New Program Request Form
CA1

General Information

Institution submitting proposal	Garden City Community College
Name, title, phone, and email of person submitting the application (*contact person for the approval process)*	Dr. Marc Malone, VP for Instructional Services and 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 620-276-9521 chuck.pfeifer@gcccks.edu
Title of proposed program	Electrical Technology
Method of program delivery (face to face, online, hybrid)	Face-to-face
Proposed suggested Classification of Instructional Program (CIP) Code	46.0302
CIP code description including Title and Definition (from nces.ed.gov/ipeds)	CIP Name: Electrician Definition: A program that prepares individuals to apply technical knowledge and skills to install, operate, maintain, and repair electric apparatus and systems such as residential, commercial, and industrial electric-power wiring; and DC and AC motors, controls, and electrical distribution panels. Includes instruction in the principles of electronics and electrical systems, wiring, power transmission, safety, industrial and household appliances, job estimation, electrical testing and inspection, and applicable codes and standards.
Standard Occupation Code (SOC) associated to the proposed CIP code	47-2111
SOC description including title and job description (from onetonline.org)	Electricians Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems.
Number of credits for the degree and all certificates requested	Certificate B: 31 Certificate C: 46 AAS: 64
Proposed Date of Initiation	Fall 2025
Specialty program accrediting agency	None

Industry-recognized certification(s) to be earned by students	Students will be prepared to take the OSHA 10 exam and the Journeyman Electrician exam (pending require on-the-job work experience).

Signature of College Official  Date__4/16/25_

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, CA-1a form).

Program Rationale

- Provide an overall explanation and background surrounding the development of the proposed program. Include
  - why the program is needed,
  - where the idea to offer the program came from (including the requesting entity),
  - number of projected enrollments, and
  - who was involved in the development of the program
- If the recommended program is duplicative of other programs in the area, please specifically address why the new, additional program is necessary.

Since 2020, GCCC has worked closely with the Southwest Kanas Builders Association, the Finney County Economic Development Corporation, and the City of Garden City to provide and enhance program pathways to build the workforce necessary to address the current housing shortage within Finney County. For context, the City of Garden City's latest Community Housing Assessment Team (CHAT) assessment indicates Garden City will need an additional 3,912 housing units by 2035, equivalent to 390 housing units per year.

As part of the conversations the college began offering a Certificate A in Construction Technology in Fall 2020. Since then, the need for an employment pipeline related to home construction (including electrical) has not decreased. This application is part of the college's work to scale up its program offerings within the umbrella of construction trades.

This request for an Electrical Technology program is part of a larger project to offer a "Construction Trades" center on GCCC's campus. A separate application is also under consideration to expand GCCC's Construction Technology program. And as described in more detail later in the budget section of this application, the college has worked closely with private donors and small area foundations to fundraise a $1.8 million dollar renovation and expansion of an existing building to create a dedicated training space for the "construction trades." In the second year of this Electrical Technology program, it would be housed in this new facility, alongside the Construction Technology program. In the future, space would also be available for a Plumbing Technology program.

As described more fully in the "program duplication" section, Dodge City Community College (52 miles away) does have a one-year Certificate B offered in Electrical Technology. Dr. Clayton Tatro of Dodge City CC notes that they are not currently enrolling any students from Garden City, and that the needs for housing development and subsequent workforce pipelines in each community is so significant that there is "room" for both programs to operate independently. The labor market data discussed below under "demand for the program" also supports this position—there are currently 190 annual graduates from Electrical Technology programs within the state but a projected 642 annual openings for jobs.

The curriculum in this proposal was developed according to KBOR alignment requirements by the Dean of Technical Education, Instructional Staff with experience in commercial and residential electrical work. It was approved by an advisory committee on January 28th, 2025. The college estimates approximately 15-20 students per year.

Program Description and Requirements

- Provide a complete catalog description (including program objectives/outcomes) for the proposed program.
- Include any work-based learning requirements of the program, such as clinicals, internships, etc. If clinical experience is required, please identify whether sufficient clinical sites are available.
- List and describe the admission and graduation requirements for the proposed program.

Work-Based Learning Requirements

There are not currently work-based learning requirements that are a part of this curriculum package. Other GCCC programs in tech. ed. do have formalized internship requirements, but GCCC's preference is to wait for a full-time faculty member to be hired (anticipated and budgeted for Fall 2025) prior to formalizing something like an internship requirement within the program. Our letter of support from Southwest Kansas Builders Association specifically mentions willingness to "explore opportunities for internships" and "apprenticeships," and the college has hired an Apprenticeship Coordinator within the last two years, so we are well-positioned to provide formalized work-based learning opportunities in addition to the informal exposure to work-based learning opportunities currently embedded across our technical education curriculum.

Catalog Descriptions

Certificate B:

The Electrical Technology Cert-B is a 31-credit hour program which provides an excellent starting point for individuals who wish to pursue a career as an electrician's apprentice. Technical and communication areas of training include development of skills in job related safety practices, electrical wiring codes, electrical principles, print reading, and residential/commercial wiring requirements, written communication, verbal communication, and problem solving. The completed program prepares students to join the electrician's workforce or to continue their education.

Certificate C:

The Electrical Technology Cert-C is a 46-credit hour program which includes the Cert-B curriculum and furthers the technical and communication areas of training including the development of industrial electrical systems and controls, advanced electrical troubleshooting techniques, written communication, verbal communication, and problem solving. The completed program prepares students to take the Journeyman Electrician exam.

AAS:

The Electrical Technology Associate in Applied Science degree pathway is a 64-credit hour program which includes a CERT-B and Cert-C curriculum and technical and communication areas of training that prepares individuals to apply technical knowledge and skills to install, operate, maintain, and repair electric apparatus and

systems such as residential, commercial, and industrial electric-power wiring, and DC and AC motors, controls, and electrical distribution panels. Includes instruction in the principles of electronics and electrical systems, wiring, power transmission, safety, industrial and household appliances, job estimation, electrical testing and inspection, and applicable codes and standards.

Program Learning Outcomes:

Upon Completion of the program, graduates will be able to:

- Understand and utilize the National Electrical Code.
- Demonstrate and understand residential, commercial, and industrial wiring requirements.
- Use current techniques, skills, and tools necessary to perform electrical tasks.
- Understand and demonstrate the ability to safely inspect and troubleshoot electrical systems.
- Communicate effectively with a range of audiences.

Admission and Graduation Requirements:

Admissions 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 undergo placement assessment based on Multiple Measures including high school GPA, ACT, SAT, and other measures. The most current measures are available here: https://gcccks.edu/admissions/course_placement.aspx
- 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:

Certificate B: Students who complete the coursework required below (31 credit hours) will graduate with a Certificate B.

Certificate C: Students who complete the coursework required below (46 credit hours) will graduate with a Certificate C.

AAS: Students who complete the coursework required below (64 credit hours) will graduate with an AAS.

Demand for the Program

- Using the most recent Kansas Department of Labor's Long Term (10-year) Occupational Outlook, (https://klic.dol.ks.gov) identify employment trends and projections for the SOC code identified in the General Information section: annual occupational growth, estimated annual median wages, and typical education level needed for entry.
    - Labor information included should show demand in the occupation *for the level of education being proposed for the program*.
    - Include additional data for local and regional employer demand if available.
    - For new programs for which state-level labor data is not yet available, additional resources to demonstrate demand for the occupation being trained must be included. Job posting data (cite resource used and date of review) and projected hiring needs for employers (documented in employer letters of support) are examples of additional labor data documentation.

SOC Code 47-2111 is listed on the Kansas Labor Information Center list of "High Demand Career Clusters" for 2024—both high wage and high demand. (As of this application, 2025 data has not yet been posted).

The Kansas Department of Labor 2022-2032 data shows an 8.9% growth in job demand over 10 years with 642 total annual openings for electricians. This projected annual need is more than double the 190 reported graduates from the KBOR KTIP report. More information is included below under "Duplication of Existing Programs." Median annual wages for this field are reported to be $59,880.

KLIC lists typical education needed for entry as "High school diploma or equivalent," JOBSEQ reports less than half (43.2%) of current electricians in Kansas have only a

high school diploma or below. 45.1% hold college-level certificates or a two-year degree. This report is attached to this application.

The Finney County Economic Development Corporation employes a Master's-level statistician who estimates that Finney County has 50 working electricians, a shortfall of the 222 electricians that are needed for our population, growth, and home shortage. The needs for the overall construction umbrella in Finney County include, in order of largest to smallest gap: Carpenters, Electricians, Plumbers, and Masons.

- Show demand from the local community. Provide letters of support from at least three potential employers in your region, which state the specific type of support they will provide to the proposed program. Examples of program supports may include commitments to interview graduates for job positions, providing scholarships, providing internships or other work-based learning opportunities, donation of equipment/materials, assistance with program design, serving on advisory board, etc.

  Letters of support attached to this application include:
  - Finney County Economic Development Corporation
  - City of Garden City
  - Garden City High School
  - Southwest Kansas Builders Association
  - 3G Electric
  - Ryon Fisher Electrical

- Provide data from the most recent Perkins Comprehensive Local Needs Assessment recommendations, demonstrating the need for the program initiation.

  GCCC's most recent Perkins CLNA indicates postsecondary pipeline shortages in "Electricians (Construction and Extraction Occupations" (p. 16).

- Describe/explain any business/industry partnerships specific to the proposed program. *If a formal partnership agreement exists, agreement explaining the relationship between partners and documenting support to be provided for the proposed program must be submitted to the Board office independent from the CA1 materials for review purposes. The agreement will not be published or posted during the comment period.*

  There are not formalized partnerships or agreements related to this program application.

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.

Program	School	Distance	Majors	Concent.	# Graduates	# Graduates Exiting	# Grad.Exit. and Employed	Median Wage

Electrician	Dodge City	52 Miles	32	22	12	12	12	$29,773
Electrician	FHTC NW	142 Miles	45	44	42	25	25	$47,106
Electrician	Hutchinson	172 Miles	15	10	^	^	^	^
Electrician	SATC	200 Miles	13	10	9	6	6	$39,674
Electrician	FHTC NC	221 Miles	62	60	29	28	28	$37,990
Electrician	WITC	306 Miles	83	61	43	39	30	$33,692
Electrician	Neosho	319 Miles	15	11	^	^	^	^
Electrician	Coffeyville	350 Miles	12	11	9	8	5	$28,339
Electrician	JCCC	361 Miles	195	114	44	29	23	$45,105
Electrician	KCKCC	365 Miles	95	75	31	25	19	$35,332
Electrician	Highland	379 Miles	57	37	18	18	18	$36,989

- Was collaboration with similar programs pursued? Please explain the collaboration attempt, and if not pursued, rationale for why collaboration was not a viable option. (Recommend that collaboration opportunities be explored and documented with existing programs, examples include sharing best practices, recruitment and retention strategies, curriculum or equipment suggestions, working with business and industry on work-based learning opportunities, etc.)

