April 3, 2009

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, April 8, 2009.** The meeting will be held in the **Beth Tedrow Student Center, Endowment Room** Garden City Community College Campus.

5:30 Dinner –go through dinner line and eat in Cafeteria
*5:45 Regular meeting called to order in **Beth Tedrow Student Center/ Endowment Room***

AGENDA

CALL TO ORDER

A. Comments from the Chair
B. Open comments from public
C. Report from Student Government Association

CONSENT AGENDA

A. Approval of minutes of previous meeting (February 25, 2009)
B. Submit financial information to the auditor
   - B-1 Financial information – Revenues
   - B-2 Financial information – Expenses
   - B-3 Financial information – Cash in Bank
C. Approval of personnel actions
D. Approval of purchase order over $20,000
   D-1 Core switch for computer system
   D-2 Vestibule for Penka
   D-3 Fire Alarm System-John Collins
E. Transition Program
   E-1 ACCT Proposal
   E-2 ACCT Letter of Support/Board of Trustees
F. Faculty Contracts
G. Reduction of Programs in Business System & Information System Division
H. Purchase of Electronic Score Board
   H-1 Sponsorship Agreement for Electronic Score Board
   H-2 Financing for Electronic Score Board

OTHER

A. Resolution for PEI Loan

POLICY REVIEW

A. Monitoring Reports and ENDS
- A-1 Monitoring Report – Monthly
- A-2 Monitoring Report – Quarterly
- A-3 Monitoring Report – Annual
- A-4 Monitoring Report – Semi-Annual Essential Skills
- A-5 Monitoring Report – Semi Annual Work Preparedness
  - A-5a WorkKeys Data Spring to Spring
  - A-5b WorkKeys Scores Fall to Fall
  - A-5c WorkKeys Data Spring to Spring
- A-6 Monitoring Report – Semi Annual Personal Enrichment
- A-7 Monitoring Report – Semi Annual Workforce Development
- A-8 Monitoring Report – Partial Semi Annual Academic Advancement

B. Ownership Linkage
- B-1 Thank you note-Pittsburg State University
- B-2 Thank you note -Lupito Ameda-Lakin
- B-3 Letter-Sam Brownback
- B-4 Thank you-Western Kansas Community Foundation
- B-5 Thank you-GCCC Cross Country
- B-6 Thank you-Kate Covington
- B-7 Thank you-Bryan Family

REPORTS

A. President Carol Ballantyne
- A-1 Incidental Information
  - A-1a Project Destiny-Syracuse
  - A-1b Project Destiny-Lakin
  - A-1c Kansas Department Commerce Award Letter
- A-2 Student Demographics/Spring 2009
- A-3 IPEDS Data Feedback Report 2008
- A-4 Performance Agreement
- A-5 Monitoring Survey of College Climate
- A-6 Trustee PowerPoint
- A-7 Instructional Program Review
  - A-7a Reading
  - A-7b Social Science
  - A-7c Science
- A-8 Technical Program Review
  - A-8a Automotive
  - A-8b Cosmetology
  - A-8c Animal Science
  - A-8d John Deere Ag Technology
  - A-8e Fire Science
  - A-8f Centers of Excellence
- A-9 Default Study 06 Student Loans

A-10 AQIP Quality Check up
A-11 Vehicle Report
A-12 Home Show Report 2009

B. Report from Finney County Economic Development Corporation

Upcoming calendar dates:

April 10-13:	Campus and offices closed during Easter holiday
April 16:	1:00 PM-2:30 PM Reception in Portico to honor student workers
April 22:	5:30 PM Dinner/interview with nominees for Ambassador Scholarship
May 13:	5:15 PM Reception honoring retirees Beth Tedrow and Judy Crymble, Mary Wilson
	6:00 PM Regular Board Meeting Beth Tedrow Student Center, Endowment Room
May 16:	Commencement 10 AM (Trustees line up in Hall of Fame room at 9:30 AM)

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*

MEETING OF TRUSTEES
OF
THE GARDEN CITY COMMUNITY COLLEGE

February 25, 2009

Trustees Present:

Della Brandenburger, William S. Clifford, Merilyn Douglass,
Ron Schwartz, Steven Sterling, Terri Worf

Others Present:

Carol Ballantyne, President
Kevin Brungardt, Dean of Academics
Lenora Cook, Director of Department of Nursing Education
Judy Crymble, Dean of Technical Education
Jacob Hughes, President of Student Government Association
Deanna Mann, Director of Institutional Effectiveness
Cathy McKinley, Dean of Continuing Education and Community Services
Steve Quakenbush, Director of Information Services & Publications
Ryan Ruda, Director of Counseling/Advising and Accommodations
Monica Springer, *Garden City Telegram*
Beth Tedrow, Dean of Student Services
Cricket Turley, Director of Human Resources
Dee Wigner, Dean of Administrative Services
Debra Atkinson, Deputy Clerk

5:15 p.m.: Penka addition walk through
5:30 p.m.: Soup and Sandwiches in the Hall of Fame Room
5:45 p.m.: Regular meeting in the Hall of Fame Room

COMMENTS FROM THE CHAIR: Chair Schwartz called the regular session to order at 5:50 p.m. and made the following comments:

- Welcomed Debbie Atkinson to the Garden City Community College family
- Congratulated Jean Ferguson on defending her Ph. D.
- Commended the Meats Team for an undefeated season
- Thanked Janice Nunn and everyone involved for a successful blood drive
- Extended congratulations to Katie Novack and Don Wasielewski for being selected as Phi Theta Kappa All American USA students. Chair Schwartz appreciated the opportunity of attending the luncheon that honored these students
- Chair Schwartz was honored to sign the articulation agreement between Garden City Community College and Pittsburg State University while attending activities in Topeka
- Congratulated Ryan Peterson and cast and crew for a successful and entertaining production of "Cinderella Confidential"
- Expressed appreciation to Deanna Mann and all involved in the successful Academic Quality Improvement Program (AQIP) quality check up visit

OPEN COMMENTS FROM PUBLIC:

There were no persons registered for comments.

REPORT FROM STUDENT GOVERNMENT ASSOCIATION:

Jacob Hughes handed out a list (attached) highlighting the SGA events of the past month, upcoming events and current projects. Hughes expressed his thanks for the invitation SGA received to participate in the recent quality check up discussions. Chair Schwartz stated that the student input was appreciated.

CONSENT AGENDA:

Chair Schwartz asked Trustees to pull items E (Approval of Tuition, room and board, child care, ABE and GED fees for 2009-2010), item I (Approval of Mini Vans Bid), and item K (Approval of Third Party Tuition Payment Plan) on the consent Agenda for the purpose of discussion.

Chair Schwartz asked for a motion approving remaining Consent Agenda items.

Motion: Worf moved, seconded by Clifford, to pull Consent Agenda items (E), (I), and (K) and to approve remaining Consent Agenda items as presented.
Motion carried 5-0
Trustee Sterling was absent at this time.

Approved actions follow:

(A) APPROVED MINUTES of previous meeting held on January 14, 2009 with the correction to change the name from Schwartz to Brandenburger in the comments section regarding a Lou Dobbs report about community colleges.

(B) SUBMITTED FINANCIAL INFORMATION TO THE AUDITOR, as presented.

(C) APPROVED PERSONNEL ACTIONS, as presented - see attached lists.
Chair Schwartz acknowledged the resignation of Beth Tedrow, Dean of Student Services, long term member of the GCCC family. Her many years of service are very much appreciated.

(D) APPROVAL OF Deputy Clerk, as presented

(F) APPROVED COURSE FEES for 2009-2010, as presented
See attached handout for details – these fees help pay for consumable supplies used in class by the students.

(G) APPROVAL OF CLASSROOM RENTAL FEES FOR 2009-2010
See attached handout for details regarding rental fees for the various campus facilities.

(H) APPROVED ACADEMIC CALENDAR FOR 2009-2010, as presented
Faculty report on August 13, 2009; first day of class is August 19, 2009.
Academic year ends May 20, 2010

(J) APPROVAL OF FOUSE SCIENCE AND MATH RENOVATION (phase I) CONSTRUCTION BID, as presented (please see attached bid summary for details, memo for recommendation).

	Total Bid
Dick Construction, Inc.	
Garden City, KS	$594,605 (recommended/low bid)
Hutton Construction Co.	
Wichita, KS	$655,200
Lee Construction, Inc	
Garden City, KS	$678,913

(L) APPROVAL OF PARK COLLEGE ARTICULATION AGREEMENT, as presented

(M) APPROVAL OF ANNUAL AGREEMENTS RE: NURSING PROGRAM, as presented

Kearny County Hospital	Lakin, KS
High Plains Retirement Village	Lakin, KS
New Chance Inc.	Dodge City, KS
USD #457	Garden City, KS

(N) APPROVAL OF ANNUAL AGREEMENTS RE: EMERGENCY MEDICAL TRAINING-PARAMEDIC PROGRAM, as presented

Morton County Hospital	Elkhart
Rawlins County Health Center	Atwood
St. Catherine Hospital	Garden City
Kansas Heart Hospital	Wichita
Finney County EMS	Garden City
Ford County EMS	Dodge City
Seward County EMS	Liberal
Southwest Medical Center	Liberal
Johnson County Med-Act	Olathe
Surgery Center of Dodge City	Dodge City
Midwest Anesthesia	Dodge City
Wichita County Health Care	Leoti
Bob Wilson Memorial	Ulysses
Greeley County Hospital	Tribune
Kearny County Hospital	Lakin

PULLED CONSENT AGENDA ITEMS (E), (I), (K):

(E) APPROVAL OF TUITION, ROOM AND BOARD, CHILD CARE, ABE AND GED FEES FOR 2009-2010

Tuition goes up every two years and 2009-2010 is the year to increase. This increase was inadvertently left off of the tuition fees memo. An increase of $2.00 has been proposed, in addition to a $100 increase in meal plan for the 2009-2010 academic years. All other information represented on the February 16, 2009 memo regarding fees remain as proposed (see attached memo for details).

Tuition and Fees

($2.00 increase for 2009-2010)

	Tuition/cr.hr.	Fees/cr.hr.
Resident	$43	$21
Non-resident	$65	$21
International	$65	$21

Room

Room rent for 2009-210 will remain the same as for the current year (please see attached memo for details). Rates range from $2,050 + selected food plan for West Hall (double occupancy) to $3,400 + selected food plan for Apartments (single occupancy).

Food

Food charges for 2009-2010 will increase $100 as follows:

	Per Year
19 meal plan	$2,400
15 meal plan	$2,350
10 meal plan	$2,300

Child Care

Child care hourly rate will remain $2.50 per hour.

Adult Learning Center Fees

Proposed For 2009-2010:

$20 fee for ABE materials

$35 fee for GED practice tests for individuals not enrolled in ABE and ESL programs

$68 fee for the official GED tests for everyone

$45 fee for on-line GED instruction

After discussion the following motion was made:

Motion: Dr. Clifford moved to accept the Tuition and Fees as presented in the February 16, 2009 memo, and to change the description sentence to reflect an increase in tuition. Motion was seconded by Brandenburger.

Motion carried 5-0

(I) APPROVAL OF MINI VANS BID

Chair Schwartz recused himself at this time and turned this portion of the meeting over to Brandenburger, Vice Chair.

Bids were solicited from three local new car dealers, Burtis Motors, Western Motor and Lewis Motor, for three mini-vans. Bids were received from Burtis Motor and Western Motor, no bid was received from Lewis Motor. Wigner's recommendation is to purchase the three white Dodge Caravans bid out by Burtis Motor (lowest bid).

Motion: Clifford moved, second by Sterling, to purchase the three Dodge Caravan mini vans from Burtis Motor.

Motion carried 5-0

1.	Burtis Motors	2009 Dodge Caravan SE FWD	$20,950

2. Western Motor	2009 Honda Odyssey LX Van	$22,549
	2009 Honda Odyssey EX Van	$25,750
3. Lewis Motor	No bid received	

(K) APPROVAL OF THIRD PARTY TUITION PAYMENT PLAN, as presented.

This optional third party proposal would allow students to set up tuition payment plans at the time of enrollment, without cost to GCCC. Students would still have the option of paying GCCC directly by check, cash or credit card.

After discussion the following motion was made:

Motion: Douglass moved, second by Brandenburger to approve the third party tuition payment plan.

Motion carried 5-0

OTHER:

90th Anniversary Proclamation for Fort Scott Community College

A congratulatory proclamation honoring Fort Scott Community College as they celebrate their 90th anniversary is presented for Board approval. GCCC and Fort Scott both were founded in 1919 and are the state's two original community colleges. There would be a reciprocal proclamation issued to GCCC from FSCC for use in our local 90th anniversary celebration.

Douglass expressed appreciation to Steve Quakenbush for a well written proclamation.

After discussion regarding possible activities to celebrate GCCC's 90th anniversary the following motion was made.

Motion: Worf moved, second by Clifford to approve the 90th anniversary proclamation for Fort Scott Community College.

Motion carried 5-0

POLICY REVIEW:

MONITORING REPORTS and ENDS REPORT:

Monthly and Quarterly reports are attached.

OWNERSHIP LINKAGE:

Several pieces of correspondence from owners expressing their appreciation were received, please see attached.

- B1 Thank you letter from Sheila Frahm for the opportunity of serving the public.
- B2 Email from Ron Schwartz commending Kristopher Baumann for his kindness to a fan.
- B3 Email from Dallas Crist expressing her appreciation and enjoyment of the Faculty Recital held February 9, 2009

PRIORITIZE ENDS/PLANNING PROCESS:

There was discussion regarding an objective method of measuring open communication between the President and the campus community. Human Recourses director, Cricket Turley was asked to check with other institutions to see what methods were used. Carol will work with Cricket to develop a preliminary survey and will send to Board members.

College planning continues and reports will be submitted within the next two weeks. Concerns that were

briefly discussed included continued responsiveness to community workforce needs, accessibility of student transfer information, and cost breakdown of programs. As program reviews continue (the three year review cycle is in the process of repeating) and improve, information received will be useful in providing a more accurate measure of individual program performance.

Recruiting responsibilities were briefly discussed. Recruiting continues to be a combined effort of GCCC admissions, faculty and campus community. Faculty changes within programs can affect program enrollment temporally. As new faculty within the program have the opportunity to personally recruit students the program numbers should improve.

Trustees continued a previous discussion regarding plans for solicitation of capital improvement contributions. Work on this campaign will begin after the April Endowment Association annual auction. Dr. Jackie Vietti, President of Butler County Community College, has agreed to meet with GCCC Endowment Association and Board of Trustees to share how two campaigns, one for scholarship and one for capital contributions, has been implemented at BCCC.

Brungardt reported that February KACCT/COP Dean's/President's meetings revolved around Technical Education Authority and the implementation of tiered funding. Tedrow reports that changes in FERPA regulations and safety issues of campus students were discussed in Student Services meetings.

Reduction in state funding remains an important issue as does educating community members and legislative representatives about the important role that community colleges play in the education process.

REPORTS:

- Incidental Information – Recent campus happenings are attached as part of these minutes.

- Gender and Race Demographic:
  Employee population demographics do not mirror the community or the student body demographics at this time, however GCCC is endeavoring to "grow our own" staff through the Leadership program, student interns and work-study program.

- Capital Report:
  A report showing accomplishments and projections is filed in the electronic Board packet.

- Comparison of Department Enrollments 2009:
  A summary of Spring 2008 and Spring 2009 credit hours by department reflect a 3% increase in credit hours generated. All general education departments show an increase, as well as EMT, Allied Health, Practical Nursing and Fire Science.

- Initiation of New Programs and Retention of Existing Programs:
  Ballantyne drew Trustees attention to the electronic document that gave a basic overview of what is involved in initiation of new programs and retention of existing programs.

OTHER NEWS REPORTED BY PRESIDENT BALLANTYNE:

- Ballantyne reports that the on site visit of AQIP representatives went well.
- Release from Finney County Appraiser was received on the oil and gas holdback funds.
- GCCC is in good financial shape, mill levy was not raised, GCCC has ample monies in reserve.

- GCCC is working with Blackhills Energy to get a gas line and meter installed for the burn pit by the fire tower.
- Open positions are being carefully evaluated in order to be more effective.
- GCCC will receive the same dollars as last year for work study positions.
- Student PELL Grant money has increased to $5350 per year.
- No news in the Community Based Job Training (CBJT)
- Will possibly have agreements and bids by next month on the electronic scoreboard.
- There will not be a March Board meeting. Next Board meeting will be April 8th.

Della Brandenburger will attend a Compressive City planning session on Saturday, February 28th at Garden City.

UPCOMING CALENDAR DATES

February 27, 28, March 1:	Rodeo at GCCC
February 27:	Third annual Six by Six Art Show and Sale (Noon-5:30 Mercer Gallery)
March 2:	GCCC summer semester enrollment opens to students and public.
March 5:	GCCC String Ensemble Concert, 7:30 p.m. in auditorium of Pauline Joyce Fine Arts Building.
March 7:	Kansas Concealed Carry 7:30 a.m.-6 p.m.
March 8:	Opening reception for Susan Copas Exhibition, 1-3 p.m. in Mercer Gallery
March 16-20:	Spring Break – No classes/offices open
April 3:	Annual Endowment Association Auction
April 8:	Regular meeting of the Board 5:30 p.m. Endowment Room

EXECUTIVE SESSION:

No executive session held.

ADJOURNMENT

Douglass moved, seconded by Worf, that meeting adjourn. Motion carried 6-0. Meeting adjourned at 7:30 p.m.

Debra Atkinson	Carol E. Ballantyne Ph. D.	Ron Schwartz
Deputy Clerk	Secretary	Chair of the Board

REVENUES 03-31-09

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	4,223.00-	1,281,742.00-	1,445,168.00-	163,426.00-	11.31
11-00-0000-00000-4002 AMMONIA REFG COURS	0.00	34,515.00-	296,487.00-	435,000.00-	138,513.00-	31.84
11-00-0000-00000-4003 AUTOMATION ELECT C	0.00	6,368.00-	39,584.00-	25,000.00-	14,584.00	58.33-
11-00-0000-00000-4004 TUITION OUT OF STA	0.00	8,905.00-	382,915.00-	350,000.00-	32,915.00	9.39-
11-00-0000-00000-4005 ACAD COURSE FEE :	0.00	799.00-	116,221.00-	125,000.00-	8,779.00-	7.02
11-00-0000-00000-4006 OUTREACH CREDIT HO	0.00	315.00-	48,165.00-	52,000.00-	3,835.00-	7.38
11-00-0000-00000-4007 TECHNOLOGY FEE-C :	0.00	1,314.00-	203,652.00-	220,000.00-	16,348.00-	7.43
11-00-0000-00000-4008 TECHNOLOGY FEE-O :	0.00	126.00-	19,266.00-	21,000.00-	1,734.00-	8.26
11-00-0000-00000-4011 MISC STUDENT BILL	0.00	1,463.21-	5,942.05-	45,000.00	50,942.05	113.20
11-00-0000-00000-4501 BUILDING/ROOM RENT	0.00	80.00-	5,479.50-	15,000.00-	9,520.50-	63.47
11-00-0000-00000-4512 VENDING MACHINES :	0.00	889.23-	6,965.06-	12,000.00-	5,034.94-	41.96
11-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	2,831,491.00-	2,831,491.00-	0.00	0.00
11-00-0000-00000-4803 AD VALOREM PROPERT	0.00	140,010.27-	4,976,735.29-	8,859,467.00-	3,882,731.71-	43.83
11-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	43,461.38-	470,283.12-	593,728.00-	123,444.88-	20.79
11-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	331.27-	6,644.23-	8,785.00-	2,140.77-	24.37
11-00-0000-00000-4807 DELINQUENT TAX : G	0.00	13,886.14-	80,075.83-	129,467.00-	49,391.17-	38.15
11-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	8,261.94-	24,691.00-	16,429.06-	66.54
11-00-0000-00000-4810 16/20 M TAX : GENE	0.00	894.98-	15,925.27-	17,478.00-	1,552.73-	8.88
11-00-0000-00000-4811 TAX IN PROCESS : G	0.00	0.00	145,215.20-	49,018.00-	96,197.20	196.24-
11-00-0000-00000-4902 INTEREST INCOME :	0.00	1,336.78-	127,415.89-	200,000.00-	72,584.11-	36.29
11-00-0000-00000-4904 REIMBURSED SALARY	0.00	0.00	40.54-	100,000.00-	99,959.46-	99.96
11-00-0000-00000-4905 ADMINISTRATIVE ALL	0.00	1,916.16-	36,488.99-	90,000.00-	53,511.01-	59.46
11-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	3,187.99-	32,944.13-	80,000.00-	47,055.87-	58.82
11-00-0000-00000-4912 TRANSCRIPTS : GENE	0.00	1,089.33-	11,679.58-	15,000.00-	3,320.42-	22.14
Totals for FUND: 11 - GENERAL	0.00	265,111.74-	11,149,619.62-	15,654,293.00-	4,504,673.38-	28.78

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	1,000.00-	131,208.00-	130,208.00-	1,000.00	0.76-
61-00-0000-00000-4803 AD VALOREM PROPERT	0.00	7,562.15-	268,749.51-	487,711.00-	218,961.49-	44.90
61-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	2,471.17-	25,877.59-	32,778.00-	6,900.41-	21.05
61-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	18.86-	365.04-	482.00-	116.96-	24.27
61-00-0000-00000-4807 DELINQUENT TAX : G	0.00	770.44-	4,444.91-	0.00	4,444.91	0.00
61-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	446.24-	1,354.00-	907.76-	67.04
61-00-0000-00000-4810 16/20 M TAX : GENE	0.00	48.55-	872.09-	959.00-	86.91-	9.06
61-00-0000-00000-4811 TAX IN PROCESS : G	0.00	0.00	8,252.96-	0.00	8,252.96	0.00
Totals for FUND: 61 - CAPITAL OUTLAY	0.00	11,871.17-	440,216.34-	653,492.00-	213,275.66-	32.64

EXPENSES 03-31-09

Garden City Community College
04-01-09 Annual Budget Report Ending 03/31/2009 Page: 1
Options - All Statuses

