

New Program Request Form

CA1

General Information

| | |
|--|---|
| Institution submitting proposal | Garden City Community College |
| Name, title, phone, and email of person submitting the application <i>(contact person for the approval process)</i> | Marc Malone Vice President for Instruction/CAO (620) 276-9597 marc.malone@gcccks.edu |
| Identify the person responsible for oversight of the proposed program | Chuck Pfeifer, Dean of Technical Education and Workforce Development |
| Title of proposed program | Industrial Machine Mechanic |
| Proposed suggested Classification of Instructional Program (CIP) Code | 47.0303 |
| CIP code description | A program that prepares individuals to apply technical knowledge and skills to repair industrial machinery and equipment such as cranes, pumps, engines and motors, pneumatic tools, conveyor systems, production machinery, marine deck machinery, and steam propulsion, refinery and pipeline-distribution systems. |
| Standard Occupation Code (SOC) associated to the proposed program | 49-9041 |
| SOC description | Repair, install, adjust, or maintain industrial production and processing machinery or refinery and pipeline distribution systems. |
| Number of credits for the degree <u>and</u> all certificates requested | Certificate C: 49 Credits AAS: 64 Credits |
| Proposed Date of Initiation | January 11, 2021 |
| Specialty program accrediting agency | None |
| Industry certification | <ul style="list-style-type: none"> • SMRP's Certified Maintenance and Reliability Technician (CMRT) Certification • NCCER Core Certification |

Signature of College Official  Date 7/14/20

Signature of KBOR Official _____ Date _____

Narrative

Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA1-1a form).

***Institutions requesting subordinate credentials need only submit the items in blue. For example, an institution with an approved AAS degree has determined a need for a Certificate C in the same CIP code using the same courses used in the AAS degree program.*

Program Description

- Provide a complete catalog description (including program objectives) for the proposed program.

This program is designed for students interested in the field of industrial maintenance technology and includes the study of maintenance, hydraulics, pneumatics, electricity, electronics, instrumentation, programmable logic controls (PLCs), motor controls, and industrial process control and their application to industry. Strong emphasis is given to providing relevant workplace knowledge and skills needed to operate, maintain and integrate automation equipment and control systems used in the processing and manufacturing industry. In addition to specific technical skills, workplace skills including teaching people to work in teams, problem-solving and critical thinking skills are incorporated into the curriculum. Students completing the Certificate C program will take a total of 49 industry-specific courses. Students completing the Associate of Applied Science degree option will complete an additional 15 credit-hours of general education courses chosen to supplement the industry-specific courses.

- List and describe the admission and graduation requirements for the proposed program.

Admission Requirements

There are no specific admission requirements for this program. Institutional requirements are described below:

New students: New students must obtain, complete, and submit the following:

- 1.) An application for Admission.
- 2.) An official high school/home-school transcript, including final grades, grade point average, class ranking (if available), and graduation date, or an official copy of GED Scores.
- 3.) An official transcript from each university/college attended.
 - All first-time students are required to take a Placement Assessment through the Mary Jo Williams Assessment Center located in the SCSC.
 - Applicants are strongly advised to take the ACT Assessment for scholarship, advising, and counseling purposes (GCCC's ACT code is 1414).
 - Official transcripts must be mailed by the issuing institution or transmitted electronically directly to the GCCC Admissions Office. Hand-carried, faxed, or emailed copies are not acceptable.
 - A complete medical form is required for all students in the nursing, cosmetology programs, and for residential hall residents and athletic program participants. Students in these areas will be advised according to departmental policy and the appropriate forms will be provided.
- 4.) Student Health Requirements—Tuberculosis (TB)
In accordance and compliance with the TB Risk Assessment Law (Kansas Statute K.S.A. 65-129e), all Garden City Community College students who have traveled, resided in for more than three months, or were born in any country where Tuberculosis (TB) is endemic as identified by the Centers for Disease Control and

Prevention must provide TB test results prior to attending class/completing enrollment. Any student who is not in compliance with the applicable State of Kansas Statute is not eligible to attend classes or enroll for classes, or obtain an official academic transcript or records until the student is compliant with the requirements. All students must complete the TUBERCULOSIS SCREENING QUESTIONNAIRE and if required, obtain a completed/approved Certificate of Health Form from the Finney County Health Department or other approved Health Care Provider.

High School Students:

High school sophomore, junior, and senior students, including home-study program students, may enroll concurrently in college courses with written permission of their high school principal and parent or legal guardian. A yearly cooperative agreement with the unified school district or the home-study school and the college must be on file in the Registrar's Office for college credit to be granted. Individual student permission forms must be submitted each semester.

Graduation Requirements:

Students pursuing the Cert C option will complete 49 credit hours in the appropriate courses as described below. Students pursuing the Associate of Applied Science option will complete 64 credit hours in the appropriate courses as described below. Students must complete all courses with a minimum of a "D" or higher.

Demand for the Program

- Using the Kansas Department of Labor's Long Term Occupational Outlook, (<https://klic.dol.ks.gov>) identify employment trends and projections: occupational growth, occupational replacement rates, estimated annual median wages, and typical education level needed for entry.

The Kansas Department of Labor's long-term occupational projections for Industrial Machinery Mechanics (SOC 49-9041) indicates total job growth of 301 between the years 2016 and 2026. This equates to a total growth of 6.3% or .3% per year. The DOL estimates 453 total job openings per year from a combination of job growth, career exits, and career transfers. Estimated annual wages range from \$35,763 to \$60,492 with a median of \$52,020. Typical education required for entry is a high school diploma or equivalent.

- Show demand from the local community. Provide letters of support from at least three potential employers, which state the specific type of support they will provide to the proposed program. Demand for this program in the Garden City Community College area is impacted by the presence of local industry partners who run large, industrial-scale food processing. Tyson Fresh Meats, Finney County's largest company, employs approximately 2,000 employees. In early 2020, Empirical Foods announced they will be building a new food processing facility in Finney County. These industry partners require employees who have background skills in the fundamental concepts covered by this new program proposal. Letters of support are included as an Appendix to this application.
- Describe/explain any business/industry partnerships specific to the proposed program. *If a formal partnership agreement exists, agreement explaining the relationship between partners and to document support to be provided for the proposed program must be submitted to the Board office independently of the CAI materials for review purposes. The agreement will not be published or posted during the comment period.*

There are currently no specific business or industry partnerships specific this program. The college does, however, continue to work carefully with Empirical Foods and Tyson Fresh Meats to ensure the program is appropriately tailored, within the guidelines provided by the Technical Education Authority, to our local needs.

