

October 17, 2023

Board of Trustees
Garden City Community College
801 Campus Drive
Garden City, KS 67846

Dear Trustees:

The Board of Trustees will meet in regular session on **Tuesday, October 17, 2023**. The meeting will be held in the Ronald J. Scott Endowment Room in the Beth Tedrow Student Center on the Garden City Community College Campus. The meeting will also be available via Zoom: <https://gcccks-edu.zoom.us/j/97554714486>

Meeting ID: 975 5471 4486

One tap mobile
+13462487799, 97554714486#
+16027530140, 97554714486#

For **PUBLIC COMMENTS** please contact Jodie tewell, jodie.tewell@gcccks.edu by 5:00 pm CST Tuesday, October 17, 2023.

5:00 PM Dinner in the **BTSC Broncbuster Room**

6:00 PM Regular board meeting called to order in the **BTSC Ronald J. Scott Endowment Room**

AGENDA

I. CALL TO ORDER

- A. Comments from the Chair
- B. Report from SGA..... Page 206
- C. Introduction of New Employees
- D. Report from Faculty Senate

II. CONSENT AGENDA

- | | ACTION |
|--|---------------|
| A. Approval of minutes of previous meetings (9.12.23)..... | Page 5 |
| B. Approval of personnel actions – Human Resources | Page 15 |
| B-1 Human Resources Report | Page 16 |
| B-2 Adjunct/Outreach Contracts | Page 17 |
| C. Financial Information | Page 18 |
| C-1 Checks Processed in excess of \$50,000 | Page 19 |
| C-2 Revenues | Page 21 |
| C-3 Expenses | Page 23 |
| C-4 Cash in Bank | Page 34 |
| D. Naming Rights Fine Arts Building | Page 35 |

III. CONFIRMATION OF MONITORING REPORTS

A. Monitoring Reports and ENDS	Consensus Approval
A-1. Work Force Development (page 9)	Page 36
A-2. Work Preparedness (page 6)	Page 39
A-3. Bi-Annual, General Executive Constraints #10 (page 10).....	Page 45
B. Review Monitoring Reports	
B-1. Annual, Board Job Description #7 (page 21)	Page 54
B-2. Bi-Annual, Board Job Description #6 BAA/EA (page 21)	Page 54

IV. OTHER

A. Open comments from the public	
1. Public Comment: 30 minutes total, 5 minutes per individual. Comments should be relevant to matters over which the Board has authority. Speakers should respect the rights of all persons, and they should not engage in personal attacks or disruptive behavior. This time is not intended to be a question and answer time. The Board cannot take any binding action on matters not on the agenda. The Board has a right to conduct an orderly and efficient public meeting.	
2. Comments directed to the Board should pertain to Ends; Mission, Essential Skills, Work Preparedness, Academic Advancement, Personal Enrichment, and Workforce Development.	
B. President's Report	
C. Strategic Plan Report.....	Page 57
D. Math Department Program Review	Page 92
E. Art Department Program Review	Page 136
F. Incidental Information	Page 202
G. Report from FCEDC	
H. Report from KACCT	

I. OWNERSHIP LINKAGE

Upcoming Calendar Dates:

- 18-Oct Chamber Breakfast Breakfast, Clarion Inn, 7:30 am 4:00 PM
- 18-Oct Women's Soccer vs Coffeyville Community College
Women's Volleyball vs Butler Community College 5:30 pm
Men's Soccer vs Coffeyville Community College 6:30 pm
- 21-Oct Women's Volleyball vs Colby Community College 2:00 pm
- 28-Oct Football vs Ellsworth Community College Tailgate 10:00 am, Game 11:00 am
Men's Soccer Quarter Finals Regions VI TBA
- 29-Oct Women's Quarter Final Regions VI TBA
- 1-Nov Men's Basketball vs McCook Community College 7:30 pm
Men's Soccer Semi Final Region TBA
- 2-Nov Women's Basketball vs Lamar, 6:00 pm
Women's Soccer Semi Final Region VI TBA
- 4-Nov Football vs Snow College Tailgate 10:00 am, Game 11:00 am
- 5-Nov Women's Soccer Final Region IV TBA
Men's Soccer Final Region IV TBA

Calendar Dates Continued

- 7-Nov Men's Basketball vs Otero College, 7:30 pm
- 9-Nov Men's Basketball vs Sterling JV, 7:30 pm
- 13-Nov All Employee Meeting; FA Auditorium 2:30 pm
- 14-Nov November Board of Trustees Meeting; Dinner 5:00, Meeting 6:00 pm
- 15-Nov Chamber Breakfast, Clarion Inn, 7:30 am
- 11-Nov Women's Basketball vs Northern Oklahoma College-ENID 3:00 pm
- 16-Nov Crystal Apple Awards, Clarion Inn, 6:30 pm
- 18-Nov Women's Basketball vs Colby Community College 2:00 pm
Men's Basketball vs Colby Community College 4:00 pm
- 18-Nov Thanksgiving Break through November 29; Campus Closed
- 25-Nov Women's Basketball vs Pratt Community College 2:00 pm
- 28-Nov Jazz/Small Ensemble Concert 7:00 pm
- 30-Nov Band/Orchestra Concert 7:00 pm
- 3-Dec Choral Vespers Concert 3:00 pm
Men's Basketball vs Pratt Community College 4:00 pm
- 6-Dec Women's Basketball vs Butler Community College-Ks 5:30 pm
Men's Basketball vs Butler Community College-Ks 7:30 pm
- 9-Dec Women's Basketball vs Northwest Kansas Technical College 2:00 pm
Men's Basketball vs Northwest Kansas Technical College TBA
- 10-Dec Men's Basketball vs Bethany JV 3:00 pm
- 11-Dec Community Christmas Part Ronald J Scott Endowment Room 5:00 pm
- 20-Dec Chamber Breakfast, Clarion Inn, 7:30 am
- 12-Dec All Employee Meeting 3:00 pm
December Board of Trustees Meeting; Dinner 5:00, Meeting
- 14-Dec 6:00 Faculties Last Day of Fall 2023

- 16-Dec Christmas Break through January 2; Campus Closed

FALL 2023 - Spring 2024 ADVISORY BOARDS				
Computer Science	9/15/2023	12:00 - 1:00 pm	Penka	Beth Tedrow
CRIM	9/21/2023	12:00 pm - 1:30 pm	Endowment	David Rupp
IMMP	10/4/2023	11:30 am - 1:30 pm	JCVT 1302	Bob Larson
Allied Health	10/12/2023	12:00 pm - 1:00 pm	PENKA	Merilyn Douglass
Early Childhood Education	10/13/2023	11:30 am - 1:30 pm	JCVT 1302	Beth Tedrow
AUTO	10/18/2023	TBA	TBA	Shanda Smith
JDAT	11/2/2023	11:30 am - 1:30 pm	JCVT 1302	Leonard Hitz
Robotics	11/9/2023	TBA	TBA	David Rupp
AG	11/15/2023	TBA	TBA	Leonard Hitz
Nursing	11/30/2023	TBA	TBA	Merilyn Douglass
Carpentry	12/5/2023	TBA	TBA	Leonard Hitz
Welding	12/7/2023	TBA	TBA	Bob Larson
EMIC	2/7/2024	TBA	TBA	
FIRE	2/28/2024	TBA	TBA	
COSMO	TBA	TBA	TBA	Merilyn Douglass

VII. EXECUTIVE SESSION

VIII. ADJOURNMENT

Dr. Ryan Ruda
President

Mr. Leonard Hitz
Chairman

Mission: Garden City Community College exists to produce positive contributors to the economic and social well-being of society.
Five Ends: Essential Skills, Work Preparedness, Academic Advancement, Personal Enrichment, Workforce Development.

Purposes for Executive Sessions

- a. Personnel matters of non-elected personnel*
- b. Consultation with the body's attorney*
- c. Employer-employee negotiation*
- d. Confidential data relating to financial affairs or trade secrets of corporations, partnerships, trusts, and individual proprietorship*
- e. Matters affecting a student, patient, or resident of public institutions*
- f. Preliminary discussions relating to acquisition of real property*
- g. Security, if open discussion would jeopardize security*

GARDEN CITY COMMUNITY COLLEGE
Board of Trustees
September 12, 2023

Trustees Present: Leonard Hitz, Dr. Merilyn Douglass, Beth Tedrow, David Rupp,
Bob Larson, Shanda Smith

Others Present: Dr. Ryan Ruda, President
Karla Armstrong, Vice President for Administrative
Services/CFO
Dr. Marc Malone, Vice President for Instructional
Services/CAO
Colin Lamb, Vice President for Student Services/Athletics
Jodie Tewell, Executive Assistant to the President
Madilyn Limberg, Executive Director of Marketing and
Public Relations
Evelyn Irigoyen-Aguirre, SSS Advisor
Britnie Novack, Student Activities Coordinator
Jared Powers, Assistant Director of Residential Life/Creative
Digital Specialist for Athletics
Synthia Preston, Assessment Center Proctor
Wacey Munsell, Assistant Rodeo Coach
Jason Bilberry, Athletic Academic Advisor
Juliette Rios, Head Men's and Women's Cross-Country Coach
Davon Beach-Mayes, Hardware Technician
Joshua Guymon, Computer Support Specialist
Cody Cundiff, Associate Professor of Social Science and
Faculty Senate President
Yesenia Castro, SGA President
Jessica Boutdara, SGA PR and Design
Zevin Littell, SGA Vice President
Natalie Radke, SGA PR
Drake Jones, SGA Secretary
Lilija Mccallum, SGA member

I. CALL TO ORDER:

Chair Hitz called the Board meeting to order at 6:00 p.m.

A. COMMENTS FROM THE CHAIR

Chair Hitz invited everyone to Coffee with the President on Thursday, September 14, 2023, at 8:00 a.m. at Patrick Dugan's. A week from tomorrow is the Chamber Breakfast.

B. Report for SGA

Britnie Novack is the new SGA Coordinator. Students introduced themselves: Yesenia Castro, SGA President, VP, Zevin Littell, Drake Jones, Secretary, Jessica Boutdara, PR Design, Natalie Radke, PR, and Lilija McCallum. SGA will be working on homecoming. Welcome back went well. Homecoming week will have activities for each day. A car smash is in the ACAD parking lot. Trustee Smith offered to help with anything regarding the car smash. They will be attending the Pep Rally on Friday. Trustee Douglass commended them on their leadership.

C. New Employees

Evelyn Irogoyen-Aguirre, SSS Advisor
Britnie Novack, Student Activities Coordinator
Jared Powers, Assistant Director of Residential Life/Creative Digital Specialist for Athletics
Synthia Preston, Assessment Center Proctor
Wacey Munsell, Assistant Rodeo Coach
Jason Bilberry, Athletic Academic Advisor
Juliette Rios, Head Men's and Women's Cross-Country Coach

D. Faculty Senate Report

Cody Cundiff reported on the meeting that took place on September 6. Faculty Senate will start learning communities on campus. September 29 is the Faculty Recital. There is an AI working group to help use AI as a tool. The new librarian, Julia, has volunteered to update the library policy.

II. CONSENT AGENDA

Move to approve the consent agenda with the exception of Item D - Approval of 2023 -24 Budget.

Motion: Beth Tedrow

Second: David Rupp

Ayes: Douglass, Tedrow, Smith, Hitz, Rupp, Larson

Nays: None

Motion Carried: 6 – 0

(A) Approval of minutes of previous meetings

(Supporting documents filed with official minutes)

(B) Approval of personnel actions-Human Resources

(Supporting documents filed with official minutes)

(C) Approval of Financial information

(Supporting documents filed with official minutes)

(D) Approval of 2023-24 Budget

Dr. Ruda reported that the Board previously approved the publication of the 2023-24 budget. The Notice of Hearing to exceed the Revenue Neutral Rate and Budget Hearing was published in the Garden City Telegram on August 12, 2023. The Board met the 10-day waiting period before the public hearing, which was held on 8.29.23. The proposed budget amount to be levied for the Fiscal year 2023-24 in the General Fund is \$14,417,997 with an anticipated General Fund mill levy of 24.525 mills. The proposed tax mill rate in capital Outlay of 0.741 mills for \$435,865 in anticipated revenue. The proposed working budget for the combined General Fund and Post-Secondary Technical Education fund for Fiscal year 2023-24 is \$24,291,745.

Motion to approve Resolution 2023-2.

RESOLUTION 2023-2

A RESOLUTION TO EXCEED THE REVENUE NEUTRAL RATE AS DEFINED BY SENATE BILL 13 AND HOUSE BILL 2104 AND AS ESTABLISHED BY THE COUNTY CLERK OF FINNEY COUNTY, KANSAS

WHEREAS, the Board of Trustees of Garden City Community College (Board of Trustees) notified the County Clerk of Finney County, Kansas (Notice of Intent to Exceed the Revenue Neutral Rate), on or before July 20, 2023, of the intent of the Board of Trustees to exceed the Revenue Neutral Rate of 23.353 mills established by the County Clerk; and

WHEREAS, the Board of Trustees placed the Notice of Intent to Exceed the Revenue Neutral Rate on the Garden City Community College website and published the Notice of Intent to Exceed the Revenue Neutral Rate in the Garden City Telegram at least ten (10) days prior to August 29, 2023; and

WHEREAS, the Notice of Intent to Exceed the Revenue Neutral Rate set a tax rate and budget hearing for August 29, 2023, at 7:30 a.m., in the Fry Eye Conference Room in the Student and Community Service Center; and

WHEREAS, the tax rate and budget hearing will be held on August 29, 2023, at which time taxpayers were given an opportunity to comment on the tax rate and budget; and

WHEREAS, following the tax rate and budget hearing, the Board of Trustees discussed the tax rate and budget and determined that the Revenue Neutral Rate established by the County Clerk should be exceeded for Garden City Community College's 2023-24 budget.

*Meeting of Trustees
September 12, 2023*

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Garden City Community College as follows:

1. The Board of Trustees shall exceed the Revenue Neutral Rate of 23.353 mills by_ approving a mill levy of 25.266 mills.
2. The Board of Trustees will review and adopt the Garden City Community College 2023- 2024 budget to be discussed at the tax rate and budget hearing on August 29, 2023.
3. On or before October 1, 2023, the Board of Trustees shall certify to the County Clerk the ad valorem tax to be levied by the Board of Trustees.

ADOPTED BY a majority vote of the Board of Trustees of Garden City Community College on September 12, 2023.

Motion: Shanda Smith

Second: Beth Tedrow

Ayes: Douglass, Tedrow, Smith, Hitz, Rupp, Larson

Nays: None

Motion Carried: 6 – 0

Move to approve and adopt the 2023 -24 budget. Certify the 2023 Tax to be levied at \$14,417,997 (24.525 mills) General Fund and \$435,865 for capital Outlay (0.741 mills).

Motion: Beth Tedrow

Second: Shanda Smith

Ayes: Douglass, Tedrow, Smith, Hitz, Rupp, Larson

Nays: None

Motion Carried 6-0

IV. CONFIRMATION OF MONITORING REPORTS:

A. Monitoring Reports and ENDS..... **Consensus Approval**

A-1. Annual, Board Job Description #7 and #8

Trustee Douglass reported on #7 and #8. Trustees were given a handout. (Supporting documents filed with official minutes) #7
The Trustees discussed assessments, improving DE&I, and inviting community members to speak at meetings.

The consensus is that the Board is working on this item in the policy.

- #8 – Trustee Douglass handed out the 2022 and 2023 objectives. (Supporting documents filed with official minutes) 2022 Objectives – professional development: The consensus is that the Trustees met the objective. #2.
- #3 – Policies that need to be revised. Trustees did not start a committee, but there were revisions in policies.
- #4 – No work was done; Trustees will carry over to next year.
- #5 – Added board job description to the monitoring calendar.
- #6 – Continue to plan for the future. The Trustees get information from Economic development, BAA, GCCC Endowment
- #7 – Met the goal.
- #8 – Met the goal.

Going forward with this plan, Trustees will continue working on the topics, revising policies, and thinking about the future and vision of the college. No other comments on 2022 objectives.

2023 Objectives

- #1 – Values of Campus-wide DE&I. No change in the mission statement. Equal access to success for students. The Board sets the expectation and administration and committees are running with it.
- #2 – Succession plan for board leadership.
- #3 – Board self-assessment: The consensus is to skip 2023 and complete it in 2024 so new board members can know where they are. February/March of 2024.

The last part is new board member orientation facilitated by the board chair and CEO. The consensus is that the Trustees are satisfied with the report.

A-2 Bi-Annual, Board Job Description #6

Trustee Rupp reported on the position of the BAA Board. Funding needs to be at the forefront of the organization. There was a robust discussion regarding fundraising. (Supporting documents filed with official minutes)

Trustee Smith reported on the Endowment Association. Karla Armstrong and Barb Wells are working to get the books in line and merged. There are interviews lined up for the director. Phonathon is coming up. Scholarship Celebration will be announced soon.

V. OTHER

A. Open comments from the public

No requests for comments

B. President's Report

Dr. Ruda reported on Zoom-enabled classrooms, ACUE Partnership, GCK Proud Community Pep Rally, and Alumni/Homecoming Tailgate Reminder.

Trustee Douglass would like the Board to endorse the ACUE Program and would like to offer a stipend or compensation. Dr. Ruda reported that it is in the negotiated agreement regarding compensation.

C. Health Services Program Review

Trish Miller, Campus Nurse, reported on the College Health Department review. (Supporting documents filed with official minutes). Trish highlighted the agreement between GCCC and St. Catherine's Hospital and Virtual Care.

D. Incidental Information

No comments

E. Report from FCEDC

Trustee Rupp reported on FCEDC. (Supporting documents filed with official minutes).

F. Report from KACC

Trustee Tedrow provided handouts on the KACC August 2023 meeting recap and a copy of the perception survey. (Supporting documents filed with official minutes).

Trustee Smith reported on the August KBOR meeting.

The next meeting is December 1-2 in Liberal.

VI. OWNERSHIP LINKAGE

Trustee Tedrow did an hour-long webinar today. They covered Supreme Court rulings, Title IX, and much more. She encouraged the Trustees to watch one when they could. Betty Crouch, the first GCCC president's wife, passed away over the weekend.

Trustee Rupp – attended the 9/11 ceremony. It was well attended. Commend Brandy Unruh, Scrivner, and the students.

Sister Janice will be attending next month's meeting.

Board Self-Assessment: Chair Hitz said most trustees agree on everything. Over the next month, consider who and how we want to invite other people to come to speak at the meetings.

VII. Executive Session

Move that the Board recess into executive session to discuss confidential employee information pursuant to the open meetings exception for personnel matters of non-elected personnel which, if discussed in the open meeting, might violate their right to privacy and that our President, Dr. Ruda, Vice President of Instructional Services, Marc Malone, Vice President for Administrative Services, Karla Armstrong, and Vice President of Student Services, Colin Lamb, be included. The open meeting will resume here in the Ronald J. Scott Endowment Room in fifteen (15) minutes.

Motion: Shanda Smith

Second: Beth Tedrow

Ayes: Douglass, Tedrow, Smith, Hitz, Rupp, Larson

Nays: None

Motion Carried 6-0

Trustees returned to open session at 8:27 p.m.

Motion to extend the executive session for another fifteen (15) minutes.

Motion: Shanda Smith

Second: David Rupp

Ayes: Douglass, Tedrow, Smith, Hitz, Rupp, Larson

Nays: None

Motion Carried 6-0

Trustees returned to open session at 8:43.

IX. Adjournment

Chair Hitz adjourned the meeting at 8:43 p.m.

Jodie Tewell
Deputy Clerk

Dr. Ryan Ruda
President

Mr. Leonard Hitz
Chairman of the Board

Agenda No: II -B

Date: October 17, 2023

**Topic: Approval of Personnel Actions-Human Resources
Adjunct/Outreach Contracts**

Presenter: Dr. Ryan Ruda

Background Information:

All full-time employees hired by the college's administration are presented monthly to the board. The following document represents new employees and transfers/promotions serving Garden City Community College and are presented for board approval.

Budget Information:

Salaries are commensurate with duties and responsibilities and are included in the annual budget.

Recommended Board Action:

Approve the personnel for employment, retirement, separation, and transfer/promotion as reported by the office of Human Relations.

Board Action Taken: Approved Disapproved
 Ayes Nays No Action

Board Member Notes:

October 12, 2023

To: Board of Trustees

From: Tricia Sayre, Human Resources Assistant

New Hires:

Lenzy Kuebler, Director of Endowment Association and Annual Giving, effective, October 2, 2023

Adele Waugh, John Collins Vocation Technical Building Secretary, effective, October 16, 2023

Joshua Oller, Head Baseball Coach, effective, October 30, 2023

Internal Transfers:

None

Resignations/Separations/ Retirement:

Paige Hightower, Assistant Softball Coach, effective, October 6, 2023

Nalleli Chanocua, Office Manager of Facilities, effective, October 6, 2023

Diversity Recruitment Opportunity

In researching effective ways of advertising GCCC faculty and other professional position vacancies, a more affordable alternative emerged recently. We place our national position advertising with a leading website called HigherEdJobs.com, and now the HEJ site has added an additional service. When we place a 60-day vacancy posting we are now having the same advertisement e-mailed to approximately 142,000 professionals who have identified themselves as minority educators seeking employment. The e-mail message allows interested professionals to contact us directly, and it also includes a link to the HEJ site, which allows an interested applicant to navigate to the GCCC website and apply online.

**GARDEN CITY COMMUNITY COLLEGE
 ADJUNCT/OUTREACH FACULTY CONTRACTS**
 (Presented to Board of Trustees for Approval 10/17/2023)

INSTRUCTOR	CLASS	AMOUNT
Bernal, Mia	Kansas Conceal and Carry CRMJ-300-01 NON-CREDIT - 4 hours 4 contact hour(s) @ \$25.00 = \$100.00 9/9/2023 14-00-8033-31000-5270	\$100.00
Buchman, Whitney	Pet Friendly Pet Training PERS-150-01 NON-CREDIT 09/28/2023 - 12/17/2023 14-00-8004-31000-5270	\$1,000.00
Davis, Troy	EVOC CRIM-142-90 - 1.00 credit hour(s) 1.00 credit hour(s) X \$700.00 = \$700.00 09/30/2023 - 10/07/2023 12-00-0000-12240-5260	\$700.00
Hawkins, James	Kansas Conceal and Carry CRMJ-300-01 NON-CREDIT - 4 hours 4 contact hour(s) @ \$35.00 = \$140.00 9/9/2023 14-00-8033-31000-5270	\$140.00
Hicks, Tamara	Kansas Conceal and Carry CRMJ-300-01 NON-CREDIT - 3 hours 4 contact hour(s) @ \$35.00 = \$105.00 9/9/2023 14-00-8033-31000-5270	\$105.00
Prewitt, Robert	Kansas Conceal and Carry CRMJ-300-01 NON-CREDIT - 10 hours 4 contact hour(s) @ \$35.00 = \$350.00 9/9/2023 14-00-8033-31000-5270	\$350.00
Total:		\$2,395.00

GARDEN CITY COMMUNITY COLLEGE ADJUNCT/OUTREACH
 FACULTY CONTRACTS (Presented to Board of Trustees for Approval
 10/17/2023)

Topic: Financial Information

Presenter: Dr. Ryan Ruda

Background Information:

Presentation of monthly financial documents:

- Checks over \$50,000
- Revenues
- Expenses
- Cash in Bank

Budget Information:

Financial information represents 1) monthly expenditures over \$20,000 2) cash deposits.

Recommended Board Action:

Accept and approve financial information as presented.

Board Action Taken: Approved Disapproved

Ayes Nays No Action

Board Member Notes:

CHECKS PROCESSED FOR MONTH OF SEPTEMBER 2023

Purchases over \$150,000.00 requiring Board Approval

- Check #0292909 for \$382,155.00 to Dick Construction Inc for multiple invoices \$174,521.00 John Deere and IT Expansion, \$66,000.00 Green House, \$141,634.00 STEM Success Center

Purchases \$50,000 to \$149,999.00 not requiring Board Approval

- Check #0292249 for \$86,269.63 to City of Garden City for monthly utilities
- Check #E092512 for \$73,027.80 to KPERS for Retirement Contributions
- Check #0292316 for \$150,923.52 to Commerce Bank Commercial Cards for monthly purchase cards
- Check #0292263 for \$116,815.92 to Great Western Dining for Monthly Board Bill
- Check #0292541 for \$73,637.20 to Cengage Learning for Ebook Student Licenses
- Check #0292265 for \$160,741.00 to HUB International for Athletic Insurance

Garden City Community College

09.30.23 - 25%

Published Funds Operating Revenues and Expenses

	Budget FY24			Difference from prior year	FY23		
	Adopted Budget	YTD Rev/Exp	YTD % of Budget		Adopted Budget	YTD Rev/Exp	YTD % of Budget
Revenues							
Fund 11 - General Fund	\$ 23,755,000	\$ 3,521,715	14.83%	-1.78%	\$ 23,050,000	\$ 3,827,816	16.61%
Fund 12 - PTE*	\$ 4,462,388	\$ 1,078,073	24.16%	-3.26%	\$ 2,100,000	\$ 575,837	27.42%
Fund 16 - Auxillary	\$ 4,900,000	\$ 1,850,969	37.77%	-13.36%	\$ 3,325,910	\$ 1,700,652	51.13%
Fund 61 - Capital Outlay	\$ 640,000	\$ 36,072	5.64%	3.40%	\$ 1,694,075	\$ 37,811	2.23%
TOTAL	\$ 33,757,388	\$ 6,486,829	19.22%	-1.14%	\$ 30,169,985	\$ 6,142,116	20.36%
Expenses							
Fund 11 - General Fund	\$ 23,755,000	\$ 5,904,574	24.86%	3.95%	\$ 23,050,000	\$ 4,819,148	20.91%
Fund 12 - PTE*	\$ 4,462,388	\$ 685,768	15.37%	-17.11%	\$ 2,100,000	\$ 682,017	32.48%
Fund 16 - Auxillary	\$ 4,900,000	\$ 497,712	10.16%	-12.68%	\$ 3,325,910	\$ 759,411	22.83%
Fund 61 - Capital Outlay	\$ 640,000	\$ 31,612	4.94%	-7.34%	\$ 1,694,075	\$ 207,977	12.28%
TOTAL	\$ 33,757,388	\$ 7,119,666	21.09%	-0.35%	\$ 30,169,985	\$ 6,468,553	21.44%

kja
10.12.23

Fiscal Year: 2024

BUDGET.OFFICER: Unassigned

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
11-00-0000-00000-4001 TUITION IN STATE :	0.00	2,898.00	139,482.00-	425,000.00-	285,518.00-	67.18
11-00-0000-00000-4004 TUITION OUT OF STA	0.00	1,804.00	88,314.00-	375,000.00-	286,686.00-	76.45
11-00-0000-00000-4005 ACAD COURSE FEE :	0.00	0.00	0.00	0.00	0.00	0.00
11-00-0000-00000-4007 TECHNOLOGY FEE-C :	0.00	996.89	325,702.90-	675,000.00-	349,297.10-	51.75
11-00-0000-00000-4011 MISC STUDENT BILL	0.00	2,794.68	4,482.27	160,000.00	155,517.73	97.20
11-00-0000-00000-4012 TUITION FINNEY CO	0.00	1,174.00-	273,295.00-	1,010,000.00-	736,705.00-	72.94
11-00-0000-00000-4013 TUITION INTERNATIO	0.00	1,000.00-	98,300.00-	180,000.00-	81,700.00-	45.39
11-00-0000-00000-4014 TUITION BORDER STA	0.00	462.00	79,618.00-	215,000.00-	135,382.00-	62.97
11-00-0000-00000-4015 ONLINE COURSE FEE	0.00	182.00-	122,810.00-	425,000.00-	302,190.00-	71.10
11-00-0000-00000-4016 NO SHOW FEE : GENE	0.00	3,200.00-	4,150.00-	14,000.00-	9,850.00-	70.36
11-00-0000-00000-4020 INTERNATIONAL FEE	0.00	150.00-	1,950.00-	95,000.00-	93,050.00-	97.95
11-00-0000-00000-4021 TUITION ONLINE : G	0.00	183.00-	342,759.00-	925,000.00-	582,241.00-	62.94
11-00-0000-00000-4501 BUILDING/ROOM RENT	0.00	1,910.00-	8,620.00-	40,000.00-	31,380.00-	78.45
11-00-0000-00000-4512 VENDING MACHINES :	0.00	384.58-	384.58-	5,000.00-	4,615.42-	92.31
11-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	1,015,041.50-	2,030,083.00-	1,015,041.50-	50.00
11-00-0000-00000-4803 AD VALOREM PROP	0.00	297,131.49-	297,131.49-	14,417,997.00-	14,120,865.51-	97.94
11-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	472,368.17-	472,368.17-	1,068,963.00-	596,594.83-	55.81
11-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	6,206.70-	6,206.70-	14,374.00-	8,167.30-	56.82
11-00-0000-00000-4807 DELINQUENT TAX : G	0.00	57,450.48-	57,450.48-	208,159.00-	150,708.52-	72.40
11-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	0.00	200,000.00-	200,000.00-	100.00
11-00-0000-00000-4809 RENTAL EXCISE TAX	0.00	13,042.73-	13,042.73-	20,000.00-	6,957.27-	34.79
11-00-0000-00000-4810 16/20 M TAX : GENE	0.00	840.03-	840.03-	15,000.00-	14,159.97-	94.40
11-00-0000-00000-4814 COMMERCIAL VEHICLE	0.00	12,429.05-	12,429.05-	120,000.00-	107,570.95-	89.64
11-00-0000-00000-4816 TIF TAX : GENERAL	0.00	0.00	0.00	0.00	0.00	0.00
11-00-0000-00000-4817 NEIGH REVT : GENER	0.00	3,539.74	3,539.74	50,000.00	46,460.26	92.92
11-00-0000-00000-4902 INTEREST INCOME :	0.00	22,296.56-	117,304.44-	360,000.00-	242,695.56-	67.42
11-00-0000-00000-4904 REIMBURSED SALARY	0.00	0.00	0.00	0.00	0.00	0.00
11-00-0000-00000-4905 ADMINISTRATIVE ALL	0.00	1,825.00-	27,116.45-	40,000.00-	12,883.55-	32.21
11-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	1,395.30-	23,979.76-	100,000.00-	76,020.24-	76.02
11-00-0000-00000-4912 TRANSCRIPTS : GENE	55.78-	326.20-	1,440.88-	10,000.00-	8,503.34-	85.03
11-00-0000-00000-4999 CONTRA-REV/FUND TR	0.00	0.00	0.00	0.00	0.00	0.00
11-00-0000-00000-9999 CONTINGENCY ACCOUN	0.00	0.00	0.00	976,424.00-	976,424.00-	100.00
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Totals for FUND: 11 - GENERAL	55.78-	880,999.98-	3,521,715.15-	23,755,000.00-	20,233,229.07-	85.17
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12-00-0000-00000-4001 TUITION IN STATE :	0.00	819.00-	120,267.00-	1,000,000.00-	879,733.00-	87.97
12-00-0000-00000-4004 TUITION OUT OF STA	0.00	328.00	27,388.00-	300,000.00-	272,612.00-	90.87
12-00-0000-00000-4012 TUITION FINNEY CO	0.00	244.00	180,560.00-	50,000.00-	130,560.00	261.11-
12-00-0000-00000-4013 TUITION INTERNATIO	0.00	300.00	22,900.00-	0.00	22,900.00	0.00
12-00-0000-00000-4014 TUITION BORDER STA	0.00	231.00	60,676.00-	197,422.00-	136,746.00-	69.27
12-00-0000-00000-4015 ONLINE COURSE FEE	0.00	344.00	34,362.00-	100,000.00-	65,638.00-	65.64
12-00-0000-00000-4022 WORKFORCE SEMINAR	0.00	0.00	0.00	0.00	0.00	0.00
12-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	567,291.00-	1,134,582.00-	567,291.00-	50.00
12-00-0000-00000-4603 STATE PMT FOR TUIT	0.00	0.00	0.00	623,384.00-	623,384.00-	100.00
12-00-0000-00000-4904 REIMBURSED SALARY	0.00	0.00	10,000.00-	30,000.00-	20,000.00-	66.67
12-00-0000-00000-4999 CONTRA-REV/FUND TR	0.00	0.00	0.00	1,000,000.00-	1,000,000.00-	100.00
12-00-0000-12280-4907 MISCELLANEOUS INCO	0.00	0.00	0.00	7,000.00-	7,000.00-	100.00
12-00-8047-00000-4005 ACAD COURSE FEE :	0.00	1,909.00-	54,629.00-	59,155.00-	4,526.00-	7.65
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Totals for FUND: 12 - PTE FUND	0.00	1,281.00-	1,078,073.00-	4,501,543.00-	3,423,470.00-	76.05
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16-00-5008-00000-4401 SALES & SERV OF ED	0.00	5,322.00-	7,123.00-	25,000.00-	17,877.00-	71.51
16-00-5008-00000-9999 CONTINGENCY ACCOUN	0.00	0.00	0.00	0.00	0.00	0.00
16-00-5011-00000-4009 S U FEES : GENERAL	0.00	208.91	63,920.41-	140,000.00-	76,079.59-	54.34
16-00-5011-00000-4011 MISC STUDENT BILL	0.00	1,396.50-	2,188.47-	150,000.00	152,188.47	101.46
16-00-5011-00000-4501 BUILDING/ROOM RENT	0.00	22,442.38-	64,133.86-	200,000.00-	135,866.14-	67.93
16-00-5011-00000-4503 S U DORM BOARD & R	0.00	17,190.27-	1,360,598.80-	2,423,388.00-	1,062,789.20-	43.86
16-00-5011-00000-4505 DEPOSITS FORFEITED	0.00	0.00	0.00	0.00	0.00	0.00
16-00-5011-00000-4506 DORMITORY DAMAGE :	0.00	0.00	0.00	1,000.00-	1,000.00-	100.00
16-00-5011-00000-4507 KEYS : GENERAL	0.00	780.00-	780.00-	4,000.00-	3,220.00-	80.50
16-00-5011-00000-4508 RESERVATION FEE :	0.00	5,418.75-	34,856.25-	50,000.00-	15,143.75-	30.29
16-00-5011-00000-4511 CATER & BOOKSTORE	0.00	1,105.32-	1,105.32-	25,000.00-	23,894.68-	95.58

