

November 5, 2008

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

Dear Trustees:

The Board of Trustees will meet in regular session on **Wednesday, November 12, 2008**. **The meeting will be held in the Endowment Room, Beth Tedrow Student Center**, community college campus.

5:30 p.m. Go through the regular cafeteria line for dinner

5:45 p.m. Regular meeting called to order in Endowment Room

THE AGENDA

CALL TO ORDER

- A. Comments from the Chair
- B. Open comments from public
- C. Report from Student Government Association
- D. Report from Faculty Senate

CONSENT AGENDA

- A. Approval of minutes of previous meeting (October 8)
- B. Submit financial information to the auditor
 - o B1 Financial information—Revenues
 - o B2 Financial information—Expenses
 - o B3 Financial information—Cash in Bank
- C. Approval of personnel actions
- D. Approval of Sabbatical Committee's recommendation regarding James McAllister's request for sabbatical leave for Fall Semester 2009

POLICY REVIEW

- A. Monitoring Reports and ENDS
 - o A1 Monitoring Report—Monthly
 - o A2 Monitoring Report—Semi-Annual
 - o A2a Academic Advancement
 - o A3 Annual AQIP updates
 - o A3a Implement a Data-Enhanced Assessment of Learning

POLICY REVIEW (continued)

- B. Ownership Linkage
 - B1 Thank you note from Lupe Lopez
 - B2 Thank you letter from Mexican Fiesta Association
 - B3 Thank you note from family of Merl Wilson
 - B4 Thank you note from Downtown Vision

- C. Board Process and Policy Governance Review

REPORTS

- A. President Carol Ballantyne
 - A1 Incidental Information
 - A2 FISAP Report
 - A3 Bookstore Report
 - A4 Title V External Evaluation
 - A5 Chair Academy Report (leadership development)
 - A6 Health Insurance Update
 - A7 Article regarding faculty member Clint Alexander

- B. Report from ACCT Leadership Congress

- C. Re-cap of legislative dinner and joint Board meeting with GCCC/DCCC/SCCC

- D. Report from Finney County Economic Development Corp.

Upcoming calendar dates:

<u>Nov. 13-15:</u>	Pepsi Basketball Classic
<u>Dec. 10:</u>	Regular monthly meeting--dinner at 5:30 p.m.; call to order at 5:45 p.m.
<u>Dec. 11:</u>	Annual Christmas Open House at Carol's home; come-and-go 4:30-8:30 p.m.
<u>Jan. 12:</u>	Spring Semester Inservice
<u>Jan. 14:</u>	Regular monthly meeting—dinner at 5:30 p.m.; call to order at 5:45 p.m.
<u>Feb. ???</u>	Need to change date of regular meeting in February because of scheduling conflicts ("normal" date would be February 11)
<u>Feb. 9-11:</u>	ACCT Legislative Summit in Washington, DC
<u>Feb. 11-12:</u>	KBOR meetings in Topeka and KACCT/PTK/COP Celebration
<u>Feb. 18-20:</u>	AQIP Quality Check-Up

Executive Session

Adjournment

Sincerely,
Ron Schwartz, Chair
Carol E. Ballantyne, Ph.D., Secretary

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

***Five Ends:** Essential Skills, Work Preparedness, Academic Advancement, Personal Enrichment, Work Force Development*

**Faculty Senate Report to the Board of Trustees
Garden City Community College
November 12, 2008**

2008-2009 GCCC Faculty Senate

President	John Schafer	john.schafer@gcccks.edu
Secretary	Winsom Lamb	larry.walker@gcccks.edu
Senior Alt.....	Mary Pendergraft	mary.pendergraft@gcccks.edu
Junior Senator ...	Steven Thompson	steven.thompson@gcccks.edu
Junior Senator ...	Doug Beyer, Jr.	doug.beyer@gcccks.edu
Junior Senator ...	Marsha Wright	marsha.wright@gcccks.edu
Junior Alt.	Marjory Hall*	marjory.hall@gcccks.edu

Ex-officio members: SGA Advisor,* GCCCHEA President,* Past Faculty Senate President,*
Dean of Continuing Education,* Dean of Academics,* and TLC Directors*

*=*non-voting members*

Bylaws stipulate that Faculty Senate consists of five members and two alternates selected from the full-time teaching faculty. The returning member who receives the highest number of votes shall serve as President. The second highest vote getter shall serve as secretary.

Purpose & Role

Faculty Senate serves the faculty by overseeing the rights, privileges and interests of the teaching faculty. Faculty Senate functions as a consulting body to the College President and the Board of Trustees.

Faculty Senate's general responsibilities include:

- Serves as a liaison between faculty, college administration and the Board of Trustees. Senate assigns a representative to attend all open meetings of the Board of Trustees and President's Cabinet, said representative presents a brief report during next Senate meeting
- Distributes copies of Faculty Senate minutes to all faculty
- Provides advisory opinions within the framework of the official grievance procedure outlined in the professional agreement between the Board of Trustees and the GCCCHEA
- Makes faculty appointments to all standing and internal governance committees
- Promotes annual spring honors during graduation in cooperation with SGA, faculty and administration
- Encourages and promotes faculty professional standards and conduct
- Encourages and promotes the professional development of faculty through collaboration with the Teaching and Learning Center, Dean of Learning Services, Staff Development Committee, Business and Industry Institute and other entities on campus promoting professional development
- Promotes recognition of faculty accomplishments
- Participates in disseminating information from Internal Governance/Core Committees

- Monitor activities of Board of Trustees through attendance at regular public meetings
- Reviews recommendations and actions
- Makes all decisions that shall be necessary and proper for executing the foregoing responsibilities conferred by the Senate bylaws for the Faculty Senate or any authorized officer or spokesperson thereof.

Agendas

Faculty Senate meetings are open. While anyone is welcome to attend, all faculty are encouraged to attend. Items for discussion should be sent to the Faculty Senate president in advance to be included on the meeting agenda. Meeting notices will be sent to the faculty at-large.

Current Senate Projects/Goals

Helping Students Learn

- Purchased a campus license for plagiarism detection software *TurnItIn*.
- Installed additional Smart classrooms in Penka, Academic, Warren Fouse, Pauline Joyce, and Dennis Perryman.
- Wireless is now available in the library.

Leading and Communicating

Leadership

- Teaching and Learning Center focused on instructional enrichment, including
 - ✓ Text-messaging for recruitment
 - ✓ Pod-casts for instruction
 - ✓ Web Radio
 - ✓ Blogs
 - ✓ Multi-media training
 - ✓ Instructional improvement topics suggested by instructors
- The Developmental Education team developed a five-day-a-week Basic English and Grammar course. This course is still in its pilot stages; however, there was a 100% pass rate of students who took the In-Class Final Essay exam.

1. Faculty August In-Service

Faculty in-service was held August 7. The focus was on technology in the 21st century.

2. Participation in the Planning Process

Faculty senate members were involved closely with the Planning Process this semester.

3. Representation

Senate President Jon Schafer attends bi-weekly President's Cabinet as well as coordinating efforts with TLC committee members to address Teaching & Learning functions previously managed by the TLC Director. Senators serve as liaisons on various committees.

4. Teaching and Learning Center

- This semester the senate initiated Phase Two in the planning process, including the funding of two part-time positions to coordinate and plan professional development opportunities, equipment management, and mentoring.
- Funded a Teaching Learning Center: \$35,000 budget
 - \$25,000 for part time personnel
 - \$5,000 budget for training
 - \$5,000 operational budget for upgrades/maintenance of existing Smart Classrooms as well as the ability to equip additional classrooms
- Phase Three concerns making this a permanent full-time position.

TEACHING & LEARNING REPORTS FROM FACULTY

The following are brief descriptions of educational learning activities and professional accomplishments as reported by faculty.

Strings—Douglas Beyer, Jr.

- Conducted orchestra clinics at Garden City High School
- Judged the Pre-Festival concert at Dodge City High School – conducted a clinic immediately after the concert and during the following week
- Private viola student earned a rating of 1 at the district Solo & Ensemble Festival - this viola student also earned a rating of 1 at the state Solo & Ensemble Festival
- Coached viola quartet that earned a rating of 1 at the district Solo & Ensemble Festival - this viola quartet also earned a rating of 1 at the state Solo & Ensemble Festival
- Judged Solo string performances at a district Solo & Ensemble Festival at Barton Count Community College
- Provided pre-concert music for the Southwest Kansas Live on Stage
- Rehearsed and performed with the GCCC String Ensemble to accompany GCCC Choir on the Spring Concert during the last academic year
- Performed with the Salina Symphony by personal invitation of the Conductor/Artistic Director
- GCCC String Ensemble provided music for the 2008 Commencement Ceremony at GCCC
- Organized and ran the first ever String Summer Camp in Garden City at GCCC
 - Recruited 6 professors from 6 different Kansas Universities for this event
 - String teachers across the state are still talking about this event
- Developed a statewide reputation as a performer and teacher of strings
- Appointed to the board of the Kansas Chapter of American String Teachers Association
- Under my direction, the Southwest Kansas Music Academy went from a loss of approximately \$8,000.00 during fiscal year 2006-2007 to a profit of approximately \$3,400.00 during fiscal year 2007-2008 – an \$11,000.00 turnaround
- Enrollment in the string ensemble and private string lessons has been increased by 200%
- Appointed to the position of Associate Concertmaster of the Hays Symphony
- Provided String Ensemble performance at the Fine Arts Open House

- Provided a string trio for the KACRAO Conference
- Provided a string trio for the Carpe Verbum art show and reading
- Nominated to the local orchestra board (Garden City)
- Nominated to the Faculty Senate
- Performed in the pit orchestra for GCCC's production of Beauty and the Beast
- Scheduled to provide pre-concert music at Southwest Kansas Live on Stage in November
- Scheduled to teach a master class and adjudicate the Young Artists Competition at Kansas Wesleyan University in January 2009
- Scheduled to teach a master class and perform a recital at Fort Hays State University in February 2009
- Scheduled to perform as both soloist and concertmaster of the Garden City Community Orchestra in March 2009
- Scheduled to attend the National American String Teachers Association Conference in Atlanta, GA in March 2009 – scheduled to preside at two educational sessions generating national exposure

Choral Music—Clay Wright

- Judged several high school music festivals at the regional and state levels in Kansas (4/08)
- Selected, rehearsed, and performed the *Lux Aeterna* by Morten Lauridsen with combined college and community choruses with the GCCC Strings on April 1, 2008
- Rehearsed and performed selections from musical theater works with the GCCC Choirs in May, 2008. Formed a band to accompany the musicals which included *Oklahoma*, *West Side Story*, *Wicked*, and *Guys and Dolls*. Performance was called Musical Milestones III.
- Attended performances of *Big River*, *Les Miserables* and *My Fair Lady* at by Musical Theater of Wichita in June and July of 2008.
- Participated in the Garden City Municipal Band during June and July. Performed eight concerts at Steven's Park in Garden City on Friday evenings with the band.
- Organized a concert for Vespers on December 7, 2008. Concert will feature GCCC choirs and strings with the GC Community Chorus. Selections will include *Christmas Oratorio* by Camille Saint-Saens, and two choruses from Handel's *Messiah*.
- Vocal Director and Keyboard player for *Beauty and the Beast* production at GCCC in the Fall of 2008. Ten weeks of auditions and rehearsals. Six performances.
- Recorded audition CDs for three GCCC students to apply for the ACDA (American Choral Director's Association) National Honor Choir to be held in March 2009 in Oklahoma City for the ACDA National Convention.

Bands—Jim McCallister

Broncbuster Athletic Band

- Performed at all home football, men's basketball, and women's basketball games
- Performed at GCCC Pep Rally Bonfire for Homecoming
- Hosted 2007 Band Day, which played host to over 100 high school area musicians
- Participated with the 2007 Endowment Association Phone-a-thon

Jazz Ensemble

- Performed three concerts; November 15, 2007, March 13, 2008, and May 7, 2008
- Travelled to Topeka to participate in Washburn University Community College Jazz Festival
- Hosted 2008 GCCC Jazz Festival with guest artist Craig Treinen, Director of Jazz Studies at Washburn University
- Performed at 2008 Endowment Association Auction

Concert Band

- Hosted guest artist Todd Green, who presented clinics to area high schools and performed a concert on campus October 2, 2007
- Performed three concerts; December 6, 2007, March 13, 2008, and May 7, 2008
- Recorded *Three Fall Miniatures*, a composition by GCCC Director of Bands Jim McAllister, which was later selected for publication by Imagine Music Publications
- Hosted Santa Fe Trail League Band Festival, which featured the Lieurance Woodwind Quintet from Wichita State University
- Hosted 2007 Tuba Christmas

GCCC Piano Department and Finnup Piano Lab—Carolyn Klassen

- The piano lab received an \$18,000 grant to replace the ten, 15-year-old Clavinova keyboards used in the piano lab's midi workstations (electronic keyboards with iMac G-5 computers). We now have 9 Kurzweil Mark-Pro Twoi digital pianos for the student workstations and a Kurzweil Mark 12 Ensemble Grand for the teacher's workstation. Thanks to the generosity of the Finnup Charitable Trust many students and community members will be able to continue to work in a first-class environment as they prepare themselves for a music career or pursue a hobby or avocation.
- We are in the process of preparing for our 5th Annual Sonatina Festival which will be March 7, 2009 and the 27th Annual Piano Festival on April 3 and 4, 2009. Both of these events draw students and teachers from Southwest Kansas and sometimes Colorado and Oklahoma. Last spring, piano festival participants included approximately 130 students and 26 teachers from 15 different communities.
- Our clinicians who are college instructors and concert artists tell us that this festival is one of the best of its kind in the state. They also comment on the high quality of student they generally find here in Garden City.

- The Sonatina Festival offers students an opportunity to use their piano skills in a unique way. Students prepare a movement of a sonatina and send in an audition recording demonstrating their ability to play their piece with a 2nd piano accompaniment. Those selected to play have the privilege of performing their sonatina with a chamber ensemble -- violin, viola, cello, bassoon, oboe and flute.
- It is always satisfying to hear good reports from former students. One of my piano students is now at the Kansas City Conservatory of Music and is doing great. She credits her experience here as being an important factor in the success she is having at the conservatory.

English Department—Marjory Hall

- I revamped *Identity: Woman*, a survey of literature course in which students hone their critical thinking and writing skills, using female-authored literature from diverse cultures and eras as the basis for discussion. This class is now returned to the list of active course offerings and will be offered periodically in accordance with student demand.
- I travelled to Austin, Texas to participate in NISOD's leadership conference.
- I expanded the range of my teaching experience by assuming instructional duties for *EduKan* and by teaching College Skills/PCDE 101, a first-year enhancement course outside the realm of my normal teaching responsibilities.
- I serve on the PCDE Development Committee.
- I began service on the *EduKan* Assessment Committee.
- I choreographed the GCCC Drama Department's Fall, 2008 production of *Beauty and the Beast*.
- I served on the production technical crew for *Beauty and the Beast*, operating the fly system.
- I was nominated to the Faculty Senate.
- I have refined and expanded my instructional techniques, modifying them as appropriate based upon assessment of my students' grasp of the various phases of the writing process as demonstrated by their written work.
- I serve on the editorial staff of *Carpe Verbum*.
- I performed in the reader's theater portion of the *Carpe Verbum* reception.

English Department—Eugenia C. Eberhart

- Accomplished the goal of "learning" software functions required for on-campus course work (smart carts, *Maestro*, *Datatel*, etc)
- First semester of Literature 212 (English Literature) successfully resurrected and satisfactorily completed
- Black History month, African-American read-in, February in association with BSU.
- Served on CSD committee (ongoing)
- Served on Editorial Board of *Carpe Verbum*
- Successfully taught first Can-Do class (Engl. 102) during spring semester
- At the request of Nursing, began instruction (ITV) Medical Terminology course

- Attended Innovations conference (April) in Denver, 15 hours itinerary, exchange of ideas
- Ongoing reconstruction of a Shakespeare course, which has not been offered since 80s, (planned) evening format for benefit of the community
- *Edukan* Course Content Review (fall 2008)

ESL Program Activities—Jean Louise Ferguson

- Offered 7 evening ESL Grammar courses (Spring and Fall)
- Developed promotional ESL program brochure - Spring
- Increased use of technology (software) in all ESL courses – Spring and Fall
- Developed Computer Literacy element of ESL courses – Spring and Fall
- Hosted Grammar Project reception – Spring
- Provided Advisor training – “How to Place ESL Students” – Spring
- Secured new Speaking/Listening software – Spring
- Provided professional development training for Adult Learning Center ESL instructors - Spring
- Coordinated with Adult Learning Center to promote transition to GCCC - Spring
- ESL course enrollment increased – Spring and Fall
- Continued work on doctoral dissertation (The Pennsylvania State University – Spring & Fall)
- Taught adjunct instructors to use “Smart Classroom” technology during Fall orientation
- Applied for Endowment Association Mini-Grant for reading course materials - Fall

Semester	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008
ESL Program Enrollment Total number of ESL class enrollments	34	37	53	50	72	56	83	57	64	67	102
Number of Students* Total number of students enrolled in ESL classes	27	30	39	34	46	39	54	35	35	38	52

*Students enrolled in more than one ESL class are counted only once

Professional Development

- Attended TESOL conference in New York, NY in April
- Attended GCCC professional development training on podcasting, teaching reading strategies, and keeping students engaged
- Shared Quantitative Writing Feedback Formats with members of the English Department

History Department—Mary Cervantes

- Assisted in two GCHS Buff Projects
- Brought Historic Interpreter to campus for Exploration Day
- Field study at Florissant Fossil Beds / The Hornbek Homestead (CO)
- Field study in the “Gold Belt” historic district (CO)
- Expanded History Department library of Primary Sources
- Expanded History Department offerings of documentaries
- Member KNEA
- Assisted in restoration of trails at Bear Creek Nature Preserve (CO)
- Assisted in the banding and tracing of wild birds at Bear Creek Nature Preserve (CO)
- Field study at Fort Laramie National Historic Site / Fort Fetterman National Historic Site (WY)
- Field study at the Museum of the Park Ranger (Yellowstone National Park)
- Field study at The Tower Ranger Station & Roosevelt National Historic District (Yellowstone National Park)

Math Department—Judy Stubblefield

- Member of KAMATYC (Kansas Mathematical Association of Two-Year Colleges)
 - Serve on Board of Directors for KAMATYC (2007 to present)
 - Secretary Elect for KAMATYC, 2009-2010
- Participant in KSU Equity & Access Partnership Grant (2004 – 2009)
 - Created podcasts of class lectures (2007 to present)
 - Plan to create video lectures online (2008-2009)
 - Mentor a colleague from DCCC to teach a KSU Math for Elementary Teachers course (summer 2008)
 - Collaborate with colleague from KSU to use online homework for Calculus II

SOSC Division Director—Judy Whitehill

Professional Accomplishments with programs

- I have participated in the KSU TQE grant for the past four years. This past summer, was the last Summer Institute I attended. We have been working on aligning curriculum with the KSU Education Department and learning how to be more effective in the classroom.

Coursework

- I have implemented the use of the Classroom Performance System in my classroom which has kept the students on task and helped them better learn the material I am presenting.

Goals

- I am in the process of re-writing all my syllabi to meet the new syllabus format guidelines.
- Successfully complete the Social Science Program Review by Thanksgiving

- Design and implement one game for my Human Sexuality Classes using the Gaming Software
- Move and organize the Social Science storage area from the Penka Building to the Academic Building

Media Studies--Cyd Stein

Preparing Students, Recruiting and Retaining

- April- Cyd attended the Kansas Association of Broadcast Educators meeting for recruiting of high school and college broadcast students, discussed course and text resources with other broadcast educators, and participated in seminars, focusing on preparing students for the changing work force.

Leading and Communicating

- Completed several “partnership projects” with Television Production students to include: Three different C-TAG PSA’s, Documentary on “National Night Out” and well as a video presentation for “Seeds of Hope”.

Leading and Communicating

- October 9th- Along with Laura York Guy organized, hosted, and facilitated an establishing meeting for a GC3 Media advisory council made up of 15 professional media and community leaders.
- October 13th- Cyd Stein was elected as Chair of the Kansas Association of Broadcast Educators for 2008-2009. In addition to communicating with fellow broadcast educators, professionals and broadcast legal advisers across the state, Cyd will also be facilitating the annual Kansas Association of Broadcasters student seminar in April.
- October 30th- Cyd participated in the Fall National Convention of the College Media Advisers from October 28-31st, including a presentation “Convergence: It’s a journey, not a destination” on October 30th.