Duplication of Existing Programs

- Identify similar programs in the state based on CIP code, title, and/or content. For each similar program provide the most recent K-TIP data: name of institution, program title, number of declared majors, number of program graduates, number of graduates exiting the system and employed, and annual median wage for graduates existing the system and employed.

There are two programs using CIP code 47.0303: WSU Tech and Washburn Tech. Both programs use the title “Industrial Machine Mechanic:”

1. Washburn University Institute of Technology:
 - a. Industrial Mechanics and Maintenance Technology
 - b. 57 declared majors
 - c. 47 total concentrators
 - d. 22 students pursuing additional education
 - e. 21 graduates
 - f. 16 graduates exited program
 - g. 16 graduates exited and employed
 - h. Annual median wage of \$36,460 for graduates that exited and are employed
2. Wichita State University Campus of Applied Sciences and Technology
 - a. Industrial Mechanics and Maintenance Technology
 - b. 46 declared majors
 - c. 30 total concentrators
 - d. 27 students pursuing additional education
 - e. 14 graduates
 - f. 10 graduates exited program
 - g. 10 graduates exited and employed
 - h. Annual median wage of \$50,190 for graduates that exited and are employed

- Was collaboration with similar programs pursued:
 - Please explain the collaboration attempt or rationale for why collaboration was not a viable option.

No collaboration has been explored at this time. Wichita State University Campus of Applied Sciences and Technology is the closest potential collaborator to Garden City Community College, and it is located over 220 miles away. This geographic distance, as well as aligning closely with local industry needs, does not make collaboration practical at this time.

While collaboration has not been sought at this time, the intent of this program application is to pursue the statewide alignment of CIP code 47.0303 through the TEA.

Program Information

- List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program.

Both the Cert C and AAS program options follow the same basic course sequence with students pursuing an AAS taking additional general education requirements in their fourth semester. A list of program courses, including prefix, number, title, and description, is included below. Tables demonstrating course sequences for the Cert C and AAS program options are also included below.

Semester 1

INPR 114 OSHA 10

1 credit

This 10-hour General Industry Outreach Training Program is intended to provide an entry-level general industry worker's broad awareness on recognizing and preventing hazards on a general industry site. Students will be introduced to OSHA policies, procedures, and standards as well as general industry safety and health principles and work practices covered in OSHA Act Part 1910. Special emphasis will be placed on areas most hazardous using OSHA standards as a guide. General industry workers must receive additional training, when required by OSHA standards, on specific hazards of the job. Upon successful completion of the course, participants will receive an OSHA 10-Hour General Industry Outreach DOL course completion card.

INPR 131 Shop Operations

2 credits

This introductory level course is designed to instruct students in the basic skills necessary to all occupations in the Construction, Manufacturing & Transportation areas. This lecture/lab course also introduces the student to the form and function of shop operations for the industrial maintenance craftworker. The emphasis for this course will be on safety, tools, fasteners, & layouts used in the shop by industrial maintenance craftworkers.

INPR 132 Blueprint Reading

3 credits

An introductory level course to provide students with the knowledge and ability to interpret the lines, symbols, and conventions of blueprints from a variety of industrial applications. This course is designed to develop advanced technical communication skills used to interpret manufacturing production drawings as related to manufacturing occupations including blueprints, schematics, and other trade prints.

INPR 134 Mechanical Systems

3 credits

This course provides instruction in basic physics concepts applicable to mechanics of industrial production equipment, teaches basic industrial application of mechanical principles with emphasis on power transmission and specific mechanical components. Students will also design basic mechanical transmission systems using chains, v-belts and gears.

WELD 110 Intro to AWS Welding

3 credits

This course introduces the study of Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW/TIG), and Gas Metal Arc Welding (GMAW). This course will include technical information based on NCCER and AWS recommended competencies as well as teacher demonstration and hands on application by the student. This course is designed to be beneficial to beginning students who wish to work toward certification.

INPR 100 Industrial Process Control

3 credits

This course provides understanding of different types of process control systems like temperature, flow and level control. The course includes process control principles, thermocouples, RTD's, temperature measurement devices, ON/Off temperature controlled, programmable process heat controllers, transmitters, process loop test and operate system found in industrial application.

Semester 2

MATH 107T Technical Math

3 credits

Prerequisite: Beginning Algebra (MATH-006) with a grade of C or better or a qualifying score on the Placement Assessment exam. This course assists students with minimal math backgrounds successfully prepare for technical, trade, allied health, or technical prep programs. The courses focuses on fundamental concepts in basic arithmetic: the metric system and measurement, algebra, geometry, trigonometry, and statistics. Questions, exercises, and applications cover areas such as industrial and construction trades, electronics, agriculture/horticulture, allied health, CAD/drafting, HVAC, welding, automotive/diesel service, aviation, natural resources, culinary arts, and business/personal finance—to engage students and provide them with the math background needed to succeed in future courses and careers.

INPR 255 Mechanical Systems Reliability

3 credits

This course provides understanding of mechanical energy transmission concepts along with lab experience to operate, install, analyze performance, and design mechanical drive systems using right angle gears, bearings and couplings. Students learn how to setup and operate laser shaft alignment and apply vibration analysis to various power transmission systems.

INPR 190 Industrial Programmable Logic Controls

3 credits

This course provides an introduction to the use of Programmable Logic Controls (PLCs). Emphasis is placed on, but not limited to, the following: PLC hardware and software, numbering systems, installation, and programming. Participants may select either processor in programming basic bit-level logic functions, timers, and counters. Sequential programming techniques are also introduced on problems simulating industrial situations. Upon completion, students must demonstrate their ability by developing, loading, debugging, and optimizing PLC programs.

INPR 258 Mechanical Drive Systems and Conveyors

3 credits

This course provides students with knowledge and skills needed to adjust, maintain, and repair parts of machinery and equipment. Topics in the class include hydraulics, pneumatics, gears, belt & chain drives, motors and bearings.

INPR 101 Basic Electricity

3 credits

This course covers DC electronics and introductory AC electronics including basic electron theory, magnetism, basic physical laws, resistance, simple electronic instruments and series and parallel circuit analysis. Circuits are constructed during laboratory exercises and tested to emphasize concepts. This course also introduces students to basic electrical components and their

characteristics, circuit schematics and basic analysis of series and parallel DC circuits. Hands-on labs help guide student learners to assimilate this material.