  The data from the KTIP report indicate 190 total annual students graduating from existing program pipelines in Kansas. This is well short of reported annual labor need, supporting the addition of another program within the state.

  The closest program to Garden City is Dodge City Community College, approximately 52 miles away. Dr. Marc Malone, VP for Instructional Services and Chief Academic Officer for Garden City has spoken with Dr. Clayton Tatro, Vice President for Workforce Development at Dodge City Community College. Dr. Tatro noted that Dodge City is *not* currently attracting Garden City students to enroll in their Electrical Technology program. While the two colleges intend to facilitate faculty collaboration (sharing best practices, recruitment and retention strategies, work-based learning opportunities across southwest Kansas), we both agree that the labor market data represents a shortage of trained employees in the state. This combined with the extreme housing shortage in both Garden City and Dodge City indicate the need for an additional program. Dr. Tatro indicated Dodge City is in support of Garden City's program application.

Program Information

- If the program has undergone the alignment process at the state level, please review alignment requirements and ensure the courses, industry-recognized certifications, and accreditation

requirements are met in the proposal. Listing of aligned programs can be found at: https://www.kansasregents.org/workforce_development/program-alignment

This application is designed to meet statewide alignment requirements.

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

The following course descriptions are provided for required program courses.

INPR-131: Shop Operations/OSHA10
Prerequisite: None
This introductory level course is designed to instruct students in the basic skills necessary to all occupations in the Construction, Manufacturing, and Transportation areas. The lecture/lab course also introduces the student to form and function of shop operations for safety, tools, fasteners, and layouts used in the shop by industrial maintenance craft workers. This course will also expose the student to some of the technical, communication (written, oral, and visual) and employability skills required for a successful career in the trades. Students will also receive a nationally recognized training certification for OSHA-10 through CareerSafe.com.

ELEC-140: Print Reading
Prerequisite: None
Students learn to read specification manuals and prints as applied to residential, commercial, and industrial buildings.

ELEC-110: AC/DC Circuits I
Prerequisite: None
This course covers the theory of electricity which includes basic electron theory, magnetism, basic physical laws, resistance, alternating current (AC), and direct current (DC), simple electrical instruments, series and parallel circuits. Circuits are constructed during laboratory exercises and tested to emphasize concepts. This course also introduces students to basic electrical and components and their characteristics, circuit schematics and basic analysis of series and parallel AC and DC circuits. Hands-on labs help guide student learners to assimilate this material.

ELEC-120: National Electrical Code I
Prerequisite: None
An introductory course on the use of and interpretation of the current national electric code (NEC chapters 1-4).

ELEC-115: Residential Wiring I
Prerequisite: None
An introductory course on residential wiring methods that includes practical applications and hands-on experience in implementing code requirements.

ELEC-220: National Electrical Code II
Prerequisite: ELEC-120 National Electrical Code I
A continuation of the National Electrical Code I course on the use and interpretation of the current national electric code (NEC Chapters 5-9).

ELEC-130: Commercial Wiring I
Prerequisite: None
An introductory course on commercial wiring methods that includes practical applications and hands-on experience in implementing code requirements.

INPR-132: Electro-Mechanical Print Reading
Prerequisite: None
This course will provide students with the knowledge to be able to read, draw, and interpret electro-mechanical prints and drawings used in industry settings. Students will be introduced to the National Electric Code (NEC) and how it is used to ensure proper installation of electrical systems utilized in industry. Students will also how to make proper wire terminations that are required for industrial electrical systems.

INPR-231: Motor Controls 1
Prerequisite: None
This course teaches student to recognize, read, and utilize industrial electrical control diagrams. Students also learn the construction, operation, and applications of industrial electrical control components including mechanical input devices, solenoids, motor starts/contactors, timing and counting functions, semiconductor devices, solid state devices and photo-electric devices.

INPR-232: Motor Controls 2
Prerequisite: None
This course introduces students to construction and operational characteristics of DC and AC generators and motors. Students also learn operational characteristics of motor reversing circuits, motor stopping methods, and reduced voltage starting methods for AC motors. Students will learn design and operational characteristics of variable speed drives to include drive selection, start-up, and troubleshooting.

INPR-190: Programmable Logic Controllers (PLC)
Prerequisite: None
This course examines types, installation, programming procedures, and troubleshooting of programmable logic controllers (PLC). Hardware and programming aspects as well as ladder logic symbols and operations necessary to develop a PLC program are covered in this course.

CSCI-110: Introduction to Computer Concepts and Applications
Prerequisite: None
This course introduces the basics of computer usage for Internet, email, word processing, spreadsheet, database, and presentation software programs. This first course provides information to the non-computer user and familiarizes the student with the basics of computer usage. Successful completion of this course will enable the student to continue studying the advanced features of the studied software. This course may be repeated for additional credits as software use changes.

Program Elective Courses
HPER-109: First Aid

This course studies the emergency treatment of injuries, wounds, hemorrhage, burns, and poisoning. CPR training will be required. Successful completion of physical and written skill tests required for Red Cross First Aid/CPR certification.

WELD-111: Shielded Metal Arc Welding (SMAW)
Through classroom and/or lab/shop learning and assessment activities, students in this course will: describe the Shielded Metal Arc Welding process (SMAW); demonstrate the safe and correct set up of the SMAW workstation; associate SMAW electrode classifications with base metals and joint criteria; demonstrate proper electrode selection and use based on metal types and thicknesses; build pads of weld beads with selected electrodes in the flat position; build pads of weld beads with selected electrodes in the horizontal position; perform basic SMAW welds on selected weld joints; and perform visual inspection of welds.

WELD-122: Gas Metal Arc Welding (GMAW)
Through classroom and/or shop/lab learning and assessment activities, students in this course will: explain gas metal arc welding process (GMAW); demonstrate the safe and correct set up of the GMAW workstation; correlate GMAW electrode classifications with base metals and joint criteria; demonstrate proper electrode selection and use based on metal types and thicknesses; build pads of weld beads with selected electrodes in the flat position; build pads of weld beads with selected electrodes in the horizontal position; produce basic GMAW welds on selected weld joints; and conduct visual inspection of GMAW welds.

WELD-201: Gas Tungsten Arc Welding (GTAW)
Through classroom and/or lab/shop learning and assessment activities, students in this course will: explain the gas tungsten arc welding process (GTAW); demonstrate the safe and correct set up of the GTAW workstation; relate GTAW electrode and filler metal classifications with base metals and joint criteria; build proper electrode and filler metal selection and use based on metal types and thicknesses; build pads of weld beads with selected electrodes and filler material in the flat position; build pads of weld beads with selected electrodes and filler material in the horizontal position; perform basic GTAW welds on selected weld joints; and perform visual inspection of GTAW welds.

INPR-122: Introduction to Manufacturing Welding
This course will introduce students to various types of metals used in agriculture machinery and the processes to correctly repair failures of those metals. Course will include instructor-led demonstration and hands-on application by students. This class is designed to address the deficient of skills as identified by employers and will benefit technicians that wish to expand their skillset into metallurgy, welding processes, fabrication and repair.

INPR 134-Mechanical Systems
Prerequisite(s): INPR 114 - OSHA 10 and INPR 131 - Shop Operations/OSHA-10 minimum grade C.
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 transmissions systems using chains, v-belts, and gears.

INPR-160: Fluid Power I
Prerequisite(s): INPR 134 Mechanical Systems minimum grade C.
This course provides the fundamentals of pumps, valves and piping systems. Students will learn the operational characteristics of a variety of pump and valve designs. Students will also learn characteristics of piping components and standard installation practices used when constructing piping systems.

INPR-170: Fluid Power II
Prerequisite(s): INPR 160 Fluid Power I minimum grade C.
This course provides the fundamentals and understanding of pneumatic and hydraulic systems and components. Students will learn the principles of both along with circuity, diagrams, piping, valves, actuators, and with electro-pneumatic and electro-hydraulic controls. Students will also learn how to operate, install, troubleshoot, and analyze the performance of pneumatic and hydraulic systems. Hands-on labs help guide student learners to assimilate this material.

CSCI-110: Introduction to Computer Concepts and Applications
This course introduces the basics of computer usage for Internet, email, word processing, spreadsheet, database, and presentation software programs. This first course provides information to the non-computer user and familiarizes the student with the basics of computer usage. Successful completion of this course will enable the student to continue studying the advanced features of the studied software. This course may be repeated for additional credits as software use changes. Course offered Fall and Spring semesters.

CSCI-125: Comp TIA A+ Core I
Students will gain knowledge required to assemble components based on customer requirements, install, configure, and maintain devices for end users. This course also covers the basics of networking and security/forensics, proper and safe diagnosis, resolve and document common hardware issues while applying troubleshooting skills.

CSCI-262: Project Management
This course provides an introduction to project management fundamentals and a framework for managing information technology projects. Project management knowledge areas and process groups are reviewed. The course provides preparation for employment in industry and for project management certification.

- 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.
    - Degree plan/map in application should match degree map on institution website
    - KBOR links individual institution Degree Map landing pages at https://www.kansasregents.org/students/advising-resources
    - Please refer to Guidance on Academic Degree Maps at https://www.kansasregents.org/academic_affairs/performance-agreements

The college's electronic catalog is located here: https://catalog.gcccks.edu/index.php

The Technical Certificate B the completion of nine courses (31 credit hours) and can be accomplished in two semesters by students who are studying full-time.

Semester 1 (16 credits)

INPR-131 Shop Operations/OSHA10	(3 credits)
ELEC-140 Print Reading	(2 credits)
ELEC-110 AC/DC Circuits I	(4 credits)
ELEC-120 National Electrical Code I	(4 credits)
Program Elective	(3 credits)

Semester 2 (15 credits)

ELEC-115 Residential Wiring I	(4 credits)
ELEC-220 National Electrical Code II	(4 credits)
ELEC-130 Commercial Wiring I	(4 credits)
Program Elective	(3 credits)

The Technical Certificate Level C requires the completion of fourteen courses (46 credit hours) and can be accomplished in three semesters by students who are studying full-time.