Nursing Department—Mary Pendergraft

- Faculty accomplishments from the nursing faculty: Associate Degree and Practical Nursing programs
- Student selection for admission into the nursing programs, using a selection matrix helps us to identify those students who are more likely to be successful, as evidenced by the student retention rates in the various levels of instruction. Nursing instructors are proud to announce the following:
 1. In the practical nursing class that graduated in October 2008, there was a 76% retention rate over the entire program,
 2. Student retention this semester in the freshman class of the bi-level ADN program to date is 90%
 3. Student retention this semester in the sophomore class of the bi-level ADN program to date is 100%

- Pass rates on licensure examinations
- Of the freshman students who completed the first year of the bi-level nursing program, and who completed the NCLEX-PN exam, we had a 100% pass rate.
- Simulation as a learning modality has been successfully integrated into the curriculum, with students in both practical nursing and associate degree nursing completing classroom assignments regarding the simulated assessment and care of patients. These simulation exercises are conducted to assist the nursing students to develop their critical thinking skills.
- The nursing programs at GCCC are actively participating in the statewide effort in Kansas to align all nursing curricula, to assist students when they transfer to other colleges and universities to further their education. We developed and introduced the second year of the new bi-level curriculum, with the new curriculum for the practical nursing program commencing in January 2009.

Business Division—Mary Wilson, Deb Robinson, Lachele Greathouse, Renee Harbin, Steve Thompson

DIVISION

- Six students obtained their Industry Certification in the BSNT program.
- In May 2008, 14 students will have completed or be completing the IT Essentials (A+) curriculum.
- In May 2008, 8 students will have completed or be completing the MCSA/MCSE curriculum.
- Marketing/management students continue to participate in community service/service learning projects within our community.
- In May 2008, several students will have completed or be completing an Office Technology and Specialist certificate.

Mary Wilson

- Developed partnerships with local accounting firms to enhance educational opportunities for students and potential job placement upon completion of their AS degree.
- Created forms and documents as requested by departments and programs of the college to enhance the availability of information and utilize current technologies.

Deb Robinson

- Cisco Academy/curriculum discontinued to save the college money. Implemented another curriculum for IT Essentials (A+).
- Implemented a Network+ class (similar to the Cisco I [CCNA1] curriculum) which is going strong this fall and 8 of the 9 students intend to take their Network+ certification test after the course is complete. Please note that because of the

- technical requirements and activities for these types of classes, class size is limited to 12 students. This is currently the Industry standard.
- Steve Thompson and I are working on revamping the BSNT/CSCI programs to meet current industry trends, and offer more opportunities for students to be successful such as structuring requirements differently so students may obtain a certificate after one semester to a two year degree upon completion of program course requirements. We have two certificates completed and ready to process through the correct channels for approval. We are working on the last certificate and hope to submit all three for approval this school year.
 - Recycling computers and other hardware through our IT department for our BSNT program classes has allowed students to have hands on experience, while continuing to save the college money by not having to buy these items from the market.
 - Mary Wilson and I are working on a strategy to get students more interested in accounting by creating a partnership with Lewis, Hooper and Dick (and other in the future) which will allow students to complete the accounting cycle here at GCCC, then move on to a 4-year (or higher) and LHD will pay for their education. LHD is looking for qualified accountants, and also indicate that this will be a wide-open job market in the near future as a multitude of accountants are nearing retirement.
 - Chair for Computer Users Sub-Committee
 - Member of ISOC – the Internet Society nonprofit organization which provides leadership in Internet related standards, education and policy.

Lachele Greathouse

- Developing a partnership with the City of Garden City for internships in the Office Technology area.
- Working the other community colleges, technical school and the Kansas Board of Regents on curriculum alignment.
- Continue working in setting up the mandated industry-recognized test for Perkins-approved programs.
- Created additional learning tools for students in the OFTC program and BSIS classes that will enhance learning by using Camtasia, Gameshow Prep and CPS.
- Worked with the BSIS division on marketing and recruiting strategies for courses/programs in my area to address underserved and diverse populations.
- Developing programs to meet industry and work ready certificates.
- Increased access and opportunity for underserved students.

Renee Harbin

- Continue working the other community colleges, technical school and the Kansas Board of Regents on curriculum alignment in setting up the mandated industry-recognized test for Perkins-approved programs.
- Developed partnerships with local firms to enhance educational opportunities for students and potential job placement upon completion of their AS degree.

- Renovating marketing and recruiting strategies for course/programs I teach in the BSIS division.

Steve Thompson

- Attended League of Innovations and National Business Education Association Conferences and incorporated strategies and activities into current classes.
- Currently revising and updating curricula within the BSIS division to better meet the needs of students and community.
- Establishing new ways to serve fellow faculty in their programs with relevant course offerings for their students.
- Evaluating all courses and programs for relevancy.
- Establishing marketing and recruiting strategies for course/programs in the BSIS division.
- Developing partnerships within the community to enhance educational opportunities for students and potential job placement upon completion of their degree or certification.

Meats Judging—Clint Alexander

- While I was on a sabbatical from GCCC, I successfully completed 21 hours of graduate courses at Texas Tech University, in just 2 semesters (Spring and Summer of 2008), including Experimental Design & Analysis, Advanced Food Systems Management, Seminar, Poultry Products & Processing, Food Microbiology, HACCP, Food Sanitation, and two hours of Seminar in Animal Science. During that time, I was awarded an AT&T Chancellor's Fellowship at TTU (less than 1% of TTU students are awarded this honor), completed HACCP (Hazard Analysis & Critical Control Points) Certification as well as *ServSafe* Certification (passed exam with 96%; a 90% is required to be an instructor). I am qualified to teach and now certify in both areas. I was selected to be a graduate student highlight on the Texas Tech University Graduate School webpage (<http://www.depts.ttu.edu/gradschool/>) <you may have to refresh a couple of times>. I have successfully set up most of the equipment for the Department of Animal & Food Science's new Animal & Food Bioscience Lab received from the Kansas Board of Regents grant with matching funding through GCCC. This lab will allow me to teach students about the biochemical aspects of food-borne pathogens as well as growth habits and environmental factors controlling growth. I will also be able to analyze any food or meat sample for protein, moisture and fat content.
- The 2008 Meats Judging Team ended their campaign with a difficult contest at the High Plains Contest. We did place 3rd overall but probably should be 2nd and would have been Reserve National Champions. The team did very well in most categories, including being **National Champions** in Pork Judging, 2nd in Placings, 3rd in Lamb Judging and Questions, and 5th in Beef Grading, Beef Judging and Total Beef. The team set a school record in Lamb Judging only dropping 20 points (all four placed the two lamb classes correct and between them, they only missed 4 out of 40 questions).

- For their performances during the year, two individuals were named as 2008 All-Americans by the American Meat Science Association and Cargill Meat Solutions. **Justin Bremer** (Holcomb) was named as 1st Team All-American and **Ashley Rupp** (Eustis, NE) was named as 2nd Team All-American. Justin will receive a \$500 scholarship and Ashley will receive a \$250 scholarship from Cargill Meat Solutions.
- In addition to most of this, I was able to successfully recruit many new students to compete on the 2009 Meats Judging Team and organized 12 of them to come to enroll on one day at GCCC. I was elected as the Vice President of the GCCC Higher Education Association and have been in charge of new and returning membership. Over the summer, I also created new course books for each of my classes using existing power point handouts, which allows my students to have all of the materials that they need for a single class in palms of their hands at a moments notice.
- I have many personal and professional goals. I have completed about 75% of phase 1 of my dissertation project, which will be a highly useful and ground-breaking study that will be utilized in the beef industry for food safety. I hope to gain grant funding for GCCC in helping analyze and collect the data from this project. If the project goes well, my goals are to complete phase 2 over the summer of 2009 and complete my Doctor of Philosophy in Animal Science degree by August or December of 2009. I am already a PhD degree candidate as I passed 5 written exams as well as my oral examination in July & August.

Art Club and Mercer Gallery—Dave Kinder and Brian McCallum

David Kinder

- Served as a Juror for the Southwest Kansas Scholastic Art Exhibition, Montezuma, Kansas.
- Had a solo art exhibition at the Berger Sandzen Memorial Gallery, Lindsborg, Kansas
- Created an entirely new body of work over the summer for the annual faculty exhibition to be held at the Mercer Art Gallery in December/January 2009.
- Participated in the Garden City Downtown Vision Banner Project. Donated two original paintings toward the project.

Future Goals

- Continue to create my own artwork and seek out competitive and solo exhibitions both regionally and nationally.

Advising Art Club—Brian McCallum

- Pumpkin painting as a donation to local children (GC Market fest)
- Annual 6x6 art show to raise funds for Art Club travel in the spring
- Art Club annual trip to raise cultural awareness of students
- Continue to bring in art lectures and demonstrators on an annual basis.
In 2008, there were two demonstrations in ceramic sculpture. One from artist Elisa Stone, one featuring Eric Stearns and Danielle Smith from Fort Hays State.

Advise Potter Guild—Brian McCallum and David Kinder

- 2 potters guild shows annually, occasional sales in the summer
- Participate in SGA fundraisers

Curation/Collection—Brian McCallum and David Kinder

- Provided Art to campus via Mercer Art Gallery and Portico Gallery.
- Worked with SGA to coordinate receptions
- Oversee the purchased and collection of Art for the GCCC permanent collection.
- In 2008 we purchased a painting from local painter Randy French
- Participate in regional judging and advising for various art organizations in the Public Schools, including League, Scholastic and workshops.
- In 2008, David Participated in the Scholastic art show in Montezuma, Brian Juried the League art show in Syracuse Ks.
- In 2008, Brian gave a ceramic demonstration to Holcomb High School
- Meet as required to advise student/campus art events. In 2007 we met to discuss the possibility of a student play production.
- Volunteer expertise for the City and Arts center on an ongoing basis.

Community Service/Professional development—Brian McCallum and David Kinder

- *Brian serves as the current President of Kansas Artist and Craftsmen Association. As President he oversees all organizational programming for the annual conference and events (JCCC 2008 and FHSU 2009). He coordinates on site and regional meetings and programming for the organization.*
- *Faculty Shows showcasing art in 2008.*
- *“Combined Talents” International 2008*
- *“A few good Men”, Arts Center on Main, Garden City, KS.*

BSIS and Social Sciences—Charles Mercy

- Expanded Econ evening classes to ITV format to reach outlying service areas.
- Hosted the second Bi-ennial economic symposium: Topic “Economics of Immigration” with eight Kansas & Colorado Community Colleges participating, nearly 70 total registrations and 44 registered students.
- Participated in K-State “Equity & Access” grant designed to increase the recruitment and retention of K-12 teachers in SW KS. Specifically focused on areas of need for economic education.
- Participated in Finney County Economic Development Corporation economic data for the housing needs study.
- Attended Ft Hays SU conference on international trade. Information gained is being utilized to improve & enhance GCCC role in providing local economic development.

**MEETING OF TRUSTEES
OF
THE GARDEN CITY COMMUNITY COLLEGE**

October 8, 2008

Trustees Present: Della Brandenburger, William S. Clifford, Marilyn Douglass,
Ron Schwartz, Terri Worf

Trustee Absent: Steve Sterling

Others Present: Carol E. Ballantyne, President
Darla Daniels, Deputy Clerk
Dee Wigner, Dean of Administrative Services
Kevin Brungardt, Dean of Academics
Judy Crymble, Dean of Technical Education
Cathy McKinley, Dean of Continuing Education and Community Services
Steve Quakenbush, Director of Information Services & Publications
Scott Smythe, Director of Information Technology
Deanna Mann, Director of Institutional Research
Jacob Hughes, SGA President
Emily Behlmann, *Garden City Telegram*

5:30 p.m.: Trustees went through the cafeteria line for dinner

5:45 p.m.: Regular meeting in the Broncbuster Room

COMMENTS FROM THE CHAIR. Chair Schwartz called the regular session to order at 5:45 p.m. and made the following comments:

- Welcomed everyone to the meeting.

- Congratulated Bob Larson for being named Athletic Director after serving as a short time as Interim Athletic Director upon Vic Trilli's move to Newman University!

- Congratulated everyone involved for making Constitution Day (September 17) a huge success, including the debate between Jacob Hughes and Erron Lira!

- Congratulated everyone involved for hosting a very successful KACRAO conference!

- Congratulated the Endowment Association for having two great nights at the annual phonathon, so far, and encouraged Trustees to help during the next several nights of calling as their schedules allowed.

- Thanked all the student clubs for helping with many community events, including the baseball team helping with Boo at the Zoo!

- Congratulated everyone involved with the quality publication of the 2nd edition of *Carpe Verbum*, the literary anthology of GCCC!
- Congratulated all employees who participated in the annual Corporate Cup Challenge; GCCC was in third place as of today!
- Reminded Trustees of the annual legislative dinner and joint board meeting with DCCC, SCCC, and GCCC on November 5; GCCC was hosting this year's dinner

REPORT FROM STUDENT GOVERNMENT ASSOCIATION

SGA President Jacob Hughes reported the following:

- Recent past events included: Constitution Day, voter registration, Breakfast Bingo, and more. "Blizzard of Bucks" took place earlier today, and a "Mind Tripping" mentalist show was going on in the cafeteria right now.
- Upcoming events include: Homecoming Bonfire scheduled for October 16; Homecoming Royalty Crowning on October 18, followed by a dance after the football game; Casino Night was scheduled for October 30; Bowlmania was scheduled for November 6

OPEN COMMENTS FROM PUBLIC. Chair Schwartz noted that no one had registered to make comments.

CONSENT AGENDA

Chair Schwartz asked if Trustees wished to pull any items on the Consent Agenda for the purpose of discussion; no one did. Chair Schwartz then asked for a motion approving the Consent Agenda.

MOTION: *Worf moved, seconded by Clifford, that the Consent Agenda items be approved as presented. Motion carried 5-0.*

Approved actions follow:

APPROVED MINUTES of previous meeting held on September 10, 2008, as corrected.

Clifford asked that the minutes of September 10, 2008 be corrected, as follows:

Page 3, near the end of the page – delete the word "pretty" so the sentence would read:

... disciplinary processes and procedures were well spelled out...
(*not pretty well spelled out*)

SUBMITTED FINANCIAL INFORMATION TO THE AUDITOR, as presented.

APPROVED PERSONNEL ACTIONS, as presented - see attached lists.

APPROVED BLACK HILLS NATURAL GAS TRAINING AGREEMENT, as presented.

Agreement allows Black Hills to put gas lines and a meter at the Southwest Kansas Fire Training Center (southwest side of campus) to conduct training on detection and repair of natural gas leaks; plans also call for a gas fire pit to be installed at the site

APPROVED ANNUAL ADVERTISING CONTRACT WITH GARDEN CITY TELEGRAM, as presented.

Display ads: \$8.66

Classified ads: \$6.72

Guarantee amount: \$50,000

APPROVED AGREEMENT WITH DENNIS PERRYMAN, RE: CONSULTING SERVICES RELATED TO ATHLETICS, as presented.

September 15, 2008 – March 31, 2009

\$12,000 for 2008 and \$12,000 for 2009

POLICY REVIEW

MONITORING REPORTS and ENDS REPORT

Trustees indicated that they had received and reviewed the monitoring reports (monthly, quarterly, semi-annual; copies included in the electronic Board packet). Trustees expressed appreciation for the new format because it more clearly showed results; also, they commended staff for their efforts in compiling all the data, which they understand is done without a “huge” research department.

Trustees discussed the various reports and made appropriate comments, including:

- 58.2 percent of incoming students need to complete what are effectively high school level courses before they're ready to tackle college curriculum. Ballantyne noted that sometimes this is more a lack of recent practice and experience in math, rather than an insufficient high school education. In addition, incoming high school graduates may be capable but just inexperienced with college-level composition.
- Enrollment in non-credit personal enrichment classes grew 26 percent from fall of 2007 to spring of 2008
- The Business and Industry Institute provided training to 181 businesses last year, up from 153 the previous term, and drew a 98 percent satisfaction rate from clients
- Certification exam passing rates in the allied health programs ranged from 83 percent for home health aides and 86 percent for certified nurse aides to 100 percent for certified medication aides

Ballantyne noted that the semi-annual monitoring report for Academic Advancement would be in next month's Board packet because we were still waiting for grade reports from the four-year universities.

The Board packet also included annual AQIP updates for three of the four action projects (the fourth one will be submitted next month):

1. Transitioning ALC Students
2. Helping Students Learn
3. Understanding Students' and other Stakeholders' Needs: Retention

OWNERSHIP LINKAGE

Trustees received several pieces of correspondence from owners expressing their appreciation for various college activities: (1) thank you letters acknowledging the work of Nancy Unruh, Nikki Geier, and Jayre Lee for their tremendous effort in hosting the annual Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO) conference; (2) thank you letter from the Kansas Highway Patrol expressing appreciation to campus security officers Clyde Blood and Hector Morillo for their assistance related to an incident that happened near campus on August 31; (3) thank you note from a local citizen acknowledging the excellent care given by nursing student DeLisa Olson while the citizen was a patient at St. Catherine Hospital.

Discussion was held regarding the question of whether the Board could or should endorse USD 457's \$97.5 million bond proposal, which would be on the general election ballot November 4. Trustees noted that the elected board of a tax-funded institution couldn't make such an endorsement, and that individual endorsements would need to be made on a personal rather than official basis. As an alternative, they talked about issuing a general statement in support of education, but no official action was taken. Trustees believed the Board as a whole had a rich history of encouraging education in the Garden City/Finney County community and it seemed obvious that sitting on the GCCC Board of Trustees meant that they supported education.

BOARD PROCESS AND POLICY GOVERNANCE REVIEW

Chair Schwartz indicated that in an effort to gain feedback on his service as Chair of the Board, he had "borrowed" a simple evaluation form from a class that Douglass was taking, and asked that Trustees take a few minutes to complete that form and submit it to him. Schwartz then read the ten questions on the evaluation form:

1. I provide clear and consistent communications.
2. I listen to feedback and ask questions.
3. I give sufficient praise and recognition.
4. I criticize constructively, without condemnation, and address problems.
5. I display tolerance and flexibility.
6. I empower those around me to do their best.
7. I encourage teamwork.
8. I set goals for myself and for the team, and have accomplished them.
9. I promote optimism.
10. I make decisions, considering all the facts, in a timely manner.

REPORTS

PRESIDENT CAROL E. BALLANTYNE noted that Trustees had received numerous informational reports. A complete report is filed in the electronic Board packet.

- Incidental Information – highlighted recent campus happenings
- Food Service Report - On July 1 the college contracted with Great Western Dining; the transition between Chartwells and GWD has gone smoothly and GWD is committed to continually improving the dining experience for everyone eating in the cafeteria and the Bistro
- Continuing Education and Community Services Monthly Calendar – a variety of classes, seminars, trainings, etc., was planned for the month of October

PUBLIC ENTITY COMMON GOALS

Ballantyne reported that each public entity's respective Board was to review the draft copy of the common goals that had been discussed at the brainstorming session last July involving the City of Holcomb, the City of Garden City, Finney County, USD #457, USD #363, and GCCC. The goals, based on each entity's long-range plans, included the following (see electronic Board packet for details):

- Community beautification
- Public safety
- Retention, recruitment and development of talent in the workforce
- Youth development
- Improved public access to community recreation facilities

Consensus was that these goals appeared to be on track with GCCC's long-range plans, and Ballantyne indicated that she would pass that info on to the other CEOs. During discussion, Trustees also suggested (1) parking areas to make the Talley Trail walking route more accessible to visitors; (2) a community-wide sports authority to run "big-time" tournaments; and (3) a community arts director to secure enhanced cultural and arts programming.

REPORT FROM FINNEY COUNTY ECONOMIC DEVELOPMENT CORP.

Schwartz shared highlights from the third quarter economic development update, as follows:

- FCEDC continued to work in cooperation with Sunflower Electric Power Corporation in regards to the Holcomb Expansion
- Work continued on the Finney County Housing Development Study, which was estimated to cost approximately \$8,000; FCEDC obtained a cost share grant of \$3,000 for matching funds from Black Hills Energy
- FCEDC hosted the Finney County Job Fair on September 16; preliminary numbers indicated that 150 job seekers with 40 businesses participated in the job fair
- FCEDC was working on a new recruitment campaign ("Better Than You Remember") to contact alumni and former students to return to Finney County

- FCEDC was working to complete a retail contact listing for developers seeking retail opportunities
- FCEDC anticipated ending the fiscal year with approximately \$90M in reserves

UPCOMING CALENDAR DATES. Chair Schwartz reviewed the following:

- Oct. 28-Nov. 1: ACCT Leadership Congress; New York (Ballantyne, Worf, Schwartz, Douglass, Brandenburger, Daniels)
- Nov. 5: Legislative dinner with GCCC/DCCC/SCCC
- Nov. 12: Regular monthly meeting; dinner at 5:30 p.m.; meeting begins at 5:45 p.m.
- Nov. 13-15: Pepsi Basketball Classic
- Dec. 10: Regular monthly meeting; dinner at 5:30 p.m.; meeting begins at 5:45 p.m.
- Dec. 11: Annual Christmas Open House at Carol Ballantyne's home

ADJOURNMENT

There being no further business to come before the Board, Chair Schwartz asked for a motion to adjourn the meeting.

