GARDEN CITY
COMMUNITY COLLEGE

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

October 18, 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, October 18, 2022.** The meeting will be held in the Kinney Room at Garden City Community College Campus. The meeting will also be available by zoom: https://gcccks-edu.zoom.us/j/94987108691

Meeting ID: 949 8710 8691
One tap mobile
+12133388477,,94987108691# US (Los Angeles)
+12532158782,,94987108691# US (Tacoma)

For PUBLIC COMMENTS please contact Jodie tewell, jodie.tewell@gcccks.edu by 5:00 pm CST Tuesday, October 18, 2022.

5:00 PM   Dinner in the BTSC Kinney Room

6:00 PM   Regular board meeting called to order in the BTSC Kinney Room.

AGENDA

IV.   CONFIRMATION OF MONITORING REPORTS:

V.   OTHER

F. 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.

G. President's Report

I. Strategic Plan Update

K. Report from FCEDC

L. Report from KACCT

M. Accreditation Update

V.   OWNERSHIP LINKAGE

Upcoming Calendar Dates:

19-Oct	Chamber Breakfast - Baron's Steakhouse 7:30 am
	Men's Soccer vs Dodge City Community College 6:00 pm
	Women's Soccer vs Dodge City Community College 4:00 pm
22-Oct	Football vs Hutchison, Tailgate 12:00, Game 1:00 pm
24-Oct	Volleyball vs Barton Community College 5:30 pm
25-Oct	ACCT 2022 Conference, New York City, October 25-29, 2022
3-Nov	Women's' Basketball vs Lamar, 6:30 pm
	Men's Basketball vs Frank Phillips College, 7:30 pm

4-Nov	All Employee Meeting, Fine Arts Auditorium 2:30 pm			
6-Nov	Women's' Basketball vs Bethany JV 3:00 pm			
November 7-8	**HLC Accreditation Visit**			
8-Nov	Women's Basketball vs Kansas Wesleyan JV 5:30 pm			
	Men's Basketball vs New Mexico Military Institute, 7:30 pm			
12-Nov	Football vs Coffeyville, Tailgate 6:00 pm, Game 7:00 pm			
15-Nov	Monthly November Board Meeting 5:00 Dinner, Meeting 6:00 pm			
16-Nov	Chamber Breakfast - Baron's Steakhouse 7:30 am			
	Women's Basketball vs Barton Community College 5:30 pm			
	Men's Basketball vs Barton Community College, 7:30 pm			
21-Nov	Men's Basketball vs Sterling College JV 7:00 pm			
	Thanksgiving Break - Campus Closed November 21-25			
22-Nov	Women's Volleyball vs Barton Community College 5:30 pm			
24-Nov	Women's Volleyball vs Hutchinson Community College 6:00 pm			
26-Nov	Women's Basketball vs Independence Community College 2:00 pm			
	Men's Basketball vs Independence Community College 4:00 pm			

ADVISORY BOARDS

IMMP	9/28/2022	11:30am to 1:30pm	Endowment Room	Shanda Smith
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	David Rupp
Robotics	12/7/2022	12pm to 1PM	Endowment Room	David Rupp
Welding	12/8/2022	12pm to 1pm	Welding Shop	Bob Larson
JDAT	TBA			Leonard Hitz

VII.   EXECUTIVE SESSION

VIII.   ADJOURNMENT

_____   _____
Dr. Ryan Ruda   Dr. Merilyn Douglass
President   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
September 20, 2022

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

Others Present: Dr. Ryan Ruda, President
Karla Armstrong, Vice President
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
Allison Sancloval, SGA
Brittany Clark, Student Activities Director
Seferina Ramirez, SGA
Yesenia Castro, SGA
Kyle Davis, Assistant Baseball Coach
Colby Deaville, Assistant Baseball Coach
Bryce Deeringer, Assistant Men's/Women's Soccer Coach
Gina Cavasos, Assessment Center Clerk
Jolene Williams, Residential Life Advisor
Amy Leatherman, Office Manager Residential Life
Chenelle Jones, Assistant Football Coach
Jumanne Robertson, Assistant Football Coach
Broulio Rivera, Groundskeeper
Alberto Veyza, Welding Assistant Professor
William Schlichter, English Professor
Lance Miller, Executive Information Officer
Travis Sutton, Assistant Auto Professor
Paul Kitzke, GCCC Attorney
Nick Nemechek, Architect
Robin Lujan, Holcomb City Administrator/Clerk

CALL TO ORDER:
Chair Douglass called the board meeting to order at 6:18 pm.

Meeting of Trustees
September 20, 2022

COMMENTS FROM THE CHAIR:

Broncbuster Women finished 6th at the Colby Community College Rodes this past week. DPS Students took part in a mock crisis exercise at the GCK airport. There will be a music Faculty Recital Friday at 7:00 pm in the FA auditorium.

B. Report for SGA

Student members of SGA introduced themselves to the Trustees and reported on upcoming events planned for Homecoming.

C. New Employees

Brittany Clark, Student Activities Director
Kyle Davis, Assistant Baseball Coach
Colby Deaville, Assistant Baseball Coach
Bryce Deeringer, Assistant Men's/Women's Soccer Coach
Gina Cavasos, Assessment Center Clerk
Jolene Williams, Residential Life Advisor
Amy Leatherman, Office Manager Residential Life
Chenelle Jones, Assistant Football Coach
Jumanne Robertson, Assistant Football Coach
Broulio Rivera, Groundskeeper
Alberto Veyza, Welding Assistant Professor
William Schlichter, English Professor
Travis Sutton, Assistant Auto Professor

EXECUTIVE SESSION

Move that the Board recess into executive session to consult with our attorney to receive advice concerning contractual matters pursuant to the open meetings exception for matters protected by attorney-client privilege and that our President, Vice President Karla Armstrong, Attorney Paul Kitzke, Nick Nemechek, and Chris Burger be included. The open meeting will resume here in the Logan Aviation Endowment Room in Twenty (20) minutes.

Meeting of Trustees
September 20, 2022

Motion: Leonard Hitz
Second: David Rupp

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

Motion Carried: 6-0

Trustees returned to open session at 6:40.

Move that the Board recess into executive session to consult with our attorney to receive advice concerning contractual matters pursuant to the open meetings exception for matters protected by attorney-client privilege and that our President, Vice President Karla Armstrong, Attorney Paul Kitzke, Nick Nemechek, and Chris Burger be included. The open meeting will resume here in the Logan Aviation Endowment Room in Fifteen (15) minutes.

Motion: David Rupp
Second: Beth Tedrow

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

Motion Carried: 6-0

The Trustees returned to the open session at 6:57. No action was taken during the executive session.

III. CONSENT AGENDA

Item D City of Holcomb RHID Establishment/NRP Reauthorization was pulled for further discussion.

Move to approve the consent agenda Items A, B, C, and E.

Motion: Beth Tedrow
Second: Bob Larson

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)

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

(D) City of Holcomb RHID Establishment/NRP Reauthorization
   Robin Lujan, Holcomb City Administrator/Clerk, presented information on two separate programs, the Neighborhood Revitalization Program (NRP) and the RHID. The NRP will require board action. The original NRP was approved in 2010 and had an expiration date of September 8, 2020. Robin did not realize there was an end date, so the program has expired. The City of Holcomb received two applications after this date that have been on hold since the program expired. Robin is requesting approval from the taxing entities for the reauthorization of the NRP. The rebate amount is the resulting increase in the ad valorem tax, if any, which is directly attributable to the construction and improvement of the qualified parcel. Residential parcels are eligible for five years, and commercial/industrial parcels are eligible for ten years. Page 11 of the document labeled Exhibit A Revitalization Plan contains a table with detailed information regarding rebate amounts.

The RHID information has been provided so that the Board is aware that Holcomb (as well as Finney County) is now eligible for the RHID program. Up to this point, only the City of Garden City has been able to utilize the RHID program. The Finney County Board of County Commissioners, the Unified

Meeting of Trustees
September 20, 2022

8

School District No. 363 Board of Education, as appropriate, the Garden City Community College Board of Trustees, and West Plains Extension District are not required to take action to authorize the use of this tool, but do retain the authority to nullify the creation of a District by passing a resolution or ordinance determining that the proposed District will have an adverse effect to their taxing jurisdiction within thirty (30) days of the public hearing at which the District is created by resolution of the City. If I understand the RHID correctly, the developer has up to 15 years to recuperate the costs associated with the installation of the infrastructure. Once those costs are recuperated, all tax revenue generated flows into each taxing entity's coffers.

Both of these programs affect only the increase in the property tax, not the existing property tax amount. Also, properties cannot utilize both programs. (Supporting documents filed with official minutes)

Move to approve the support of the Holcomb property being included and supporting the RHID for the City Holcomb, which supports housing growth in Finney County.

Motion: Shanda Smith
Second: Bob Larson

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

Motion Carried: 6-0

Move to approve the reauthorization of the NRP as presented.

Motion: David Rupp
Second: Bob Larson

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

Motion Carried: 6-0

Meeting of Trustees
September 20, 2022

E. Approval of 2022-2023 Budget
   (Supporting documents filed with official minutes)

III.   CONFIRMATION OF MONITORING REPORTS:
   A. Monitoring Reports and ENDS
      A-1 Annual Workforce Development
         The Trustees discussed highlights within the Excel and CTE
         programs.

      A-2 Board Job Description #6
         BAA: Trustee Rupp reported that they have been working on
         shortcomings from the audit. They are recruiting more members
         and raised $15,000 at the golf tournament. Buddy day returned
         with most sports participating. The BAA Luncheon is the 2nd
         Monday of each month. There was a robust discussion regarding
         improving attendance at the luncheons.
         Endowment: Trustee Smith reported on in-progress projects, i.e.,
         the memorial wall and the process of moving the smaller
         scholarships campaign. Phonathon is upcoming. Trustee Smith
         spoke on the Molz Reception.

      The Board accepted the reports as presented.

   B. Review Monitoring Reports
      B-1 Board Job Description #7
         This was added to the policy governance two years ago. There
         were no suggestions regarding changes to the language of the
         report.

V. OTHER

   A. **Open comments from the public**
      No public comments

Meeting of Trustees
September 20, 2022

B. President's Report

Dr. Ruda reported on the Equity Bank Donation, National Adult and Family Literacy Week - September 19-23, Grant Sub-recipient for Cybersecurity, and gave a fall 2022 Enrollment update.

C. Incidental Information

No comments

D. Report from FCEDC

Trustee Rupp was unable to attend the last meeting due to illness. There was a groundbreaking for the new truck stop and hotels on HWY 50, and Governor Kelly came to see housing projects this afternoon.

E. Report from KACCT

Trustee Tedrow attended the conference at Fort Scott August 26-27. The trustees were presented with handouts regarding items covered during the meeting. Trustee Tedrow highlighted legal issues facing colleges and ways the BOT can implement policies and procedures and the Lewis and Clark Cyber Incident. (Supporting documents filed with official minutes)

F. Report from Faculty Senate

No Report

G. Accreditation Update

Marc Malone discussed the upcoming HLC visit. We are twenty days out from the lock of the argument and compliance pieces. We have received the results of the student opinion survey and received good scores. We will have a Board prep session on October 11, 2022, in the Kent Scott Conference room.

VI.   OWNERSHIP LINKAGE
Chair Douglass brought attention to upcoming advisory boards.

Upcoming Calendar Dates:

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	Shanda Smith
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JDAT	TBA			Leonard Hitz

Chair Douglass handed out the board self-assessment and discussed last month's results.

Meeting of Trustees
September 20, 2022

VIII. Adjournment

The meeting adjourned at 7:55 pm.

_____ _____ _____
Jodie Tewell Dr. Ryan Ruda Dr. Merilyn Douglass
Deputy Clerk President Chairman of the Board

Meeting of Trustees
September 20, 2022

BOARD OF TRUSTEES RETREAT

GARDEN CITY COMMUNITY COLLEGE

Tuesday, October 11, 2022

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

Others Present: Dr. Ryan Ruda, President
Marc Malone, Vice President for Instructional Services
Jodie Tewell, Executive Assistant to the President

The Board of Trustees met for special session at 6:00 pm on Tuesday, October 11, 2022, in the SCSC Kent Scott Conference Room.

CALL TO ORDER:

Vice Chair Hitz called the meeting to order at 6:00 pm

HLC Accreditation Visit Prep

The assurance argument was locked at 11:59 pm on Monday, October 10, 2022. Dr. Ruda and Dr. Malone have met with the Site Team Chair, and she confirmed this is a peer review with a team of five people. We will send out a confirmed schedule for November 7-8. 2022 when we get more information. Dr. Ruda and Marc Malone highlighted areas of the assurance argument that the Trustees need to be familiar with and discussed potential questions that may be presented to them during the visit.

ADJOURNMENT:

Meeting adjourned at 7:33 pm.

Jodie Tewell	Dr. Ryan Ruda	Dr. Merilyn Douglass
Deputy Clerk	Secretary	Chair of the Board

Meeting of Trustees
October 11, 2022

Agenda No: III -B   **Date: October 18, 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:

Board of Trustees Agenda October 18, 2022

GARDEN CITY
COMMUNITY COLLEGE

October 11, 2022

To: Board of Trustees

From: Tricia Sayre, Human Resources Assistant

New Hires:
Daisy Saavedra, SSS- Data Manager Coordinator, effective, October 3, 2022.
Jami Major, Allied Health Assistant Professor, effective, October 10, 2022.
Lauro Terrazas, Groundskeeper, effective, October 10, 2022.

Transfers:
None

Resignations/Separations/ Retirement:
None

Diversity Recruitment Opportunity

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

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GARDEN CITY COMMUNITY COLLEGE
ADJUNCT/OUTREACH FACULTY CONTRACTS
(Presented to Board of Trustees for Approval 10/18/22)

</div>

INSTRUCTOR	CLASS	AMOUNT
Moore, Jeremy	Fire Science Internship FIRE-213-40 - 4.00 credit hour(s) 1/8 of 4.00 X $700.00 = $350.00 09/23/2022 - 12/09/2022 12-00-0000-12241-5260	$350.00
Pauley, Katy	Strategic Team Building CRIM-165-93 - 1.00 credit hour(s) 1.00 credit hour(s) X $700.00 = $700.00 09/24/2022 - 09/25/2022 12-00-0000-12240-5260	$700.00
Pauley, Paul	Strategic Team Building CRIM-165-90/91 - 1.00 credit hour(s) 1.00 credit hour(s) X $700.00 = $700.00 09/24/2022 - 09/25/2022 12-00-0000-12240-5260	$700.00
Schneider, Jane	Strategic Team Building CRIM-165-92 - 1.00 credit hour(s) 1.00 credit hour(s) X $700.00 = $700.00 09/24/2022 - 09/25/2022 12-00-0000-12240-5260	$700.00
	Total:	$2,450.00

Agenda No: I I I - C   **Date: October 18, 2022**

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:

Board of Trustees Agenda October 18, 2022

Garden City Community College

09/30/22 - 25% of the year

Published Funds Operating Revenues and Expenses

	Budget FY23				FY22		
	Adopted Working Budget	YTD Rev/Exp with encumbrances	YTD % of Budget	Difference from prior year	Adopted Working Budget	YTD Rev/Exp with encumbrances	YTD % of Budget
Revenues							
Fund 11 - General Fund	$ 20,062,008	$ 3,801,526	18.95%	-1.46%	$ 17,624,740	$ 3,596,381	20.41%
Fund 12 - PTE	$ 3,129,412	$ 575,837	18.40%	-1.90%	$ 2,914,162	$ 591,568	20.30%
Fund 16 - Auxillary	$ 3,327,811	$ 1,700,652	51.10%	2.89%	$ 3,325,910	$ 1,603,609	48.22%
Fund 61 - Capital Outlay	$ 1,931,076	$ 37,811	1.96%	-0.19%	$ 1,694,075	$ 36,347	2.15%
TOTAL	**$ 28,450,307**	**$ 6,115,826**	**21.50%**	**-1.31%**	**$ 25,558,887**	**$ 5,827,905**	**22.80%**
Expenses							
Fund 11 - General Fund	$ 20,062,008	$ 4,837,197	24.11%	1.75%	$ 17,624,740	$ 3,941,763	22.36%
Fund 12 - PTE	$ 3,129,412	$ 661,592	21.14%	3.69%	$ 2,914,162	$ 508,694	17.46%
Fund 16 - Auxillary	$ 3,327,811	$ 759,411	22.82%	4.39%	$ 3,325,910	$ 612,987	18.43%
Fund 61 - Capital Outlay	$ 1,931,076	$ (869,102)	-45.01%	-45.37%	$ 1,694,075	$ 6,134	0.36%
TOTAL	**$ 28,450,307**	**$ 5,389,098**	**18.94%**	**-0.89%**	**$ 25,558,887**	**$ 5,069,578**	**19.83%**

kja

10.13.22

We havent closed the year - so the totals include past year encumbered expenses.

CHECKS PROCESSED FOR MONTH OF SEPTEMBER 2022

Purchases over $150,000.00 requiring Board Approval

- Check #288449 to Dick Construction for $407,775.00 for STEM Success Center Partial Payment.

