amp; Humanities</b>                             |    |
| Choose two classes from different subject areas          |    |
| <input type="checkbox"/> _____                           | 3  |
| <input type="checkbox"/> _____                           | 3  |
| <b>Personal &amp; Professional Behavior</b>              |    |
| Choose two classes                                       |    |
| <input type="checkbox"/> _____                           | 3  |
| <input type="checkbox"/> _____                           | 3  |

General Electives can be found on page 53  
Statewide General Education Requirements can be found on page 56

## 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:

List of college graduate courses taken by Tom Brungardt, full-time faculty:

CHEM 634G Physical Chem: Quantum Mechanics & Chem Kinetics; CHEM 656G Instrumental Analysis; CHEM 801 Intro. to Graduate Studies in Chemistry & Chem. Educ.; CHEM 644G Organic Spectroscopic Analysis; CHEM 632G Physical Chemistry: Chemical Thermodynamics.

CHEM 773 Biochemistry; CHEM 774 Biochemistry Laboratory; CHEM 815 Advanced Topics: Polymer Physical Chemistry; CHEM 887 Advanced Biopolymers & Nanotech; CHEM 735 Laboratory Safety & Compliance.

Tom is also a member of the American Chemical Society.

List of credentials by Dr. Douglas Ecoff, retired full-time Labette Community College faculty, adjunct faculty:

Full-time faculty in the Labette Community College Chemistry Department for over 35 years; has written textbooks for the Labette Community College Chemistry Department which are used as instructional tools for the chemistry courses and physical science courses; has received the Labette Community College Faculty of the Year award 1994-1995, 2002-2003.

List of other adjunct faculty who have taught for Labette Community College:

Cordaro Baldwin, Tom Brungardt, Josh Cochran, and Amanda Fields.

## 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:

Please note the following statement from the Journal of Chemical Education:

“Chemistry programs in U.S. universities often report a 56% retention rate, which is notably lower than the average for many other STEM fields. General chemistry, particularly in the first year, can experience drop/withdrawal rates as high as 70%, with significant attrition, though interventions like active learning (PLTL) can improve success.”

As seen from the “Program Review Data Summary”, the completion, success, and attrition rates are much better at LCC than at U.S. universities in general.

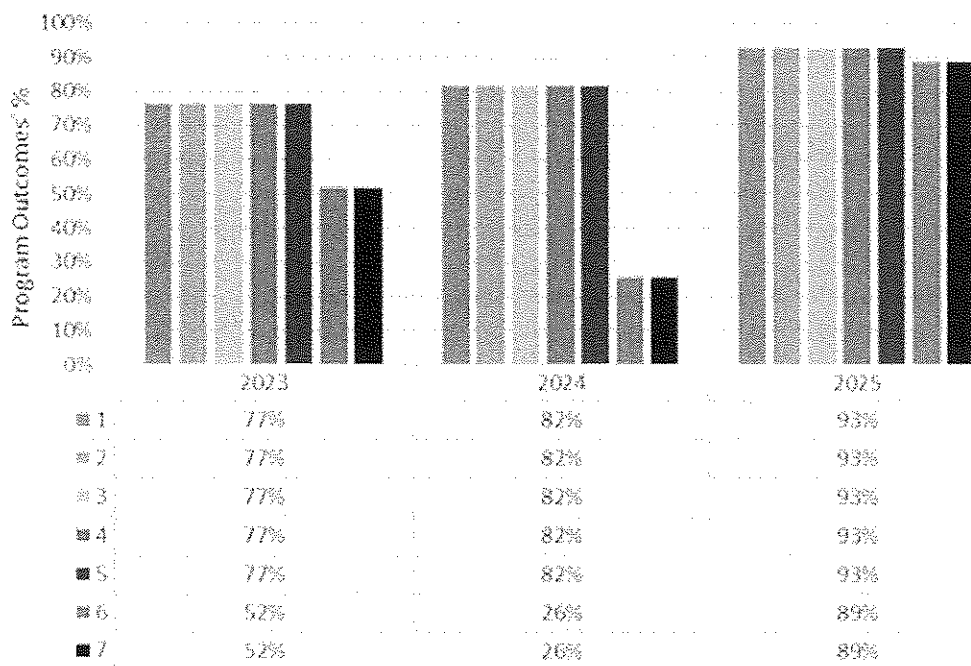
| Year (AY dates)                                     | Subject Prefix | Course Name               | Total Enrollment | # of Sections      | Average Class Size   | % Student Completion | %Student Success   | %Student Attrition   | Student Credit Hours |
|---|----------------|---------------------------|------------------|--------------------|----------------------|----------------------|--------------------|----------------------|----------------------|
| 2023  | CHEM 120       | Introduction to Chemistry | 35               | 2                  | 18                   | 86%                  | 90%                | 14%                  | 175                  |
| 2024  |                |                           | 25               | 2                  | 12                   | 96%                  | 79%                | 4%                   | 125                  |
| 2025  |                |                           | 20               | 2                  | 10                   | 90%                  | 72%                | 10%                  | 100                  |
| 2023  | CHEM 124       | College Chem I            | 60               | 6                  | 10                   | 100%                 | 98%                | 0%                   | 300                  |
| 2024  |                |                           | 82               | 6                  | 13                   | 98%                  | 99%                | 2%                   | 410                  |
| 2025  |                |                           | 30               | 3                  | 10                   | 100%                 | 100%               | 0%                   | 150                  |
| 2023  | CHEM 126       | College Chem II           | 9                | 1                  | 9                    | 89%                  | 100%               | 11%                  | 45                   |
| 2024  |                |                           | 4                | 1                  | 4                    | 100%                 | 100%               | 0%                   | 20                   |
| 2025  |                |                           | 5                | 1                  | 5                    | 60%                  | 100%               | 40%                  | 25                   |
| 2023  | CHEM 204       | Organic Chem I            | 4                | 1                  | 4                    | 100%                 | 100%               | 0%                   | 20                   |
| 2024  |                |                           | N/A              | N/A                | N/A                  | N/A                  | N/A                | N/A                  | N/A                  |
| 2025  |                |                           | N/A              | N/A                | N/A                  | N/A                  | N/A                | N/A                  | N/A                  |
| 2023  | CHEM 207       | Organic Chem II           | 6                | 1                  | 6                    | 100%                 | 100%               | 0%                   | 30                   |
| 2024  |                |                           | N/A              | N/A                | N/A                  | N/A                  | N/A                | N/A                  | N/A                  |
| 2025  |                |                           | N/A              | N/A                | N/A                  | N/A                  | N/A                | N/A                  | N/A                  |
| 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 |                      |
| 2023  | Cherokee       | N/A                       | N/A              | N/A                | N/A                  | N/A                  | N/A                | N/A                  |                      |
| 2024  |                | N/A                       | N/A              | N/A                | N/A                  | N/A                  | N/A                | N/A                  |                      |
| 2025  |                | N/A                       | N/A              | N/A                | N/A                  | N/A                  | N/A                | N/A                  |                      |

|   |                                |                            |                                      |   |           |   |                    |     |
|---|--------------------------------|----------------------------|--------------------------------------|---|-----------|---|--------------------|-----|
| 2023  | Online                         | 23                         | 1                                    | 23  | 83%       | 84%                                       | 17%                | 115 |
| 2024  |                                | 25                         | 2                                    | 12  | 96%       | 79%                                       | 4%                 | 125 |
| 2025  |                                | 15                         | 1                                    | 15  | 87%       | 69%                                       | 13%                | 75  |
| 2023  | Main Campus                    | 48                         | 7                                    | 7   | 96%       | 100%                                      | 4%                 | 240 |
| 2024  |                                | 21                         | 3                                    | 6   | 90%       | 100%                                      | 10%                | 105 |
| 2025  |                                | 17                         | 3                                    | 6   | 88%       | 93%                                       | 12%                | 85  |
| 2023  | Concurrent                     | 43                         | 3                                    | 13  | 100%      | 98%                                       | 0%                 | 215 |
| 2024  |                                | 65                         | 4                                    | 16  | 100%      | 98%                                       | 0%                 | 325 |
| 2025  |                                | 23                         | 2                                    | 12  | 100%      | 100%                                      | 0%                 | 115 |
| 2023  | Other (Arrg, Off-campus, etc.) | N/A                        | N/A                                  | N/A   | N/A       | N/A                                       | N/A                | N/A |
| 2024  |                                | N/A                        | N/A                                  | N/A   | N/A       | N/A                                       | N/A                | N/A |
| 2025  |                                | N/A                        | N/A                                  | N/A   | N/A       | N/A                                       | N/A                | N/A |
| 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) |                    |     |
| 2023  |                                | 3                          |                                      | 3   |           | N/A                                       |                    |     |
| 2024  |                                | N/A                        |                                      | N/A   |           | N/A                                       |                    |     |
| 2025  |                                | 1                          |                                      | 1   |           | N/A                                       |                    |     |
| Student Credit Hours by Faculty Type  |                                |                            |                                      |   |           |   |                    |     |
|   | Number of Faculty              |                            | Student Credit Hours by Faculty Type |   |           |   |                    |     |
| Year (AY)   | Full Time                      | Part Time                  | Full Time                            | % for Full Time                                   | Part Time | % for Part Time                           | Total Credit Hours |     |
| 2023  | 1                              | 3                          | 180                                  | 32%   | 390       | 68%                                       | 570                |     |
| 2024  | 0                              | 4                          | 0                                    | 0%  | 555       | 100%                                      | 555                |     |
| 2025  | 0                              | 5                          | 0                                    | 0%  | 275       | 100%                                      | 275                |     |
| Faculty Name by Type for Most Recent Academic Year Full Time:<br>Part Time: Doug Ecoff, Cordaro Baldwin, Tom Brungardt, Josh Cochran, and Amanda Fields |                                |                            |                                      |   |           |   |                    |     |

### Chemistry Program Outcomes:

1. Understand and explain the composition and properties of materials and the interaction of energy with materials.
2. Understand and explain how materials are transformed to other materials.
3. Explain the role of Chemistry and its sister sciences in the understanding of Nature, our environment, and ourselves.
4. Understand and explain how Chemistry is applied to better the lives of humankind.
5. Demonstrate the ability to solve problems involving chemical systems.
6. To analyze and synthesize materials in a laboratory setting.
7. To be able to use laboratory techniques including the use of modern instruments to analyze chemical systems.

## Chemistry Program Outcomes 2023-2025



- What did you learn from the data?  
The data indicates progressive increase in accomplishment of chemistry outcomes. However, enrollment during the three years has generally decreased.
- What did you not learn from the data?  
Does not state all the reasons for decrease in enrollment.
- What do you hope to learn and do differently this academic year?  
Work to increase enrollment but continue to have high accomplishment of the chemistry outcomes.

## 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 provides quality learning". Quality learning comes from faculty that are well qualified; one has a Master's degree in Biology and several graduate level Chemistry courses, and one other has a doctorate in Chemistry. The faculty are caring and encourage students receive help from them when needed. Most of the courses have all the lecture recorded on-line so students can review the lectures on their own at the convenience of their homes. Pre-laboratory explanations are also recorded on-line.

"...in a supportive environment". Faculty are always available to help students. In addition, hybrid Chemistry Courses are being developed to add more convenience to students and increase learning. The hybrid courses will provide on-ground laboratory work so that students will have hands—on experience but the lecture portions will be on-line to help students with scheduling.

## 7.0 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.

### External Constituencies:

The Chemistry Department participates in the Concurrent program partnering with area high schools to help students enroll in college. In 2025, the department had 23 students enrolled in 2 course sections. Of those 2 sections, 100% students completed successfully with a grade of 70% or higher with 100% student retained from the total number initially enrolled in course. In 2023, 43 students were enrolled in 3 course sections with 100% students completed successfully of a grade of 70% or higher with 100% student retained from the total number of students enrolled. In 2024, concurrent enrollment increased to 65 students in 4 sections. The success rate was 98% of a grade of 70% or higher of the 100% students retained from the total number of students enrolled in the course.

### Significant Trends:

“The 2025 outlook for chemistry-related roles is favorable, with a 6% growth rate for chemists through 2032, driven by pharmaceuticals and biotechnology. Chemistry teacher jobs at the postsecondary level show a bright outlook with an expected +8% growth, while high school teaching jobs may face tighter competition. Salaries are competitive, averaging \$87,180-\$104,380 for chemists and over \$100,000 for university faculty.

Bureau of Labor Statistics (.gov) +2

### **Chemistry Jobs (Industry)**

- **Job Outlook:** Employment for chemists and materials scientists is projected to grow 6% from 2022 to 2032, faster than the average for all occupations.
- **Key Sectors:** High demand in pharmaceuticals, biotechnology, and environmental research.
- **Median Salary:** ~\$87,180 per year for chemists, \$104,380 for materials scientists.
- **Required Skills:** Technical expertise in chemistry/mathematics, combined with critical thinking and communication.

Research.com

### **Chemistry Teaching Jobs**

- **Postsecondary (College/University):** Strong demand with an 8% growth rate, with approximately 118,900 openings annually due to faculty retirements.
- **High School:** Employment for high school teachers is projected to decline 2% from 2024 to 2034, but jobs will arise from the need to replace retiring teachers.

- **Salary (Postsecondary):** Median annual salary for postsecondary chemistry teachers is approximately \$103,600 in colleges/universities, and \$97,360 in junior colleges.
- **Demand:** High demand for educators in specialized scientific fields.

Bureau of Labor Statistics (.gov) +3''

One external trend is the requirement of Pharmacy and Medical Programs for on-ground laboratory experience as opposed to on-line laboratories. As such, most of the experiments that students do in the LCC Chemistry courses are on-ground.

One negative trend is the making of Organic Chemistry 1 and 2 as upper division classes by most of the 4-year colleges in Kansas (despite chemistry majors taking these courses in their sophomore years). Because Community Colleges in Kansas cannot make their courses upper division, enrollment in these classes have been negatively impacted. Students mostly do not take these courses at community colleges because doing so likely means having to take extra classes to meet the upper division requirement to graduate with a bachelor's degree.

An exception to this trend are students who transfer to Pharmacy programs. Unlike medical, dental, and optometry students; pharmacy students are not required to have a bachelor's degree to enter their program. However, there are not enough pre-pharmacy majors to justify offering the Organic Chemistry courses. Thus, currently, Organic Chemistry 1 and 2 are not being taught at LCC.

Work will be done to have more of the concurrent students to take courses at Labette Community College.

## 8.0 Academic 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**

Important goal to increase enrollment. One way is the development and offering of hybrid courses.

The department will continue to accomplish all of the goals established by KCOG and to encourage students to meet those goals.

## 9.0 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.

### **Short-Term:**

The department will incorporate hybrid courses. The hybrid courses will add convenience to students' schedules and yet will allow for hands-on laboratory experience. Because students will meet with the instructor on a limited basis, testing can be done on-ground which will ensure integrity. Comparisons will be made of test results with prior on-ground courses to be sure learning by this method is being maintained or improving.

### **Long-Term:**

The department will improve recruitment. This will be accomplished by meeting with concurrent instructors and encouraging high school students to take chemistry courses at Labette Community College.

Currently, material fees for students when taking chemistry classes are being paid by the Foundation. This will be advertised to encourage enrollment.



## Comprehensive Program Review 2025 - 2026

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Program Name: **Exercise Science**

Semesters Reviewed:

AY 2023: Fall 2022, Spring 2023, and Summer 2023

AY 2024: Fall 2023, Spring 2024, and Summer 2024

AY 2025: Fall 2024, Spring 2025, and Summer 2025

Completed by: Rebeka Crawford

Date: March 2026

**Assessment Committee Recommendation:**

The Instructional Assessment Committee has accepted this Review and recommends it be sent on to the President's Council for consideration.

**President's Council Recommendation:**

The President's Council has accepted this Review and recommends it be sent on to the Board of Trustees for consideration.

## 1.0 Program Summary

Provide a descriptive summary of the program.

### Narrative:

The Exercise Science program prepares students to continue their education in Exercise Science, Kinesiology, or health-related fields. Students pursuing this degree should have an interest in pursuing a career in strength and conditioning, health and wellness promotion, nutrition, and personal training. Exercise Science is also an excellent degree choice for advanced professional programs such as physical therapy, chiropractic, athletic training, and medicine.

## 2.0 Student Success

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

### Narrative:

Student success in the Exercise Science program is defined as the achievement of personal, academic, and professional goals through the development of strong scientific knowledge, practical skills, and critical thinking related to human health, movement, and performance. The program is committed to preparing high-quality graduates who can contribute to the growing body of knowledge surrounding the prevention and management of diseases associated with inactivity and unhealthy lifestyles. Students who complete the program are well-equipped to transfer seamlessly into bachelor's degree programs at four-year institutions and into advanced professional programs such as physical therapy, chiropractic, athletic training, physician assistant studies, and medicine.

Success is demonstrated through students' ability to apply foundational coursework and laboratory experiences to real-world health and human performance settings, communicate effectively with diverse populations, and understand the essential role of exercise in human health and well-being. Graduates leave the program ready to excel in advanced academic pathways where they can continue developing as practitioners, researchers, and leaders in the health sciences.

The program promotes student success by offering a flexible, inclusive, and supportive learning environment that accommodates a diverse student population. Courses are delivered through a combination of on-ground, online, concurrent, and accelerated formats to meet student needs. Faculty utilize a variety of teaching strategies to address different learning styles, enhance retention of course material, and ensure students gain the foundational skills necessary for success in upper-division and professional programs. By continually assessing student needs and adjusting course offerings—such as adding additional online sections—the department remains responsive and student-centered.

Ultimately, the Exercise Science program is dedicated to nurturing each student's potential, ensuring they leave with a strong academic foundation, confidence in their abilities, and the preparation needed to thrive in advanced study and future professional roles within the health and medical fields.

## 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 Exercise Science Program supports student success by offering a mix of face-to-face and online course delivery formats to accommodate varied learning styles and schedules. Faculty integrate innovative teaching strategies that prioritize student engagement, critical thinking, and the practical application of course concepts related to health, fitness, and human performance.

The Associate in Science Exercise Science degree is designed to prepare students to transfer to a four-year institution and continue their studies in Exercise Science, Health, Kinesiology, or another related field. The program provides a strong academic foundation for students pursuing careers in areas such as personal training, health and fitness, group fitness instruction, and other health-related professions.

A core component of the program is its emphasis on connecting course material to real-world applications. Through practical learning experiences and collaborative activities, students develop the knowledge and skills necessary to promote health, wellness, and physical performance in diverse populations. These experiences also encourage teamwork, leadership, and community engagement.

The department defines student success in multiple ways, including preparing students for successful transfer to four-year institutions while also fostering the professional and collaborative skills needed in the health and human performance fields. Because many students in the program are also student-athletes, faculty and coaching staff work collaboratively to support academic achievement, athletic commitments, and overall student development.

### 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:

The Exercise Science program serves as a foundation for students pursuing a variety of career paths in health, fitness, and human performance. Core concentration requirements include courses such as Anatomy and Physiology, Basic Nutrition, and First Aid and CPR, which provide essential knowledge for students entering health-related fields. General education electives are often selected to align with the specific career paths students intend to pursue.

General education requirements within the program are designed to support statewide transfer to four-year institutions. The curriculum has been intentionally aligned with the Exercise Science program at Pittsburg State University, and the general requirements closely match exercise science programs offered at both two-year and four-year institutions across Kansas.

Currently, five Physical Education courses are Kansas Regents Shared Number (KSRN) aligned through the college's participation in Kansas Core Outcomes Group (KCOG) meetings. These courses include:

- Basic Nutrition
- Personal and Community Health
- First Aid and CPR
- Introduction to Exercise Science
- Care and Prevention of Athletic Injuries

As a transfer-focused degree, the program regularly monitors changes in university-level degree requirements to determine whether curriculum updates are necessary. For example, we are currently working on a possible articulation agreement between LCC faculty, the Dean of Instruction, and faculty at Central Methodist University to ensure proper curriculum alignment.

### 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:

LCC offers an Associate of Science degree in Exercise Science. Additionally, students completing PED 118 First Aid and CPR will receive certification from the American Heart Association.

Students completing the Associate in Science degree in Exercise Science generally pursue an undergraduate degree in Exercise Science or a related field.

## EXERCISE SCIENCE ACADEMIC CURRICULUM MAP

An academic map is a suggested two-year schedule of courses based on degree requirements. This sample schedule serves as a general guideline to help build a full schedule each term. Milestones, courses, and special requirements necessary for timely progress to complete a major are designated to keep you on track to graduate in two years.