Clifford moved, seconded by Douglass, that meeting adjourn. Motion carried 5-0. Meeting adjourned at 7:35 p.m.

Darla J. Daniels
Deputy Clerk

Carol E. Ballantyne, Ph.D.
Secretary

Ron Schwartz
Chair of the Board

REVENUES

11-06-08

Annual Budget Report Ending 10/31/2008

Page: 1

Options - All Statuses

Fiscal Year: 2009

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
11-00-0000-00000-4001 TUITION IN STATE :	0.00	10,332.00-	673,507.00-	1,445,168.00-	771,661.00-	53.40
11-00-0000-00000-4002 AMMONIA REFG COURS	0.00	53,462.00-	166,269.00-	435,000.00-	268,731.00-	61.78
11-00-0000-00000-4003 AUTOMATION ELECT C	0.00	0.00	12,854.00-	25,000.00-	12,146.00-	48.58
11-00-0000-00000-4004 TUITION OUT OF STA	0.00	7,085.00-	203,255.00-	350,000.00-	146,745.00-	41.93
11-00-0000-00000-4005 ACAD COURSE FEE :	0.00	3,423.00-	59,243.00-	125,000.00-	65,757.00-	52.61
11-00-0000-00000-4006 OUTREACH CREDIT HO	0.00	1,095.00-	26,880.00-	52,000.00-	25,120.00-	48.31
11-00-0000-00000-4007 TECHNOLOGY FEE-C :	0.00	1,728.00-	106,572.00-	220,000.00-	113,428.00-	51.56
11-00-0000-00000-4008 TECHNOLOGY FEE-O :	0.00	438.00-	10,752.00-	21,000.00-	10,248.00-	48.80
11-00-0000-00000-4011 MISC STUDENT BILL	0.00	25.25	3,067.86-	45,000.00	48,067.86	106.82
11-00-0000-00000-4501 BUILDING/ROOM RENT	0.00	300.00-	1,717.00-	15,000.00-	13,283.00-	88.55
11-00-0000-00000-4512 VENDING MACHINES :	0.00	977.27-	3,141.36-	12,000.00-	8,858.64-	73.82
11-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	1,401,731.00-	2,831,491.00-	1,429,760.00-	50.49
11-00-0000-00000-4803 AD VALOREM PROPERT	0.00	0.00	0.00	8,859,467.00-	8,859,467.00-	100.00
11-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	0.00	204,269.77-	593,728.00-	389,458.23-	65.60
11-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	0.00	3,411.60-	8,785.00-	5,373.40-	61.17
11-00-0000-00000-4807 DELINQUENT TAX : G	0.00	17,220.04-	48,068.03-	129,467.00-	81,398.97-	62.87
11-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	0.00	24,691.00-	24,691.00-	100.00
11-00-0000-00000-4810 16/20 M TAX : GENE	0.00	0.00	230.71-	17,478.00-	17,247.29-	98.68
11-00-0000-00000-4811 TAX IN PROCESS : G	0.00	93.44-	145,215.20-	49,018.00-	96,197.20	196.24-
11-00-0000-00000-4902 INTEREST INCOME :	0.00	8,955.07-	48,084.03-	200,000.00-	151,915.97-	75.96
11-00-0000-00000-4904 REIMBURSED SALARY	0.00	0.00	0.00	100,000.00-	100,000.00-	100.00
11-00-0000-00000-4905 ADMINISTRATIVE ALL	0.00	1,360.75-	24,371.34-	90,000.00-	65,628.66-	72.92
11-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	899.58-	20,424.42-	80,000.00-	59,575.58-	74.47
11-00-0000-00000-4912 TRANSCRIPTS : GENE	0.00	767.06-	5,479.67-	15,000.00-	9,520.33-	63.47
=====						
Totals for FUND: 11 - GENERAL	0.00	108,110.96-	3,168,543.99-	15,654,293.00-	12,485,749.01-	79.76

□

Garden City Community College

11-06-08

Annual Budget Report Ending 10/31/2008

Page: 2

Options - All Statuses

Fiscal Year: 2009

FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
61-00-0000-00000-4103 TAX CREDIT DONATIO	0.00	0.00	16,000.00-	130,208.00-	114,208.00-	87.71
61-00-0000-00000-4803 AD VALOREM PROPERT	0.00	0.00	0.00	487,711.00-	487,711.00-	100.00
61-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	0.00	11,201.93-	32,778.00-	21,576.07-	65.82
61-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	0.00	187.07-	482.00-	294.93-	61.19
61-00-0000-00000-4807 DELINQUENT TAX : G	0.00	961.81-	2,663.35-	0.00	2,663.35	0.00
61-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	0.00	1,354.00-	1,354.00-	100.00
61-00-0000-00000-4810 16/20 M TAX : GENE	0.00	0.00	12.51-	959.00-	946.49-	98.70
61-00-0000-00000-4811 TAX IN PROCESS : G	0.00	5.77-	8,252.96-	0.00	8,252.96	0.00
=====						
Totals for FUND: 61 - CAPITAL OUTLAY	0.00	967.58-	38,317.82-	653,492.00-	615,174.18-	94.14

EXPENSES

11-06-08

Garden City Community College
Annual Budget Report Ending 10/31/2008
Options - All Statuses

Page: 1

Fiscal Year: 2009

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11005 - INSTRUCTION SALARY	0.00	0.00	0.00	9,157.84	9,157.84	100.00
DEPARTMENT: 11010 - BUSINESS & ECONOMI	0.00	14,979.71	53,893.48	269,392.00	215,498.52	79.99
DEPARTMENT: 11020 - HUMANITIES	0.00	8,433.67	21,903.43	118,972.00	97,068.57	81.59
DEPARTMENT: 11021 - ENGLISH	0.00	24,981.48	71,984.48	346,580.00	274,595.52	79.23
DEPARTMENT: 11022 - SPEECH	0.00	8,807.83	26,460.74	120,945.28	94,484.54	78.12
DEPARTMENT: 11023 - PHILOSOPHY	0.00	537.38	537.38	0.00	537.38	0.00
DEPARTMENT: 11024 - PHOTOGRAPHY	0.00	0.00	0.00	4,552.00	4,552.00	100.00
DEPARTMENT: 11025 - JOURNALISM	0.00	4,968.74	16,039.94	58,280.00	42,240.06	72.48
DEPARTMENT: 11026 - BROADCASTING	0.00	4,212.93	12,795.58	68,875.00	56,079.42	81.42
DEPARTMENT: 11030 - ART	20,270.00	8,211.71	13,653.58	129,761.08	95,837.50	73.86
DEPARTMENT: 11031 - DRAMA	202.75	8,739.63	29,627.14	101,658.00	71,828.11	70.66
DEPARTMENT: 11032 - VOCAL MUSIC	468.99	5,831.30	17,170.44	72,649.00	55,009.57	75.72
DEPARTMENT: 11033 - INST MUSIC	2,385.70	15,626.61	44,755.21	198,340.42	151,199.51	76.23
DEPARTMENT: 11040 - SCIENCE	0.00	35,130.81	106,388.15	373,507.76	267,119.61	71.52
DEPARTMENT: 11050 - MATH	0.00	24,138.77	73,524.53	313,944.90	240,420.37	76.58
DEPARTMENT: 11060 - SOCIAL SCIENCE	441.43	41,495.24	106,145.24	468,682.00	362,095.33	77.26
DEPARTMENT: 11070 - HEALTH & PHYSICAL	0.00	18,700.44	72,046.59	241,650.00	169,603.41	70.19
DEPARTMENT: 11071 - WELLNESS-SUPER CIR	0.00	7,202.23	24,169.70	99,351.00	75,181.30	75.67
DEPARTMENT: 11080 - ESSENTIAL SKILLS	0.00	296.04	932.52	1,013.00	80.48	7.94
DEPARTMENT: 11081 - READING	0.00	5,228.91	15,692.49	89,445.00	73,752.51	82.46
DEPARTMENT: 11082 - ESL	0.00	5,221.07	13,800.23	58,079.00	44,278.77	76.24
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	1,226.01	2,452.34	15,045.00	12,592.66	83.70
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	400.00	1,975.00	4,838.00	2,863.00	59.18
DEPARTMENT: 11095 - FORENSICS COMPETIT	867.79	1,928.13	2,914.07	11,745.00	7,963.14	67.80
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	6,906.00	2,321.05	9,899.33	220,000.00	203,194.67	92.36
DEPARTMENT: 12011 - MID-MANAGEMENT	0.00	2,349.24	7,009.79	33,251.00	26,241.21	78.92
DEPARTMENT: 12012 - MCSE/CISCO	0.00	2,398.21	7,200.07	34,028.00	26,827.93	78.84
DEPARTMENT: 12013 - OFFICE EDUCATION	0.00	4,105.06	12,512.91	56,468.00	43,955.09	77.84
DEPARTMENT: 12014 - FINNUP LAB	0.00	4,729.45	14,825.92	67,764.00	52,938.08	78.12
DEPARTMENT: 12200 - ADN PROGRAM	562.91	32,923.17	108,591.22	462,156.00	353,001.87	76.38
DEPARTMENT: 12201 - LPN PROGRAM	410.15	13,006.29	36,875.62	170,574.00	133,288.23	78.14
DEPARTMENT: 12202 - EMT	272.90	16,513.90	45,837.71	157,685.00	111,574.39	70.76
DEPARTMENT: 12203 - ALLIED HEALTH	474.08	14,451.45	34,042.53	125,385.00	90,868.39	72.47
DEPARTMENT: 12210 - AGRICULTURE	0.00	4,780.02	15,919.10	49,731.00	33,811.90	67.99
DEPARTMENT: 12211 - MEAT JUDGING	232.35	10,640.06	23,137.75	80,087.00	56,716.90	70.82
DEPARTMENT: 12220 - AG EQUIPMENT & MEC	3,854.12	16,362.94	56,994.30	181,557.76	120,709.34	66.49
DEPARTMENT: 12230 - AUTO MECHANICS	3,134.49	9,906.70	28,822.03	119,249.00	87,292.48	73.20
DEPARTMENT: 12240 - CRIMINAL JUSTICE	116.03	14,163.63	36,683.71	180,171.00	143,371.26	79.58
DEPARTMENT: 12241 - FIRE SCIENCE	523.79	4,798.78	15,477.05	68,275.00	52,274.16	76.56
DEPARTMENT: 12242 - CHALLENGE COURSE	0.00	538.25	538.25	2,867.00	2,328.75	81.23
DEPARTMENT: 12250 - COSMETOLOGY	0.00	9,967.26	30,729.87	123,791.00	93,061.13	75.18
DEPARTMENT: 12260 - DRAFTING	0.00	1,399.45	1,399.45	9,101.00	7,701.55	84.62
DEPARTMENT: 12270 - AMMONIA REFRIGERAT	2,322.30	33,209.78	136,252.25	396,283.00	257,708.45	65.03
DEPARTMENT: 12271 - AUTOMATION ELECTRI	1,000.17	3,495.07	11,242.05	53,232.00	40,989.78	77.00
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	348.72	5,621.63	18,096.79	111,245.00	92,799.49	83.42
DEPARTMENT: 12273 - WELDING	0.00	6,856.24	25,204.30	99,135.08	73,930.78	74.58
DEPARTMENT: 12280 - BUILDING TRADES	500.00	3,192.82	3,192.82	15,094.00	11,401.18	75.53
DEPARTMENT: 12290 - FINNEY COUNTY LEAR	25.00	6,267.01	24,698.50	75,728.00	51,004.50	67.35
DEPARTMENT: 21100 - INSTITUTIONAL RESE	0.00	5,692.82	22,441.86	75,383.00	52,941.14	70.23
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	1,039.38	1,039.38	8,074.00	7,034.62	87.13
DEPARTMENT: 32000 - BUSINESS & INDUSTR	0.00	9,878.32	24,368.46	79,594.00	55,225.54	69.38
DEPARTMENT: 41000 - LIBRARY	7,674.79	13,220.75	52,897.66	183,047.00	122,474.55	66.91

DEPARTMENT: 41009 - COMPREHENSIVE LEAR	0.00	10,593.03	33,621.75	123,399.00	89,777.25	72.75
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	27,996.44	89,539.49	290,808.00	201,268.51	69.21
DEPARTMENT: 42001 - DEAN OF ACADEMICS	951.47	5,518.84	31,942.60	110,370.72	77,476.65	70.20
DEPARTMENT: 42002 - OUTREACH	0.00	0.00	527.33	58,858.00	58,330.67	99.10
DEPARTMENT: 42003 - FACULTY SENATE	890.00	1,312.11	2,525.27	32,363.00	28,947.73	89.45
DEPARTMENT: 42005 - DEAN OF TECHNICAL	678.30	11,916.00	45,980.00	162,506.16	115,847.86	71.29
DEPARTMENT: 42006 - DEAN OF CONT ED CO	0.00	13,305.01	38,883.79	167,278.00	128,394.21	76.75
DEPARTMENT: 42007 - BRYAN EDUCATION CE	0.00	4,575.23	17,725.74	60,046.00	42,320.26	70.48
DEPARTMENT: 43000 - TRANSITION	0.00	1,108.11	2,440.03	0.00	2,440.03-	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	13,735.88	55,015.71	184,736.00	129,720.29	70.22
DEPARTMENT: 50001 - STUDENT SUPPORT SE	0.00	0.00	0.00	29,818.00	29,818.00	100.00
DEPARTMENT: 50002 - EDUCATIONAL TALENT	0.00	0.00	0.00	11,907.00	11,907.00	100.00
DEPARTMENT: 50010 - COUNSELING & GUIDA	350.00	12,015.86	51,251.84	149,859.00	98,257.16	65.57
DEPARTMENT: 50011 - ASSESSMENT/TESTING	0.00	510.00	4,800.36	9,450.00	4,649.64	49.20
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	25,785.87	80,580.06	293,953.00	213,372.94	72.59
DEPARTMENT: 50030 - ADMISSIONS	233.78	15,023.14	59,983.95	203,796.00	143,578.27	70.45
DEPARTMENT: 50040 - REGISTRAR'S OFFICE	0.00	10,824.43	43,160.18	145,815.00	102,654.82	70.40
DEPARTMENT: 50050 - STUDENT HEALTH SER	106.45	3,988.01	13,695.73	51,320.00	37,517.82	73.11
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	566.65	18,583.12	195,464.82	370,794.00	174,762.53	47.13
DEPARTMENT: 55001 - MEN'S BASKETBALL	12,212.00	15,830.69	43,918.02	120,715.00	64,584.98	53.50
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	8,356.00	11,936.39	32,559.22	105,883.00	64,967.78	61.36
DEPARTMENT: 55003 - MEN'S TRACK	520.00	3,949.45	15,298.42	40,381.00	24,562.58	60.83
DEPARTMENT: 55004 - WOMEN'S TRACK	520.00	3,724.47	14,848.40	39,346.00	23,977.60	60.94
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	3,495.35	8,784.50	20,869.30	85,476.95	61,112.30	71.50
DEPARTMENT: 55006 - FOOTBALL	2,282.26	29,678.72	124,484.45	286,859.00	160,092.29	55.81
DEPARTMENT: 55007 - BASEBALL	6,918.50	12,392.09	40,218.96	119,214.00	72,076.54	60.46
DEPARTMENT: 55008 - VOLLEYBALL	0.00	5,979.55	29,151.77	58,951.00	29,799.23	50.55
DEPARTMENT: 55009 - WOMEN'S SOCCER	70.00	4,218.79	18,206.65	35,469.00	17,192.35	48.47
DEPARTMENT: 55010 - MEN'S SOCCER	125.00	7,452.20	33,671.60	75,514.00	41,717.40	55.24
DEPARTMENT: 55012 - CHEERLEADING	3,977.00	2,920.35	13,109.70	35,882.00	18,795.30	52.38
DEPARTMENT: 55013 - DANCE TEAM	0.00	2,131.89	5,742.18	23,329.00	17,586.82	75.39
DEPARTMENT: 55014 - RODEO TEAM	3,709.50	16,404.42	41,636.53	120,060.00	74,713.97	62.23
DEPARTMENT: 55018 - INTRAMURALS & STUD	0.00	601.22	2,350.30	8,312.00	5,961.70	71.72
DEPARTMENT: 55019 - ATHLETIC TRAINING	351.00	5,714.11	34,344.34	109,362.00	74,666.66	68.27
DEPARTMENT: 61000 - PRESIDENT	31,522.99	61,209.36	133,816.93	384,113.05	218,773.13	56.96
DEPARTMENT: 61001 - BOARD OF TRUSTEES	315.00	553.65	6,690.70	27,600.00	20,594.30	74.62
DEPARTMENT: 61005 - ATTORNEY	0.00	1,275.00	3,526.84	22,500.00	18,973.16	84.33
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	23,478.57	121,828.85	343,477.67	1,269,885.00	902,928.76	71.10
DEPARTMENT: 62010 - HUMAN RESOURCES	373.00	1,644.06	27,938.70	131,317.00	103,005.30	78.44
DEPARTMENT: 62011 - ADA COMPLIANCE	645.15	6,221.18	25,942.27	61,241.00	34,653.58	56.59
DEPARTMENT: 62050 - ONE-TIME PURCHASES	209,230.26	23,926.20	289,418.82	313,160.00	185,489.08-	59.22-
DEPARTMENT: 63000 - INFORMATION SERVIC	8,201.10	15,867.65	106,391.14	239,485.00	124,892.76	52.15
DEPARTMENT: 64000 - INFORMATION TECHNO	400.00	34,278.23	327,747.74	749,114.00	420,966.26	56.20
DEPARTMENT: 65000 - CENTRAL SERVICES	3,942.83	12,822.12	43,812.35	166,096.00	118,340.82	71.25
DEPARTMENT: 70000 - PHYSICAL PLANT ADM	300.00	6,041.89	25,103.19	136,575.00	111,171.81	81.40
DEPARTMENT: 71000 - BUILDINGS	15,817.21	69,147.66	107,115.49	376,116.00	253,183.30	67.32
DEPARTMENT: 71005 - SCOTT CITY BLDG MA	150.00	3,726.19	11,465.92	27,849.00	16,233.08	58.29
DEPARTMENT: 71009 - RENTAL PROPERTY MA	0.00	0.00	0.00	4,050.00	4,050.00	100.00
DEPARTMENT: 72000 - CUSTODIAL SERVICES	2,829.62	47,915.98	167,404.88	586,748.00	416,513.50	70.99
DEPARTMENT: 73000 - GROUNDS	3,101.82	9,371.88	47,992.60	205,536.00	154,441.58	75.14
DEPARTMENT: 73001 - ATHLETIC FIELDS	4,657.80	12,306.73	4,985.19	38,635.00	28,992.01	75.04
DEPARTMENT: 74000 - VEHICLES	1,198.11	12,073.88	35,678.50	385,267.00	348,390.39	90.43
DEPARTMENT: 75000 - CAMPUS SECURITY	733.95	13,934.34	44,194.59	150,194.00	105,265.46	70.09
DEPARTMENT: 76000 - INSURANCE	0.00	4,804.58	95,349.35	289,172.00	193,822.65	67.03
DEPARTMENT: 77000 - UTILITIES	53.25	56,803.59	167,720.81	564,800.00	397,025.94	70.29
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	429.82-	1,400.37-	62,000.00	63,400.37	102.26
DEPARTMENT: 81001 - TUIT WAIVER SEN CT	0.00	0.00	2,091.00	9,020.00	6,929.00	76.82
DEPARTMENT: 81002 - TUIT WAIVER EMPL/D	0.00	82.00	7,749.00	33,087.00	25,338.00	76.58
DEPARTMENT: 81003 - STATE MANDATED WAI	0.00	0.00	2,052.00	3,000.00	948.00	31.60
DEPARTMENT: 81004 - TUIT WAIVER CTZ IN	0.00	369.00	76,978.00	136,575.00	59,597.00	43.64
DEPARTMENT: 81005 - TUIT WAIVER FCHS	0.00	0.00	0.00	25,000.00	25,000.00	100.00

DEPARTMENT: 81006 - TUIT WAIVER FINE A	0.00	369.00	24,308.00	49,938.00	25,630.00	51.32
DEPARTMENT: 94000 - STUDENT CENTER	183.50	7,058.23	20,185.13	78,523.00	58,154.37	74.06
DEPARTMENT: 98001 - CHILD CARE	0.00	3,473.58	13,529.20	41,248.00	27,718.80	67.20

=====

FUND: 11 - GENERAL	406,441.88	1,335,312.30	4,933,607.07	16,705,094.00	11,365,045.05	68.03
--------------------	------------	--------------	--------------	---------------	---------------	-------

Garden City Community College
 Annual Budget Report Ending 10/31/2008
 Options - All Statuses

