

New Program Request Form

CA1

General Information

Institution submitting proposal	Garden City Community College
Name, title, phone, and email of person submitting the application (<i>contact person for the approval process</i>)	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	Construction Technology
Method of program delivery (face to face, online, hybrid)	Face-to-face
Proposed suggested Classification of Instructional Program (CIP) Code	46.0201
CIP code description including Title and Definition (from nces.ed.gov/ipeds)	Title: Carpentry/Carpenter A program that prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards.
Standard Occupation Code (SOC) associated to the proposed CIP code	47-2031
SOC description including title and job description (from onetonline.org)	Title: Carpenters Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors. May also install cabinets, siding, drywall, and batt or roll insulation. Includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.
Number of credits for the degree <u>and</u> all certificates requested	Certificate A (Already Existing): 21 credits Certificate B: 31 credits Certificate C: 46 credits AAS: 60 credits
Proposed Date of Initiation	Fall 2025

Specialty program accrediting agency	None
Industry-recognized certification(s) to be earned by students	NCCER Core OSHA 10 NCCER Carpentry I, Carpentry II, NCCER Advanced Carpentry

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
 - identification of the occupation for which the training is being developed,
 - 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.

This application requests an extension of a previously-approved Certificate A program, including adding a Certificate B, a Certificate C, and an AAS option in addition to our Certificate A.

This application to extend our Construction Technology pathway is part of a larger project to establish a “Construction Trades” center at GCCC, including an Electrical Technology program (separate concurrent application submitted) and, in the future, Plumbing Technology. 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.

The college began offering the Certificate A in Construction Technology in Fall 2020 with the hope to increase the number of workers with basic skills in the home building carpentry pipeline. For the past several years, discussion in the CNTR advisory committee has centered around the need for additional exit points. One advisory board member, Justin Donecker of Engineered Truss, said he has multiple GCCC graduates of the Certificate A program employed who would be interested in additional training.

Most recent data available shows our current Certificate A has approximately 23 concentrators, and we anticipate that this enrollment would be steady—approximately 20 students working through and exiting at various certificate levels each year.

This application adds options in a Certificate B, Certificate C, and an AAS option, the intent of which is to meet the 2025 KBOR alignment. The curriculum was developed by Curt Nemecheck, the college’s full-time instructor in Construction Technology as well as the supervising Assistant Dean and Dean of Technology Education and Workforce Development. This curriculum was approved by the advisory committee on March 26th, the college’s Curriculum and Instruction Committee on April 10th, and the Board of Trustees on April 15th.

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.

Work-based learning requirements are not currently a part of this curriculum proposal although current interest of the advisory committee and other community partners may make

this possible in the near future. Currently informal partnerships exist with advisory committee industry partners to facilitate on-the-job exposure through site visits. The current program model focuses on building small projects at the GCCC campus or on “live” job sites located in the community. The program does have a trailer used to travel to these community-based job sites. For example, students are currently building a storage shed for a community member who has purchased supplies for the project.

Other technical programs at GCCC have formalized internship requirements embedded within the curriculum. This may be part of the future of this program as well, but is not included in this application at this time.

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

Certificate B

The Certificate B in Construction Technology is a program in which students learn the basics of construction-related principles and participate in a variety of projects throughout the curriculum. During the coursework students gain the knowledge and skills necessary to safely perform a wide range of construction-related tasks. Coursework includes safety, blueprint reading, tools and materials, framing, interior and exterior finishing, roofing, and more. Students are prepared to take and pass the National Center for Construction Education and Research (NCCER) Construction Level 1 certification. The course plan listed below outlines completion for a certificate (Cert B) in Construction Technology. The semester-by-semester plans described below are general guidance. This credential fulfills the College’s mission of developing skills in communication and problem solving while promoting a strong work ethic. Students should work closely with their academic advisors to develop a plan that best meets their own individual needs and goals.

Program Learning Objectives:

- 1) Demonstrate knowledge of safety involved with the building construction industry.
- 2) Demonstrate knowledge of building materials and tools.
- 3) Demonstrate knowledge of building plans and elevations.
- 4) Communicate effectively in written, oral, and visual modes.
- 5) Perform tasks of entry level building construction employment (floors, framing, windows, doors, and stairs).
- 6) Demonstrate mathematical reasoning skills.
- 7) Complete a Resume and cover letter.

Certificate C

The Certificate C in the Construction Technology is a program in which students participate in a variety of projects throughout the year. Along the way, they gain the knowledge and skills necessary to safely perform a wide range of construction-related tasks. Coursework includes safety, blueprint reading, tools and materials, framing, interior and exterior finishing, roofing, and more. Students are prepared for the National Center for Construction Education and Research (NCCER) Construction Level 1 certification. The course plan listed below outlines completion for a certificate (Cert C) in Construction Technology. The semester-by-semester plans described below are general guidance. This credential fulfills the College’s mission of developing skills in communication and problem solving while promoting a strong work ethic. Students should work closely with their academic advisors to develop a plan that best meets their own individual needs and goals.

Program Learning Objectives:

- 1) Demonstrate knowledge of safety involved with the building construction industry.
- 2) Demonstrate knowledge of building materials and tools.
- 3) Demonstrate knowledge of building plans and elevations.
- 4) Communicate effectively in written, oral, and visual modes.
- 5) Perform tasks of entry level building construction employment (floors, framing, windows, doors, and stairs).
- 6) Demonstrate mathematical reasoning skills.
- 7) Complete a Resume and cover letter.
- 8) Demonstrate knowledge of reading blueprints for electrical, HVAC, and plumbing.
- 9) Demonstrate knowledge of using blueprints to construct foundational elements that centralize around electrical, HVAC, and plumbing.
- 10) Demonstrate knowledge of insulation & drywall effectiveness and code compliance with local and national standards.

AAS

The Associates of Applied Sciences in Construction Technology is a program in which students participate in a variety of projects throughout the year. Along the way, they gain the knowledge and skills necessary to safely perform a wide range of construction-related tasks. Coursework includes safety, blueprint reading, tools and materials, framing, interior and exterior finishing, roofing, and more. Students are prepared for the National Center for Construction Education and Research (NCCER) Construction Level 1 certification. The course plan listed below outlines completion for an AAS in Construction Technology. The semester-by-semester plans described below are general guidance. This credential fulfills the College's mission of developing skills in communication and problem solving while promoting a strong work ethic. Students should work closely with their academic advisors to develop a plan that best meets their own individual needs and goals.

Program Learning Objectives:

- 1) Demonstrate knowledge of safety involved with the building construction industry.
- 2) Demonstrate knowledge of building materials and tools.
- 3) Demonstrate knowledge of building plans and elevations.
- 4) Communicate effectively in written, oral, and visual modes.
- 5) Perform tasks of entry level building construction employment (floors, framing, windows, doors, and stairs).
- 6) Demonstrate mathematical reasoning skills.
- 7) Complete a Resume and cover letter.
- 8) Demonstrate knowledge of reading blueprints for electrical, HVAC, and plumbing.
- 9) Demonstrate knowledge of using blueprints to construct foundational elements that centralize around electrical, HVAC, and plumbing.
- 10) Demonstrate the ability to install finishing materials for interior and exterior of home.
- 11) Demonstrate knowledge of insulation & drywall effectiveness and code compliance with local and national standards.

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 (60 credit hours) will graduate with an AAS.

Demand for the Program in Kansas

- 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 job openings, estimated annual median wages, and typical education level needed for entry.
 - Labor information included should show demand in Kansas in the occupation *for the specific level of education being proposed for the program*.

- Include additional data demonstrating 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 to show demand in Kansas. Job posting data (cite resource used and date of review) and projected hiring needs for employers (documented in employer letters of support) in Kansas are examples of additional labor data documentation.