Semester 1 (16 credits)

INPR-131 Shop Operations/OSHA10	(3 credits)
ELEC-140 Print Reading	(2 credits)
ELEC-110 AC/DC Circuits I	(4 credits)
ELEC-120 National Electrical Code I	(4 credits)
Program Elective	(3 credits)

Semester 2 (15 credits)

ELEC-115 Residential Wiring I	(4 credits)
ELEC-220 National Electrical Code II	(4 credits)
ELEC-130 Commercial Wiring I	(4 credits)
Program Elective	(3 credits)

Semester 3 (15 credits)

INPR-132 Electro-Mechanical Print Reading and Wiring	(3 credits)
INPR-231 Motor Controls 1	(3 credits)
INPR-232 Motor Controls 2	(3 credits)
INPR-190 Programmable Logic Controllers (PLC)	(3 credits)
CSCI-110 Intro to Computer Concepts and Applications	(3 credits)

The Associate in Applied Science degree requires 64 credit hours. The general education requirement is 18-21 credit hours, and the program requirement is 46 credit hours. The degree can be accomplished in four semesters by full-time students.

Semester 1 (16 credits)

INPR-131 Shop Operations/OSHA10	(3 credits)
ELEC-140 Print Reading	(2 credits)
ELEC-110 AC/DC Circuits I	(4 credits)

ELEC-120 National Electrical Code I	(4 credits)
Program Elective	(3 credits)

Semester 2 (15 credits)

ELEC-115 Residential Wiring I	(4 credits)
ELEC-220 National Electrical Code II	(4 credits)
ELEC-130 Commercial Wiring I	(4 credits)
Program Elective	(3 credits)

Semester 3 (15 credits)

INPR-132 Electro-Mechanical Print Reading and Wiring	(3 credits)
INPR-231 Motor Controls 1	(3 credits)
INPR-232 Motor Controls 2	(3 credits)
INPR-190 Programmable Logic Controllers (PLC)	(3 credits)
CSCI-110 Intro to Computer Concepts and Applications	(3 credits)

Semester 4 (18-21 credits) – General Education Requirements

English Discipline Area	(3 credits)
Communications Discipline Area	(3 credits)
Mathematics & Statistics Discipline Area	(3 credits)
Natural & Physical Science Discipline Area	(3-5 credits)
Social & Behavioral Sciences Discipline Area	(3 credits)
Student Success	(1 credit)
Social Responsibility & Diversity	(2-3 credits)

- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.

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

    While this program is aligned with and prepares students for industry certifications, it does not seek formal accreditation from an external agency.

- If the program/coursework will be made available to high school students, provide letters of support from local high schools and/or districts that intend to participate.

  A letter of support from Garden City High School, the college's primary high school partner, is attached to this application.

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 in 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."

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.).
- Provide detail on **CA-1a form.**
- Describe any grants (including requirements of the grant) or outside funding sources that will be used for the initial startup of the new program and to sustain the proposed program.
- **Additional cost and funding documents to include as needed:**
    - Provide Excel in CTE fee details on the **CA-1b form** if the program will be offered to high school students and requesting approval for fees.

      The program may be offered to area high school students in the future. We are requesting for "$0" in fees to be approved. Because of the financial demographics of our area, we work very hard to offer these opportunities to students with no course fees.

    - If the program is requesting Perkins funding, provide details on the **CA-1c form**.

      The CA-1c form is attached to this application.

    - If the program is requesting KS Promise Act eligibility, provide details on the **CA-1d form**.

      The CA-1d form is attached to this application.

      Budget Narrative
      The estimate first-year costs for the program are approximately $95,500 including hiring one full-time faculty member to lead and teach in the program (estimate $75,000 salary and benefits). Within the first-year, we anticipate minimizing equipment costs by using existing basic electrical equipment already in place for the college's Industrial Machine Mechanic program and collaborating with the college's Construction Technology program to build out life-size trainers for residential and commercial wiring. The estimated equipment costs for the first year are $15,000. An additional $5,500 in tools/instructional supplies/materials are also estimated. The funding source for the first year is from the President's budget—a fund dedicated annually to new program development.

      In year two, the anticipated costs for the program jump considerably as the college will renovate and expand an existing facility to include training space for all programs within the construction umbrella, including Electrical Technology and Construction Technology. The estimated instructor costs for this year--$77,250--are slightly increased, anticipating potential raises. Equipment/tools/supplies/materials remain consistent at $20,500. The costs for these elements will be included in the college's annual budgeting process for the fiscal year 2027 budget. The facility costs is anticipated to be $1.8 million, an amount that, as of the date of this application, is approximately 61% fundraised from tax credit sales and grants from local organizations including the Western Kansas Community Foundation and the Finnup Foundation. The grant requirements for both of these grants are a short narrative writeup and financial reporting showing liquidation of grant funds.

Program Review and Assessment

- Describe the institution's program review cycle, and anticipated review timeframe for proposed program.

  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, re-ductions, 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 out-comes; (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 da-ta 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)

Shanda Smith, Chair	Present
David Rupp, Vice-Chair	Present
Bob Larsen, Trustee	Present
Leonard Hitz, Trustee	Present
Dr. Merilyn Douglas, Trustee	Present
Jean Clifford, Trustee	Present

Minutes from the advisory committee, Curriculum and Instruction Committee, and from the Board of Trustees (may be partial and/or unapproved due to limitations of the monthly meeting schedule) are attached to this application.

Program Proposal Submission

- Please enter proposed program into the Kansas Higher Education Data System (KHEDS)
- Please create a single PDF packet including all documents, and submit the completed application to the following:

Charmine Chambers
Director for Workforce Development
cchambers@ksbor.org

Crystal Roberts
Associate Director for Workforce Development
croberts@ksbor.org

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

Institution: __Garden City Community College_
Proposed Program: _Electrical Technology_____

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:		10	--	
Part II. Initial Budget		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	1	$	$75,000	President's new program fund
Part-time/Adjunct	0	$	$	
		Amount	Funding Source	
B. Equipment required for program		$15,000	President's new program fund	
C. Tools and/or supplies required for the program		$5,000	President's new program fund	
D. Instructional Supplies and Materials		$500	President's new program fund	
E. Facility requirements, including facility modifications and/or classroom renovations		$0		
F. Technology and/or Software		$0		
G. Other *(Please identify; add lines as required)*				
Total for Implementation Year		$95,500		

PROGRAM SUSTAINABILITY COSTS (Second and Third Years)				
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:		15	5	
Part II. Ongoing Program Costs		First Two Years		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#1	$77,250	$	FY '27 budgeting process
Part-time	#	$	$	
		Amount	Funding Source	
B. Equipment required for program		$15,000	FY '27 budgeting process	
C. Tools and/or supplies required for the program		$5,000	FY '27 budgeting process	
D. Instructional Supplies and Materials		$500	FY '27 budgeting process	
E. Facility requirements, including facility modifications and/or classroom renovations		$1,800,000	Tax credit sales, grant applications	
F. Technology and/or Software		$0		
G. Other *(Please identify; add lines as required)*				
Total for Program Sustainability		$1,897,750		

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

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

The $1.8 million in facilities change is for a “construction trades” facility that is a shared space between Electrical Technology, Construction Technology, and a future Plumbing Technology program. The full cost of the facility is included in this Electrical Technology application as well as in our Construction Technology application even though this is one cost split between two program pathways.

Submit the completed CA-1a application and supporting documents as a PDF included in the CA1 completed application packet.

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Carl D. Perkins funding eligibility.

Program Eligibility

Any program receiving Perkins funds must be designated as a technical program by KBOR. Definition of a technical program may be found in state statute K.S.A. 72-1802.

Program Levels:

Educational Award Level	Credit Hours
SAPP	1-15
Certificate A	16-29
Certificate B	30-44
Certificate C	45-59
Associate of Applied Science	60-69

Stand-Alone Parent Program (SAPP) criteria:

1. Designated as "Technical Program" in KHEDS
2. Leads to an industry-recognized credential
3. Leads to a specific occupation
4. Addressed and evaluated in the Comprehensive Local Needs Assessment
5. Minimum 6 concentrators (average over the previous two academic years)
6. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

Certificates and Associate of Applied Science (CERT and AAS) criteria:

1. Designated as "Technical Program" in KHEDS
2. Aligned at the state level (for select aligned programs). Visit the program alignment section of the KBOR website for the list of aligned programs at the state level.
3. Addressed and evaluated in the Comprehensive Local Needs Assessment
4. Minimum 6 concentrators (average over the previous two academic years)
5. Instructor/Trainer/Teacher programs and Workforce AID programs are not eligible

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

Name of Institution	Garden City Community College
Name, title, phone, and email of person submitting the Perkins Eligibility application *(contact person for the approval process)*	Dr. Marc Malone, VP for Instructional Services and CAO 620-279-9597 marc.malone@gcccks.edu
Name, title, phone, and email of the Perkins Coordinator	Chuck Pfeifer, Dean of Technical Education and Workforce Development 620-276-9521 chuck.pfeifer@gcccks.edu
Program Name	Electrical Technology
Program CIP Code	46.0302
Educational award levels and credit hours for the proposed request(s)	Certificate B: 31 Certificate C: 46 AAS: 64
Number of concentrators for the educational level	Currently 0
Does the program meet program alignment?	Yes
How does the needs assessment address the occupation and the program *(provide page number/section number from the CLNA and describe the need for the program)*	GCCC's most recent Perkins CLNA indicates postsecondary pipeline shortages in "Electricians (Construction and Extraction Occupations)" (p. 16).
Justification for conditional approval: *(how will Perkins funds will be used to develop/improve the program)*	Perkins funds will be used in the future for equipment, travel, and continued professional development training.
Pursuant to Americans with Disabilities Act, the proposed program will be offered in a location or format is fully accessible, according to applicable ADA laws? *(Contact Board staff for technical assistance if there are questions regarding accessibility)*	Yes.

Signature of College Official  Date 4/16/25

Signature of KBOR Official _____ Date _____

Last updated: 4/13/2022

Kansas Promise
Eligibility Request Form

CA-1d Form (2024)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Kansas Promise eligibility.