**This map is not a substitute for academic advisement**—contact your advisor if you have any questions about scheduling or about your degree requirements. Also see the current academic catalog for a complete list of requirements and electives. Note: Requirements are continually under revision, and there is no guarantee they will not be changed or revoked; contact an advisor, the department and/or program area for current information.

| First Year                                     |              |       |                                      |              |       |
|--|--------------|-------|--------------------------------------|--------------|-------|
| First Semester                                 |              |       | Second Semester                      |              |       |
| Course   | Credit Hours | Notes | Course                               | Credit Hours | Notes |
| English 010<br>ENGL 101 or ENGL 103            | 3            |       | English 010<br>ENGL 102              | 3            |       |
| Communication 020                              | 3            |       | Natural & Physical Sciences 040      | 5            |       |
| Math & Statistics 030<br>MATH 115 or MATH 114  | 3            |       | Arts & Humanities 060                | 3            |       |
| Arts & Humanities 060                          | 3            |       | PED 114 Basic Nutrition              | 3            |       |
| PED 110 Intro to Exercise Science              | 3            |       | PED 118 First Aid and CPR            | 2            |       |
| Total Hours                                    | 15           |       | Total Hours                          | 16           |       |
| Second Year                                    |              |       |                                      |              |       |
| First Semester                                 |              |       | Second Semester                      |              |       |
| Course   | Credit Hours | Notes | Course                               | Credit Hours | Notes |
| Social and Behavioral Science 050              | 3            |       | Social and Behavioral Science 050    | 3            |       |
| Personal & Professional Behavior 070           | 3            |       | Personal & Professional Behavior 070 | 3            |       |
| PED 103 Care & Prevention of Athletic Injuries | 3            |       | General Elective                     | 3            |       |
| BIOL 130 Anatomy & Physiology                  | 5            |       | General Elective                     | 3            |       |
|  |              |       | General Elective                     | 3            |       |
| Total Hours                                    | 14           |       | Total Hours                          | 15           |       |

**You may choose to attend a summer term to reduce your load during fall or spring terms but still stay on track to graduate in two years. NOTE: Learning Support courses will alter the sequences on this map.**

**Systemwide General Education Key:**

010 English                      020 Communication                      030 Math & Statistics                      040 Natural & Physical Sciences  
050 Social & Behavioral Sciences                      060 Arts & Humanities                      070 Personal & Professional Behavior

General Electives can be found on page 53  
Statewide General Education Requirements can be found on page 56

## EXERCISE SCIENCE

### ASSOCIATE IN SCIENCE

An exercise science degree from Labette Community College prepares students to continue their education in Exercise Science, Kinesiology, or Health related fields. Students pursuing this degree should have interest in pursuing a career in strength and conditioning, health and wellness promotion, nutrition, and personal training. Exercise Science is also an excellent degree choice for advanced professional programs such as physical therapy, chiropractic, athletic training, and medicine.

**Credits Required:** 60

**General Advisor:** Henri Wyland  
620-820-1195  
henriettaw@labette.edu

**Major Advisors:** Rebeka Crawford  
620-820-1171  
rebekac@labette.edu

**After Graduation**

Students completing the A.S. Degree in Exercise Science generally pursue an undergraduate degree in Exercise Science or related field. Students attaining the degree are prepared to test and complete a personal training certification exam, although completion of the certification exam is not required as part of the academic program. Students who chose to take the certification exam are capable of attaining work in a personal training career.

|   |  |           |
|---|--|-----------|
| <b>Concentration Requirements</b>               |  | <b>16</b> |
| <input type="checkbox"/>                        | BIOL 130 Anatomy & Physiology                  | 5         |
| <input type="checkbox"/>                        | PED 103 Care & Prevention of Athletic Injuries | 3         |
| <input type="checkbox"/>                        | PED 110 Introduction to Exercise Science       | 3         |
| <input type="checkbox"/>                        | PED 114 Basic Nutrition                        | 3         |
| <input type="checkbox"/>                        | PED 118 First Aid and CPR                      | 2         |
| <b>General Education Requirement</b>            |  | <b>35</b> |
| <b>English</b>                                  |  |           |
| <input type="checkbox"/>                        | ENGL 101 English Composition I                 | or        |
|   | ENGL 103 English Composition I with Review     | 3         |
| <input type="checkbox"/>                        | ENGL 102 English Composition II                | 3         |
| <b>Communication</b>                            |  |           |
| Choose one class                                |  |           |
| <input type="checkbox"/>                        | _____  | 3         |
| <b>Math &amp; Statistics</b>                    |  |           |
| <input type="checkbox"/>                        | MATH 115 College Algebra                       | or        |
|   | MATH 114 College Algebra with Review           | 3         |
| <b>Natural &amp; Physical Science</b>           |  |           |
| Choose one class                                |  |           |
| <input type="checkbox"/>                        | _____  | 5         |
| <b>Social &amp; Behavioral Sciences</b>         |  |           |
| Choose two classes from different subject areas |  |           |
| <input type="checkbox"/>                        | _____  | 3         |
| <input type="checkbox"/>                        | _____  | 3         |
| <b>Arts &amp; Humanities</b>                    |  |           |
| Choose two classes from different subject areas |  |           |
| <input type="checkbox"/>                        | _____  | 3         |
| <input type="checkbox"/>                        | _____  | 3         |
| <b>Personal &amp; Professional Behavior</b>     |  |           |
| Choose two classes                              |  |           |
| <input type="checkbox"/>                        | _____  | 3         |
| <input type="checkbox"/>                        | _____  | 3         |
| <b>General Electives</b>                        |  | <b>9</b>  |
| <input type="checkbox"/>                        | _____  | 3         |
| <input type="checkbox"/>                        | _____  | 3         |
| <input type="checkbox"/>                        | _____  | 3         |

General Electives can be found on page 53  
Statewide General Education Requirements can be found on page 56

## **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:**

Since joining Labette Community College, I have focused on both professional growth and student engagement to support program and institutional success. I began taking courses to ultimately earn a Doctorate in Exercise Science, demonstrating a commitment to expanding my expertise and bringing advanced knowledge to the classroom. In addition, I became the advisor for Phi Theta Kappa (PTK), supporting high-achieving students in their academic and leadership development. I am also an active member of the Distance Education Committee, contributing to the development and improvement of online course offerings. Currently, in the middle of my second year at LCC, I continue to balance professional development with building meaningful connections with students, colleagues, and the broader community to strengthen the Exercise Science program.

## **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:**

During the past three academic years, the Exercise Science program has demonstrated continued growth in enrollment, strong student success rates, and an increase in degree completion. The program continues to fulfill its primary mission of preparing students to transfer to four-year institutions in exercise science, kinesiology, and other health-related fields. Data from the review cycle indicates stable or improving outcomes across many program courses, as well as increasing student demand for several core offerings.

A significant trend during this period has been growth in enrollment in foundational science and health-related coursework. Anatomy and Physiology (BIOL 130), which serves as a key requirement for Exercise Science students as well as students in other health pathways, showed consistent enrollment growth during the review period. Similarly, Basic Nutrition (PED 114) remains one of the highest-enrolled courses within the program and contributes substantially to student credit hour production.

Student success and completion rates remained strong across most program courses, generally ranging from the high 80% to mid-90% range. While some fluctuations occurred, overall outcomes indicate that students are successfully completing coursework and progressing toward program goals.

## Key Program Accomplishments

- Increased degree completion:
  - Degrees awarded increased from 5 in 2023 to 9 in 2025, reflecting steady program growth and improved student progression.
- Growth in key course enrollments:
  - BIOL 130 – Anatomy and Physiology: Enrollment increased from 203 students (2023) to 273 students (2025).
  - PED 114 – Basic Nutrition: Enrollment increased from 167 students (2023) to 226 students (2024) and remained strong at 212 students in 2025.
- Improved student success in gateway coursework:
  - PED 110 – Introduction to Exercise Science saw student success increase from approximately 67–68% in 2023–2024 to 95% in 2025, suggesting improvements in course delivery and student engagement.
- Expansion of full-time instructional support:
  - In 2023, 53% of student credit hours were taught by full-time faculty.
  - By 2025, this increased to 83%, providing greater instructional consistency, program stability, and increased opportunities for student mentoring.

## Delivery Format and Location Trends

Online instruction continues to represent the largest share of program delivery and remains an important access point for students balancing work, athletics, and other commitments.

- Online enrollment increased from 446 students in 2023 to 505 students in 2025, while maintaining stable success rates of approximately 89–90%.
- Main campus enrollment increased from 90 students in 2023 to 149 students in 2025, demonstrating growing interest in in-person coursework.
- Concurrent enrollment courses continued to show exceptionally strong outcomes, with completion rates near or at 100%, highlighting the value of partnerships with local high schools.
- Cherokee location enrollment remained modest during the first two years of the cycle before courses were not offered in 2025.

## Reflection on Student Success and Attrition Trends

Overall student completion and success rates remained strong across the review period, with most courses maintaining completion rates above 90%. Some courses, particularly those with rigorous scientific content such as Anatomy and Physiology, experienced slightly higher attrition rates. This trend is consistent with national patterns in health science coursework where students encounter more challenging material. Despite this, success rates in these courses remained strong and enrollment continued to grow, indicating sustained student interest in health-related career pathways.

## **Program Outlook**

Overall, the Exercise Science program demonstrates positive momentum. Enrollment growth in key courses, increasing degree completion, strong student success rates, and expanded full-time faculty involvement reflect a healthy and growing program. Continued monitoring of student success trends, particularly in high-enrollment science courses and face-to-face offerings, will help ensure the program remains responsive to student needs and evolving workforce demands in health and exercise science fields.



# LABETTE 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: Exercise Science

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 |
|-----------------|----------------|------------------------------------|------------------|---------------|--------------------|----------------------|------------------|--------------------|----------------------|
| 2023            | PED 103        | Care/Prevention of Athletic Injur. | 14               | 1             | 14                 | 100%                 | 86%              | 0%                 | 42                   |
| 2024            |                |                                    | 29               | 1             | 29                 | 100%                 | 90%              | 0%                 | 87                   |
| 2025            |                |                                    | 30               | 1             | 30                 | 90%                  | 93%              | 10%                | 90                   |
| 2023            | PED 110        | Intro to Exercise Science          | 19               | 1             | 19                 | 100%                 | 68%              | 0%                 | 57                   |
| 2024            |                |                                    | 24               | 1             | 24                 | 100%                 | 67%              | 0%                 | 72                   |
| 2025            |                |                                    | 19               | 1             | 19                 | 100%                 | 95%              | 0%                 | 57                   |
| 2023            | PED 114        | Basic Nutrition                    | 167              | 8             | 14                 | 98%                  | 93%              | 2%                 | 501                  |
| 2024            |                |                                    | 226              | 9             | 25                 | 96%                  | 88%              | 4%                 | 678                  |
| 2025            |                |                                    | 212              | 9             | 23                 | 94%                  | 92%              | 6%                 | 656                  |
| 2023            | PED 116        | Lifetime Fitness                   | 169              | 12            | 9                  | 99%                  | 92%              | 1%                 | 169                  |
| 2024            |                |                                    | 116              | 7             | 12                 | 97%                  | 95%              | 3%                 | 116                  |
| 2025            |                |                                    | 134              | 9             | 11                 | 99%                  | 89%              | 1%                 | 134                  |
| 2023            | PED 118        | First Aid & CPR                    | 15               | 1             | 15                 | 93%                  | 100%             | 7%                 | 30                   |
| 2024            |                |                                    | 15               | 1             | 15                 | 100%                 | 93%              | 0%                 | 30                   |
| 2025            |                |                                    | 7                | 1             | 7                  | 100%                 | 100%             | 0%                 | 14                   |
| 2023            | BIOL 130       | Anatomy & Physiology               | 203              | 12            | 15                 | 89%                  | 90%              | 11%                | 1,015                |
| 2024            |                |                                    | 218              | 12            | 14                 | 89%                  | 90%              | 11%                | 1,090                |
| 2025            |                |                                    | 273              | 14            | 14                 | 86%                  | 87%              | 14%                | 1,365                |

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 |
|-----------------|--------------------------------|------------------|---------------|--------------------|----------------------|------------------|--------------------|----------------------|
| 2023            | Cherokee                       | 24               | 2             | 12                 | 88%                  | 86%              | 13%                | 120                  |
| 2024            |                                | 26               | 2             | 13                 | 92%                  | 92%              | 8%                 | 130                  |
| 2025            |                                | N/A              | N/A           | N/A                | N/A                  | N/A              | N/A                | N/A                  |
| 2023            | Online                         | 446              | 23            | 19                 | 95%                  | 90%              | 5%                 | 1,272                |
| 2024            |                                | 459              | 20            | 23                 | 93%                  | 89%              | 7%                 | 1,395                |
| 2025            |                                | 505              | 23            | 21                 | 93%                  | 90%              | 7%                 | 1,589                |
| 2023            | Main Campus                    | 90               | 6             | 14                 | 94%                  | 92%              | 6%                 | 337                  |
| 2024            |                                | 111              | 6             | 18                 | 95%                  | 90%              | 5%                 | 428                  |
| 2025            |                                | 149              | 8             | 19                 | 85%                  | 88%              | 15%                | 626                  |
| 2023            | Concurrent                     | 27               | 4             | 6                  | 100%                 | 100%             | 0%                 | 85                   |
| 2024            |                                | 32               | 3             | 11                 | 100%                 | 94%              | 0%                 | 120                  |
| 2025            |                                | 21               | 4             | 6                  | 95%                  | 100%             | 5%                 | 81                   |
| 2023            | Other (Arrg. Off-campus, etc.) | N/A              | N/A           | N/A                | N/A                  | N/A              | N/A                | N/A                  |
| 2024            |                                | N/A              | N/A           | N/A                | N/A                  | N/A              | N/A                | N/A                  |
| 2025            |                                | N/A              | N/A           | N/A                | N/A                  | N/A              | N/A                | N/A                  |

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) |
|-----------------|----------------------------|---|---|
| 2023            | 5                          | 4   | N/A                                       |
| 2024            | 8                          | 6   | N/A                                       |
| 2025            | 9                          | 3   | N/A                                       |

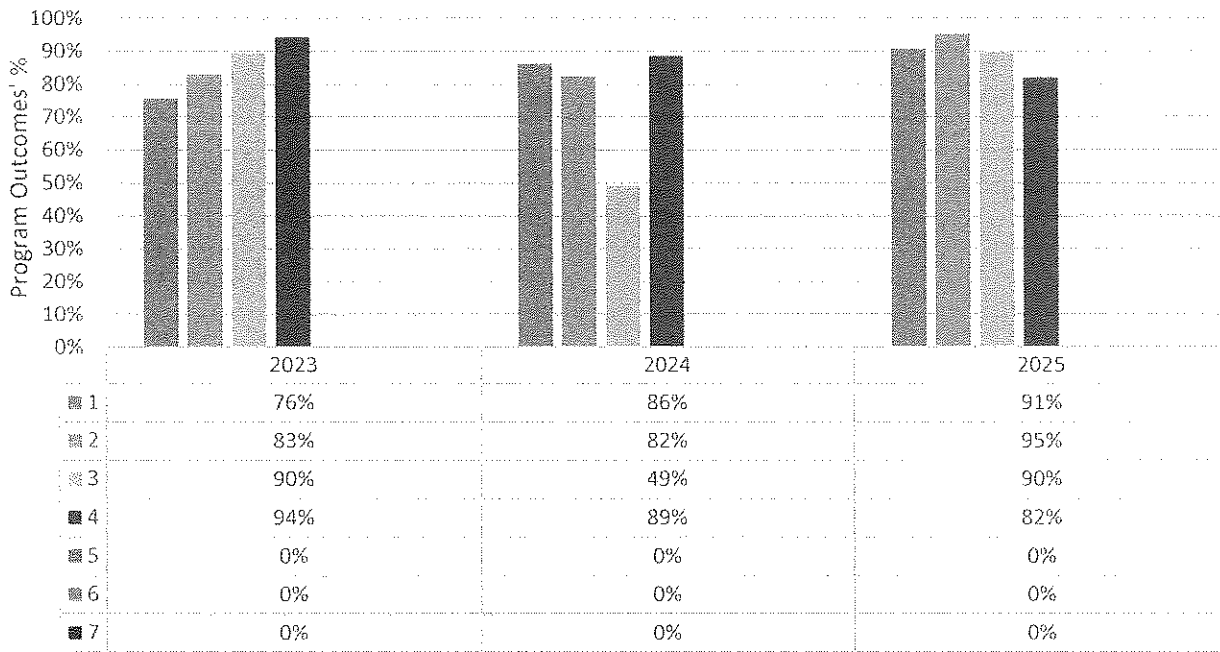
Student Credit Hours by Faculty Type

| 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 |                    |
| 2023      | 1                 | 8         | 955                                  | 53%             | 859       | 47%             | 1,814              |
| 2024      | 1                 | 7         | 980                                  | 47%             | 1093      | 53%             | 2,073              |
| 2025      | 3                 | 5         | 1,916                                | 83%             | 380       | 17%             | 2,296              |

Faculty Name by Type for Most Recent Academic Year Full Time: Rebeka Hale-Crawford, Daudi Langat (BIOL) & Archana Lal (BIOL)

Part Time: Kyle Crofts, Chance Curran, Mary Friess, Brittany Haley, Shayla Smith

## Exercise Science Program Outcomes 2023-2025



|               |  |
|---------------|--|
| <b>PSLO 1</b> | Describe, understand, and apply basic scientific knowledge, concepts and theories of nutrition, anatomy, physiology, biomechanics, metabolism and other supplementary topics as they relate to human movement and exercise.  |
| <b>PSLO 2</b> | Perform individualized and/or group physical fitness/health assessments. Demonstrate the ability to select, perform and analyze various clinical tests and exams associated with determining current status or improvement of health and fitness in accordance with accepted guidelines. |
| <b>PSLO 3</b> | Develop exercise and fitness programs for healthy and special populations, providing modifications in response to health and performance goals.  |
| <b>PSLO 4</b> | Demonstrate the ability to effectively communicate (verbal, written, etc.) as a means to educate and manage the safe and proper instruction for fitness testing and/or exercise.   |

### What I Learned from the Past Data

- Students consistently performed well in foundational knowledge outcomes, with PSLO 1–4 outcomes frequently reaching 88–100% between 2021-2023, indicating that students are generally achieving expected competency levels in scientific knowledge, assessment skills, and exercise program design.
- Communication and application skills were strong in earlier assessment years, with several outcomes reaching 100% in 2021 and 2022, suggesting that the curriculum effectively supported development of both theoretical understanding and applied exercise science skills.
- A noticeable decline occurred in several outcomes in 2024, particularly with outcomes associated with applied and communication skills, which fell to approximately 73–74%, indicating an area that may require additional instructional focus.

### What I Did Not Learn from the Past Data

- The data does not clearly explain the cause of performance declines in 2024 or whether the changes were related to instructional methods, student preparedness, course delivery format, or assessment tools.
- The data also does not identify specific skill gaps within each outcome, making it challenging to determine which concepts or competencies require the most improvement.
- Assessment results do not indicate how well students transfer knowledge across courses, particularly from foundational science courses to applied exercise science coursework.

### What I Hope to Learn and Do Differently This Academic Year

- Implement more consistent assessment across all program learning outcomes each year to allow for clearer trend analysis and more reliable comparisons over time.
- Strengthen applied learning and evaluation methods, particularly related to fitness assessment, program design, and exercise instruction, to improve performance in outcomes that declined in 2024.
- Refine assessment tools to better identify specific areas of weakness, allowing instructors to target particular concepts or skills needing reinforcement.
- Increase opportunities for practical demonstrations and applied assignments so students can better integrate scientific knowledge with exercise programming, testing procedures, and communication with clients or participants.

## 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 Exercise Science program supports the mission of Labette Community College by providing students with meaningful educational experiences that promote academic achievement, professional development, and preparation for future careers or continued education.

- Provides quality learning opportunities through science-based coursework and applied experiences. The Exercise Science program offers courses in anatomy, physiology, nutrition, and exercise science that combine foundational knowledge with practical skills such as fitness assessments and program design, helping students build competencies needed for careers in health, fitness, and human performance.
- Supports student success through accessible and flexible learning environments. By offering courses in multiple delivery formats, including online, face-to-face, and concurrent enrollment opportunities, the program allows students to pursue their educational goals while balancing athletics, work, and other responsibilities.
- Prepares students for a changing world through transfer and career pathways in growing health fields. The program is designed to support transfer to four-year institutions and prepares students for evolving careers in exercise science, health promotion, fitness training, and other allied health professions.

Through these efforts, the Exercise Science program helps students develop the knowledge, skills, and experiences needed to succeed academically, professionally, and personally in an evolving health and wellness landscape.

## **7.0 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.

### **External Constituencies:**

An important part of keeping our Exercise Science program strong is staying aware of other factors that might affect both the program itself and our students' success. I'm new to this role at LCC, and part of my work has been building connections with other local universities, community organizations, and industry partners to ensure our program stays aligned with current standards and opportunities in the field. This includes paying attention to changes in industry expectations, updates in transfer requirements from four-year schools, shifts in student demographics, and new trends in health and fitness education. We also consider the resources we have—things like lab equipment, technology, and enough qualified faculty—to make sure we're giving students what they need to succeed. By actively engaging with these partners and staying aware of these factors, we can continue to adapt our curriculum and teaching strategies to provide the best possible education and career preparation for our students.

### **Significant Trends:**

All data in the following summary is sourced from the U.S. Bureau of Labor Statistics Occupational Outlook Handbook ([www.bls.gov](http://www.bls.gov)).

#### Key Career Trends and Job Outlook

- Fitness Trainers and Instructors
  - Lead and motivate individuals or groups in exercise activities, including personal training and fitness classes.
  - Employment is projected to grow much faster than average, about 12 percent from 2024 to 2034.
  - Growth is driven by increased public interest in health, obesity prevention, workplace wellness programs, and overall fitness engagement.
- Exercise Physiologists
  - Develop exercise programs to improve health and assist clients with chronic conditions or rehabilitative needs.
  - Employment is projected to grow about 9 percent from 2024 to 2034, faster than average.
  - Growth is tied to an aging population, increasing chronic health conditions, and recognition of exercise as preventive or rehabilitative healthcare.
- Athletic Trainers
  - Specialize in preventing, diagnosing, and treating injuries.
  - Job growth is projected at 11 percent from 2024 to 2034.
  - Demand continues to rise due to increased need for injury prevention and performance services.