Carpenters are listed as high wage and high demand by the Kansas Department of Labor. The Kansas Department of Labor 2022-2032 occupational outlook data shows a 4.3% increase in labor market growth for Carpenters within the state by 2032. This is a total increase of 341 jobs over the 10 year period or 34 jobs annually. Additionally, the data anticipates additional need: 283 annual openings due to exits from the workforce, and 383 annual openings due to transfers. These openings due to labor market growth, exits, and transfers total 700 annual openings for Carpenters in the state of Kansas. This is far more annual openings than skilled workers currently produced by existing training pipelines in Kansas, as shown in K-TIP data below under “Program Duplication.”

The Finney County Economic Development Corporation employs a Master’s level statistician. Their data indicates that a town the size of Garden City should have at least 200 carpenters to sustain local demand, but that we currently have only 40 carpenters working within the city. True local demand can be seen in the City of Garden City’s latest Community Housing Assessment Team (CHAT) assessment, which indicates Garden City will need an additional 3,912 housing units by 2035, equivalent to 390 housing units per year.

State data shows annual mean wages of \$52,423 and annual median wages of \$48,520. The typical educational level needed is a high school diploma, and typical on-the-job training is an apprenticeship, which would require both on-the-job training and Related Technical Instruction inside a classroom. JobsEQ, a labor market tool similar to Lightcast, shows that 24.1% of the current Carpentry workforce in the state has some college or a two-year degree.

- 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 in this application are included from:
 - Finney County Economic Development Corporation
 - City of Garden City
 - Garden City High School
 - Engineered Truss Systems, Inc.
 - Hutton Design+Build
 - Energy Management Systems
- Provide data from the most recent Perkins Comprehensive Local Needs Assessment recommendations, demonstrating the need for the program initiation. Example: “(Data source) listed X number of annual openings for the occupation, with Y number of Concentrators in the matching program area.

GCCC’s 2024 CLNA lists Carpentry as a current offering with “too few concentrators for the job openings” (pp.10-11).

- 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 CAI materials for review purposes. The agreement will not be published or posted during the comment period.

There are no formalized industry or business partnerships at this time, although the program remains very engaged with its advisory committee, our local economic development agency, and the city.

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.

This table is included below.

- 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 table on the following page shows the most current K-TIP data for in-state programs aligning with the 46.0201 CIP code. While there are a significant number of program options within the state, Garden City Community College's current Certificate A in Construction Technology is the only program available in far southwest Kansas. The closest similar program is at Barton Community College, 130 miles away. This physical distance makes meaningful collaboration in an exceptionally hands-on field very challenging.

Additionally, the labor market data referenced above shows approximately 700 annual job openings in Kansas, far more than the total number of graduates (238) and graduates exited and employed (108) shown in the K-TIP data below.

The geographic distance between other programs, and the shortfall in skilled workforce support this request to extend our existing Certificate A program.

Institution	Miles to GCCC	Program Name	CIP Code	Total # Declared Majors	Total # Graduates	Total # Graduates Exited and Employed	Median Wage: Graduates Exited and Employed
Barton Community College	130	Carpentry/Carpenter	46.0201	5	^	^	^
Fort Hays Tech North Central	140	Carpentry/Carpenter	46.0201	25	21	16	\$34,735
Fort Hays Tech Northwest	140	Carpentry/Carpenter	46.0201	14	12	5	\$34,227
Hutchinson Community College	178	Carpentry/Carpenter	46.0201	60	32	10	\$33,797
Salina Area Technical College	201	Carpentry/Carpenter	46.0201	14	11	6	\$35,235
Wichita State University Campus of Applied Sciences and Technology	221	Carpentry/Carpenter	46.0201	67	25	18	\$39,581
Cowley Community College	264	Carpentry/Carpenter	46.0201	23	^	^	^
Manhattan Area Technical College	270	Carpentry/Carpenter	46.0201	26	16	8	\$32,861
Washburn Institute of Technology	311	Carpentry/Carpenter	46.0201	102	25	8	\$28,239
Neosho County Community College	322.5	Carpentry/Carpenter	46.0201	34	16	5	\$62,667
Coffeyville Community College	353	Carpentry/Carpenter	46.0201	67	13	^	^
Fort Scott Community College	364	Carpentry/Carpenter	46.0201	55	9	5	\$26,533
Kansas City Kansas Community College	370	Carpentry/Carpenter	46.0201	78	43	16	\$31,768
Highland Community College	392	Carpentry/Carpenter	46.0201	30	15	11	\$31,899
					238	108	

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

Garden City Community College's current Certificate A program meets and exceeds the minimum requirements for statewide alignment. It is the intent that all extended pathways included in this application (Certificate B, Certificate C, and AAS) also 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.

Course Descriptions

Safety and Orientation CNTR-100 1 hours

This course introduces the student to the basic safety, math, and tools used in the construction trade. Course offered fall semesters.

Introductory Craft Skills CNTR-110 3 hours

This course introduces the student to the basic safety, math, and tools used in the construction trade. This course also exposes the student to some of the technical, communication (written, oral, visual) and employability skills required for a successful career in the trade. Course offered fall semesters.

Construction Basics CNTR-120 3 hours

This course introduces the student to the basic elements of the construction industry including the history and current state of the industry, career opportunities and requirements, basic safety, basic construction materials and tools, and construction plans and evaluations. Course offered fall semesters.

Carpentry I CNTR-130 4 hours

This course introduces the student to the construction building fundamentals for framing wood and metal floor systems, walls, and ceilings. This course introduces the student to the construction building fundamentals for framing wood and metal floor systems, walls, and ceilings. Course offered spring semesters.

Carpentry II CNTR-140 4 hours

This course introduces the student to the fundamentals of roof framing including gable and hip roof systems. This course covers materials, methods for calculating rafter length and angles, and proper use of framing. Course offered spring semesters.

Windows, Doors, and Stairs CNTR-150 3 hours

This course introduces students to the fundamentals of window, door, and stair construction, installation, and layout for all carpenters. Course offered spring semesters.

Concrete I CNTR-160 3 hours

This course introduces students to the fundamentals of concrete. In the big picture of construction, concrete represents the literal foundation and structural skeleton for the entire project. Students will learn a wide variety of information about safety, terminology, planning, layout, structure, and concrete makeup to be able to pour a successful horizontal pad.

Building Blueprints and Codes CNTR-200 3 Hours

This course identifies the importance of accurately reading blueprints and integrates current building codes and zoning ordinances in building construction. Students are instructed in in building layout and use a variety of measuring, leveling, and lout out of tools. Students will also be learning basic CAD software.

Carpentry Plumbing and HVAC CNTR-210 3 Hours

This course identifies the importance of accurately reading blueprints and integrates current building codes and zoning ordinances in building construction. Students are instructed in in building layout and use a variety of measuring, leveling, and lout out of tools. Students will also be learning basic CAD software.

Carpentry Electrical CNTR-220 2 Hours

This course covers basic knowledge of the installation and service requirements for residential Electrical including Basic Code requirements. Students will enter the workforce with the knowledge and skills needed to perform productively in the residential or commercial market

Exterior Finishing CNTR-230 4 Hours

This course covers the stage of construction which completes the exterior of the building. The order of installation may be changed but the processes include roofing, house wrap, windows and doors, and siding. These processes typically are occurring at the same time as the trade groups are completing “rough” work in electrical, plumbing, and HVAC.

Drywall & Insulation CNTR-240 4 Hours

Students will learn to estimate and identify what type of drywall to use. Also included is how to install, finish, and texture drywall. Proper selection (R-U values) and installation methods are taught. Skills to help calculate proper sizing for ventilation purposes are also included.