INPR 160 Fluid Power 1

2 credits

This course provides fundamentals of pneumatics, air compressors, control valves, pneumatic cylinders, electropneumatic controls; and basic pump principles, working of centrifugal pumps, magnetic drive pumps, diaphragm pumps, metering pumps and pump seals. Students learn how to operate, install, troubleshoot, analyze performance, and design basic pneumatic systems and pump systems.

Semester 3

INPR 180 Automation Systems and Robotics

3 credits

This course is an introduction to automation systems and robotics and provides an understanding of basic robotics principles, parts of robots, degrees of freedom, programming methods and languages. Students learn to program a robot, test points and design simple robot programs for different applications.

INPR 242 Advanced Industrial Programmable Logic Controls 3 credits

This course emphasizes more commonly used instructions available in both the Allen-Bradley PLC –5 and SLC-500 series processors. Instructions such as word and file level comparisons, file handling, math, shift registers, and sequencers are introduced and utilized in programming and operation of simulated industrial situations. Analog I/O are connected, configured and utilized. Pneumatic circuit components and the A-B motor control centers are used to provide a working environment. Prior experience or training in PLC ladder programming is required.

INPR 233 Variable Speed Motor Controls

3 credits

This course provides an introduction to variable frequency drives (VFD) and servo drive technology. Topics include the purpose of VFDs, general operating principles, analog and digital servo drives, and characteristics of practical servo systems. The Lab enables students to program, test, and run drives and motors. How to remove and replace of servo drives. Upon completion, students will be able to apply principles of VFDs and servo drives.

INPR 170 Fluid Power II

2 credits

This course focuses on understanding of hydrodynamics, hydraulic principles, hydraulic circuitry and diagrams, piping, hydraulic valves and actuators, accumulators, hydraulic circuit maintenance and fluid maintenance. Students learn to operate, install, analyze performance, and design hydraulic and electrohydraulic systems.

INPR 231 Fundamentals of Motor Control

3 credits

This course covers the principles of AC and DC motors, motor control, and general machine operations in a complex mechatronic system. Students will learn the functions and properties of machine control elements and the roles they play within the system. Topics covered will include general machine operations and motor control techniques; mechanical components and electric drives; motor

sensors, braking and loads; motor efficiency and power; preventive measures and troubleshooting techniques. Technical documentation such as data sheets, circuit diagrams, schematics, displacement step diagrams and function charts will also be covered. By understanding and performing measurements on motors and motor control circuits, students will learn and apply troubleshooting strategies to identify, localize and correct malfunctions. Safety issues within the system will also be discussed

INPR 185 Industrial Wiring

3 credits

This course introduces students to the specific skills needed to wire industrial machines and devices. Students will calculate the size of electrical loads and determine wiring applications for supply, feeder and branch circuits. Wiring AC circuits will include the wiring of industrial devices such as transformers, relays and timers. This course also covers wiring installation and connection for conductor termination and splices; use of cable pulling instruments and NEMA and NEC standards for cable tray; installation of electrical service and electrical protection components and equipment; use of material take-off methods and troubleshooting techniques; identification of ratings for current breakers and fuses; regulations for sizing and installation of relay switches, conductors and overrides and application.

- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.
 - These program options do not have multiple pathways or concentrations.
- Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point.

Certificate C Option: 49 Credits

| FIRST Semester | | Total Semester Hours: | 15 |
|-----------------------|---------------------|------------------------------|---------------|
| Course No. | Course Title | | Credit |
| 1 | **INPR-114 | OSHA 10 | 1 |
| 2 | **INPR-131 | Shop Operations | 2 |
| 3 | **INPR-132 | Blueprint Reading | 3 |
| 4 | **INPR-134 | Mechanical Systems | 3 |
| 5 | **WELD-110 | Intro to AWS Welding | 3 |
| 6 | **INPR-100 | Industrial Process Control | 3 |

| SECOND Semester | | Total Semester Hours: | 17 |
|------------------------|---------------------|------------------------------|---------------|
| Course No. | Course Title | | Credit |
| 1 | **MATH- | Technical Math | 3 |

| | | | |
|---|------------|--|---|
| | 107T | | |
| 2 | **INPR-255 | Mechanical Systems Reliability | 3 |
| 3 | **INPR-190 | Industrial Programmable Logic Controls | 3 |
| 4 | **INPR-258 | Mechanical Drive Systems and Conveyors | 3 |
| 5 | **INPR-101 | Basic Electricity | 3 |
| 6 | **INPR-160 | Fluid Power I | 2 |

| | | | |
|---|-----------------------|---|---------------|
| | THIRD Semester | Total Semester Hours: | 17 |
| | Course No. | Course Title | Credit |
| 1 | **INPR-180 | Automation Systems and Robotics | 3 |
| 2 | **INPR-242 | Advanced Industrial Programmable Logic Controls | 3 |
| 3 | **INPR-233 | Variable Speed Motor Controls | 3 |
| 4 | **INPR-170 | Fluid Power II | 2 |
| 5 | **INPR-231 | Fundamentals of Motor Control | 3 |
| 6 | **INPR-185 | Industrial Wiring | 3 |

AAS Option: 64 Credits

| | | | |
|---|-----------------------|------------------------------|---------------|
| | FIRST Semester | Total Semester Hours: | 15 |
| | Course No. | Course Title | Credit |
| 1 | **INPR-114 | OSHA 10 | 1 |
| 2 | **INPR-131 | Shop Operations | 2 |
| 3 | **INPR-132 | Blueprint Reading | 3 |
| 4 | **INPR-134 | Mechanical Systems | 3 |
| 5 | **WELD-110 | Intro to AWS Welding | 3 |
| 6 | **INPR-100 | Industrial Process Control | 3 |

| | | | |
|---|------------------------|--|---------------|
| | SECOND Semester | Total Semester Hours: | 17 |
| | Course No. | Course Title | Credit |
| 1 | * | Math Requirement | 3 |
| 2 | **INPR-255 | Mechanical Systems Reliability | 3 |
| 3 | **INPR-190 | Industrial Programmable Logic Controls | 3 |
| 4 | **INPR-258 | Mechanical Drive Systems and Conveyors | 3 |
| 5 | **INPR-101 | Basic Electricity | 3 |
| 6 | **INPR-160 | Fluid Power I | 2 |