## Median Annual Wages (May 2024)

- Fitness Trainers and Instructors: approximately \$46,180 per year
- Exercise Physiologists: approximately \$58,160 per year
- Athletic Trainers: approximately \$60,250 per year
- For comparison, the median wage for all occupations was about \$49,500

## Industry and Workforce Trends

- Fitness and exercise professions are expanding as healthcare, wellness programs, and fitness industries emphasize preventative care and lifestyle management.
- Growth in worksite wellness programs and in-home or community-based fitness services will continue to support job demand.
- An aging population and increased awareness of chronic disease management further support careers in exercise physiology and rehabilitative exercise roles.

## Implications for Exercise Science Students

- Students are entering fields with above-average employment growth, especially in fitness and health promotion roles.
- Graduates have opportunities to work in diverse settings, including health clubs, clinical environments, corporate wellness, and community programs.
- Competitiveness and earning potential can be increased through professional certifications or further education, such as a bachelor's degree for clinical-oriented roles.

## **8.0 Academic 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:**

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

### **Explanation for Chosen Vitality Category:**

The Exercise Science program is a successful and growing part of LCC, contributing significantly to the institution's overall mission and student success. Student credit hours in program courses remain strong, reflecting continued interest and engagement. As a key component of LCC Athletics, the program provides valuable opportunities for students and student-athletes to develop skills that support others in achieving their health and fitness goals, while fostering continuous improvement in both curriculum and experiential learning.

## **9.0 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.

### **Short-Term:**

1. Develop an Exercise Science lab on campus to provide students with more hands-on, experiential learning opportunities and strengthen applied skills in assessment, programming, and injury prevention.
2. Expand partnerships with local and regional organizations to give students early observation and experiential opportunities in a variety of exercise science-related fields, supporting informed career decision-making.
3. Establish connections with professionals and programs in exercise science careers not available locally, using interviews, virtual presentations, and other distance-learning opportunities to broaden students' awareness of potential career paths.

### **Long-Term:**

1. Expand recruitment efforts for the Exercise Science program to increase enrollment, attract a more diverse student population, and raise awareness of the program's pathways to careers and transfer opportunities in health, fitness, and exercise science fields.
2. Review and adopt updated instructional materials, including selecting a new textbook for online Nutrition courses, to better align with program learning outcomes, enhance student engagement, and support effective delivery of both theoretical knowledge and practical application.



## Comprehensive Program Review 2025 - 2026

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Program Name: Nursing

Semesters Reviewed:

AY 2023: Fall 2022, Spring 2023, and Summer 2023

AY 2024: Fall 2023, Spring 2023, and Summer 2024

AY 2025: Fall 2024, Spring 2025, and Summer 2025

Completed by:

Nurse Faculty: Carly Beachner, Kim Beachner, Haley Beeman, Kathi Bennett, Kylie Gero, Julie Page, and Kayla Thurman.

Program Specialist: Sherry Simpson

Program Director: Dr. Dee Bohnenblust

Date: 3/1/2026

**Assessment Committee Recommendations:**

The Instructional Assessment Committee has accepted this Review and recommends it be sent on to the President's Council for consideration.

**President's Council Recommendations:**

The President's Council has accepted this Review and recommends it be sent on to the Board of Trustees for consideration.

## 1.0 Program Summary

Provide a descriptive summary of the program.

### **Narrative:**

The Associate Degree Nursing (ADN) Program was established in 1968 and approved by the Kansas State Board of Nursing. The program graduated its first ADN cohort in 1970 and achieved national accreditation through the National League for Nursing (NLN) in 1975. The program is currently accredited by the Accreditation Commission for Education in Nursing (ACEN), with the most recent reaccreditation granted in 2021.

The ADN Bi-Level Program was implemented in July 1981 to provide a progressive pathway to nursing licensure. This structure allows students to earn practical nurse licensure upon successful completion of the first level of the curriculum. Completion of Level I prepares students to sit for the National Council Licensure Examination—Practical Nurse (NCLEX-PN) and enter practice as Licensed Practical Nurses (LPNs). Completion of Level II results in the awarding of an Associate of Applied Science degree in Nursing and eligibility to sit for the National Council Licensure Examination—Registered Nurse (NCLEX-RN) for Registered Nurse (RN) licensure.

The LCC Nursing Program is a long-standing leader in associate degree nursing education in Kansas, distinguished by the use of evidence-based teaching strategies, innovative instructional methods, and integration of educational technology throughout the curriculum. The program is well respected by healthcare employers throughout Southeast Kansas, Northeast Oklahoma, and Southwest Missouri for producing competent Licensed Practical Nurses and Registered Nurses. The nursing program remains committed to continuous improvement, curricular relevance, and proactive preparation for the evolving demands of nursing education and professional practice.

## 2.0 Student Success

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

### **Narrative:**

The Nursing Faculty Organization (NFO) defines student success as the achievement of academic, clinical, and professional competencies required for safe and effective nursing practice. The program supports student success by establishing appropriate pre-requisite and co-requisite coursework that builds a strong foundation for nursing education.

Student success is demonstrated through the acquisition of nursing knowledge; the development of clinical judgment, critical thinking, and decision-making skills; and the ability to apply these competencies in patient care settings. Students apply knowledge through a variety of learning modalities, including classroom instruction, clinical observation, direct patient care experiences, simulation activities, and standardized testing.

To progress in the nursing program, students are required to meet or exceed an academic benchmark of 80% in nursing coursework. In addition, students must demonstrate competency in specific nursing skills throughout the program. Clearly defined student learning outcomes, clinical learning outcomes, and clinical skills competencies are outlined for each course and evaluated using 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:

The nursing program promotes student success through the intentional use of active learning strategies, evidence-based teaching practices, and supportive academic resources. All nursing courses incorporate a variety of instructional methods designed to engage students and promote critical thinking, clinical reasoning, and application of knowledge.

Examples of active learning strategies utilized across the curriculum include:

- Classrooms supported by PowerPoint presentations
- Educational videos (ATI, YouTube, and faculty-created content)
- Mind mapping and case studies to reinforce curriculum concepts
- Supplemental handouts to enhance content comprehension
- Guided discussion and Socratic questions
- Skills laboratory and Simulation experiences for hands-on learning
- NCLEX-style questioning
- In-class and patient-care simulation experiences
- Equipment demonstrations and use of physical clinical examples

- Facilitated note-taking to promote critical thinking
- Interactive learning games using electronic platforms (e.g., Jeopardy-style activities)

Each nursing course also includes **clinical activities and community-based experiences** aligned with course objectives to support student learning and professional development. These activities connect students to local, regional, national, and global healthcare concepts, as outlined below:

| Nursing Course                               | Activities Related to Local, Regional, National, and Global Health Care   |
|--|---|
| NURS 120 – Fundamentals of Nursing           | Global health events are discussed when applicable. Local resources projects are completed by each student and presented to share what resources are in the area.   |
| NURS 122 – Medical-Surgical Nursing          | Classroom discussions of current healthcare events globally and locally in conjunction with weekly clinical experiences during the winter season which provides higher census of patients. Students also choose a local community resource related to health care to volunteer at.  |
| NURS 124 – Family Nursing I                  | Partner with Curious Minds for a “Teddy Bear Clinic” in the Simulation Center. Global health events are discussed as appropriate.   |
| NURS 203 – Family Nursing II                 | Students assist school nurses with health assessments and participate in experiences at Ronald McDonald house, providing exposure to family and community resources. Autism-focused and pediatric behavioral health clinical experiences as well cultural presentations completed by students to broaden their understanding. |
| NURS 201 – Mental Health Nursing             | Exploration tours of Lafayette House. Completion of student service-learning projects, participation in the Labette Center for Mental Health Substance Abuse Program, and Mental Health First Aid certification.  |
| NURS 205 – Advanced Medical-Surgical Nursing | Discussion of current healthcare events. Student-led evidence-based conferences focusing on patient safety, holistic care, and presentations by active healthcare professionals.  |

Faculty utilize structured remediation to support students who require additional assistance.

Remediation includes one-on-one faculty meetings focused on study strategies, test-taking skills, content review, and academic planning to improve future performance.

Multiple electronic learning activities using ATI are embedded throughout the curriculum to reinforce student success, including but not limited to:

- EHR Tutor: An academic electronic medical record used to practice clinical documentation
- Skills Modules: Designated modules for each body system with evidence-based information to support the textbooks as well as video step-by-step guides to better prepare students for hands-on skills labs.
- Pharmacology Modules: Medication related information for each body system in support of the pharmacology textbook with drug card and question/answer activities for studying.
- Proctored ATI assessments: Integrated assessments throughout the program that compare the results to others across the nation.
- AI Claire: An artificial intelligence feature in ATI that uses only evidence-based information that the students and faculty have access to in order to easily find information, create study questions, and explain material differently for a better understanding.

Required textbooks and electronic resources are implemented at the start of the program and used consistently across courses. Faculty complete early referrals to the Student Success Center prior to midterm for tutoring, study skills support, and academic accommodations when indicated. Instructors maintain scheduled office hours and are available to meet with students individually. Additionally, the skills laboratory remains open during college hours, providing students with opportunities to practice and refine clinical skills to support successful progression through the program.

### **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:**

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 Kansas Board of Nursing guidelines and regulations, as set forth in the Nurse Practice Act, which was updated in July 2025. The curriculum incorporates the American Nurses Association (ANA) Code of Ethics, the National League for Nursing (NLN) standards, and the Quality and Safety in Nursing Education (QSEN) competencies to ensure the safe, effective delivery of patient care.

The nursing program faculty adopts 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. According to this theory, students begin at a foundational novice level and progress to an expert level in 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 use active learning strategies to enhance content learning in the classroom and to apply theory to simulated and clinical patient care. The curriculum is reviewed and updated throughout the year during monthly NFO and curriculum meetings. Additionally, the faculty conducts a gap analysis at the end of the instructional year, comparing standardized test data with 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 the Accreditation Commission for Education in Nursing (ACEN), and required by the 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 active practice experience in their specialties.

Community-based learning is implemented throughout the program. Students participate in nursing clinical rotations in this community and across the southeastern corner of Kansas. Students also complete clinical placements at several sites in Joplin, Missouri. Furthermore, nursing courses require a community health project, such as researching community resources, volunteering at community organizations, participating in a Teddy Bear Clinic, attending mental health support groups, and participating in other 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).

**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 Associate in Applied Science of Nursing degree after completing level II. These students are then eligible to sit for the NCLEX-RN and 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, an optional licensing exam. The following table displays the Nursing Program Curriculum, indicating the certification and degree offered:

#### BI-LEVEL NURSING PROGRAM CURRICULUM

| Program of Study               |                                       |                                   |
|--------------------------------|---------------------------------------|-----------------------------------|
| PREREQUISITES                  |                                       |                                   |
| 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                         |
| LEVEL I                        |                                       |                                   |
| General Education Requirements |                                       |                                   |
| NURS 207                       | Pathophysiology (Prerequisite – (A&P) | 3 Credits                         |
| PSYC 201                       | Developmental Psychology              | 3 Credits                         |
| Nursing Requirements           |                                       |                                   |
| 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)  |

Practical Nurse Certificate awarded after successfully completing Level I  
Optional: Eligible to take the NCLEX-PN

| <b>Articulating LPNs ONLY</b>         |                                   |                                  |
|---------------------------------------|-----------------------------------|----------------------------------|
| <b>NURS 126</b>                       | Bridge Course for LPNs            | 1 Credits                        |
| <b>NURS 206</b>                       | Health Assessment                 | 3 Credits                        |
| <b>LEVEL II</b>                       |                                   |                                  |
| <b>General Education Requirements</b> |                                   |                                  |
| <b>BIOL 201</b>                       | Microbiology with lab             | 5 Credits                        |
| <b>ENGL 102</b>                       | English Composition II <i>or</i>  | 3 Credits                        |
| <b>COMM 101</b>                       | Public Speaking                   | 3 Credits                        |
| <b>Nursing Requirements</b>           |                                   |                                  |
| <b>NURS 201</b>                       | Mental Health Nursing             | 4 Credits (2 theory, 2 clinical) |
| <b>NURS 203</b>                       | Family Nursing II                 | 4 Credits (2 theory, 2 clinical) |
| <b>NURS 205</b>                       | Advanced Medical-Surgical Nursing | 8 Credits (4 theory, 4 clinical) |

**Associate in Applied Science Degree in Nursing awarded after successfully completing Levels I and II  
Eligible to take the NCLEX-RN**

General education and prerequisites are chosen by the NFO to enhance professional nursing knowledge and practice. Currently, nursing courses account for 41 credit hours (62%), and general education courses account for 25 credit hours (38%). We invite general education instructors to our advisory committee and Nurse Faculty Organization meetings to collaborate on promoting 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**

| General Education Course  | Credits | Course Description/Rationale   | End-of-Program Student Learning Outcomes   |
|---|---------|--|--|
| MATH 115<br>College Algebra<br><br>or<br><br>MATH 114<br>College Algebra with Review<br><br>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.<br><br>At the time of this writing, MATH 100 has been phased out in favor of MATH 114: College Algebra with Review, which covers the same material but with added instruction.<br><i>(Drug Calculation)</i> | Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence- based practice.   |
| BIOL 130<br>Anatomy and Physiology<br><br>Pre-requisite   | 5       | This course is designed for one semester and is a comprehensive discipline of Biology. Anatomy and Physiology (A&P) involves both lecture and laboratory study of the human body. This course covers the competencies for anatomy and physiology at the college level as set forth by the State of Kansas Core Competency Committee. The course will integrate the structure and function of the human body. This course meets the requirements for those interested in nursing, respiratory care radiography, physical education, biology majors, minors, and for other health sciences. Lecture and labs are presented in a logical sequence by body systems.<br><i>(General Body System Introduction)</i>   | 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<br>General Psychology<br><br>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.<br><i>(Psychological Principles)</i>  | Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.   |
| ENGL 101<br>English Composition I<br><br>or<br><br>ENGL 103: English Composition I with Review<br><br>Pre-requisite | 3       | This course develops students' abilities in basic, written communication skills. Persons who plan to receive any type of degree must be able to communicate effectively, through both the spoken and written word; this class provides guidance in the areas of traditional grammar and communication logic and gives students practice in applying principles of exposition. In general, the class helps students master language and provides them with critical thinking skills which are necessary in higher education.<br><i>(Documentation and Writing Skills)</i>   | 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 comply with the KSBN Nursing Practice Act, Statutes, and Administrative Regulations, which govern faculty qualifications for nursing education programs.

Over the past three years, faculty members have regularly attended conferences, including the Kansas Council of Associate Degree Nurse Educators (KCADNE), which focuses on nursing education in Kansas. In recent years, the faculty have attended the National League for Nursing (NLN) National Conference, the Organization of Associate Degree Nurse Educators (OADN), the International Nursing Association for Clinical Simulation and Learning (INACSL), 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 local Red Cross Blood Drives, Curious Minds Children's Museum Teddy Bear Clinic, Parsons State Hospital Christmas Gift Drive, and LCC Auction for Scholarships. They also volunteer on campus, including with 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), the Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN), and the Kansas National Education Association. Many full-time faculty hold certifications in the specialty area they teach, such as Certified Nurse Educator (CNE), Adult and Youth Mental Health First Aid, Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), Sexual Assault Nurse Examiner (SANE), Trauma Nurse Core Course (TNCC), AWHONN Advanced Fetal Heart Monitoring and Intermediate Fetal Heart Monitoring, Professional Legal Nurse Consultant (PLNC). 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 access to many resources to support their current evidence-based practice and teaching.

The nursing faculty uses a variety of evidence-based teaching strategies learned through professional development to support student success and engagement in the classroom. Various instructional methods are used in the classroom to accommodate diverse learning styles. Examples include small-group activities, case studies, electronic medical record charting, low-fidelity simulation, large-group activities, concept mapping, use 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) 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 over the past several years have reflected the faculty's ongoing assessment and documentation to improve graduates' success on the licensure examination.

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

| <b>Academic Year</b> | <b>First Attempt %</b> | <b>Overall %</b> | <b>State %</b> | <b>National %</b> |
|----------------------|------------------------|------------------|----------------|-------------------|
| 2025                 | 96.66%                 | TBA              | TBA            | TBA               |
| 2024                 | 100%                   | 100%             | 92.26%         | 91.16%            |
| 2023                 | 100%                   | 100%             | 92.53%         | 88.56%            |
| 2022                 | 91.67%                 | 100%             | 81.54%         | 79.9%             |

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

| Academic Year | First Attempt % | Overall % | State % | National % |
|---------------|-----------------|-----------|---------|------------|
| 2025          | 100%            | 100%      | TBA     | TBA        |
| 2024          | 95.24%          | 95.24%    | 93.57%  | 88.38%     |
| 2023          | 100%            | 100%      | 94.91%  | 86.67%     |
| 2022          | 100%            | 100%      | 90.68%  | 79.93%     |

Faculty use the Mountain Measure NCSBN Program Reports, a detailed document that compiles results from NCLEX examinations, to analyze data on 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 Hurst.
- Learning Activities that promote Clinical Reasoning/Judgement are included in each nursing course in the curriculum.
- RN Tutor is available in the Student Success Center.
- Level two students participated in a pilot study for Level-Up NCLEX PN/RN testing and study resources.
- Students have access to Level-Up PN/RN study resources (flashcards/exam questions/games) in the Student Resource Room.

According to the LCC Program Review Data Summary, nursing courses have an 89-100% student completion rate. Attrition rates remain low overall, from 0-11%, as seen in the Program Review Data Summary. A review of course assessment data, by location, course completion, success, and attrition, reflects positive trends in nursing courses.



# LABETTE 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

| Year (AY dates) | Subject Prefix | Course Name                  | Total Enrollment | # of Sections | Average Class Size | % Student Completion | % Student Success | % Student Attrition | Student Credit Hours |
|-----------------|----------------|------------------------------|------------------|---------------|--------------------|----------------------|-------------------|---------------------|----------------------|
| 2023            | NURS 116       | Pharm/Health Care Providers  | 27               | 2             | 14                 | 96%                  | 92%               | 4%                  | 81                   |
| 2024            |                |                              | 25               | 2             | 12                 | 100%                 | 88%               | 0%                  | 75                   |
| 2025            |                |                              | 49               | 2             | 24                 | 98%                  | 83%               | 2%                  | 147                  |
| 2023            | NURS 118       | IV Therapy for LPN's & RN's  | 4                | 1             | 4                  | 100%                 | 100%              | 0%                  | 12                   |
| 2024            |                |                              | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |
| 2025            |                |                              | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |
| 2023            | NURS 120       | Fundamentals of Nursing      | 22               | 1             | 22                 | 100%                 | 100%              | 0%                  | 220                  |
| 2024            |                |                              | 36               | 1             | 36                 | 97%                  | 94%               | 5%                  | 360                  |
| 2025            |                |                              | 40               | 1             | 40                 | 100%                 | 98%               | 0%                  | 400                  |
| 2023            | NURS 122       | Med-Surgical Nursing         | 24               | 1             | 24                 | 96%                  | 100%              | 4%                  | 216                  |
| 2024            |                |                              | 34               | 1             | 34                 | 100%                 | 100%              | 0%                  | 306                  |
| 2025            |                |                              | 37               | 1             | 37                 | 95%                  | 100%              | 5%                  | 333                  |
| 2023            | NURS 124       | Family Nurs I                | 21               | 2             | 11                 | 100%                 | 100%              | 0%                  | 63                   |
| 2024            |                |                              | 32               | 2             | 16                 | 100%                 | 100%              | 0%                  | 96                   |
| 2025            |                |                              | 32               | 2             | 16                 | 100%                 | 100%              | 0%                  | 96                   |
| 2023            | NURS 126       | Bridge Course for LPN's      | 3                | 1             | 3                  | 100%                 | 0%                | 0%                  | 3                    |
| 2024            |                |                              | 6                | 1             | 6                  | 100%                 | 0%                | 0%                  | 6                    |
| 2025            |                |                              | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |
| 2023            | NURS 201       | Mental Health Nursing        | 28               | 2             | 14                 | 100%                 | 100%              | 0%                  | 112                  |
| 2024            |                |                              | 21               | 2             | 10                 | 100%                 | 95%               | 0%                  | 84                   |
| 2025            |                |                              | 31               | 2             | 15                 | 100%                 | 100%              | 0%                  | 124                  |
| 2023            | NURS 203       | Family Nurs II               | 30               | 2             | 15                 | 100%                 | 100%              | 0%                  | 120                  |
| 2024            |                |                              | 21               | 2             | 10                 | 100%                 | 100%              | 0%                  | 84                   |
| 2025            |                |                              | 33               | 2             | 16                 | 100%                 | 100%              | 0%                  | 132                  |
| 2023            | NURS 205       | Adv Med-Surg                 | 28               | 1             | 28                 | 100%                 | 100%              | 0%                  | 224                  |
| 2024            |                |                              | 20               | 1             | 20                 | 100%                 | 100%              | 0%                  | 160                  |
| 2025            |                |                              | 30               | 1             | 30                 | 100%                 | 100%              | 0%                  | 240                  |
| 2023            | NURS 206       | Health Assess for Nurs Pract | 9                | 2             | 5                  | 89%                  | 100%              | 11%                 | 27                   |
| 2024            |                |                              | 7                | 2             | 4                  | 100%                 | 100%              | 0%                  | 21                   |
| 2025            |                |                              | 14               | 1             | 14                 | 93%                  | 92%               | 7%                  | 42                   |
| 2023            | NURS 207       | Pathophysiology              | 47               | 3             | 16                 | 89%                  | 95%               | 11%                 | 141                  |
| 2024            |                |                              | 65               | 3             | 22                 | 91%                  | 100%              | 9%                  | 195                  |
| 2025            |                |                              | 37               | 3             | 14                 | 100%                 | 97%               | 0%                  | 111                  |

### 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 |
|-----------------|---------------------------------------|------------------|---------------|--------------------|----------------------|-------------------|---------------------|----------------------|
| 2023            | Online                                | 27               | 2             | 13                 | 96%                  | 92%               | 4%                  | 81                   |
| 2024            |                                       | 25               | 2             | 12                 | 100%                 | 94%               | 0%                  | 75                   |
| 2025            |                                       | 49               | 2             | 24                 | 98%                  | 83%               | 2%                  | 147                  |
| 2023            | Main Campus                           | 214              | 15            | 15                 | 100%                 | 86%               | 3%                  | 1131                 |
| 2024            |                                       | 235              | 13            | 20                 | 97%                  | 98%               | 3%                  | 1303                 |
| 2025            |                                       | 254              | 13            | 22                 | 99%                  | 99%               | 1%                  | 1478                 |
| 2023            | Other (Arrangement, Off-campus, etc.) | 2                | 1             | 2                  | 100%                 | 40%               | 0%                  | 6                    |
| 2024            |                                       | 7                | 2             | 4                  | 100%                 | 100%              | 0%                  | 9                    |
| 2025            |                                       | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |

### 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) |
|-----------------|----------------------------|---|--|
| 2023            | AAS (RN)—27 Cert (PN)—22   | 11<br>2   | 27<br>0  |
| 2024            | AAS (RN)—20 Cert (PN)—28   | 1<br>7  | 19<br>5  |
| 2025            | AAS (RN)—30 Cert (PN)—33   | 9<br>7  | 29<br>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 |                    |
| 2023      | 7                 | 2         | 1144                                 | 94%             | 75        | 6%              | 1,219              |
| 2024      | 7                 | 2         | 1312                                 | 95%             | 75        | 5%              | 1,387              |
| 2025      | 7                 | 2         | 1571                                 | 97%             | 54        | 3%              | 1,625              |

### Faculty Name by Type for Most Recent Academic Year

Full Time: Kim Beachner, Haley Beeman, Kathleen Bennett, Carly Beachner, Julie Page, Kylie Gero, Marisha Collins  
Part Time: Cheryl Smith, Bradley Demeritt

Faculty continue to evaluate and compile data on course completions each semester to identify ways to increase 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 use multiple strategies to promote student success throughout the curriculum and to improve 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 when the course exam average is below 80%.
3. Referring the student to the Student Support Services (SSS).