Interior Finishing CNTR-250 5 Hours

This course will cover the fundamentals of finish interior building construction. This is the final state of the construction process. Students will learn about specialized tools and techniques. This course will cover trimming and installing doors, windows, cabinetry, and the appropriate decorative trim and hardware. They will also learn floor covering, ceramic tile installation and suspended ceilings.

- 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>

Certificate B

Semester 1		15 hours
Course No.	Course Title	Credit
CNTR-100	Safety & Orientation	1
CNTR-110	Introductory Craft Skills	3
CNTR-120	Construction Basics.	3
CNTR-130	Carpentry I.	4
ENGL-100	Applied Communications.....	3
PCDE-109	Career Success	1

<u>Semester 2</u>		<u>16 hours</u>
Course No.	Course Title	Credit
CNTR-140	Carpentry II	4
CNTR-150	Windows, Doors, & Stairs	3
CNTR-160	Concrete	3
MATH-107T	Technical Math	3
CSCI-110	Intro to Computers	3

Certificate C

<u>Semester 1</u>		<u>15 hours</u>
Course No.	Course Title	Credit
CNTR-100	Safety & Orientation	1
CNTR-110	Introductory Craft Skills	3
CNTR-120	Construction Basics.	3
CNTR-130	Carpentry I.	4
ENGL-100	Applied Communications	3
PCDE-109	Career Success	1

<u>Semester 2</u>		<u>16 hours</u>
Course No.	Course Title	Credit
CNTR-140	Carpentry II	4
CNTR-150	Windows, Doors, & Stairs	3
CNTR-160	Concrete	3
MATH-107T	Technical Math	3
CSCI-110	Intro to Computers	3

<u>Semester 3</u>		<u>16 Hours</u>
Course No.	Course Title	Credit
CNTR-200	Building Blueprints and Codes	3
CNTR-210	Carpentry Plumbing and HVAC....	3
CNTR-220	Carpentry Electrical	3
CNTR-230	Exterior Finishing.	4
COMM-103	Interpersonal Communication	3

AAS

<u>Semester 1</u>		<u>15 hours</u>
Course No.	Course Title	Credit
CNTR-100	Safety & Orientation	1
CNTR-110	Introductory Craft Skills	3
CNTR-120	Construction Basics.	3
CNTR-130	Carpentry I.	4
English Discipline Requirement		3
Student Success Requirement		1

<u>Semester 2</u>		<u>16 hours</u>
Course No.	Course Title	Credit
CNTR-140	Carpentry II	4
CNTR-150	Windows, Doors, & Stairs	3
CNTR-160	Concrete	3
Mathematics & Statistics Discipline Requirement		3
Natural & Physical Sciences Discipline Requirement		3-5

<u>Semester 3</u>		<u>16 Hours</u>
Course No.	Course Title	Credit
CNTR-200	Building Blueprints and Codes	3
CNTR-210	Carpentry Plumbing and HVAC.....	3
CNTR-220	Carpentry Electrical	3
CNTR-230	Exterior Finishing	4
Communications Discipline Requirement.....		3

<u>Semester 4</u>		<u>14 Hours</u>
Course No.	Course Title	Credit
CNTR-240	Interior Finishing	5
CNTR-250	Drywall & Insulation.	4
Social Responsibility & Diversity Requirement		2
Social & Behavioral Sciences Discipline Requirement		3

- 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 is included from Jenny Hands, CTE Coordinator for Garden City Public Schools.

Faculty

- Describe faculty qualifications and/or certifications required to teach in the proposed program.
Generally, 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." The college's current faculty member has over twenty years of experience as a General Contractor and holds a valid Builder's Inspector license.

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 not planning, however, to charge Excel in CTE students fees. 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

Because this request is to extend an existing program pathway beyond the existing Certificate A program, we do not anticipate any major budgetary changes for the Fiscal Year 2026 budget. The CA-1a budget form shows costs that are currently budgeted in Fiscal Year 2025 that we do not anticipate will change because the program currently has equipment, supplies, etc. The funding source for these amounts is listed as “currently-budgeted,” and are already factored into budget modeling for Fiscal Year 2026. Part II.G lists \$20,000 of new money from the President’s new program development budget line for unforeseen and unbudgeted expenses associated with expanding the program (offering both a Certificate A and a Certificate B in the first year). The total cost for implementation year is \$107,500, of which approximately \$87,500 is not new money.

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 Construction Technology and Electrical Technology. The estimated instructor costs for Fiscal Year 2027--\$77,250—anticipates a cost of living adjustment for the faculty member. Equipment, tools/supplies, and instructional supplies are listed for a total of \$34,500 in year two as year two will introduce the Certificate C option and will have a new instructional space. The source for these is the Fiscal Year 2027 budgeting process. The facility cost is anticipated to be \$1.8 million, an amount that, as of the date of this application, is approximately 61% funded 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 data to identify factors that led to results that were observed; (7) identify and implement action plans aimed at improving student learning and track results across cycles; and (8) integrate assessment results and resource needs from related action plans into budget and planning processes at the program, department, and institutional levels. Additionally, faculty ensure that assessment occurs in a consistent manner across instructional locations and modalities, including distance learning and dual enrollment high school courses.

- 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. Marilyn 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: Construction Technology

<u>IMPLEMENTATION COSTS</u>					
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	10
Part II. Initial Budget				Implementation Year	
A. Faculty		Existing:	New:	Funding Source:	
Full-time	#1	\$75,000	\$	Currently-budgeted employee	
Part-time/Adjunct	#	\$	\$		
		Amount	Funding Source		
B. Equipment required for program		\$3,000	Currently-budgeted		
C. Tools and/or supplies required for the program		\$			
D. Instructional Supplies and Materials		\$9,500	Currently-budgeted		
E. Facility requirements, including facility modifications and/or classroom renovations		\$0			
F. Technology and/or Software		\$			
G. Other: unforeseen, unbudgeted expenses during expansion year		\$20,000	President's new program development budget		
Total for Implementation Year		\$107,500			
<u>PROGRAM SUSTAINABILITY COSTS (Second and Third Years)</u>					
Part I. Program Enrollment			Second and Third Years		
Please state how many students/credit hours are expected during the first two years of the program?					
			Full-Time	Part-Time	
A. Headcount:			10	10	
Part II. Ongoing Program Costs			First Two Years		
A. Faculty		Existing:	New:	Funding Source:	
Full-time	#1	\$77,250	\$	FY 2027 Annual Budget Planning	
Part-time	#	\$	\$		
		Amount	Funding Source		
B. Equipment required for program		\$15,000	FY 2027 Annual Budget Planning		
C. Tools and/or supplies required for the program		\$10,000	FY 2027 Annual Budget Planning		
D. Instructional Supplies and Materials		\$9,500	FY 2027 Annual Budget Planning		
E. Facility requirements, including facility modifications and/or classroom renovations		\$1,800,000	Tax credit sales, grants received		
F. Technology and/or Software		\$			
G. Other <i>(Please identify; add lines as required)</i>					
Total for Program Sustainability		\$1,911,750			