16-00-5011-00000-4512	VENDING MACHINES :	0.00	254.52-	254.52-	5,000.00-	4,745.48-	94.91
16-00-5011-00000-4516	GUEST ACCOMODATION	0.00	0.00	0.00	0.00	0.00	0.00
16-00-5011-00000-4907	MISCELLANEOUS INCO	0.00	0.00	4.32-	1,000.00-	995.68-	99.57
16-00-5011-00000-9999	CONTINGENCY ACCOUN	0.00	0.00	0.00	707,642.00-	707,642.00-	100.00
16-00-5012-00000-4011	MISC STUDENT BILL	0.00	0.00	1,724.58-	10,000.00	11,724.58	117.25
16-00-5012-00000-4401	SALES & SERV OF ED	0.00	328.19-	733.80-	30,000.00-	29,266.20-	97.55
16-00-5012-00000-4504	COSMETOLOGY FEES :	0.00	480.00	110,130.00-	100,000.00-	10,130.00	10.12-
16-00-5012-00000-4907	MISCELLANEOUS INCO	0.00	0.00	10.00-	5,000.00-	4,990.00-	99.80
16-00-5012-00000-9999	CONTINGENCY ACCOUN	0.00	0.00	0.00	29,650.00-	29,650.00-	100.00
16-00-5100-00000-4018	RESOURCE CHARGE :	0.00	255.59	123,217.98-	171,385.00-	48,167.02-	28.10
16-00-5100-00000-4520	SALES - NEW TEXTBO	0.00	1,212.10-	28,547.01-	60,000.00-	31,452.99-	52.42
16-00-5100-00000-4521	SALES - USED TEXTB	0.00	242.25-	242.25-	1,000.00-	757.75-	75.78
16-00-5100-00000-4523	SALES - RENTAL BOO	0.00	0.00	0.00	1,000.00-	1,000.00-	100.00
16-00-5100-00000-4525	SALES - SUPPLIES :	0.00	104.44-	23,163.89-	10,000.00-	13,163.89	131.63-
16-00-5100-00000-4526	SALES - CLOTHING :	0.00	5,826.35-	23,058.96-	100,000.00-	76,941.04-	76.94
16-00-5100-00000-4527	SALES - GIFTS : GE	0.00	2,798.78-	5,175.97-	20,000.00-	14,824.03-	74.12
16-00-5100-00000-4528	SALES - FOOD : GEN	0.00	0.00	0.00	100.00-	100.00-	100.00
16-00-5100-00000-4529	SALES - SUNDRIES/M	0.00	0.00	0.00	20.00-	20.00-	100.00
16-00-5100-00000-4530	RENTAL FEES - CALC	0.00	0.00	0.00	0.00	0.00	0.00
16-00-5100-00000-9999	CONTINGENCY ACCOUN	0.00	0.00	0.00	118,385.00-	118,385.00-	100.00
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Totals for FUND: 16 - AUXILIARY ENTITI		0.00	63,477.35-	1,850,969.39-	4,068,570.00-	2,217,600.61-	54.51
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61-00-0000-00000-4803	AD VALOREM PROPRT	0.00	12,219.03-	12,219.03-	435,865.00-	423,645.97-	97.20
61-00-0000-00000-4805	MOTOR VEHICLE PROP	0.00	20,060.92-	20,060.92-	46,124.00-	26,063.08-	56.51
61-00-0000-00000-4806	RECREATIONAL VEHIC	0.00	263.59-	263.59-	600.00-	336.41-	56.07
61-00-0000-00000-4807	DELINQUENT TAX : G	0.00	2,555.46-	2,555.46-	15,000.00-	12,444.54-	82.96
61-00-0000-00000-4808	PAYMENTS IN LIEU O	0.00	0.00	0.00	8,000.00-	8,000.00-	100.00
61-00-0000-00000-4809	RENTAL EXCISE TAX	0.00	553.91-	553.91-	1,000.00-	446.09-	44.61
61-00-0000-00000-4810	16/20 M TAX : GENE	0.00	37.05-	37.05-	1,000.00-	962.95-	96.30
61-00-0000-00000-4814	COMMERCIAL VEHICLE	0.00	527.85-	527.85-	5,000.00-	4,472.15-	89.44
61-00-0000-00000-4817	NEIGH REVT : GENER	0.00	145.66	145.66	2,000.00	1,854.34	92.72
61-00-0000-00000-9999	CONTINGENCY ACCOUN	0.00	0.00	0.00	129,411.00-	129,411.00-	100.00
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Totals for FUND: 61 - CAPITAL OUTLAY		0.00	36,072.15-	36,072.15-	640,000.00-	603,927.85-	94.36
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Totals for BUDGET.OFFICER: Unassigned		55.78-	981,830.48-	6,486,829.69-	32,965,113.00-	26,478,227.53-	80.32

EXPENSES

Fiscal Year: 2024

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11010 - BUSINESS & ECONOMI	0.00	18,496.17	54,978.40	253,714.50	198,736.10	78.33
DEPARTMENT: 11020 - HUMANITIES	0.00	2,351.60	12,749.99	1,750.00	10,999.99	628.56
DEPARTMENT: 11021 - ENGLISH	0.00	43,052.43	133,115.76	515,775.96	382,660.20	74.19
DEPARTMENT: 11022 - SPEECH	0.00	13,590.35	45,306.99	245,676.18	200,369.19	81.56
DEPARTMENT: 11023 - PHILOSOPHY	0.00	1,130.32	2,637.42	0.00	2,637.42	0.00
DEPARTMENT: 11025 - JOURNALISM	0.00	11,592.53	11,592.53	22,000.00	10,407.47	47.31
DEPARTMENT: 11026 - BROADCASTING	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 11027 - Education.ECHD	0.00	16,840.05	16,840.05	69,773.00	52,932.95	75.86
DEPARTMENT: 11030 - ART	0.00	21,219.82	49,005.50	210,211.21	161,205.71	76.69
DEPARTMENT: 11031 - DRAMA	0.00	7,375.91	16,795.41	110,982.40	94,186.99	84.87
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	19,787.41	31,077.88	105,638.86	74,560.98	70.58
DEPARTMENT: 11033 - INST MUSIC	6,391.25	50,339.96	83,960.04	322,012.91	244,444.12	75.91
DEPARTMENT: 11034 - ORCHESTRA	147.99	4,740.99	4,740.99	24,000.00	19,407.00	80.86
DEPARTMENT: 11040 - SCIENCE	903.99	36,345.98	116,553.65	460,456.32	342,998.68	74.49
DEPARTMENT: 11041 - Robotics	0.00	541.15	541.15	0.00	541.15	0.00
DEPARTMENT: 11050 - MATH	9.98	30,813.27	100,791.97	361,944.34	261,142.39	72.15
DEPARTMENT: 11060 - SOCIAL SCIENCE	0.00	34,948.31	118,264.69	400,448.60	282,183.91	70.47
DEPARTMENT: 11070 - HEALTH & PHYSICAL	0.00	16,869.04	53,357.45	242,975.64	189,618.19	78.04
DEPARTMENT: 11071 - WELLNESS-SUPER CIR	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 11081 - READING	0.00	6,435.45	16,139.82	83,985.34	67,845.52	80.78
DEPARTMENT: 11082 - ESL	0.00	6,753.10	20,722.71	92,215.69	71,492.98	77.53
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	3,913.96	4,919.55	0.00	4,919.55	0.00
DEPARTMENT: 11090 - QUIZ BOWL/ACAD CHA	0.00	337.93	337.93	9,500.00	9,162.07	96.44
DEPARTMENT: 11101 - BookBusters	0.00	0.00	0.00	3,000.00	3,000.00	100.00
DEPARTMENT: 12010 - ACCOUNTING	0.00	5,490.63	13,028.10	79,750.53	66,722.43	83.66
DEPARTMENT: 41000 - LIBRARY	187.68	13,263.24	41,977.79	178,853.00	137,062.89	76.63
DEPARTMENT: 41009 - COMPREHENSIVE LEAR	0.00	9,099.30	27,569.87	148,716.64	121,146.77	81.46
DEPARTMENT: 41100 - TECHNOLOGY-INSTRUC	22,735.81	970.88	545,667.13	538,000.00	15,068.68	2.80
DEPARTMENT: 42000 - VP ON INSTRUCTION	1,912.97	24,357.23	72,112.32	1,255,053.75	1,184,854.40	94.41
DEPARTMENT: 42001 - DEAN OF ACADEMICS	0.00	20,846.57	58,268.83	232,802.54	174,533.71	74.97
DEPARTMENT: 42002 - OUTREACH	0.00	2,443.31	8,481.66	81,040.21	72,558.55	89.53
DEPARTMENT: 42003 - FACULTY SENATE	0.00	0.00	0.00	1,000.00	1,000.00	100.00
DEPARTMENT: 44000 - INSTRUCTIONAL DESI	0.00	16,244.53	74,648.03	235,484.17	160,836.14	68.30
DEPARTMENT: 46000 - DEVELOPMENTAL EDUC	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 50000 - VICE PRESIDENT FOR	0.00	39,518.51	116,910.71	438,315.31	321,404.60	73.33
DEPARTMENT: 50001 - STUDENT SUPPORT SE	0.00	0.00	0.00	14,000.00	14,000.00	100.00
DEPARTMENT: 50010 - COUNSELING & GUIDA	0.00	18,973.93	62,545.40	238,937.44	176,392.04	73.82
DEPARTMENT: 50011 - ASSESSMENT/TESTING	0.00	8,124.53	15,503.25	89,947.72	74,444.47	82.76
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	23,328.23	78,962.16	365,401.36	286,439.20	78.39
DEPARTMENT: 50030 - ADMISSIONS	46.00	15,227.85	47,101.82	228,522.26	181,374.44	79.37
DEPARTMENT: 50040 - REGISTRAR'S OFFICE	0.00	14,291.21	45,278.75	210,860.69	165,581.94	78.53
DEPARTMENT: 50050 - STUDENT HEALTH SER	447.54	5,784.60	19,126.42	82,431.46	63,752.58	77.34
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	2,436.55	207,774.03	294,568.83	769,543.37	477,411.09	62.04
DEPARTMENT: 55001 - MEN'S BASKETBALL	574.95	26,868.13	54,775.54	225,504.69	170,154.20	75.45
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	15,882.35	23,076.67	50,922.43	221,017.00	154,212.22	69.77
DEPARTMENT: 55003 - MEN'S TRACK	7,179.70	4,595.05	17,130.35	84,154.51	59,844.46	71.11
DEPARTMENT: 55004 - WOMEN'S TRACK	5,021.53	4,964.39	17,884.09	90,490.71	67,585.09	74.69
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	1,075.00	12,043.50	34,242.66	124,238.63	88,920.97	71.57
DEPARTMENT: 55006 - FOOTBALL	0.00	53,654.68	169,068.01	573,384.94	404,316.93	70.51
DEPARTMENT: 55007 - BASEBALL	4,829.52	13,200.71	37,862.85	173,434.49	130,742.12	75.38
DEPARTMENT: 55008 - VOLLEYBALL	0.00	16,360.95	37,311.36	127,530.65	90,219.29	70.74
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	6,638.15	29,775.39	101,798.82	72,023.43	70.75
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	6,810.08	33,190.64	78,584.50	45,393.86	57.76
DEPARTMENT: 55012 - CHEERLEADING	0.00	17,335.21	45,420.37	102,243.22	56,822.85	55.58
DEPARTMENT: 55014 - REPOATE TEAM	13,516.91	23,075.15	49,147.53	218,146.19	155,481.75	71.27
DEPARTMENT: 55015 - MEN'S GOLF	0.00	7,147.24	11,705.72	69,996.95	58,291.23	83.28
DEPARTMENT: 55019 - ATHLETIC TRAINING	293.20	25,770.41	88,732.02	290,082.57	201,643.75	69.51
DEPARTMENT: 55020 - PEP BAND	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 55021 - ESPORTS	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 55022 - SPORTS INFORMATION	0.00	2,585.97	3,106.25	14,500.00	11,393.75	78.58
DEPARTMENT: 55023 - WOMENS CROSSCOUNTRY	1,233.53	6,019.65	10,046.61	44,781.28	35,968.20	80.32
DEPARTMENT: 55024 - MENS CROSSCOUNTRY	2,058.67	6,897.38	10,327.84	48,848.22	40,579.05	83.07

DEPARTMENT: 55025 - WOMENS GOLF	0.00	3,188.25	3,188.25	63,644.11	60,455.86	94.99
DEPARTMENT: 55026 - Trap Shooting	99.98-	0.00	99.98	8,100.00	8,100.00	100.00
DEPARTMENT: 61000 - PRESIDENT	883.26-	60,458.74	158,136.42	825,883.46	668,630.30	80.96
DEPARTMENT: 61001 - BOARD OF TRUSTEES	0.00	8,751.96	9,172.49	43,900.00	34,727.51	79.11
DEPARTMENT: 61002 - Title IX	0.00	0.00	0.00	72,639.00	72,639.00	100.00
DEPARTMENT: 61005 - ATTORNEY	1,800.00-	4,050.00	10,968.60	75,000.00	65,831.40	87.78
DEPARTMENT: 62000 - VP OF ADMIN SERVIC	3,952.22	123,156.96	451,812.42	3,660,145.82	3,204,381.18	87.55
DEPARTMENT: 62010 - HUMAN RESOURCES	2,476.00	18,312.79	45,431.95	160,557.27	112,649.32	70.16
DEPARTMENT: 62011 - ADA COMPLIANCE	0.00	11,110.47	27,024.50	74,349.90	47,325.40	63.65
DEPARTMENT: 62050 - ONE-TIME PURCHASES	0.00	0.00	0.00	100,000.00	100,000.00	100.00
DEPARTMENT: 63000 - MARKETING/PR	39,154.00	28,304.67	98,146.62	322,068.65	184,768.03	57.37
DEPARTMENT: 64000 - INFORMATION TECHNO	114,799.62	81,345.46	711,963.44	1,034,735.42	207,972.36	20.10
DEPARTMENT: 65000 - CENTRAL SERVICES	19,689.62-	21,824.16	65,409.68	217,338.99	171,618.93	78.96
DEPARTMENT: 67000 - INSTITUTION EFFECT	0.00	13,782.93	43,270.58	184,504.80	141,234.22	76.55
DEPARTMENT: 67001 - Endowment	0.00	437.22	437.22	3,000.00	2,562.78	85.43
DEPARTMENT: 68000 - Dean of Advancemen	0.00	9,362.07	29,432.46	130,632.21	101,199.75	77.47
DEPARTMENT: 68001 - ENDOWMENT	0.00	0.00	0.00	132,560.00	132,560.00	100.00
DEPARTMENT: 70000 - PHYSICAL PLANT ADM	1,712.85	11,208.75	38,885.52	191,096.04	150,497.67	78.75
DEPARTMENT: 71000 - BUILDINGS	85,358.78	69,007.83	214,389.79	1,241,637.26	941,888.69	75.86
DEPARTMENT: 72000 - CUSTODIAL SERVICES	27,897.31	71,264.48	226,667.08	969,861.40	715,297.01	73.75
DEPARTMENT: 73000 - GROUNDS	5,382.26	22,256.72	74,153.62	362,573.14	283,037.26	78.06
DEPARTMENT: 73001 - ATHLETIC FIELDS	100.00	11,876.16	11,876.16	16,000.00	4,023.84	25.15
DEPARTMENT: 74000 - VEHICLES	32,893.28-	36,809.79	126,529.54	697,477.29	603,841.03	86.58
DEPARTMENT: 75000 - CAMPUS SECURITY	0.00	20,889.50	57,642.93	247,933.51	190,290.58	76.75
DEPARTMENT: 76000 - INSURANCE	0.00	147.59	412,531.34	449,520.14	36,988.80	8.23
DEPARTMENT: 77000 - UTILITIES	52,335.99-	80,714.17	224,168.18	980,000.00	808,167.81	82.47
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	146.70-	9,979.31-	0.00	9,979.31	0.00
DEPARTMENT: 81001 - TUIT WAIVER SEN CT	0.00	0.00	1,464.00	2,000.00	536.00	26.80
DEPARTMENT: 81002 - TUIT WAIVER EMPL/D	0.00	12,008.00	12,008.00	40,000.00	27,992.00	69.98
DEPARTMENT: 81003 - STATE MANDATED WAI	0.00	12,228.00	12,228.00	18,000.00	5,772.00	32.07
DEPARTMENT: 81004 - TUIT WAIVER CTZ IN	0.00	8,250.00	8,250.00	30,000.00	21,750.00	72.50
DEPARTMENT: 81007 - ACADEMIC SCHOLARSH	0.00	3,008.00	3,008.00	40,000.00	36,992.00	92.48
DEPARTMENT: 94000 - STUDENT CENTER	0.00	90.21	2,016.92	36,882.82	34,865.90	94.53
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	625.00	0.00	625.00-	0.00
DEPARTMENT: 55026 - Trap Shooting	0.00	500.00	500.00	9,500.00	9,000.00	94.74
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FUND: 11 - GENERAL	184,325.65	1,761,584.91	6,188,289.99	23,755,000.00	17,382,384.36	73.17

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FUND: 12 - PTE FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 12012 - COMPUTER SCIENCE	0.00	1,708.67	3,922.60	17,557.00	13,634.40	77.66
DEPARTMENT: 12200 - ADN PROGRAM	10,392.14-	38,767.12	109,770.76	574,344.00	474,965.38	82.70
DEPARTMENT: 12201 - LPN PROGRAM	142.06-	21,487.97	65,316.10	315,752.00	250,577.96	79.36
DEPARTMENT: 12202 - EMT	316.00	10,360.98	34,477.60	88,904.00	54,110.40	60.86
DEPARTMENT: 12203 - ALLIED HEALTH	0.00	23,124.86	74,146.33	236,491.00	162,344.67	68.65
DEPARTMENT: 12210 - AGRICULTURE	0.00	4,806.54	17,013.68	66,461.00	49,447.32	74.40
DEPARTMENT: 12211 - ANIMAL SCIENCE	1,932.15-	27,206.10	51,627.03	185,161.00	135,466.12	73.16
DEPARTMENT: 12220 - JOHN DEERE AG TECH	3,816.38-	30,538.74	78,511.97	275,158.00	200,462.41	72.85
DEPARTMENT: 12230 - AUTO MECHANICS	5,800.00-	22,128.92	58,012.66	252,625.00	200,412.34	79.33
DEPARTMENT: 12240 - CRIMINAL JUSTICE	1,200.00-	14,253.88	42,969.94	166,827.00	125,057.06	74.96
DEPARTMENT: 12241 - FIRE SCIENCE	3,932.50-	3,728.71	3,986.71	65,825.00	65,770.79	99.92
DEPARTMENT: 12242 - CHALLENGE COURSE	0.00	0.00	0.00	538.00	538.00	100.00
DEPARTMENT: 12250 - COSMETOLOGY	0.00	13,677.88	35,918.25	149,617.00	113,698.75	75.99
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	296.81	10,135.50	29,793.20	41,489.00	11,398.99	27.47
DEPARTMENT: 12273 - WELDING	2,525.81	26,007.41	68,168.03	306,146.00	235,452.16	76.91
DEPARTMENT: 12280 - BUILDING TRADES	503.00	5,635.65	20,830.78	101,395.00	80,061.22	78.96
DEPARTMENT: 42005 - DEAN OF TECHNICAL	13,913.62-	12,568.19	44,695.12	600,566.00	569,784.50	94.87
DEPARTMENT: 62000 - VP OF ADMIN SERVIC	0.00	0.00	0.00	1,117,532.00	1,117,532.00	100.00
DEPARTMENT: 00000 - GENERAL	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 12202 - EMT	0.00	0.00	0.00	244.00	244.00	100.00
DEPARTMENT: 12203 - ALLIED HEALTH	0.00	0.00	0.00	1,873.00	1,873.00	100.00
DEPARTMENT: 12230 - AUTO MECHANICS	0.00	0.00	0.00	20,232.00	20,232.00	100.00
DEPARTMENT: 12240 - CRIMINAL JUSTICE	0.00	0.00	0.00	34.00	34.00	100.00
DEPARTMENT: 12280 - BUILDING TRADES	0.00	0.00	0.00	6,983.00	6,983.00	100.00
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	0.00	9,789.00	9,789.00	100.00
FUND: 12 - PTE FUND	37,487.23-	266,137.12	739,160.76	4,601,543.00	3,899,869.47	84.75

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FUND: 14 - ADULT SUPPLEMENTARY ED

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	1,442.84	7,477.16	116,529.51	109,052.35	93.58
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	0.00	677.96	677.96	11,362.00	10,684.04	94.03
DEPARTMENT: 12273 - WELDING	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	70.00	387.25	0.00	387.25-	0.00
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	0.00	3,356.91	3,356.91	100.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	462.00	0.00	0.00	672.28	210.28	31.28
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	978.15	2,240.49	0.00	2,240.49-	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	365.50-	2,128.42	3,345.37	30,966.13	27,986.26	90.38
DEPARTMENT: 55001 - MEN'S BASKETBALL	560.00-	0.00	2,140.00	5,893.50	4,313.50	73.19
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	964.40	1,038.84	74.44	7.17
DEPARTMENT: 55008 - VOLLEYBALL	0.00	4,401.92	5,122.16	11,692.35	6,570.19	56.19
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	102.00	102.00	13,399.29	13,297.29	99.24
DEPARTMENT: 31000 - COMMUNITY SERVICE	180.00	299.43	934.57	13,600.00	12,485.43	91.80
DEPARTMENT: 55007 - BASEBALL	8,877.80	600.00	600.00	35,106.30	25,628.50	73.00
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	147.00	147.00	1,218.74	1,071.74	87.94
DEPARTMENT: 55015 - MEN'S GOLF	0.00	0.00	0.00	492.17	492.17	100.00
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	0.00	1,833.80	5,407.77	3,573.97	66.09
DEPARTMENT: 55003 - MEN'S TRACK	0.00	307.00	342.00	18,674.80	18,332.80	98.17
DEPARTMENT: 11021 - ENGLISH	0.00	40.00	40.00	630.00	590.00	93.65
DEPARTMENT: 11030 - ART	1,507.06-	0.00	1,417.06	1,662.00	1,752.00	105.42
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	0.00	0.00	2,064.00	2,064.00	100.00
DEPARTMENT: 11033 - INST MUSIC	2,308.00	552.15	552.15	2,880.00	19.85	0.69
DEPARTMENT: 11040 - SCIENCE	441.72-	64.70	1,344.92	5,202.00	4,298.80	82.64
DEPARTMENT: 11041 - Robotics	0.00	0.00	0.00	42.00	42.00	100.00
DEPARTMENT: 11070 - HEALTH & PHYSICAL	0.00	0.00	0.00	1,582.00	1,582.00	100.00
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	0.00	0.00	15,015.00	15,015.00	100.00
DEPARTMENT: 12012 - COMPUTER SCIENCE	0.00	0.00	0.00	1,300.00	1,300.00	100.00
DEPARTMENT: 12200 - ADN PROGRAM	5,982.75-	0.00	5,982.75	13,059.00	13,059.00	100.00
DEPARTMENT: 12201 - LPN PROGRAM	4,248.14-	0.00	4,248.14	16,513.00	16,513.00	100.00
DEPARTMENT: 12202 - EMT	254.00	0.00	0.00	5,652.00	5,398.00	95.51
DEPARTMENT: 12203 - ALLIED HEALTH	19,891.04-	515.36	21,690.40	12,185.00	10,385.64	85.23
DEPARTMENT: 12210 - AGRICULTURE	0.00	0.00	0.00	1,832.00	1,832.00	100.00
DEPARTMENT: 12211 - ANIMAL SCIENCE	0.00	2,484.80	2,484.80	6,381.00	3,896.20	61.06
DEPARTMENT: 12220 - JOHN DEERE AG TECH	6,487.37-	2,175.32	21,438.47	31,144.00	16,192.90	51.99
DEPARTMENT: 12230 - AUTO MECHANICS	16,189.87	18,745.72	35,168.13	49,791.00	1,567.00-	3.14-
DEPARTMENT: 12240 - CRIMINAL JUSTICE	0.00	43.96	382.85	1,077.00	694.15	64.45
DEPARTMENT: 12241 - FIRE SCIENCE	603.80-	0.00	603.80	0.00	0.00	0.00
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	2,562.65-	1,556.94	13,929.89	14,877.00	3,509.76	23.59
DEPARTMENT: 12273 - WELDING	34,042.83	3,321.63	4,431.63	45,463.00	6,988.54	15.37
DEPARTMENT: 12280 - BUILDING TRADES	108.08	3,863.76	3,863.76	7,343.00	3,371.16	45.91
DEPARTMENT: 42000 - VP ON INSTRUCTION	0.00	0.00	0.00	8,235.00	8,235.00	100.00
DEPARTMENT: 42005 - DEAN OF TECHNICAL	332.20-	7,577.80	7,957.00	52,747.00	45,122.20	85.54
DEPARTMENT: 55025 - WOMENS GOLF	0.00	0.00	0.00	12,028.44	12,028.44	100.00
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	0.00	0.00	150.50	0.00	150.50-	0.00
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FUND: 14 - ADULT SUPPLEMENTARY ED	19,440.35	52,096.86	152,000.41	578,115.03	406,674.27	70.34

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FUND: 16 - AUXILIARY ENTITIES

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 62000 - VP OF ADMIN SERVIC	0.00	0.00	0.00	15,284.00	15,284.00	100.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	1,405.69-	60.09	1,525.29	25,000.00	24,880.40	99.52
DEPARTMENT: 94000 - STUDENT CENTER	11,279.06-	16,080.01	25,726.35	137,030.00	122,582.71	89.46
DEPARTMENT: 95000 - STUDENT HOUSING	57,638.18	201,322.31	540,370.64	3,154,716.00	2,556,707.18	81.04
DEPARTMENT: 98000 - COSMETOLOGY	1,374.95-	63,196.39	66,171.86	154,650.00	89,853.09	58.10
DEPARTMENT: 97000 - BOOKSTORE	111,866.97	93,889.24	195,446.55	481,890.00	174,576.48	36.23
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FUND: 16 - AUXILIARY ENTITIES	155,445.45	374,548.04	829,240.69	3,968,570.00	2,983,883.86	75.19

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FUND: 22 - RESTRICTED GRANTS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - VICE PRESIDENT FOR	0.00	299.00	460.85	0.00	460.85-	0.00
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.00	0.00	0.00	16,824.00	16,824.00	100.00
DEPARTMENT: 42000 - VP ON INSTRUCTION	0.00	0.00	0.00	8,444.75	8,444.75	100.00
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	22,159.94-	0.00	20,815.17	0.00	1,344.77	0.00
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	35,606.00	36,355.76	0.00	36,355.76-	0.00
DEPARTMENT: 50000 - VICE PRESIDENT FOR	2,140.94	8,007.35	103,792.36	109,459.41	3,526.11	3.22
DEPARTMENT: 42000 - VP ON INSTRUCTION	212,528.72	68,738.85	166,368.38	507,802.11	128,905.01	25.38
DEPARTMENT: 42005 - DEAN OF TECHNICAL	8,000.00-	8,000.00	8,000.00	0.00	0.00	0.00
DEPARTMENT: 42000 - VP ON INSTRUCTION	0.00	873.05	7,477.04	15,248.00	7,770.96	50.96
DEPARTMENT: 42001 - DEAN OF ACADEMICS	0.00	0.00	768.30	0.00	768.30-	0.00
DEPARTMENT: 11040 - SCIENCE	0.00	0.00	0.00	17,307.94	17,307.94	100.00
DEPARTMENT: 42005 - DEAN OF TECHNICAL	16,086.75-	0.00	16,086.75	0.00	0.00	0.00
DEPARTMENT: 11040 - SCIENCE	0.00	8,642.27	11,543.20	75,667.57	64,124.37	84.74
DEPARTMENT: 12220 - JOHN DEERE AG TECH	7,000.00-	179,521.00	617,915.00	0.00	610,915.00-	0.00
DEPARTMENT: 50000 - VICE PRESIDENT FOR	6,500.92	657.93	772.93	7,872.71	598.86	7.61
DEPARTMENT: 64000 - INFORMATION TECHNO	162,904.69-	46,429.83	288,529.94	333,924.95	208,299.70	62.38
DEPARTMENT: 50000 - VICE PRESIDENT FOR	0.00	24,637.46	24,637.46	340,805.00	316,167.54	92.77
DEPARTMENT: 42000 - VP ON INSTRUCTION	0.00	6,224.48	20,712.05	1,082,811.06	1,062,099.01	98.09
DEPARTMENT: 42005 - DEAN OF TECHNICAL	36,600.00	11,235.98	12,221.77	150,959.00	102,137.23	67.66
DEPARTMENT: 11040 - SCIENCE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	2,015.88	13,791.44	43,012.80	107,300.34	62,271.66	58.03
DEPARTMENT: 50000 - VICE PRESIDENT FOR	0.00	0.00	0.00	13,225.00	13,225.00	100.00
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FUND: 22 - RESTRICTED GRANTS	43,635.08	412,664.64	1,379,469.76	2,787,651.84	1,364,547.00	48.95

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FUND: 23 - OTHER RESTRICTED FUNDS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	84,575.00	66,000.00	305,560.00	528,214.00	138,079.00	26.14
DEPARTMENT: 64000 - INFORMATION TECHNO	0.00	0.00	0.00	250,000.00	250,000.00	100.00
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	0.00	0.00	0.00	100,000.00	100,000.00	100.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	0.00	0.00	30,000.00	30,000.00	100.00
DEPARTMENT: 42000 - VP ON INSTRUCTION	0.00	4,115.81	20,343.51	80,000.00	59,656.49	74.57
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	0.00	254,167.00	254,167.00	100.00
DEPARTMENT: 55007 - BASEBALL	164,500.00	0.00	70,500.00	300,000.00	65,000.00	21.67
DEPARTMENT: 12203 - ALLIED HEALTH	577.90	0.00	577.90	0.00	0.00	0.00
DEPARTMENT: 50000 - VICE PRESIDENT FOR	0.00	0.00	4,880.00	4,880.00	0.00	0.00
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FUND: 23 - OTHER RESTRICTED FUNDS	248,497.10	70,115.81	401,861.41	1,547,261.00	896,902.49	57.97

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FUND: 24 - ADULT EDUCATION

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 13301 - ADULT ED - INSTRUC	2,909.40-	0.00	2,516.11	0.00	393.29	0.00
DEPARTMENT: 42000 - VP ON INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	1,445.15-	21,238.45	62,309.53	226,117.00	165,252.62	73.08
DEPARTMENT: 13305 - ADULT ED - STAFF D	0.00	206.42	206.42	5,653.00	5,446.58	96.35
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	5,771.09	20,018.26	123,704.00	103,685.74	83.82
DEPARTMENT: 00000 - GENERAL	0.00	0.00	0.00	63,997.00-	63,997.00-	100.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	1,714.87	9,816.12	63,997.00	54,180.88	84.66
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FUND: 24 - ADULT EDUCATION	4,354.55-	28,930.83	94,866.44	355,474.00	264,962.11	74.54

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FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	49,613.00-	163,009.33	387,994.67	640,000.00	301,618.33	47.13
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FUND: 61 - CAPITAL OUTLAY	49,613.00-	163,009.33	387,994.67	640,000.00	301,618.33	47.13

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FUND: 71 - ACTIVITY/ORGANIZATION FD

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - VICE PRESIDENT FOR	10,956.49	47,374.00	69,436.19	263,870.00	183,477.32	69.53
DEPARTMENT: 50004 - Student Activities	0.00	3,468.19	4,093.19	0.00	4,093.19	0.00
DEPARTMENT: 50000 - VICE PRESIDENT FOR	49,740.51	57,355.16	124,178.50	483,274.14	309,355.13	64.01
DEPARTMENT: 99001 - STUDENT NEWSPAPER	1,964.92	3,294.92	3,294.92	2,000.00	670.00	33.50
DEPARTMENT: 50000 - VICE PRESIDENT FOR	452.50	500.00	2,052.50	12,600.00	11,000.00	87.30
FUND: 71 - ACTIVITY/ORGANIZATION FD	58,279.58	111,992.27	203,055.30	761,744.14	500,409.26	65.69

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FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	63,120.80	64,414.39	130,000.00	65,585.61	50.45
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	34,631.64	35,729.29	130,000.00	94,270.71	72.52
DEPARTMENT: 55003 - MEN'S TRACK	0.00	23,850.00	23,850.00	48,000.00	24,150.00	50.31
DEPARTMENT: 55004 - WOMEN'S TRACK	0.00	23,500.00	23,500.00	48,000.00	24,500.00	51.04
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	42,357.00	42,357.00	75,000.00	32,643.00	43.52
DEPARTMENT: 55006 - FOOTBALL	0.00	150,848.51	157,752.82	275,000.00	117,247.18	42.64
DEPARTMENT: 55007 - BASEBALL	0.00	33,500.00	33,500.00	75,000.00	41,500.00	55.33
DEPARTMENT: 55008 - VOLLEYBALL	0.00	37,797.98	37,797.98	90,000.00	52,202.02	58.00
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	40,035.00	40,035.00	80,000.00	39,965.00	49.96
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	33,500.00	33,500.00	60,000.00	26,500.00	44.17
DEPARTMENT: 55012 - CHEERLEADING	0.00	17,000.00	17,000.00	25,000.00	8,000.00	32.00
DEPARTMENT: 55014 - RODEO TEAM	0.00	23,000.00	23,000.00	75,000.00	52,000.00	69.33
DEPARTMENT: 55015 - MEN'S GOLF	0.00	9,875.00	9,875.00	35,000.00	25,125.00	71.79
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	3,900.00	3,900.00	40,000.00	36,100.00	90.25
DEPARTMENT: 55023 - WOMENS CROSSCOUNTR	0.00	6,750.00	6,750.00	32,800.00	26,050.00	79.42
DEPARTMENT: 55024 - MENS CROSSCOUNTRY	0.00	14,750.00	14,750.00	32,800.00	18,050.00	55.03
DEPARTMENT: 55025 - WOMENS GOLF	0.00	3,000.00	3,000.00	35,000.00	32,000.00	91.43
DEPARTMENT: 11025 - JOURNALISM	0.00	2,000.00	2,000.00	5,000.00	3,000.00	60.00
DEPARTMENT: 11030 - ART	0.00	2,200.00	2,200.00	12,150.00	9,950.00	81.89
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	5,000.00	5,000.00	11,000.00	6,000.00	54.55
DEPARTMENT: 11033 - INST MUSIC	0.00	17,550.00	17,550.00	30,000.00	12,450.00	41.50
DEPARTMENT: 11034 - ORCHESTRA	0.00	500.00	500.00	16,000.00	15,500.00	96.88
DEPARTMENT: 11090 - QUIZ BOWL/ACAD CHA	0.00	0.00	0.00	7,000.00	7,000.00	100.00
DEPARTMENT: 11101 - BookBusters	0.00	250.00	250.00	3,000.00	2,750.00	91.67
DEPARTMENT: 12211 - ANIMAL SCIENCE	0.00	16,992.00	16,992.00	31,750.00	14,758.00	46.48
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	6,650.00	6,650.00	50,000.00	43,350.00	86.70
DEPARTMENT: 81007 - ACADEMIC SCHOLARSH	0.00	13,000.00	13,000.00	10,000.00	3,000.00	29.99
DEPARTMENT: 55026 - Trap Shooting	0.00	4,000.00	4,000.00	5,000.00	1,000.00	20.00
DEPARTMENT: 81008 - Scholarships - Alu	0.00	8,425.00	8,425.00	0.00	8,425.00	0.00
=====						
FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS	0.00	637,982.93	647,278.48	1,467,500.00	820,221.52	55.89

Garden City Community College
09.30.23

		Amount	% Rate		
Cash in Bank:					
	Commerce Bank	\$588,270.66	0.000%		
	KCB Operating	\$771,406.82	0.000%		
	State Municipal Invest. Pool	\$12,124.93	4.02%		
	Landmark National Bank	\$4,592,854.10	5.46%		
	Security Bank of KC -2021	\$363,365.16	4.990791%		
	Security Bank of KC -2022	\$167,923.44	4.990791%		
		<u>\$6,495,945.11</u>			
		Amount	% Rate	Beg. Date	Maturity
Investments:					
	Equity Bank	CD	\$1,000,000.00	4.410%	2/2/2023 10/31/2023
	Dream First Bank (1st Natl Syracu	CD	\$1,000,000.00	4.500%	2/2/2023 11/1/2023
	KCB	CD	\$1,000,000.00	5.260%	5/2/2023 1/27/2024
	KCB	CD	\$700,000.00	5.460%	8/9/2023 8/9/2024
			<u>\$3,700,000.00</u>		
	TOTAL		\$10,195,945.11		

Agenda No: II D

Date: October 17, 2023

Topic: Naming Rights of Fine Arts Auditorium

Presenter: Dr. Ryan Ruda, President

Background Information:

In accordance with college policy for naming rights, the recommendation for naming rights will be brought forward for board approval.