Program Eligibility

Per statutory language (Section 28), a "promise eligible program" means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is:

1) approved by the Board of Regents;
2) high wage, high demand or critical need; and
3) identified as a "promise eligible program" by the Board of Regents pursuant to K.S.A. 2021 Supp. 74-32,272:
    - Information Technology and Security
    - Mental and Physical Healthcare
    - Advanced Manufacturing and Building Trades
    - Early Childhood Education and Development

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in:

1) An established 2+2 agreement with a Kansas four-year postsecondary education institution; or
2) An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

Section 30 states an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate or stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

1) Agriculture;
2) Food and Natural Resources;
3) Education and Training;
4) Law, Public Safety, Corrections, and Security; or
5) Transportation, Distribution and Logistics

Name of Institution	Garden City Community College
Name, title, and email of person responsible for Academic program	Chuck Pfeifer, Dean of Technical Education and Workforce Development 620-276-9521 chuck.pfeifer@gcccks.edu
Name, title, and email of Financial Aid contact	Melinda Harrington, Director of Financial Aid Melinda.harrington@gcccks.edu

Kansas Promise
Eligibility Request Form

CA-1d Form (2024)

Information Technology and Security				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Mental and Physical Healthcare				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Advanced Manufacturing and Building Trades				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date
46.0302	Electrical Technology	X	Certificate B, Certificate C, AAS	Upon KBOR Approval

Early Childhood Education and Development				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

College Designated Field of Study:				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

**If any programs are claiming "critical need" status, please provide supporting documentation:

Signature of College Official_____ Date_4/16/25___

Signature of KBOR Official_____ Date_____

Special Note to Kansas Independent Colleges:
Please carbon copy the KICA contact below when submitting this application to the Kansas Board of Regent office:

Matt Lindsey, President KICA
matt@kscolleges.org

Last updated: 3/7/2024

Garden City Community College

Electrical
AGENDA
1/28/2025
Endowment
11:30 AM

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

Technical Education Mission
The mission of the Technical Education programs at Garden City Community College is to improve and enrich lives by encouraging individual success in the workplace and in higher education for the communities it serves; to develop socially responsible individuals ready to meet the workforce challenges of today; and to promote quality instructional partnerships with business, industry, and the community.

Vision
GCCC will be the premier educational nexus to progress, providing world class learning in a dynamic environment. From Here, you can go anywhere.

Values
***B**old innovation*
***U**nwavering Integrity*
***S**ervice and Collegiality*
***T**rust, Transparency, & Accountability*
***E**mpowered Creativity & Academic Freedom*
***R**esponsible Leadership*
***S**tudent-centered focus*

Leadership Priorities
***E**mbrace Continuous Improvement*
***P**rioritize People*
***L**everage Technology*
***F**oster A Culture of Innovation*
***F**ocus on Customer Experience*
***D**ata-Driven Decision-Making*

I. Call to Order: Dean Pfeifer 11:58 am

II. Welcome: Thank you for taking the time to come and be a part of this, today. We value your input and guidance as we look at the Electrical Technology program

III. Introductions
   A. Individuals introduced themselves and the business they are a part of.
   B. Please sign the attendance sheet and make sure your information is correct

IV. Review and Approve Minutes from previous meeting: None available

V. Campus Update
   A. Enrollment update: We are up 16% in credit hours vs last spring. We are at the highest enrollment in GCCC history.
   B. Grants: The ICCAE is doing well, Dean Terpstra is leading the way with this grant. We are in year 4 of the Title 3 STEM grant. It will end September 2026
   C. Newman University offers a degree completion program here on campus. It allows students to stay local to get their bachelor's degree. We also have articulation agreements with Ft. Hays, Newman University, and KU.
   D. GCCC's Finish Line program helps former students come back and finish their degree.

E. GCCC's Edge program is a high school dual credit program that allows them to earn college credit before they graduate from high school.
F. The Spruce Street Tech Center is being renovated for the Adult Ed program.
G. We are in the process of raising funds for the new Construction Technology building. We hope to have not only theConstruction Technology program there but also Electrical Technology and Plumbing. We will need instructors for those programs

VI. New Business
- A. Program Goals and Direction
  - i. Dean Pfeifer presented the Electrical Technology Program Alignment handout. We would like to have this begin in the fall semester. The long-range goal is to offer Cert B, Cert C, and the A.A.S. We want to build a workforce community by 2025 - 2026 year end.
- B. Course Review / Program Sequence Review
  - i. `We have certain courses that we must offer for the alignment of the program. However, we can add specific courses that fit the needs of our local industry partners.
  - ii. By offering both Certs and the A.A.S., students will have different exit points depending on their personal goals. We want to encourage students to go for the A.A.S. degree.
  - iii. This program will not qualify a student to be a licensed Journyman, it typically takes two years of on the job work experience.

VII. Open Discussion
- A. Feedback from local partners
  - i. This committee is designed to meet local needs through workforce training. How will this program meet local needs?
  - ii. Discussed the need for technical math and tech writing skills in addition to soft skills like showing up on time and how to deal with customers. We have classes that have been specifically developed for Tech Ed programs like the John Deere and Auto programs, we can work on getting them added to this program.
  - iii. Discussed how the industry has different needs – residential, commercial, and industrial. Would we be able to create those different paths within this program and would we have enough enrollment
  - iv. We don't want to mislead students about these Certs, they will still have to go through the process of being licensed. That requires on the job experience.

B. Requests to industry partners
    i. To make the Electrical Technology program work we will need commitment from the group.
    ii. Justin made a motion to accept the Electrical Technology Program Alignment as presented.
        1. 2nd was made by Patrick
        2. Motion carried
C. It was agreed that Scott would be the Board President and Michelle would be the Vice President.

VIII. Establish date and time for next meeting: Adele will set the time in early September

IX. Adjournment 1:31 pm

Advisory Board Members

Program: **Electrical Technology** Meeting Date: **1/28/2025**

PLEASE VERIFY ALL INFORMATION AND FILL IN ANY BLANKS

First & Last Name	Company Name & Address	Title or Position	Phone	E-mail	Initial When Present
Chad Denniston	Wheatland Elec. 2005 W Fulton St.	District Manager	620-271-1609	cdeniston@weci.net	CD
Curtis Peterson	Wheatland Elec. 2005 W Fulton St.	Operations Mgr	620-271-1616	cpeterson@weci.net	CP
Alfredo Sanchez	CPWF	Operations Manager	316-261-6972	alfredo.sanchez@evergy.com	AS
Kelsi Pfannenstiel	Sunflower			kpfannenstiel@sunflower.net	
Michelle Bland	Sunflower			mbland@sunflower.net	MB
Patrick Wheaton	Sunflower	Generation Operations Manager	620-521-7191		PW
Greg Workman	Sunflower	EI and C Supervisor	620-277-4743	gworkman@sunflower.net	GW

Advisory Board Members

Program: **Electrical Technology** Meeting Date: **1/28/2025**

PLEASE VERIFY ALL INFORMATION AND FILL IN ANY BLANKS

First & Last Name	Company Name & Address	Title or Position	Phone	E-mail	Initial When Present
Chuck Pfeiffer	GCCC				
Marc Malone	GCCC				
Ryan Ruda	GCCC				
Cory French	GCCC				
Gabe Winger	GCCC				
Tyson Dixon	GCCC				
Justin Donecker	Engineered Truss Sys. Inc.			justin.donecker@etsi-truss.com	

Advisory Board Members

Program: **Electrical Technology** Meeting Date: **1/28/2025**

PLEASE VERIFY ALL INFORMATION AND FILL IN ANY BLANKS

First & Last Name	Company Name & Address	Title or Position	Phone	E-mail	Initial When Present
Cent Nemecek		Const Tech Instructor			CN
Scott Geier	3G Electric		620 276-2421	Scott@3g.KS.com	
Ryan Connolly	GCCC				RC
Adele Waugh	GCCC				

Curriculum and Instruction Committee
Meeting Minutes
March 25, 2025

Attendance

Voting Members: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot (Jaime McVey – alternate), Seth Kristalyn, Nancy Unruh

Absent: Brian McCallum

Ex-officio, non-voting members: Chuck Pfeifer, Phil Terpstra, Shellie Emahizer, Julia Proctor, Jamie Durler, Claudia Horney

Absent: LaLani Kasselman, Sydnee Claussen

Chair:	*Guests:*
Marc Malone	Stephanie Knight, Brenda Barrett, Yuriy Drubinskiy, Amy Waters

Meeting called to order at 12:03 p.m.

I. Approval of Minutes - February 20, 2025 meeting

Move to approve minutes from the February 20, 2025 meeting:
Motion: Gabe Winger
Second: Nancy Unruh
Ayes: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot, Seth Kristalyn, Nancy Unruh
Nays: None
Motion Carried

II. Old Business

A. CSCI-160 Introduction to Digital Design – remove prerequisite

Move to approve the prerequisite from CSCI-160 Intro to Digital Design:
Motion: Brandy Unruh
Second: Gabe Winger
Ayes: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot, Seth Kristalyn, Nancy Unruh
Nays: None
Motion Carried

B. Policy Revisions –

1. Change of Schedule –

Move to approve the revisions as presented to Change of Schedule policy:
Motion: Gabe Winger
Second: Nicole Dick
Ayes: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot, Seth Kristalyn, Nancy Unruh
Nays: None
Motion Carried

2. Laboratory Instruction –
   Move to approve the revisions as presented to Laboratory Instruction policy:
   Motion: Brandy Unruh
   Second: Renee Harbin
   After further discussion: Amended motion to approve the revisions as presented and also remove the "contact" section from the Laboratory Instruction policy:
   Amended Motion: Brandy Unruh
   Second: Gabe Winger
   Ayes: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot, Seth Kristalyn, Nancy Unruh
   Nays: None
   Motion Carried

3. Saffell Library Collection Development – tabled to next meeting
4. Student Attendance – tabled to next meeting

C. Discussion: C&I Committee make-up – add business office representative: tabled to next meeting

D. Program Based Online Course Development Process and Goals – Jamie Durler: tabled to next meeting

E. KBOR New English and Math Placement Measures: tabled to next meeting

F. Add Dates for 3 and 4-week sessions: tabled to next meeting

G. Academic Review Rotation: tabled to next meeting

III. New Business

A. Remove BSAD-124 Salesmanship from the English Discipline Area on the AAS Degree:
   Renee stated that this course was in the Communications section but got moved to the English section when the new degree sheets were done. It should be in the Communications section. She stated that she spoke with lead IPC instructor (Stacey Carr) and it is equivalent to Interpersonal Communications. Phil stated that Core Curriculum got feedback from communications and English instructors and the consensus was that it should not be in the English bucket. Core Curriculum voted to have it removed and are asking approval for that from this committee. Gabe stated that his JDAT students used to take it but switched to Public Speaking a few years ago. It is not used in any other departments for the AAS degree. Phil stated that the consensus received from instructors and Core Curriculum was that the SLOs do not meet Communications or English.
   Move to approve the removal of BSAD-124 Salesmanship from the English Discipline Area on the AAS degree:
   Motion: Seth Kristalyn
   Second: Gabe Winger
   Ayes: Nicole Dick, Veronica Goosey, Brandy Unruh, Christian Winger, Seth Kristalyn, Nancy Unruh
   Nays: Renee Harbin, Jeremy Gigot
   Motion Carried

B. Update math requirement for AAS degree – remove MATH-107 Intermediate Algebra, new math requirement will be MATH-107T or Higher. In order to be in alignment with KBOR math pathways, Intermediate Algebra will no longer be offered.
Move to approve the removal of MATH-107 Intermediate Algebra from the AAS degree:
Motion: Brandy Unruh
Second: Gabe Winger
Ayes: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot, Seth Kristalyn, Nancy Unruh
Nays: None
Motion Carried

C. ENGL-100 Applied Communications – remove prerequisites and corequisite requirements
Move to approve the removal of all prerequisites and corequisite requirements from ENGL-100 Applied Communications:
Motion: Gabe Winger
Second: Brandy Unruh
Ayes: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot, Seth Kristalyn, Nancy Unruh
Nays: None
Motion Carried

D. Electrical Technology – New Program:
1. New Courses:
    a. ELEC-110 AC/DC Circuits I
    b. ELEC-115 Residential Wiring I
    c. ELEC-120 National Electrical Code I
    d. ELEC-130 Commercial Wiring I
    e. ELEC-140 Print Reading
    f. ELEC-220 National Electrical Code II

2. ELEC.AAS
3. ELEC.CERTC
4. ELEC.CERTB

Move to approve all new courses and the AAS, CERTC and CERTB for the Electrical Technology program:
Motion: Gabe Winger
Second: Renee Harbin
Ayes: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot, Seth Kristalyn, Nancy Unruh
Nays: None
Motion Carried

This will now be presented to the Board of Trustees and then submitted to KBOR for approval.

