



801 Campus Drive  
Garden City, Kansas 67846  
(620) 276-7611  
www.gccks.edu

August 23, 2022

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

Dear Trustees:

The Board of Trustees will meet in a special session on Tuesday, August 23, 2022, at 6:00 pm in the Logan Aviation Endowment Room in the Beth Tedrow Student Center. Trustees will meet for the Public Hearing to Exceed Revenue Neutral Rate and Hearing for the 2022-2023 Budget.

The public can join by zoom at:  
<https://gccks-edu.zoom.us/j/95743664393>

Meeting ID: 957 4366 4393

**BOARD MEETING**

**I. CALL TO ORDER:**

**II. OTHER ACTION**

- A. Public Hearing to Exceed Revenue Neutral Rate
- B. Approval of Revenue Neutral Rate Resolution..... **Action**
- C. Public Hearing for the 2022-2023 Budget
- D. Approval of 2022-2023 Budget ..... **Action**

**III. ADJOURNMENT**

\_\_\_\_\_  
Dr. Ryan J. Ruda  
President

\_\_\_\_\_  
Dr. Marilyn Douglass  
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

**Agenda No: II A -D**

**Date: August 23,2022**

**Topic:** Board Action Regarding Approval of the 2022-23 Budget

**Presenter:** Dr. Ryan Ruda

**Background Information:**

The Board previously approved publication of the 2022-23 budget. The Notice of Hearing to exceed the Revenue Neutral Rate and Budget Hearing was published in the Garden City Telegram on August 11, 2022, which met the legal requirements for publication. The Board has now met the 10-day waiting period before the public hearing.

**Budget Information:**

The proposed budget amount to be levied for the Fiscal Year 2022-23 in General Fund is \$13,245,441 with an anticipated General Fund mill levy of 24.338 mills.

The proposed tax mill rate in Capital Outlay of 1.001 mills for \$544,609 in anticipated revenue.

The proposed working budget for the combined General Fund and Post-Secondary Technical Education Fund for Fiscal Year 2021-22 is \$21,273,985.

**Recommended Board Action:**

Approve and adopt the 2022-23 budget. Certify the 2022 Tax to be levied at \$13,245,441 (24.338 mills) General Fund and \$544,609 for Capital Outlay (1.001 mills).

**Board Action Taken:**

\_\_\_\_ **Approved**      \_\_\_\_ **Disapproved**

\_\_\_\_ **Ayes**      \_\_\_\_ **Nays**      \_\_\_\_ **No Action**

**Board Member Notes:**

**Topic: Approval of Resolution to exceed Revenue Neutral Rate**

**Presenter: Dr. Ryan J. Ruda**

**Background Information:**

In 2021, Senate Bill 13 was passed, essentially passing what is termed a Revenue Neutral Rate for taxing entities. Within the bill, language defines the process for taxing entities when establishing and setting annual budget. By July 20<sup>th</sup> of each year, the taxing entity must inform the county clerk of intent to exceed the Revenue Neutral Rate. While the budget itself is not published and hearing does not occur until September, the action for exceeding Revenue Neutral Rate is be taken in July.

**Budget Information:**

If action is not taken to exceed the RNR, the college budget could have negative impact when the final assessed valuation comes in November. Taking action to exceed the RNR provides for a neutral effect in the mill rate as compared to FY 2022.

**Recommended Board Action:**

Accept the administrative recommendation for the college to notify the county clerk of intent to exceed the Revenue Neutral Rate by July 20, 2022 as defined within state statute of SB 13.

<b>Board Action Taken:</b>	<u>  X  </u> Approved	<u>          </u> Disapproved
	<u>  6  </u> Ayes	<u>  0  </u> Nays <u>          </u> No Action

**Board Member Notes:**

## **RESOLUTION 2022-7**

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, 2022 of the intent of the Board of Trustees to exceed the Revenue Neutral Rate of 22.553 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 23, 2022; and

WHEREAS, the Notice of Intent to Exceed the Revenue Neutral Rate set a tax rate and budget hearing for August 23, 2022 at 6:00 p.m., in the Endowment Room in the Beth Tedrow Student Center; and

WHEREAS, the tax rate and budget hearing will be held on August 23, 2022 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 2022-23 budget.

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 22.553 mills by approving a mill levy of 25.455 mills.
2. The Board of Trustees will review and adopt the Garden City Community College 2022 budget to be discussed at the tax rate and budget hearing on August 23, 2022.

3. On or before October 1, 2022, 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 the 19<sup>th</sup> day of July, 2022.

July 19, 2022  
Date

Merilyn Douglass  
DR. MERILYN K. DOUGLASS, Chairperson  
Board of Trustees  
Garden City Community College

ATTEST:

Jodie Tewell  
JODIE TEWELL, Executive Assistant  
to the President

OFFICE OF THE FINNEY COUNTY CLERK

311 N. Ninth Street • PO Box M  
Garden City, KS 67846



INDICATION OF REVENUE NEUTRAL RATE INTENT  
PURSUANT TO K.S.A. 79-1460, 79-1801, 79-2024, 79-2925c

Entity/District Name: GARDEN CITY COMMUNITY COLLEGE

Budget Year: 2022-2023

Please indicate below your Revenue Neutral Rate intent for the budget year listed above.

Yes, we intend to exceed the Revenue Neutral Rate and will certify a budget with taxes levied to the County Clerk on or before October 1.

USDs Only:

Our proposed mill levy is: 25.455

General Fund: \_\_\_\_\_

Other Funds: \_\_\_\_\_

Special Capital Outlay Fund: \_\_\_\_\_

Recreation Commission Fund: \_\_\_\_\_

Public Hearing information:

*Hearing must be held between  
August 20 and September 20*

Date: 08.23.2022 Time: 6:00 PM

Location: ENDOWMENT ROOM IN THE BETH TEDROW  
STUDENT CENTER

No, we do not intend to exceed the Revenue Neutral Rate and will certify our budget to the County Clerk on or before August 25.

Meredith Douglass 7-19-22  
Signature Date

Chairman of the Board of Trustees  
Title

**NOTICE OF HEARING TO EXCEED THE REVENUE NEUTRAL RATE AND BUDGET HEARING  
2022-2023 BUDGET**

**The governing body of Garden City Community College in Finney will meet on  
August 23, 2022 at 6:00 PM at Beth Tedrow Student Center Endowment Room**

for the purpose of answering objections of taxpayers relating to the proposed use of all funds, and the amount of tax to be levied, the revenue neutral rate, and to consider amendments. Detailed budget information is available at President's Office and will be available at this hearing.

**BUDGET SUMMARY**

The Expenditures and the Amount of 2022 Tax to be Levied (as shown below) establish the maximum limits of the 2022-2023 budget. The "Est. Tax Rate" in the far right column, shown for comparative purposes, is subject to change depending on final assessed valuation.

	2020-2021		2021-2022		Proposed Budget 2022-2023			
	Actual Expend. & Transfers	Actual Tax Rate*	Actual Expend. & Transfers	Actual Tax Rate*	Expend. & Transfers	Amount of 2021 Tax to be Levied	Est. Tax Rate*	
Current Funds Unrestricted								
General Fund	16,601,666	23.558	15,268,519	24.418	23,050,000	13,245,441	24.338	
Postsecondary Tech Ed	1,610,789		1,735,280		2,100,000	xxxxxxxxx	xxx	
Adult Education	374,896		327,220		416,013	(2)	0.000	
Adult Supp Education	438,556	xxx	539,956	xxx	750,000	xxxxxxxxx	xxx	
Motorcycle Driver	0	xxx	0	xxx	0	xxxxxxxxx	xxx	
Truck Driver Training	0	xxx	0	xxx	0	xxxxxxxxx	xxx	
Auxiliary Enterprise	2,682,426	xxx	2,835,644	xxx	3,850,000	xxxxxxxxx	xxx	
Plant Funds		xxx		xxx		xxxxxxxxx	xxx	
Capital Outlay	492,055	1.039	337,932	1.037	1,203,000	544,609	1.001	
Bond and Interest	0		0		0	0	0.000	
Special Assessment	0		0		0	0	0.000	
No Fund Warrants	0		0		0	0	0.000	
Revenue Bonds	0	xxx	0	xxx	0	xxxxxxxxx	xxx	
<b>Total All Funds</b>	<b>22,200,388</b>	<b>24.597</b>	<b>21,044,551</b>	<b>25.455</b>	<b>31,369,013</b>	<b>xxxxxxxxx</b>	<b>25.339</b>	
<i>Revenue Neutral Rate**</i>								<b>22.553</b>
Total Tax Levied	11,801,396		12,301,720		xxxxxxxxxxx	13,790,048		
Assessed Valuation	479,790,065		483,273,244		544,229,295			

**Outstanding Indebtedness, July 1**

	2020	2021	2022
G.O. Bonds	0	0	0
Capital Outlay Bonds	0	0	0
Revenue Bonds	3,120,000	0	0
No-Fund Warrants	0	0	0
Temporary Notes	0	0	0
Lease Purchase Principal	3,907,502	9,834,382	13,969,055
<b>Total</b>	<b>7,027,502</b>	<b>9,834,382</b>	<b>13,969,055</b>

\* Tax Rates are expressed in mills.

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

  
Garden City Community College, Board of Trustees

# Proof of Publication

State of Kansas • Finney County

Kimberly R. Cline, being first duly sworn, deposes and says that she is the Circulation Manager of *The Garden City Telegram* a weekly newspaper printed in the State of Kansas and published in and of general circulation in Finney County, Kansas, on a weekly basis in Finney County, Kansas, and that said newspaper is not a trade, religious, or fraternal publication.

THAT said newspaper is daily published at least weekly fifty (50) times a year; has been so published continuously and uninterruptedly in said county and state for a period of more than five (5) years prior to the first publication of said notice.

THAT the attached notice is a true copy thereof and was published in the regular and entire issue of said newspaper for \_\_\_\_\_ consecutive days / weeks.

The first (1<sup>st</sup>) publication thereof being made as aforesaid on the 11 day of August, 2022.

WITH subsequent publication being made on the following dates:

2<sup>nd</sup> Publication made on the \_\_\_\_\_ Day of \_\_\_\_\_, 20\_\_\_\_

3<sup>rd</sup> Publication made on the \_\_\_\_\_ Day of \_\_\_\_\_, 20\_\_\_\_

4<sup>th</sup> Publication made on the \_\_\_\_\_ Day of \_\_\_\_\_, 20\_\_\_\_

Publication Fee \$ 91.41

Affidavits (Additional copies @ \$5.00 each) \$ \_\_\_\_\_

Total Publication Fee \$ 91.41

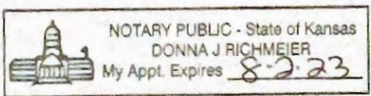
Kimberly R. Cline /s/

Witness my hand this 11 day of August, 2022.

SUBSCRIBED AND SWORN before me this 11 day of August, 2022.

Donna J. Richmeier /s/

(Notary Public)  
My commission expires: 8-2-2023



Legal Invoice# 355940 RNR + Budget Hearing 22-23



August 23, 2022

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, August 23, 2022**. The meeting will be held in the Logan Aviation Endowment Room in BTSC, GCCC Campus. The meeting will also be available by zoom: <https://gcccks-edu.zoom.us/j/95743664393>

Meeting ID: 957 4366 4393

One tap mobile  
+16027530140 ,95743664393  
+16692192599, 95743664393

For **PUBLIC COMMENTS** please contact Jodie Tewell, [jodie.tewell@gcccks.edu](mailto:jodie.tewell@gcccks.edu) by 5:00 pm CST Tuesday, August 23, 2022.

5:00 PM

Dinner in the **Broncbuster Room**

Directly after Budget Hearing

Regular board meeting called to order in the BTSC Logan Aviation Endowment Room

**AGENDA**

**I. CALL TO ORDER:**

- A. Comments from the Chair
- B. Report from SGA
- C. Introduction of new employees

**II. CONSENT AGENDA ..... Action**

- A. Approval of minutes of previous meetings (July 19, 2022 and August 16,2022)...pg 13
- B. Approval of personnel actions-Human Resources .....pg 24
  - B-1 Human Resources Report .....pg 25
  - B-2 Adjunct/Outreach Contracts .....pg 27
- C. Financial information .....pg 32
  - C-1 Monthly Summary Published Funds Operating Revenues and Expenses
  - C-2 Checks processed in excess of \$50,000 .....pg 33
  - C-3 Revenues
  - C-4 Expenses
  - C-5 Cash in Bank .....pg 34

D. Request for Qualification Community Facility Needs Assessment ..... pg 35  
 E. Negotiated Agreement Liquidated Damages .....pg 43

**III. CONFIRMATION OF MONITORING REPORTS:**

A. Monitoring Reports and ENDS ..... **Consensus Approval**  
 A-1 Annual, Board Job Description #7 .....Policy Gov. pg 20 .....pg 45

B. Review Monitoring Report  
 B-1 B-2 Monitoring Report – Annual, Mission .....Policy Gov. pg 3. ....pg 47  
 B-3 Annual, Budgeting/Financial Planning/Forecasting #1, #2....Policy Gov. pg 11 .....pg 48  
 B-4 Annual, Financial Condition #1, #2, #3 .....Policy Gov. pg 12 .....pg 49  
 B-5 Bi-Annual, Executive Limitation #7, #8 .....Policy Gov. pg 9 ..... pg 50

C. Committees on Policy revisions  
 C-1 Volunteers for committees

**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. Chemistry Program Review..... pg 51  
 D. Registrar Non- Academic Program Review ..... pg 97  
 E. Criminal Justice Program Review ..... pg 134  
 F. Title V Stem Update  
 G. Incidental Information ..... pg 204  
 H. Report from FCEDC  
 I. Report from KACCT  
 J. Report from Faculty Senate  
 K. Accreditation Update

**V. OWNERSHIP LINKAGE**

**Upcoming Calendar Dates:**

September 3	Football vs Iowa Central at Horrace Good, Tailgate 12:00, Game 1:00 pm
September 5	Labor Day, Campus Closed
September 12	9/11 Observance

September 16 Volleyball vs McCook Community College 6:00 pm  
 September 17 Football vs ACES Elite Tailgate 12:00, Game 1:00 pm  
 Volleyball vs Colby Community College 2:00 pm  
 September 19 Volleyball vs Seward County Community College 6:30 pm  
 September 20 Board Meeting, BTSC 6:00 pm  
 September 21 Chamber Breakfast – Baron’s Steakhouse 7:30 am  
 October 1 Football vs Dodge City, Tailgate 6:00, Game 7:00 pm  
 October 8 Football vs Independence, Chamber After Hours Tailgate 6:00, Game 7:00 pm  
 October 12 Volleyball vs Pratt Community College 6:30 pm  
 October 14 Volleyball vs Cloud County Community College 6:30 pm  
 October 15 Football vs Georgia Christian, Tailgate 12:00, Game 1:00 pm  
 Volleyball vs Butler Community College 6:00 pm  
 October 18 Board of Trustees Meeting, Logan Aviation Endowment Room, 6:00 pm  
 October 19 Chamber Breakfast - Baron’s Steakhouse 7:30 am  
 October 22 Football vs Hutchison, Tailgate 12:00, Game 1:00 pm  
 October 24 Volleyball vs Barton Community College 5:30 pm

### ADVISORY BOARDS

IMMP	9/28/2022	11:30am to 1:30pm	Endowment Room	
DPS	9/29/2022	11:30am to 1:30pm	Endowment Room	David Rupp
Carpentry	10/6/2022	6pm to 7pm	JCVT 1302	Leonard Hitz
COSMO	(Tentatively) 10/17/22	12pm to 1pm	PENKA Building	Merilyn Douglass
AUTO	10/19/2022	12pm to 1pm	Endowment Room	Shanda Smith
Nursing	10/20/2022	12pm to 1pm	PENKA Building	Merilyn Douglass
Computer Science	10/28/2022	12pm to 1pm	Endowment Room	Beth Tedrow
Early Childhood Education	11/7/2022	12pm to 1pm	Endowment Room	Beth Tedrow
AG	11/16/2022	5:30pm to 7:30pm	JCVT 1302	Leonard Hitz
Crop Production	12/5/2022	12pm – 1pm	Endowment Room	
Robotics	12/7/2022	12pm to 1PM	Endowment Room	
Welding	12/8/2022	12pm to 1pm	Welding Shop	Bob Larson
JDAT	TBA			Leonard Hitz

## VI. EXECUTIVE SESSION

## VII. ADJOURNMENT

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Dr. Ryan Ruda  
President

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Dr. Marilyn Douglass  
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  
July 19, 2022**

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

Others Present: Dr. Ryan Ruda, President  
Karla Armstrong, Vice President  
Marc Malone, Vice President  
Madilyn Limberg, Assistant Director of Marketing and PR  
Meghan Flynn, Reporter Garden City Telegram  
Jodie Tewell, Executive Assistant to the President  
Matt Stockemer, Web and Systems Administrator  
Chuck Pfeifer, Dean of Technical Education and Workforce  
Development  
Itzel Rodriguez, CAMP Regional Site Coordinator  
Kellee Munoz, Director of Human Resources  
Lance Miller, Executive Information Officer  
Alexis Saenz, Payroll Coordinator  
Veronica Goosey, English Instructor and Faculty Senate  
President

**CALL TO ORDER:**

Chair Douglass called the board meeting to order at 6:02 pm.

**COMMENTS FROM THE CHAIR:**

Garden City Community College will offer a 16-credit hour Computer Support Specialist Certificate this fall. All the needed courses will be offered and can be completed in the Fall 2022 semester.

*Meeting of Trustees  
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This certificate provides an excellent starting point for individuals who wish to pursue a career in the Information Systems industry. Ron Carlson, Computer Science Instructor, is the contact person for more information.

Summer practices have started for Broncbuster Athletics. We want to wish them a safe and successful year.

**B. Report for SGA**

No Report

**C. New Employees**

No New Employee Introductions for July

**III: Consent Agenda**

Move to remove Item D for further discussion and approve A, B, and C.

Motion to approve the agenda as presented.

**Motion:** Beth Tedrow

**Second:** Leonard Hitz

**Ayes:** Hitz, Smith, Tedrow, Douglass, 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)

*Meeting of Trustees  
July 19, 2022*

**(C) Approval of Financial information**  
(Supporting documents filed with official minutes)

**(D) Revenue Neutral Rate Resolution**

Dr. Ruda presented information regarding the 2021 Kansas Legislative Session, where Senate bill 13 established the Revenue Neutral Rate. In June, the county clerk sends out the Revenue Neutral Rate for each entity. Each taxing entity has until July 20 to provide notice to exceed the revenue-neutral rate. GCCC’s current mill levy is established at 25.455 mils. Our revenue-neutral rate came in at 22.553. This is a 3-mil reduction. If we were not to make the resolution to exceed the revenue-neutral rate, we would be setting our mil rate at three mils less than this current year. The administration recommends approving the resolution to exceed the mil rate.

Motion to approve Resolution 2022 – 7

**RESOLUTION 2022-7**

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

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WHEREAS, the tax rate and budget hearing will be held on August 23, 2022 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 2022-23 budget.

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 22.553 mills by approving a mill levy of 25.455 mills.
2. The Board of Trustees will review and adopt the Garden City Community College 2023 budget to be discussed at the tax rate and budget hearing on August 23, 2022.
3. On or before October 1, 2022, 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 July 19 2022.

**Motion:** Shanda Smith

**Second:** Beth Tedrow

*Meeting of Trustees  
July 19, 2022*



**Ayes:** Hitz, Smith, Tedrow, Douglass, Rupp, Larson  
**Nays:** None

**Motion Carried:** 6-0

#### **IV. CONFIRMATION OF MONITORING REPORTS:**

##### **A. Monitoring Reports and ENDS**

###### **A-1 Mission**

The mission statement is encompassing, and no change is needed.

###### **A-2 Budgeting/Financial Planning/Forecasting #1 and #2**

The Trustees appreciate the work that Dr. Ruda, Karla, and their team put into the budget. It is very transparent, and it is evident that we are meeting this monitoring indicator.

###### **A-3 Financial Condition #1, #2, and #3**

The trustees discussed increased fuel costs. This has been included in current projections.

###### **A-4 Executive Limitation #7**

This report is very transparent.

#### **Accepted monitoring reports as presented.**

##### **B-1. Academic Advancement**

The Trustees discussed the numbers presented. Covid had an impact on percentages. There are no proposed language changes now but will monitor them for the next academic year.

##### **B-2. Asset Protection**

Trustees previously made changes to the policy. We are currently in a hold pattern to monitor this policy.

*Meeting of Trustees  
July 19, 2022*

B-3. Compensation and Benefits  
No changes were proposed.

Chair Douglass proposed October 11 from 6:00 – 8:00 pm for a BOT study session to prepare for the accreditation visit in November. She also discussed the results from last month's board self-assessment.

**V. OTHER**

**A. Open comments from the public**

No public comments

**B. President's Report**

Seventy-six students earned a spot on the NJCAA All American Teams, eight athletic programs also made the list, Volleyball won AVCA Team Academic Award, Senator Moran was present for the groundbreaking of the STEM Success Center and announced \$1 million in funding, tax credits are available, and Dr. Ruda gave an enrollment update. (Supporting documents filed with official minutes)

October 26 -29, 2022, is the ACCT conference in New York, New York. If you want to attend, let Jodie know by the end of next week.

Dr. Ruda also presented the results of the spring assessment survey and discussed the results. (Supporting documents filed with official minutes)

**C. CAMP Program Review**

Itzel Rodriguez, Director of CAMP, presented the department review. GCCC has a total of forty-five students on campus. Every student in CAMP receives a \$3000 scholarship. This is a vital program that helps with recruitment and retention. (Supporting documents filed with official minutes)

**D. Human Resources Program Review**

Kellee Munoz, Director of Human Resources, presented the department review. It was a collaborative effort with Alexis Saenz, Payroll Coordinator, and Latricia Sayre, Human Resources Assistant, helping prepare the information. Human Resources work with all programs across campus, including recruitment, onboarding, job classifications, compensation analysis, compliance, policy and procedure review, labor law compliance, and performance management. (Supporting documents filed with official minutes)

**E. STEM Update**

We will move this report to the August meeting.

**F. Incidental Information**

(Supporting documents filed with official minutes)

**G. Report from FCEDC**

Economic Development members met with a potential investor who is possibly looking at this area. He didn't tell us that he would need the college for instruction but would need several people (students) to work. This investor also met with Dr. Ruda.

**H. Report from KACCT**

The next meeting is August 26-27, 2022, in Fort Scott.

**I. Report from Faculty Senate**

Veronica Goosey introduced herself as the new Faculty Senate President.

**J. Accreditation Update**

No report since the Mock HLC visit was last night. We will resume in August.

## II. EXECUTIVE SESSION

Move the Board recess into executive session to consult with our attorney to receive advice concerning potential litigation pursuant to the open meetings exception for matters protected by attorney-client privilege and that our President and Vice President Karla Armstrong by included. The open meeting will resume here in the Endowment Room in 15 minutes.

**Motion:** Leonard Hitz

**Second:** Beth Tedrow

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

**Nays:** None

**Motion Carried:** 6-0

Open meeting resumed at 8:15 pm. No action Taken.

## VI. OWNERSHIP LINKAGE

Garden City Wind players had high comments regarding our bus. Sam Oritz drives everyone in style and had a great time meeting the players.

### Upcoming Calendar Dates:

August 8	Faculty Returns
	All Employee In-service
August 12	New Student Orientation
August 15	Classes Begin
August 23	Board Meeting, BTSC
September 3	Football vs Iowa Central at Horracc Good, Tailgate 12:00, Game 1:00
September 5	Labor Day, Campus Closed
September 12	9/11 Observance
September 17	Football vs ACES Elite Tailgate 12:00, Game 1:00
September 20	Board Meeting, BTSC

*Meeting of Trustees  
July 19, 2022*

## VIII. Adjournment

The meeting adjourned at 8:22 pm.

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Jodie Tewell  
Deputy Clerk

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Dr. Ryan Ruda  
President

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Dr. Marilyn Douglass  
Chairman of the Board

*Meeting of Trustees  
July 19, 2022*

**BOARD OF TRUSTEES RETREAT  
GARDEN CITY COMMUNITY COLLEGE**

Tuesday, August 16, 2022

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

Others Present: Dr. Ryan Ruda, President  
Karla Armstrong, Vice President for Administrative Services/CFO  
Madi Limberg, Assistant Director of Marketing and Public Relations  
Marc Malone, Vice President for Instructional Services

The Board of Trustees met for a special session at 7:30 am on Tuesday, August 16, 2022, in the SCSC Kent Scott Conference Room.

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**CALL TO ORDER:**

Chair Douglass called the meeting to order at 7:33 am

**Approval of the 2022-23 Negotiated Agreement**

Dr. Ruda discussed changes within the negotiated agreement. Faculty passed the negotiated agreement within their unit last week with a 44- 6 vote. There will be a \$3000 increase to base salaries, including an additional \$50 per month increase for healthcare. There are additional supplementals on pages 8 and 9 of the agreement. A section was added for employees on H-1B visas within the science division. Language was added regarding degree attainment that mirrors policy for staff. This is a one-year agreement. A working group will address faculty longevity and longevity pay to study over the next year.

**Move to accept the 2022-23 Negotiated Agreement**

**Motion:** David Rupp

**Second:** Beth Tedrow

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

**Nays:** None

**Motion Carried:** 6 - 0

**ADJOURNMENT:**

Meeting adjourned at 7:46 am.

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Jodie Tewell  
Deputy Clerk

Dr. Ryan Ruda  
Secretary

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Dr. Marilyn Douglass  
Chair of the Board

*Meeting of Trustees  
August 16, 2022*

**Agenda No: II -B**

**Date: August 23, 2022**

**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:**





August 16, 2022

**To:** Board of Trustees

**From:** Tricia Sayre, Human Resources Assistant

**New Hires:**

Dana Nanninga, SSS Director, effective July 18, 2022.

Luis Lopez, Maintenance, effective July 19, 2022.

Colby Deaville, 2<sup>nd</sup> Assistant Baseball/ Residential Life Coach, effective July 25, 2022.

Brett Gaynor, 2<sup>nd</sup> Assistant Men's Basketball/Residential Life Coach, effective July 25, 2022.

Kristina Lashmet, Specialized Maintenance-Journeyman Plumber, effective July 25, 2022.

Juan Gaytan-Zavala, Skilled Maintenance, effective July 25, 2022.

Bryce Deeringer, 2<sup>nd</sup> Assistant Men's and Women's Soccer/ Residential life Coach, effective July 25, 2022.

Dalia Miramontes, Custodian, effective August 1, 2022.

Gloria Garcia, Pauline Joyce Fine Arts Building Secretary, effective August 1, 2022.

Gina Cavazos, Assessment Clerk, effective August 1, 2022.

Taylor Gilmore, Assistant Softball Coach, effective August 2, 2022.

Layla Lappin, Education Assistant Professor, effective August 8, 2022.

Travis Fulton, Automotive Technology Assistant Professor, effective August 8, 2022.

Jaime Mcvey, Health Physical Education and Recreation (HPER) Assistant professor, effective August 8, 2022.

McClellan Hensley, Heavy Diesel Equipment (John Deere) Assistant professor, effective August 8, 2022.

Yuriy Drubinskiy, Robotics Assistant professor, effective August 8, 2022.

Alberto Veyza, Welding Assistant professor, effective August 8, 2022.

William Schlichter, English Assistant professor, effective August 8, 2022.

Brittany Clark, Student Activities coordinator, effective August 8, 2022.

Kimberly Vanley, Penka Building Secretary, effective August 9, 2022.

Kyle Davis, Assistant Baseball Coach, effective August 10, 2022.

Jolene Williams, Residential Life Advisor, effective, August 17, 2022.

**Transfers:**

Glenda Owens, Director of Allied Health, effective, July 1, 2022.

Indira Colon, Assistant Track Coach, effective, August 1, 2022

Chris Creal, Head Men's, and Women's Cross Country Coach, effective, August 1, 2022.

**Resignations/Separations/ Retirement:**

Diana Ortiz, Allied Health Assistant Professor, effective, July 2022.

Richard Salas, Groundskeeper, effective, July 2, 2022

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 8/23/2022)

INSTRUCTOR	CLASS	AMOUNT
Adams, Karen	Basic Nutrition HPER-115-01- 3.00 credit hour(s) 3.00 credit hour(s) X \$700.00 = \$2100.00 07/11/2022 - 08/05/2022 11-00-0000-11070-5260	\$2,100.00
Adams, Karen	General Psychology PSYC-101-01- 3.00 credit hour(s) 3.00 credit hour(s) X \$700.00 = \$2100.00 07/11/2022 - 08/05/2022 11-00-0000-11060-5260	\$2,100.00
Bernal, Mia	KS Conceal Carry CRMJ-300-01 NON-CREDIT - 4 hours 4 contact hour(s) @ \$35.00 = \$140.00 8/6/2022 14-00-8033-31000-5270	\$140.00
Boller, Sean	Music History and Appreciation MUSC-108-51- 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/11/2022 - 08/05/2022 11-00-0000-11020-5230	\$2,400.00
Branham, Courtney	Health & Movement Educ Methods EDUC-203-50- 3.00 credit hour(s) 3.00 credit hour(s) X \$700.00 = \$2100.00 07/05/2022 - 08/05/2022 11-00-0000-11060-5260	\$2,100.00
Breen, Michael	American History Since 1877 HIST-104-50/55- 3.00 credit hour(s) 3.00 credit hour(s) X \$700.00 = \$2100.00 07/05/2022 - 08/05/2022 11-00-0000-11020-5260	\$2,100.00
Burrus, Cynthia	Intro to Political Science POLS-104-50 - 3.00 credit hour(s) 2/6 of 3.00 credit hour(s) X \$700.00 = \$700.00 07/05/2022 - 08/05/2022 11-00-0000-11060-5260	\$700.00
Carr, Stacey	Interpersonal Communications I	\$2,400.00

**GARDEN CITY COMMUNITY COLLEGE  
 ADJUNCT/OUTREACH FACULTY CONTRACTS  
 (Presented to Board of Trustees for Approval 8/23/2022)**

SPCH-113-02- 3.00 credit hour(s)  
 3.00 credit hour(s) X \$800.00 = \$2400.00  
 07/11/2022 - 08/05/2022  
 11-00-0000-11022-5230

Carr, Stacey	Intercultural Communications SPCH-220-01 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/11/2022 - 08/05/2022 11-00-0000-11022-5230	\$2,400.00
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Cundiff, Cody	General Psychology PSYC-101-51/56 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/05/2022 - 08/05/2022 11-00-0000-11060-5230	\$2,400.00
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Goosey, Veronica	English Companion*** ENGL-098-30B - 1.00 credit hour(s) 1.00 credit hour(s) X \$800.00 = \$800.00 07/05/2022 - 08/05/2022 11-00-0000-11021-5230	\$800.00
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Goosey, Veronica	English II ENGL-101-30A/30B - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/05/2022 - 08/05/2022 11-00-0000-11021-5230	\$2,400.00
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Greathouse, Lachele	Intro Computer Concepts & Appl CSCI-110-01 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/11/2022 - 08/05/2022 12-00-0000-12012-5230	\$2,400.00
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Greathouse, Lachele	Intro Computer Concepts & Appl CSCI-110-52 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/11/2022 - 08/05/2022 12-00-0000-12012-5230	\$2,400.00
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Harbin, Renee	Management BSAD-122-51/55 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/11/2022 - 08/05/2022 11-00-0000-11010-5230	\$2,400.00
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**GARDEN CITY COMMUNITY COLLEGE  
 ADJUNCT/OUTREACH FACULTY CONTRACTS  
 (Presented to Board of Trustees for Approval 8/23/2022)**

Harbin, Renee	Management BSAD-122-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/11/2022 - 08/05/2022 11-00-0000-11010-5230	\$2,400.00
Harbin, Renee	Business Ethics BSAD-220-50/55 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/05/2022 - 08/05/2022 11-00-0000-11010-5230	\$2,400.00
Hicks, Tamara	KS Conceal Carry CRMJ-300-01 NON-CREDIT - 3 hours 3 contact hour(s) @ \$35.00 = \$105.00 8/6/2022 14-00-8033-31000-5270	\$105.00
Homm, Mike	KS Conceal Carry CRMJ-300-01 NON-CREDIT - 10 hours 10 contact hour(s) @ \$35.00 = \$350.00 8/6/2022 14-00-8033-31000-5270	\$350.00
Knutson, Michael	Art Appreciation ARTS-120-03 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/11/2022 - 08/05/2022 11-00-0000-11030-5230	\$2,400.00
Knutson, Michael	Art Appreciation ARTS-120-51/56 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/05/2022 - 08/05/2022 11-00-0000-11030-5230	\$2,400.00
Kristalyn, Seth	English II ENGL-102-01 - 3.00 credit hour(s) 7/8 of 3.00 credit hour(s) X \$800.00 = \$2100.00 07/05/2022 - 08/05/2022 11-00-0000-11021-5230	\$2,100.00
Kuenstler, Gary	First Aid HPER-109-02 - 2.00 credit hour(s) 4/8 of 2.00 credit hour(s) X \$700.00 = \$700.00	\$700.00

**GARDEN CITY COMMUNITY COLLEGE**  
**ADJUNCT/OUTREACH FACULTY CONTRACTS**  
(Presented to Board of Trustees for Approval 8/23/2022)