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

- Check #287778 to HUB International for $158,006.00 for ICS Fully Insured and CAT (NJCAA) Insurance 07/01/22-07/01/23 no single item over $149,999.00
- Check #287817 to Great Western Dining for $97,751.35 for Board Billing
- Check #287804 to Cengage Learning for $73,637.20 for July 2022-2023 Contract for eBook student Licenses/partial payment
- Check #287855 for $165,562.48 to City of Garden City for City Utilities 2 Months
- Check #288217 for $87,115.32 to CDW Government Inc for Extreme Networks Renewal and Title V Office Supplies and Adobe Subscription
- Check #288415 to Dick Construction for $63,100.00 for STEM Success Center Addition
- Check #E0902311 to KPERS for $65,836.64 for employee contributions September, 2022

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
11-00-0000-00000-4001 TUITION IN STATE :	0.00	41,013.00	207,067.00-	550,000.00-	342,933.00-	62.35
11-00-0000-00000-4004 TUITION OUT OF STA	0.00	5,330.00	132,283.00-	350,000.00-	217,717.00-	62.20
11-00-0000-00000-4005 ACAD COURSE FEE :	0.00	0.00	0.00	4,506.00-	4,506.00-	100.00
11-00-0000-00000-4007 TECHNOLOGY FEE-C :	0.00	2,391.63-	320,442.81-	934,915.00-	614,472.19-	65.72
11-00-0000-00000-4011 MISC STUDENT BILL	0.00	425.27-	4,410.06-	160,000.00	164,410.06	102.76
11-00-0000-00000-4012 TUITION FINNEY CO	0.00	43,066.00-	526,857.00-	1,014,630.00-	487,773.00-	48.07
11-00-0000-00000-4013 TUITION INTERNATIO	0.00	300.00-	82,800.00-	206,082.00-	123,282.00-	59.82
11-00-0000-00000-4014 TUITION BORDER STA	0.00	1,155.00-	117,727.00-	322,288.00-	204,561.00-	63.47
11-00-0000-00000-4015 ONLINE COURSE FEE	0.00	3,684.00-	144,762.00-	530,799.00-	386,037.00-	72.73
11-00-0000-00000-4016 NO SHOW FEE : GENE	0.00	1,350.00-	2,450.00-	14,515.00-	12,065.00-	83.12
11-00-0000-00000-4020 INTERNATIONAL FEE	0.00	150.00-	1,650.00-	15,230.00-	13,580.00-	89.17
11-00-0000-00000-4021 TUITION ONLINE : G	0.00	8,479.00-	372,222.00-	1,057,000.00-	684,778.00-	64.79
11-00-0000-00000-4501 BUILDING/ROOM RENT	0.00	6,480.00-	8,360.00-	25,000.00-	16,640.00-	66.56
11-00-0000-00000-4512 VENDING MACHINES :	0.00	463.76-	812.51-	0.00	812.51	0.00
11-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	973,063.00-	1,946,126.00-	973,063.00-	50.00
11-00-0000-00000-4803 AD VALOREM PROPERT	0.00	363,374.65-	363,374.65-	13,245,441.00-	12,882,066.35-	97.26
11-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	437,494.28-	437,494.28-	955,000.00-	517,505.72-	54.19
11-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	6,036.88-	6,036.88-	15,562.00-	9,525.12-	61.21
11-00-0000-00000-4807 DELINQUENT TAX : G	0.00	37,949.05-	37,949.05-	216,050.00-	178,100.95-	82.44
11-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	0.00	200,000.00-	200,000.00-	100.00
11-00-0000-00000-4809 RENTAL EXCISE TAX	0.00	11,226.80-	11,226.80-	15,000.00-	3,773.20-	25.15
11-00-0000-00000-4810 16/20 M TAX : GENE	0.00	879.15-	879.15-	15,000.00-	14,120.85-	94.14
11-00-0000-00000-4814 COMMERCIAL VEHICLE	0.00	13,568.06-	13,568.06-	100,000.00-	86,431.94-	86.43
11-00-0000-00000-4816 TIF TAX : GENERAL	0.00	0.00	0.00	200,000.00-	200,000.00-	100.00
11-00-0000-00000-4817 NEIGH REVT : GENER	0.00	1,783.51	1,783.51	50,000.00	48,216.49	96.43
11-00-0000-00000-4902 INTEREST INCOME :	0.00	5,468.45-	27,252.54-	60,000.00-	32,747.46-	54.58
11-00-0000-00000-4904 REIMBURSED SALARY	0.00	0.00	0.00	50,000.00-	50,000.00-	100.00
11-00-0000-00000-4905 ADMINISTRATIVE ALL	0.00	0.00	2,475.00-	40,000.00-	37,525.00-	93.81
11-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	458.69-	5,834.39-	60,000.00-	54,165.61-	90.28
11-00-0000-00000-4912 TRANSCRIPTS : GENE	0.00	948.07-	2,312.16-	0.00	2,312.16	0.00
11-00-0000-00000-4999 CONTRA-REV/FUND TR	0.00	0.00	0.00	2,000,000.00	2,000,000.00	100.00
11-00-0000-00000-9999 CONTINGENCY ACCOUN	0.00	0.00	0.00	470,854.00-	470,854.00-	100.00
11-00-0000-55026-9999 CONTINGENCY ACCOUN	0.00	0.00	0.00	8,010.00-	8,010.00-	100.00
11-00-6011-50004-9999 CONTINGENCY ACCOUN	0.00	0.00	0.00	50,000.00-	50,000.00-	100.00
Totals for FUND: 11 - GENERAL	0.00	897,222.23-	3,801,525.83-	20,062,008.00-	16,260,482.17-	81.05
12-00-0000-00000-4015 ONLINE COURSE FEE	0.00	1,360.00-	40,006.00-	107,260.00-	67,254.00-	62.70
12-00-0000-00000-4022 WORKFORCE SEMINAR	0.00	0.00	6,400.00-	0.00	6,400.00	0.00
12-00-0000-00000-4401 SALES & SERV OF ED	0.00	0.00	0.00	7,000.00-	7,000.00-	100.00
12-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	529,431.00-	1,058,862.00-	529,431.00-	50.00
12-00-0000-00000-4603 STATE PMT FOR TUIT	0.00	0.00	0.00	650,000.00-	650,000.00-	100.00
12-00-0000-00000-4904 REIMBURSED SALARY	0.00	0.00	0.00	30,000.00-	30,000.00-	100.00
12-00-0000-00000-4999 CONTRA-REV/FUND TR	0.00	0.00	0.00	1,269,340.00-	1,269,340.00-	100.00
12-00-0000-12280-4907 MISCELLANEOUS INCO	0.00	0.00	0.00	6,950.00-	6,950.00-	100.00
Totals for FUND: 12 - PTE FUND	0.00	1,360.00-	575,837.00-	3,129,412.00-	2,553,575.00-	81.60
16-00-5008-00000-4401 SALES & SERV OF ED	0.00	2,599.00-	6,465.00-	11,900.00-	5,435.00-	45.67
16-00-5008-00000-9999 CONTINGENCY ACCOUN	0.00	0.00	0.00	26,342.00-	26,342.00-	100.00
16-00-5011-00000-4009 S U FEES : GENERAL	0.00	495.88-	62,866.05-	140,000.00-	77,133.95-	55.10
16-00-5011-00000-4011 MISC STUDENT BILL	0.00	5,873.13-	9,028.35-	200,000.00	209,028.35	104.51
16-00-5011-00000-4501 BUILDING/ROOM RENT	0.00	15,800.00-	46,400.00-	100,000.00-	53,600.00-	53.60
16-00-5011-00000-4503 S U DORM BOARD & R	0.00	13,377.64-	1,330,733.90-	2,600,000.00-	1,269,266.10-	48.82
16-00-5011-00000-4505 DEPOSITS FORFEITED	0.00	0.00	0.00	2,000.00-	2,000.00-	100.00
16-00-5011-00000-4506 DORMITORY DAMAGE :	0.00	0.00	0.00	10,000.00-	10,000.00-	100.00
16-00-5011-00000-4507 KEYS : GENERAL	0.00	390.00-	910.00-	6,000.00-	5,090.00-	84.83
16-00-5011-00000-4508 RESERVATION FEE :	0.00	300.00-	32,475.00-	50,000.00-	17,525.00-	35.05
16-00-5011-00000-4511 CATER & BOOKSTORE	0.00	0.00	0.00	20,000.00-	20,000.00-	100.00
16-00-5011-00000-4512 VENDING MACHINES :	0.00	264.29-	601.53-	5,000.00-	4,398.47-	87.97
16-00-5011-00000-4516 GUEST ACCOMODATION	0.00	0.00	0.00	1,000.00-	1,000.00-	100.00
16-00-5011-00000-4907 MISCELLANEOUS INCO	0.00	0.00	35.43-	1,000.00-	964.57-	96.46
16-00-5011-00000-9999 CONTINGENCY ACCOUN	0.00	0.00	0.00	24,040.00	24,040.00	100.00

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16-00-5012-00000-4401 SALES & SERV OF ED       0.00      1,368.70-      1,434.29-       21,000.00-      19,565.71-  93.17
16-00-5012-00000-4504 COSMETOLOGY FEES :        0.00        432.00      70,605.00-      114,775.00-      44,170.00-  38.48
16-00-5012-00000-4907 MISCELLANEOUS INCO        0.00        114.60-        114.60-        1,000.00-         885.40-  88.54
16-00-5012-00000-9999 CONTINGENCY ACCOUN        0.00          0.00          0.00         11,184.00-      11,184.00- 100.00
16-00-5100-00000-4018 RESOURCE CHARGE :         0.00        502.32-     84,213.52-      190,000.00-     105,786.48-  55.68
16-00-5100-00000-4520 SALES - NEW TEXTBO        0.00      3,620.05-     26,821.88-       60,000.00-      33,178.12-  55.30
16-00-5100-00000-4521 SALES - USED TEXTB        0.00          0.00          0.00          5,000.00-       5,000.00- 100.00
16-00-5100-00000-4523 SALES - RENTAL BOO        0.00          0.00          0.00          1,000.00-       1,000.00- 100.00
16-00-5100-00000-4525 SALES - SUPPLIES :        0.00        420.95-        910.31-        10,000.00-       9,089.69-  90.90
16-00-5100-00000-4526 SALES - CLOTHING :        0.00      9,629.86-     22,764.71-       33,000.00-      10,235.29-  31.02
16-00-5100-00000-4527 SALES - GIFTS : GE        0.00      2,177.70-      4,272.39-        10,000.00-       5,727.61-  57.28
16-00-5100-00000-4528 SALES - FOOD : GEN        0.00          0.00          0.00            100.00-         100.00- 100.00
16-00-5100-00000-4529 SALES - SUNDRIES/M        0.00          0.00          0.00             20.00-          20.00- 100.00
16-00-5100-00000-4530 RENTAL FEES - CALC        0.00          0.00          0.00            500.00-         500.00- 100.00
16-00-5100-00000-9999 CONTINGENCY ACCOUN        0.00          0.00          0.00        121,030.00-     121,030.00- 100.00
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  Totals for FUND: 16 - AUXILIARY ENTITI        0.00     56,502.12-  1,700,651.96-     3,327,811.00-   1,627,159.04-  48.90

61-00-0000-00000-4803 AD VALOREM PROPERT        0.00     15,435.20-     15,435.20-      474,925.00-     459,489.80-  96.75
61-00-0000-00000-4805 MOTOR VEHICLE PROP        0.00     19,290.38-     19,290.38-            0.00       19,290.38    0.00
61-00-0000-00000-4806 RECREATIONAL VEHIC        0.00        266.22-        266.22-            0.00          266.22    0.00
61-00-0000-00000-4807 DELINQUENT TAX : G        0.00      1,758.25-      1,758.25-            0.00        1,758.25    0.00
61-00-0000-00000-4809 RENTAL EXCISE TAX         0.00        495.02-        495.02-            0.00          495.02    0.00
61-00-0000-00000-4810 16/20 M TAX : GENE        0.00         43.11-         43.11-            0.00           43.11    0.00
61-00-0000-00000-4814 COMMERCIAL VEHICLE        0.00        522.79-        522.79-            0.00          522.79    0.00
61-00-0000-00000-9999 CONTINGENCY ACCOUN        0.00          0.00          0.00        728,075.00-     728,075.00- 100.00
61-00-7018-00000-9999 CONTINGENCY ACCOUN        0.00          0.00          0.00        256,865.00-     256,865.00- 100.00
61-00-7026-00000-9999 CONTINGENCY ACCOUN        0.00          0.00          0.00        471,211.00-     471,211.00- 100.00
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  Totals for FUND: 61 - CAPITAL OUTLAY         0.00     37,810.97-     37,810.97-     1,931,076.00-   1,893,265.03-  98.04
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  Totals for BUDGET.OFFICER: Unassigned        0.00    992,895.32-  6,115,825.76-    28,450,307.00-  22,334,481.24-  78.50
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10/13/22 **EXPENSES**

Garden City Community College
Annual Budget Report Ending 09/30/22
Options - All Statuses

Page: 1

Fiscal Year: 2023

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11005 - INSTRUCTION SALARY	0.00	1,387.89	3,521.02	0.00	3,521.02-	0.00
DEPARTMENT: 11010 - BUSINESS & ECONOMI	0.00	20,186.69	73,046.11	231,174.00	158,127.89	68.40
DEPARTMENT: 11020 - HUMANITIES	525.34	3,893.35	24,620.28	0.00	25,145.62-	0.00
DEPARTMENT: 11021 - ENGLISH	0.00	43,482.62	129,659.27	457,477.00	327,817.73	71.66
DEPARTMENT: 11022 - SPEECH	0.00	19,659.83	61,581.54	140,373.00	78,791.46	56.13
DEPARTMENT: 11023 - PHILOSOPHY	0.00	1,507.10	3,014.20	0.00	3,014.20-	0.00
DEPARTMENT: 11025 - JOURNALISM	0.00	11,231.13	11,231.13	11,400.00	168.87	1.48
DEPARTMENT: 11026 - BROADCASTING	0.00	0.00	0.00	400.00	400.00	100.00
DEPARTMENT: 11030 - ART	0.00	19,567.24	45,417.79	190,083.00	144,665.21	76.11
DEPARTMENT: 11031 - DRAMA	0.00	332.02	332.02	5,416.00	5,083.98	93.87
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	16,824.50	27,513.76	98,351.00	70,837.24	72.02
DEPARTMENT: 11033 - INST MUSIC	0.00	57,374.08	69,255.21	304,725.00	235,469.79	77.27
DEPARTMENT: 11034 - ORCHESTRA	5,045.00-	8,000.00	8,000.00	23,840.00	20,885.00	87.60
DEPARTMENT: 11040 - SCIENCE	205.83-	39,926.90	98,768.22	376,403.00	277,840.61	73.81
DEPARTMENT: 11041 - Robotics	0.00	537.39	537.39	0.00	537.39-	0.00
DEPARTMENT: 11050 - MATH	153.51-	33,457.00	103,105.49	318,694.00	215,742.02	67.70
DEPARTMENT: 11060 - SOCIAL SCIENCE	0.00	40,705.10	122,234.58	354,438.00	232,203.42	65.51
DEPARTMENT: 11070 - HEALTH & PHYSICAL	0.00	20,055.43	64,234.06	220,927.00	156,692.94	70.93
DEPARTMENT: 11071 - WELLNESS-SUPER CIR	0.00	0.00	1,818.84	0.00	1,818.84-	0.00
DEPARTMENT: 11081 - READING	0.00	12,278.25	34,535.18	134,658.00	100,122.82	74.35
DEPARTMENT: 11082 - ESL	0.00	6,806.58	20,369.33	81,664.00	61,294.67	75.06
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	3,876.80	6,467.29	0.00	6,467.29-	0.00
DEPARTMENT: 11090 - QUIZ BOWL/ACAD CHA	0.00	0.00	0.00	9,500.00	9,500.00	100.00
DEPARTMENT: 11095 - FORENSICS COMPETIT	0.00	0.00	0.00	4,306.00	4,306.00	100.00
DEPARTMENT: 11101 - BookBusters	0.00	1,000.00	1,000.00	3,000.00	2,000.00	66.67
DEPARTMENT: 12010 - ACCOUNTING	0.00	5,768.71	16,901.99	69,619.00	52,717.01	75.72
DEPARTMENT: 12012 - COMPUTER SCIENCE	0.00	7,545.00-	1,086.00-	0.00	1,086.00	0.00
DEPARTMENT: 12200 - ADN PROGRAM	0.00	625.00	3,458.15	0.00	3,458.15-	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	32.27	32.27	0.00	32.27-	0.00
DEPARTMENT: 41000 - LIBRARY	1,382.51-	4,632.57	30,909.22	186,703.00	157,176.29	84.19
DEPARTMENT: 41009 - COMPREHENSIVE LEAR	11,063.27-	7,072.93-	7,089.41	185,003.00	188,976.86	102.15
DEPARTMENT: 41100 - TECHNOLOGY-INSTRUC	4,000.00	20,217.25	265,974.61	538,000.00	268,025.39	49.82
DEPARTMENT: 42000 - VP ON INSTRUCTION	1,966.42-	18,026.02	48,607.28	1,069,101.00	1,022,460.14	95.64
DEPARTMENT: 42001 - DEAN OF ACADEMICS	14,445.36-	7,670.79	39,375.96	203,010.00	178,079.40	87.72
DEPARTMENT: 42002 - OUTREACH	0.00	2,990.44	8,717.47	69,667.00	60,949.53	87.49
DEPARTMENT: 44000 - INSTRUCTIONAL DESI	0.00	27,401.65	57,300.01	210,600.00	153,299.99	72.79
DEPARTMENT: 46000 - DEVELOPMENTAL EDUC	0.00	5,598.46	16,469.35	7,500.00	8,969.35-	119.58-
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	24,141.56	72,517.69	422,199.00	349,681.31	82.82
DEPARTMENT: 50001 - STUDENT SUPPORT SE	0.00	0.00	0.00	14,000.00	14,000.00	100.00
DEPARTMENT: 50010 - COUNSELING & GUIDA	280.02-	14,443.31	42,065.15	184,690.00	142,904.87	77.38
DEPARTMENT: 50011 - ASSESSMENT/TESTING	0.00	7,817.09	20,560.34	97,013.00	76,452.66	78.81
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	22,387.24	69,473.05	382,958.00	313,484.95	81.86
DEPARTMENT: 50030 - ADMISSIONS	3,448.85	13,505.36	37,930.33	218,552.00	177,172.82	81.07
DEPARTMENT: 50040 - REGISTRAR'S OFFICE	0.00	16,836.10	46,595.89	198,931.00	152,335.11	76.58
DEPARTMENT: 50050 - STUDENT HEALTH SER	63.00	0.00	0.00	76,880.00	76,817.00	99.92
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	1,109.35	202,070.52	263,894.15	654,484.65	389,481.15	59.51
DEPARTMENT: 55001 - MEN'S BASKETBALL	7,487.57	24,499.64	49,171.30	201,817.00	145,158.13	71.93
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	24,215.84	46,445.37	207,601.00	161,155.63	77.63
DEPARTMENT: 55003 - MEN'S TRACK	1,996.98-	13,256.45	14,489.82	81,742.00	69,249.16	84.72
DEPARTMENT: 55004 - WOMEN'S TRACK	4,713.58-	12,537.45	15,634.85	82,763.00	71,841.73	86.80
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	10,236.75	26,126.42	131,807.00	105,680.58	80.18
DEPARTMENT: 55006 - FOOTBALL	7,556.93-	67,446.24	163,057.81	553,373.00	397,872.12	71.90
DEPARTMENT: 55007 - BASEBALL	2,968.00	12,469.43	30,167.86	172,830.00	139,694.14	80.83
DEPARTMENT: 55008 - VOLLEYBALL	0.00	10,395.32	29,873.36	119,166.60	89,293.24	74.93
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	15,273.61	38,643.18	94,714.00	56,070.82	59.20
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	7,316.52	29,418.60	80,938.00	51,519.40	63.65
DEPARTMENT: 55012 - CHEERLEADING	7,836.75	16,316.47	30,072.17	96,261.75	58,352.83	60.62
DEPARTMENT: 55014 - RODEO TEAM	2,411.89	13,925.60	54,420.30	173,093.00	116,260.81	67.17
DEPARTMENT: 55015 - MEN'S GOLF	0.00	5,344.19	8,806.25	41,703.00	32,896.75	78.88
DEPARTMENT: 55019 - ATHLETIC TRAINING	5,300.57	57,280.02	101,154.97	269,896.00	163,440.46	60.56
DEPARTMENT: 55020 - PEP BAND	0.00	0.00	0.00	8,000.00	8,000.00	100.00
DEPARTMENT: 55021 - ESPORTS	0.00	857.45	1,288.90	26,147.00	24,858.10	95.07
DEPARTMENT: 55022 - SPORTS INFORMATION	0.00	1,011.33	1,809.48	11,360.00	9,550.52	84.07