| THIRD Semester | | Total Semester Hours: | 17 |
|-----------------------|---------------------|---|---------------|
| Course No. | Course Title | | Credit |
| 1 | **INPR-180 | Automation Systems and Robotics | 3 |
| 2 | **INPR-242 | Advanced Industrial Programmable Logic Controls | 3 |
| 3 | **INPR-233 | Variable Speed Motor Controls | 3 |
| 4 | **INPR-170 | Fluid Power II | 2 |
| 5 | **INPR-231 | Fundamentals of Motor Control | 3 |
| 6 | **INPR-185 | Industrial Wiring | 3 |

| FOURTH Semester | | Total Semester Hours: | 15 |
|------------------------|---------------------|-------------------------------|---------------|
| Course No. | Course Title | | Credit |
| 1 | * | Social Sciences Requirement | 3 |
| 2 | * | Personal Wellness Requirement | 2 |
| 3 | * | Communications Requirement | 6 |
| 4 | * | Science Requirement | 3 |
| 5 | * | Student Success Requirement | 1 |

| General Education Recommendations | | |
|--|-------------------------------------|---------------|
| Category | Course Number & Title | Cr Hrs |
| COMMUNICATIONS | ENGL-100 APPLIED COMMUNICATIONS | 3 |
| COMMUNICATIONS | SPCH-111 PUBLIC SPEAKING | 3 |
| MATH | MATH-107T TECHNICAL MATHEMATICS | 3 |
| SCIENCE | CSCS-110 INTRO TO COMPUTER CONCEPTS | 3 |
| PERSONAL WELLNESS | HPER-109 FIRST AID | 2 |
| STUDENT SUCCESS | PCDE-109 CAREER SUCCESS | 1 |

- List any pertinent program accreditation available:
 - Provide a rationale for seeking or not seek said accreditation
 - If seeking accreditation, also describe the plan to achieve it

While this program does prepare students for industry certifications, it does not seek formal accreditation from an external agency.

Faculty

- Describe faculty qualifications and/or certifications required to teach in the proposed program. Faculty will need to meet the qualifications specified in the college’s Faculty Qualifications policy located on the college web site. Generally, faculty teaching technical programs need to have “appropriate industry certifications and experience within the field related to a minimum 4,000 hours work in the career/technical field.” These qualifications may include industry-recognized credentials, such as, but not limited to, OSHA-10 certification, NCCER certification, and/or CMRT certification.

Cost and Funding for Proposed Program

- Provide a detailed budget narrative that describes all costs associated with the proposed program (physical facilities, equipment, faculty, instructional materials, accreditation, etc.).

The total, out-of-pocket cost to the college for first year of the program is estimated to be \$37,000. The breakdown of these costs is included in the narrative below and on the CA-1a form.

The earliest we would offer this program is Spring 2021, meaning implementation costs for year one are approximately half of a full year's operating costs. We estimate the cost of faculty in year one at \$35,000 with an additional \$375 for public relations, \$125 for business travel, and \$1,500 for other instructional supplies. The cost for these line items in subsequent years would be approximately \$74,000.

Additionally, over the past several years, local industry partnerships have resulted in approximately \$300,000 of donated equipment including student trainers in electronics, hydraulics, and pneumatics. Additional equipment is previously-existing from the college's prior Ammonia program.

There are no facilities-related startup costs at this time. The college has allocated physical classroom and lab space in the John Collins Vocational Technology building.

The College's proposed budget for FY 21 includes the \$37,000 startup costs for this program. Each year, the college budgets an amount within the President's budget for program development, and the funds for this program have carried over from there. Additionally, this program has been a part of the college's plan over the past year, meaning through both informal and formal budgetary processes, this program has been given priority for long-term allocation of money. The formal budget planning process is described here:

Each year, beginning in January, the college undertakes its annual budget planning process according to the Budget Planning Policy. College policies are located here: https://www.gcccks.edu/about_gccc/policies.aspx, and the Budget Planning Policy is located alphabetically under "Operational." The policy instructs each department to generate budget requests based on the college strategic plan. These requests are filtered through division leaders and then to the Budget Planning Committee, which aggregates and prioritizes institution-wide needs.

Because this proposed Carpentry program aligns with the college's strategic planning pillars of Student Success (access to additional program opportunities), Institutional Partnerships (meeting industry-identified needs), and Fiscal Solvency (future financial growth for sustainability), budgeting for this program was prioritized throughout the budgeting process.

A completed CA-1a form is included as a part of this application packet.

- Describe any grants or outside funding sources that will be used for the initial start up of the new program and to sustain the proposed program.
None at this time.

Program Review and Assessment

- Describe the institution's program review cycle.

Garden City Community College's Comprehensive Program Review is aligned with the Strategic Planning process placing programs on a five-year rotation schedule. Programs review the five previous years of disaggregated outcomes and departmental data for an in-depth evaluation of where the program has been and where it stands at the point of review. A five-year plan for the future is then created based upon the evidence from the evaluation. This future plan feeds into the annual assessment process for the program. Results from program reviews directly impact the budgetary and curricular goals of the programs, departments, and institution ensuring data driven priorities are funneled into the annual planning process and report for future expenditures, hires, reductions, plans, etc. Programs also align changes to curricula and planning as a result of this rigorous comprehensive process.

GCCC's assessment processes and methodologies were adapted from the Assessment 101 model, which has been used successfully for over a decade at many schools. Although GCCC faculty chose to modify processes and templates to fit institutional culture, they retained the core practices represented in this model: (1) develop quality outcomes; (2) identify multiple measures (direct and indirect) to measure student learning on those outcomes; (3) establish pre-determined targets for overall student performance on the measures; (4) devise appropriate strategies for data collection that are reasonably representative of the student population (and include program majors only for program assessment); (5) ensure that all intended data are collected; (6) analyze and interpret data to identify factors that led to results that were observed; (7) identify and implement action plans aimed at improving student learning and track results across cycles; and (8) integrate assessment results and resource needs from related action plans into budget and planning processes at the program, department, and institutional levels. Additionally, faculty ensure that assessment occurs in a consistent manner across instructional locations and modalities, including distance learning and dual enrollment high school courses.