Fiscal Year: 2009

FUND: 14 - ADULT SUPPLEMENTARY ED

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11031 - DRAMA	0.00	2,817.73	78,886.63	88,860.00	9,973.37	11.22
DEPARTMENT: 31000 - COMMUNITY SERVICE	2,260.21	10,580.52	46,270.21	187,296.25	138,765.83	74.09
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	419.38	8,422.00	8,002.62	95.02
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	0.00	269.10	5,000.00	4,730.90	94.62
DEPARTMENT: 55006 - FOOTBALL	0.00	174.00	1,342.35	3,000.00	1,657.65	55.26
DEPARTMENT: 55007 - BASEBALL	0.00	0.00	2.50	0.00	2.50-	0.00
DEPARTMENT: 55008 - VOLLEYBALL	0.00	49.08	49.08	5,000.00	4,950.92	99.02
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	0.00	5,159.99	7,505.00	2,345.01	31.25
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	602.53	1,200.00	597.47	49.79
=====	=====	=====	=====	=====	=====	=====
FUND: 14 - ADULT SUPPLEMENTARY ED	2,260.21	13,621.33	133,001.77	306,283.25	171,021.27	55.84

Fiscal Year: 2009

FUND: 16 - AUXILIARY ENTITIES

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	277.92	530.04	628.68	7,000.00	6,093.40	87.05
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	2,000.00	6,000.00	19,200.00	13,200.00	68.75
DEPARTMENT: 94000 - STUDENT CENTER	273.50	1,817.78	66,586.51	139,100.00	72,239.99	51.93
DEPARTMENT: 95000 - STUDENT HOUSING	4,010.15	149,364.85	289,372.24	1,097,148.00	803,765.61	73.26
DEPARTMENT: 95001 - DIRECTOR'S APARTME	0.00	5,350.00	8,069.00	8,069.00	0.00	0.00
DEPARTMENT: 98000 - COSMETOLOGY	3,735.48	1,111.37	37,594.68	113,955.00	72,624.84	63.73
DEPARTMENT: 98001 - CHILD CARE	200.00	2,986.02	7,901.87	30,000.00	21,898.13	72.99
=====						
FUND: 16 - AUXILIARY ENTITIES	8,497.05	163,160.06	416,152.98	1,414,472.00	989,821.97	69.98

11-06-08

Garden City Community College
Annual Budget Report Ending 10/31/2008
Options - All Statuses

Page: 4

Fiscal Year: 2009

FUND: 21 - FEDERAL STUDENT AID

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available % Avail
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	244,663.96	1,354,635.49	103,687.51	1,250,947.98- 206.45-
=====					
FUND: 21 - FEDERAL STUDENT AID	0.00	244,663.96	1,354,635.49	103,687.51	1,250,947.98- 206.45-

Fiscal Year: 2009

FUND: 22 - RESTRICTED GRANTS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11040 - SCIENCE	0.00	4,953.26	6,676.12	21,633.12	14,957.00	69.14
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.00	0.00	0.00	19,215.00	19,215.00	100.00
DEPARTMENT: 12200 - ADN PROGRAM	0.00	0.00	65.25-	0.00	65.25	0.00
DEPARTMENT: 12211 - MEAT JUDGING	4,698.83	0.00	4,836.09-	0.00	137.26	0.00
DEPARTMENT: 12273 - WELDING	0.00	2,824.38	4,803.44	12,896.14	8,092.70	62.75
DEPARTMENT: 13301 - ABE--INSTRUCTION	4,190.00	16,850.00	4,190.00-	11,800.00	11,800.00	100.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	780.84	40,483.26	174,832.04	480,842.52	305,229.64	63.48
DEPARTMENT: 42000 - DEAN OF LEARNING S	1,794.91	14,034.42	96,399.71	297,689.19	199,494.57	67.01
DEPARTMENT: 42005 - DEAN OF TECHNICAL	13,122.48	5,936.24	34,505.54	154,298.00	106,669.98	69.13
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	0.00	12,575.23	45,928.02	316,732.79	270,804.77	85.50
DEPARTMENT: 45011 - SCIENCE LAB ACTIVI	0.00	0.00	0.00	77,311.00	77,311.00	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	12,346.07	58,221.22	215,079.12	730,450.17	503,024.98	68.87
DEPARTMENT: 71000 - BUILDINGS	0.00	43,269.48	284,299.48	531,599.48	247,300.00	46.52
=====						
FUND: 22 - RESTRICTED GRANTS	36,933.13	199,147.49	853,432.13	2,654,467.41	1,764,102.15	66.46

Garden City Community College
 Annual Budget Report Ending 10/31/2008
 Options - All Statuses

Fiscal Year: 2009

FUND: 23 - OTHER RESTRICTED FUNDS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	3,295.00	844.98	1,244.26-	13,000.00	10,949.26	84.23
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	0.00	20,028.00	20,028.00	100.00
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	15,355.00	15,355.00	25,352.50	9,997.50	39.43
DEPARTMENT: 61000 - PRESIDENT	0.00	0.00	0.00	600.00	600.00	100.00
DEPARTMENT: 63000 - INFORMATION SERVIC	0.00	1,000.00	1,000.00	1,000.00	0.00	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	0.00	1,000.00	1,000.00	100.00
=====						
FUND: 23 - OTHER RESTRICTED FUNDS	3,295.00	17,199.98	15,110.74	60,980.50	42,574.76	69.82

11-06-08

Garden City Community College
Annual Budget Report Ending 10/31/2008
Options - All Statuses

Page: 7

Fiscal Year: 2009

FUND: 24 - ADULT BASIC EDUCATION

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 13301 - ABE--INSTRUCTION	14,988.50	37,570.19	139,258.78	468,500.79	314,253.51	67.08
DEPARTMENT: 13305 - ABE--STAFF DEVELOP	0.00	521.55	2,962.60	11,342.00	8,379.40	73.88
=====	=====	=====	=====	=====	=====	=====
FUND: 24 - ADULT BASIC EDUCATION	14,988.50	38,091.74	142,221.38	479,842.79	322,632.91	67.24

11-06-08

Garden City Community College
Annual Budget Report Ending 10/31/2008
Options - All Statuses

Page: 8

Fiscal Year: 2009

FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	323,165.11	15,431.00	129,371.16	653,492.00	200,955.73	30.75
FUND: 61 - CAPITAL OUTLAY	323,165.11	15,431.00	129,371.16	653,492.00	200,955.73	30.75

11-06-08

Garden City Community College
Annual Budget Report Ending 10/31/2008
Options - All Statuses

Page: 9

Fiscal Year: 2009

FUND: 63 - DEBT RET--COP

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	62,469.67-	0.00	62,469.67	0.00
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	0.00	0.00	715.60-	0.00	715.60	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	68,711.53-	68,086.53-	0.00	68,086.53	0.00
=====						
FUND: 63 - DEBT RET--COP	0.00	68,711.53-	131,271.80-	0.00	131,271.80	0.00

11-06-08

Garden City Community College
Annual Budget Report Ending 10/31/2008
Options - All Statuses

Page: 10

Fiscal Year: 2009

FUND: 64 - COP FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	885,003.48	48,996.52	67,858.52	0.00	952,862.00-	0.00
=====	=====	=====	=====	=====	=====	=====
FUND: 64 - COP FUND	885,003.48	48,996.52	67,858.52	0.00	952,862.00-	0.00

Garden City Community College
 Annual Budget Report Ending 10/31/2008
 Options - All Statuses

Fiscal Year: 2009

FUND: 71 - ACTIVITY/ORGANIZATION FD

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	29,793.68	20,571.76	48,883.73	311,802.00	233,124.59	74.77
DEPARTMENT: 99001 - STUDENT NEWSPAPER	4,932.64	3,570.70	3,682.04	52,750.00	44,135.32	83.67
DEPARTMENT: 99002 - STUDENT MAGAZINE	32.64	88.30	137.31	53,000.00	52,830.05	99.68
=====						
FUND: 71 - ACTIVITY/ORGANIZATION FD	34,758.96	24,230.76	52,703.08	417,552.00	330,089.96	79.05

Fiscal Year: 2009

FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11022 - SPEECH	0.00	0.00	350.00	0.00	350.00-	0.00
DEPARTMENT: 11025 - JOURNALISM	0.00	0.00	5,677.00	0.00	5,677.00-	0.00
DEPARTMENT: 11030 - ART	0.00	0.00	2,654.00	0.00	2,654.00-	0.00
DEPARTMENT: 11031 - DRAMA	0.00	0.00	3,442.00	0.00	3,442.00-	0.00
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	0.00	5,506.00	0.00	5,506.00-	0.00
DEPARTMENT: 11033 - INST MUSIC	0.00	0.00	7,689.00	0.00	7,689.00-	0.00
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	0.00	881.00	0.00	881.00-	0.00
DEPARTMENT: 12211 - MEAT JUDGING	0.00	0.00	4,692.00	0.00	4,692.00-	0.00
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	6,884.00	0.00	6,884.00-	0.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	5,245.00	0.00	5,245.00-	0.00
DEPARTMENT: 55003 - MEN'S TRACK	0.00	0.00	881.00	0.00	881.00-	0.00
DEPARTMENT: 55004 - WOMEN'S TRACK	0.00	0.00	1,598.00	0.00	1,598.00-	0.00
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	0.00	7,007.00	0.00	7,007.00-	0.00
DEPARTMENT: 55006 - FOOTBALL	0.00	225.00	49,331.00	0.00	49,331.00-	0.00
DEPARTMENT: 55007 - BASEBALL	0.00	0.00	3,483.00	0.00	3,483.00-	0.00
DEPARTMENT: 55008 - VOLLEYBALL	0.00	0.00	840.00	0.00	840.00-	0.00
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	0.00	7,358.00	0.00	7,358.00-	0.00
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	0.00	3,483.00	0.00	3,483.00-	0.00
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	3,401.00	0.00	3,401.00-	0.00
DEPARTMENT: 55013 - DANCE TEAM	0.00	0.00	2,315.00	0.00	2,315.00-	0.00
DEPARTMENT: 55014 - RODEO TEAM	0.00	0.00	9,978.00	0.00	9,978.00-	0.00
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	0.00	15,571.00	0.00	15,571.00-	0.00
=====						
FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS	0.00	225.00	148,266.00	0.00	148,266.00-	0.00

Garden City Community College
Annual Budget Report Ending 10/31/2008
Options - All Statuses

Fiscal Year: 2009

FUND: 73 - EDUKAN CONSORTIUM FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	47,905.78	108,744.14	270,000.00	161,255.86	59.72
=====	=====	=====	=====	=====	=====	=====
FUND: 73 - EDUKAN CONSORTIUM FUND	0.00	47,905.78	108,744.14	270,000.00	161,255.86	59.72

11-06-08

Garden City Community College
Annual Budget Report Ending 10/31/2008
Options - All Statuses

Page: 14

Fiscal Year: 2009

FUND: 89 - OTHER

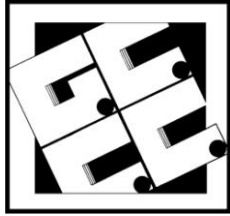
GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	0.00	6,500.00	6,500.00	100.00
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	225.00	94,725.00-	0.00	94,725.00	0.00
=====	=====	=====	=====	=====	=====	=====
FUND: 89 - OTHER	0.00	225.00	94,725.00-	6,500.00	101,225.00	557.31

As of 10/31/2008

		Amount	% Rate
Cash in Bank:	Commerce Bank	\$ 309,812.05	0.0500%
	Security State - Scott City	\$ 24,071.04	0.0000%
	State Municipal Invest. Pool	\$ 99,996.45	0.4390%
	Landmark National Bank	\$ 2,858,279.75	1.8100%

Investments:

Institution	Type	Amount	% Rate	Beg. Date	End Date
American State Bank	CD	\$ 1,000,000.00	4.1900%	12/18/07	11/24/08
American State Bank	CD	\$ 1,000,000.00	4.1900%	12/18/07	12/18/08
Commerce Bank	CD	\$ 2,000,000.00	2.4900%	05/30/08	12/01/08
First National Bank	CD	\$ 2,000,000.00	2.7100%	05/30/08	12/01/08



Garden City COMMUNITY COLLEGE

CONTRACT FOR APPROVAL

FULL-TIME FACULTY

Guillermina (Guille) Hinde	Cosmetology Instructor Spring 2009 Semester January 12 – May 21, 2009	\$18,249.20
----------------------------	---	-------------

Nov. 5, 2008

To: Board of Trustees
From: Cathy McKinley, Director of Human Resources

New Hires

Douglas Peters, Computer Technician, effective Nov. 11, 2008
Ashley Rutti, Secretary – Athletic Director, effective Oct. 20, 2008
Joy Truax, Secretary – Academic Building, effective Oct. 20, 2008
Carol “Cricket” Turley, Director of Human Resources, effective Nov. 3, 2008

Separations

Clyde Blood, Security Officer, effective Nov. 14, 2008

Retirements

Transfers/Promotions

Larry Johnston, Director of Physical Plant, effective Oct. 16, 2008

Vacancies

Asst. Director of Physical Plant
Asst. Volleyball Coach (volunteer, part-time)
Asst. Women’s Basketball Coach (volunteer, part-time)
English Instructor
Security Officer

Sabbatical Committee Minutes 10-8-08

Ref: **James McAllister's sabbatical request for Fall Semester 2009**

Members Present: Greg Thomas, Chair
Kevin Brungardt
Cathy McKinley
Barb Larson
Brian McCallum

Members Absent: John Cheney

The committee considered James McAllister's request for sabbatical leave for the Fall Semester 2009 in order to pursue his Ph.D. in music.

It was determined that Mr. McAllister meets the requirements for such a leave stated in Article Seven, Section G of the 2008-2009 negotiated agreement.

The committee voted 4-0 to approve Mr. McAllister's sabbatical.

Brian McCallum, Mr. McAllister's supervisor, will inform Mr. McAllister of the committee's decision.

Respectfully submitted,

Greg Thomas

NOVEMBER 2008 MONITORING REPORT

EXECUTIVE LIMITATIONS

MONTHLY

General Executive Constraints #9 Page 7

There shall be no conflict of interest in awarding purchases or other contracts.

CEO's Interpretation and its justification: If any employee or the Board members have interest in, own or have relations that own any company that GCCC does business with, we are to be notified up front.

Data directly addressing the CEO's interpretation: No purchases were made during the month from businesses in which Board members or employees have any interest.

EXECUTIVE LIMITATIONS

MONTHLY

General Executive Constraints #10 Page 7

The President shall not allow for purchases without first giving consideration to local businesses, with a maximum 10% premium to local businesses.

CEO's Interpretation and its justification: For all purchases \$2,500 and over, a bid sheet is sent to all known vendors and a 10% consideration is made to local businesses before awarding the bid.

Data directly addressing the CEO's interpretation: Purchases over \$2,500 were reviewed. Local businesses were given consideration when their bid price was less than 10% more than vendors outside our area.

EXECUTIVE LIMITATIONS

MONTHLY

Asset Protection #5 Page 12

The President shall not make any purchase (a) of over \$2,500 without having obtained comparative prices with consideration of quality; (b) of over \$10,000 without competitive bids and due consideration regarding cost, quality, and service; and (c) of over \$20,000.

CEO's Interpretation and its justification: The interpretation of this is exactly as stated: a) no purchases are made over \$2,500 without comparative bids with consideration of quality; b) over \$10,000 without competitive bids regarding quality, cost and service and c) over \$20,000 without approval of the Board or approval of a contract to pay by the Board. Annually, the Board approves our utilities providers and these are paid without Board approval as are contracts that the residential life has with Great Western Dining – the contract is approved in advance.

Data directly addressing the CEO's interpretation

Bid sheets were attached to all requisitions over \$2,500, unless the items purchased were covered under the campus annual bids or were a single source provider.

Purchases over \$10,000 requiring bid sheet:

- Check #182652 to ATHCO LLC for \$15,355.00 for basketball and softball scoreboards. Bid sheet was attached indicating lowest bid accepted.
- Check #182705 to RT Sporting Goods Inc. for \$11,404.94 for various invoices. One requisition was over \$2,500. Bid sheet was attached indicating single source vendor for Russell brand.
- Check #182810 to Amatrol Inc. for \$16,850.00 for mechanical drives training systems. Bid sheet was attached indicating vendor meeting specifications was selected.

Payments over \$10,000 not requiring bid sheets:

- Check #182363 to Kansas Department of Revenue for \$10,353.18 for September sales tax.
- Check #182378 to Seminole Energy Service for \$10,549.28 for natural gas.
- Check #182658 to City of Garden City for \$50,922.69 for utilities.
- Check #182677 to Great Western Dining for \$55,264.50 for annual operating advance which will be refunded at the end of the spring semester.
- Check #182719 to Tatro Plumbing for \$47,472.60 for partial payments on mechanical work on the welding lab and the 2 new boilers.
- Check #182765 to Blue Cross and Blue Shield for \$144,519.61 for November health insurance premiums.
- Check #182832 to Great Western Dining for \$65,611.34 for various invoices.
- Check #182854 to Ramona Munsell & Associates for \$27,307.00 for consulting fees on the Title V grant.
- Check #182865 to Southwest Plains Regional Service center for \$22,802.00 for annual fee.
- Check #183074 to EduKan for \$43,875.00 for Fall 2008 Session 1 enrollment.
- Check #183211 to Dick Construction for \$92,266.00 for partial payment for construction costs on the Penka Addition. The Board previously approved this project.
- Check #183234 to Tatro Plumbing for \$19,425.00 for final payment on the welding lab project.

NOVEMBER 2008 MONITORING REPORT

Prepared by Beth Tedrow

ENDS:

SEMI-ANNUAL

Academic Advancement

Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.

- #1 Students will have the appropriate knowledge of transfer requirements.
- #2 Students will have the academic prerequisites sufficient for successful transfer.

Garden City Community College has provided services to prepare students to successfully transfer since the first classes began in the fall of 1919. The college's reputation for preparing students to transfer to and to experience academic success at four-year universities/colleges across the country is recognized by the transfer institutions, high school counselors and our students. College personnel are constantly exploring campus activities/services, different learning strategies, etc. to assist our students to achieve the Academic Advancement Ends.

Cooperative partnerships have been strengthened between the learning services and student services to provide optimal opportunities for student success throughout the transfer process. We must continue to provide assistance to our students so that every student will be provided consistent and accurate information to make critically sound academic and career decisions. Strengthened academic advising skills continue to be priority; excellence in instruction is building the foundation; student support services continue to help students transition from GCCC to upper-level institutions in a variety of ways.

In order to determine how successful our students are in achieving the Academic Advancement Ends, the college continues to collect supporting data from the transfer institutions, attend university/community college conferences, conduct surveys, compile and study graduation rate studies, etc. GCCC continues to provide and enhance supportive assistance for students by providing increased technical support for gathering information; providing Web access to students for personal data retrieval, i.e. transcripts, grades, degree progress sheets, transfer requirements, good student discounts services.

Data to accurately measure the Ends continues to be a challenge for the GCCC staff. There continues to be a lack of significant data available from the transfer institutions (especially the out-of-state and Kansas private universities/colleges) on our former students and a lack of student response to GCCC's surveys; however, through the services provided by the National Student Clearinghouse, retrieval of such data has become much more accessible. With the assistance of our IT staff, the College has expanded the fields of information, which we provide on a monthly basis, to the NSC.

93% of the higher education institutions partner with the NSC for high security access to this information. As a result of this expansion, we are able to accurately determine where our students have transferred, if they are currently enrolled at another institution, when and what degrees they have completed and in what major field, additional longitudinal studies on our former students, etc. This expanded source of data will provide the College with valuable information regarding the academic successes of the majority of our transfer students.

The spring 2008 transfer data follows.

Student Transfer Analysis Data

Spring 2008-All Transfers

University	GCCC Transfers	Other CC Transfers	Native Students
Emporia State	3.08 (28)	3.11	3.02
Ft. Hays State	3.07 (108)	3.02	2.53
Kansas State	2.88(226)	3.01*	2.714
Pittsburg State	2.88	2.98	3.15
U. of Kansas	2.98(105)	3.00	NA
Washburn	NA	NA	NA
Wichita State**	NA	NA	NA

*All Transfer Students

NA- Washburn does not provide statistics.

Spring 2008-New Student Transfers (1st Semester)

University	GCCC Transfers	Other CC Transfers	Native Students
Emporia State	3.05	3.05	2.89
Ft. Hays State	3.68	3.08	2.53
Kansas State	3.461	2.76*	2.222
Pittsburg State	2.52	3.12	3.19
U. of Kansas	2.65	2.79	NA
Washburn	NA	NA	NA
Wichita State**	NA	NA	NA

*All Transfer Students

**Wichita State University has developed a new reporting format for the community college transfer students. The individual community colleges are provided a “Retention and Graduation Rates of Community College Transfer Students” report; they also receive statistics comparing (mean GPA’s) of their transfer students with other Kansas Community Colleges transfer students (mean GPA’s). The report no longer gives comparative rates of the Wichita State University’s native students.