07/11/2022 - 08/05/2022  
11-00-0000-11070-5260

Kwiatkowski, Eve	First Aid HPER-109-01 - 2.00 credit hour(s) 2.00 credit hour(s) X \$800.00 = \$1600.00 07/11/2022 - 08/05/2022 11-00-0000-11070-5230	\$1,600.00
Lamb, Winsom	Intro to Cultural Anthropology SOC1-105-50/55 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/05/2022 - 08/05/2022 11-00-0000-11060-5230	\$2,400.00
McCallum, Brian	Art Appreciation ARTS-120-02- 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/11/2022 - 08/05/2022 11-00-0000-11030-5230	\$2,400.00
McCallum, Brian	Art History I: Prehis Medieval ARTS-121-51- 3.00 credit hour(s) 4/6 of 3.00 credit hour(s) X \$800.00 = \$1600.00 07/05/2022 - 08/05/2022 11-00-0000-11030-5230	\$1,600.00
Nguyen, Thuy	College Algebra MATH-108-51/56- 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/05/2022 - 08/05/2022 11-00-0000-11050-5230	\$2,400.00
Ortega, Susan	Personal Finance BSAD-130-01 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/11/2022 - 08/05/2022 11-00-0000-11010-5230	\$2,400.00
Sisk, Bradley	First Aid HPER-109-02 - 2.00 credit hour(s) 4/8 of 2.00 credit hour(s) X \$800.00 = \$800.00 07/11/2022 - 08/05/2022 11-00-0000-11070-5230	\$800.00
Thomlinson, Cayla	Interpersonal Communications I	\$2,100.00

**GARDEN CITY COMMUNITY COLLEGE  
 ADJUNCT/OUTREACH FACULTY CONTRACTS  
 (Presented to Board of Trustees for Approval 8/23/2022)**

SPCH-113-01 - 3.00 credit hour(s)  
 7/8 of 3.00 credit hour(s) X \$800.00 = \$2100.00  
 07/05/2022 - 08/05/2022  
 11-00-0000-11022-5230

Towle, Zach	Introduction to Business BSAD-101-51 - 3.00 credit hour(s) 3.00 credit hour(s) X \$700.00 = \$2100.00 07/11/2022 - 08/05/2022 11-00-0000-11010-5260	\$2,100.00
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Unruh, Brandy	Career Success PCDE-109-01 - 1.00 credit hour(s) 1.00 credit hour(s) X \$800.00 = \$800.00 07/11/2022 - 08/05/2022 11-00-0000-11083-5230	\$800.00
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Unruh, Brandy	Career Success PCDE-109-02 - 1.00 credit hour(s) 1.00 credit hour(s) X \$800.00 = \$800.00 07/11/2022 - 08/05/2022 11-00-0000-11083-5230	\$800.00
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Whitacre, Jonathan	Intermediate Algebra MATH-107-02 - 3.00 credit hour(s) 3.00 credit hour(s) X \$800.00 = \$2400.00 07/05/2022 - 08/05/2022 11-00-0000-11050-5230	\$2,400.00
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Whitacre, Jonathan	College Algebra MATH-108-02/HS2- 3.00 credit hour(s) 6/8 of 3.00 credit hour(s) X \$800.00 = \$1800.00 07/05/2022 - 08/05/2022 11-00-0000-11050-5230	\$1,800.00
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**TOTAL:           \$65,695.00**

**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 JULY 2022

### **Purchases over \$150,000.00 requiring Board Approval**

- Check #287275 to Daktronics Inc. for \$264,073.00 for Video Board for Athletic field 60%. Approved by the Board of Trustees on 3.8.2022.
- Check #287368 TO Ellucian Co for \$343,168.00 for Annual Maintenance Agreement 2022-2023. Approved by the Board of Trustees 6.14.2022

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

- Check #287207 to Great Western Dining for \$92,081.70 for Advance Board Billing
- Check #287271 to City of Garden City for \$68,775.35 for city utilities
- Check #287396 to CDW Government Inc for \$51,725.92 no invoice over \$50,000.00
- ECheck #0724-8 to KPERS for \$56,821.57 for employee contributions for July 2022

Garden City Community College  
07.31.22

	<u>Amount</u>	<u>% Rate</u>
Cash in Bank:		
Commerce Bank	\$ 1,084,541.59	0.0000% *
State Municipal Invest. Pool	\$ 221,046.66	1.0499%
Landmark National Bank	\$ 4,900,022.54	1.34%
Security Bank of KC -2021	\$ 1,659,359.99	1.25%
Security Bank of KC -2022	\$ 5,085,392.61	1.827482%
	<u>\$ 12,950,363.39</u>	

	<u>Type</u>	<u>Amount</u>	<u>% Rate</u>	<u>Beg. Date</u>	<u>Maturity</u>
Investments:					
Kearny County Bank	CD	\$ 1,000,000.00	2.25%	7/26/2022	4/26/2023
Western State Bank	CD	\$ 1,001,126.02	0.15%	4/29/2022	1/29/2023
Kearny County Bank	CD	\$ 1,000,000.00	2.40%	7/29/2022	1/24/2023
Kearny County Bank	CD	\$ 1,000,000.00	2.55%	7/29/2022	8/30/2023
		<u>\$ 4,001,126.02</u>			
 Total		 <u><u>\$ 16,951,489.41</u></u>			

\*Reconciled Bank statement balance

**Agenda No: II - D**

**Date: August 23, 2022**

**Topic:** Consideration to support a Community Facilities and Needs Assessment Request for Proposal (RFP)

**Presenter:** Dr. Ryan Ruda, President

**Background Information:**

The board is requested to consider formal support for a Community Facilities Condition and Needs Assessment RFP to be sent from a group which has been convened by Lon Pishny, Finney County Commission Chair, and represents each of the taxing entities in Finney County as well as Convention and Visitors Bureau, Economic Development and the Chamber of Commerce. This group has been convened to discuss and review projects in the community specific to convention, exhibition, performing arts or civic center space. Through this conversation, several planned projects have been discussed within Finney County.

Chair Douglass and I have been invited to represent GCCC in this group discussion. Through the group’s work, it has been determined that there is need for a feasibility study to be completed, reviewing the feasibility for community projects, the viability for the facilities, size of facilities and other aspects. This RFP, if approved by each taxing entity, would be released and received back to the Community Task Force for review by the end of September. The Task Force would review the proposals and then make a recommendation back to the respective boards. There has not been discussion on cost sharing. At this juncture, each taxing entity board is being asked to consider a vote to support the attached RFP to be released and for proposals to be reviewed by the convened Task Force for a recommendation back to respective boards.

**Budget Information:**

There is no cost or financial obligation at this time.

**Recommended Board Action:**

Recommend voting to approve the support the Task Force advertising the included RFP to seek proposals.

**Board Action Taken:** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Disapproved**  
\_\_\_\_\_ **Ayes** \_\_\_\_\_ **Nays** \_\_\_\_\_ **No Action**

**Board Member Notes:**

Request for Qualification (RFP)  
Community Facility Needs Assessment

Issued By:  
Finney County Community Event Facility Task Force

## **PROJECT DESCRIPTION**

The Finney County Community Event Facility Task Force is seeking proposals from qualified firms to perform a Community Facilities Condition and Needs Assessment (CFNA) within the county. This assessment will serve as a guide to the planning of future multi-use facilities in Finney County.

The selected firm will work with the community stakeholders and decision-makers to identify needs and develop options that ensure highly functional workplaces and public service spaces. Plan options must give the flexibility to adapt to future needs. The analysis will be utilized for prioritizing capital improvements and maintenance requirements, as well as assisting with allocating operating budgets.

The consultant will provide an assessment of existing facilities, future space needs, concept plan, cost estimating, and project phasing. It is essential that the study be conducted in a transparent manner and involve the county, city, and other community stakeholders to the appropriate degree.

## **INTRODUCTION/BACKGROUND**

Finney County is home to a growing and diverse population. As of 2021, the County's total population is estimated at 46,086. Garden City and Holcomb serve as a combined anchor of the County, with seventy- five percent of Finney County's population residing within their borders. Garden City's population is 33,050, and Holcomb's population is 2,522 (Finney County CHAT Update, November 2021).

In recent years, Garden City has attracted a steady stream of young families and job-seekers from across western Kansas and regions beyond. Data from the American Community Survey confirm what many Finney County residents observe daily: The County has a higher percentage of children and young adults compared to neighboring counties. This has contributed to a growing population and an expanding economic base that reflects investments that residents and community leaders have made over the years, and has well-positioned the County for future economic growth.

The primary purposes of the final written report would be to:

1. Educate the general public and key stakeholder organizations on the opportunities and priorities regarding revenue generating facilities in Finney County.

2. Provide material to guide and support decision making local officials on how to proceed with renovation of current facilities.
3. Serve as a document that can support efforts to attract and secure funding for implementation of future projects.
4. Any current studies in progress will be available to the proposer, in addition to access of current project plans including, but not limited to, the following projects: Star Bond development, Garden City Community College expansion project, Finney County Exhibition Building analysis, and the Southeast Community Park Project.

The project development group seeks the following deliverables from the project:

1. Workshop convening key neighborhood representatives and citizens to gather input and present initial ideas for recommendations for the study.
2. A written report that includes:
  - a. A resource roadmap on funding opportunities.
  - b. Recommendations on key next steps and actions.
  - c. In-person presentation to all stakeholders within the city and the county.

### **TIME PERIOD**

The RFP submissions will be accepted through September 30, 2022.

### **METHOD OF SOLICITATION**

Notice will be published electronically on the Finney County Convention and Visitors Bureau website: [www.visitgck.com](http://www.visitgck.com)

### **DIRECTION FOR SUBMISSION**

All submittals must follow the format described in this section. We reserve the right to include or exclude any part of the submittals in the final agreement with the selected firm.

Please provide an electronic PDF copy of the proposal via email to Roxanne Lansink, Director, Finney County Convention and Visitors Bureau, at [rmorgan@finneycountycvb.com](mailto:rmorgan@finneycountycvb.com).

To be considered for selection, submittals must arrive by email at the email listed above by close of business on Friday, September 30, 2022

It is the sole responsibility of the submitting firm to ensure timely delivery. Late proposals shall not be considered. Proposals will not be accepted at any other location other than the email specified above.

The cost of preparing and submitting the proposal is the responsibility of each proposing firm.

### **PROPOSAL REQUIREMENTS**

The ideal firm shall have experience performing market feasibility studies, project concept designs, and project cost estimates as detailed in the Scope of Services. The qualifications and commitment of key personnel that would be assigned to this community are critically important in the selection of a firm. Please provide the following in your proposal in the following sequence:

1. Cover Letter - one the proposer's letterhead, including an introduction including the name, phone number, and email address of the person(s) authorized to represent the company regarding all matters related to the project.
2. Project Team- An executive summary and an organizational chart identifying team members and their areas of responsibility.
3. Key personnel qualifications.
4. Information regarding the firm's ability to meet project schedules and availability to staff.
5. Three (3) references (past or current). Firms shall provide contact information for at least three municipal, county, or other government or private sector clients of similar size and make up as Finney County. References shall specify entity name, address, contact person, telephone number, and the services provided.
6. Qualifications and relevant project experiences as outlined in the Scope of Services.

7. Itemized costs associated with the completion and delivery of the Scope of Services.

## **SCOPE OF WORK**

### **Current Facilities Assessment**

The task force is requesting proposals for qualified consultants for comprehensive RFP services to provide detailed analysis of current revenue-generating facilities within Finney County. Required services shall include, but are not limited to:

1. Identify and document the current conditions of all existing multi-use facilities, including hotels, sports fields, conference and trade-show space, waterparks, shelters, and other facilities, both indoor and outdoor. The primary consideration will be the physical state of each facility.
2. Identify and assess the utilization and the ability of each facility to serve current needs, including its ability to accommodate the number of employees housed within each facility, and identify if the facility is meeting the overall needs of the community.
3. Identify the replacement and/or renovation costs of each facility, and make recommendations as to which (if any) facility should be renovated, replaced, relocated, etc., as needed.
4. Provide an assessment of each facility's activity and reach on a local, regional, and national basis. Identifying deficiencies that may limit the utilization of each facility.

### **Future Facility Analysis**

The proposal shall also include a detailed analysis of new revenue-generating facilities within Finney County. Required services shall include, but are not limited to:

1. Investigate the possible development and location of future revenue-generating facilities of various sizes and capacities, with regard to the economic impact within the Finney County community.



2. Analyze current and future parking and lodging needs, as well as access and circulation (traffic control and access).
3. Analyze budget implications and perform a cost analysis for development and ongoing operation of proposed facilities.
4. Identify a range of funding options for development of the proposed facilities, including public and private partnerships.
5. Determine the inadequate and underserved community activity needs in Garden City, Holcomb, and Finney County.
6. Determine proposed facilities potential in attracting and retaining new and existing residents.
7. Determine proposed facilities potential in attracting visitors from outside of the county.

### **SELECTION PROCESS**

Potential firms may submit written questions to Roxanne Lansink through September 15, 2022. All questions and answers will be distributed using the email address each firm provides.

The task force will evaluate all RFP submittals and select the firm deemed the most qualified, based on the criteria outlined in the "Proposal Requirements," and may enter a contract for a market and facility analysis. In making the determination, the ad-hoc group may schedule one-on-one interviews with the firms as necessary.

### **RESERVATION OF RIGHTS**

The task force reserves all rights available to it under applicable laws, including without limitation, and with or without cause and with or without notice, the right to:

1. Cancel this RFP in whole or in part, at any time before the executive of a contract by the issuing parties, without incurring any cost, obligations, or liabilities.
2. Issue addenda, supplements, and modifications to this RFP.

3. Revise and modify, at any time before the RFP submittal due date, the factors and/or weights of factors the organizers will consider in evaluating RFP proposals and revise or otherwise expand its evaluation methodology as set forth herein.
4. Extend the RFP submittal due date.
5. Investigate the qualification of any firm under consideration and require submittal confirmation of information furnished by a firm.
6. Require additional information from a firm concerning the contents of its RFP until such time as the team declares, in writing, that a particular stage or phase of its review of the responses has been completed or closed.
7. Reject at any time, any or all submittals, responses, and RFP submittals received.
8. Terminate, at any time, evaluations of responses received.
9. Appoint an evaluation committee to review RFP submittals or responses, make recommendations, and seek the assistance of outside technical experts and consultants in RFP submittal evaluation.
10. Hold interviews and conduct discussion on correspondence with one or more of the firm's responding to this RFP to seek an improved understanding and evaluation of the responses to this RFP.
11. Seek or obtain data from any source that has the potential to improve the understanding and evaluation of the responses to this RFP.
12. Disclose information contained in the RFP submittal to the public as required under the Kansas Public Information Act.
13. Waive deficiencies in an RFP submittal, accept and review a non-conforming RFP submittal or seek clarifications or supplements to an RFP submittal.

**Agenda No: II - E**

**Date: August 23, 2022**

**Topic:** Resignation/Release from contract and waiver of liquidated damages

**Presenter:** Dr. Ryan Ruda

**Background Information:**

Eve Kwiatkowski has submitted her resignation from her full-time faculty position working in emergency medical services programming. She will continue to work for the college on a part-time, contracted basis in the Fall 2022 semester. Per the faculty Negotiated Agreement, liquidated damages can be assessed based on the date of notice of resignation. It is the administration's recommendation that Ms. Kwiatkowski be released from her contract and the liquidated damage fee be waived.

**Budget Information:**

**Recommended Board Action:**

Accept the recommendation to release Ms. Kwiatkowski from her contract and waive the liquidated damage fee.

**Board Action Taken:**           **Approved**        **Disapproved**  
                                        **Ayes**        **Nays**        **No Action**

**Board Member Notes:**

**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.

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).
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.
  - **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.

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.

*Reviewed Bi-annually.*

*This policy revised on April 10, 2022*

**POLICY TITLE: MISSION**

**Garden City Community College exists to produce positive contributors to the economic and social well-being of society.**

*Reviewed annually.*

*This policy adopted on June 14, 1995*

**POLICY TITLE: BUDGETING/FINANCIAL PLANNING/FORECASTING**

Budgeting any fiscal period or the remaining part of any fiscal period shall not deviate significantly from board ENDS priorities, risk fiscal jeopardy, nor fail to show a generally acceptable level of foresight.

Accordingly, the president shall not cause or allow budgeting which:

1. Does not provide a priority motivated menu of Capital Outlay Funds to be requested for expenditure.
2. Plans the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period.

*Reviewed annually.*

*This policy revised on August 12, 2014*



**POLICY TITLE: FINANCIAL CONDITION**

With respect to the actual, ongoing condition of the organization's financial health, the president shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the ENDS policies.

Accordingly, the president shall not:

1. Exceed the working budget for the fiscal year (July 1 - June 30).
  - a. Fail to maintain a cash reserve of at least 20 percent.
  - b. Fail to maintain the capital improvement fund at \$250,000.
  - c. Fail to maintain reserves for use towards non-covered insurance claims.
2. Use cash reserves.
3. Fail to develop additional public and/or private revenue sources.

*Reviewed annually.*

*This policy revised on August 11, 2020*

**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.
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 insure 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.

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

*This policy revised on October 19, 2021*



**ACADEMIC  
PROGRAM REVIEW  
REPORT**

PROGRAM  
AWARDS OFFERED

**[Date:08/16/2021]**



### 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 page



## 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:***

\_\_\_\_\_ Date \_\_\_\_\_  
*Program Lead [Type Name]*

\_\_\_\_\_ Date \_\_\_\_\_  
*[Type Name]*

\_\_\_\_\_ Date \_\_\_\_\_  
*[Type Name]*

\_\_\_\_\_ Date \_\_\_\_\_  
*[Type Name]*

\_\_\_\_\_ Date \_\_\_\_\_  
*[Type Name]*

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

\_\_\_\_\_ Date \_\_\_\_\_  
*Division Leader [Type Name]*

***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:***

\_\_\_\_\_ Date \_\_\_\_\_  
*Dean*

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

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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.

To provide students with the best possible education in the fundamental areas of modern chemistry while relating contents to other disciplines, society, and real-world chemical applications. The program seeks to assist students to be well-equipped for the job market in chemistry and related disciplines as well as successfully transfer to a four-year university. Graduates will be familiar with everyday applications of chemistry and be able to make positive contributions to society.

**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).

**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 1st and student enrollment will be as of October 15th for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1st or October 15th of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30th 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 1<sup>st</sup>. (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
Wanda I. Rodriguez Rivera	Doctorate Degree 12/15	Western Michigan University	Medicinal Chemistry. Synthesis. Instrumentation.
Daniel Kyinakwa	Master 05/18	Illinois State University	Chemistry.
Praveen Vadapally	Doctorate degree	University of Northern Colorado	

## 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				X		1
Black, non-Hispanic		X				1
Hispanic	X				1	
American Indian or Alaska Native						
Native Hawaiian / Pacific Islander						
Two or more races						
Race/Ethnicity Unknown (Or Decline to Identify)						
White, non-Hispanic						

Totals						
c.) Number of faculty with doctorate or other terminal degree	1			1	1	1
d.) Number of faculty whose highest degree is a master's, but not a terminal master's		1				1
e.) Number of faculty whose 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.).

Wanda Rodriguez- Chemistry Instructor. Support on After School Science program for Holcomb Schools.

Serves as a tutor in the Saffel Library since Fall of 2019.

Daniel Kyinawka -Chemistry Instructor, Advising, Faculty Recruitment, Outstanding Faculty Award (Student Support Services, Fall 2018).

#### 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.

Below is a summary of Dr. Rodriguez and Mr. Kyinakwa qualifications. Dr. Rodriguez is of Hispanic descent and Mr. Kyinakwa is from Africa, bringing a mix of diverse cultural backgrounds and experiences, thereby making them relatable to our student population.

#### Wanda Rodriguez

- PhD Medicinal Organic Chemistry.
- Eleven years of teaching experience at the higher education level.
- Experience teaching several chemistry courses.
- Ability to work with instruments and incorporating the instruments to the teaching in education.
- Expertise in Spectroscopy.
- Added a new Biochemistry course to the catalog.

Daniel Kyinakwa:

- Involving College Chemistry course students in basic research projects to expose them to scientific research methods and real-world applications of chemistry.
- Achieved some success on student persistence and retention.
- Need to work on getting more diverse student population in the chemistry program.
- Work on terminal degree.

**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).

Faculty Workload (over past 5 years, ending Academic Year 2016-17)									
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)			
	Academic Year	2018-2019	2019-2020	2020-2021					
Wanda Rodriguez		15	15			Chemical Inventory, Tutoring, writing instrumentation grant, Organic Storage room.			
Daniel Kyinawka		15	14			Student advising (Program advisor), Faculty recruitment, and Science and Math Club activities			

**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?

**Wanda Rodriguez- Contribute to – The additional responsibilities add for more experience and Ability to multitask.**

**Detracts from- Creating new original worksheets, tests, etc.**

**Daniel Kyinawka - Workload is appropriate and allows for adequate preparation to assist students to succeed.**

**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	2019-2020	2020-2021	[XX-XX]	[XX-XX]	[XX-XX]
Full-Time- Wanda	33%	33%			
Full Time- Daniel	77%	77%			
Part Time- Praveen					
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**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	2018-2019	2019-2020	2020-2021	[XX-XX]	[XX-XX]
# of Full-Time Faculty		4:1	2:1		
# of Part-time					
FTE Faculty					
# 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.

With the current load of students, two full-time faculty professors and one part time faculty professor is sufficient to deliver a high-quality education.

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

See appendix B.

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

Implemented new labs related to the course being taught.  
 Integrated more audiovisual material with real life examples.  
 Successfully implemented a stream class while keeping social distance.  
 Successfully implemented a Hybrid class for CHEM 105.

**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.).

Both faculty members were very effective with their teaching style, successfully engaging the students while maintaining social distancing requirements. The faculty members were able to integrate different teaching techniques.

**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.

The current ratio of student per faculty is adequate to maintain- teaching effectiveness; it allows for personal guidance while teaching the class. With a large number of students, it would be difficult to identify the needs of each student and provide one-on-one guidance to adjust the class to their learning needs.

Acquisition of more analytical instruments will help the students to become more excited about learning and teaching materials and will be able to apply what they are learning in class.

## **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.

We look at the course offered by other community colleges in the chemistry program and keep an open communication with universities to learn about their expectations and adjust our course offering to meet their curriculum.

**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.

One of the main direct measures used to demonstrate learning was testing either in the form of quizzes or test. Indirect measures used were class participation, actively solving problems in the lab and students' self-evaluation surveys on their understanding of a subject matter.

The students have been able to meet the established objectives for the most part. It is important to mention that some classes only had two students, so if one student doesn't meet the objective, the percentage of students not meeting the criteria is 50%.

**C.3 Curriculum Map of Program Student Learning Outcomes:**

Curriculum map attached (Appendix B).

**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.

For students who didn't meet one or more targets of the program learning outcome, we plan to provide more in class examples and encourage the students to seek for help during office hours or go to the tutoring center in the library.

Videos with real-life examples are planned to be presented in class for general chemistry to inspire them more and show them that chemistry is part of our everyday life.

**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.

Our program is actively engaged in cultural diversity by having professors of different cultures and races that are able to bring their experiences and ideas to the program. Also, our diverse student body identifies with the professors that come from different backgrounds. Currently, we have a professor from Asia, Africa and an American Hispanic professor.

**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?

Our program uses course, program, and essential skills assessments to evaluate the curriculum. For the general curriculum, we use the student learning objectives established by the Kansas Board Regents and program learning outcomes. At the end of the academic year, we assess the students' progress using a rubric system. Additionally, at the start of the semester, a test assessment is given and graded, this same assessment is provided at the end of the semester. With the new results, a comparative study is made to evaluate the students' learning and progress. The rubric helps us to assess specific objectives. Normally, we try to meet a goal of seventy five percent or more on meeting the goal.



## 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	[2015]		[2016]		[2017]		[2018]		[2019]		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)											
Asian											
Black, non-Hispanic											
Hispanic	1	1	1	0	0	1	1	1	2	0	8
American Indian or Alaska Native											
Native Hawaiian / Other Pacific Islander											
Two or more races											
Race/ethnicity Unknown											
White, non-Hispanic	2	1	1	0	1	2	2	1	2	0	12
<i>Totals</i>											

**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 enrollment trends of students majoring in chemistry have remained stable over the past five years according to the enrollment data. To increase the enrollment in Organic Chemistry class, we are actively encouraging professors and academic advisors to register incoming qualified freshman in college chemistry, this will allow those students meet the requirements to take Organic Chemistry during their sophomore year.

If the college receives the Title 5 grant and invest in more equipment, we can get more students majoring in chemistry or biochemistry.

An after-school science program in the area for middle school and high school students will be good to get them excited about studying sciences.

Another recruitment strategy would be to tell the students all the professions they can pursue with a degree in chemistry. For example: They can work with the police as forensic chemist,

or outside collecting and analyzing samples as an environmental chemist, developing new drugs in a pharmaceutical industry, becoming a medical doctor, etc.

Many students are not aware of the advantages and all of the alternative careers that they can pursue with a degree in chemistry.

**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?

Many students come with very low mathematical skills and a weak foundation in science but they are willing to work and learn.

Qualities that we see in a successful student are that they can accept constructive criticism and are able to work well under pressure. A student should also possess good analytical abilities and are able to do well and demonstrate competence in mathematics since chemistry requires many high-level mathematics courses.

**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.

We have the math and science club. This club provides scholarships to students in math and science. The students are able to fraternize through the club. They also develop their leadership skills by helping in the organization of fun science activities.

**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.

Bridges and ALS program provide students with scholarships.

**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.

Since we have been working at Garden City Community College, our chemistry students have been accepted into their programs of interest and are achieving their professional goals.

We currently don't have a formal Alumni page or program to reach out to our alumni. We propose to create a page for Alumni members in which they can share their positive experiences of their time at Garden City Community College and to create a funding program with the motto: "Give back to the college that made your fondest memories, made you a professional". We will have to interview former students to see what they remember the most about Garden City Community College.

**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										
	[2015]		[2016]		[2017]		[2018]		[2019]	
	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)										
Asian										
Black, non-Hispanic										
Hispanic	3.516	2.812	3.227	2.779	3.000	2.837	3.010	2.785	3.241	2.737
American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown										
White, non-Hispanic	3.774	3.175	N/A	N/A	3.601	3.143	3.367	3.097	N/A	N/A
Female	3.650	3.064	3.227	3.062	3.701	3.043	3.334	3.016	3.241	2.941
Male	3.507	2.857	N/A	N/A	3.250	2.787	2.719	2.677	N/A	N/A

**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 1<sup>st</sup> and June 30<sup>th</sup> 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										
	[2015]		[2016]		[2017]		[2018]		[2019]	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)										

Asian										
Black, non-Hispanic										
Hispanic	0	1	1	0	0	0	0	0	1	0
American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown										
White, non-Hispanic	1	0	0	0	0	0	1	0	0	0

\*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 1<sup>st</sup> and June 30<sup>th</sup> 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		2015		2016		2017		2018		2019	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
12	75	3	100	1	100	3	66.67	3	66.67	2	50

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

Program 3-year graduation rates												
5-year total			Entering cohorts Fall semester									
			2015		2016		2017		2018		2019	
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort
12	41.67		66.67	1	100	1	0.00	3	33.33	3	50.00	2

### 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														
2015			2016			2017			2018			2019		
# 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	64.50	13.00	1	88.00	0.00	0	N/A	N/A	1	79	0	1	69	0

### D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2015		2016		2017		2018		2019	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
1	2	2	1	0	0	2	1	2	1

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.

**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?

The program is retaining fifty percent or more of the students and the graduation rate average is above fifty percent. It is important to consider that the program doesn't have many students per semester, therefore any slight drop significantly affects the success rate.

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

The department hosted its very first BRIDGES-LSAMP poster presentation of research projects, which the students were working on through the semester. Additionally, a select group of students presented their work on a national conference. Due to COVID-19, the students and faculty have been unable to travel to national conferences.

- 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.

Currently, we have very few students majoring in Chemistry and fortunately all of them are completing the program.

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

We need to focus on providing the students with a strong foundation before they take chemistry or any other class. One of our main challenges is to teach at the same rate when we have students who have a strong foundation and learn the materials quickly together with students that struggle with the basics.

### 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 2015		Academic Year 2016		Academic Year 2017		Academic Year 2018		Academic Year 2019	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)	15	75	18	90	14	70	19	95	13	65
Concurrent Enrollment (Outreach-HS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Dual Credit Enrollment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5	25

(Outreach-HS)										
On-line courses-GCCC	76	380	37	185	52	260	90	450	65	325
On-line courses-EDUKAN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On-line courses-Contract	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Face to Face courses	88	440	128	640	143	715	66	330	94	470
Internships/practiced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Independent study, tutorials, or private instruction	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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
2015 General Class Section	3	0	3	1	0	0	0	7
2016 General Class Section	3	2	4	0	0	0	0	9
2017 General Class Section	7	2	4	0	0	0	0	13
2018 General Class Section	3	3	4	0	0	0	0	10
2019 General Class Section	7	3	4	0	0	0	0	14
2015 Edukan	8	0	0	0	0	0	0	8
2016 Edukan	10	0	0	0	0	0	0	10

2017 Edukan	12	0	0	0	0	0	0	12
2015 High School Class Section	2	0	0	0	0	0	0	2
2016 High School Class Section	3	0	0	0	0	0	0	3
2017 High School Class Section	2	0	0	0	0	0	0	2
2018 High School Class Section	1	1	0	0	0	0	0	2
2019 High School Class Section	1	1	0	0	0	0	0	2
Totals Across 5 Years	62	12	19	1	0	0	0	

**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.

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.

The average class size of 20-29 remained stable from years 2016-2019. The class year of 2015 had a one group of over 30 students. Even though the college enrollment had dropped

Individualized attention is provided to the students which helps student retention and success in the program. Every academic year, the program faculty members recommend students to become chemistry tutors at the Comprehensive Learning Center (CLC). Many students do take advantage of this opportunity to complete their homework.



A chemistry Snap Chat group is created to provide assistance at all times to the students.

### **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?

No formal tool is in place as an exit interview. Currently our knowledge of such opinions is based on casual conversations with students.

Overall, no concerns have been brought to our attention. Students have seemingly been prepared for transfer to a four-year school.

Having an exit system in place for Chemistry and Health graduates is something we will need to develop in the near future.

**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 F.1 for similar answer. This is not a tool we have in place, so we do not have formal feedback from alumni.

**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.

Our department does not have internships or clinical opportunities. We also do not have a system in place for job performance appraisals or surveys.

**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?

We do not do well with this part of the assessment process. We have no formal tools or processes in place to assess if students are successful once they leave GCCC. This lack of a process makes it hard to communicate the information and results to our current students and to use for recruitment efforts.



## 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 college has a relatively good sized and well-stocked library onsite. Students and Faculty receive the needed assistance in the library. Faculty members receive training and support from the IT department and the Director of Instructional Design/Canvas Administrator.
- The college has partnered with Cengage to provide a digital library for students and faculty. With a reasonable fee, students have access to a wide variety of electronic books, eliminating high cost and inconvenience of requiring students to buy physical books.
- In addition, students and faculty have remote access to Finney County Public Library, Kansas Library, and Research databases such as EBSCOhost and ProQuest.

**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?

- Program faculty submits yearly requisitions for the purchase of needed glassware, chemicals, and other equipment.
- Partnering with management to secure grants for the purchase of relatively expensive instruments.

**G.3 Revenue and Expense Analysis:** Insert program data from at least five academic years.

Academic Year	Revenue: Tuition/Fees, State	Change from Prior Year	Expenses	Change from Prior Year	Profit/Loss	Change in P/L from prior year
2014-15	142985	n/a	211843	n/a	-68858	n/a
2015-16	116889	-18.25%	184850	-12.74%	-67961	-1.30%
2016-17	131261	12.30%	214590	16.09%	-83329	22.61%
2017-18	148665	13.26%	237589	10.72%	-88924	6.71%
2018-19	124621	-16.17%	199819	-15.90%	-75198	-15.44%

**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 program currently has two Full-Time Chemistry Instructors, enough to take up the required program chemistry courses.
- Program instruments such as UV-Vis Spectrophotometer, Infrared Spectrophotometer, and Gas Chromatograph with hydrogen generator were purchased through department funding and grants.
- Stable program faculty potentially has had a positive impact on a slight increase in the number of students who have declared chemistry as their major (currently 5, compared with the highest being 2 in previous years).
- The acquisition of the needed materials and instruments has the potential of having a positive impact on the quality of teaching and learning and therefore an increase in student enrollment in most of the program courses. Also, there have been generally positive student feedback on program course evaluations.

**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.

- There have been fluctuations in both program's enrollment trends and revenue streams. However, it is observed that the program's expenses exceeded the total revenue generated, resulting in net losses ranging from 48% to 60%. This could be due to low enrollments in specific program courses and the acquisition of the needed resources to ensure the program's success. Each program is working on ways of increasing enrollment in all program courses and considering other sources of funding for the purchase of relatively expensive required program equipment.



## **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.

-Possesiing stability in program faculty has had a potentially positive impact on our enrollment with a slight increase in the number of students who have declared chemistry as their major (currently 5, compared with the highest being 2 in previous years). The program offers quality, carefully selected transferrable courses which students could use to successfully transfer to four-year universities. The program faculty seek to improve the quality of teaching and learning through technology integration, professional development, student assessments, and course evaluations. To increase students' knowledge in instrumental methods of chemical analysis and real-world applications of chemistry, the program faculty will continue to collaborate with administration to work on funding for the purchase of more instruments for the program. To increase the number of chemistry major students, faculty will need to create more awareness and other means of incentives such as scholarships need to be considered.