Program Approval at the Institution Level

- Provide copies of the minutes at which the new program was approved from the following groups:
 - Program Advisory Committee
(including a list of the business and industry members)
 - Curriculum Committee
 - Governing Board
(including a list of all Board members and indicate those in attendance at the approval meeting)

Submit the completed application and supporting documents to the following:

Director of Workforce Development
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, Kansas 66612-1368

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (2018)

Institution: Garden City Community College
 Proposed Program: Industrial Machine Mechanic

IMPLEMENTATION COSTS

| Part I. Anticipated Enrollment | | Implementation Year | | |
|--|---|---------------------|-----------|--|
| Please state how many students/credit hours are expected during the initial year of the program? | | | | |
| | | Full-Time | Part-Time | |
| A. Headcount: | | 5 | 15 | |
| Part II. Initial Budget | | Implementation Year | | |
| A. Faculty | | Existing: | New: | Funding Source: |
| Full-time | 1 | \$ | \$ 35,000 | President's Budget—Program Development |
| Part-time/Adjunct | 0 | \$ | \$ | |
| | | Amount | | Funding Source |
| B. Equipment required for program | | \$300,000 | | Business and Industry Donations |
| C. Tools and/or supplies required for the program | | \$0 | | |
| D. Instructional Supplies and Materials | | \$0 | | |
| E. Facility requirements, including facility modifications and/or classroom renovations | | \$0 | | |
| F. Technology and/or Software | | \$0 | | |
| G. Other: Public Relations | | \$375 | | Program Development Budget |
| H. Other: Business Travel | | \$125 | | Program Development Budget |
| I. Other: Instructional Supplies | | \$1,500 | | Program Development Budget |
| Total For Implementation Year | | \$337,000 | | |

PROGRAM SUSTAINABILITY COSTS (Second and Third Years)

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (2018)

| Part I. Program Enrollment | | Second and Third Years | | |
|---|---|------------------------|-----------|---|
| Please state how many students/credit hours are expected during the first two years of the program? | | | | |
| | | Full-Time | Part-Time | |
| A. Headcount: | | 10 | 30 | |
| Part II. Ongoing Program Costs | | First Two Years | | |
| A. Faculty | | Existing: | New: | Funding Source: |
| Full-time | 1 | \$ | \$105,000 | President's Budget and Budgetary Planning Process |
| Part-time | 0 | \$ | \$ | |
| | | Amount | | Funding Source |
| B. Equipment required for program | | \$0 | | |
| C. Tools and/or supplies required for the program | | \$0 | | |
| D. Instructional Supplies and Materials | | \$0 | | |
| E. Facility requirements, including facility modifications and/or classroom renovations | | \$0 | | |
| F. Technology and/or Software | | \$0 | | |
| G. Other: Public Relations | | \$1,125 | | President's Budget and Budgetary Planning Process |
| H. Other: Business Travel | | \$375 | | |
| I. Other: Instructional Supplies | | \$4,500 | | |
| Total For Program Sustainability | | \$111,000 | | |

Please indicate any additional support and/or funding for the proposed program:

Submit the completed application and supporting documents to the following:

Director of Workforce Development
 Kansas Board of Regents
 1000 SW Jackson St., Suite 520
 Topeka, Kansas 66612-1368



Finney County Economic Development Corporation

March 31, 2020

Finney County Economic Development Corporation
114 W. Pine
Garden City, KS 67846

Dear President Ruda,

It is my pleasure to write this letter of support for the Industrial Maintenance program at Garden City Community College on behalf of Finney County Economic Development Corporation.

In our recruitment of new industry, the need for additional training in the area of Industrial Maintenance comes to light frequently. As we strive to create high-quality jobs in Finney County, it is imperative that we adequately prepare our citizens to seize the new opportunities. We have been proud supporters and partners of GCCC over the years and we plan to continue our support with the addition of this much needed program. To that end, we are willing to provide any support we can to the Industrial Maintenance program to support the training of students.

In conclusion, we fully support the efforts of Garden City Community College as they seek to solidify approval to offer this program in southwest Kansas. With an increasing population in the Garden City area, many businesses will continue to experience shortages in skilled workforce. This proposed program will help to alleviate this shortage and provide skilled workers. Please let us know how we can help and support the program.

Sincerely,

Lona DuVall

Lona DuVall
President/CEO

Finney County Economic Development Corporation
114 W. Pine Street
Garden City, KS 67846
Office 620-271-0388
Mobile 620-290-2244
lona@ficoedc.com

April 3, 2020



3G Electric Inc.
905 W. Mary Street
Garden City, KS 67846

Dear President Ruda,

It is my pleasure to write this letter of support for the Industrial Maintenance program at Garden City Community College on behalf of 3G Electric.

Throughout the 40 years of operating our electrical business in the Garden City area, we have realized the need for qualified individuals to work within the field of industrial maintenance and the importance of having a highly skilled workforce to assist our local manufacturers. Like many others, our business could greatly benefit from students who have been formally taught the needed skills and responsibilities of the field of industrial maintenance. We have been proud supporters and partners of GCCC over the years and we plan to continue our support with the addition of this much needed program. To that end, we are willing to provide tools, materials, and monetary donations to the Industrial Maintenance program to support the training of students.

In conclusion, I fully support the efforts of Garden City Community College as they seek to solidify approval to offer this program in southwest Kansas. With an increasing population in the Garden City area, our business, and many others, will continue to experience shortages in skilled workforce. This proposed program will help to alleviate this shortage and provide skilled workers. Please let us know how we can help and support the program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott Geier', is written over a light gray circular stamp.

Scott Geier
3G Electric Inc

TATRO

COMMERCIAL - INDUSTRIAL - SERVICE - PLUMBING - MECHANICAL

June 27, 2020

1285 Acraway, Suite 300
Garden City, Kansas 67846
Phone: 620.277.2167
Fax: 620.277.0244
www.tatroplumbing.com

Tatro Plumbing Co., Inc.
1285 Acraway, Suite 300
Garden City, KS 67846

Dear President Ruda,

It is my pleasure to write this letter of support for the Industrial Maintenance program at Garden City Community College on behalf of **TATRO**.

Throughout the course of operating our business in the Garden City area, we have realized the need for qualified individuals to work within the field of industrial maintenance and the importance of having a highly skilled workforce to assist our local manufacturers. Like many others, our business could greatly benefit from students who have been formally taught the needed skills and responsibilities of the field of industrial maintenance. We have been proud supporters and partners of GCCC over the years and we plan to continue our support with the addition of this much needed program. To that end, we are willing to provide (tools, equipment, monetary donation, etc.) to the Industrial Maintenance program to support the training of students.

In conclusion, I fully support the efforts of Garden City Community College as they seek to solidify approval to offer this program in southwest Kansas. With an increasing population in the Garden City area, our business (and many others) will continue to experience shortages in skilled workforce. This proposed program will help to alleviate this shortage and provide skilled workers. Please let us know how we can help and support the program.