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 Construction Technology application as well as in our Electrical 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 <i>(contact person for the approval process)</i>	Marc Malone, VP for Instructional Services, 620-276-9597, marc.malone@gcccks.edu
Name, title, phone, and email of the Perkins Coordinator	Chuck Pfeifer, Dean of Technical Education, 620-276-9521, chuck.pfeifer@gcccks.edu
Program Name	Construction Technology
Program CIP Code	46.0201
Educational award levels <u>and</u> credit hours for the proposed request(s)	Certificate A (Already existing): 21 credits Certificate B: 31 credits Certificate C: 46 credits AAS: 60 credits
Number of concentrators for the educational level	Currently 23
Does the program meet program alignment?	Yes
How does the needs assessment address the occupation and the program <i>(provide page number/section number from the CLNA and describe the need for the program)</i>	GCCC's 2024 CLNA lists Carpentry as a current offering with "too few concentrators for the job openings" (pp. 10-11)
Justification for conditional approval: <i>(how will Perkins funds will be used to develop/improve the program)</i>	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? <i>(Contact Board staff for technical assistance if there are questions regarding accessibility)</i>	Yes

Signature of College Official  Date 4/16/25

Signature of KBOR Official _____ Date _____

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, 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
46.0201	Construction Technology	X	Certificate A, B, C, and AAS	Fall 2025

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 Maich Madon 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



Garden City Community College

Construction Technology

AGENDA

Wednesday, March 26, 2025

JCVT 1302

11:30 – 1:00 pm



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

Bold innovation

Unwavering Integrity

Service and Collegiality

Trust, Transparency, & Accountability

Empowered Creativity & Academic Freedom

Responsible Leadership

Student-centered focus

Leadership Priorities

Embrace Continuous Improvement

Prioritize People

Leverage Technology

Foster A Culture Innovation

Focus on Customer Experience

Data-Driven Decision-Making

-
- I. Call to Order: Gara Jarmer
 - II. Welcome
 - III. Introductions
 - IV. Review and Approve Minutes from previous meeting
 - A. Motion to approve by Scott Donecker
 - B. Motion 2nd by: Andy Fahrmeier
 - C. Approved
 - V. Campus Update: Dean Pfeifer
 - A. Enrollment is going very well. We have an increase of 15% compared to last spring. Most of that increase comes from online courses, distance learning, and high school dual enrollment. It takes everyone promoting the college just a little bit to make a difference. We are proud of that, especially when other colleges across the state are not experiencing the same trends. We have continued grants with Title 3 in year 4 of a 5 - year grant. The ICCAE grant which is through the University of Kansas, is in the intelligence community. Cybersecurity and Criminal Justice are a part of that. Washington DC wants to connect to rural areas to get diverse backgrounds and perspectives. Allows students to travel to DC and get experiences they might not otherwise have. New facilities on campus, Construction Technology

Building, which we will talk about more later. We are in the process of updating the Spruce Street Tech Center. It will become the GCCCA where the Adult Ed programs will be. They serve a growing number of students with programs that include ESL, Citizenship, and the GED program. It is one of the largest adult programs in the state. Funding for this has all been grassroots private funding with a grant through the Kansas Health Foundation. Please join any of the activities on campus. We have the Endowment auction coming up and several different athletic events, plays, etc.

B.

C. Legislative Update – Dr. Malone

- i. This is the time of the budgeting session in Topeka. Just a brief overview of that. The college is looking at \$500,00 less in state funding, year over year, from Topeka for this year. Not sure it will be any different in year 27. For some reason, community colleges have been under criticism in Topeka. In the most recent move with legislation, community college funding is tied to decreasing cash reserves, they can't have more than 6 months of operation, but it won't impact GCCC.

We will see small cuts show up across the institution. cuts will be made across the different programs. You may have heard that in our Drama department we did not renew a faculty member. That was on the instructional side. We will see other reductions by not hiring unfilled positions, spending reductions across athletic, student services, and administrative services, and spending cuts across the board.

Our local representatives have been strong advocates for us in Topeka.

What are our cash reserves? – we carry 20.5% cash reserve, so we wouldn't be impacted by the latest legislation. Cash reserves are a separate issue from staffing. The cabinet has discussed how all positions might be able to be combined.

Since we are having an upward enrollment trend. How does funding work?

There is local tax support from the mill levy, state funding that comes directly from Topeka, and student funding tuition and fees. A portion of that would be federal funding from Pell grants, federal financial aid, and federal work study grants.

- ii. Edge –dual credit, it is free, state pays, fees are waived by the college. We give the local high schools some money to use to send students to college
- iii. Buster boost- for students who qualify for free and reduced lunches
- iv. Finish Line program for those who started college but didn't finish c
- v.
- vi. Kansas promise – This is a state program. The state will pay your tuition if you stay and work in Kansas for 2 years.
- vii. We have several articulations for more opportunities to get a bachelor's degree without leaving the area. A student can stay in Finney County and get a degree from KU, Newman, Ft. Hays State. We are also working with K-State.
- viii. SWKBA will offer a \$7000 scholarship
- ix. Construction Technology project is going well.
- x. The city is more willing to partner with us,
- xi. April 12 Endowment auction cost is \$70 per person

VI. Program Update: Curt Nemechek

- A. Will be changing direction trying to get the students into the field, exploring a different book by HDI all in one book, start with OSHA 10 course. Must be aligned with curriculum, dictate some of the core courses cert a, b, c then 2yr. We are going to do all the programs, getting guidance from other programs across the state.
- B. 4 semester plan handout, semester 1 & 2 is what we currently offer, in red will be the added courses. HVAC and plumbing are not full courses, just introductions. Advanced students will attend class in the morning. Afternoon classes will be for high school students. We want to build a program big enough to need more instructors. This would have several pathways, might want to go ahead and get bachelor's at Ft. Hays, this is a highway with many exits, so many opportunities, really excited about this program and want to get enrollment up.
- C. This does align with Ft. Hays, articulation shows it will be a 2 and a 2. A part of the dream is to have the 4-yr degree here on campus.
 - i. Andy would like information to present to the high school class in Colorado
- D. Chuck makes a motion to support the curriculum as presented
 - i. Justin moved to accept the curriculum
 - ii. Gara 2nd
 - iii. Motion carried
- E. We will need at least 3 letters of support.
- F. We do have templates that you can use. Marc will give to Adele to send out to members
- G. We worked with NCCER to make some changes and still be able to maintain certification, which will free up Curt to teach, there won't be as

many tests, and will get students in the shop faster. Input from committee members helped move this forward

H. Student Report

- i. The class introduced themselves and gave information about their plans.

VII. New Business

A. Enrollment Update

- i. 10 students are currently enrolled
- ii.

VIII. Future projects, improvements

- A. Storage building
- B. GCCC Softball ticket booth
- C. Building greenhouse for the Endowment auction

IX. Old Business

A. Feedback from local partners

- i. Discussed GPS layout options noting that 2nd year students need basic survey and grade skills and equipment. Getting basic foundational skills will help them with the new technology.
- ii. It was suggested that since the County Health building and the new fire station are in progress they would be good sites for a field trip.

B. Requests to industry partners

- i. Would anyone want to do an internship?