The report is modeled after Consortium Student Retention Data Exchange (CSRDE). It provides the community colleges five (5) years of information for the fall semesters (2003-2007). The report provides statistical reports for the following categories:

- Transfers with less than 30 credit hours
- Transfers with 30-60 credit hours
- Transfers with more than 60 credit hours

Categories are broken down by student count, % female, % minority, % part-time, the transfer institution's mean GPA, continuing rates (by % and by mean cumulative GPA), the % of those students who graduated in the past 5 years and the yield rate (% graduated plus % enrolled at the beginning of the fall term).

For the students who transferred the fall of 2006, 2007 (which we had not previously received information because of the WSU Information System Conversion), the comparison rates are:

<u>Semester</u>	<u>Transfer Hours</u>	<u>GCCC</u>		<u>Other CC</u>	
		<u>Fall 06</u>	<u>Fall 07</u>	<u>Fall 06</u>	<u>Fall 07</u>
Fall '06	30-60	3.04	3.07	2.92	3.07
	>60	3.50	3.55	3.11	3.11
Fall '07	30-60	---	2.74	---	2.81
	>60	---	3.33	---	3.09

Of the 2006 GCCC transfer students, 23.8% have graduated within two years at WSU. These statistics would indicate that the students who transfer more total hours tend to earn higher GPAs at WSU than those who earned greater than 30, but less than 60. A hard copy of the five year report is available.

Additional information furnished by Regents Universities

- ESU, KSU and WSU also provide a course-by-course success analysis comparing former GCCC students with other community college transfers and other undergraduate college students. (Not available from WSU for spring, 2008)
- At ESU, GCCC students' mean GPA's in 19 out of 34 selected classes, was slightly higher than other community college transfers and the native students.

Spring 2008-Transfer Students Receiving KSU Honors

<u>University</u>	<u>New Students Continuing Only</u>	<u>All Students</u>
GCCC Transfers	20.00%	9.01%
Other Transfers	5.24%	10.53%
KSU Students (Native)	2.50%	7.68%

- Wichita State University's Graduation Rate of degree-seeking first-time full-time freshmen for the reporting cycle beginning Fall 2001 and ending June 30, 2007, (six years) was 41 percent. New Kansas community colleges transfers (with 48-66 transfer hours and a 2.500 or better grade point average), who started at WSU two years later, had a 51 percent graduation rate by June 30, 2007.
- PSU provides data on graduates by major. The following information is for the all student's average for the 2007-2008 Academic Year. The first column (GCCC GPA) represents their final GCCC GPA. The second column is the final PSU GPA. The next two columns compare other community colleges and the native PSU graduation GPAs.

	<u>GCCC GPA</u>	<u>GCCC</u>	<u>Other CC</u>	<u>Native Students</u>
Average GPAs	3.092	3.031	3.211	3.140

- All regent schools have established a direct link to their website which allows GCCC advisors and students to pull up curriculum guidelines specific to GCCC. The link also allows for pulling up individual programs at FHSU and check how GCCC courses transfer. This is a good tool for GCCC advisors working with students transferring to FHSU to show which courses are required in specific programs.
- WSU prepares a specific transfer guide for each individual Kansas Community Colleges transfer students. Other Regent universities prepare transfer guides for all community college transfer students.

**STUDENT-RIGHT-TO-KNOW
GRADUATION RATES 2007-08**

Graduation Rate Survey

Fall semester 2004, 372 full-time, first time, degree/certificate-seeking students entered Garden City Community College. Three years later (Spring, 2008) the college completed the Graduation Rate Survey as required by Federal regulations. The college must disclose completion or graduation rates of these students to all students and prospective students. The report also must include graduation/completion rates of those students receiving athletically related student aid by sport and categorized by race/ethnicity, and sex. The data must be disclosed to all potential students; thus this data is listed in the Student Handbooks and the College Catalog. Copies of the results of this survey are available at the Admissions office, at the Athletic Director's office and on the college's website at www.gcccks.edu.

The survey collects data on each entering Cohort Group and follows their progress 150% of the normal time to complete their programs of study (3 years for 2 year programs; 1½ years for 1 year programs). Allowable exclusions before the rates are calculated include:

- Student is either deceased or permanently disabled
- Student left school to serve in the military
- Students left school to serve with a foreign aid service of the Federal Government (Peace Corps, etc.)
- Student left school to serve on an official church mission

Reported statistics for the 2007-08 Graduation Rate Survey (GRS) are as follows:

<u>2004 Cohort</u>	<u>Completion Rate</u> <u>(%)</u>	<u>Transfer-Out</u> <u>Rate (%)</u>	<u>Successful Persistors</u> <u>(%)</u>
All Students	34	35	69
Football	37	45	82
Basketball(M&W)	25	50	75
Baseball	35	59	94
X Country/Track(M&W)	25	44	69
All Other Sports(M&W)*	39	36	75

<u>4-Year Average</u>	<u>Completion Rate</u> <u>(%)</u>	<u>Transfer-Out</u> <u>Rate (%)</u>	<u>Successful</u> <u>Persistors (%)</u>
All Students	33	36	69
Football	27	58	85
Basketball(M&W)	42	49	91
Baseball	46	49	95
X Country/Track(M&W)	38	41	79
All Other Sports(M&W)*	45	43	88

*All other sports include Softball(W), Volleyball(W), Soccer(M&W), and Rodeo(M&W)

Summary of the Graduation Survey (GRS)

The Graduation Rate Survey (GRS) for the 2004 cohort group of full-time, first-time degree/certificate seeking students is part of the "Students Right-to-Know" requirements. The cohort group consisted of 372 students. Summary statistics include the following information:

372	Cohort Total
3	Total Exclusions
	2 Deceased
	1 Service
369	Revised Cohort
3%(10)	Completed 1-year Certificate Programs
31%(114)	Completed 2-year Programs (graduated)
34%(125)	Transferred (non-completers)
13%(48)	Work
15%(55)	Unable to locate
3%(10)	Continuing at GCCC

	Men	Women
	57%(211)	43%(158)
Completed 1 year Certificate Programs	1%(2)	5%(8)
Completed 2 year Programs (graduated)	29%(61)	34%(53)
Transferred (non-completers)	38%(81)	30%(47)

Of the non-returning students, excluding completers, 44% (64) were not making satisfactory academic progress (cumulative grade point < 2.0). These students were not eligible for financial aid, athletic competition, other grant-in-aid assistance or scholarships. This definitely was a contributing factor to their not returning for the next semester.

The 2007-08 report indicates that 69% of the entering cohort group was considered successful completers. These statistics will be shown to prospective students and parents, as a positive indicator that our students are prepared for successful transfer to other colleges and universities as well as being successful completers of GCCC programs of study.

The following report addressing students who are pursuing Academic Advancement by starting their careers to higher education at GCCC was prepared by Cathy McKinley, Dean of Continuing Education and Community Services.

Academic Advancement: Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.

CEO's Interpretation and its Justification: The President will ensure that information regarding our students transferring to a public college or university in Kansas shows our students with as good or better grade points than native students attending the same universities and colleges. GCCC will continually work with the Regents institutions to ensure that our coursework parallels that of native students. The pre-requisites for majors at the Regents institutions shall be offered at GCCC. The AA and AS degrees granted by GCCC shall enable the student to transfer as a junior to the Kansas Regents institutions.

1. Students will have appropriate knowledge of transfer requirements.

Adult Learning Center

- Of 30 participants expressing the goal of entering post-secondary education, 28 (or 93 percent) achieved the goal.

Bryan Education Center

- 2008 spring semester enrollment resulted with the following grand totals: 17 courses for 49 credit hours; 138 registered students; 404 hours generated; and the FTE was 26.93. The 2008 spring semester FTE increased 24% from 2007 spring semester.
- 2008 summer semester enrollment resulted with the following grand totals: 5 courses for 17 credit hours; 37 registered students; 125 hours generated; and the FTE was 8.33. The 2008 summer semester FTE increased 37% from 2007 summer semester.
- ITV (interactive television) 2008 spring semester courses accommodated 22 students for 9 credit hours at the Scott City site.
- 2008 spring semester enrollment for Scott Community High School students for concurrent credit totaled 5 courses for 15 credit hours with 46 registered
- 2008 spring semester Allied Health courses totaled: 3 courses for 11 credit hours with 32 registered students
- 2008 summer semester Allied Health courses totaled: 1 course for 5 credit hours with 9 registered students
- Official ACT testing site: 36 participants and 2 administrators
- Director proctored 12 students taking online courses through EduKan or 4-year higher learning institutions.

ETS

The following students are in the top 10 percent of their respective classes: Luke Goudy (Deerfield); McKenzie Hunter (Holcomb); Garrett Adam, Jacob Algrim,

Johanna Baez, Ashley Bulkley, Carly Champlin, Frances Clifford, Alyssa Davis, Marissa Dugan, Joann Gonzalez, Makenzie Gottsponer, Gloria Johnson, Hien Ngoc Kiem, Myranda Munoz, Kim Khanh Nguyen, Thuan Nguyen, Vanessa Rodriguez, Erin Ross, Brandon Tran, Katlin Tremmel, Mitchell Watson, Crystal Weippert (all from Garden City). **Sixty-seven percent of the top 10% students at GCHS are ETS/UB students and** 42% (22/52) of the students receiving an academic letter are currently ETS students.)

As of Sept. 3, 2008, ETS 2008 graduates received \$277,952 in scholarships. This is more than double the amount of scholarships ever received before in a year by ETS students. This amount only includes scholarships to the postsecondary school the student is actually attending – many students received scholarships from other schools also. This amount does not include grants or loans.

As of Sept. 3, 2008, Educational Talent Search High School graduates are attending the following colleges: Garden City Community College-47; Kansas State University-10; University of Kansas-4; Creighton University-2; James River Masters (Ozark, Mo)-1; Merchant Marine Academy (New York)-1; University of Northern Colorado-1; Kansas Wesleyan University-1; Columbia College (Chicago)-1; Pittsburg State University-1; Bethel-1; Fort Hays State University-1; Dodge City Community College-1; Wichita State University-1.

Project Destiny

- Fifty percent of Project Destiny graduates have enrolled in college classes and/or have continued their education beyond the GED.

2. Students will have the academic prerequisites sufficient for successful transfer.

Data to be provided in future report.

Action Project

Institution: Garden City Community College
Submitted: 2007-08-23 **Contact:** Deanna Mann
Email: deanna.mann@gcccks.edu **Telephone:** 620-276-9792

Timeline:

Planned project kickoff date: 08-01-2007

Target completion date: 06-01-2010

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

Implement a Data-Enhanced Assessment of Learning

B. Describe this Action Project's goal in 100 words or fewer:

This action project will serve as a catalyst to improve both common and program-specific learning objectives. Garden City Community College emphasizes five ENDS for our students: Essential Skills, Work Preparedness, Academic Advancement and Personal Enrichment and Workforce Development. The essential common learning objectives include Interpersonal Communication skills (writing, speaking and listening), math skills and reading skills. Program-specific objectives will include these and may also include specific career skills, transfer criteria and personal enrichment. This action project will allow the college to highlight its successes and strengthen areas with opportunities to improve student learning, curriculum and instruction.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

Feedback from our recent Systems Portfolio indicated opportunities for improving student learning. Assessment of student learning has been conducted for a number of years at Garden City Community College, but has not been consistently analyzed or effectively applied. Specific goals and stretch targets for the institution need to be set, communicated, and regularly reviewed for effectiveness and improvement. The College considers this an important step in developing a consistent strategic plan that underscores that student learning is at the forefront of all college planning and budgeting. Residual effects may be far-reaching and may help in areas including student recruitment, retention, and graduation rates.

E. List the organizational areas - institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

Dean of Academics Technical Program Directors Dean of Technical Education Director of Institutional Research Academic Division Directors Learning Services Internal Governance Committee

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:

At a minimum, the following processes will be improved: • Consistent, applied institutional definitions of student achievement of common learning objectives • Enhanced communication and collaboration among departments, faculty, administration, and institutional research • Regular collection and interpretation of data • Application of data as a factor in determining effective learning strategies • Faculty development opportunities

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

The following timeline outlines this three-year project: 2007-2008 • Define institutional goals relative to each of

the common learning objectives • Define program-specific goals for each of the program-specific learning objectives • Identify specific data required to measure to minimum standards and benchmark targets 2008-2009 • Collect and disseminate required longitudinal data determined in Year 1 for faculty and administrative analysis • Determine areas of need based on data and define procedures designed to meet those needs 2009-2010 • Implement procedures for improvement of student learning • Collect and analyze longitudinal data (annually) • Review procedures and adjust as appropriate (annually) • Provide results of learning objectives to GCCC Board of Trustees (annually) • Publish results of learning objectives on GCCC website (annually)

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

Over the life of the project, success will be measured in a multitude of ways. During the first two years of the project, the target annual dates will serve as the indicator that the project is on track. During the project, the following will be monitored: • Timeliness of meeting goals established for the project • Analysis of the departmental involvement in providing input on learning objectives • Common learning objectives are established for the institution and communicated among all faculty and administration by the end of year two • Program-specific objectives are established and communicated through the appropriate deans and all faculty members to the administration by the end of year two. • All goals established are measurable and appropriate required data and timelines for collecting, disseminating and analyzing data are established • Procedures for improvement are established and implemented

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

During Year 3 and beyond, the project will be monitored for success as follows: • Regular assessment of student learning is collected, disseminated and analyzed • Student learning outcomes show a marked improvement over time • Appropriate measures are taken for areas showing opportunities for improvement • Longitudinal data is published and reviewed by Board of Trustees

J. Other information (e.g., publicity, sponsor or champion, etc.):

K. Project Leader and contact person:

Contact Name: Deanna D Mann, Director of Institutional Effectiveness

Email: deanna.mann@gcccks.edu

Phone: 620-276-9792 Ext.

Annual Update: 2008-09-12

A. Describe the past year's accomplishments and the current status of this Action Project.

One of the first steps taken for this action project was restructuring the long-standing Assessment Committee. With the focus of this action project including both common and program-specific learning objectives, it was important to expand the representation within the committee. Initial restructuring broadened representation to include developmental education, general education and technical education as well as the assessment coordinator. As discussions have progressed throughout the year and information has been gathered, it has become apparent that the committee will need to extend representation from each discipline for decision-making purposes. A survey was developed and administered to faculty from each discipline to determine what program-specific assessments are already in place, what the measurement tools are, and how the data is being used. This data will allow the committee to establish areas of strengths and opportunities in each area and look for best practices within the college. By using this feedback, program-specific goals and learning objectives will be established in all applicable disciplines. Due to the broad-based impact of common learning objectives, the committee has struggled to define the institutional goals relative to common learning objectives. Although the common learning objectives were not defined during the past year as anticipated, the amount of discussion that has taken place among the committee members and other faculty has been essential for this caliber of project. Since they go hand-in-hand, setting standards and benchmarking as well as identifying data requirements for

measurement is also coming along at a slower pace than expected. These goals should be achieved during the 2008-2009 academic year. Some members of the assessment committee attended the HLC Assessment Conference in July, 2008. The conference provided insight into assessment strategies used by other institutions. The discussions and team planning time helped provide the method with which to finalize the discussions and implement common learning objectives. During the conference, the attending committee members were able to put together a plan to gather and analyze data and to report the analysis to faculty for use in final decision-making on improving student learning. During the Fall 2009 semester, this plan will be presented to the full committee and utilized to continue to move forward.

Review (09-25-08):

It sounds like the first step taken for this project was restructuring the Assessment Committee. From the information presented, it is difficult to know the composition of that committee prior to its restructuring. There is an indication that the previous committee was "long-standing," which gives the impression that there may have been some type of existing culture within it. Is the composition of the new committee significantly different than the old committee? In addition, from the information provided, it sounds like a survey was developed, but there was no information regarding setting goals, objectives, and activities. Because the HLC Assessment Conference is a team activity, I am assuming that the institution created some type of targets for the committee. It is unclear as to whether the committee was collecting data or establishing what existed at the institution. A little clarification would be great.

B. Describe how the institution involved people in work on this Action Project.

People were involved in this Action Project in the following ways: • Broad-based representation on the committee of academic disciplines in general education, technical education, developmental education and the assessment coordinator • Feedback requested from faculty in each discipline regarding current program-specific assessment tools and usage.

Review (09-25-08):

It sounds like the institution involved people through committee work and through surveys regarding feedback about what currently exists. With assessment, it is particularly important to develop strong relationships and strong interest in the project. From the information presented, it is difficult to know whether or not the institution's colleagues were truly engaged in the process, and how many colleagues were engaged. Did the two mentioned avenues involve a significant portion of the campus? Has their involvement been ongoing or just a one time event?

C. Describe your planned next steps for this Action Project.

During the 2008-2009 academic year several steps are scheduled to occur. One of the first will be to seek additional members on the committee to represent additional disciplines. Additionally, the committee members that attended the HLC Assessment Conference will present their plan to the committee for modification and adoption as a working tool. The assessment committee will be engaging faculty, staff, and administration in focus groups to help define each of the common learning objectives, set minimum standards, set benchmarking targets, and determine what data can be used to measure achievement of the minimum standards and benchmark targets. The focus groups will also determine how the data will be analyzed and distributed to help improve student learning. With the plan in place to move forward, focusing on common learning objectives, minimum standards of achievement, and benchmarking targets, the committee plans to have these goals completed during the 2008-2009 academic year.

Review (09-25-08):

The description of the planned next steps for the action project appear solid as well as very, very challenging. In describing the past year's accomplishments, it was mentioned that one of the challenges to the previous year was defining common learning objectives. The definitions were not completed as quickly as desired, but it looks like the emphasis on this activity is still very strong. The team has not only acknowledged this challenge in the past, but has set up a way in the future to immediately address it. Much of the information provided in the planned next steps has a global, broad, and general scope. Engaging faculty, staff, and administration in focus groups can be a challenging task all on its own. Do the overall plans - such as engaging faculty, staff, and

administration - have sub-plans that provide more specific and detailed activities and actions for the next steps. Defining common learning objectives, setting minimum standards, setting benchmarking targets, and determining what data can be used are all very encompassing activities. And, there is much more to the institution's planned next steps including determining how data will be analyzed and distributed. The next steps all seem logical and important as well as challenging, broad, and all encompassing. With detailed sub-plans, the planned next steps would be much more reachable.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

Since achievement of the overall action project goals are progressing at a slower pace than anticipated, effective practices have not been established yet.

Review (09-25-08):

Though no effective practices have been developed quite yet, the nature of this project certainly lends itself to such possibilities. Each of the planned next steps would be an opportunity for the development of a replicable effective practice.

E. What challenges, if any, are you still facing in regards to this Action Project?

The biggest challenge of this action project is developing definitions that are understandable, applicable, and meaningful for all disciplines for the common learning objectives. This became apparent during the discussions that occurred during this past year.

Review (09-25-08):

It sounds like one of the intentions of the survey was to develop definitions. Was a needs analysis completed? What a gap analysis done? If not, would these two tools be of benefit? In the planned next steps descriptions, the college mentions that an important step is benchmarking. It sounds like the benchmarking is going to follow the development of common learning objectives. Via a benchmarking activity, it would be possible to uncover the steps taken at similar institutions to develop common learning objectives. Once the benchmarking activity was completed, the institution may have found a process to define common learning objectives that was very successful at another location. Changing the order of the planned next steps may help with the challenge described here.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

Review (09-25-08):

2 The institution is making reasonable progress toward completion of the project and development of an institution-wide continuous quality improvement culture.

10-22-08

Darla,

I want to thank
you for your time
and effort in see-
uring a meeting
place for our meeting
for the nominee debate,
the area was perfect
Thank you again.

Sincerely,
Lupe Lopez

note:

Newly registered
voters watched
the presidential
debates on the
Spanish TV
channel in
the Portico.



COMMUNITY MEXICAN FIESTA
ASSOCIATION OF GARDEN CITY
PO BOX 84
GARDEN CITY KS 67846

Directors:

Angelica Castillo Hahn
President

Jesse Nunez
Vice-President

Jeremy Haden
Secretary

Paula Flores
Treasurer

Members:

Eduardo Arellano
Jacqueline Bujanda
Polly Catanese
Micaela Madrid-Calvillo

October 10, 2008

Garden City Community College
Carol Ballantyne
801 Campus Dr
Garden City KS 67846

Dear Dr. Ballantyne:

On behalf of the *Fiesta 2008 Board and Committee members*, we would like to thank you for your valuable and generous support in making the 2008 Community Mexican Fiesta a success. Your sponsorship was not solely a charitable contribution but gave you and opportunity for an advertisement. As you know, without your sponsorship, events like this just would not be possible.

The Fiesta attracted many local and out of town people to our downtown and the day provided a great festival beginning with the annual and traditional parade. It was proven once again that this event provided fun for all families, youth and every culture to enjoy.

Thank you again for your generosity and we look forward to working again with you next year!