## Program Goals with Recommended Action Steps

Program Name: Chemistry Date: 08/13/2021

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	Graduates will be prepared with the conceptual and technical skills to increase successful transfer to other colleges and universities and succeed in their fields of study	Apply the best teaching practices to assist students develop competence in theoretical and practical applications of chemistry – All program faculty members	Continuing	Measured in Fall and Spring	All available program resources	High	Increase in students' preparedness for academic advancement.
B - Faculty Characteristics and Qualifications	Faculty members will be knowledgeable and apply best practices that promote student success	Involve in professional development activities geared towards improving student learning and success	Continuing	As needed	Individual funding and funding for conferences through Faculty senate	Medium	Will help increase faculty professional capabilities and students' learning and retention
C - Quality of Curriculum and Student Learning	Achieve high level of consistency of course offerings	Contents and learning outcomes of courses will be monitored to ensure consistent levels of	Continuing	Start and end of every semester	N/A	High	High level of students' preparedness for transfer

		academic rigor.					
D - Student Enrollment and Success	Increase student enrollment by at least 10% in the low-enrollment classes and at least 80% are retained and able to progress to the next courses or successfully transfer	Find and use efficient enrollment tool or strategies and closely monitor the progress of enrolled students	Ongoing for 2021-2022 school year	Recruitment at the beginning of Fall and continue through discovery day.	Recruiting materials from admissions and advising center.	Medium	Increase in student enrollment and retention
E - Academic Opportunities and Class Size	Intensify individualized student support to provide learning opportunities for all students	Identify students' needs and accommodate individual's needs	Continuing	Documentation of daily office hours	Faculty office hours	Medium	Will increase student persistence and success
F - Student and Constituent Feedback	Results of student and alumni feedback will be utilized to meet the needs of program students and graduates	Conduct yearly online surveys of graduating students, alumni and their employers/supervisors	Start: Spring 2021. Continuing.	Means of contacting alumni should be established by the end of Spring 2021	Possible survey/letter	Medium	Will increase meeting students' needs for future academic success and work preparedness after graduation
G - Resources and Institutional Capacities	Increase the number of program instruments	Work on sources of funding such as grants for the purchase of instruments	Continuing	Needed program instruments will be acquired on priority based and as funds become available	Funds from department and grants	Medium	Increase students' knowledge in instrumental methods of chemical analysis, work preparedness, and academic advancement
Summary Conclusions	The chemistry program needs to prioritize working on increasing chemistry major students, student retention and success.	Program faculty can implement most strategies with some assistance from Division members and administration	Current academic year and continuing	Varies	Expensive instruments would need grant funding and other resource could be department funded	Varies	All these goals will increase program success as well as college success



## Template Appendix A

### End of Course Evaluation

#### Garden City Community College

#### EOC Eval 2019-20 Summer Terms: Main, 3, 4, 5, non-standard

**Course:** CollegeChemistryI: CHEM-109-50

**Instructor:** Daniel Kyinakwa \*

**Response Rate:** 2/7 (28.57 %)

Question		1	2	3	4	5	Mean	Std	Median
The instructor provided clear direction for course expectations, requirements, and assignments.: Daniel Kyinakwa	n	0	0	0	1	1	4.50	0.71	4.50
	%	0.00%	0.00%	0.00%	50.00%	50.00%			
The instructor explained the subject matter clearly.: Daniel Kyinakwa	n	0	0	0	1	1	4.50	0.71	4.50
	%	0.00%	0.00%	0.00%	50.00%	50.00%			
The instructor managed class time effectively.: Daniel Kyinakwa	n	0	0	0	0	2	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor delivered course content with effective teaching methods (a balance of lecture/lab/group activities/technology use).: Daniel Kyinakwa	n	0	0	0	0	2	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor encouraged class discussion from students (questions/thoughts/ideas/opinions).: Daniel Kyinakwa	n	0	0	0	0	2	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor offered help outside of class either in-person or electronically to students.: Daniel Kyinakwa	n	0	0	0	0	2	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor demonstrated professionalism in the classroom (attire/language/student interaction).: Daniel Kyinakwa	n	0	0	0	0	2	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor gave assignments, quizzes, and exams relevant to the course's content.: Daniel Kyinakwa	n	0	0	0	0	2	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor evaluated students with a clear grading system as listed in the course syllabus.: Daniel Kyinakwa	n	0	0	0	0	2	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor provided helpful feedback on assignments, quizzes, exams, and/or labs.: Daniel Kyinakwa	n	0	0	0	0	2	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

Question		1	2	3	4	5	Mean	Std	Median
Rate the overall quality of the instructor's instruction for this course.: Daniel Kyinakwa	n	0	0	0	1	1	4.50	0.71	4.50
	%	0.00%	0.00%	0.00%	50.00%	50.00%			
Please rate your performance in this course.	n	0	0	1	1	0	3.50	0.71	3.50
	%	0.00%	0.00%	50.00%	50.00%	0.00%			

Scale: 1 = Ineffective, 2 = Somewhat Ineffective, 3 = Moderately Effective, 4 = Effective, 5 = Very Effective

**Garden City Community College**  
**EOC Eval 2020-21 Fall Term: Main Session 1 (16 wk)**

**Course:** CollegeChemistryI: CHEM-109-01 20FA : Kynakwa Daniel

**Instructor:** Daniel Kynakwa \*

**Response Rate:** 3/14 (21.43 %)

Question		1	2	3	4	5	Mean	Std	Median
The instructor provided clear direction for course expectations, requirements, and assignments.: Daniel Kynakwa	n	0	0	0	3	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor explained the subject matter clearly.: Daniel Kynakwa	n	0	1	1	1	0	3.00	1.00	3.00
	%	0.00%	33.33%	33.33%	33.33%	0.00%			
The instructor managed class time effectively.: Daniel Kynakwa	n	0	1	2	0	0	2.67	0.58	3.00
	%	0.00%	33.33%	66.67%	0.00%	0.00%			
The instructor delivered course content with effective teaching methods (a balance of lecture/lab/group activities/technology use).: Daniel Kynakwa	n	0	1	0	2	0	3.33	1.15	4.00
	%	0.00%	33.33%	0.00%	66.67%	0.00%			
The instructor encouraged class discussion from students (questions/thoughts/ideas/opinions).: Daniel Kynakwa	n	0	0	2	0	1	3.67	1.15	3.00
	%	0.00%	0.00%	66.67%	0.00%	33.33%			
The instructor offered help outside of class either in-person or electronically to students.: Daniel Kynakwa	n	0	0	0	2	1	4.33	0.58	4.00
	%	0.00%	0.00%	0.00%	66.67%	33.33%			
The instructor demonstrated professionalism in the classroom (attire/language/student interaction).: Daniel Kynakwa	n	0	0	1	1	1	4.00	1.00	4.00
	%	0.00%	0.00%	33.33%	33.33%	33.33%			
The instructor gave assignments, quizzes, and exams relevant to the course's content.: Daniel Kynakwa	n	0	0	0	2	1	4.33	0.58	4.00
	%	0.00%	0.00%	0.00%	66.67%	33.33%			
The instructor evaluated students with a clear grading system as listed in the course syllabus.: Daniel Kynakwa	n	0	0	0	1	2	4.67	0.58	5.00
	%	0.00%	0.00%	0.00%	33.33%	66.67%			
The instructor provided helpful feedback on assignments, quizzes, exams, and/or labs.: Daniel Kynakwa	n	0	0	1	1	1	4.00	1.00	4.00
	%	0.00%	0.00%	33.33%	33.33%	33.33%			

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

Question		1	2	3	4	5	Mean	Std	Median
Rate the overall quality of the instructor's instruction for this course.: Daniel Kynakwa	n	0	0	2	1	0	3.33	0.58	3.00
	%	0.00%	0.00%	66.67%	33.33%	0.00%			
Please rate your performance in this course.	n	0	1	0	1	1	3.67	1.53	4.00
	%	0.00%	33.33%	0.00%	33.33%	33.33%			

Scale: 1 = Ineffective, 2 = Somewhat Ineffective, 3 = Moderately Effective, 4 = Effective, 5 = Very Effective

**Garden City Community College**  
**EOC Eval 2020-21 Fall Term: Main Session 1 (16 wk)**

**Course:** CollegeChemistryI: CHEM-109-02 20FA : Kynakwa Daniel

**Instructor:** Daniel Kynakwa \*

**Response Rate:** 5/23 (21.74 %)

Question		1	2	3	4	5	Mean	Std	Median
The instructor provided clear direction for course expectations, requirements, and assignments.: Daniel Kynakwa	n	0	0	0	2	3	4.60	0.55	5.00
	%	0.00%	0.00%	0.00%	40.00%	60.00%			
The instructor explained the subject matter clearly.: Daniel Kynakwa	n	0	1	0	2	2	4.00	1.22	4.00
	%	0.00%	20.00%	0.00%	40.00%	40.00%			
The instructor managed class time effectively.: Daniel Kynakwa	n	0	0	0	2	3	4.60	0.55	5.00
	%	0.00%	0.00%	0.00%	40.00%	60.00%			
The instructor delivered course content with effective teaching methods (a balance of lecture/lab/group activities/technology use).: Daniel Kynakwa	n	0	0	0	2	3	4.60	0.55	5.00
	%	0.00%	0.00%	0.00%	40.00%	60.00%			
The instructor encouraged class discussion from students (questions/thoughts/ideas/opinions).: Daniel Kynakwa	n	0	0	1	1	3	4.40	0.89	5.00
	%	0.00%	0.00%	20.00%	20.00%	60.00%			
The instructor offered help outside of class either in-person or electronically to students.: Daniel Kynakwa	n	0	0	1	0	4	4.60	0.89	5.00
	%	0.00%	0.00%	20.00%	0.00%	80.00%			
The instructor demonstrated professionalism in the classroom (attire/language/student interaction).: Daniel Kynakwa	n	0	0	0	1	4	4.80	0.45	5.00
	%	0.00%	0.00%	0.00%	20.00%	80.00%			
The instructor gave assignments, quizzes, and exams relevant to the course's content.: Daniel Kynakwa	n	0	0	0	2	3	4.60	0.55	5.00
	%	0.00%	0.00%	0.00%	40.00%	60.00%			
The instructor evaluated students with a clear grading system as listed in the course syllabus.: Daniel Kynakwa	n	0	0	0	0	5	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor provided helpful feedback on assignments, quizzes, exams, and/or labs.: Daniel Kynakwa	n	0	0	0	2	3	4.60	0.55	5.00
	%	0.00%	0.00%	0.00%	40.00%	60.00%			

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

Question		1	2	3	4	5	Mean	Std	Median
Rate the overall quality of the instructor's instruction for this course.: Daniel Kynakwa	n	0	0	1	1	3	4.40	0.89	5.00
	%	0.00%	0.00%	20.00%	20.00%	60.00%			
Please rate your performance in this course.	n	0	0	1	3	1	4.00	0.71	4.00
	%	0.00%	0.00%	20.00%	60.00%	20.00%			

Scale: 1 = Ineffective, 2 = Somewhat Ineffective, 3 = Moderately Effective, 4 = Effective, 5 = Very Effective

**Garden City Community College**  
**EOC Eval 2019-20 Spring Session Main (17wk)**

**Course:** CollegeChemistryII: CHEM-110-01 : Kyinakwa

**Instructor:** Daniel Kyinakwa \*

**Response Rate:** 3/10 (30.00 %)

Question		1	2	3	4	5	Mean	Std	Median
The instructor provided clear direction for course expectations, requirements, and assignments.: Daniel Kyinakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor explained the subject matter clearly.: Daniel Kyinakwa	n	0	0	0	2	1	4.33	0.58	4.00
	%	0.00%	0.00%	0.00%	66.67%	33.33%			
The instructor managed class time effectively.: Daniel Kyinakwa	n	0	0	0	1	2	4.67	0.58	5.00
	%	0.00%	0.00%	0.00%	33.33%	66.67%			
The instructor delivered course content with effective teaching methods (a balance of lecture/lab/group activities/technology use).: Daniel Kyinakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor encouraged class discussion from students (questions/thoughts/ideas/opinions).: Daniel Kyinakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor offered help outside of class either in-person or electronically to students.: Daniel Kyinakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor demonstrated professionalism in the classroom (attire/language/student interaction).: Daniel Kyinakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor gave assignments, quizzes, and exams relevant to the course's content.: Daniel Kyinakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor evaluated students with a clear grading system as listed in the course syllabus.: Daniel Kyinakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor provided helpful feedback on assignments, quizzes, exams, and/or labs.: Daniel Kyinakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

Question		1	2	3	4	5	Mean	Std	Median
Rate the overall quality of the instructor's instruction for this course.: Daniel Kyinakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
Please rate your performance in this course.	n	0	0	0	1	2	4.67	0.58	5.00
	%	0.00%	0.00%	0.00%	33.33%	66.67%			

Scale: 1 = Ineffective, 2 = Somewhat Ineffective, 3 = Moderately Effective, 4 = Effective, 5 = Very Effective

## Garden City Community College EOC Eval 2019-20 Spring Session Main (17wk)

**Course:** CollegeChemistryII: CHEM-110-02 : Kynakwa

**Instructor:** Daniel Kynakwa \*

**Response Rate:** 3/9 (33.33 %)

Question		1	2	3	4	5	Mean	Std	Median
The instructor provided clear direction for course expectations, requirements, and assignments.: Daniel Kynakwa	n	0	0	0	3	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor explained the subject matter clearly.: Daniel Kynakwa	n	0	1	1	1	0	3.00	1.00	3.00
	%	0.00%	33.33%	33.33%	33.33%	0.00%			
The instructor managed class time effectively.: Daniel Kynakwa	n	0	0	0	3	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor delivered course content with effective teaching methods (a balance of lecture/lab/group activities/technology use).: Daniel Kynakwa	n	0	0	0	3	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor encouraged class discussion from students (questions/thoughts/ideas/opinions).: Daniel Kynakwa	n	0	0	0	2	1	4.33	0.58	4.00
	%	0.00%	0.00%	0.00%	66.67%	33.33%			
The instructor offered help outside of class either in-person or electronically to students.: Daniel Kynakwa	n	0	0	0	0	3	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor demonstrated professionalism in the classroom (attire/language/student interaction).: Daniel Kynakwa	n	0	0	0	3	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor gave assignments, quizzes, and exams relevant to the course's content.: Daniel Kynakwa	n	0	0	1	2	0	3.67	0.58	4.00
	%	0.00%	0.00%	33.33%	66.67%	0.00%			
The instructor evaluated students with a clear grading system as listed in the course syllabus.: Daniel Kynakwa	n	0	0	0	3	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor provided helpful feedback on assignments, quizzes, exams, and/or labs.: Daniel Kynakwa	n	0	0	0	3	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

Question		1	2	3	4	5	Mean	Std	Median
Rate the overall quality of the instructor's instruction for this course.: Daniel Kynakwa	n	0	0	2	0	1	3.67	1.15	3.00
	%	0.00%	0.00%	66.67%	0.00%	33.33%			
Please rate your performance in this course.	n	0	1	1	0	1	3.33	1.53	3.00
	%	0.00%	33.33%	33.33%	0.00%	33.33%			

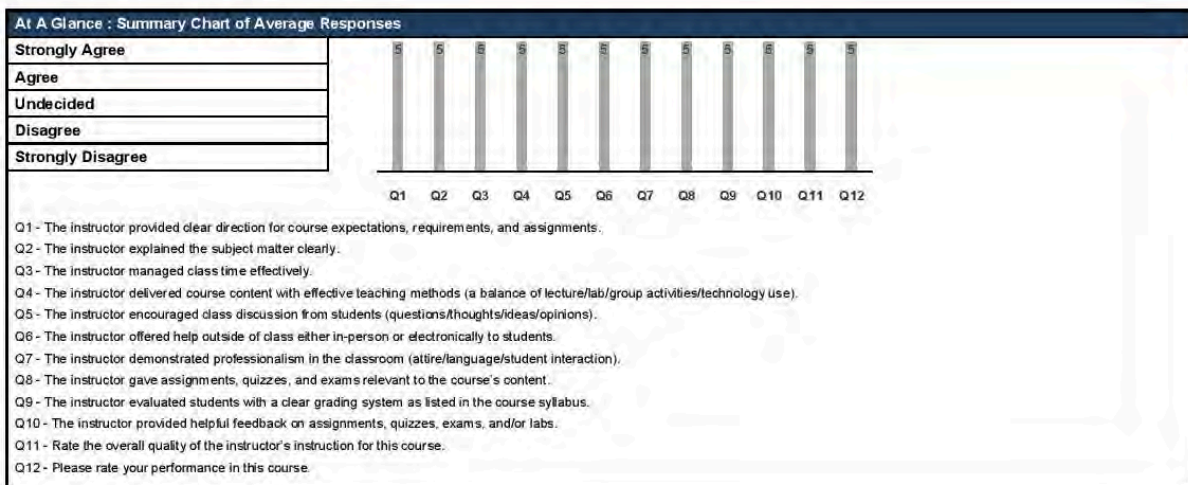
Scale: 1 = Ineffective, 2 = Somewhat Ineffective, 3 = Moderately Effective, 4 = Effective, 5 = Very Effective

## Garden City Community College EOC Eval 2019-20 Fall

**Course:** OrganicChemistryI: CHEM-206-01

**Instructor:** Wanda Rodriguez Rivera \*

**Response Rate:** 1/4 (25.00 %)



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

Wanda Rodriguez Rivera

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Strongly Disagree	(1)	0	0.00%		5.00	
Disagree	(2)	0	0.00%			
Undecided	(3)	0	0.00%			
Agree	(4)	0	0.00%			
Strongly Agree	(5)	1	100.00%			
<b>Response Rate</b>				<b>Mean</b>	<b>STD</b>	<b>Median</b>
1/4 (25.00%)				5.00	0.00	5.00

**2 - The instructor explained the subject matter clearly.**

Wanda Rodriguez Rivera

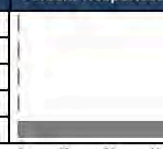
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Strongly Disagree	(1)	0	0.00%		5.00	
Disagree	(2)	0	0.00%			
Undecided	(3)	0	0.00%			
Agree	(4)	0	0.00%			
Strongly Agree	(5)	1	100.00%			
<b>Response Rate</b>				<b>Mean</b>	<b>STD</b>	<b>Median</b>
1/4 (25.00%)				5.00	0.00	5.00


**Garden City Community College**  
**EOC Eval 2019-20 Fall**

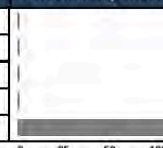
**Course:** OrganicChemistryI: CHEM-206-01


**Instructor:** Wanda Rodriguez Rivera \*

**Response Rate:** 1/4 (25.00%)

3 - The instructor managed class time effectively.					
Wanda Rodriguez Rivera					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0.00%		5.00
Disagree	(2)	0	0.00%		
Undecided	(3)	0	0.00%		
Agree	(4)	0	0.00%		
Strongly Agree	(5)	1	100.00%		
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1/4 (25.00%)		5.00		0.00	5.00

4 - The instructor delivered course content with effective teaching methods (a balance of lecture/lab/group activities/technology use).					
Wanda Rodriguez Rivera					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0.00%		5.00
Disagree	(2)	0	0.00%		
Undecided	(3)	0	0.00%		
Agree	(4)	0	0.00%		
Strongly Agree	(5)	1	100.00%		
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1/4 (25.00%)		5.00		0.00	5.00

5 - The instructor encouraged class discussion from students (questions/thoughts/ideas/opinions).					
Wanda Rodriguez Rivera					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0.00%		5.00
Disagree	(2)	0	0.00%		
Undecided	(3)	0	0.00%		
Agree	(4)	0	0.00%		
Strongly Agree	(5)	1	100.00%		
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1/4 (25.00%)		5.00		0.00	5.00

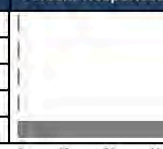
6 - The instructor offered help outside of class either in-person or electronically to students.					
Wanda Rodriguez Rivera					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0.00%		5.00
Disagree	(2)	0	0.00%		
Undecided	(3)	0	0.00%		
Agree	(4)	0	0.00%		
Strongly Agree	(5)	1	100.00%		
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1/4 (25.00%)		5.00		0.00	5.00


**Garden City Community College**  
**EOC Eval 2019-20 Fall**

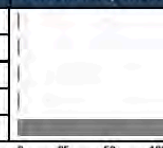
**Course:** OrganicChemistryI: CHEM-206-01


**Instructor:** Wanda Rodriguez Rivera \*

**Response Rate:** 1/4 (25.00%)

7 - The instructor demonstrated professionalism in the classroom (attire/language/student interaction).					
Wanda Rodriguez Rivera					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0.00%		5.00
Disagree	(2)	0	0.00%		
Undecided	(3)	0	0.00%		
Agree	(4)	0	0.00%		
Strongly Agree	(5)	1	100.00%		
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1/4 (25.00%)		5.00		0.00	5.00

8 - The instructor gave assignments, quizzes, and exams relevant to the course's content.					
Wanda Rodriguez Rivera					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0.00%		5.00
Disagree	(2)	0	0.00%		
Undecided	(3)	0	0.00%		
Agree	(4)	0	0.00%		
Strongly Agree	(5)	1	100.00%		
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1/4 (25.00%)		5.00		0.00	5.00

9 - The instructor evaluated students with a clear grading system as listed in the course syllabus.					
Wanda Rodriguez Rivera					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0.00%		5.00
Disagree	(2)	0	0.00%		
Undecided	(3)	0	0.00%		
Agree	(4)	0	0.00%		
Strongly Agree	(5)	1	100.00%		
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1/4 (25.00%)		5.00		0.00	5.00

10 - The instructor provided helpful feedback on assignments, quizzes, exams, and/or labs.					
Wanda Rodriguez Rivera					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0.00%		5.00
Disagree	(2)	0	0.00%		
Undecided	(3)	0	0.00%		
Agree	(4)	0	0.00%		
Strongly Agree	(5)	1	100.00%		
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1/4 (25.00%)		5.00		0.00	5.00

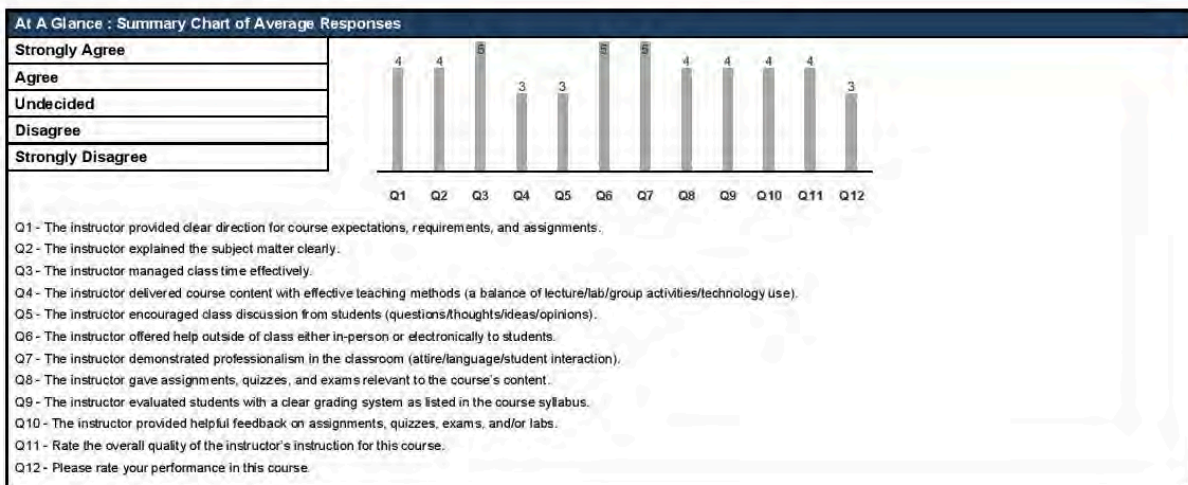


## Garden City Community College EOC Eval 2019-20 Fall

**Course:** GeneralChemistry: CHEM-105-01

**Instructor:** Wanda Rodriguez Rivera \*

**Response Rate:** 1/4 (25.00 %)



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

Wanda Rodriguez Rivera

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Strongly Disagree	(1)	0	0.00%			
Disagree	(2)	0	0.00%			
Undecided	(3)	0	0.00%			
Agree	(4)	1	100.00%			
Strongly Agree	(5)	0	0.00%			
<b>Response Rate</b>				<b>Mean</b>	<b>STD</b>	<b>Median</b>
1/4 (25.00%)				4.00	0.00	4.00

### 2 - The instructor explained the subject matter clearly.

Wanda Rodriguez Rivera

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Strongly Disagree	(1)	0	0.00%			
Disagree	(2)	0	0.00%			
Undecided	(3)	0	0.00%			
Agree	(4)	1	100.00%			
Strongly Agree	(5)	0	0.00%			
<b>Response Rate</b>				<b>Mean</b>	<b>STD</b>	<b>Median</b>
1/4 (25.00%)				4.00	0.00	4.00

## Garden City Community College EOC Eval 2019-20 Spring Session Main (17wk)

**Course:** OrganicChemistryII: CHEM-207-01 : Rodriguez Rivera

**Instructor:** Wanda Rodriguez Rivera \*

**Response Rate:** 1/4 (25.00 %)

Question		1	2	3	4	5	Mean	Std	Median
The instructor provided clear direction for course expectations, requirements, and assignments.: Wanda Rodriguez Rivera	n	0	0	0	1	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor explained the subject matter clearly.: Wanda Rodriguez Rivera	n	0	0	0	1	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor managed class time effectively.: Wanda Rodriguez Rivera	n	0	0	1	0	0	3.00	0.00	3.00
	%	0.00%	0.00%	100.00%	0.00%	0.00%			
The instructor delivered course content with effective teaching methods (a balance of lecture/lab/group activities/technology use).: Wanda Rodriguez Rivera	n	0	0	1	0	0	3.00	0.00	3.00
	%	0.00%	0.00%	100.00%	0.00%	0.00%			
The instructor encouraged class discussion from students (questions/thoughts/ideas/opinions).: Wanda Rodriguez Rivera	n	0	0	0	1	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor offered help outside of class either in-person or electronically to students.: Wanda Rodriguez Rivera	n	0	0	0	0	1	5.00	0.00	5.00
	%	0.00%	0.00%	0.00%	0.00%	100.00%			
The instructor demonstrated professionalism in the classroom (attire/language/student interaction).: Wanda Rodriguez Rivera	n	0	0	1	0	0	3.00	0.00	3.00
	%	0.00%	0.00%	100.00%	0.00%	0.00%			
The instructor gave assignments, quizzes, and exams relevant to the course's content.: Wanda Rodriguez Rivera	n	0	0	0	1	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			
The instructor evaluated students with a clear grading system as listed in the course syllabus.: Wanda Rodriguez Rivera	n	0	0	1	0	0	3.00	0.00	3.00
	%	0.00%	0.00%	100.00%	0.00%	0.00%			
The instructor provided helpful feedback on assignments, quizzes, exams, and/or labs.: Wanda Rodriguez Rivera	n	0	0	1	0	0	3.00	0.00	3.00
	%	0.00%	0.00%	100.00%	0.00%	0.00%			

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree

Question		1	2	3	4	5	Mean	Std	Median
Rate the overall quality of the instructor's instruction for this course.: Wanda Rodriguez Rivera	n	0	0	1	0	0	3.00	0.00	3.00
	%	0.00%	0.00%	100.00%	0.00%	0.00%			
Please rate your performance in this course.	n	0	0	0	1	0	4.00	0.00	4.00
	%	0.00%	0.00%	0.00%	100.00%	0.00%			

Scale: 1 = Ineffective, 2 = Somewhat Ineffective, 3 = Moderately Effective, 4 = Effective, 5 = Very Effective

**Template Appendix B**  
Chemistry Curriculum Map

<b>CHEM 109 College Chemistry I</b>	<b>Curriculum Map</b>						
<b>Program Outcomes</b>	<b>Properly use of ionic, molecular &amp; organic nomenclature.</b>	<b>Analyze chemical problems and demonstrate problem solving skills.</b>	<b>Describe atomic structure and the nature of chemical bonding.</b>	<b>Properly use laboratory techniques, follow safety practices and effectively communicate laboratory findings.</b>	<b>Recognize energy considerations in chemical reactions.</b>	<b>Propose the products of chemical reactions.</b>	<b>Adequately use of chemical vocabulary.</b>
<b>Course SLO: Students will be able to</b>							
<b>demonstrate proficiency in the Metric System, significant figures, and density.</b>		<b>IR</b>	<b>I</b>	<b>IR</b>		<b>IR</b>	<b>I</b>
<b>demonstrate proficiency in formula writing and balancing equations.</b>	<b>I</b>	<b>IR</b>	<b>I</b>	<b>IRMA</b>	<b>I</b>	<b>IRMA</b>	<b>I</b>
<b>demonstrate proficiency in chemical structure and bonding.</b>	<b>I</b>	<b>MA</b>	<b>IM</b>	<b>IR</b>	<b>I</b>	<b>IR</b>	
<b>demonstrate proficiency in using the gas laws.</b>						<b>RM</b>	<b>I</b>
<b>demonstrate proficiency in acid and base chemistry.</b>		<b>MA</b>		<b>MA</b>	<b>MA</b>	<b>R</b>	<b>R</b>
<b>demonstrate proficiency in understanding the energy of reactions.</b>		<b>R</b>		<b>IR</b>			
<b>demonstrate proficiency in dealing with solutions and two-phase systems.</b>			<b>R</b>				
<b>demonstrate an understanding of redox reactions and electrochemistry</b>			<b>R</b>	<b>IR</b>			<b>IR</b>

CHEM-110 College Chemistry II	Curriculum Map							
Program Outcomes	properly use of ionic, molecular, & organic chemical nomenclature.	Analyze chemical problems and demonstrate problem solving skills.	Describe atomic structure and the nature of chemical bonding	Properly use laboratory techniques, follow safety practices and effectively communicate laboratory findings.	Recognize energy considerations in chemical reactions.	Propose the products of chemical reactions.	Adequately use chemical vocabulary.	
Course SLO: Students will be able to								
describe the basic (colligative) properties of solutions	IR	IR	I	IR	I			
describe the fundamentals of acid/base equilibria, including pH calculations, buffer behavior, acid/base titrations, and their relationship to electrophiles and nucleophiles	IR		IR	IRMA	I			
describe the thermodynamic and kinetic forces involved in chemical reactions which determine how much and how soon products are formed	IR		IR	IR	IRMA	IRMA		
describe the basics of electrochemistry, and the relationship of electrical parameters to thermodynamic and stoichiometric parameters			IR		IR	IR		
describe current bonding models for simple inorganic and organic molecules in order to predict structures and important bonding parameters			I	MA	IR	IRMA	IR	
describe general periodicity patterns of (organic/inorganic) molecules, and the ability to design synthetic approaches to such species	IR		IR	IR	IR	IR		
describe solubility and complex ion equilibria	I	IR	IR			IRMA		
describe the basic aspects of nuclear chemistry		IR	IR	IR	IR	IR	IR	

CHEM-206 Organic Chemistry I		Curriculum Map				
Program Outcomes	Properly use of ionic, molecular, & organic chemical nomenclature.	Analyze chemical problems and demonstrate problem solving skills.	Properly use laboratory techniques, follow safety practices and communicate laboratory.	Recognize energy considerations in chemical reactions.	Describe atomic structure and the nature of chemical bonding.	Adequately use of chemical vocabulary.
Course SLO: Students will be able to						
use VSEPR theory to draw Lewis Structure		M	M	M	M	M
Proficiency in drawing resonance structures		M	RM	M	M	RM
Develop an understanding in the reactions of alkanes, alkene and alkynes	M	M	R	M	R	RM
Demonstrate knowledge on how stereochemistry determines a molecule's stability		R	R	M	R	RM
To be able to predict products of reactions with free radicals		M	RM	M		M
Demonstrate understanding on the reactivity of alcohols	M	M	R	M	R	RM
Proficiency in understanding SN1, SN2, E1 and E2 reactions.		M	R	M	R	RM
Explain how electron delocalization can influence reactions			R	M	R	RM
Being able to read spectras of NMR, IR and MS to identify organic compounds		I	I			I
Effectively draw mechanism of reactions	M	I	R			RM

CHEM-207 Organic Chemistry II	Curriculum Map						
Program Outcomes	Properly use of ionic, molecular, & organic chemical nomenclature.	Analyze chemical problems and demonstrate problem solving skills.	Properly use laboratory techniques, follow safety practices and effectively communicate laboratory findings.	Recognize energy considerations in chemical reactions.	Propose the products of chemical reactions.	Adequately use of chemical vocabulary.	Describe the structure and nature of chemical bonding.
Course SLO: Students will be able to							
Being able to read spectras of NMR, IR and MS to identify organic compounds		I	RM	M	M		M
Develop an understanding of the fundamentals of electronic structure and bonding in conjugated and aromatic systems	M	M	RM	M	M	M	M
Demonstrate knowledge on the fundamental electronic structure and bonding in carbonyl compounds		IMR	RM	M	M	M	M
understand how substituents effect on $pK_a$ (in the case of carboxylic acids)		A	R	M			
Fundamental knowledge on reactivity of carbonyl compounds with both hard and soft nucleophiles (carboxylic acids, aldehydes and ketones)		M	IRM	M	M	I	IR
To have knowledge on how kinetics and thermodynamics affect carbonyl condensation reactions		M	RM	M	M	M	M
Develop an understanding of the fundamental properties and reactivity of biologically important molecules (e.g. carbohydrates, amines and amino-acids)	MA	M	R	M	M		R
Effectively predict products on reactions with organometallics		M	R	M		M	IR
Effectively draw mechanism of reactions	M	R				M	M

## **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.





**NON-ACADEMIC  
DEPARTMENTAL REVIEW**

July 2022

***Records/Registration Department***  
**(Registrar's Office)**



## Non-Academic Departmental Review Self-Study

<b>Department:</b> Registrar's Office
<b>Department Head:</b> Nancy Unruh, Registrar

Submitted by: Nancy Unruh

Submission Date: July 2022

### ***INSTRUCTIONS:***

*Complete this form using department documentation and your own observations. This self-study is designed to be a narrative document and all responses to questions should be supported by rationale, explanation and or specific documentation.*

**All documentation provided for the Non-Academic Departmental Review Self-Study should include the previous five years, beginning with the 2017-2018 academic year.**

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

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## 1: Non-Academic Departmental Review Participants

List the names of **your department personnel** who contributed to the writing of this report and their position/association within your department.