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	5,225.49	5,225.49	100.00
DEPARTMENT: 11010 - BUSINESS & ECONOMI	30.50	15,641.13	131,824.99	265,567.00	133,711.51	50.35
DEPARTMENT: 11020 - HUMANITIES	0.00	8,209.36	61,823.74	118,816.00	56,992.26	47.97
DEPARTMENT: 11021 - ENGLISH	2,847.50	25,024.97	212,299.57	346,936.00	131,788.93	37.99
DEPARTMENT: 11022 - SPEECH	0.00	10,200.35	75,269.60	120,945.28	45,675.68	37.77
DEPARTMENT: 11023 - PHILOSOPHY	0.00	0.00	1,612.38	0.00	1,612.38-	0.00
DEPARTMENT: 11024 - PHOTOGRAPHY	0.00	0.00	0.00	4,552.00	4,552.00	100.00
DEPARTMENT: 11025 - JOURNALISM	0.00	4,205.41	40,500.67	58,280.00	17,779.33	30.51
DEPARTMENT: 11026 - BROADCASTING	0.00	4,403.78	39,465.30	68,875.00	29,409.70	42.70
DEPARTMENT: 11030 - ART	0.00	10,909.90	87,690.83	129,761.08	42,070.25	32.42
DEPARTMENT: 11031 - DRAMA	935.16	7,657.64	74,808.49	101,860.54	26,116.89	25.64
DEPARTMENT: 11032 - VOCAL MUSIC	87.84	6,532.23	49,181.53	72,649.00	23,379.63	32.18
DEPARTMENT: 11033 - INST MUSIC	0.00	15,829.61	129,462.69	199,140.42	69,677.73	34.99
DEPARTMENT: 11040 - SCIENCE	10,250.85	33,018.02	272,052.02	377,563.11	95,260.24	25.23
DEPARTMENT: 11050 - MATH	4,950.00	25,394.22	197,748.44	313,944.90	111,246.46	35.44
DEPARTMENT: 11060 - SOCIAL SCIENCE	3,375.00	41,244.49	319,918.11	468,109.00	144,815.89	30.94
DEPARTMENT: 11070 - HEALTH & PHYSICAL	220.00	18,228.92	156,636.50	241,650.00	84,793.50	35.09
DEPARTMENT: 11071 - WELLNESS-SUPER CIR	0.00	8,418.32	63,549.21	99,351.00	35,801.79	36.04
DEPARTMENT: 11080 - ESSENTIAL SKILLS	0.00	296.05	2,412.74	1,013.00	1,399.74-	138.17-
DEPARTMENT: 11081 - READING	0.00	5,511.87	42,914.20	89,445.00	46,530.80	52.02
DEPARTMENT: 11082 - ESL	0.00	4,977.57	38,250.27	58,079.00	19,828.73	34.14
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	643.07	10,215.35	16,245.00	6,029.65	37.12
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	0.00	4,068.97	4,838.00	769.03	15.90
DEPARTMENT: 11095 - FORENSICS COMPETIT	0.00	2,879.50	11,061.09	11,745.00	683.91	5.82
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.00	6,972.04	56,987.70	220,000.00	163,012.30	74.10
DEPARTMENT: 12011 - MID-MANAGEMENT	675.00	2,959.65	22,334.33	33,251.00	10,241.67	30.80
DEPARTMENT: 12012 - MCSE/CISCO	0.00	2,480.08	19,524.97	34,028.00	14,503.03	42.62
DEPARTMENT: 12013 - OFFICE EDUCATION	0.00	5,650.05	35,326.85	56,468.00	21,141.15	37.44
DEPARTMENT: 12014 - FINNUP LAB	0.00	4,867.05	39,158.70	67,764.00	28,605.30	42.21
DEPARTMENT: 12200 - ADN PROGRAM	131.75	29,039.31	270,150.23	462,156.00	191,874.02	41.52
DEPARTMENT: 12201 - LPN PROGRAM	122.97	11,822.35	106,589.57	170,574.00	63,861.46	37.44
DEPARTMENT: 12202 - EMT	2,598.55	16,374.05	113,483.22	157,685.00	41,603.23	26.38
DEPARTMENT: 12203 - ALLIED HEALTH	195.18	14,853.43	101,633.75	125,385.00	23,556.07	18.79
DEPARTMENT: 12210 - AGRICULTURE	414.19	3,178.89	34,104.24	49,731.00	15,212.57	30.59
DEPARTMENT: 12211 - MEAT JUDGING	1,257.29	4,839.31	55,062.06	80,087.00	23,767.65	29.68
DEPARTMENT: 12220 - AG EQUIPMENT & MEC	3,563.68	14,807.70	130,721.37	181,829.76	47,544.71	26.15
DEPARTMENT: 12230 - AUTO MECHANICS	3,488.44	9,615.40	78,922.27	119,335.66	36,924.95	30.94
DEPARTMENT: 12240 - CRIMINAL JUSTICE	2,769.52	16,805.82	104,532.62	181,054.22	73,752.08	40.73
DEPARTMENT: 12241 - FIRE SCIENCE	190.93	6,539.52	46,328.68	68,275.00	21,755.39	31.86
DEPARTMENT: 12242 - CHALLENGE COURSE	1,388.50	0.00	1,076.50	2,867.00	402.00	14.02
DEPARTMENT: 12250 - COSMETOLOGY	0.00	10,047.21	85,925.68	123,791.00	37,865.32	30.59
DEPARTMENT: 12260 - DRAFTING	0.00	1,011.91	5,210.26	9,101.00	3,890.74	42.75
DEPARTMENT: 12270 - AMMONIA REFRIGERAT	1,032.00	34,118.07	286,063.62	397,517.84	110,422.22	27.78
DEPARTMENT: 12271 - AUTOMATION ELECTRI	935.40	4,585.86	32,256.51	53,232.00	20,040.09	37.65
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	126.00	5,068.56	43,279.85	111,245.00	67,839.15	60.98
DEPARTMENT: 12273 - WELDING	1,556.11	6,826.05	68,209.81	99,135.08	29,369.16	29.63
DEPARTMENT: 12280 - BUILDING TRADES	400.00	3,321.94	12,678.83	15,094.00	2,015.17	13.35
DEPARTMENT: 12290 - FINNEY COUNTY LEAR	50.00	6,131.86	55,579.33	75,728.00	20,098.67	26.54
DEPARTMENT: 21100 - INSTITUTIONAL RESE	0.00	11,409.21	56,395.00	76,419.35	20,024.35	26.20

DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	923.89	5,009.23	8,074.00	3,064.77	37.96
DEPARTMENT: 32000 - BUSINESS & INDUSTR	1,642.18	4,813.72	55,155.32	79,594.00	22,796.50	28.64
DEPARTMENT: 41000 - LIBRARY	11,143.74	13,312.37	125,036.43	183,047.00	46,866.83	25.60
DEPARTMENT: 41009 - COMPREHENSIVE LEAR	0.00	9,662.97	78,862.47	123,399.00	44,536.53	36.09
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	23,782.69	261,160.66	290,808.00	29,647.34	10.19
DEPARTMENT: 42001 - DEAN OF ACADEMICS	0.00	7,362.58	70,544.21	108,768.18	38,223.97	35.14
DEPARTMENT: 42002 - OUTREACH	0.00	0.00	11,002.37	58,858.00	47,855.63	81.31
DEPARTMENT: 42003 - FACULTY SENATE	2,000.00	4,274.75	15,881.88	35,163.00	17,281.12	49.15
DEPARTMENT: 42005 - DEAN OF TECHNICAL	253.65	10,735.18	101,684.55	161,182.66	59,244.46	36.76
DEPARTMENT: 42006 - DEAN OF CONT ED CO	598.76	15,148.22	105,853.23	167,278.00	60,826.01	36.36
DEPARTMENT: 42007 - BRYAN EDUCATION CE	0.00	4,740.39	40,908.22	60,046.00	19,137.78	31.87
DEPARTMENT: 43000 - TRANSITION	0.00	1,067.43	8,089.21	0.00	8,089.21-	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	1,214.03	13,912.10	125,351.67	184,736.00	58,170.30	31.49
DEPARTMENT: 50001 - STUDENT SUPPORT SE	0.00	0.00	29,818.00	29,818.00	0.00	0.00
DEPARTMENT: 50002 - EDUCATIONAL TALENT	0.00	0.00	11,907.00	11,907.00	0.00	0.00
DEPARTMENT: 50010 - COUNSELING & GUIDA	100.00	12,580.92	106,184.05	149,859.00	43,574.95	29.08
DEPARTMENT: 50011 - ASSESSMENT/TESTING	0.00	1,400.00	7,229.90	9,450.00	2,220.10	23.49
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	26,424.26	194,646.46	293,953.00	99,306.54	33.78
DEPARTMENT: 50030 - ADMISSIONS	1,214.74	14,779.36	134,274.07	203,796.00	68,307.19	33.52
DEPARTMENT: 50040 - REGISTRAR'S OFFICE	1,479.98	10,297.48	98,810.60	145,815.00	45,524.42	31.22
DEPARTMENT: 50050 - STUDENT HEALTH SER	0.00	4,139.36	33,985.26	51,320.00	17,334.74	33.78
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	4,650.29	19,297.75	276,606.66	378,200.25	96,943.30	25.63
DEPARTMENT: 55001 - MEN'S BASKETBALL	1,302.00	12,050.96	116,038.83	121,821.35	4,480.52	3.68
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	3,171.97	78,434.97	108,358.00	29,923.03	27.61
DEPARTMENT: 55003 - MEN'S TRACK	275.00	3,334.21	29,577.90	40,381.00	10,528.10	26.07
DEPARTMENT: 55004 - WOMEN'S TRACK	275.00	3,524.97	29,066.21	39,346.00	10,004.79	25.43
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	1,040.00	6,976.23	49,892.23	85,476.95	34,544.72	40.41
DEPARTMENT: 55006 - FOOTBALL	0.00	20,516.12	228,978.17	286,859.00	57,880.83	20.18
DEPARTMENT: 55007 - BASEBALL	1,731.00	15,908.59	93,715.49	119,250.40	23,803.91	19.96
DEPARTMENT: 55008 - VOLLEYBALL	0.00	3,446.47	46,451.49	58,951.00	12,499.51	21.20
DEPARTMENT: 55009 - WOMEN'S SOCCER	200.00	2,110.10	29,752.69	35,469.00	5,516.31	15.55
DEPARTMENT: 55010 - MEN'S SOCCER	181.70	4,511.96	57,652.05	75,514.00	17,680.25	23.41
DEPARTMENT: 55012 - CHEERLEADING	0.00	2,897.78	31,902.66	35,882.00	3,979.34	11.09
DEPARTMENT: 55013 - DANCE TEAM	0.00	1,621.07	14,566.55	23,329.00	8,762.45	37.56
DEPARTMENT: 55014 - RODEO TEAM	75.00	11,696.91	91,438.00	120,060.00	28,547.00	23.78
DEPARTMENT: 55018 - INTRAMURALS & STUD	0.00	580.94	5,275.28	8,312.00	3,036.72	36.53
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	4,370.53	57,596.28	109,362.00	51,765.72	47.33
DEPARTMENT: 61000 - PRESIDENT	9,868.04	23,468.85	265,603.29	378,552.70	103,081.37	27.23
DEPARTMENT: 61001 - BOARD OF TRUSTEES	145.00	432.92	23,546.49	28,600.00	4,908.51	17.16
DEPARTMENT: 61005 - ATTORNEY	0.00	1,274.50	8,538.01	22,500.00	13,961.99	62.05
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	3,590.22	42,248.81	1,003,696.59	1,273,969.00	266,682.19	20.93
DEPARTMENT: 62010 - HUMAN RESOURCES	374.07	8,431.24	66,117.23	131,817.00	65,325.70	49.56
DEPARTMENT: 62011 - ADA COMPLIANCE	0.00	6,031.40	57,972.09	61,241.00	3,268.91	5.34
DEPARTMENT: 62050 - ONE-TIME PURCHASES	0.00	0.00	494,723.93	313,160.00	181,563.93-	57.97-
DEPARTMENT: 63000 - INFORMATION SERVIC	3,311.70	10,976.47	180,379.78	239,485.00	55,793.52	23.30
DEPARTMENT: 64000 - INFORMATION TECHNO	18,564.72	34,664.96	518,779.40	748,635.78	211,291.66	28.22
DEPARTMENT: 65000 - CENTRAL SERVICES	1,438.76	8,286.80	94,112.52	166,096.00	70,544.72	42.47
DEPARTMENT: 70000 - PHYSICAL PLANT ADM	0.00	8,353.99	72,604.55	136,575.00	63,970.45	46.84
DEPARTMENT: 71000 - BUILDINGS	10,993.97	21,816.99	223,638.47	373,166.00	138,533.56	37.12
DEPARTMENT: 71005 - SCOTT CITY BLDG MA	1,056.40	1,813.21	21,101.99	31,111.00	8,952.61	28.78
DEPARTMENT: 71009 - RENTAL PROPERTY MA	0.00	0.00	0.00	4,050.00	4,050.00	100.00
DEPARTMENT: 72000 - CUSTODIAL SERVICES	6,614.89	43,777.65	382,351.96	586,748.00	197,781.15	33.71
DEPARTMENT: 73000 - GROUNDS	8,362.25	10,787.30	105,740.52	205,536.00	91,433.23	44.49
DEPARTMENT: 73001 - ATHLETIC FIELDS	2,124.10	8,428.91	24,301.86	38,635.00	12,209.04	31.60
DEPARTMENT: 74000 - VEHICLES	2,371.04	75,608.49	185,585.21	385,267.00	197,310.75	51.21
DEPARTMENT: 75000 - CAMPUS SECURITY	1,061.48	8,129.64	89,756.22	150,194.00	59,376.30	39.53
DEPARTMENT: 76000 - INSURANCE	0.00	5,615.52	243,548.37	285,758.00	42,209.63	14.77
DEPARTMENT: 77000 - UTILITIES	15,825.21	34,383.34	437,217.47	556,800.00	103,757.32	18.63
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	0.00	28,672.11	62,000.00	33,327.89	53.75

DEPARTMENT: 81001 - TUIT WAIVER SEN CT	0.00	41.00-	4,838.00	9,020.00	4,182.00	46.36
DEPARTMENT: 81002 - TUIT WAIVER EMPL/D	0.00	82.00	18,081.00	33,087.00	15,006.00	45.35
DEPARTMENT: 81003 - STATE MANDATED WAI	0.00	0.00	3,146.00	3,000.00	146.00-	4.86-
DEPARTMENT: 81004 - TUIT WAIVER CTZ IN	0.00	244.00-	140,801.00	136,575.00	4,226.00-	3.08-
DEPARTMENT: 81005 - TUIT WAIVER FCHS	0.00	517.00	24,443.00	25,000.00	557.00	2.23
DEPARTMENT: 81006 - TUIT WAIVER FINE A	0.00	0.00	44,462.00	49,938.00	5,476.00	10.97
DEPARTMENT: 94000 - STUDENT CENTER	55.00	3,036.42	47,540.91	77,541.00	29,945.09	38.62
DEPARTMENT: 98001 - CHILD CARE	0.00	3,337.42	30,362.03	41,248.00	10,885.97	26.39
FUND: 11 - GENERAL	158,726.28	1,139,144.79	11,584,304.89	16,705,094.00	4,962,062.83	29.70

Fiscal Year: 2009 FUND: 14 - ADULT SUPPLEMENTARY ED

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	3,030.39	5,513.87	80,469.48	133,946.25	50,446.38	37.66
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	1,795.85	3,000.00	1,204.15	40.14
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	1,773.47	0.00	1,773.47-	0.00
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	574.27	8,422.00	7,847.73	93.18
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	989.25	11,689.68	13,000.00	1,310.32	10.08
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	1,113.53	1,200.00	86.47	7.21
DEPARTMENT: 55008 - VOLLEYBALL	3,892.56	0.00	409.08	5,000.00	698.36	13.97
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	0.00	269.10	5,000.00	4,730.90	94.62
DEPARTMENT: 31000 - COMMUNITY SERVICE	1,374.00	2,307.49	11,370.86	40,350.00	27,605.14	68.41
DEPARTMENT: 55007 - BASEBALL	0.00	2.50	8,064.25	12,000.00	3,935.75	32.80
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	2,400.00	2,400.00	100.00
DEPARTMENT: 11031 - DRAMA	0.00	0.00	84,938.18	88,860.00	3,921.82	4.41
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	981.00	6,140.99	7,505.00	1,364.01	18.17
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	7,194.30	0.00	7,194.30-	0.00
DEPARTMENT: 55013 - DANCE TEAM	370.50	0.00	83.25	500.00	46.25	9.25
FUND: 14 - ADULT SUPPLEMENTARY ED	8,667.45	9,794.11	215,886.29	321,183.25	96,629.51	30.09

Fiscal Year: 2009 FUND: 16 - AUXILIARY ENTITIES

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	330.00	4,143.75	7,387.96	12,000.00	4,282.04	35.68
DEPARTMENT: 94000 - STUDENT CENTER	2,013.75	48,438.65	117,316.48	139,100.00	19,769.77	14.21
DEPARTMENT: 95000 - STUDENT HOUSING	3,757.20	297,699.20	916,432.52	1,097,148.00	176,958.28	16.13
DEPARTMENT: 95001 - DIRECTOR'S APARTME	0.00	0.00	8,069.00	8,069.00	0.00	0.00
DEPARTMENT: 98000 - COSMETOLOGY	727.50	3,464.07	58,203.83	113,955.00	55,023.67	48.29
DEPARTMENT: 98001 - CHILD CARE	300.00	3,033.30	21,212.99	30,000.00	8,487.01	28.29
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	2,000.00	11,200.00	19,200.00	8,000.00	41.67
FUND: 16 - AUXILIARY ENTITIES	7,128.45	358,778.97	1,139,822.78	1,419,472.00	272,520.77	19.20

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	193,239.98	3,110,164.17	103,687.51	3,006,476.66-	899.55-
FUND: 21 - FEDERAL STUDENT AID	0.00	193,239.98	3,110,164.17	103,687.51	3,006,476.66-	899.55-

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	5,762.00	0.00	5,762.00-	0.00
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.00	16,553.67	19,215.00	19,215.00	0.00	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	585.09	14,527.59	44,146.00	88,110.82	43,379.73	49.23
DEPARTMENT: 12200 - ADN PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	250.00	344.00	9,406.73	9,062.73	96.34
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 12200 - ADN PROGRAM	0.00	0.00	65.25-	0.00	65.25	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	21,634.97	23,234.97	1,600.00	6.89
DEPARTMENT: 50000 - DEAN OF STUDENT SE	1,305.41	14,014.51	159,352.81	165,286.17	4,627.95	2.80
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	0.00	0.00	35,670.74	66,352.79	30,682.05	46.24
DEPARTMENT: 45011 - SCIENCE LAB ACTIVI	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	284,299.48	284,299.48	0.00	0.00
DEPARTMENT: 13301 - ABE--INSTRUCTION	4,190.00	0.00	4,190.00-	0.00	0.00	0.00
DEPARTMENT: 00000 - GENERAL	0.00	0.00	5,675.09	0.00	5,675.09-	0.00
DEPARTMENT: 12211 - MEAT JUDGING	0.00	0.00	4,470.69-	0.00	4,470.69	0.00
DEPARTMENT: 11040 - SCIENCE	0.00	0.00	6,676.12	6,676.12	0.00	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	720.27	89,230.77	178,275.19	89,044.42	49.95
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 12273 - WELDING	655.92	0.00	9,185.24	12,896.14	3,054.98	23.69
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	19,608.08	0.00	19,608.08-	0.00
DEPARTMENT: 13301 - ABE--INSTRUCTION	0.00	0.00	0.00	11,800.00	11,800.00	100.00
DEPARTMENT: 00000 - GENERAL	0.00	0.00	29,818.00-	29,818.00-	0.00	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	2,338.79	18,642.08	150,840.39	315,123.00	161,943.82	51.39
DEPARTMENT: 00000 - GENERAL	0.00	0.00	11,907.00-	11,907.00-	0.00	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	150.00	17,415.22	129,695.28	250,041.00	120,195.72	48.07
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	4,712.65	11,780.64	72,645.72	250,380.00	173,021.63	69.10
DEPARTMENT: 45011 - SCIENCE LAB ACTIVI	0.00	0.00	0.00	77,311.00	77,311.00	100.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	0.00	247,300.00	247,300.00	100.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	43.93	16,705.09	158,594.07	203,940.00	45,302.00	22.21
DEPARTMENT: 11040 - SCIENCE	0.00	934.08	5,511.88	14,957.00	9,445.12	63.15
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	29,751.62	51,150.00	21,398.38	41.83
DEPARTMENT: 42005 - DEAN OF TECHNICAL	8,415.40	16,419.59	117,650.01	160,296.00	34,230.59	21.35
DEPARTMENT: 42000 - DEAN OF LEARNING S	826.00	10,358.52	59,790.73	119,414.00	58,797.27	49.24
DEPARTMENT: 31000 - COMMUNITY SERVICE	63.00	6,953.58	67,658.44	107,040.50	39,319.06	36.73
FUND: 22 - RESTRICTED GRANTS	23,286.19	145,274.84	1,442,487.50	2,620,780.91	1,155,007.22	44.07

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	298.27	4,273.50	13,000.00	8,726.50	67.13
DEPARTMENT: 61000 - PRESIDENT	0.00	0.00	0.00	600.00	600.00	100.00
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	5,425.00	20,780.00	25,352.50	4,572.50	18.04
DEPARTMENT: 63000 - INFORMATION SERVIC	0.00	0.00	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
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	0.00	3,364.00	3,364.00	100.00
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	7,000.00	7,000.00	0.00	0.00
DEPARTMENT: 63000 - INFORMATION SERVIC	0.00	0.00	1,000.00	1,000.00	0.00	0.00
FUND: 23 - OTHER RESTRICTED FUNDS	0.00	5,723.27	34,053.50	72,344.50	38,291.00	52.93

Fiscal Year: 2009 FUND: 24 - ADULT BASIC EDUCATION

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail

DEPARTMENT: 13301 - ABE--INSTRUCTION	14,178.20	9,136.08	139,497.88	181,725.79	28,049.71	15.44
DEPARTMENT: 13305 - ABE--STAFF DEVELOP	997.00	1,654.57	6,592.30	11,342.00	3,752.70	33.09
DEPARTMENT: 13301 - ABE--INSTRUCTION	432.00	18,196.99	82,205.10	229,501.00	146,863.90	63.99
DEPARTMENT: 00000 - GENERAL	0.00	0.00	27,500.00-	27,500.00-	0.00	0.00
DEPARTMENT: 13301 - ABE--INSTRUCTION	350.00	12,617.32	96,488.22	147,247.00	50,408.78	34.23
FUND: 24 - ADULT BASIC EDUCATION	15,957.20	41,604.96	297,283.50	542,315.79	229,075.09	42.24

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	211,630.53	4,197.34	196,036.14	653,492.00	245,825.33	37.62
FUND: 61 - CAPITAL OUTLAY	211,630.53	4,197.34	196,036.14	653,492.00	245,825.33	37.62

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail

DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	272,320.00-	271,629.67-	0.00	271,629.67	0.00
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	0.00	0.00	99.22	0.00	99.22-	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	642.97	0.00	642.97-	0.00
DEPARTMENT: 93000 - ISSUANCE EXPENSE	0.00	0.00	27,296.25	0.00	27,296.25-	0.00
FUND: 63 - DEBT RETIREMENT FUND	0.00	272,320.00-	243,591.23-	0.00	243,591.23	0.00

Fiscal Year: 2009 FUND: 64 - DEBT PROJECT FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	306,886.48	0.00	257,186.52	0.00	564,073.00-	0.00

FUND: 64 - DEBT PROJECT FUND	306,886.48	0.00	257,186.52	0.00	564,073.00-	0.00

Fiscal Year: 2009 FUND: 65 - CAPITAL CAMPAIGN FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	102,611.00	0.00	397,389.00	0.00	500,000.00-	0.00
FUND: 65 - CAPITAL CAMPAIGN FUND	102,611.00	0.00	397,389.00	0.00	500,000.00-	0.00

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	12,912.63	33,752.16	163,283.86	307,687.54	131,491.05	42.74
DEPARTMENT: 99001 - STUDENT NEWSPAPER	2,930.00	800.00	7,827.59	52,750.00	41,992.41	79.61
DEPARTMENT: 99002 - STUDENT MAGAZINE	185.00	118.91	326.36	53,000.00	52,488.64	99.04
DEPARTMENT: 50000 - DEAN OF STUDENT SE	300.00	1,836.25	14,693.63	35,550.00	20,556.37	57.82

FUND: 71 - ACTIVITY/ORGANIZATION FD	16,327.63	36,507.32	186,131.44	448,987.54	246,528.47	54.91

Fiscal Year: 2009 FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	11,965.00	0.00	11,965.00-	0.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	8,769.00	0.00	8,769.00-	0.00
DEPARTMENT: 55003 - MEN'S TRACK	0.00	656.00	2,418.00	0.00	2,418.00-	0.00
DEPARTMENT: 55004 - WOMEN'S TRACK	0.00	0.00	3,237.00	0.00	3,237.00-	0.00
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	0.00	11,371.00	0.00	11,371.00-	0.00
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	87,856.00	0.00	87,856.00-	0.00
DEPARTMENT: 55007 - BASEBALL	0.00	0.00	6,966.00	0.00	6,966.00-	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	13,466.00	0.00	13,466.00-	0.00
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	0.00	6,044.00	0.00	6,044.00-	0.00
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	6,515.00	0.00	6,515.00-	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	17,866.00	0.00	17,866.00-	0.00
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	0.00	27,987.00	0.00	27,987.00-	0.00
DEPARTMENT: 11022 - SPEECH	0.00	0.00	2,239.00	0.00	2,239.00-	0.00
DEPARTMENT: 11025 - JOURNALISM	0.00	0.00	8,873.00	0.00	8,873.00-	0.00
DEPARTMENT: 11030 - ART	0.00	0.00	4,386.00	0.00	4,386.00-	0.00
DEPARTMENT: 11031 - DRAMA	0.00	0.00	6,843.00	0.00	6,843.00-	0.00
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	0.00	10,306.00	0.00	10,306.00-	0.00
DEPARTMENT: 11033 - INST MUSIC	0.00	5,240.00	25,124.00	0.00	25,124.00-	0.00
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	0.00	2,643.00	0.00	2,643.00-	0.00
DEPARTMENT: 12211 - MEAT JUDGING	0.00	0.00	7,704.00	0.00	7,704.00-	0.00
FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS	0.00	5,896.00	275,733.00	0.00	275,733.00-	0.00