Sincerely,

Angelica Castillo
2008 Fiesta President

The Community Mexican Fiesta is a public non-profit 501 (c) (3) organization whose mission is to celebrate Mexico's Independence from Spanish rule, to promote cultural awareness in our community, and to provide financial assistance to students hoping to attend Garden City Community College by expanding our Endowment Scholarship Fund.

Your kind expression of
sympathy is deeply
appreciated and gratefully
acknowledged

Family
of Merl Wilson

Carol Ballantyne + GCCC Board of
Trustees -

We greatly appreciate the memorial in
memory of Merl. He shared so many
great memories of his years with the
College. Thanks so much again -

Gregg Bell Wilson + family

Note: Merl Wilson
served as
Director of
Physical Plant
many years ago.



GARDEN CITY DOWNTOWN VISION

- A KANSAS MAINSTREET CITY -

October 1, 2008

Carol Ballantyne, PhD
Garden City Community College
801 Campus Drive
Garden City, KS 67846

Dear Carol:

After a great 2008-09 Membership Drive that saw a 27% increase in new members, the launch of the Banner Arts Walk program, and a very successful Fall Fest 2008, we want to take a moment to thank "those who brung us".

You and Garden City Community College's volunteer and financial support will make our continued revitalization waltz the dance that moves Downtown and thus Garden City forward.

We thank you too for your encouragement and your good will as we enter our sixth year as a Kansas Main Street Community. The vision of a bustling retail trade, filled storefronts, and a thriving dining and entertainment district is just around the corner!

Thanks again!

Ever forward,

Beverly Schmitz Glass, PhD
Executive Director

Incidental Information

GCCC Board of Trustees

November, 2008

The **2008 Meats Team** ran into an extremely tough contest with high quality cattle that we haven't seen in a while. The team placed 5th at the American Royal, which was held for the first time at Nebraska Beef in Omaha. The committee that put together the contest felt they should highlight the high quality cattle that this processor markets and it made some classes very difficult (two classes, depending on what quality grades were, an exhibit could go from first to last). We did have several positives come from the contest including improving our questions scores significantly as well as finishing 2nd in Lamb Judging (even though we only practiced on one class since our last contest). We had a rough day in grading the cattle from that part of the country and that is what kept us in 5th overall.

Individually, we did have a couple of really good scores for this contest. Ashley Rupp (Eustis, NE) finished 3rd overall and was in the top 10 individually in all but 1 category while also being in the top 5 in all categories but 2. Ashley was 3rd in Beef Judging, 5th in Lamb Judging, Placings, Questions and Total Beef and was also 9th in Beef Grading while scoring 921 points. Justin Bremer (Holcomb) was 9th overall being 2nd in Questions, 9th in Beef Judging and 10th in Total Beef scoring 901 points. Jeff Conway (Holcomb) was 20th overall placing 12th in Placing classes. Britney Holden (Garden City) was 23rd overall finishing 11th in Lamb Judging.

For the 1st time in many years, every member of the GCCC' **Criminal Justice Competition** Team brought home awards. TEL won the High Percentage Trophy which is a calculation of the number of events/places won divided by the competitors on the team. The Sweepstakes Trophy was won by Central Missouri State University.

There were 20 colleges and universities represented from Missouri, Nebraska and Kansas. The GCCC' Criminal Justice Competition Team consisted of the following: Lower Division (less than 72 credit hrs): Weaver, Melody; Scott Laskey; Danny Jimenez; Ben Staats; Bobby Litton. Professional category: David Rupp and Linda Morgan. Award explanations, competition categories and other information are located on the 2nd page of this document.

Trophies and Categories won included:

Physical Agility: 3rd Male - 25 YOA and Under: Bobby Linton; 2nd Female - 35 YOA +: Linda Morgan

Firearms Lower Division Individual: 1st Place. Bobby Linton

Firearms Lower Division Team: 2nd Place. Bobby Linton, Danny Jimenez, Scott Laskey

Firearms Professional Division Team: 2nd Place. Staats, David Rupp, Linda Morgan

Written Exams

Lower Division: 1st ACJA Knowledge - Melody Weaver

Professional: 2nd Criminal Law - David Rupp; 1st Police Administration - Linda Morgan
1st Juvenile Justice - Linda Morgan; 3rd ACJA Knowledge - David Rupp

2nd Crime Scene Investigation Professional Division: Melody Weaver, Scott Laskey,
Linda Morgan

Student Support Services grant competition has been delayed for a year until FY 2010

**KANSAS JAYHAWK COMMUNITY COLLEGE
CONFERENCE**

**ALL CONFERENCE MEN'S SOCCER TEAM
2008**

Freshman of the Year **Ulises Caba, Garden City**

First Team:

Forwards:

Steve Shaw	Garden City	So
Mario Ojdeda	Garden City	So

Midfielders:

Ulises Caba	Garden City	Fr
Mariano Leo	Garden City	Fr

Defenders:

Oscar Zeleya	Garden City	So
--------------	-------------	----

Second Team:

Forwards:

Federico Agreda	Garden City	Fr
-----------------	-------------	----

Midfielders:

Alexis Dominguez	Garden City	Fr
------------------	-------------	----

**KANSAS JAYHAWK COMMUNITY COLLEGE
CONFERENCE**

**ALL CONFERENCE WOMEN'S SOCCER TEAM
2008**

Second Team

Defenders:

Taylor Eason	Garden City	Fr
--------------	-------------	----

Industrial Production Technology is nearing completion on a **10-minute recruitment video** that focuses on the three components of the GCCC Industrial Production Technology Program — **welding, industrial maintenance technology and industrial ammonia refrigeration**. The completed video will include segments that can be shown individually or together to attract potential students or clients to the programs. The production includes professional narration, full audio and video, four industry testimonials and nearly 80 live-action scenes shot at the Gary Jarmer Technical Annex, other campus locations, Palmer Manufacturing and Tank and additional Garden City sites. Produced by KSNG TV-11 and funded by the FY 2008 Carl Perkins Reserve grant, the video may be shown on any DVD player and most computers, displayed in segments on the Internet, and distributed in DVD format to potential trainees and students.

In an attempt to recruit and retain students, the **automotive technology** instructors have supported student efforts to establish a **GCCC automotive club**, the **GCCC All Pro Auto Club**. SGA awarded the club \$500 this semester and another \$500 next semester with a matching grant for up to \$500 for any fund raising the students do on their own. Students are working to construct an off-road vehicle which may be ready to test run in the spring. Currently the students are in the process of working the bugs out of the engine that is intended to power the truck. They are also collecting used batteries and scrap aluminum from old transmissions to raise money for the matching grant.

An external **evaluation, of compliance with Title V federal regulations and monitoring of progress in achieving all Year 1 objectives** was conducted by Susan Lindsay on October 22-23. Ms. Lindsay interviewed activity leaders and reviewed documentation relating to all aspects of the grant. Her final report, which is submitted to a Washington, D.C. Department of Education program officer, reported that with a few minor refinements of procedures, GCCC has successfully met all Title V grant regulations and expectations.

On August 25, 2008 GCCC met with leadership of **St. Catherine Hospital** to develop an **Acute Critical Care Aide program to train new hires** to support RN staff by assuming some of the basic patient care responsibilities. This position, which is new to the hospital, utilizes different skills than those learned by CNAs. This non-credit course, designed to be delivered within a 4-week period, covers 16 skills including basic patient care with some specialized skills specific to the St. Catherine position description. Sarah Wells, Allied Health Coordinator, worked with Tracy Lamb from Kearney County Hospital Assisted Living to write the course.

The course content was approved by SCH staff on September 8th and the hiring process was initiated by St. Catherine with a start date of October 1st. Tracy Lamb and Reba Heath were hired as the instructors. Acute Critical Care Aide students are full time employees while going through the month long training program which includes both classroom theory, hands-on practical skills practice, and a clinical with hospital preceptors. St. Catherine Hospital is paying

for students' training. **Eight students completed** this training program on October 31st and are now working full-time at SCH. Additional training will be developed for this first group of students who will continue to "earn while they learn". Once a full evaluation of successes and challenges has been accomplished, this course will be repeated for future new hires at SCH.

The **athletic complex** is being prepared for the Pepsi Classic which begins November 13. The new ticket booth in the Dennis Perryman Athletic Complex entryway has been completed. New scoreboards were installed in the competition gym and the old scoreboards were installed in the east practice gym. The old practice gym scoreboards were given to Garden City Recreation.

The **new boilers have arrived** and Tatro Plumbing will soon begin the installation. The old replacement boiler has been removed and moved to the Gary Jarner Technical Annex where it will be utilized for boiler training.

Work continues on the **Penka Addition**. Dick Construction will finish screwing down the roof decking next week, and start erecting the OS wall metal studs as well

An inspector from our **property and liability insurer, EMC**, was on campus October 28 to tour the campus looking for safety violations. A preliminary report revealed only minor occurrences in which most have already been corrected. A written report should be received within 21 days.

Stewart Nelson continues work on the design for the **science laboratory classroom remodel**. Bids for millwork will go out within the next few weeks. Work is scheduled to begin mid-May. The plan is to remodel this summer three labs, storage, and the greenhouse. Two ADA restrooms will be installed during this phase of the project.

Ron George is back from Iraq after a year tour of duty. Ron is expected to return to work in the **Ground's Department** within a couple of weeks. The Grounds Department is examining the roads and parking lots for damage. Requests for proposals will be sent out for needed repairs.

The **issuance of tax credits** has been a slow process. To date, the college has received \$16,000 of the \$130,000 allowed. A promotional campaign is being developed which includes newspaper advertising and personal contact with potential donors.

A **BlackBerry server** was installed for administrative mobile users to be more effective on the road and to standardize the college phone procedure. A new Image Now server has been installed which will allow greater use of scanning.

The **Broadband Wireless connection** in the Library has been up for one month with no issues.

A group of **GCCC volunteers** earned top team status October 4th in the 2008 Garden City March of Dimes Walk for Healthy Babies, earning nearly \$1,200.

FISCAL OPERATIONS REPORT AND APPLICATION TO PARTICIPATE (FISAP)

AWARD PERIOD	2005-2006	2006-2007	2007-2008
Number of Students (Undup Headcount)	3,422	3,371	3,251
Tuition and Fees	\$2,735,845	\$2,584,744	\$2,567,960
Pell Grant Expenditures	\$1,648,173	\$1,490,488	\$1,565,103
Academic Competitiveness Grant (ACG)**	\$0	\$28,862	\$75,898
State Grants & Scholarships	\$22,750	\$27,895	\$25,426
Eligible Aid Applicants	1,254	1,198	1,156
Number of FSEOG Recipients	128	147	161
FSEOG funds paid to recipients	\$45,815	\$52,230	\$55,439
Number FWS Recipients	77	79	68
FWS Earned Compensation	\$75,654	\$67,378	\$69,168
FWS Students Employed in Comm. Serv. Activities	12	9	12
FWS Share of Comm. Serv. Earned Compensation*	\$12,401	\$8,096	\$12,127

FSEOG = Federal Supplemental Education Opportunity Grant

FWS = Federal Work Study

* Federal requirement is a minimum 7% utilized for Community Service Compensation

** (ACG) Grant created by the Higher Education Reconciliation Act of 2006 -- first yr. available was award year 2006-07

Regulations require that schools only review self-identified applicants for AGC

In 2007-08, the GCCC Fin Aid Department queried for all eligible ACG applicants, thus the significant increase from 2006-07

Broncbuster Bookstore Follett Higher Education Group

Follett Higher Education Group has operated the Broncbuster Bookstore since November 1, 1997. The current seven-year contract began March 1, 2003 and ends October 31, 2010.

Virga West has served as our store manager for the past eight years. Virga has provided excellent service to our students, faculty and staff. Follet implemented a secret shopper program that evaluates the service of the bookstore staff. The most recent evaluations scored a 95% and 92%.

In addition to textbooks and class supplies, the bookstore offers a variety of gifts and personal items as well as emblematic and branded merchandise. She promotes the bookstore several times throughout the year by offering discounts and sales.

The college receives a 5% commission on gross sales. This past year, the college received a commission of \$38,797. The Annual Review is included for Board review.

Customers

Teamwork

Innovation

Integrity

Accountability

*Each and Every
Associate*

follett
HIGHER EDUCATION GROUP[®]

**Garden City Community College
2008 Annual Program Review
of the
Broncbuster Bookstore**

About Follett ...

Past

Charles Follett had a mission to change academia. Starting in 1873 as a small bookstore in Wheaton, Illinois, Follett has grown into the largest educational bookseller in America. In April of 1999, Follett Higher Education Group was formed by integrating Follett Campus Resources, Follett College Stores and Follett Express Sales. Follett continues to expand with sales approaching \$1.5 billion. One aspect of our business remains the same: Follett Corporation is a family-owned operation. That's why we stress the family values of education, hard work and achievement.

Present

With over 800 stores, we are the largest operator of college bookstores in North America. Stocking over 100,000 titles, we are the industry's largest wholesalers of used books to higher education. Follett pioneered selling textbooks online in 1995 and introduced *efollett.com* in 1999, which now serves more than 1,000 campuses nationwide through our click and mortar strategy. We strive to bring the highest level of customer service in all 4 million square feet of bookstore space that we manage.

Future

Our vision is to help your bookstore succeed by sharing the knowledge that helped us succeed. As the most experienced operator of campus bookstores in the industry, we're more prepared than anyone to face the future. We have a history of developing innovations that offer convenience, service and flexibility to faculty, students, alumni and the campuses we serve. We're relying on 136 years of academic retailing experience to create a vision for what the next 136 years will bring.



Table of Contents



Meet Our Staff	1
Customer Service	2
Secret Shopper Program	3
General Merchandise	4
In Store Marketing	5
Key Marketing Initiatives	6
Intellectual Properties	7
Trade Books	8
Textbook Adoption Cycle	9
Financials	10
Used Book Savings	11
Sales Retention	12
efollett.com	13
Sustainability	14
Goals and Objectives	15

Meet Our Staff

The Garden City Community College Broncbuster Bookstore is passionate about customer service. We're dedicated to bringing the highest standard to the Garden City College community.



Virga West, Store Manager

As the official bookstore retailer on campus, we're often approached for donations, sponsorships, partnerships, and other arrangements on campus. This is our chance to illustrate the bookstore being an active component of the community landscape. The bookstore has made donations to:

- **Scholarship Program - \$500**
- **Athletic Association - \$500**
- **Endowment Association - \$75**

Customer Service

eXcel is our customer service model in which all your bookstore associates have been trained to make our day-to-day customer interactions a positive experience. eXcel reminds our store associates to always:

- **Engage the Customer**
- **eXplore Customer Needs**
- **Collaborate to Find Solutions**
- **Execute the Transaction**
- **Leave the Customer Smiling**



In order to measure our customer service performance we invite all those who shop in the bookstores we serve to evaluate our performance. While we are proud of the results, we know there is room for improvement and we continue to train and test our associates in every aspect of delivering outstanding customer service to the GCCC community.

The Broncbuster Bookstore has instituted training programs where all associates - new and old - have been fully trained in eXcel to meet our customers' expectations. We not only have trained our associates, but we constantly reinforce our goals to help ensure that we deliver the best possible service. New associates are introduced to our customer service program within the first 30 days of hire and eXcel within 90 days. Every associates' progress is tracked on a monthly basis to ensure their customer service training has been completed.

Secret Shopper Program



DATE	SCORE
June-07	85.3%
August-07	63.0%
November-07	83.3%
February-08	91.1%

Follett has partnered with AboutFace™, the leading mystery shopping company, to create and implement The Follett Secret Shopper Program. This program uses anonymous third-party individuals to “shop” your bookstore in order to experience and evaluate the service our customers receive. These undercover shoppers access our bookstore an average of 20 minutes per visit; as many as four times a year. During these visits they solicit some sort of assistance to measure the level of service received. After leaving the store, the “shopper” evaluates his or her experience based on a standard form.

The Secret Shopper Program is an effective means of monitoring progress in improving customer satisfaction levels. During a secret shopper visit a number of factors are evaluated, including what we call *operational absolutes* (which cover the store’s environment and atmosphere) and associate, cashier, and manager responsiveness.

General Merchandise

The Broncbuster Bookstore’s merchandising team works creatively and ethically to bring the products our customers want while leveraging our considerable buying power to negotiate the best prices. In partnership with our experienced Home Office staff, we strive to enhance and improve the school’s traditions by carrying a full range of quality emblematic and branded merchandise, gifts and supplies.

Keeping our stores fresh with new products is one of our primary objectives. Over recent years we have offered a variety of “Value Price” promotions in our stores to drive sales and bring tremendous savings to GCCC customers. The promotions were created based on feedback from the bookstore customers who were asking for more value priced merchandise.



Examples of past value-priced promotions in our bookstore include:

Spring 2006: Hooded Sweatshirt \$19.95, Cinch bag \$9.95.

Being part of the Follett network of bookstores allows us to negotiate sharp pricing and to develop specific colors and specs for these garments which allow us to pass on the value to our customers.

In-Store Marketing

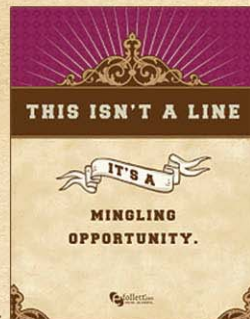
BOOKSTORE ADVERTISING STANDARDS



Everyday Signs
use Freshman and Myriad Pro fonts as well as double ruled lines in subtle colors.

Promotional Signs, Flyers, Emails and Ads

use the same fonts and lines plus
 • color patterns - inspired by inside cover pages of vintage books,
 • parchment - inspired by traditional means of storing knowledge, and
 • scrollwork - inspired by college gates and the "green" movement to make promotional messages shine during the customer experience.



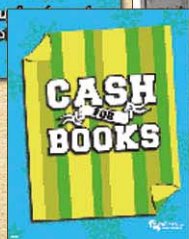
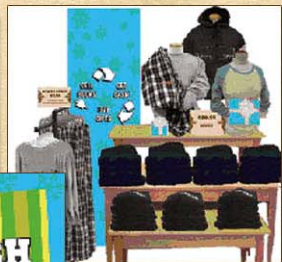
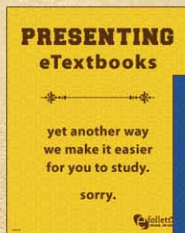
SEASONAL MARKETING PROGRAMS



Spring Buyback 07
• summer sales

Fall Back-to-School 07

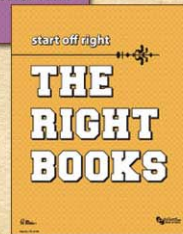
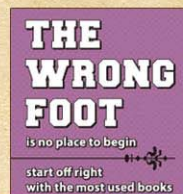
- buy used - save a tree
- ebook awareness
- school colors



December Buyback 07
 • "rethink regifting"
 • cash for books
 • recycling theme

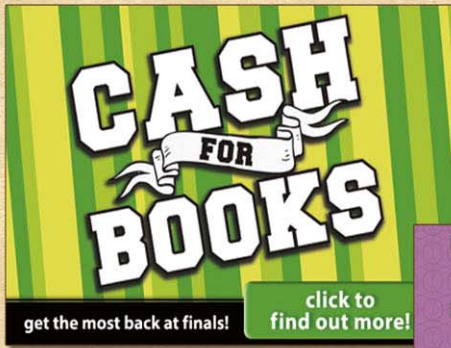
January Back-to-School 07

- get off on the right foot
- sustainability



Key Marketing Initiatives

CUSTOMER EMAIL MARKETING

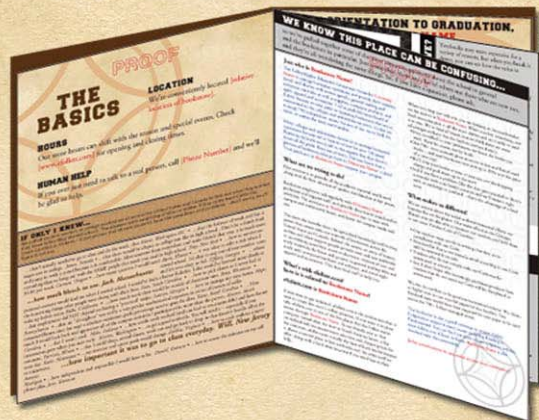


Email Marketing Blasts

A regular schedule of textbook purchase and buyback messages are mailed to opted-in students, faculty and other interested parties. Additionally, special event announcements are mailed to targeted groups.



NEW STUDENT ORIENTATION



New Student Orientation Folders

Everything a new student needs to know to receive the maximum benefits from their new bookstore. These folders are tailor-made with your store's policies, merchandise and colors.

Intellectual Properties

A new standard in course material management.

What's New?

Today, your bookstore has the most modern, state-of-the-art course materials management system in the industry. CourseTracks® is only the latest in a long line of technological innovations developed by Follett that continue to streamline bookstore operations and deliver better service to students, faculty and administrators.