The following recommendation is being brought forward:

Over the past year, an effort has been led by Advancement and administration to fundraise towards efforts in renovating and updating the Fine Arts Auditorium. These updates include new seating, carpet, lighting, and sound system and stage resurface. Additional updates remain to be conducted throughout the ongoing renovation.

To this end, KCB Bank has demonstrated strong advocacy and support towards the college and came forward with a considerable lead gift in these fundraising efforts. With this lead gift, the recommendation is to name the Fine Arts Auditorium, KCB Bank Fine Arts Auditorium. As per college policy, at least 20% of the gift must be secured prior to going through the naming rights approval. Currently, 50% of the gift has been received. Additionally, College Council has reviewed and approved the naming rights. The final step in the approval process is for the board to review and approve the recommendation.

Budget Information:

No budget cost for naming rights of the room. If approved, a plaque would be placed outside of both interior doors in the Fine Arts lobby, above the doors which denote KCB Bank Auditorium.

Recommended Board Action:

Recommend approval to name the Fine Arts Auditorium, KCB Bank Fine Arts Auditorium, following the college policy.

Board Action Taken: _____ **Approved** _____ **Disapproved**

_____ **Ayes** _____ **Nays** _____ **No Action**

Board Member Notes:

Policy Title: Workforce Development

Workforce development will be responsive to community economic development and employer needs.

HLC Link: 1.B.1

Reviewed annually.

This policy adopted on May 10, 2006

Reviewed	Revised	Review/Revised	Review/Revised	
9.10.2019	3.10.2020	9.8.2020	9.13.2021	9.20.2022

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Workforce Development

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Workforce Development will be responsive to community economic development and employer needs.

CEO's Interpretation:

To address critical needs of local and regional workforce development, Garden City Community College provides training through non-credit and credit programs. The college faculty and staff collaborate with local industry leaders via advisory committees, internships, partnerships, and close working relationships to determine the latest workforce needs. Course evaluations and student evaluations provide feedback as to the relevance of training and the enhancement of workplace skills and knowledge. College faculty and staff then conduct environmental scanning, workforce surveys, and on-site visits to continually assess the needs of business and industry and determine which programs and classes to offer in future semesters in order to meet both local and regional employer needs.

Data supporting GCCC involvement:

Advisory Committees:

Technical programs at GCCC work closely with advisory committees populated largely by industry partners but includes educational and local stakeholder populations also. These meetings promote collaboration and cooperation, providing a way for college faculty to listen and respond to industry needs. These meetings occur at least once per semester for each program and also allow local stakeholders to give input and feedback on program curricula, policies and procedures, standards of practice, and methods of communication. Finally, these meetings allow the faculty and students within each program to build a network of industry professionals that is useful for internships, apprenticeships, or future employment opportunities. During the 2022-2023 year, there were 148 individual businesses serving on our advisory committees. While these stakeholders do their best to attend the Advisory Committee meetings, many often contribute to the program through individual interactions at the college with students and staff outside of Advisory Committee meetings.

Work with Finney County Economic Development Corporation:

The College also works closely with the Finney County Economic Development Corporation (FCEDC) to identify potential alignment between industry needs and College offerings:

- The college continues to pay close attention to needs identified by the economic development office. This past year, we have focused on the possibilities provided by registered apprenticeships, an initiative of interest to the economic development office.
- The college has also received support from economic development for upcoming programs in Medical Assistant and Computer Support Specialist: Networking and Security.

The College continues to consider and explore additional opportunities for community industry support and workforce development.

Collaboration with Local School Districts:

The college continues to actively think about the role high school career and technical pathways play in the development of any new technical programs. The College regularly meets with representatives from several local school districts, including both Finney County schools (USD 457 and USD 363) to collaborate on dual-credit opportunities within these and other program areas. These meetings have³⁷

resulted in new ideas in the area of tiered classes that help prepare students for careers in welding, automotive, allied health, and other disciplines, including cost-sharing instructors, when appropriate. The Carpentry faculty position has been cost-shared by Garden City schools and Holcomb schools since its inception. **Since 2019 excel CTE funding has grown from approximately \$98,000 to \$767,273 (an increase of \$102,998 from the prior year) as the result of this focus on expanding technical training to high school students.**

Leveraging External Financial Resources:

The college also works actively to connect external funding to existing programs. One primary example in the past year has been Dr. Ruda's work advocating for additional financial resources from the state appropriations process. In the past year, this advocacy was successful for funding for Apprenticeships and additional Capital Outlay dollars. Growth of apprenticeship support for area businesses is an initiative in the college's Strategic Plan.

The college has recently initiated conversations about leveraging business relationships with area plumbing companies to provide both internship support and high school training support for additional Excel in CTE opportunities for high school students. If successful, this partnership will both help maintain employee retention through apprenticeship work as well as increase the size of available industry workers through the high school pipeline.

Another example of this works comes from business and federal tax dollar support for the expansion of the John Deere Annex, currently under construction. Funds here came from American Implement, a long-term sponsor of students in the program, and the American Rescue Plan Act (ARPA) funds the college received.

A final example: GCCC Career Connection Academy has recently partnered with Tyson and KBOR to cost-share additional instructors within their program.

Working with the Kansas Department of Commerce:

The college continues to work with the Department of Commerce, focusing on the state's initiative to reinvigorate Registered Apprenticeships. These apprenticeships provide opportunities for students to work while they learn, and often have external funding support to make the cost of education cheaper. The college has recently filed paperwork with the Kansas Office of Apprenticeships to serve as the intermediary for USD 457's teacher apprenticeship program. Once this paperwork is finalized, we will be able to serve as the intermediary for any and all of the USDs in our service area. Efforts continue to provide apprenticeship opportunities in multiple fields, and Stephanie Knight and Marc Malone will present at a Chamber Breakfast in February.

Policy Title: Work Preparedness

Students will be prepared for success in the workplace.

1. Students will have the skills and knowledge required for successful entry into the workplace.
2. Students will have discipline and collaborative skills, necessary to be successful in the workplace and have exposure to relevant work ethics.
3. Students will have the skills and knowledge necessary to maintain, advance or change their employment or occupation.

HLC Link: 4.A.6

Reviewed annually.

This policy adopted on December 13, 1995

Reviewed	Reviewed/Revised	Review/Revised	Review/Revised
1.19.2013 10.18.2022	10.08.2019	10.13.2020	10.19.2021

Policy Title: Work Preparedness

October 2023 Report

Students will be prepared for success in the workplace.

1. Students will have the skills and knowledge required for successful entry into the workplace.
2. Students will have discipline and collaborative skills, necessary to be successful in the workplace and have exposure to relevant work ethics.
3. Students will have the skills and knowledge necessary to maintain, advance or change their employment or occupation.

CEO's Interpretation

GCCC faculty and staff work to ensure its curriculum is designed to meet the needs of Business and Industry. Each year the National Association of Colleges and Employers (NACE) ranks essential skills and knowledge required for entry into the workforce based on the results of its annual Job Outlook survey. It's 2020 results indicate that critical thinking/problem solving, teamwork/collaboration, professionalism/work ethic, analytical/quantitative, and oral/written communications are the most sought-after professional skills.

GCCC is working to build these professional skills via two broad pathways:

- A) through specific, **hands-on technical training** designed for students entering the workforce directly after their time at GCCC. This training connects students with industry-specific skills in fields such as Nursing, Fire Science, and Animal Science
- B) through general education required of students completing Associate's degrees in Arts, Science, and Applied Science. These general education requirements more often target essential skills such as written and verbal communication, interpersonal communication, collaboration, persuasion, and critical thinking.
 - a. For students completing transfer degree requirements, these general skills are foundational, contributing to degree requirements at the Bachelor's level and eventual success in a career.
 - b. For students pursuing a technical degree, these general skills contribute to their industry-specific skills by increasing their ability to work in teams, communicate effectively, think critically, and develop dynamic and innovative solutions. Last year, technical education programs are piloted an Employability Skills assessment, which specifically focused on communication, critical thinking, and work ethic.

- 1. Students will have the skills and knowledge required for successful entry into the workforce.**

In order for students to successfully enter the workforce, they must have experience applying their classroom knowledge to real-world applications. Faculty designing GCCC programs focus on connecting theory and application, ensuring students have this real-world application.

Technical Education

Examples of hands-on, real-world experiences in technical programs include:

- Clinical rotations at various regional hospitals
- Internships at Emergency Medical Services located in the region
- State-of-the-art nursing simulation lab on campus
- Internships at John Deere dealerships throughout the Midwest
- Fully-functioning meats processing lab on campus
- Real-life cosmetology services area
- On-campus cadaver lab
- On-campus live burn tower
- On-campus building trades area

In addition, each technical education program is required to hold an advisory committee meeting each semester. Advisory Committees consist of local and regional industry professionals along with college instructors, high school instructors, college administration, and others. The purpose of the meetings is to provide feedback to the programs on new trends in industry, student successes or concerns, and recommend ways to improve the program to better meet the needs of the community. GCCC continues to focus efforts on these advisory committee meetings to ensure the proper level of feedback is gathered from local and regional stakeholders.

In addition to hands-on, real-world experiences, most technical programs lead to one or more **industry credentials** specific to the field of study. Data related to the obtainment of industry credentials is discussed in 3.2 below.

General Education

The general education curriculum, taken by all students pursuing any two-year degree, is organized around written communication, oral communication, critical thinking, diversity, and social responsibility, major skills groupings that align closely with the professional skills identified by the National Association of Colleges and Employers (NACE).

The college provides evidence that students are developing these **Essential Skills** (including Employability Skills) in February of each year.

2. **Students will have the work ethic, discipline, and collaborative skills necessary to be successful in the workplace.**

Attendance guidelines for all College courses can be found in the current 2022-2024 College Catalog:

- Consistent attendance at Garden City Community College is strongly recommended.
- The student is responsible for contacting each of his or her instructors regarding an absence.
- GCCC supports the right of instructors to recommend withdrawal prior to the published withdrawal date or to fail any student whose absences are excessive in the opinion of that instructor.

Based on these guidelines, and within the parameters of the College Attendance Policy, many faculty choose to set their own attendance guidelines in their course syllabi.

There are multiple technical programs which have decided to emphasize attendance and professionalism in their programs by implementing additional consequences for absenteeism and lack of professionalism. For example, the Paramedic program is required by the State of Kansas to require students to attend a minimum of 90% of all class sessions. If a student falls below that mark, they are placed on a student contract outlining a plan to ensure attendance in all classes sessions. If they fail to fulfill these obligations, they are removed from the program. Students are also issued uniforms at the onset of the program, and they are required to wear appropriate attire to all clinical rotations, field internships, as well as during class sessions on campus. Students arriving in unapproved attire may be sent home to change their clothing.

Cosmetology has a minimum number of hours that are required by the Kansas Board of Cosmetology for all students. Instructors in the Cosmetology department use a time clock, which allows students to clock in and clock out to track student attendance and tardiness. Attendance is a portion of each student's grade. If a student has not completed a minimum of 1,500 clock hours, they are required to continue in the program in a seminar setting until they have attained the required number of hours. Students are also required to abide by a strict dress code at all times and are sent home if they come to class out of uniform.

Welding has also implemented a time clock system by which students clock in and out each day just as they would in a work setting. Their timecards are used to track attendance and tardiness as well as included as part of their course grade. Students who arrive late to class receive a zero for the day on their attendance and participation.

Finally, in response to local industry needs, GCCC's curriculum also includes a course called Career Success, which focuses on providing students with the skills they need to enter the workforce confidently and competently. The course highlights skills in the areas of attendance, ambition, appearance, and acceptance. There were approximately 15 sections of this course taught in the past year, and the sections enrolled students from both transfer education and technical education programs.

3. Students will have the skills and knowledge necessary to maintain, advance, or change their employment or occupation.

Technical program performance is measured annually based on three core indicators as identified in the Carl Perkins Grant Fund (statistics from Kansas Board of Regents and Kansas Department of Labor). For the first time, in this report, we are providing data for the most recent three years to show overall trends. Highlighted data below represent **Academic Year 2022 (Summer 21, Fall 21, Spring 22)**. Overall, this data shows: stability in technical education students who are **persisting** in number 1 below.

1) Postsecondary Placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

This data shows stability in the percentage of technical education students who complete and are either employed or actively engaged in further education/training. However, the college experienced a significant increase in the overall number of CTE concentrators over the past year. The most likely cause of this increase is enhanced efforts of the college’s staff to improve dual-credit enrollments, and the addition of new CTE programs (Computer Science and Allied Health areas) during Academic Year 2022.

	CTE Concentrators who, during the 2nd quarter after exit, remain enrolled in postsecondary education, are in advanced training, military service, or a service program, or are placed or retained in employment.	Completed program of study (reached an exit point).	%
2019	160	163	98%
2020	170	177	96%
2021	183	189	97%
2022	356	367	97%

2) Earned Recognized Postsecondary Credential: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

This data shows relative stability in the percentage of students who receive a college credential (84%, 79%, 75%, 81%). As mentioned previously, the overall number of students in this cohort has increased significantly, but the percentage of students who received a credential has remained relatively stable from year to year. This is an

indicator of continued quality support for students from both the classroom and Instructional Services and also from Student Services.

	Concentrators who received a postsecondary credential during recent program year or within 1 year of completing an exit point.	Concentrators enrolled in most recent academic year or concentrators who completed an exit point in previous academic year.	%
2019	123	147	84%
2020	134	170	79%
2021	121	162	75%
2022	221	272	81%

3) Non-traditional Program Concentration: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

This data shows fluctuation in the number of concentrators who are a non-traditional gender, with the number increasing in academic year 2022. This, in part, depends on external factors influencing enrollment of non-traditional genders, but there is more the college can do to attract these students in the future.

	Concentrators who are a non-traditional gender in a Perkins approved program.	Concentrators enrolled in Perkins-approved programs.	%
2019	36	241	15%
2020	66	291	23%
2021	12	196	6.1%
2022	27	382	7.1

Policy Title: General Executive Constraints

The president shall not cause or allow any practice, activity, decision, or organizational circumstance, which is illegal, imprudent, or in violation of commonly accepted business and professional ethics.

1. An open climate in the decision-making process shall not be discouraged.
2. Actual financial conditions at any time shall not incur fiscal jeopardy or compromise board ENDS priorities.
HLC Link: 1.B.2
3. Information and advice to the board will have no significant gaps in timeliness, completeness, or accuracy.
4. Compensation and benefits for staff shall not deviate significantly from market.
5. No fewer than two administrators will be informed of president and board matters and processes.
6. There shall be no conflict of interest in awarding purchases or other contracts.
7. The president shall not allow for purchases between \$10,000 and \$50,000 without first giving consideration to local (Finney County) businesses, with a maximum ten percent premium. Purchases directed by grant funds are excluded. (Approved 11/11/2020)
8. The president shall not initiate new programs or retain existing programs without consideration of cost-effectiveness and overall value.
9. The president shall not fail to provide redundancy and cross-training which transitions leadership of the college in the event of a planned or unplanned departure.
10. The president shall not fail to ensure a safe and healthy environment on campus.

11. The President shall not fail to have a college-wide strategic plan, focused on continuous improvements and financial planning; provide bi-annual updates to the board on strategic plan.

HLC Link: 4.A.1; 4.C.1, 2, 3

Reviewed annually, #7 bi-annually. #8 annually.

Reviewed Review/Revised	Revised	Review/Revised	Review/Revised
5.10.2006	6.27.2017	7.10.2018	12.11.2018
7.16.2019			
1.14.2020	7.21.2020	10.13.2020	10.19.2021
3.9.2021			
1.12.2021	3.8.2022	10.18.2022	1.17.2023
3.21.2023			
7.18.2023			

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**EXECUTIVE LIMITATIONS
General Executive Constraints**

#10

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The president shall not fail to ensure a safe and healthy environment on campus.

CEO's Interpretation: The President must ensure the campus is safe for all students, staff, and community members. In addition, the president will promote a healthy campus.

Data directly addressing interpretation: Below are some of the activities for 2023-24 so far.

Student Health Services

- Annual faculty and staff training include blood-borne pathogens and sexual harassment training. Online training to help facilitate the education and completion of training through Human Resources.
- Hepatitis B vaccination designated employee requirement
- Automatic External Defibrillators- monthly maintenance checks (currently 10 AEDs on campus).
- Narcan-monthly maintenance checks. 8 sites
- Narcan training new employees
- Partnership with Family Crisis offers on-campus advocacy, available to all students, faculty, and staff. Family Crisis GCCC Campus Advocate attends residential life check-in, student health services informational booths & provides education.
- Partnership Genesis Mental Health Counselors, provide on-campus counseling
- FCHD MOU monthly on-campus clinic beginning April 2023
- Maintain files and records of all students, faculty, and staff who require health-related assistance
- Respond to health-related issues on campus
- College Health Nurse - Building Emergency Leader (BEL)
- Employee and student communication staying well and preventive actions for communicable diseases i.e. influenza, coronavirus
- Serve as a referral agent and work closely in obtaining services with other healthcare providers in the community
- Virtual Care 24/7 365
- Agreement with St. Catherine Hospital Centura Health offering students access to affordable healthcare, Plaza Medical Center, and Siena Medical Clinic
- Maintain professional contact with Robert Rosin MD, Medical Director of Student Health Services, offering access to quality healthcare.
- Maintain membership in ACHA
- Maintain CLIA license
- Maintain CPR certification
- Student Health Survey to students, faculty & staff

- October 2022 Free Flu Shots for Students & Employees (sponsored by St Catherine Hospital, WKCF, LiveWell FC)
- Attend Heartland Safety Summit- dating violence, domestic violence, Clery, Title IX, prevention
- Educational Events: “Home Sweet Home”; Keep It Safe, Stress/Anxiety, Holiday Blues, STI, Summer Fun, Alcohol/Drug Awareness
- Screenings: Vision (Fall/Spring) Dental
- American Red Cross Blood Drive
- Increase engagement with students use of social media i.e. Buster Biz, Facebook,
- Committees- Sanesart; Prevention Taskforce Livewell; GCCC Nursing Advisory; FCHD Family Practice Services Advisory; GCCC Safety Committee

Campus Police Department

GCCC has purchased 125 online training licenses from the ALICE Training Institute for armed intruder training. Initially, the focus was on the employees of the college. During the 2023-2024 academic year we will transition our focus to students. Campus Police has already offered this opportunity to Residential Life student workers and several students in one of the College Skills Classes. Chief Dozier plans to meet with SGA to determine the interest in various clubs on campus.

Campus Police assist the Facilities/Maintenance team with a periodic inspection of the campus lighting. This inspection is scheduled monthly, and the results are sent to the Director of Physical Planning and Facilities Management for review. The Director then schedules the rental of a lift truck, and the lighting is repaired and/or bulbs are replaced. Also, Campus Police assist with periodic inspections of the automatic door access in all buildings. Work orders are initiated on all doors with malfunctions.

The RAVE Emergency Notification System was tested on September 8, 2023. Test notifications were sent out to students, faculty & staff through cell phone calls, texts, and e-mail messages.

Chief Dozier has recommended that employees in all buildings take at least one hour during in-service week to discuss safety issues on campus. Dr. Ruda approved this suggestion and encouraged leaders across campus to initiate this measure. Campus police personnel are available to facilitate discussions and to assist whenever necessary.

Campus Police has requested/and has been granted space in the Residential Life area (near the Residential Life Director’s living quarters) for a small sub-station. Campus Police are planning to use this office space to provide better opportunities to interact with students in a positive way. Campus Police personnel are encouraged to be “ambassadors” for safety and keep our community policing philosophy in mind during interactions. Campus Police will offer a grand opening where treats and small giveaway items are passed out to dorm students.

Campus Police and Family Crisis partnered to release a public service announcement for students regarding bystander intervention. GCCC Marketing assisted in presenting the material designed to assist with this important safety topic.

Campus Police will initiate an armed intruder drill during the month of December 2023. The drill will be a walk-through only and it will not involve students. It will be mandatory for all college employees.

Human Resources Report

Grow Well Clinic

Since the inception of the Grow Well Clinic in 2021, our employee usage has grown significantly by 10.6%. In 2021, from October to December 248 employees visited the Grow Well Clinic. In 2022, (a full year) 922 employees visited the Grow Well Clinic. From January to September 2023, 679 employees visited the Grow Well Clinic.

Additionally, GCCC decided to continue providing mental wellness as an added benefit for employees and the number of visits has steadily increased since offering in 2022. In 2022, 127 employees utilized the mental wellness component. In 2023, 138 employees have utilized the mental wellness benefit.

Biometric Screenings on Campus- Flu Shot Clinic/ Grow Well Clinic

Free annual biometric screenings and flu shot clinics will be held for all full-time employees on October 17-18, 2023.

Human Resources Professional Development

Human Resources attended the Society for Human Resources Management (SHRM) Conference, September 20-22, 2023.

Professional Development

HR in collaboration with various departments around campus have continued to develop professional development offerings for all employees. This is accomplished in the form of breakout sessions held in the afternoon of the Spring and Fall in-service.

Employee Communication

HR communicates with all employees in the form of email, during in-service, and all-employee meetings. To properly address all employees HR has found communicating the information in more than one format targets most of our employees. We have identified that we cannot rely solely on emails to get important messages across.

All compliance related messages are sent out via Busermail and/or through the employee benefit guide. HR will speak in front of the employees during in service to relay important deadlines of events or of changes occurring to benefits.

Additionally, with the transition of payroll software's from Paycom to Paycor we hope to utilize the "feed" like a social media platform to keep employees informed and aware of different events, new employees, changes in benefits, etc.

Safe College- Vector Solutions

HR is still currently using the online training through Safe College- Vector Solutions for mandatory compliance. However, Paycor also has a learning management tool that HR will explore to potentially replace Safe Colleges.

Current annual training assigned consist of:

- FERPA: Confidentiality of Records
- Blood Borne Pathogens
- Diversity and Inclusion

Title IX

Virtual Orientation

For 2022-2023, there were 203 new students who accessed and started Title IX Virtual Orientation Training. Out of the 203 new students, there were 117 completions. The plan for 2023-2024 is to work with Instructional Design, Instruction, and the Director of Athletics to look at ways to increase completion percentages for the Title IX Virtual Orientation.

Title IX Mandatory Report Training

A new Initiative for 2023-2024 for the current academic year is to conduct Title IX Mandatory Reporter Training. There are federal laws that create reporting responsibilities for faculty, staff, and administrators regarding sex- and gender-based harassment, discrimination, and violence. The training sessions will help to provide a better understanding of the role of a Mandatory Reporter and how to respond to reports of sexual misconduct. This training was implemented this Fall semester with four sessions offered.

Staff have attended multiple webinars and online training modules. These include: “Dan Schorr Investigator Training, ATIXA Proposed Title IX Regulations for Trans Student-Athletes and Husch/Blackwell Federal Compliance Update.

Virtual Care

A new resource has been made available for students for free personal and mental health services online, 24/7/365. This new resource is a telehealth service that provides ease of access to students any time of day at no cost. The service started this fall and allows students to access telemedicine and mental health services when needed, and is included as part of enrollment at GCCC.

Buster Wellness Program



GCCC Staff Wellness Program is under new leadership for the 2023-2024 academic year, Jaime McVey who is a HPER instructor has taken on the position. The staff wellness has a new name and a new look, Well BUSTERS. The number one goal of the program is to educate and get people moving. McVey has partnered with Grow Well to bring wellness topics on campus for six thirty-minute snack and learn sessions, this is called Wellness Wednesdays. Some of the topics are understanding biometric screenings, dos and don'ts of flu season, mental health, how to cope with stress, and developing wellness goals. In September, the staff was able to participate in a thirty-day team walking challenge. Staff select their walking step goal and are paired up with a team. The goal is to create accountability with friendly competition. **We had 40 participants in the first round.** The walking challenge will continue several times throughout the year. Some other events that will happen throughout the year are logging sixty minutes of exercise a day, giving equipment coaching sessions on campus at our super circuit, hosting a 5k run in the spring, and a whole group competition called energy boosts.

Staff Wellness Proposal

- **The number one goal is to get people moving!**

Earn tickets for the final drawing at the staff luncheon at the end of the year. You can earn tickets by participating in campus events.

Final drawing prizes could include a Yeti cooler, Yeti cup, Free YMCA membership, 1 free personal day, etc.

Wellness Wednesday

Topics and Grow Well leading sessions

- **September 20: Understanding Biometric Screenings. Jami Weaver-Warren APRN
ACAD Lecture Hall at 3:00 p.m. with a healthy snack provided.**
- *October 18: Flu Season: Do's and Don'ts Polly Elpers APRN*
- *November 15: Mental Health/Teletherapy Amber Withington APRN*
- *January 17: Stress. (How it is caused, triggers, and how to cope.) Marilyn Douglass APRN*
- *February 21: Dietician/Nutrition Julie Tull RD*
- *April 17: Developing Wellness Goals: How to stay on track. Marilyn Douglass APRN*
- 6 total sessions
- 30-minute healthy snack and learn or lunch and learn
- Various times and various locations around campus to try and accommodate everyone's different schedules.

Walking Challenge with teams

- Informational emails and flyers will go out on Sept. 18th
- Form teams based on daily walking step goals
- Use the Stridekick app for tracking

- 5,000, 10,000, 15,000 and 20,000 step challenge
- If participate win 28 chances for final prizes
- If you win the challenge, you get 4 extra entries
- Dates: Sept. 25th through Oct. 29th.
- Contact Jaime McVey through email jaime.mcvey@gcccks.edu to sign-up.

**Biometric screening- participation 2 tickets into the drawing. October 17th and 18th from 7 am-10 am
5K walk/run in the spring**

60 minutes of logged exercise

- (honest policy) Each quarter submit your minutes to Jaime McVey by email at jaime.mcvey@gcccks.edu.
- Each quarter you will earn 1 ticket for each 30 minutes of exercise.

Super Circuit

- QR Scan in at Super Circuit- scan in and out and receive 1 ticket per 30 minutes.

Inservice Ideas

- Scavenger Hunt around campus
- Minute to win it challenge
- Whole group competitions that are called energy boosts

Ticket disbursement- One ticket for every 30 minutes??

Grow Well Sessions- 1 ticket

Walking Challenge- 28 tickets- 30 minutes a day 7 days X4 weeks = 28 tickets

Biometric Screening- 2 tickets

60 minutes of logged exercise = 2 tickets per hour

Athletics

- Pre-Season Team Meetings – occur annually before start of practices, athletic trainers meet with their teams individually to discuss expectations regarding injuries, basics of hydration/nutrition, injury prevention, and concussion education
- Coaches, Staff, and Student Athletic Trainers all First Aid/CPR/AED Certified
 - Hosting on-campus certification through partnership with St. Catherine Hospital
- Hosting comprehensive physical examinations on-campus for our student athletes pre-participation (three rounds)
- Use of Healthy Roster – allowing direct communication with St. Catherine and Centura Health when athletes get referred for injuries
- Use of Sway Concussion Tools – allowing for real-time, effective, and objective concussion evaluations (with sideline assessment included)
- Received grant funding and implemented an “athlete specific” vending machine – stocked with healthy carbs and high-protein snacks in DPAC

- In process of writing a policies/procedures handbook for the Sports Medicine Department – in an effort to create a continuum of care and standard practices across department
- Head Athletic Trainer now holds President/Chair of Athletic Training for KJCCC role, assisted in modifying policies/procedures for health & safety of student athletes

Policy Title: Board Job Description

The job of the board is to represent the ownership in determining and demanding appropriate organizational performance. To distinguish the board's own unique job from the jobs of its staff, the board will concentrate its efforts on the following job "products" or outputs. HLC Link: 1.B.1, 3

1. Linkage with the public regarding ENDS. Input may be obtained in the following ways:
 - A. Meeting with individuals and organized or informal community groups (i.e., civic groups, churches, focus groups).
 - B. Observing and meeting with other public boards.
 - C. Hosting opportunities which afford owners the opportunity to learn about the college.
 - D. During open session of board meetings.
 - E. Address electronic communication related to the performance of the President.

2. Written governing policies which, at the broadest levels, address:
 - A. ENDS: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good for which people at what cost).
 - B. EXECUTIVE LIMITATIONS: Constraints on executive authority which establish the boundaries within which all executive activity and decisions must take place.
 - C. GOVERNANCE PROCESS: Specification of how the board conceives, carries out, and monitors its own task.
 - D. BOARD-MANAGEMENT DELEGATION: The manner in which authority is passed to the president and assessment of the use of that authority.

(Continued on next page)

POLICY TITLE: BOARD JOB DESCRIPTION (CONTINUED)

3. Assure the president's performance through periodic and annual reviews.
4. Select and discipline board officers
 - A. A chairperson shall be selected, by majority vote of the entire board, based on his or her abilities to carry out the responsibilities of that position. (A chairperson, and other officers deemed necessary or required by statute, shall be elected on an annual basis during the official board meeting in January).
 - B. If, for any reason, board members believe the chairperson fails to fulfill his or her role as stated in these policies, they may, by majority vote of the entire board, remove the chairperson from office and select a replacement for the remainder of the unexpired term as chairperson.
5. Impact on legislative affairs through advocacy.
6. The Board shall monitor the outcomes and professional conduct of organizations associated with GCCC - i.e., the GCCC Endowment Association (EA) and the Broncbuster Athletic Association (BAA).