X. Next meeting Sept. 9,2025 start at noon

XI. Adjournment 1:32 pm

Advisory Board Members

Program: Construction Technology

Meeting Date: March 26, 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
Andy Fahrmeiner	Hutton Construction	Area Manager	620.290.0820	afahrmeier@huttonbuilds.com	AF
Cody Hollister	Conco Construction			codyh@concoconstruction.com	
Gara Jarmer	Iron Ins			gjarmer@kellerleopold.com	GJ
Jenna Johnson	Holcomb School	Counselor		jenna.johnson@usd363.com	
Jennifer Bachman	Lakin School	Counselor		jennifer.bachman@usd215.edu	
Jerry Johnson				jerry.johnson@usd363.com	
Justin Donecker	Engineered Truss	Owner		justin.donecker@esti-truss.com	JD

Advisory Board Members

Program: **Construction Technology**

Meeting Date: _____

PLEASE VERIFY ALL INFORMATION AND FILL IN ANY BLANKS

First & Last Name	Company Name & Address	Title or Position	Phone	E-mail	Initial When Present
Lance Rupp	SW KS Builders Assoc.	EO	620.214.4310	ldrupp@wnsnet.org	<i>LR</i>
Mike Cook	Builders First Source	<i>General Manager</i>	620.214.4310	mike.cook2@bldr.com	<i>MC</i>
Steve Stucky	Stucky Builders LLC			stuckybuilders@gmail.com	<i>SS</i>
Trent Maxwell				Trent.maxwell@gardencityks.us	<i>TM</i>

Advisory Board Members

Program: Construction Technology

Meeting Date: _____

PLEASE VERIFY ALL INFORMATION AND FILL IN ANY BLANKS

First & Last Name	Company Name & Address	Title or Position	Phone	E-mail	Initial When Present
Leonard Hitz	GCCC	Board of Trustees		nlhitz09@wbsnet.org	
Marc Malone	GCCC	VP of Instruction		marc.malone@gcccks.edu	
Chuck Pfeifer	GCCC	Dean of Tech Ed		chuck.pfeifer@gcccks.edu	PCP
Gabe Winger	GCCC	Asst. Dean of Tech Ed & Jdat program		gabe.winger@gcccks.edu	G
Ryan Connolly	GCCC	INPR Instructor		ryan.connolly@gcccks.edu	RC
Cory French	GCCC	INPR Lead		cory.french@gcccks.edu	CF
David Rupp	GCCC	Board of Trustees		drupp@cox.net david.rupp@gcccks.edu	DR
Scott Kedrowski	GCCC	Admin Advancement			SK

Advisory Board Members

Program: **Construction Technology**

Meeting Date: _____

PLEASE VERIFY ALL INFORMATION AND FILL IN ANY BLANKS

First & Last Name	Company Name & Address	Title or Position	Phone	E-mail	Initial When Present

**Curriculum and Instruction Committee
Meeting Minutes
April 11, 2025**

Attendance

Voting Members: Nicole Dick, Renee Harbin, Brian McCallum, Veronica Goosey, Gabe Winger, Seth Kristalyn

Absent: Brandy Unruh, Jeremy Gigot, Nancy Unruh

Ex-officio, non-voting members: Chuck Pfeifer, Shellie Emahizer, LaLani Kasselmann, Julia Proctor, Jamie Durler

Absent: Phil Terpstra, Sydnee Claussen, Claudia Horney

Chair:

Guests:

Marc Malone Stephanie Knight, Brenda Barrett

Meeting called to order at 12:00 p.m.

I. Approval of Minutes - March 25, 2025 meeting

Renee asked to amend the minutes to state that BSAD-124 Salesmanship course is used in the MGMK.AAS degree. Move to approve minutes as amended from the March 25, 2025 meeting:

Motion: Renee Harbin

Second: Gabe Winger

Ayes: Renee Harbin, Brian McCallum, Veronica Goosey, Gabe Winger, Seth Kristalyn

Nays: None

Motion Carried

II. Old Business

A. Policy Revisions –

1. Saffell Library Collection Development -

Move to approve Saffell Library Collection Development policy as presented:

Motion: Brian McCallum

Second: Gabe Winger

Ayes: Renee Harbin, Brian McCallum, Veronica Goosey, Gabe Winger, Seth Kristalyn

Nays: None

Motion Carried

2. Student Attendance – tabled to next meeting

B. Discussion: C&I Committee make-up – add business office representative

The committee members discussed and the consensus was that a business office representative could attend any meeting they would like to, but they would not be a voting member as it does not meet the purpose, focus or objectives of the C&I committee.

Move to not add a business office representative to the C&I committee, however; the agenda will be shared with them, and they are welcome to attend the meetings as it is an open meeting:

Motion: Gabe Winger

Second: Renee Harbin

Ayes: Renee Harbin, Brian McCallum, Veronica Goosey, Gabe Winger, Seth Kristalyn

Nays: None

Motion Carried

- C. Program Based Online Course Development Process and Goals – Jamie Durler: tabled to next meeting
- D. KBOR New English and Math Placement Measures – tabled to next meeting
- E. Add Dates for 3 and 4-week sessions – tabled to next meeting
- F. Academic Review Rotation – tabled to next meeting

III. New Business

- A. Construction Technology – New programs and courses: expand to include a CERTB, CERTC and AAS

- 1. New Courses:

- CNTR-200 Building Blueprints and Codes
- CNTR-210 Carpentry Plumbing and HVAC
- CNTR-220 Carpentry Electrical
- CNTR-230 Exterior Finishing
- CNTR-240 Drywall & Insulation
- CNTR-250 Interior Finishing

- 2. New Programs:

- AAS
- CERTB
- CERTC

Move to approve new courses and programs with SLOs to be updated by next C&I meeting:

Motion: Renee Harbin

Second: Gabe Winger

Ayes: Renee Harbin, Brian McCallum, Veronica Goosey, Gabe Winger, Seth Kristalyn

Nays: None

Motion Carried

Nicole Dick arrived to the meeting at 12:35 p.m.

- B. Prerequisite Changes:

- CHEM-105 General Chemistry – remove MATH-107 Intermediate Algebra and state concurrently enrolled in a math class or have finished a math class with a grade of C or better; remove COMPASS test score; update placement values
- CHEM-108 Chemistry for Health Services – remove MATH-006 Beginning Algebra and MATH-107 Intermediate Algebra; remove COMPASS test score; update placement values
- CSCI-290 Data Analytics (Data+) – add MATH-110 Fundamentals of Statistics and MATH-111 Contemporary Math and update placement values

- MATH-107T Technical Mathematics – remove MATH-006 Beginning Algebra and update placement values
- MATH-108 College Algebra – remove MATH-107 Intermediate Algebra and update placement values
- MATH-008 College Algebra Companion – update placement values
- MATH-110 Fundamentals of Statistics – remove MATH-108 College Algebra and state or concurrently enrollment in MATH-010 Fundamentals of Statistics Companion; update placement values
- MATH-111 Contemporary Mathematics – remove MATH-107 Intermediate Algebra and update placement values
- PHSC-105 General Physical Science – remove MATH-006 Beginning Algebra and add recommended one year of high school algebra
- PHSC-110 Introduction to Meteorology – remove MATH-005 College Math and add recommended one year of high school algebra
- PHYS-205 General Physics I – add MATH-110 Fundamentals of Statistics and MATH-111 Contemporary Math

Move to approve the above prerequisite changes with updated syllabi by next C&I meeting:

Motion: Gabe Winger

Second: Renee Harbin

Ayes: Renee Harbin, Brian McCallum, Veronica Goosey, Gabe Winger, Seth Kristalyn, Nicole Dick

Nays: None

Motion Carried

Meeting adjourned at 12:50 p.m.

Move to adjourn:

Motion: Renee Harbin

Second: Brian McCallum

Ayes: Renee Harbin, Brian McCallum, Veronica Goosey, Gabe Winger, Seth Kristalyn, Nicole Dick

Nays: None

Motion Carried

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. Marilyn 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 Thirty (30) 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 Ten (10) 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: Marilyn 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: Marilyn 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: Marilyn 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: Marilyn 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:

Jodie Tewell
Deputy Clerk

Signature:

Dr. Ryan Ruda
President

Signature:

Mrs. Shanda Smith
Chairman of the Board

*Meeting of Trustees
April 15, 2025*



April 10, 2025

I am writing to express our strong support for Garden City Community College's (GCCC) Construction Trades 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,

A handwritten signature in blue ink, appearing to read 'Lona DuVall', is written over a light blue horizontal line.

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 **HIGH SCHOOL**



#GCBUFFPRIDE

April 14, 2025
Kansas Board of Regents

To Whom It May Concern:

On behalf of Garden City Public Schools, I am writing to express strong support for Garden City Community College's proposed expansion of its Construction Technology program.