E. CHEM-108 Chemistry for Health Services – inactive to active. This course has not been offered in about 7 years but ANSI needs it for an articulation agreement with Fort Hays State University and it is also an option on the Pre-Nursing Systemwide Transfer Associate Degree (SWAD).

Move to approve moving CHEM-108 Chemistry for Health Services from inactive to active:
Motion: Gabe Winger
Second: Renee Harbin
Ayes: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot, Seth Kristalyn, Nancy Unruh
Nays: None
Motion Carried

F. Robotics - add CERTA
Adding a CERTA will give the CSCI students an option to do a CERTA in robotics to earn more credentials. It will also be a dual credit course so high school students could earn the CERTA while in high school. Marc stated that he will recommend to submit the CERTA for federal financial aid.
Move to approve adding a CERTA to the Robotics program:
Motion: Renee Harbin
Second: Veronica Goosey
Ayes: Nicole Dick, Renee Harbin, Veronica Goosey, Brandy Unruh, Christian Winger, Jeremy Gigot, Seth Kristalyn, Nancy Unruh
Nays: None
Motion Carried

G. Curriculum maps revision – just a reminder to update curriculum maps when program has changes and send to Stephanie for inclusion in the catalog

H. TAAC update (KCOG courses) – just a reminder about courses coming up on the agenda for updates: Ceramics, Graphic Design, Drawing, Painting, World Literature 2, British Literature 2, Intro to Poetry, Fiction and Aural Skills 1 and 2.

Meeting adjourned at 12:58 p.m.

Mission
Garden City Community College exists to produce positive contributors to the economic and social well-being of society.
Vision
GCCC will be the premier educational nexus to progress, providing world class learning in a dynamic environment. From here, you can go anywhere.
Values
Bold innovation
Unwavering Integrity
Service and Collegiality
Trust, Transparency, & Accountability
Empowered Creativity & Academic Freedom
Responsible Leadership
Student-centered focus

Garden City Community College
Board of Trustees
April 15, 2025

Trustees Present: Shanda Smith, Chair
David Rupp, Vice Chair
Dr. Merilyn Douglass, Trustee
Leonard Hitz, Trustee
Bob Larson, Trustee
Jean Clifford, Trustee

Others Present: Dr. Ryan Ruda, President
Karla Armstrong, Vice President for Administrative Services/CFO
Dr. Marc Malone, Vice President for Instructional Services/CAO
Colin Lamb, Vice President for Student Services/AAD
Madilyn Limberg, Executive Director, Marketing and PR
Jodie Tewell, Executive Assistant to the President
Shelby Hanneman, Computer Support Specialist
Dr. Joshua Kelly, Assistant Professor of Theatre/Drama
Christopher Lobmeyer, Community Member
Veronica McCallum, GCCC Student
Cody Cundiff, Associate Professor of Social Science
Winsom Lamb, Professor of Social Science
Kellee Munoz, Director of Title IX and SGA
Tammy Tabor, Dean of Student Services
Dr. Clint Alexander, Professor, Animal & Food Science
Joan Lobmeyer, Community Member
Haley York, Assistant Professor of Social Science
Dru Saddler, Associate Professor of Social Science
Marsal Hannaman, GCCC Student
Zephyr Hernandez, GCCC Student
Gabe Winger, Assistant Dean of Technical Education
Kaylen Lobmeyer, Community Member
Elizabeth Ayolo, GCCC Student

Allison Lightner, GCCC Student, Meats Judging Team
Aleah Eatmon, GCCC Student, Meats Judging Team
Skyler Glenn, Animal Science Instructor/Meat Judging Coach
Colton Watson, GCCC Student/Meat Judging Team
Emily Dryden, GCCC Student /Meat Judging Team
Areli Rodriguez, GCCC Student/Meat Judging Team
Nathan Peters, GCCC Student/PTK
Kellee Munoz, Director of Title IX and SGA
Paslie Werth, GCCC Student/Meat Judging Team
Andrew Dorris, GCCC Student/Meat Judging Team
Luis E Varela, GCCC Student/Meate Judging Team
Josephine Cummings, GCCC Student
Emily Shelton, GCCC Student
Raquel Cuervos, GCCC Student, SGA President
Grace Schimmels, GCCC Student
Ryan Pilosof, GCCC Student
Aaron Morales, GCCC Student
Carole Geier, GCCC Student
Quizard Team: Lizzy, Sierra, Phoebe, Navaeh
Allyssa Santana, GCCC Student
Kandea K Klein, GCCC Student
Claudia Horney, Director of GCCCA
Craig Lurtz, Director of Facilities and Transportation
Mark Scheopner, Campus Security

I. CALL TO ORDER

Chair Smith called the Board Meeting to order at 6:00 pm.

A. COMMENTS FROM THE CHAIR

The board acknowledged the Quizards, Meats Judging Team, and PTK All Kansas Students. Congratulations to the April Bustin' Buster

Award winner, Rhonda Everett Ellis. Chair Smith said that they appreciate community comments.

B. Report from SGA

Raquel Cuevas reported on upcoming events. Campus-wide clean-up on April 22. Invited the Board to the SGA award banquet. May 2, basketball tournament.

C. New Employees

No New Employees

D. Report from Faculty Senate

Dru Saddler reported that they are wrapping up the year. The board is invited to the End-of-Year Banquet

II. Executive Session

Move that the Board recess into executive session to discuss an individual employee's performance pursuant to the open meetings exception for personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy and that our President be included. The open meeting will resume here in the Omar D. Angeles Endowment Room in <u>Thirty (30)</u> minutes.

Motion: David Rupp
Second: Leonard Hitz

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

Motion Carried: 6 – 0

Trustees moved to Executive session at 6:21 pm.

The open meeting resumed at 6:52 pm.

Move that the Board recess into executive session to discuss an individual employee's performance pursuant to the open meetings exception for personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy and that our President and Vice Presidents be included. The open meeting will resume here in the Omar D. Angeles Endowment Room in <u>Ten (10)</u> minutes.

Motion: David Rupp
Second: Leonard Hitz

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

Motion Carried: 6 – 0

Trustees moved to Executive session at 6:52 pm.

The open meeting resumed at 7:02 pm.

Move to extend the executive session for another five (5) minutes.

Motion: David Rupp
Second: Leonard Hitz

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

Motion Carried: 6 – 0

Trustees moved to Executive session at 7:02 pm.

Trustees waited for all community members to be able to return to the Omar D. Angeles Endowment Room before returning to open session.

The open meeting resumed at 7:11 pm.

III. CONSENT AGENDA

Move to approve Items A, B, C, E, and F, and pull Items D, G, H, and I.

Motion: Shanda Smith
Second: David Rupp

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

Motion Carried: 6 – 0

(A) Approval of minutes of previous meetings
(Supporting documents filed with official minutes)

(B) Approval of personnel actions- Human Resources
(Supporting documents filed with official minutes)

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

(D.) 2025-1 Resolution Non-Renewal
(Supporting documents filed with official minutes) Trustee Clifford read a statement regarding the nonrenewal.

Move to approve Item D.

Motion: David Rupp
Second: Merilyn Douglass

Ayes: Smith, Rupp, Douglass, Hitz, Larson
Nays: Clifford

Motion Carries: 5 – 1

(E.) 2025-2 Resolution Non-Renewal
(Supporting documents filed with official minutes)

(F.) Website Contract Approval
(Supporting documents filed with official minutes)

(G.) Extension of President's Contract

Move to extend Dr. Ruda's three-year rolling contract by adding one more year to the current contract.

Motion: Merilyn Douglass
Second: Leonard Hitz

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

Motion Carried: 6 – 0

(H.) Program Approval for Electrical Technology

Dr. Ruda reported on the Electrical Technology program and advisory boards. The curriculum has been passed unanimously. Grant dollars will be used for this program. Upon approval from the GCCC Board, it will transition to the Board of Regents.

Move to Approve the Electrical Technology program, including the Certificates B, C, and the Associate of Applied Science options.

Motion: Merilyn Douglass
Second: David Rupp

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

Motion Carried: 6 – 0

(I.) Program Approval for Construction Technology

Dr. Ruda reported on the curriculum of this program, the approval process, and the onsite learning experience. This is a program expansion.

Move to approve the Construction Technology program, including Certificates B, C, and the Associate of Applied Science Options.

Motion: Merilyn Douglass
Second: Leonard Hitz

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

Motion Carried: 6 – 0

IV. CONFIRMATION OF MONITORING REPORTS:

A. **Monitoring Reports and ENDS**…… **Consensus Approval**
No new reports for April

B. **Review Monitoring Reports**

B-1. Annual, Gen Executive Constraints #2

Trustee Douglass reported that the language comes straight from Carver Governance. This report regards the actual financial status. It is not about reviewing the budget every year, but monthly. No recommendation for language change.

B-2. Annual, General Executive Constraints #10

Trustee Douglass reported that Dr. Ruda does a good job and would not recommend language changes.

B-3. Annual, Essential Skills

No suggestions for language changes.

V. OTHER

A. Open comments from the public

Dr. Joshua Kelly, Director of Theatre and Drama
Christopher Lobmeyer, Community Member
Veronica McCallum, GCCC Student

B. Presidents Report

Dr. Ruda reported on the 2025 NISOD Excellence award recipients, 2024-2025 League of Excellence Award recipients, and gave an enrollment update.