Name	Association/Dept Role
Nancy Unruh	Registrar
Donna Boese	Assistant Registrar
Louise Lurtz	Records Assistant
Ruby Solorzano	Financial Aid/Records Office Assistant

## 2: Departmental Profile

### A. Mission/Purpose

1. What is the mission of the department and how does it align with the institutional mission and other strategic priorities?

The Records/Registration Department (Registrar's Office), through a commitment to equal partnership with instruction and other student service areas, provides continuous exemplary service to students, staff, and administration, while upholding and maintaining the college's policies and procedures. The Records/Registration Department (Registrar's Office) is committed to the protection and integrity of the student academic record.

The Registration/Records Department (Registrar's Office) is dedicated to the College's mission of "producing positive contributors to the economic and social well-being of society." We strive to provide exceptional service and academic information to our constituents (i.e., prospective/current/former students, faculty and staff members, and community members).

The four pillars, listed below, of the GCCC Strategic Plan represent basic requirements for institutional and academic excellence.

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

Examples of collaborative efforts are listed below.

- Assisted with electronic enrollment (Self-Service) implementation of and training for students and advisors.
- Served as chair and co-chair for Retention Committee.
- Promoted awareness and participation in Reverse Transfer process and degree completion.
- Maintain a professional relationship with office staff members, as well as other constituents (i.e., current/former students, faculty members, and staff members).
- Assist students with their academic records as they progress towards their educational goals.
- Participate in and assist with the registration process through Self-Service.
- Serve as a resource for academic regulations, policies, and procedures.
- Provide information related to academic records to students, faculty, staff, and advisors.

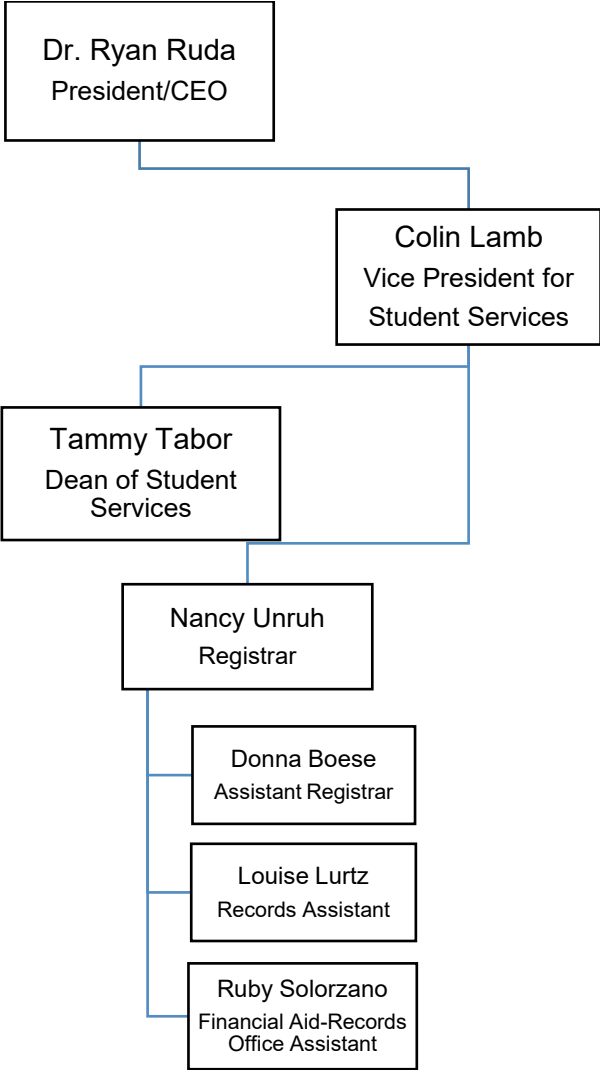
## B. Human Resources

*Combine all Sub-units for analysis.*

1. How does the department assure that all personnel are qualified for their position?

With the assistance of the Human Resources Office, the College assures that all personnel are qualified for the position first before the interview process. Selection for a position within the department is made based upon those individuals who can adhere to the requirements for each position. Training and resources are provided to each new employee for each specific position, as well as for an overall knowledge base for the Registrar’s Office. Ongoing training and evaluation are completed on a regular basis.

2. Include an organizational chart with names and titles.



3. List departmental, divisional, College, professional, or community committee or board activities and leadership roles, if applicable, of each full-time employee for the past **five** years.

**Nancy Unruh**

- Garden City Community College (GCCC)
  - Academic Calendar Committee
  - Core Curriculum Committee
  - Curriculum & Instruction Committee
  - Enrollment Retention Committee
  - SEM Core Committee
  - CampusWorks SEM Core Team (and Point of Contact)
  - Refund Appeals Committee
  - Residency Appeals Committee
  - EAB Navigate Implementation Team
  - Datacore Group
  - IPEDS Keyholder
  - 2021-22 GCCC Leadership Class
- GCCC Endowment Phonathon and Auction
- Bronbuster Athletic Association
  - Assist with ticket gates (football and basketball)
- High School Alumni Association
  - Serve on Scholarship Committee
- Involved with local church

**Donna Boese**

- Board of Trustees, MidAmerican Nazarene University
- Involved with local church
- 2022-23 GCCC Leadership Class

4. List names and anticipated dates of retirement (month, year) within the next five years.

NAME	MONTH	YEAR

5. How are the results of employee evaluations used in identifying professional development needs?

Employee evaluations provide for annual two-way communication with the supervisor and employee. While our department has ongoing dialog about necessary or desired training, the evaluation provides for a time to discuss long-range planning and professional development needs.

Each staff member completes a self-evaluation, and the supervisor completes an evaluation on each staff member. The supervisor then meets with each staff member individually, and they both discuss accomplishments, improvements, performance, and goals.

6. What department-specific professional development opportunities are offered/provided by the department?

Staff members of the Records/Registration Department (Registrar's Office) attend state and national professional organization meetings, workshops, and conferences. Attendance and participation are important to keep up to date with regulations, best practices, technology, and changes, as well as to have the opportunity to network with other colleagues within the profession.

- Professional Organizations (memberships):
  - **KACRAO** (Kansas Association of Collegiate Registrars and Admissions Officers)
    - A voluntary and non-profit professional educational association of more than 400 higher education administrators who represent nearly 80 institutions and agencies in the State of Kansas.
    - Affiliated with the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
    - Contributes to the advancement of higher education to its fullest and broadest aspects by promoting the professional development of its members and the use of high standards of professional ethics.
    - Fosters a spirit of unity, cooperation, and an exchange of ideas through meetings, workshops, and publications; and fosters relationships with AACRAO and other professional associations whose objectives and purposes are consistent with those of the Association.
  - **AACRAO** (American Association of Collegiate Registrars and Admissions Officers)
    - A non-profit, voluntary, professional association of more than 11,000 higher education professionals who represent approximately 2,600 institutions in more than 40 countries.
    - Its mission is to provide professional development, guidelines, and voluntary standards to be used by higher education officials regarding the best practices in records management, admissions, enrollment management, administrative information technology, and student services.
    - Represents institutions in every part of the higher education community, from large public institutions to small, private liberal arts colleges.
    - Promotes the well-being and advancement of professionals in the higher education community by engaging members in the collaborative pursuit of excellence in admissions, registration, and enrollment services.
    - Provides relevant programs, professional development tools, and information resources necessary to chart the course for professional success.

Ongoing staff training occurs as needed within the office with various software (i.e., Colleague/Datatel, Perceptive Content (imaging), reporting writing, and Microsoft products). Staff members complete the required annual employee online training through ALICE emergency and SafeColleges (FERPA, Bloodborne Pathogens, Discrimination, and Sexual Harassment), as well as attend in-service sessions offered on campus.

7. Show evidence that employees have continued their professional development by attaching a list of current full-time employees who participated in professional development activities during the past **five** years, and those activities.

**Nancy Unruh**

- Kansas Board of Regents (KBOR)
  - Attend data conferences (virtual)
  - Participate in various webinars for Kansas Higher Educational Data System (KHEDS) and Kansas Promise Act
- Veterans Affairs (VA)
  - Compliance webinars and trainings
- Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO)
  - Attend annual conferences
  - Attend or participate in professional development workshops or webinars offered
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
  - Attend annual conferences
  - Participate in professional development webinars offered
- National Student Clearinghouse (NSC)
  - Participate in professional development webinars offered

- On-campus Professional Development
  - Using the Phish Alert Button - Basic Use
  - 2022 Kevin Mitnick Security Awareness Training
  - ALICE trainings and refresher course (Navigate 360)
  - Safe College Trainings (Vector Solutions)
    - FERPA: Confidentiality of Records: Full Course – 2/15/2022, 9/30/2020, 8/11/2020
    - Discrimination Awareness in the Workplace: Full Course – 11/28/2019
    - Title IX: Roles of Employees: Full Course – 9/23/2020, 11/29/2019
    - Sexual Harassment: Staff-to-Staff: Full Course – 11/29/2019
    - Bloodborne Pathogen Exposure Prevention: Full Course – 10/4/2021, 10/21/2020
    - Student Engagement Tracking in the GCCC Mobile App: Custom – 7/27/2021

### **Donna Boese**

- Veterans Affairs (VA) - trainings
  - VRRAP Registration Process & Enrollment Certifications Conference Training (webinar)
  - Institutions of Higher Learning Programs
  - VA Once Remarks (we report certifications for VA through VA Once)
  - Advanced Certifying Official (SCO) Conference Training
  - Several SCO trainings with ELR (Education Liaison Representative)
- Kansas Association of Collegiate Registrars & Admissions Officers (KACRAO)
  - Attend annual conference
  - Attend or participate in professional development workshops or webinars offered
- National Student Clearinghouse (NSC)
  - Participate in professional development webinars offered
- On-campus Professional Development
  - 2022 Kevin Mitnick Security Awareness Training - April 25, 2022
  - Using the Phish Alert Button - Basic Use - May 2, 2022
  - Safe College Trainings (Vector Solutions)
    - FERPA: Confidentiality of Records: Full Course – 2/1/2022, 9/22/2020
    - Discrimination Awareness in the Workplace: Full Course – 11/14/2019
    - Title IX: Roles of Employees: Full Course – 10/31/2019, 9/22/2020
    - Sexual Harassment: Staff-to-Staff: Full Course – 10/31/2019
    - Bloodborne Pathogen Exposure Prevention: Full Course – 10/8/2021, 10/13/2020
    - Student Engagement Tracking in the GCCC Mobile App: Custom – 7/28/2021
  - Alice Training - November 11, 2016
  - Alice Training (refresher) February 2022
  - Departmental training with FERPA, Colleague/Datatel, practices, and procedures

### **Louise Lurtz**

- On-campus Professional Development
  - Using the Phish Alert Button - Basic Use
  - Safe College Trainings (Vector Solutions)
    - FERPA: Confidentiality of Records: Full Course – 2/1/2022, 9/30/2020
    - Title IX: Roles of Employees: Full Course – 9/30/2020
    - Bloodborne Pathogen Exposure Prevention: Full Course – 10/31/2021, 11/10/2020
  - Departmental training with FERPA, Colleague/Datatel, practices, and procedures

### **Ruby Solorzano**

- On-campus Professional Development
  - Safe College Trainings (Vector Solutions)
    - FERPA: Confidentiality of Records: Full Course – 3/28/2022
    - Bloodborne Pathogen Exposure Prevention: Full Course – 3/28/2022
    - Sexual Harassment: Staff-to-Staff: Full Course – 3/28/2022
    - Title IX: Roles of Employees: Full Course – 3/28/2022
    - Discrimination Awareness in the Workplace: Full Course – 3/28/2022
  - ALICE trainings
  - Departmental training with FERPA, Colleague/Datatel, practices, and procedures
- Kansas Board of Regents – participated in webinars for:
  - Promise Act 2.0 -What Has Changed?
  - Promise Act 2.0 How Do I Process Summer Applications?
  - Kansas Promise Data Collection
  - Promise Act Trailer Bill Briefing
  - Promise Act 2.0 – Promise Act SFA Data Submission Overview



## C. Description of the Department and the Customers/Clients Served

1. What are the key functions, processes and services provided by the department? Include production level data such as students/customers served, transactions processed, etc. Explain any compliance duties or responsibilities.

The Records/Registration Department (hereinafter referred to as Registrar's Office) has several distinct functions that are not encapsulated by the current department title. The Registrar's Office is comprised of several specific units with different functional roles. These units are:

- A. Registration
  - a. Online management
  - b. Assistance to students, faculty, and advisors (faculty/staff)
  - c. Process schedule changes (adds/drops) after refund dates
- B. Academic Records
  - a. Transcripts
  - b. Academic programs
  - c. Petitions (residency, grades, academic renewal)
  - d. Document management
  - e. Confidentiality of student academic records
- C. Residency
- D. Academic Catalog
- E. Academic Calendar
- F. Academic and Registration Dates
- G. Curriculum Management
  - a. New course setup
  - b. Course schedule revisions
- H. Degree Audit (maintenance and updates)
- I. Graduation
  - a. Degree and Certificate Program Evaluations
  - b. Graduation Substitutions
  - c. Degree and Certificate Deficiencies
  - d. Posting of credentials to academic records
- J. Verify and Certify Eligibility (Veterans Affairs and athletic)
- K. Course Roster Certification (Census)
- L. Faculty and Instructional Support
- M. Student Data and Follow-up
- N. Management of Information System (Colleague/Datatel) within department
  - a. Test new upgrades to existing technologies
  - b. Identify and report problems with SIS
  - c. Ensure functionality of system from staff, faculty, and student user perspectives
- O. Academic Probations, Dismissals, and Renewals
- P. Commencement Ceremony
- Q. Record Retention – adhere to the retention schedule and standards as recommended by AACRAO
- R. Document Imaging - prepare and scan academic record documents for retention
- S. FERPA (Family Educational Rights and Privacy Act)
- T. Veterans Affairs (VA) – serve as Student Certifying Official (SCO) and VA Representative
- U. Transcripts (incoming and outgoing)
  - a. Evaluate external transcripts (coursework) and external credit sources (AP/CLEP exams, and Prior Learning Credit)
  - b. Post evaluated credit to student academic records (external coursework, AP/CLEP exams, Prior Learning Credit, and Credit by Exam)
- V. National Student Clearinghouse
  - a. Enrollment Verification submissions
  - b. Degree Verification submissions

2. What impact do those services have on students and other key stakeholders? What are the department's enhancements to the institution?

The Registrar's Office supports "everyone" and enhances the institution in that it strives to uphold the academic integrity of GCCC. Adhering to academic integrity is vitally important to all of us, but a big responsibility of the Registrar's Office is to be the enforcer of policy.

The Registrar's Office provides services to our students, faculty, and staff members with various types of services, from information and transcript requests to serving as a resource for regulations, policies, and procedures, as well as assisting with Self-Service processes and/or how to do a task or where to find information needed.

Document, document, and document! The ongoing task of maintaining student records can become a challenge if appropriate documentation is not available. Name changes, grade changes, and major/program changes are just a few items that we need documentation to maintain a student record.

3. Discuss how the department utilizes appropriate technology to provide services to its stakeholders.

- Self-Service
  - Use to search for course sections.
  - Promote usage of application to students, faculty, and staff members.
  - Provide on-demand short training sessions to students, faculty, and staff members.
- National Student Clearinghouse
  - Promote usage to request electronic transcript delivery.
- BusterBiz app and GCCC website
  - Use for online lookup of various items.
  - Review email messages.
  - Promote usage of for online access of various items, including Bustermail.

4. Describe any existing continuous improvement activities.

- Self-Service
  - Maintenance of degree audit and curriculum tracks (4-semester plans)
- Research new ways to communicate to current and former students.
- Research additional training and/or professional development opportunities for current staff members.

5. Provide any other relevant information needed for a complete understanding of your department.

The Registrar's Office currently resides in the Student and Community Services Center (SCSC). During regular office hours, students, faculty, and staff members are served on a walk-in basis in the office area, by appointment (if requested or for resolution of specific issues), by telephone, by voicemail, and by email provided on the College website. A recent option, Ocelot Chatbot, has been implemented, which is where Billy Buster is available on our website to answer general questions and relays specific questions related to the Registrar's Office.

During the Fall and Spring semesters, and along with other Student Services offices, the Registrar's Office is open 8:00 AM – 4:30 PM, Monday thru Thursday and 8:00 AM – 4:00 PM on Friday. During the Summer term, the offices are open 8:00 AM – 4:00 PM, Monday thru Thursday and 8:00 AM – 12:00 PM on Friday. At the beginning of each Fall and Spring semester, we provide extended hours prior to and during the first week of the semester.

Since technology is constantly changing, we need to continue to take advantage of trainings, webinars, etc. Because of this, we need to research and potentially implement new and different ways to improve our policies and procedures to meet the needs of our students and uphold academic policy and integrity. With changes over the past few years (i.e., cancelled conferences, travel restrictions, etc.), we continued to take advantage of training opportunities through webinars, zoom sessions, and virtual conferences. This change has provided a new way to obtain training; however, in-person options have its networking advantages.

### 3: Departmental Resources

1. Describe the overall adequacy of resources (human, technological, capital, facilities, and fiscal) available to the department for providing effective service delivery and achieving outcomes. If additional resources are needed, please provide data, and describe how those resources would improve services.

*Include documentation if requesting additional resources.*

The Registrar's Office is currently in a state of transition. Along with the Student Services division, a proposal was submitted to President's Cabinet (during the 2019-2020 academic year) to add a new position for a Records Assistant position. The proposal also included realignment of existing positions for the Registrar and Assistant Registrar. The plan was submitted to support GCCC in achieving its goals for improving support for students, faculty members, and staff members by providing extended services within the areas of retention, student planning, advising, transfer course evaluations, and degree evaluations. The Registrar's Office was lacking in resources to provide additional assistance for student planning (through Self Service), the available time to research specific transfer course evaluations, as well as to complete degree evaluations in a timely manner. Goals and benefits of this proposal were also outlined in the proposal.

In early 2020, the proposal was approved. Then the pandemic struck, and we started working remotely (from mid-March to early July). Next, we faced adjustments post-pandemic. Along with many others, the staff members worked very hard and did an excellent job during and after the pandemic. Adjustments were made with registration and transcript processing, as well as maintaining other academic records.

By late 2020, the decision to hire a full-time Records Assistant was not in the works. The next proposal (and approval) included collaboration with the Financial Aid Office to hire a full-time, shared position. In August 2021, a Financial Aid/Records Office Assistant was hired. This position is shared by the Financial Aid Office and the Registrar's Office. In March 2022, the first person separated from, and the second person was hired for, this position.

With the new position (part-time instead of a full-time position originally planned), we are still in process of realigning duties among staff members within the Registrar's Office.

## 4: Departmental Innovation

1. Does the department engage in extracurricular activities as a service to the students and community (yes or no)?

*If yes, list activities and explain how they benefit the students and/or community (e.g. fliers, internal department documentation)*

Yes, the Registrar's Office supports and engages in campus activities.

- 911 Remember Ceremony
- Sporting events
- Fine Arts events
- TRiO/SSS events
- Red Flag Campaign
- Endowment Phonathon and Auction

2. What innovative ideas have been incorporated into the operation of the department during the last five years? Discuss the results and provide documentation.

- Self-Service (for students, faculty, and staff members): promotion and training of services available.
  - Course Search for Sections
  - Advising, planning, and registration
  - Course Roster
  - Grade Entry
  - Curriculum Tracks (4-semester plans)
  - Degree Audit
- Electronic Transcripts
  - Continued promotion of electronic vs. manual option
- Perceptive Content (imaging/scanning software)
  - Collaborated with Admissions and Advising Office to strengthen student advising sessions
  - Students' external transcripts are now accessible in imaged/scanned form from advisors' computers.
  - This avoids interruption by not having to pull paper files or transcripts.

## 5: Outcomes, Assessment Measures, Targets of Achievement, and Prior Results

1. If data has previously been gathered, list the intended objectives for the department for the past three years and cite the institutional Essential Skills and other Strategic Plan priorities that each objective supports.

N/A

2. Describe the data gathering process and give results.

### **Community College Survey of Student Engagement (CCSSE)**

### **Attachment A**

- Data is gathered from a nationally recognized research center, Community College Survey of Student Engagement (CCSSE). It is a national survey focused on teaching, learning, and retention in community colleges. It is also known as one of the best indicators for determining student level of satisfaction with their engagement to colleges. CCSSE research has shown that the more actively engaged students are, with faculty and staff members, and with other students, and with the subject area being learned, the more likely they are to persist in their college studies and will achieve at high levels.
- The survey has been administered in classes randomly selected by CCSSE to ensure a representative sample, as well as to preserve the integrity of the survey results. This tool assists colleges to identify areas of improvement for our programs and services for students.

### **GCCC Satisfaction Survey – Office of the Registrar**

### **Attachment B**

- This survey was conducted electronically in May 2018 and was sent to students, faculty members, and staff members.
- A total of 114 people responded to the questions.
- Questions included:
  - How often have you interacted with the Registrar's Office in the past year (include any type of contact)?
    - The type of contact was...
      - In person
      - By phone
      - By email
    - Please indicate your association to Garden City Community College
      - Current student
      - Prospective student
      - Faculty
      - Staff
      - Parent of student
      - Alumni
      - Other (please specify)
    - What was the purpose of your visit to the Office of the Registrar?
      - 33 options available to select from
    - In general, how do you prefer to receive information or have your questions answered?
      - In person
      - Phone
      - E-mail
      - Mail
      - Website
      - Other (please specify)
    - Overall, please rate the level of service provided during your recent contact.
      - Excellent
      - Very good
      - Average
      - Poor
      - Very poor

- How well did the staff member understand your questions and concerns?
  - Extremely well
  - Very well
  - Somewhat well
  - Not very well
  - Not at all
- How much time did the staff member take to address your questions and concerns?
  - Much less time than expected
  - Less time than expected
  - About what I expected
  - Much longer than expected
  - I did not receive a response
- How satisfied were you with the staff member's attention to detail and thoroughness?
  - Very satisfied
  - Satisfied
  - Somewhat satisfied
  - Dissatisfied
  - Very dissatisfied
- How satisfied were you with the professionalism displayed?
  - Very satisfied
  - Satisfied
  - Somewhat satisfied
  - Dissatisfied
  - Very dissatisfied
- Please indicate the staff member who assisted you during the most recent contact, if known.
- Please take a moment to include any comments, questions, or concerns you may have.

3. Analyze the data by comparing the actual results to the targeted levels of achievement and document what was learned.

**Community College Survey of Student Engagement (CCSSE)**

**Attachment A**

- Student Assessment of Services
  - **Question**
    - Please rate your overall experience with this office or service.
  - **Registrar's/Records Office**
    - Spring 2022
      - 99 students responded this survey question.
      - Over 80% of students rated their overall experience with this office with at least an excellent, good, or average rating.
    - Spring 2021
      - 106 students responded this survey question.
      - Over 85% of students rated their overall experience with this office with at least an excellent, good, or average rating.
  - **Veterans Services**
    - Spring 2022
      - 100 students responded this survey question.
      - 18 of 19 students rated their overall experience with this office with at least an excellent, good, or average rating.
      - The other 81 students who completed this survey did not use this service.
    - Spring 2021
      - 104 responded this survey question.
      - 27 of 27 students rated their overall experience with this office with at least an excellent, good, or average rating.
      - The other 77 students who completed this survey did not use this service.

**GCCC Satisfaction Survey – Office of the Registrar****Attachment B**

- The attachment provides detail of the survey, including data, percentages, and bar graph for each response.
- Regarding the question, “Overall, please rate the level of service provided during your recent contact,” 112 out of 114 persons answered this question (and 2 skipped).
  - Over 83% (94 people) rated the level of service they received as being Excellent / Very good.

<u>Answer Choices</u>	<u>Responses</u>	<u>Percentage</u>
Excellent	53	47.32%
Very good	41	36.61%
Average	12	10.71%
Poor	4	3.57%
Very poor	2	1.79%

4. The department will gather feedback regarding expectations and performance from stakeholders through interviews, surveys, focus groups or other appropriate measures. This feedback shall be considered when selecting performance measures and when continuous improvement plans are developed. Describe what changes have been made in response to these measures.

*Attach copies of any stakeholder survey results for your department.*

5. Use the results to develop a Continuous Improvement Plan for the department, improving efficiencies based on targeted outcomes. Include consideration for resources, processes, data collection, analysis and timelines for monitoring and assessing the results. List intended outcomes for the department that insure alignment with institutional Essential Skills and other strategic priorities.

For each outcome identify at least one method of measurement that will be used to assess progress toward the outcome. Assessment is strengthened when multiple measures are used. An assessment measure should provide meaningful, actionable data that the department can use to assess efficiency and improve processes.

Describe the target level of achievement for each measure. Levels of achievement shall be:

- Specific and measurable.
- Stated in numerical terms.
- Stated in realistic terms.
- Directly related to the outcome.
- Inclusive of all aspects of the outcome.
- Manageable and practical.

To demonstrate efficiency, determine if external or internal benchmarks are available for comparison.

**Non-Academic Annual Assessment****Attachment C**

## 6: Additional Comments

This space is for the department to add any additional comments to help clarify or explain its functions, if applicable.

The functions of the Registrar's Office are shifting, especially within the area of technology.

- Paper vs. Electronic
  - Student registrations
    - Registrar's Office staff vs. Advisors (faculty & staff)
  - Transcript requests
    - In-house vs. Electronic
  - Incoming and outgoing transcripts
  - Record retention
    - Imaged/scanned documents

### Summary of Official Transcripts Processed (In-house vs. Electronic)

In 2016, the Registrar's Office started using an electronic transcript service through the National Student Clearinghouse (NSC or Clearinghouse). We began by offering the online request service in addition to the manual in-house request service.

- **Manual In-house Service**
  - A student requests an official transcript in person through the following steps:
    - Completes a transcript request form.
    - Clears any College financial obligations with the Business Office.
    - Submits appropriate payment (per request) to send transcript.
  - Registrar's Office completes the following steps:
    - Processes the official transcript using Colleague/Datatel.
    - Prints the official transcript on secure transcript paper.
    - Prepares the official transcript for mailing.
    - Sends the official transcript through U.S. mail or FedEx.
  - Total official transcripts (manual in-house)
    - Between 2016 and 2021, manual in-house transcripts have decreased just under 90 percent.

Official Transcripts Processed (manual in-house)							
	2016	2017	2018	2019	2020	2021	2022
January	193	278	263	158	124	22	11
February	139	128	120	100	62	22	5
March	204	144	46	24	51	15	10
April	209	125	129	84	29	19	7
May	257	286	220	147	47	31	61
June	165	180	141	87	76	23	7
July	204	208	174	104	74	23	3
August	240	248	217	137	76	20	
September	107	101	64	92	77	7	
October	114	104	82	79	51	4	
November	109	87	63	58	37	6	
December	79	90	47	73	20	15	
<b>Annual Totals</b>	<b>2020</b>	<b>1979</b>	<b>1566</b>	<b>1143</b>	<b>724</b>	<b>207</b>	<b>104</b>



- **Electronic Service**
  - A student requests an official transcript online through the National Student Clearinghouse through the following steps:
    - Selects the option, 'Get My Transcript' on the GCCC website or goes to this link: [www.getmytranscript.com](http://www.getmytranscript.com).
    - Completes the transcript request form online.
    - Submits electronic signature (first time) with the Clearinghouse to authorize permission for the Clearinghouse to secure official transcript from GCCC and send electronically to recipient indicated in request.
    - Submits appropriate payment (per request) to send transcript.
    - Email correspondence from the Clearinghouse is generated and sent to student for the following:
      - Request has been received and is in process.
      - If there are any financial obligations with the College and if the student is required to contact the College.
      - Transcript has been generated and electronically sent.
  - Total official transcripts (manual in-house)
    - Between 2016 and 2021, electronic transcripts have increased 72 percent.

<b>Official (Electronic) Transcripts Processed</b>							
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
January	0	274	279	263	268	277	328
February	0	170	146	161	162	183	169
March	0	158	150	171	102	162	118
April	46	146	180	165	159	184	181
May	164	265	305	259	285	262	272
June	183	233	252	221	298	296	305
July	233	258	326	234	253	270	295
August	305	340	365	289	314	319	
September	137	137	146	157	176	184	
October	159	150	154	150	179	158	
November	145	162	150	138	141	170	
December	143	199	154	157	189	147	
<b>Annual Totals</b>	<b>1515</b>	<b>2492</b>	<b>2607</b>	<b>2365</b>	<b>2526</b>	<b>2612</b>	<b>1668</b>

## 7: Executive Summary

### 1. Briefly describe how the department review was conducted:

The Registrar completed the department review. The review was then emailed to the Dean of Student Services and Vice President for Student Services for their review and approval. Lastly, the review was sent to College Council for final approval.

### 2. Describe the MAJOR conclusions regarding the present state of the department:

The Registrar's Office is committed to serving students, faculty, and staff members. All staff members within the office need to be involved in the departmental assessment and review process.

### 3. Briefly describe the goals and objectives of the department:

- Performance Objectives (assessment)
  - Administer an efficient registration and course scheduling process to deliver the College's curriculum in accordance with its policies and regulations.
  - Ensure the College maintains accurate academic personal and enrollment records for its entire student population, both past and present, and provide access to data derived from these records only when appropriate.
- 2022-23 Budget Initiatives
  - Retain online catalog access through CollegeSource annual subscription. **(In Process)**
  - Purchase & implement scanners for each workstation. **(In Process)**
  - Replace printers in offices for Registrar and Assistant Registrar. **(Completed)**
- Completed Goals
  - Begin processing non-credit course registrations for Continuing Education (CE) on a full-time basis.
- Current Goals **(In Process)**
  - Implement electronic certification (census) roster in Self-Service.
  - Update transfer course equivalencies with systemwide transfer database through Kansas Board of Regents (KBOR).
  - Financial Aid/Records Assistant:
    - Assist Dean of Student Services and Assistant Registrar with athletic eligibility.
    - Assist Director of Advising with processing of Cleanup Roster process.
    - Assist Assistant Registrar with distribution and processing of Certification Rosters.
    - Assist with scanning of academic records for Registrar's Office.
- Long-term Goals (2023-2026)
  - Streamline processes (i.e., paperless, electronic signatures, etc.).
  - Determine additional options for professional development (online or in-person) for all staff members.
  - Enhance electronic communication utilizing communications management via Colleague/Datatel.
  - Research option to implement Student Photograph display in Colleague/Datatel.
  - Research academic records (data mining) for potential graduates and notify students of potential option to complete a degree or certificate.
  - Research option to consider auto-graduating students.

#### 4. Comment on the progress on previous Departmental Review Action Plans or Recommendations

*Departments completing the review for the first time will not have these items and need not answer this question.*

N/A

#### 5. Describe the department strengths:

The strength of the Registrar's Office lies in the knowledge, skills, and commitment of the staff. We have nearly 50 years of college experience between us (40 years at GCCC). Individually, and, department staff members are committed to providing a range of services to students, as well as assisting faculty and staff members from other areas. All members are engaged and involved in monitoring office practices and recommending changes and corrective actions as needed.

Other strengths include:

- Good customer service – courteous and helpful.
- Provide support to the campus community (i.e., faculty, staff, students).
- Provide information and service to parents and community members regarding enrollment verifications, registration, records, transcripts, etc.
- Good attitude and sense of humor in the workplace.
- Friendliness of staff.

#### 6. Describe what areas need improvement:

- Training Opportunities
  - Determine specific training needed for each staff member, as well as training for the team.
  - Potential training may include records management, computer, or regulations related to postsecondary education.
- Improve Critical Thinking Skills
  - Evaluate work to determine ways to improve quality and efficiency.
  - Develop foresight by determining outcomes of a records-related process.
    - Through an action completed, will the outcome be correct?

#### 7. State the recommendations for the department:

Continue to work towards completing goals and areas of improvement.