Our CTE programs at the high school level have consistently emphasized the importance of providing students with real-world, in-demand skills. The expansion of GCCC's Construction Technology offerings would allow our students to take their learning further—earning industry-recognized credentials and postsecondary credit while still enrolled in high school. This creates a powerful pipeline from classroom to career and offers students a head start in a field with excellent job prospects locally and beyond.

We are committed to partnering with GCCC to align coursework, support career exploration, and provide students with access to quality training that leads to meaningful employment. This initiative will benefit students, families, and the broader workforce of Western Kansas.

Sincerely,

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



Dear President Ruda,

I am writing to enthusiastically endorse the expansion of Garden City Community College's Construction Technology program. As the owner of a local component manufacturing business and as President of the Southwest Kansas Builders Association, I have been actively involved with GCCC's Construction Technology program since its inception. Over the years, I have had the privilege of hiring several graduates from the Certificate A program, and their skills and work ethic have consistently impressed me.

I am aware of many program graduates who are eager for advanced training opportunities, such as the additional certificates and Associate of Applied Science (AAS) degree that GCCC is proposing. Expanding the program would provide these individuals with the structured education needed to further their careers and meet the growing demands of our industry.

Engineered Truss is committed to supporting this initiative through continued participation on the program's advisory committee, prioritizing the hiring of GCCC graduates for open positions, and collaborating with the Southwest Kansas Builders Association to secure scholarship funding for students.

Thank you for considering this vital expansion, which will strengthen our community and the construction industry in Southwest Kansas.

Sincerely,

Justin Donecker

General Manager

Engineered Truss Systems Inc.



Dear President Ruda,

I am writing this letter in support of expanding Garden City Community College's Construction Technology program.

Hutton Design+Build is a commercial design and construction company serving clients throughout the State of Kansas and beyond. With an office and local staff based in Garden City since 2008, we are particularly focused on serving clients throughout Western Kansas. The availability of skilled trades professionals in Western Kansas has long been a problem in our industry, and the Construction Technology program at Garden City Community College is addressing this critical issue.

Hutton Design+Build will support the Construction Technology program at Garden City Community College through advisory committee participation, assisting in faculty professional development, offering student internships, guest speaking in the classroom, and financial donations and sponsorships.

Please accept this letter as a statement of Hutton Design+Build's commitment to supporting Garden City Community College's Construction Technology program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andy Fahrmeier', with a long horizontal line extending to the right.

Andy Fahrmeier

Western Kansas Team Leader

LEAD. INSPIRE. RESPECT. CONSTRUCT.

GARDEN CITY, KANSAS • 620.276.3930 • HUTTONBUILDS.COM



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 Expansion of the Construction 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 expanding the Construction Technology program at Garden City Community College.

The expansion 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 expansion of the Construction 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 expansion of the Construction Technology program.

Sincerely,

Matthew C. Allen
City Manager

Roy Cessna
Mayor

Tom Nguyen
Commissioner

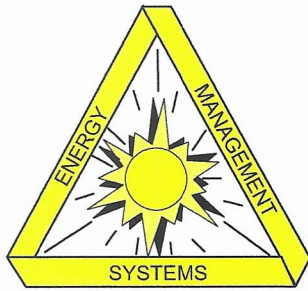
Bryce Landgraf
Commissioner

Manuel F. Ortiz
Commissioner

Troy R. Unruh
Commissioner

Matthew C. Allen
City Manager

City Administrative
Center
301 N. 8th
P.O. Box 998
Garden City, KS 67846
620-276-1160
www.garden-city.org



ENERGY MANAGEMENT SYSTEMS

12560 West River Road
Holcomb, KS 67851
(316) 277-0361 - (620-521-6633)
Fax (316) 277-0894
E-mail: emanys@wbsnet.org



April 16, 2025

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

Dear President Ruda,

I write this letter in support of Garden City Community College's (GCCC) Construction Technology A.A.S. application. Energy Management Systems 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 building trades, electrical, and home construction.

Historically, we have recruited construction technicians from schools outside our region or have trained employees internally. As you know, with the increase in demand for skilled technicians in construction and electrical in SW Kansas, companies like mine face even greater difficulties in providing effective, comprehensive training for newly hired employees. Additionally, retaining employees from outside the SW Kansas region is an ongoing struggle. The growing technical complexity of the construction industry makes recruitment and training even more challenging.

Energy Management Systems can offer support to the program in the form of advisory committee participation, guest speaking in the classroom, equipment, and supplies. 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 home construction, building construction, and energy management solutions.

In summary, Energy Management Systems is excited about the potential for a new Electrical Technology program at GCCC and we support your application.

Thank you,

Steve Guy
Owner
Energy Management Systems
12560 W River Rd
Holcomb, KS 67851



Occupation Report

Carpenters

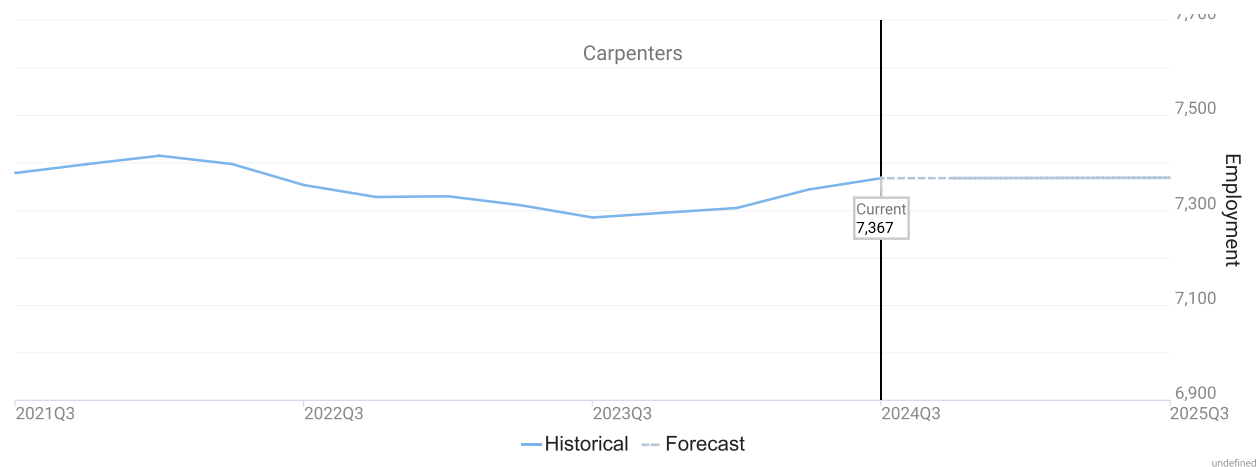
Kansas



Occupation Snapshot	3
Employment by Industry	4
Wages	5
Occupation Demographics	6
Education Profile	7
Postsecondary Programs Linked to Carpenters	8
Top Skill and Certification Gaps	9
Occupation Gaps	10
Geographic Distribution	11
Kansas Regional Map	13
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FAQ.....	15

Occupation Snapshot

6-Digit Occupation	Avg			3-Year Empl Change	Annual Demand	Forecast Ann Growth
	Empl	Mean Wages	LQ			
Carpenters	7,367	\$57,700	0.87	-11	578	0.1%