C. Incidental Information

No comments

D. Report from FCEDC

Vice Chair Rupp reported that the ICON Theater/Amusement project is planned to be completed by the end of the year. There are several housing developers looking at different housing solutions. The housing project in the Palace Area will start soon.

E. Report from KACC

Trustee Douglass reported on the PTK Luncheon and the KACC Meeting in March. She provided a handout to the trustees from the meeting. (Supporting documents filed with official minutes) Dr. Ruda also reported on the government SEVIS system.

F. Tour of GCCCA Remodel on Spruce Street
Claudia Horney, Director of GCCCA and Craig Lurtz, Director of Facilities and Transportation met the Trustees at the Spruce Street facility and showed them the new space.

VI. OWNERSHIP LINKAGE

Chair Smith covered upcoming dates.

Trustee Douglass attended the Allied Health Advisory Committee.

Vice Chair Rupp attended two advisory meetings: EMS and Construction Trades.

Trustee Clifford attended the Drone Workshop.

VII. Executive Session

No session

VIII. Adjournment

Chair Smith adjourned the meeting at 8:36 pm.

Signature:	Signature:	Signature:
Jodie Tewell Deputy Clerk	Dr. Ryan Ruda President	Mrs. Shanda Smith Chairman of the Board

Meeting of Trustees
April 15, 2025

Finney County Economic Development Corporation

April 10, 2025

I am writing to express our strong support for Garden City Community College's (GCCC) Electrical Technology Program. As a member of several GCCC Advisory Committees and a direct partner in the college's workforce training initiatives, I have witnessed firsthand GCCC's commitment to preparing students for careers in high-demand, high-wage occupations, as well as their dedication to advancing the economic mobility of our community's most vulnerable residents.

GCCC is recognized for its exceptional ability to align educational programs with the evolving needs of our area industries. Through targeted programs and high-quality training, GCCC prepares students for careers that meet the demands of a changing workforce, filling critical gaps in industries where skilled workers are essential. Their programs provide students with in-depth, practical training that not only meets industry standards but often exceeds them, ensuring students are ready to excel upon entering the workforce.

In addition to serving on GCCC's Advisory Committees, I have had the privilege of working closely with the college to develop customized training solutions tailored to industry's needs. The level of care, attention, and expertise GCCC brings to these initiatives speaks to their commitment to delivering the highest quality education to students and providing employers with an exceptional, job-ready workforce.

Moreover, GCCC has been a lifeline for individuals in our region seeking upward mobility through accessible, practical training programs. Their dedication to serving vulnerable populations, including first-generation college students and those seeking to improve their socioeconomic standing, has been transformative. Through targeted programs and strong community partnerships, GCCC opens doors for students who might not otherwise have access to high-quality training, empowering them to secure better opportunities and a brighter future.

Garden City Community College's focus on workforce alignment, industry partnerships, and community-centered training has had a profound impact on both individuals and the broader economic health of our region.

Sincerely,

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

GARDEN CITY
KANSAS

City Administrative Center
301 N. 8th
P.O. Box 998
Garden City, KS 67846

620-276-1160

www.garden-city.org

Letter of Support

Kansas Postsecondary Technical Education Authority, Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612

Subject: Letter of Support for the Creation of an Electrical Technology Program at Garden City Community College

Dear President Ruda and representatives of the Technical Education Authority,

I am writing this letter in support of creating an Electrical Technology program at Garden City Community College.

The creation of this program will help support the longstanding need for housing within Garden City and Finney County. The City recently completed a Community Housing Assessment Team (CHAT) report that outlines the current housing needs within the community. Depending on which annual growth rate is used, the 2024 CHAT report shows that between 2,391 and 3,912 housing units are needed by 2035 in Garden City alone.

One of the barriers to building this amount of housing is the lack of construction professionals and capacity within the respective trades that are needed to build at this type of scale. I believe that through the creation of the Electric Technology program at Garden City Community College, it will help reduce the existing gap of qualified professionals by helping address this community-wide challenge.

The City of Garden City is committed to being a community partner in addressing housing needs and will support Garden City Community College's efforts to create and expand programs that help meet local needs of the community. This support is demonstrated by our Governing Body's goal of "Continuing partnership with Garden City Community College trades program." This support includes helping Garden City Community College identify grant opportunities, providing connections to industry, and keeping Garden City Community College informed of future developments. Finally, the City is willing to look at other partnership opportunities as they arise.

The City and Garden City Community College have a long-standing partnership, and we look forward to that continuing through the creation of the Electrical Technology program.

Sincerely,

Matthew C. Allen
City Manager

GARDEN CITY
HIGH SCHOOL

#GCBUFFPRIDE

April 14, 2025
Kansas Board of Regents

To Whom It May Concern:

As the Career and Technical Education (CTE) Coordinator for Garden City Public Schools, I am pleased to offer my enthusiastic support for Garden City Community College's proposed Electrical Technology program.

There is a critical need in our region for skilled electrical technicians, and this program would directly support the workforce demands of local industry while creating an attainable career pathway for our high school students. The opportunity for students to earn stackable credentials—including the possibility of obtaining an industry-recognized certification and a college credential before high school graduation—aligns perfectly with our district's vision for CTE, to prepare students for success in both college and career.

We look forward to collaborating with GCCC to provide dual credit opportunities, integrate hands-on learning, and increase access for students across Southwest Kansas. This proposed program would be an invaluable addition to our community and a vital next step in expanding meaningful postsecondary pathways.

Sincerely,

Jenny Hands
CTE Coordinator
Garden City Public Schools, USD 457
jhands@gckschools.com
620-805-5412

Southwest Kansas Builders Association
P.O. Box 1352
Garden City, KS 67846
swkba@outlook.com

Date: April 11, 2025

Dr. Ryan Ruda, President
Garden City Community College
801 Campus Drive
Garden City, KS 67846

Dear Dr. Ruda,

On behalf of the Southwest Kansas Builders Association, I am pleased to express our enthusiastic support for the new electrical program proposed for Garden City Community College, set to launch in the 2025-2026 academic year.

The addition of this program addresses a critical need for skilled electrical professionals in our region. As an organization dedicated to advancing the construction industry in Southwest Kansas, we recognize the value of accessible, high-quality training to meet the growing demands of our workforce. This program will equip students with the technical skills and knowledge necessary to succeed in the electrical trade, fostering economic growth and opportunity in our communities.

The Southwest Kansas Builders Association is committed to supporting this initiative in any way possible. We are eager to collaborate with the college to promote the program, provide industry insights, facilitate partnerships, and explore opportunities for internships, apprenticeships, or other resources to ensure its success.

We commend Garden City Community College for its forward-thinking approach to workforce development and are confident that this program will make a lasting impact. Please feel free to contact me at 620-272-6099 or swkba@outlook.com to discuss how we can further support this exciting endeavor.

Sincerely,

Justin Donecker
President
Southwest Kansas Builders Association

3G Electric
SAFETY · QUALITY · COMMUNITY
905 W. Mary Street, Garden City, KS 67846
620-276-2421
www.3g-ks.com

April 14, 2025

Dear President Ruda,

I write this letter in support of Garden City Community College's (GCCC) Electrical Technology A.A.S. application. 3G Electric has been a supporter of GCCC for years and we have partnered with them on a variety of projects on multiple occasions, including workforce development training in the area of electrical technology.

3G Electric has proudly served the Garden City community as an electrical contractor and service company for over 40 years, currently employing 13 dedicated professionals.

Historically, we have recruited electricians from schools outside our region or have trained employees internally. However, with rising demands for construction and electrical service in our area, alongside the growing technical complexity of our industry, these traditional recruitment and training methods have become increasingly challenging. Specifically, we face difficulties in providing effective, comprehensive training to new hires and retaining employees who relocate from outside the region.

3G Electric can offer support to the program in the form of advisory committee participation, student internships, guest speaking in the classroom, equipment, supplies, etc. Additionally, we are also interested in attending recruiting events and other activities on campus that can highlight the opportunities for employment in the field of electrical technology.

In summary, 3G Electric is excited about the potential for a new Electrical Technology program at GCCC and we support your application.

Thank you,

Scott Geier
President, 3G Electric Inc.

Ryon Fisher Electrical
2319 Rd 180
Sublette, KS 67846
ryonfisher@yahoo.com

4/12/2026
Garden City Community College – Electrical Program Letter of Support
801 Campus Dr.
Garden City, Kansas 67846

Dear President Ruda,

It is my pleasure to write a letter in support of the proposal for the new Electrical program being created by Garden City Community College. I own a small business located in Sublette, Kansas, only 30 miles from Garden City, and I have noticed a decrease in the number of trained and qualified electricians in our area over the last few years. I was approached by the college to give my input to help build the guidelines for the program, as well as give information to what is needed in the industry. This program offers a great opportunity to help fill the void after a lot of seasoned electricians have retired, and local educational opportunities have not been available. This program will help train students in a highly demanding field and potentially keep them in the local communities.

In conclusion, I fully support the efforts of GCCC as they seek accreditation for the new Electrical program and am looking forward to giving continuing support on the advisory board, as well as any other opportunities that arise to help educate students and fill in the much needed employment opportunities that we have.

Sincerely,

Ryon Fisher

Ryon Fisher

Owner – Ryon Fisher Electrical

JOBSEQ

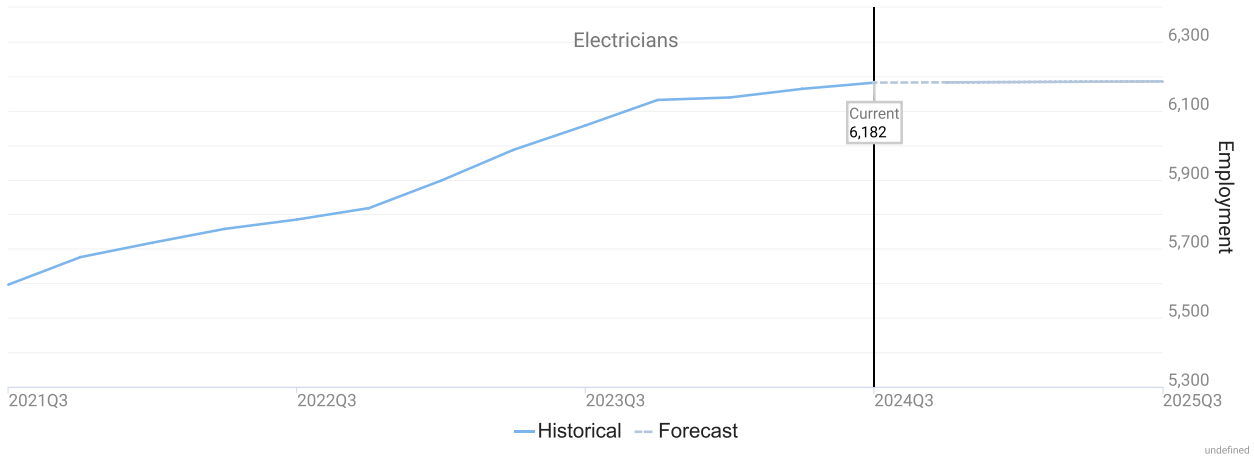
Occupation Report

Electricians

Kansas

Occupation Snapshot

6-Digit Occupation	Empl	Avg Mean Wages	LQ	3-Year Empl Change	Annual Demand	Forecast Ann Growth
Electricians	**6,182**	**$66,300**	**0.84**	**585**	**590**	**0.6%**



"Annual Demand" is the projected need for new entrants into an occupation. New entrants are needed due to expected growth and to replace workers who left the occupation due to factors such as retirement or switching careers.