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DEPARTMENT: 55023 - WOMENS CROSSCOUNTR      5,685.19-       10,952.19        4,856.91       46,046.00       46,874.28  101.80
DEPARTMENT: 55024 - MENS CROSSCOUNTRY         323.98         6,054.85        4,045.89       40,598.00       36,228.13   89.24
DEPARTMENT: 55025 - WOMENS GOLF                 0.00         6,249.96       15,467.58       96,873.00       81,405.42   84.03
DEPARTMENT: 55026 - Trap Shooting           1,400.00             0.00            0.00       13,010.00       11,610.00   89.24
DEPARTMENT: 61000 - PRESIDENT               1,715.88        42,398.50      119,365.91      666,009.00      544,927.21   81.82
DEPARTMENT: 61001 - BOARD OF TRUSTEES         100.00         6,308.71        7,111.04       44,375.00       37,163.96   83.75
DEPARTMENT: 61005 - ATTORNEY                5,657.90-        2,847.70       19,749.43       50,000.00       35,908.47   71.82
DEPARTMENT: 62000 - VP OF ADMIN SERVIC     64,438.17        75,212.91      351,872.08    2,233,531.00    1,817,220.75   81.36
DEPARTMENT: 62010 - HUMAN RESOURCES           194.90-       18,155.66       49,674.26      208,137.00      158,657.64   76.23
DEPARTMENT: 62011 - ADA COMPLIANCE              0.00         9,660.24       24,293.46       66,040.00       41,746.54   63.21
DEPARTMENT: 62050 - ONE-TIME PURCHASES          0.00             0.00       24,137.00-     100,000.00      124,137.00  124.14
DEPARTMENT: 63000 - MARKETING/PR           45,953.12        26,649.61       64,209.52      306,939.00      196,776.36   64.11
DEPARTMENT: 64000 - INFORMATION TECHNO     18,456.35-       32,705.87      336,545.31      949,101.00      631,012.04   66.49
DEPARTMENT: 65000 - CENTRAL SERVICES        3,431.75        24,757.72       71,064.79      183,386.00      108,889.46   59.38
DEPARTMENT: 67000 - INSTITUTION EFFECT          0.00        14,938.61       43,917.26      176,522.00      132,604.74   75.12
DEPARTMENT: 68000 - Dean of Advancemen          0.00         9,531.62       28,216.07      131,958.00      103,741.93   78.62
DEPARTMENT: 70000 - PHYSICAL PLANT ADM      3,786.44        11,411.19       25,225.37      200,470.00      171,458.19   85.53
DEPARTMENT: 71000 - BUILDINGS              20,213.57        74,946.53      163,318.60      876,464.00      692,931.83   79.06
DEPARTMENT: 72000 - CUSTODIAL SERVICES      1,389.96-       68,607.46      192,993.55      884,280.00      692,676.41   78.33
DEPARTMENT: 73000 - GROUNDS                 3,108.84        25,445.64       69,007.45      300,313.00      228,196.71   75.99
DEPARTMENT: 73001 - ATHLETIC FIELDS        12,640.00-       12,490.00          550.00-      26,100.00       39,290.00  150.54
DEPARTMENT: 74000 - VEHICLES                3,971.56-       46,721.67       62,258.06      598,533.00      540,246.50   90.26
DEPARTMENT: 75000 - CAMPUS SECURITY             0.00         2,274.76       14,845.51      211,598.00      196,752.49   92.98
DEPARTMENT: 76000 - INSURANCE                   0.00           939.56      392,758.04      455,140.00       62,381.96   13.71
DEPARTMENT: 77000 - UTILITIES              58,268.85-      152,028.81      174,121.34      915,000.00      799,147.51   87.34
DEPARTMENT: 80000 - SCHOLARSHIP                 0.00             0.00            0.00       35,000.00-      35,000.00- 100.00
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS           0.00             0.00        7,193.85-          0.00        7,193.85    0.00
DEPARTMENT: 81001 - TUIT WAIVER SEN CT          0.00           244.00        1,037.00        2,000.00          963.00   48.15
DEPARTMENT: 81002 - TUIT WAIVER EMPL/D          0.00        12,083.00       11,900.00       40,000.00       28,100.00   70.25
DEPARTMENT: 81003 - STATE MANDATED WAI          0.00         9,622.00        9,622.00       18,000.00        8,378.00   46.54
DEPARTMENT: 81004 - TUIT WAIVER CTZ IN          0.00         6,000.00        6,000.00       30,000.00       24,000.00   80.00
DEPARTMENT: 81007 - ACADEMIC SCHOLARSH          0.00         4,180.00        4,180.00       31,500.00       27,320.00   86.73
DEPARTMENT: 94000 - STUDENT CENTER              0.00         1,937.75        3,792.10       36,133.00       32,340.90   89.51
DEPARTMENT: 50004 - Student Activities          0.00             0.00            0.00       50,000.00       50,000.00  100.00

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FUND: 11 - GENERAL                         24,548.95     1,749,375.14    4,837,197.35   20,062,008.00   15,200,261.70   75.77
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10/13/22

Garden City Community College
Annual Budget Report Ending 09/30/22
Options - All Statuses

Page: 2

Fiscal Year: 2023

FUND: 12 - PTE FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 12010 - ACCOUNTING	0.00	0.00	1,130.32	0.00	1,130.32-	0.00
DEPARTMENT: 12012 - COMPUTER SCIENCE	0.00	2,073.21	6,521.35	14,688.00	8,166.65	55.60
DEPARTMENT: 12200 - ADN PROGRAM	0.00	43,094.41	96,250.10	504,532.00	408,281.90	80.92
DEPARTMENT: 12201 - LPN PROGRAM	0.00	25,908.14	68,085.87	313,691.00	245,605.13	78.30
DEPARTMENT: 12202 - EMT	264.99	16,923.84	63,351.06	142,500.00	78,883.95	55.36
DEPARTMENT: 12203 - ALLIED HEALTH	0.00	11,656.27	33,935.40	194,543.00	160,607.60	82.56
DEPARTMENT: 12210 - AGRICULTURE	0.00	4,816.30	16,671.55	57,623.00	40,951.45	71.07
DEPARTMENT: 12211 - ANIMAL SCIENCE	0.00	26,097.14	58,559.46	151,344.00	92,784.54	61.31
DEPARTMENT: 12220 - JOHN DEERE AG TECH	0.00	23,119.21	63,155.26	265,155.00	201,999.74	76.18
DEPARTMENT: 12230 - AUTO MECHANICS	0.00	25,406.67	71,260.50	242,572.00	171,311.50	70.62
DEPARTMENT: 12240 - CRIMINAL JUSTICE	4,986.75-	14,607.74	32,882.89	160,883.00	132,986.86	82.66
DEPARTMENT: 12241 - FIRE SCIENCE	2,000.00-	1,957.90	4,808.92	59,000.00	56,191.08	95.24
DEPARTMENT: 12242 - CHALLENGE COURSE	0.00	0.00	0.00	538.00	538.00	100.00
DEPARTMENT: 12250 - COSMETOLOGY	0.00	11,145.15	32,399.19	132,254.00	99,854.81	75.50
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	5,115.36-	3,190.42	5,435.83	29,000.00	28,679.53	98.89
DEPARTMENT: 12273 - WELDING	11,970.37-	24,545.06	56,986.79	276,277.00	231,260.58	83.71
DEPARTMENT: 12280 - BUILDING TRADES	15,584.48-	17,253.59	28,071.36	94,142.00	81,655.12	86.74
DEPARTMENT: 42005 - DEAN OF TECHNICAL	1,904.57-	11,992.60	22,085.98	490,670.00	470,488.59	95.89

| FUND: 12 - PTE FUND | 41,296.54- | 263,787.65 | 661,591.83 | 3,129,412.00 | 2,509,116.71 | 80.18 |

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	1,082.90	3,807.51	86,771.32	82,963.81	95.61
DEPARTMENT: 00000 - GENERAL	0.00	0.00	121.60	0.00	121.60-	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	20,659.36-	19,412.69	21,619.26	0.00	959.90-	0.00
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	0.00	3,356.91	3,356.91	100.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	55.00-	267.28	322.28	120.58
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	0.00	329.62	0.00	329.62-	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	1,089.56	2,485.85	26,391.83	23,905.98	90.58
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	85.00	30.00	835.39	805.39	96.41
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	491.48	3,689.49	3,198.01	86.68
DEPARTMENT: 55008 - VOLLEYBALL	0.00	2,580.37	720.37	8,083.21	7,362.84	91.09
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	407.75	416.86	11,955.70	11,538.84	96.51
DEPARTMENT: 31000 - COMMUNITY SERVICE	450.00	675.07	965.58	15,500.00	14,084.42	90.87
DEPARTMENT: 55007 - BASEBALL	0.00	0.00	65.00-	27,652.61	27,717.61	100.24
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	0.00	1,323.00	2,351.17	1,028.17	43.73
DEPARTMENT: 55013 - Esports	0.00	0.00	0.00	2,351.17	2,351.17	100.00
DEPARTMENT: 55015 - MEN'S GOLF	0.00	221.34	221.34	1,404.80	1,183.46	84.24
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	0.00	3,419.00	6,967.24	3,548.24	50.93
DEPARTMENT: 55003 - MEN'S TRACK	0.00	50.00	0.00	9,964.71	9,964.71	100.00
DEPARTMENT: 11021 - ENGLISH	0.00	47.08	251.70	1,640.00	1,388.30	84.65
DEPARTMENT: 11030 - ART	0.00	0.00	0.00	2,208.00	2,208.00	100.00
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	0.00	0.00	456.00	456.00	100.00
DEPARTMENT: 11033 - INST MUSIC	0.00	5,258.18	4,884.18	1,378.00	3,506.18-	254.43-
DEPARTMENT: 11040 - SCIENCE	8,665.59-	1,014.65	3,100.13-	5,252.00	17,017.72	324.02
DEPARTMENT: 11070 - HEALTH & PHYSICAL	0.00	264.00	264.00	1,633.60	1,369.60	83.84
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	0.00	0.00	21,752.00	21,752.00	100.00
DEPARTMENT: 12012 - COMPUTER SCIENCE	0.00	0.00	0.00	800.00	800.00	100.00
DEPARTMENT: 12200 - ADN PROGRAM	8.03-	7,788.53	8,768.49-	14,222.20	22,998.72	161.71
DEPARTMENT: 12201 - LPN PROGRAM	848.21	12,224.94	3,775.16-	13,792.68	16,719.63	121.22
DEPARTMENT: 12202 - EMT	1,120.35-	297.00	297.00	5,726.80	6,550.15	114.38
DEPARTMENT: 12203 - ALLIED HEALTH	3,824.72-	272.61	614.61	5,984.22	9,194.33	153.64
DEPARTMENT: 12210 - AGRICULTURE	0.00	0.00	0.00	1,297.20	1,297.20	100.00
DEPARTMENT: 12211 - ANIMAL SCIENCE	0.00	324.68	324.68	5,418.10	5,093.42	94.01
DEPARTMENT: 12220 - JOHN DEERE AG TECH	11,414.70	7,417.04	7,281.17	27,087.06	8,391.19	30.98
DEPARTMENT: 12230 - AUTO MECHANICS	22,552.63	3,920.94-	29,075.76	53,010.10	1,381.71	2.61
DEPARTMENT: 12240 - CRIMINAL JUSTICE	4.09	0.00	0.00	2,033.78	2,029.69	99.80
DEPARTMENT: 12241 - FIRE SCIENCE	0.00	0.00	1,072.00	2,387.80	1,315.80	55.11
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	0.00	0.00	8,946.54	11,770.13	2,823.59	23.99
DEPARTMENT: 12273 - WELDING	33,004.13	4,367.78	4,317.78	43,717.22	6,395.31	14.63
DEPARTMENT: 12280 - BUILDING TRADES	1,009.00-	3,080.00	3,254.06	14,862.78	12,617.72	84.89
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	8,000.00-	60,434.27	68,434.27	113.24
DEPARTMENT: 55025 - WOMENS GOLF	0.00	0.00	0.00	4,010.00	4,010.00	100.00
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	0.00	0.00	0.00	8,657.64	8,657.64	100.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	804.35	906.28	0.00	906.28-	0.00

| FUND: 14 - ADULT SUPPLEMENTARY ED | 32,986.71 | 64,844.58 | 73,677.45 | 517,074.41 | 410,410.25 | 79.37 |

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 00000 - GENERAL	0.00	1,900.00	1,900.00	1,900.00	0.00	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	36.00-	212.15	228.85	36,342.00	36,149.15	99.47
DEPARTMENT: 94000 - STUDENT CENTER	24,657.65-	4,455.77	3,485.88	204,023.00	225,194.77	110.38
DEPARTMENT: 95000 - STUDENT HOUSING	14,323.55	178,874.26	550,691.19	2,506,937.00	1,941,922.26	77.46
DEPARTMENT: 98000 - COSMETOLOGY	1,447.50-	44,793.91	58,095.37	147,959.00	91,311.13	61.71
DEPARTMENT: 97000 - BOOKSTORE	118,676.13	106,573.00	145,009.83	430,650.00	166,964.04	38.77
FUND: 16 - AUXILIARY ENTITIES	106,858.53	336,809.09	759,411.12	3,327,811.00	2,461,541.35	73.97

10/13/22

Garden City Community College
Annual Budget Report Ending 09/30/22
Options - All Statuses