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	21,875.00	47,972.38	198,026.97	270,000.00	50,098.03	18.55
FUND: 73 - EDUKAN CONSORTIUM FUND	21,875.00	47,972.38	198,026.97	270,000.00	50,098.03	18.55

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	0.00	74,925.00-	0.00	74,925.00	0.00
DEPARTMENT: 00000 - GENERAL	0.00	10,408.88	84,261.48	0.00	84,261.48-	0.00
FUND: 89 - OTHER	0.00	10,408.88	9,336.48	6,500.00	2,836.48-	43.63-

As of 3/31/2009

		Amount	% Rate
Cash in Bank:	Commerce Bank	$ 286,344.81	0.0500%
	Security State - Scott City	$ 24,386.04	0.0000%
	State Municipal Invest. Pool	$ 127,956.66	0.0850%
	Landmark National Bank	$ 6,934,908.24	0.2200%

Investments:

Institution	Type	Amount	% Rate	Beg. Date	End Date
Commerce Bank	CD	$ 4,000,000.00	2.3050%	12/3/2008	########

Garden City
COMMUNITY COLLEGE

April 10, 2009

To: Board of Trustees

From: Cricket Turley, Director of Human Resources

New Hires
Bill Griffith, Asst Football Coach, effective February 24, 2009
Alaura Sharp, Head Women's Basketball Coach, effective March 20, 2009
Daniel Baldwin, Band Instructor for fall semester only, effective August 13, 2009

Separations
Marjory Hall, English Instructor, effective May 22, 2009

Retirements
Mary Wilson, Business and Information Instructor, effective May 22, 2009

Transfers/Promotions
Doug Peters, transfer to IT Network Manager, effective March 2, 2009
Jacob Ripple, transfer to SID/Assoc AD/BAA Fundraiser, effective March 6, 2009

Vacancies
Asst. Volleyball Coach (volunteer, part-time)
Asst. Women's Basketball Coach (volunteer, part-time)
Campus Security Officer
Nursing Instructor
Dean of Technical
Computer Tech

GARDEN CITY COMMUNITY COLLEGE
FACULTY CONTRACTS
FOR NON-CREDIT CLASSES
FALL, 2008

(Presented to Payroll for Payment 2/25/09)

INSTRUCTOR	CLASS	AMOUNT
Cardonell, Randy L.	PHTLS - Scott City (CRMJ500-01) 16 contact hour(s) @ $Flat Rate/hour (15 students) 11/15/08 - 11/22/08, S, 8:00 a.m. - 6:00 p.m. 14-00-8033-31000-5270	$ 200.00
Landgraf, Jeffrey J.	PHTLS - Leoti (CRMJ500-02) 16 contact hour(s) @ $Flat Rate/hour (20 students) 12/12/08 - 12/14/08, F-S-Su, 8:00 a.m. - 5:00 p.m. 14-00-8033-31000-5270	$ 610.00
McGowan, William L.	PHTLS - Scott City (CRMJ500-01) 16 contact hour(s) @ $Flat Rate/hour (15 students) 11/15/08 - 11/22/08, S, 8:00 a.m. - 6:00 p.m. 14-00-8033-31000-5270	$ 200.00
Prewitt, Robert D.	PHTLS - Scott City (CRMJ500-01) 16 contact hour(s) @ $Flat Rate/hour (15 students) 11/15/08 - 11/22/08, S, 8:00 a.m. - 6:00 p.m. 14-00-8033-31000-5270	$ 200.00
Sauvain, Kenneth W.	PHTLS - Scott City (CRMJ500-01) 16 contact hour(s) @ $Flat Rate/hour (15 students) 11/15/08 - 11/22/08, S, 8:00 a.m. - 6:00 p.m. 14-00-8033-31000-5270	$ 200.00
Snoke, Elizabeth A.	PHTLS - Scott City (CRMJ500-01) 16 contact hour(s) @ $Flat Rate/hour (15 students) 11/15/08 - 11/22/08, S, 8:00 a.m. - 6:00 p.m. 14-00-8033-31000-5270	$ 200.00
	TOTAL NON-CREDIT FACULTY CONTRACTS	**$ 1,610.00**

14-00-8033-31000-5270 $ 1,610.00 (Public Safety)

M E M O

March 31, 2009

To: Carol Ballantyne

From: Dee Wigner

RE: Core Switch

It is necessary to replace the core switch for our computer network. This switch controls all the electronic traffic for the entire campus. Information from all buildings comes back to this switch and all servers and internet connect directly to the switch.

The current switch is nine years old and, like all technology, needs to be updated periodically. The switch is experiencing an average packet loss of 10%. This means that every email or web page that is accessed or sent, 10% of the information is lost and has to be resent.

The new core switch will provide more security as it allows IT to be able to control who has access to different servers and internet access. The new switch will also allow the Cymphonix Filtering Appliance to be moved to the dorm portal which is necessary to comply with the new regulations regarding peer to peer downloading that was addressed in the Higher Education Act that was passed August of 2008l. The Enterasys has filtering capabilities built into every port which will eliminate the need to purchase another filtering system.

The switch is being funded through student technology fees, the general fund IT budget, and the State Technology Grant. Three bids were received. The recommendation is to accept the lowest bid.

Consent
D-1

Please type or print clearly and neatly

Item(s) to be purchased:

Enterays Core Switch and outlaying switch

Bidders and amounts:

(1) Company CDW-G AMOUNT $ 38,373.00

Address Chicago IL

(2) Company Dell AMOUNT $ 38,554.65

Address

(3) Company MTC AMOUNT $ 57,761.39

Address Kansas City Mo

(4) Company AMOUNT $

Address

Shipping/other costs X **are** ____ **are not included in amounts shown above.**

____ **Single source vendor.** *Please indicate why this is a single source vendor.*

Recommendation of bid to accept: #1

List company name and bidder number (1, 2, 3, 4) from above

Reason for selection if not lowest bid:

Due consideration, as per GCCC policy, given to local businesses: ____ Yes ___ No

Attach additional information as needed. Please type or print clearly and neatly.

BRIEF BID AMOUNT GUIDE

- $2,499 and under Bid not required
- $2,500-$9,999 Written listing of comparative prices
- $10,000-$19,999 Written bids
- Over $20,000 Contact Business Office

Dee A Wigner

Purchaser's Name (please type or print clearly)

Business Office

Department/Division/Office

Dee A Wigner

Purchaser's Signature

PURCHASE ORDER REQUISITION

GARDEN CITY COMMUNITY COLLEGE

801 Campus Drive Garden City, Kansas 67846 (620) 276-7611

TO: (Vendor) CDWG

230 North Milwaukee

Vernon Hills, IL 60061

INSTRUCTIONS:

(1) Type all information requested.
(2) Forward to Business Office where purchase order will be prepared.
(3) The white copy remains in the Business Office; the green copy is sent to the vendor; the pink copy and the goldenrod copy are returned to the Division Director; and the canary copy is returned to the Dean.
(4) Upon receipt of merchandise, the pink copy is to be signed and returned to the Business Office.

QUAN.	PART NO.	DESCRIPTION	UNIT COST	EXTENDED COST
1		Enterays Core Switch and Out laying switch		$38,373.00
		For equipment purchases please indicate equipment location: Building _____ Room _____		
		KANSAS SALES TAX EXEMPTION NO. 71-0021 FEDERAL TAX ID NO. 48-0698107	TOTAL ▶	38,373.00

Account Number	Amount
22-00-~~0000~~ 3016 - 11100 - 8530	16,553.67
11-00-0000-11100-8530	10,909.66
11-00-0000-64000-8530	10,909.67

REQUESTED BY	DATE	DEPARTMENT	BUILDING
Scott Smyth	2/28	Computer Service	Voc
Person	Date	Approved	Not Approved
Div. Director	2/28	Scott Smyth	
Dean			
Bus. Mgr.			

GCCC PRESS

MEMO

March 31, 2009

TO: Carol Ballantyne

FROM: Dee Wigner

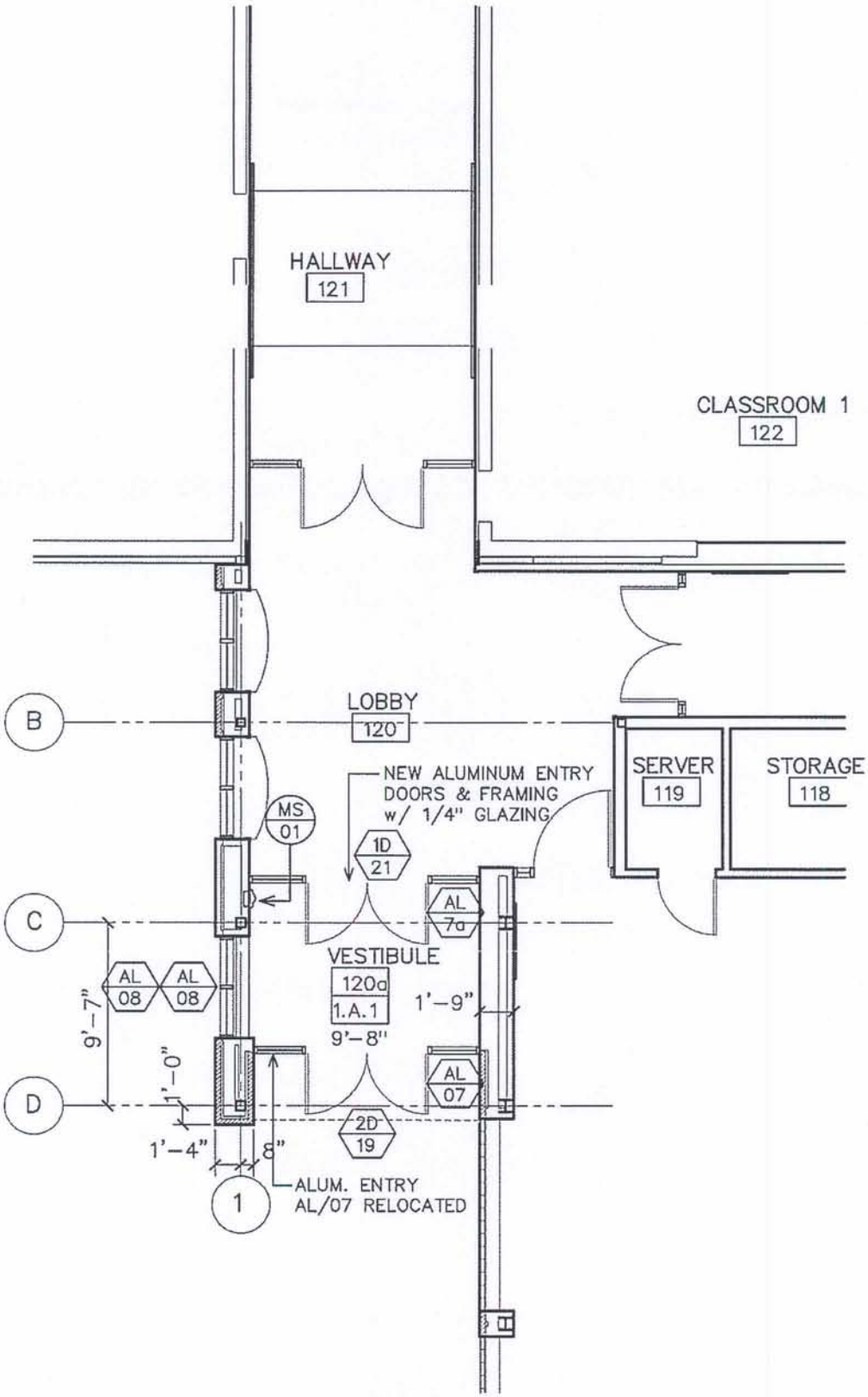
RE: Penka Vestibule

The original drawing of the Penka addition included an air lock vestibule at the south entrance of the new addition. Now that the walls are up, this area is more of a hallway that connects the new addition to the existing building. Although the doors are in place and could easily be closed to benefit from the air lock. We believe the doors would be constantly opening and closing due to passing traffic. If the doors were to remain closed, as the original intent, they would impede traffic flow as well as create noise in the hallway.

In order to establish a true airlock entrance, we propose the addition of an area outside the current exterior doors. Stewart Nelson has drawn a design that will blend into the existing construction. The drawings are attached for review.

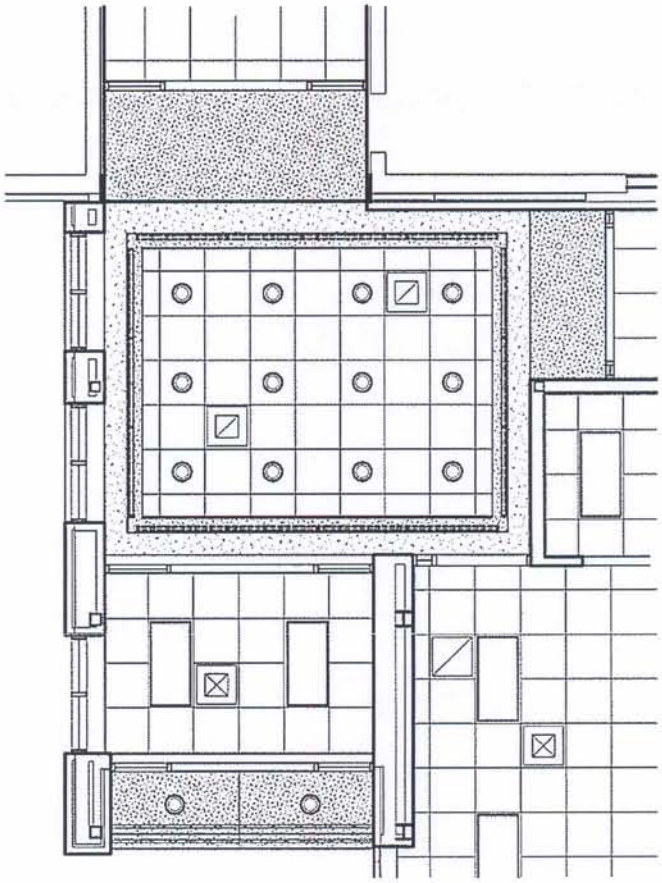
The cost to add the vestibule is also attached. There are funds within the Title V grant that would cover the cost of the vestibule. We recommend the Board approve this addition to the Penka project.

Consent
D-2



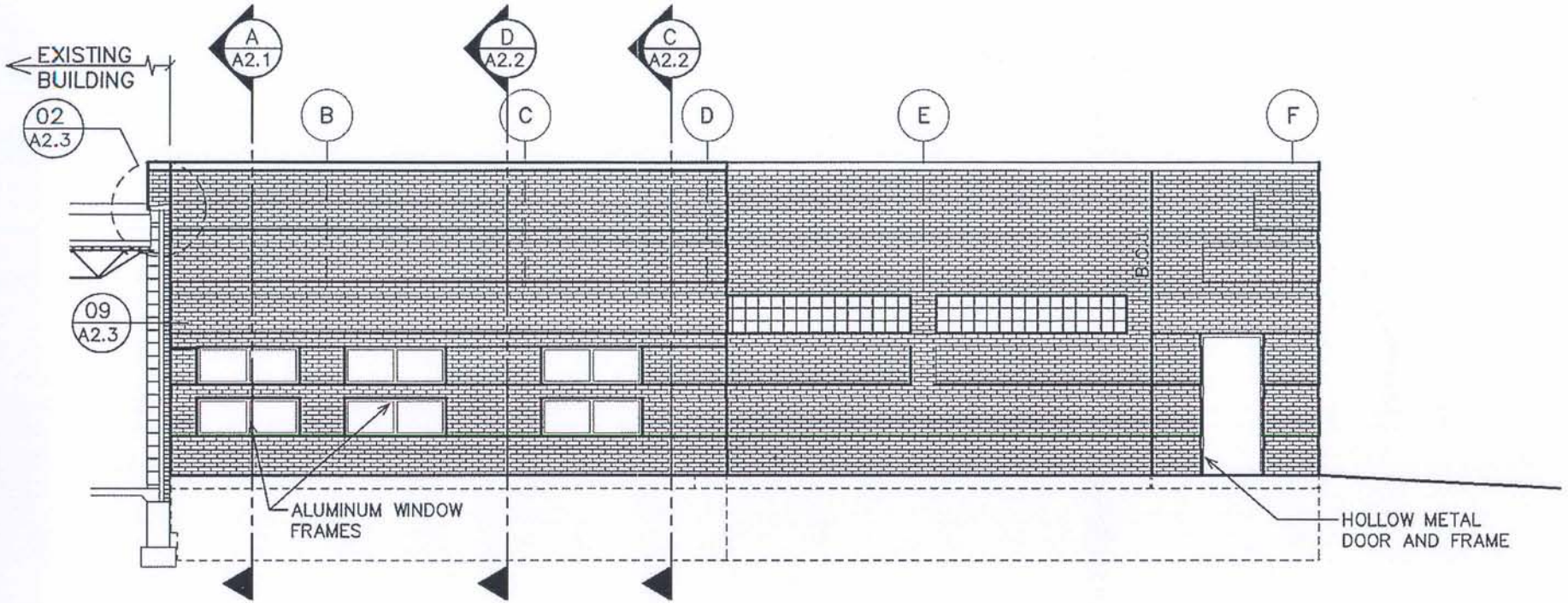
VESTIBULE FLOOR PLAN

SCALE: 1/8" = 1'-0" BULLETIN #1



RFLCTD CLG FLR PLAN

SCALE: 1/8" = 1'-0" (BULLETIN #1)



WEST ELEVATION

SCALE: 1/8" = 1'-0"

DICK CONSTRUCTION INC.
1809 East Mary
P.O. Box 1215
Garden City, KS 67846
Ph. 620-275-1806 Fax 620-275-0831
e-mail=gdick@dickconstruction.com

March 24, 2009

Stewart Nelson
GMC&N PA
115 East Laurel
Garden City, KS 67846

RE: Penka Building Vestibule Addition

Stewart,

The cost to add a vestibule on the west entrance is $ 27,500.00. Below is a breakdown.

• Footings	$ 1,800.00
• Rebar	$ 850.00
• Structural steel	$ 4,320.00
• Demolition	$ 550.00
• Floor	$ 880.00
• Brick	$ 2,600.00
• Glass	$ 3,855.00
• Drywall	$ 3,000.00
• Ceiling	$ 480.00
• Flooring	$ 700.00
• Painting	$ 750.00
• Roofing	$ 1,000.00
• Mechanical	$ 3,000.00
• Electrical	$ 750.00
• Misc. if required	$ 600.00
• Subtotal	$ 25,135.00
• Contractor fee	$ 2,010.00
• Bond	$ 271.00
• Total estimate	$ 27,416.00

Please call if you have any question.

Gary D. Dick

MEMO

March 31, 2009

To: Carol Ballantyne

From: Dee Wigner

RE: Fire Alarm System – JCVT

All college buildings built prior to the Annex (1995) have fire alarm systems that do not meet current codes and standards and contain parts that are no longer available. The fire alarm system in the John Collins vocational Building is not functioning properly and needs immediate attention.

All of the newer buildings, Gary Jarmer Technical Annex, Beth Tedrow Student Center, and Student and the Community Services Center, have Simplex Grinnell Fire Alarm Systems. Fire alarm systems in the Penka and Fouse Buildings will be replaced with Simplex Grinnell systems during renovations. The Simplex Grinnell systems are addressable, scalable and can be linked together for alarm notification, trouble reporting and monitoring purposes. As fire alarm systems across campus are replaced, it makes sense to remain with the same brand for the fore mentioned reasons. The college is able to purchase the equipment through the state contract at a 20% discount.

We are requesting Board approval to replace the existing fire alarm system in JCVT. There are two purchase orders for this project, one is for the purchase of fire alarm equipment and the second is for Wallace Electric to provide installation. Wallace Electric was awarded the bid on both the Penka addition and the Fouse remodel. They were able to submit a lower bid on the fire alarm system due to the fact they have employees on site and could easily work on all three jobs as needed.

The cost of the fire alarm system and installation will be charged to the Capital Outlay Fund.

Consent
D-3

GCCC BID RECORD

Please type or print clearly and neatly

Item(s) to be purchased:

Equipment for JCVT fire alarm system

Bidders and amounts:

(1) Company Simplex Grinnell AMOUNT $ 20,691.00

Address Wichita ks

(2) Company _____ AMOUNT $ _____

Address _____

(3) Company _____ AMOUNT $ _____

Address _____

(4) Company _____ AMOUNT $ _____

Address _____

Shipping/other costs ____ are ____ are not included in amounts shown above.

X **Single source vendor.** *Please indicate why this is a single source vendor.*

equipment needs to be compatible with existing systems

Recommendation of bid to accept: _____

List company name and bidder number (1, 2, 3, 4) from above

Reason for selection if not lowest bid: _____

Due consideration, as per GCCC policy, given to local businesses: ____ Yes ___ No

Attach additional information as needed. Please type or print clearly and neatly.

BRIEF BID AMOUNT GUIDE

- $2,499 and under Bid not required
- $2,500-$9,999 Written listing of comparative prices
- $10,000-$19,999 Written bids
- Over $20,000 Contact Business Office

Dee A Wagner

Purchaser's Name (please type or print clearly)

Business Office

Department/Division/Office

Dee A Wagner

Purchaser's Signature

GCCC

BID COMPARISON

Garden City Community College
801 Campus Drive
Garden City, Kansas 67846

New Fire Alarm System - JCVT - 2009
Tuesday, March 31, 2009, 1:30 p.m.

VENDOR	BID
3G Electric Inc. 905 W. Mary Street, Garden City, KS 67846	NO BID
5 Star Electric 1292 Road T, Lakin, KS 67860	$65,000.00
Davis Electrical Inc W. Hwy 50, Cimarron, KS 67835	$41,000.00
Electrical Solutions 1262 S. Yucca Drive, Garden City, KS 67846	$32,678.32
Freedom Electric 2420 Sherlock Rd., Garden City, KS 67846	NO BID
Building Controls and Services, Inc. 618 East Douglas, Wichita , KS 67202	$29,330.83
Partin Electric 1001 N. 5h Street, Garden City, KS 67846	NO BID
Wallace Electric LLC 1803 N. Humphrey Rd., Garden City, KS 67846	$15,415.00

ACCT Proposal – 40th Congress 2009
"Achieving Success in a Global Economy"

Suggested Title: How to Transition Adult Learners to College and the Workforce

Session Description:
Implementation of a successful transition program – participants will learn how to strengthen recruiting processes for GED and ESL populations; how to better communicate between college personnel and adult basic education personnel; how to facilitate transition for target populations; and how to repackage course offerings to meet the needs of stakeholders.