Additionally, nurse faculty and the nursing director continue to work to develop a tutoring program to assist students in the nursing program. During AY 2025-2026, a past nursing graduate is employed by the SSS to tutor nursing students. 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 used by faculty to identify students early in the program to support program completion.

Examples of Program Strategies to Improve Completion Rates:

- Faculty complete mid-semester performance improvement plans for students 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.
- 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, declared awards and transfers have increased and mirrored the college enrollment pattern; 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 in the following table.

### Aggregated Job Placement

| Year | Total Number of Graduates | Total Number of Graduates Responding | Response Rate   | Job Placement Rate |
|------|---------------------------|--------------------------------------|-----------------|--------------------|
| 2022 | 11                        | 11                                   | 100%<br>(11/11) | 100%               |
| 2023 | 27                        | 26                                   | 96%<br>(26/27)  | 95%                |
| 2024 | 20                        | 17                                   | 85%<br>(17/20)  | 100%               |
| 2025 | 30                        | TBA                                  | TBA             | TBA                |

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 analyzing aggregated data on job placements, the faculty decided to implement a career fair and invite area healthcare employers to set up tables, giving students the opportunity to explore multiple employment options 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 assists students to begin thinking about job placement from the start of the program during orientation and continues 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 used by the nursing program to promote 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<br>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<br>NURS 122 Medical-Surgical.       | Reinforces the importance of patient safety in the clinical setting.  |
| Emotional Intelligence Activity        | Spring Semester<br>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<br>NURS 124 Family Nursing I        | Promotion of professionalism and accountability in the workplace.   |
| Personal Mission Statement             | Fall Semester<br>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, based on a review of program accomplishments and the data and trends, nursing program student success and completion can be attributed to the high percentage (93-99%) of credit hours taught by full-time faculty. Further illustrating continuity and consistency of the nursing program and curriculum.

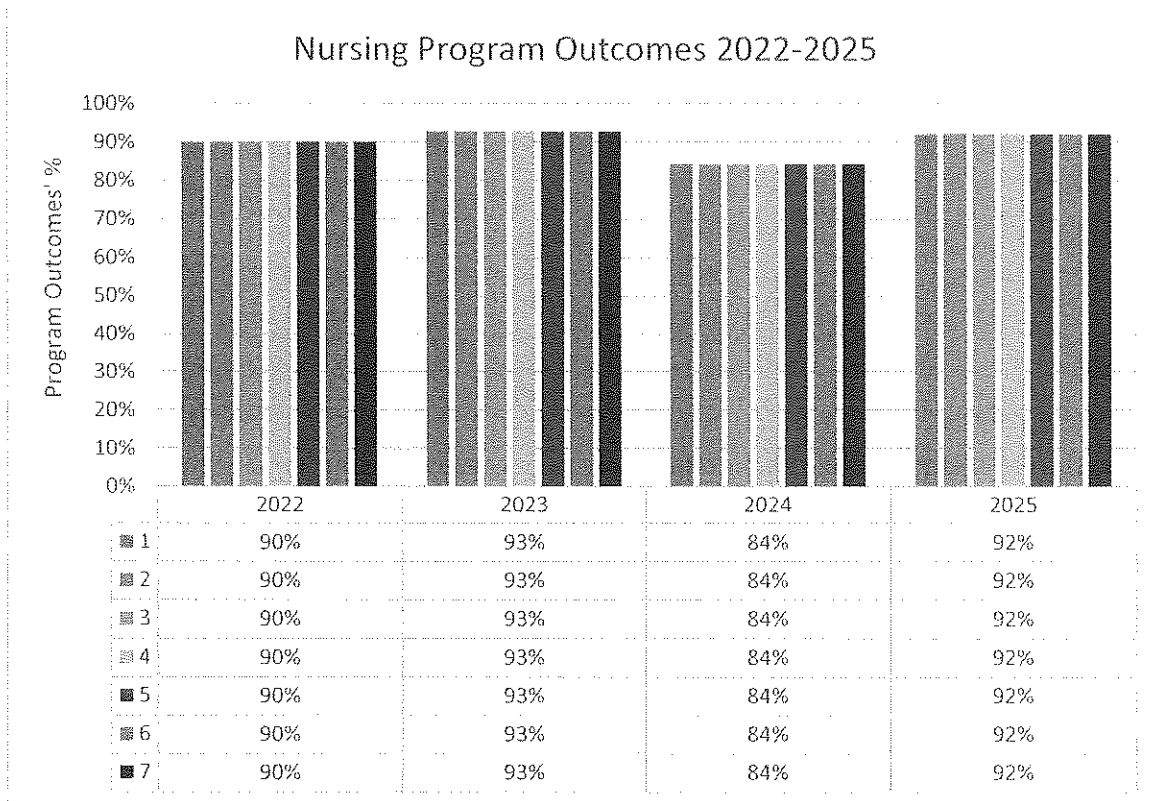
### Assessment of Student Learning: Nursing Program

The following information is a cumulative college-generated report on the end-of-program student learning outcomes for 2022-2025.

#### 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 global population.
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 reflects the number of students who successfully meet the student learning outcomes in each course, using an 80% (grade A or B) benchmark. Students must achieve an 80% in each nursing course before proceeding to the next course in the program, according to the Progression Policy set forth by the program.
- Each of the course and program outcomes is 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.

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 Plan of Evaluation, 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 of each of the Program Student Learning Outcomes as part of the Systematic Plan of Evaluation. This document uses an expected level of achievement for each Program Student Learning Outcome, supported by measurable assessment methods. Program decisions are made by the faculty in accordance with ACEN standards.

## 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 demonstrates congruence between the college's mission and purpose and the nursing program's philosophy. There is a strong congruency between the college and Nursing Program mission, vision, 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 serve as a foundation 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's goals are to prepare graduates for entry-level practice across a variety of health care settings and to promote advanced nursing careers into leadership and advanced

practice roles. The following table compares the college's Mission, Vision, and Core Values with the Nursing Program's Mission, Vision, and Philosophy.

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

| <b>LCC Student Nurse Handbook</b>  | <b>LCC College Catalog</b>  |
|--|---|
| <p><b>Nursing Program Mission Statement</b><br/>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><b>Mission Statement</b><br/>Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world.</p>  |
| <p><b>Nursing Program Purpose Statement</b><br/>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><b>Vision Statement</b><br/>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>  |
| <p><b>Nursing Program Philosophy</b></p> <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><b>LCC Core Values</b></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> <ul style="list-style-type: none"> <li>Student Learning</li> <li>Education for a Globally Connected World</li> <li>Continuous Improvement</li> <li>Integrity and Transparency</li> <li>Sustainability</li> </ul> |

In the Student Nurse Handbook, the philosophy is grounded in the defining competencies and concepts, with student nurses prioritizing client needs according to Maslow's Hierarchy of Needs. The philosophy further expands on collaboration with other

members of the health care team to achieve client outcomes that confirm effective promotion of health and care of illness, and demonstrate responsible and economical use of fiscal, human, and equipment resources.

The nursing faculty strives to ensure that the program curriculum complies with the college's core values, which provide the foundation of LCC. In addition to alignment between the college's mission, vision, and core values, the nursing program EPSLOs also align 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

| <b>LCC Core Values</b>  | <b>Nursing Program End-of-Program Student Learning Outcomes</b>   |
|---|---|
| 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. | Integrate caring behaviors in practicing the art and science of nursing within a diverse population.  |
| 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.               | 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.        |
| 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.   | 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. |
| 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.  | Demonstrate effective communication methods to manage client needs and to interact with other health care team members.   |
| 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.  | Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.  |

## 7.0 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 comprises community members interested in the nursing program, including representatives from area high schools, public health agencies, clinical agencies, healthcare employers, governing organizations, RN-to-BSN programs, program students, and graduates. This committee informs program decision-making by offering suggestions for improvements and guidance 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 is 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 committee members to solicit input and feedback from the nursing faculty on program improvements. The nursing director provides each member with 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, and 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 includes the Systematic Plan of Evaluation (SPE), which outlines the assessment and data supporting evaluation of the EPSLOs. The program has elected to continue conducting graduate and employer satisfaction follow-up surveys to comply with the college's Carl Perkins grant reporting requirements, and the 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's pass rates for public viewing. The nursing program values the members of the Advisory Committee for their advice and guidance in directing the program toward success.

## Nursing Advisory Committee Membership

| Nursing Advisory Committee Member       | Community of Interest   |
|---|---|
| Morgan Alexander, MSN, RN               | Clinical Instructor   |
| Nickie Bates, BSN, RN                   | Program Graduate/PSH  |
| John Bolander, ADN, RN                  | Program Graduate  |
| Gena Coomes, PhD, MSN, BSN, RN          | Ascension St. John Jane Phillips                              |
| Tereasa DeMeritt, MSN, APRN, NP-C       | Labette Health Family Practice Clinic and Graduate            |
| Cheryl Giefer, PhD, MSN, APRN-NP        | Pittsburg State University Nurse Professor RN–BSN Coordinator |
| Amy Hite, EdD©, DNP, APRN, FNP-C        | Pittsburg State University                                    |
| Amy Jo Holtzman, ADN, RN                | Labette Health, ED/Quality Director and Graduate              |
| Sherri Horton, BSN, RN                  | Surgical Service Manager/Ascension St. John Jane Phillips     |
| Amber Kinder, BSN, RN                   | Freeman Director Of Nursing Resources                         |
| Kim McMunn, ADN, RN                     | LCC Nursing Graduate  |
| Stephen Miller, MD                      | Retired Surgeon   |
| Cortney Neblett, MSN, RN                | Labette Health  |
| Charlene Paolini, MSN, RN               | CRMC  |
| Dona Pendleton, MS, BSN, RN             | Clinical Instructor   |
| Robert Perez, MS, BA, BS                | Sociology/Social Work   |
| Dr. Jan Schiefelbein, PhD, RN           | Professor/RN-BSN Coordinator Irene Bradley School of Nursing  |
| Kathy Schoech, BSN, RN                  | Mercy Joplin  |
| Sherrie Shidler, ADN, RN                | Program Graduate/Mercy Pittsburg                              |
| Lisa Scott, RN                          | Labette County Health Dept.                                   |
| Aaron Smith, MSN, RN                    | Freeman Health System   |
| Chelsea Smith, BSN, RN                  | Labette Health  |
| Kerry Volmer BSN, RN                    | Chief Nursing Officer Labette Health                          |
| Janelle Weidert, ADN, RN                | Labette County Health Dept.                                   |
| Janell Wade, MSN, RN                    | Executive Director of Nursing Mercy Pittsburg                 |
| Mark Watkins, Ed.D, E.Ds., MBA, BBA, AA | Governing Organization President                              |
| Ross Harper, MS, BA, AAS                | Governing Dean of CTE & Workforce                             |
| 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 several formal and informal agreements between the program and universities that enable students to complete their bachelor's degree in nursing.

LCC Nursing Program and the University of Kansas (KU) School of Nursing have a formal articulation agreement, 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 complete the BSN degree at KU, with 30-35 hours 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 then, the nursing program

has entered into several agreements with other universities to offer students the option to complete their BSN degrees.

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 to work toward both an associate degree in nursing and a bachelor of science in nursing 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 enrolled in the ADN program, the student will also be enrolled online at the University of Kansas School of Nursing in the BSN plan of study. Through this partnership, the student aims to earn an ADN and a BSN simultaneously.

Informal partnerships with local healthcare industries and community agencies help keep us current with healthcare trends identified by the broader healthcare community. For example, nurse faculty attend round-table discussions with clinical sites to discuss clinical rotations each academic year. Many clinical sites maintain a spreadsheet listing all nursing programs and patient care units used by each school to ensure programs collaborate and share 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 outlines the current clinical partnerships used by the nursing program to deliver the clinical curriculum in accordance with state and national regulations and standards.

#### **Current Nursing Program Clinical Partners**

- Cancer Center of Kansas
- Coffeyville Regional Medical Center
- Community Health Center of SEK
- Crawford County Health Dept.
- Crawford County Mental Health Center
- Family Resource Center
- Freeman Health System
- Good Samaritan Society
- Kansas Renewal Institute
- Medical Lodge Coffeyville
- Mercy Health Southwest Missouri
- Mercy Pittsburg
- Neosho Memorial Regional Medical center
- Parsons State Hospital & Training Center
- Prairie Mission Retirement Village
- Presbyterian Manor
- SEK Interlocal #637
- USD 503 Parsons

- Labette Center for Mental Health
- Labette County Health Dept.
- Labette Health
- USD 506 Altamont

## **Significant Trends in Nursing**

### **Employment Growth:**

Employment of registered nurses (RNs) nationally is projected to grow over the next decade, driven by ongoing demand for healthcare services as the population ages and the prevalence of chronic conditions increases. Recent data indicate that RNs remain among the largest healthcare occupations in the United States, with employment near 3.3 million and continued growth expected. National projections from the U.S. Bureau of Labor Statistics estimate that RN employment will increase by approximately 5 percent from 2024 to 2034, with annual openings ranging from around 189,000 to more than 166,000 over that period, driven by growth and replacement needs. These trends reflect sustained demand for nursing care across healthcare settings.

### **Workforce Demands and Drivers:**

Demand for RNs is supported by demographic shifts, including the increasing number of older adults who typically require more complex medical care. Registered nurses are also essential to managing chronic diseases, providing patient education, coordinating care, and advancing care models across hospitals, outpatient settings, and community care.

### **State Growth Forecast:**

State labor data project continued demand for registered nurses in Kansas, with employment expected to increase by approximately 4.9 percent through 2032. This growth reflects both newly created positions and a significant number of openings driven by retirement and workforce turnover. Kansas Department of Labor estimates indicate nearly 19,400 RN job openings by 2032 statewide.

### **Workforce Challenges:**

Kansas is experiencing notable workforce pressures, including substantial vacancy and turnover rates for nursing positions. Recent reports indicate RN vacancy rates of approximately 14 percent, and turnover rates that continue to challenge healthcare employers. Concurrently, nearly 29 percent of RNs in the state plan to retire within the next five years, compounding workforce shortages and creating urgency for sustained recruitment and retention strategies.

## Regional Demand Patterns:

Registered nurses remain in demand across a variety of settings, including hospital inpatient units, outpatient clinics, long-term care facilities, and home health. Home and residential care settings are particularly significant growth areas, consistent with broader national trends favoring community-based care delivery. While this section focuses primarily on RNs, national projections indicate continued demand for licensed practical nurses (LPNs). Employment for these roles is projected to grow by approximately 3 percent from 2024 to 2034, driven by similar demographic and healthcare demand factors that influence the RN workforce.

Overall, employment projections at both the national and state levels demonstrate ongoing demand for nursing professionals. Growth in the RN workforce aligns with the aging population and expanding healthcare needs, while Kansas anticipates moderate increases in RN positions, alongside challenges related to retirements, vacancies, and workforce turnover. These trends underscore the continued importance of nursing education programs in preparing competent graduates ready to meet evolving healthcare system needs.

## Registered Nurse Workforce Projections

| Indicator                   | Kansas   | United States   |
|-----------------------------|--|---|
| Primary Data Source         | Kansas Department of Labor (KDOL)                              | U.S. Bureau of Labor Statistics (BLS)                         |
| Employment Base Year        | Most recent KDOL projections                                   | 2022 BLS baseline   |
| Projected Growth Rate       | 5% through early 2030  | 6% through 2031   |
| Primary Drivers of Demand   | Retirements, turnover, aging population, rural access needs    | Aging population, chronic disease prevalence, workforce exits |
| Annual Openings             | Majority due to replacement needs                              | 200,000 openings annually                                     |
| Primary Employment Settings | Hospitals, long-term care, home health, and outpatient clinics | Hospitals, outpatient care, home health, residential care     |
| Entry-Level Education       | Associate's or Bachelor's Degree                               | Associate's or Bachelor's Degree                              |
| Median Annual Wage          | Comparable to regional averages                                | \$77,600 (2021 data)  |

## Summary and Programmatic Implications

Employment projections at both the state and national levels indicate sustained and stable demand for registered nurses. While overall growth rates are moderate, the volume of annual job openings remains high, driven largely by retirements, workforce turnover, and transitions out of the profession. In Kansas, these trends are amplified by rural workforce needs and challenges in healthcare access and staffing.

The demand for registered nurses spans multiple care settings, with particularly strong need in hospitals, outpatient services, long-term care, and home health, reflecting shifts toward chronic disease management and community-based care. These projections support continued enrollment, curriculum relevance, and clinical preparation within associate degree nursing programs.

For the ADN Bi-Level Program, these workforce trends reinforce the importance of:

- Maintaining strong NCLEX pass rates,
- Emphasizing clinical judgment and practice readiness aligned with Next Generation NCLEX expectations,
- Preparing graduates for diverse care settings, including acute, outpatient, and community-based environments.

Overall, workforce data confirm the ongoing need for high-quality ADN graduates and support the program's role in meeting regional and statewide healthcare workforce demands.

## References

U.S. Bureau of Labor Statistics. (2023). *Registered nurses*. Occupational Outlook Handbook. <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

U.S. Bureau of Labor Statistics. (2023). *Employment projections: Registered nurses (SOC 29-1141)*. <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

Kansas Department of Labor. (2023). *Long-term occupational employment projections*. <https://www.kdol.ks.gov/employment-services/labor-market-information/employment-projections>

Kansas Hospital Association. (2023). *Health care workforce shortages and turnover in Kansas*. <https://www.kha-net.org>

## **8.0 Academic 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 has consistently delivered successful outcomes and will continue to monitor enrollment trends, resource allocation, and external factors to ensure sustained program quality. Each academic year, the program systematically evaluates End-of-Program Student Learning Outcomes (EPSLOs) using measurable, data-driven assessments to verify that students meet established learning benchmarks.

Program data indicate stable trends in declared majors and in student credit-hour production. The overall cost per student is comparable to, or lower than, state and national averages for entry-level nursing programs. In addition, qualitative feedback from end-of-program student surveys and Nursing Advisory Committee evaluations supports the conclusion that the program is high quality and effectively achieving its stated student learning outcomes.

Positive trends in first-time and overall NCLEX-PN and NCLEX-RN pass rates, along with consistently high post-graduation job placement rates, further demonstrate the program's stability and effectiveness. Achievement of EPSLOs reflects ongoing curriculum evaluation and continuous improvement efforts to prepare entry-level graduates for successful transition into the healthcare workforce. Employer feedback collected through annual graduate surveys consistently indicates a preference for, and continued employment of, LCC nursing graduates to meet workforce staffing needs.

## **9.0 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 the next comprehensive program review). These goals should be SMART goals that can be reflected upon in the upcoming annual or comprehensive review.

### **Short-Term:**

1. Strengthen students' clinical judgment and practice readiness in accordance with the NCSBN updated NCLEX-RN Blueprint in all nursing courses by May 2027.
2. Promote faculty development in teaching strategies to enhance clinical judgment across the curriculum to all nurse faculty by May 2027.

3. Develop and promote the application of clinical judgment by faculty utilization of simulators/simulations in the classroom by May 2027.