- 💡 “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
Residential Building Construction	27.2%	2,001	1,546	21	1,567
Building Finishing Contractors	26.2%	1,933	1,490	12	1,502
Nonresidential Building Construction	16.7%	1,228	955	28	983
Foundation, Structure, and Building Exterior Contractors	13.2%	975	759	25	784
Highway, Street, and Bridge Construction	2.3%	172	132	-1	131
Other Specialty Trade Contractors	1.7%	129	100	2	102
Employment Services	1.4%	105	81	0	81
Building Equipment Contractors	1.3%	94	73	1	74
Utility System Construction	0.7%	51	39	1	41
Other Wood Product Manufacturing	0.7%	49	37	-2	35
Executive, Legislative, and Other General Government Support	0.6%	47	36	0	36
Building Material and Supplies Dealers	0.6%	44	34	1	35
All Others	7.3%	541	416	0	415

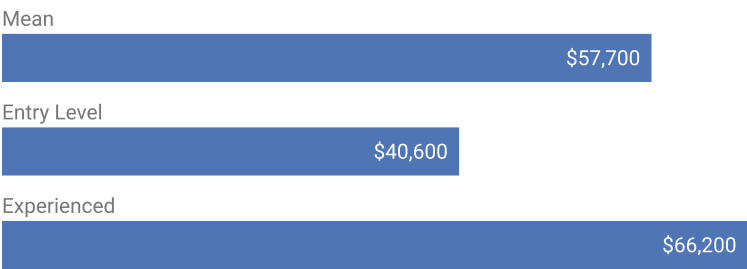


The industry distribution indicates the industries in which workers in the occupation(s) are primarily found.



“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.

Wages

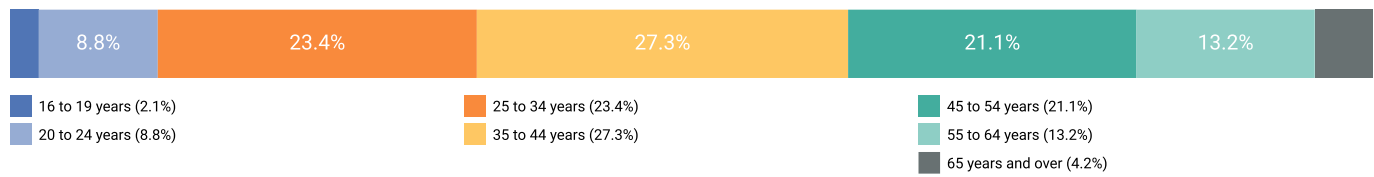


Occupation	Mean	Median	Entry Level	Experienced
Carpenters	\$57,700	\$53,600	\$40,600	\$66,200

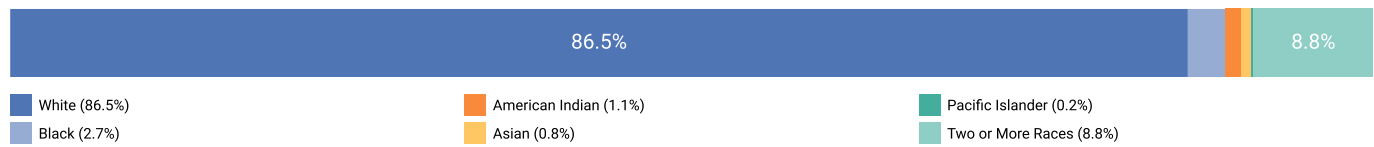
- Occupation wages here utilize BLS OEWS data, imputed and brought forward by Chmura.
- When this report is run for an occupation group, the table above displays up to the top ten detailed occupations which have the highest average wages within the occupation group.

Occupation Demographics

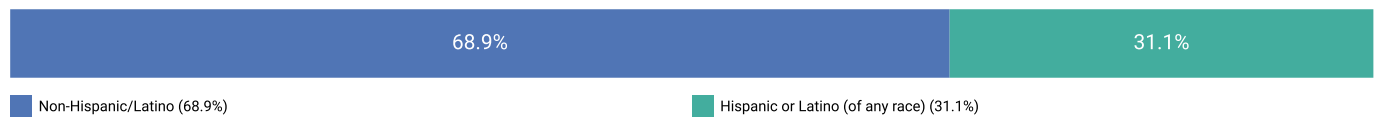
Age



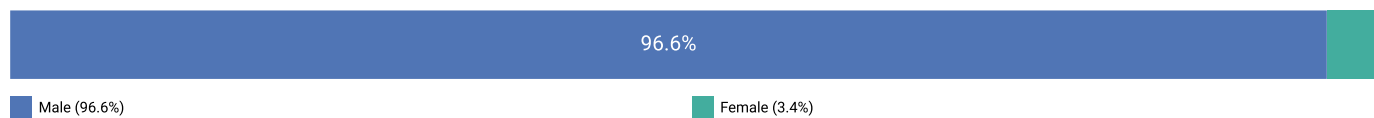
Race



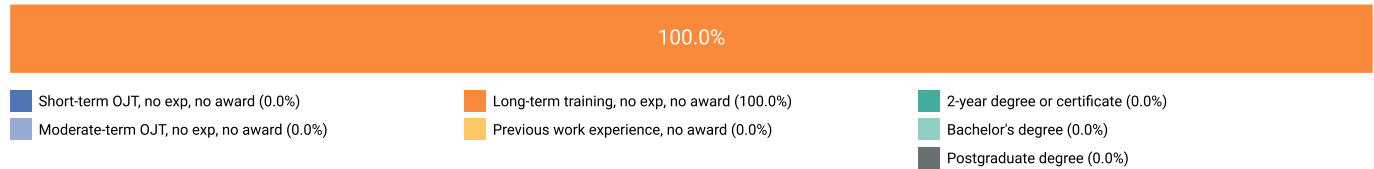
Ethnicity



Gender

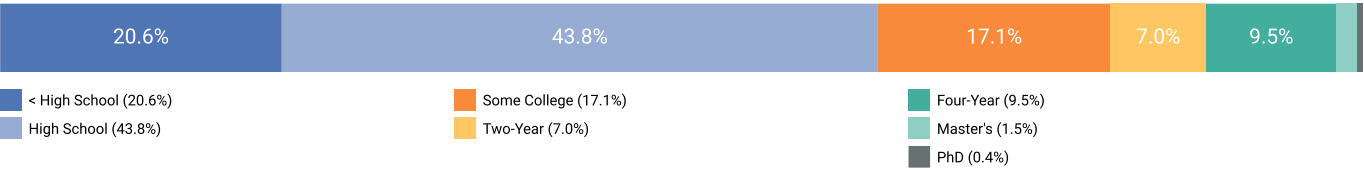


Education and Training Requirements





Education Profile

Educational Attainment



Occupation	Typical Entry-Level Education	Previous Work Experience	Typical On-the-Job Training
Carpenters	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 Carpenters

Program	Awards
Coffeyville Community College	
Carpentry/Carpenter	13
Garden City Community College	
Carpentry/Carpenter	23
Highland Community College	
Carpentry/Carpenter	15
Kansas City Kansas Community College	
Carpentry/Carpenter	43
Manhattan Area Technical College	
Carpentry/Carpenter	28
Neosho County Community College	
Carpentry/Carpenter	18
North Central Kansas Technical College	
Carpentry/Carpenter	21
Northwest Kansas Technical College	
Carpentry/Carpenter	16
Washburn Institute of Technology	
Carpentry/Carpenter	25
Wichita State University-Campus of Applied Sciences and Technology	
Carpentry/Carpenter	33



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 Carpenters. For a complete list see JobsEQ®, <http://www.chmuraecon.com/jobseq>

Top Skill and Certification Gaps

Top 10 Skill Gaps in Kansas

Name	Candidates	Openings	Gap
Power Tools	28	87	-59
Hand Tools	10	52	-42
Chisels	0	27	-27
Mathematics	0	22	-22
Rulers	0	16	-16
Occupational Safety and Health Administration Regulations (OSHA Regulations)	1	16	-15
Gauges	0	15	-15
Forklifts	1	12	-11
Circular Saws	0	11	-11
Scissor Lifts	0	9	-9