<b>8: Departmental Action Plan (with timelines for recommendations)</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications
Recommendation 1: Measure of Success:  Retain online catalog access through CollegeSource annual subscription.	Actions: Completed Budget Implications: \$2,297.90 Timeline: 7/1/2022 – 6/30/2023	Actions: Budget Implications: Timeline:	Actions: Budget Implications: Timeline:	Actions: Budget Implications: Timeline:	Actions: Budget Implications: Timeline:
Recommendation 2: Measure of Success:  Replace printers in offices for Registrar and Assistant Registrar (total = 2).	Actions: Completed Budget Implications: \$1,600.00 Timeline: 7/1/2022 – 6/30/2023	Actions: Budget Implications: Timeline:	Actions: Budget Implications: Timeline:	Actions: Budget Implications: Timeline:	Actions: Budget Implications: Timeline:
Recommendation 3: Measure of Success:  Purchase & implement scanners for each workstation (total = 4).	Actions: In process Budget Implications: \$800.00 Timeline: 7/1/2022 – 6/30/2023	Actions: Budget Implications: Timeline:	Actions: Budget Implications: Timeline:	Actions: Budget Implications: Timeline:	Actions: Budget Implications: Timeline:

## 9: Signature Page and Archiving

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Department Head/Director

Date

---

Appropriate Vice President

Date

---

Vice President for Instructional Services

Date

---

President

Date

### Archiving:

#### ***Division Leader submits to VP for Instructional Services***

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

**Attachment A**

Community College Survey of Student Engagement (CCSSE)  
 Garden City Community College  
**Spring 2022** Student Assessment of Services: *Registrar's Office*

144 - REGISTRAR'S OFFICE Please rate your overall experience with the Registrar's/Records Office.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Excellent	(1)	37	37.37%		2.38	
Good	(2)	35	35.35%			
Average	(3)	10	10.10%			
Fair	(4)	1	1.01%			
Poor	(5)	1	1.01%			
Did Not Use	(6)	15	15.15%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
99/1720 (5.76%)	2.38	1.71				

145 - Registration/Records (SELECT ALL THAT APPLY)						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
The GCCC Academic Catalog meets my needs regarding policies and procedures of the College.	(1)	64	76.19%			
I need more assistance with the registration process.	(2)	11	13.10%			
I need more information on accessing my records (transcripts, schedules, etc.) on-line.	(3)	15	17.86%			
I need more information about transcript evaluation.	(4)	14	16.67%			
				0 25 50 75 100		
Response Rate	84/1720 (4.88%)					

146 - How can the Registrar's Office better meet your needs identified in the previous question?	
<b>Response Rate</b>	17/1720 (0.99%)
<ul style="list-style-type: none"> <li>• None</li> <li>• n/s</li> <li>• nothing</li> <li>• Be willing to help me find the materials instead of redirecting me as often as they can</li> <li>• No. have never had an issue. Needs have always been met.</li> <li>• no</li> <li>• Need some more help to transfer my evaluation credits to GCCC.</li> <li>• NA</li> <li>• I am good as of now</li> <li>• No. The lady is very rude. They are not very helpful at all.</li> <li>• nothing they did well</li> <li>• Be more patient.</li> <li>• It's good enough</li> <li>• N/A</li> <li>• to provide me with good learning advice.</li> <li>• N/A</li> <li>• Ty</li> </ul>	






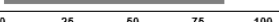
Community College Survey of Student Engagement (CCSSE)  
 Garden City Community College  
**Spring 2021** Student Assessment of Services: **Registrar's Office**






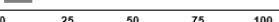
142 - REGISTRAR'S OFFICE Please rate your overall experience with the Registrar's/Records Office.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	48	45.28%		2.20
Good	(2)	29	27.36%		
Average	(3)	14	13.21%		
Fair	(4)	2	1.89%		
Poor	(5)	1	0.94%		
Did Not Use	(6)	12	11.32%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
106/1789 (5.93%)	2.20	1.59			



143 - Registration/Records (SELECT ALL THAT APPLY)					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
The GCCC Academic Catalog meets my needs regarding policies and procedures of the College.	(1)	77	82.80%		
I need more assistance with the registration process.	(2)	14	15.05%		
I need more information on accessing my records (transcripts, schedules, etc.) on-line.	(3)	12	12.90%		
I need more information about transcript evaluation.	(4)	11	11.83%		
				0 25 50 75 100	
<b>Response Rate</b>	93/1789 (5.2%)				

144 - How can the Registrar's Office better meet your needs identified in the previous question?	
<b>Response Rate</b>	8/1789 (0.45%)
<ul style="list-style-type: none"> <li>• To email me</li> <li>• N/A</li> <li>• Notjng</li> <li>• N/a</li> <li>• Offer more information on the website</li> <li>• I need them to send all the transcripts that I sent them (3 total) to my advisor, Mr. Clint Alexander. thank you!</li> <li>• Nothing</li> <li>• Nothing</li> </ul>	

Community College Survey of Student Engagement (CCSSE)  
 Garden City Community College  
**Spring 2022** Student Assessment of Services: **Veterans Services**

185 - VETERANS SERVICES Please rate your overall experience with the Veterans Services.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Excellent	(1)	7	7.00%		5.24	
Good	(2)	6	6.00%			
Average	(3)	5	5.00%			
Fair	(4)	1	1.00%			
Poor	(5)	0	0.00%			
Did Not Use	(6)	81	81.00%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
100/1720 (5.81%)	5.24	1.63				

186 - Please rate the staff's knowledge and understanding of the various benefits offered to veterans and dependents.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Excellent	(1)	7	36.84%		2.37	
Good	(2)	5	26.32%			
Average	(3)	4	21.05%			
Fair	(4)	1	5.26%			
Poor	(5)	0	0.00%			
Did Not Use	(6)	2	10.53%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
19/1720 (1.1%)	2.37	1.57				

187 - Should there be a Veterans Services representative present at the GCCC orientation?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Yes	(1)	14	73.68%		1.26	
No	(2)	5	26.32%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
19/1720 (1.1%)	1.26	0.45				

188 - How can the office of Veterans Services better meet your needs?						
Response Rate	4/1720 (0.23%)					
<ul style="list-style-type: none"> <li>• NA</li> <li>• None.</li> <li>• when you discuss fully about your needs.</li> <li>• Ty</li> </ul>						



Community College Survey of Student Engagement (CCSSE)  
 Garden City Community College  
**Spring 2021** Student Assessment of Services: **Veterans Services**

**183 - VETERANS SERVICES** Please rate your overall experience with the Veterans Services.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	16	15.38%		4.88
Good	(2)	3	2.88%		
Average	(3)	8	7.69%		
Fair	(4)	0	0.00%		
Poor	(5)	0	0.00%		
Did Not Use	(6)	77	74.04%		
				0 25	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
104/1789 (5.81%)	4.88	1.95			

**184 - Please rate the staff's knowledge and understanding of the various benefits offered to veterans and dependents.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(1)	14	51.85%		1.89
Good	(2)	8	29.63%		
Average	(3)	3	11.11%		
Fair	(4)	0	0.00%		
Poor	(5)	0	0.00%		
Did Not Use	(6)	2	7.41%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
27/1789 (1.51%)	1.89	1.37			

**185 - Should there be a Veterans Services representative present at the GCCC orientation?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	20	74.07%		1.26
No	(2)	7	25.93%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
27/1789 (1.51%)	1.26	0.45			

**186 - How can the office of Veterans Services better meet your needs?**

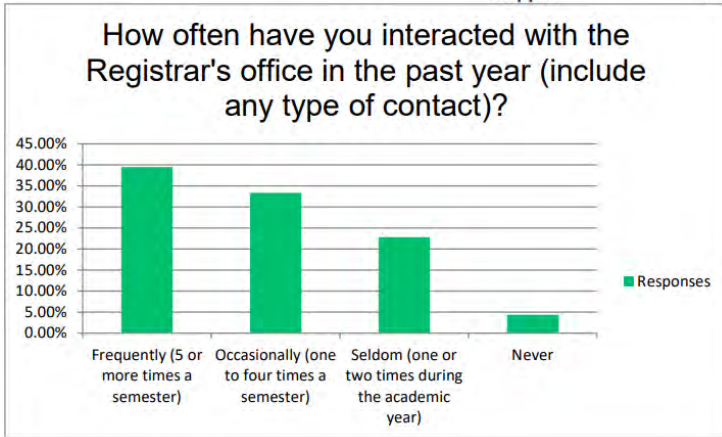
Response Rate	Mean	STD
4/1789 (0.22%)		
<ul style="list-style-type: none"> <li>• I don't know</li> <li>• None</li> <li>• I'm not a vet</li> <li>• By email</li> </ul>		

**Attachment B**

**GCCC Satisfaction Survey – Office of the Registrar  
Garden City Community College  
May 2018**

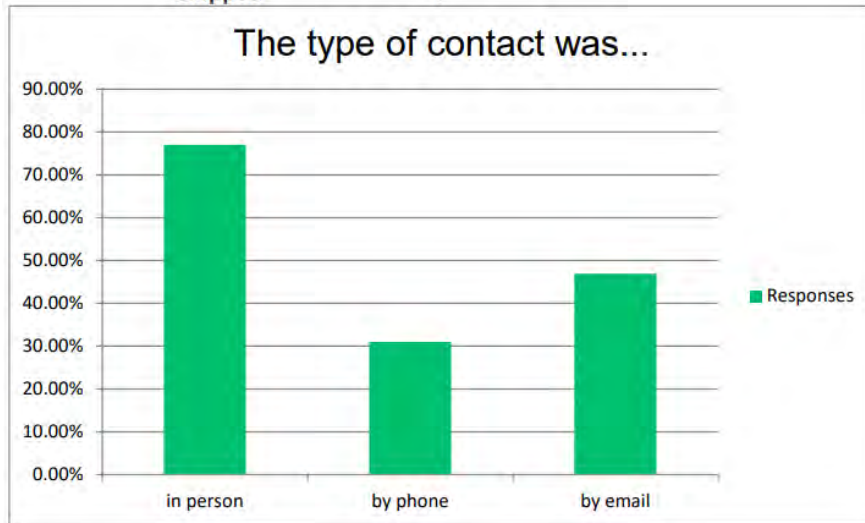
**How often have you interacted with the Registrar's office in the past year (include any type of contact)?**

Answer Choices	Responses	
Frequently (5 or more times a semester)	39.47%	45
Occasionally (one to four times a semester)	33.33%	38
Seldom (one or two times during the academic year)	22.81%	26
Never	4.39%	5
<b>Answered</b>	<b>114</b>	
<b>Skipped</b>	<b>0</b>	



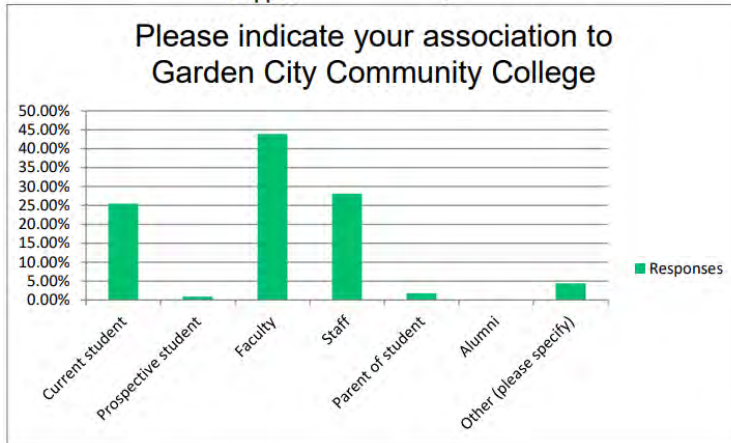
**The type of contact was...**

Answer Choices	Responses	
in person	76.99%	87
by phone	30.97%	35
by email	46.90%	53
<b>Answered</b>	<b>113</b>	
<b>Skipped</b>	<b>1</b>	



**Please indicate your association to Garden City Community College**

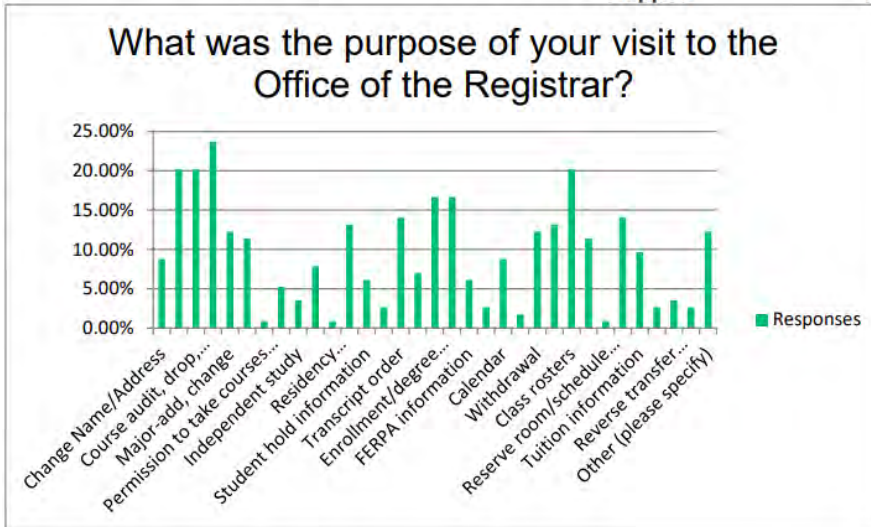
Answer Choices	Responses	
Current student	25.44%	29
Prospective student	0.88%	1
Faculty	43.86%	50
Staff	28.07%	32
Parent of student	1.75%	2
Alumni	0.00%	0
Other (please specify)	4.39%	5
<b>Answered</b>	<b>114</b>	
<b>Skipped</b>	<b>0</b>	



**What was the purpose of your visit to the Office of the Registrar?**

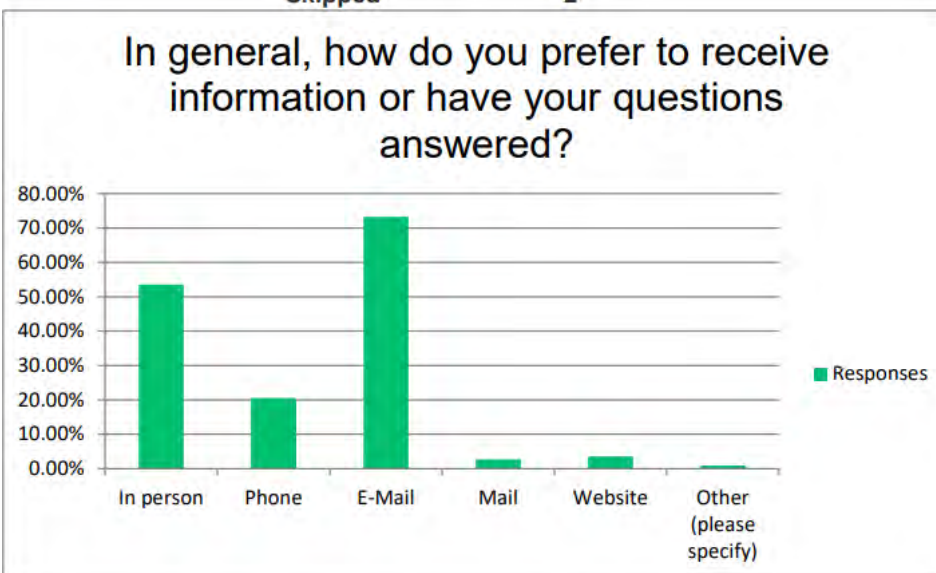
Answer Choices	Responses	
Change Name/Address	8.77%	10
Commencement information	20.18%	23
Course audit, drop, substitution, wait list, waiver	20.18%	23
Register	23.68%	27
Major-add, change	12.28%	14
Change advisor	11.40%	13
Permission to take courses elsewhere	0.88%	1
Diploma: obtain, order, replace	5.26%	6
Independent study	3.51%	4
Grade report/appeal	7.89%	9
Residency application/appeal	0.88%	1
Registration information	13.16%	15
Student hold information	6.14%	7
Suspension/academic appeal information	2.63%	3
Transcript order	14.04%	16
Update student record	7.02%	8
Enrollment/degree verification	16.67%	19
Obtain or submit a form	16.67%	19
FERPA information	6.14%	7
Final exam schedule	2.63%	3
Calendar	8.77%	10
Veterans issue or question	1.75%	2
Withdrawal	12.28%	14
Cancel/edit a course offering	13.16%	15
Class rosters	20.18%	23
Curriculum committee course approvals/deletions	11.40%	13
Reserve room/schedule lecture	0.88%	1
Degree audit information	14.04%	16

Tuition information	9.65%	11
New academic rules information	2.63%	3
Reverse transfer information	3.51%	4
Transfer credit equivalency appeals	2.63%	3
Other (please specify)	12.28%	14
<b>Answered</b>		<b>114</b>
<b>Skipped</b>		<b>0</b>



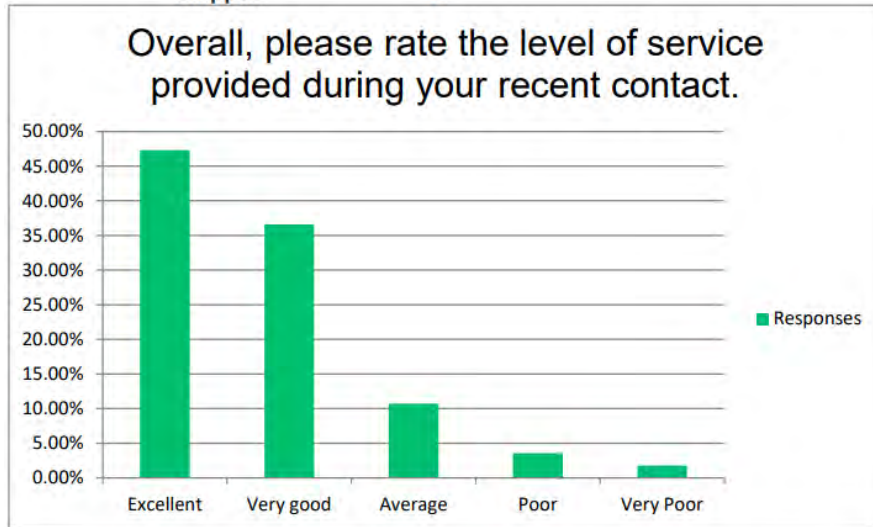
**In general, how do you prefer to receive information or have your questions answered?**

Answer Choices	Responses	Count
In person	53.57%	60
Phone	20.54%	23
E-Mail	73.21%	82
Mail	2.68%	3
Website	3.57%	4
Other (please specify)	0.89%	1
<b>Answered</b>		<b>112</b>
<b>Skipped</b>		<b>2</b>



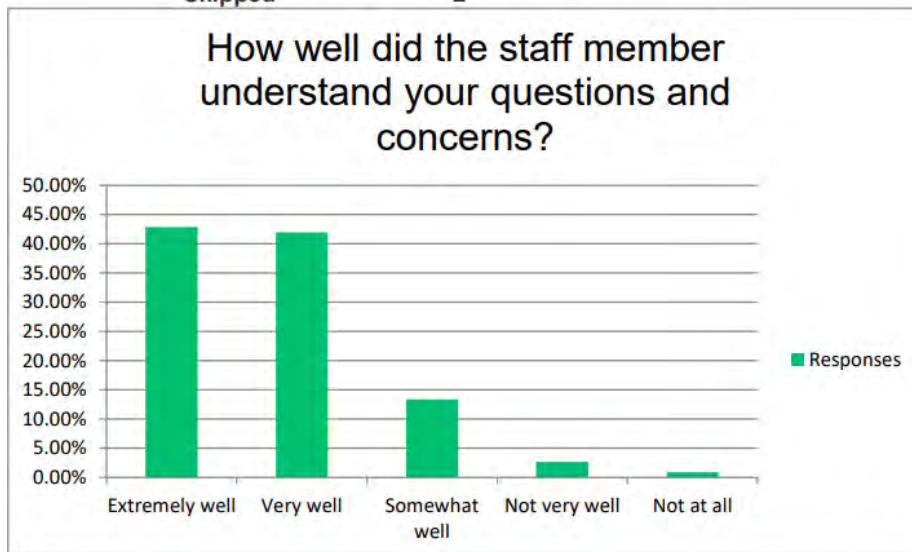
**Overall, please rate the level of service provided during your recent contact.**

Answer Choices	Responses	
Excellent	47.32%	53
Very good	36.61%	41
Average	10.71%	12
Poor	3.57%	4
Very Poor	1.79%	2
<b>Answered</b>		<b>112</b>
<b>Skipped</b>		<b>2</b>



**How well did the staff member understand your questions and concerns?**

Answer Choices	Responses	
Extremely well	42.86%	48
Very well	41.96%	47
Somewhat well	13.39%	15
Not very well	2.68%	3
Not at all	0.89%	1
<b>Answered</b>		<b>112</b>
<b>Skipped</b>		<b>2</b>



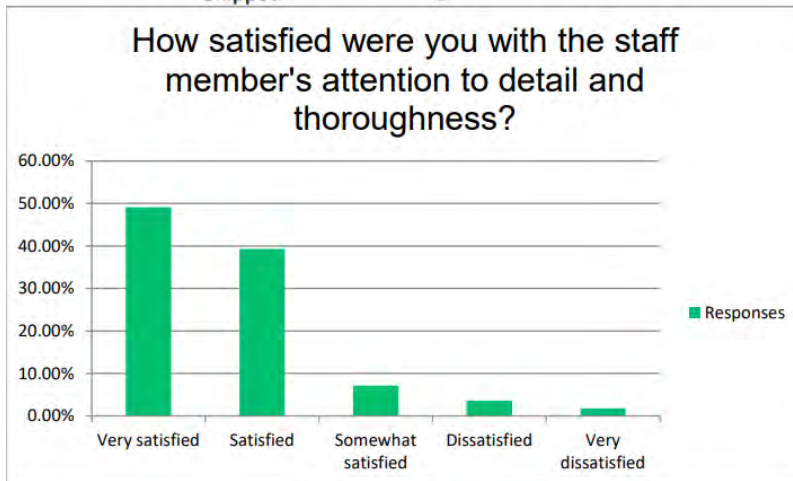
**How much time did the staff member take to address your questions and concerns?**

Answer Choices	Responses	
Much less time than expected	15.32%	17
Less time than expected	27.93%	31
About what I expected	54.05%	60
Much longer than expected	1.80%	2
I did not receive a response	0.90%	1
<b>Answered</b>		<b>111</b>
<b>Skipped</b>		<b>3</b>



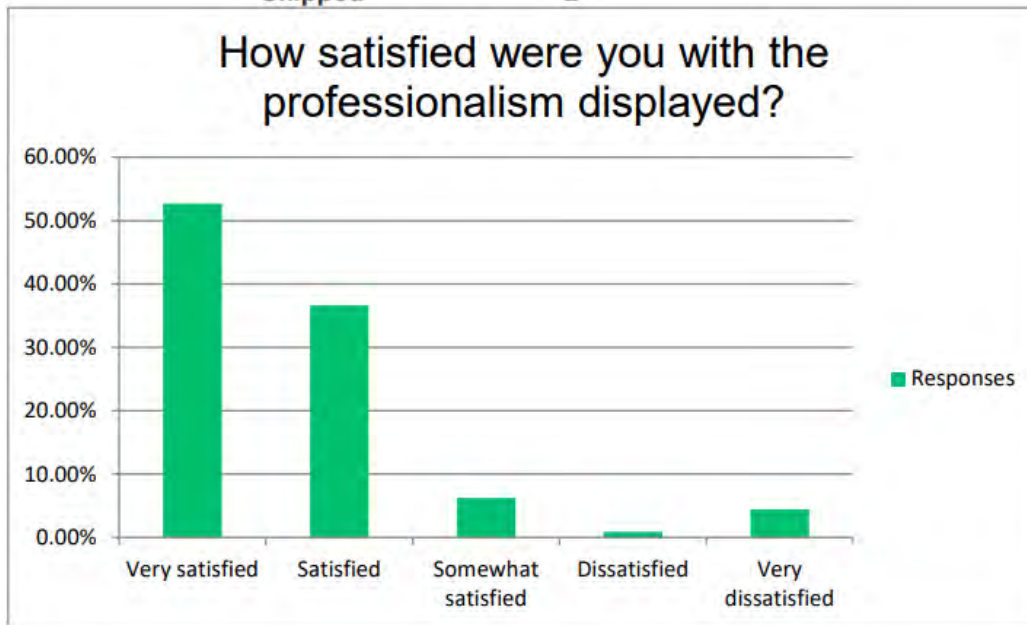
**How satisfied were you with the staff member's attention to detail and thoroughness?**

Answer Choices	Responses	
Very satisfied	49.11%	55
Satisfied	39.29%	44
Somewhat satisfied	7.14%	8
Dissatisfied	3.57%	4
Very dissatisfied	1.79%	2
<b>Answered</b>		<b>112</b>
<b>Skipped</b>		<b>2</b>



**How satisfied were you with the professionalism displayed?**

Answer Choices	Responses	
Very satisfied	52.68%	59
Satisfied	36.61%	41
Somewhat satisfied	6.25%	7
Dissatisfied	0.89%	1
Very dissatisfied	4.46%	5
	<b>Answered</b>	<b>112</b>
	<b>Skipped</b>	<b>2</b>



**Please indicate the staff member who assisted you during your most recent contact, if known.**

Answered	78
Skipped	36

**Please take a moment to include any comments, questions, or concerns you may have.**

Answered	37
Skipped	77

**Attachment C**

Non-Academic Annual Assessment  
Garden City Community College - Registrar's Office

<b>Non-Academic Annual Assessment</b>		
	<b>Department:</b>	<b>Records/Registrar's Office</b>
	<b>Department Mission Statement:</b>	The Registrar's Office, through a commitment to equal partnership with instruction and other student service areas, provides continuous exemplary service to students, staff, and administration, while upholding and maintaining the college's policies and procedures. The Registrar's Office is committed to the protection and integrity of the student academic record.
	<b>Year:</b>	2018-2019
	<b>Department Personnel:</b>	Nancy Unruh, Registrar Donna Boese, Assistant Registrar Louise Lurtz, Records Assistant
<b>Phase 1: Planning</b>	<b>Performance Objective</b>	Administer an efficient registration and course scheduling process to deliver the College's curriculum in accordance with its policies and regulations.
	<b>Direct Measure #1: (Effectiveness)</b>	The Registrar's Office will process enrollments for all students.
	<b>Target:</b>	95% of enrollments will be processed.
<b>Phase 2: Reporting</b>	<b>Data Collected:</b>	Enrollment Reports (Fall 2019 total headcount, credit hours, and number of registrations processed via web registration) as of 11/30/19).
	<b>Summary of Results:</b>	The total headcount for the Fall 2019 semester (as of 11/30/19) was 1,939. There were zero (0) registrations processed via web registration for the Fall 2019 semester.
	<b>Target Met/Not Met &amp; Discussion of Factors</b>	Target met (100% of registrations were processed by the Registrar's Office) for the Fall 2019 semester.
	<b>Action Plan Title &amp; Explanation (if needed):</b>	
	<b>Expected Result:</b>	
	<b>Action Steps &amp; Responsible Party:</b>	
	<b>Completion Date:</b>	



	Resources Needed:	
Phase 1: Planning	Direct Measure #2: (Efficiency)	Record information in a spreadsheet log for students unable to register for classes. Maintain information on spreadsheet, including reasons students are unable to register for classes (i.e., prerequisites, holds, etc.), as well as follow-up instruction and direction given to student.
	Target:	No more than 10% of all students enrolling will be unable to register for classes due to outstanding holds, and prerequisites, etc.
Phase 2: Reporting	Data Collected:	
	Summary of Results:	
	Target Met/Not Met & Discussion of Factors	Target partially met; limited data collection; will continue with data collection.
	Action Plan Title & Explanation (if needed):	Make a concerted effort to document reasons students are unable to register for classes, as well as provide instruction and direction to students on how to handle the inability to register.
	Expected Result:	
	Action Steps & Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Planning	Indirect Measure: (Satisfaction)	Form survey question, "During the current academic term at this College, I completed course registration before the first class session(s): Main Session, Sessions 1, 2, 3 or 4.
	Target:	At least 80% of students will report they registered for all of their courses before the first class session(s).
Reporting	Data Collected:	2018 Frequency Distribution Report of the Community College Survey of Student Engagement (CSSEE) administered in 2017 at GCCC.
	Summary of Results:	Of the 347 students (respondents) who completed the CSSEE, a total of 273 (or 78.5%) students answered, "Yes, I was registered for all of my courses before the first class session(s)."
	Target Met/Not Met & Discussion of Factors	Target not met.
	Action Plan Title & Explanation (if needed):	Continue with promotion of registrations before the first class session(s).
	Expected Result:	

<b>Phase 2:</b>	Action Steps & Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of OBJ:	
<b>OBJECTIVES</b>	1)	Process all student course registrations and monitor enrollment activity, including withdrawals and changes made before, during, and after the Drop/Add period.
	2)	Work with academic and technical divisions, departments, faculty, and Curriculum & Instruction Committee to effectively build, manage and maintain the curriculum and related records, including semester course schedules, course numbering, and other curricular items.
	3)	Distribute the course schedule and registration procedures to College stakeholders in a timely manner via the Catalog, website, and other forms of communication.
	4)	Convey reliable information about approved academic policies and regulations of the College, and implement these policies consistently and fairly.

	Phase 1: Planning	Performance Objective	Ensure the College maintains accurate academic personal and enrollment records for its entire student population, both past and present, and provide access to data derived from these records only when appropriate.
		Direct Measure #1: (Effectiveness)	The Registrar's Office will process all student requests to update and correct academic records.
		Target:	98% of change requests will be processed.
	Phase 2: Reporting	Data Collected:	
		Summary of Results:	
		Target Met/Not Met & Discussion of Factors	
		Action Plan Title & Explanation (if needed):	
		Expected Result:	
		Action Steps & Responsible Party:	
		Completion Date:	
		Resources Needed:	
	Phase 1: Planning	Direct Measure #2: (Efficiency)	The Registrar's Office will complete internal auditing of student academic record change requests.
		Target:	Update or correct at least 98% of requests without error within a given semester.
	Reporting	Data Collected:	Initially, it was planned to collect information related to advisor/program changes; however, the Registrar's Office has not scanned any changes for such in the current 2019 year. After of this objective, it has been determined to be too broad. We plan to develop a different objective.
		Summary of Results:	
		Target Met/Not Met & Discussion of Factors	Target not met; see note above.

	Phase 2: Reporting	Action Plan Title & Explanation (if needed):	
		Expected Result:	
		Action Steps & Responsible Party:	
		Completion Date:	
		Resources Needed:	
	Phase 1: Planning	Indirect Measure: (Satisfaction)	Form survey questions related to academic records.
		Target:	At least 50% of students who respond to the CCSSE survey will report they are "Somewhat" or "Very" satisfied on the survey items related to academic records.
	Phase 2: Reporting	Data Collected:	
		Summary of Results:	
		Target Met/Not Met & Discussion of Factors	
		Action Plan Title & Explanation (if needed):	
		Expected Result:	
		Action Steps & Responsible Party:	
		Completion Date:	
		Resources Needed:	
		Overall Assessment of OBJ:	
			1)
		2)	Provide guidance and training to students, faculty, and staff about processes for accessing and releasing educational records, including academic transcripts, enrollment verifications, and other information.

	<b>OBJECTIVES</b>	3)	Assist faculty and staff in using technological systems for enrollment management, grading, and monitoring degree/certificate completion information.
		4)	Collaborate with the Office of the President and the Office of Institutional Effectiveness & Accountability on a regular basis to provide essential registration, enrollment and degree completion information about students, and to remain in compliance with federal and state reporting requirements.
		5)	Collect and distribute registration, enrollment and degree completion information to other offices as appropriate in order to support effective College operations.



**ACADEMIC  
PROGRAM REVIEW  
REPORT**

Criminal Justice  
Associate of Science  
Associate of Applied Science  
Certificate C

**August 9, 2022**



**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 page



## 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:**

Brandy Unruh \_\_\_\_\_  
Program Lead [Type Name]

Date\_08-09-2022\_\_\_\_\_

\_\_\_\_\_  
[Type Name]

Date\_\_\_\_\_

\_\_\_\_\_  
[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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**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** 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.

**Program Mission:**

To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.

Students who attend and/or graduate from the Criminal Justice Program have learned and are being prepared to enter the workforce in Criminal Justice. Students have been given the knowledge base and hands-on skills to help them in their Criminal Justice career. Our agency partners frequently assist us in the classroom and in our hands-on scenario training which allows them an opportunity to see students in the educational environment and recruit as they have need in their agencies. There are many former students who are serving in a public safety role in our local community.

The Criminal Justice Program is part of the Department of Public Safety in the Technical Education Division of Garden City Community College. Our students can earn an Associate of Science degree or a Certificate C. The program also has an Associate of Applied Science degree that requires graduation from the Kansas Law Enforcement Training Center for completion.

There will always be a need for law enforcement officers and others in criminal justice. In Kansas, one must be 21 in order to be a sworn law enforcement officer. If a student begins a 2-year program at age 18, they will complete, if they stay on a 4-semester plan, at age 20. There is a gap between school and employment. Our local agencies in Finney County, Garden City Police Department, Finney County Sheriff's Office, Kansas Highway Patrol, Holcomb Police Department, and Corrections, frequently try to recruit directly from our program but many times have to wait until a student turns 21 in order to hire them. Sometimes that potential applicant has already found employment elsewhere due to the age restrictions. The Finney County Sheriff's Office can hire at age 18 to work in the jail but they had not been able to work with a student's class schedule so the student had to choose. The program and FISO are working on a plan to allow them to hire employees who are full-time students and allow them to work part-time around their school schedule. Garden City Police Department has Police Service Aides. The PSAs are under the age of 21 and fill a non-sworn position and receive training until they are able to work as a solo PSA and then when they turn 21, they are sworn in as a full-time police officer. Historically, there have only been 2 PSA positions in the budget. All of our local agencies want to recruit from the program but must wait due to age constraints. There is not data that shows how many employees at our local agencies are GCCC alumni but that would be good data to try to obtain.

Employers from across the state frequently contact me for reference checks and background checks. This tells me that our former students are filling spots in the criminal justice workforce but it typically does not happen immediately following completion of the program at age 20.

In 2020 and 2021, we acquired three patrol cars from the Garden City Police Department, Finney County Sheriff's Office and Holcomb Police Department. Those cars were wrapped with the GCCC Criminal Justice design and are used to recruit and for traffic stop and EVOC training. The partnerships we share with our agency

partners are so beneficial to our program.

**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).

It does not appear that we have a complete program review prior to this one but I located a partial review from 2016. It is attached in Appendix A.

**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 1<sup>st</sup>. (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
Brandy Unruh	MS Criminal Justice 2007	University of Central Missouri	PPCT (Defensive Tactics) Instructor, NRA Instructor (Firearms and Refuse to Be a Victim, Range Safety Officer), Kansas Juvenile Officers Association board member and training every year. Former Police Officer, Gang Unit and School

			Resource Officer. Current part-time Police Officer.
Gary Kuenstler	AS Criminal Justice 2019	Garden City Community College	Former and current Police officer, Gang Unit, School Resource Officer. NRA Instructor, Kansas Gang Investigators Association.
[Part-time faculty listed here]			
Edward Ochs	BS Justice Studies 2003	Fort Hays State University	NRA Instructor, Rappelling Instructor, PPCT (Defensive Tactics) Instructor.
Ben Weeks	BA Homeland Security 2014	American Public University	NRA Instructor, Rappelling Instructor
Troy Davis			EVOC Instructor, Law Enforcement Officer
Rodney Dozier	AAS Criminal Justice 1997	Garden City Community College	Law Enforcement Officer
Linda Morgan	MS 1978 Public Services/Juvenile Justice	CMSU	Retired Criminal Justice Instructor, Current adjunct Criminal Justice Instructor, Firearms Instructor
David Piller	MA Criminal Justice 2013	American Public University	Adjunct Instructor
Paul Pauley	AAS Criminal Justice 1992	GCCC	ROPES Facilitator/Instructor
Katy Pauley	BA Sociology 1990	Concordia University	ROPES Facilitator/Instructor
Brianna Barton	AGS 2017	Garden City Community College	ROPES Facilitator/Instructor
Jane Schneider	MS HPER 2009	Emporia State University	ROPES Facilitator/Instructor
Robert Scrivner	BS Org Mgmt. 2010	Friends University	NRA Instructor, Taser Instructor
Larry Pander	AAS Fire Science and Safety Technology 2007	Houston Community College	FIRE Instructor, Rappelling Instructor

## B.2 Faculty Demographics

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are	1	1	4	6	5	7
Non-resident (International)	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Native Hawaiian / Pacific Islander	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0
Race/Ethnicity Unknown (Or Decline to Identify)	0	0	0	0	0	0
White, non-Hispanic	1	1	4	6	5	7
Totals						
c.) Number of faculty with doctorate	0	0	0	0	0	0

or other terminal degree						
d.) Number of faculty whose highest degree is a master's, but not a terminal master's						
e.) Number of faculty whose 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.).