HLC Link: 1.C.1, 2,3
7. Advocate for the values of diversity, equity, inclusion, and compassion. Respect and welcome all people equally.
 - **Diversity:** Garden City Community College recognizes and values differences in (including, but not limited to) age, ethnicity, gender identity and expression, nationality, religion, sexual orientation, political perspective, socioeconomic status, citizenship, military status, persons with a mental health condition, status as an individual with a disability and first-generation student status that enrich our learning and working environment. It is the goal of the college to mirror the diversity of the communities in which we live and serve.
 - **Equity:** Garden City Community College fully embraces the core components of equity—fairness, impartiality, and objectivity—in all areas of governance requiring decision making, problem solving and dispute resolution. The college is committed to respect individuality, human dignity, and equality.

(Continued on next page)

POLICY TITLE: BOARD JOB DESCRIPTION (CONTINUED)

- **Inclusion:** Garden City Community College intentionally strives to foster a culture that affords an opportunity for all constituents to feel welcome, included, and able to contribute to the overall success of the college. A climate of openness, trust, education, engagement, and celebration of differences lies at the core of Garden City Community College.
HLC Link: 1.C.1, 2,3

8. Continual board development will include orientation of new board members and ongoing trustee education

1. Trustee education results in skills and knowledge that contribute to being an effective governing team. Attending educational opportunities is a demonstration of leadership and sets a powerful message about the importance of ongoing professional development. Trustees need to be continually updated to issues and trends in community colleges.
 - A. Set an annual retreat to develop the plan for professional development. Identify areas that individuals and the board as a whole wish to explore.
 - B. Do not exceed Board development budget
 - C. The Board chair and the President will work together to schedule the retreat, plan the agenda (based on board members’ needs) and arrange for speaker/facilitator
 - D. The board shall perform an annual self-assessment to evaluate the completion of the development plan.

2. New Board Members

- A. New board members attend and participate in Trustee orientation facilitated by the Board Chairman and President.
HLC Link: 2.C.1

Reviewed Bi-annually.

Reviewed

5.10.2006	1.19.2018	3.10.2020	9.8.2020
3.8.2022	4.10.2022	8.23.2022	

Revised

8.10.2021			
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Strategic Plan KPI Report: October 2023

PILLAR 1: STUDENT SUCCESS

Objective 1.1		Key Performance Indicator	Target	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Access: How can we increase opportunities and decrease barriers for student access to the institution?	1	How many first-time, full-time students are attending?	475	454	452	424	461
	2	How many total students are attending?	2,000	1,939	1,919	2,119	2015
	3	How many part-time students are attending?	120	92	114	125	108
	4	How many credit hours did the college deliver?	45,000	44,030 <i>KBOR AY Collection SU 18, FA 18, SP 19</i>	43,234 <i>KBOR AY Collection SU 19, FA 19, SP 20</i>	44,831 <i>KBOR AY Collection SU 20, FA 20, SP 21</i>	44,599 <i>KBOR AY Collection SU21, Fall 21, SP22</i>
	5	How many graduating high school seniors from our service area attend GCCC?	40%	37.55%	36.89%	30.97%	43.3%

Objective 1.2		Key Performance Indicator	Target	2021-2022	2022-2023
Engagement: How can we increase opportunities for academic and non-academic student enrichment and engagement?	6	How many student engagement opportunities were offered on campus?	<i>Targets will be set by College Council once two years of data are available.</i>	493 events <i>Total number of individual “events” on campus including activities, student organization meetings, athletic events, etc.</i>	325 events <i>Total number of individual “events” on campus including activities, student organization meetings, athletic events, etc.</i>
	7	How many times did students attend engagement opportunities?	<i>Targets will be set by College Council once two years of data are available.</i>	3,480 event check-ins <i>Total number of times all students scanned in to an event registered with the BusterBiz app.</i>	3,457 event check-ins <i>Total number of times all students scanned in to an event registered with the BusterBiz app.</i>
	<i>Top 5 events assessed in order of attendance: Mental Health Awareness (145), DE&I World Mental Health Day (124), SSS College Fair (100), What Were You Wearing? (93), Happy Financial Aid Day (81)</i>				
	8	How many times did students visit faculty during office hours?	<i>Targets will be set by College Council once two years of data are available.</i>	<i>Data available starting in 22-23</i>	936 office hour check-ins <i>academic year. Total number of times students scanned in to faculty office hours using the GCCC Mobile App during the Fall and Spring semesters.</i>
	9	How many times did students visit production or support offices on campus?	<i>Targets will be set by College Council once two years of data are available.</i>	5,317 production/support office visits* <i>Total number of times students (duplicated) scanned in to production or support office visits using the GCCC Mobile App during the Fall and Spring semesters.</i>	3,308 production/support office visits* <i>Total number of times students (duplicated) scanned in to production or support office visits using the GCCC Mobile App during the Fall and Spring semesters.</i>
<i>2021-2022: Services assessed in order of usage: Buster Study Tables (3,660), Financial Aid (949), CLC Tutoring (423), Online Services (123), Writing Center (110), Counseling and Advising (949)</i>					
<i>2022-2023: Services assessed in order of usage: Buster Study Tables (1,141), Financial Aid (1,003), CLC Tutoring (876), Writing Center (103), Online Services (95), Advising (48), Accommodations (31), Campus Closet (11)</i>					

Objective 1.3		Key Performance Indicator	Target	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Completion: How can we increase student retention and completion without sacrificing academic rigor?	10	What percentage of students enroll in 15 or more credits per semester?	33%	32.49%	30.33%	28.65%	30.52%
	11	What percentage of first-time, full-time students are retained from Fall to Spring?	85%	82.82%	77.65%	87.26%	83.73%
	12	What percentage of first-time, part-time students are retained from Fall to Spring? <i>(KHESTATS SSI Score)</i>	40%	36.96%	37.50%	29.60%	49.07%
	13	What percentage of students graduate, are retained, or transfer to other institutions?	50%	47.7% <i>(Fall 2016 cohort)</i>	46.9% <i>(Fall 2017 cohort)</i>	40.50% <i>(Fall 2018 cohort)</i>	48.2% <i>(Fall 2019 cohort)</i>
	14	How many GCCC credentials were awarded?	475	450	414	492	470
	15	How many students transferred to Kansas institutions?	160	155 <i>(KHESTATS Transfer Data, 2018 cohort)</i>	153 <i>(KHESTATS Transfer Data, 2019 cohort)</i>	117 <i>(KHESTATS Transfer Data, 2020 cohort)</i>	72* <i>(KHESTATS Transfer Data, 2021 cohort)</i>

**For Fall 2021, the new transfer data is incomplete. Fort Hays State University did not submit complete new transfer data.*

PILLAR 2: INSTITUTIONAL PARTNERSHIPS

Objective 2.1		Key Performance Indicator	Target	FY 2020	FY 2021	FY 2022	FY 2023
Awareness: How can we increase awareness of GCCC with our external constituencies?	16	How many external events were scheduled in college facilities?	300	245	53 <i>(Number likely significantly affected by COVID-19)</i>	94 <i>(Number likely significantly affected by COVID-19)</i>	244
	17	How many community service events was the college involved in?		<i>(Data coming in a future reporting cycle.)</i>	<i>(Data coming in a future reporting cycle.)</i>	<i>(Data coming in a future reporting cycle.)</i>	<i>(Data coming in a future reporting cycle.)</i>

Objective 2.2		Key Performance Indicator	Target	2020	2021	2022	2023
Involvement: How can we increase institutional involvement with our external constituencies?	18	How many individual businesses are represented on our Technical Education advisory committees?	150	100	150	129	148
	19	How many technical education students are employed immediately after graduation?	55%	61.74%* 32.68%	47.53%* 39.41%	30.26%	31.76%
	<i>*Previously reported data included duplicated student counts and has been revised to remove duplications.</i>						
	20	How many reverse transfers were completed?	15	6	12	5	5

PILLAR 3: Human, Physical, and Financial Resources

Objective 3.1		Key Performance Indicator	Target	2020	2021	2022	2023
Performance: How can we enhance and improve quality faculty and staff performance?	21	How many full-time staff and faculty are retained year over year?	90%	85.31%	88.29%	78.64%	86.58%

Objective 3.2		Key Performance Indicator	Target	FY 2020	FY 2021	FY 2022
Performance: How can we improve the efficiency of our resources?	22	What is the mean time to completion on work orders?	<i>Targets will be set by College Council once two years of data are available.</i>			

Objective 3.3		Key Performance Indicator	Target	FY 2021	FY 2022	FY 2023
Support: How can we increase financial support to the institution?	23	What is the amount of additional public and/or private revenue sources secured by the college in the fiscal year?	<i>Targets will be set by College Council once two years of data are available.</i>	\$8,125,540	\$5,491,790	\$4,053,113

PILLAR 4: SUSTAINABLE INFRASTRUCTURE

Objective 4.1: Facilities: How can we commit to the sustainability of institutional infrastructure?

Objective 4.1		Key Performance Indicator	Target	FY 2023	FY 2024	FY 2025
Facilities: How can we commit to the sustainability of physical infrastructure?	24	What is the status on deferred maintenance projects?	<i>Targets will be set by College Council once two years of data are available.</i>			

Objective 4.2		Key Performance Indicator	Target	FY 2022	FY 2023	FY 2024
Digital Infrastructure: How can we commit to the sustainability of digital infrastructure?	25	What is the Phish-Prone percentage over the fiscal year?	<i>Targets will be set by College Council once two years of data are available.</i>	25.3% <i>Baseline number at implementation.</i>	5.216%	
<i>Industry standard is 5.5. Remaining below 5.5 is a sign of positive progress.</i>						



2022-2023
ANNUAL
STRATEGIC PLAN REPORT

October 17, 2023

ABOUT THE ANNUAL STRATEGIC PLAN REPORT

The annual report on strategic planning initiatives includes two sections:

1. The first section includes all active initiatives at the institution. Initiatives highlighted in yellow are those which have been completed in the last year.
2. The second section includes a record of initiatives completed in previous years.

Initiatives recorded on the strategic plan represent work at multiple levels of the institution to move us toward our overall goals. Initiatives are guided by the four Pillars of the Strategic Plan:

1. Student Success
2. Institutional Partnerships
3. Human, Physical, and Financial Resources
4. Sustainable Infrastructure

During the 2020-2021 year, the College and Strategic Planning Committee voted to change Pillar 3: Fiscal Solvency to Human, Physical, and Financial Resources. This change is reflected in this report. The committee also voted to eliminate the “Strategy” level of the strategic plan, focusing on simplicity in order to encourage more college-wide involvement in the Strategic Planning.

**GARDEN CITY COMMUNITY COLLEGE
2019 AND BEYOND
DYNAMIC STRATEGIC PLAN MASTER TIMELINE**

PILLAR 1: STUDENT SUCCESS
OBJECTIVE 1.1: ACCESS

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Crosstrain advising staff and instructors on critical issues serving developmental and college ready students	VPI, VPSS, Tabor, Unruh, Claussen	Continuous training and updates.	Ongoing	Ongoing
Establishing Online Programs	Online Services, Jamie Durler	1. Finalize the documentation for offering online programs/certificates. 2) Revise website and marketing materials to identify online programs/certificates. 3) Manage schedule so that degrees and certificates can be completed within a 2 year or shorter time frame.	Time Targets: Marketing Updates Completed and More than 50% of Courses for Listed Programs Offered by 8/1/22; 100% of Courses for Listed Programs Offered by 8/1/23.	Marketing updates have been completed and a list of Fully Online Programs are available from the College Website: https://www.gcccks.edu/academics/divisions- folder/online_campus/fully_online_pro grams.aspx . Will update again after Fall with % of program classes that have been offered.

Open Educational Resources Working Group	Veronica Goosey and the Office of Online Learning and Instructional Design	<p>1) Institute an OER working group reporting to the Office of Online Learning and Instructional Design.</p> <p>2) Plan institutional OER initiatives in compliance with the GCCC strategic plan.</p> <p>3) Increase faculty and instructional employees' knowledge of and interest in OER through professional development and training in the use of open licensing.</p> <p>4) Increase instructional use of OER textbooks and learning materials through early-adopters, promotional events, and training.</p> <p>5) Encourage faculty adaptation of OER through access to OER repositories and training.</p> <p>6) Encourage faculty creation of OER through access to OER platforms, grants, and training.</p> <p>Institute the working group and hold regular meetings throughout the FA 22 term.</p> <p>Implement at least one professional development or training opportunity for instructional employees during the FA22 term.</p>	Dec 15, 2022	<p>Completed</p> <p>Working group organized by August 2022. Increase faculty knowledge and interest in OER options by providing professional development opportunities; on-campus workshop offered Oct. 19, 2022; online disciplinary roundtables promoted through Oct/Nov 2022. Increase adoption of OER textbooks through training; Oct. 19, 2022 workshop invited faculty to participate in reviewing OER textbooks; several faculty reviewed OER texts on the OEN repository and at least 3 adopted an OER text for a class.</p>
Diversity, Equity & Inclusion Education & Awareness	DE&I Co-Chairs	<p>4 Goals</p> <p>DE&I Education and Awareness Activities</p> <p>Monthly Educational and Awareness Activities</p> <p>DE&I Resources</p> <p>Resources List for Students, Employees, and Community to better navigate GCCC</p> <p>DE&I HS -> GCCC Transfer</p> <p>Easier transfer from high school to GCCC</p> <p>DE&I GCCCA -> GCCC.</p>	May 15, 2022	Ongoing

		Easier transfer from GCCCA to GCCC. Committee Established Spring 2022 and Continuing Into Future		
Expand access to STEM programming on campus. Pursue Title III grant to provide support for adding Robotics, Cybersecurity, Crop Production	President's Cabinet	The college was notified September 2021 that we have received the approximately 5 million dollar grant. This is an ongoing project.	Fall 2021	Ongoing
To increase retention of students and to increase student success	Claussen, VPSS, Dean	Train Faculty and Staff on new EAB software. Decrease retakes of remedial courses, decrease F's, W's, Complete withdraws, Academic Probations, Academic Dismissals, Financial Aid appeals, Navigate will be closely aligned with our strategic plan Pillar 2 Engagement and Pillar 3 Completion	Spring 2023	In Progress
To connect and engage prospective students to campus	Garcia, VPSS, Dean, Marketing	Expand eRecruit technology to include mail trail. Resources are still being considered to expand our communications in e-recruit due to our budget.	Fall 2024	In Progress
Completion – Technical Education study hall and tutoring sessions	Dean Team, Cindy Venjohn	Establish days, times, and locations for study hall sessions; identify faculty involvement; develop a communication plan. At least 75% of students who participate in the study hall or tutoring sessions will express satisfaction.	May 15, 2022	Ongoing
Registered Apprenticeship Development	Instructional Services, Apprenticeship Coordinator, Dean of Technical Education	Develop two registered apprenticeships by May 2023, an additional 3 in 2023-2024. Update: No new apprenticeships have been developed, but Stephanie DeLoach and Marc Malone have presented at approximately half of all tech. ed. advisory boards and Stephanie has received further training. A college web site and marketing materials exist, and we plan to continue promoting this opportunity in the summer and fall	May 15, 2024	Ongoing

		semesters to other organizations such as the Chamber of Commerce group.		
Accelerating Opportunity-Kansas (AO-K) Pathways	Director of Adult Education; Adult Education Transitions Coordinator; Dean of Technical Education	Update existing AO-K pathways and increase the number of AO-K pathways available for adult education students. Completed Update all four existing pathways and create two - three new pathways and obtain approval for these pathways by August 2023. Pathways were updated and approved. GCCCA is now offering 7 pathways: Carpentry Early Childhood Education Emergency Medical Technician (EMT) Healthcare Industrial Maintenance Mechanic Manicuring Welding Increase number of adult education students enrolled in an AO-K pathway from 7 in 2020 to 50 in 2024-25. In process. Meeting with the different directors of each department of the AO-K approved are taking place. Recruitment of students interested on Healthcare, Emergency Medical Technician and Welding pathways started in August 2023	June 30, 2025	In Process
Married Student Housing	Tammy Tabor; Housing; Facilities	Designating four married student housing units.	Available for Fall 2023	Ongoing 4 are ready to go for Fall 2023. One occupied as of 6/28/23
Electronic Student Refunds	IT/Business Office, Linda Hill, Jennifer Hill, Kim Harrison	Automate student refunds	Product Purchased and Implemented by April 3, 2023	Completed

Developed new alumni scholarship program	Alumni, President, Financial Aid	Allocated funds for new scholarships to be available to family members of alumni. Received a matching grant that will match up to \$10,000 for the establishment of the alumni scholarship.	April 1, 2023	Completed
International Club	Cayla Thomlinson and Samantha Garcia	Start a student organization for our international students. Secure funding from SGA (be recognized club on campus). Have a student membership of 10 for Fall 2023 semester. Elect student officers (president, vice president/secretary) for Spring 2024. Host two or more events in Spring 2024. International club has started meeting this fall. We did secure funding from SGA to be recognized as a student organization on campus and we meet bi-weekly on Sunday's. We already have two students interested in officer positions and we had 10 students attend our first meeting.	May 20, 2024	Ongoing

PILLAR 1: STUDENT SUCCESS
OBJECTIVE 1.2: ENGAGEMENT

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Monitor the ratio of advisors to advisees and establish a limit	VPSS, Advising	Maintain a 25:1 ratio for faculty advisors.	Review each semester	Ongoing
Develop Foreign Languages	Sheena Hernandez	Reinstate foreign language offerings on campus (Spanish) and introduce ASL as a language class on campus. Hire 2 language instructors by FA22; add foreign language courses to catalog	Aug 01, 2023	On Hold
Create a "mobile bulletin board" of all campus events using the GCCC Mobile App	Cabinet	Create a list of all campus events on the app, and track student attendance at the events as a measure of student engagement opportunities outside the classroom. First data pulled at the end of the 2021 semester. Fall 2023 the process continues and improves. For fall all athletic events have been added.	Spring 2021	Ongoing

<p>Develop Project 1919—a literary magazine on campus designed to provide an outlet for students to publish creative works.</p>	<p>Seth Kristalyn</p>	<p>Plan, layout, and publish the first edition of Project 1919 including art, fiction, poetry, and essays from both students and faculty. Work with print shop to determine best method for physical publication.</p> <p>Updated Description for May 2023: Solicit submissions and publish the first edition of Project 1919 including art, fiction, poetry, and essays from both students and faculty. Work with print shop to set up book binding machine. Acquire materials required to publish.</p> <p>Updated Description: Project 1919 published its first Volume in May 2023 with a release party that had 40 students, employees, and community members in attendance. We distributed 41 books at the release and another dozen the following day. For the next year, we hope to increase submissions and reach 100 pages in the magazine while also investigating possibilities to expand the magazine's reach and scope.</p> <p>Updated submission form, ordered materials for this year, and are working on ways to increase submissions.</p>	<p>May 2022</p>	<p>Ongoing</p>
<p>Student Chosen Name</p>	<p>Linda Hill, Datacore Committee</p>	<p>Fully-implement ability for students to choose and display chosen names and pronouns across our systems; pass policy through College Council to support these actions.</p>	<p>May 14, 2024</p>	<p>Completed</p>
<p>English I Themes</p>	<p>English (Seth Kristalyn and Sheena Hernandez)</p>	<p>Develop and teach English I classes centered around thematic elements in order to create more interest and buy in from students for a course that is required and often on the bottom of students' priority list. Plan and teach two themed English I section in Fall 2023.</p>	<p>December 14, 2023</p>	<p>Ongoing</p>

PILLAR 1: STUDENT SUCCESS
OBJECTIVE 1.3: COMPLETION

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Fully-integrate Statewide General Education Transfer	Core Curriculum Group	Core Curriculum group sends recommendations to C&I by May 2022. Faculty work on integrating recommendations during Fall 2023 and Spring 2024.	Fall 2024	In Progress.

PILLAR 1: STUDENT SUCCESS
OBJECTIVE 1.3: COMPLETION

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Increase participation in reverse transfer with universities	VPI, VPSS, Tabor, Unruh, Claussen	Ongoing communication about transfer updates at advising trainings.		Ongoing
Increase number of reverse transfer students.	VPSS, Registrar, Student Records	Contact students who transfer without a degree who may be eligible for reverse transfer.	Spring 2022	Ongoing
Seek discipline specific internship opportunities for sophomore students	VPI, VPSS, Terpstra	Create program for GCCC students to work in the local community or on campus; develop job descriptions; identify areas of need; allocate institutional funds for FY 21;	Plan – Spring 2020; Student enrollment – Fall 2020; Internships initiated – Fall 2021	Ongoing
Program Review Revamp	Phil Terpstra and Committee	Revamping, improving, streamlining 5-year academic program review template and process. New template developed and implemented. GCCC OER working group will implement institutional OER initiatives to promote relevant professional development for faculty, and increase the use, adaptation, and creation of OER at GCCC. An OER adoption workshop was held August 25, 2023 through the writing workshop program. Six (6) faculty and staff members attended to learn about	August 1, 2024	In Progress

		how to find and assess OER for use in class or work.		
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PILLAR 2: INSTITUTIONAL PARTNERSHIPS
OBJECTIVE 2.1: AWARENESS

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Add 1-2 personal enrichment initiatives for Fall 2022; another 1-2 personal enrichment initiatives Spring 2023	VPIS, Deans, Chris Turpin	<p>Leverage faculty administrative assignment to provide additional personal enrichment ENDS opportunities. Completed Pet Friendly Pet Training. A 10-week course taught by a local animal behavior specialist, teaching participants how to train their dogs using pain-free, fear-free methods.</p> <ul style="list-style-type: none"> ○ 2 sessions in Spring 2023 <p>Taking Better Pictures. A hands-on Saturday afternoon class taught by one of our own instructors, Cayla Thomlinson, teaching participants the basics of artistic photo composition.</p> <ul style="list-style-type: none"> • iPhone & iPad Training. A 2-hour training in the basics of iOS, geared toward seniors <p>Goal is to have 6 more in 2023-24.</p>	Fall 2022, Spring 2022	Ongoing
Increase participation and marketing of Exploration Day	Admissions Limberg, Faculty, Garcia	Utilize a drone, social media, and scheduled Live Feed for increased publicity during the event. Created social media posts and created a flyer for Admissions to send/hand out to high school counselors.		Ongoing

Increase advertising—partner with advertising agency and increase use of analytics	Ruda, Limberg	<p>Contract with TV stations for a monthly schedule for increased digital advertising and increased television advertising with the new commercials in school year.</p> <p>We have increased our advertising budget and consolidated our digital advertising to one vendor to better utilize analytics. We have digital ads that run all fiscal year, as well as supplemental enrollment ad campaigns. We have multiple TV contracts, and we filmed a new commercial in October 2022 and another commercial is being filmed in October 2023</p>		Ongoing
Market benefits of dual credit classes	Limberg, Tucker, Garcia	<p>Update dual credit web page. The website has been updated. Marketing dual credit is an ongoing project.</p>	August 2019	Ongoing
Market benefits of the Promise Act	Limberg, Garcia, Kilgore	Increase marketing and use of the Promise Act scholarship within eligible GCCC Programs Standard postcard for marketing. Marketing will reach out to students who have completed Kansas Promise and feature in ads.		Ongoing
Digital assets in marketing efforts	Limberg	<p>Increase use of video advertising—get more video and photo footage for the archives.</p> <p>We have been taking more video footage which we use to create advertising videos and to have in our archives.</p>	Spring 2022	Ongoing
On campus degree completion	SEM/ Core Team 4 Terpstra	<p>Explore bachelor's and master's degree completion on GCCC campus. Add one bachelor's degree program. Business Administration with Newman University complete. Biotech and Behavioral Health Sciences with KU are complete. Continuing to look for others.</p>	Spring 2020	<p>BSW and MSW Fort Hays State University complete. Exploring possibilities in the Education pipeline - ongoing</p> <p>Conversations exploring opportunities. Ongoing.</p>

High School Educational Technology Onboarding	Online Services - Vicky Reyes, Jamie Durler, Adriana Figueroa	Visit High Schools on start day and make sure students get attached to their classes. We started with Garden City High school and have now worked with GCHS, Holcomb, Deerfield, Lakin... will continue each fall and spring semester. will use the mobile app to track attendance	September 1, 2023 Completed – Fall 23	Ongoing
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PILLAR 2: INSTITUTIONAL PARTNERSHIPS
OBJECTIVE 2.2: INVOLVEMENT

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Four-year completion opportunities in Accounting with FHSU. Opportunities for a high school and paraprofessional pathway.	VPI, Terpstra, Education Faculty	Four-year completion opportunities in Accounting with FHSU. Opportunities for a high school and paraprofessional pathway.	Initiated Fall 2021	Ongoing— Updated Completion Date to Fall 2024
KAAN Annual Conference	Reyes, Gonzalez, Avalos, Owens, Fisher	The Kansas Academic Advising Network supports academic advisors throughout the state of Kansas and serves as a communication network among institutions of higher education for the development of the academic advising profession	October 1, 2022	Completed
Wichita State University Data Sharing Agreement for Transfer Articulation	SEM/Core Team 4	Develop a mechanism for students to identify transfer to WSU and then, with consent, regularly send data to WSU to enable degree audit and dual advising. Update: We have struggled to identify a software tool that allows GCCC to collect student transfer intent. This is now a part of the SEM goal 4 on strengthening relationships with four-year transfer. We are looking to Ready Education (Buster Biz app) as a way to implement this using a form we push to students multiple times per year.	Successfully implemented by Fall 2024	In Progress
ACL Alzheimer's Grant	Allied Health, Glenda Owens	GCCC- Allied Health will support community care & awareness for ADRD (Alzheimer's Disease & Related Dementia) by completing the training for Care Ecosystem Model, providing IT Support for a minimum of two community members who are either diagnosed with ADRD or a care provider for	Jun 01, 2023	Completed

		ADRD. In addition, present a minimum of two community ADRD educational presentations by June 1, 2023		
Lincoln RealWeld Trainer Outreach	Welding Department	Install and begin training with RealWeld trainers at Scott City, Deerfield, and Holcomb High Schools. Begin training students with RealWeld trainers in FA21	Dec 10, 2021	On hold
Kansas Education Conference on Dementia	Allied Health, Glenda Owens	GCCC-Allied Health will fill the role as a committee member participating in the working group to develop relevant educational workshops for community members who are diagnosed with ADRD or a care provider and training curriculum for health care professionals.	June 23, 2023	Completed
CARETEXT	Allied health, Glenda Owens	GCCC-Allied Health will partner with The University of Kansas Medical Center departments of Alzheimer's Disease Research Center and JUNTOS Center for Advancing Latino Health to participate in the working group to develop CareText. A text messaging program to provide caregivers support for those with ADRD (Alzheimer's Disease & Related Dementia). GCCC-Allied Health will support the development of text messages to be delivered to community members via their cell phones who sign up for the CareTEXT program which will be delivered to them at no cost from KU ADRC and JUNTOS. The program development will consist of 5 working group sessions beginning September 26, 2022.	November 2022	Completed
Improving Latino Health Partnership	Allied health, Glenda Owens	GCCC-Allied Health will partner with KU Alzheimer's Disease Center and Children's Mercy Kansas City to propose strengthening relationships with the SW KS Latino community to improve health outcomes for Latino families. GCCC-Allied Health will support the project with providing a minimum of two community presentations and schedule the project team with a minimum of 2 industry partnership collaborations for SW KS	June 01, 2023	Completed

2022 SIDLIT Gold Level Educational Sponsorship	Instructional Design and Online Services	Institutional investment (\$500) in acting as a sponsor to the regional conference, Summer Institute in Distance Learning and Instructional Technology; Gather faculty and staff to attend the conference virtually and connect with our regional colleagues. The goal is for at least 10 GCCC Staff and Faculty to attend the conference.	July 31, 2022	Complete: Institutional investment \$500 to support the regional conference. There were 5 registered GCCC attendees for the 2 day event.
GCCC Education Center of Southwest Kansas	Shelli Lalicker	Partnership between GCCC, FHSU, and local school districts to train teachers in Southwest Kansas to stay in Southwest Kansas. Increase the number of teacher applicants in Southwest Kansas to serve a void in the Southwest Kansas communities. The NOYCE grant was successful in placing 3 GCCC students in the STEM teaching field. One is currently teaching at GCHS, another will be graduating this spring and would like to teach ESL math at GCHS, the third started class this fall at FHSU. The grant offered over \$14,000 in scholarships each year and was renewable for a second year. A fourth future educator was also identified to participate in another program to increase the number of STEM teachers in rural communities. He was granted more than \$23,000 for a one-year program to obtain his teaching certificate. This program was developed specifically for students that held a STEM bachelor's degree. The NOYCE grant that aided students in attending FHSU has ended, but FHSU is currently in the process of applying for another grant that will be similar to the NOYCE grant.	August 1, 2023	Completed
KBOR OER steering committee participation 2023-24	Veronica Goosey	Participate in summer in-person steering committee meeting as GCCC representative; participate in monthly Zoom steering committee	May 15, 2024	Ongoing

		<p>meetings throughout Fall and Spring terms as GCCC representative in various sub-committees; represent GCCC as co-chair of KBOR OER steering committee; Attend all Summer, Fall, and Spring meetings of the KBOR OER steering committee; report each month to Jamie Durler and the Distance Ed committee.</p> <p>I continue to represent GCCC as co-chair of the KBOR OER steering committee and as a member of the Communications and High Enrollment System-Wide Transfer Course OER grant subcommittees. I participate in monthly meetings for the committees and bi-monthly meetings for the steering committee, reporting news to Jamie in her role as Director of Instructional Design and to the Distance Education committee since many online instructors especially benefit from use of OER. In January I will attend a summit of the Midwest Higher Education Compact to discuss adoption and use of Open Education Resources in our system.</p>		
CDL Partnership	Technical Education	Developed partnership with Seward County CC to bring their CDL program to GCCC to meet industry needs. Offer at least four classes per year at GCCC campus.	September 1, 2023	Completed and Ongoing

PILLAR 3: HUMAN, PHYSICAL, AND FINANCIAL RESOURCES
OBJECTIVE 3.1: PERFORMANCE

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Instructional Services Book Study	Marc Malone	10 employees complete book study by May 15, 2023	May 15, 2023	Completed Successful--8 employees completed the study of "Dare to Lead" by Brene Brown

Implement new instructor and modality training for new faculty	VPIS, Deans, HR, Director Instructional Design	Fall 2019 Human Resources worked to assist in creating an onboarding training schedule. Human Resources will collaborate with the Director of Instructional Design to assist in developing a curriculum for new faculty which will include the online training platform.	Fall 2020	Completed— Run in Fall 2021 and Fall 2022
Provide clarification of job descriptions	VPAS, HR	Job descriptions reviewed annually. Human Resources is currently working with all departments to review current job descriptions with all employees and make appropriate corrections if needed.	Spring 2022	In Progress
Invest in proper office ergonomics to improve overall health, well-being, and productivity	Financial aid department	Hire an Ergonomic Specialist, if possible- to gain professional input and plans for improvements. Invest in the recommendations and complete self-assessments to identify satisfaction and/or improvements	Aug 01, 2022	Ongoing
English Grade Norming	English (Seth Kristalyn)	Engage in department wide grade norming practices that include and involve full-time faculty, adjunct faculty, and outreach faculty. Hold one grade norming session per semester starting Spring 2023.	May 17, 2023	Ongoing
Nursing Mothers Room (s)	Human Resources, Facilities, Administrative Services	Create and designate two (2) Nursing Mothers Rooms on Campus. Two (2) Rooms will be created in the library and designated at Nursing Mothers Room(s) on Campus	August 1, 2023	Completed Fall 2023

PILLAR 3: HUMAN, PHYSICAL, AND FINANCIAL RESOURCES
OBJECTIVE 3.2: EFFICIENCY

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Collaborate with CampusWorks to develop a long-term Strategic Enrollment Plan (SEM)	President's Cabinet, SEM Core Team, Unruh	Perform qualitative and quantitative study of the institution, focus groups, data summit, SWOT analysis. Use this study to develop goals and a clear system of strategies to accomplish the goals.	Plan completed by December 2022.	Completed

PILLAR 3: HUMAN, PHYSICAL, AND FINANCIAL RESOURCES
OBJECTIVE 3.3: SUPPORT

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Increase employee recognition through annual awards	Ruda, Cabinet	Use NISOD and League for Innovation Awards to recognize exemplary faculty and staff achievement		Ongoing
Increase internal cross training	VPAS, HR	Human Resources will be working on accessing the training needs within each department and to work with each Division to develop an appropriate training plan for all new and current employees. Fall 2019 Safe Colleges, an online training platform, was implemented. Human Resources will continue to work with all departments on crating training plans.		Ongoing
Create Standard Operating Procedure manuals for all areas/positions	VPAS, HR	Human Resources is currently working on an Employee Handbook as well as a Human Resources Operations Manual.	Fall 2021	Ongoing
Create a central repository for all Standard Operating Procedure manuals	VPAS, HR	Human Resources will work with IT on finalizing the Human Resources web page to house Employee Handbook, new employee training documents, etc.	Fall 2022	Ongoing
Investigate ways to increase Mary Jo William's, bridges, and LSAMP grants	Ruda, Endowment			Completed
Apply for TITLE V HSI STEM grant.	Cabinet, Pfeifer	Title V HSI STEM grant secured Fall 2021.	Fall 2026	Grant Application Successful Ongoing
Promote unity and interconnectivity among all academic departments	VPI, Terpstra	Develop communication plans between full-time and adjunct faculty; Include adjunct faculty as part of on-campus meetings and activities;	Spring 2019 completion; Fall 2019 implementation	Completed
	Ruda, College Council	Develop a Governance manual that contains clear communication regarding purpose and mission of college committees. Process will also help streamline college committees. Document will serve as a training guide for current and future employees for how decision-making occurs at the college.	Spring 2022	Completed