Session Type: Concurrent, 60-75 minutes with audiovisual technology and handouts

Track: Workforce Development & Economic Vitality

Anticipated outcomes:

1. Participants will learn to develop a rigorous adult secondary education curriculum
    a. The focus of adult education (adult learners and adult educators) must be changed from GED completion to entering postsecondary education, therefore the secondary education curriculum has to provide a higher level of language arts and mathematics

2. Successful educational and supportive transitional strategies will be identified

3. Educators will leave with a model to improve the abilities of and increase the opportunities for GED and ESL students to transition to postsecondary education

Association of Community College Trustees
40th Congress
1233 20th Street N.W., Suite 301
Washington, DC 20036

Presentation Review Committee:

The Board of Trustees of Garden City Community College strongly supports the "How to Transition Adult Learners to College and the Workforce" presentation proposal of Garden City Community College (GCCC) for the 2009 ACCT Congress "Achieving Success in a Global Economy."

The presentation proposal accurately describes the successful transition program that has been implemented at GCCC over the past two years. We believe that the proposed presentation will enhance other institutions' efforts in workforce development and economic vitality. The transition program at GCCC has served as a model for other Kansas institutions as well as community colleges nationwide.

We as a Board are committed to supporting the presentation proposed by Garden City Community College.

Garden City Community College has consistently demonstrated its ability to implement successful programs and is well respected by the community for its leadership in education and workforce development. The Board of Trustees applauds the vision and commitment of the departments joined in this project and pledges its commitment to support this effort.

Sincerely,

Ron Schwartz
Chairman
GCCC Board of Trustees

M E M O R A N D U M
Garden City Community College
Office of the President

TO: **GCCC Board of Trustees**

FROM: **Carol E. Ballantyne, Ph.D.**

DATE: **March 31, 2009**

RE: **Faculty on continuing contract, Faculty being extended continuing contracts, Probationary Faculty Extensions for 2009-2010 and new hires for 2009-2010**

Attached is the current list of Faculty for 2009-2010. This is a statutory requirement that the Board acknowledge the continuous faculty annually, identify those who will be extended continuous contracts for the following year, and those who have been extended another year of probationary status.

Probationary status is extended to any new faculty hired. If they are already tenured at a Kansas school (Secondary or Post Secondary) then they must teach a full load for four semesters to reach continuous contract. If they have not taught in Kansas schools, they must teach six semesters before being extended a continuous contract.

We have two people who will be extended a continuous contract for the first time: Mark Krehbiel and Ryan Peterson. We have determined that both have completed their probationary period and should be extended a continuous contract.

All of the people on this list will receive a letter identifying their status by May 1, 2009. This will also serve as a reminder to them that they will be receiving a contract for next year and that they are obligated to fulfill that contract since they did not resign or retire for FY 2009-2010.

	A	B	C	D
1		**Garden City Community College**		
2		**List of Faculty already on continuous contract**		
3				
4		**Continuous Contract renewal for 2009-2010**		
5				
6	Alexander	Clint	Agriculture	
7	Babcock	Dallas	Ammonia	
8	Bean	Frank	Social Science	
9	Blackburn	Wayne	Ammonia	
10	Burgardt	Katharyn	Nursing	
11	Cervantes	Mary	Social Science	
12	Davis	Jeff	Business	
13	Davis	Kay	Science	
14	Estenson	Dennis	Ammonia	
15	Ferguson	Jeanie	ESL	
16	Fitzgerald	John	Science	
17	Greathouse	Lachele	Business	
18	Harbin	Renee	Business	
19	Hendershot	Shelia	Social Science	
20	Hutcheson	Tammy	Social Science	
21	Kinder	David	Art	
22	Klassen	Carolyn	Music	
23	Kolbeck	Kent	John Deere	
24	Lamb	Winsom	Social Science	
25	Larson	Barb	Reading/Math	
26	Lee	Terry	Science	
27	Marcy	Charles	Economics	
28	McAllister	Jim	Music	
29	McCallum	Brian	Art	
30	McGraw	Doyle	Pysical Education	
31	Meier	Shelley	Social Science	

	A	B	C	D
32	Meng	Doris	English	
33	Morgan	Linda	Criminal Justice	
34	Neff	Martin	Industrial Tech	
35	Nonhof	Art	Science	
36	Pander	Larry	Fire Science	
37	Pendergraft	Mary	Nursing	
38	Peterson	Ryan	Drama	
39	Pfenninger	Pati	Cosmetology	
40	Robinson	Deb	Business	
41	Sanders	John	Social Science	
42	Schafer	John	Science	
43	Schmidt	Roger	John Deere	
44	Schreiber	Rob	Automotive	
45	Stein	Cyd	Broadcasting	
46	Steinle	Nathan	Automotive	
47	Stubblefield	Judy	Math	
48	Terpstra	Phil	Math	
49	Thomas	Greg	Social Science	
50	Thompson	Steve	Computer Science	
51	Walker	Larry	English	
52	Wampler	Elizabeth	Nursing	
53	Wensel	Leslie	Math	
54	Whetstone	Teresa	Nursing	
55	Whitehill	Judy	Social Science	
56	Wright	Clay	Music	
57	Wright	Marsha	English	
58	York	Laura	Journalism	
59				

	A	B	C	D
60				
61		**Begin Continuous Contract Fall 2009**		
62				
63	Krehbiel	Mark	Math	2009
64	Peterson	Ryan	Drama	2009
65				
66				
67		**Probationary Faculty Renewal**		**Continuous Contract Date**
68		**of Contract for 2009-2010**		
69	Beyer	Douglas	Music	2010
70	Brungardt	Thomas	Welding	2011
71	Cheney	John	Science	2011
72	Crain	Terry	Industrial Tech	Spring 2012
73	Eberhart	Eugenia	English	2010
74	Francis	Dawnnel	Math	2010
75	Hinde	Guille	Cosmetology	Spring 2013
76	Moore	Mary	Forensics	2011
77	Rupp	David	Criminal Justice	Spring 2010
78	Rutter	Jon	Speech	2011
79	Ven John	Cindy	Agriculture	Spring 2010
80	Waters	Amy	Nursing	2011
81	Whetstone	Teresea	Nursing	2010
82	Young	Bill	Paramedic	2011
83				
84				
85		**New Hire for 2009-10**		
86				
87	Baldwin	Daniel	Music Fall	Temporary replacement for Sabbatical (McAllister)
88	Payne	Alan	English	2013
89				
90				

M E M O R A N D U M
Garden City Community College
Office of the President

TO: **GCCC Board of Trustees**

FROM: **Carol E. Ballantyne, Ph.D.**

DATE: **March 26, 2009**

RE: **Reduction of Programs in the Business and Computer Information Systems (BSIS) Division**

After reviewing the Business Programs and having the faculty discuss opportunities and barriers to programs and enrollment, I recommend that the College reduce the number of its BSIS programs by eliminating three programs. The division currently offers five degree or certificate options to students: Office Technology, Mid-management, Business Systems Networking & Telecommunications, Business Administration, and Computer Science & Information Systems. The Technical Dean and the faculty in the programs concur that this is the most effective way to redevelop the programs. The Business Program should be among the largest on campus and it has not been for several years.

The programs that would be eliminated include Office Technology, Mid-management, and Business Systems Networking & Telecommunications. The rationale for the reduction is consistently low enrollment in these programs over the past many years.

Instructors are working with their advisory committees to develop a series of certificate programs that will offer a career ladder pathway for workforce entry and/or advanced postsecondary education in Business Administration and Computer Science & Information Systems. In addition, they are developing an Accounting career pathway.

All aspects of this curriculum revision process will be completed by the end of the 2009-2010 academic year.

M E M O

April 2, 2009

To: Carol Ballantyne

From: Dee Wigner

Re: Electronic Scoreboard and Video Display System

Garden City Community College joined into an Interlocal Agreement with USD #457 for the purpose of obtaining an electronic scoreboard and video display system for Memorial Stadium. Three vendors attended a mandatory pre-bid meeting to go over the specifications of the project. A Request for Proposal was prepared which included a base bid and five alternate bids. The RFP was distributed to the three vendors on March 24.

Bids were due and received on April 1, 2009. Two bids were received. The third company was contacted and informed us that they did not submit a bid due to the fact they could not meet the project completion date of July 1, 2009. The two received bids are documented on the following spreadsheet.

The bids were reviewed by Dennis Perryman, Bob Larson, Greg Greathouse, Scott Smythe, Larry Johnston, Bill Weatherly, Shelby McNutt and me. After considerable discussion, the group agreed to recommend that the Board of Trustees accept the Daktronics bid.

The cost of the project is to be paid by sponsors purchasing advertising on the scoreboard. There are eight sponsor ads available at a price of $25,000 each payable over five years. In exchange for their payment, sponsors will receive a static ad on the face of the board and a minimum of four video ads will be displayed on the video screen during GCCC and USD 457 football games. GCCC will be a sponsor. A blank sponsorship agreement is submitted for Board review. Signed sponsorship agreements will be presented to the Board at the April Board meeting.

Daktronics offered a lease/purchase package through First Bank and Trust, Fargo, ND. The proposed interest rate was 5.5%. Commerce Bank was able to offer a lease/purchase rate of 4.15%. The amount to been financed is estimated at $130,000 as one sponsor has paid $25,000 in full. The estimated annual payments will be $35,000. Final finance agreement will be presented to the Board at the April Board meeting.

I am requesting the Board take the following action:

Approve the purchase of Scoreboard and Video Display System from Daktronics
Approve the lease purchase agreement with Commerce Bank
Approve individual Sponsorship Agreements

Consent
H
H-1
H-2

	ATHCO	DAKTRONICS
BASE BID		
Video Display Dimensions	14'5" L ong X 10'10" Tall	13'3" Long X 9'8" Tall
Scoreboard		
Control system w/camera		
5-year standard warranty		
2 days on-site training		
TOTAL OF BASE BID	107,920	126,000
ALTERNATE ONE		
Six sponsor panel logos	3,940	3,957
ALTERNATE TWO		
On-site installation	33,715	35,000
ALTERNATE THREE		
Extended waranty	$10,000 per year	$4,750 per year
ALTERNATE FOUR		
Financing	N/A	
ALTERNATE FIVE		
Control Room Equipment	49,880	21,200
Total Cost		
Excluding Alternate 3 & 4	**195,455**	**186,157**

Conceptuals

Equipment Specifications #822224

Sponsor Display (Qty:4)
- Copy area is approx. 4'0" high x 6'3" wide
- Display face is finished aluminum

Sponsor Display (Qty: 4)
- Copy area is approx. 5'0" high x 5'8" wide
- Display face is finished aluminum

Daktronics SSL-23 LED Video Display
- 128 lines of resolution x 176 columns of resolution
- Lines of LEDs are on 23 mm (.90") centers
- LEDs illuminate red, green and blue

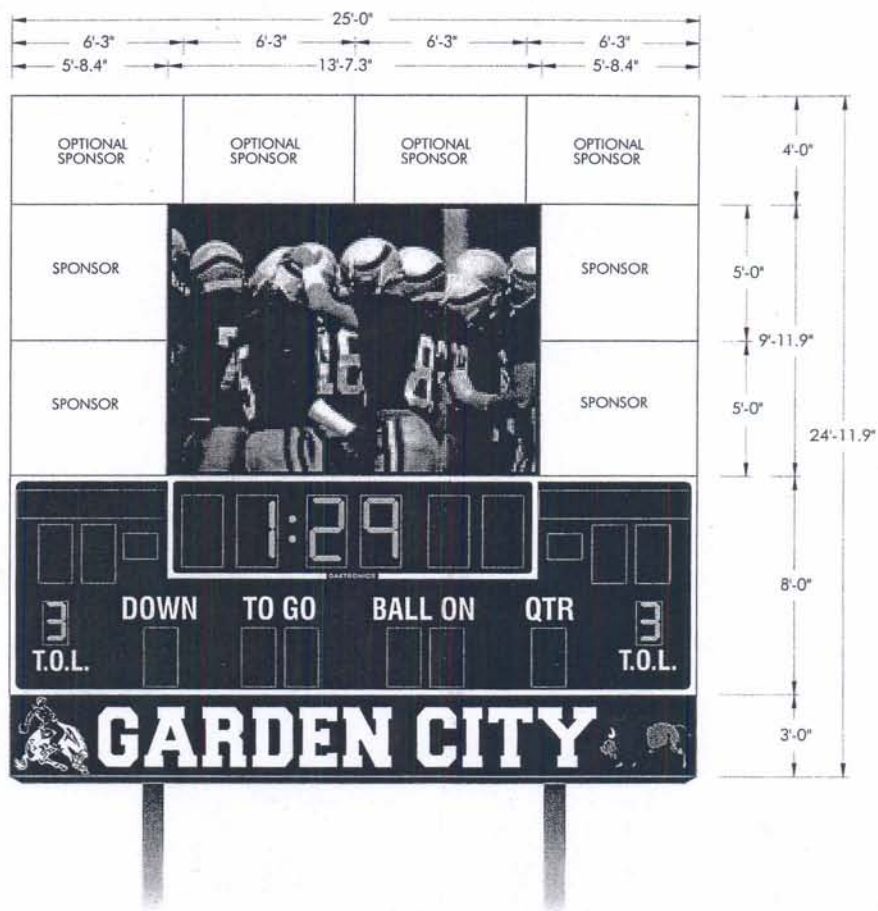
Scoreboard Display
Digits:
- Clock digits are 30" high, 7 LED segments each
- TOL digits are 18" high, 7 LED segments each
- All other digits are 24" high, LED segments each
- All digits and indicators illuminate amber

Captions:
- All captions are 12" high
- All captions are white vinyl

Team Name Message Centers:
- Matrix: 8 x 48
- Spacing: 34 mm (1.33") centers
- LEDs illuminate amber

Identification Display
- Letters are 24" high, vinyl
- Logos to be specified
- Display face is finished aluminum

Estimated Power Demand
- Scoreboard display: 900 W
- SSL-23-128x176: 7,300 W
- Total system: 8,200 W



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SCOREBOARD SPONSORSHIP AGREEMENT

THIS SCOREBOARD SPONSORSHIP AGREEMENT (Agreement) made and entered into this _____ day of _____, 2009, by and between GARDEN CITY COMMUNITY COLLEGE (GCCC) and _____ (Sponsor).

WHEREAS, GCCC is purchasing an electronic scoreboard and video display board (Scoreboard) to be installed and located at Memorial Stadium, Garden City High School (GCHS); and

WHEREAS, the Scoreboard has the capability of allowing for enhanced video messaging and advertising; and

WHEREAS, Sponsor desires to display messages and advertising related to Sponsor's business on the Scoreboard; and

WHEREAS, the parties desire to enter into an Agreement to allow for Sponsor to utilize the Scoreboard for messages and advertising during GCCC and Unified School District No. 457 (USD 457) events.

NOW, THEREFORE, the parties agree as follows:

1. SCOREBOARD. GCCC, in conjunction with USD 457, agrees to purchase and install an electronic scoreboard and video display board (Scoreboard) at Memorial Stadium, GCHS. The Scoreboard shall be installed and operational prior to the first GCHS varsity or GCCC home football game in August, 2009.

2. TERM. The term of this Agreement shall be for five (5) years commencing on the 1st day of July, 2009, and ending on the 30th day of June, 2014. This Agreement shall encompass school years 2009-10, 2010-11, 2011-12, 2012-13 and 2013-14.

3. PAYMENT. Sponsor shall pay to GCCC for the right to advertise on the Scoreboard during the term of this Agreement, the sum of Twenty-five Thousand Dollars ($25,000.00), payable on or before June 1, 2009. All payments shall be made to Garden City Community College, Attn: Dee Wigner, 801 Campus Drive, Garden City, Kansas 67846.

4. DELAY. If for some reason beyond the control of GCCC, the Scoreboard is not installed and functional for the 2009 football season, the term of this Agreement shall be extended for one (1) additional year so that Sponsor is granted five (5) full years of advertising on the Scoreboard.

5. ADVERTISING. The advertising by Sponsor on the Scoreboard shall be subject to the following terms and conditions:

   a. Sponsor shall be allowed a static sponsor panel on the face of the Scoreboard.

   b. Sponsor shall be responsible for all planning, designing and costs associated with development of its static and video advertising to be used on the Scoreboard.

   c. All advertising shall be subject to approval by GCCC or USD 457 for content which is acceptable to the respective educational institutions.

   d. Sponsor shall provide GCCC and USD 457 with proposed advertising on or before July 1, 2009.

e. Sponsor may modify or change video advertising at any time, subject to providing GCCC and USD 457 with the revised video advertising at least thirty (30) days prior to the date Sponsor intends for the video advertising to be used. There shall be no charge for video advertising revisions.

f. All video advertising shall be forty-five seconds or less in length.

g. The video advertising of Sponsor shall run four (4) times prior to or during each GCHS varsity football game and each GCCC football game.

h. All rules of the Kansas State High School Activities Association (KSHSAA) related to advertising at KSHSAA events shall apply to Sponsor's advertising.

i. All rules of the National Junior College Athletic Association (NJCAA) related to advertising at NJCAA events shall apply to Sponsor's advertising.

j. GCCC and USD 457 shall be allowed to use the Scoreboard for promotional purposes during athletic events.

k. No business not entering into a Scoreboard Sponsorship Agreement will be entitled to advertise on the Scoreboard during the term of this Agreement.

l. GCCC and USD 457 staff will be responsible for operation of the Scoreboard.

6. MAINTENANCE. GCCC shall be responsible for all maintenance required for the Scoreboard. GCCC shall endeavor to ensure that Sponsor is afforded the best possible quality to display its advertising on the Scoreboard.

7. DAMAGE. If the Scoreboard is damaged by weather conditions, or some other element beyond the control of GCCC and USD 457, GCCC shall endeavor to promptly repair the Scoreboard. Should the Scoreboard be unable to be used for the majority of games during any fall football schedule of GCCC and USD 457, the term of this Agreement shall be extended for an additional period of one (1) year.

8. GENERAL COVENANTS.

(a) All notices required or which may be given hereunder shall be considered as properly given if delivered in writing, personally, or sent by regular mail, postage prepaid, addressed as follows:

If to GCCC: President
Garden City Community College
801 Campus Drive
Garden City, Kansas 67846

If to USD 457: Activities Director
1412 North Main
Garden City, Kansas 67846

If to Sponsor:

Notices served by mail shall be deemed to be given on the date on which such notice is deposited in the United States mail.

(b) This document incorporates all of the obligations, agreements and understandings of the parties, and there are no oral agreements or understandings between the parties concerning the subject covered by this Agreement.

(c) This Agreement may be amended, changed, modified, or assigned only upon the written consent of the parties.

(d) This Agreement shall be binding upon and inure to the benefit of the parties and their personal representatives and permitted assigns.

(e) This Agreement shall be construed in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be approved as set forth below.

GARDEN CITY COMMUNITY COLLEGE

ATTEST:

_____
Debra Atkinson, Clerk of the Board

_____
RONALD SCHWARTZ, CHAIRPERSON

SPONSOR

_____
By _____

Title _____

THIS RESOLUTION WAS DRAFTED BY WARD LOYD TO SERVE AS THE FORMALIZATION OF THE STATE DEFERRED MAINTENANCE LOAN AGREEMENT.

RESOLUTION NO. 2009-01

RESOLUTION AUTHORIZING THE GARDEN CITY COMMUNITY COLLEGE TO ENTER INTO A LOAN AGREEMENT, THE PROCEEDS OF WHICH WILL BE USED TO PAY THE COSTS OF UNDERTAKING AND COMPLETING CERTAIN POSTSECONDARY EDUCATIONAL INSTITUTION INFRASTRUCTURE FINANCE PROGRAM PROJECTS ON THE COLLEGE CAMPUS IN GARDEN CITY, KANSAS, AND TO APPROVE AND CONFIRM THE EXECUTION OF CERTAIN DOCUMENTS IN CONNECTION THEREWITH.

WHEREAS, under the constitution and the laws of the State of Kansas, particularly K.S.A. 71-201 and K.S.A. 76-7,116, *et seq.*, Garden City Community College, Finney County, Kansas (the "College") is empowered to apply to and secure from the Kansas Board of Regents (the "State Board") the loan of certain funds, and to enter into loan agreements with the State Board to such end, for the purpose of maintenance, repair, reconstruction, remodeling or rehabilitation of buildings located upon the College campus, and to make additions to any such building, any utility system and other infrastructure relating to such building, any life-safety upgrades to such building, any improvements necessary to be made to such building in order to comply with the requirements of the Americans with Disabilities Act or other federal or state law ("Infrastructure Improvement Projects"); and

WHEREAS, the College has previously identified immediate the need for certain infrastructure improvements to the Fouse Science and Math Building on the College campus in Garden City, Kansas, which improvements will further the educational and public purposes of the College, but does not have sufficient monies on hand legally available to cause such improvements to be made for its use; and

WHEREAS, the governing body of the College has, on March 12, 2008 and April 8, 2008, considered recommendations of its chief executive officer and the architect retained by the College for such purpose, and identified and approved Infrastructure Improvements for the Fouse Science and Math Building, including the finance of the cost thereof through the mechanism of the State Board's Postsecondary Educational Institution Infrastructure Finance Program; and

WHEREAS, in compliance with the authorization dated April 8, 2008, the College has caused to be prepared and filed with the State Board its Year 2-FY2009 Project Application for participation in the Postsecondary Educational Institution Infrastructure Finance Program, and provided a statement of assurances in connection therewith, under date of January 15, 2009 (the "Loan Application"); and

WHEREAS, such Loan Application was approved by the State Board, and the College granted authority to secure an interest-free loan of financing to complete the aforesaid approved

Infrastructure Improvement Project, upon the submission by the College of those forms and documents as required by the State Board, inclusive of a Loan Agreement; and

WHEREAS, to complete the Infrastructure Improvement Project and to pay the costs thereof, the College approved and enter into a financing arrangement with the State Board involving a Loan Agreement dated March 30, 2009, providing for the issuance and delivery by the State Board of not to exceed $2,216,645 principal amount of Postsecondary Educational Institution Infrastructure Finance Program proceeds to such end;

THEREFORE, BE IT RESOLVED BY THE GOVERNING BODY OF GARDEN CITY COMMUNITY COLLEGE, AS FOLLOWS:

1. The Loan Application prepared and submitted to the State Board, together with the Statement of Assurances submitted therewith, be and the same hereby are ratified and confirmed in substantially the form submitted to and reviewed by the governing body immediately in advance of the submission thereof on January 15, 2009, are hereby ratified, confirmed and approved.

2. The Loan Agreement dated March 30, 2009, prepared and submitted to the State Board, and attachments thereto, be and the same hereby is ratified, confirmed and approved.

3. The obligation of the College to pay loan repayments under the Loan Agreement shall constitute a current expense of the College and shall not in any way be construed to be an indebtedness or liability of the College in contravention of any applicable, constitutional or statutory limitation or requirement concerning the creation of indebtedness or liability by the College, as the result of and pursuant to the legislative authorization for the College to enter into such Loan Agreement with the State Board upon the State Board having determined the need for the Project and the financial ability of the College to meets its obligation for financing the approved Project, all as such authority is contained and set forth in the Postsecondary Educational Institution Infrastructure Finance Program Act, K.S.A. 76-7,116, *et seq.*; and, all provisions of the Loan Agreement shall be construed so as to give effect to such intent.

4. The Chairperson of the governing body having been authorized and directed to execute and deliver those Documents, being the Loan Application and the Loan Agreement, with necessary attachments, on behalf of and as the act and deed of the College, and the Secretary of the governing body authorized to affix the College seal and to attest to said seal, and the said Loan Agreement having been duly executed and delivered in accordance with such authority, the same is hereby ratified and confirmed by the governing body as and for the act and deed of the College.

5. The College shall, and the officials and agents of the College have heretofore been and hereby are authorized and directed to, take such actions, expend such funds and execute such other documents, certificates and instruments as may be necessary or desirable to carry out and comply with the intent of this Resolution, and to carry out, comply with and perform the duties of

the College with respect to the Loan Application and the Loan Agreement, and other documents authorized or approved hereby for and in benefit of the Project.