Page: 5

Fiscal Year: 2023

FUND: 22 - RESTRICTED GRANTS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11040 - SCIENCE	0.00	0.00	0.00	38,000.00	38,000.00	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	8,971.38-	7,396.44	1,574.94-	0.00	10,546.32	0.00
DEPARTMENT: 11040 - SCIENCE	0.00	2,500.00	2,500.00	0.00	2,500.00-	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	713.16	29,808.35	64,683.11	100,924.26	35,527.99	35.20
DEPARTMENT: 12200 - ADN PROGRAM	0.00	725.00	12,718.79	0.00	12,718.79-	0.00
DEPARTMENT: 42000 - VP ON INSTRUCTION	159,349.18	190,314.08	340,249.76	718,038.87	218,439.93	30.42
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	7,568.32-	0.00	7,568.32	0.00
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	12,907.63	15,833.75	13,077.31	0.00	25,984.94-	0.00
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	30,000.00	30,000.00	0.00	30,000.00-	0.00
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	14,713.00	16,527.00	0.00	16,527.00-	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	6,085.48	9,468.47	9,468.47	347,697.00	332,143.05	95.53
DEPARTMENT: 42000 - VP ON INSTRUCTION	43,106.23	51,141.82	63,555.71	995,172.00	888,510.06	89.28
DEPARTMENT: 64000 - INFORMATION TECHNO	0.00	0.00	0.00	999,997.07	999,997.07	100.00
DEPARTMENT: 11040 - SCIENCE	0.00	0.00	0.00	18,586.00	18,586.00	100.00
DEPARTMENT: 42005 - DEAN OF TECHNICAL	14,598.38	7,111.82	11,260.93	143,480.00	117,620.69	81.98
DEPARTMENT: 12200 - ADN PROGRAM	0.00	1,550.98	3,788.06	10,500.00	6,711.94	63.92
DEPARTMENT: 12203 - ALLIED HEALTH	0.00	0.00	0.00	4,900.00	4,900.00	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	112.00	0.00	0.00	6,807.44	6,695.44	98.35
DEPARTMENT: 64000 - INFORMATION TECHNO	80,406.12	87,632.10	87,632.10	999,998.00	831,959.78	83.20
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	60.00-	0.00	60.00	0.00
DEPARTMENT: 11040 - SCIENCE	0.00	2,000.00	4,475.00	0.00	4,475.00-	0.00

| FUND: 22 - RESTRICTED GRANTS | 308,306.80 | 450,195.81 | 650,732.98 | 4,384,100.64 | 3,425,060.86 | 78.12 |

10/13/22

Garden City Community College
Annual Budget Report Ending 09/30/22
Options - All Statuses

Page: 6

Fiscal Year: 2023

FUND: 23 - OTHER RESTRICTED FUNDS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 42000 - VP ON INSTRUCTION	0.00	0.00	0.00	500,000.00	500,000.00	100.00
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	10,967.50	10,967.50	10,967.50	22,000.00	65.00	0.30
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	200.00	200.00	0.00	200.00-	0.00
DEPARTMENT: 76000 - INSURANCE	0.00	0.00	24,135.44	0.00	24,135.44-	0.00
DEPARTMENT: 41100 - TECHNOLOGY-INSTRUC	0.00	0.00	2,100.00-	0.00	2,100.00	0.00
DEPARTMENT: 64000 - INFORMATION TECHNO	0.00	0.00	13,631.25-	0.00	13,631.25	0.00
DEPARTMENT: 41100 - TECHNOLOGY-INSTRUC	0.00	0.00	0.00	37,323.26	37,323.26	100.00
DEPARTMENT: 44000 - INSTRUCTIONAL DESI	0.00	547.59	9,347.51	50,000.00	40,652.49	81.30
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	1,112.21	2,224.63	0.00	2,224.63-	0.00
DEPARTMENT: 50050 - STUDENT HEALTH SER	0.00	8,259.90	20,247.30	110,000.00	89,752.70	81.59
DEPARTMENT: 64000 - INFORMATION TECHNO	0.00	0.00	70,200.00	0.00	70,200.00-	0.00
DEPARTMENT: 71000 - BUILDINGS	9,139.26-	0.00	10,286.64-	0.00	19,425.90	0.00
DEPARTMENT: 75000 - CAMPUS SECURITY	0.00	14,398.67	45,268.51	204,000.00	158,731.49	77.81
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	20,000.00-	0.00	20,000.00	0.00
FUND: 23 - OTHER RESTRICTED FUNDS	1,828.24	35,485.87	136,573.00	923,323.26	784,922.02	85.01

Garden City Community College
Annual Budget Report Ending 09/30/22
Options - All Statuses

FUND: 24 - ADULT EDUCATION

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 13301 - ADULT ED - INSTRUC	13,325.11-	9,223.50	20,673.76-	0.00	33,998.87	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	9,973.62-	25,741.58	43,618.37	227,393.38	193,748.63	85.20
DEPARTMENT: 13305 - ADULT ED - STAFF D	0.00	390.64	645.84	6,822.00	6,176.16	90.53
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	3,699.40	9,088.92	40,003.00	30,914.08	77.28
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	7,137.96	19,133.01	74,336.96	55,203.95	74.26
DEPARTMENT: 00000 - GENERAL	0.00	0.00	0.00	64,001.05-	64,001.05-	100.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	5,531.68	16,442.62	64,001.05	47,558.43	74.31
FUND: 24 - ADULT EDUCATION	23,298.73-	51,724.76	68,255.00	348,555.34	303,599.07	87.10

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                                            Garden City Community College
10/13/22                                   Annual Budget Report Ending 09/30/22                                  Page:    8
                                               Options - All Statuses
Fiscal Year: 2023                                                                        FUND: 61 - CAPITAL OUTLAY
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GL Account                        YTD Encumbrances    MTD Actual      YTD Actual    Annual Budget       Available % Avail
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   DEPARTMENT: 71000 - BUILDINGS      233,069.14-      79,628.24      869,102.39-     1,931,076.00      3,033,247.53  157.08

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 FUND: 61 - CAPITAL OUTLAY            233,069.14-      79,628.24      869,102.39-     1,931,076.00      3,033,247.53  157.08
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10/13/22

Garden City Community College
Annual Budget Report Ending 09/30/22
Options - All Statuses

Page: 9

Fiscal Year: 2023   FUND: 71 - ACTIVITY/ORGANIZATION FD

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	30,054.51-	57,366.44	27,136.27	103,650.00	106,568.24	102.82
DEPARTMENT: 50004 - Student Activities	0.00	454.44	454.44	52,060.00	51,605.56	99.13
DEPARTMENT: 50000 - DEAN OF STUDENT SE	809.75	58,964.44	140,381.04	582,850.00	441,659.21	75.78
DEPARTMENT: 99001 - STUDENT NEWSPAPER	0.00	1,134.85	1,134.85	0.00	1,134.85-	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	265.00	265.00	15,399.20	15,134.20	98.28

| FUND: 71 - ACTIVITY/ORGANIZATION FD | 29,244.76- | 118,185.17 | 169,371.60 | 753,959.20 | 613,832.36 | 81.41 |

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                                        Garden City Community College
10/13/22                                Annual Budget Report Ending 09/30/22                        Page:  10
                                              Options - All Statuses
Fiscal Year: 2023                                                        FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS
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GL Account                          YTD Encumbrances      MTD Actual       YTD Actual    Annual Budget      Available % Avail
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  DEPARTMENT: 55001 - MEN'S BASKETBALL        0.00         47,699.07        47,699.07       110,000.00        62,300.93   56.64
  DEPARTMENT: 55002 - WOMEN'S BASKETBALL      0.00         42,446.00        42,446.00        95,000.00        52,554.00   55.32
  DEPARTMENT: 55003 - MEN'S TRACK             0.00         12,150.00        12,150.00        48,000.00        35,850.00   74.69
  DEPARTMENT: 55004 - WOMEN'S TRACK           0.00         13,700.00        13,700.00        48,000.00        34,300.00   71.46
  DEPARTMENT: 55005 - WOMEN'S SOFTBALL        0.00         41,519.00        41,519.00        73,000.00        31,481.00   43.12
  DEPARTMENT: 55006 - FOOTBALL                0.00         93,392.55        95,605.07       285,000.00       189,394.93   66.45
  DEPARTMENT: 55007 - BASEBALL                0.00         22,250.00        22,250.00        85,000.00        62,750.00   73.82
  DEPARTMENT: 55008 - VOLLEYBALL              0.00         39,050.00        39,050.00        79,500.00        40,450.00   50.88
  DEPARTMENT: 55009 - WOMEN'S SOCCER          0.00         35,542.00        35,542.00        80,000.00        44,458.00   55.57
  DEPARTMENT: 55010 - MEN'S SOCCER            0.00         20,500.00        20,500.00        72,000.00        51,500.00   71.53
  DEPARTMENT: 55012 - CHEERLEADING            0.00          3,000.00         3,000.00        30,000.00        27,000.00   90.00
  DEPARTMENT: 55014 - RODEO TEAM              0.00         20,500.00        20,500.00        65,000.00        44,500.00   68.46
  DEPARTMENT: 55015 - MEN'S GOLF              0.00          6,250.00         6,250.00        35,000.00        28,750.00   82.14
  DEPARTMENT: 55019 - ATHLETIC TRAINING       0.00         12,000.00        12,000.00        30,000.00        18,000.00   60.00
  DEPARTMENT: 55021 - ESPORTS                 0.00              0.00             0.00        50,000.00        50,000.00  100.00
  DEPARTMENT: 55023 - WOMENS CROSSCOUNTR      0.00         13,744.00        13,744.00        32,800.00        19,056.00   58.10
  DEPARTMENT: 55024 - MENS CROSSCOUNTRY       0.00          8,500.00         8,500.00        32,800.00        24,300.00   74.09
  DEPARTMENT: 55025 - WOMENS GOLF             0.00          5,750.00         5,750.00        30,000.00        24,250.00   80.83
  DEPARTMENT: 11025 - JOURNALISM              0.00          3,375.00         3,375.00             0.00         3,375.00-   0.00
  DEPARTMENT: 11030 - ART                     0.00          2,100.00         2,100.00             0.00         2,100.00-   0.00
  DEPARTMENT: 11032 - VOCAL MUSIC             0.00          4,750.00         4,750.00             0.00         4,750.00-   0.00
  DEPARTMENT: 11033 - INST MUSIC              0.00         12,750.00        12,750.00             0.00        12,750.00-   0.00
  DEPARTMENT: 12211 - ANIMAL SCIENCE          0.00         14,750.00        14,750.00             0.00        14,750.00-   0.00
  DEPARTMENT: 42005 - DEAN OF TECHNICAL       0.00          8,675.00         8,675.00             0.00         8,675.00-   0.00
  DEPARTMENT: 81007 - ACADEMIC SCHOLARSH      0.00          8,396.00         8,396.00             0.00         8,396.00-   0.00

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FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS        0.00        492,788.62       495,001.14     1,281,100.00       786,098.86   61.36
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Garden City Community College
9.30.2022

		Amount	% Rate			
Cash in Bank:						
Commerce Bank		$ 973,219.79	0.0000%	*		
State Municipal Invest. Pool		$ 14,521.73	1.7664%			
Landmark National Bank		$ 3,084,165.19	2.35%			
Security Bank of KC -2021		$ 1,662,218.52	2.599165%			
Security Bank of KC -2022		$ 5,083,449.40	2.599165%			
		$ 10,817,574.63				

	Type	Amount	% Rate	Beg. Date	Maturity
Investments:					
Kearny County Bank	CD	$ 1,000,000.00	2.40%	7/29/2022	1/24/2023
Western State Bank	CD	$ 1,001,126.02	0.15%	4/29/2022	1/29/2023
Kearny County Bank	CD	$ 1,000,000.00	2.25%	7/26/2022	4/26/2023
Kearny County Bank	CD	$ 1,000,000.00	2.55%	7/29/2022	8/30/2023
		$ 4,001,126.02			
Total		$ 14,818,700.65			

*Reconciled Bank statement balance

Agenda No: III D
Date: October 18, 2022

Topic: Naming Rights of Academic Lecture Hall

Presenter: Dr. Ryan Ruda, President

Background Information:
This past semester, College Council has developed and approved a naming rights policy for GCCC. This policy outlines the specific procedures for naming rights on buildings, rooms, events, etc. at GCCC. With the policy being approved, a request for naming rights is being brought forward for consideration on the Academic Lecture Hall.

Dr. Asel "Ace" Harder served as Dean of Instruction at GCCC from 1971-1992. Following retirement in 1992, Dr. Harder returned as an adjunct faculty member at GCCC, teaching math from 2002-2006. Dr. Harder was the initial instructional leader as the current campus location of GCCC was being constructed and built. Dr. Harder was also instrumental in state-wide legislation, serving on the initial transfer articulation council at the state to develop the framework of transfer between 2-year and 4-year institutions. Dr. Harder continues to reside in Garden City with his wife and advocate and support GCCC.

Budget Information:
No budget cost for naming rights of room. If approved, a plaque would be placed outside of the Academic Lecture Hall, but minimal cost incurred.

Recommended Board Action:
Recommend approval to name the Academic Lecture Hall after Dr. Asel "Ace" Harder for distinguished service to GCCC, following the college policy.

Board Action Taken: _____Approved _____Disapproved
_____Ayes _____Nays _____No Action
Board Member Notes:

Agenda No: III E
Date: October 18, 2022

Topic: Approval of Community College Property agreement for ARPA funding

Presenter: Dr. Ryan Ruda, President

Background Information:
GCCC received $1,499,913 in ARPA funds dedicated to expanding agricultural technology and welding programming at GCCC. These funds will be used to increase access to education within the Agricultural Technology program through expansion of classroom space, lab and shop space as well as new equipment and machinery. We are currently completing the final application for the ARPA funds which have been allocated through the State of Kansas to GCCC. As part of the application, the board is asked to acknowledge the allocation of funds and adopt the Community College Management Policy presented before you.

Budget Information:
There is no budget request with this recommendation.

Recommended Board Action:
Approve adoption of the Community College Property Management Policy which acknowledges receipt of the ARPA allocation and complying with said policy on use of funds.

Board Action Taken: _____Approved _____Disapproved
_____Ayes _____Nays _____No Action
Board Member Notes:

Community College Property Management Policy

WHEREAS the ==Garden City Community College==, has received an allocation of funds from the Coronavirus State and Local Fiscal Recovery Funds of H.R. 1319 American Rescue Plan Act of 2021 (ARP/CSLFRF); and

WHEREAS the funds may be used for projects within these categories, to the extent authorized by state law.
1. Support COVID-19 public health expenditures, by funding COVID-19 mitigation and prevention efforts, medical expenses, behavioral healthcare, preventing and responding to violence, and certain public health and safety staff;
2. Address negative economic impacts caused by the public health emergency, including economic harms to households, small businesses, non-profits, impacted industries, and the public sector;
3. Replace lost public sector revenue, using this funding to provide government services to the extent of the reduction in revenue experienced due to the pandemic;
4. Provide premium pay for essential workers, offering additional support to those who have borne and will bear the greatest health risks because of their service in critical infrastructure sectors; and,
5. Invest in water, sewer, and broadband infrastructure, making necessary investments to improve access to clean drinking water, support vital wastewater and stormwater infrastructure, and to expand access to broadband internet; and

WHEREAS the ARP/CSLFRF are subject to the provisions of the federal Uniform Grant Guidance, 2 CFR Sect. 200 (UG), as provided in the Assistance Listing; and

WHEREAS the Compliance and Reporting Guidance for the State and Local Fiscal Recovery Funds (v3.0 February 2022) provides, in relevant part:

> **Equipment and Real Property Management.** Any purchase of equipment or real property with SLFRF funds must be consistent with the Uniform Guidance at 2 CFR Part 200, Subpart D. Equipment and real property acquired under this program must be used for the originally authorized purpose. Consistent with 2 CFR 200.311 and 2 CFR 200.313, any equipment or real property acquired using SLFRF funds shall vest in the non-Federal entity. Any acquisition and maintenance of equipment or real property must also be in compliance with relevant laws and regulations.

WHEREAS Subpart D of the UG dictates title, use, management, and disposal of real property, equipment, and supplies acquired in whole or in part with ARP/CSLFRF funds;

BE IT RESOLVED that the governing board of ==Garden City Community College== hereby adopts and enacts the following UG Property Management Policy for the expenditure of ARP/CSLFRF funds.

Signed: _____
Board Chairperson or President

Printed:_____

Date: _____

Policy Title: Work Preparedness

Students will be prepared for success in the workplace.

1. Students will have the skills and knowledge required for successful entry into the workplace.

2. Students will have discipline and collaborative skills, necessary to be successful in the workplace and have exposure to relevant work ethics.

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

Reviewed annually.
This policy adopted on December 13, 1995

Reviewed	Revised	Review/Revised	Review/Revised
1.19.2013			

Policy Title: Work Preparedness

October 2022 Report

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

CEO's Interpretation

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

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

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

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

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

Technical Education

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

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

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

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

General Education

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

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

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

Attendance guidelines for all College courses can be found in the current 2020-2022 College Catalog:

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

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

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

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

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

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

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

Technical program performance is measured annually based on three core indicators as identified in the Carl Perkins Grant Fund (statistics from Kansas Board of Regents and Kansas Department of Labor). For the first time, in this report, we are providing data for the most recent three years to show overall trends. Highlighted data below represent **Academic Year 2021 (Summer 20, Fall 20, Spring 21)**. Overall, this data shows:
stability in technical education students who are **persisting** in number 1 below.

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

This data shows stability in the percentage of technical education students who complete and are either employed are actively engaged in further education/training.

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

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

This data shows relative stability in the number of students who receive a college credential (123, 134, 121). The size of the cohort has increased, leading to an overall decrease in percentage performance.