John Deere Expansion	Instructional Services, Tech Ed & Workforce Development	Raise funding for expansion of John Deere facility to increase student capacity in the program	Spring 2023	Completed
Title III HSI STEM Project	Instructional Services	Increase funding for educational opportunities in STEM for minority populations (racial/ethnic, low-income, rural) Successfully complete each year's benchmarks. Year two benchmarks completed successfully.	Aug 01, 2026	Ongoing
Establish and maintain reserve fund for non-covered insurance claims	Board of Trustees, and Administration	Added requirement to Financial Conditions Policy Governance. CFO defines and creates fund, reports annually. Adequate reserves (defined by Administration) accumulated in 2 years	Jun 10, 2022	Completed and Ongoing
Employee recognition program	GCCC Leadership program	Developed plan to promote and acknowledge the great work and commitment displayed by employees through establishing the Bustin' Buster award. Weekly the award will rotate and be highlighted on campus and through social media to promote positive work culture and acknowledge the great work being accomplished by employees.	August 1, 2022	Completed and Ongoing

PILLAR 4: SUSTAINABLE INFRASTRUCTURE
OBJECTIVE 4.1: FACILITIES

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Facilitate creation of a strategic Master Facilities Plan	Lurtz, VPAS			Ongoing
Increase the number of security cameras in and on buildings	Lurtz, Dozier	Add additional cameras in key areas	As Needed	Ongoing
Electronic Distribution of Credit Balance Funds for Students	VPAS, Business Office	Implement electronic distribution of student refunds	Spring 2022 Went live on May 11, 2023	Completed
Self-Service Implementation for student financial aid and business office	VPAS, Financial Aid, Business Office	Roll out Self-Service modules for student financial aid and business office—online student access to all financial matters at the institution	Spring 2022 Went live January 2022	Completed
More Local and state testing/certificates	Garrier, VPSS, Dean	Expand testing room/technology	Fall 2023	Ongoing

STEM Success Center		Develop plan and construct an addition to FOUSE building which will house a STEM Success Center. Develop site plans, funding outline and construct building to transition GCCC to being the STEM Hub of Western Kansas through addition of facilities and new programs.	September 1, 2023	Completed
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PILLAR 4: SUSTAINABLE INFRASTRUCTURE
OBJECTIVE 4.2: EFFECTIVENESS OF INSTITUTIONAL RESOURCES

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Market availability of nighttime police escorts—24 hour coverage	Dozier	New Student Orientation, new employee orientation & social media	Spring 2022	Ongoing
Investigate resources for endowed position	Ruda, Gigot	Investigating a capital campaign for expanded facilities and resources, including an endowed position.		Ongoing
Implement a maintenance and improvement plan for the college network	Lurtz, IT			Ongoing
	Communication- Stacey Carr,, Cayla Thomlinson	Hire an additional Communication Instructor. Hire an additional Communication Instructor for 2022-2023 school year and offer more and additional courses starting Fall 2022.	Aug 01, 2022	In Progress
Zendesk	IT, Matt Stockemer, Lance Miller, David Larsen, William Howell	Create an Online Portal for IT Updates, Security, and Phishing Scams. The implementation shouldn't take more than a week or two from approval. From there I hope to have an RSS feed built by October. This initiative transitioned to Knowbe4, and we will be implementing portal in our new helpdesk (Zendesk) that will show IT updates, security, and recent phishing scams. I would say this is still ongoing.	Oct 01, 2021	Ongoing

STRATEGIC PLAN REPORT

Completed Initiatives

PILLAR 1: STUDENT SUCCESS
OBJECTIVE 1.1: ACCESS

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Investigate using electronic enrollment to streamline the process	VPI, VPSS, Tabor, Unruh	Communication between internal IT staff and Ellucian. Ongoing communication and collaboration.	Summer 2020	Complete Spring 2020
Creation of two committees; Recruitment and Enrollment Committee and Retention Committee	VPI, VPSS Sassaman, Unruh	The committees will be a cross-section of the College and will study, discuss, and develop a comprehensive Strategic Enrollment Management and Retention Plan Goal will be set for the college to achieve during the upcoming academic year.	Summer 2020	Committees are formed and have set up continuous meeting times
Investigate various modalities for developmental classes	Developmental Ed. Committee	Create dev ed committee with a mission and goals, research best practices for modalities of developmental classes	Committee- January 2019 Research – May 2019	Complete 2018-2019
Investigate placement HS GPA, ACT Scores, ad SAT Scores, MM	VPI, Dev Ed Advising	Multiple Measures	Spring 2020	Complete
Assess and calibrate test scores	Developmental Ed. Committee	Assess and review multiple measures of proper placement.	Fall 2020	Implemented Fall 2021
Create linkages to improve advising for outreach and online constituencies	VPI, Terpstra, Jamie Durler, Vicky Reyes	Online services are now integrated into larger admissions discussions on recruiting, application process.		Complete
Implement Teacher Apprentice Program (TAP) for paraprofessionals partnering with USD 457 and WSU.	VPI, Terpstra	Complete 2 + 2 articulation agreement with WSU. Enroll a minimum of 6 students in TAP for summer 2019 start.		Complete 2018-2019
Expand TAP Program to Holcomb.		Enroll six students at Holcomb.	Spring 2019	Complete Spring 2019
Develop Industrial Machine Mechanic workforce training program	VPIS, Chuck Pfeifer	Implement IMM workforce training program to support re-training of adult and working student populations	Spring 2021	Completed
Train students and advisors on the electronic enrollment system for pilot group	VPI, VPSS, Tabor, Unruh, Admissions	Develop processes and training guides for pilot group.	Fall 2020	Completed

Implement a point of service enrollment program plan that will allow advisors to enroll students during advising periods	VPI, VPSS, Tabor, Unruh, Admissions	Roll out Self-Service software for enrollment and advising.	Spring 2021	Completed
Develop and implement a woman's intercollegiate golf program.	Mike Pilosof	Add women's golf to the sport offerings of GCCC to meet the needs of potential students that would like to compete in intercollegiate golf while receiving an education. The goal is to attract 6-8 students each year to fill out the roster. This addition will begin the fall 2021 semester as a "club sport" and continue in that classification until the next NJCAA declaration period begins in the fall of 2023. At that time it will be classified as a NJCAA Division 1 sport offering. This addition to the sport offerings will also help close the gap with being in compliance with our gender equity (Title IX) equation.	Fall 2023	Completed
Implement a virtual orientation for all students.	Director of Instructional Design/Canvas Admin. / Admissions / Advising / Linda Hill	Launch virtual orientation product for all students by Fall 2022.	August 15, 2022	Complete

PILLAR 1: STUDENT SUCCESS
OBJECTIVE 1.2: ENGAGEMENT

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Increase advisor training/professional development opportunities	VPI, VPSS, Tabor, Wenzel	Advisor Module in Canvas	Summer 2020	Complete Summer 2020
Recruit advisors to teach career success courses in their area	VPI, Pfeiffer Terpstra	Bring You're a Game Training on campus.	November 2019	Complete Fall 2019

Create an advising handbook to assist with faculty advising	VPSS, Tabor, Wentzel	Departmental handouts have been developed. Conduct training for advisors.	Spring 2019 Fall 2019	Complete Summer 2020
Develop online training module for advisors	VPSS, Tabor, Unruh, Wenzel		Summer 2021	Complete Summer 2020
Evaluate course offerings to ensure adequate number of courses being offered	VPI, Deans	Evaluate and review the schedule build process including conversations with division leaders, deans, and online and dual-credit coordinators.	Spring 2020—Pilot a new process	Complete Spring 2020
Develop pilot projects where content courses (literature, history, etc) are offered in tandem with developmental education courses to improve success rate.	Developmental Education Committee	Pilot co-requisite history and literature, history and developmental reading course.	Spring 2021	Completed

PILLAR 1: STUDENT SUCCESS
OBJECTIVE 1.3: COMPLETION

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Investigate the potential of or alternatives for a curriculum coordinator	VPI, VPIEA	KBOR Inventory assigned to IE/IR	June 30, 2019	Complete 2018-2019
Establish a General Education Committee	VPI/Faculty	Identify needed academic committees including their representation, input and outputs, and reporting structure. Clarify reporting structure to all faculty and the college community.	Fall 2019	Complete
Investigate alternate sources for textbooks	VPI, Terpstra	Cengage Unlimited implemented.	June 30, 2019	Complete 2018-2019
Enhance scholarship opportunities for co-curricular activities	VPI, VPSS, Terpstra	Investigate methods for increasing scholarship amounts and potentially propose budget requests Spring 2020. Increased numbers for Quiz Bowl from 7 to 14. Increased awards to student activity groups; writing lab two and tutoring increase to two.	Spring 2021	Tutoring increased \$4000 Writing Center increased \$4000 State Champs

Roll out 22-24 catalog project to include full review of all semester plans with special focus on transfer plans	VPI, Instructional Deans, Sam Sanger	Roll out 22-24 catalog project to include full review of all semester plans with special focus on transfer plans	February 2022	Completed
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PILLAR 2: INSTITUTIONAL PARTNERSHIPS
OBJECTIVE 2.1: AWARENESS

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Develop partial pay internships with local businesses	VPI, Deans	Develop at least one paid internship with local industry partners.	July 2019	Complete 2018-2019 Burtis Motors
Investigate the possibility of job shadowing at local businesses	VPI, Deans	Accelecare Apprenticeship		Complete
2.1.2.1 Investigate service needs through the Chamber of Commerce and Finney County Development Board	VPI, Deans	Partner with Nicole Hahn from Finney County Economic Development Corporation to enhance service area needs assessment. Assessment of needs ongoing.	Summer 2019	Complete 2018-2019
Investigate possible contract programs for local business (quality management, customer service, conflict resolution, etc.)	VPI, Deans	Forklift for area industry. Implement Tyson training for GED/ESL. Train 100 employees in GED/ESL.	Spring 2019 Fall 2019	Complete 2018-2019 Complete 2018-2019
Move the Fort Hays State University Transfer Center on campus	President, Cabinet	Renovate a space at the Saffel Library to house the FHSU Transfer Center	Summer 2021	Completed
Increase participation and marketing of Exploration Day	Salazar, Faculty, Miller	Increase marketing in Exploration day by starting a new annual practice of sending "Save the date" cards for early notification about the event.	May 2019	Complete 2018-2019
Increase recruiting at area high schools	Tabor, Haar, Miller	Visit service area high schools at least twice a semester to visit with staff about concurrent options.	May 2019	Complete 2018-2019

Increase participation and marketing of enrollment day	Salazar, Faculty	Plan, design, and distribute audience targeted social media and print advertisements for enrollment days.	May through June 2019	Complete 2018-2019
Increase advertising	Ruda, Salazar	Arrange for online, fire science, and cosmetology commercial shoots for advertising.	June 2019	Complete 2018-2019
Market benefits of dual credit classes	Salazar, Haar, Miller	Create and distribute marketing flyers for service area schools and non-service area schools. Rebrand dual credit.	December 2018 December 2018	Complete 2018-2019 Complete 2018-2019
Actively submit more courses for transfer consideration	VPI, Deans	Add three new courses to system wide transfer list.	Spring 2019	Complete 2018-2019
Investigate scholarship bridges between GCCC and transfer programs	VPI, Deans	Contact four-year institutions with which current articulations exist to explore possible scholarship opportunities; compile list of scholarship bridges. KU ICCAE grant provides scholarships when students reach KU.	Fall 2022	Successfully partnered with KU ICCAE grant to link biotechnology and cybersecurity pathways between 2- and 4-year for minoritized students.

PILLAR 2: INSTITUTIONAL PARTNERSHIPS
OBJECTIVE 2.2: INVOLVEMENT

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Investigate offering more KBOR seamless transfer classes	VPI, Deans	Added four new classes which were approved by KBOR for systemwide transfer.	Spring 2019	Complete 2018-2019
Trustees linking with Workforce CTE Business Leaders	Board of Trustees	Trustees will attend CTE Advisory meetings. Participate in discussions of business needs and vision. Trustees attend at least 1 Advisory meeting of 2021 and 2022.	May 09, 2022	Completed

Kansas State Board Licensure Testing Center	Cosmetology Dept. Daisy Mastin and Mia Horn	Make contact with KBOC to see if a plan could be made to make, GCCC an official testing site, for our industry. We will be looking into a testing Site for the surrounding cities, in Kansas, to be able to test. It may a 100% graduating ratio with Cosmetologist. tattoo, esthetician, electrologist students.	Nov 05, 2021	Completed
GC3 Media building industry partners and student employment opportunities.	Stacey Carr	Build relationships/partnerships with industry entities to grow student opportunities. The number of industry employment opportunities given or offered to GC3 Media students during the 2021-2022 school year.	May 15, 2022	Completed
2022 SIDLIT Gold Level Educational Sponsorship	Instructional Design and Online Services	Institutional investment (\$500) in acting as a sponsor to the regional conference, Summer Institute in Distance Learning and Instructional Technology; Gather faculty and staff to attend the conference virtually and connect with our regional colleagues. The goal is for at least 10 GCCC Staff and Faculty to attend the conference.	Jul 31, 2022	Completed

PILLAR 2: INSTITUTIONAL PARTNERSHIPS
OBJECTIVE 2.2: INVOLVEMENT

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Develop Industry Training courses in Industrial Machine Mechanic with Tyson	VPI, Pfeifer, French	Weekly industry training courses offered on-campus for Tyson employees.	Spring 2021	Complete

PILLAR 2: INSTITUTIONAL PARTNERSHIPS
OBJECTIVE 2.2: INVOLVEMENT

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
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2022-2023

Report

Identify teachers in local ISDs qualified for teaching dual credit	VPI, Terpstra, Haar	Semi-annually visit with service area high school administration to identify qualified teachers	May 2019	Complete 2018-2019 Implemented as a process
Create training programs that ensure rigor	VPI, Terpstra, Haar	Create training for Fall 2019 adjunct in-service	July 2019	Complete 2018-2019
Implement systematic training for rigor and consistency	VPI, Terpstra, Haar	Implement training at Fall 2019 adjunct in-service	Aug 2019	Completed 2018-2019
Implement site visits, mentoring and a liaison	VPI, Terpstra, Haar	Visit service area sites monthly Assign mentor and liaisons to all dual-credit faculty	Site visits-Sept 2018 Mentors and liaisons-Aug 2018	Complete 2018-2019 Implemented as a process
Implement common textbooks, finals, syllabi, and SLOs	VPI, Terpstra, Haar	Common textbooks with dual credit classes Common Syllabi & SLO's with dual credit classes Initiate department discussions about common finals	Aug 2019 May 2019	Complete 2018-2019 Complete 2018-2019
Encourage dual credit with skills-based classes that meet community needs	VPI, Terpstra, Tucker, Pfeifer	Develop two new tech classes to be offered dual credit.	Courses initiated in Fall 2020;	Complete Welding expanded; nail tech offered on campus to high school students; carpentry classes offered on campus to high school students.

PILLAR 3: HUMAN, PHYSICAL, AND FINANCIAL RESOURCES
OBJECTIVE 3.1: PERFORMANCE

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Increase funding to Faculty Senate for professional development	Ruda, VPI	Increased by \$4,000.00 in 2018-19	FY 2019	Complete 2018-2019 Allocated additional 25% funding

Increase on-campus trainings for faculty	Ruda, VPI, HR	NISOD, at least one per year for all Faculty.	Spring 2019 Fall 2019	Complete 2018-2019 Completed 2018-2019
Implement mandatory and regular trainings for college employees	VPAS, HR	Use SafeColleges to push out regular and mandatory trainings—Looking for a 90% completion rate	Fall 2021	Complete
Increase Faculty Senate input into decision process for training	Ruda, VPI, VPAS, HR	Monthly meetings with faculty senate and President	Continuous	Complete
Implement mentoring to facilitate onboarding process for new faculty	Ruda, VPI, VPAS, HR	New mentoring implemented.	Fall 2018	Complete 2018-2019
Make job descriptions available internally	VPAS, HR	As a part of the review process, HR is working with all Directors/supervisors to have access to position job descriptions within their departments. Job descriptions are maintained through an electronic platform, Compease. Human Resources will work with IT to place all updated job descriptions on the Human Resources Portal.	Spring 2019 Fall 2019	Complete Completed
Develop in-service planning committee and include faculty representation	Ruda, VPAS, HR	Establish committee. Full day for faculty, ½ day for staff to ensure service to students.	Spring 2022	Completed

PILLAR 3: HUMAN, PHYSICAL, AND FINANCIAL RESOURCES
OBJECTIVE 3.2: SUPPORT

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Establish criteria and process for NISOD Excellence Awards	Cabinet	Develop criteria for use in the 19-20 academic year.	Fall 2019	Complete
Increase and maintain a strong onsite presence at high school campuses	VPI, Terpstra, Tucker	Outreach Coordinator will visit each high school monthly.	Spring 2019	Complete 2018-2019 Process implemented
Implement a feedback program for outreach (GoogleDocs)	VPI, Terpstra, Tucker	Create feedback mechanism	August 2020	Complete

PILLAR 4: SUSTAINABLE INFRASTRUCTURE
OBJECTIVE 4.1: FACILITIES

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Implement an after hours computer lab for students	VPAS, Ramos	Add after hours computer lab for students in the ACAD classroom	Fall 2021	Complete
Increase the number of lights in the quad	Ramos, Dozier	Add lighting in the quad area	Fall 2019	Complete
Implement access controls on campus doors to enhance safety and security of campus	VPAS, Ramos	Implement access controls on campus doors to enhance safety and security of campus, Phase 1 and Phase 2	Fall 2021	Complete
Laptop initiative	VPAS, Lurtz, IT	Move more employees to laptop access to ensure institutional operations during periods of remote work.	Spring 2022	Completed

PILLAR 4: SUSTAINABLE INFRASTRUCTURE
OBJECTIVE 4.2: EFFECTIVENESS OF INSTITUTIONAL RESOURCES

Initiative	Owners Lead in Bold	Description/ Measures/Targets	Completion Date for Measure/Target	Status
Replace all existing internal cameras with wireless AP cameras and replace all external cameras on campus	Ramos, Knoll, Dozier	Internal Cameras replaced.	Spring 2019	Complete 2018-2019
Increase police patrols in buildings	Dozier	This initiative is now part of the annual performance evaluation process with police employees, also directed patrols have been given by chief of police	Spring 2019	Complete 2018-2019
Enhance locking mechanisms on all classroom doors for lockdown procedures including access controls to exterior doors.	Ramos, Dozier	Classroom doors have quick-lock magnets in place allowing faculty to quickly lock doors manually in the event of an emergency. Exterior doors have access controls to ensure ability to lock down campus quickly.	Fall 2020	Phase 1 and 2 Complete
Evaluate ALICE compatibility of interior classrooms	Ramos, Dozier		Spring 2020	Complete
Enhance student orientation to include a segment focused on prevention of sexual assaults on campus	Dozier, VPSS, HR, Tabor	Discussions have been initiated w/on-campus Family Crisis representative and coordinator of orientation.	August 2019	Complete
Investigate implementation of a help desk	Ramos, IT			Complete

Network switch and firewall upgrade	Lurtz, IT		Spring 2022	Completed
	GC3 Media Program	Build a funding partnership with an industry partner. Receive new funds this year from an industry partner.	Oct 15, 2021	Completed
Implement single sign-on product	VPAS, Lurtz, IT	Implement OneLogin to streamline employee and student access to campus systems	Spring 2022	Completed



**ACADEMIC
PROGRAM REVIEW
REPORT**

MATHEMATICS & PRE-ENGINEERING

MATH.AS & PENG.AS

Spring 2023



Signature Page and Archiving

Vice President of Instruction

Date

President

Date

Archiving:

Division Chair submits to Dean and then Vice President for Instructional Services.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature pages



Program Review Faculty and Dean Verification

By signing I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

Program Lead – Nicole M. Dick Date _____

Benjamin Gershon Date _____

Thuy “An” Nguyen Date _____

Perla Salazar Date _____

Jonathan Whitacre Date _____

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

Division Leader – Nicole M. Dick Date _____

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

Dean – Philip Terpstra Date _____

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

[OBJ]

[OBJ]

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[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report.]

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..... Administrative Response	

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

The Mathematics Department is committed to offering quality learning opportunities to students. The courses are designed to meet the preparatory needs of all majors, from foundational to advanced mathematics. The department strives to provide the student with the opportunity to develop mathematical reasoning and numeracy. Students can improve their ability to analyze information and make informed decisions based upon that data.

A.2 Progress Since Last Review Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) ([Template Appendix A](#)), as well as the Administrative Response to those goals ([Template Appendix B](#)), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

See attachment for previous program review goals. Goals that were met or had progress made on them are described below.

Lower class size in developmental classes – achieved.
MATH 005 has a class capacity of 18 students.

Math department will provide a software (WebAssign/ Canvas) workshop for math students prior to the start of Fall 18 – indirectly this is achieved by the Cengage provided assignments for WebAssign and GCCC template provided assignments for Canvas

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs *must* specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program within immediate previous academic year as well as those on the current academic year's faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
Full Time			
Boateng, Michael	Masters of Science in Applied Mathematics (May 2014)	Youngstown State University	Emphasis in Applied Mathematics and Differential Equations
Bedard, Antoine	Ph.D. Mechanical Engineering	West Virginia University	
Carlson, Ronald	MS Physics (May 1984)	University of Missouri at Kansas City	18 graduate credit hours in Computer Science
Dick, Nicole	Masters of Science in Statistics (May 2008)	Kansas State University	
Gershon, Benjamin	Master of Arts in Mathematics (May 2019)	University of Kansas	
Kocher, Amy	BS in Secondary Mathematics Education (May 2004)	North Carolina State University	North Carolina State Teaching License

Nguyen, Thuy	Masters of Science in Mathematics (December 2015)	Wichita State University	Emphasis in Applied Mathematics
Nairat, Mazen	PhD in Physics (2012)	New Mexico State University	
Salazar, Perla	Masters of Science in Education (May 2017)	Fort Hays State University	Professional Teaching License from KBE, 26 hours of Graduate Level Mathematics courses
Whitacre, Jonathan	MS Mathematics (Dec 2010)	Youngstown State University	Secondary Education Track
Part Time			
Atchley, Beth	M.A.E. Education (2008)	Baker University	18 Hours in Mathematics
Baier, Michelle	M.S. Mathematics (1997)	Pittsburg State University	
Barrett, Jennifer	M.L.S. Liberal Studies (2010)	Fort Hays State University	
Bosworth, David	Unknown		
Breitkreutz, Betsy	Bachelor of Science in Education	Emporia State University	
Devgan, Rajneesh	M.S. Mathematics	Newman University	
Dowell, Luke	Unknown		
Dunn, Christopher	M.S. Physics	University of Texas San Antonio	
Getahun, Yonas	M.S. Mathematics (2005) M.S. Computer Science (2014)	Addis Ababa University, Ethiopia Troy University, Troy Alabama	
Goymerac, Addie	Unknown		
Hays, David	M.E. Education (2014)	SW College	18 hours in mathematics
Hook, Darrin	Unknown		
Hefty, Steven	MSE School of Ed. (1980)	University of Kansas, Education	Post master's work in mathematics & chemistry: 6 hours mathematics & 18 hours science
Jackson, Sarah	Unknown		
Kalarikkal, Biju	M.S. Applied Mathematics April 2000)	M S University, Vadodara, India	Professional Teaching License (Math, 7-12) ESOL Certification (PREK-12)
Manly, Catelyn	Unknown		
Merrihew, Bonnie	M.S. Applied Mathematics (2009)	Fort Hays State University	

Marcy, Charles	MBA Finance (1982)	Xavier University	
Neri, Elise	B.S.E. Mathematics (2008)	Central Michigan University	
Platt, Joshua	BS Mathematics (2012)	Fort Hays State University	
Sullivan, Angela	Unknown		
Thomeczek, Elizabeth	Masters in Education Masters in School Counseling	Pittsburg State University Southeastern Oklahoma University	Licensed Professional Secondary Educator with endorsements for English as a Second Language - <i>KS only</i> Licensed School Counselor - <i>OK only (in process of transferring licensure to KS)</i> Certified Law Enforcement Officer - <i>KS only</i>
Terpstra, Philip	M.S. Health Physical Education, & Recreation (1996)	Fort Hays State University	
Weaver, Samuel	Juris Doctorate	Washington and Lee University, School of Law	
Wenzel, Leslie	M.S.S. Sports Management (2005)	US Sports Academy	

B.2 Faculty Demographics

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.)Faculty who are						
Non-resident (International)						
Asian	1			2	1	2
Black, non-Hispanic		1		1		2
Hispanic	1		1		2	0
American Indian or Alaska Native						
Native Hawaiian / Pacific Islander						
Two or more races						
Race/Ethnicity Unknown (Or Decline to Identify)			1	3	1	3
White, non-Hispanic	2	4	10	8	12	12
Totals	4	5	12	14	16	19
c.) Number of faculty with doctorate or other terminal degree		1				1
d.) Number of faculty whose highest degree is a master's, but not a terminal master's	3	4	7	7	10	11
e.) Number of faculty whose highest degree is a bachelor's	1	0	2	1	3	1

B.3 Faculty Scholarship/Service: Provide, in tabular or report format, a comprehensive record of faculty scholarship/service for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

Name of Faculty Member	Scholarship and Service
Dick, Nicole	Division Chair (2016-current), Faculty Senate Member (2016-2021) and President (2019-20) , SLAT Member (2017-2019), NISOD Excellence Award Recipient (2020), Employee of Year (2020), Faculty Member of the Year (2020), Curriculum and Instruction Committee (2019-current), GC3 Educators (2020-current), Innovation Grant Recipient (Fa21), Minigrant Recipient (Fa21)

Gershon, Benjamin	Tutored Mathematics in the Comprehensive Learning Center (Sp22), Developed the Online Precalculus Class (Sp23)
Kocher, Amy	Minigrant Recipient (Fa20)
Nguyen, Thuy	Mentor for new instructor (Fa16, Fa18, Fa20), Cengage Renewal Committee Sp20
Salazar, Perla	Mentor for new instructor (Fa21), Faculty Senate Member (2016 – 2022) and President (2020-21), SLAT Member (2019-current), NISOD Excellence Award Recipient (2021), Employee of the Year (2021), Minigrant Recipient (Fa17)
Whitacre, Jonathan	Member of Dev Ed Committee (2019-current)

B.4 Omitted

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

Historically, our department has been diverse. As table B.2 shows, we have a mix of demographics. It can also be seen (in table B.1) that our faculty have a diverse background. There are some faculty with public-school experience and some with industry-experience. We have teachers from across the country as well as varying ages.

At this time, our department does not see any gaps.

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

Name of Full-Time Faculty	Semester Credit Hours											
	Academic Year [Please fill in academic years, i.e. 15-16.]	F17	SP18	F18	SP19	F19	SP20	F20	SP21	F21	SP22	Avg.
Bedard, Antoine						17.3	17.3					17.3
Boateng, Michael		15	19	20	14							17
Carlson, Ronald		8.7	5.7	11.3	12.3	3		3				7.3
Dick, Nicole		16	14	17	16	14	16	20	17	17	19	16.6
Gershon, Benjamin										15	18	16.5
Kocher, Amy						15	18	15	15			15.8
Nairat, Mazen										8.7	6	7.3
Nguyen, Thuy		21	18	18	18	20	14	18	18	17	22	18.4
Salazar, Perla		18	18	18	21	15	16	19	17	15	24	18.1
Whitacre, Jonathan		15	15	18	18	21	15	21	18	21	18	18.0
Total		93.7	89.7	102.3	98.3	105.3	95.3	96	85	93.7	107	

Faculty Workload (over past 5 years, ending Academic Year 2016-17)											
Name of Full-Time Faculty	Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)										
	Academic Year [Please fill in academic years, i.e. 15-16.]	F17	SP18	F18	SP19	F19	SP20	F20	SP21	F21	SP22
Bedard, Antoine											
Boateng, Michael			1								
Carlson, Ronald				1			1		1	1	3
Dick, Nicole			1		1	3	3				.75
Gershon, Benjamin											3
Kocher, Amy											
Nairat, Mazen										1	4.5
Nguyen, Thuy						1					1
Salazar, Perla		2				1	1				
Whitacre, Jonathan											
Total		2	1	1	2	5	5	0	1	2	12.25

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

Full time instructors have an average load of over 15 hours per semester, for the math department.

Physics instructors tend to have a lower load than required (Bedard taught 2 math classes in addition to physics).

Aside from Spring 2022, administrative assignments have been pretty low, around 1 hour per full-time faculty member. Data were reported/gathered in two different fashions, from F17 through SP20 data were from an Autobots report showing ADMI as part of faculty load. From F21 through SP22 data were collected from Dean of Academics office through overload sheets. It's hard to say if the values are comparable due to differences in reporting. Assuming they are comparable, then it looks like Spring 22 was special.

The three hours for Ron Carlson were assigned in addition to his teaching load in CSCI as he was building a new program for our Title III Grant. He did not teach and MATH or PENG classes that semester.

The 4.5 hours for Mazen Nairat reflect low enrollment in Physics and PENG programs. Administrative assignment was given with the goal of increasing enrollment and recruiting for those programs.

B.7 Percentage of courses taught by full-time and part-time status: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2017-18	18-19	19-20	20-21	21-22
Full-Time	46.21%	52.54%	51.35%	54.70%	55.93%
Part-time	53.79%	47.46%	48.65%	45.30%	44.07%
TOTAL	100%	100%	100%	100%	100%

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio					
Academic Year	2017-18	18-19	19-20	20-21	21-22
# of Full-Time Faculty	6 (5 Math, 1 Physics)	6 (5 Math, 1 Physics)	6 (5 Math, 1 Physics)	5 (5 Math, 0 Physics)	6 (5 Math, 1 Physics)
# of Part-time	17	11	13	12	12

FTE Faculty	11.7	9.7	10.3	9	10
# of Full-Time Students					
# of Part-Time Students					
FTE Student					
FTE Student: FTE Faculty Ratio*					

*Full-time equivalent (FTE) is calculated using the following formula:
Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

The percentage of courses taught by full-time faculty has gradually increased over the past 5 years. The most recent year is the highest percentage for full-time faculty and the lowest percentage for part-time faculty.

Our number of full-time faculty members has remained constant over the past 5 years for math. Our part-time count in 2017-18 was the highest, since then it has dropped by about 25% and remained constant at that value. This likely contributes to the lower percentage of courses taught by part-time faculty mentioned above.

In conclusion, due to the consistent values over the last 5 years, the number of full-time and part-time faculty members seems adequate.

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.
Summary provided below table.

Instructor	Respondents	Enrollments	Response Rate	Average
Michelle Lynn Baier	1	31	3.23	4.83
Ronald Carlson	1	18	5.56	4.42
Antoine Bedard	3	47	6.38	4.46
Biju Kalarikkal	5	66	7.58	4.97
Charles Marcy	12	117	10.26	4.19
Beth Atchley	17	130	13.08	4.72
Elizabeth Thomeczek	8	55	14.55	4.17
Devgan Rajneesh	6	33	18.18	4.65
Philip Terpstra	47	243	19.34	4.31
Elise Neri	58	289	20.07	4.49
Yonas Getahun	49	190	25.79	4.42
David Hays	128	493	25.96	4.15
Philip Terpstra	31	109	28.44	4.48

Jonathan Whitacre	241	787	30.62	4.18
Leslie Wenzel	166	522	31.8	4.36
Nicole Dick	141	435	32.41	4.62
Thuy Nguyen	217	658	32.98	4.37
Bonnie Merrihew	4	12	33.33	4.38
Amy Kocher	133	312	42.63	4.12
Michael Boateng	75	174	43.1	4.26
Benjamin Gershon	70	157	44.59	4.4
Perla Salazar	390	768	50.78	4.44
Rajneesh Devgan	24	42	57.14	4.21
Steven Hefty	14	18	77.78	4.34

Statistics

Variable	N	N*	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3	Maximum
Average	24	0	4.4142	0.0445	0.2182	4.1200	4.2225	4.3900	4.4875	4.9700

B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.

None at this point.

B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

On a 5-point scale, with 5 being the highest, the common trend amongst all faculty and all delivery systems was a few 1, 2 and 3s, but mostly 4 and 5s.

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

As mentioned in B.11, the faculty has high quality. There are also a large number of faculty servicing our students. Since we service a wide area, there are many of our faculty with a very small workload. Most are adjunct or outreach in their local area. The full-time on-campus faculty serve as mentors and liaisons to all off-campus faculty. This helps assure that the same material is presented everywhere the course is offered. This also allows for communication in regards to any resources needed by the off-campus faculty that we could help provide. At this time, there is no evidence of a need or change for high-quality education.