6. The governing body of the College now finds and determines that each and every of those actions heretofore referenced and undertaken in compliance with prior governing body action and approvals directing such Infrastructure Improvement Project, being the Fouse Science and Math Building on the College campus in Garden City, Kansas, including the execution and delivery of the Loan Application and the Loan Agreement for and on behalf of the College and this governing body, was advisable and in keeping with previous authorizations and directives.

ADOPTED by the governing body and approved by the Chairperson of the Garden City Community College, this _____ day of April, 2009.

_____
Chairperson

(SEAL)

ATTEST:

_____
Secretary to the Board of Trustees

MARCH 2009 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 #185912 to Skeeter's Body Shop Inc. for $11,714.32 for repairs on fleet vehicle. A bid sheet was attached indicating lowest bid accepted.
- Check #186501 to Medicine River Rodeo for $12,000.00 for rodeo stock. A bid sheet was attached indicating lowest bid accepted.

Payments over $10,000 not requiring bid sheets:

- Check #185495 to City of Garden City for $35,010.78 for utilities.
- Check #185881 to Broncbuster Bookstore for $90,199.81 for spring scholarship books.
- Check #185894 to Great Western Dining for $54,239.85 for multiple invoices.
- Check #186537 to Dick Construction for $150,586.00 for partial payment for work on the Penka addition. The Board previously approved this project.
- Check #186561 to Seminole Energy Services for $25,456.477 for utilities.
- Check #186464 to Blue Cross and Blue Shield for $103,952.50 for March health insurance premiums.

APRIL 2009 MONITORING REPORT

EXECUTIVE LIMITATIONS **MONTHLY**
General Executive Constraints #9 Page 7
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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 #186686 to Burtis Motor for $62,763.00 for three minivans. The Board approved this purchase at the February 25, 2009 meeting.
- Check #187371 to Alexander Open Systems for $19,915.00 for 35 replacement computers.
- Check #187397 to High Touch Inc. for $10,820.73 for video surveillance equipment and cameras. A bid sheet was attached indicating lowest bid accepted.

Payments over $10,000 not requiring bid sheets:

- Check #186854 to EduKan for $45,000.00 for Session 1, Spring 2009 EduKan enrollments.
- Check #187028 to City of Garden City for $39,053.24 for utilities.
- Check #187314 to Blue Cross and Blue Shield for $106,076.07 for April health insurance premiums.
- Check #187396 to Great Western Dining for $44,702.50 for multiple invoices.

APRIL 2009 MONITORING REPORT

EXECUTIVE LIMITATIONS QUARTERLY
Information and Advice #2 Page 11
The President shall not permit the Board to be unaware of relevant trends, anticipated adverse media coverage, actual or anticipated legal actions, significant external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established.

CEO's Interpretation and its Justification: The President shall ensure that any organizations, magazines or newspapers or national conferences are accessible by the Board members. The President shall by phone or e-mail let the Board know of any anticipated adverse media coverage as it arises. The Board will be advised of any anticipated legal actions and kept abreast of what is happening if any actual legal actions take place. Internal changes are discussed during the budget review process annually and external changes are reviewed when contracts, agreements or partnership approvals are made at the Board meeting.

Data directly addressing CEO's interpretation: The President has disbursed the newsletters and journals to the Board for the past quarter. There have been no items of anticipated media coverage this quarter. No legal actions have been brought nor were anticipated this quarter.

EXECUTIVE LIMITATIONS QUARTERLY
Information and Advice #3 Page 11
The President shall not fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on GOVERNANCE PROCESS and EXECUTIVE LINKAGE, particularly in the case of Board behavior which is detrimental to the work relationship between the Board and the President.

CEO's Interpretation and its Justification: The President shall let the Board know if she does not feel that the Board is in compliance with its own policies. This means monthly reviewing the Board policies regarding Governance Process and Executive Linkage to determine if any policies are being infringed upon. This will include any individual Board requests or demands that have not been sanctioned by the Board as a whole. The President will bring any concerns to the Chairman of the Board unless that is the person that is interfering in the means, then she will discuss with the Vice Chair.

Data directly addressing CEO's interpretation: The President does not feel that any policies have been infringed upon in the last quarter.

EXECUTIVE LIMITATIONS QUARTERLY
Information and Advice #5 Page 11
The President shall not fail to deal with the Board as a whole except when fulfilling requests for information or responding to individuals or committees duly charged by the Board.

CEO's Interpretation and Its Justification: The President and the College staff are responsible for responding to the requests from the Board as a whole, not to an individual or committee unless the Board has authorized. Any individual Board member that asks for information that the President determines to be cumbersome, directly regarding the means, or would take excessive time on the part of someone at the College, shall be discussed with the Board Chair and determination of completion shall be done by the Board as a whole.

Data directly addressing CEO's interpretation: No individual Board member has made any requests of the President.

APRIL 2009 MONITORING REPORT

EXECUTIVE LIMITATIONS **ANNUAL**
General Executive Constraints #12 Page 7 The president shall not initiate new programs or retain existing programs without consideration of cost-effectiveness and overall value.

CEO's Interpretation and its justification: New programs will be evaluated for cost effectiveness before they are presented to the Board for approval. Overall value to the institution will be made after cost effectiveness is determined. The overall value will include impact on the community, need for the program and closest program to Garden City.

Current programs are reviewed on a three-year cycle and cost per credit hour is a portion of that evaluation. When the President presents a program to be discontinued, all pertinent information will be presented.

Data directly addressing CEO's interpretation:

Through our annual review process, we review which programs need to be examined for viability. These processes contain cost effectiveness and overall value of the program to the community. Advisory committees are used in each program to ensure that we are teaching the appropriate curriculum and employment needs. New programs are researched before they are initiated. We are currently looking at Physical Therapy Assistant and changing Business into certificate programs as well as the transfer program. Agriculture (Crops and Animals Science) is also looking at making some changes.

We are currently expanding our welding program to help meet the needs of our employers. Welding enrollment increased from 24 in the fall semester to 66 in the spring semester. Because of the Impact Grant for Palmer Manufacturing and needs of others in the area, we felt that a modular, open entry, open exit program was needed.

We are also waiting on a decision regarding the Holcomb Station plant so we can reconstruct our Construction Trades and Apprenticeship programs. The community based federal grant was rescinded therefore; we will need to find alternate funding for the construction and building trades.

Semi-Annual Ends Report
GCCC Board of Trustees
April 2009

Essential Skills: Students will possess essential skills.

CEO's Interpretation and its Justification: *The President will ensure that measures are in place to determine if individual students are progressing in the essential skills area. The initial Compass tests will place students into math reading and English courses. Those that test into developmental courses will be assessed at the end of each semester to determine if they are prepared for college level work. If trends show that the students are continually misplaced the testing levels will be reviewed. If the passing rates are not acceptable in developmental courses the curriculum will be reviewed. If students have not had an introductory computer course in high school they will be required to take one at the college level. The Work keys testing will also tell us if students are improving to levels appropriate for their chosen field of study.*

Adult Basic Education, GED, and ESL students are assessed between 60 to 100 hours of instruction to determine if progress is being made toward the goal of getting them ready to attend college level classes.

1. **Students will have the essential skills of interpersonal communications, including speaking, listening and writing.**

Academics

Basic English

Term	Enrolled	Passed (C or better)	Success Rate
Spri 2006	68	38	55.9%
Fall 2006	115	65	56.5%
Spri 2007	45	19	42.2%
Fall 2007	155	89	57.4%
Spri 2008	64	29	45.3%
Fall 2008	143	75	52.4%

The table is designed to illustrate the success rates of students enrolled in developmental English classes at the college. For comparison purposes, data was compiled for 2006 through 2008. Enrollment figures show the number of students enrolled in all Basic English classes during the semester on the 20th day because that is the date that the classes certify. In order for students to be considered successful in any of our English composition classes, they must achieve a grade of C or better. The average success rate for Basic English classes for the six semesters listed is 51.6% which means that a student enrolling in Basic English classes during the fall or spring semesters stands about a 50-50 chance of successfully completing the class. Summer semesters were not added to the data because the developmental English classes deal with such small numbers during the summer that including it in this report would tend to distort the data.

It becomes obvious very quickly that the success rates for Basic English vary quite a bit from semester to semester and, generally speaking, the success rates for our spring classes are lower than our fall. This may be due in part to the number of sections, and consequently the number of students who enroll in developmental English classes during the fall semester as opposed to the spring. We tend to need twice the number of sections in the fall than we do in the spring because we advise students into developmental

classes as early as possible in their college career. This is done not only to make sure we can get students through the entire English sequence so they can attain their desired degree within a normal two year time span, but also because we realize that the skills they acquire in the developmental classes are essential to their overall success as college students.

As much as anything else, our success rates in all our essential skills classes reveal an accurate picture of the average developmental student. A variety of factors must be recognized when the developmental classes are discussed. English is not the first language for a sizeable population of these students. Many of them are either the bread-winner for their family or their paycheck significantly contributes to the family income. For some, school is not traditionally recognized by their culture as important. Finally, many students who test into developmental classes posses poor study skills and while they don't necessarily lack a work ethic, they often fail to see how developmental classes fit into an overall education picture.

These are just some of the challenges that the Developmental Ed Committee must keep in mind when they create initiatives designed to address data such as the success rates revealed here. The committee is made up of counselors, faculty from English, math, ESL, and reading. Their job is to monitor and address concerns about retention and success rates and by the Compass placement test.

The English department is aware of the success rates in the Basic English classes and has met to discuss possible solutions to maintaining consistency in the data from semester-to- semester and year-to-year and to improve the overall numbers. Last year the Basic English class that was taught through the block classes was combined with a grammar course. The success and retention rates of the pilot were encouraging and the combination has continued for the block courses. However, personnel limitations make it impossible to provide this combination in all Basic English classes.

The problem the department faces is how to provide the opportunity for this same kind of instruction for all the developmental English classes since the block deals with only one group of students and is taught in the fall semester only. The faculty is currently involved with creating another level developmental English class to address the more specific needs of those students who receive very low Compass placement scores. Since students will be enrolling for the fall 2009 semester before this can be accomplished, the department is looking to implement the new class in the spring of 2010.

Representative from the English faculty are also now involved in regular meetings with the Garden City High School English faculty to identify and discuss gaps between what the high school students are expected to know upon graduation and the writing and reading skills they are expected to possess in order to be successful on a college level. Those talks began in January and a better understanding between the groups has grown. The high school faculty has taken the Compass placement exam in order to see what college expectations are and the college faculty have been introduced to the concept of No Child Left Behind and the restrictions that Annual Yearly Progress (AYP) place upon school districts and, consequently, upon teachers. Once the new level developmental English course is completed, it will be shared with the high school instructors. Eventually, we would like to begin a joint effort to identify those students needing additional English writing and reading skills early on in high school and to begin offering classes at the high school level designed to produce graduates who are ready to take transfer classes once they enter college.

Adult Learning Center

- 406 participants attended classes for a total of 31,337 hours of instruction which resulted in 76 average hours per enrolled participant.
- 124 enrolled in adult basic education, 24 in GED preparation and 246 in English as Second Language classes.

- 198 of the 406 participants, or 48% percent, made educational gains on standardized assessments.
- Of 63 participants who listed "earning a GED" as their goal, 53.97 percent (34 ABE students) achieved their goal.
- 53 students had the goal to increase involvement in children's literacy activities, 92 percent (49 participants) achieved that goal through the Migrant Family Literacy Program.

Bryan Education Center:

- College Skills Development course was taught with seven students enrolled. (75% enrollment increase from fall 2007)
- Seven students completed Interpersonal Communications I course
- Administered 24 sessions for Compass placement testing (60% increase from fall 2007)
- Administered seven Nelson-Denny Reading tests for grade equivalency (30% decrease from fall 07)

Educational Talent Search

- 650 students in grades 6 through 12 were served during the grant year. Each student is met with individually to complete a "Personal Success Plan" to determine goals (short-term and long-term), identify barriers, and brainstorm strategies to overcome these barriers. This encourages students to articulate goals and make a specific plan to meet those goals set down in writing.
- Nine students participating in the ETS Leadership Under Construction Program gave speeches at the Regional MAEOPP Conference in St. Charles, Ill., about their life and how they have benefitted by being active in ETS. Also, two ETS students presented sessions at the Regional MAEOPP Conference in St. Charles, Ill. One student presented "Logic Problems – It's Elementary, My Dear Watson," and the other student presented "Making Ethical Decisions."
- Seven students did presentations at a website conference in Memphis on website design.
- Two students participating in the ETS Leadership Under Construction Program gave speeches to legislators in Washington, D.C., about their life and how they have benefitted by being active in ETS.
- A 15-session Life Skills training was offered for sixth graders, junior high and high school students. The training is designed to give students strategies and skills to make good decisions and stand up for those decisions. In the last six months, nine grade school students have completed the training, as well as six middle school students.
- 16 ETS students have volunteered to interpret for parents at Victor Ornelas Elementary School as teachers demonstrate activities for parents which can be done at home to prepare the children for kindergarten.
- ETS students have translated the new ETS application forms and personal success plan forms into Spanish.
- Tutoring is offered 12 hours a week for ETS students who need assistance with any homework, including speeches, essays, and study skills. This is especially important for the ESL students.

Project Destiny

- The High School Equivalency Program (HEP) Region 1 at Garden City Community College offers migrant and seasonal workers in southwest Kansas the opportunity to complete their GED in both languages, English and Spanish.
- Project Destiny offers classes in five sites in Region 1, including Garden City, Ulysses, Scott City, Syracuse and Lakin.
- Sixty-five students currently are enrolled in the HEP program in southwest Kansas.
- Graduation rates in Ulysses and Lakin are 100% for HEP students while Scott City, Garden City and Syracuse are at 90%.
- Participants in Project Destiny participate in campus tours, seminars and workshops available to the public as they are encouraged to enroll in college classes upon graduation from the GED program.

2. Students will have reading skills appropriate for their chosen field of endeavor.

Academics

Reading Improvement I

Term	Enrolled	Passed (C or better)	Success Rate
Spri 2006	11	8	72.7%
Fall 2006	16	8	50.0%
Spri 2007	9	6	66.7%
Fall 2007	14	5	35.7%
Spri 2008	10	6	60.0%
Fall 2008	22	15	68.2%

College Reading

Term	Enrolled	Passed (C or better)	Success Rate
Spri 2006	25	17	68.0%
Fall 2006	63	34	54.0%
Spri 2007	31	20	64.5%

Fall 2007	57	36	63.2%
Spri 2008	23	9	39.1%
Fall 2008	67	42	62.7%

There are two levels of developmental reading classes: Reading Improvement and College Reading. As the table shows, more students test into College Reading than Reading Improvement; however, overall enrollments for both levels are traditionally low when compared to the other developmental areas of math and English. Once again the data given shows the number of students enrolled in all sections offered during the identified semester on the 20th day of class and those that were successful at the end of the class. The table does not reveal the number of completers so allowances must be made for those students who withdrew from the class between the 20th day and the end of the class. The most obvious thing that sticks out about these figures is the dramatically lower success rates that occurred in both developmental reading levels during the 2007-2008 school year. While the department is able to maintain fairly consistent and predictable success rates most of the time, for some reason the success of their students fell during that one year. This discrepancy has been the topic of discussion within the department and at the Developmental Ed Committee level.

The overall success rates between the two reading classes stands at 58.8% and if the one bad year is thrown out of the average the success rate average is a consistent 63%. This means that nearly two-thirds of all students who are enrolled in the class after the initial twenty days will be successful completers of the class. These are good numbers for any developmental area; however, the faculty within the program is constantly looking for ideas and methods to improve scores.

As previously pointed out, reading classes are a unique area not only among the other developmental areas of math and English, but also among all programs on campus, both academic and technical. This is the only area that is purely developmental. There are no transfer reading classes offered at GCCC and neither of the reading classes most commonly offered count toward graduation. Without these classes, however, many of our students would not be successful in other academic endeavors. For those developmental reading students who have set clear goals for graduation and who are persistent, the reading classes they take here will serve them throughout their college careers and beyond.

The reading faculty has been included in the discussions between the high school and the college to identify student needs in an effort to diminish the number of new students who must take developmental classes in order to be successful. The department works closely with the ESL instructor and the nursing program so that students are able to make transitions as smoothly as possible.

Student reading skills is an area of concern across campus that is being addressed. We are starting to see more program reviews that mention students' inability to grasp the material they are assigned to read in a variety of classes. Requiring a prerequisite in reading for these classes isn't possible because too many students would be kept from taking any transfer classes at all until they passed the developmental reading classes. The fear is that many of them would simply give up on a college education altogether and that wouldn't be acceptable in light of the number of students who test into developmental reading and then go on to graduate and ultimately transfer to a four-year institution.

In order to address these concerns, the reading faculty has started to offer training sessions in reading strategies through the Teaching and Learning Center for all faculty which have received praise from those attending. Also, the Instructional Resources Committee is working on assigning a multi-discipline task force to study the problem and make proposals to Core.

Educational Talent Search

- Middle school students attended a six-week workshop to improve reading skills and vocabulary.

- A reading club was started to improve vocabulary and reading comprehension and is held once a week for middle school and high school students.
- Practice questions for the state reading assessment are available at tutoring sessions on an individual or small group basis.
- Tutoring is offered 12 hours a week for ETS students who need assistance with reading skills or homework which may require reading or reading skills they have not mastered.

3. Students will have the essential math skills.

Academics

College Math			
Term	**Enrolled**	**Passed (C or better)**	**Success Rate**
Spri 2006	137	73	53.3%
Fall 2006	152	85	55.9%
Spri 2007	96	44	45.8%
Fall 2007	161	67	41.6%
Spri 2008	121	56	46.3%
Fall 2008	177	96	54.2%

Intermediate Algebra			
Spri 2006	125	75	60.0%
Fall 2006	118	50	42.3%
Spri 2007	106	56	52.8%
Fall 2007	92	53	57.6%
Spri 2008	84	42	50.0%

Intermediate Algebra Review			
Spri 2008	123	37	30.1%
Fall 2008	210	97	46.2%

Developmental courses in the math department are a little different than those offered in either English or reading. While the classes are considered "developmental," they will count towards some degrees offered at the college. For example, College Math is mostly simple arithmetic and the class serves two functions. First of all, if a student is looking to transfer to a four-year college with an Associate in Science or an Associate in Arts degree, College Math is strictly a developmental course designed to give the student enough math skills to go to the next level class which is Intermediate Algebra. Ultimately, those students will have to successfully complete College Algebra in order to obtain the desired degree. However, if the student's goal is to graduate with an Associate in General Studies or in Applied Science, College Math can be the end math requirement for that degree.

In an effort to address low retention rates, and consequently success rates as well, the math department decided to combine two three-credit hour classes into one five-credit hour class a year and a half ago. A study of the curriculum for Beginning Algebra and Intermediate Algebra revealed that there were overlaps that the department deemed unnecessarily redundant for students. Also, research of developmental math classes at other institutions indicated that having the students meet every day of the week improved attendance, retention, and success rates. The new class, Intermediate Algebra with Review (107R), was developed and implemented during the spring 2008 semester. Initial data to measure the success of the class has been disappointing as the table clearly shows.

The data was once again taken from the fall and spring semesters between 2006 and 2008 for comparison purposes. Enrollments are 20th day and students must have a grade of C or better in order to be considered successful. Once again, the data does not reveal the number of students who withdrew from the class between the 20th day and completion of the class. When looked at as an overall average of the three reported years, almost 50% of all students enrolled in College Math on the 20th day of class completed the

class successfully. Before the revision of Intermediate Algebra to the five-hour 107R class, 52.5% of all students in the class through the first twenty days successfully completed the class.

When the math department requested the curriculum change to the 107R format, they were instructed to compile success and retention data during each semester for the first several semesters to ensure the class was successful in achieving its goals. When the department saw that only 30.1% of the students enrolled were successful in the spring of 2008, they reviewed the curriculum of the course and made changes. The result was a 16% rise in success the subsequent semester. While the rates are better, they are still unacceptable. The math department has been assigned the task of reviewing the course again to determine if more changes aimed at increasing retention and success rates need to be made. If the results are not successful by the spring 2010 semester, more radical measures will be called for which might possibly include reverting back to the Beginning Algebra/Intermediate Algebra format previously abandoned.

The math department faces other challenges as well. High initial enrollments make teaching developmental classes difficult. The caps on the classes are currently placed at 24 students. Because so many students have developmental needs, these caps are often exceeded by as many as six or seven students. Individual attention then gets stretched to the point of being nearly impossible. We have a limited number of instructors in the department and finding qualified adjuncts to teach sections during the day when they are most needed is difficult. In an attempt to ease this situation, we have formed a partnership to share upper level math classes with the community colleges in Dodge and Liberal. These classes are traditionally low enrollment but they are classes we are obligated to offer our students who need them for a variety of majors. By sharing these classes with Dodge and Liberal, only one instructor is dedicated to Calculus II, Calculus III, and Differential Equations from each institution thereby freeing up faculty to teach more of the developmental level classes and College Algebra. In addition, we can offer the upper level classes more often which better serves our students. These classes have been added to the fall line schedule and will be taught over the polycom systems located at each site.

Another future challenge involves the many athletes who were previously advised into College Math classes who must now successfully complete the College Algebra class in order to transfer to a Division I school and continue their collegiate athletic career. This will put more pressure on the department to get students successfully through the math sequence. At this time, we are waiting to see what kind of impact this has on the math schedule so we can better determine how to address any problems that may arise.

The math division is also involved in discussions with the math faculty from the high school level. The initial meetings of the group revolved around gaining a better understanding of the expectations encountered on both the high school and college levels in much the same way as the meetings between the English and reading faculty. Early discussions have revealed suspected problems with the math portion of the Compass placement exam which the department has been instructed to research and resolve.

Adult Learning Center

- Fifty-nine percent of total participants (42) achieved their goal of entering the workplace.

Educational Talent Search

- 12 high school students completed the six-session graphing calculator class and have received a graphing calculator from ETS.
- Practice questions for the state math assessment are available at tutoring sessions on an individual or small group basis.

Project Destiny

Beginning Fall 2008, Project Destiny opened an on-campus Math Workshop on Fridays from 10 a.m. to 2 p.m. for all students in the project including those from area towns such as Lakin, Syracuse, Scott City and Ulysses. The math sessions are aimed at helping students to better prepare for the official math exam. This workshop includes a video on how to properly use the GED calculator and provide answers on the answer sheet used in the GED Official Exam.

4. Students will have the essential computer skills.

Academics

Currently essential computer skills are a difficult Ends to measure because we do not have a clear-cut system of addressing those skills. Students who indicate that they have not taken a computer course at the high school level are placed in one of the introductory computer classes offered by the business division. In addition, many classes across campus require at least one computer component dealing with skills which include proficiency in using Word, Excel, Blackboard, the internet, School Maestro, email, and power point. Abilities in these areas are necessary to success in classes ranging from English to College Skills to math.

The problem we face is knowledge of these skills is required in order for students to complete the assigned work. Because of that, the computer skills themselves are not measured – the end product is. Therefore, data to assess computer skills is not compiled. While we feel we are doing a good job of exposing our students to the essential computer skills that will be required of them in college and in the work place, we do not currently have a method of measuring just how well we are accomplishing this End.

This semester, the task of developing a method of measuring computer skills and providing instruction to those who are found lacking in these areas has been picked up by the business division and taken to the Instructional Resources Committee for development. Recently, the committee pulled together people from across campus to begin the process of determining what obstacles such an endeavor would entail. The tasks before them include defining precisely which skills should be considered "essential," researching methods of assessing these skills once they are identified so students can be properly placed, working out a method of offering separate units or modules for students who may be proficient in two or three areas but need instruction in other areas, and developing the competencies for each module that meet the definitions they establish for essential skills.

This alone will take some time, but there are other concerns the committee must address as well. None the least of these will be getting the modules accepted as degree requirements. The academic degrees of Associate in Arts and Associate in Sciences should not be difficult to include because of the presence of elective classes that will count toward the degree. However, many of the programs in the technical areas have set classes that comprise the requirements for their AAS degrees and have no room for electives. Another item that is somewhat of a concern is whether or not a developmental computer course will transfer. At least one four-year regents school in the state requires a computer skills component for graduation. If the class does transfer, it will be listed much the same as the math developmental courses are with a course number that will allow it to transfer even though it is considered developmental on this campus.