At the bookstore, the key to both profitability and excellent customer service is the same: accurate, efficient and systematic inventory control. CourseTracks will achieve this with the following features:

- **Electronic updating of class enrollments will allow the bookstore to download enrollment information and adjust textbook buying decisions to ensure that each and every student has the right book at the right time.**
- **Near-time integration with *efollett.com* will provide students timely online access to the money-saving used textbooks they desire. CourseTracks will communicate with *efollett.com* in near-time, so that real inventories are reflected on *efollett.com* during peak times of the year.**
- **A “dashboard” style view of critical store functions will allow managers an at-a-glance overview of sales and inventory snapshots, performance benchmarking, messages and alerts, reports, etc.**
- **An automated system will allow managers to order new and used textbooks from Follett’s warehouse with greater efficiency. Overall, it will provide our store management team with more time for enhanced customer service, faculty relationship building and improved decision making capabilities, with less time spent on data entry.**
- **Buybacks will be able to be set up and executed both in the store and remotely.**
- **Managers will be able to electronically receive merchandise into the store, track returns to vendors and shipments to the Follett warehouse, and transfer books between other Follett stores.**
- **Access will be provided 24/7 to a repository of best practices, policies and procedures from across the Follett organization.**
- **Additional assistance will be available via an online, context-sensitive database.**

Make no mistake, the features and functionality CourseTracks will bring to your bookstore and institutional partners is a revolution in customer service and bottom-line results.

Trade Books

Our goal is to provide a sound selection of academic and reference books that support your curriculum. Our Home Office trade book team works with you to provide a book department that supports the curriculum of your school.

Your bookstore currently has 100 subjects available. For books not in stock, we can special order any book electronically from both foreign and domestic publishers.

We have over one million titles available for order through Ingram and over 300,000 hard-to-find and out-of-print titles available through Lightning Source (POD).

Bargain books, comprised of a selection of remainders and reprints, provided savings up to 70%.

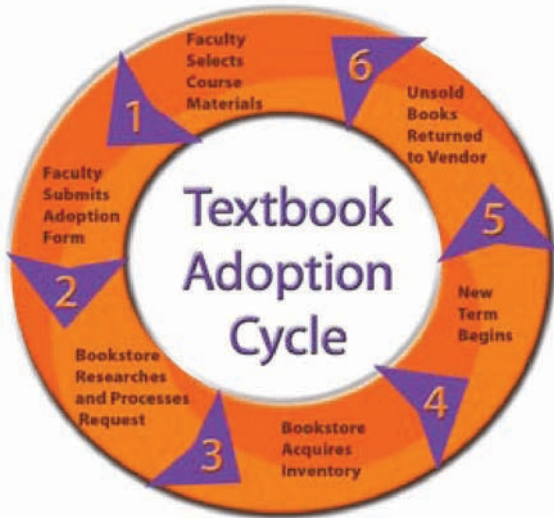
The top selling categories in your store were:

- **Drug Guides**
- **Medical Encyclopedia**
- **Anatomy Flash Cards**
- **Pharmacology Quick Cards**

We offer our customers a breadth of technology products and programs ranging from academic software, licensing, computer supplies and accessories. Our vendor partnerships include Microsoft®, Adobe®, Logitech™, HP, Kingston®, Apple® and Dell™. Best selling computer products at Follett include Microsoft Office®, Windows Vista™, Adobe® Acrobat®, Kingston® and SanDisk® USB flash drives.



Textbook Adoption Cycle



The graphic illustrates the cyclical nature of the textbook ordering process. We ask for faculty adoption information about six weeks before the prior term ends. The earlier the store has the information, the greater the impact on buyback and the search for used books. Our corporate goal is to have 80% of the adoptions by the due date.

This process gives us time to:

- review all the orders to ensure that we fully understand which materials faculty want, and can properly identify the ISBN and publisher or other source;
- search for used books on the national market, and makes it possible to pay up to 50% of the purchase price to students on this campus for texts that have been readopted;
- communicate with faculty if there are problems, such as titles being out-of-stock or out-of-print, or available in a new edition.

	FALL	SPRING
Courses Expected	300	200
Titles Expected	125	100
Adoptions Due	4/15/08	10/20/08
Research/Adoption Entry	4/16/08	10/21/08
End of Term Book Buyback	12/15/08	5/16/08
Setup Sales Floor	5/1/08	11/1/08
Purchase Orders to Publishers	7/15/08	12/1/08
Classes Begin	8/13/08	1/14/09
Book Returns to Publishers	9/20/08	2/15/09

The bottom line is that we cannot start the buyback or the ordering process without textbook adoption information.

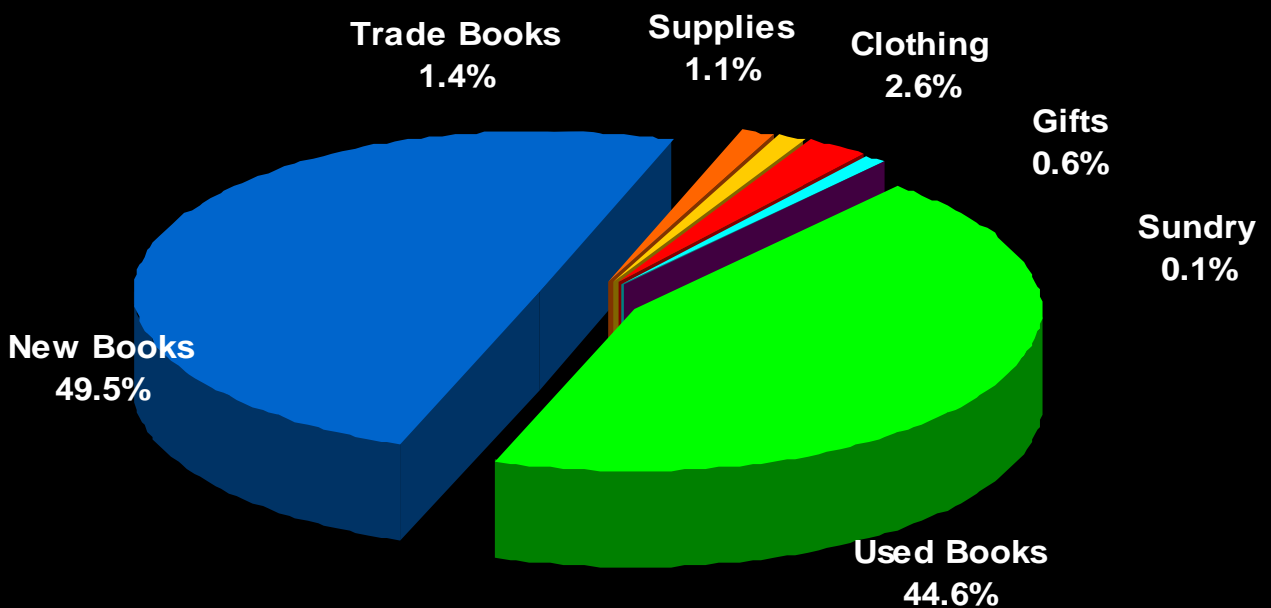
Financials

At-a-glance.

10

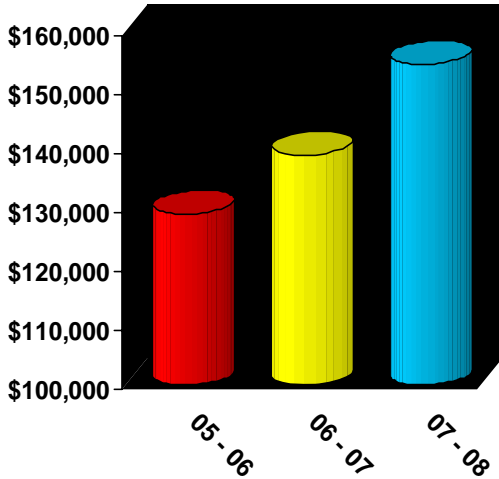
BOOKSTORE SALES

Follett Fiscal Years	4/05 - 3/06	4/06 - 3/07	4/07 - 3/08
Used Textbooks	342,490	333,971	350,145
New Textbooks	357,415	381,114	389,215
Trade Books	34,574	16,227	11,292
Supplies	12,293	12,565	9,008
Clothing	24,274	20,825	20,478
Gifts	2,774	3,211	4,690
Sundries	1,256	486	943
Total	\$775,077	\$768,399	\$785,771
Scholarships/Donation	\$1,400	\$500	\$1,527
Discounts	\$931	\$0	\$0
Commissions			\$38,797

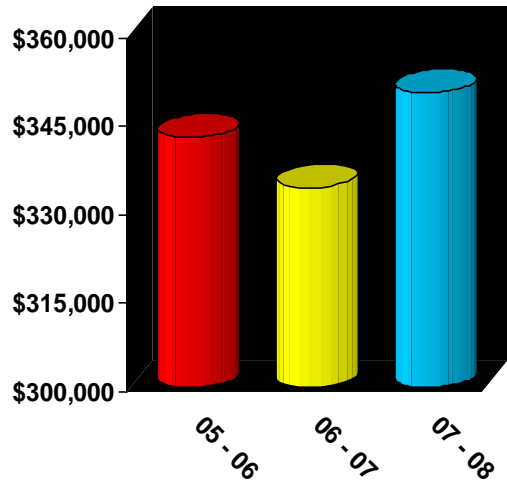


Used Books Savings

Buyback Dollars Paid



Used Book Sales



	4/05 - 3/06	4/06 - 3/07	4/07 - 3/08
Used Sales	\$342,490	\$333,971	\$350,145
New Sales	\$357,415	\$381,114	\$389,215
Used Text Ratio	48.9%	46.7%	47.4%
Buyback Dollars Paid	\$129,053	\$139,086	\$154,633

SAVINGS to STUDENTS			
Used Savings	\$114,163	\$111,324	\$116,715
Buyback Dollars Paid	\$129,053	\$139,086	\$154,633
Total	\$243,216	\$250,410	\$271,348

We remain convinced that the best way for students to save money is by buying and selling used books and we will continue our efforts to secure as many used books as possible for your campus bookstore.

Every August we publish *ACUMEN*, our faculty newsletter, which discusses current topics concerning textbooks and course materials. This publication also provides information to the faculty on how they can help students save money on their textbook purchases.

The textbook industry is changing. Not only are students buying and selling more books online, faculty members have, in some cases, decided not to use books or download materials from the Internet. Another factor is the declining perception that textbooks are a value in a course, with students opting to either share course materials or go without them.

Our Value Proposition: As your campus bookstore, we encourage every faculty member and student to make us their destination for course materials because we:

- are committed to the students, faculty, and staff;
- stock *all* the materials your students need to succeed academically;
- make textbook value a priority through our used book and year round buyback programs;
- offer on-site and online purchase and delivery options;
- have policies that are reasonable;
- support the school’s programs and services with each sale, both online and in the store; and
- invest in the facilities, people, and ongoing success of your school.

	BOOKSTORE	vs	ALTERNATIVE SOURCES
--	-----------	----	---------------------

Used texts available	Yes		Limited
One source - all requirements	Yes		No
Pick-up or shipping options	Yes		No
Assurance of right materials*	Yes		No
Immediate availability	Yes		No
Easy and immediate refunds	Yes		No
Student account transactions	Yes		No
Cash, check, credit card	Yes		No
Immediate buyback	Yes		No
Employs people on campus	Yes		No
Supports campus financially	Yes		No

* Including passcodes if needed for access to research or reference sites

efollett.com is the strongest tool we have in competing for the Internet textbook dollar. This past year we have upgraded the consumer shopping experience, improved and streamlined store processing, and upgraded our faculty portal.

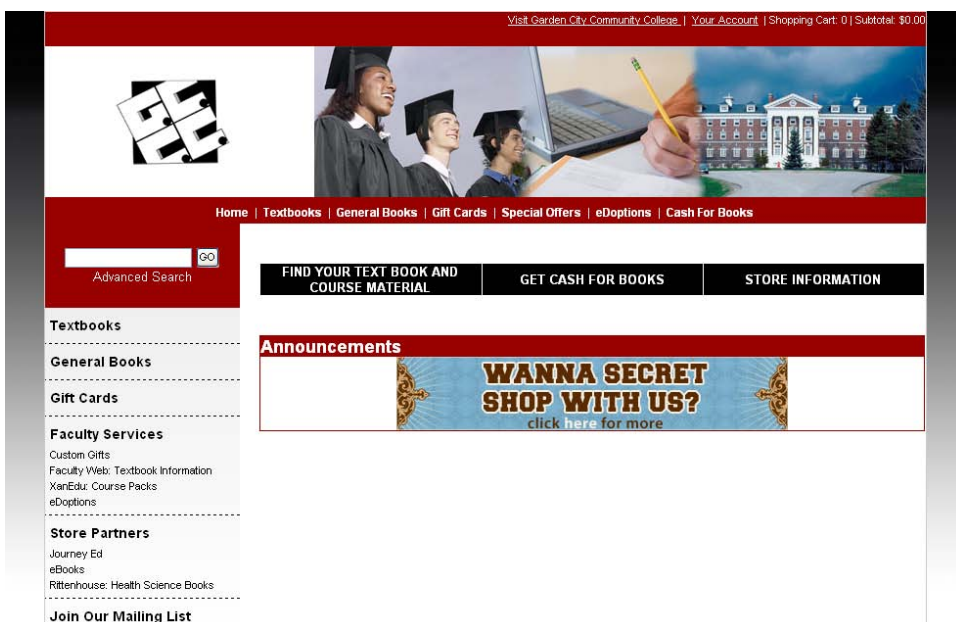
We are aware that some instructors tell students to buy from online bookstores. While this may save students some money, these sites may also create unintended problems. Our research has shown that students usually end up buying from numerous individual suppliers. Consequently, service and order fulfillment time can be inconsistent, unpredictable, and inaccurate. Refunds and exchanges can also be problematic.

With record breaking sales, efollett.com processed more than 1 million orders this past year and its online uptime is 99.98%. In addition, efollett.com received an average of 2 million visits per month.

Internet Retailer magazine recently recognized efollett.com as #64 on the top 500 websites.

In your bookstore, efollett.com has shown the following:

	4/05 - 3/06	4/06 - 3/07	4/07- 3/ 08
Annual Sales	\$3,174	\$2,788	\$1,587



ENERGY

Follett is evaluating every organization within our corporate family in order to develop standards and best practices that will ensure a 5% annual reduction in energy consumption.

SHIPPING CARTONS

We ship nearly 20 million textbooks annually and use a lot of shipping cartons. First, we use only cartons that have 35% post-consumer recycled content. Second, we take great pains to recycle the cartons ourselves. Cartons that cannot be re-used are shredded and used in lieu of Styrofoam packing material.

COMPUTERS

Follett ensures that computers are properly disposed of and produce no hazards to the environment.

FLOORING

In every bookstore we renovate, we use Nexterra™ carpet backing, which is an industry-leading, high-performance PET backing made from 35% post-consumer content of recycled water and soda bottles with an additional 50% from post-consumer recycled glass.

LIGHTING

Follett has implemented T5 fluorescent lighting wherever applicable, which delivers up to 33% in energy savings versus the traditional lighting. Because the T5 is smaller, it requires less glass, steel and phosphor to produce.

CONSTRUCTION MATERIALS

Follett uses Woodstalk™ Fiberboard, which is made from wheat straw using polyurethane resin as a binder instead of the formaldehyde typically found in similar products. The result is that formaldehyde emissions are cut by as much as 97%.

TEXTBOOK RECYCLING

Follett is committed to the buying and selling of used textbooks, not only as part of our business, but also to reduce the amount of forest products used to create these books. Follett annually recycles more than 15 million books. Books that have no resale value are sent to libraries and schools in developing countries through the Bridge to Asia program.

Our commitment to corporate responsibility also includes our shared responsibility for the environment and a commitment to sustainable practices. Follett operates more than 800 bookstores; doing little things can quickly add up to a big impact.



Goals and Objectives

To continue in our mission to make your bookstore an anchor in your campus community, we have set the following goals for our bookstore team:

In an increasingly competitive marketplace, we will drive up our market share by:

- **Driving adoption compliance, ensuring more adoptions arrive by term deadlines**
- **Driving behavior instead of rewarding behavior**
- **Driving in-store traffic with a robust marketing plan**
- **Continuing our efforts to encourage the use of efollett.com**
- **Encouraging the use of eBooks and other digital formats**
- **Meeting one-on-one with faculty to build relationships**
- **Promoting our Custom Gifts Program to our faculty and staff**

- **We will make every shopping experience a superb experience by:**
 - **Continuing to enhance our merchandise selection**
 - **Continuing in our delivery of exceptional customer service**
 - **Growing our overall scores on all Secret Shopper Reports**
 - **Continuing our mission to educate and train our staff through our eXcel Customer Service Program**

Your Broncbuster Bookstore professionals are committed to the above goals as well as:

- **Continuing to enhance communication with campus staff and instructions**



Follett Values



CUSTOMERS

We value customers and recognize associates who demonstrate a passion for exceeding customer expectations and are proactive, approachable and responsive in their relationships with both external and internal customers.

INNOVATION

We value innovation and encourage associates to be open-minded, creative, solution-oriented and prudent risk takers.

INTEGRITY

We value integrity and require that all associates be honest, ethical and trustworthy.

TEAMWORK

We value teamwork and reward associates who are cooperative, committed to common goals and respectful of their colleagues.

ACCOUNTABILITY

We value accountability and expect associates to be responsible for their actions and to follow through on commitments.

EACH AND EVERY ASSOCIATE

We value each and every associate and demonstrate this by communicating openly and honestly with associates, respecting the ideas and opinions of associates, supporting learning and growth, recognizing achievements and providing competitive compensation and benefits.

TITLE V EXTERNAL EVALUATION

External Evaluation Notes: Susan Lindsay 10/21-22/2008

Construction Project

- Put construction \$ in one “pot” and then create an annual budget for costs related to both renovation and Penka addition; Corley funds could then be applied per the stipulations of the gift to the Penka addition. (“Wall board in science lab or wall board in Nursing lab is all the same...It’s wall board. Feds won’t get that specific.”)

Travel

- All travel must relate to a grant activity. Create documentation memo or permission request for travel by Title V staff. Include some requirement for “briefing” of rest of Title V staff upon return.

Budget

- Send memo to FPO about Year End Reconciliation ... detail budget adjustments and include rationale. Have Patricia Walker review before sending!

Equipment

- All equipment over \$5,000 must be permanently labeled.
- Title V equipment can support other programs as long as Title V program students have first rights at scheduling to use the equipment.

Internal Monitoring

- Delete evaluation of Comprehensive Development plan goals

Progress Reports

- Need to include barriers/challenges and potential need to change activity

EMT-P to RN Bridge

- Treat as a college initiative not a Title V initiative

ADN/PN Program Activities

- Can change enrollment expectations if need to since the number used was essentially an arbitrary guess by the writer and the Dean; If reducing the # of students served be sure to have a strong rationale (lack of faculty due to low salaries, industry use, etc. and lack of qualified candidates due to language barriers, developmental needs of students, etc.)

Recruiting Students

- Cannot use Title V funds for recruiting; however, we can use them for “outreach” activities. Therefore, Cynthia and Paulina can only advise students if they are doing this as an “outreach” activity ... piloting informational materials and strategies they have developed to determine what needs to be revised. Eventually, they must pass on this “outreach” activity to College employees who have been hired to work directly with students.

- Outreach materials developed must be valuable to current students as well as new and cannot promote the college in a general way. Must promote a program or activity included within the grant.
- Outreach materials should provide students with the strengths of studying at GCCC e.g., small class sizes, new practical skills lab that offers hands-on patient simulation, high pass rates, etc.
- Title V Web page should have a “coming soon” or “in the works” or “under construction” campaign for nursing and allied health programs

PTA

- Might consider hiring a Kansas PTA accreditation reviewer to answer questions we have and help us develop the needs assessment for program viability (employer needs and interest of students)
- Can hire consultant using grant \$\$ who then becomes PTA Director
 - GCCC would either hire with no benefits for the January to June months and then start benefits when person assumes Director role; or pay benefits from General Fund during period as consultant
- Consultant should reassess or re-evaluate the need (do not do needs analysis as this is a planning grant and needs analysis should have been done prior to submitting grant!)
- Research again the possibility of partnering with another school to deliver the theory portion of the program and to be included under their accreditation
- Don't let the grant timeline drive the quality of the accreditation application ... change the timeline!
- If research indicates that PTA is not via program, we can identify another Allied Health program – need strong rationale for dropping PTA option and for initiating a new program option

RT

- Need to change the number of RT students enrolled for Year 2 ... be careful not to let the revision to the enrolled number appear to be “doing half the work...” Must do something to compensate for what will appear to be a reduced workload.