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

GCCC offers 14 math classes, ranging from developmental to calculus based. Students with an emphasis in mathematics are requested to take the following courses at GCCC:

Semester 1			Semester 3		
Course No.	Course Title	15-17 hours Credit	Course No.	Course Title	14-16 hours Credit
*ENGL-101	English I.....	3	*COMM-101	Public Speaking.....	3
*MATH-122	Calculus & Analytic Geometry I.....	5	**MATH-205	Calculus & Analytic Geometry III.....	5
*	Lab Science Requirement.....	4-5	***	Program Elective Course (select from list below).....	3-5
*	Student Success Requirement.....	1	*	Humanities & Fine Arts Requirement.....	3
*	Personal Wellness Requirement.....	2-3			
Semester 2			Semester 4		
Course No.	Course Title	16 hours Credit	Course No.	Course Title	12-14 hours Credit
*ENGL-102	English II.....	3	***	Program Elective Course (select from list below).....	3-5
**MATH-123	Calculus & Analytic Geometry II.....	5	*	Open Elective Course.....	3
***	Program Elective Course (select from list below).....	5	*	Social Science Requirement.....	3
*PSYC-101/SOCI-102	General Psychology or Introduction to Sociology.....	3	*	Humanities & Fine Arts Requirement.....	3

Those with an emphasis in pre-engineering:

Semester 1			Semester 3		
Course No.	Course Title	16-17 hours Credit	Course No.	Course Title	16 hours Credit
*ENGL-101	English I.....	3	*COMM-101	Public Speaking.....	3
*MATH-122	Calculus and Analytic Geometry I.....	5	**MATH-205	Calculus and Analytic Geometry III.....	5
*CHEM-109	College Chemistry I.....	5	**PHYS-207	Engineering Physics I.....	5
*	Student Success Requirement.....	1	*	Humanities & Fine Arts Requirement.....	3
*	Personal Wellness Requirement.....	2			
Semester 2			Semester 4		
Course No.	Course Title	14-16 hours Credit	Course No.	Course Title	14 hours Credit
*ENGL-102	English II.....	3	**PHYS-208	Engineering Physics II.....	5
**MATH-123	Calculus and Analytic Geometry II.....	5	*	Open Elective Course.....	3
***	Program Elective Course (select from list below).....	3-5	*	Social Science Requirement.....	3
*PSYC-101/SOCI-102	General Psychology or Introduction to Sociology.....	3	*	Humanities & Fine Arts Requirement.....	3

This is very similar to the first two years of a Mathematics major at a four-year institution. Thanks to Kansas Board of Regents outcomes, almost all mathematics courses offered at GCCC transfer within Kansas. Developmental classes usually transfer as electives.

Each semester, faculty complete a course assessment and use that information to assess student learning. A selection of student learning outcomes (SLOs) for the course are looked at each semester, to identify problems and success. This helps instructors to identify where in their courses they may need to make adjustments. It also provides instructors of the same course to share methods and discuss issues for each course. Over the span of five years, our goal is to assess all SLOs for each course.

Examples of adjustments made include: Departmental changes to final exams to make sure questions map to an SLO and assess one thing, requiring at least one project in Fundamentals of Statistics, impacted

design and adoption of Department Standard and Philosophy, MATH 005 redesign to include more hands-on activities (shared resources in Canvas and Teams for all instructors)

C.2 Assessment of Student Learning: Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

See appendix/attachment for file with last five years of Program Assessment Reports (Program Assessment Math PreEng for 2023 Program Review.xlsx).

Indirect measures have not been taken of the program performance. This is a department goal that we have set. See appropriate section of this document for comment (goals at end).

The direct measure we use is usually final exams from the upper-level math classes: Calculus II, Calculus III, and Differential Equations. Due to low enrollment in those classes, we do not have a lot of data to look for trends. From what we can see, typically about 0 to 5 students (often 2 or 3) are being assessed. Rates of meeting the targets are very varied (0% for one PLO in SP19 to 100% for PLOs met in multiple semesters). On average, over the last 10 semesters, we've had a target hit to not hit ratio of 7:10. This is not great. But if we consider 2 of 3 students as successfully met target, then our ratio of hit to missed changes to 12:4. I feel this is a better indicator of our programs success.

C.3 Curriculum Map of Program Student Learning Outcomes:

Paste your program's curriculum map below or attach as an appendix

Attached as Appendix. See file: Math_cmap_F22.pdf (also available through course catalog: https://www.gcccks.edu/academics/academic_catalogs/catalog22-24_03-02-23.pdf see page 91).

C.4 Assessment of Curricular Effectiveness: Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

The department has made sure the curriculum map is up to date and being used to inform our decisions. All program outcomes are addressed within our program courses. The department's intended steps to improve student learning, based on the assessment of student learning, are to continually provide adequate exposure to each learning objective and implement continuous review of covered topics to increase knowledge retention. We do this through end-of-semester Course Assessments, end-of-year Program Assessments, and 5-year Program Reviews (this document).

For example, one of our PLOs in the MATH program is “Construct single and multivariable mathematical models for real world problems involving continuous change”. Students visit this in Calculus 1 when learning about related rates (we reduce a multi-variable problem to a single variable problem through assumptions and conditions). That topic is revisited again in Calculus 3 after students have learned to solve the same type of problem, but with less assumptions and conditions (leaving it as a multi-variable problem).

There are no proposed changes to the current curriculum. The department has started piloting a companion model for college algebra to help students progress through the developmental levels at a faster pace. The department plans on continuing work on the companion models for all developmental courses.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program’s efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum? Diversity may include, but is not limited to, differences in religion, race, ethnic origin, nationality, socioeconomic status, sexual orientation, gender identity and expression, disability and political ideology.

The department has hired instructors from various backgrounds with different cultures. The department has included names from various cultures in word problems. During class instructors call on students with different cultures to encourage them to not only participate but so that other students can be familiar with their accent and culture. Instructors will also place students into groups to ensure that there is a variety of cultures in each group.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

Each teaching faculty is responsible for completing an Individual Course Assessment at the end of every semester for each course he/she teaches. If multiple sections of the same course are taught a Collaborative Course Assessment is filled out. All faculty that teaches that common course will then discuss their shared findings from the Collaborative Course Assessment. Relevant summaries are shared with the whole department. The department has decided that twenty five percent of the Student Learner Outcomes (SLOs) are evaluated for each academic year, and thus, it takes four academic years to assess all the SLOs. However, if an SLO is not met it continues to be assessed in the following cycle. The department has decided that shared courses will have common assessment artifacts. We have decided that common courses will use, in their Course Assessments, the results from the Final Exam to evaluate and to determine whether the SLOs, set by the department or KBOR, are being met by the students. If students are not meeting the target for an SLO, then a plan or a strategy will take place in the future to address that specific SLO. The department uses these data to help with decision making. For example, based on conversations about collaborative course assessments the department has implemented different teaching strategies and techniques. The department also completes an Annual Program Assessment to assess how our students are performing in the Program Learning Outcomes (PLOs). All SLOs from each program course are mapped to the PLOs by the department in our curriculum map. Each PLO is assessed by two direct measures, that come from the Final Exams of

two higher level courses, and one indirect measure. The department is working on getting data for our indirect measure. This has been the hardest data to collect thus far.

Component D: Student Enrollment and Success

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2017-18		2018-19		2019-20		2020-21		2021-22		Totals
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Non-resident (International)	0	3	0	1	0	3	1	3	1	4	16
Asian	0	2	0	1	0	2	0	1	0	2	8
Black, non-Hispanic	0	5	0	0	0	0	0	2	0	0	7
Hispanic	2	23	2	16	3	14	4	12	2	10	88
American Indian or Alaska Native	0	1	0	0	0	0	0	0	0	0	1
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	1	1
White, non-Hispanic	0	8	4	9	2	5	2	3	1	2	36
<i>Totals</i>	2	42	6	27	5	24	7	21	4	19	

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

The evidence provided shows a balance in the White non-Hispanic ethnicity and a slight increase in the Hispanic ethnicity. The college is centered in a region where most of the population is Hispanic. The demographic from the table above shows Hispanics represent 56% of our area's enrollment. This is a similar representation of the region's population density of Hispanics.

The table above shows that the number of female students who enrolled in the emphasis area has been greater than the number of male students. This could be the future enrollment trend for the area over the next 3-5 years. We have been sending instructors and representatives from the math and science departments to high schools and recruitment events in Garden City as well as outside the city to promote our programs. Additionally, we have recruited students from high schools by having them come to the college and explore our programs.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

Table D1 categories students in the program by gender and ethnicity. Most students in the program are Hispanic (88 students in 2017 – 2022, or 56%). This is followed by white, non-Hispanic ethnic group (36 students in 2017 – 2022, or 22.9%). We do have a good number of international students in the program (16 students in 2017 – 2022, or 10.2%). This shows that GCCC and specifically the Math Department have good features that attract students from around the world. At a closer look, we have more female than male students in the program. Female students and employees are underrepresented in STEM and related fields, so this data suggests that the number of female students who choose to study courses in Mathematics is on the rise.

Our program welcomes any student who has an interest and curiosity to learn about STEM, especially Mathematics. We offer basic to advanced courses to prepare students for classes they will be taking at a 4-year university. Most of the students who are in the program join the Math and Science Club. These students meet weekly to do cool activities and experiments, plan for field trips, and they sometime help with other activities that are happening on Campus. Some are part of the KS-LSAMP and Bridges programs. These students do research under faculty supervision, and they have a chance to present their findings at conferences later.

No changes have been considered for now. But we would like to see the number of female students in the program to keep growing. (see goals at end of document)

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

The Bridges to the Future is sponsored by a mathematics faculty member (Perla Salazar). This program is grant funded by the National Institutes of Health. The over-arching goal of Bridges to the Future is to increase the number of historically underrepresented students with baccalaureate degrees in the biomedical and behavioral sciences and to set into motion pathways designed to increase the number of Ph.D.s, M.D.s, and other professional doctorates in those fields. The NIH grant supports transfer students who are specifically, Latino, African-American, and Native American students who are U.S. citizens or permanent residents. Bridges provides a successful path for transfer students from southwest Kansas to begin their post-secondary pursuits at Garden City Community College (GCCC) followed by transition to Kansas State University after two years. As part of the federal grant, GCCC grants up to two student scholarships/stipends for STEM majors. Each student must work on a small research project throughout the academic year and develop a research proposal for submission to a national research conference. Additionally, students receive tutoring, advising, and work experience as lab assistants as needed. GCCC has been able to work with this grant for over 15 years.

The college's Science and Math Club is sponsored by a mathematics faculty member (Nicole Dick). This club is open to any student interested. Weekly, we meet to promote a learning and appreciation of science and math related topics. Our mission is:

The Science and Math Club at Garden City Community College exists to promote a knowledge and appreciation of science and math among GCCC students.

Each year we assess our PLOs and provide activities for club members. These include engineering tasks, math competitions, club field trips, discussions, and more. The club is driven by members and their interests.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

Most full-time faculty members are advisors as well; after their first year or two of service they are taught to advise. By advising mathematics and pre-engineering majors with faculty members in those areas, we can help to keep advising mistakes to a minimum, stay up-to-date on transfer needs, and seek help from other advisors quickly when help is needed.

Our department also hosts a calculator rental program within our building. Since all mathematics class expect students to use a calculator, we've adopted a practice of by-semester rentals. This allows students to get the resource they need for a low price. By hosting this within our building, it is easier for faculty members to quickly help their students with calculator-related tasks and questions.

Bridges to the Future scholarship grants up to two student scholarships/stipends for STEM majors. Each student must work on a small research project throughout the academic year and develop a research proposal for submission to a national research conference. Additionally, students receive tutoring, advising, and work experience as lab assistants as needed.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

Feedback from two past students at GCCC:

- Strengths of the program include a strong emphasis on problem-solving and critical thinking skills, as well as a thorough understanding of mathematical and scientific concepts. I liked that it provided students with a solid foundation in the field, which can lead to a wide range of career opportunities.. As for suggestions for improving the program, it could include incorporating more hands-on, experiential learning opportunities and providing students with more resources to help us succeed.
- The program was a great start for someone who has no much experience in stem. I was very lucky to take both intermediate algebra and college algebra in the same semester. The main weakness would be lack of advanced courses since they are available at certain semesters, but the strength is having a high skilled professors. Probably adding a bit more courses or at least offering remote options would a good addition to students. I had a great time at GC3 and enjoyed working 1:1 with professors. I love the culture and people.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

GPA Trend										
	2017-18		2018-19		2019-20		2020-21		2021-22	
	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg
Non-resident (International)	2.257	2.942	1.818	3.003	2.400	3.137	3.584	3.236	3.380	3.054
Asian	3.300	3.303	3.030	3.249	2.855	3.127	3.763	3.189	3.135	3.088
Black, non-Hispanic	1.880	2.421	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	2.524	2.841	2.567	2.792	2.260	2.747	2.162	2.714	2.385	2.740
American Indian or Alaska Native	0.242	2.449	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian / Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Race/ethnicity Unknown	NA	NA	NA	NA	NA	NA	NA	NA	2.200	3.002
White, non-Hispanic	2.691	3.149	3.253	3.091	2.918	3.093	3.360	3.032	2.721	3.134
Female	3.375	3.033	3.205	3.016	2.959	2.944	2.638	2.905	3.294	2.907
Male	2.402	2.804	2.745	2.674	2.373	2.726	2.695	2.647	2.578	2.844

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions											
	2017-18		2018-19		2019-20		2020-21		2021-22		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)	0	0	0	0	0	0	0	0	0	0	0
Asian	0	1	0	0	0	1	0	0	0	1	3
Black, non-Hispanic	1	0	0	1	0	1	0	0	0	0	3
Hispanic	1	6	0	3	1	3	1	0	1	1	17
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0

Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	0	0
White, non-Hispanic	0	1	0	2	2	1	0	0	0	1	7

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a Retention Rates

One Year Retention Rate, Fall to Fall											
2017-18		2018-19		2019-20		2020-21		2021-22		5- Year Average	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
44	47.73%	33	54.55%	29	31.03%	28	28.57%	23	34.78%	157	40.76%

D-9b Graduation Rate (150% of time)

Program 3-year graduation rates													
5-year total and average			Entering cohorts Fall semester										
			2017-18		2018-19		2019-20		2020-21		2021-22		
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	
17.20%	157	27	20.45%	44	27.27%	33	17.24%	29	0%	23	17.39%	23	

D-9c Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation
Academic Year Graduates – Average Institutional and Transfer In Hours

2017-18			2018-19			2019-20			2020-21			2021-22		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH
10	70.90	6.40	6	72	0	9	62.11	6.33	1	77	0	4	65.25	0

D-9d Program Graduates Time to Degree

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

Time to degree (Exiting cohort) (July 1 – June 30)									
2017-18		2018-19		2019-20		2020-21		2021-22	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
3	10	2	6	1	9	1	1	4	4

D.10

Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

- a. What does the evidence from above data suggest regarding how well your program is producing successful students?

We do not have a good system in place for gathering this data. A department goal will be to address this. Based on table D-9d, it does look like those students who finish our program do so in a short amount of time. Of the 5 years shown above, 3 years have median times of 2 or fewer years.

- b. List specific events/activities that the program uses to increase student retention and degree completion.

Our department was a way of an issue with outdated course expectations on our degree plans. This problem will be resolved. During the 2021-22 school year much time was spent reviewing our 4- semester plan and implementing more realistic expectations that match what our student can do and what our students need at a 4-year school. We are hoping this increases our number of completers.

We've also reactivated Science and Math club since COVID-19 shut-down. For a year and a half the club did not meet. Having the club active and meeting weekly will hopefully encourage students to join and increase interest, and recruitment in our programs.

Another initiative is course placement. The college developed a multiple measures placement policy for math classes. This has resulted in more students being placed in higher level classes. While this doesn't affect many of our majors, it does help some to be able to make it to the higher-level classes sooner instead of not being able to make it at all.

- c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.

We do not have any practices for this. This would be an excellent area to work on.

d. Identify any areas in need of improvement for producing successful students.

Our department (as well as many others), need a better system for alumni. Being able to stay in contact with them will help to inform future decisions.

Component E: Academic Opportunities and Class Size

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	Academic Year [17-18]		Academic Year [18-19]		Academic Year [19-20]		Academic Year [20-21]		Academic Year [21-22]	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)	70	222	84	272	85	285	112	382	112	400
Concurrent Enrollment (at high school by high school – GC/SC/... sections)	70	222	84	272	85	285	110	376	100	362
Dual Credit Enrollment (on campus for high school - HS sections)	NA	NA	NA	NA	NA	NA	2	6	12	38
On-line courses-GCCC	181	543	232	700	325	975	449	1347	409	1227
On-line courses-EDUKAN (E1/E2/... sections)	52	176	NA	NA	NA	NA	NA	NA	NA	NA
On-line courses-Contract	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Face to Face courses	1673	5317	1348	4312	1098	3420	902	2812	789	2489
Internships/practical	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Independent study, tutorials, or private instruction	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Developmental courses	1053	3159	815	2445	755	2265	651	1953	492	1476

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the “100+” column in the Class Sections column and 5 times under the “20-29” column in the Class Subsections table

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

No courses in the mathematics department have subsections.

Class Size per Academic Year								
	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2017-18 Class Sections	46	35	51	NA	NA	NA	NA	132
2017-18 Class Sub-Sections								
2018-19 Class Sections	42	45	31	NA	NA	NA	NA	118
2018-19 Class Sub-Sections								
2019-20 Class Sections	38	42	21	NA	NA	NA	NA	111
2019-20 Class Sub-Sections								
2020-21 Class Sections	49	55	14	NA	NA	NA	NA	118
2020-21 Class Sub-Sections								
2021-22 Class Sections	70	51	7	NA	NA	NA	NA	128
2021-22 Class Sub-Sections								
Totals Across 5 Years	245	228	124	NA	NA	NA	NA	597

E.3 Non-credit Courses: Complete only if your department offered non-credit courses. If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who completed the course.

No non-
were
by

Non-credit Courses					
Academic Year	{Please fill in academic years, i.e. 15-16.}				
Course	# of students completing	# of students completing	# of students completing	# of students completing	# of students completing

credit
courses
offered

mathematics department during the last five years.

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program’s class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

The outreach program has shown growth over the past 5 years. The online program has also grown. This is due to more offerings for these types of courses that were limited in the past. Our face-to-face courses have decreased. This is directly related to the increase of online courses. These past 5 years also spanned Covid-19. This is another factor. Our number of developmental courses offered has also decreased. We developed a new placement method that has helped students place in a higher course than our previous method. This factors into the decrease here.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

Most of our course evaluations are based on non-program classes, so using that feedback for the department is not ideal. That being said, student feedback is almost always positive and no overarching trends show.

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

With the limited feedback we have, our program appears to be meeting student needs. Comments noted in feedback from students is either already being addressed, or is in error (advanced courses are offered almost every Fall and Spring semester). I would agree, that more hands-on experiences for students are worth pursuing.

Our main concern here is not having a sustainable and reliable method for gathering student feedback. This is a department goal.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

Not applicable.

F.4 Constituent Feedback Analysis: Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

This is not something the math program does well, or at all really. Most feedback is given at an individual level, not a department level. Our changes are implemented on small, usually instructor-only, level scales.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to “recognize when information is needed and...to locate, evaluate, and use effectively the needed information” (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

The Comprehensive Learning Center (CLC) offers tutoring and is based out of our library. This is probably the most used library service by our math department. I believe every instructor, in some fashion, offers extra credit to students to use the CLC.

The library also provides students with access to Minitab, a data analysis program used by our MATH 110: Statistics courses as well as access to Lock-down browser for virtually-proctored testing.

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program’s effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

The GCCC Budget planning process is what our departments use for funding requests.
https://www.gcccks.edu/about_gccc/policies/budget_planning_policy.pdf

Faculty within the math department have also written grants for resources. Current practices are fairly successful in getting what our department needs. When new initiatives are brought forward, if they can’t be covered by local grants, then we occasionally use SGA and Science and Math Club or LSAMP/Bridges to help start processes.

G.3 Revenue and Expense Analysis: Program data from at least five academic years provided by Dean of Academics.

	2018	2019	2020	2021	2022
Tuition	358558.00	321470.00	301096.00	290604.00	301096.00
State	213367.44	200803.68	176519.97	170077.05	176080.41
Total Instruction	571925.44	522273.68	477615.97	460681.05	477176.41
State-Instructional Support	92322.45	77094.27	69971.88	69775.20	69797.64
State-Institutional Support	102580.50	93230.28	84284.31	82858.05	84074.43
Fees	205730.00	205530.00	231992.00	242964.00	261608.00
Total GCCC Support	400632.95	375854.55	386248.19	395597.25	415480.07
Total Financial Impact	972558.39	898128.23	863864.16	856278.30	892656.48

Salaries & Benefits	350405.14	363338.57	358608.61	380648.89	409450.55
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G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measurable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

The number of faculty members has stayed the same in the mathematics department. Any resignations were replaced for the following school year. There was one year (2020-21) where we did not have a Physics instructor. Despite looking for an instructor, we were not successful in hiring one. We are grateful that administration agreed that having Physics was important to the success of both having math and pre-engineering programs. And for the following year (2021-22) we advertised again, hired successfully and have our physics instructor in place. Currently we still see a low number of students enrolled in our pre-engineering program. Faculty have made efforts to work with four-years and offer more transferable, engineering-related courses as well to restructure our 4-semester plans to better serve students.

Without acquiring major physical program resources, we have no successes or failures to discuss.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

The mathematics program, while having a very low number of students, serves many students on campus through General Education requirements. This can in part be seen by table G.3 above. Our department has a positive financial impact on the college due to the gen-ed needs of all AA, AS, AAS, and AGS degrees.

If our program increases in size, we will not need any direct increases to budget. Currently our upper-level classes have enrollments of 12 or lower. Since class capacity is set to 24, we have a lot of room for growth with our current staff and classroom space.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

With the understanding that the math and pre-engineering programs do not serve many program students, however we do serve many students in a general education sense, here are some summaries.

Overall, our program students seem to be successful and satisfied with their classes and instructors. This is evidenced by data from B.9, the faculty has high quality where most students are satisfied with the faculty's teaching.

Despite stereotypes about who typically pursues STEM related fields, and probably due largely to the cultural make-up of SWKS, table D.1 shows the student enrollment by gender and ethnicity and that there has been an increase in Hispanic enrollment over the years.

A common problem throughout much of our report that could be addressed is to create a method for tracking alumni and create a system for gathering data on tracking successful students. This is reflected in our Program Goals – Component Area F.

Program Goals with Recommended Action Steps

Program Name: Mathematics and Pre-Engineering

Date: Spring 2023

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's Administrative Response, as well as ongoing strategic planning processes.**

(Attach **this** year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's **next** program review. See "Schedule for Academic Programs", Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context							
B - Faculty Characteristics and Qualifications	Research and consider hiring a nonmasters, math teacher whose focus in developmental education.	Look at peer institutions ; Look at our data on student success in developmental classes and identify barriers to success – math department	Spring 2023 and ongoing . Hire in Spring 2024.	Department meeting minutes showing discussion and research. Job description and posting. Interviews and hire.	Funding for new mathematics position.	Medium	Would directly impact student success. Would assist current math department in developing corequisite classes
C - Quality of Curriculum and Student Learning	Continue to research and develop corequisite classes	Look at peer institutions ; Look at our data on student success in developmental classes and identify barriers to success; make decision on current MATH 108C; redesign and develop coreq classes for rest of sequence as needed – math department	Spring 2023 and ongoing . New pathways effective Fall 2025	Department meeting minutes showing discussion and research. Pilot classes with data showing success. New classes through C&I as well as on line schedules.	None	High	Would directly impact student success and hopefully lessen time to complete associate's degree

D - Student Enrollment and Success	Increase proportion of females in program	HS recruiting trips and events, include male and female GCCC representatives	Fall 2023 and ongoing	Annual reports and next 5-year program review	Those already in place and needed for recruitment	Low	Increase enrollment
E - Academic Opportunities and Class Size							
F - Student and Constituent Feedback	Create an alumni feedback system	Work with Dean of Advancement and Alumni Creations and Assessment Coordinator to create an effective and sustainable program to gain alumni feedback and successes	Spring 2023 and ongoing . Hope to have data to report on next Program Review and program Assessment, Spring 2024	Department meeting minutes showing discussion and research. Minutes from meeting with Dean. Draft versions of program/questions/plan. Implementation of sustainable process	None known	Low	In the classroom, this might change what is done, but this probably affects our program course offerings and expectations. May also affect the extracurricular activities and clubs we offer.
G - Resources and Institutional Capacities							
Summary Conclusions							

Template Appendix A

Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Emphasis Area Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	Rewrite math department mission statement.	Full time math faculty will review current mission statement, use Assessment Training workbook to rewrite.	Start and complete in August 2018	NA This can be done in one session	NA	Low	Connections to college mission and course SLO's will be easier to identify.
B - Faculty Characteristics and Qualifications	Continue to peruse professional development	Attend conferences through year, either in person or web-based	Ongoing for 18-19 school year	Requests to Faculty Senate for funds throughout year	Funding for conferences, through FS	Medium	Keep teachers aware of current trends and strategies in math ed
C - Quality of Curriculum and Student Learning	Update PLOs and increase the success rates	Revisit the wording of PLOs and how we measure them	Ongoing for 18-19 school year	Rewrite in Fall 18	NA	Medium	Will make it easier to show math/pre-eng students are successful
D - Student Enrollment and Success	Increase student recruitment in high schools in the surrounding areas.	Establish connections with high schools in surrounding areas, let them know the opportunities & scholarships available. Scholarship directors will invite HS students to Discovery Day.	Ongoing for 18-19 school year	Recruiting will start at the beginning of fall and continue through discovery day. Follow ups with interested students will happen in the spring.	Recruiting materials from admissions. Printing from the copy center.	Low	Increase program oriented recruitment will improve enrollment in higher-level math and science courses.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Emphasis Area Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
E - Academic Opportunities and Class Size	Lower class size in developmental classes	Review success rates and class size at peer schools	Start: SP18 Complete: before F18	Class size will be lowered on course schedule	More sections may need to be offered for developmental classes	Medium	With smaller classes, faculty can better meet the diverse needs of developmental math students
F - Student and Constituent Feedback	Establish a method of gaining feedback	Research peer schools and begin to gather non-academic contact information from students	Start: SP18 Ongoing	By end of SP19, should have some means to contact alumni	Possible survey/letter	Medium	Will also us to track if our graduates are successful at the next level.
G - Resources and Institutional Capacities	Math department will provide a software (WebAssign/Canvas) workshop for math students prior to the start of Fall 18	All math faculty will provided topics to be discussed in the workshop. Workshop will take place during new student orientation.	Start and complete in August 2018	Workshop will be designed and delivered August 2018. This workshop can be used to inform future workshops for incoming freshman.	Online resources. Student accessibility to their canvas accounts. Good internet connection. Possible computer lab or other technology accessibility.	Medium	Workshop should reduce student software issues and allow class to be subject focused at the start of the semester rather than time being used for troubleshooting.
Summary Conclusions	Overall, math department is doing well. There are enough teachers,	Most strategies can be implemented by math faculty with some research.	Within coming school year.	Varies	Nothing of too much money, mostly time is needed.	Varies	All these goals will increase the success of the math/pre-eng departments

	and students' needs are being met.						and thus increase college success.
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Template Appendix B

Administrative Response Sheet—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix C

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

See file: [Program Assessment Math PreEng for 2023 Program Review.xlsx](#)

Template Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.



**ACADEMIC
PROGRAM REVIEW
REPORT**

**PROGRAM
AWARDS OFFERED**

AA Art

August 2023



Signature Page and Archiving

Vice President of Instruction

Date

President

Date

Archiving:

Division Chair submits to Dean and then Vice President for Instructional Services.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature pages



Program Review Faculty and Dean Verification

By signing I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

 Brian McCallum
 Program Lead [Type Name]

Date 08/08/2023

 Michael Knutson
 [Type Name]

Date_____

 Phil Terpstra
 [Type Name]

Date_____

 [Type Name]

Date_____

 [Type Name]

Date_____

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

 Division Leader [Type Name]

Date_____

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

 Dean

Date_____

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

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[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report.]

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Other Attachments (to be completed and sent under separate cover)
 Program Review Committee Report and Rubric
 Administrative Response

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose

MISSION: The Art Department at Garden City Community College is designed to meet the needs of the transfer student by offering a broad range of foundational studio courses, including Art History and Art Appreciation. These courses also meet the needs of those interested in pursuing art for personal enjoyment and enrichment.

PURPOSE: The courses in the Art Department are directed toward fulfilling the needs of three distinct groups. Regardless of the reasons for taking art courses, all students involved in the program become positive contributors to society’s economic and social well-being.

- **Group A:** Art majors seeking a broad foundational program who desire to transfer to a four-year college or university.
- **Group B:** Students who are not specifically art majors but have specific studio courses as a requirement for their major, e.g., Pre-architecture, Engineering, Graphic Design, Interior Design, and Industrial Design.
- **Group C:** Students who enroll in art courses for personal enjoyment and enrichment. These students may be “Nontraditional” or traditional students fulfilling credit outside of their course of study

CREDENTIALS

The Art Department currently is an emphasis. Art majors usually receive an AA (Associate of Arts).

RESPONDING TO BROADER SOCIETY

Since the last program review, the GCCC Art Department has continued rich, extracurricular activities, including art exhibitions, art demonstrations, and lectures—all of which serve to bring cultural diversity and arts education and enjoyment to traditional and nontraditional populations for enrollees and the greater community. Our extracurricular programming is free and open to the public.

A.2 Progress Since Last Review Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) ([Template Appendix A](#)), as well as the Administrative Response to those goals ([Template Appendix B](#)), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence of your progress toward accomplishing them. (If you don’t have a copy, ask your dean).

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Emphasis Area Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	Increase Diversity in Art Department through Non-	Teach courses. Outreach	2017-2018	1 year	advertising. \$500	High	Quality Diversity increase

	Traditional Student Enrollment A.2 Add certificate programs a.3 increases funding for gallery curation	a.2 investigate propose. a.3					
B - Faculty Characteristics and Qualifications	Maintain professional relevance in academic area	Attend 2 national conferences	2017-18	1 year	\$4000	High	Maintain professional relevance
C - Quality of Curriculum and Student Learning	Increase Quality of Professional Art Practice Programs and partnerships.	Budget allocation. Scheduling	2017-18	1 year	\$2000	High	Increase student success/opportunity
D - Student Enrollment and Success	d.1 Develop useful feedback tool for current cohorts. d.2 develop feedback tool for student/partner relationships	communicate with cohorts and co-curricular support d.2 investigate implement tool	2017-18	1 year	\$0	medium	Increase effectiveness according to student feedback
E - Academic Opportunities and Class Size	Add additional faculty member in Graphic design e.2 add course on digital photography	Study, Communicate, hire. e.2 find instructor or instructor from within the department.	2018	1 year	45,000	high	Increase size/effectiveness of program
F - Student and Constituent Feedback	create gcc task force for area wide communication tool f.2 create tool for student/constituent feedback f.3 create tool for student/alumni feedback.	Develop tool. Distribute in community f.2,f.3 communicate, disaggregate, implement information.	2018	1 year	2,000	high	Increase stakeholder input.
G - Resources and Institutional Capacities	G1 Create Equipment budget and planned obsolescence strategy	propose, develop budget Propose, Develop Budget	2018 2019	1 year 2 years	\$4000 annual 6-10,000	High High	Improve facilities. Improve facilities,

	G1.2 Move Mercer Gallery to the Front of Joyce						Increase exposure
H- Summary Conclusions	monitor, track, and improve the art program through						

- A. Non-Traditional enrollment is rising.
- B. Professional development continues to be strong
- C. Professional partnerships and opportunities have increased, particularly in public art activity.
- D. This is in process with SEM plan
- E. No change in this area
- F. An alumni director was hired. Alumni feedback has changed in the past few years. More students are moving to Snap Chat, which is more complex/ difficult to communicate. Having lost our primary tool (Facebook) for communication, we are moving toward using Formstack links for feedback.
- G. Equipment budget requested consistently thorough the budgeting process. It has not been allocated to this point.

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs *must* specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program within immediate previous academic year as well as those on the current academic year's faculty roster from the Dean's office as of November 1st (insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time faculty listed here]			
Brian K McCallum	MFA Ceramics 2003	Kansas State University	
Michael K Knutson	MFA Painting and Drawing 2013	Fort Hays State University	
[Part-time faculty listed here]			
Amanda Terrel	MA Art History 2010	Savannah College of Art and Design	

B.2 Faculty Demographics

	Faculty Demographics					
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are						
Non-resident (International)						
Asian						
Black, non-Hispanic						
Hispanic						
American Indian or Alaska Native						
Native Hawaiian / Pacific Islander						
Two or more races						
Race/Ethnicity Unknown						

(Or Decline to Identify)						
White, non-Hispanic		2	1		1	2
Totals		2	1		1	2
c.) Number of faculty with doctorate or other terminal degree		2				2
d.) Number of faculty who's highest degree is a master's, but not a terminal master's			1		1	
e.) Number of faculty who's highest degree is a bachelor's						

B.3 Faculty Scholarship/Service: Provide, in tabular or report format, a comprehensive record of faculty scholarship/service for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

Knutson Abbreviated Resume Since 2017

COMMITTEES AND APPOINTMENTS:

Prism Club Faculty Representative, 2019 – present
 Director of Galleries, 2017- to present
 Distance Learning Committee, 2016-19
 Writing Assessment, 2016 -18
 Art Club Faculty Representative, 2015 – present
 Curriculum and Instruction Committee, 2019 – 22
 Core Curriculum Committee, 2019 – present
 Faculty Senate, 2021 – present

OUTSIDE GCCC:

Garden City Arts, President, Board of Directors, 2015 – present.