"Forecast Ann Growth" is the expected change in jobs due to national, long-term trend projections (per the BLS) as well as local factors such as industry mix and population growth (as computed and modeled by Chmura).

Employment by Industry

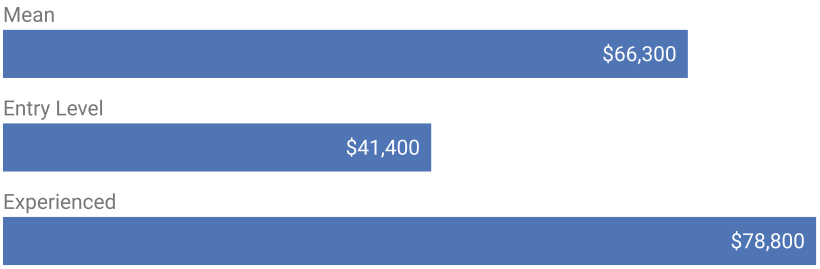
Industry Title	% of Occ Empl	Empl	10-Year Separations	10-Year Empl Growth	10-Year Total Demand
Building Equipment Contractors	70.9%	4,385	4,000	369	4,369
Employment Services	2.9%	181	159	1	159
Executive, Legislative, and Other General Government Support	2.3%	143	125	-1	125
Nonresidential Building Construction	2.1%	132	123	16	140
Electric Power Generation, Transmission and Distribution	1.5%	94	68	-31	37
Utility System Construction	1.4%	88	81	9	90
Aerospace Product and Parts Manufacturing	0.9%	58	51	0	51
Architectural, Engineering, and Related Services	0.9%	55	50	2	52
Rail Transportation	0.7%	46	40	-1	38
Colleges, Universities, and Professional Schools	0.7%	46	40	1	41
General Medical and Surgical Hospitals	0.7%	43	38	0	38
Motor Vehicle Manufacturing	0.7%	41	36	1	37
Elementary and Secondary Schools	0.6%	38	32	-2	31
Agriculture, Construction, and Mining Machinery Manufacturing	0.6%	36	31	-2	29
Residential Building Construction	0.5%	33	32	7	39
All Others	12.3%	762	668	-1	667

The industry distribution indicates the industries in which workers in the occupation(s) are primarily found.

"10-Year Empl Growth" may show industries with positive as well as negative growth; this would indicate that the occupation(s) being examined are expected to expand within some industries while contracting in others.

Source: JobsEQ®, http://www.chmuraecon.com/jobseq

Wages



Occupation	Mean	Median	Entry Level	Experienced
Electricians	$66,300	$62,500	$41,400	$78,800

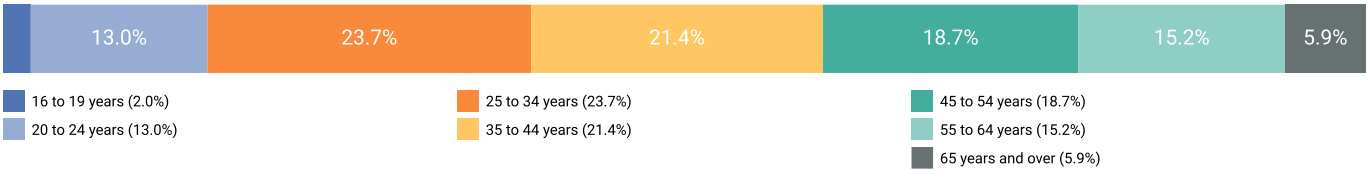
Occupation wages here utilize BLS OEWS data, imputed and brought forward by Chmura.

When this report is run for an occupation group, the table above displays up to the top ten detailed occupations which have the highest average wages within the occupation group.

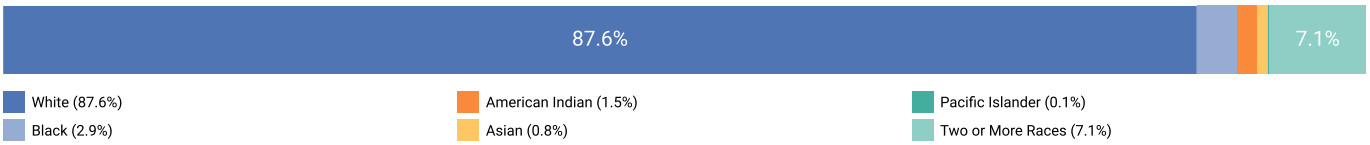
Source: JobsEQ®, http://www.chmuraecon.com/jobseq

Occupation Demographics

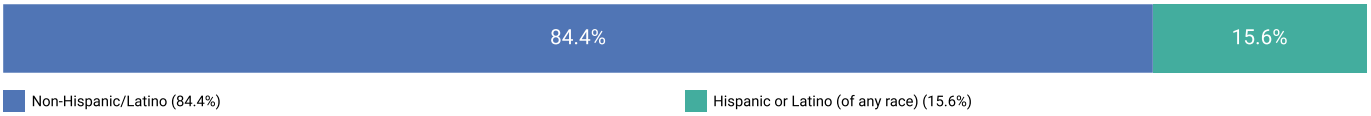
Age



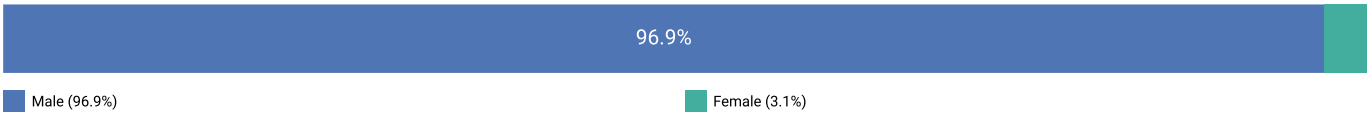
Race



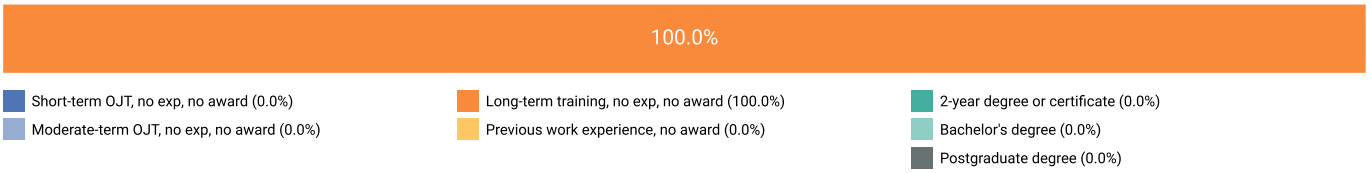
Ethnicity



Gender



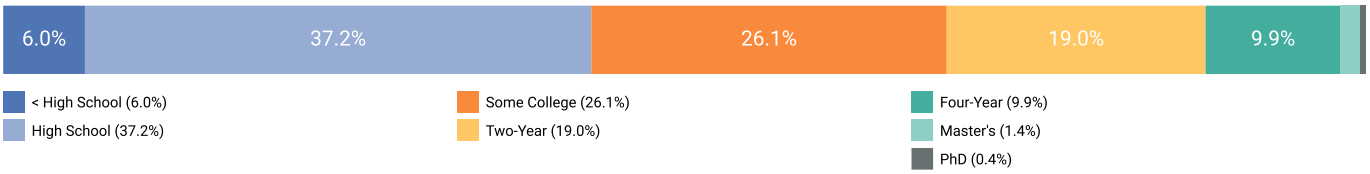
Education and Training Requirements



Source: JobsEQ®, http://www.chmuraecon.com/jobseq

Education Profile

Educational Attainment



Occupation	Typical Entry-Level Education	Previous Work Experience	Typical On-the-Job Training
Electricians	High school diploma or equivalent	None	Apprenticeship

The stacked bar chart here illustrates the estimated mix of educational attainment of the workers in this occupation(s) in aggregate.

The table indicates typical education and training requirements rather than the mix of attainment of workers in such positions.

Postsecondary Programs Linked to Electricians

Program	Awards
Coffeyville Community College	
Electrician	9
Dodge City Community College	
Electrician	12
Highland Community College	
Electrician	18
Johnson County Community College	
Electrician	44
Kansas City Kansas Community College	
Electrician	43
Neosho County Community College	
Electrician	3
North Central Kansas Technical College	
Electrician	29
Northwest Kansas Technical College	
Electrician	66
Salina Area Technical College	
Electrician	23
Washburn Institute of Technology	
Electrician	43

The number of graduates from postsecondary programs in the region identifies the pipeline of future workers as well as the training capacity to support industry demand.

Among postsecondary programs at schools located in Kansas, the sampling above identifies those most linked to Electricians. For a complete list see JobsEQ®, http://www.chmuraecon.com/jobseq

Source: JobsEQ®, http://www.chmuraecon.com/jobseq

Top Skill and Certification Gaps

Top 10 Skill Gaps in Kansas

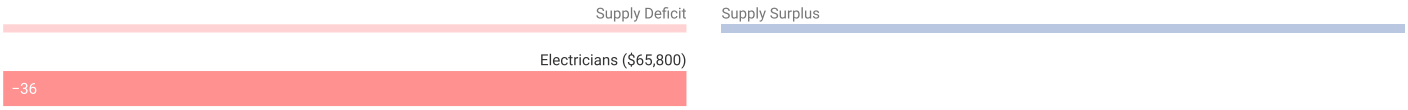
Name	Candidates	Openings	Gap
HVAC Systems	0	36	-36
Manufacturing	12	45	-33
Plumbing	18	49	-31
Blueprint Reading	24	50	-27
Power Tools	0	27	-27
Gauges	0	25	-25
Tape Measures	0	23	-23
Ladder Logic	0	22	-22
Microsoft Office	0	21	-21
Hand Tools	7	27	-20

Top 10 Certification Gaps in Kansas

Name	Candidates	Openings	Gap
National Center for Construction Education & Research Certification (NCCER)	0	6	-6
OSHA 30	0	5	-5
Commercial Driver's License (CDL)	0	4	-4
Forklift Certified	0	4	-4
Certification in Cardiopulmonary Resuscitation (CPR)	4	7	-3
Transportation Worker Identification Credential (TWIC)	0	1	-1
First Aid Certification	4	4	0
OSHA 10	13	1	11

Skill and certifications gaps can help inform employee development programs, as well as provide a comparison of the needs of regional employers to the supply.