Brandy Unruh – Kansas Juvenile Officers Association Board – College Liaison, 2017-2018 Endowment Outstanding Board Member, NISOD Excellence Award 2019, GCCC Employee of the Year 2021, Kansas Community College Leadership Institute Graduate 2022, Division Chair 2 years, Assistant Dean of Technical Education 2022,

Gary Kuenstler – Kansas Gang Investigators Association Board

Rodney Dozier – Kansas Community College Leadership Institute Graduate 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.

Our faculty is qualified to teach in the area they are assigned. All of our faculty come from the relevant industry, whether they are current or retired. It is important that they have the skills and knowledge necessary to teach the class. While many do not have a higher-level degree, they have training and certificates, as well as first-hand experience. Our faculty are fairly representative of our community population and student population.

**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).

Faculty Workload (over past 5 years, ending Academic Year 2016-17)											
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)					
	Academic Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Brandy Unruh	24/19	24/20	20/19	19/21	17/20	Program Lead, ALICE Instructor, Safety	Program Lead, SLAT, ALICE Instructor	Division Chair, Program Lead, SLAT,	Division Chair, Program Lead, SLAT,	Division Chair/Assistant Dean, KCC LI,	

						Com mittee	, Safe ty Com mittee	ALIC E Instr ctor , Safe ty Com mittee	ALIC E Instr ctor , Safe ty Com mittee	SLA T, Prog ram Revi ew, Prog ram Lead for Fire Scie nce in abse nce of facul ty
Gary Kuenstler			15/ 22	18/ 16	16/ 15					
David Rupp	10/ 10									

**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?

Workload, as it pertains to credit hours, is a little deceiving. Many of our credit hours are 1 credit, 1 weekend classes or 1 credit, one day per week for a few weeks, classes. However, those classes do take a significant amount of time to plan and execute because they are hands-on classes with firearms, defensive tactics, ROPES or patrol cars. While a 1 credit class may be over and done in one weekend or in a short term, the planning of each class still takes a lot of time.

Criminal Justice faculty should be involved in as many aspects of campus as possible whether that be on committees or serving in additional roles. Faculty workload is adequate for the instructor who does not carry additional duties but in the Tech programs, there is a Program Leader (whether by title or just responsibilities) that must complete necessary reporting paperwork including Program Review, Annual Program Assessment, Perkins Follow-up Report, Budgets, Perkins Equipment and Professional Development Training, course scheduling, recruiting, advising and any other duties that are assigned, as well as Course Assessments and Institutional Skills Assessments that are required of all faculty. There is also a feeling of obligation from some faculty and expectation from administration/negotiated agreement to be involved on committees and be involved in campus activities. All of these extra duties happen throughout the semester and when they come up, they are usually a top priority. There has been some conversation amongst Tech faculty about possibly entering into a separate contract that would take into consideration the extra duties that Tech faculty have that other faculty do not.

**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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Full-Time	58%	47%	65%	70%	60%

Part-time	42%	53%	35%	30%	40%
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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# of Full-Time Faculty	1	1	2	2	2
# of Part-time	12	14	10	10	9
FTE Faculty					
# 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:

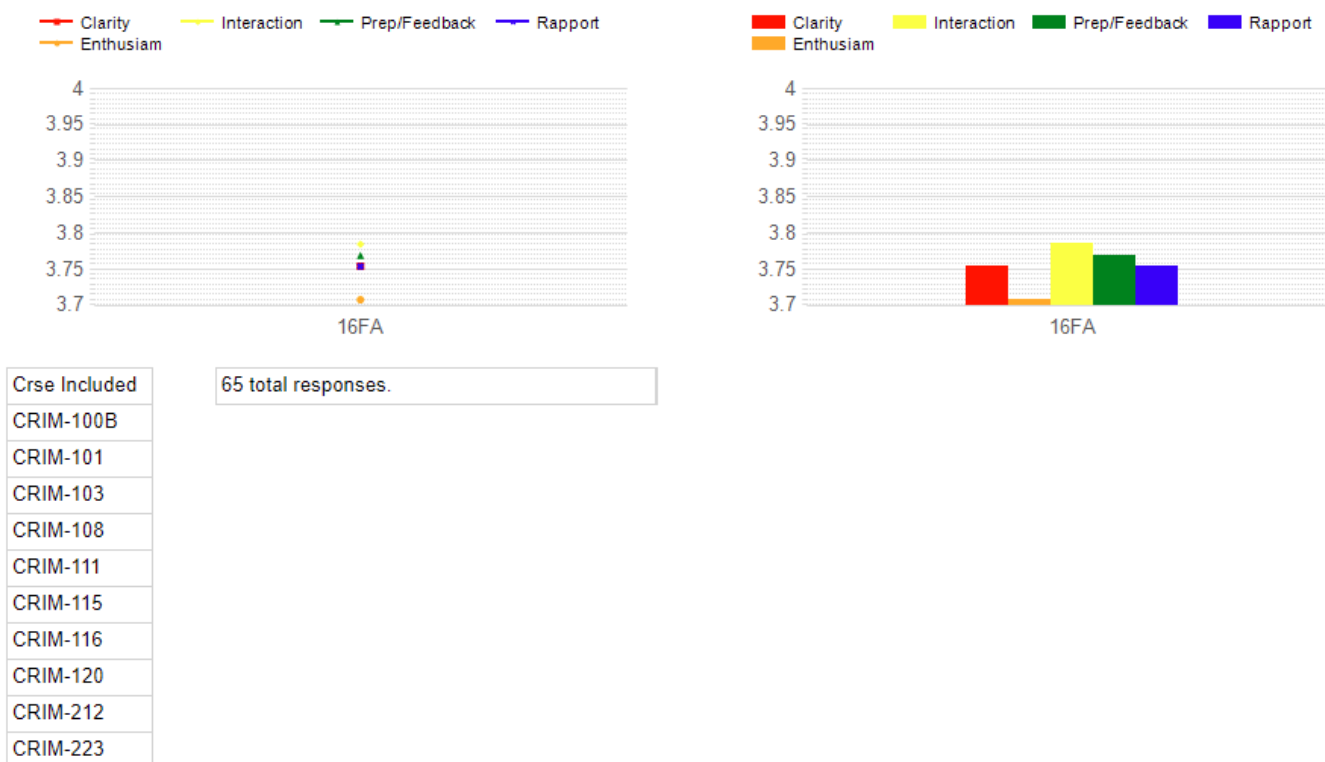
Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

**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.

Generally speaking, we have adequate full time vs part time faculty to deliver quality education. Many of our part time instructors are teaching a one-credit weekend class that is within their expertise. We have two online instructors that teach 3 classes for us. Our full time faculty would not be able to teach those due to load. We do not have any dual credit classes being taught. Part of that reason is because Stan Kennedy is no longer qualified to teach due to the changes in the degree requirements. Kennedy taught an Intro to CJ class in Holcomb. We have had requests for dual credit at Garden City High School but, because their enrollment period is not until August, we have never been confident that there would be enough students to fill a class. If we were to teach at Holcomb and GCHS, we would might be at the point where we could use another full time instructor or, at a minimum, another part time instructor.

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





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

**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.).

In the past 5 years, we have only had 3 years where we had two full time faculty in the program. It is very difficult to get assessments and evaluations from adjuncts when there are so many that one faculty member is responsible for. However, I have been in classrooms (whether traditional or in a hands-on situation) where I have seen faculty provide effective instruction. The only modality I currently have concerns about is the online courses. We have only had 2-3 students in any online section at any given time so it can be difficult to determine its effectiveness. I have had students express to me that they struggle to keep up in an online class and would prefer to be in the traditional classroom setting. This may be, in part, because those who are interested in the Public Safety career fields tend to be hands-on learners rather than textbook learners. I don't have data to show this but I have had many students talk about this.

Spring of 2020 and much of 2021, we were dealing with COVID or the after effect of COVID. For part of Spring 2020, we were teaching fully online with only one week to prepare. Faculty and students effectiveness suffered. When we were able to return to the classroom in Fall 2020 and Spring 2021, we still had to have Zoom options available for students who may have been quarantined. Those semesters were a real struggle as faculty were teaching in two modalities at the same time (online and face-to-face). It felt like during that time, we were in survival mode and classroom effectiveness was the first to suffer. We were very focused on physical and mental health as well as teaching students how to learn through a computer screen.

In the 2021-2022 school year, there was only one full time instructor so the consistency of faculty in the classroom and in the program would not be as effective. For 22-23, we have hired a second full time instructor.

**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.

For much of the past 5 years, the program has been adjusting to some type of change, whether it be having one full time faculty member to two full time faculty member or assisting in other programs as their faculty changes. It seems that we never seem to get to move smoothly through a school year.

Because we have only had one full time faculty sometimes, those program duties fall on one person. Those duties are specific to Tech programs and include annual reporting. We are also responsible for recruiting, advising, club sponsorship, budgeting and committee memberships. When there are two faculty, some of those duties can be shared but it still seems to take away from what happens effectively in the classroom. It seems as though off-contract time is spent trying to catch up on things that don't get done so that students get what they deserve in the classroom.

If there could be a solution to the problem, it would be to decrease classroom load for full time Tech faculty to allow time for the other things to get done. It would not be beneficial for those duties to be given to someone outside of the program (recruiting, advising, club sponsorship) because the expertise in the program is what makes us able to bring students in and keep them involved. Having less of a teaching load would also create more time for faculty to attend workshops and other professional development opportunities as they become available. Perkins funding is one way that our faculty, full and part time, can attend training and professional development. This is usually enough funding annually that we don't have to ask for anything from Faculty Senate.

Each semester, a full time faculty member teaches Career Success, a course that meets the Student Success requirement of the college. We are able to teach it to all of our Department of Public Safety students and it is tailored to the public safety career field. This is also a time for our students to meet other DPS students. This course adds to the teaching load of faculty. We are also teaching Career Success to the Cosmetology program, at the request of their faculty.

## ***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.

The Criminal Justice Program has three degrees: Associate of Science, Associate of Applied Science and Cert C. The Cert C and the AAS are aligned with KBOR, so they are also aligned with other programs across the state. We do offer Firearms, EVOG, Defensive Tactics, Rappelling and Strategic Team Building, which other institutions may not offer. Because our AAS and Cert C are aligned programs with KBOR, we confirm that we are current at the beginning of catalog planning.

Our Associate of Science degree is a mix of Core Curriculum and Criminal Justice Electives. Throughout the years, the number of elective hours allowed on a degree has fluctuated between 22 and 26 hours. The Criminal Justice elective hours are the same hours that a student would take in the AAS and CERT C, so each of our degree plans works with the other.

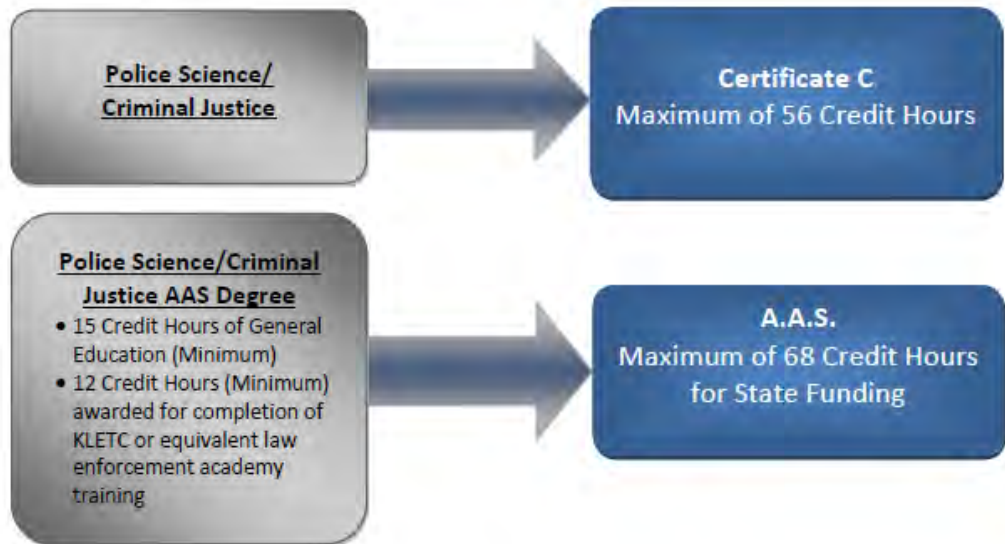
One issue we continue to have with our AAS degree is that completion of the Kansas Law Enforcement Training Center (KLETC) is a KBOR requirement to complete the degree. If students begin their degree at age 18, they are likely on track to complete by age 20. In order for someone to attend KLETC, they must first be 21 years old and hired by an agency in Kansas. Once they complete KLETC, they must remember to bring their certificate back to GCCC to show completion for their degree. I have contacted KBOR and learned that

Criminal Justice is up for alignment review in 2023, and I plan to ask for this particular issue to be revisited. With this required program outcome on the AAS, we have very few completers and risk losing Perkins funding.

**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 C for Annual Assessment Reports.

**Police Science / Criminal Justice Program Alignment – Kansas Board of Regents**  
**CIP: 43.0104 and 43.0107** 2011  
12/15/11



**Required Courses within Program**

<b>Common Courses</b>	<b>24 credits:</b>
<i>KRSN CR11010 Introduction to Criminal Justice</i>	<i>3 credits</i>
<i>Criminal Investigation</i>	<i>3 credits</i>
<i>Criminal Law</i>	<i>3 credits</i>
<i>Agency Administration</i>	<i>3 credits</i>
<i>Juvenile Delinquency and Justice</i>	<i>3 credits</i>
<i>Law Enforcement Operations and Procedures</i>	<i>3 credits</i>
<i>Criminal Procedures</i>	<i>3 credits</i>
<i>Criminal Justice Interview and Report Writing</i>	<i>3 credits</i>
<b>Required Support Course*</b>	<b>3 credits:</b>
<i>Professional Responsibility in Criminal Justice</i>	<i>3 credits</i>

\* Institutions may utilize an existing like course which adheres to the agreed upon course length and competencies.

Course list sequence has no implication on course scheduling by college.

Institutions may add additional competencies based on local demand.

KRSN added AY2016.

**Notes**

Specifics pertaining to the Police Science/ Criminal Justice AAS programs:

1. The agreed upon third party credential required by the state for employment requires completion of a law enforcement training program (e.g., KLETC).

Program Learner Outcomes:

**At the successful completion of the Certificate C program curriculum, students will be able to:**

1. Identify and discuss the steps in the criminal justice process.
2. Summarize how law enforcement, courts and corrections operate and interact.
3. Apply substantive and procedural law to practical situations.
4. Demonstrate ethics, integrity, teamwork and professionalism.
5. Illustrate general principals of criminal liability.
6. Locate specific laws in the Kansas State Statute book.
7. Complete a Kansas Standard Offense Report.

8. Demonstrate the proper way to do a traffic stop.
9. Conduct search operations.
10. Identify elements of a lawful arrest
11. Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt

**At the successful completion of the Associate of Science program curriculum, students will be able to:**

1. Identify and discuss the steps in the criminal justice process.
2. Summarize how law enforcement, courts and corrections operate and interact.
3. Apply substantive and procedural law to practical situations.
4. Demonstrate ethics, integrity, teamwork and professionalism.
5. Illustrate general principals of criminal liability.
6. Locate specific laws in the Kansas State Statute book.
7. Complete a Kansas Standard Offense Report.

**At the successful completion of the Associate of Applied Science program curriculum, students will be able to:**

1. Identify and discuss the steps in the criminal justice process.
2. Summarize how law enforcement, courts and corrections operate and interact.
3. Apply substantive and procedural law to practical situations.
4. Demonstrate ethics, integrity, teamwork and professionalism.
5. Illustrate general principals of criminal liability.
6. Locate specific laws in the Kansas State Statute book.
7. Complete a Kansas Standard Offense Report.
8. Demonstrate the proper way to do a traffic stop.
9. Conduct search operations.
10. Identify elements of a lawful arrest
11. Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
12. Complete Kansas Law Enforcement Training Center or Appropriate Law Enforcement Training Academy

Our Program Learner Outcomes are determined by KBOR and are sometimes vague and difficult to assess. In the past few years, since our last HLC visit, the institution has focused on assessment. As we have grown in our knowledge of assessment, we have found that some existing PLOs are difficult to assess. For example, "Complete Kansas Law Enforcement Training Center" is not something we can measure because they are an outside entity and we have no say in their outcomes or their assessment. In the future, we need to revisit our required Program Outcomes from KBOR and make sure we are aligned.

Our Programs are somewhat stackable. The Cert C outcomes are the same as the outcomes for the AAS because the Cert C courses are the electives on the AAS, with the exception of the Kansas Law Enforcement Training Center requirement. As we enroll students in the AS, we try to enroll them in the required Cert C courses as their electives so they are able to complete an AS and a Cert at the same time. This does not always happen as some of the required classes, Firearms, for example, are taught at times that many students cannot take them due to the range availability and a lack of desire for some students who are not interested in the law enforcement side of criminal justice. We contacted KBOR and asked about adding a Cert A or Cert B to our program so we had stackable degrees and students had other options for completion and we were told that, because we are an aligned program, adding additional Certs would "break" our alignment and we would lose funding. This is one of the things I hope to have some answers about when we meet for program alignment meetings in 2023.

Our direct measures may be questions on the final exam or a separate assignment given at some point at the end of the program. CRIM 106 Law Enforcement Capstone should be a place to do these types of assessment but we found, for a variety of reasons, students were not taking Capstone. Many of our students were not interested in Law Enforcement and the Capstone was heavy in law enforcement content. Also, many of our students are degree seeking and, while Capstone is required for the AAS and Cert, it is not required for the

AS. As previously mentioned, in order to get their AAS degree, students must complete the Kansas Law Enforcement Training Center. With all that said, we have more students who choose the AS over the AAS and Capstone is not required in the AS. That is going to change in 22-24 catalog. We will be requiring a revised CRIM 106, which will now be 2 credit hours and will be Criminal Justice Capstone so it is broader in its content.

Indirect measures are difficult to match to a Program Learner Outcome. We, as an institution (particularly on the Student Learning Assessment Team), are working on finding good indirect measures to use to assess our PLOs. In Criminal Justice, we use agency partner surveys. We have not been diligent about getting those surveys prepared and sent out to our partners. Therefore, the data is lacking. We are working towards improving those.

Students struggle to meet levels of competency in several areas. It seems that if a learning outcome is on a written test, the students struggle to meet standards. Sometimes they don't meet the target if the outcome is assessed in a hands-on activity. We have had frequent turnover and we have many adjunct instructors in the program so we don't consistently assess. I cannot pinpoint where the issue lies with assessment and student success. It does not seem to make a difference whether they are completing the Cert, AAS or AS. One of the goals in the next year or so is to improve our assessment at all levels.

**C.3 Curriculum Map of Program Student Learning Outcomes:**

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

		AAS											
		CERTC											
		AAS											
Criminal Justice													
Program Outcomes: Upon completion of the program, graduates will be able to...	Instructional Skills	Identify and discuss the steps in the criminal justice process	summarize how law enforcement, courts and corrections operate and interact.	apply substantive and procedural law to practical situations.	demonstrate ethics, integrity, teamwork and professionalism	illustrate general principles of criminal liability	locate specific laws in the Kansas State Statute book.	complete a Kansas Standard Offense Report	demonstrate the proper way to do a traffic stop.	conduct search operations.	Identify elements of a lawful arrest	differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt.	attend and complete Kansas Law Enforcement Training Center or appropriate Training Academy
Courses													
CRIM 101 Introduction to Criminal Justice	C	I	I				I				I		
CRIM 102 Law Enforcement Operations and Procedures	CPW	R		R	R			R	IRA	RA	RA	IR	
CRIM 103 Criminal Law	CP	R	R			I	R				R		
CRIM 105 Introduction to Public Safety	C												
CRIM 106 Law Enforcement Capstone	CPW	RMA	RA		RMA	RA	RMA	RMA	RMA			RMA	
CRIM 108 Juvenile Delinquency and Justice	C	R	RA				R						
CRIM 110 Criminal Procedures	CPW	RA	RMA	R		RMA					RMA		
CRIM 111 Criminal Investigations	CPW			IRA	RA		RA	IRA		IR		R	
CRIM 114 Introduction to Corrections	C	RA	RA										
CRIM 115 Professional Responsibilities in Criminal Justice	CW				RA								
CRIM 116 Agency Administration	CPW		RA										
CRIM 120 Criminal Justice Interview and Report Writing	CPW			RA				RA					
CRIM 121 Police Firearms I	PW				RA								
CRIM 142 EVOC	PW				RA								
CRIM 149 Defensive Tactics	CPW				RA						R		
CRIM 105 Introduction to Public Safety	CPW				I						I		
CRIM 152 Advanced Rappelling	CPW				RA								
CRIM 158 SWAT	CPW				RA								
CRIM 165 Strategic Team Building	CPW				IRA								
CRIM 167 Leadership in Criminal Justice	CPW				RA								
CRIM 168 Leadership in Criminal Justice II	CPW				RA								
CRIM 169 Leadership in Criminal Justice III	CPW				RA								
CRIM 205 Criminology	C		R	R		R							
CRIM 206 Terrorism & Homeland Security	C		R	R		R	RA						
CRIM 210 Gangs	C		R	R		R	RA						
CRIM 212 Criminal Investigation II	CPW	R		RMA		RA	RA	RA		RMA		RMA	
CRIM 213 Problems in Criminal Justice	CPW				R								
CRIM 219 Sex Crimes	C		R	R		R	RA						
CRIM 222 Police Firearms II	CP				RA								
CRIM 223 Police Firearms III	CP				RA								
CRIM 250 Forensic Wounds I	CPW				RA								
PHSC 120 Introduction to Forensic Science	CPW												
PDCE 109 - Career Success	CW				I								
CRIM 180 - KLETC	CPW												IRMA

**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.

In the next year or so, we need to revisit our Program Learner Outcomes in preparation for our program alignment visit with KBOR.

Over the past 5 years, we have made changes to the catalog in an attempt to bring more career relevance to the classroom. Changes made to the catalog:

CRIM 100 Defensive Tactics/Karate was removed from the program courses due to low enrollment and interest.

CRIM 149 Defensive Tactics was added to the program courses as it is relevant to Law Enforcement. This course includes handcuffing, takedowns, baton use and use of force training. There is also a mental health and physical health component in the course so it can be substituted for the Personal Wellness requirement.

PCDE 109 Career Success was added to our degree plans as an option for the Student Success requirement. We highly recommend our students take this course in lieu of College Success but it is not required. This class covers work ethic and soft skills that employers, specifically our agency partners, are asking for.

CRIM 105 Intro to Public Safety was added to engage high school students who "want to help people" and help them figure out which discipline best fits them.

CRIM 226 CJ Computer Apps was removed since its curriculum was based on learning basics of the computer. Students have more computer knowledge than in past years and some of the forms and applications are covered in other courses across campus.

CRIM 206 Terrorism and Homeland Security was added to the curriculum because of its relevance to current events. Other institutions have Homeland Security degree plans and this would be something that could transfer to another institution but also grab the interest of another type of student who may not specifically be interested in law enforcement.

PHSC 120 Intro to Forensic Science: We have intentions to add this back to the curriculum for students to take as one of their Science/Math requirements. We need to revisit the curriculum and figure out what qualifications the course needs. Should this be a CRIM instructor or a PHSC instructor? So far, we have not yet ironed out the detail.

For 22-24 CRIM 106 Law Enforcement Capstone 4 credit will be CRIM 106 Criminal Justice Capstone 2 cr. After implementation of the class, we will reevaluate how it maps to the PLOs in practice.

With these changes, we hope to have more students who can complete a Cert C and an AS in Criminal Justice. The Cert C counts towards our completer number for Perkins funding. We also tried to add classes that students are interested in and that can help them be career ready, whatever that career may be.

**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.

Diversity is one of the college's Institutional (formerly Essential) skills and is very relevant in the Criminal Justice field; therefore, we try to incorporate it in our coursework as well as in our club, TEL. Many of our courses have diversity as a topic. For example, in Agency Administration, we talk about hiring practices, leadership and work place ethics. Professional Responsibilities in Criminal Justice is our ethics class and students engage in conversations about all of the different, diverse populations. Our students have opportunities to do community service work and do ride-alongs with local criminal justice agencies. This allows them to see different populations of people and learn about how different cultures can live together in one community. We bring that into the classroom as well when we talk about differences in background and abilities. We encourage students to learn about others who are not like them and use that to grow as a person. Assessing this is much more difficult than the other Institutional Skills though and we are still working on that.



**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?

Every year, an annual program assessment is completed on the program (AS, AAS and Cert C). The program assessment is designed to assess the Program learner outcomes, part of which are assigned by KBOR. Some of the outcomes are more difficult to assess.

Every semester, a course assessment is completed on each course taught in that semester. With so many adjuncts who teach one time per year, these assessments are more difficult to gather so we rely on our full time faculty to complete as many as possible.

Every year, we complete our Essential Skills, or newly adopted Employability Skills, assessments. The Employability Skills include Problem-Solving, Communication and Work Ethic. The three of those include components of the 5 Essential Skills.

Each of these are important for assessment but the best assessment that happens is in conversations with other faculty and our agency partners. For example, during a conversation between two Criminal Justice faculty, we discovered that our Law Enforcement Capstone had low numbers and many of our students were not enrolling because 1.) the class was 4 credits and 2.) it was heavily focused towards law enforcement and not all of our students wanted to take that career path. Based on that information, we took the problem to our Advisory Board where we were able to meet with our agency partners. They helped us come up with outcomes that they wanted to see from students who were in their final semester in the program. We rewrote the Student Learner Outcomes and reduced the credit hours for the class to 2 credit hours. After approval from Curriculum and Instruction, the new CRIM 106 Criminal Justice Capstone will be a required course for all majors in the 2022-2024 catalog.

During some Tech Program's Advisory Board meetings, some of our agency partners expressed concern that young workers lacked soft skills like communication (oral and written), how to shake hands and look someone in the eye and even just how to engage in a conversation without their cell phone. They also noticed that appearance and timeliness were lacking in those who they interview. Based on that, Bring Your A Game to Work was adopted as a Student Success credit and became widely used in the Tech Programs. That curriculum focuses on work ethic: Attitude, Attendance, Ambition, Appearance, Accountability, Acceptance and Appreciation. It is designed to help our students who may not choose to transfer and complete a 4-year degree and instead go directly into the workforce. The idea that students would be employable meant that their employers could focus on job-related skills because they were getting employees who had good work ethic.

## **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	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)	0	0	0	1	1	0	0	0	1	0	3
Asian	0	0	1	0	0	1	0	1	0	2	5
Black, non-Hispanic	2	7	1	7	2	6	5	11	2	5	48
Hispanic	19	15	32	14	25	18	54	16	32	18	243

American Indian or Alaska Native	0	0	0	1	1	0	3	0	3	0	8
Native Hawaiian / Other Pacific Islander	0	1	0	1	0	0	0	0	0	0	2
Two or more races											
Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	3	3
White, non-Hispanic	9	10	6	18	10	10	23	20	16	15	137
<i>Totals</i>	30	33	40	42	39	35	85	48	54	43	

**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?

With the exception of females in 2019, our enrollment has been steady. I am not sure why data shows 85 females in 2019 but that is not accurate. Current media coverage and society feelings towards law enforcement may have an impact on whether or not students enroll in Criminal Justice classes but our local community is very supportive and western Kansas tends to be more conservative when it comes to feelings towards law enforcement. In the cycle of law enforcement trends, there tends to be an increase in positivity following a low period. Think about 9/11. After that tragic event, there was an uptick in applications to public safety and military because people wanted to be part of the greater good. I foresee a rise in students wanting to do public safety. However, due to the struggles with hiring viable candidates, many law enforcement agencies have removed the degree requirement from the application process. That may hurt our enrollment for a while but we will have to work on recruiting to combat that. The fact that they have to be 21 to get hired means they have a few years to work on a degree in the meantime and hopefully make the Academy a little easier with a foundation of learning. Getting a second full time instructor back in 2022 will increase our ability to recruit more often. At that point, we may be able to address offering courses, professional development opportunities and/or industry-specific training to get employees on track for degree completion.

**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?

In the Criminal Justice program, we want students who are willing to learn new things and work hard. We need students with a clean background because Criminal Justice fields have background investigations that applicants have to pass. As students come to the program as adults, we work to remind them to keep their public and private life clean so it doesn't negatively impact their future. We might work to try to recruit the non-traditional or post-military a little more. The maturity of someone who is older than 18 is beneficial in some of the program work but traditional students are fully capable of doing well in the program.

**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.

Tau Epsilon Lambda: TEL is a Chapter of the American Criminal Justice Association. Students and Faculty may be members. Each year students have an opportunity to join the “Competition Team” as part of TEL. Students on the team enroll in Leadership in Criminal Justice and Firearms II in order to participate and compete at the Regional and National Competitions. TEL is in Region III and has hosted Regional Competition in 2017 and 2021. We were scheduled to host the competition in 2020 but due to COVID-19 it was cancelled.

TEL, through ACJA, enriches a student’s educational experience in many ways. The ACJA objectives speak to the mission of the Criminal Justice program and Garden City Community College. The ACJA Objectives are:

1. To improve criminal justice through educational activities.
2. To foster professionalism in law enforcement personnel and agencies.
3. To promote professional, academic, and public awareness of criminal justice issues.
4. To encourage the establishment and expansion of higher education and professional training in criminal justice.
5. To provide a unified voice for professionals in, and students of, criminal justice.
6. To promote high standards of ethical conduct, professional training, and higher education within the criminal justice field.

**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.

GCCC has an Accommodations policy and coordinator. We work with them to ensure our students have what they need to be successful.

As far as financial assistance, the Criminal Justice program has a Grant-in-Aid scholarship that students can receive each semester if they qualify. We also receive scholarship money from the Endowment Association as well as memorial scholarships such as the David Beasley Scholarship, Nellie Hall Scholarship, and John Miller Scholarship. Our students also help with the Endowment Association Phonathon, Ride for the Future and Shoot for Scholarships. The money raised during those events goes directly to our Department of Public Safety. We have one work study position available for students to apply for and we encourage students to work on or off campus and to be involved in other organizations and activities that offer pay or scholarships.

Prior to COVID, we hosted a Career Fair in November and invited Universities and Employers to come so students could research transfer and career opportunities. This was highly successful and hope to bring it back in 2022.

Students help with Exploration Day, a campus-wide event for high school juniors and seniors. While this event targets high school students, our students have an opportunity to share what they have learned. Some of our agency partners attend the event and our students have an opportunity to talk to them there.

Scenario Day is an event held in April every year. This is a “day in the life” of an emergency responder and involves much of campus. Students come to “roll call” and handle scenario-based calls that come up. The students are graded by instructors but are evaluated (and assisted) by agency partners during the calls. This is a great opportunity for students to hear from those in the “real world” how to do things.

**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.

In the last 5 years, we have had students report that they have gone on to work for the Kansas Highway Patrol, Garden City Police Department, Finney County Sheriff’s Office, Kansas Bureau of Investigation, Department of

Children and Families, Community Corrections and Kansas Department of Wildlife and Parks. It is highly likely that they are working for other agencies that we are not aware of. We do not have a particular system in place for tracking alumni.

**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										
	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	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	1.937	2.915	1.909	3.0	n/a	n/a	2.022	3.302
Asian	n/a	n/a	2.778	3.313	2.355	3.261	2.279	3.135	3.221	3.200
Black, non-Hispanic	1.973	2.481	2.248	2.415	2.179	2.424	1.919	2.346	1.691	2.204
Hispanic	2.746	2.784	2.384	2.857	2.824	2.785	2.731	2.739	2.695	2.708
American Indian or Alaska Native	n/a	n/a	2.830	2.296	2.891	2.746	2.395	2.738	2.149	2.708
Native Hawaiian / Other Pacific Islander	2.545	2.517	1.833	2.116	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	n/a	n/a
Race/ethnicity Unknown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.375	2.739
White, non-Hispanic	2.977	3.196	2.867	3.154	3.164	3.097	2.780	3.100	2.852	3.044
Female	2.774	3.070	2.563	3.051	3.022	3.017	2.667	2.953	2.708	2.911
Male	2.637	2.828	2.460	2.804	2.613	2.681	2.586	2.723	2.437	2.657

**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 1<sup>st</sup> and June 30<sup>th</sup> 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										
	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)										
Asian										
Black, non-Hispanic										
Hispanic	3	4	3	3	11	3	5	1	3	1
American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										

Race/ethnicity Unknown										
White, non-Hispanic	5	2	1	4	3	3	3	2	5	3

\*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 1<sup>st</sup> and June 30<sup>th</sup> 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 2016-2017		Fall 2017-2018		Fall 2018-2019		Fall 2019-2020		Fall 2020-2021	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
449	56.12%	63	57.14%	82	48.78%	74	64.86%	133	49.62%	97	63.92%

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

Program 3-year graduation rates												
5-year total			Entering cohorts Fall semester									
			2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort
20.94%	449	94	22.22%	63	10.98%	82	37.84%	174	12.03%	133	27.84%	97

#### 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														
2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
# 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
13	78.62	8.23	12	80.92	5.83	17	80.41	8.29	11	67.91	19.30	10	77.30	4.10

#### D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2016		2017		2018		2019		2020	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
4.0	13	2.5	12	3.0	17	3.0	11	3.5	10

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.