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

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

This data shows fluctuation in the number of concentrators who are a non-traditional gender, with the number dramatically increasing in academic year 2020. This number did decrease in 2021. This, in part, depends on external factors influencing enrollment of non-traditional genders, but there is more the college can do to attract these students in the future.

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

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.

Reviewed	Revised	Review/Revised	Review/Revised
5.10.2006	6.27.2017	12.11.2018	10.19.2021

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

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

Data directly addressing interpretation: Below are some of the activities for 2021-22 so far.

Additional precautionary and safety practices were put in place through 2021-22 for continuing COVID protocols. Rooms have continued to be held open in residential life for quarantine purposes.

Freshman Orientation—
- Sessions were delivered virtually via Canvas. Information was presented on campus safety protocols, conceal and carry, COVID safety protocols, Title IX, and community resources available through Genesis Behavioral Health. Campus resources such as Disability services, health and wellness, campus closet and counseling services were also presented. The campus safety portion included information regarding how to identify issues on campus, how to report and who to report it to.
Student communication—
- Emails are sent at the beginning of each semester to all students with information about how to report concerns and directs them to the online form and staff members who are available to talk with students and employees regarding safety concerns.

Online Orientation

A newly designed and implemented online orientation program was put into place over the summer 2022. This new online feature enhances student success, by creating an online training program for all new students. Incorporated within this program, the college provides resources and information to students on Health and Safety initiatives across campus including student health, mental health, campus Closet, Title IX, Student Conduct and Grievances, Campus Police and Cybersecurity standards. The online orientation has been implemented for all new students to complete, with a link being sent to them following registration. This is a measure that provides training for all students, including online and those who start later in the semester and may not have had a chance to attend in-person orientation.

New student orientation

Orientation was delivered visa two methods this year. All new students are/were required to complete our new online new student orientation. In this online orientation there is a section about Health and Safety on campus with 18 slides. Information was presented on our student health center, GCCC counseling center, campus closet, campus safety including campus police services and how to report emergency and non-emergency situation, and safety escorts, cyber security and FERPA policies, campus policies on drugs and alcohol and how to report and incident, Title IX, defining what it is and how to report and incident, and accommodation services. Students also had the option of attending an on-campus orientation event, this was not required but strongly recommended and had several options of breakout sessions which included campus tours so students could learn where their classes were located, where our campus police are located, where our health offices are located, and other offices on campus. The in-person orientation also included a Quad Fair which invited community services and businesses to talk to students about what they offer and possibly job opportunities. Businesses that participated included: ABC Pregnancy Care Center, Empirical, Livewell Finney County, KCB Bank, Western State Bank, Fastenal, Family Crisis Services, Finney County Health Department, Big Brothers Big Sisters, Nazarene Church, Equity Bank, Grant County Bank, Kansas Work Force, and CASA. It was a great opportunity for our new students to interact with our local community and get information on services.

Campus Police Department

GCCC has purchased 125 on-line training licenses from the ALICE Training Institute for armed intruder training. This project will be initiated in March 2022 and will be coordinated by Campus Police. Building Emergency Leaders and key student organizations will be prioritized in the first phase of training. If interest is strong, Campus Police will request more on-line licenses in the next budget process. This endeavor is ongoing into early 2023.

In April 2022, Campus Police personnel attended Storm Spotter Training, which was hosted by Finney County Emergency Management.

During the months of October and November 2022, Campus Police is purchasing 8 additional emergency radios that will be used for campus building expansions and equipping additional college personnel. In February 2022, Campus Police Chief Dozier initiated a meeting with the Building Emergency Leaders of our campus. These meetings are held at least once per semester. We will meet again during the fall semester. Our goal is to enhance safety and communication efforts at Garden City Community College (GCCC), during emergencies and/or disasters. A Motorola radio is assigned to each of the buildings, with individual employees designated as primary points of contact. All others are designated as alternates or college leadership. Overall, the Emergency Communication System consists of 30 Motorola radios and over 40 employees.

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

The RAVE Emergency Notification System was tested on September 9, 2022. Test notifications were sent out to students, faculty & staff through cell phones calls, texts, and e-mail messages.

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

Human Resources Report

Grow Well Clinic
Through our partnership with Blue Cross and Blue Shield of Kansas, starting October 1, 2021, employees and covered family members can visit the Grow Well Clinic in Garden City or the Care to Thrive Clinic in Dodge City for primary, preventive and wellness care.
January 2022, services offered were expanded to include Mental Health .

Biometric Screenings on Campus- Flu Shot Clinic/ Grow Well Clinic
Free annual biometric screenings and flu shot clinic held for all full-time employees on October 12 & 14, 2022.

Human Resources Professional Development
Human Resources attended the Virtual CUPA HR Conference , April 19-21, 2022.
Human Resources attended the Society for Human Resources Management (SHRM) Conference, September 14-16, 2022.
Supervisor Seminar- on Workplace Injuries (Work Comp) provided by KMIT on October 20, 2022.- Invitation sent out to include Facilities, Technical Education and Athletics.

Professional Development
Employee Professional Development for **Spring 2022 in-service** consisted of training on "Be a Leader You Would Follow" by Corey Ciocchetti.
Spring in-Service breakout sessions were offered on Benefit Information, IT and Safety Updates, Diversity, Equity, and Inclusion (D.E.I), Canvas Basics and New Features, Mental Health Awareness from Compass Behavioral Health.

Employee Professional Development for **Fall 2022 In-Service** included breakout sessions offered to employees on Benefits/Open Enrollment, Self Service Training, HLC Informational session, Intro to Teams, Supervisor Training, Strategic Planning Refresh and Intro to Office 365.

Employee Communication
Emails are sent at the beginning of each semester to all employees regarding Consumer Information, which includes many disclosures and reporting requirements to inform employees of data and processes relevant to Garden City Community College.

Annual DFSCA (Drug-Free Schools and Communities Act) Notification sent to all employees September 2022, providing information on prevention, treatment, and risks of drug and alcohol use.

Publication of an "All Employee Guide"

Safe College- Vector Solutions

Online training through Safe College- Vector Solutions for mandatory compliance.   Annual training assigned consisted of:
* FERPA: Confidentiality of Records
* Blood Borne Pathogens
* Diversity and Inclusion

Human Resources will continue to work with Administration on an annual calendar for monthly mandatory

training for all full-time employees. As well, as part of the onboarding process and new employee orientation, all full-time employees are required to complete the assigned mandatory training though Safe Colleges, which consists of Title IX: Roles of Employees, Discrimination Awareness in the Workplace, Sexual Harassment: Staff to Staff, FERPA: Confidentiality of Records and Blood Borne Pathogens.

Student Health Services

• Annual faculty and staff trainings include blood borne pathogens and sexual harassment training. Online trainings to help facilitate the education and completion of trainings through Human Resources.

• Automatic External Defibrillators- monthly maintenance checks (currently 8 AEDs on campus). April 2020 transferred AED maintenance to Facilities

• Partnership with Family Crisis offers on campus advocate, available to all students, faculty, and staff. Family Crisis GCCC Campus Advocate attends residential life check-in, student health services informational booths & provides education.

• Maintain files and records of all students, faculty and staff who require health related assistance

• Respond to health-related issues on campus

• College Health Nurse is a Building Emergency Leader (BEL)

• Employee and student communication staying well and preventive actions for communicable disease i.e. influenza, coronavirus

• Serve as a referral agent and work closely in obtaining services with other health care providers in the community

• Partnership with Centura Health offering students access to affordable healthcare, Plaza Medical Center and Siena Medical Clinic

• Maintain professional contact with Robert Rosin MD, Medical Director Student Health Services, offering access to quality healthcare.

• Conduct health education seminars and aid faculty in requests for health education/prevention classroom presentations

• Maintain membership in ACHA

• Maintain CLIA license

• Maintain CPR certification

• Student Health Survey to students, faculty & staff

• October 2020 Free Flu Shots for Students & Employees (sponsored by St Catherine Hospital, WKCF, LiveWell FC)

• Partnership with Genesis Family Health (on campus testing site) & on campus Genesis Mental Health Counselors

• FCHD MOU services to mass vaccination clinic

- Attended Heartland Safety Summit- dating violence, domestic violence, Clery, Title IX, prevention
- Attended Sex Offenders What Every MDT Team Member Should Know
- Implemented Narcan policy- naloxone opioid antagonist available on campus.
- Sponsored Naloxone training provided by DCCCA
- Sponsored CPR training provided by paramedic program

- "College Health Connection"-Buster Biz application offers students/employees another option to connect with College Health
- "CDC Isolation/Quarantine Calculator"- Buster Biz application offers COVID guidance tool
- FIT testing N95 masks offered to employees
- COVID vaccination$500 incentive for students and employees

College Health staff: August 2021- 2 FT RN's, 1 PRN; August 2022- 1 FT RN, 2 PRN RN's

Informational /events:
(Mental) Health Day- Become "Wheel" Rounded
"Free Flu Shots for Students & Employees"
SAAM (Sexual Assault Awareness Month) promote awareness of public health problem of sexual assault

Student Health Services Committee's served:
SANE/SART: Sexual Assault Nurse Examiner/Sexual Assault Response Team: monthly meetings
Finney County Prevention Taskforce: monthly meetings

Title IX

Student Communication section – page 1
- Emails are sent at the beginning of each semester to all students with information about Title IX and Consumer Information. This is to increase transparency, elaborate on victims' rights, and provide prevention and awareness programs. It will also direct them to the online form to file a complaint regarding harassment, or sexual assault and provide the resources of agencies and staff members who are available to talk with students and employees regarding concerns. The emails sent regarding Consumer Information includes many disclosures and reporting requirements to inform students of data and processes relevant to Garden City Community College.

  Staff attended the Heartland summit conference at Johnson County Community College. This conference focuses on dating violence, domestic violence, relationships, Clery Act, Title IX items and programming, awareness, and prevention topics. It provides an avenue to engage with other higher education professionals and look at new strategies and techniques to be implemented at higher education institutions.

  Staff have attended multiple webinars and online training modules. These include: "Dan Schorr Conducting Title IX Hearings, Dan Schorr Conducting Investigative Interviews, IX Issues to Consider for 2022, ATIXA Level II Investigation training and Husch/Blackwell Search and Seizure on College Campuses.

Athletics

As for steps for safe/healthy campus, nothing overtly formal. I am happy to provide further details if needed:

- Pre-Season Team Meetings – occur annually before start of practices, athletic trainers meet with their teams individually to discuss expectations regarding injuries, basics of hydration/nutrition, injury prevention, and concussion education
- Coaches, Staff, and Student Athletic Trainers all First Aid/CPR/AED Certified
    - Hosted on-campus certification through partnership with St. Catherine Hospital
- Emergency Action Plans for each venue are now permanently posted in all athletic facilities
- Hosting comprehensive physical examinations on-campus for our student athletes pre-participation (three rounds)
- August 22 – hosted meeting with Finney County EMS and our coaching staff to discuss basics of the emergency action plans and the coaches' roles in the event of a catastrophic injury
- August 22 – hosted meeting with Compass Behavioral Health and our coaching staff to discuss mental health risks, resources, and how to handle mental health crises
- Use of Healthy Roster – allowing direct communication with St. Catherine and Centura Health when athletes get referred for injuries
- Use of Sway Concussion Tools – allowing for real-time, effective, and objective concussion evaluations (with sideline assessment included)
- Seeking grant aid for of implementation of an "athlete specific" vending machine – to be stocked with healthy carbs and high-protein snacks to be kept in DPAC
- In process of writing a policies/procedures handbook for the Sports Medicine Department – in an effort to create a continuum of care and standard practices across my department

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.

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.
   - <u>Diversity</u>: 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.
   - <u>Equity</u>: 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.

- <u>Inclusion</u>: 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.

Reviewed	Revised	Review/Revised	Review/Revised
5.10.2006	1.19.2018	4.10.2022	

Policy Title: Workforce Development

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

Reviewed annually.
This policy adopted on May 10, 2006

Reviewed   Revised   Review/Revised   Review/Revised

ACADEMIC PROGRAM REVIEW REPORT

Automotive Technology

Associate of Applied Science
Certificate C

September 13th, 2022

![Garden City Community College logo]

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.

GCCC Academic Program Review Template Updated January 2021   MPM

Table of Contents

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

Program Review Components

GCCC Academic Program Review Template Updated January 2021   MPM

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.

The Automotive Technology program at GCCC allows students to gain knowledge and skills necessary to enter the workforce in a variety of automotive fields. Students will work with mock engines as well as live work and a fleet of vehicles. Students utilize industry tools like On Board Diagnostics (OBD) scanners to learn to diagnose and repair various automotive components. GCCC's Automotive Technician program is aligned to the Kansas Board of Regents (KBOR) requirements to ensure students are receiving a high quality education that will serve students well as they enter their careers.

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 a thorough Program Review has been completed in the recent past for this program. All information and data included in this report were taken from recent history of faculty and staff.

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

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

Component B - Faculty Characteristics and Qualifications

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

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

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

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
Ryan Grubbs	N/A	N/A	ASE Certified Master Auto Technician
Bret Haire	Associate's Degree	Garden City Community College	ASE Certified Auto Technician

B.2 Faculty Demographics

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are	0	0	0	0	0	0
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	0	2	0		0	2
Totals		2				2
c.) Number of faculty with doctorate or other terminal degree	0	0	0	0	0	0
d.) Number of faculty whose highest degree is a master's, but not a	0	0	0	0	0	0

terminal master's						
e.) Number of faculty whose highest degree is a bachelor's	0	0	0	0	0	0

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.).

Bret Haire – has served on multiple campus committees, including hiring committees for a variety of positions across campus.

Ryan Grubbs – has served on multiple campus committees, including hiring committees for a variety of positions across campus.

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.

Ryan Grubbs (Instructor 2016-present)
-Master ASE Certified Technician
-ASE Undercar Specialist
-MACS Certified
-Vision KC Training Certificate of Completion (4)
-The Tuning School Gen 3 LS Certificate of Completion

Bret Haire (Instructor 2020-present)
-ASE Certified Technician
-MACS Certified
- Vision KC Training Certificate of Completion (2)
- The Tuning School Gen 3 LS Certificate of Completion

Bret Haire (Lab Assistant 2019-2020)
-ASE Certified Technician
-MACS Certified

Mark Newport (Lab Assistant 2019-present)
-ASE Certified Technician
-MACS Certified
-Vision KC Training Certificate of Completion

While some faculty members do not possess formal academic degrees, based on evidence provided, all instructors and lab assistants have proper industry qualifications. Professional development opportunities ensure that instructors continue to improve their education to stay current. With the unique skillsets offered by different employees all areas of instruction are covered. Though there are no current gaps in instruction, without Mark Newport and someone filling a second lab assistant position, questions would be raised about the total number of students under our instruction.

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	16-17	17-18	18-19	19-20	20-21					20-21
Ryan Grubbs	15	33	33	56	30					Program Lead
Bret Haire					30					

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?

Ryan Grubbs
-Faculty work in addition to program lead duties creates an unreasonable workload while still being expected to perform at full capacity as an instructor.
-Detracts from:
- Being able to focus on new projects
- Creating original and more challenging scenarios for students
- One-on-one time with students

Bret Haire
-Faculty workload has been mostly adequate to allow for prep time and assisting students.
-Contributes to:
- Professional development as an instructor
- Conditioned towards logistical work

-Detracts from:
- Being able to focus on new projects
- Creating original and more challenging scenarios for students

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	2016-17	[17-18]	[18-19]	[19-20]	[20-21]
Full-Time	100%	100%	100%	100%	100%
Part-time					
TOTAL	100%	100%	100%	100%	100%

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

Student: Faculty Ratio					
Academic Year	2017	2018	2019	2020	2021
# of Full-Time Faculty	1	1	1	1	1
# of Part-time	0	0	0	2	2
FTE Faculty	1	1	1	1.67	1.67
# of Full-Time Students	5	9	10	15	22
# of Part-Time Students	3	13	34	20	12
FTE Student	6	13.33	21.33	21.67	26
FTE Student: FTE Faculty Ratio*	6:1	13.33:1	21.33:1	21.67:1.67	26:1.67

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

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

The renewal of this program in 2016 was a momentous event. The hiring of Ryan Grubbs to lead the program set the stage for the entire program to grow and evolve over time. The program began with one full-time faculty member. A part-time instructor was then hired. That person eventually became full-time also. As the program grew in numbers, the college dedicated financial resources to support a second full-time faculty member. Based upon the number of students in the reviewed years, one to two full time faculty members and two lab assistants was adequate to ensure high levels of instruction. However, the program is unique because it involves both lecture and lab components and adequate staff are required to support both modes of delivery. Lab assistants are critical to the success of the program. The number of lab assistants in the years being reviewed was adequate, but only to a certain degree. The faculty and staff made accommodations to meet their needs with the resources

that were given to them. Moving forward, more faculty will be needed to cover expansion.   More lab assistants will be needed as well. The high school program continues to grow and grow; thus, the number of personnel will need to grow accordingly.   Facilities will be discussed later in this review….

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

      No data is included in this report. However, from reading comments from students over the years, they report that faculty are good at "breaking down complicated topics into simple terms." Other common themes are "we get a very personalized learning experience".   Students regularly comment on their ability to have direct hands-on experiences and nearly unlimited access to faculty members outside of class times. In contrast, many students also comment on the age of fleet vehicles on campus. Again, this will be addressed later in this report…

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.).