Depending on the progress the committee experiences with this assignment, there will be more to report for the next semiannual report due in October.

Adult Learning Center

- 34 percent of total participants (142) achieved one of our four levels of technology education.

Bryan Education Center:

- Computer lab opened daily for students and local patrons
- Use of lab for GED online classes
- Use of lab for ESL students
- Four students completed Basic Computer Skills course

Business & Industry

There were 25 enrollments for computer software classes in Fall 2008. This represents 24 classroom hours of training in three separate classes: Excel fundamentals, Quickbooks fundamentals and Quickbooks advanced.

ETS

- ETS offered computer workshops in website design, media, and photoessay. The students learned to use the following computer programs and software: Photoshop, Dreamweaver; Moviemaker, and Flash.
- Seven students attended a workshop in website design in Memphis, Tenn., and established a mentorship for critiquing their sites.
- ETS has laptops for checkout for students participating in the workshops and computer activities.
- Two students are working on a new website for ETS.
- An ETS student made a Powerpoint presentation for a community group to be used to apply for a grant to combat teenage drinking.
- An ETS student has made a public service announcement about the dangers of using a cellphone while driving.

Semi-Annual Ends Report
GCCC Board of Trustees
April 2009

Work Preparedness: Students will be prepared for success in the workplace.

CEO's Interpretation and its Justification: *Students taking certificate and degree programs at GCCC will have the technical skills and soft skills necessary to enter their field of training. The training provided to students enrolled in short term courses developed to upgrade skills shall be taught with industry standard practices and allow people to gain the skill necessary to maintain, advance or change their career.*

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

Adult Learning Center

- 66 participants had a goal of retaining and improving their employment, 70 percent achieved the goal. (This report is matches Department of Labor statistics.)
- 72 participants received a Work Ready Certificate. (Five Gold, 36 Silver, and 31 Bronze)

Bryan Education Center

- Eight students explored the Discover Career Planning online program.

Technical Education

Curriculum Projects

At the direction of the Technical Education Authority (TEA) and under the leadership of KBOR, the core curriculum in all technical programs will be aligned. This initiative is driven by the need to ensure that Kansas technical program graduates have the core knowledge and skills required by industry and that graduates can document: 1) entry-level skills by taking industry-based assessments (licensure or certification), and 2) document appropriate skill levels in applied reading, applied mathematics, and locating information by earning a Kansas Work*READY!* Certificate. The following GCCC programs are currently involved in this curriculum alignment process: Automotive Technology, Welding Technology, and Industrial Maintenance Technology. The project calls for input from statewide industry representatives, local advisory committees, instructors from all community and technical colleges, and college administrators. The Practical Nursing core curriculum alignment project has been completed and approved by the TEA. It was implemented at GCCC with January 2009 PN class.

Several departments have been developing new curriculum to meet the changing workforce needs of employers. The Business and Information Systems division has worked with their advisory members to evaluate program offerings and determine a plan to "repackage" the program and focus the program options. The Nursing and EMST departments have collaborated to develop the Paramedic to RN Bridge program, the Nursing program has developed the PN to RN Bridge, and the EMST instructors have developed a First Responder to EMT-B Bridge. Animal Science has developed a Quality Assurance certification course that will train students to

work in meat packing plants as quality assurance technicians. The national Fire Science curriculum has changed and GCCC courses are under revision so that students can pass the required IFSAC tests. John Deere Ag Tech instructors are continually adjusting curriculum to meet the changing technologies produced by Deere.

All technical programs meet regularly with local advisory committees to ensure that curriculum, equipment, and facilities meet industry standards. The Automotive Technology program is currently undergoing its NATEF self study in anticipation of a site visit during the fall semester of 2009.

Follow Up Report

A Follow-Up Survey was sent to all 2007-08 program graduates asking them to rate their GCCC education in relation to their ability to perform their job. The survey results indicate that students are well prepared to enter their career field and a majority were able to find employment in their program of study.

Graduates responded as follows: 19 responses indicated *Very Good;* 16 responses indicated *Good;* and 0 responses *Poor.* Those students who rated their training as *Very Good* cited their appreciation of well-qualified instructors; and those who rated their training as *Good* indicated that, although their instructors did a good job, equipment and/or hands-on lab space was less than adequate.

Employers of graduates were also asked to rate the preparation of GCCC program graduates. The employer ratings were: 39 responses indicated *Very Good;* 18 responses indicated *Good* and 1 response indicated Poor. Survey comments indicate that students who were rated as *Very Good* were well skilled and focused employees. Those employers who rated students as *Good* said that they were satisfied with student performance, that students were skilled at the entry level and would gain skill with additional experience. The student who was rated as a poor performer lacked both skill and experience according to the employer. (All student and employer comments have been shared with program instructors.) A majority of program graduates, who responded to the survey, found employment in Garden City or western Kansas.

GCCC Program Completion Follow Up Report (Students who earned a certificate or degree):

PROGRAM	**EMPLOYED RELATED FIELD**			**EMPLOYED UNRELATED FIELD**			**ADDITIONAL EDUCATION**			**MILITARY**			**UNEMPLOYED**			**STATUS UNKNOWN**		
Program	**05 - 06**	**06 - 07**	**07 - 08**	**05 - 06**	**06 - 07**	**07 - 08**	**05 - 06**	**06 - 07**	**07 - 08**	**05 - 06**	**06 - 07**	**07 - 08**	**05 - 06**	**06 - 07**	**07 - 08**	**05 - 06**	**06 - 07**	**07 - 08**
Ag Equipment	13	7	15	2	0	1	0	0	1	0	0	0	0	0	0	1	1	0
Agriculture	2	2	8	2	0	2	9	3	7	0	2	0	0	0	3	0	0	0
Mid-Mgmt	1	0	2	3	0	0	10	0	0	0	0	0	4	0	0	1	3	0
Cosmetology	12	9	24	2	6	2	0	0	0	0	0	0	0	1	10	0	20	3
Criminal Justice	5	13	8	1	0	3	6	0	5	0	0	0	0	0	1	4	8	5
Fire Science	2	1	13	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Automotive*	5	4	3	3	0	0	3	0	1	0	0	0	0	0	0	1	2	2
Paramedic	6	4	10	0	0	0	1	0	0	0	0	0	0	0	0	2	4	1
Nursing (ADN)	15	14	14	1	0	0	0	0	0	0	0	0	0	1		0	9	3

Nursing (LPN)	6	7	7	2	1	0	2	0	3	0	0	0	0	0	0	1	5	0
Office Technology	3	1	3	3	1	0	0	0	0	0	0	0	0	0	0	1	3	1
Computer Science**	-	-	0	-	-	0	1	-	3	-	-	0	-	-	0			3
Business Sys Networking & Telecommun.**	-	-	3	-	-	0	-	-	1	-	-	0	-	-	0	-	-	1
Industrial Maintenance . Technology	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	3	1
Total	**71**	**63**	**111**	**20**	**12**	**10**	**31**	**3**	**21**	**0**	**2**	**0**	**4**	**2**	**14**	**12**	**58**	**21**

* One (1) 2006-07 Automotive graduate is deceased.
**CSCI and BSNT data collection initiated in 2007-08.
0 = No responses in this category

Graduates and employers were asked to share the starting salaries. Those who responded reported the following salary information:

John Deere Ag Tech	$31,000	Production Agriculture	$18,000
Cosmetology	$ *	Criminal Justice	$29,500
Fire Science	$31,127	Automotive Technician	$27,160
EMST – Paramedic	$36,000	Nursing (RN)	$36,483
Nursing (LPN)	$25,792	Computer Science	$22,000

* Compensation is on a monthly basis and is contingent on client services.

WorkKeys® Assessment Scores of GCCC Graduates

With the premise that the goal of all education, workforce preparation, and transfer education is to gain employment in well-paying jobs, GCCC has used the ACT WorkKeys® assessments as its outcomes assessment tool. Each GCCC degree and certificate graduate is required to take two out of three WorkKeys® tests as part of the outcomes assessment process. These tests document students' skills in applied reading, applied mathematics, and locating information (analysis of graphs, charts, keys, spreadsheets, etc. to answer questions and solve problems). These skills have been identified by employers as being essential core employability skills. Data trends from testing over several years can be used to improve curriculum and instruction. The following table provides the scores of GCCC graduates in 2005-2008.

WorkKeys Scores of GCCC Graduates (Fall and Spring)

	Fall 2005				Fall 2006				Fall 2007				Occupation Profile Scores
	Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		
Test	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	90% of Jobs
Cumulative													
Reading Interpretation	185	4.8	22	5.1	170	4.3	40	4.8	213	4.5	32 s	4.8	5
Applied Math	201	4.7	39	4.9	183	4.5	51	4.9	170	4.4	24	4.7	5
Locating Information	202	4.2	31	4.2	120	3.9	38	4.2	152	3.9	14	3.8	5

	Spring 2006				Spring 2007				Spring 2008				
	Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		
Test	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	Occupation Profile Scores
Cumulative													90% of Jobs
Reading Interpretation	72	4.6	158	4.6	54	4.3	200	4.7	62	4.4	160	4.7	5
Applied Math	68	5.0	168	4.9	75	4.7	182	4.8	75	4.6	170	4.9	5
Locating Information	73	4.0	128	4.3	76	3.9	134	4.2	30	3.9	125	4.0	5

The AQIP Systems Appraisal report indicated that GCCC should close the feedback loop in its assessment plan so that assessment can be used to advise students and improve curriculum and instruction. This charge has been given to the GCCC Assessment Committee.

The committee is evaluating the assessment process to ensure that assessment strategies at the course and program levels accurately reflect the knowledge, skills, and abilities of students who complete those courses and programs. In addition, they are researching and developing a model that closes the feedback loop on the institutional outcomes assessment (WorkKeys®) so that it can have a positive impact on advising and on curriculum and instruction. The ultimate goal of the assessment model will be to increase student retention and improve the success rate of graduates.

Another outcome of the model would be to have all graduates 1) achieve the occupational profile scores that have been identified by ACT for those employed in their major field of study; or 2) achieve a score of 5+ in all three tests to document employability for 90% of all occupations profiled.

Current WorkKeys® data indicates that:

1) GCCC graduates are generally academically prepared for 70%-90% of the thousands of jobs that have been profiled across every employment field. (The complete WorkKeys® assessment report is included as Appendix A)
2) Instructors can use the institutional outcomes assessment scores to positively impact student success. Possible solution: Share the data with instructors and provide in-service on how to use the data as an advising tool as well as to integrate key skills into instruction.
3) The WorkKeys® assessments ask students to apply their reading, math and locating information skills to answer questions and solve problems. Students may not be "test wise". Possible solution: Provide workshops that help instructors 1) reinforce these essential skills across the curriculum and 2) provide activities such as problem-solving scenarios, simulations or test questions which cause students to analyze, evaluate, synthesize and apply information learned.
4) Students need an incentive to do their best on the outcomes assessments so that scores reflect competence. Possible solution: Motivate students to "reach for the gold" by allowing them to take all three WorkKeys® assessments. Award them their Work*Ready*! Certificate and degree at graduation.

The Work*Ready!* Certificate core competencies for each content area are identified on the back of the certificate. The Kansas WORK*Ready*! Certificate identifies three levels of job readiness.

- Bronze Level (Scores of 3) – an individual achieving this level possesses core skills for approximately 30% of the jobs profiled by ACT. Reading level for Bronze is 5th grade.
- Silver Level (Scores of 4) – an individual achieving this level possesses core skills for approximately 70% of the jobs profiled by ACT. Reading level for Silver is 7th grade.
- Gold Level (Scores of 5) – an individual achieving this level possesses core skills for approximately 90% of the jobs profiled by ACT. Reading level for Gold is 11th grade.
- Scores of 6 have a readability level of materials found at the 13-14th grade.
- Scores of 7 have a readability level of materials found at graduate school.

The Assessment Committee hopes to pilot the redesigned assessment model with several programs during the fall 2009 semester.

Pass Rates for State or National Licensure

Graduates of the following programs must successfully pass state or national licensure exams. Their success rate is indicated in the following table.

Program	**Pass Rate***		
	2005-06	**2006-07**	**2007-08**
Nursing (AND)	100%	79.3%	81.25%
Nursing (PN stand alone)	100%	100%	87.5%
Nursing (PN Bi-level)	N/A	N/A	100%
Paramedic	87.5%	80%	100%
Nurse Aide Courses	94.3%	97%	86%
Certified Medication Aide	100%	95%	96%
Home Health Aide	100%	100%	83%
Cosmetology	95%	97%	86%
Fire Science	N/A	100%	99%

* In all programs, students who do not pass the first time may retest. Thus, students who have not passed at this point may be on schedule to test again.

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

Project Destiny

Students in the HEP Program are encouraged to work in groups throughout the program. Peer mentoring, discipline and collaboration are expected to help them study and retain important information as they are preparing to take the GED Official Exams.

Technical Education

All programs use a variety of strategies to help students learn the soft skills that are highly valued by employers. Strategies include:

- Several programs require students to enroll in the Challenge Course to learn teambuilding and discipline skills.

- A majority of the programs use a code of conduct or professionalism criteria to monitor and evaluate industry-based behavioral expectations. Students can be dismissed from the program when they consistently do not meet these identified expectations.
- Community Service projects teach volunteerism and positive community spirit.
- Close monitoring of respectful treatment of others is a part of all program expectations.
- On-site scenarios, in-house training, clinicals, and internships are used to reinforce professionalism, time management, collaboration, etc. In clinical and internship settings, students are graded on professionalism and service to the customer/ patient/client.
- Students must dress appropriately and demonstrate that they can perform all skills using safe practices.
- In many programs such as Fire Science, Paramedic, and Criminal Justice students are taught that discipline is the only way to survive personally and to help others survive.
- Lab assignments are graded in terms of identified workplace criteria that measure the technical knowledge/skill and the workplace skills.

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

Technical Education

In an effort to provide multiple options for students to learn and earn, instructors and their advisory committees have completed development of the Paramedic to RN Bridge, Practical Nurse to Associate Degree Nursing, and the First Responder to EMT-B Bridge. These certificate programs allow students to advance in their career fields through a ladder approach that leads to industry certification and/or an associate degree.

In an effort to advance the skills of refrigeration operators, GCCC submitted a $54,571 Workforce Solutions grant to develop and offer Ammonia Refresher/Certification and Industrial Boiler I Operator seminars. Funding from the grant will purchase equipment to upgrade the ammonia training lab and to build boiler simulation equipment that supports hands-on training. The plan is to train 100 additional operators per year. These courses are being offered to meet a persistent request from food industry partners.

Short-term training focuses on helping incumbent workers upgrade their skills..

Program	**2005-2006**	**2006-2007**	**2007-2008**
Ammonia Refrigeration	358	434	475
Automation/Industrial Technology	26	39	58
Department of Public Safety (Team T)	155	291	232

WorkKeys Scores
Fall to Fall

		Fall 2003				Fall 2004				Fall 2005				Fall 2006				Fall 2007				
		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		
Major	Test	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	Occupation Profile Scores
Cumulative																						90% of Jobs
	Reading Interpretation	160	4.8	12	5.3	263	4.5	28	4.5	185	4.8	22	5.1	170	4.2	40	4.8	213	4.5	32	4.8	5
	Applied Math	118	4.9	7	4.7	190	4.6	17	5.2	201	4.7	39	4.9	183	4.5	51	4.9	170	4.4	24	4.7	5
	Locating Information	152	4.0	12	3.9	181	3.9	43	4.1	202	4.2	31	4.2	120	3.9	38	4.2	152	3.9	14	3.8	5
Accounting																						Accountant
	Reading Interpretation	3	5.7			1	4.0			1	5.0			2	5.5			1	5.0			5
	Applied Math	1	6.0					1	7.0	1	6.0			4	5.0							6
	Locating Information	2	3.5			1	4.0	1	6.0					4	4.3			1	4.0			5
Business Network Technology & Computer Science																						Comp System Hardware Analyst
	Reading Interpretation	5	4.6			5	3.6			6	5.5	2	5.0	3	4.7			5	4.4			5
	Applied Math	4	5.3			5	4.6	2	4.5	5	5.0	2	5.0	4	4.8	1	6.0	6	4.5			6
	Locating Information	7	3.4					2	4.0	5	4.8	3	4.3	1	5.0	1	4.0	7	4.3			5
Business, Business Administration, Business Education, & Mid-Management																						Manager
	Reading Interpretation	15	5.3	2	5.5	27	4.4	11	4.5	13	5.1	2	4.5	15	4.2	4	5.0	20	4.7	1	5.0	5
	Applied Math	5	5.8	1	6.0	22	4.6	1	4.0	14	4.7	3	5.3	16	4.8	4	5.5	15	4.8	2	3.5	5
	Locating Information	12	4.0	1	4.0	21	3.8	12	4.2	14	4.2			8	4.1	5	3.8	15	3.8	1	4.0	5
Office Administration & Secretarial Science																						Secretary
	Reading Interpretation	1	6.0			5	4.8			1	4.0											4
	Applied Math	1	5.0	1	3.0	4	3.5	1	5.0					1	5.0			1	5.0			4
	Locating Information			1	3.0	3	3.7	1	4.0	1	5.0			1	3.0			1	3.0			4
Art, Music, Music Education & Drama																						Applied Arts
	Reading Interpretation	4	4.5			4	5.0			7	5.4			6	4.7	1	4.0	1	4.0	2	5.5	5
	Applied Math	4	6.0			4	4.5			13	4.5			7	5.3	1	5.0	2	5.0	2	5.0	4
	Locating Information	6	4.2			4	4.3			9	4.6			3	3.3			2	3.5			4
Communication, Journalism, English, Literature, Graphic Design & Photography																						Reporter/ Correspondent
	Reading Interpretation					5	4.3			5	5.0	1	7.0	5	4.4			7	4.6	2	6.0	6
	Applied Math	1	3.0			3	6.0			4	5.3	3	4.7	8	4.0			9	4.7	2	6.0	5
	Locating Information	1	4.0			4	5.3			9	4.8	4	4.8	5	3.4			7	4.0	2	4.5	5
Pre-Law, History & Political Science																						Lawyer
	Reading Interpretation			1	5.0							1	5.0	2	4.0			1	5.0			7
	Applied Math	1	7.0											4	3.8			2	4.5			5
	Locating Information	1	4.0	1	4.0							1	5.0	2	3.5			3	4.3			5
Biology, Chemistry, Pre-Med, Pre-Pharmacy, Pre-Physical Therapy, Pre-Vet, Physical Science & Zoology																						Ave. Profile for Sciences

WorkKeys Scores
Fall to Fall

		Fall 2003				Fall 2004				Fall 2005				Fall 2006				Fall 2007				
		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		
Major	Test	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	Occupation Profile Scores
	Reading Interpretation	10	5.3	1	4.0	14	4.6	1	6.0	9	5.1			12	4.4	6	4.8	17	4.8	3	4.7	5
	Applied Math	5	5.2	2	6.0	15	5.1	1	7.0	14	5.4			17	4.9	9	5.4	14	4.3	3	4.7	5
	Locating Information	9	4.3	3	4.0	5	4.6	2	4.0	10	4.4			5	4.2	5	4.2	15	4.1			5

WorkKeys Scores
Fall to Fall

		Fall 2003				Fall 2004				Fall 2005				Fall 2006				Fall 2007				
		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		
Major	Test	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	Occupation Profile Scores
Math, Physics, Engineering, Pre-Engineering & Pre-Architecture																						Mechanical Engineer
	Reading Interpretation	2	5.0			5	5.0			4	5.5			2	4.5			7	5.0			5
	Applied Math	2	6.5			2	5.5			4	5.5			4	5.8			3	5.3			6
	Locating Information					3	4.7			2	4.5			4	4.3			4	4.0			5
Elementary Education, Secondary Education, Special Education & Early Childhood																						Teacher
	Reading Interpretation	12	4.8	1	5.0	21	4.4	5	4.2	22	4.9	2	5.5	15	4.1	4	5.0	24	4.7	3	5.3	5
	Applied Math	6	4.0	2	3.0	25	4.4	3	4.7	24	4.6	6	5.0	14	5.0	7	4.3	20	4.4	3	4.3	5
	Locating Information	12	3.8			14	4.2	6	3.8	21	4.1	5	4.0	8	4.0	7	4.7	19	4.1			5
Psychology																						Counselor
	Reading Interpretation	4	5.0			5	4.2			1	4.0			1	5.0	1	4.0	2	5.0			5
	Applied Math	4	4.8			5	3.8	1	5.0	4	4.3	1	6.0	2	5.5	2	4.5	2	5.0			4
	Locating Information	2	3.5			2	4.0	1	5.0	6	4.3			1	5.0	1	5.0	2	5.0			4
Sociology, Addiction Counseling																						Social Worker
	Reading Interpretation			1	5.0	3	5.3			1	6.0	2	3.5	1	4.0	2	6.5	2	5.5			4
	Applied Math	1	6.0			2	5.0			3	4.3	1	3.0	3	4.7	1	6.0	3	4.7			4
	Locating Information	1	5.0	1	4.0	1	4.0			2	5.0	1	3.0	2	4.0	1	4.0	1	4.0			4
Athletic Training, Pre-Physical Therapy																						Physical Therapist
	Reading Interpretation	5	5.0			5	4.4	2	4.5	2	5.5			3	3.7	1	4.0	10	4.4	1	5.0	6
	Applied Math	2	4.5			5	5.8			4	5.5			3	3.3			9	4.4			4
	Locating Information	3	4.0			4	4.3	2	4.0	4	4.3			2	3.5	1	5.0	3	4.3	1	3.0	5
Health, Physical Education & Recreation																						Recreation Supervisor
	Reading Interpretation			1	4.0	2	4.5							3	4.3			2	3.5	1	4.0	5
	Applied Math			1	4.0	3	4.3	1	6.0	1	4.0			5	4.2	1	3.0	2	4.5	1	5.0	4
	Locating Information					3	3.0	1	2.0	1	4.0			2	4.0	1	3.0	2	3.5			4
Agriculture, Ag. Business, Ag. Economics, Agronomy, Feedlot Technology, Meats Judging & Production Ag.																						Farmer, General
	Reading Interpretation	7	4.6	1	6.0	7	4.3			7	4.9	1	5.0	3	3.0			10	4.3			5
	Applied Math	7	6.1			2	5.5	1	4.0	8	5.0	1	6.0	4	4.8			8	4.8			5
	Locating Information	8	4.0	1	4.0	7	3.6	1	4.0	5	4.4			1	3.0			4	4.0			4
Automotive																						Auto Mechanic
	Reading Interpretation					6	4.8							2	4.0							5
	Applied Math	1	7.0			3	5.3			1	5.0			3	4.3							4

WorkKeys Scores
Fall to Fall

		Fall 2003				Fall 2004				Fall 2005				Fall 2006				Fall 2007				
		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		
Major	Test	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	Occupation Profile Scores
	Locating Information	1	5.0			5	3.6			1	4.0			4	3.0			1	4.0	1	4.0	5
Cosmetology																						Cosmetologist
	Reading Interpretation	19	4.4			23	4.3	3	4.0	21	4.3	1	4.0	23	4.5	1	4.0	19	4.2	6	4.5	5
	Applied Math	19	4.2			23	3.8	1	7.0			8	4.1	1	4.0			1	4.0			4
	Locating Information							3	4.3	21	3.7	9	4.0	34	3.8			18	3.7	6	3.5	5