Bilingual Student Support

- Suggests that we evaluate why RT students left the program and use what we learn to support students in the future
- Need to develop support strategies for students who are taking program through distance learning (interview the EMT-P students from DC and Liberal to identify the challenges and then develop appropriate interventions (use e-mentors? Use synchronous tutoring on-line?)
- Need to publicize support services on the Title V web-site...provide paper copy with link information; consider providing a link to GCCC on the Boy Scout web page; contact names to learn more about programs or if you need help...
- Focus strategies on retention of bilingual students
- Conduct ERIC search to locate “best practices” in student support initiatives; Susan will send HESIAC best practice support activities that are part of a STEM grant
- Paulina may work with students if she is developing, testing, and revising new services; She can be an on-going resource to ABE instructors for student support and transition

into nursing and allied health as long as the activities are called “outreach” activities. Paulina can only “Pilot” an activity 3 times before it must be handed off to full-time college personnel.

Time and Effort (T&E)

- Dee’s time and effort reports are very important to show that all aspects of the grant have appropriate leadership (renovation and building projects)
- Suggests that we add date/time and effort to the project progress reports ... what do you think? Are they detailed enough to allow for weekly T&E?
- Must note on T&E when absent for illness, vacation, holiday, left early for personal reasons, etc.

Communication with FPO

- Need to inform FPO when we move funds; need to send her an end of year “report” of funds moved with rationale for doing so
- We can change the objectives within the grant with good rationale e.g., doing a year 3 or 4 activity during year 2; however, must notify our FPO
- Carry over from year 2 should not exceed \$100,000 (Year 1 + Year 2 funds cannot exceed \$100,000)

Other program ideas (not Title V but rather a college initiative)

- Consider developing an Associate degree or certificate program in Medical Interpreter

**Garden City Community College
Title V Year 1 External Evaluation
October 21 – 22, 2008**

Introduction

Garden City Community College (GCCC), in Garden City, Kansas, has just completed its first year of a Title V HSI Strengthening Institutions project entitled “Expanding Opportunities.” Susan Lindsay conducted an on-site visit to the college on October 21 and 22, 2008, to provide assistance and evaluate the college’s compliance with Title V regulations and progress toward achieving the project’s objectives.

GCCC’s Title V project consists of one activity and a project management component. The activity, which has four functional elements, is designed to increase students’ opportunities in four Allied Health fields, Practical Nursing (PN), Registered Nursing (RN), Respiratory Therapy (RT), and Physical Therapist Assistant (PTA). PN and RN programs were in place at GCCC prior to the project, and graduates have had excellent board examination results and employment rates, but too few students who started the programs completed them, suggesting the need for curriculum redevelopment and increased support to meet the needs of Hispanic and other disadvantaged, underprepared students. And, with Allied Health programming including only nursing and emergency medicine, students formerly had limited opportunities to pursue other high-opportunity, high-demand careers serving a fast-growing population in southwest Kansas, pointing toward the creation of new RT and PTA programs. Finally, laboratory facilities and equipment were inadequate to support existing, let alone additional, Allied Health programming, justifying renovation of three basic science labs, construction of a

6,000 square-foot addition to the nursing, and outfitting these spaces with state-of-the-art instructional equipment.

The project management plan specifies the involvement of Judy Crymble, GCCC's Dean of Technical Education, as .5 FTE Title V Director and Lenora Cook, GCCC's Director of Nursing, as .4 FTE Activity Coordinator. Ms. Crymble is responsible for overall project management and evaluation while Ms. Cook manages the day-to-day progress of the activity. Both have effectively managed Title V efforts to date.

Basic Compliance Issues

Garden City Community College is doing an excellent job of maintaining compliance with Title V regulations. Ms. Crymble has created a comprehensive Project Manual detailing policies and procedures for staff to follow and including copies of forms supporting administrative processes.

All approved **personnel** positions have been filled at the time commitments originally requested with Ms. Crymble's assignment as Title V Director funded by GCCC. Because of the necessary involvement of Dee Wigner, GCCC Dean of Administrative Services, in the project's remodel / expansion efforts, Ms. Crymble requested prior approval from the Department of Education to reduce her own commitment from .5 FTE to .35 FTE and add Ms. Wigner at .15 FTE as co-Director. Approval was denied and so Ms. Crymble continues at .5 FTE, but as a practical matter, she utilizes Ms. Wigner's expertise in project management.

Employment contracts and letters on file indicate the amount of time funded by Title V. Personnel records demonstrate that Cynthia Johnson, Allied Health Support

Specialist, who was on GCCC's staff when the Title V award was made, has been replaced appropriately and that no supplanting of personnel exists. (Paulina Zacapa, Bilingual Student Support Specialist, and Tracy Munoz, Title V Project Secretary, are new employees.) Title V staff are paid and receive salary increases at the same rates as other college employees. Staff complete monthly time and effort reports which are signed by the Director and Coordinator and filed by staff member in the Title V office. Professional staff also submit monthly progress reports which detail the tasks they have completed and are appropriately signed and filed in the Title V office with relevant products of development work attached. Staff members should indicate the reasons for spending significantly less time on the project in a given week than their time commitment calls for (e.g., holidays, vacations, sick leave). Additionally, time / effort and progress reports could be consolidated into a single document by adding Date and Hours Worked columns to the monthly progress report.

Project staff complete **travel** requests which should explicitly describe the relationship of proposed travel to the year's activity objectives. GCCC's faculty travel requests include rationales for proposed travel which could serve as a model for Title V travel requests.

GCCC's institutional online purchasing system automates purchase order requests, approvals, orders, and receiving information, and Title V-funded **equipment** is being properly inventoried and tagged when it is purchased. Purchase order requests describe purchased items and their relationships to activity objectives in detail. The Title V office maintains separate records of budget expenses, regularly compares them to the project **budget**, and reconciles them regularly with Business Office records. The

Director monitors budgets, encumbrances, expenditures, and balances and signs off on all financial transactions.

A delay in lab renovation required by unexpected asbestos removal resulted in approximately \$33,000 budgeted funds unspent in Year 1. GCCC is considering using these funds to retain a Physical Therapist Assistant consultant from January – July, 2009, to re-assess the need for the proposed PTA program and, if the program is justified, begin curriculum development. Preliminary work by Ms. Johnson, Allied Health Program Specialist, suggests that PTA employment opportunities are still strong, but interest and potential enrollment in the program may need to be reaffirmed. Additionally, Ms. Johnson has learned that PTA program development and accreditation typically takes 9 – 12 months, longer than the 6 months allowed in the Title V project plan. Retaining a consultant who could thereafter continue at GCCC's expense as the PTA Lead Instructor therefore appears to be a prudent use of funds carried into Year 2.

GCCC has mechanisms in place to complete ongoing and year-end internal project **evaluation**. A Steering Committee including three Deans representing the breadth of GCCC administration meets twice monthly to review progress and discuss upcoming efforts. An Internal Monitoring Team led by one of the Deans on the Steering Committee includes four other GCCC staff members and is charged with assessing the timely completion of Implementation Tasks and achievement of Activity Objectives. The Team also identifies project strengths and weaknesses for use in planning, institutionalization, and replication of successful efforts elsewhere in the institution.

Basic Compliance Recommendations

- Personnel Office records demonstrating that employees assigned to Title V have been appropriately replaced and that no supplanting exists should also be filed in

Title V personnel files.

- Time and effort reports should note the reasons for staff spending substantially less time on the project than allocated (e.g. holidays, vacations, sick leave).
- Project travel requests should describe the relationship of proposed travel to activity objectives for the year.
- Other project management practices should continue to maintain compliance with Title V rules and regulations.

Progress Toward Meeting the Objectives of the Activity

As noted earlier, science lab renovation was delayed because of unexpected asbestos removal, and so its completion will occur in Year 2 rather than Year 1 as specified in the first activity objective.

The second objective, RN curriculum revision and approval, was met ahead of schedule with Year 2's objective for pilot-testing already complete. RN enrollment, specified in the Year 2 objective at 70 enrollees, was not met because only 20 potential enrollees were qualified to enter the program in fall 2008. In addition, GCCC only has nursing staff to accommodate 30 freshman-level students. The college has implemented a paramedic-to-RN program Bridge project (not part of the original proposal) to increase the number of qualified enrollees and is trying to hire additional faculty; this objective may need to be revised. A tutoring performance indicator for Objective 2 has also not been met pending the evaluation of existing tutoring efforts and design of improvements for bilingual students. However, an orientation program for all nursing students, also added to initial project design, was pilot-tested in August, 2008, to include learning styles and success strategies and is predicted to improve student success. The use of sophisticated simulator "patients" has increased interest and retention (now 90%

compared to the previous level of 60%), and staff are optimistic that information about this innovation will contribute to increased enrollment in the future.

The third Year 1 objective, PN curriculum revision and approval, was delayed one semester because the approval process was lengthened to accommodate state-mandated approval of its core curriculum, but that approval should be in place to support ongoing achievement of PN-related objectives.

The Bilingual Student Support Specialist plans to assemble a Task Force of support services personnel and conduct focus groups of Hispanic and Asian students to further identify support strategies for bilingual students. She also plans to hold faculty development sessions in bridging cultural differences.

Activity successes and plans position GCCC to meet Year 2 activity objectives to complete facility renovation / construction and equipment and RN program expansion.

Summary

Despite the inevitable set-backs accompanying the launch of any transformative project, Garden City Community College is doing an excellent job of implementing and managing its Title V project. Project staff have effectively addressed basic compliance issues and need only fine-tune a few processes as detailed earlier. The Activity is progressing well and staff are conscientiously addressing short-falls in some efforts' results. Project Management is well in hand. Under the direction of Ms. Crymble, Title V staff members are to be commended for their dedication and hard work in strengthening Garden City Community College to better meet the needs of its increasingly diverse student body and serve the community from which they come.

From: Jean M. Warta
Sent: Friday, October 17, 2008 4:05 PM
To: Catherine McKinley; Carol Ballantyne
Cc: Lachele Greathouse; Belen Terrones
Subject: Summary Chair Academy

October 17, 2008

Summary: **The Academy for Leadership and Development (Chair Academy)**

Dear Dr. Ballantyne and Cathy,

Thank you for the incredible experience of attending The Academy for Leadership and Development. I am grateful for the opportunity to have gone to the Academy. It was surprisingly a safe, fun, and effective learning environment. I say this because the attendees were all highly educated professionals that are leaders in some fashion, in large metro-area community colleges across the country (and Canada), and I assumed they would be 'stuffed-shirts' and/or 'know-it-alls'. Wasn't that a terrible assumption to make? The entire audience was participatory, accepting of others, and all were willing to learn! Luckily I changed my mind in the first 10 minutes of the orientation on Sunday afternoon. The group as a whole was actually quite loose and fun-loving; might I say, "Party Animals?"

There were 56 in attendance and 3 facilitators. We began on Sunday afternoon and concluded on Friday afternoon. Sometimes we stayed until 7:00 pm which included dinner too. The days, although long, went by very quickly due to the interesting subject matter and the expertise of the facilitators.

The facilitators were absolutely world class. Each of us (attendees) were assigned to one of them for the entire coming year. They are to be a counselor to us and assure that we stay on track with the six work plans that we were each required to develop before the last day of Academy.

The experience has deepened the ties that exist between Lachele, Belen and I. Also we met some terrific people that we will be networking with and learning from, throughout the coming year and beyond, as vital friends and colleagues.

The participant handbook is fantastic and full of great information and tools to utilize for professional growth, to share with others, and to assist as I co-facilitate the Garden City Community College employee leadership class next year with Lachele. Also provided within the handbook are many leadership book titles for further reading and study. Many of them referenced and used as facilitator guides are the textbooks of my Master's program at Bellevue University in Leadership Development.

I dare say I did not hear anything extremely earth-shatteringly new to me in terms of leadership history, philosophy, styles, strategic planning, methods, and the like; however, *I did learn how to utilize the information and methods which allows me to practice and implement what I know – these were the tools I was missing.* The difference is book knowledge and actual working knowledge – which is huge for me, plus the realization that a gap existed was huge for me too! In

addition, I had many “ah-ha” moments when subject matter become crystal clear to me which before was again, just book knowledge.

I have attended many professional training programs, workshops, and conferences in the past 20 years; but I would not trade last week’s learning for all of them combined! Lots of information was covered during the week. The major components covered were steps toward learning and living transformational leadership which consisted of:

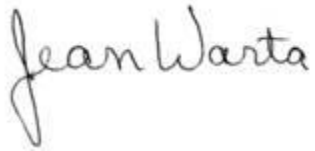
- Complex role of the organizational leader
- Understanding self and others: behavioral work styles
- Leadership assessments and surveys
- Building effective teams and work groups
- Strategic planning and scenario thinking
- Managing conflict productively and engaging in crucial conversations
- The leadership practicum: components, connections, mentors, and coaching
- Academy coaching and liaison information

Next year (October, 2009) during the second week of training we will study:

- Dimensions of leadership
- Leading and managing change
- Appreciating and valuing diversity
- The balance of management and leadership challenges
- Leading part time faculty and staff
- Hiring and orienting for excellence
- Coaching and developing for exemplary performance and outcomes
- Recognizing and celebrating values and victories

This is a week I eagerly look forward to. The second week will complete the Academy Certification; however, the class will remain a cohort group for a long time to come! If you have any questions regarding the Academy or any training topics please let me know. I will keep you posted on my progress.

Sincerely,

A handwritten signature in black ink that reads "Jean Warta". The signature is written in a cursive style with a large, looped initial 'J'.

Jean Warta
Director, Business & Industry Institute
Garden City Community College
801 Campus Drive
Garden City, Kansas 67846
(620) 276-9532
www.gcccb-i.com
www.gcccks.edu
jean.warta@gcccks.edu

The college received a 28% increase on its **health insurance premiums** effective Oct. 1. The rate increase brought the cost of a \$1,000/\$2,000 deductible policy to \$546.42 for an employee only policy and \$1,679.69 for a family plan. This increase was on top of a substantial increase last year resulting in a 44% increase in health insurance premiums over the last two years.

An outside consultant Alan Schumacher of Maverick Consulting was hired to review GCCC's current plan and to research options for group coverage. The consultant reviewed past claims history for health, dental and prescription drugs. He looked at demographics of our group as it pertained to enrollment and claims utilization.

A committee was selected to work with the consultant to determine the best possible solution to GCCC's health insurance challenges. The committee members were Dr. Ballantyne, Cathy McKinley, Dee Wigner, Art Nonhof, Jody Ledford and Greg Greathouse.

Mr. Schumacher presented his findings to the committee in October. He reported that 61% of the individuals enrolled in the college's group health plan had less than \$1,000 in claims and that 47% had no claims. Eight persons made up 50% of the total amount paid for claims in 2007-08.

He explained self-funding, Qualified High Deductible Health Plans (QHDHP), Health Savings Plans (HSA), and alternative health insurance carriers. The group directed the consultant to obtain bids from Preferred Health Systems. After reviewing GCCC's claims history, the carrier declined to offer a quote on coverage for our group. The committee then had to look for options within Blue Cross Blue Shield of Kansas.

It was determined by the committee and at the consultant's recommendation that GCCC's best health insurance solution at this time is to offer two levels of coverage. The High Option would be a \$1,000/\$2,000 deductible similar to the current Low Option plan. The Low Option would become a QHDHP plan with a \$2,500/\$5,000 deductible which qualifies for a Health Savings Account (HSA).

In addition to lower premiums for these plans, the usage and experience of GCCC's insured group reflects that the majority of employees will benefit from and be well served by these two options.

Alan Schumacher will be presenting the new insurance plans and discussing the HSA option at campus-wide meetings scheduled for Nov. 12 and 13. Jeremy Woydziack, American Fidelity Assurance, will be presenting information on HSA accounts at campus-wide meetings scheduled for Nov. 13 and 14. Employees will need to make their health care election by Nov. 30. The new coverage will go into effect Jan. 1.

Texas Tech University Research

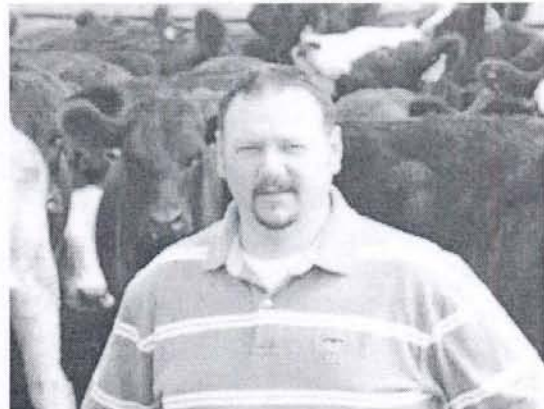
Clinton Alexander

Animal Science

I was raised on a family farm covering about 4,000 acres in southwest Kansas. We raised irrigated and dry-land wheat and grain sorghum, irrigated corn and alfalfa as well as stocker calves. My family started a custom harvesting business in the mid 1990's chopping alfalfa, corn and hay for area feedlots and dairies and still continues the business today. I was very involved in both 4-H and FFA programs growing up. Through both programs, I showed pigs, lambs, horses and rabbits. Through the FFA program at Satanta High School in Satanta, Kansas, I was a member of the State Champion Meats Judging Team as well as the State Champion Crops Judging Team. I was the recipient of the Star Greenhand Award (outstanding freshman), the Star Chapter Farmer (outstanding sophomore) as well as earning the State Farmer Degree in Kansas. I received two different Proficiency Awards multiple years, including Specialty Animal Production and Swine Production. For my involvement, I was awarded a National 4-H Scholarship through Ford - New Holland and a National FFA Scholarship for meats judging through Hormel & Co.

I am the son of Milton Alexander of rural Satanta, KS, and Sheila Middlebrooks, Oklahoma City, OK. I am married to Paige (Johnson) Alexander, who is also currently attaining her PhD from TTU in Animal Science (BS, MS from Kansas State University) as well.

I started my collegiate career at Garden City Community College in Garden City, Kansas. During my tenure there, I was a member of the 1993 Meats Judging Team, the 1994-95 Livestock-Meat Evaluation Team, Phi Theta Kappa and Student Government Association. After my sophomore year at GCCC, I was awarded the 1995 Southwest Kansas Cattlewomen's Scholarship for my involvement in the animal science industry. I earned an Associate of Science degree in Animal Science and transferred to Texas Tech University in the Fall of 1995 majoring in Agricultural Education.



I was a member of the 1996 TTU Meats Judging Team that won the National Championship and I was named as the Doug Hardison Award winner for the most outstanding judging team member at Texas Tech for 1996. I helped coach Clarendon College and Texas Tech throughout 1997 and 1998. I graduated with a Bachelor of Science degree in Interdisciplinary Agriculture in 1998 and applied for graduate school. After completion of a quality assurance internship with IBP in Garden City, Kansas (now Tyson Fresh Meats), I started graduate school majoring in Animal Science with an emphasis in Meat Science and Muscle Biology in the fall of 1998.

During 1999, I was a coach of the TTU Meats Judging Team that also won the National Championship. I completed my thesis project, which was titled "Consumer Acceptability and Palatability of Youthful and Mature Ground Beef Prepared at Varying Lean Levels." I am currently working on revisions to have the research published in the Journal of Food Science. After completion of a Master of Science degree in August of 2000, I accepted a position with my alma mater at Garden City Community College teaching Animal and Food Science and coaching the Meat Judging Team. During my tenure at GCCC, I have initiated a Block & Bridle Club on campus, received \$90,000 grant funding from the Kansas Board of Regents to establish a Food Bioscience Lab on the GCCC campus, as well as served as Faculty Senate President for two years. Additionally, I was awarded the Most Outstanding Faculty member on campus in 2005-2006 and was recently elected as the Vice President of the GCCC Higher Education Association.

In the spring of 2007, I decided that I would like to continue my education and applied for a sabbatical from GCCC to pursue a doctoral degree. After checking with many universities, I found that Texas Tech University was the only university willing to work with my time and other requirements. I was awarded an AT&T Chancellor's Fellowship in the fall of 2007. I have been working on coursework from TTU since January of 2008 and will begin part one of my dissertation project in the next couple of weeks. My research focus will be titled "Growth, Carcass Characteristics and Microbiological Differences between Natural and Conventionally Produced Beef." The major portion of this study will be to determine the differences in *Escherichia coli* between these types of cattle. With more emphasis at the consumer level being placed on natural or organic products, this project will help to validate if either group (natural or conventionally produced beef) is more prone to shedding pathogenic bacteria than the other. My major professor for my MS and PhD degrees is Dr. Mark Miller and I am focusing my PhD degree in Meat Science and Food Safety.

After completion of a PhD degree from Texas Tech University and serving my two-year commitment at GCCC, I plan to pursue a career at the university level. I certainly enjoy educating people and that is what I am most interested in. I would like to establish a large animal and meat science facility on the GCCC campus to help educate people about agriculture. Although my Bachelor, Master and Doctoral degrees will all come from Texas Tech University, I would not trade my experiences for anything. Texas Tech is a great institution of higher learning and I believe that I am the person I am today from those experiences in courses and with the outstanding professors at TTU. I would highly suggest any student that is interested in graduate school to consider Texas Tech University. It will be a choice that I believe they will not regret.