Teaching effectiveness varies widely, depending on the year examined. In the beginning, resources were limited, and the program could be considered to be in a "rebuild year". However, with the low number of initial students, Ryan was able to deliver a much more tailored and hands on experience. Moving forward, more institutional support and grant resources became available. Slowly but surely, questions about adequate resources began to go away, and Ryan could focus on delivering training, rather than focusing on resources.

With the addition of Bret in the 2020-2021 year, we were able to take on a second batch of students as well as a second shop, essentially doubling the capacity of our program. The biggest resource challenge throughout this entire time was (and still is today) the need to update our fleet of school vehicles. Our newest vehicle is 12 years old, and while we can cover this need by taking live work from community members, we cannot expect to run all our classes this way.

As of the 20-21 year, all automotives classes are held in person. All post-secondary students take classes on Campus, and all HS students attend classes at in our classroom and shop at the GC Achieve building. Following this model, all students are receiving personalized instruction, including daily face-to-face/ 1 on 1 training in both the shop and classroom. The only exception to this over the years was the shift from in person to online classes during the covid outbreak of the 19-20 school year. This learning model was very difficult for students, as our classes rely heavily on hands on learning. The removal of this was very detrimental to student interaction and learning retention.

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.

Over the past five years, the Automotive Technology program has been constantly evolving. Auto has not had one "stagnant" year in the history of the program, and growth has been a priority, second only to quality of instruction.

To this end, we have slowly added faculty members, as well as part-time lab assistants, to meet the growing needs of our students. The workload was appropriate for a growing program but could not have been sustained at the levels provided in 2016 – 2020.

However, due to the nature of our classes there is at times very little time available for prep. This time is further reduced at times with program and administrative needs. Some of these needs are specific to Auto or programs like ours such as equipment installation/maintenance or scheduling thereof, vehicle acquisition/management, scheduling and dealing with "customers" who bring our students live work etc.
Other needs are shared by all tech programs such as recruitment, advising, advisory committees, budgeting, club activities, and more menial things such as annual reports, course assessments, grant paperwork and so on.

Some of these tasks can be shared among our two fulltime instructors, as well as the third when that person has a chance to get on their feet. However, most of it cannot, and it results in one instructor being greatly burdened by logistical work that removes from class time. This person is given the program lead title and a stipend; however, it does not change the fact that too much work is being issued while expecting instructors to run their classes effectively. We have communicated with other tech instructors and agree that a viable solution to this problem would be to decrease classroom load for program leaders, to allow time for these things to get done properly, without taking away from our students.

Aside from the abovementioned issues, all other teaching strategies are adequate. The way our classes are structured, from high school students to sophomores, fits and runs as it should. Three full time instructors and two lab assistants safely covers our instructor/student ratio. That said, Automotive is at max capacity. The next step for us will be to develop new curriculum to further utilize our space at the alternative high school.
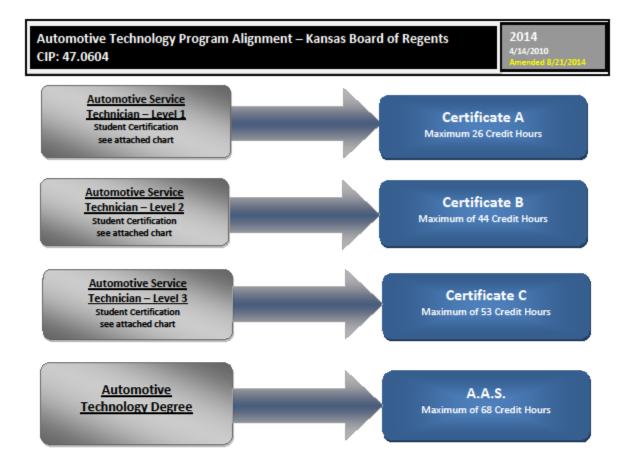

Component C - Quality of Curriculum and Student Learning

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 Automotive program has two pathways and points of exit: AAS degree and Certificate C. The program is aligned at the KBOR level and meets all the requirements set forth by the state of Kansas and the Kansas Board of Regents. As a whole, the program looks similar to other programs within the state. However, one of the major differences is the level of interaction and "personalization" that is provided in our program. We have visited several other programs in the state, and we all agree that our program provides a very tailored experience for each student.

Each year, our faculty review the curriculum and look for ways to enhance the classes or provide additional instruction in some way. While only small changes can be made (due to alignment), we regularly find ways to incorporate the latest information and instruction into our classes.

One of the biggest changes has been the incorporation of the dual-credit classes at local high schools. This has changed the way we handle our entire program. The growth has been significant over the past five years. Changes have been made to the curriculum in order to capitalize on this enrollment to the best of our abilities. These students represent an opportunity for the college to receive additional funding that can then be injected back into the program for improvement.

Automotive Technology Program Alignment – Kansas Board of Regents
CIP: 47.0604

2014
4/14/2010
Amended 8/21/2014

Automotive Service Technician – Level 1
Student Certification
see attached chart

Certificate A
Maximum 26 Credit Hours

Automotive Service Technician – Level 2
Student Certification
see attached chart

Certificate B
Maximum of 44 Credit Hours

Automotive Service Technician – Level 3
Student Certification
see attached chart

Certificate C
Maximum of 53 Credit Hours

Automotive Technology Degree

A.A.S.
Maximum of 68 Credit Hours

Required Courses within Program

Common Courses	12 credits:
Brakes I	3 credits
Electrical I	3 credits
Engine Performance I	3 credits
Suspension and Steering I	3 credits

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

Institutions may add additional competencies based on local demand.

Notes

Specifics pertaining to Automotive Technology programs:

1. Institutions are encouraged to transition to NATEF 2013 standards as soon as possible.

2. Educational competencies must align with the current accreditation standards of the National Automotive Technicians Education Foundation (NATEF) and corresponding certifications.

3. All NATEF tasks (competencies) are identified with a priority code.
   - Minimum of 90% of Priority 1 tasks must be completed
   - Minimum of 80% of Priority 2 tasks must be completed
   - Minimum of 50% of Priority 3 tasks must be completed

4. Students are encouraged to obtain the Kansas WORK*Ready!* Certificate (Silver-Level).

5. The common courses may represent opportunities for colleges to connect to K-12 CTE pathways.

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

1. Diagnose mechanical malfunctions and performance problems and make necessary repairs
2. Operate precision automotive diagnostic and repair equipment
3. Interpret repair manuals and computer-based programs dealing with specifications and repair procedures
4. Practice customer service skills with customers, employer, and fellow employees
5. Use tools and equipment found in an automotive repair shop.
6. Diagnose and service a variety of automotive systems including electrical, brakes, engines, transmissions, and steering and suspension
7. Follow established procedures for safety and accident prevention in the automotive service facility.
8. Describe the purpose of the laws concerning personal and environmentally safe handling of hazardous waste.
9. Define information that should be completed on repair orders, accurately describing customer issues in pursuit of a satisfactory repair.

In addition, the following college-wide learning outcomes reflect the guiding expectations of all programs at Garden City Community College.

- Written Communication
- Oral Communication
- Critical Thinking
- Social Responsibility
- Cultural Diversity

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 <u>each</u> 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 Below:

Annual Program Assessment

Program:	Automotive Technology
Program Mission Statement:	*The automotive technology program and Garden City Community College c knowledge and skills necessary to enter the workforce in a variety of autom four-year program. These learning opportunities encourage students to dev professional skills required for job placement, retention, and advancement curriculum in automotive mechanical theory and practical applications nece determine their goals and the faculty at GCCC will assist each student in de*
Year:	Fall 2017 - Spring 2018

GCCC Academic Program Review Template Updated January 2021   MPM

	Instructors:	Ryan Grubbs

Phase 1: Beginning of Semester		**Program Learning Outcome:**	Graduates will be able to follow established procedures for s... automotive service facility.
		Direct Measure #1:	Auto-1511 Safety Test
		Target:	70% of students enrolled in AUTO-1511 will pass this assessm...
		Sampling:	100% of students enrolled in AUTO-1511
	Phase 2: End of Semester	**Data/Results:**	5/5 100%
		Data Summary/Analysis:	Target was met
		Action Plan (if needed):	N/A
		Responsible Party:	N/A
		Completion Date:	N/A
		Resources Needed:	N/A
Phase 1: Beginning of Semester		**Direct Measure #2:**	Chapter 5 Hand Tools & Shop Equipment Essay Questions
		Target:	100% of students enrolled in AUTO-1511 will pass this assessm...
		Sampling:	100% of students enrolled in AUTO-1511
	Phase 2: End of Semester	**Data/Results:**	5/5 100%
		Data Summary/Analysis:	Target was met
		Action Plan (if needed):	N/A
		Responsible Party:	N/A
		Completion Date:	N/A
		Resources Needed:	N/A
Phase 1: Beginning of Semester		**Indirect Measure:**	Informal survey sent to employers
		Target:	80% of employers will be satisfied with the students ability to
		Sampling:	2 students who graduated and have become employed in ind...
	Phase 2: End of Semester	**Data/Results:**	n/a
		Data Summary/Analysis:	n/a
		Action Plan (if needed):	Will be creating an employer survey.
		Responsible Party:	Ryan Grubbs
		Completion Date:	End of School Year
		Resources Needed:	

	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b... have more complete and accurate data.
Phase 1: Beginning of Semester	**Program Learning Outcome:**	Graduates will be about to diagnose mechanical malfunctions... necessary repairs
	Direct Measure #1:	ASE Student Certification Testing done at the end of Semeste...
	Target:	100% of the graduates will leave the program having success... Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	**Data/Results:**	2 of 2 - 100%
	Data Summary/Analysis:	Target met easily with first 2 graduates, will continue to mon...
	Action Plan (if needed):	n/a
	Responsible Party:	n/a
	Completion Date:	End of every semester
	Resources Needed:	n/a
Phase 1: Beginning of Semester	**Direct Measure #2:**	ASE A6 Electrical Practice Test
	Target:	75% of students enrolled in AUTO-105 Electrical will achieve a... Electrical Proactive Quiz
	Sampling:	100%
Phase 2: End of Semester	**Data/Results:**	4 of 5 - 80%
	Data Summary/Analysis:	Target met
	Action Plan (if needed):	Will closely monitor
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	**Indirect Measure:**	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat co...
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	**Data/Results:**	n/a
	Data Summary/Analysis:	n/a
	Action Plan (if needed):	Will be creating a program completers survey
	Responsible Party:	Ryan Grubbs
	Completion Date:	End of Program
	Resources Needed:	
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b... have more complete and accurate data.
Phase 1: Beginning of	**Program Learning Outcome:**	Define information that should be completed on repair order... issues in pursuit of a satisfactory repair
	Direct Measure #1:	ASE Student AUTOMOTIVE SERVICE TECHNOLOGY Test done

		Target:	100% of the students will leave the program having successful... Certifications
		Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester		**Data/Results:**	3 of 3 - 100%
		Data Summary/Analysis:	Target met initially, will continue to monitor closely
		Action Plan (if needed):	n/a
		Responsible Party:	n/a
		Completion Date:	End of every semester
		Resources Needed:	n/a
Phase 1: Beginning of		**Direct Measure #2:**	Chapter 2 Workplace Skills Multiple Choice & True False Quiz
		Target:	100% of students enrolled in AUTO-1511 will pass this assess...
		Sampling:	100% of Students enrolled in the automotive program
Phase 2: End of Semester		**Data/Results:**	5 of 5 - 100%
		Data Summary/Analysis:	Target met initially, will continue to monitor closely
		Action Plan (if needed):	Will continue working to improve curriculum involved with cu... encounter in an auto shop
		Responsible Party:	Ryan Grubbs
		Completion Date:	on going
		Resources Needed:	n/a
Phase 1: Beginning of Semester		**Indirect Measure:**	Informal end of program survey
		Target:	100% of majors will report feeling confident or somewhat co... customers in regards to facilitating repairs and other materia...
		Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester		**Data/Results:**	n/a
		Data Summary/Analysis:	n/a
		Action Plan (if needed):	Will be creating a program completers survey
		Responsible Party:	Ryan Grubbs
		Completion Date:	End of Program
		Resources Needed:	
		Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b... have more complete and accurate data.

Annual Program Assessment

Program:	**Automotive Technology**
Program Mission Statement:	*The automotive technology program and Garden City Community College a... knowledge and skills necessary to enter the workforce in a variety of autom... four-year program. These learning opportunities encourage students to dev... professional skills required for job placement, retention, and advancement... curriculum in automotive mechanical theory and practical applications nec... determine their goals and the faculty at GCCC will assist each student in de...*

	Year:	Fall 2018 - Spring 2019
	Instructors:	Ryan Grubbs

Phase 1: Beginning of Semester	**Program Learning Outcome:**	Graduates will be able to follow established procedures for sa automotive service facility.
	Direct Measure #1:	Auto-1511 Safety Test
	Target:	70% of students enrolled in AUTO-1511 will pass this assessm
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	**Data/Results:**	9 of 13 =69.2%
	Data Summary/Analysis:	Target Not Met
	Action Plan (if needed):	Target was only slightly missed, with the implementation of e this target will fix itself.
	Responsible Party:	Ryan Grubbs
	Completion Date:	Next School Year
	Resources Needed:	n/a
Phase 1: Beginning of Semester	**Direct Measure #2:**	Chapter 5 Hand Tools & Shop Equipment Essay Questions
	Target:	100% of students enrolled in AUTO-1511 will pass this assessm
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	**Data/Results:**	4 of 13 = 31%
	Data Summary/Analysis:	Target Not Met
	Action Plan (if needed):	Target missed significantly, we continue to stress the import complete tasks correctly. I can want them to be successful bu pre enrollment benchmark testing will improve these results.
	Responsible Party:	Ryan Grubbs
	Completion Date:	Next School Year
	Resources Needed:	n/a
Phase 1: Beginning of Semester	**Indirect Measure:**	Informal survey sent to employers
	Target:	80% of employers will be satisfied with the students ability to
	Sampling:	2 students who graduated and have become employed in ind
Phase 2: End of Semester	**Data/Results:**	N/A No survey has been created or mailed
	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	

	Completion Date:	TBD
	Resources Needed:	
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b... have more complete and accurate data.
Phase 1: Beginning of Semester	**Program Learning Outcome:**	Graduates will be about to diagnose mechanical malfunctions... necessary repairs
	Direct Measure #1:	ASE Student Certification Testing done at the end of Semeste...
	Target:	90% of the graduates will leave the program having successfu... Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	**Data/Results:**	2 of 3 = 67%
	Data Summary/Analysis:	Target not met although 21 certs were achieved by the 3 com...
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	**Direct Measure #2:**	ASE A6 Electrical Practice Test
	Target:	75% of students enrolled in AUTO-105 Electrical will achieve a... Electrical Student Test
	Sampling:	100%
Phase 2: End of Semester	**Data/Results:**	9 of 11 = 82%
	Data Summary/Analysis:	Target Met, resulted in 5 new ASE Student Level Techs
	Action Plan (if needed):	n/a
	Responsible Party:	Ryan Grubbs
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	**Indirect Measure:**	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat co...
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	**Data/Results:**	N/A No survey has been created or mailed
	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h... and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	
	Completion Date:	TBD
	Resources Needed:	
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b... have more complete and accurate data.

Phase 1: Beginning of Semester	**Program Learning Outcome:**	Define information that should be completed on repair order issues in pursuit of a satisfactory repair
	Direct Measure #1:	ASE Student AUTOMOTIVE SERVICE TECHNOLOGY Test done
	Target:	100% of the students will leave the program having successfu Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	**Data/Results:**	2 of 3 =67%
	Data Summary/Analysis:	Target not met although 21 certs were achieved by the 3 com
	Action Plan (if needed):	As enrollment grows and program criteria is created this num
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of	**Direct Measure #2:**	Chapter 5 Hand tools and Shop Equipment Multiple Choice &
	Target:	70% of students enrolled in AUTO-1511 will pass this assessm
	Sampling:	100% of Students enrolled in the automotive program
Phase 2: End of Semester	**Data/Results:**	8 of 13 = 62%
	Data Summary/Analysis:	Target not Met
	Action Plan (if needed):	Target missed significantly, we continue to stress the import complete tasks correctly. I can want them to be successful bu pre enrollment benchmark testing will improve these results.
	Responsible Party:	Ryan Grubbs
	Completion Date:	TBD
	Resources Needed:	
Phase 1: Beginning of Semester	**Indirect Measure:**	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat co customers in regards to facilitating repairs and other materia
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	**Data/Results:**	N/A No survey has been created or mailed
	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	
	Completion Date:	
	Resources Needed:	TBD
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b have more complete and accurate data.