**Long-Term:**

1. Integrate professionalism and civility into each nursing course to promote student success and team building by May 2028.
2. Utilize standard patients in the Simulation Center to enhance student experience in patient care scenarios to promote practice readiness across the curriculum by May 2028.
3. Improve transition into practice in incorporating student self-assessment following the preceptor clinical in NURS Advanced Medical Nursing by May 2028.



## Comprehensive Program Review 2025-2026

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Program Name: Pre-Pharmacy

Semesters Reviewed:

AY 2023: Fall 2022, Spring 2023, and Summer 2023

AY 2024: Fall 2023, Spring 2024, and Summer 2024

AY 2025: Fall 2024, Spring 2025, and Summer 2025

Completed by: Tom Brungardt

Date: March 23, 2026

**Assessment Committee Recommendation:**

The Instructional Assessment Committee has accepted this Review and recommends it be sent on to the President's Council for consideration.

**President's Council Recommendation:**

The President's Council has accepted this Review and recommends it be sent on to the Board of Trustees for consideration.

# 1.0 Program Summary

Provide a descriptive summary of the program.

## Narrative:

Pre-pharmacy is a 2-year undergraduate academic pathway designed to prepare students for a Doctor of Pharmacy (Pharm.D.) program. This track ensures students have the foundational knowledge and GPA required to apply to pharmacy school.

“Pre-pharmacy courses heavily overlap with many other medical science and STEM fields, making it relatively easy to switch tracks or double-major. While pre-pharmacy is a set of prerequisite courses rather than a distinct major, the required curriculum consists of core science and math classes that are foundational for many health professions. [CollegeVine +1](#)”

Alternative health science pathways and education pathways for pre-pharmacy coursework include Biology, Chemistry, Biochemistry, Molecular Biology, Microbiology, Physiology, Pre-Medicine, Pre-Dental, Pre-Medical Technology, Health Science Education, and Secondary Education (Science). [College of Science, Oregon State University](#); [Biology-Pre-Pharmacy Degree, Missouri Southern State University](#); [Department of Chemistry and Biochemistry, Fresno State University](#); [Pre-Pharmacy Requirements: Courses You Need To Take, \[https://blog.collegevine.com/pre-pharmacy-requirements#:~:text=Test%20\\(PCAT\\).,-.Chemistry,you%20in%20your%20future%20career.\]\(https://blog.collegevine.com/pre-pharmacy-requirements#:~:text=Test%20\(PCAT\).,-.Chemistry,you%20in%20your%20future%20career.\)](#); [College of Arts and Sciences, University of Oregon](#); [How to Decide on a Pre-Pharmacy Major, <https://blog.collegevine.com/pre-pharmacy-majors#:~:text=Consider%20your%20strengths%20and%20interests,your%20strengths%20and/or%20interests>.](#)

## 2.0 Student Success

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

### Narrative:

Success is when students learn the basic ideas of chemistry, biology, physics, and calculus including how materials interact with each other and with energy. Also to be able to apply these ideas to the natural world. The measurement of success is the completion and passing of the math and science courses students take in the Pre-Pharmacy Program.

A secondary definition of success is when students who have taken chemistry, biology, physics, and calculus courses at LCC successfully enter a program at a School of Pharmacy.

## 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:

Promotion of success begins with excellent didactic instruction and this is what is done at LCC chemistry classes. Instruction is clearly stated, with many examples, and applications. Demonstrations are provided to make the instruction interesting and more understandable.

Thus, the apprenticeship approach is utilized in which the instructor shows how to work problems followed by students working similar problems in class. This helps students to better understand how to problem solve and helps them to be more attentive in class.

Tests may be retaken, with retake versions that are similar to, but not identical to, the original. This gives the students another chance to learn the materials covered by the test. Before the retake, students are encouraged to meet with the instructor to go over questions and problems that they missed on the original test.

Applications of chemical principles are emphasized throughout the chemistry courses to show the relevance of chemistry to everyday life and to the careers that the students wish to enter.

## 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:

Courses in the chemistry program are updated by the following methods:

One of the instructors, Tom Brungardt, has and is currently taking advanced chemistry courses to have an advanced understanding of principles in the discipline. This helps to better present basic principles in the chemistry courses at LCC.

All textbooks used in the chemistry courses at LCC are in-house. They are updated by checking published textbooks to look for any new information or educational methods not currently employed.

Textbooks used in the biology courses are a combination of OER and published textbooks.

All the courses fulfill the competencies that have been established by KCOG.

### 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:

The Chemistry Department of Labette Community College provides A.S. degrees in Chemistry and Pre-Pharmacy. It also meets the course needs for chemistry-related fields such as Biology and Engineering. Chemistry meets the needs for a Bachelor of Science Degree in Nursing. Finally, it provides science general education courses for all other students.

## PRE-PHARMACY ACADEMIC CURRICULUM MAP

An academic map is a suggested two-year schedule of courses based on degree requirements. This sample schedule serves as a general guideline to help build a full schedule each term. Milestones, courses, and special requirements necessary for timely progress to complete a major are designated to keep you on track to graduate in two years.

**This map is not a substitute for academic advisement**—contact your advisor if you have any questions about scheduling or about your degree requirements. Also see the current academic catalog for a complete list of requirements and electives. Note: Requirements are continually under revision, and there is no guarantee they will not be changed or revoked; contact an advisor, the department and/or program area for current information.

| First Year                                    |              |       |                                      |              |       |
|---|--------------|-------|--------------------------------------|--------------|-------|
| First Semester                                |              |       | Second Semester                      |              |       |
| Course  | Credit Hours | Notes | Course                               | Credit Hours | Notes |
| English 010<br>ENGL 101 or ENGL 103           | 3            |       | English 010<br>ENGL 102              | 3            |       |
| Communication 020                             | 3            |       | Natural & Physical Sciences 040      | 5            |       |
| Math & Statistics 030<br>MATH 115 or MATH 114 | 3            |       | Arts & Humanities 060                | 3            |       |
| Arts & Humanities 060                         | 3            |       | BIOL 130 Anatomy & Physiology        | 5            |       |
| BIOL 128 Principles of Biology I              | 5            |       |                                      |              |       |
| Total Hours                                   | 17           |       | Total Hours                          | 16           |       |
| Second Year                                   |              |       |                                      |              |       |
| First Semester                                |              |       | Second Semester                      |              |       |
| Course  | Credit Hours | Notes | Course                               | Credit Hours | Notes |
| Social and Behavioral Science 050             | 3            |       | Social and Behavioral Science 050    | 3            |       |
| Personal & Professional Behavior 070          | 3            |       | Personal & Professional Behavior 070 | 3            |       |
| CHEM 124 College Chemistry I                  | 5            |       | CHEM 126 College Chemistry II        | 5            |       |
| MATH 130 Calculus I                           | 5            |       | BIOL 201 Microbiology                | 5            |       |
| Total Hours                                   | 16           |       | Total Hours                          | 16           |       |

**You may choose to attend a summer term to reduce your load during fall or spring terms but still stay on track to graduate in two years. NOTE: Learning Support courses will alter the sequences on this map.**

**Systemwide General Education Key:**

010 English                      020 Communication                      030 Math & Statistics                      040 Natural & Physical Sciences  
 050 Social & Behavioral Sciences                      060 Arts & Humanities                      070 Personal & Professional Behavior

General Electives can be found on page 53  
 Statewide General Education Requirements can be found on page 56

## PRE-PHARMACY

**ASSOCIATE IN SCIENCE**

The Pre-Pharmacy degree is designed to provide students with the basic pre-pharmacy requirements needed for entrance into the KU Pharmacy program. Students transferring to a different 4-year college should contact the advisor at that university to ensure transferability of coursework. It is the student's responsibility to follow the transfer requirements for his/her transfer institution.

**Credits Required:** 65

**General Advisor:** April Bolinger  
620-820-1194  
aprilb@labette.edu

**Recommended Courses:**  
MATH 120 Math & Statistics  
PHYS 201 Natural & Physical Science

**After Graduation**  
According to the U.S. Department of Labor's 2015 Occupational Handbook, the annual salary for Pharmacists is \$121,500.

KU School of Pharmacy accepts 68 transfer credits. All chemistry and biology laboratory components in the pre-pharmacy curriculum must be completed in a live, traditional classroom-based lab environment. No simulated, online, nor otherwise off-site lab components are accepted. No online labs will be accepted.

| Concentration Requirements                                | 30 |
|---|----|
| <input type="checkbox"/> BIOL 128 Principles of Biology I | 5  |
| <input type="checkbox"/> BIOL 130 Anatomy & Physiology    | 5  |
| <input type="checkbox"/> BIOL 201 Microbiology            | 5  |
| <input type="checkbox"/> CHEM 124 College Chemistry I     | 5  |
| <input type="checkbox"/> CHEM 126 College Chemistry II    | 5  |
| <input type="checkbox"/> MATH 130 Calculus I              | 5  |

**General Education Requirement** 35

| <b>English</b>   |    |
|--|----|
| <input type="checkbox"/> ENGL 101 English Composition I  | or |
| ENGL 103 English Composition I with Review               | 3  |
| <input type="checkbox"/> ENGL 102 English Composition II | 3  |

| <b>Communication</b>           |   |
|--------------------------------|---|
| Choose one class               |   |
| <input type="checkbox"/> _____ | 3 |

| <b>Math &amp; Statistics</b>                      |    |
|---|----|
| <input type="checkbox"/> MATH 115 College Algebra | or |
| MATH 114 College Algebra with Review              | 3  |

| <b>Natural &amp; Physical Science</b> |   |
|---------------------------------------|---|
| Choose one class                      |   |
| <input type="checkbox"/> _____        | 5 |

| <b>Social &amp; Behavioral Sciences</b>         |   |
|---|---|
| Choose two classes from different subject areas |   |
| <input type="checkbox"/> _____                  | 3 |
| <input type="checkbox"/> _____                  | 3 |

| <b>Arts &amp; Humanities</b>                    |   |
|---|---|
| Choose two classes from different subject areas |   |
| <input type="checkbox"/> _____                  | 3 |
| <input type="checkbox"/> _____                  | 3 |

| <b>Personal &amp; Professional Behavior</b> |   |
|---|---|
| Choose two classes                          |   |
| <input type="checkbox"/> _____              | 3 |
| <input type="checkbox"/> _____              | 3 |

General Electives can be found on page 53  
Statewide General Education Requirements can be found on page 56

## 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:

List of college graduate courses taken by Tom Brungardt, full-time faculty:

CHEM 634G Physical Chem: Quantum Mechanics & Chem Kinetics; CHEM 656G Instrumental Analysis; CHEM 801 Intro. to Graduate Studies in Chemistry & Chem. Educ.; CHEM 644G Organic Spectroscopic Analysis; CHEM 632G Physical Chemistry: Chemical Thermodynamics.

CHEM 773 Biochemistry; CHEM 774 Biochemistry Laboratory; CHEM 815 Advanced Topics: Polymer Physical Chemistry; CHEM 887 Advanced Biopolymers & Nanotech; CHEM 735 Laboratory Safety & Compliance.

Tom is also a member of the American Chemical Society.

List of credentials by Dr. Douglas Ecoff, retired full-time Labette Community College faculty, adjunct faculty:

Full-time faculty in the Labette Community College Chemistry Department for over 35 years; has written textbooks for the Labette Community College Chemistry Department which are used as instructional tools for the chemistry courses and physical science courses; has received the Labette Community College Faculty of the Year award 1994-1995, 2002-2003.

List of other adjunct faculty who have taught for Labette Community College:

Cordaro Baldwin, Josh Cochran, Chance Curran, and Mary Friess.

## 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:

Data obtained from Pulsesrx.com:

Pre-pharmacy and PharmD programs are navigating a period of significant change, with applications jumping 6% for Fall 2025 after a decade-long decline, indicating a potential stabilization of the pipeline. Data-driven reflections highlight that while student GPAs remain strong predictors of success, schools are increasingly utilizing pre-matriculation programs to address gaps in preparedness, with 38.3% of surveyed institutions offering such programs. Despite a recent rise in applicants, pharmacy school enrollments are still dealing with the aftermath of a steep decline in interest between 2011 and 2021. However, a 5% increase in accepted applicants in 2025 points to a more competitive, yet accessible landscape. Math, science, and overall pre-pharmacy GPAs continue to be the strongest predictors of P1 Fall GPA. A 2023 study found that a pre-matriculation GPA of and higher levels of grit/resilience were positive predictors of on-time graduation. Attrition estimates over the past five years have averaged 13.4% per class. Because of our aging population, the need for pharmacists is greater than ever. The need for pharmacists will increase in the future.

*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: Pre-Pharmacy

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 |
|-----------------|----------------|-----------------|------------------|---------------|--------------------|----------------------|-------------------|---------------------|----------------------|
| 2023            | CHEM 124       | Coll Chem I     | 60               | 6             | 13                 | 100%                 | 98%               | 0%                  | 300                  |
| 2024            |                |                 | 82               | 6             | 13                 | 98%                  | 99%               | 2%                  | 410                  |
| 2025            |                |                 | 30               | 3             | 10                 | 100%                 | 100%              | 0%                  | 150                  |
| 2023            | CHEM 126       | Coll Chem II    | 9                | 1             | 9                  | 89%                  | 100%              | 11%                 | 45                   |
| 2024            |                |                 | 4                | 1             | 4                  | 100%                 | 100%              | 0%                  | 20                   |
| 2025            |                |                 | 5                | 1             | 5                  | 60%                  | 100%              | 40%                 | 25                   |
| 2023            | CHEM 204       | Organic Chem I  | 4                | 1             | 4                  | 100%                 | 100%              | 0%                  | 20                   |
| 2024            |                |                 | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |
| 2025            |                |                 | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |
| 2023            | CHEM 207       | Organic Chem II | 6                | 1             | 6                  | 100%                 | 100%              | 0%                  | 30                   |

|      |          |               |     |     |     |      |     |     |       |
|------|----------|---------------|-----|-----|-----|------|-----|-----|-------|
| 2024 |          |               | N/A | N/A | N/A | N/A  | N/A | N/A | N/A   |
| 2025 |          |               | N/A | N/A | N/A | N/A  | N/A | N/A | N/A   |
| 2023 | BIOL 128 | Principles of | 35  | 4   | 9   | 100% | 91% | 0%  | 175   |
| 2024 |          |               | 31  | 3   | 11  | 90%  | 89% | 10% | 155   |
| 2025 |          |               | 31  | 3   | 11  | 97%  | 93% | 3%  | 155   |
| 2023 | BIOL 130 | Anatomy &     | 203 | 12  | 17  | 89%  | 90% | 11% | 1,015 |
| 2024 |          |               | 218 | 12  | 14  | 89%  | 90% | 11% | 1,090 |
| 2025 |          |               | 273 | 14  | 14  | 86%  | 87% | 14% | 1,365 |
| 2023 | BIOL 201 | Microbiology  | 78  | 6   | 10  | 87%  | 90% | 13% | 390   |
| 2024 |          |               | 78  | 5   | 15  | 86%  | 94% | 13% | 390   |
| 2025 |          |               | 63  | 5   | 15  | 86%  | 91% | 14% | 315   |

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 |
|-----------------|--------------------------|------------------|---------------|--------------------|----------------------|-------------------|---------------------|----------------------|
| 2023            | Cherokee                 | 56               | 4             | 14                 | 89%                  | 86%               | 11%                 | 280                  |
| 2024            |                          | 67               | 5             | 14                 | 90%                  | 92%               | 10%                 | 335                  |
| 2025            |                          | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |
| 2023            | Online                   | 116              | 6             | 19                 | 86%                  | 90%               | 14%                 | 580                  |
| 2024            |                          | 134              | 7             | 17                 | 87%                  | 89%               | 13%                 | 670                  |
| 2025            |                          | 165              | 7             | 23                 | 88%                  | 87%               | 12%                 | 825                  |
| 2023            | Main Campus              | 143              | 14            | 10                 | 92%                  | 93%               | 8%                  | 715                  |
| 2024            |                          | 136              | 10            | 11                 | 88%                  | 91%               | 12%                 | 680                  |
| 2025            |                          | 180              | 13            | 12                 | 83%                  | 87%               | 17%                 | 900                  |
| 2023            | Concurrent               | 80               | 7             | 11                 | 100%                 | 96%               | 0%                  | 400                  |
| 2024            |                          | 104              | 8             | 12                 | 100%                 | 97%               | 0%                  | 520                  |
| 2025            |                          | 57               | 6             | 9                  | 98%                  | 100%              | 2%                  | 285                  |
| 2023            | Other (Arrg, Off-Campus) | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |
| 2024            |                          | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |
| 2025            |                          | N/A              | N/A           | N/A                | N/A                  | N/A               | N/A                 | N/A                  |

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) |
|-----------------|----------------------------|---|---|
| 2023            | 3                          | 3   | N/A                                       |
| 2024            | 0                          | 0   | N/A                                       |
| 2025            | 0                          | 0   | N/A                                       |

Student Credit Hours by Faculty Type

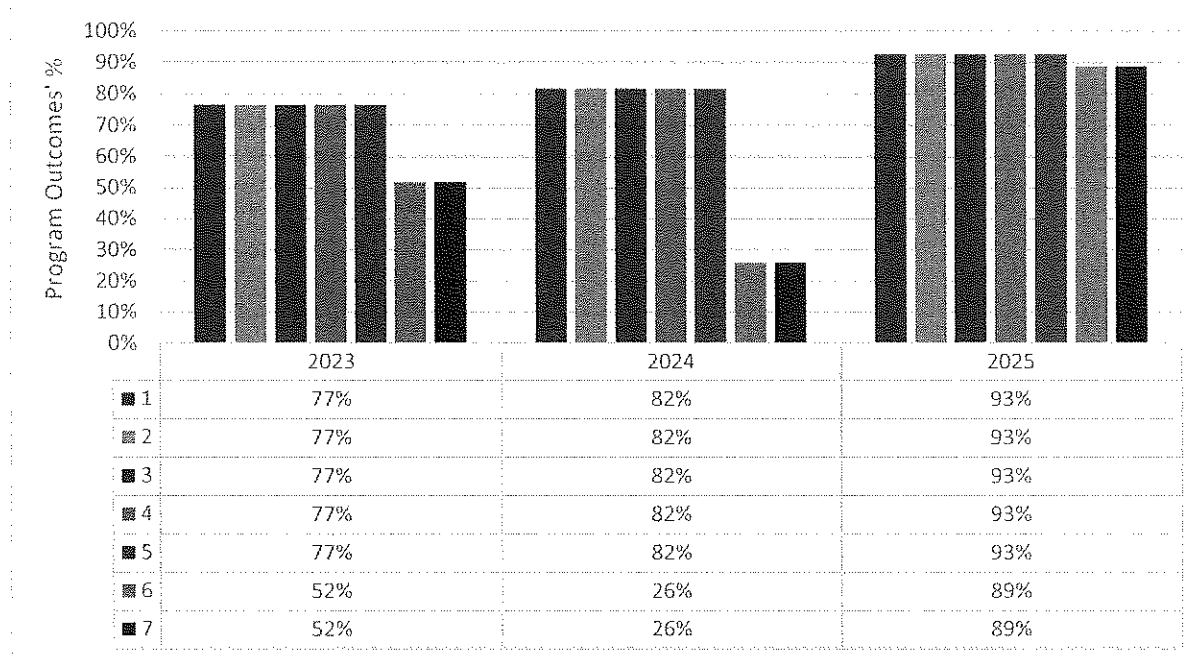
| Year (AY) | Number of Faculty |           | Student Credit Hours by Faculty Type |                 |           |                 |                    |
|-----------|-------------------|-----------|--------------------------------------|-----------------|-----------|-----------------|--------------------|
|           | Full Time         | Part Time | Full Time                            | % for Full Time | Part Time | % for Part Time | Total Credit Hours |
| 2023      | 3                 | 6         | 1,395                                | 71%             | 580       | 29%             | 1,975              |
| 2024      | 0                 | 4         | 0                                    | 0%              | 555       | 100%            | 555                |
| 2025      | 3                 | 5         | 1,665                                | 83%             | 345       | 17%             | 2,010              |

Faculty Name by Type for Most Recent Academic Year Full Time: Tom Brungardt (BIOL), Archana Lal (BIOL), Daudi Langat (BIOL)  
Part Time: Cordaro Baldwin, Josh Cochran, Chance Curran, Mary Friess, and Doug Ecoff.

### Pre-Pharmacy Outcomes

1. Understand and explain the composition and properties of materials and the interaction of energy with materials.
2. Understand and explain how materials are transformed to other materials.
3. Explain the role of Chemistry and its sister sciences in the understanding of Nature, our environment, and ourselves.
4. Understand and explain how Chemistry is applied to better the lives of humankind.
5. Demonstrate the ability to solve problems involving chemical systems.
6. To analyze and synthesize materials in a laboratory setting.
7. To be able to use laboratory techniques including the use of modern instruments to analyze chemical systems.

Pre-Pharmacy Program Outcomes 2023-2025



- What did you learn from the data?

The data indicates progressive increase in accomplishment of chemistry outcomes. However, enrollment during the three years has generally decreased.

- What did you not learn from the data?

Does not state all the reasons for decrease in enrollment.

- What do you hope to learn and do differently this academic year?

Work to increase enrollment but continue to have high accomplishment of the chemistry outcomes.

## 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)'s Pre-Pharmacy program aligns with its mission by offering targeted, foundational science coursework (chemistry, biology) that prepares students for pharmacy school transfers, ensuring high-quality academic preparation. It supports student success through personalized advising and transfer pathways to institutions like the KU School of Pharmacy.