Sincerely,
TATRO



Justin Sanchez



June 22, 2020

Tyson Fresh Meats
Holcomb, KS 67851

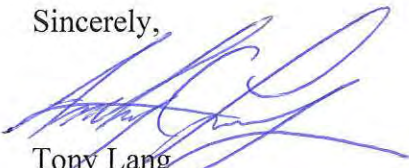
Dear President Ruda,

It is my pleasure to write this letter of support for the Industrial Maintenance program at Garden City Community College on behalf of Tyson Fresh Meats.

Throughout the course of operating our business in the Garden City area, we have realized the need for qualified individuals to work within the field of industrial maintenance and the importance of having a highly skilled workforce to assist our local manufacturers. Like many others, our business could greatly benefit from students who have been formally taught the needed skills and responsibilities of the field of industrial maintenance. We have been proud supporters and partners of GCCC over the years and we plan to continue our support with the addition of this much needed program. To that end, we have donated substantial equipment and technical staff time to the Industrial Maintenance program to support the training of students.

In conclusion, I fully support the efforts of Garden City Community College as they seek to solidify approval to offer this program in southwest Kansas. With an increasing population in the Garden City area, our business (and many others) will continue to experience shortages in skilled workforce. This proposed program will help to alleviate this shortage and provide skilled workers. Please let us know how we can help and support the program.

Sincerely,



Tony Lang
Complex Manager

Curriculum & Instruction

Meeting Minutes

March 12, 2020

Time Started: 2:45 PM

Time Ended: 3:50 PM

Present: C&I Committee Members- Larry Pander (C), Devin Wackerla (VC), Nick Salazar (S), Nancy Unruh (M), Karen Adams (M), Jeanie Ferguson (M); Mike Knutson (M); Brenda Barrett, IR; Marc Malone, VPI; Samantha Sanger, Assessment Coordinator; Stacey Carr, Comm. Program; Renee Harbin, Business Program; Trish Keller, English; Sheena Hernandez, English; Chuck Pfeifer, Dean of Technical Education; Julie Farr, Admin. Asst. Technical Education; Shelli Lalicker, Biology; Liz Tharman, Biology

Absent: Karen Adams (M)

Next meeting: April 12, 2020

Announcements

- I. Confirm quorum
- II. Motion to add Renee Harbin and the reactivation of Business Law II to today's agenda.
 - a. Motion- N. Salazar; Second- J. Ferguson; Vote- 5 Yay, 0 Nay. **Motion Carried.**
- III. Motion to approve today's agenda as amended.
 - a. Motion- N. Salazar; Second- J. Ferguson; Vote- 5 Yay, 0 Nay. **Motion Carried.**
- IV. Approval of the consent agenda
 - a. No minutes from the last meeting were presented.
 - b. Reports from Sub-Committees
 - i. Developmental Education- Jeanie
 - ii. Online Education- Nick did not attend this past week's meeting.
 - iii. Core Curriculum- Chuck Pfeifer presented report.
 - iv. Instructional Council- Larry
 - c. Motion- J. Ferguson; Second- D. Wackerla; Vote- 5 Yay, 0 Nay. **Motion Carried.**

V. Old Business:

- a. Motion to reactivate the Communication Program (COMM.AA)
 - i. Motion-D. Wackler; Second-M. Knutson; Vote- 5 Yay, 0 Nay. **Motion Carried.**
- b. Motion to approve the creation of a new class entitled, "ENGL-098: English Composition Companion."
 - i. Motion- J. Ferguson; Second- N. Unruh Vote- 5 Yay, 0 Nay. **Motion Carried.**

VI. New Business:

- a. Motion to move BSAD-105: Business Law II from inactive to active status.
 - i. Motion- K. Adams; Second- D. Wackerla; Vote- 5 Yay, 0 Nay. **Motion Carried.**
- b. Motion to approve a new program entitled, "Industrial Machine Mechanic"
 - i. Motion- D. Wackerla; Second- M. Knutson; Vote- 5 Yay, 0 Nay. **Motion Carried.**
- c. Motion to approve a course title change from, "BIOL-105: Principals of Biology" to "BIOL-105: Biology I."
 - i. Motion- N. Unruh; Second- J. Ferguson; Vote- 5 Yay, 0 Nay. **Motion Carried.**
- d. Motion to approve the changing of credit hours of BIOL-104: Environmental Science from 5 to 4.
 - i. Motion- N. Unruh; Second- J. Ferguson; Vote- 5 Yay, 0 Nay. **Motion Carried.**
- e. Motion to approve the changing of credit hours of BIOL-105: Biology I from 5 to 4.
 - i. Motion- J. Ferguson; Second- M. Knutson; Vote- 5 Yay, 0 Nay. **Motion Carried.**
- f. Motion to approve the changing of credit hours of PHSC-105: Physical Science from 5 to 4.
 - i. Motion- J. Ferguson; Second- M. Knutson; Vote- 5 Yay, 0 Nay. **Motion Carried.**
- g. Motion to approve Nicole Dick as Nick Salazar for the remainder of his term on the C&I Committee.
 - i. Motion- J. Ferguson; Second- M. Knutson; Vote- 5 Yay, 0 Nay. **Motion Carried**

VII. Next meeting April 9, 2020

- a. Motion- N, Salazar; Second- D. Wackerla; Vote- 5 Yay, 0 Nay. **Motion Carried.**



Industrial Machine Mechanic Advisory Board

Meeting Minutes

April 21, 2020

Present: Via Zoom Meeting

Chuck Pfeifer

Scott Geier

Brian Anderson

Darren Ware

Nicole Hahn

Julie Farr

Next meeting: June 2020

I. Call to order

The meeting was called to order by Chuck Pfeifer at 3:05 pm

II. Introductions

- a. Introductions were made by each present member.
- b. Companies not present, but have expressed interest:
 - i. 3G Electric
 - ii. Sunflower
 - iii. Cargill
 - iv. Many smaller local industry partners

III. Program History

- a. 20 years of trainings provided in a wide variety of industries
 - i. Plumbing
 - ii. HVAC

- iii. Electrical
- iv. Mechanical
- v. Welding
- b. New program will look very different with up to date course content
- c. Traded Equipment from the non-existing Ammonia Program
 - i. Received 15 work benches
 - 1. Hydraulic
 - 2. Pneumatic
 - 3. Mechanical
 - ii. Lab and Classroom Space
 - 1. Relocation – inside the John Collins Vocational Technical Building
 - 2. Cory French has been working on placement and organization