WorkKeys Scores
Fall to Fall

		Fall 2003				Fall 2004				Fall 2005				Fall 2006				Fall 2007				
		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		
Major	Test	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	N	GCCC Mean	Occupation Profile Scores
Criminal Justice																						Police Officer
	Reading Interpretation	9	4.6			9	4.2	1	5.0	15	4.3	1	4.0	12	4.3			7	4.7			5
	Applied Math	6	4.5			10	4.6	1	4.0	15	4.6	1	3.0	12	3.9	1	5.0	5	4.6			4
	Locating Information	5	4.2			9	3.4	2	4.5	19	4.1			2	5.0	2	4.5	4	4.0			4
Emergency Medical Intensive Technician																						Emerg. Med. Tech
	Reading Interpretation			1	6.0	2	5.0			1	5.0	5	5.8			8	5.0	1	4.0	1	5.0	4
	Applied Math					1	5.0	1	5.0			6	5.5			9	5.3	1	3.0	1	5.0	3
	Locating Information			1	5.0	1	5.0	1	4.0	1	5.0	1	4.0			1	3.0					4
Fire Science																						Fire Fighter
	Reading Interpretation					1	6.0	1	5.0	3	4.0			1	5.0	1	5.0	4	4.5			4
	Applied Math					2	5.5			6	4.2			1	3.0	1	5.0	3	4.3			4
	Locating Information					1	4.0	1	4.0	3	3.7			2	4.5			1	4.0			5
Industrial Production Technology, Industrial Education, Electronics & Drafting																						Industrial Engineer
	Reading Interpretation	1	4.0			3	5.0			1	5.0			1	5.0	2	4.5	3	4.3			6
	Applied Math					3	4.7							1	5.0	1	5.0	3	5.0			6
	Locating Information	1	4.0			2	4.0			1	5.0					1	4.0					5
John Deere Ag. Tech.																						Farm Equip Mechanic
	Reading Interpretation	5	3.4			14	4.4			2	5.5			5	3.6			7	3.7			5
	Applied Math	5	5.2			10	5.2			11	4.3			13	4.2			5	4.2			5
	Locating Information	10	4.0			4	3.8			9	4.1			8	3.9			6	3.8			6
Nursing																						Nurse
	Reading Interpretation	13	5.2			35	5.0			4	5.8			2	6.0	1	6.0	5	5.4			5
	Applied Math	19	5.1			14	4.9			4	5.3			2	4.0	3	4.3	6	5.5			5
	Locating Information	27	4.3			31	4.4			2	4.5			4	3.8	2	4.0	3	4.3			4
Miscellaneous Health																						Health Service
	Reading Interpretation					1	4.0			11	5.3			8	5.0	1	5.0	18	4.3	1	6.0	4
	Applied Math					1	2.0	1	7.0	17	4.5			9	4.2	1	4.0	14	4.3	1	5.0	4
	Locating Information							1	5.0	18	4.0			3	4.0			13	3.8			4
General Studies/Undecided																						Min. Req. for 90% of Jobs
	Reading Interpretation	44	4.5	3	5.7	60	4.1	5	4.4	47	4.4	4	5.3	42	3.9	5	4.0	40	4.2	11	4.4	5
	Applied Math	24	4.5	2	4.0	49	4.3	1	4.0	48	4.8	7	5.1	44	4.4	7	4.6	36	3.8	9	4.7	5
	Locating Information	43	3.8	1	5.0	33	3.7	6	3.8	38	4.1	7	4.3	22	3.9	8	4.1	20	3.7	3	4.0	5

WorkKeys Data
Spring to Spring

		Fall 2007				Spring 2008				Fall 2008				Spring 2009					
		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing			
Major	Test	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	#	Occupation Profile Scores,
Cumulative																			90% of Jobs
	Reading Interpretation			0				0				57	4.3			10	4.5		5
	Applied Math			0				0				57	4.1			10	4.7		5
	Locating Information			0				0				57	4.1			10	3.9		5
ABE- Adult Basic Education																			Accountant
	Reading Interpretation											4	3.8			1	4.0		5
	Applied Math											4	4.0			1	5.0		6
	Locating Information											4	3.8			1	4.0		5
GED - General Development Education																			Comp System Hardware Analyst
	Reading Interpretation											39	4.3			5	4.0		6
	Applied Math											39	3.9			5	4.6		6
	Locating Information											39	3.8			5	3.4		5
ASE - Adult Secundary Education																			Manager
	Reading Interpretation											14	5.3			4	5.5		5
	Applied Math											14	4.3			4	4.5		5
	Locating Information											14	5.1			4	4.3		5
ESL - English as a Second Language																			Secretary
	Reading Interpretation											5	3.8			0	0.0		4
	Applied Math											5	4.2			0	0.0		4
	Locating Information											5	3.8			0	0.0		4
																			Applied Arts
																			5
																			4
																			4
																			Reporter/ Correspondent
																			6
																			5
																			5
																			Lawyer
																			7
																			NA
																			NA
																			Ave. Profile for Sciences
																			5
																			5
																			5

WorkKeys Data
Spring to Spring

		Fall 2007				Spring 2008				Fall 2008				Spring 2009					
		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing			
Major	Test	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	#	Occupation Profile Scores,
																			Mechanical Engineer
																			4
																			4
																			5
																			Teacher
																			4
																			NA
																			4
																			Counselor
																			5
																			4
																			4
																			Social Worker
																			5
																			4
																			4
																			Physical Therapist
																			6
																			4
																			5
																			Recreation Supervisor
																			5
																			3
																			4
																			Ag Farm Mgr.
																			4
																			5
																			5
																			Auto Mechanic
																			4
																			4
																			4
																			Cosmetologist
																			5
																			4
																			4

WorkKeys Data
Spring to Spring

		Fall 2007				Spring 2008				Fall 2008				Spring 2009					
		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing		Incoming		Outgoing			
Major	Test	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	N	ALC Mean	#	Occupation Profile Scores,
																			Police Officer
																			4
																			4
																			4
																			Emerg. Med. Tech
																			5
																			4
																			5
																			Fire Fighter
																			6
																			5
																			6
																			Industrial Engineer
																			5
																			5
																			5
																			Farm Equip Mechanic
																			3
																			3
																			4
																			Nurse
																			5
																			5
																			4
																			5
																			4
																			4
																			Min. Req. for 90% of Jobs
																			5
																			5
																			5

Semi-Annual Ends Report
GCCC Board of Trustees
April 2009

Personal Enrichment

CEO's Interpretation and its Justification: *The President will assure that persons taking personal enrichment classes are satisfied with their courses and that their goal for taking the class was met. This will consist of a class evaluation of all community service, personal enrichment classes. GCCC will offer classes for all ages and will assess needs and want through personal contact, surveys and popular activities.*

1. **Recipients pursuing individual interests will be personally enriched.**

Bryan Education Center
Web Page Design personal enrichment class met with four students, generating $140 in fees.

Community Services
Personal Enrichment courses served 85 people in Fall 2008. Those 85 people were enrolled in 12 courses. The courses ranged from repeat courses from the previous semester that had been put on the schedule due to popularity and new classes that had resulted from suggestions taken from evaluations.

Each individual was given the option of evaluating the class at its completion. Seventy-three evaluations were completed. Of those 73, 97% came back with "good" or "excellent" ratings on the class. The 3% that came back without a good or excellent rating came back with an "okay" rating which concludes that 100% of students who returned evaluations have a positive rating on GCCC's personal enrichment classes.

To determine how to best advertise CECS offerings, students are asked how they heard about the class. Based upon responses, a majority of the personal enrichment students receive this information via word-of-mouth and the newspaper. Other methods reported are brochures, self-seeking, CECS catalog and email.

For planning the following semester's classes, we take suggestions, look at trends and use answers from our evaluation forms to decide what classes to offer.

2. **Community outreach will serve the needs of all citizens.**

Bryan Education Center

- The 2008 July session of Kids' College concluded with 7 classes and 45 registered students which generated $1,188 in fees. (over 100% increase from 2007 July session)
- Partnered with Scott County Extension to host monthly lunch-n-learn programs as well as specialized programs

Community Services:

With Kids' College, Broncbuster Senior Club and Finney County Young Professionals, citizens of all ages are able to utilize the services offered by Community Services.

In September 2009, FCYP implemented a Monthly Mingle as a result of strategic planning sessions with Jean Warta. The purpose of the Monthly Mingle was to allow current and prospective members to get together in a relaxed environment and network, find out more about FCYP and eat at different establishments around Garden City. 4 monthly mingles were offered and attendance usually hovered between 12 and 17 people. At the September Membership Drive for FCYP, 12 new members were signed up.

Community Services partners with the Fine Arts Department to offer a Wichita Music Theatre summer course. That opportunity was also offered to the Broncbuster Senior club.

Community Services staff and Kids' College instructors were on hand during Marketfest in September. Wearing Kids' College shirts from the previous summer we showed kids how to make their own bubble mixture as well as shape their own bubble blowers. We also were able to promote Kids' College, even though it was nine months away.

Project Destiny

The existing collaboration between GCCC and area towns where Project Destiny is currently offering the Spanish GED Class is allowing participants to be better prepared to find jobs in their communities. These jobs have included the local hospital and school districts. Other students have been able to upgrade their job skills upon graduating with their GED Diplomas to obtain a job promotion or find a better paying job in their communities.

Semi Annual Ends
GCCC Board of Trustees
April 2009

Workforce Development

CEO's Interpretation and its Justification: *GCCC staff and faculty will collaborate with other entities to determine employer needs. These needs can be determined by personal visits, surveys and discussions with other public entities. Using grant resources the college shall work with local businesses to expand or develop their workforce. When a need arises personnel will work with a company to develop the appropriate training.*

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

Business & Industry Institute

All Business & Industry courses are designed to be responsive to community and employer needs. B&I staff meets regularly with Finney County Economic Development, Downtown Vision, Chamber of Commerce and many businesses and individuals to create and implement a targeted training schedule and business-specific contract trainings. In addition, B&I staff attend committee and social meetings of these organizations in order communicate and attain information.

Some well-attended programs from this report period include continuing education units for the industries of insurance, plumbing, HVAC, and electrical; short-term computer software courses; safety programs and more industry-specific courses. Types of classes canceled for lack of enrollments were generally soft skills, Spanish, and CDL exam prep in English.

Other activities include:

- Served six businesses with 12 contract training sessions
- Partnered with Chamber of Commerce, KansasWorks, and Finney County Economic Development to plan and implement fall job fair
- Planned the Kansas Adult Education Association Conference
- Offered a unique course for Backflow Certification and Recertification
- Forklift safety training
- Planned and implemented a five-course series in partnership with KansasWorks, Chamber of Commerce and Downtown Vision in the area of business promotions. There were 44 enrollments combined within the series.

From the same time period last year, B&I class cancellation rates remain steady while offerings have increased by 12. Enrollments have nearly doubled and the number of very satisfied and satisfied evaluations dropped by 8 points which both are attributed to the City of Garden City/Finney County mandatory supervisory trainings which occurred twice in FY08. Businesses served have increased by 11 and gross income has increased by more than $4,425.

	Jul-Dec 07 (FY08)	Jul-Dec 08 (FY09)
# Enrollments	697	1,329
# Businesses Served	87	98
# Classes Offered	51	63

# Cancellation	8	10
Cancellation Rate	16%	16%
Satisfaction Rate	99%	91%
Gross Income	$27,733	$32,158
CONTRACT sessions	4	12

Bryan Education Center:

- Fall adjunct instructor in-service was held with a total of 24 participants, including 15 adjuncts and 9 campus personnel. (increase of 9% in total attendance)
- GCCC representatives led a Listening Tour discussion with eight Scott City business leaders.
- 14 businesses/organizations/education services held meetings/workshops/testing for a total of 814 participants with $430 in fees generated. (a 19% increase in number of participants from 07)

Kansas Small Business Development Center

In 2008, the GCCC KSBDC worked with 167 clients, (achieving 124% of its goals) for 1,664 hours. During 2008, clients started 16 new businesses in southwest Kansas, borrowing $2,444,200 and adding equity of more than $1.8 million for a total investment of almost $4.3 million in this region. Those responding to the annual SBDC survey reported year-end sales at $11,779,177 – an increase of $3,986,152 over 2007. GCCC's SBDC offered 58 different training sessions (24 were online) for 356 participants on a wide variety of business topics including starting a business, record keeping, customer service, human resources, QuickBooks Simple Start, and state tax workshops. In addition to client services, staff responded to 525 individual requests for information, providing another 317 hours of assistance.

On April 10, 2008, the GCCC KSBDC, along with the Stanton County Chamber of Commerce, hosted a reception honoring client Gary Adams in Johnson City as he was recognized by the U.S. SBA and was named "Kansas' 2008 Small Business Person of the Year." He was nominated for the award by the GCCC KSBDC. His business, Stanton County True Value Hardware, was the "Business Excellence Award" winner in the Retail Category at the KDOC Business Appreciated Month awards in Scott City in June. Another SBDC client Accelecare Physical Therapy Services and local business New West Travel were honored with Merit Awards and also were nominated by the GCCC KSBDC.

Technical Education

Through its IMPACT grant partnership with Palmer Manufacturing, GCCC has provided training to 24 welders who attend classes one morning each week while they are officially "on the clock". Students and their employer report that they are well satisfied with this training.

The Allied Health Coordinator worked with St. Catherine Hospital to develop an Acute Critical Care Aide program that trained 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 Hospital position description.

The Fire Tower provided training to 100+ career professionals and volunteer firefighters from Holcomb, Garden City, Lane County, Sublette, Garden City Army Reserve, and Concordia.

At the request of Tyson Fresh Foods, GCCC is working with the KANSASWORKS workforce center to identify and hire twelve maintenance technicians. GCCC will provide training for these technicians over a 10 month period with students spending mornings at the college and working during the afternoons. They will be full-time Tyson employees throughout the training period, earning $12.80 to start with an increase to $15.90 after 90 days of good school and workplace attendance and performance. The program is slated to start on May 18, 2009. Upon successful completion of the classroom portion of the training program, these twelve students will be eligible to start a three year apprenticeship. Eight students completed this training and are working full-time at the hospital.

The Ammonia program is developing an Operator Refresher course for incumbent workers who need to update their refrigeration credential. The course will be made available during the summer 2009 semester.

Semi-Annual Ends Report
GCCC Board of Trustees
April 2009

The bulk of this report will be given in May when the Dean of Students has received the information from all 6 of the Regents Schools.

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 28 participants expressing the goal of entering post-secondary education, 25 (or 89 percent) achieved the goal.
- 29 participants demonstrate college readiness

Bryan Education Center:

- 2008 fall semester enrollment resulted with the following totals: 10 courses for 26 credit hours; 58 registered students; 152 hours generated; and the FTE was 10.14. The 2008 fall semester FTE decreased 56% from 2007 fall semester.
- ITV (interactive television) fall courses accommodated 18 students for 12 credit hours at the Scott City site. (Increase of students by 125%)
- Official ACT testing site: 33 participants and four administrators (18% decrease of participants)
- Proctoring services accommodated seven students taking 16 online exams
- 2008 fall semester enrollment for Scott Community High School students taking concurrent credit courses totaled two courses for 6 credit hours with 16 registered. (decrease of students by 47% from 2007)

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

Data to be provided in future report.

Pittsburg State University
Office of Continuing and Graduate Studies
112 Russ Hall, 1701 S. Broadway
Pittsburg, Ks 66762 • 620-235-4223
www.pittstate.edu/cgs

Carol —

Thank you for becoming a partner with PSU. I am convinced that our partnership will offer a great opportunity for your students. I am looking forward to working with you and your staff. I enjoyed meeting Ron Schwartz. Please take care and get well!

Bob

1201 W. kingman
Lakin ks. 67860
March 12, 2009

Dear Mr. Brungardt,

Hi! thank you for a good day. It was so cool I like your job!! DO you like your Job I hope we can see each other again.

Thank you again for a great time. I hope our school can go again but thank's for a great time!!!

Sincerely,
Lupito Amedo.

SAM BROWNBACK
KANSAS
(202) 224-6521 PHONE
(202) 228-1265 FAX

United States Senate

WASHINGTON, DC 20510-1604

COMMITTEES:
APPROPRIATIONS
COMMERCE, SCIENCE
AND TRANSPORTATION
ENERGY AND
NATURAL RESOURCES
JOINT ECONOMIC
AGING

March 9, 2009

Dr. Ca Ballantyne
1612 Fleming
Garden City, Kansas 67846

Dear Dr. Ballantyne:

Thank you for your recent correspondence regarding Sunflower Electric Power Corporation's proposed expansion plans for facilities in Holcomb, Kansas. I genuinely appreciate your taking the time to share your thoughts on this important issue. There is no better guide to making tough decisions than hearing from the people whom I serve.

As you may know, I have three goals in the Senate: *Reduce, Reform, and Return*. I promised the people of Kansas that I would work to reform the Congress and return to the basic values which built the country. We must reduce the size of the federal government and return the power to state and local authorities, where it belongs.

The expansion of Sunflower Electric Power Corporation's facilities is an issue best addressed at the State level. As your representative in the United States Senate, I will not have the opportunity to vote on this matter. For these reasons, I would encourage you to contact your representatives in the Kansas State Legislature and the Governor of Kansas with your concerns.

Again, thank you for taking the time to contact me. Please do not hesitate to contact my office again in the future, and in the meantime, I encourage you to visit my website at brownback.senate.gov for additional information on other issues on which I am working.

Sincerely,

Sam

Sam Brownback
United States Senator

SB:cb

612 SOUTH KANSAS AVENUE
TOPEKA, KS 66603
(785) 233-2503 PHONE
(785) 233-2616 FAX

1001-C NORTH BROADWAY
PITTSBURG, KS 66762
(620) 231-6040 PHONE
(620) 231-6347 FAX

811 NORTH MAIN STREET, SUITE A
GARDEN CITY, KS 67846
(620) 275-1124 PHONE
(620) 275-1837 FAX

245 NORTH WACO, SUITE 240
WICHITA, KS 67202
(316) 264-8066 PHONE
(316) 264-9078 FAX

11111 WEST 95TH, SUITE 245
OVERLAND PARK, KS 66214
(913) 492-6378 PHONE
(913) 492-7253 FAX

www.brownback.senate.gov

B3

Cathy -

Thank you for allowing the Western Kansas Community Foundation the opportunity to use classrooms for our not-for-profit trainings. We receive feedback from those who have attended on how grateful they are that they can get this information locally. We very much appreciate

B-4

Western Kansas
Community Foundation

GCCC's support of our efforts!

Best Wishes-

Shea Sinclair

P.S. Tara is a joy to work with! She is so friendly and professional and I can always count on things being done "right".

GARDEN CITY COMMUNITY COLLEGE
801 Campus Drive • Garden City, Kansas 67846 • (620) 276-7611 • FAX (620) 276-9573 • www.gcccks.edu

President Carol Ballantyne
Garden City Community College
801 Campus
Garden City, Kansas 67846

Dear President Ballantyne,

I would like to extend the deepest appreciation on behalf of the Men's Cross Country Team for your contribution to the 2008 Region VI Championship Rings! I would also like to thank the Board and your Administrative Staff for the financial support provided for both the Men's and Women's Cross Country Team's over the past four years.

It is an honor for myself, my coaches, and my student athletes each fall to don the "brown n gold". We hope to continue in the traditions academically, athletically and spiritually at Garden City Community College in a manner that pleases the greater Garden City area!

Yours in Cross Country

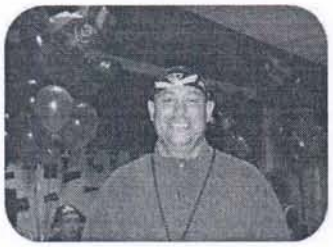
Dan Delgado and his 08 Busters!

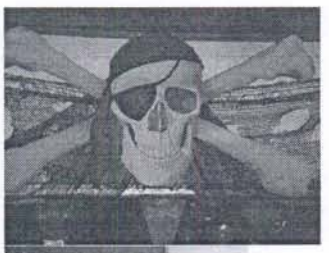
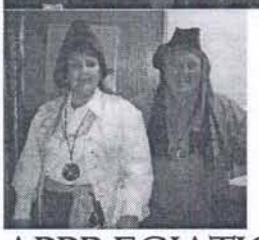
From: Kate Covington
Sent: Monday, March 30, 2009 4:26 PM
To: Debbie Atkinson
Subject: FW: Thanks to everyone!

Here is the thank you note Beth, Coach Delgado, Nikki and Nancy, Janie and Ron and Dave Shaw the Pirate

---

From: Lisa Myers
Sent: Wednesday, March 11, 2009 2:48 PM
To: bustermail; Russell Durler
Subject: Thanks to everyone!



THE 2009 RESIDENCE HALL STUDENT APPRECIATION NIGHT WAS A BIG SUCCESS THANKS TO ALL THE VOLUNTEERS. WITHOUT ALL OF THEM, IT COULD NOT HAPPEN.

SINCERE THANKS TO.....

HOST AND HOSTESS
RON AND JANIE SCHWARTZ
BARNHARDT

HAT AND TREASURE BOOTH
EUGENIA EBERHART AND STANLEY

WAITERS AND WAITRESSES
DAN DELGADO KELLEE MUNOZ COLIN LAMB
BETH TEDROW ERIN RYDQUIST KATHY BLAU
DORIS MENG JAY GUNDY NANCY UNRUH JENNIFER FRODIN
NIKKI GEIER MICAH KASRIEL DEE WIGNER
JAYRE LEE JANA ULRICH ANNIE STOPPEL
KURT PETERSON JEFF HUFFMAN BILL GRIFFITH

HORS D'OEUVRES ROOM	MOCKTAIL SERVERS	CHOCOLATE FOUNTAIN
SCOTT & JUDY STEWART	LESA GILBERT	MELISSA DAUBER
	CINDY JARMER	AUBREY DAUBER

ALL THE RA'S FOR THE SET UP AND TEAR DOWN HELP. COACH RON GERMAN FOR COOKING ALL THE HORS D'OEUVRES AND THE SHRIMP AND KEEPING THEM FRESH AND HOT. SONIA AND AMELIA FOR THE EXTRA CLEANUP AFTER LUNCH!

GREAT WESTERN DINING, DAN, AND THE KITCHEN STAFF DID A SUPERIOR JOB. OUR FOOD WAS DELICIOUS AND THEY KEPT IT COMING AS FAST AS THEY COULD EAT IT.

OUR "REAL LIFE PIRATE" DAVE SHAW FROM THE MAINTENANCE DEPARTMENT AND HE DID IT FOR JUST A STEAK DINNER THAT HE ATE WITH HIS OWN 10 ½ INCH DAGGER!!

LISA MYERS AND SPENSER WHO DID EVERYTHING AND ANYTHING THAT NEEDED TO BE DONE, TOOK LOTS OF PICTURES FOR US AND STAYED AFTER TO HELP US PACK UP AND PUT AWAY AND RESET THE CAFETERIA AND THE MEETING ROOMS SO WE COULD RETURN TO BUSINESS AS USUAL TODAY.

AS YOU SEE, A TREMENDOUS AMOUNT OF PEOPLE HELPED ME TO MAKE THIS A MEMORABLE OCCASION FOR THE RESIDENTS AND WE DO APPRECIATE EACH ONE OF THEM.

THANKS AGAIN FOR EVERYTHING!

MISS KATE AND THE RESIDENTIAL LIFE STAFF

Thank you for the memorial flowers

- Jon Bryan

Joel Bryan

& Families

For all the kindness you have shown,
We thank you very much,
For sympathy in sorrowing days,
For friendship's healing touch
With gratitude our hearts are full,
Though words cannot convey
The tender thoughts and thankfulness
We hold for you today

By the family of

J. ARTHUR BRYAN

Incidental Information
GCCC Board of Trustees
April 2009

Title V staff are **developing the website to promote programs and communicate with Nursing and Allied Health students**. Just click on Learning Opportunities and then click on Nursing and Allied Health to see the expanded offerings of this department. The site is under construction and new information will be added over the next few weeks.