Labette Community College +1"

"Labette Community College provides quality learning". Quality learning comes from faculty that are well qualified; one has a Master's degree in Biology and several graduate level Chemistry courses, and one other has a doctorate in Chemistry. The faculty are caring and encourage students receive help from them when needed. Most of the courses have all the lecture recorded on-line so students can review the lectures on their own at the convenience of their homes. Pre-laboratory explanations are also recorded on-line.

"...in a supportive environment". Faculty are always available to help students. In addition, hybrid Chemistry Courses are being developed to add more convenience to students and increase learning. The hybrid courses will provide on-ground laboratory work so that students will have hands—on experience but the lecture portions will be on-line to help students with scheduling.

## 7.0 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.

### External Constituencies:

For the Pre-Pharmacy Program, Chemistry Department participates in the Concurrent program partnering with area high schools to help students enroll in college and the pre-pharmacy program. In 2025, the department had 57 students enrolled in 6 course sections. Of those 6 sections, 98% students completed successfully with a grade of 70% or higher with 98% student retained from the total number initially enrolled in course. In 2023, 80 students were enrolled in 7 course sections with 96% students completed successfully of a grade of 70% or higher with 100% student retained from the total number of students enrolled. In 2024, concurrent enrollment increased to 104 students in 8 sections. The success rate was 97% of a grade of 70% or higher of the 100% students retained from the total number of students enrolled in the course.

## **Significant Trends:**

“Pharmacist employment is projected to grow 5% from 2024 to 2034, faster than the average for all occupations, with approximately 14,200 openings expected annually. Median pay is over \$136,000 annually, driven by demand for elderly care, medication management, and expanded clinical roles in non-retail settings, though traditional retail demand may decrease.

Bureau of Labor Statistics (.gov) +3

## **Key Outlook & Demand Drivers (2025-2034):**

- **Job Growth:** Employment is projected to increase 5% over the next decade.
- **Total Openings:** ~14,200 annual openings are projected, primarily from the need to replace workers retiring or transferring.
- **Key Drivers:** An aging population requiring more prescriptions and complex medication management is driving demand.
- **Industry Shift:** While demand in traditional retail/chain pharmacies is slower, growth is strong in hospitals, clinics, and outpatient care centers.

Bureau of Labor Statistics (.gov) +3

## **Salary Information (2025):**

- **Median Salary:** \$136,030 annually (\$65.40/hour).
- **Salary Range:** Top 10% earn over \$168,650, while lower 10% may earn under \$90,000.
- **Top Paying Industries:** Ambulatory health care services tend to offer the highest average salaries.

YouTube +2

## **Required Education & Skills:**

- A Doctor of Pharmacy (PharmD) degree is required.
- Licensure is mandatory, requiring passing two exams (NAPLEX and MPJE/state-specific exam).
- Key skills include communication, analytical skills, and attention to detail.

Bureau of Labor Statistics (.gov) +3

## **Roles Expanding Beyond Dispensing:**

Pharmacists are increasingly involved in:

- Medication Therapy Management (MTM)
- Administering vaccinations and health screenings
- Specialty pharmacy and drug research/manufacturing

One external trend is the requirement of Pharmacy and Medical Programs for on-ground laboratory experience as opposed to on-line laboratories. As such, most of the experiments that students do in the LCC Chemistry courses are on-ground.

One negative trend is the making of Organic Chemistry 1 and 2 as upper division classes by most of the 4-year colleges in Kansas (despite chemistry majors taking these courses in their sophomore years). Because Community Colleges in Kansas cannot make their courses upper division, enrollment in these classes have been negatively impacted. Students mostly do not take these courses at community colleges because doing so likely means having to take extra classes to meet the upper division requirement to graduate with a bachelor's degree.

An exception to this trend are students who transfer to Pharmacy programs. Unlike medical, dental, and optometry students; pharmacy students are not required to have a bachelor's degree to enter their program. However, there are not enough pre-pharmacy majors to justify offering the Organic Chemistry courses. Thus, currently, Organic Chemistry 1 and 2 are not being taught at LCC.

Work will be done to have more of the concurrent students to take courses at Labette Community College.

## 8.0 Academic 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 Levels of Support / Continuous Improvement**

Important goal to increase enrollment. One way is the development and offering of hybrid courses.

The department will continue to accomplish all of the goals established by KCOG and to encourage students to meet those goals.

## 9.0 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.

Work will be done to have more of the concurrent students to take courses at Labette Community College.

### **Short-Term:**

The Chemistry Department will incorporate hybrid courses. The hybrid courses will add convenience to students' schedules and yet will allow for hands-on laboratory experience. Because students will meet with the instructor on a limited basis, testing can be done on-ground which will ensure integrity. Comparisons will be made of test results with prior on-ground courses to be sure learning by this method is being maintained or improving.

The Biology Department is offering online courses in Anatomy & Physiology and Hybrid Microbiology.

**Long-Term:**

The department will improve recruitment. This will be accomplished by meeting with concurrent instructors and encouraging high school students to take science courses at Labette Community College.

Currently, material fees for Chemistry students are being paid by the Foundation. This will be advertised to encourage enrollment.

**SUBJECT**

New Staff Employment Letters

**REASON FOR CONSIDERATION BY THE BOARD**

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

**BACKGROUND**

Ryan Arnold has accepted the position of Custodian  
Julie Johnston has accepted the position of Food Services Associate

**PRESIDENT'S RECOMMENDATION**

The Board of Trustees approve the new staff employment letters for Ryan Arnold, Custodian, at a salary of \$26,886/year, starting 3/23/26; and, Julie Johnston, Food Services Associate, at a salary of \$31,576/year, starting 4/6/26.

## **Biography**

### **Ryan Arnold**

Ryan Arnold has accepted the position of Custodian to begin March 23, 2026.

Ryan has experience working in local factories and construction.

**FINANCE AND OPERATION-CUSTODIAN**

|                    |  |                     |                    |
|--------------------|--|---------------------|--------------------|
| <b>Job Title:</b>  | <b>Custodian</b>                           | <b>Job Number:</b>  | <b>FINOPS-0015</b> |
| <b>Department:</b> | <b>Finance and Operations - Facilities</b> | <b>Job Grade:</b>   | <b>11</b>          |
| <b>Reports To:</b> | <b>Custodian Supervisor</b>                | <b>FLSA Status:</b> | <b>Non-exempt</b>  |

**Job Purpose and Objectives:**

Responsible for the general upkeep and cleanliness of the physical plant of Labette Community College.

**Supervisory/Management Responsibilities:**

Yes  No

This position is responsible for the supervision/leadership of employees, which includes making employment-related decisions and/or recommendations, and formally evaluating performance.

**Job Competencies: Essential Functions** include the following. Duties and responsibilities, as required by business necessity, may be added, deleted, or changed at any time at the discretion of management, formally or informally, either verbally or in writing. Schedule and shift assignments, and work location may be changed at any time, as required by business necessity.

1. Assists in the installation and movement of college properties and furniture on campus
2. Ability to perform outdoor maintenance, including snow removal, lawn mowing, and other needed outdoor maintenance
3. Performs all duties necessary to preserve the cleanliness of the campus, including chalkboard maintenance, trash, floors, stairwells, painting, restrooms, and all other areas of campus
4. Ability to handle and maintain cleaning chemicals and supplies
5. Ability to assist in the setup and breakdown of chairs, tables, and other equipment for various activities held on campus
6. Maintains security of buildings, grounds, and college property
7. Ability to have a personal and operational (provided) cell phone as required
8. Serves as Campus Security Authority (CSA) and completes annual training
9. Additional hours may be required on occasion
10. Enforces and maintains compliance with all federal, state, and local laws and ordinances
11. Performs other duties as assigned or deemed necessary
12. Complies with all organizational and departmental policies and procedures
13. Operates all job-related equipment, machinery, tools, and other aids as required or needed
14. Protects and maintains any confidential information you have access to, whether oral, written, or electronic
15. Travel may be required to other college properties

**Position Requirements and Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Position Requirements:**

1. High school diploma or equivalent
2. Holiday, weekend, and overtime hours may be required
3. Experience in general custodial work preferred

**Certifications / Licenses:**

1. Valid driver's license

**Skills/Knowledge/Abilities:**

1. Knowledge of general custodial duties and responsibilities
2. Excellent time management skills and ability to multitask and prioritize work
3. Ability to fulfill all duties with minimal supervision and to work independently
4. Assess situations rapidly and make logical decisions in a timely manner
5. Analyze facts and exercise sound judgment
6. Ability to effectively manage projects and multiple priorities simultaneously
7. Strong written and verbal communication skills
8. Problem-solving and critical thinking skills
9. Strong math, spelling, computer, and calculator abilities
10. Ability to communicate in a professional, calm, and courteous manner with the general public and employees
11. Attention to detail

**Work Environment and Physical Demands:**

The work environment characteristics and physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must be able to perform the essential functions of the job, with or without accommodation.
- Must be able to work in a multi-tasked, high-volume environment.
- Daily attendance is required; schedules may fluctuate to accommodate needs, deadlines, and delivery of services. Attendance is required at position and college meetings and trainings, some of which may be out of the primary work area.
- Frequent and long periods of sitting, standing, walking, and carrying items will be required.
- Average use of computers, phones, and other position-related technology required per position.
- Be exposed and in contact with cleaning chemicals
- Ability to lift, push, pull up to 50 pounds, be outdoors in various weather, maneuver stairs, and multiple steps.

Confidential and/or sensitive information, if any, is accessible by an employee to perform the duties of the job:

- |  |   |
|--|---|
| <input type="checkbox"/> Employee Information                  | <input type="checkbox"/> Managerial Information   |
| <input checked="" type="checkbox"/> Organizational Information | <input type="checkbox"/> Professional Information |
| <input type="checkbox"/> Customer / Contact Information        | <input type="checkbox"/> Other:                   |

Personal contacts an employee makes with others (face-to-face and telephone) to perform the duties of the job:

- Within the immediate organization, department, office, project, or work unit, and in related or support units, and/or with members of the public in very highly structured situations
- With employees in the same organization, but outside the immediate department or division and/or with members of the public, as individuals or groups, in a moderately structured setting
- With individuals or groups from outside the organization in a moderately unstructured setting. The contacts are not established on a routine basis; the purpose and extent of each contact is different
- With high-ranking officials from outside the organization at national or international levels in highly unstructured settings

**Acknowledgement:**

*This job description was reviewed with me and I understand that nothing in this job description restricts The Organization's right to assign, reassign or eliminate duties and responsibilities to this job at any time This job description reflects The Organization's assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions This job description is not intended as a contract of employment, nor to be construed as a guarantee of employment for any specific period of time or any specific type of work I agree and acknowledge that my employment is "at will" and can be terminated, with or without cause or notice, at any time by The Organization or myself*

|  |           |      |
|--|-----------|------|
| Employee Name (Print)                    | Signature | Date |
| Supervisor / Department Director (Print) | Signature | Date |

| Revision History |                 |      |                            |
|------------------|-----------------|------|----------------------------|
| Revision #       | Revision Author | Date | Description of Revision(s) |
| 00               |                 |      |                            |
| 01               |                 |      |                            |
| 02               |                 |      |                            |

## **Biography**

### **Julie Johnston**

Julie Johnston has accepted the position of Food Service Associate 1 to begin April 6, 2026.

Julie has experience working in local factories, food industry, and a medical supply company.

**FINANCE AND OPERATION-FOOD SERVICE ASSOCIATE I**

|                    |                                     |                     |                    |
|--------------------|-------------------------------------|---------------------|--------------------|
| <b>Job Title:</b>  | <b>Food Service Associate I</b>     | <b>Job Number:</b>  | <b>FINOPS-0003</b> |
| <b>Department:</b> | <b>Finance and Operation - Cafe</b> | <b>Job Grade:</b>   | <b>11</b>          |
| <b>Reports To:</b> | <b>Food Service Supervisor</b>      | <b>FLSA Status:</b> | <b>Non-exempt</b>  |

**Job Purpose and Objectives:**

Responsible for cleaning, food preparation, cooking, and cashiering in the cafeteria and catered events for Labette Community College.

**Supervisory/Management Responsibilities:**

Yes  No This position is responsible for the supervision/leadership of employees, which includes making employment-related decisions and/or recommendations, and formally evaluating performance.

**Job Competencies: Essential Functions** include the following. Duties and responsibilities, as required by business necessity may be added, deleted, or changed at any time at the discretion of management, formally or informally, either verbally or in writing. Schedule and shift assignments and work location may be changed at any time, as required by business necessity.

1. Prepares foods using necessary equipment as instructed and restocks as needed
2. Serves customers, orders food supplies and works interpedently without supervision
3. Cleans and sanitizes work and serving areas
4. Ability to cook on commercial grill and fryer and perform cash register duties as needed
5. Maintains food safety, temperature guidelines and quality customer service standards
6. Ability to keep current and comply with all Kansas Health Department rules
7. Assist with ordering and preparing for catering orders
8. Occasional overtime, evening and weekend hours may be required
9. Enforces and maintains compliance with all federal, state and local laws and ordinances
10. Performs other duties as assigned or deemed necessary
11. Complies with all organizational and departmental policies and procedures
12. Operates all job-related equipment, machinery, tools and other aids as required or needed
13. Protects and maintains any confidential information you have access to, whether oral, written, or electronic
14. Travel to the grocery store is required, additional Travel may be required on occasion

**Position Requirements and Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Position Requirements:**

1. High school diploma or other equivalent
2. Three months of full-time food service experience or six months part-time experience in a medium volume food service operation preferred
3. Experience operating commercial food service equipment preferred
4. Cash register experience preferred
5. Must hold the Food Service Associate I position at LCC for 12 months and have been given at least 2 satisfactory performance evaluations before being eligible to transition to the Food Service Associate II.

**Certifications / Licenses:**

1. Valid Driver's License

**Skills/Knowledge/Abilities:**

1. Knowledge of food preparation in the food service and catering industry
2. Displays good personal hygiene
3. Experience with grill and fryer cooking
4. Good organization and communication skills
5. Excellent time management skills and ability to multi-task and prioritize work
6. Ability to fulfill all duties with minimal supervision and to work independently
7. Assess situations rapidly and make logical decisions in a timely manner
8. Analyze facts and exercise sound judgment
9. Ability to effectively manage projects and multiple priorities simultaneously
10. Strong written and verbal communication skills

11. Problem solving and critical thinking skills
12. Strong math, spelling, computer, and calculator abilities
13. Ability to communicate in a professional, calm and courteous manner with the general public and employees
14. Attention to detail

**Work Environment and Physical Demands:** The work environment characteristics and physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

- Must be able to perform the essential functions of the job, with or without accommodation.
- Must be able to work in a multi-tasked, high volume environment.
- Daily attendance is required, schedules may fluctuate to accommodate needs, deadlines and delivery of services. Attendance is required at position and college meetings and trainings, some of which may be out of the primary work area.
- Frequent periods of sitting, standing, walking, and carrying items will be required.
- Average use of computer, phones, and other position related technology required per position.
- Ability to use kitchen equipment, exposure to heat and cool temperatures, use gloves when handling food.
- Ability to use, be exposed and maintain cleaning chemicals.
- Ability to lift, push, pull, and carry up to 40 pounds

Confidential and/or sensitive information, if any, is accessible by an employee to perform the duties of the job:

- |  |   |
|--|---|
| <input type="checkbox"/> Employee Information                      | <input type="checkbox"/> Managerial Information   |
| <input checked="" type="checkbox"/> Organizational Information     | <input type="checkbox"/> Professional Information |
| <input checked="" type="checkbox"/> Customer / Contact Information | <input type="checkbox"/> Other:                   |

Personal contacts an employee makes with others (face-to-face and telephone) to perform the duties of the job:

- Within the immediate organization, department, office, project, or work unit, and in related or support units; and/or with members of the public in very highly structured situations
- With employees in the same organization, but outside the immediate department or division and/or with members of the public, as individuals or groups, in a moderately structured setting
- With individuals or groups from outside the organization in a moderately unstructured setting. The contacts are not established on a routine basis; the purpose and extent of each contact is different
- With high-ranking officials from outside the organization at national or international levels in highly unstructured settings

**Acknowledgement:**

*This job description was reviewed with me and I understand that nothing in this job description restricts The Organization's right to assign, reassign or eliminate duties and responsibilities to this job at any time This job description reflects The Organization's assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions This job description is not intended as a contract of employment, nor to be construed as a guarantee of employment for any specific period of time or any specific type of work I agree and acknowledge that my employment is "at will" and can be terminated, with or without cause or notice, at any time by The Organization or myself*

|  |           |      |
|--|-----------|------|
| Employee Name (Print)                    | Signature | Date |
| Supervisor / Department Director (Print) | Signature | Date |

| Revision History |                 |          |                                |
|------------------|-----------------|----------|--------------------------------|
| Revision #       | Revision Author | Date     | Description of Revision(s)     |
| 1                | HW              | 02/26/26 | Review and revise requirements |

Agenda Item: VII.C.  
Date: April 9, 2026

**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

3/5/2026

| Check Number | Vendor                    | Description                             | Account Number  | Amount      | Total       |
|--------------|---------------------------|---|-----------------|-------------|-------------|
| 142264       | Linda Gale Brown          | Reimburse Advisory Lunch (Chinese       | 12-1210-709-000 | \$305.12    | \$305.12    |
| 142265       | Frederick Burt Bucher     | Reimburse Supplies for Exhibit          | 11-1101-702-000 | \$205.48    | \$205.48    |
| 142266       | Molly E Coomes            | Reimburse Mileage - Adjunct Evaluati    | 12-4204-602-000 | \$131.60    | \$131.60    |
| 142267       | Alexander J Coplon        | Baseball Travel - 3/5/2026              | 11-5502-601-000 | \$525.00    | \$525.00    |
| 142268       | CPI Technologies, Inc     | Copy Usage - Cherokee Center            | 11-7103-701-000 | \$159.82    | \$159.82    |
| 142269       | Crossroad Tours           | Bus Trip - Baseball - Carl Albert State | 11-5502-601-000 | \$1,579.28  |             |
|              |                           | Bus Trip - Baseball - Carl Albert State | 11-6502-720-000 | \$1,219.92  |             |
|              |                           | Bus Trip - MBB & WBB - Highland         | 11-6502-720-000 | \$2,889.00  | \$5,688.20  |
| 142271       | Evergy Kansas Central INC | Electricity                             | 11-7102-634-000 | \$17,810.09 |             |
|              |                           | Electricity - WTC                       | 12-4204-634-000 | \$727.73    |             |
|              |                           | Electricity - Student Union             | 16-9482-634-000 | \$1,073.63  | \$19,611.45 |
| 142273       | Brittany Haley            | Reimburse CE Courses for AT (5 cour     | 11-5507-601-000 | \$365.00    | \$365.00    |
| 142274       | DeAnna Jean Huffman       | Reimburse Course Supplies               | 11-1114-700-000 | \$24.32     | \$24.32     |
| 142275       | Kansas Gas Service        | Gas Service                             | 11-7102-633-000 | \$928.60    | \$928.60    |
| 142277       | Ashley Moore              | Reimburse - KSRT Membership/CEU         | 11-4200-630-030 | \$94.99     | \$94.99     |
| 142281       | TreviPay - Walmart        | Walmart - Late Fee                      | 16-9684-743-000 | \$2.91      |             |
|              |                           | Walmart - Cardinal Cafe Food Items      | 16-9684-743-000 | \$210.49    |             |
|              |                           | Walmart - Cardinal Cafe Food Items      | 16-9684-743-000 | \$286.44    |             |
|              |                           | Walmart - Cardinal Cafe Food Items      | 16-9684-743-000 | \$164.91    | \$664.75    |
| 142282       | Verizon Wireless          | J Burzinski Phone Charges               | 11-6401-701-000 | \$400.68    |             |
|              |                           | Blue Emergency Tower Lights             | 11-6501-631-000 | \$102.31    |             |
|              |                           | Facilities Phone Charges                | 11-7102-649-000 | \$232.95    | \$735.94    |
| 142283       | Wave Wireless             | Internet Service - WTC                  | 11-6401-631-000 | \$69.00     | \$69.00     |
| 142284       | Wex Bank                  | Rebates - February 2026                 | 11-6502-720-000 | (\$33.46)   |             |
|              |                           | Fuel Purchases - February 2026          | 11-6502-720-000 | \$832.29    | \$798.83    |

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL


3/5/2026

| Check Number | Vendor                                | Description                      | Account Number  | Amount             | Total   |
|--------------|---------------------------------------|----------------------------------|-----------------|--------------------|---------|
| 142285       | Wright International Student Services | Student Removed from Delinquency | 11-5201-613-000 | \$80.00            |         |
|              |                                       | Students Loaded                  | 11-5201-613-000 | \$15.00            | \$95.00 |
|              |                                       |                                  |                 | <u>\$30,403.10</u> |         |

|   |                    |
|---|--------------------|
| 11-General Fund                           | \$27,500.27        |
| 12-Postsecondary Technical Education Fund | \$1,164.45         |
| 16-Auxillary Ent Fund                     | \$1,738.38         |
| 64-Deferred Maintenance                   | \$0.00             |
| 67-Capital Outlay                         | \$0.00             |
|   | <u>\$30,403.10</u> |