IV. Overview of Proposed Program

- a. State Alignment
 - i. Must Follow the State guidelines
 - 1. Core Content
 - a. Minimum cannot be changed
 - b. Can expand certain topics as needed
- b. Curriculum
 - i. Elective Courses
 - 1. Allows for some flexibility
 - a. Can cater content to industry needs
 - b. Can add/drop or change
 - c. Must follow Credit Hour limits
- c. Degree vs Certificate
 - i. Associates in Applied Science and a Certificate C
 - 1. Both have breakdown of semester plan to complete the program

2. Credit Hour commitment is different

a. AAS includes General Education courses

3. Both receive Industry Recognized Credentials

d. Syllabi and Student Learner Outcomes

i. Each Course has a syllabus containing topics covered and details explain what the students should learn

1. The Instructor can adjust based on the recommendation of this board to serve industry demand

e. Thoughts from the Board

i. Favor the concept of figuring out what we need as times change and can add it to any area

ii. Looks good on the surface

iii. Agrees, that we have a great starting point

V. Partnering with Local high schools

a. Need to set a focus on developing a plan for high school students to get dual credit for taking these classes

i. Gave examples of new Manicuring and Carpentry programs which are starting out exclusive to high school students

ii. Goal is to have Shop Operations and the OSHA Safety courses completed upon High School Graduation

iii. The Board is eager to have this “Young Crew” taking classes that will lead into this program and the students serving as a lifeline for employers

VI. Partnerships with local industry

i. Use current workforce

1. Host rotating, weeklong seminar style training opportunities

2. Common understanding of recognizing credentials after the completion of training courses

3. Mutual commitment for participation in local Career Fairs and Events

- a. Standing together to emphasize Community as a whole

VII. Instructor

a. Biggest Challenge

- i. Are we hitting the right target audience with promotion efforts?
 - 1. Facebook, Indeed, word of mouth, flyers
- ii. Ideal candidate
 - 1. Close to retirement, looking to slow down
 - 2. Opposite proposal, young person looking to get their feet wet
 - a. Pay will be a factor either way
 - 3. Asking for the Board's help
 - a. Empirical will try to reach out to Company contacts
 - b. Others will keep their ears to the ground and help spread the opportunity

VIII. Timeline

- a. Presentation to the State – this week
- b. Needs to pass the 1st and 2nd committees – unknown time frame
- c. Open for Public Comment - 14 days
- d. Final Approval
 - i. We could start having classes this Fall
 - ii. If delayed – could continue to host Workforce trainings for the first semester

IX. Open discussion

- a. Members of the Board have committed to helping with instruction in their area of expertise
 - i. Spoke about what areas are covered by someone already on Campus

X. Adjournment

The meeting was adjourned by Chuck Pfeifer

**MEETING OF TRUSTEES
GARDEN CITY COMMUNITY COLLEGE
April 14, 2020**

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

Others Present: Dr. Ryan Ruda, President
Amy McVey, Deputy Clerk
Karla Armstrong, Vice President for Administrative Services/CFO
Marc Malone, Vice President for Instructional Services
Colin Lamb, Vice President of Student Services
Shajia Donecker, PR & Marketing Coordinator
Nicole Dick, Math Instructor, Faculty Senate
Toni Douglass, Community Member
Aaron Kucharik, Community Member
Greg McVey, Director of Athletics
Gabe Winger, Instructor
Nancy Unruh, Registrar
Charity Horinek,
Jean Lamfers, Attorney
Meghan Flynn,
Shajia Donecker, PR & Marketing Coordinator

CALL TO ORDER:

Chair Wasinger called the regular board meeting to order at 6:05 p.m.

COMMENTS FROM THE CHAIR:

Chair Wasinger informed the Board that GCCC will be hosting a virtual graduation this year. He also wanted to thank everyone at GCCC for the smooth transition to online learning.

INTRODUCTION OF NEW EMPLOYEES:

No new employees in February.

CONSENT AGENDA:

Chair Wasinger asked if Trustees wished to remove any items from the consent agenda.

Trustee Rupp requested II F and Trustee Hitz requested II E and II G to be removed discussion.

Chair Wasinger then asked for a motion approving consent agenda items II A, II B-1, B-2, II C-1, C-2, C-3, C-4 and II H. Holding II E, II F and II G for separate discussion.

Motion:

Tedrow moved, seconded by Rupp to approve consent agenda items II A, II B-1, B-2, II C-1, C-2, C-3, C-4 and II H. Holding II E, II F and II G for separate discussion.

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

Nays: None

Motion carried: 6-0

Approved actions follow:

(A) Approval of minutes of previous meetings (March 10, 2020)

(Supporting documents filed with official minutes.)

(B) Approval of personnel actions-Human Resources

B-1 Human Resources Report

B-2 Adjunct/Outreach Contracts

(Supporting documents filed with official minutes.)

(C) Financial Information

C-1 Checks processed in excess of \$50,000

C-2 Revenues

C-3 Expenses

C-4 Cash in Bank

(Supporting documents filed with official minutes.)

(D) Non-Renewal of Employment Contracts

(Supporting documents filed with official minutes.)

(H) Summer Tuition Rate

(Supporting documents filed with official minutes.)

II E, Industrial Machine Mechanic Program

Trustee Hitz inquired about Empirical Foods and if there will be a delay in building, Dr. Ruda stated that they are on schedule. Trustee Rupp asked about approval time, timeline for program approval would be 3 months.

II F, Extension of Presidential Contract

Trustee Wasinger explained that the President's contract is a three-year revolving contract beginning July 1 and ending June 30 each year. Trustee Hitz would like the opportunity to review the contract each year before approval. Trustee Rupp suggested that the Board should move up the evaluation of the President to March instead of April. Discussions ensued but no change was made at this meeting.

II G, Cengage Contract

Cengage contract ends after summer session, 2020. GCCC was one of the piolet institutions two years ago. Dr. Ruda has presented at conferences for Cengage and our faculty members have responded to Cengage with important feedback. Dr. Ruda asked for a two year no cost extension and Cengage agreed.

Motion:

Hitz moved, seconded by Tedrow to approve consent agenda items II E, Industrial Machine Mechanic Program, II F, Extension of Presidential Contract, and II G, Cengage Contract.

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

Nays: None

Motion carried: 6-0

(Supporting documents filed with official minutes.)

MONITORING REPORTS and ENDS REPORT

No reports this month.

REVIEW MONITORING REPORT:

Trustees discussed General Executive Constraint #2 and #10.

PUBLIC COMMENTS:

No comments this month.

PRESIDENT'S REPORT:

This portion of the meeting is related to student accomplishments, activities, campus visitors, and special events that have taken place in the GCCC campus community since the last Board of Trustee meeting.