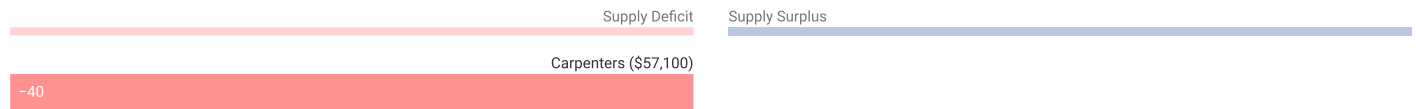
Top 10 Certification Gaps in Kansas

Name	Candidates	Openings	Gap
Commercial Driver's License (CDL)	0	3	-3
First Aid Certification	0	3	-3
OSHA 10	5	7	-2
Certification in Cardiopulmonary Resuscitation (CPR)	2	3	-1
Class A Commercial Driver's License (CDL-A)	0	1	-1
Forklift Certified	0	1	-1
Transportation Worker Identification Credential (TWIC)	0	1	-1
Secret Clearance	2	1	1



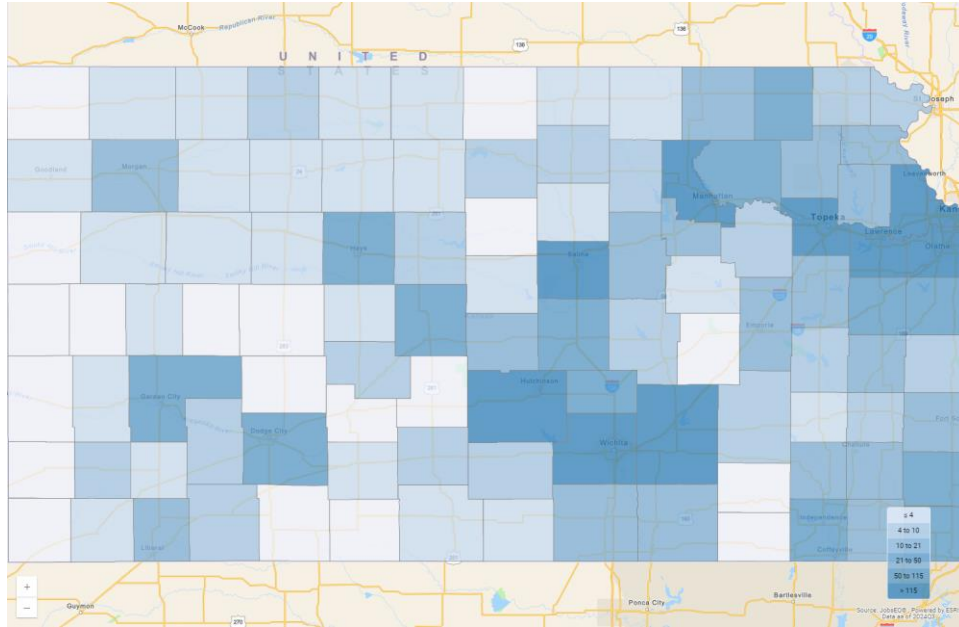
Skill and certifications gaps can help inform employee development programs, as well as provide a comparison of the needs of regional employers to the supply.

Occupation Gaps



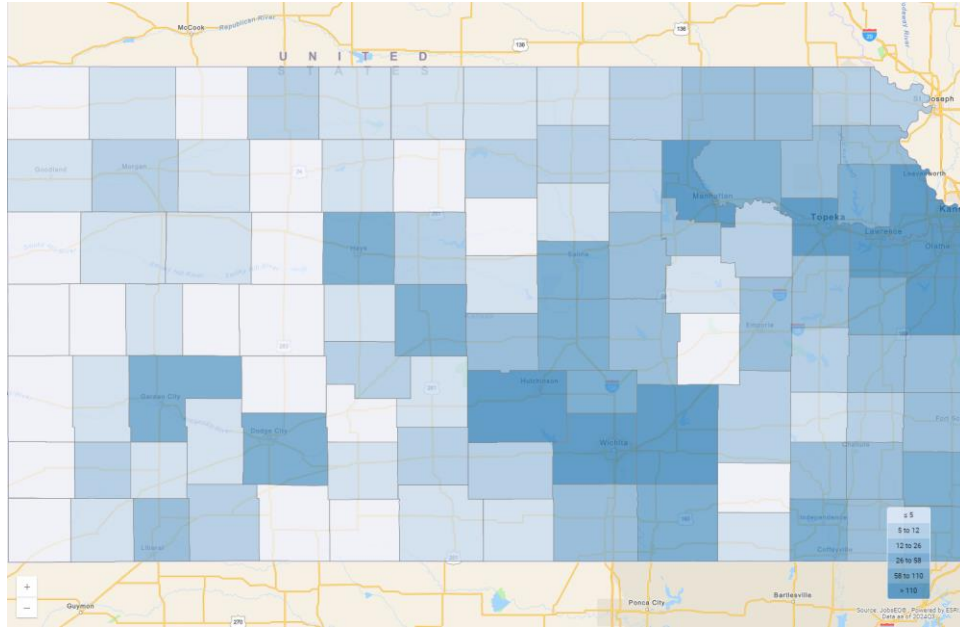
- 💡 The above are the potential average annual gaps over 10 years. Many variables go into this analysis, but at its core it is based on a forecast comparing occupation demand growth to the local population growth and the projected educational attainment of those residents. When an area, for example, 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.

Geographic Distribution



Top Counties by Place of Work for Carpenters, 2024Q3

Region	Employment
Johnson County, Kansas	1,824
Sedgwick County, Kansas	1,429
Wyandotte County, Kansas	565
Shawnee County, Kansas	406
Douglas County, Kansas	285
Riley County, Kansas	193
Butler County, Kansas	159
Reno County, Kansas	150
Leavenworth County, Kansas	142
Saline County, Kansas	116

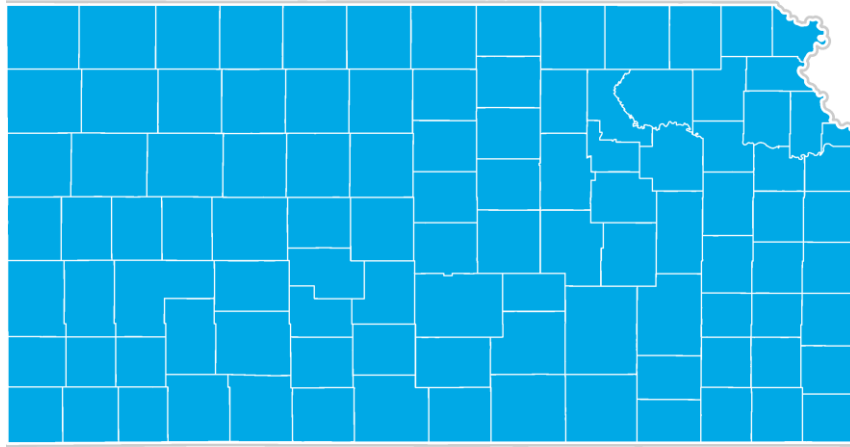


Top Counties by Place of Residence for Carpenters, 2024Q3

Region	Employment
Sedgwick County, Kansas	1,390
Johnson County, Kansas	1,151
Wyandotte County, Kansas	751
Shawnee County, Kansas	364
Douglas County, Kansas	285
Leavenworth County, Kansas	193
Riley County, Kansas	172
Butler County, Kansas	171
Reno County, Kansas	156
Miami County, Kansas	110

💡 “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 04/14/2025 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.