Checks approved for release prior to Board action

  
President

  
Vice President of Finance & Operations

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

3/12/2026

| Check Number | Vendor                       | Description                          | Account Number  | Amount     | Total      |
|--------------|------------------------------|--------------------------------------|-----------------|------------|------------|
| 142286       | A T and T                    | Internet Service                     | 11-6401-631-000 | \$2,197.11 | \$2,197.11 |
| 142287       | Amazon Capital Services      | Supplies for Exercise Science        | 11-1112-700-000 | \$81.94    |            |
|              |                              | Anpviz UltraHD 4K 8MP                | 11-6401-646-002 | \$733.56   |            |
|              |                              | Maintenance & Groundskeeping Supp    | 11-7102-649-000 | \$398.40   |            |
|              |                              | Ice Scoop                            | 12-4204-701-002 | \$7.99     |            |
|              |                              | Drink Dispensers and Ice Scoop       | 12-4204-701-002 | \$101.97   |            |
|              |                              | Bird's Nest Concessions              | 16-9381-742-000 | \$147.98   |            |
|              |                              | Reusable Freezable Ice Mats, 48 x 28 | 16-9684-701-000 | \$69.98    | \$1,541.82 |
| 142289       | City of Parsons              | Water Service                        | 11-7102-632-000 | \$4,222.39 |            |
|              |                              | Water Service - WTC                  | 12-4204-632-000 | \$162.55   |            |
|              |                              | Water Service - Student Union        | 16-9482-632-000 | \$281.44   | \$4,666.38 |
| 142290       | Alexander J Coplon           | Baseball Travel - 3/12/2026          | 11-5502-601-000 | \$525.00   | \$525.00   |
| 142291       | CPI Technologies, Inc        | Copy Usage - Cherokee Center         | 11-7103-701-000 | \$159.82   | \$159.82   |
| 142293       | Evergy Kansas Central INC    | Electricity - Cherokee Center        | 11-7103-634-000 | \$824.88   | \$824.88   |
| 142294       | Megan Fugate                 | Reimburse Mileage - Tulsa Airport    | 11-5201-601-000 | \$156.80   |            |
|              |                              | Reimburse Travel - FSA Training/DC   | 11-5201-601-000 | \$176.62   |            |
|              |                              | Reimburse Meals - FSA Training/DC    | 11-5201-601-000 | \$308.26   | \$641.68   |
| 142295       | John R Gillette              | Reimburse Travel Interview Expenses  | 11-6504-601-002 | \$500.00   | \$500.00   |
| 142296       | Jennifer Harding             | Reimburse - KS License Renewal       | 11-4200-630-033 | \$73.80    |            |
|              |                              | Reimburse Symposium Registration     | 11-4200-630-033 | \$50.00    | \$123.80   |
| 142297       | Ross Harper                  | Reimburse Mileage - HS Meetings/Ev.  | 12-1205-602-000 | \$204.40   | \$204.40   |
| 142298       | Mia Kathryn Howard           | Reimburse Mileage - Recruiting Fairs | 11-5302-601-000 | \$127.40   | \$127.40   |
| 142300       | Kansas Department of Revenue | Bird's Nest Sales Tax - February     | 16-0000-216-001 | \$117.20   |            |
|              |                              | Cardinal Cafe Sales Tax - February   | 16-0000-216-002 | \$515.03   | \$632.23   |
| 142301       | Kansas Gas Service           | Gas Service                          | 11-7102-633-000 | \$930.42   |            |

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

3/12/2026

Account

| Check Number | Vendor                                | Description                          | Account Number  | Amount             | Total      |
|--------------|---------------------------------------|--------------------------------------|-----------------|--------------------|------------|
| 142301       | Kansas Gas Service                    | Gas Service - Cherokee Center        | 11-7103-633-000 | \$223.64           |            |
|              |                                       | Gas Service - WTC                    | 12-4204-633-000 | \$333.87           |            |
|              |                                       | Gas Service - Student Union          | 16-9482-633-000 | \$158.46           | \$1,646.39 |
| 142302       | Kelly D. Kirkpatrick                  | Reimburse - KIE Conference Regs      | 11-5701-701-000 | \$90.00            | \$90.00    |
| 142304       | Landauer Inc                          | Radiation Fetal Monitor Lab Fees     | 12-1210-700-002 | \$150.20           | \$150.20   |
| 142305       | Lingo Telecom LLC                     | Fax Lines                            | 11-6501-631-000 | \$289.34           |            |
|              |                                       | Alarm Line                           | 11-6501-631-000 | \$28.66            | \$318.00   |
| 142306       | Pitney Bowes Global Financial Service | Postage Machine Quarterly Lease      | 11-6503-641-000 | \$1,065.63         | \$1,065.63 |
| 142307       | Elizabeth R Robinson                  | Reimburse - TimeTap Base Renewal     | 11-4203-701-000 | \$809.46           |            |
|              |                                       | Reimburse - TimeTap SSC Advisor Pe   | 11-4203-701-000 | \$270.00           |            |
|              |                                       | Reimburse - TimeTap Add'l Locations  | 11-4203-701-000 | \$270.00           |            |
|              |                                       | Reimburse - TimeTap Advising Dept F  | 11-5304-701-000 | \$270.00           | \$1,619.46 |
| 142308       | Rural Water District #5               | Water Service - Cherokee Center      | 11-7103-632-000 | \$24.31            | \$24.31    |
| 142309       | Touchtone Communications              | Toll Free Fax Line                   | 11-6501-631-000 | \$143.39           | \$143.39   |
| 142311       | Veritiv                               | Fuel Surcharge - Paper Delivery      | 11-6503-705-000 | \$7.50             | \$7.50     |
| 142312       | Jeffrey Michael Vesta                 | Reimburse Mileage - Recruiting/Wichi | 11-5505-603-000 | \$184.80           |            |
|              |                                       | Reimburse Mileage - Recruiting       | 11-5505-603-000 | \$385.00           |            |
|              |                                       | Reimburse Mileage - Recruiting/OK    | 11-5505-603-000 | \$315.00           | \$884.80   |
|              |                                       |                                      |                 | <u>\$18,094.20</u> |            |

Checks approved for release prior to Board action

|   |                    |
|---|--------------------|
| 11-General Fund                           | \$15,843.13        |
| 12-Postsecondary Technical Education Fund | \$960.98           |
| 16-Auxillary Ent Fund                     | \$1,290.09         |
| 64-Deferred Maintenance                   | \$0.00             |
| 67-Capital Outlay                         | \$0.00             |
|   | <u>\$18,094.20</u> |

*Mark Wath*  
President

*Shenna Doherty*  
Vice President of Finance & Operations

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

| Check Number | Vendor                                    | Description                          | 3/19/2026       |                   | Total      |
|--------------|---|--------------------------------------|-----------------|-------------------|------------|
|              |   |                                      | Account Number  | Amount            |            |
| 142314       | Daniel Colon                              | Black Clicks                         | 11-4203-701-000 | \$14.79           |            |
|              |   | Color Clicks                         | 11-4203-701-000 | \$38.83           | \$53.62    |
| 142315       | Alexander J Coplon                        | Baseball Travel - 3/21/2026          | 11-5502-601-000 | \$700.00          | \$700.00   |
| 142316       | Alexander J Coplon                        | Baseball Travel - 3/26/2026          | 11-5502-601-000 | \$700.00          | \$700.00   |
| 142317       | First Dakota Indemnity Company            | Worker's Compensation Ins - Mar 202  | 11-6501-590-001 | \$1,268.00        | \$1,268.00 |
| 142318       | WoodRiver Energy LLC                      | Natural Gas Service                  | 11-7102-633-000 | \$2,833.89        |            |
|              |   | Natural Gas Service - WTC            | 12-4204-633-000 | \$1,031.27        |            |
|              |   | Natural Gas Service - Student Union  | 16-9482-633-000 | \$363.94          | \$4,229.10 |
| 142319       | WSU Tech Foundation                       | KAP Conf Registrations - Forbes/Evar | 11-6505-701-000 | \$200.00          | \$200.00   |
|              |   |                                      |                 | <u>\$7,150.72</u> |            |
|              | 11-General Fund                           |                                      |                 | \$5,755.51        |            |
|              | 12-Postsecondary Technical Education Fund |                                      |                 | \$1,031.27        |            |
|              | 16-Auxillary Ent Fund                     |                                      |                 | \$363.94          |            |
|              | 64-Deferred Maintenance                   |                                      |                 | \$0.00            |            |
|              | 67-Capital Outlay                         |                                      |                 | \$0.00            |            |
|              |   |                                      |                 | <u>\$7,150.72</u> |            |

Checks approved for release prior to Board action

  
President

  
Vice President of Finance & Operations

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

| Check Number | Vendor                             | Description                             | 3/26/2026       |             | Total       |
|--------------|------------------------------------|---|-----------------|-------------|-------------|
|              |                                    |   | Account Number  | Amount      |             |
| 142354       | A T and T                          | Phone Service                           | 11-6501-631-000 | \$216.31    | \$216.31    |
| 142355       | A T and T                          | Internet Service                        | 11-6401-631-000 | \$1,588.75  |             |
|              |                                    | Internet Service                        | 11-6401-631-000 | \$2,233.14  | \$3,821.89  |
| 142356       | Advanced Hydrographics and Ceramic | Powder Coat Spray Enclosure             | 12-1205-701-001 | \$12,350.00 |             |
|              |                                    | Freight Charge                          | 12-1205-701-001 | \$1,750.00  | \$14,100.00 |
| 142357       | Commercial Bank                    | Loan 110221672 - Principal              | 11-6201-761-000 | \$39,500.97 |             |
|              |                                    | Loan 110221672 - Interest               | 11-6201-762-000 | \$145.29    | \$39,646.26 |
| 142358       | Elan Financial Services            | Walmart + February 2026                 | 11-0100-484-000 | \$14.02     |             |
|              |                                    | Hilton - PTK Conference - Baltimore, I  | 11-1126-604-000 | \$1,170.30  |             |
|              |                                    | Radisson Hotel - PTK Regional Confe     | 11-1126-604-000 | \$369.66    |             |
|              |                                    | GraphPad - Prism Academic Subscrip      | 11-4201-630-002 | \$260.00    |             |
|              |                                    | SurveyMonkey - Subscription Renewe      | 11-4202-701-000 | \$372.00    |             |
|              |                                    | Chronicle - Leading in the AI Era, Prin | 11-4202-701-000 | \$199.00    |             |
|              |                                    | Hilton Garden - M Fugate - FSA Traini   | 11-5201-601-000 | \$1,816.95  |             |
|              |                                    | Walmart - Senior Day Drinks             | 11-5302-711-000 | \$84.26     |             |
|              |                                    | GoRout - Annual Diamond Fee             | 11-5502-701-000 | \$1,957.00  |             |
|              |                                    | Holiday Inn - WBB Recruit Visit         | 11-5503-603-000 | \$237.60    |             |
|              |                                    | Synergy Sports - WBB Subscription       | 11-5503-701-000 | \$1,100.00  |             |
|              |                                    | RiedelDTG - Wrestling Districts Gear    | 11-5505-701-000 | \$490.00    |             |
|              |                                    | Sportstays NJCAA - Wrestling Nation     | 11-5506-600-000 | \$480.00    |             |
|              |                                    | Ameristar Hotel - Wrestling Nationals   | 11-5506-600-000 | \$5,130.80  |             |
|              |                                    | Apple Music - Monthly Subscription      | 11-5506-701-000 | \$12.01     |             |
|              |                                    | Jenzabar - JAM Pre-Session Worksho      | 11-5701-701-000 | \$2,975.00  |             |
|              |                                    | Jenzabar - JAM 2026 Conf Registrati     | 11-5701-701-000 | \$7,700.00  |             |
|              |                                    | Pizza Hut - BOT Meeting Lunch           | 11-6102-709-000 | \$50.41     |             |

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

3/26/2026

142358 Elan Financial Services

| Check Number | Vendor | Description                            | Account Number  | Amount       | Total |
|--------------|--------|--|-----------------|--------------|-------|
|              |        | Jenzabar - H Baker - JAM Pre-Sessio    | 11-6201-601-000 | \$375.00     |       |
|              |        | Jenzabar - H Baker - 2026 JAM Pass     | 11-6201-601-000 | \$775.00     |       |
|              |        | Walgreens - Wrestling Nationals Banr   | 11-6301-661-000 | \$45.87      |       |
|              |        | Parsons Chamber - Annual Members       | 11-6301-709-000 | \$643.75     |       |
|              |        | Paddle.net - Disk Drill Software       | 11-6401-646-002 | \$146.50     |       |
|              |        | DriveKS - Kansas Tolls - Wrestling     | 11-6502-720-000 | \$0.86       |       |
|              |        | NTTA - Texas Tolls - MBB Recruiting    | 11-6502-720-000 | \$10.58      |       |
|              |        | Facebook - Boosted Ads for Openings    | 11-6504-613-000 | \$119.48     |       |
|              |        | In The Garden - Memorial Tree          | 11-7102-649-000 | \$112.00     |       |
|              |        | Schiltz Lawn - Mower Blades/Trimmer    | 11-7102-649-000 | \$188.00     |       |
|              |        | Tax Credit - AED Superstore Purchase   | 12-1205-701-001 | (\$89.09)    |       |
|              |        | Credit - AED Superstore Purchase       | 12-1205-701-001 | (\$318.55)   |       |
|              |        | AED Superstore - Prestan UltraTraine   | 12-1205-701-001 | \$1,052.09   |       |
|              |        | OADN - Nursing Program Renewal F       | 12-1208-681-000 | \$595.00     |       |
|              |        | KRCS - Spring Meeting Student Regs     | 12-1211-700-002 | \$720.00     |       |
|              |        | PSI - SAE Form 2020 A Exams            | 12-1211-700-002 | \$280.00     |       |
|              |        | ESP Ultrasound - DMS Webinar/Card      | 12-1214-700-000 | \$375.15     |       |
|              |        | URR, LLC - DMS Registry Reviews        | 12-1214-700-000 | \$2,362.50   |       |
|              |        | Crowne Plaza - G Brown - Atlanta Ed    | 12-1246-630-000 | \$603.12     |       |
|              |        | PAR Training - Door Kit Build-Out      | 12-4204-699-000 | \$1,000.00   |       |
|              |        | PAR Training - Educational Discount    | 12-4204-699-000 | (\$1,500.00) |       |
|              |        | PAR Training - Portable Wheel Syster   | 12-4204-699-000 | \$1,250.00   |       |
|              |        | PAR Training - Lock/Cut Sleeve         | 12-4204-699-000 | \$650.00     |       |
|              |        | PAR Training - Forcible Door Entry Kit | 12-4204-699-000 | \$3,750.00   |       |
|              |        | PAR Training - Sleeves and Bar Prop    | 12-4204-699-000 | \$1,500.00   |       |

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

3/26/2026

| Check Number | Vendor                    | Description                          | Account Number  | Amount     | Total       |
|--------------|---------------------------|--------------------------------------|-----------------|------------|-------------|
| 142358       | Elan Financial Services   | Subway - Fire School Meeting Lunch   | 12-4204-699-000 | \$155.53   |             |
|              |                           | KS.gov - KDADS CNA Fees              | 12-4204-701-002 | \$184.50   |             |
|              |                           | KS.gov - KDADS CNA Fees              | 12-4204-701-002 | \$184.50   |             |
|              |                           | KS.gov - KDADS CNA Fees              | 12-4204-701-002 | \$164.00   |             |
|              |                           | Walmart - Cardinal Cafe Food Items   | 16-9684-743-000 | \$29.27    |             |
|              |                           | Walmart - Cardinal Cafe Food Items   | 16-9684-743-000 | \$45.86    |             |
|              |                           | Walmart - Cardinal Cafe Food Items   | 16-9684-743-000 | \$75.76    |             |
|              |                           | Walmart - Cardinal Cafe Food Items   | 16-9684-743-000 | \$28.68    |             |
|              |                           | Walmart - Cardinal Cafe Food Items   | 16-9684-743-000 | \$31.38    |             |
|              |                           | Walmart - Cardinal Cafe Food Items   | 16-9684-743-000 | \$87.28    |             |
|              |                           | Walmart - Cardinal Cafe Food Items   | 16-9684-743-000 | \$70.02    |             |
|              |                           | Walmart - Cardinal Cafe Food Items   | 16-9684-743-000 | \$11.00    |             |
|              |                           | Walmart - Cardinal Cafe Food Items   | 16-9684-743-000 | \$35.94    |             |
|              |                           | Ozarks Coca-Cola - Bag in the Box Pr | 16-9684-743-000 | \$313.77   | \$40,483.76 |
| 142359       | Evergy Kansas Central INC | Electricity - 1230 Main              | 11-7102-634-000 | \$238.12   |             |
|              |                           | Electricity - Athletic Expansion     | 11-7102-634-000 | \$4,072.35 |             |
|              |                           | Electricity - Vehicle Lot            | 11-7102-634-000 | \$79.33    | \$4,389.80  |
| 142360       | GFL Environmental         | Trash Removal - Cherokee Center      | 11-7103-649-000 | \$495.04   | \$495.04    |
| 142361       | Ross Harper               | Reimburse Meals - HLC Conference     | 12-1205-601-000 | \$137.26   |             |
|              |                           | Reimburse Travel - Ubers & KCI Park  | 12-1205-601-000 | \$94.43    |             |
|              |                           | Reimburse Mileage - KCI Airport/HLC  | 12-1205-602-000 | \$129.50   |             |
|              |                           | Reimburse Mileage - KCI Airport/HLC  | 12-1246-630-000 | \$129.50   |             |
|              |                           | Reimburse Meals - HLC Conference     | 12-1246-630-000 | \$137.26   |             |
|              |                           | Reimburse Travel - Ubers & KCI Park  | 12-1246-630-000 | \$94.42    | \$722.37    |
| 142362       | Theresa M Hundley         | Reimburse Gift Card for Graduate Nig | 11-5303-706-001 | \$106.84   | \$106.84    |

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**


3/26/2026

| Check Number | Vendor                    | Description                         | Account Number  | Amount     | Total      |
|--------------|---------------------------|-------------------------------------|-----------------|------------|------------|
| 142363       | Kansas Gas Service        | Gas Service - 1306 Main             | 11-7102-633-000 | \$266.79   |            |
|              |                           | Gas Service - 1230 Main             | 11-7102-633-000 | \$207.60   | \$474.39   |
| 142364       | Kansas Secretary of State | Notary Bond - S Simpson             | 12-1208-700-000 | \$25.00    | \$25.00    |
| 142365       | Kelly D. Kirkpatrick      | Reimburse Mileage - KCCLI @ Topek   | 11-5701-601-000 | \$210.00   |            |
|              |                           | Reimburse Meal - KCCLI @ Topeka     | 11-5701-601-000 | \$21.92    |            |
|              |                           | Reimburse Hotel - KCCLI/Kirkpatrick | 11-5701-601-000 | \$193.11   |            |
|              |                           | Reimburse Hotel - KCCLI/Baker       | 11-6201-601-000 | \$177.52   | \$602.55   |
| 142366       | Tim Jon Miller            | Reimburse - Annual OAH Membership   | 11-4200-630-016 | \$180.00   |            |
|              |                           | Reimburse - Annual AHA Membership   | 11-4200-630-016 | \$203.00   |            |
|              |                           | Reimburse - KAH Conference Registr  | 11-4200-630-016 | \$65.00    | \$448.00   |
| 142367       | Cortney L O'Brien         | Reimburse Supplies                  | 11-4209-701-000 | \$56.37    | \$56.37    |
| 142368       | Ryan S. Phillips          | Softball Travel - 4/28/2026         | 11-5509-601-000 | \$500.00   | \$500.00   |
| 142369       | Ryan S. Phillips          | Softball Travel - 4/27/2026         | 11-5509-601-000 | \$500.00   | \$500.00   |
| 142370       | Ryan S. Phillips          | Softball Travel - 4/25/2026         | 11-5509-601-000 | \$500.00   | \$500.00   |
| 142371       | Ryan S. Phillips          | Softball Travel - 4/23/2026         | 11-5509-601-000 | \$1,000.00 | \$1,000.00 |
| 142372       | Ryan S. Phillips          | Softball Travel - 4/9/2026          | 11-5509-601-000 | \$500.00   | \$500.00   |
| 142373       | Ryan S. Phillips          | Softball Travel - 4/7/2026          | 11-5509-601-000 | \$600.00   | \$600.00   |
| 142374       | The Villas at LCC, LLC    | Housing                             | 11-0000-201-001 | \$24.00    |            |
|              |                           | Housing                             | 11-0000-201-001 | \$892.00   |            |
|              |                           | Housing                             | 11-0000-201-001 | \$2,356.00 | \$3,272.00 |
| 142375       | TreviPay                  | Walmart - Cardinal Connect Snacks/E | 11-6301-701-000 | \$130.62   |            |

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

| Check Number | Vendor   | Description                               | 3/26/2026           | Account Number  | Amount              | Total    |
|--------------|----------|---|---------------------|-----------------|---------------------|----------|
| 142375       | TreviPay | Walmart - Event Decorations and Sup       |                     | 11-6301-701-000 | \$22.73             | \$153.35 |
|              |          |   |                     |                 | <u>\$112,613.93</u> |          |
|              |          | 11-General Fund                           | \$84,118.85         |                 |                     |          |
|              |          | 12-Postsecondary Technical Education Fund | \$27,766.12         |                 |                     |          |
|              |          | 16-Auxillary Ent Fund                     | \$728.96            |                 |                     |          |
|              |          | 64-Deferred Maintenance                   | \$0.00              |                 |                     |          |
|              |          | 67-Capital Outlay                         | \$0.00              |                 |                     |          |
|              |          |   | <u>\$112,613.93</u> |                 |                     |          |