Annual Program Assessment

Program:	**Automotive Technology**

Program Mission Statement:	*The automotive technology program and Garden City Community College d* *knowledge and skills necessary to enter the workforce in a variety of autom* *four-year program. These learning opportunities encourage students to dev* *professional skills required for job placement, retention, and advancement* *curriculum in automotive mechanical theory and practical applications nec* *determine their goals and the faculty at GCCC will assist each student in de*
Year:	Fall 2019 - Spring 2020
Instructors:	Ryan Grubbs

Phase 1: Beginning of Semester	**Program Learning Outcome:**	Graduates will be able to follow established procedures for sa automotive service facility.
	Direct Measure #1:	Auto-1511 Safety Test
	Target:	70% of students enrolled in AUTO-1511 will pass this assessm
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	**Data/Results:**	13 of 14 = 93%
	Data Summary/Analysis:	
	Action Plan (if needed):	Target met, no action needed at this time
	Responsible Party:	Ryan Grubbs
	Completion Date:	n/a
	Resources Needed:	n/a
Phase 1: Beginning of Semester	**Direct Measure #2:**	Chapter 5 Hand Tools & Shop Equipment Essay Questions
	Target:	100% of students enrolled in AUTO-1511 will pass this assessm
	Sampling:	100% of students enrolled in AUTO-1511
Phase 2: End of Semester	**Data/Results:**	5 of 14= 36%
	Data Summary/Analysis:	Target missed significantly
	Action Plan (if needed):	We continue to stress the importance of using research in thi can want them to be successful but I cant do it for them. I bel testing will improve these results.
	Responsible Party:	Ryan Grubbs
	Completion Date:	Next School Year
	Resources Needed:	n/a
Phase 1: Beginning of Semester	**Indirect Measure:**	Informal survey sent to employers
	Target:	80% of employers will be satisfied with the students ability to
	Sampling:	2 students who graduated and have become employed in ind
Phase 2:	**Data/Results:**	N/A No survey has been created or mailed

	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h... and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	
	Completion Date:	TBD
	Resources Needed:	
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b... have more complete and accurate data.
Phase 1: Beginning of Semester	**Program Learning Outcome:**	Graduates will be about to diagnose mechanical malfunction... necessary repairs
	Direct Measure #1:	ASE Student Certification Testing done at the end of Semeste...
	Target:	90% of the graduates will leave the program having successfu... Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	**Data/Results:**	
	Data Summary/Analysis:	Target not met although 21 certs were achieved by the 3 com...
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	**Direct Measure #2:**	ASE A6 Electrical Student Test
	Target:	75% of students enrolled in AUTO-105 Electrical will achieve a... Electrical Student Test
	Sampling:	100%
Phase 2: End of Semester	**Data/Results:**	8 of 13 = 62%
	Data Summary/Analysis:	Target missed
	Action Plan (if needed):	The mindset that is required to be successful in the industry i... continue to spend extra time with my students to ensure the...
	Responsible Party:	Ryan Grubbs
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	**Indirect Measure:**	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat co...
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	**Data/Results:**	N/A No survey has been created or mailed
	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h... and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	

	Completion Date:	TBD
	Resources Needed:	
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b... have more complete and accurate data.
Phase 1: Beginning of Semester	**Program Learning Outcome:**	Define information that should be completed on repair order... issues in pursuit of a satisfactory repair
	Direct Measure #1:	ASE Student AUTOMOTIVE SERVICE TECHNOLOGY Test done
	Target:	100% of the students will leave the program having successfu... Certifications
	Sampling:	100% of students enrolled in the automotive program
Phase 2: End of Semester	**Data/Results:**	
	Data Summary/Analysis:	Target not met although 21 certs were achieved by the 3 com...
	Action Plan (if needed):	As enrollment grows and program criteria is created this num...
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of	**Direct Measure #2:**	Chapter 5 Hand tools and Shop Equipment Multiple Choice &...
	Target:	70% of students enrolled in AUTO-1511 will pass this assessm...
	Sampling:	100% of Students enrolled in the automotive program
Phase 2: End of Semester	**Data/Results:**	
	Data Summary/Analysis:	
	Action Plan (if needed):	Target missed significantly, we continue to stress the import... complete tasks correctly. I can want them to be successful bu... pre enrollment benchmark testing will improve these results.
	Responsible Party:	Ryan Grubbs
	Completion Date:	TBD
	Resources Needed:	
Phase 1: Beginning of Semester	**Indirect Measure:**	Informal end of program survey
	Target:	100% of majors will report feeling confident or somewhat co... customers in regards to facilitating repairs and other materia...
	Sampling:	100% of Automotive AAS and Cert C completers
Phase 2: End of Semester	**Data/Results:**	N/A No survey has been created or mailed
	Data Summary/Analysis:	
	Action Plan (if needed):	Survey needs created to send employers 2 of 3 completers h... and the 3rd is returning to finish his AAS in Automotive
	Responsible Party:	
	Completion Date:	
	Resources Needed:	TBD
	Overall Assessment of PLO:	Partially Met: Some indirect measurement methods are still b... have more complete and accurate data.

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

Program: Automotive		AAS					
		CERTC					
		Curriculum Map					
Program Outcomes: Upon completion of the program, graduates will be able to…	Institutional Skills	follow established procedures for safety and accident prevention in the automotive service industry.	operate precision automotive diagnostic and repair equipment.	service a variety of automotive systems.	diagnose mechanical malfunctions and performance problems and make necessary repairs.	practice customer service skills with customers, employers, and fellow employees.	effectively communicate.
Courses							
AUTO-151 - Auto Safety and Shop Practices	CPW	IRA				IRA	IRA
AUTO-1053 - Electrical I	CPW	IRA	IR	IRA	IRA		IRA
AUTO-1073 - Brakes	CPW	IRA	IRA	IRA	IRMA	IRA	IRA
AUTO-1123 - Suspension & Steering	CPW	IRA	IRA	IRA	IRA	IRMA	IRA
AUTO-1043 - Manual Drive Trains & Axles	CPW	IRA	IRA	IRA	IRA		IRA
AUTO-100 - Small Gasoline Engines	CPW			IRA	IRA	IRA	IRA
AUTO-1093 - Heating & Air Conditioning	CPW	IRA	IRA	IRA	IRA		IRA
AUTO-1113- Automatic Transmission	CPW	IRMA	IRA	IRMA	IRA	IRA	IRMA
AUTO - 102 - Maintenance and Light Repair	CPW		IRA	IRA	IRA	IRA	IRA
AUTO-1033 - Engine Repair	CPW	IRA	IRMA	IRA	IRA	IRMA	IRA
AUTO-1063 - Engine Performance I	CPW	IRA	IRMA	IRMA	IRMA	IRMA	IRA
AUTO-1083 - Engine Performance II	CPW	IRMA	IRA	IRA	IRMA	IRMA	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.

From 2016 to present, our classroom curriculum has only changed once. This change came in the form of a new edition of textbook in January 2019. Students who were in their freshman year in 2019 continued to use the old 6th edition until they graduated in Spring 2020. However, freshman of Fall 2020 started the new 7th edition textbook and we have continued to use that to date. Lab curriculum has changed yearly, ranging from large to small changes. Noteworthy additions were vehicle lifts to Ryan's shop in 2018, the addition of the sophomore shop in 2018, the acquisition and outfitting of our High School facility in 2020, and the renovations to the sophomore shop in 2021. With these large changes, we were able to do additional and more relevant/in-depth projects.

Given Automotive's rapid growth over the years, steps have been taken in order to maintain and evolve student learning. Major steps include the switch from enrollment every semester to enrollment only in the Fall. By doing this, we created Freshman and Sophomore classes, instead of classes with mismatched students. This situation can be seen clearly in B.8 from 2017-2019 as we had a high number of part-time students in those years. The reason for this was Ryan could only teach certain classes in the fall and spring. Some students would join in the Spring for their first classes, while others had joined in Fall and had already taken some classes. As a result, you may have two students taking Engine Performance (advanced class) but only one of them had taken electrical (beginner class). Students had varied skill levels at this point and it made tailor-fitting their learning experience quite difficult. Switching to Fall enrollment only solved this problem without making classes prerequisite necessary. A massive byproduct of this was the option to take on a second group of students, along with a second instructor and shop. Thus, the Sophomore class was born, and Bret Haire became the instructor for those students.

The addition of High School classes was another major step in the development of the program, as well as solving a need for the students in our community. The 2020-2021 high school class comprised of 12 students who took our Safety and Shop Practices course, along with our Brakes and Brakes Lab classes. This class opened a huge door for secondary education involvement and will only become more beneficial as time passes. A noteworthy/ measurable benefit from our High School classes was gaining the ability to spend a full year with students before they arrive to take our post-secondary classes. These students are more advanced, well-rounded, and have already been versed in our practices before they even set foot on campus.

Looking forward, we have expanded our High School classes for the 21-22 year and now have the capacity to take on as many 42 students (3 classes of 14 max.) The addition of a third instructor, as well as a second lab assistant, has made this possible. We carried over 10 (of 14 possible) students from the high school program into our post-secondary program. All these students are degree seeking and have proven to be our best group of students to date academically as well as practically.

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.

While diversity and inclusion are essential to the overall Mission of GCCC, these particular issues are embedded within the Automotive program organically. This program is unique in the fact that nearly ALL students are of Hispanic background and origin. The faculty and staff of the program have come to learn how to best adapt to meeting the particular needs of students with Spanish language barriers, cultural differences, and past societal expectations. The curriculum itself does not have specific adaptations that address cultural diversity, but in the past few years, some pieces of equipment have been purchased specifically for use by females and students who are smaller in stature. The former was purchased using funds from a Perkins Non-Traditional grant that was aimed at addressing the specific needs of females in Automotive.

Additionally, our faculty and staff purposely work with students to provide learning opportunities that are frequently seen by our students. For example, many of the students in our classes are relatively young (still teenagers) and are excited by projects and topics that involve performance and loud sounds. Thus, faculty and staff use this knowledge in class and lab examples. Along these same lines, students are given the opportunity to use their personal vehicles as learning tools while having parts provided to them by the program. By doing this, student become more excited to learn by working on their own vehicles and saving money in the process.

Also unique to our program is the fact that nearly all our topics of discussion center on facts and figures related to automobiles. They are pieces of equipment that are utilized in society for a specific purpose: to get from point a to point b. At times, it is very difficult to adapt these lessons towards students from diverse backgrounds or origins. Some topics simply cannot be adapted to sexual orientation or gender identity or political ideology. Learning about gears and transmissions is a relatively straight-forward topic to learn. However, as previously stated, the faculty and staff try to use examples that may better relate to certain students and may help enhance their ability to study and learn.

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 (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 than others.

Every semester, a course assessment is completed on each course taught in that semester.

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 five Essential Skills.

Each of these are important for assessment but the best assessment that happens is in conversations with other faculty and our industry partners. For example, during a conversation with one of our advisory board members who had employed a former student, our faculty learned that our student had limited knowledge of electrical foundations of certain vehicles. Based on that information, we took the problem to our Advisory Board where we were able to meet with the businesses and shops that hire our students. They helped us come up with outcomes that they wanted to see from students who were in their final semester in the program. This discussion helped us determine if we had the best program learning outcomes or if they needed to be adjusted slightly. Unfortunately, this cannot be done every semester or every year. We cannot change our PLO's every time an employer makes some comments about certain areas that need enhanced with certain students. Once we identify some trends in our feedback or assessments, we can make changes appropriately.

Component D: Student Enrollment and Success

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

As of Fall Census	2017		2018		2019		2020		2021		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)	0	0	0	0	0	0	0	0	0	0	0

GCCC Academic Program Review Template Updated January 2021   MPM

Race/Ethnicity											Total
Asian	0	2	0	2	0	2	0	2	0	1	9
Black, non-Hispanic	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	3	1	5	2	32	0	26	2	37	108
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	2	0
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	2
Race/ethnicity Unknown	0	0	0	0	2	2	0	1	0	0	3
White, non-Hispanic	0	4	0	4	3	6	2	5	0	3	27
Totals	0	9	1	11	5	42	2	34	2	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?

Enrollment has increased rapidly over the years. After a few years of successful classes, word had gotten out about the revival of the Auto program. Enrollment has not been an issue since. With the addition of the sophomore shop, we saw a 100% increase in possible student capacity, though each year we realistically have a few students that do not return after their freshman year. Typically, we end with 70-80% of the students we started with, and we feel this is an acceptable number as we prefer quality over quantity.

Similar to our post-secondary classes, our high school classes increased potential enrollment numbers by another 14 seats; a number that grew to 42 the following year (2021-2022). Now that we can funnel students from the high school into our post-secondary program, it is unlikely that we will have to worry about enrollment in the next 3-5 years. Industry demand is not slowing down (it's increasing) and if the electric car market takes off, demand is going to be huge.

Don't let these statements make you think recruitment is no longer necessary. Since we are in a unique position, high school recruitment is more important than ever. Our HS classes are comprised of students from area schools, so it is still very important that we have a presence in these schools in order to maintain interest in our program. A large and very noticeable hole is female student enrollment into our program. To date, we have only had 10 female students from both HS and post-secondary classes. We make it a point to specifically try and recruit girls into our program as they are in high industry demand, but this has been largely unsuccessful.

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?

Students in the Automotive program have a wide variety of skills and talents. They also have varying degrees of interest. Some are very interested in repairing older vehicles; some are mostly interested in the newest vehicles on the market. Overall, one common theme of our students over the past five years is their interest in hands-on learning. Our students learn best when we give them projects in the shop to apply the lessons we have discussed in the classroom.

Generally, our faculty and staff look to recruit students who are interested in applying their knowledge and background in real-life situations. We are also trying to attract students who are self-motivated and want to learn. Too often, automotive programs at the high school levels are treated as a "dumping ground" for students who do not belong in other traditional classrooms. In these situations, no one wins! Faculty are frustrated with administration who sent these students into the shop. Students are frustrated with the level of work that is required in order to be successful. Our goal is to work with local high schools to bring awareness about our auto program and the type of classes that are offered. We also tell high school counselors about the type of students that will be successful in our program.

In the future, we will continue to do our best to attract the highest quality students from local high schools that have a true interest in working hard to learn as much as possible about all types of automobiles and all the components of being a great technician.

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 made attempts to incorporate SGA into our students lives with the addition of our Broncbuster Motorsports team. Our goal was to have students build and compete with a car they worked on entirely. The races this car would participate in are fully sanctioned by the IMCA and the car would be subject to safety inspections by paid officials every time it went to a track.

Unfortunately, institutional support has been hard to acquire. We feel that misunderstandings have been made about what it is that we planned to do, but ultimately it has been a losing battle that we have decided to put to rest and pursue other plans.

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.

All High School students to date are advised by Dawn Tucker. All automotive freshmen have been personally advised by the program lead since 2016. Going into their sophomore year they will be advised by Ryan Grubbs, and during their sophomore year, they will be advised by Bret Haire. In summary, all advising is done in house, and that is what works best.

Students are given scholarship money every semester. Typically, these funds are given to the top 3 students of each class who display excellence in classwork, shopwork and attendance. Additionally, we provide resources to all our students when outside scholarships are available, and assist students with contacting the campus financial aid department when needed.

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

Since no previous program review exists, we have no means to measure this. In the future, this will be easy to populate with data.

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

GPA Trend										
	2017		2018		2019		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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	3.231	3.306	3.113	3.250	2.518	3.129	2.864	3.208	2.911	3.094
Black, non-Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	2.181	2.835	2.208	2.791	2.442	2.746	2.636	2.708	2.747	2.737
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian / Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.750	2.757
Race/ethnicity Unknown	n/a	n/a	n/a	n/a	2.138	2.943	2,75	2.746	n/a	n/a
White, non-Hispanic	2.678	3.146	2.010	3.104	2.066	3.099	2.518	3.039	2.457	3.138
Female	n/a	n/a	2.906	3.017	2.352	2.946	2.294	2.904	3.300	2.907
Male	2.635	2.789	2.237	2.682	2.361	2.727	2.649	2.650	2.751	2.847

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

Student Diversity—Completions										
	2017		2018		2019		2020		2021	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)										
Asian				3				1		
Black, non-Hispanic										
Hispanic						4		13		12

American Indian or Alaska Native										
Native Hawaiian / Other Pacific Islander										
Two or more races										
Race/ethnicity Unknown										
White, non-Hispanic		2		4			5		15	13

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

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

D-9a Retention Rates

One-year retention rates (Fall to Fall)										
5-year average		2017		2018		2019		2020		2021
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
9	66.67%	12	75%	47	61.70%	36	77.78%	45	66.67%	149	68.46%

Note: The table above has header columns: 5-year average (# in Cohort, % retained), 2017 (# in Cohort, % retained), 2018 (# in Cohort, % retained), 2019 (# in Cohort, % retained), 2020 (# in Cohort, % retained), 2021 (# in Cohort, % retained).

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

Program 3-year graduation rates													
5-year total			Entering cohorts Fall semester										
			2017		2018		2019		2020		2021		
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	
27.52%	149	41	22.22%	9	25%	47	27.66%	47	27.78%	36	28.89%	45	

D-9c Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2017			2018			2019			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
2	64.50	0	4	90	0	5	66.60	6.80	15	66.67	0	13	78.92	0

GCCC Academic Program Review Template Updated January 2021   MPM

D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2017		2018		2019		2020		2021	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
0	2	1.50	4	3.00	5	4.00	15	2.00	13

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

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

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

A noticeable point from above is the fact that Auto Students are graduating with lower GPA's than the average institutional GPA within the same time frame. I feel the biggest contributing factor to this issue is that students (particularly USD 457) are not college ready. In the past, we have had students who are barely literate, and we are asking them to read complicated manuals and diagrams daily. We help teach them and close this gap, but it takes away from the full potential of the classes. This is fully a criticism of the school district, not the students.