**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:

- What does the evidence from above data suggest regarding how well your program is producing successful students?
- List specific events/activities that the program uses to increase student retention and degree completion.
- 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.
- Identify any areas in need of improvement for producing successful students.

Students who complete the Criminal Justice Program are graduating with a GPA lower than the institutional average GPA and in more than 2 years. One thing that is noticeable is that most incoming students are not college ready. Very few begin their course work ready for English I and College Algebra and must take a few developmental classes to start.

We refer students who need assistance to the tutors in the CLC or to their instructors or other students for help. We also make sure students are aware that there is an accommodations coordinator on campus to help them if needed.

Under the current business office model, students are allowed to enroll for their first semester without making a payment but prior to enrolling for their next semester, they must pay off their bill or make a payment plan. This seems to be an issue for students because the payment plans tend to be higher than a student can pay.

Because we are a Perkins-eligible program, we are required to follow-up annually on students who were concentrators in the program the previous year. That is done by program faculty and we ask about their current education status, work status, wage and whether they went on to KLETC or not. When we contact the students, most are not yet 21 so they have not entered into the Criminal Justice workforce. We do not otherwise have a consistent method for tracking our students once they leave the program. Sometimes we learn about former students through other students and sometimes they will contact us directly to let us know how they are doing but we don't have a good place to keep track of that information.

We need to work on student success in the classroom as far as grades and GPA. The time to completion is not surprising since many students begin their degree path with developmental courses. Many students are working on an AS and a Cert C so they take more classes, such as Basic English, Reading and College Math and Beginning Algebra, than a traditional single degree seeking student.

The success of our students in the classroom is highly dependent on their attendance and completing assignments. Course reviews show that if we are not hitting our targets, sometimes it is due to the student not showing up for the assignment or test. We need to find a way to stress the importance of attendance and following through on assignments and tests. This is one area that our agency partners have also indicated they have seen as an issue with employees, not just GCCC alumni.

## 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 2016-2017		Academic Year 2017-2018		Academic Year 2018-2019		Academic Year 2019-2020		Academic Year 2020-2021	
	# 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)	9	27	6	18	Na	Na	Na	Na	Na	na
Dual Credit Enrollment (Outreach-HS)	Na	Na	Na	Na	6	18	Na	Na	4	12
On-line courses-GCCC	6	18	21	63	7	21	11	33	6	18
On-line courses-EDUKAN										
On-line courses-Contract										
Face to Face courses	366	775	365	756	356	797	328	740	290	690
Internships/practica	2	8	4	16	2	8	NA	NA	NA	NA
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
2016-2017 Class Sections	25	19	0	0	0	0	0	44
2016-2017 HS Sections	1	0	0	0	0	0	0	1
2017-2018 Class Sections	20	20	2	0	0	0	0	42
2017-2018 HS Sections	1	0	0	0	0	0	0	1
2018-2019 Class Sections	30	13	1	0	0	0	0	44
2018-2019 HS Sections	2	0	0	0	0	0	0	2
2019-2020 Class Sections	28	10	2	0	0	0	0	40
2019-2020 HS Sections								
2020-2021 Class Sections	22	13	0	0	0	0	0	35
2020-2021 HS Sections	3	0	0	0	0	0	0	3
Totals Across 5 Years								

**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.

Non-credit Courses					
Academic Year	2016-17	2017-18	2018-19	2019-20	2020-21
Course	# of students completing	# of students completing	# of students completing	# of students completing	# of students completing
Concealed Carry	43	55	26	26	58
Women on Target	39	10	8	14	31
Basic Pistol					11
Refuse to Be a Victim	20	20	20	20	10

#### 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.

COVID did not allow for Internships in Summer 20 or Summer 21. We were able to continue to offer classes during the pandemic lockdown and we had a steady enrollment of students in the year following.

We have some online options and there is room for growth there. The Criminal Justice program is a hands-on program and some of our courses are not able to be taught online. However, there are some classes that could be taught online that currently are not. This is an area to explore but a concern that has been expressed by faculty in other programs is that the online offerings take students from the face-to-face sections taught by full-time faculty resulting in a lower number in the classes. Courses with less than 8 students may be cancelled or the instructor pro-rated.

We are working on our dual-credit options. The first class in the Criminal Justice program is Intro to Criminal Justice and it is not eligible for State funding for high school students. Due to this, we have not been able to offer it for free and that may have prevented students from taking it. Another issue we have found is that there are not qualified faculty at the high schools to teach so it would fall on our program full-time faculty who are already carrying a full load and full schedule. We have online offerings of Intro to Criminal Justice but we usually only have a small few who enroll. I want to see some data on how students who took the online section of Intro to Criminal Justice did when they transitioned to other face-to-face classes in the program. In Fall of 2022, a full-time faculty member is going to go to Holcomb High School to teach a face-to-face section of Intro to Criminal Justice. This is based off of a specific request and enough students to fill a class. While those students will have to pay for that particular class, we will work to find a tiered class that can be offered for free for the spring semester to help offset costs to the student. The course is not actually free but GCCC can waive the cost to the student due to reimbursement from the state for certain courses. Intro to Criminal Justice, the jumping off point for the program, is not one of those courses.

We keep our class sizes at 24 or below to keep the faculty to student ratio at a manageable level. Nearly all of our classes are able to be held in one of two classes that are specific to the program giving students a sense of comfort and familiarity in the classroom. Our firearms classes have a smaller class size due to an NRA requirement of 5:1 student to instructor ratio. If we have classes that are larger than 5, we bring a safety assistant to help.

## ***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 do not have a specific mechanism in place to get feedback from students except for the course evaluations, which I have found to be difficult to collect data from. Current and former students often give feedback, solicited or unsolicited, about the program.

Students have told us that they wish we could do more hands-on course work in the first semester. First semester classes tend to be introductory and mostly lecture. They have also said they wish there were more offerings of each class so they could choose a time frame that works better for them. Until we are able to recruit more and get our numbers up, we will only be able to offer most classes one time.

**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.

One example is a former student who graduated from the Kansas Highway Patrol Academy and I attended his graduation. The first thing he did was thank me and say that the program helped him in the academy because he already knew some of the information and he didn't struggle as much as some of the other cadets. I also heard from a few other former students that the Kansas Law Enforcement Training Center Academy was less daunting because they had a foundation of knowledge and skills that they felt put them ahead of others in their academy class.

We have an Advisory Board that is very involved. In the past few Spring meetings, we have met with Criminal Justice committees, instead of the full DPS Advisory Board, and discussed curriculum. They helped us revamp CRIM 106 from Law Enforcement Capstone to Criminal Justice Capstone by changing some of the Student Learner Outcomes and making it a 2 credit hour course. They also voted to support the idea to approach KBOR about changing the KLETC requirement on the AAS and request to add new Certs to the program, if we could get KBOR approval.

**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.

No data available to attach.

I have regular contact with our local agency partners. I hear regularly that new employees still lack reading and writing skills and the ability to engage the public and communicate effectively. In the last few years, we have tried to present opportunities for students to engage local law enforcement officers and the public so they can practice these skills.

There is still a need and desire from our agency partners for us to produce quality employees. We have asked for help from our partners in the classroom and on Scenario Day and often those agency partners recruit right from the program. One of the positive aspects of our program is that we use current and/or retired criminal justice professionals to teach our courses so there is a current and relevant aspect to learning.

**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?

We do not do a good job of officially soliciting feedback from our constituents. That is a goal moving forward. This program review will be shared with our Advisory Board in our September meeting.

## ***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 program uses Cengage Unlimited for our textbooks. Nearly all of the Criminal Justice textbooks are in an electronic version that comes with student tuition and fees. The benefits to this are that students do not have

to purchase individual books, that are very expensive, and they have the books on the first day of class instead of waiting until they get to the bookstore to get them. Cengage has activities and assignments included that can be transferred directly into our gradebooks. Students are able to maintain access to their Cengage account 6 months to a year following graduation.

The institution uses Canvas as the learning management system. Textbooks are accessed through Canvas and students are able to see power points and most assignments. They have daily access to their attendance and grades. Canvas is also a method of communicating with students in courses as a group instead of sending individual emails. Canvas and Cengage were very important when we had to move to remote learning during the pandemic, which happened mid-semester in Spring 2020.

Student can still use the library on campus for their needs outside of what they find online. There is a computer lab next to the Criminal Justice classroom area that is used by Department of Public Safety students. Discipline-specific software is stored on these computers and students have a place they can work on homework and have access to our lab and classroom in the same area.

**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 Perkins and program funding has been sufficient for our needs annually. Because of our relationship with our agency partners, we are able to ask for and use equipment, facilities and personnel to assist in areas we might be lacking.

Annually, we are able to make budget requests, whether it be additional funding or changes in the areas we need budget adjustments. The process for that is fairly simple but often comes at the time of the year when other mandatory reports are due so we need to do a better job of making notes throughout the year of our needs.

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

Academic Year	Revenue: Tuition/Fees, SCH, State	change from prior year	Expenses	change from prior year	Profit/Loss	Change in P/L from prior year
		n/a		n/a		n/a

**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 Criminal Justice program is a Perkins-funded program. Each year, we are able to apply for equipment and professional development funds. We have been able to purchase StressVest, a training tool used to help

students learn about force options in a safe, yet stressful, environment; Smokeless Range, a virtual shooting range to help student improve marksmanship; and force options and wraps for the patrol cars we acquired from our agency partners. The wraps have the Criminal Justice Program and GCCC logos with contact information on them. The patrol cars are used for our EVOC class and traffic stops as well as on Scenario Day. Faculty use the cars as a recruiting tool. A 2016 Dodge Charger was donated by the Finney County Sheriff's Office, a 2017 Ford Explorer was purchased from the Garden City Police Department for a small fee and Holcomb Police Department sold us a Ford Crown Victoria at a lower cost. Each of the cars has their sponsoring agency noted on the car.



GCCC funding allowed us to make a much needed update to our lab. The floors and ceiling tiles were replaced and walls were painted. We purchased workstations from Perkins funding that hold our crime scene investigation materials and fingerprinting equipment. While we are still working on making the lab a usable space that can function as a lab, classroom and computer lab, the space looks much nicer and is a great recruiting tool.

The Criminal Justice and EMT budgets were used to purchase materials and build a "Simulation House" in the ambulance bay in John Collins Building. The "Sim House" is a small footprint of a one bedroom apartment with a bathroom and living area. Furniture was acquired to make the house look real so students in both programs could use it for training. Criminal Justice students practice crime scene investigation in a space that looks realistic instead of a classroom turned crime scene. This enhanced learning. While we thought it was a crude design and we want to improve it, but many prospective students, parents and agency partners commented on how great the house is and how they had not seen anything like it on other campuses.

In 2020-2021, Perkins funding allowed for the purchase of a new repeater for our radio system, so we could communicate amongst the disciplines while handling mock calls and crime scenes. Prior to this, our radios would only reach short distances and not if students were out of site range.

In 2022, the City of Garden City completed construction on a new, state-of-the-art firearms range. Prior to this, the program used the City's existing range or the Finney County Sheriff's office range. We would provide money to assist with annual maintenance and repairs as needed. With the new range, we will pay an annual fee that will allow us to use the range as we need to for our Firearms classes and our non-credit classes offered to the public. We are one of few colleges who has this level of access to firearms facilities and instructors.

**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.

With respect to faculty load and extra duties, including non-credit Firearms classes and maintenance of the ROPES course and facilitators, the workload seems to be too much for two faculty. Having a person that fills the role of recruiter, advisor, liaison for our many adjuncts, etc., would be helpful. This person wouldn't necessarily have to be faculty and could possibly be a part time person. We could even have a position in Tech that could share these duties with other programs who have similar needs.

## **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.

There were not many surprises in this review. There are things learned though this review that data has not been, or cannot be, collected on.

In 2015 Brandy Unruh was hired as full time faculty after Linda Morgan retired. Linda had been faculty for 34 years and was a wealth of knowledge and expertise. She was an integral part of growing the Criminal Justice Program as other faculty came and went during her tenure. Brandy joined David Rupp and he then retired after Fall 2016. Brandy was then the only full-time faculty member and program administrator until Gary Kuenstler came on board in the Fall of 2018. Kuenstler returned to law enforcement in 2021 prior to the fall semester and his position was not filled until Fall of 2022. In the years where there was only one faculty member, all of the duties of administratively running the program fell predominantly on one person as well as teaching a full load, with overload, and managing several adjuncts who filled in. Aside from teaching, Tech faculty, specifically, are tasked with recruiting, advising, enrollment, managing the budget, maintaining equipment and lab space, committee work, assessment and other administrative duties. When it falls on one person, it is difficult to commit 100% to every duty so some things fall lower on the priority list.

A non-tangible that is not documented in this review is what the data does not show. While faculty contract hours are 7 hours between 7:00 am and 4:30 pm, Tech program faculty are often at work in the evenings, helping with credit or non-credit weekend classes and throughout the summer for enrollment, advising, program maintenance, meetings and such. One of the benefits of working at GCCC as faculty is the time off but with the extra duties required for the program that time off isn't always there. Criminal Justice faculty will always strive to meet goals, be responsible to students and the institution, serve on committees, maintain partnerships with local agencies, serve the community and otherwise be leaders and problem-solvers on campus. This will need to be balanced with the physical and mental health of the employee. Compensating someone who will be expected to fulfill the needs of the program as listed above and be competitive with wages in industry, a Fair Market Value percentage has been approved for DPS Faculty for the Fall 2022 contract. This was decision made by GCCC Administration a step in the right direction to recognize that we need to be competitive with industry to get the right fit for the program (and DPS).

Our students are “required” to complete 100 hours of community service in order to graduate. Currently, there is no degree hold so we do not have a mechanism to force them to. However, we would like them to want to volunteer rather than force them. Many of our classes have a community service assignment included. We offer numerous opportunities within the program for community service such as helping with campus events (Exploration Day, Lakin Futures, trash clean-up, etc.), helping the Police Department with traffic control during parades and other events, security at the Endowment Auction and other events as requested, Big Brothers/Big Sisters mentoring program and others. We also manage the concession stand for the GCCC Rodeo team which allows us to raise money while showing support for another program on campus. We have a way to track this information but it is not collected and put into a report for analysis. That is something we will work on.

### **Positive:**

We continue to have steady enrollment. Even with the negative impact in recent years, we still have students interested in the Criminal Justice field. We continue to have support from the institution when it comes to funding and overall success of the program. We need to continue to work to increase enrollment.

Assessment has been a more intentional process on campus in the past few years. We are assessing at the course and program level. While the program is still navigating through how to assess, what to assess and what to do with the results, we are finding that there is a mechanism in place to help us learn and grow.

The Criminal Justice program would not be successful without our partnerships outside of GCCC. On any given day, I can call on any agency and have help with whatever we need for our students and program. Because our

faculty have been members of our local Criminal Justice community, we have existing relationships, and our partners see our program as a recruiting avenue for them. There are not enough ways to thank them, so I want to make sure it is documented here.

We have, and will continue to have, active Advisory Boards. We meet collectively as DPS (Criminal Justice, Fire Science and EMT) in the Fall and typically have roughly 30 attendees from our agency partners in the meeting. In the spring, the Advisory Boards meet as individual disciplines for the purpose of curriculum discussions and other needs we have. This program review will be shared in the September meeting.

**Room to grow:**

It is likely that we still have to overcome some of the negative opinions in the media about law enforcement and criminal justice in general. We are fortunate to have a supportive community that embraces our law enforcement officers and it is important for our students to see that. With two full time faculty in 2022, we should be able to be more visible, whether that be recruiting in person or on social media or just being out in the public eye to show the good aspects of public safety.

Our AAS degree has a requirement that students complete the Kansas Law Enforcement Training Center, as referenced previously in this review. After contacting KBOR to understand why we are likely the only program to have employment be a requirement for degree completion, I learned the Criminal Justice Programs are up for alignment review in 2023. We hope to be active participants in that discussion.

We need a good survey tool that we can use to reach out to our constituents to get feedback and we need surveys to ascertain the information we need. While this may already exist, the follow-up will be on program faculty to make sure the surveys are sent in a timely manner.

One area we can grow our program is with current public safety employees working full-time in the field that have not yet completed a degree. Much conversation has been had about having a cohort of students who take classes together online or on a schedule that works with shift work, possibly weekends, so they can work towards degree completion. With turnover in faculty, this conversation has not gained traction. This is something to improve upon in the next 5 years.

## Program Goals with Recommended Action Steps

Program Name: Criminal Justice Date: 08-07-2022

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	Continue to produce students who are employable in the Criminal Justice work force and assist them in finding employment	Continue to hold annual career fairs for employers to meet students	Resume in Fall 2022	Perkins Follow-up report will show an increase in student in the workforce over the next 5 years	Minimal – costs of advertising and hosting the career fair	High	Students will have a job after leaving GCCC
B - Faculty Characteristics and Qualifications	Continue to use current/former criminal justice professionals to teach in the program	Actively recruit for specific position when they are open – Department faculty	As needed to fill positions	5 year Program Review will show program faculty are qualified and field-relevant	Budget resources	High if needed	Students will receive real information from relevant field professionals in addition to text book information
C - Quality of Curriculum and Student Learning	Engaging with KBOR on updating Program Alignment	Attend Program Alignment meetings with KBOR	January 2023	Updated degree plans, program review and curriculum map by the end of 2023	None	High	Students will be able to complete an AAS degree without having employment as a requirement.

D - Student Enrollment and Success	Increase GPA for graduating students by 5%	Review course work expectations for classes	Start Fall 2022 and continue	5 year program review will show increase	None	High	Students will be able to transfer to a university with a higher GPA and have more scholarship opportunities
E - Academic Opportunities and Class Size	Add additional course offerings of program required courses at different times to meet needs of the students	Recruit more so enrollment is increase which would allow more offerings	Ongoing	5 year program review will show increase in course offerings	Possibly increase in faculty salaries	Medium	Students will be able to complete program courses in a time that works for the rest of their school and work schedule, thus improving grades and GPA
F - Student and Constituent Feedback	Increase feedback results from constituents and students	Build surveys in advance of the end of the academic year to send out at appropriate times	May 2023	5 year program review will have data for this section	None if the survey tool is free	Medium	With actual data to look back on, we can make necessary changes to the program to meet student needs.
G - Resources and Institutional Capacities	Maintain Perkins eligibility for the next 5 years	Increase enrollment and keep students on a track to complete CERT and AAS. Work with KBOR to	Ongoing	5 year program review will show we maintained Perkins eligibility	None	High	Students will graduate with necessary course work to attain a degree and the program will maintain funding.



		change requirements for AAS or add a new AAS					
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.

**2016 Instructional Program Review**  
**Program:\_\_\_Criminal Justice\_\_\_**  
**Garden City Community College**

#### I. Mission Statement

A. State the program/department mission.

To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.

B. Describe how this mission supports the overall mission of the college.

The mission of GCCC is to help each person become a positive contributor to society and the economy. By educating and training professional quality employees, the Criminal Justice program is preparing students to enter the workforce and contribute to public safety as well as continuing to train current public safety professionals.

#### II. Enrollment Trends and Credit Hour Productivity

- Has the number of students enrolled in the program during the last three years remained steady, increased, or decreased? **Remained Steady**

Are there identifiable trends in enrollment patterns revealed by the data? Why

- Have the number of sections offered within the program remained steady, increased, or decreased during the last three years? Why?
- Complete the charts below. Add rows as needed

What is the overall student/faculty ratio of the program?

2012-2013	2013-2014	2014-2015

What is the average class size by course (combine all sections of the same course and separate fall, spring and summer (F-Fall, SP—Spring SU- Summer)

Course Title	2012 F	2013 SP	2013SU	2013F	2014SP	2014SU	2014 F	2015SP	2015SU
CRIM-100A		2			1		1		
CRIM-100B		1			1		2		
CRIM-101	19.5	10		20.5	16		14.5	18	

CRIM-103	15			9			10		
CRIM-108	12			18	8		14		
CRIM-121	4.7	5		5.5	5		4.7	5	
CRIM-212	8				7			9	
CRIM-222	2			6	5		4.5		
CRIM-223		6			8		5	7	
CRIM-226	8	9.5		10	9.5		9	9	
CRIM-111	8	9.5		10	9.5		12	9	
CRIM-120	8			7			15		
CRIM-150	9	12		8	6		9	2	
CRIM-151		9			9		8		
CRIM-152		8			9			5	
CRIM-160	7			10	2		1		
CRIM-165	8			9.8			9.8		
CRIM-205		3			7			3	
<b>Course Title</b>	<b>2012 F</b>	<b>2013 SP</b>	<b>2013SU</b>	<b>2013F</b>	<b>2014SP</b>	<b>2014SU</b>	<b>2014 F</b>	<b>2015SP</b>	<b>2015SU</b>
CRIM-210	10	6			8				
CRIM-211	8								
CRIM-116	9			11			12	7	
CRIM-154	6								
CRIM-155	6								
CRIM-167	9			9			6		
CRIM-250	8			8			9		
CRIM-115				8.5	6		8		
CRIM-161					8		8		
CRIM-102		6			6			10	
CRIM-104		6							
CRIM-106		6			5			10	
CRIM-110		8			8			11	
CRIM-219		21			13			16	
CRIM-231		6							
CRIM-114		8						8	
CRIM-168					10				
CRIM-213			7			9			

What are the number of sections offered by course? Separate by semester (F-Fall SP-Spring SU-Summer)

<b>Course Title</b>	<b># of section offered 2012 Fall</b>	<b># of section offered 2013 SP</b>	<b># of section offered 2013 SU</b>	<b># of section offered 2013 Fall</b>	<b># of section offered 2014 SP</b>	<b># of section offered 2014 SU</b>	<b># of section offered 2014 Fall</b>	<b># of section offered 2015 Spring</b>	<b># of section offered 2015 SU</b>
CRIM-100A		1			1		1		
CRIM-100B		1			1		1	1	

CRIM-101	2	1		2	1		2	1	
CRIM-103	1			1			1		
CRIM-108	1			1	1		1		
CRIM-121	3	1		2	2		3	2	
CRIM-212	1				1			1	
CRIM-222	1			1	2		2		
CRIM-223		1			1		1	1	
CRIM-226	1	2		1	2		1	2	
CRIM-111	1	2			2		1	2	
CRIM-120	1			1			1		
CRIM-150	1	1		1	1		1	1	
CRIM-151	0	1			1		1		
CRIM-152	0	1			1			1	
CRIM-160	1			1	1		1		
CRIM-165	6			5			5		
CRIM-205		1			1			1	
CRIM-210	1	1			1				
CRIM-211	1								
CRIM-116	1			1			1	1	
CRIM-154	1								
CRIM-155	1								
CRIM-167	1			1			1		
CRIM-250	1			1			1		
CRIM-115				1	1		1		
CRIM-161					1		1		

CRIM-102		1			1			1	
CRIM-104		1							
CRIM-106		1			1			1	
CRIM-110		1			1				
CRIM-219		1			1			1	
CRIM-231		1							
CRIM-114		1						1	
CRIM-168					1				
CRIM-213			1			1			

**Format of offerings** (OL-Online, Day, Evening, OR-Outreach). Please indicate the number of courses offered each year in each format

Course Title	2013	2014	2015
CRIM-100A	1 Evening	1 Evening	1 Evening
CRIM-100B	1 Evening	1 Evening	1 Evening
CRIM-101	1 Day	1 Day	1 Day
CRIM-103			
CRIM-108			
CRIM-121			
CRIM-212			
CRIM-222			
CRIM-223			
CRIM-226			
CRIM-111			
CRIM-120			
CRIM-150			
CRIM-151			
CRIM-152			
CRIM-160			
CRIM-165			
CRIM-205			
CRIM-210			
CRIM-211			
CRIM-116			
CRIM-154			
CRIM-155			
CRIM-167			
CRIM-250			
CRIM-115			
CRIM-161			

CRIM-102			
CRIM-104			
CRIM-106			
CRIM-110			
CRIM-219			
CRIM-231			
CRIM-114			
CRIM-168			
CRIM-213			

2. Has the number of department-generated credit hours during the last three years remained steady, increased, or decreased?

**Remained steady**

Are there identifiable trends in the number of sections offered by the department and when those sections are being offered and what are the reasons behind those trends?

**There are no identifiable trends.**

3. Are there student populations not currently being served by the program? **No**  
 What are they? Ex. Age groups: under 21, 22-39, over 40; Race; Gender  
 What will be done by the program to meet those needs?  
 List strategies used to prevent discrimination against special populations.  
 Alternative delivery options (distance learning short courses, weekend).
4. Does current enrollment justify the need for the academic program? **Yes**
5. What strategies are being done by the department/program to recruit new students to the program / college? **Instructors attend high school career fairs, host recruiting opportunities on campus (such as Exploration Day and Lakin "Futures" Tours) and reach out to local agencies who have officers who need to complete degrees. Instructors have also attended community events such as Building Bridges to reach out to businesses, students and parents.**
6. What strategies will you incorporate to recruit new students to the program / college? (These need to be included on the program's unit or department strategic plan.) **We will continue to reach out to high schools in the area and attend college and career fairs. We will also reach out to local law enforcement agencies to try to recruit officers who have not started or finished their Associate's Degree.**
7. List strategies used to ensure that student needs are being met regarding the timing and availability of courses. **Review class sizes each semester and make sure we are offering classes that are necessary for that particular class of students to graduate on time.**
8. What community, business/industry, or school partnerships have been formed by the program to recruit new students? **NAU**

### III. Curriculum History

1. What revisions, additions, or deletions to the program curriculum were made during the last three years? Why were they made? **Some classes were deleted from curriculum because of KBOR alignment. EVOC – There was not a need to separate EVOC I and EVOC II so we combined the two classes into one. Some classes were removed or added from curriculum to align with KBOR requirements.**
2. What revisions, additions, or deletions to the program curriculum need to be made during the next three years? (These need to be included in the program's strategic plan.) **Drug Investigations and Gangs need to be added back into the program curriculum, which will help align with the NAU's transfer program. We are looking at adding a Forensic Computer class as well.**
3. How does the program ensure that course syllabi meet GCCC Standards, contain current statements of learning objectives, provide clarity in classroom management policies, and accurately describe the evaluation/assessment measures? As a result of the review of your syllabi, what outcomes and/or changes have you made or plan to make? **Syllabi used are those that approved by GCCC.**
4. List strategies used to create new markets for program course offerings and new course development. **We have met with GCPD detectives about adding a new Forensic Computer class.**
5. Are your most current syllabi on file in the Dean of Academics Office? **Yes**
6. Are your most current syllabi posted online? **Not yet.**
7. Are course prerequisites listed accurately in the catalog? Are there additional prerequisites for consideration? **Yes**
8. Describe the curriculum evaluation process. (matching up with KBOR)
9. Outline action plan for how your program will meet the 2015-2016 College Goals listed below:
  - a. Develop and Implement a Comprehensive Development Education Program
  - b. Increase on-line course offerings by 25%
  - c. Increase Credit Hour Enrollment
  - d. Complete a Comprehensive Plan for Deferred Maintenance and Technology
  - e. Secure Additional External Resources
  - f. Expand baccalaureate opportunities for GCCC Graduates
10. Describe in detail the relationship of your action plan to the goals and objectives of the college and how this action plan will assist in meeting the goals and objectives?

#### IV. **Student Performance and Completion**

1. Have success rates remained steady, increased, or decreased over the last three years? Why?

2. Have completion rates by course (ex. Through the English and Math sequence) remained steady, increased, or decreased over the last three years? Why?

List strategies designed to improve completion rates in classes offered by the department/program. (These need to be included in the program's strategic plan.)

- Course completion (grades A,B,C,D,F) by semester, by instructor for each class (Label as Instructor A, Instructor B with key provided so that when this information is published, it will not be tied to instructor names) and success (A,B,C) rates with and without dual enrollment (Success means they received an A,B,C for English and Math in order to transition to the next level; A,B,C,D for all others.)
  - Subsequent success rate in college-level course after completion of developmental course (MATH, ENGL, READ) to include variability of performance for each demographic variable (gender, ethnicity, and Pell grant status)
3. Completion Rates
- Number of degrees/certificates awarded
4. Comment on program participants' employment. Include in your discussion any information gathered from employer satisfaction surveys used by the program. [\*Tech only]
- Labor Market/Industry Standard*
- Forecast of national, state, and local job market
  - Employee survey results
5. Student Review:
- a. What student reviews are used in this program/discipline?
  - b. Are student evaluations being administered according to policy?
  - c. How is student evaluation information shared with faculty in a timely manner?
  - d. How are student evaluations used to improve instruction?
  - e. Do the faculty who teach in this discipline have favorable student and faculty evaluations? If no, please provide specifics?
6. 20<sup>th</sup> Day Retention Rates—Include the data from each semester of the three year review specific to 20<sup>th</sup> day retention.

**List strategies the program will incorporate to improve student success rates.**

V. **Program Goals**

- A. Describe planning goals and strategies for program development.
- B. Identify resources required to support implementation of program goals.
- C. List educational strategies used to assist student populations, particularly special populations, succeed, including multiple teaching and learning modalities, alignment of curriculum and assessment, and the integration of technology.



- D. Include timeframe for implementation and assignment of responsibility.
- E. List all current 2+2 agreements or transfer agreements which are in place. What new transfer partnerships are planned and with what institutions?

**VI. Personnel**

For the following, include documentation from the previous three years and/or forecast the next three years.

- A. For each full time faculty, list the most current level of education attainment, and the number of years teaching at Garden City Community College.
- B. Describe professional development plans of faculty/staff.
- C. Include faculty goals and self-evaluations of teaching effectiveness.
- D. List the professional organizations in which faculty/staff participate. Indicate any offices held. List participation on regional, state, or national boards or committees.
- E. List honors, awards, or recognition that faculty/staff have received.
- F. List projects, presentations, or publications in which faculty/staff have participated.
- G. Describe student activities initiated (i.e. clubs, service learning, special study groups, internships, etc.) and led by program faculty/staff and how they have positively impacted students, the college and the community.
- H. List professional development activities, including post-secondary graduate hours, in which faculty/staff have participated.
- I. List staff participation on GCCC committees.
- J. List community services/activities in which faculty/staff have participated.
- K. Identify any unmet professional development needs of faculty/staff.
- L. Provide the dates of faculty evaluation for each full-time and adjunct instructor in the chart below. Please indicate whether probationary or non-probationary for full-time.

<b>Faculty Name</b>	<b>FT: Full time AD: Adjunct</b>	<b>PR: Probationary NB: Non-Probationary</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>

	<b>OL: Online</b>				
Linda Morgan			FT/NB	FT/NB	FT/NB
David Rupp			FT/NB	FT/NB	FT/NB
Freddie Strawder			Adjunct	Adjunct	Adjunct
Stephanie Hornbaker			Adjunct	Adjunct	Adjunct

**VII. Program Resources**

Complete and attach Form IPR6 – Budget and Expenditures.

- A. What is the three-year average net revenue generated by the department since its last program review?
- Considering the departmental revenues and past expenditures, is the budget for the department sufficient to meet the needs within the department? Is the number of students enrolled in program courses sufficient and adequate? List justifications for any needed changes along **with consideration given to the enrollment history of the department.**
  - Use the charts below to provide revenue and expenditures

<b>Revenue</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Program tuition revenue			
Lab Fees			
Online fees			
Other fees			
Auxiliary income, i.e. camps, sales			
<b>Aggregate Revenue Dollars by Year</b>			

In the chart below, provide expenditures for each year, including summer. Include an aggregate dollar amount of direct expenses for each of the categories below.

<b>Expenditures</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Full-time salaries			
Full-time overload pay			
Full-time supplemental contracts			

Full-time faculty benefits			
Full-time faculty travel			
Full-time faculty Professional development			
Adjunct faculty pay			
Adjunct faculty travel			
Concurrent faculty pay			
Concurrent faculty travel			
Expenditures Con't.	2013	2014	2015
Administrative support salaries			
Administrative support benefits			
Administrative support travel			
Classroom supplies and materials			
Equipment			
Repair and maintenance			
Memberships			
Auxiliary funds (i.e. scholarships, program costs outside of general fund)			
Endowment funds			
Grants			

- B. Describe strengths and concerns of the facilities and equipment used in this program.
- C. Describe strengths and concerns of the current budget for the program.
- D. Identify any additional staffing needs and provide research data to support any staffing recommendation.
- E. Technical Programs only—**
1. Have all advisory committee members completed an advisory committee member survey form? Summarize and attach the results of the committee responses?
  2. Does the advisory committee reflect gender equity?
  3. Does the makeup of the advisory committee reflect the makeup of the workplace for the program?
  4. Does the advisory committee meet at least twice a year?
  5. Provide minutes of each advisory committee meeting for the last three years.
  6. Complete the chart below for each committee member.

Committee Member Name	Represented Business, Industry Name	Years of advisory committee service

**VIII. Summary – Action plan for program moving forward over the next 3 years**

**Program Review Rotation**

Program	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Agriculture	X	X				X
Business and Computers	X	X				X
Criminal Justice	X		X			
Fine Arts and Humanities (Music, Arts, Media, Philosophy, English, Drama, Speech Reading)	X	X				X
HPER	X		X			
Math	X		X			
Nursing	X			X		
Science (Biology, Chemistry, Physical Science)	X			X		
Social Science (Education, Government, Psychology, Sociology, Political	X			X		

Science, Geography, History)							
Ammonia	X	X					X
Welding	X		X				
EMT	X			X			
John Deere	X					X	
Fire Science	X					X	
Cosmetology	X					X	
Culinary	X					X	
PCDE	X						X

\*\* In 2015-16, all instructional programs will be reviewed and submitted to the Board of Trustees.