Checks approved for release prior to Board action

  
 \_\_\_\_\_  
 President

  
 \_\_\_\_\_  
 Vice President of Finance & Operations

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

| Check Number | Vendor                     | Description                         | 3/31/2026       |             | Total       |
|--------------|----------------------------|-------------------------------------|-----------------|-------------|-------------|
|              |                            |                                     | Account Number  | Amount      |             |
| 142376       | A Book Company             | Returned Financial Aid Books        | 16-0000-131-002 | (\$689.37)  |             |
|              |                            | Financial Aid Books                 | 16-0000-131-002 | \$670.71    | (\$18.66)   |
| 142377       | Tyler S Allen              | Announcer - Spring 2026 Basketball  | 11-5506-576-000 | \$300.00    | \$300.00    |
| 142378       | Micheal Brown              | Shot Clock - Spring 2026 Basketball | 11-5506-576-000 | \$540.00    | \$540.00    |
| 142379       | C D W Government Inc       | Secure MICR Printer ST9917          | 11-6401-646-002 | \$771.90    |             |
|              |                            | MICR Toner                          | 11-6401-646-002 | \$524.18    |             |
|              |                            | Lexmark MS431dw                     | 11-6401-646-002 | \$797.07    |             |
|              |                            | Lexmark CS331dw                     | 11-6401-646-002 | \$456.98    |             |
|              |                            | Lexmark MX431adn                    | 11-6401-646-002 | \$2,091.92  | \$4,642.05  |
| 142380       | C. D. L. Electric Co., INC | Monthly Alarm Monitoring Fee        | 11-7202-648-000 | \$45.00     | \$45.00     |
| 142381       | Chetopa High School        | 1/4 Page Yearbook Ad                | 11-6301-704-000 | \$75.00     | \$75.00     |
| 142382       | Cintas Corp                | Soap Dispenser & Sanitizer Refills  | 11-7102-702-000 | \$112.97    |             |
|              |                            | Soap Dispenser & Sanitizer Refills  | 11-7102-702-000 | \$112.97    | \$225.94    |
| 142383       | City of Parsons            | Security 2/14 Games - M Raney       | 11-5506-576-000 | \$156.00    |             |
|              |                            | Security 2/11 Games - T White       | 11-5506-576-000 | \$126.32    |             |
|              |                            | Security 2/2 Games - B Malle        | 11-5506-576-000 | \$142.11    |             |
|              |                            | Security 1/30 Games - R Johnson     | 11-5506-576-000 | \$58.50     |             |
|              |                            | Security 1/28 Games - M Raney       | 11-5506-576-000 | \$63.16     | \$546.09    |
| 142384       | Dell Marketing L P         | Dell Pro 24 Dual Monitor            | 11-4200-630-013 | \$1,212.29  |             |
|              |                            | Dell Pro Slim Plus QBS1250          | 11-6402-850-000 | \$5,021.58  |             |
|              |                            | Dell Pro Max Slim                   | 11-6402-850-000 | \$11,267.69 | \$17,501.56 |
| 142385       | Digital Connections Inc.   | Lanier Copier Maintenance Contracts | 11-6503-648-000 | \$83.68     | \$83.68     |
| 142386       | Lisa Duncan                | Consulting Services - PTA Program   | 12-1205-701-001 | \$1,600.00  | \$1,600.00  |
| 142387       | Ebsco Information Services | Discovery System Renewal            | 11-4101-710-000 | \$14,071.00 | \$14,071.00 |
| 142388       | EVCO Wholesale Food Corp.  | Supplies                            | 16-9684-701-000 | \$78.36     |             |

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

| Check Number | Vendor                                 | Description                             | 3/31/2026       |             | Total       |
|--------------|--|---|-----------------|-------------|-------------|
|              |  |   | Account Number  | Amount      |             |
| 142388       | EVCO Wholesale Food Corp.              | Supplies                                | 16-9684-701-000 | \$46.23     |             |
|              |  | Food                                    | 16-9684-743-000 | \$521.75    |             |
|              |  | Food                                    | 16-9684-743-000 | \$900.82    | \$1,547.16  |
| 142389       | Connie Foister                         | Scorebook - Spring 2026 Basketball      | 11-5506-576-000 | \$630.00    | \$630.00    |
| 142390       | Brian Foreman                          | Lab Manuals (General Biology)           | 11-1102-740-000 | \$250.00    | \$250.00    |
| 142391       | John (Tony) Fuentez                    | Announcer - Spring 2026 Basketball      | 11-5506-576-000 | \$750.00    |             |
|              |  | Announcer - Spring 2026 Wrestling       | 11-5506-576-000 | \$120.00    | \$870.00    |
| 142392       | Ashley Paige George                    | Sophomore Night Graphics                | 11-5503-701-000 | \$60.00     | \$60.00     |
| 142393       | Green's Vegetation Control/William Gr  | Granular Fertilizer - Softball Field    | 11-5509-701-000 | \$270.00    | \$270.00    |
| 142394       | Herff Jones Inc.                       | Gold Honor Cords, 60 count              | 11-5303-706-001 | \$517.14    | \$517.14    |
| 142395       | Hillyard/Springfield                   | Aerosol Disinfectant Spray, 12 ct       | 11-7102-702-000 | \$66.53     | \$66.53     |
| 142396       | JB Graphics Inc                        | Required Bat Testing Labels             | 11-5506-701-000 | \$579.75    | \$579.75    |
| 142397       | Jock's Nitch/Parsons                   | Baseball - Fall Team Shorts             | 11-5502-701-000 | \$559.00    |             |
|              |  | Baseball - Fall Team Shirts             | 11-5502-701-000 | \$1,425.00  |             |
|              |  | Shipping - Baseball - The Game Hats     | 11-5502-701-000 | \$34.00     |             |
|              |  | Baseball - The Game Team Hats           | 11-5502-701-000 | \$910.00    |             |
|              |  | Shipping - Wrestling - Nationals Gear   | 11-5505-701-000 | \$18.00     |             |
|              |  | Wrestling - Adidas 1/2 Zip for National | 11-5505-701-000 | \$680.00    |             |
|              |  | Shipping - Wrestling - Knee Sleeves     | 11-5505-701-000 | \$10.00     |             |
|              |  | Wrestling - Compression Knee Sleeve     | 11-5505-701-000 | \$234.00    |             |
|              |  | Wrestling - Misc Team Gear              | 11-5505-701-000 | \$339.43    |             |
|              |  | Merchandise Sales - 1/1 to 2/28/2026    | 16-9381-741-000 | \$2,491.45  |             |
|              |  | Merchandise Sales - 11/1 to 12/31/20    | 16-9381-741-000 | \$2,811.90  | \$9,512.78  |
| 142398       | Johnson Controls Building Solutions,   | Annual Maintenance Agreement            | 11-7202-648-000 | \$10,807.00 | \$10,807.00 |
| 142399       | Kansas State Fire Marshal - Boiler Saf | Boiler Certification Fees               | 11-7102-649-000 | \$90.00     | \$90.00     |

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

3/31/2026

| Check Number | Vendor                        | Description                             | Account Number  | Amount     | Total       |
|--------------|-------------------------------|---|-----------------|------------|-------------|
| 142400       | KCIA                          | Annual Dues - Jason Sharp               | 11-4201-681-000 | \$90.00    | \$90.00     |
| 142401       | Kitchen Pass, Inc.            | Cardinal Citee Committee Lunch          | 11-6505-701-000 | \$127.76   |             |
|              |                               | Welding Advisory Meeting Lunch          | 12-1219-709-000 | \$198.96   |             |
|              |                               | Allied Health Advisory Committee Lun    | 12-4204-709-000 | \$162.55   | \$489.27    |
| 142402       | KLKC FM                       | February Advertising                    | 11-6301-613-000 | \$400.00   | \$400.00    |
| 142403       | KONE Inc                      | Main Bldg Elevator Repair - Materials   | 11-6201-659-011 | \$8,260.64 |             |
|              |                               | Main Bldg Elevator Repair - Labor       | 11-6201-659-011 | \$718.32   |             |
|              |                               | Maintenance Agreement                   | 11-7202-648-000 | \$1,336.24 |             |
|              |                               | Maintenance Agreement                   | 11-7202-648-000 | \$207.20   | \$10,522.40 |
| 142404       | Labette Avenue                | Health Science Application Deadlines    | 11-6301-613-000 | \$186.48   |             |
|              |                               | Positions Open Ads (3 positions)        | 11-6504-613-000 | \$108.00   | \$294.48    |
| 142405       | Labette Health                | CPR Cards                               | 12-4204-701-002 | \$100.00   | \$100.00    |
| 142406       | Archana Lal                   | Lab Manuals (General Biology)           | 11-1102-740-000 | \$250.00   | \$250.00    |
| 142407       | Laser Designs/PSHTC           | Name Badge - P Giefer                   | 11-5303-701-000 | \$5.00     |             |
|              |                               | Name Plate - J Sharp                    | 11-6102-709-000 | \$7.00     |             |
|              |                               | Board of Trustee Picture Plaquard       | 11-6102-709-000 | \$3.00     |             |
|              |                               | Name Badge - R Arnold                   | 11-7102-702-000 | \$5.00     |             |
|              |                               | Name Badge - T Evans                    | 16-9381-701-000 | \$5.00     | \$25.00     |
| 142408       | Jessica A Letterman           | Scorebook - Spring 2026 Wrestling       | 11-5506-576-000 | \$120.00   |             |
|              |                               | Scoreboard - Spring 2026 Basketball     | 11-5506-576-000 | \$630.00   | \$750.00    |
| 142409       | Marmic Fire and Safety Co Inc | Quarterly Inspection - Athletic Comple  | 11-7202-648-000 | \$287.00   |             |
|              |                               | Quarterly Inspection - Zetmeir Building | 11-7202-648-000 | \$519.00   | \$806.00    |
| 142410       | Marrone's Inc.                | Supplies                                | 16-9684-701-000 | \$144.62   |             |
|              |                               | Supplies                                | 16-9684-701-000 | \$195.89   |             |
|              |                               | Food                                    | 16-9684-743-000 | \$744.13   |             |

LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL

3/31/2026

| Check Number | Vendor                        | Description                            | Account Number  | Amount     | Total       |
|--------------|-------------------------------|--|-----------------|------------|-------------|
| 142410       | Marrone's Inc.                | Food                                   | 16-9684-743-000 | \$405.25   |             |
|              |                               | Food                                   | 16-9684-743-000 | \$621.60   |             |
|              |                               | Food                                   | 16-9684-743-000 | \$585.04   | \$2,696.53  |
| 142411       | McCarty's Office Machines Inc | B2442 Toner                            | 11-6401-646-002 | \$867.64   |             |
|              |                               | T642 Toner                             | 11-6401-646-002 | \$614.32   |             |
|              |                               | Supplies                               | 11-6503-701-000 | \$251.68   | \$1,733.64  |
| 142412       | Medco Supply Company          | January ATR Supply Order               | 11-5507-701-000 | (\$163.75) |             |
|              |                               | January ATR Supply Order               | 11-5507-701-000 | \$327.50   | \$163.75    |
| 142413       | Mid America Sanitation        | Portable Toilets - Baseball Field      | 11-7102-649-000 | \$200.00   |             |
|              |                               | Portable Toilets - Softball Field      | 11-7102-649-000 | \$200.00   | \$400.00    |
| 142414       | Nova Color, Inc               | Shipping                               | 11-7102-649-000 | \$68.22    |             |
|              |                               | Paint for Annex Mural                  | 11-7102-649-000 | \$496.00   | \$564.22    |
| 142415       | OCLC INC                      | EZProxy Database Access Renewal        | 11-6401-701-000 | \$2,392.27 | \$2,392.27  |
| 142416       | P1 Service, LLC               | Ted Hill Bldg Blower Motor - Materials | 11-7102-649-000 | \$1,334.02 |             |
|              |                               | Ted Hill Bldg Blower Motor - Labor     | 11-7102-649-000 | \$568.00   | \$568.00    |
|              |                               | Annex Exhaust Fan Motor - Materials    | 11-7102-649-000 | \$588.56   | \$588.56    |
|              |                               | Annex Exhaust Fan Motor - Labor        | 11-7102-649-000 | \$568.00   | \$568.00    |
|              |                               | Zetmeir Pump Replacement - Materia     | 11-7102-649-000 | \$2,439.23 | \$2,439.23  |
|              |                               | Zetmeir Pump Replacement - Labor       | 11-7102-649-000 | \$568.00   | \$568.00    |
|              |                               | Cherokee Center Unit - Materials       | 11-7103-649-000 | \$1,994.35 | \$1,994.35  |
|              |                               | Maintenance Agreement                  | 11-7103-649-000 | \$785.00   | \$785.00    |
|              |                               | Cherokee Center Unit - Labor           | 11-7103-649-000 | \$994.00   | \$994.00    |
|              |                               | Maintenance Agreement                  | 11-7202-648-000 | \$6,377.00 | \$6,377.00  |
| 142417       | Parsons Sun                   | Best of Labette Display - Hendershot   | 11-6301-613-000 | \$180.00   | \$16,216.16 |
|              |                               | School News Display                    | 11-6301-613-000 | \$72.00    | \$72.00     |

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

3/31/2026

| Check Number | Vendor                                | Description                              | Account Number  | Amount     | Total      |
|--------------|---------------------------------------|--|-----------------|------------|------------|
| 142417       | Parsons Sun                           | Best of Labette Display - Coach          | 11-6301-613-000 | \$180.00   |            |
|              |                                       | Best of Labette Display - Fitness Instr. | 11-6301-613-000 | \$180.00   |            |
|              |                                       | Labette County Community Guide           | 11-6301-613-000 | \$255.00   |            |
|              |                                       | Positions Open Ads (3 positions)         | 11-6504-613-000 | \$60.00    |            |
|              |                                       | Positions Open Ads (3 positions)         | 11-6504-613-000 | \$60.00    | \$987.00   |
| 142418       | Pitney Bowes Bank, Inc                | Postage - Account #20352357              | 11-6503-611-000 | \$1,500.00 | \$1,500.00 |
| 142419       | Pitney Bowes Global Financial Service | Postage Machine Quarterly Lease          | 11-6503-641-000 | \$1,065.63 | \$1,065.63 |
| 142420       | Professional Window Cleaning, Inc.    | Window Cleaning - Event Center & Lil     | 11-7202-648-000 | \$150.00   |            |
|              |                                       | Window Cleaning - Gym & Broadway         | 11-7202-648-000 | \$350.00   |            |
|              |                                       | Window Cleaning - Student Union & t      | 11-7202-648-000 | \$575.00   |            |
|              |                                       | Window Cleaning - Zetmeir Building       | 11-7202-648-000 | \$1,675.00 |            |
|              |                                       | Window Cleaning - Main Building          | 11-7202-648-000 | \$1,625.00 | \$4,375.00 |
| 142421       | QueenB Television of Kansas/Missouri  | February Digital Advertising - KOAM      | 11-6301-613-000 | \$1,550.00 | \$1,550.00 |
| 142422       | Respondus                             | Lock Down Browser Licensing              | 12-1214-700-000 | \$2,475.00 | \$2,475.00 |
| 142423       | SEK Auto Sales, Inc                   | Vehicle Maintenance - RV29               | 11-6502-720-000 | \$87.20    | \$87.20    |
| 142424       | T & E Auto Sales and Service          | Vehicle Maintenance - RV27               | 11-6502-720-000 | \$698.75   | \$698.75   |
| 142425       | Technology Group Solutions, LLC       | Cisco Duo Renewal                        | 11-6401-701-000 | \$836.50   | \$836.50   |
| 142426       | The Morning Sun                       | Open Position Ads - Instructors          | 11-6504-613-000 | \$187.50   |            |
|              |                                       | Open Position Ads - Instructors          | 11-6504-613-000 | \$75.00    | \$262.50   |
| 142427       | The Sherwin Williams Co               | Paint & Painting Supplies                | 11-7102-649-000 | \$264.74   | \$264.74   |
| 142428       | Thompson Bros. Supplies, INC          | Weld Tips                                | 12-1219-700-000 | \$168.00   |            |
|              |                                       | U Groove Roll for MIG Welder             | 12-1219-700-000 | \$82.07    |            |
|              |                                       | Weld Wire                                | 12-1219-700-000 | \$210.40   |            |
|              |                                       | U Groove Kit for Welder                  | 12-1219-700-000 | \$82.96    |            |
|              |                                       | Plasma Retaining Cap                     | 12-1219-700-000 | \$64.50    |            |

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

| Check Number | Vendor                              | Description                       | Account |                 | Amount     | Total      |
|--------------|-------------------------------------|-----------------------------------|---------|-----------------|------------|------------|
|              |                                     |                                   |         | Number          |            |            |
| 142428       | Thompson Bros. Supplies, INC        | Flux Core Wire and Roller         |         | 12-1219-700-000 | \$224.66   |            |
|              |                                     | Tips and Connectors               |         | 12-1219-700-000 | \$176.26   |            |
|              |                                     | Cylinder Refills (6)              |         | 12-1219-700-000 | \$481.16   |            |
|              |                                     | Flapper Discs                     |         | 12-1219-700-000 | \$158.00   |            |
|              |                                     | Cylinder Rentals                  |         | 12-1219-700-002 | \$260.70   | \$1,908.71 |
| 142429       | Triple S Pumping/Jeffrey Spielbusch | Quarterly Grease Trap Service     |         | 11-7202-648-000 | \$410.00   | \$410.00   |
| 142430       | UniFirst Corporation                | Mats, Mops, Cloths                |         | 11-7103-649-000 | \$63.94    |            |
|              |                                     | Mats, Mops, Cloths                |         | 11-7103-649-000 | \$63.94    |            |
|              |                                     | Mats, Mops, Cloths                |         | 11-7103-649-000 | \$63.94    |            |
|              |                                     | Aprons, Mats, Mops, Cloths        |         | 11-7202-648-000 | \$270.14   |            |
|              |                                     | Aprons, Mats, Mops, Cloths        |         | 11-7202-648-000 | \$270.14   |            |
|              |                                     | Aprons, Mats, Mops, Cloths        |         | 11-7202-648-000 | \$270.14   |            |
|              |                                     | Aprons, Mats, Mops, Cloths        |         | 11-7202-648-000 | \$270.14   |            |
|              |                                     | Aprons, Mats, Mops, Cloths        |         | 16-9482-701-000 | \$70.00    |            |
|              |                                     | Aprons, Mats, Mops, Cloths        |         | 16-9482-701-000 | \$70.00    |            |
|              |                                     | Aprons, Mats, Mops, Cloths        |         | 16-9482-701-000 | \$70.00    |            |
|              |                                     | Aprons, Mats, Mops, Cloths        |         | 16-9482-701-000 | \$70.00    | \$1,552.38 |
| 142431       | Vietti Marketing Group              | Feb Enrollment Campaign - Socials |         | 11-6301-613-000 | \$1,040.00 | \$1,040.00 |
| 142432       | Mark Watkins                        | Vehicle Expense                   |         | 11-6501-590-001 | \$900.00   | \$900.00   |
| 142433       | Westlake Hardware, Inc              | Athletic Field Striping Paint     |         | 11-5502-701-000 | \$43.96    |            |
|              |                                     | Bait Nugget, 4lb Pouch            |         | 11-5502-701-000 | \$27.99    |            |
|              |                                     | Maintenance Supplies              |         | 11-7102-649-000 | \$86.04    |            |
|              |                                     | Maintenance Supplies              |         | 11-7102-649-000 | \$120.57   |            |
|              |                                     | Maintenance Supplies              |         | 11-7102-649-000 | \$27.98    |            |
|              |                                     | Maintenance Supplies              |         | 11-7102-649-000 | \$78.36    |            |

**LABETTE COMMUNITY COLLEGE  
CLAIMS REGISTER FOR APPROVAL**

| Check Number | Vendor                                    | Description                      | 3/31/2026       |                     | Total    |
|--------------|---|----------------------------------|-----------------|---------------------|----------|
|              |   |                                  | Account Number  | Amount              |          |
| 142433       | Westlake Hardware, Inc                    | Maintenance Supplies             | 11-7102-649-000 | \$30.17             |          |
|              |   | Maintenance Supplies             | 11-7102-649-000 | \$99.54             |          |
|              |   | Maintenance Supplies             | 11-7102-649-000 | \$29.25             |          |
|              |   | Maintenance Supplies             | 11-7102-649-000 | \$68.06             |          |
|              |   | Maintenance Supplies             | 11-7102-649-000 | \$205.58            |          |
|              |   | Maintenance Supplies             | 11-7102-649-000 | \$4.99              |          |
|              |   | Maintenance Supplies             | 11-7102-649-000 | \$15.99             |          |
|              |   | Primer and Bolts                 | 12-1219-700-000 | \$126.92            | \$965.40 |
| 142435       | Wood Insurance Center, LLC                | Notary Bond - Sherry Simpson     | 11-6101-702-000 | \$50.00             | \$50.00  |
| 142436       | Woodworth Enterprises, Inc                | KDADS Background Check Fees (1)  | 12-4204-701-002 | \$11.50             |          |
|              |   | KDADS Background Check Fees (10) | 12-4204-701-002 | \$101.50            | \$113.00 |
|              |   |                                  |                 | <u>\$123,747.55</u> |          |
|              | 11-General Fund                           |                                  |                 | \$107,249.03        |          |
|              | 12-Postsecondary Technical Education Fund |                                  |                 | \$6,685.14          |          |
|              | 16-Auxillary Ent Fund                     |                                  |                 | \$9,813.38          |          |
|              | 64-Deferred Maintenance                   |                                  |                 | \$0.00              |          |
|              | 67-Capital Outlay                         |                                  |                 | \$0.00              |          |
|              |   |                                  |                 | <u>\$123,747.55</u> |          |