In Automotive specifically, the classroom/lecture side of assignments is predictably the largest struggle for our students. We have taken all the steps we possibly can to make sure our coursework is delivered fairly, both in amount and time to complete. I would be willing to say our biggest daily struggle is getting students to understand the importance of handling assignments/bookwork; that they will be seeing paperwork in their daily work lives. This is an active issue that we are working on strategies to combat at this very moment. A huge contributing factor to this is the vast majority of our students do not come from wealthy families and must work long hours in addition to the classwork leaving little time for academic success. For this reason, Ryan and I both dedicate time every day for students to work on their assignments in class.

On a positive note, shop work by our students gets more impressive every year. We are essentially running a full-service shop when both classes are in session, and I have been proud of the hands on work our students have accomplished over the years. Many of our students have gone into the industry and are already making a good living doing what they are good at. Our high school students are gaining skills that will allow them to get good jobs early on. Should they choose not to join our post-secondary classes, they could leave high school fully possessing skills and certifications to fill jobs being advertised for good money locally.

On the Gen Ed side, students who struggle academically are referred to the library tutors, or we will reserve some time in class for them to receive assistance from either the instructors or their peers. In the event that it seems their workload is too great for them to handle, whether it be due to their jobs or otherwise, we will help them form a more manageable plan. It is very common for a student or two to be dropped from one to three gen eds over the two years they spend in auto and have to make those classes up with a fifth semester. We don't have a clear solution to this problem, as most of our students make it through. The students have attributed this to having to work and having busy lives outside of school, and I believe that.

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.

NOTE: This official data was unavailable to us, along with E.2. Let it be known that all automotive students are taught face to face. Post-secondary students are taught on campus, and HS students are taught at our HS facility. The exception to this was the 2019-2020 year where all post-secondary students switched to online temporarily.

| | Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program | | | | | | | | | |
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
Special Study Option	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)										
Concurrent Enrollment (Outreach-HS)										
Dual Credit Enrollment (Outreach-HS)										
On-line courses-GCCC										
On-line courses-EDUKAN										
On-line courses-Contract										
Face to Face courses										
Internships/practica										
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								
2016-2017 Class Sub-Sections								
2017-2018 Class Sections								
2017-2018 Class Sub-Sections								
2018-2019 Class Sections								
2018-2019 Class Sub-Sections								
2019-2020 Class Sections								
2019-2020 Class Sub-Sections								
2020-2021 Class Sections								
2020-2021 Class Sub-Sections								
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.

<table>
<tr><th colspan="6">Non-credit Courses</th></tr>
<tr><td>Academic Year</td><td>[Please fill in academic years, i.e. 15-16.]</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Course</td><td># of students completing</td><td># of students completing</td><td># of students completing</td><td># of students completing</td><td># of students completing</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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.

Not enough information is available above to use as evidence. However, I can say analytically, that our class sizes have been adequate. We take no more than 14 freshman each year, and typically take 8-12 sophomores depending on who returns. For the space available, these are perfect numbers.

In the high school we took 14 students in 2020-2021 and that was also the proper size for one instructor. Moving forward, we have tripled our HS enrollment and with the additional staff we have available, our level of instruction with our new maximum of 42 is satisfactory.

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 method of receiving student feedback in place aside from course evaluations. This would be a good area of improvement for Automotive. While we always encourage our students to be open and honest with us about any concerns, shortcomings, or positive things, we do not often receive feedback in this manner.

This being said, as given in B.9, students have reported over the years that faculty are good at "breaking down complicated topics into simple terms." Other common themes are "we get a very personalized learning experience".   Students regularly comment on their ability to have direct hands-on experiences and nearly

unlimited access to faculty members outside of class times. Students have a direct line to their instructors 24/7 and can receive assistance at any time. Another major thumbs up we always receive from students is their appreciation of the tool set they are provided when they arrive. These tools are heavily discounted and can be paid for using grants, scholarships, or financial aid, practically removing them as an out-of-pocket expense.

 In contrast, many students comment on the age of fleet vehicles on campus. As mentioned before in this review, our newest fleet vehicle is 12 years old. We make up for this by taking on newer customer vehicles, but there simply isn't enough work around to always have these kinds of vehicles in the shop. At this moment, our fleet vehicles are on of our biggest concerns, and we hope to make progress against this soon by pursuing NATEF certification. Students have also given facility complaints in the past. Some, such as the physical size of the sophomore shop, are impossible to solve completely without a new building. We have taken steps to optimize the space and alleviate space concerns. However, some facility complaints such as no air conditioning and high temperatures in the sophomore shop are something that we could fix in the future given institutional support.

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.

Like F.1, we do not have a means to collect alumni feedback aside from anecdotal testimonies. As a result, official positive and/or negative feedback from Alumni has never been received. While we hope this is because there simply isn't any negative feedback to be given, we realize there is always room for improvement and would love to know what we could do better. Again, implementing a method of feedback, or perhaps asking students after a year of work what we could do better, may be a good area of improvement for our program.

However, we do have many students in the workforce today and some have been tremendously successful. Lwin Matha is a past student of ours from Myanmar who migrated to the US with his family to pursue a better lifestyle. He quickly got a job in industry locally and was specifically chosen to work at a large engine repair center in Kansas City. Diego Ventura was hired at Burtis Motors and was advanced enough on day one to receive training to become a Ford diesel technician, which he has done for the last three years. He has since come back to GCCC to work as a lab assistant to pass his knowledge along to our students. Alex Carillo was one of our greatest students academically and has shown to be an extremely capable technician. With our full support and encouragement, he decided to pursue his bachelor's degree in Automotive Technology at Pittsburg State University. There are others like these, but the one thing all of our most successful students have had in common was a desire to learn and meet our instructors halfway.

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.

Fortunately, we have a good group of employers and advisory board members who communicate

with us well. These people have commented positively on the readiness of our students when they begin their jobs. Comments are made specifically on their knowledge of basic shop procedures, understanding of automotive parts and systems, and their tool sets which are meant to be job ready from day one. Noteworthy constructive criticisms we have been given were concerns on our safety class (more on that below) and concerns about our early toolset versions which have since been addressed. An issue that we are still working today, is a desire for our students simply to be taught more. Vehicles get more complicated every year, and our students seemingly know less and less every year. We are actively combating this and will continue to do so.

Curriculum wise, we have made large changes to the program in order to address issues that have been brought to us by mployers. A good example would be the increase in credit hour and time assigned to AUTO-151. Initially this was a 1 credit class and was a very simplified version of what it is today. Pending some concerns from employers regarding safety and specialty tool knowledge, we increased the time spent on this class and have not received any negative feedback regarding this class to date. Another common suggestion is to improve the "soft skills" of our students which led to the implementation of an Auto specific PCDE-109 class otherwise known as Career Success.

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?

Responding to any feedback, both good and bad, is a point of pride to us in the Automotive Technology program. We understand crystal clearly that the opinion of local industry partners is vital to the success of our program. Criticisms are taken seriously and will become the top of our priority list. We often take steps to ensure "preventative maintenance" such as having enough staff and projects on hand, to make sure students always feel they are getting the attention and education they paid for.

As mentioned before, we do not have any real methods to speak of regarding feedback from Alumni, therefore we have not received much. Moving forward, this is definitely an area of improvement for the program. However, feedback from current students is taken into consideration as it comes, and we will always accommodate to the best of our ability.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources<u>:</u>   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?

GCCC uses Canvas as it's r learning management system for assignments, grading, resource modules etc. It is extremely easy to navigate/understand, and we find that we do not have to assist students beyond the first few days of using Canvas.

Cengage unlimited is tied into Canvas and students have access to their book, coursework, announcements, and grades 24/7 if they have access to the internet. Cengage also provides assignments for students to complete as instructors give them, and it will automatically grade some assignments which is a great benefit. Again, Cengage is very user friendly and has a very short learning curve even for nontraditional, foreign, and older students for example. On the other hand, we have found that a physical textbook has still shown to be beneficial, and we may switch to this model in the future. The biggest reason we have not already done this is the cost of the book. If we could find a solution to this problem, such as a more affordable used book source, we may provide this for our students in the future.

The students can still use the Library, but this will generally only benefit them with their gen ed classes. Additional resources for our Auto classes can be found in Canvas modules, and we give many additional resources beyond those that we cover in class such as instructional videos such as our transmission rebuild video series, approved third party resources such as Scanner Danner, and repair databases such as AllData. All of the additional resources we provide can be accessed online at anytime without additional cost to the student.

G.2 Resource Analysis<u>:</u>   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?

99% of our programs hand tools, specialty tools, tire equipment, work tables, diagnostic tools, lifts, etc. have been purchased with Perkins or Mary Jo Williams funds. This is a huge area where we (and other tech programs) are limited. If we were given a $500,000 grant I could have the funds spent tomorrow securing equipment to update our 3 facilities and vehicle fleet with what we already have, fill in the gaps of things that we need, and get the latest and greatest in innovative equipment and vehicle technology. That said, we make do with what we have, and we can't expect to get on the level of a university/private Auto program overnight. We have had mild success securing used equipment from our industry partners. The downside to this is usually the reason they are willing to part with it is because it is very old, or is broken.

Moving forward, I have chosen to pursue getting the program NATEF/ASE Certified. This will be immensely beneficial and save us a massive amount of time and money. By becoming certified, institutions such as Pittsburg State University can transfer their equipment and vehicles they are phasing out. These items are given to them by the major automakers such as Chevrolet, Ford, Dodge, Toyota etc. and are significantly newer and more useful than what we can acquire on our own. For example, at PSU once a vehicle has turned more than 5 years old, it is considered to not be current anymore and is phased out. PSU has already pledged their support if we can make this happen, as they are sitting on tagged vehicles and equipment they legally cannot get rid of easily unless transferred to another certified institution. This is currently one of our largest projects/priorities to date.

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

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.

With no previous program review, there is not an exact measure able to be placed. However, since 2016 we have received grant funds yearly and have been able to purchase many small items considered standard in an industry competitive shop. Major items or purchases that would benefit us often exceed funds available. These small items include but are not limited to:

- 6 lifts in 3 different shop locations
- 2 large air compressors capable of providing air to Auto as well as IMM and Carpentry.
- 2 sets of tire mount and balance machines
- 2 tire repair stations
- 2 tire weight stations
- Workstations for all 3 shops
- Steel work tables
- Snap On Solus Scan Tool
- Milwaukee power tool kits
- Engine Repair specialty tools
- Automatic Transmission specialty tools
- Workstation hand tools
- Diagnostic Specialty tools

Funding is an area we are lacking majorly in. We are supported by the institution, withing the means available to the college, however some of our equipment and tools are extremely costly. My goal of having the program become NATEF/ASE certified will hopefully alleviate some of the pressure. We have great ideas regarding innovation, but simply do not have the funds to achieve most of our goals.

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.

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 surprising revelations within this review. Auto has been in constant growth and change since 2016 and we are fully aware (painfully at times) of where we are succeeding, where we are failing, and where we are being held back. Regrettably, we are feeling held back by several intangible issues of which I will take this opportunity to say my piece.

Financial resources will always be a setback, and we are understanding and prepared to handle that. We have plans to circumvent this as best as possible, and we will make do as best as we can like we always have. However, there is a more looming concern that effects not just automotive, but technical education as a whole. I would like to restate/summarize a segment of B.12.

"In the current course load model, there is at times very little time available for prep due to program and administrative needs. Some of these needs are specific to Auto or programs like ours such as equipment installation/maintenance or scheduling thereof, vehicle acquisition/management, scheduling and dealing with "customers" who bring our students live work etc. Other needs are shared by all tech programs such as recruitment, advising, advisory committees, budgeting, club activities, and more menial things such as annual reports, course assessments, grant paperwork and so on. Some of these tasks can be shared, however, most of it cannot. The result is one instructor being greatly burdened by logistical work that removes from class time. This person is given the program lead title and a stipend; however, it does not change the fact that too much work is being issued while expecting instructors to run their classes effectively. We believe the solution to this problem would be to decrease credit load for program leaders, to allow time for these things to get done properly, without taking away from our students."

I can't stress enough how taxing this has become for tech faculty. It is talked about so much in JCVT that it has become a sad joke under our roof. Our numbers are booming, and we are doing more than our fair share of producing revenue and contributing members of society. Most tech faculty work far longer hours than what is the minimum required. In Auto, time off is practically detrimental with the amount of overload and logistical work that we must keep up with, and the limited amount of prep time we have for our classes. Auto takes extreme pride in what we have built, the work that we do, and the students that we produce. Unfortunately, the work required to make sure we are delivering at the standard we feel GCCC and it's students deserve can really start to add up to long days and long nights.

To end on a positive note:

Auto has come an extremely long way in a very short time. Our numbers have grown exponentially with Fall 2023 starting with 58 students combined in all of our classes. All Auto faculty agree that Dean Pfiefer has been a key player to the success of our program over the years and would like to record our thanks to him on this report. Generally speaking, we have felt supported by the institution in the majority of our endeavors to date and hope to have the continued support of the institution moving forward.

Some key areas of improvement that I will take away from this is a need to improve our communication with current students, but more importantly our alumni. Additionally, we know our growth has been massive in such a short time, but we would like to continue to look toward the future rather than sit back for a few years and enjoy the progress we have made. Our main goals for now are to continue evolving the high school classes with the possible creation of a cert B, get our entire program NATEF/ASE certified in order to update or vehicle fleet and equipment, and to continue to provide the highest level of instruction possible to our students.

Program Goals with Recommended Action Steps

Program Name: _____ Automotive Technology _____ Date: 09/13/2022 _____

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 Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context							
B - Faculty Characteristics and Qualifications							
C - Quality of Curriculum and Student Learning							
D - Student Enrollment and Success							
E - Academic Opportunities and Class Size							
F - Student and Constituent Feedback							
G - Resources and Institutional Capacities							
Summary Conclusions							

GCCC Academic Program Review Template Updated January 2021   MPM

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.

Template Appendix B

Administrative Response Sheet—From Previous Review

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

Template Appendix C

Annual Assessment Reports—Since Last Program Review

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

Template Appendix D

Strategic Plan and Status Reports Since Last Review

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

REGISTRAR'S OFFICE

<u>Graduates</u>

Degrees and certificates for our **Summer 2021** graduates have been finalized. A total of 60 students received 59 awarded credentials. Below is the breakdown.

- DEGREES: **Total = 46**
    - Associate in Arts (AA):   2
    - Associate in Applied Science (AAS):   1
    - Associate in General Studies (AGS):   9
    - Associate in Science (AS):   34

- CERTIFICATES: **Total = 13**
    - Agriculture
        - Certificate A   3
        - Certificate B   2
    - Animal Science:
        - Certificate A   5
        - Certificate B   2
    - Criminal Justice
        - Certificate C   1

Our office has received a total of **64** Applications for Graduation (as of 10/7/21) for the **Fall 2021** semester. We are in the process of completing preliminary degree audits and will notify students and advisors of any discrepancies.

<u>Spring Enrollment</u>

Enrollment for the **Spring 2022** semester will open on *Tuesday, November 9*. Instructional Services has been developing the course schedule, and we have been assisting with editing and finalizing course fee setup.

<u>Chatbot</u>

Our office is currently testing the new chatbot software through the Ocelot Chatbot Student Engagement Platform which was recently purchased by the College. The software application will be used to conduct online chat conversation via text as another option to provide 24/7 information in lieu of a live person via email, phone, or face-to-face. Once we are finished with testing, it will be placed on the GCCC website pages which provide information for the Registrar's Office.

Student Support Services Update 10.11.22

On September 27th, SSS advisors took 16 students to Fort Hays State University for their annual Shadow Day. They toured the campus and participated in a Leadership Studies class followed by a Q&A session with Leadership Studies faculty and students. After the Shadow Day program, students were able to meet with their academic department of interest where they received individualized information and guidance.

On October 3&4, SSS advisors took 21 students to Kansas State University to participate in the 16th Annual Midwest HALO Encuentro; The goal of the Encuentro is to provide an environment where students can learn about the unexpected challenges they may encounter during their collegiate years, and how others before have overcome those challenges and attained their educational goals. It is also an educational tool that assists in Latino student identity development. Our students were also able to have individual academic appointments with their department of interest.

This week, we are working with the Financial Aid department to provide a FAFSA workshop for our students so they can get a jump start on applying for the financial support they may need during college. Finally, we will end the month with a Midterm celebration to acknowledge and applaud the efforts of our students that maintain a solid GPA to be in good academic standing.

Campus Health

Free Flu Shots October 14th

October Highlights

October 21st: Halloween Fest

Halloween Fest

Sponsored by GCCC SGA, Great Western Dining & JORTC

OCTOBER 21ST: 5 PM - 9 PM

LOCATION: GCCC CAMPUS BUS BARN

Admission is Free. Certain activities come with a cost.

<u>Activities for all ages including...</u>

Face Painting
Pumpkin Painting
Treat Decorating
Halloween Art Exhibit
Trunk or Treat

BOO!

- Open to the community, and the college

October 27th: Red Flag Campaign

- Bring awareness and have students pledge to help prevent dating violence by signing the pledge
- 11:30 am - 1: 00 pm in the quad

November 1st - 15th: Food Drive

- Benefit students and the community

November 10th: Rescheduled Bonfire

- Field next to GCCCA building
- From 8:30 pm to 10:00 pm

SGA

GARDEN CITY COMMUNITY COLLEGE