PROFESSIONAL EXPERIENCE

2023 “Serious Play – FATE (Foundations Studio Arts and Art History Education) Conference” Rocky Mountain School of Art and Design, Denver, CO

2022 “Kansas Creative Arts Industries Commission – Making Murals Conference”
 Wichita, KS

2022 “KANSAS LGBTQ Leadership Conference” Kansas State University – Virtual

2022 “Kansas Creative Arts Industries Commission – Strategic Planning Round Table”
 Garden City, KS

2022 “Majestic Butterfly Mural” Garden City Municipal Court Building, Garden City, KS

2020 110TH CAA (College Art Association) ANNUAL CONFERENCE, Chicago Il

2019 “Southwestern Kansas Scholastic Art & Writing Competition” juror, Ulysses, KS

2017 “Kansas Arts and Craftsmen Association Live Figure Painting Demonstration and Workshop,” Bethany College, Lindsborg, KS

2017 “Fast Figures” Live Figure Painting Demonstration, workshop and lecture, Colorado State University-Pueblo, Pueblo, CO

AWARDS AND HONORS

2022 Outstanding Faculty Award (two years in a row) Garden City Community College, Garden City, KS

2021 52nd Annual Smoky Hill Art Competition, National Juried Exhibition, Runner-Up Award, Hays Arts Council Hays, KS

Outstanding Faculty Award, Garden City Community College, Garden City KS

2019 50th Annual Smoky Hill Art Competition, National Juried Exhibition, Runner-Up Financial Award, Hays Arts Council, Hays, KS

CURATORIAL EXPERIENCE

In the last 5 years, the Mercer Gallery has hosted 45 Art shows, and 25 Artists Workshops, featuring artists from across the region, including professors from Fort Hays State University, Wichita State University, Emporia State University, Kansas State University and The University of Kansas. (See attached CV for full list of curated exhibitions)

EXHIBITIONS

2021 “Re-Vanquishing the Flight of Fancy - GCCC FACULTY ART EXHIBITION,” Shafer Art Gallery, Barton Community College, Great Bend, KS

2021 “Vanquishing the Flight of Fancy - GCCC FACULTY ART EXHIBITION,” The Mercer Gallery at GCCC, Garden City, KS

2021 “Positive and Negative” Colby Community College Gallery, Colby, KS

2021 “Smokey Hill Art Competition” The Hays Arts Council, Hays, KS

2020 “Conquering the Flights of Fancy- GCCC FACULTY ART EXHIBITION” Deines Cultural Center, Russel, KS

2019 “Smokey Hill Art Competition” The Hays Arts Council, Hays, KS

2018 “Re-Engaging the Flights of Fancy- GCCC FACULTY ART EXHIBITION” Kansas Wesleyan University- GCCC FACULTY ART EXHIBITION, The Gallery, Salina KS

2018 “Engaging the Flights of Fancy- GCCC FACULTY ART EXHIBITION” Carnegie Art Center, Goodland, KS

2018 “Smokey Hill Art Competition” The Hays Arts Council, Hays, KS

2017 “CoLab - Collaborative works with Brian McCallum and Tara Dean” Baker Art Center, Liberal, KS

2017 “Friends of Imaginary Landscapes” Prairie Museum of Art and History, Colby, KS

McCallum:

Committees

SLAT, Chair

Faculty Senate
SEM team #1, Co-Chair

Exhibitions

2022 “Flights of Fancy” GCCC

2021 “Re Vanquishing the Flights of Fancy” Shafer Art Gallery, Great Bend, KS

2020 “Conquering the flights of fancy” Deines Cultural center, Russel, KS

2019 “Smokey Hill Art Competition” Hays, KS

2018 “Engaging the Flights of Fancy” Carnegie Art Center, Goodland, KS

Professional Membership: NCECA, CAA

Service/ Partnerships/Other: Advisor: GCCC PRISM, GCCC Art Club; YMCA Board of Directors; WKAA founder; HLC assurance argument #4 (writer)

Workshops Attended: NCECA, Minnesota, 2019

Workshops Organized: Several speakers and workshop talks to PAP class from 2017-present.

Lectures Presented: “From Zero to Hero” LGBTQ leadership conference (virtual) KSU, 2022

B.4 Omitted

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

QUALIFICATIONS:

The full-time faculty are exemplary in their teaching, community service, and scholarship. The demographics and qualifications among full-time faculty exceed the minimum for KBOR (Kansas Board of Regents) requirements. Currently, the core, full-time Arts faculty have terminal degrees with their earned Master of Fine Arts degrees.

One course, Art in the Elementary Classroom, is listed as **ART-2020** on the KBOR website and as **EDUC-202** in the current GCCC (Garden City Community College) catalog. This course becomes active for system state-wide transfer in the summer of 2023, and the department is still reviewing the expected instructor qualifications with the Dean of Instruction. Based upon feedback from KBOR institutions, for this specific class, the standard is to employ an instructor with a Ph.D. in Art Education or an MFA or an art instructor at the K-12 level with a Masters in curriculum or education.

GAPS:

Based upon student requests, it would be helpful to hire an adjunct or full-time instructor to teach Graphic Design and Photography. This would also benefit business and communications degrees, as mentioned in past program reviews (Since 2005). The current instructor in media is not qualified to instruct university level graphic design courses. We have identified a potential adjunct to teach this course; however, we are unsure of licensing for programs, facilities and times these courses can be offered.

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (Get from your dean's office).

	1 8 - 1 9			1 9 - 2 0					2 0 - 2 1				2 1 - 2 2				2 2 - 2 3			
	F A	S P	S U	TOT AL	F A	S P	S U	TOT AL	F A	S P	S U	TO TA L	F A	S P	S U	TO TAL	F A	S P	S U	TOTAL
Michael Knutson	1 9	1 8	6	43	1 9	1 5	6	40.5	1 9	1 8	6	43	1 5	1 5	6	42	1 9	1 5	6	40
Brian McCallum	1 5	1 5	3	33	1 5	1 6	6	37	1 5	1 6	6	37	1 5	1 6	9	40	1 5	1 9	9	43

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

The course load workload is acceptable. It is important to note that the visual arts studio course meets six hours a week for a three-credit hour course to follow national accreditation standards set by the National Association of Schools of Art and Design (NASAD). This means a faculty with 4 studio classes a semester and one general education class has 27 hours of contact time with students a week, compared to a more traditional teaching load of 15 hours of contact time a week. Studio courses are intended for majors and indicated by a four-digit distinction (example: 1113). Four-digit methods indicate that the course is for art majors and meets 90 contact hours a semester for a 3-hour, face-to-face class. This meets standards held by NASAD and increases the likelihood of 1:1 transfer of our courses into any institution nationwide.

Student contact time should be considered when assigning non-teaching commitments.

Additional offerings in Graphic Design, Photography, Figure Drawing, and other courses should be considered for the program to expand.

Faculty workload should express (no room on the chart) that Mercer Gallery Director, Michael Knutson has been in this position since 2018. The workload for the Gallery Director is considerable and should be additionally compensated. There has been no increase in compensation for over 17 years. One solution

might be to grant the Gallery Director a course reduction. With the addition of a Graphic Design Instructor, reducing one course would not affect the number of offerings from this program. In addition, a position of Assistant Curator could be created as an overload because there is unavoidable assistance needed by the Gallery Director considering travel, lifting, time constraints, class conflicts, etc. Currently, the workload is shared among faculty, but compensation is unfairly awarded solely to the gallery director.

B.7 Percentage of courses taught by full-time and part-time status: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2017/18	2018/19	2019/20	2020/21	2021/22
Full-Time	32/39 82.05%	38/41 92.683%	35/40 87.50%	54/51 88.235%	38/53 84.906%
Part-time	7/39 17.95%	3/41 7.32%	5/40 12.5%	6/51 11.76%	8/53 15.09%
TOTAL	100%	100%	100%	100%	100%

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio					
Academic Year	2017-18	2018-19	2019-20	2020-21	21-22
# Of Full-Time Faculty	2	2	2	2	2
# Of Part-time	4	1	1	1	1
FTE Faculty	3.33	2.33	2.33	2.33	2.33

*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

“Student Ratio Omitted”

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

Our program is split between two full-time professors and one adjunct online instructor. Enrollment has been on a slight downward trend due to the Covid-19 pandemic and changes to curriculum and instruction at GCHS and regional high schools. However, we believe this trend will change in the near future. The current ratio of full-time art faculty to students is reasonable.

Graphic Design and Photography courses could be handled by full-time qualified faculty here on the GCCC campus.

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.

Please see the chart listed in Appendix H for this information;

The results of teaching effectiveness continue to be positive with all three instructors averaging < 4.25 on nearly every category. EOS surveys continue to be used to improve instruction and reflect upon several key course components. In addition to the standard EOS, our majors courses require students complete a reflection on their work and offer specific suggestions for course improvement. These tools have proven to be very effective for course improvement. Requesting suggestions for specific improvements in courses have led to changes in curricula across the program.

B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.

While it is essential to utilize end-of-the-semester student review tools to plan for continual improvement, the Art Department also builds in student feedback and requests at the course level, which is meaningful for course delivery. This consistently leads to positive change in the classroom. Traditional course feedback tools rarely result in meaningful course improvement. In the last 5 years since our last program review, Brian McCallum received Outstanding Faculty Member of the Year in 2018/19 and Michael Knutson received it back-to-back years in 2020/21 and 2021/22. Knutson is the first and youngest faculty to repeatedly win this award, which is determined by a vote of faculty peers. Please see attached appendix G for GCCC Art Alumni quotes and testimonials.

We are waiting to hear back from our alumni at the time of this draft (06/23)

B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

The faculty currently teaches via various delivery methods, including the following: full-time face to face, hybrid, accelerated, and online. Furthermore, local and regional workshops and demonstrations are provided by faculty to high schools, art centers, and universities.

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

Departmental Practice:

Faculty are professional, practical, and dedicated to student success. This is evidenced by their substantial scholarship, involvement in community and state organizations, and classroom success.

Planning for Continual Improvement:

The Visual Arts Faculty will continue to be effective, professional, and dedicated to student success. This will be accomplished by sustaining their current scholarship levels and continued involvement in community and state organizations.

Additional funding for professional development should be available for the Visual Arts Department faculty as they continue to exemplify professionalism in the arts at the community college level.

Additional funding for arts programming should be available to provide honorariums for speakers and presenters. Visiting speakers are an excellent resource for students. These guests also serve as outreach for the institution, providing valuable insights into teaching and professionalism for the current faculty.

New or updated and improved facilities will help the program maintain its current numbers and allow the continued growth. Currently facilities are stretched beyond capacity and safety. Our facilities provide a visual arts hub of southwestern Kansas and currently they are insufficient. GCCC Art facilities are usually inadequate when compared to regional high schools

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

Program Emphasis:

Our program aligns with university programs across the state in most fundamental class offerings. Areas lacking include Graphic Design, Digital Photography, Figure Drawing, and Metalsmithing. Graphic Design is the emphasis that many of our art majors are eager to declare. We do not currently offer any art courses in Graphic Design. Graphic Design is suited for the art program and could also help supplement both mass communication and business programs on campus. It should be noted that Graphic Design should be housed in the art department as it is the state and national standard.

Our major's courses are indicated by a four-digit distinction (example: 1113). Four-digit methods indicate that the course is for art majors and meets 90 contact hours a semester for a 3-hour face-to-face class. As previously stated, this meets NASAD (National Association of Schools of Art and Design) standards and increases the likelihood of 1:1 transfer of our courses into any institution nationwide. Unfortunately, additional student contact time is not currently taken into account when assigning the faculty teaching load at GCCC.

Best Practices:

Faculty meet weekly to discuss the quality of the art program and the curricula we offer. In addition, faculty travel to conferences when funding is available. For example, Michael Knutson traveled to CAA (Collage Art Association) in early 2020 and attended numerous sessions relating to professional development and practice in the university environment.

Our department reviews online syllabi and course offerings at least once per semester to ensure that our 100- and 200-level courses align with our partner universities' needs. In addition, we have extensive communication with our alumni and inquire about their experience here at GCCC and how it affects their success in art programs throughout the state. We use that feedback to adjust and improve curricula. See appendix G.

Insuring Continual Improvement:

We regularly communicate about our former students' levels of ongoing success with their new professors at universities to determine how our former students' abilities align with their colleagues. In addition, we use the Mercer Gallery as a tool for our students to build relationships and communication with professors from regional 4-year transfer institutions. This is done through art exhibitions, visiting artist lectures, and artists' workshops.

Finally, we look at syllabi, SLOs, PLOs (Program learning outcomes), and other aspects of Art Departments in the State and throughout the nation. In this manner, we determine what projects, expectations, and outcomes are standard for our student population.

C.2 Assessment of Student Learning: Attach your program’s most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of explanations for these results.

C.3 Curriculum Map of Program Student Learning Outcomes:
 Paste your program’s curriculum map below or attach it as an appendix.

Art		Curriculum Mapping				
Program Outcomes: Upon completion of the program, graduates will be able to...	Institutional Skills	Critical Thinking: from a selection of projects, oral presentations, critiques, sketchbooks, portfolios and/or written papers, demonstrate an awareness of the contemporary concerns in art, and can assess critically their own contribution.	Technical competency: demonstrate a reasonably high degree of competency of technical execution appropriate to their chosen medium and will apply the basic elements and principles of design in the execution of artwork	Cultural diversity: Recognize and respond to cultural differences through the study and production of artwork.	Written and oral communication: communicate effectively in a variety of written, oral and visual forms including using vocabulary specific to Art.	Professional Development engage in hanging, promoting, marketing and writing about themselves and their artwork.
Courses						
ARTS 121 Art History I	12345	IRA		IRMA	IRA	
ARTS 101/1013 Drawing I	235	IRA	IRA	IRA	IR	
ARTS 2023 Drawing II	1234	IRA	IRA	IRA	IR	

F2020

Mapping	
I	Introduced
R	Reinforced
M	Mastered
A	Assessed/Artifact

ARTS 2043 Watercolor Painting	123	IRA	IRA	I	IR	
	5					
ARTS 109/1093 Digital Photography	123	IRMA	IRMA	I	I	IRMA
	45					
ARTS 2073 Oil Painting	123	IRA	IRA	IRA	IRA	IR
ARTS 2083 Advanced Oil Painting	123	IRMA	IRMA	IRA	IRA	IR
	45					
ARTS 124/1243 Design	123	IR	IR	IRA	IR	IR
	45					
ARTS 1303 Printmaking	123	IRA	IRA	IRA	IRA	
	4					
ARTS 2303 Advanced Printmaking	123	IRA	IRA	IRA	IRA	IRA
	45					
ARTS 2353 Mixed Media	123	IRA	IRA	IRA	IRA	
	45					
ARTS 225 Professional Arts Practices II	123	IRMA	IRMA	IRA	IRMA	IRMA
	45					
ARTS 226 Professional Arts Practices II	123	IRMA	IRMA	IRA	IRMA	IRMA
	45					
ARTS 1103 Sculpture	123	IRA	IRA	IRA	IRA	
	4					
ARTS 111/1113 Ceramics	123	IRA	IRA	IRA	IRA	I
ARTS 2123 Advanced Ceramics	123	IRA	IRA	IRA	IRA	
	45					
ARTS 2133 Ceramics on the Wheel	123	IRA	IRA	IRA	IRA	I

Essential Skills	
1	written communication
2	oral communication
3	critical thinking
4	cultural diversity
5	social responsibility

Employability Skills	
C	communication
P	problem solving
W	work ethic

ARTS 1293 Three-Dimensional Design	123	IR	IR	IR	IR	IR
ARTS 201/2013 Projects	123 45	IRA	IRA	I	IRA	IR
ARTS 2113 Figure Drawing	123 45	IRA	IRA	I	IRA	IR
ARTS 2003 Creative Phtography	123	IR	IR	IR	IR	IR
ARTS 1283 Typography	123 45	IRA	IRA	I	IRA	IR
ARTS 1273 Introduction to Graphic Design	123 45	IRA	IRA	I	IRA	IR
ARTS 122 Art History II	123 45	IRA		IRMA	IRA	

C.4 Assessment of Curricular Effectiveness: Using your program’s curriculum map and the evidence collected from the assessment of student learning, outline your program’s intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

During the curriculum mapping process, we identified Cultural Diversity as an area of strength in instruction and a place of weakness in producing artifacts. Steps are being taken to correct this discrepancy

Our course and alumni feedback assist us in understanding the changes we need to make with our capstone courses. (arts 225,226)

In co-curricular assessment we learned from our indirect measures that our students felt well prepared by our travel program and various visiting artist programming, which introduced them to art methods and types.

In course assessments we have continually adjusted measures and made changes to course curricula to assure our pedagogy is effective and impactful.

Institutional skills assessment has helped us to understand the scope of “Cultural Diversity” and “Social Responsibility.” Preparatory instruction and scaffolding concepts have aided our ability to assess student success in this area.

As discussed previously, there is a need for courses to be taught in Graphic Design. It would be in GCCC's and our students' best interests if these courses were offered at least every other year.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum? Diversity may include differences in religion, race, ethnic origin, nationality, socioeconomic status, sexual orientation, gender identity and expression, disability, and political ideology.

As previously stated, cultural diversity has been identified as an area of strength in terms of instruction and a place of weakness in producing artifacts. Steps are being made to correct that moving forward. However, the common tools for assessing cultural diversity remain difficult to develop at this level. Suffice it to say that the art department welcomes people from all walks of life, all races/ethnicities, all genders, all ages. Within our classes, students are encouraged to creatively express themselves according to the truths that arise from their unique life experiences. One needs only to observe the art produced by our students to gain a sense of the diverse richness of our student body. Artwork is indeed a viable form of artifact.

As a program goal, we are attempting to increase diversity by increasing the number of non-traditional students in our courses. Steps to increase these numbers include community outreach, such as workshops and demonstrations at both art and senior centers.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

The Art Department continually evaluates our program at the course and program level. We complete course reviews and meet weekly to discuss needed actions for continuous improvement across the curriculum.

The current course/program/division-level tracking process will lead to more cohesive planning and data monitoring.

Evaluating course/program/division level will change as more faculty collaborate to provide input, and outputs are streamlined, available, and accessible on various platforms.

Findings of our Quality of Curriculum Assessment for the past two years include:

1. Need for additional artifacts demonstrating Diversity within the program
2. Need for courses in Graphic Design and Digital Photography
3. Need to increase classroom diversity by increasing the non-traditional student population

4. Need to add a capstone course as a culmination of student success (added 2016)
5. Need to connect with alumni for recruiting and retention effectiveness (begun, 2017)

Component D: Student Enrollment and Success

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	[2017/18]		[2018/19]		[2019/20]		[2020/21]		[2021/22]		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)					1						1
Asian	3		1						1		5
Black, non-Hispanic		1	1					1		1	4
Hispanic	5	2	9	6	9	3	12	6	14	5	71
American Indian or Alaska Native									1	1	2
Native Hawaiian / Other Pacific Islander											0
Two or more races									1		1
Race/ethnicity Unknown							1		1	1	3
White, non-Hispanic	3	1	9	1	2	3	1	4	2	7	33
<i>Totals</i>	11	4	20	7	12	6	14	11	20	15	

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community, that might explain enrollment trends? What does the evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

The following are three categories of recruitment strategies that the current faculty have identified:

Outreach to High Schools

Increase diversity through nontraditional enrollment

Update GCCC art website

HIGH SCHOOL OUTREACH:

Over the past two years, the GCCC Art Department has taken steps to increase recruitment by visiting area high schools and demonstrating our skills and techniques. Area schools are on a 2–3-year rotation to ensure we can reach as many students as possible. This outreach is successful now. Thus far, the number of students in the department has increased. Furthermore, we are expanding our outreach to out-of-county students. We have plans to travel to Pratt, Oberlin, and Lamar, CO in 2023-24. In addition, as GCCC Art Faculty, we jury local and regional high school art exhibitions, which promotes GCCC to prospective students and allows us to review their portfolios.

NON-TRADITIONAL ENROLLMENT:

The Art Department has recognized a need for additional nontraditional enrollment. Non-traditional students used to comprise a significant number of our student population, but that has decreased in recent years. We are currently taking initiative to increase our numbers of non-degree-seeking students who are often more dedicated to hard work, who share their life experiences, and provide positive examples to traditional students of the lifelong impact of the arts. This is an excellent opportunity for community members to interact with the community college and creates a wonderfully diverse classroom experience.

WEBSITE DEVELOPMENT (an ongoing request from the Art Department in the planning process since 2003):

The GCCC Art Department website needs a major overhaul. Many traditional students are comfortable communicating with us; however, to reach a broader audience, people must be able to go online to learn about what we offer. We currently do not allow online registration, scholarship applications, portfolio upload, virtual tour, online films of our processes, interviews of the instructors, etc. These aspects of a functional/enhanced website would benefit the college. In addition, we would like to add an alumni page containing a statement by each alumnus about how GCCC helped them reach their successes. The arts have requested this for several years.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

Our student population is diverse and of average to above average in academic capability. We seek quality-driven creatives, who may or may not be identified within the current, pre-collegiate educational system. Non-linear thinking is a trait that is highly valued in business and the hard sciences. At this time, the only change to our student type would be the addition of nontraditional students.

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enriches a student's educational experience.

Art Club is organized and sponsored by the GCCC faculty. It enriches the student experience through community service and travel opportunities. The Art Club cosponsors numerous activities throughout the year. The Art Club allows Art Majors to get involved on campus and in the community through multiple events organized by the Student Government Association. On average, twice a year the club travels to art events in the region. The club allows our art scholars to expand their horizons and serve as ambassadors of the arts in the GCCC and Southwest Kansas communities.

GCCC Potters Guild The GCCC Potters Guild organizes pottery event opportunities to market their wares while raising monies for the GCCC Arts Programs. There are sales events on campus in the fall and spring and fair arts opportunities in the summer. Monies raised by the Potters Guild help fund visiting artists and equipment purchases.

GCCC PRISM PRISM (Providing Respect and Inclusion for Social Minorities) allows a safe, supportive space for students who are from any social minority including LGBTQ+. Outreach includes promoting similar organizations in the region and participating in educational, recreational, and community service events.

Visiting Artist Program Each year, through this program, students expand their knowledge by experiencing hands-on demonstrations and lectures by professional artists, musicians, and writers. In addition, the students offer their suggestions for upcoming events. Past artists include faculty and graduate candidates from area colleges and universities and professional artists and musicians.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

The Art Department assists students in finding scholarship opportunities. This is done by working with the endowment office to award the most deserving students endowed monies.

The Art Department has worked with numerous special needs individuals. We have partnered with Compass Health to facilitate a course for multiple clients with special needs. We completely integrate special needs students into our classes. GCCC's Art Department has an extensive record of inclusiveness. We welcome and serve students identifying as non-traditional gender and students with special needs.

In addition, the Professional Arts Practices class requires annual student outreach. These outreach opportunities have spread public service through the community including schools, nursing home facilities, and art centers.

Career opportunities

A priority of the Professional Arts Practices (PAP) course is to guide students toward professional creative success. As a result, graduates report they feel well-prepared and far advanced compared to their college junior colleagues.

The creative opportunities offered to PAP students include:

Website development

CV and official statement writing

Business card designing

Blogging

A unique project that includes community outreach and grant/visiting artist submission

Curatorial experience

Grant writing

Hanging, promoting and curating art exhibitions

Development of practical professional studio experiences.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

Many of our Alumni are accomplished in the arts, education, and areas of business. We continue to feature alumni in our programming. Several have returned to GCCC for shows, programs, and workshops. Most recently Tristan and Hannah Lindo were featured in the Mercer Gallery and both had tremendous workshops (Tristian Lindo – MFA, 2022, University of Kansas
Hannah Lindo – MFA , 2022 University of Kansas)

For this program review we are focusing on gathering information about students who experienced the PAP 225 and 226 courses. Survey will be included in an appendix in the near future.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

GPA Trend										
	2017-18		2018-19		2019-20		2020-21		2021-22	
	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg	Average GPA in major/program	GCCC Avg
Non-resident (International)	n/a	n/a	n/a	n/a	2.444	3.101	n/a	n/a	n/a	n/a
Asian	3.717	3.275	4.000	3.232	n/a	n/a	n/a	n/a	2.063	3.114
Black, non-Hispanic	2.647	2.407	3.875	2.412	n/a	n/a	3.313	2.176	2.882	2.598
Hispanic	3.007	2.832	2.483	2.792	2.558	2.741	2.549	2.708	3.028	2.731
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1.417	2.683
Native Hawaiian / Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.032	2.75
Race/ethnicity Unknown	n/a	n/a	n/a	n/a	n/a	n/a	2.680	2.747	2.476	3.007
White, non-Hispanic	2.875	3.146	2.904	3.097	3.171	3.091	3.183	3.034	2.906	3.135
Female	3.417	3.030	3.088	3.016	2.677	2.948	2.952	2.902	2.829	2.910
Male	2.191	2.790	1.772	2.683	2.812	2.716	2.406	2.651	2.859	2.839

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions										
	20		[XX-XX]		[XX-XX]		[XX-XX]		[XX-XX]	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)										
Asian	1		1							
Black, non-Hispanic										1
Hispanic			2		3	1	1	1	4	

American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown										
White, non-Hispanic	1				1		1	3		1

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a Retention Rates

One-year retention rates (Fall to Fall)											
5-year average		Fall 2017-2018		Fall 2018-19		Fall 2019-20		Fall 2020-21		Fall 2021-22	
# In Cohort	% Retained	# In Cohort	% Retained	# In Cohort	% Retained	# In Cohort	% Retained	# In Cohort	% Retained	# In Cohort	% Retained
120	54.17%	15	60.00%	27	40.74%	18	50.00%	25	60.00%	35	60.00%

D-9b Graduation Rate (150% of time)

Program 3-year graduation rates													
5-year total			Entering cohorts Fall semester										
			Fall 2017-2018		Fall 2018-19		Fall 2019-20		Fall 2020-21		Fall 2021-22		
% Graduated	# In cohort	# Graduated	% Graduated	# In cohort	% Graduated	# In cohort	% Graduated	# In cohort	% Graduated	# In cohort	% Graduated	# In cohort	
19.17%	120	23	13.33%	15	25.93%	27	16.67%	18	16%	25	20%	35	

D-9c Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer in Hours														
Fall 2017-2018			Fall 2018-19			Fall 2019-20			Fall 2020-21			Fall 2021-22		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH
2	78.50	0.0	3	78.67	0.0	5	72.20	7.80	6	65.17	3.50	6	69.50	2.0

D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
Fall 2017-2018		Fall 2018-19		Fall 2019-20		Fall 2020-21		Fall 2021-22	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated

2.00	2	1.00	3	2.00	5	2.00	6	2.00	6
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Note: The time to degree cohorts is established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program’s recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

- a. What does the evidence from the above data suggest regarding how well your program is producing successful students?
- b. List specific events/activities that the program uses to increase student retention and degree completion.
- c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
- d. Identify any areas in need of improvement for producing successful students.

Graduation and retention rates are not where we would like them to be. The evidence suggests that we have a very low retention rate, however many of those cohorts either do not respond to, enroll with, or become an active part of our cohort. This needs to be addressed with the director of advising and a path forward mapped. In some cases, we learn about the existence of majors when they are enrolled in ARTS 120 their sophomore year.

- a. The art program produces successful students. We keep in contact with many of them as they progress though their journey in universities. Thus far, our students report that the greatest challenge in the continuance of their education is the financial burden they face at the next level.
- b. We instituted a scholarship renewal program in 2018 that helps us understand what challenges students face with academic and personal life
- c. We attempt to keep in touch with non-completers though social media and personal outreach. A few students have returned and eventually completed. Students and former students report that external circumstances (family and financial difficulties) lead to them leaving GCCC.
- d. If more money were available for assisting returnees it might be possible to increase the number of completers, although it is not possible to do so due to federal regulations.

Component E: Academic Opportunities and Class Size

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	Academic Year 2017-18		Academic Year 2018-19		Academic Year 2019-20		Academic Year 2020-21		Academic Year 2021-22	
	# Of students	Total SCH	# Of students	Total SCH	# Of students	Total SCH	# Of students	Total SCH	# Of students	Total SCH
Outreach program (aggregate)										
Concurrent Enrollment (Outreach-HS)										

Dual Credit Enrollment (Outreach-HS)	na	na	1	3	2	6	7	21	8	24
On-line courses-GCCC	121	363	85	255	167	501	151	453	197	591
On-line courses-EDUKAN										
On-line courses-Contract										
Face to Face courses	341	995	340	976	306	884	241	701	278	800
Internships/practice										
Independent study, tutorials, or private instruction										
Developmental courses										

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the “100+” column in the Class Sections column and 5 times under the “20-29” column in the Class Subsections table

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
[Please fill in academic years, i.e., 15-16.]	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2017 General Class Sections	16	9	10	0	0	0	0	35
2017 Edukan Class Sections	5	0	0	0	0	0	0	5
2018 General Class Sections	23	8	9	0	0	0	0	40
2018 High School Class Sections	1	0	0	0	0	0	0	1
2019 General Class Sections	19	8	11	0	0	0	0	38
2019 High School Class Sections	2	0	0	0	0	0	0	2

2020 General Class Sections	33	8	7	0	0	0	0	48
2020 High School Class Sections	3	0	0	0	0	0	0	3
2021 General Class Sections	25	14	7	0	0	0	0	46
2021 High School Class Sections	6	0	0	0	0	0	0	6
Totals Across 5 Years	133	47	44	0	0	0	0	

E.3 Non-credit Courses: Complete only if your department offers non-credit courses. If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

N/A

Non-credit Courses					
Academic Year	[Please fill in academic years, i.e., 15-16.]				
Course	# Of students completing	# Of students completing	# Of students completing	# Of students completing	# Of students completing

E.4

Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

Student enrollment in ARTS 120 and 121 has been trending upward due to the increased offerings online and during the summer. Therefore, the impact on student learning includes increasing the number of students served. With the current facilities and number of cohort members, GCCC Art Department cannot expand the size of art courses. Currently, the Art Department is experiencing high overall numbers in many classes. In addition, most art labs are far overstretched and are in dire need for expansion. Current expansion plans are on hold.

As a result of the last program review, we were considering adding a certificate program to the department. However, upon further information gathering, it was determined that the employability for graduates of such certificates would be low. Despite the potential boost to ARTS enrollment, it would not be useful for graduates, so the plan was abandoned. We are open to exploring this avenue in the future, but without an employable or tangible skill we don't see the efficacy of this option at this time.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

We use in-class and end-of-year course feedback assessments to understand what student perception of the program is. We use these surveys in our program reviews, although participation to this point has been very low.

As a result of the program review process, we have developed a funding renewal process to assess student performance and receive program/institutional feedback from our students. This process has been fantastic as a communication and retention tool.

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

See Appendix G for alumni statements about the effectiveness of our instruction to their current success. Not completed to a great extent at this point.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

It is our suggestion that this information be collected and tracked though the Alumni Association.

We regularly survey students to understand their success after graduating and/or leaving the program. The feedback given from liaisons (pap class service problem) has been positive.

F.4 Constituent Feedback Analysis: Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

The Art Department uses in-class assessment tools and regular meetings with students to gather information about our program's overall effectiveness. Our relationship with our students is based on open communication so we may ascertain their needs and respond to them.

Negative feedback tends to involve improving the facilities in the area, which are often older and more compact than the high schools they attended (GCHS is a prime example). Alumni who study art in four-year institutions report that they need to prepare more in figure drawing and graphic design.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to “recognize when information is needed and...to locate, evaluate, and use effectively the needed information” (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

The Library Resources and Information Literacy on this campus are adequate. The library and computer labs should be accessible 24 hours. Information is readily available for our students; however, seeing more art-related material acquisitions in the library would be great. This includes public art across the campus that could increase art-related resources and improve quality of life on campus.

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program’s effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

The faculty (both current and former) have identified and responded to several areas of need:

- The need to create an Equipment Budget to maintain, update and replace existing equipment needs. The need to update and purchase equipment has been creatively handled by acquiring several mini grants. Grants, however, are not sustainable for ongoing equipment needs, and an equipment budget needs to be created. The faculty has requested this for over 20 years.
- The need to create a Fine Arts Lecture Series Account to provide a budget for lecturers, visiting artists, and workshops. This has been creatively handled by establishing an SGA “Art Receptions” account, which, in conjunction with endowed funding, has paid for many art programs since 2006.

PROCESSES NEEDING IMPROVEMENT: There are several equipment acquisition needs that must be planned for and implemented. These needs have been documented. Many of them are safety related. It is not competent for a public institution to rely upon grants to provide ventilation, heat exhaust, dust filtration, safe spaces, etc.

The institution should make a more significant financial commitment to providing additional art programming. Art programming is attended by community members who indicate that

opportunities improve their quality of life. This is an excellent use of GCCC funding dollars and should continue with increased funding. This assertion is based upon informal constituent feedback at art events such as art openings, workshops, readings, and the like. As mentioned in several other areas of this review, a comprehensive regional task force should assess what the tax-paying citizens served by GCCC receive and what they would like to receive from this institution. It is essential that a community college actively communicates with its constituents.