GCCC News

- First and foremost, I want to start by extending thanks and appreciation to all of the faculty, staff and administration for the commitment and work to transition to online in a short period of time. Not only moving courses and instruction to online, but online services and doing so in a smooth and coordinated effort. I am extremely proud of the collaboration and innovation that has come from this challenge and we will no doubt learn from this process and incorporate some of these lessons learned as we go forward. Some of the services that we have built out and have available to students include, live tutoring with students and the tutoring center through Zoom, Virtual Enrollment Days, online forms, Virtual Mental Health and counseling services and we have also opened the Campus Closet for a grab and go food bank once a week. This college has responded very proactively and has embraced these challenges with a Can DO Spirit.
- I am excited to announce that GCCC has been selected by the NISOD organization for the second year in a row as a recipient of the “Promising Places to Work in Community Colleges.” NISOD states that GCCC “serves as a beacon for diversity” and its “best in class student and staff recruitment and retention practices, inclusive learning and working environments and meaningful community service and engagement opportunities.” I am extremely proud of all of our employees as this recognition does not occur by happenstance. This occurs through very intentional efforts, commitment, collaboration and innovation. This recognition is for all GCCC and reinforces the work that faculty, staff and administration place on student success and putting students first.
- **Federal Stimulus – CARES Act**
 - The federal stimulus packaged enacted last month will send about \$14 billion in grants directly to institutions of higher education across the nation.
 - GCCC is projected to receive roughly \$1.28 million, about \$641,000 of which must be allocated to students in the form of emergency financial aid. (Source: [Chronicle of Higher Education](#) 4/10/20)
 - “School allocations are set by formula prescribed in the CARES Act that is weighted significantly by the number of full-time students who are Pell-eligible but also takes into consideration the total population of the school and the number of students who were not enrolled full-time online before the coronavirus outbreak.” (Source: [U.S. Dept. of Education](#) 4/9/20)
 - We are working daily to gather information and keep apprised so that we are at the forefront of accessing and applying for any funds which do become available. Institutions are being allowed discretion in the allocation of these funds. We are looking at how to make the funds as far reaching of impact as possible and provide the most benefit to students.
 - In addition, through the CARES act, each state has received at least \$1.2 billion which can be allocated to any business or organization which has been impacted by COVID-19.
 - The community college has put together a unified request that shows the individual impact by institution as well as a collective request to the state for funding to the community college system.

- These dollars would be in addition to the federal funds mentioned previously.
 - Everything is preliminary at this time, but of the \$1.2 billion allocated to Kansas from the federal stimulus, the projection is that there will be \$26 million allocated to the higher education system in Kansas.
 - As a system, the community colleges have collectively reported \$10 million in loss of revenue and expenses to date (4/6/2020).
- Last month, the board took bold steps and action to approve with moving forward with projects and financing to address capital improvements and deferred maintenance. There has been a lot that has happened in just a months' time. During this last month and in light of everything that has transpired around us, there are many unknowns that face us at this time. To that end, our administration has been meeting daily and having conversations and strategic planning discussion. At this point, it is the recommendation of the administration that we place the projects and financing on hold until we have a more stable understanding of the fiscal impact of COVID-19 to GCCC and are able to answer many of the unknowns as far as enrollment and next year's budget forecast. This does not change the fact that this institution is forward looking and I appreciate the foresight of the board to move forward with these project, however, by delaying and placing these projects on hold shows accountability and forward thinking in a fiscal sense while we collect more information. We will come forward at the appropriate time with a recommendation once we have more understanding on the variables and impact so that we are responsive to the fiscal solvency of GCCC.
- Carpentry and Manicuring programs will be added to the CTE dual credit lineup for fall with GCHS and Holcomb. I want to credit Chuck, Marc, Tyra, Nicole at Economic Development and the relationships forged with GCHS and Holcomb to be able to expand CTE offerings.
- **Virtual Commencement: Friday, May 8 at 7 P.M.**
 - Plans are underway to livestream a virtual commencement program on our normal commencement time and date.
 - This year's student body represents the 100th graduating class.
 - This year's theme is "A Century of Community: How's GCCC Past Has Shaped Its Future"
 - Virtual commencement will include prerecorded speeches, interviews, and choral performances.
 - We have hired Adam Shrimplin from Shrimplin Photography to assist with the video production and direction.
 - Selection of student speakers is underway, and Records Office will collect photos and information from graduating sophomores for presentation during the program.
 - Caps and gowns will be mailed to students who request them for a shipping cost through our Broncbuster Bookstore.
 - We are hopeful this will be a meaningful and celebratory occasion for our graduates and their loved ones.
- **Calling Campaign**
 - Starting this week staff and volunteers are making about 1,300 calls to current students for a social/emotional check-in.
 - The intent of the program is primarily to let students know we are thinking of them and we are here for them.
 - Scripts and resources lists have been developed to help volunteers make calls.
 - Students will be informed about plans to go fully online summer, connected to health resources if they need access, and reminded about fall enrollment.
- **Census 2020**
 - We are alerting GCCC students via social media, our website, and through Res Life communication about how to participate in Census
 - Per Census regulations, college students living on campus prior to Spring Break will be counted as part of GCCC's group count. They should not be counted at home.
 - All other students (off campus or living at home) will complete census as normal.
 - The Better Home & Living Show was canceled in March, but we will plan to participate with a Census booth when a later date is announced

*Meeting of Trustees
April 14, 2020*

REPORT FROM FINNEY COUNTY ECONOMIC DEVELOPMENT CORPORATION (FCEDC):

No report from FCEDC this month.

REPORT FROM KACCT:

Beth Tedrow attended the March 12 PTK Honors Society Award Banquet before the KACCT meetings. Tedrow met with the Council of Presidents, discussed was a new strategic plan that will be voted on in June, program articulation, the Right to Know Act, and legislative updates. GCCC will be hosting the June 5-6 KACCT meeting.

REPORT FROM SGA:

No report from SGA this month.

REPORT FROM FACULTY SENATE:

Nicole Dick, Math Instructor /Faculty Senate, communicated that faculty are diligently working on the online classes and helping students in any way that they can. Online classes are going well.

OWNERSHIP LINKAGE:

No report

EXECUTIVE SESSION:

No executive session was held.

Next Board meeting will be May 12, 2020

Meeting adjourned at 7:37 p.m. by Chair Wasinger.

Amy R McVey
Deputy Clerk

Dr. Ryan Ruda
President

Dr. Blake Wasinger
Chairman of the Board