Occupation Gaps

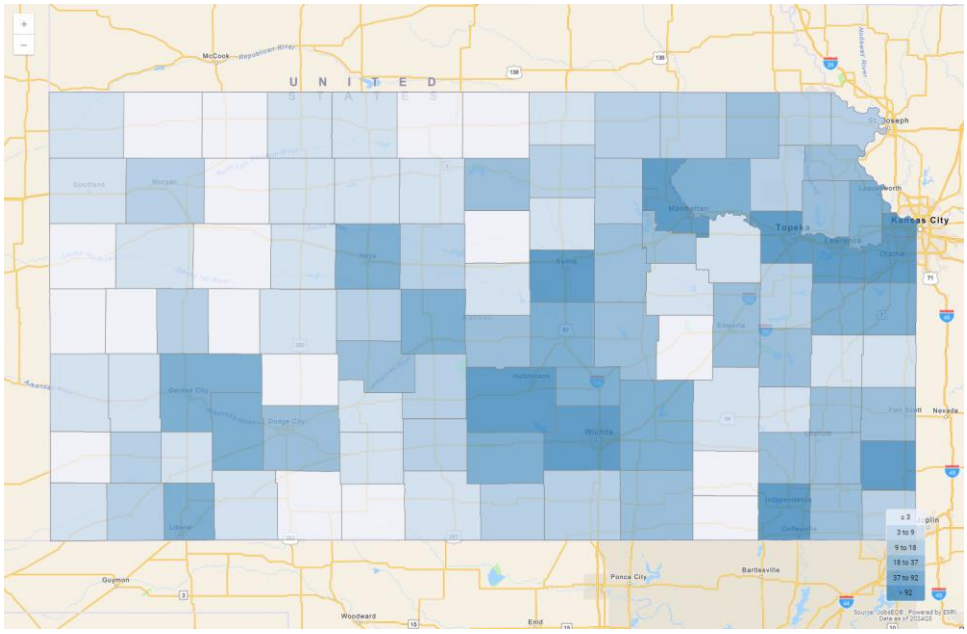


The above are the potential average annual gaps over 10 years. Many variables go into this analysis, but at its core it is based on a forecast comparing occupation demand growth to the local population growth and the projected educational attainment of those residents. When an area, for example, has an occupation expected to grow quickly but the educational requirement for the occupation does not match well with the educational attainment of its residents, there is a high potential for an occupation shortfall in the region. Alternatively, slow-growing or contracting occupations often represent potential supply surpluses.

The potential supply shortfall is an underlying force that the market needs to resolve one way or another, such as by employers recruiting from further distances for these occupations, wages going up to attract more candidates, and/or increased demand and wages enticing more local residents to get training for these occupations. While this an important analysis for determining local occupation needs, the occupation gap should be considered along with other regional data including growth and separation forecasts, unemployment rates, wage trends, and award and skill gap analyses.

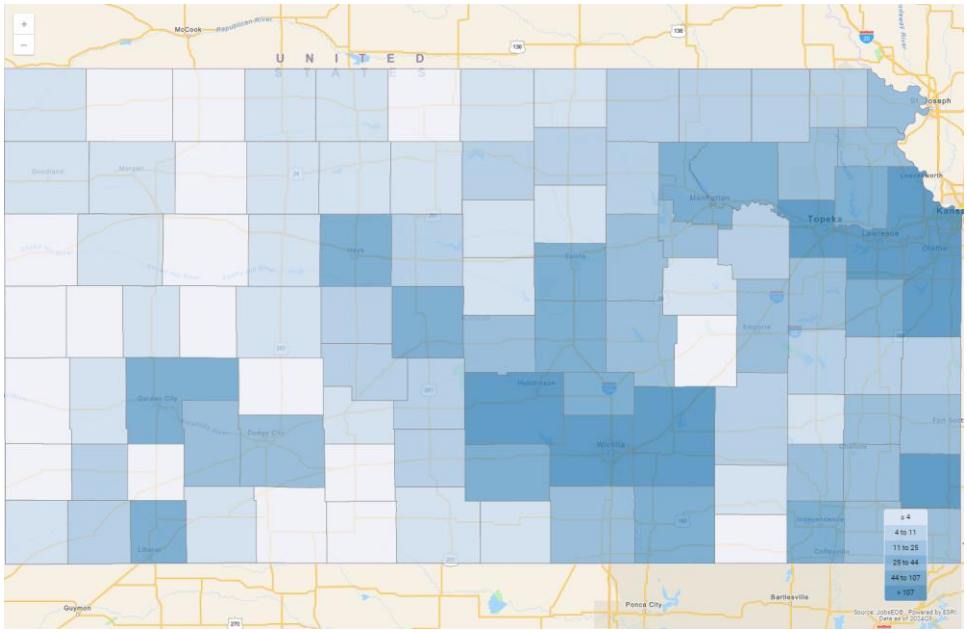
Source: JobsEQ®, http://www.chmuraecon.com/jobseq

Geographic Distribution



Top Counties by Place of Work for Electricians, 2024Q3

Region	Employment
Johnson County, Kansas	1,579
Sedgwick County, Kansas	1,267
Shawnee County, Kansas	452
Wyandotte County, Kansas	424
Douglas County, Kansas	176
Crawford County, Kansas	150
Saline County, Kansas	107
Riley County, Kansas	97
Montgomery County, Kansas	93
Reno County, Kansas	93

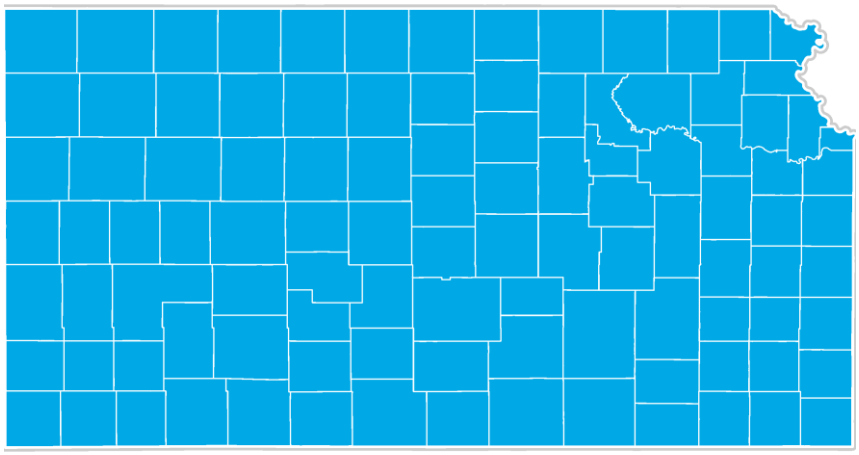


Top Counties by Place of Residence for Electricians, 2024Q3

Region	Employment
Sedgwick County, Kansas	1,142
Johnson County, Kansas	1,074
Wyandotte County, Kansas	395
Shawnee County, Kansas	376
Douglas County, Kansas	188
Leavenworth County, Kansas	131
Crawford County, Kansas	130
Reno County, Kansas	121
Butler County, Kansas	118
Miami County, Kansas	108

"Place of work" employment is based upon the location of employers for these workers. "Place of residence" data refers to the home locations of the workforce, which is typically the preferred data set to use when calculating labor availability within a drive-time or radius of a potential worksite.

Kansas Regional Map



Data Notes

- Occupation employment by default indicates employment by place of work. Occupation employment is as of 2024Q3 and is based on industry employment and local staffing patterns calculated by Chmura and utilizing BLS OEWS data. Employment forecasts are modeled by Chmura and are consistent with BLS national-level 10-year forecasts. Wages by occupation are as of 2024Q3, utilizing BLS OEWS data, imputed and brought forward by Chmura. Entry-level and experienced wages are derived from these source data, computed by Chmura.
- Industry employment is as of 2024Q3 and is based upon BLS QCEW data, imputed by Chmura where necessary, and supplemented by additional sources including Census ZBP data.
- Education and training requirements are from the BLS. Educational attainment mix and other occupation demographics data are modeled by Chmura for 2024Q3 using regional occupation employment from JobsEQ, ZCTA-level demographics data from the Census Bureau, and national occupation-demographics patterns from the BLS.
- Postsecondary awards are per the NCES and are for the 2022-2023 academic year. Any programs shown are linked with the occupation(s) being analyzed via the program-occupation crosswalk, which may not be comprehensive. Any programs shown reflect only data reported to the NCES; reporting is required of all Title IV schools. Training providers that do not report data to the NCES are not reflected.
- Job ads data are online job posts from the Real-Time Intelligence (RTI) data set, produced by Chmura and gleaned from over 40,000 websites. Data reflect ads active during the 12-month period ending 03/02/2025 and advertised for any Zip Code Tabulation Area in or intersecting with the region for which this report was produced. Historical ad volume is revised as additional data are made available and processed. Since many extraneous factors can affect short-term volume of online job postings, time-series data can be volatile and should be used with caution. All ad counts represent deduplicated figures and exclude ads from staffing companies.
- For skill and certification gaps, openings and candidates are based upon regional occupation demand (growth plus separations) and the percent of skill demand and supply. Skill demand mix data are per a one-year sample of RTI data; skill supply data are estimated using a five-year sample of resumes data; both data sets compiled as of July 2022. Data may be based, at least in part, on data from broader geographies; see the Skill Gaps analytic export for more details.
- Occupation gaps are modeled by Chmura, indicating long-term potential supply and demand mismatches in a region due, in part, to job demand and labor pool dynamics, including educational attainment and projected growth.
- Occupation employment by place of residence is as of 2024Q3 and modeled by Chmura based upon occupation employment by place of work and commuting patterns. Commuting patterns are derived from source data from the Census Bureau, occupation-specific commuting tendencies, and updated to reflect more recent population and employment estimates.
- Figures may not sum due to rounding.

FAQ

What is (LQ) location quotient?

Location quotient is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an industry (or occupation) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

What is annual demand?

Annual demand is the sum of the annual projected growth demand and separation demand. Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. Growth demand is the increase or decrease of jobs expected due to expansion or contraction of the overall number of jobs.