The institution needs to fund GCCC students in the Instructional and supply accounts adequately. Developmental students—especially those living in an area that does not possess several art supply options—require that we place fees on courses and provide materials for all students in the classroom. Therefore, adequate monies must be available for these courses to be successful.

G.3 Revenue and Expense Analysis: Insert program data from at least five academic years. **Obtain this information from your dean.**

	2018	2019	2020	2021	2022
Tuition	86132.00	76738.00	88877.00	65087.00	88877.00
State	49695.36	48195.84	50256.36	42084.90	50915.70
Total Instruction	135827.36	124933.84	139133.36	107171.90	139792.70
State-Instructional Support	21502.80	18503.76	19921.44	17265.60	20182.80
State-Institutional Support	23892.00	22376.64	23996.28	20502.90	24311.10
Fees	49420.00	49062.00	68479.00	54417.00	77221.00
Total GCCC Support	94814.80	89942.40	112396.72	92185.50	121714.90
Total Financial Impact	230642.16	214876.24	251530.08	199357.40	261507.60
Salaries & Benefits	176007.36	166752.74	206274.58	181513.56	204988.11

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measurable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

Since the last program review, the Visual Arts Department has used space that was formerly
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occupied by theatre and choir. With the re-boot of drama, we have concerns that our students will suffer. Matting, framing, and gallery storage is a must for any art facility. A gallery requires equivalent space in storage. It is our hope that spaces currently used can continue to be used by the arts department in the future.

Non-budgeted Monies:

- In 2018, the Art Department won a Mini Grant for Photo Printer and Equipment - The addition of photography equipment has led to professional documentation of artwork by students, especially cohort members in ART 225, and 226. The ongoing archival record serves to document art department success and prepare students for future professional activity.
- In 2021, the Art Department won a Mini Grant for Printmaking Press Safety Equipment. The addition of print bed extensions and a printing press cover along with a lithography squeegee gained through a mini grant has made the 2D room more efficient, safe and clean.
- In 2020 and 2022, the Art Department won mini grants for the purchase of kiln shelving.

The Art Department has been consistently frugal and efficient wherever possible in efforts to maintain an excellent department with very minimal budgets.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

The department costs have risen considerably since Covid-19, as the inflation rates have made it necessary to increase student fees.

The existing facilities are inadequate, especially when compared to regional high school and Universities, many of which have made improvements recently. Graphic Design has no course offerings, preventing growth. Additionally, we are often assigned majors that we never see, advise, or meet.

Creating an Equipment budget is vital to maintaining a healthy and safe studio environment. Equipment has not been purchased through regular budgetary streams for the visual arts department in over a decade. The department has relied on outside resources such as grants and donations to maintain current equipment needs. Monies should be made available to keep and replace outdated equipment. This will allow the department to be proactive in improving and maintaining equipment. Equipment needs include but are not limited to

- Three electric kilns at \$3000 to \$5000 each
- 8 to 14 throwing wheels at \$800 to \$2000 each
- Ceramic Drying Racks, \$1000 to \$2000 each
- 14 easels at \$500 to \$1200 each
- 14 Painting/Drawing Taborets, \$600 to \$1300 each
- Drawing Paper Storage for 30 or more students at \$2000 to \$5000
- Flat file storage, \$1000 to \$4000
- Model Stand, cost TBD
- Printmaking Acid Room Equipment at \$2000 to \$5000
- Studio Lighting, \$500 to \$3500
- Updated Printmaking Ventilation, cost TBD
- Spray Booth with ventilation, \$3000 to \$6000
- Printmaking miscellaneous hand tools, \$1000 to \$3000
- Updated Design/Sculpture/Woodshop Ventilation, cost TBD
- Design/Sculpture/Woodshop miscellaneous Hand Tools, \$1000 to \$3000
- Panel saw at \$1500 to \$5000
- Design/Sculpture/Woodshop Dust Collection System, \$3000 to \$5000
- Design/Sculpture/Woodshop Dust Collection houses and fittings, \$3000 to \$5000
- Belt/Edge/Drum Sander, \$1500 to \$5000
- Updated Miter Saw, \$1000
- Wood Lathe and Equipment, \$1200 to \$5000

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

AREAS OF STRENGTH

The Garden City Community College Art Department continues to thrive in areas of academic offerings, professional development, and service to college and students. We provide a high number of transferrable courses in areas that serve our three groups, transfer students—majors and non-majors—and lifelong learners. In addition, our co-curricular clubs provide needed opportunities for activities and the greater GCCC community. Many of our graduates have gone on to professional careers in the arts and have positively impacted the communities where they live, including Garden City.

AREAS FOR IMPROVEMENT

The Art Department could improve its offerings of courses in graphic design and digital photography.

The Art Department is addressing diversity through recruiting nontraditional students.

The Art Department is addressing financial needs through grant writing and annual budget requests.

The Art Department has plans addressing recruitment by traveling out of the county.

The Art Department will continue to explore avenues for addressing retention through improved coordination of cohorts and communication throughout the students’ academic journey.

The Art Department has small, outdated, and crumbling facilities that are of substantial health and safety concerns to faculty, students, and community members who enter the Pauline Joyce Fine Arts Building. These concerns, as described in this document, are beyond the department’s ability to ameliorate, and should obviously be among GCCC’s top priorities; however, renovation plans have been repeatedly canceled throughout the years while other buildings and departments receive funding and attention to the basic needs of infrastructure.

Program Goals with Recommended Action Steps Program Name: ART _____
Date: _____

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean’s Administrative Response, as well as ongoing strategic planning processes.**

(Attached **this** year’s “Program Goals with Recommended Action Steps” as Template Appendix A in your program’s **next** program review. See “Schedule for Academic Programs”, Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Emphasis Area Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	Continue to increase Diversity in Art Department through Non-Traditional Student Enrollment	Outreach to local community organizations. Promote through advertising	2023-	Yearly	advertising. \$500	High	Diversity Inclusion Quality of life for county residents.
B - Faculty Characteristics and Qualifications	Maintain professional relevance in academic area. Increase regional exposure.	Attend a minimum of 2 national conferences Propose exhibitions	2023-	yearly	\$4000	High	Maintain professional relevance
C - Quality of Curriculum and Student Learning	C1 Increase Quality of Professional Art Practice Programs and partnerships. C2 Improve curriculum to maintain high standards	Budget allocation. Feedback from completers	2023-2026	1 year	\$2000	High	Increase student success/opportunity
D - Student Enrollment and Success	d.1 Develop useful feedback tool for assessment of alumni d.2 improve partner feedback. d.3 increase recruitment footprint regionally	communicate with cohorts and co-curricular support d.2 investigate implement tool	2023-26	1 year	\$0	medium	Increase effectiveness according to student feedback
E - Academic Opportunities and Class Size	Add additional faculty member in Graphic design e.2 add course on digital photography	Study, Communicate, hire. e.2 find an instructor.	2023-2025	1 year	45,000	high	Increase size/effectiveness of program. Increase enrollment.
F - Student and Constituent Feedback	Implement effective tools for alumni communication.	Work with alumni director to	2023-2024	1 year	2,000	high	Increase stakeholder input.

		implement communication tool.					
G - Resources and Institutional Capacities	G1 Create Equipment budget and planned obsolescence strategy G2 increase visibility of art department through hanging and distributing permanent collection through the campus and in nontraditional spaces. G3 move art department to an updated facility G4 acquire adequate printmaking and ceramic equipment.	propose, develop budget	2023	1 year	\$4000 annual	High	Improve facilities. Allocate monies ethically.
		Communicate. Hang. budget	2023-25	2 years	2,000	High	Improve facilities, Increase exposure
		Communicate to administration about plans for move	2023-2028	5 years	12 million		""
		Apply for MJW grant to revive equipment.	2023-24	2 years	25,000		""
F Retention	F 1 Identify all students in cohort and enroll them in appropriate courses	Meet with dir. of advising and athletic advisor. Map a path forward	2023-ongoing	5 years	none	High	Retention increase and students are on the correct cohort path.

Template Appendix A

Program Goals with Recommended Action Steps—From Previous Review

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Emphasis Area Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	Increase Diversity in Art Department through Non Traditional Student Enrollment A.2 Add certificate programs a.3 increase funding for gallery curation	Teach courses. Outreach a.2 investigate propose. a.3	2017-2018	1 year	advertising . \$500	High	Quality Diversity increase
B - Faculty Characteristics and Qualifications	Maintain professional relevance in academic area	Attend 2 national conferences	2017-18	1 year	\$4000	High	Maintain professional relevance
C - Quality of Curriculum and Student Learning	Increase Quality of Professional Art Practice Programs and partnerships.	Budget allocation. Scheduling	2017-18	1 year	\$2000	High	Increase student success/opportunity
D - Student Enrollment and Success	d.1 Develop useful feedback tool for current cohorts. d.2 develop feedback tool for student/partner relationships	communicate with cohorts and co curricular support d.2 investigate implement tool	2017-18	1 year	\$0	medium	Increase effectiveness according to student feedback
E - Academic Opportunities and Class Size	Add additional faculty member in Graphic design e.2 add course on digital photography	Study, Communicate, hire. e.2 find instructor or instruct from within the department.	2018	1 year	45,000	high	Increase size/effectiveness of program
F - Student and Constituent Feedback	create gcc task force for area wide communication tool	Develop tool. Distribute in community f.2,f.3 communicate	2018	1 year	2,000	high	Increase stakeholder input.

	f.2 create tool for student/constituent feedback f.3 create tool for student/alumni feedback.	disaggregate, implement information.					
G - Resources and Institutional Capacities	G1 Create Equipment budget and planned obsolescence strategy G1.2 Move Mercer Gallery to the Front of Joyce	propose, develop budget	2018	1 year	\$4000 annual	High	Improve facilities
		Propose, Develop Budget	2019	2 years	6-10,000	High	Improve facilities, Increase exposure

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix B

Administrative Response Sheet—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

Template Appendix C

Annual Assessment Reports—Since Last Program Review

Attach the program's Annual Reports for the last 5 years or since the last program review.

Template Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.

Appendix E

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.

Appendix F

Alumni Achievements (scholastic and as positive contributors in their communities)

Appendix G

ALUMNI SUGGESTIONS FOR PROGRAM IMPROVEMENT

Appendix H

Summary of Teaching Effectiveness:

The instructor provided clear direction for course expectations, requirements, and assignments.

Single Selection

Art

Knutson, Michael

0%10%20%30%40%50%60%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	3.05%	1.02%	7.11%	25.38%	63.45%
<i>n</i>	6	2	14	50	125

197 of 866 responded (22.75%)
 Mean **4.45** / STD **0.91**
 Art Benchmark Mean **4.40** / STD **0.84**

Art

McCallum, Brian

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.24%	1.24%	7.45%	36.65%	53.42%
<i>n</i>	2	2	12	59	86

161 of 629 responded (25.60%)
 Mean **4.40** / STD **0.78**
 Art Benchmark Mean **4.40** / STD **0.84**

Art

Terrell, Amanda

0%10%20%30%40%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	0%	4.23%	9.86%	38.03%	47.89%
<i>n</i>	0	3	7	27	34

71 of 313 responded (22.68%)
 Mean **4.30** / STD **0.82**
 Art Benchmark Mean **4.40** / STD **0.84**

Totals

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.87%	1.64%	7.73%	31.85%	57.38%
<i>n</i>	8	7	33	136	245

429 of 1808 responded (23.73%)
Mean **4.41** / STD **0.85**

Art Benchmark Mean **4.40** / STD **0.84**

The instructor explained the subject matter clearly.

Single Selection

Art

Knutson, Michael

0%10%20%30%40%50%60%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	3.05%	1.02%	7.11%	25.89%	62.94%
<i>n</i>	6	2	14	51	124

197 of 866 responded (22.75%)
Mean **4.45** / STD **0.91**

Art Benchmark Mean **4.39** / STD **0.84**

Art

McCallum, Brian

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.24%	0.62%	5.59%	35.4%	57.14%
<i>n</i>	2	1	9	57	92

161 of 629 responded (25.60%)
Mean **4.47** / STD **0.74**

Art Benchmark Mean **4.39** / STD **0.84**

Art

Terrell, Amanda

0%5%10%15%20%25%30%35%40%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	0%	4.23%	19.72%	40.85%	35.21%
<i>n</i>	0	3	14	29	25

71 of 313 responded (22.68%)
Mean **4.07** / STD **0.85**

Art Benchmark Mean **4.39** / STD **0.84**

Totals

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.87%	1.41%	8.67%	32.08%	56.44%
<i>n</i>	8	6	37	137	241

429 of 1808 responded (23.73%)
Mean **4.39** / STD **0.85**

Art Benchmark Mean **4.39** / STD **0.84**

The instructor managed class time effectively.

Single Selection

Art

Knutson, Michael

0%10%20%30%40%50%60%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	3.05%	0%	5.58%	30.96%	60.41%
<i>n</i>	6	0	11	61	119

197 of 866 responded (22.75%)
Mean **4.46** / STD **0.85**

Art Benchmark Mean **4.42** / STD **0.81**

Art**McCallum, Brian**

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.86%	0.62%	4.35%	36.65%	56.52%
<i>n</i>	3	1	7	59	91

161 of 629 responded (25.60%)
Mean **4.45** / STD **0.77**
Art Benchmark Mean **4.42** / STD **0.81**

Art**Terrell, Amanda**

0%5%10%15%20%25%30%35%40%45%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	0%	0%	16.9%	36.62%	46.48%
<i>n</i>	0	0	12	26	33

71 of 313 responded (22.68%)
Mean **4.30** / STD **0.74**
Art Benchmark Mean **4.42** / STD **0.81**

Totals

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	2.11%	0.23%	7.03%	34.19%	56.91%
<i>n</i>	9	1	30	146	243

429 of 1808 responded (23.73%)
Mean **4.43** / STD **0.81**
Art Benchmark Mean **4.42** / STD **0.81**

The instructor delivered course content with effective teaching methods (a balance of lecture/lab/group activities/technology use).

Single Selection

Art

Knutson, Michael

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	3.05%	0.51%	7.61%	31.98%	56.85%
<i>n</i>	6	1	15	63	112

197 of 866 responded (22.75%)

Mean **4.39** / STD **0.89**

Art Benchmark Mean **4.32** / STD **0.89**

Art

McCallum, Brian

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.24%	1.86%	9.94%	34.16%	52.8%
<i>n</i>	2	3	16	55	85

161 of 629 responded (25.60%)

Mean **4.35** / STD **0.83**

Art Benchmark Mean **4.32** / STD **0.89**

Art

Terrell, Amanda

0%5%10%15%20%25%30%35%40%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.41%	7.04%	12.68%	40.85%	38.03%
<i>n</i>	1	5	9	29	27

71 of 313 responded (22.68%)
 Mean **4.07** / STD **0.96**

Art Benchmark Mean **4.32** / STD **0.89**

Totals

0%10%20%30%40%50%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%		2.11%	2.11%	9.37%	34.43%	52.46%
n		9	9	40	147	224

429 of 1808 responded (23.73%)
 Mean **4.32** / STD **0.89**

Art Benchmark Mean **4.32** / STD **0.89**

The instructor encouraged class discussion from students (questions/thoughts/ideas/opinions).

Single Selection

Art

Knutson, Michael

0%10%20%30%40%50%60%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%		3.05%	0%	7.11%	29.44%	60.41%
n		6	0	14	58	119

197 of 866 responded (22.75%)
 Mean **4.44** / STD **0.87**

Art Benchmark Mean **4.45** / STD **0.80**

Art

McCallum, Brian

0%10%20%30%40%50%60%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
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%	1.24%	0%	6.83%	31.06%	60.87%
<i>n</i>	2	0	11	50	98

161 of 629 responded (25.60%)
Mean **4.50** / STD **0.73**

Art Benchmark Mean **4.45** / STD **0.80**

Art

Terrell, Amanda

0%5%10%15%20%25%30%35%40%45%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
%	1.41%	0%	12.68%	40.85%	45.07%
<i>n</i>	1	0	9	29	32

71 of 313 responded (22.68%)
Mean **4.28** / STD **0.80**

Art Benchmark Mean **4.45** / STD **0.80**

Totals

0%10%20%30%40%50%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
%	2.11%	0%	7.96%	32.08%	58.31%
<i>n</i>	9	0	34	137	249

429 of 1808 responded (23.73%)
Mean **4.44** / STD **0.81**

Art Benchmark Mean **4.45** / STD **0.80**

The instructor offered help outside of class either in-person or electronically to students.

Single Selection

Art

Knutson, Michael

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	3.55%	1.02%	9.64%	31.47%	54.31%
<i>n</i>	7	2	19	62	107

197 of 866 responded (22.75%)
Mean **4.32** / STD **0.95**

Art Benchmark Mean **4.30** / STD **0.90**

Art

McCallum, Brian

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.24%	0.62%	10.56%	31.06%	56.52%
<i>n</i>	2	1	17	50	91

161 of 629 responded (25.60%)
Mean **4.41** / STD **0.80**

Art Benchmark Mean **4.30** / STD **0.90**

Art

Terrell, Amanda

0%5%10%15%20%25%30%35%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.41%	4.23%	28.17%	30.99%	35.21%
<i>n</i>	1	3	20	22	25

71 of 313 responded (22.68%)
Mean **3.94** / STD **0.97**

Art Benchmark Mean **4.30** / STD **0.90**

Totals

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	2.34%	1.41%	13.11%	31.38%	52.22%
<i>n</i>	10	6	56	134	223

429 of 1808 responded (23.73%)
Mean **4.29** / STD **0.91**

Art Benchmark Mean **4.30** / STD **0.90**

The instructor demonstrated professionalism in the classroom (attire/language/student interaction).

Single Selection

Art

Knutson, Michael

0%10%20%30%40%50%60%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	3.05%	0.51%	5.58%	29.44%	61.42%
<i>n</i>	6	1	11	58	121

197 of 866 responded (22.75%)
Mean **4.46** / STD **0.87**

Art Benchmark Mean **4.35** / STD **0.85**

Art

McCallum, Brian

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.86%	1.86%	10.56%	36.65%	49.07%
<i>n</i>	3	3	17	59	79

161 of 629 responded (25.60%)
Mean **4.29** / STD **0.87**

Art Benchmark Mean **4.35** / STD **0.85**

Art**Terrell, Amanda**

0%5%10%15%20%25%30%35%40%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	0%	2.82%	15.49%	38.03%	43.66%
<i>n</i>	0	2	11	27	31

71 of 313 responded (22.68%)
Mean **4.23** / STD **0.81**

Art Benchmark Mean **4.35** / STD **0.85**

Totals

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	2.11%	1.41%	9.13%	33.72%	54.1%
<i>n</i>	9	6	39	144	231

429 of 1808 responded (23.73%)
Mean **4.36** / STD **0.87**

Art Benchmark Mean **4.35** / STD **0.85**

The instructor gave assignments, quizzes, and exams relevant to the course's content.*Single Selection***Art****Knutson, Michael**

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	3.05%	0.51%	6.09%	31.47%	58.88%
<i>n</i>	6	1	12	62	116

197 of 866 responded (22.75%)
Mean **4.43** / STD **0.88**

Art Benchmark Mean **4.45** / STD **0.77****Art****McCallum, Brian**

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.24%	0%	5.59%	36.65%	56.52%
<i>n</i>	2	0	9	59	91

161 of 629 responded (25.60%)

Mean **4.47** / STD **0.72**Art Benchmark Mean **4.45** / STD **0.77****Art****Terrell, Amanda**

0%10%20%30%40%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	0%	1.41%	7.04%	43.66%	47.89%
<i>n</i>	0	1	5	31	34

71 of 313 responded (22.68%)

Mean **4.38** / STD **0.68**Art Benchmark Mean **4.45** / STD **0.77****Totals**

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.87%	0.47%	6.09%	35.6%	56.44%
<i>n</i>	8	2	26	152	241

429 of 1808 responded (23.73%)

Mean **4.44** / STD **0.79**Art Benchmark Mean **4.45** / STD **0.77**

The instructor evaluated students with a clear grading system as listed in the course syllabus.

Single Selection

Art

Knutson, Michael

0%10%20%30%40%50%60%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	3.05%	0%	8.12%	29.44%	59.39%
<i>n</i>	6	0	16	58	117

197 of 866 responded (22.75%)

Mean **4.42** / STD **0.88**

Art Benchmark Mean **4.40** / STD **0.81**

Art

McCallum, Brian

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.24%	0.62%	7.45%	35.4%	55.28%
<i>n</i>	2	1	12	57	89

161 of 629 responded (25.60%)

Mean **4.43** / STD **0.76**

Art Benchmark Mean **4.40** / STD **0.81**

Art

Terrell, Amanda

0%5%10%15%20%25%30%35%40%45%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	0%	1.41%	12.68%	40.85%	45.07%
<i>n</i>	0	1	9	29	32

71 of 313 responded (22.68%)

Mean **4.30** / STD **0.74**Art Benchmark Mean **4.40** / STD **0.81****Totals**

0%10%20%30%40%50%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%		1.87%	0.47%	8.67%	33.72%	55.74%
<i>n</i>		8	2	37	144	238

429 of 1808 responded (23.73%)

Mean **4.40** / STD **0.82**Art Benchmark Mean **4.40** / STD **0.81**

The instructor provided helpful feedback on assignments, quizzes, exams, and/or labs.

*Single Selection***Art****Knutson, Michael**

0%10%20%30%40%50%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%		3.55%	1.52%	8.12%	29.95%	56.85%
<i>n</i>		7	3	16	59	112

197 of 866 responded (22.75%)

Mean **4.35** / STD **0.96**Art Benchmark Mean **4.33** / STD **0.90****Art****McCallum, Brian**

0%10%20%30%40%50%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
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%	1.24%	2.48%	8.7%	34.16%	53.42%
<i>n</i>	2	4	14	55	86

161 of 629 responded (25.60%)
Mean **4.36** / STD **0.84**

Art Benchmark Mean **4.33** / STD **0.90**

Art

Terrell, Amanda

0%5%10%15%20%25%30%35%40%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
%	0%	5.63%	12.68%	39.44%	42.25%
<i>n</i>	0	4	9	28	30

71 of 313 responded (22.68%)
Mean **4.18** / STD **0.87**

Art Benchmark Mean **4.33** / STD **0.90**

Totals

0%10%20%30%40%50%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
%	2.11%	2.58%	9.13%	33.26%	53.4%
<i>n</i>	9	11	39	142	228

429 of 1808 responded (23.73%)
Mean **4.33** / STD **0.90**

Art Benchmark Mean **4.33** / STD **0.90**

Rate the overall quality of the instructor's instruction for this course.

Single Selection

Art

Knutson, Michael

0%10%20%30%40%50%

1 Ineffective	2 Somewhat Ineffective	3 Moderately Effective	4 Effective	5 Very Effective	
%	0.51%	1.52%	6.09%	34.52%	57.36%
<i>n</i>	1	3	12	68	113

197 of 866 responded (22.75%)
Mean **4.47** / STD **0.73**

Art Benchmark Mean **4.37** / STD **0.81**

Art

McCallum, Brian

0%10%20%30%40%50%

1 Ineffective	2 Somewhat Ineffective	3 Moderately Effective	4 Effective	5 Very Effective	
%	1.24%	0.62%	9.94%	33.54%	54.66%
<i>n</i>	2	1	16	54	88

161 of 629 responded (25.60%)
Mean **4.40** / STD **0.79**

Art Benchmark Mean **4.37** / STD **0.81**

Art

Terrell, Amanda

0%5%10%15%20%25%30%35%40%

1 Ineffective	2 Somewhat Ineffective	3 Moderately Effective	4 Effective	5 Very Effective	
%	0%	8.45%	18.31%	32.39%	40.85%
<i>n</i>	0	6	13	23	29

71 of 313 responded (22.68%)
Mean **4.06** / STD **0.97**

Art Benchmark Mean **4.37** / STD **0.81**

Totals

0%10%20%30%40%50%

1 Ineffective	2 Somewhat Ineffective	3 Moderately Effective	4 Effective	5 Very Effective	
%	0.7%	2.34%	9.6%	33.96%	53.86%
<i>n</i>	3	10	41	145	230

Art**Knutson, Michael**

0%10%20%30%40%50%

1 Ineffective	2 Somewhat Ineffective	3 Moderately Effective	4 Effective	5 Very Effective	
%	0.51%	1.52%	6.09%	34.52%	57.36%
<i>n</i>	1	3	12	68	113

197 of 866 responded (22.75%)
Mean **4.47** / STD **0.73**

Art**McCallum, Brian**

0%10%20%30%40%50%

1 Ineffective	2 Somewhat Ineffective	3 Moderately Effective	4 Effective	5 Very Effective	
%	1.24%	0.62%	9.94%	33.54%	54.66%
<i>n</i>	2	1	16	54	88

161 of 629 responded (25.60%)
Mean **4.40** / STD **0.79**

Art**Terrell, Amanda**

0%5%10%15%20%25%30%35%40%

1 Ineffective	2 Somewhat Ineffective	3 Moderately Effective	4 Effective	5 Very Effective	
%	0%	8.45%	18.31%	32.39%	40.85%
<i>n</i>	0	6	13	23	29

71 of 313 responded (22.68%)
Mean **4.06** / STD **0.97**

Totals

0%10%20%30%40%50%

1 Ineffective	2 Somewhat Ineffective	3 Moderately Effective	4 Effective	5 Very Effective	
%	0.84%	2.33%	9.56%	33.8%	53.61%
<i>n</i>	3	10	41	145	230

429 of 1808 responded (23.73%)
Mean **4.37** / STD **0.81**

Questions (10)

Aggregated Results

Art

Knutson, Michael

0%10%20%30%40%50%60%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	3.15%	0.61%	7.21%	29.54%	59.49%
<i>n</i>	62	12	142	582	1172

197 of 866 responded (22.75%)
Mean **4.42** / STD **0.90**

Art

McCallum, Brian

0%10%20%30%40%50%

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%	1.37%	0.99%	7.7%	34.78%	55.16%
<i>n</i>	22	16	124	560	888

161 of 629 responded (25.60%)
Mean **4.41** / STD **0.79**

Art

Terrell, Amanda

0%5%10%15%20%25%30%35%40%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%		0.42%	3.1%	14.79%	39.01%	42.68%
<i>n</i>		3	22	105	277	303

71 of 313 responded (22.68%)

Mean **4.20** / STD **0.83****Totals**

0%10%20%30%40%50%

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	
%		2.03%	1.17%	8.65%	33.08%	55.08%
<i>n</i>		87	50	371	1419	2363

429 of 1808 responded (23.73%)

Mean **4.38** / STD **0.85**

HUMAN RESOURCES OCTOBER REPORT

EMPLOYMENT

Human Resources is focused on ensuring the best hiring practices are in place to attract/attain the best candidates to fill our open positions. We do so by facilitating the interview process and working collaboratively with hiring managers and members of the screening and interview committee to select the best qualified candidate.

As of September 30, 2023, there are 18 open positions. To date, there are three (3) positions filled, zero (0) internal transfers, and two (2) resignations.

Open Positions

i. Administrative Services

- a) Bus Driver (Part-Time)
- b) Groundskeeper
- c) Skilled Maintenance

ii. Athletics

- a) Assistant Volleyball Coach
- b) Head Softball Coach

iii. Instructional Services

- a) Clinical Nurse Adjunct Instructor (Part-Time)
- b) Crop Production Technology Faculty
- c) Director of Allied Health
- d) Director of Nursing
- e) Early Childhood Education – Online Adjunct Instructor (Part-Time)
- f) English Adjunct Instructor (Part-Time)
- g) English Language Acquisition Instructor (Part-Time)
- h) Fire Science Adjunct Instructor (Part-Time)
- i) Fire Science Faculty (Part-Time)
- j) Industrial Machine Mechanic Instructional Staff
- k) Languages Adjunct Instructor (Part-Time)
- l) Nursing Simulation Faculty
- m) Physics/Physical Science Faculty

TRAINING

Human Resources is committed to the professional development of employees. Therefore, we will continue to review and enhance our training offerings to meet the needs of all employees and their schedules.

Safe Colleges/Paycor

- a) Offer two to three online trainings for employees to complete.
 - a) Bloodborne Pathogens

- b) FERPA

In-Person Trainings

- a) Offer two in-person trainings per year.
 - a) DE&I Training
 - b) Discrimination

OPEN ITEMS

Paycor Implementation

- a) Paycor implementation has gone well. We officially have access to our data and will begin filtering the information to ensure all employee's information has transferred from Paycom.
- b) Tentative go live date for time/attendance and payroll processing is scheduled for January 1, 2024.
- c) The applicant tracking system will be live by Monday, October 16, 2023.
- d) HR will begin offering training sessions to all employees after Thanksgiving break on how to access their accounts, clock in/out, etc.

American Fidelity

- a) Open enrollment for section 125 benefits for full-time employees will begin the week following thanksgiving break.

REGISTRAR'S OFFICE

Graduates

Degrees and certificates for our **Summer 2023** graduates have been finalized. A total of 56 students received 57 awarded credentials. Below is the breakdown.

- **DEGREES: Total = 46**
 - Associate in Arts (AA): 3
 - Associate in Applied Science (AAS): 1
 - Associate in General Studies (AGS): 2
 - Associate in Science (AS): 40

- **CERTIFICATES: Total = 11**
 - Agriculture
 - Certificate A 1
 - Certificate B 1
 - Animal Science:
 - Certificate A 4
 - Certificate B 3
 - Cosmetology
 - Certificate C 2

Our office has received a total of **132** Applications for Graduation (as of 10/9/23) for the **Fall 2023** semester. We are in the process of completing preliminary degree audits and will notify students and advisors of any discrepancies.

Spring Enrollment

Enrollment for the **Spring 2024** semester will open on *Tuesday, October 31*. Instructional Services has been developing the course schedule, and we have been assisting with editing and finalizing course fee setup.



Update – September and October 2023

On September 6th, we hosted 22 colleges and universities for a Fall College Fair open to all GCCC students. We had 101 people check in (BusterBiz) to the event and received great feedback from the students and college representatives.

On September 14th, two of our staff, Daisy Saavedra and Johana Gonzalez, presented information about time management and organization using StudentLingo, an online resource we provide our students that provides “interactive on-demand workshops, action plans, and valuable resources focused on helping college students achieve their academic, personal, and career goals”.

We took 9 students to Fort Hays State University on September 19th for Shadow Day. Students participated in a Leadership class, had Q&A sessions with Admissions and Financial Aid, toured the campus, and had individual department visits that aligned with their major.

GCCC instructor, Dr. Susan Ortega, provided information to 20 SSS participants about credit/credit cards for our Financial Literacy workshop on September 21st.

Throughout the month, we also encouraged our participants to engage in GCCC activities by offering incentives and staff support at the GCCC vs Butler football game, Science Thrills, and GCCC vs Otero College volleyball game.

October 2-3, SSS and HALO students participated in the K-State Encuentro H.A.L.O Leadership Conference. The Encuentro aims to provide an environment where students can learn about the unexpected challenges they may encounter during their collegiate years, and how others before have overcome those challenges and attained their educational goals.

We collaborated with Family Crisis Services on October 5th. Students listened to a presentation about healthy relationships and participated in a clothesline project to bring awareness to Domestic Violence Awareness Month. The display can be viewed in the entrance of Thomas Saffell Library.

We will have different local professionals provide information about mental health issues and offer different methods of dealing with stress on October 11th.

We will work with Fort Hays State University when they come to campus for Transfer Application Day on October 16th, and we will celebrate our participant’s academic success (students earning a C or above in all classes) with a social event on the 19th.

To end the month, we have planned to join Seward County Community College’s TRIO SSS program and take a total of 30 students on an Educational Retreat to Colorado Springs. They will tour the Air Force Academy and Olympic Training Center and explore some of Colorado's natural resources and culture.

SGA

September

- September 4th
 - Welcome picnic near the volleyball courts
- September 11th
 - All student organization
 - We had a few clubs come but due to the time many clubs were not able to come
 - Since we have changed our club meetings from 12:00 to 12:30
- September 18- 23
 - The 18th
 - Constitution day quiz in the quad and we served cake and lemonade
 - We had a very good participation rate
- Sept 19
 - Car smash
 - We had over 100 people participate
- Sept 20
 - Roots/ Zumba
 - Over 200 people in attendance
 - We also had the art club participate and gave us canvases and paint
- Sept 21
 - Homecoming bonfire
 - We had Ms. Marie make brownies and lemonade
- Sept 23
 - Homecoming football game
 - We had rehearsals at 9:00 am, and then all SGA members and candidates had to arrive at the field by 11
- Sept 29th
 - SGA volunteered at Jenny Wilson for play 60

ADMISSIONS

- Admissions has begun recruitment season and has already visited 32 area high schools including schools in Oklahoma and Colorado. The department will continue to visit high schools until November.
- Admissions has attended 4 Northwest/Central KS college fairs and one Oklahoma Panhandle fair. The next fair circuit will be next week in Wichita.
- The department also spoke at KMEA on Wednesday, October 4th. This event was hosted on campus by the music department and there were an estimated 400 high school students in attendance.
- The department also attended the Southwest Kansas Ag Showcase on Thursday, October 5th in Montezuma, KS to represent GCCC and share what opportunities are available to students on campus.

- Admissions will have a booth at a Family Resource fair on Friday, October 13th at Harold Long Park. This event is hosted by GCCC alum Brittany Martin.
- The department has continued working on Exploration Day planning with the Exploration Day committee. There are currently 161 registrations from 20 different high schools so far.

Campus Health

October events

Free Flu Shots

Hearing Screening