DEPARTMENT PLAN 2021-2022 GOALS July 1, 2021-June, 30 2022									
2021-2022 Department Goals	Planned activity/strategies	Responsible individual or group	Collaborative partners (individuals or groups) internal or external	Proposed start date	Proposed end date	Progress indicator(s)	Resource requirements (in-kind & direct)	strategic plan goal/pillar this applies to	HLC Criteria (IE will fill this in)
Increase enrollment in criminal justice classes	Attend at least 1 recruiting event each semester and visit or contact at least 2 schools in our service area per semester	Brandy Unruh and Gary Kuenstler	DPS Staff	1-Jul	Ongoing		Marketing materials for recruitment		1
Add a Certificate for non-law enforcement pathways	Continued discussions with KBOR, continue to work on the process	Brandy Unruh and Gary Kuenstler	DPS Advisory Board	Has already started	Ongoing				1
Add an AAS without KLETC requirement	Propose new AAS to C&I and KBOR	Brandy and Gary	DPS Advisory Board	1-Aug	Ongoing				1
Increase ROPES course usage and hire someone to help with those non-credit classes that already exist	More marketing and reaching out to local entities about ROPES course usage. Hiring a tech advisor/non-credit assistant will help this	Brandy, Gary, Marketing	Julie and committee	1-Jul					2
Increase enrollment in non-credit classes	Work with Julie and marketing	Brandy, Gary and Marketing	Advisory Board	1-Jul					2
Hire additional non-credit instructors	Conduct an NRA Instructor course on campus	Brandy/Julie	DPS Advisory Board	In progress	Ongoing		Marketing, classroom space, instructor pay		3
Continue training for Gary and Brandy for the forensic science topic classes	Attend training	Brandy/Gary		1-Jul	Ongoing		Travel, tuition, registration		3
Update simulation house	Build additional rooms, improve lighting, add furniture	DPS Staff	DPS Staff/Carpentry	1-Jul			Materials		4

### 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.

Annual Program Assessment		
Program:	Criminal Justice	
Program Mission Statement:	To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our	
Year:	2017-2018	
Instructors:	Brandy Unruh	
Phase 1: Beginning of Semester	Program Learning Outcome:	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	On scene evaluation of mock crime scene
	Target:	<b>Primary:</b> 80% display understanding through evaluation process
	Sampling:	100% of CRIM 106
Phase 2: End of Semester	Data/Results:	Students were evaluated by outside agency and showed knowledge on the scene.
	Data Summary/Analysis:	Most students were able to show proper application.
	Action Plan (if needed):	This needs to be graded and have a better way of collecting the results.
	Responsible Party:	Brandy Unruh
	Completion Date:	Spring 2019
Resources Needed:	None	
Phase 1: Beginning of Semester	Direct Measure #2:	Discussions during class covering knowledge of substantive and procedural law
	Target:	<b>Primary:</b> 80% of graduates will score 80% or better on discussion
	Sampling:	100% of CRIM 106
Phase 2: End of Semester	Data/Results:	Students were informally evaluated in class.
	Data Summary/Analysis:	About 50% of students were able to distinguish the difference between during a discussion.
	Action Plan (if needed):	Create an assignment to show students understanding.
	Responsible Party:	Brandy Unruh
	Completion Date:	Spring 2019
Resources Needed:		
Phase 1: Beginning of Semester	Indirect Measure:	Student evaluations
	Target:	80% of students should be confident in their skills
	Sampling:	100% of CRIM 106
Phase 2: End of Semester	Data/Results:	None obtained
	Data Summary/Analysis:	This was not asked directly on the evaluation
	Action Plan (if needed):	Not use student evaluations for this particular PLO or write a question to address this PLO.
	Responsible Party:	Brandy Unruh
	Completion Date:	Spring 2019
Resources Needed:		
Overall Assessment of PLO:	This is a good PLO but needs to be directly assessed in class and the indirect measure needs to be something other than the current evaluation.	

Annual Program Assessment		
	Program:	Criminal Justice
	Program Mission Statement:	To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our
	Year:	2017-2018
	Instructors:	Brandy Unruh
Phase 1: Beginning of Semester	Program Learning Outcome:	Identify and discuss the steps in the criminal justice process.
	Direct Measure #1:	Chapter test
	Target:	<b>Primary:</b> 80% of graduates will score 80% or better on quiz.
	Sampling:	100% of CJ majors in Crim 103 in Fall 2017
Phase 2: End of Semester	Data/Results:	Unknown, this data was not correctly obtained
	Data Summary/Analysis:	
	Action Plan (if needed):	This needs to be a separate assessment piece in the
	Responsible Party:	Brandy Unruh
	Completion Date:	Fall 2018
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	Online discussion threads: Student will discuss the criminal justice process through an online (Canvas) post.
	Target:	<b>Primary:</b> 80% of grads display understanding through discussion
	Sampling:	100% of CJ majors in Crim 116 Fall 2017
	Data/Results:	Unknown, this data was not correctly obtained
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	This needs to be a separate assessment piece in the
	Responsible Party:	Brandy Unruh
	Completion Date:	Fall 2018
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Exit interviews: Rate your understanding of the criminal justice process. Excellent, Good, Fair, Poor.
	Target:	<b>Primary:</b> 80% of program grads will rate self as excellent or good.
	Sampling:	50% of graduating CJ majors
	Data/Results:	Exit interviews were not done in Spring 2018
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	Do exit interviews!!!!!!!!!!!!
	Responsible Party:	Brandy Unruh and Gary Kuenstler
	Completion Date:	Spring 2019
	Resources Needed:	
	Overall Assessment of PLO:	The PLO is good but assessment tools need to be better.

Annual Program Assessment		
	Program:	Criminal Justice
	Program Mission Statement:	To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
	Year:	2018-2019
	Instructors:	Brandy Unruh, Gary Kuenstler
Phase 1: Beginning of Semester	Program Learning Outcome:	Identify and discuss the steps in the criminal justice process.
	Direct Measure #1:	Quiz (Steps to the CJ System) on the steps of the CJ process in CRIM 103
	Target:	quiz.
	Sampling:	100% of CJ majors in Crim 103 in Fall 2018
Phase 2: End of Semester	Data/Results:	14/17 82%
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	Online discussion threads: Student will discuss the criminal justice process through an online (Canvas) post.
	Target:	discussion
	Sampling:	100% of CJ majors in Crim 116 Fall 2018
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Exit interviews: Rate your understanding of the criminal justice process. Excellent, Good, Fair, Poor.
	Target:	Primary: 80% of program grads will rate self as excellent or good.
	Sampling:	50% of graduating CJ majors
Phase 2: End of Semester	Data/Results:	7/8 88%
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	Might need to reword the measure or the question on the exit interview. The interview question asked the interviewer to rate the student, instead of the student evaluating themselves.
	Responsible Party:	Unruh
	Completion Date:	Spring 20
	Resources Needed:	
	Overall Assessment of PLO:	



	Program:	Criminal Justice
	Program Mission Statement:	To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
	Year:	2018-2019
	Instructors:	Brandy Unruh, Gary Kuentler
Phase 1: Beginning of Semester	Program Learning Outcome: 2	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	On scene evaluation of mock crime scene
	Target:	Primary: 80% display understanding through evaluation process
	Sampling:	100% of Capstone class (CRIM 106)
Phase 2: End of Semester	Data/Results:	80%
	Data Summary/Analysis:	Target met
	Action Plan (if needed)	Need to find a better way to evaluate this. Having evaluators rate students is very subjective.
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	Quiz (Crime and Procedure quiz) covering knowledge of substantive and procedural law
	Target:	Primary: 80% of graduates will score 80% or better on
	Sampling:	100% of Capstone class (CRIM 106)
	Data/Results:	Appropriate quiz was not given.
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed)	GIVE THE CORRECT QUIZ!!
	Responsible Party:	Unruh
	Completion Date:	Spring 20
Phase 1: Beginning of Semester	Indirect Measure:	Exit interviews: Rate your understanding of substantive and procedural law. Excellent, Good, Fair, Poor.
	Target:	Primary: 80% of program grads will rate self as excellent or good.
	Sampling:	100% of Capstone class (CRIM 106)
	Data/Results:	Correct question was not asked.
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed)	Rewrite the exit interviews.
	Responsible Party:	Unruh
	Completion Date:	Spring 20
	Resources Needed:	
	Overall Assessment of PLO:	

Annual Program Assessment		
	Program:	CRIM.AAS
	Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our
	Year:	2019-2020
	Instructors:	Brandy Unruh, Gary Kuenstler
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Unable to be met
	Data Summary/Analysis:	Scenario Day was not held due to COVID-19
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	6 out of 6 scored Excellent or Good.
	Data Summary/Analysis:	Target Met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	Difficult to measure. KBOR outcome.

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	Questions 1, 2 and 3 on the Final exam for Criminal
Phase 2: End of Semester	Target:	80% of students will score 80% or higher on the
	Sampling:	CRIM 110 - all students
Phase 1: Beginning of Semester	Data/Results:	4 out of 7= 57%
	Data Summary/Analysis:	Target not met
Phase 2: End of Semester	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
Phase 2: End of Semester	Sampling:	
	Data/Results:	
Phase 1: Beginning of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
Phase 2: End of Semester	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Resources Needed:	
	Indirect Measure:	Question on Exit Interview
Phase 2: End of Semester	Target:	80% of students will score Excellent or Good on Exit
	Sampling:	All students in CRIM 108
Phase 1: Beginning of Semester	Data/Results:	3 of 6 = 50%
	Data Summary/Analysis:	Target not met
Phase 2: End of Semester	Action Plan (if needed):	I am not sure what to do here but the students did not do well at all.
	Responsible Party:	
Phase 1: Beginning of Semester	Completion Date:	
	Resources Needed:	
Overall Assessment of PLO:		Should be easy to measure. Need better artifacts.
Phase 1: Beginning of Semester	Program Learning Outcome:	Complete Kansas Law Enforcement Training Center or Appropriate Law Enforcement Training Academy
	Direct Measure #1:	KLETTC graduation certificate
Phase 2: End of Semester	Target:	Unable to determine
	Sampling:	Not our sample
Phase 1: Beginning of Semester	Data/Results:	Unable to measure.
	Data Summary/Analysis:	We do not have anything to do with KLETTC. Our students would have to be 21 and hired by an agency in order to attend KLETTC. I have reached out to KLETTC for outcomes but they don't have any. I don't believe we will ever be able to assess this outcome.
Phase 2: End of Semester	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Completion Date:	
	Resources Needed:	
Phase 2: End of Semester	Direct Measure #2:	

Annual Program Assessment		
Program:	CRIM.AS	
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our	
Year:	2019-2020	
Instructors:	Brandy Unruh and Gary Kuenstler	
Phase 1: Beginning of Semester	Program Learning Outcome:	Students will be able to locate specific laws in the Kansas State Statute book
	Direct Measure #1:	Quiz 1 (questions 1-6). Students will identify Kansas gang statutes from KSA
	Target:	80% of CJ majors will score 80% or better on quiz.
	Sampling:	100% of CJ majors in Crim 210 in Spring 2020
Phase 2: End of Semester	Data/Results:	8/9 88%
	Data Summary/Analysis:	Goal met. May increase evaluation to have student locate and identify specific subsections of statutes.
	Action Plan (if needed):	Rewrite quiz 1 to incorporate higher skill set.
	Responsible Party:	Gary Kuenstler
	Completion Date:	1-Jan-21
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Exit Interview Questions by students in CRIM 106
	Target:	100% of students will score Excellent or Good when asked to identify misdemeanors and felonies.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	6/6 scored Excellent or better
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Overall Assessment of PLO:	Easy to assess if the correct assessment tool is used.	

Phase 1: Beginning of Semester	Program Learning Outcome:	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	Students will follow proper procedures and identify law violations for "Scenario Day" assignment.
	Target:	80% of majors will score 80% or better on "Scenario Day" assignment
	Sampling:	100% of CJ majors in CRIM 212
Phase 2: End of Semester	Data/Results:	Assessments were not conducted due to change in format from Covid 19
	Data Summary/Analysis:	
	Action Plan (if needed):	Reassess in SP21
	Responsible Party:	Gary Kuenstler
	Completion Date:	14-May-21
	Resources Needed:	None
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good when describing Scenario Day situations in Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Unable to be met
	Data Summary/Analysis:	Scenario Day was not held due to COVID-19
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	

Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Unable to be met
	Data Summary/Analysis:	Scenario Day was not held due to COVID-19
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	6 out of 6 scored Excellent or Good.
	Data Summary/Analysis:	Target Met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	Difficult to assess but this is a KBOR outcome.

Annual Program Assessment		
Program:	CRIM.CERT C	
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.	
Year:	2019-2020	
Instructors:	Brandy Unruh and Gary Kuentler	
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Unable to be met
	Data Summary/Analysis:	Scenario Day was not held due to COVID-19
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
	Data/Results:	6 out of 6 scored Excellent or Good.
Phase 2: End of Semester	Data Summary/Analysis:	Target Met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Resources Needed:		
Overall Assessment of PLO:	Difficult to measure.	

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	Procedure
	Target:	80% of students will score 80% or higher on the questions
Phase 2: End of Semester	Sampling:	CRIM 110 - all students
	Data/Results:	4 out of 7= 57%
	Data Summary/Analysis:	Target not met
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Completion Date:	
	Resources Needed:	
	Direct Measure #2:	
Phase 2: End of Semester	Target:	
	Sampling:	
	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
Phase 1: Beginning of Semester	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Indirect Measure:	Question on Exit Interview
	Target:	Interview
Phase 2: End of Semester	Sampling:	All students in CRIM 106
	Data/Results:	3 of 6 = 50%
	Data Summary/Analysis:	Target not met
	Action Plan (if needed):	I am not sure what to do here but the students did not do well at all.
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Overall Assessment of PLO:	Good outcome. Artifact needs work.	



Annual Program Assessment	
Program:	CRIM.AS
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our
Year:	2020-2021
Instructors:	Brandy Unruh and Gary Kuenstler
<b>Phase 1: Beginning of Semester</b>	Program Learning Outcome: Students will be able to locate specific laws in the Kansas State Statute book
	Direct Measure #1: Questions on the final. (questions 84-88 and 90). Students will identify Kansas gang statutes from KSA
	Target: 80% of CJ majors will score 80% or better on those
	Sampling: 100% of CJ majors in Crim 210 in Spring 2021
<b>Phase 2: End of Semester</b>	Data/Results: 7/9 or 77%
	Data Summary/Analysis: Target not met, need larger sample
	Action Plan (if needed):
	Responsible Party:
	Completion Date:
	Resources Needed:
<b>Phase 1: Beginning of Semester</b>	Direct Measure #2: Target: Sampling:
<b>Phase 2: End of Semester</b>	Data/Results: Data Summary/Analysis: Action Plan (if needed): Responsible Party: Completion Date: Resources Needed:
<b>Phase 1: Beginning of Semester</b>	Indirect Measure: Exit Interview Questions by students in CRIM 106 Target: 100% of students will score Excellent or Good when asked to identify misdemeanors and felonies. Sampling: All students in CRIM 106
<b>Phase 2: End of Semester</b>	Data/Results: 2 out of 3 Data Summary/Analysis: Target not met. Action Plan (if needed): Very small sample size, one student wasn't assessed. Responsible Party: Completion Date: Resources Needed:
	Overall Assessment of PLO: PLO is good. Needs work on course level.

Phase 1: Beginning of Semester	Program Learning Outcome:	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	Students will follow proper procedures and identify law violations for "Scenario Day" assignment.
	Target:	80% of majors will score 80% or better on "Scenario Day" assignment
	Sampling:	100% of CJ majors in CRIM 106 and CRIM 120
Phase 2: End of Semester	Data/Results:	12 of 18
	Data Summary/Analysis:	Target not met
	Action Plan (if needed):	Need to have an evaluation form or rubric for this
	Responsible Party:	Unruh
	Completion Date:	1-Jan-22
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good when describing Scenario Day situations in Exit Interview.
	Sampling:	All students in CRIM 106
	Data/Results:	Not assessed.
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	PLO is fine. Assessment tool needs work.

Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
	Data/Results:	assessed.
Phase 2: End of Semester	Data Summary/Analysis:	Target met
	Action Plan (if needed):	May need to change the measure.
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	PLO is fine but sampling will always be small on this measure.

Annual Program Assessment		
Program:	CRIM.AAS	
Program Mission Statement:	<p>Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.</p>	
Year:	2020-2021	
Instructors:	Brandy Unruh, Gary Kuenstler	
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All AAS Majors in CRIM 106
Phase 2: End of Semester	Data/Results:	2 out of 2
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	Needs a course with a larger sample size. AND we don't have many AAS majors due to KLETTC requirement. Work on AAS with KBOR.
	Responsible Party:	Unruh
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All majors in AAS in CRIM 106
	Data/Results:	2 of 2
Phase 2: End of Semester	Data Summary/Analysis:	Target met
	Action Plan (if needed):	Needs a course with a larger sample size. AND we don't have many AAS majors due to KLETTC requirement. Work on AAS with KBOR.
	Responsible Party:	Unruh
	Completion Date:	
Resources Needed:		
Overall Assessment of PLO:	Difficult to measure. KBOR outcome.	

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	Failed to assess
	Target: Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	Unruh
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target: Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good on Exit
	Sampling:	All AAS majors in CRIM 106
Phase 2: End of Semester	Data/Results:	2 of 2
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Overall Assessment of PLO:		Good PLO.

Phase 1: Beginning of Semester	Program Learning Outcome:	Complete Kansas Law Enforcement Training Center or Appropriate Law Enforcement Training Academy
	Direct Measure #1:	KLETC graduation certificate
	Target:	Unable to determine
	Sampling:	Not our sample
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target: Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	
	Target: Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Overall Assessment of PLO:		

Annual Program Assessment		
Program:	CRIM.CERT C	
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.	
Year:	2020-2021	
Instructors:	Brandy Unruh and Gary Kuenstler	
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All CERT students in CRIM 106
Phase 2: End of Semester	Data/Results:	2 of 2
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All CERT students in CRIM 106
	Data/Results:	1 of 1
Phase 2: End of Semester	Data Summary/Analysis:	Target met
	Action Plan (if needed):	We should have more students in CERT
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Overall Assessment of PLO:	Difficult to measure.	

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	Failed to assess
	Target:	
Phase 2: End of Semester	Sampling:	
	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	Interview
	Sampling:	All CERT students in CRIM 108
Phase 2: End of Semester	Data/Results:	1 of 1
	Data Summary/Analysis:	Target Met
	Action Plan (if needed):	
	Responsible Party:	
	Resources Needed:	
	Overall Assessment of PLO:	Good PLO, assessment tools need work

Annual Program Assessment		
	Program:	CRIMAS
	Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
	Year:	2021-2022
	Instructors:	Brandy Unruh
Phase 1: Beginning of Semester	Program Learning Outcome:	Students will be able to locate specific laws in the Kansas State Statute book
	Direct Measure #1:	
	Target:	
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	Due to low enrollment, we did not have CRIM 106 this semester.
	Data Summary/Analysis:	
	Action Plan (if needed):	We made changes to the degree plans and changed the content and requirement for CRIM 106. In future years, this PLO should be able to be assessed in Capstone.
	Responsible Party:	
	Completion Date:	Ready for Fall 2022
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Exit Interview Questions by students in CRIM 106
	Target:	100% of students will score Excellent or Good when asked to identify misdemeanors and felonies.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	The PLO is good and easy to assess when we can.

Phase 1: Beginning of Semester	Program Learning Outcome:	Apply substantive and procedural law to practical situations.
	Direct Measure #1:	Students will follow proper procedures and identify law violations for "Scenario Day" assignment.
	Target:	80% of majors will score 80% or better on "Scenario Day" assignment
	Sampling:	100% of CJ majors in CRIM 106 and CRIM 120
Phase 2: End of Semester	Data/Results:	Target met in CRIM 120
	Data Summary/Analysis:	We were unable to assess CRIM 106.
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good when describing Scenario Day situations in Exit Interview.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	None assessed
	Data Summary/Analysis:	enrollment.
	Action Plan (if needed):	See note above.
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	

Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All students in CRIM 106
Phase 2: End of Semester	Data/Results:	None assessed
	Data Summary/Analysis:	enrollment.
	Action Plan (if needed):	
	Responsible Party:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All students in CRIM 106
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	Exit interviews only occur in CRIM 106.
	Action Plan (if needed):	Every student will be required to take CRIM 106 for the 2022-2024 catalog. This should prevent lack of data in
	Responsible Party:	
	Completion Date:	
Resources Needed:		
Overall Assessment of PLO:		

Annual Program Assessment		
Program:		CRIM AAS
Program Mission Statement:		Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
Year:		2021-2022
Instructors:		Brandy Unruh
Phase 1: Beginning of Semester	Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
	Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
	Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
	Sampling:	All AAS Majors in CRIM 106
Phase 2: End of Semester	Data/Results:	None assessed
	Data Summary/Analysis:	We did not have a CRIM 106 class this year.
	Action Plan (if needed):	We have changed the content and requirement for CRIM 106 for the 22-24 catalog so all CRIM students will be required to take it.
	Responsible Party:	Unruh
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
	Data/Results:	
Phase 2: End of Semester	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
	Sampling:	All majors in AAS in CRIM 106
	Data/Results:	None assessed
Phase 2: End of Semester	Data Summary/Analysis:	We did not have a CRIM 106 class this year.
	Action Plan (if needed):	We have changed the content and requirement for CRIM 106 for the 22-24 catalog so all CRIM students will be required to take it.
	Responsible Party:	Unruh
	Completion Date:	Ready for Fall 22
Resources Needed:		
Overall Assessment of PLO:		



Annual Program Assessment	
Program:	CRIM.CERT C
Program Mission Statement:	Program Mission: To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative criminal justice education and training programs for pre-service students, in-service professionals and the public to promote professionalism, quality employees and safety for our communities.
Year:	2021-2022
Instructors:	Brandy Unruh
<b>Phase 1: Beginning of Semester</b>	
Program Learning Outcome:	Demonstrate ethics, integrity, teamwork and professionalism.
Direct Measure #1:	Students will work together to investigate criminal activity on Scenario Day while being in uniform.
Target:	100% of students will work together, while in uniform, and score at least 80% on their final investigation.
Sampling:	All CERT students in CRIM 106
<b>Phase 2: End of Semester</b>	
Data/Results:	None
Data Summary/Analysis:	enrollment.
Action Plan (if needed):	We have changed our content and requirements for CRIM 106 for the 22-24 catalog.
Responsible Party:	Unruh
Completion Date:	Ready for fall 22
Resources Needed:	
<b>Phase 1: Beginning of Semester</b>	
Direct Measure #2:	
Target:	
Sampling:	
<b>Phase 2: End of Semester</b>	
Data/Results:	
Data Summary/Analysis:	
Action Plan (if needed):	
Responsible Party:	
Completion Date:	
Resources Needed:	
<b>Phase 1: Beginning of Semester</b>	
Indirect Measure:	Question on Exit Interview
Target:	100% of students will score Excellent or Good on their appearance in the Exit Interview.
Sampling:	All CERT students in CRIM 106
<b>Phase 2: End of Semester</b>	
Data/Results:	None
Data Summary/Analysis:	enrollment.
Action Plan (if needed):	We have changed our content and requirements for CRIM 106 for the 22-24 catalog.
Responsible Party:	Unruh
Completion Date:	Ready for fall 22
Resources Needed:	
Overall Assessment of PLO:	The PLO is fine but it is difficult to assess in classes that are early in the 4 semester plan.

Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	
	Target:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
Phase 1: Beginning of Semester	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
Phase 1: Beginning of Semester	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	80% of students will score Excellent or Good on Exit
	Sampling:	All AAS majors in CRIM 106
Phase 2: End of Semester	Data/Results:	None assessed
	Data Summary/Analysis:	We did not have a CRIM 106 class this year.
	Action Plan (if needed):	We have changed the content and requirement for CRIM 106 for the 22-24 catalog so all CRIM students will be required to take it.
Phase 1: Beginning of Semester	Responsible Party:	Unruh
	Completion Date:	Ready for Fall 22
	Resources Needed:	
Overall Assessment of PLO:		
Phase 1: Beginning of Semester	Program Learning Outcome:	Differentiate between reasonable suspicion, probable cause and beyond a reasonable doubt
	Direct Measure #1:	
	Target:	
Phase 2: End of Semester	Data/Results:	None
	Data Summary/Analysis:	enrollment.
	Action Plan (if needed):	We have changed our content and requirements for CRIM 106 for the 22-24 catalog.
Phase 1: Beginning of Semester	Responsible Party:	Unruh
	Completion Date:	Ready for fall 22
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	
	Target:	
	Sampling:	
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
Phase 1: Beginning of Semester	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Question on Exit Interview
	Target:	Interview
	Sampling:	All CERT students in CRIM 106
Phase 2: End of Semester	Data/Results:	None
	Data Summary/Analysis:	enrollment.
	Action Plan (if needed):	We have changed our content and requirements for CRIM 106 for the 22-24 catalog.
Phase 1: Beginning of Semester	Responsible Party:	Unruh
	Completion Date:	Ready for fall 22
	Resources Needed:	
Overall Assessment of PLO:		Typically, this PLO is easy to assess but will need to try to assess it in different classes moving forward.

## **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.

## **July 2022 Activity Board Report**

### **Human Resources Board Report**

#### **New Employees:**

Dana Nanninga, SSS Director, effective July 18, 2022.  
Luis Lopez, Maintenance, effective July 19, 2022.  
Colby Deaville, 2<sup>nd</sup> Assistant Baseball/ Residential Life Coach, effective July 25, 2022.  
Brett Gaynor, 2<sup>nd</sup> Assistant Men's Basketball/Residential Life Coach, effective July 25, 2022.  
Kristina Lashmet, Specialized Maintenance-Journeyman Plumber, effective July 25, 2022.  
Juan Gaytan-Zavala, Skilled Maintenance, effective July 25, 2022.  
Bryce Deeringer, 2<sup>nd</sup> Assistant Men's and Women's Soccer/ Residential life Coach, effective July 25, 2022.  
Dalia Miramontes, Custodian, effective August 1, 2022.  
Gloria Garcia, Pauline Joyce Fine Arts Building Secretary, effective August 1, 2022.  
Gina Cavasos, Assessment Clerk, effective August 1, 2022.  
Taylor Gilmore, Assistant Softball Coach, effective August 2, 2022.  
Layla Lappin, Education Assistant Professor, effective August 8, 2022.  
Travis Fulton, Automotive Technology Assistant Professor, effective August 8, 2022.  
Jaime Mcvey, Health Physical Education and Recreation (HPER) Assistant professor, effective August 8, 2022.  
McClellan Hensley, Heavy Diesel Equipment (John Deere) Assistant professor, effective August 8, 2022.  
Yuriy Drubinskiy, Robotics Assistant professor, effective August 8, 2022.  
Alberto Veyza, Welding Assistant professor, effective August 8, 2022.  
William Schlichter, English Assistant professor, effective August 8, 2022.  
Brittany Clark, Student Activities coordinator, effective August 8, 2022.  
Kimberly Vanley, Penka Building Secretary, effective August 9, 2022.  
Kyle Davis, Assistant Baseball Coach, effective August 10, 2022.  
Jolene Williams, Residential Life Advisor, effective, August 16, 2022.

#### **Filled Position (s)**

CLC Paraprofessional, effective, August 1, 2022.  
Bus Driver, effective, August 5, 2022.  
Part-time Title V Grant Paraprofessional, effective, August 15, 2022.  
Groundskeeper, effective, August 22, 2022  
Life Sciences Faculty, effective, September 6, 2022  
Groundskeeper, effective, September 12, 2022

#### **Internal Transfers:**

Glenda Owens, Director of Allied Health, effective, July 1, 2022.  
Indira Colon, Assistant Track Coach, effective, August 1, 2022  
Chris Creal, Head Men's, and Women's Cross Country Coach, effective, August 1, 2022.

#### **Resignations/Separations/Retirement:**

Diana Ortiz, Allied Health Assistant Professor, effective, July 2022.  
Richard Salas, Groundskeeper, effective, July 2, 2022

**There are currently seventeen (17) open posted positions at which four (4) are adjunct positions.**

**Open Positions:**

**Administrative- Student Services**

Executive Director of Endowment Association  
Director of Library Services  
Library Associate  
Office Manager Residential Life  
Groundskeeper  
SSS Data Coordinator

**Athletics**

Assistant Volleyball Coach

**Instruction (Faculty)**

Allied Health  
Chemistry Faculty  
Fire Science Faculty  
Welding Faculty

**Part-Time**

Ged Instructor/GED Instructor (Part-Time)  
Out of Class Testing proctor

**Adjunct Positions:**

English Adjunct  
Languages Adjunct Instructor  
Psychology and Social Sciences Online Adjunct instructor  
Auto Tech Adjunct instructor

Projects for the Human Resources Department include:

- **Human Resources Webpage**
- **New Employee Orientation**
- **Professional Development**
- **Training Calendar- Safe Colleges-Vector Solutions**
- **HR Newsletter Revisions- Employee Resources**

## **ADVISING**

Orientation statistics:

Overall Orientation

408 students

4.4 out of 5 rating

Online Orientation

88 students

4.4 out of 5 rating

Canvas Session

25 students

4.7 out of 5 rating

Self-Service Session

47 students

4.5 out of 5 rating

Financial Aid Session

41 students

4.7 out of 5 rating

## **ADMISSIONS**

The admissions spreadsheet, below, is for service area high school graduates. This was just updated on Tuesday.

- We saw an increase of GCHS graduates attend GCCC from Fall 2021 to Fall 2022 with a total of 52.03%.
- We also saw an increase of graduates attend GCCC for Fall 2022 from Holcomb High School with a total of 59.42%.
- 

We will continue to improve and focus our efforts on increasing percentages for all service area high schools.

Graduates Who Attended GCCC The Following Fall Semester																					
High School	Grad 2016	Fall 2016	Fall 2016%	Grad 2017	Fall 2017	Fall 2017%	Grad 2018	Fall 2018	Fall 2018%	Grad 2019	Fall 2019	Fall 2019%	Grad 2020	Fall 2020	Fall 2020%	Grad 2021	Fall 2021	Fall 2021%	Grad 2022	Fall 2022	Fall 2022%
Deerfield	16	8	50.00%	13	8	61.54%	14	8	57.14%	8	2	25.00%	19	9	47.37%	9	3	33.33%	7	2	28.57%
Dighton	12	2	16.67%	14	0	0.00%	20	2	10.00%	20	2	10.00%	16	3	18.75%	16	1	6.25%	15	2	13.33%
Garden City HS	427	183	42.86%	440	198	45.00%	399	172	43.11%	443	191	43.12%	535	222	41.50%	484	180	37.19%	394	205	52.03%
Greeley Co/Tribune	15	0	0.00%	14	1	7.14%	17	1	5.88%	15	1	6.67%	10	0	0.00%	10	1	10.00%	15	0	0.00%
Healy	7	0	0.00%	8	0	0.00%	0	0	0.00%	2	0	0.00%	4	2	50.00%		0	#DIV/0!	3	1	33.33%
Holcomb*	62	43	69.35%	62	31	50.00%	73	39	53.42%	51	24	47.06%	51	25	49.02%	43	19	44.19%	69	41	59.42%
Lakin*	38	12	31.58%	40	15	37.50%	42	8	19.05%	32	13	40.63%	42	11	26.19%	42	7	16.67%	37	13	35.14%
Scott City	80	6	7.50%	68	12	17.65%	58	14	24.14%	57	6	10.53%	68	8	11.76%	48	2	4.17%	60	4	6.67%
Syracuse*	44	9	20.45%	37	11	29.73%	38	4	10.53%	39	14	35.90%	32	6	18.75%	40	9	22.50%	31	10	32.26%
Wichita Co/Leoti	26	3	11.54%	31	2	6.45%	33	2	6.06%	20	5	25.00%	20	8	40.00%	41	5	12.20%	20	2	10.00%
GCAEC																			21	8	38.10%
<b>Totals</b>	<b>727</b>	<b>266</b>	<b>36.59%</b>	<b>727</b>	<b>278</b>	<b>38.24%</b>	<b>694</b>	<b>250</b>	<b>36.02%</b>	<b>687</b>	<b>258</b>	<b>37.55%</b>	<b>797</b>	<b>294</b>	<b>36.89%</b>	<b>733</b>	<b>227</b>	<b>30.97%</b>	<b>672</b>	<b>288</b>	<b>42.86%</b>

408 students checked-in for New Student Orientation last Friday! The orientation committee and volunteers (including advising, admissions, IT, athletics, custodial, and facilities) did an amazing job helping to make sure everything ran smoothly.

On Thursday, September 1<sup>st</sup>, I will be attending a Counselor and College Fair hosted by Tara Lebar from the Kansas Board of Regents in Sublette, KS. She will be hosting an Apply Kansas Training event for high school site coordinators which will include the Counselor and College Fair.

## **SGA**



Brittany Clark will be the SGA Advisor for the 2022-2023 academic year. She recently accepted the position of Student Activities Coordinator at GCCC. Brittany has a bachelor's degree in Marketing and

grew up in Colorado Springs. She has a background in athletic operations and events through her positions at USA Racquetball and Colorado Springs Country Club. The role of Student Activities Coordinator suits her well because of her experience supervising young adults and managing events in past roles. Brittany enjoys spending time with her family, friends, and puppy. Her husband, Caleb, is a part of the GCCC staff. He took over the role of Head Baseball Coach in July. Brittany is looking forward to this year, and the opportunity to work with students to create engaging activities for them on campus.