"Bridges" are under construction to allow healthcare professionals to advance their skills to the next level. Paramedic students are currently interviewing for the 10 Paramedic to RN Bridge program. An EMT-B program has been developed to allow First Responders to complete their studies and qualify for licensure as EMT-Bs; and a PN Bridge program has been developed to allow PN students to complete their AAS degree for licensure as an RN.

Wayne Blackburn has been appointed by the International Institute of Ammonia Refrigeration (IIAR) to serve as a voting member of the IIAR Education Committee. To qualify for this honor, a person must have served on that committee as a Corresponding Member for a minimum of one year. In addition, a voting member must be a member of IIAR. Wayne has served two consecutive 3 year terms as a Corresponding Member. The letter of appointment indicated that the IIAR appreciated Wayne's service and looks forward to his continued participation on the Education Committee.

The Meats Team finished a very successful year as **Reserve Champions at the 2009 Houston Livestock Show and Rodeo Intercollegiate Meat Judging Contest**.

As part of their efforts to support the GCCC Deere Tech program, **John Deere Corporation has sent a check in the amount of $5,000 to be awarded to students in need of scholarship assistance**. The company has made this scholarship donation annually for the past several years. The program's success depends upon the generous support of Deere and their commitment to provide state-of-the-art equipment and training aids and offer on-going training for the program instructors.

The **Department of Commerce has awarded a grant in the amount of $54,571 to GCCC** to initiate two seminars for refrigeration operators – Ammonia Refresher/Certification Preparation and Industrial Boiler Operator I. This grant will allow the college to purchase and build boiler simulation equipment; and support ammonia seminars through the installation of a control panel and microprocessor that were donated by industry partners. It will also provide equipment to update the ammonia lab as we initiate a new refresher/certification preparation seminar. Letters of support for this grant came from IIAR, Jackson Dairy, Dillon Food Stores, Inc., Kansas City Steak Company, Cargill Meat Solutions, American Food Group, Meadow Gold, Smith's Dairy, Michael Foods, Heinz Frozen Food, and Bama Companies.

Garden City Community College Men's Basketball Coach, Chris Baumann (Coach Bucket), was named the Region 6 **COACH OF THE YEAR** by the NJCAA at the Nation Championship Tournament held in Hutchinson, Kansas.
The **GCCC Men's Basketball Team** was the **Region 6 Champion**, and for the first time in 53 years the team went to the **National Basketball Tournament and placed 6th in the nation!**

Our **Baseball** team came back from the spring break trip, where they played JC teams from the southeastern part of the nation with 7 wins and only 3 losses, a very good mark versus quality competition. Our **Softball t**eam is 13-7 and most recently had a sweep of Barton County at the Tangeman Complex.

We have hired Alaura Sharp, as our new **Head Women's Basketball coach**. She comes to us from Lamar Community College in Lamar Colorado, where she held the same position; but started her playing career at Fort Scott Community College and has a good knowledge of KJCCC basketball.

The Social Science Division reports that **two members of their division, Frank Bean and Chip Marcy, were interviewed by KSN and appeared on the evening news.** Frank was interviewed about the possibility of the **Sun Flower Plant becoming a reality now** that Kathleen Sibelius will be leaving office and Mark Parkinson will become the new Governor. Ron Schwartz was also featured on that news program. Chip Marcy was chosen to be featured on the first "**Talk of the Town Podcast**" produced by the Garden City Telegram at Patrick Dugan's Coffee House. Chip did an excellent job representing GCCC as he addressed the Economic Meltdown. Click on this link to listen to Chip's interview. http://www.gctelegram.com/News/Talk-of-the-Town-Chip-Marcy-3-25-09

We received our M&E payment of $44,535.62.

The **GCCC forensics and debate team** attended the 27th annual novice national tournament in Houston, Texas, the first week in March and came away with an impressive team effort placing 2nd overall. Individual highlights from the tournament include:
Janet Huerta – 1st place After Dinner Speaking
Megan Dinkle – 2nd place After Dinner Speaking
Brooke Lindholm – 2nd place Communication Analysis
Jacob Hughes – 4th place Impromptu Speaking
Aaron Reed – 7th place Lincoln-Douglas Debate
Also competing were Noemi Herra, Jared Morford, Amanda White, and Joann Gonzalez who earned the team a significant number of preliminary points. These nine students have been diligent and committed to the team and worked very hard this year.

The **KNEA-SP (Kansas National Education Association-Student Program)** is a revitalized student organization on campus. This year, the members have chosen to start a "**Campus Closet"** for student use. The Closet holds basic hygiene items that students need, but many times can't afford. It is a fact that students who look and feel good during school are more likely to succeed.

GCCC celebrated its **first Women's Week,** a week- long celebration of women, the last week of March. We had an excellent turn-out at the events and look forward to hosting the event next year. More specifically, on Monday, March 23 @ 1:00 pm we had **22** people attend: *Through the eyes of mom: parenting in the 21st century* with Ramona McCallum & Johanna Diaz and it was on the front page of the GC telegram. On Tuesday, March 24 @ 10:00 am we had **19** attendees at *Shattering the glass ceiling: challenges women face in leadership* with Dr.

Ballantyne & Beth Tedrow and we had **52** attendees at the 12:00 pm debate by the GCCC debate and forensics team. This too made the front page of the GC Telegram. On Wednesday, March 25 Joyce Adams spoke to a filled cafeteria about Miles of Smiles. On Thursday, March 26@ 1:00 pm storyteller Margaret Meyers drew a crowd of **48** attendees and later that night Tessy Thykkuttathil had **29** students in her yoga's class. Without a doubt we had a great week and only expect next year's celebration to be better!

Dr. Mark E. Sarver, an experienced leader in Kansas, Virginia and West Virginia higher education, has been selected as **the new director of EduKan**, the state's first online community college consortium. Sarver, who has served with McPherson College and Sterling College, will assume his duties April 6 at EduKan headquarters in Great Bend. EduKan is a virtual online community college, offering a wide range of general education classes and associate degree opportunities through the Internet.

Jon Rutter has been appointed to **Garden City's historical landmark commission**

The Adult Learning Center hosted the Kansas Adult Education Association (KAEA) 2009 annual conference in Garden City with more than 150 participants from across the state. Twenty-seven adult education programs participate in this conference. The GCCC staff was presented with the traveling trophy for the best presentation at the conference.

The **Refugee Program** registered 22 new refugees in February. Ten of the refugee students began driving lessons.

The current ESL session has **224 students** enrolled.

The ALC staff agreed to really **stress the importance of being on time and good attendance this session. Instructors are sharing and implementing new ideas** to motivate students that encourage good attendance and the importance of being on time. *These practices have resulted in a 20% increase in retention this session.*

Eight ALC students have enrolled in the **for-credit college skills** class that will be offered by Martha Lisk beginning March 24.

Ten students **completed Kansas Work Ready certificates.** 4 Bronze, 6 Silver

Four Educational Talent Search students spoke at a **legislative breakfast in Washington, D**C to tell their stories of being first generation and low income as well as their plans to attend college and become productive citizens. It was attended by Representatives, Senators and their education aides as well as Kansas Trio staff and university administrators. They also toured many museums, monuments, and other points of interest in Washington DC. The students also met individually with Representative Jerry Moran and Senator Brownback at their request. It was the first time during the 15 years of having the breakfast that a Trio program at a community college had been represented.

Six middle school and high school students completed a **weeklong life skills workshop** over Spring Break.

Students participated in community service at Victor Ornealas – **helping with parents who do not speak English understand activities to do at home to prepare students for kindergarten.**

A new **reading club** has started and will continue through April.

The first Project Destiny graduates from the Lakin HEP program were featured March 12 in *The **Lakin Independent*** **and March 13 in *The Garden City Telegram*.** Seven students from this site graduated with GED diplomas. **Fifteen students in Ulysses** are participating in classes organized by Project Destiny where half of the students are residents of Johnson, which is located 20 miles from Ulysses. HEP Students from Syracuse will be touring GCCC campus next month as they prepare to take their GED official exams this summer. The campus tour is part of their preparation to successfully complete their exams at GCCC and help them make the transition to college classes. During this visit, students will use the computer lab to register to take the GED official exams, meet with campus staff, and visit the student center where lunch through the cafeteria line will be their first experience.

126 **Business & Industry enrollments**-5 scheduled classes, 1 contract training, 1 unique class that ran twice which was jointly sponsored with the Criminal Justice dept.

Working on **2 new programming concepts -** Study course and test prep for the Work Ready Certificate; silver and gold level and B&I certificate programming aimed to provide: a transition step for GED students, students with a pathway to credit certificates and degrees, the workforce with a way to enhance their skills in a way that shows their accomplishment

Working with **Tyson and KansasWorks** to provide 50 supervisors with 8 hours of training to enhance their communication and team building skills- approved by LWIB, final details are being worked out, should begin at the end of April, looking to make this a standard piece of their succession program

Partnership with **Finney County Economic Development**- 7 business visit reports (as of 3/26), 5 of those regarding properties (location/relocation), no contract trainings resulted

Bryan Education Center - Certified Nurse Aide class began with five students enrolled. Basic Computer Skills class began with four students enrolled. U.S. Census Bureau held two testing sessions for the 2010 Census. The Scott City Study Club held its monthly meeting with 16 attending, generating $20 in fees. Six members of the Scott County Genealogy Society met for its monthly meeting and utilized the lab for research, generating $30 in fees. NRCS presented a two-day training session with 57 attending each day, generating $130 in fees. KS Association of Counties conducted a one-day workshop with 10 attending, generating $50 in fees. Scott County Extension held its Lunch n Learn program with six attending. Scott Community Foundation held two meetings with 16 attending, generating $40 in fees. Scott County Partners for Youth held its monthly meeting with five attending.

Fourteen people attended the "**Color Draping**" class taught by Beverly Catanese. All of the evaluations came back with positive responses.

March brought the **close of Corporate Meltdown** and with that, a total loss of 1,179 pounds for this year which brings the 10-year total loss to 7,060 pounds. Jez Luckett of NBC's *The Biggest Loser: Season 4* was on hand to congratulate the audience on their weight loss as well as offer tips for weight maintenance and inspiration for them to continue to lose weight. GCCC Community Services partners with Finney County K-State Research and Extension, Garden City Recreation Commission, and United Methodist Mexican-American Ministries Diabetes Control for the Corporate Meltdown project.

FCYP hosted its **Monthly Mingle on March** 5 at IHOP. Fifteen young professionals gathered to network. A Wii tournament was March 20. The next Monthly Mingle is April 2 at Sofia's Bistro.

Kids' College planning is underway. Grades 6-8 were dropped from the schedule because of a lack of interest and a Kinder-prep group was added. The Bryan Education Center had success after adding the Kinder-prep group last summer. Kids' College runs June 8 through July 24.

The **Small Business Development Center** contract has been finalized and signed between GCCC and SCCC/ATS for a KSBDC Outreach Center located on the SCCC/ATS campus. We are very excited about this outreach center. SCCC/ATS has brought matching funds to go with State funds to make this center possible. No additional GCCC cash was required for this center. It allows us to have a fulltime representative in the southern end of our service area. We are currently taking applications for the consultant's position.

On March 10, 2009, the KSBDC celebration of **Emerging and Existing Business Award**s was held in Topeka at the Dillon House. Most of our legislators were able to attend as well. **Alan Oswalt, Oswalt Appraisals of Garden City, and Gavin & Kim Unruh, EmbroidMe of Dodge City, were the award winners from Southwest Kansas.** Alan, a former KSBDC consultant, took all that we teach our clients and built his own business. He started part-time and quickly grew to a fulltime, successful appraisal business. He received the Emerging Business of the Year award. Gavin & Kim, former farmers, moved into a retail franchise business that focuses on specialty products ranging from an in-house embroidery business to all types of promotional products. They were recognized as the Existing Business of the Year. Each regional center recognized two businesses from their service area.

GCCC hosted the SWKs Student Leadership Conference on Wednesday, April 01, 2009. 155 middle school students from 12 schools and 98 high school students from 12 schools attended with 29 sponsors, 19 presenters and a keynote speaker. Students attended from Cimarron, Ashland, Dodge City, Garden City, Greensburg, Hugoton, Ingalls, Jetmore, Kismet-Plains, Leoti, Moscow, Montezuma, Stanton County, Sublette, Syracuse, Tribune and Ulysses. The day's events included a Mariachi Band from Scott Community High School, keynote speaker Grant Baldwin, 5 high school sessions, 6 middle school sessions and lunch on the GCCC campus.

Spring **financial aid disbursement began** on February 25, 2009, and by February 27 the business office had processed 563 checks to students totaling $593,437.55. That weekend GCCC played host to 432 rodeo participants from 20 different schools. A total of $32,110.00 was collected in entry fees and a total of $20,849.82 was paid out in awards to 74 participants.

College purchase cards have been issued and the process is fully implemented. **Forty-six employees have purchase cards**. This past month, 28 employees used their card for total expenditures of $28,209.14.

The IT Department is working on several projects that are to be implemented before next fall. Specifications are being **prepared for a closed circuit TV system.** Plans include having at least one television/monitor in each building. Information regarding college activities and college news will be displayed. The system will also allow the immediate posting of emergency notifications. The project will be funded in part by Student Government Association.

Physical Plant and IT personnel have been consulting with vendors regarding **video surveillance systems and card swipe lock systems.** College staff attended a demonstration at USD 457 on their new surveillance system. The intention is to incorporate card lock systems into new construction and renovations.

Lyle Bitikofer joined the college staff as Assistant Director of Physical Plant. Lyle has been busy working on specifications for our electrical projects.

The gas kiln has been installed and tested. A few adjustments need to be made and the installation will be complete. The electrical specifications are being written for the electrical kiln room.

Work is scheduled to **begin May 18 on the Fouse buildin**g. Science and math staff are busy cleaning closets and cabinets. A storage container is rented and will be used to store items during building renovations.

In accordance with President Obama's stimulus plan, we replaced the federal tax tables with the **new income tax withholding tables**. Although we were not required to do so until April 1, we made the change effective with the March payrolls. With few exceptions, full-time employees saw an increase in net pay of approximately $30.00 to $65.00 in their March pay.

Syracuse Journal – 1/7/09

Wednesday Jan. 21
Baked Fish, Creamed Peas, Carrots, W.W. Roll, Strawberries& Bananas.

Pastor's Ponderings

by John Wright, Pastor

First United Methodist Church of Syracuse

I can usually find the good in everything and everybody. Part of finding the good is recognizing God as an ongoing creator and believing that what God creates is good. Finding good is also accepting that each person is a child of God. Since moving to Western Kansas and Syracuse my philosophy of finding the good in everything has been challenged. I have found myself on several occasions asking the question: What is good about a tumbleweed?

A couple months ago I noticed some scratches on the side of our, not yet one-year-old, car. I asked Barb what happened to cause the scratches as she had been driving the car back and forth to Johnson each weekday. She said "Oh that's from the tumbleweeds hitting the car." My response was a questioning "Oh, yeah!" But I have since heard from others that tumbleweeds can cause damage to the paint on a vehicle.

I have also learned that tumbleweeds can pile up. We no longer have a pick up truck so the tumbleweeds gather along our chain link fence of the parsonage's backyard. After a strong wind they seem to climb higher and higher. I try to put them into the dumpster marked "yard waste" but I have to confess that most days the tumbleweeds are winning the battle.

I have however come in recent weeks to see value in tumbleweeds as an illustration, a metaphor of faith. Tumbleweeds are resilient. They seem to be able to survive the worst that nature has to throw at them. Faith is like that. With faith we can get through anything that life has in store for us.

Tumbleweeds seem to like the support of other tumbleweeds. They stick together. Tumbleweeds in that way are like a church family. Healthy church families provide help, care, encouragement and support for one another.

Tumbleweeds also remind me that sometimes when times are rough and the winds of turmoil are blowing in our lives we too tumble along in whatever direction the wind blows. Our sin attacks our roots and leaves us open to living lives that tumble along. When we stay strong in our faith and participate fully in Christ's body, the church, we are rooted in our faith and are better able to withstand the trials and tribulations of life that seek that can separate us from our roots of faith.

So when you see a tumbleweed or find yourself grumbling when the winds blow in a whole new supply of them be reminded and be thankful for your faith, faith that solidly roots you in the love of our Lord and Savior, Jesus Christ.

See or hear about news you think should be in the paper?
Call the Syracuse Journal at 384-5640
email sjournal@pld.com
or come by and see us

First graduates of project Destiny

Maldonado, left, and Lupita Maldonado, right.

by Steve Quakenbush

Garden City Comunity College

Project destiny offers a chance to reach dreams through GED.

Twelve months ago, Juana Isela Maldonado, 22, and her sister, Maria Guadalupe (Lupita), 19, had no hope of completing a high school education in their adopted hometown of Syracuse.

The two arrived in the Hamilton County community from Guanajuato, Mexico with their with mother and two younger brothers, so the family could be reunited with their father. The family, in fact, chose to come to the U.S. with the goal of attaining better educational opportunities for the children in exchange for hard work and perseverance.

However, once settled in, they ran into an unplanned barrier. While the family received a warm welcome from the local school district, USD 494 had no curriculum it could offer to Juana and Lupita. Both lacked skills in English as a second language, and were past the age of 18, so they couldn't enroll in programs at Syracuse High School.

Discouragement turned to joy, though, when Juana Peñarán, mother of the Maldonado sisters, learned from a friend about the Project Destiny High School Equivalency Program – better known as HEP -- which offers Spanish-language GED instruction for migrant and seasonal workers. GED programs provide high school equivalency diplomas for students who study and succeed in a battery of standardized tests, and the sisters qualified because people who work in agricultural jobs such as dairies, farms, feedlots and grain elevators qualify under the migrant and seasonal farm worker definition.

"It was sad for me to see them at home, out of school, for an entire year," Peñarán said. "I went to the elementary school several times, asking them to help me enroll my daughters in the HEP program."

Brook Hughes, migrant program director at the school district, was working closely to help the family attain its educational goals when she met Itzel Rodriguez in Garden City during a symposium on Hispanic issues. She asked for information about Project Destiny and also about whether

Continued on pg 8

Subscription

After Christmas Savings Bonanza!

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credit crisis are still very confident in this proposed project and are in hopes that the new

you have any questions feel free to contact me.

Project Destiny continued

it could be offered in Syracuse.

Rodriguez, who is based at Garden City Community College, coordinates the program and told Hughes that she would try to arrange for GED classes in Hamilton County.

"I talked to Dr. Bob Fanning at Kansas State University and explained to him the need they have in the area, with so many young adults who have not completed their high school education and are working in dairies and farms," Rodriguez said. The program is jointly sponsored by KSU and GCCC.

"The next step," she explained, "was to meet with the school district officials and meet the Maldonados."

That took place on Jan. 2, 2008, when Rodriguez and HEP Instructor Juana Betanco went to Syracuse to talk with school system personnel and assess the Maldonado sisters with an entry examination called the Test of Adult Basic Education. The HEP grant requires that incoming students demonstrate reading abilities at or above the seventh grade level.

"The girls exceeded the entry reading level and were so enthusiastic about learning and getting this program going that they helped us recruit other students to start the program in Syracuse," Rodriguez recalled.

For the Maldonado sisters, getting Project Destiny in town was literally a dream come true.

"I was so happy to find out that I was going to be able to go back to school," Juana Maldonado said. "It was a way for me to think that I would be able to learn and move ahead in my education."

Juana Maldonado said she gained motivation as she learned more through Rodriguez and Betanco about what the HEP program could do for young adults like herself and her sister.

Two weeks before the beginning of their official exam sessions, Juana Maldonado had to have surgery to remove her appendix, while Lupita Maldonado began work at a Syracuse area dairy, making it harder to keep up her school work while mainlining her hours on the job.

It was hard, but the girls never thought about giving up, and today they have diplomas as evidence of their determination.

"After my surgery, the only thought in my mind was to find the way to finish the program and graduate," Juana Maldonado said.

"I worried about not making it," Lupita admitted. "But I never thought about dropping out."

As the first graduates of Project Destiny in Syracuse, they now promote the program among friends and relatives, encouraging more people to participate in the project.

"I want people to know they can continue their education," Lupita Maldonado said. "It is like the beginning of a new life."

Project Destiny offers classes from 9 a.m. to 1 p.m. Mountain Time Wednesdays at the Presbyterian Church in Syracuse. Information is available from Rodriguez at 620-275-3284 concerning the classes in Syracuse, or at the program's other sites in Scott City, Lakin, Ulysses and Garden City.

qualify for one or more tax credits. For example, working individuals or families who have qualifying children and earn approximately $37,000 or less, often can receive an Earned Income Tax Credit (EITC). Some low-wage individuals without children are eligible, too. Details are available at www.irs.gov/eitc .

Free income tax preparation services for low-income and older adults are offered

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Monthly school b meeting schedul for next week

Syracuse Journal
News Correspondent

The Unified School District #494 will hold a regular meeting of the Board of Education on Monday, January 12, 2009 at 6:00 p.m. in Lecture Hall, 502 N. Main Syracuse, KS 67878

In the public comment portion of the meeting, board members will hear from Carol Swinney who will make an ITV presentation. The business and finance portion ing will cover S report by Mar January warrant Audit contract, eras, Replacen locks, School ca 10, FTE Audit r on Excel Energ Tamarisk Golf board will als ing with the re board president,

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THE LAKIN INDEPENDENT
The Kearny County Advocate (Est. 1885) and The Lakin Independent (Est. 1914) Merged 1937
USPS 303-380 Single Copy
Lakin, Kearny County, Kansas 67860 Thursday, March 12, 2009
lume 123 Number 44

Project Destiny GED graduates from Lakin, wearing class shirts at the conclusion of their studies, include, from left to right, Maria Rubio, Yesenia Pena, Cristina Almuina, Jorge and Rosa Veleta, Aracely and Tino Gonzalez. The group is the first class to graduate from the program in Lakin.
(Courtesy Photo)

Project Destiny Opening Doors To Education and Opportunity In Lakin

First class of seven in high school equivalency program completes GED studies and graduates.

Jorge Veleta went through several emotions last fall, near Thanksgiving, when he learned that the ranch he was working for in Kendall was being sold to a different owner.

At the time, work was busy and Veleta was hoping to stay on board under the new ownership. However, that didn't work out and he was laid off at the beginning of the year.

"It was hard for me as the head of a household not to have a job," he said. "But those weeks at home helped me focus on my GED final exams."

That paid off. He and his wife Rosa are now among seven students who successfully graduated with their General Education Degrees in January through Project Destiny, a federally-funded program offered through Kansas State University at Garden City Community College.

The program's primary objective is to help people earn high school equivalency degrees, and it is open to migrant or seasonal workers 16 or above, and their family members, who haven't completed high school diplomas and who meet other criteria.

Gonzalez, also participated and graduated in the program.

For the Gonzalez family, this was the second time to enroll, since they had participated in GED classes two years earlier while the program was offered only in Garden City. At the time, they found it difficult to drive to Garden City to attend classes, and also to find a babysitter for their daughters. However, the extension of the program to Lakin made all the difference, and they became the first to enroll.

"We are grateful that these classes are now offered in Lakin," Tino Gonzalez said. "This is really a good opportunity for us in this community."

Maria Rubio, whose son, Hugo, 11, was the main reason for her to participate in Project Destiny, said she realized it was time to return to school and graduate when she could no longer help him with his homework.

"I know things for him as he advances to other grades will get tougher," she said, "and my concern was not being able to help him."

Enrollment in Lakin also marked Rubio's second try with Project Destiny. She had left the program earlier, when moving to Lakin from Garden City, and could no longer attend class.

This time around, she said, said positive things about this group," she recalled, noting that the local school district and the Lakin community provided support for the high school equivalency program.

"But," she added, "The best support these students found came from their families and children."

For the Veletas, study time became a must at home, with parents and children focusing together on their homework.

"Our oldest son, Jorge Jr., was sympathetic with us when we worked on our math, because he knows how hard it is," Rosa Veleta said.

Tino and Aracely Gonzalez recalled the days they were studying the continents of the globe and learning about different countries.

"My children are now able to tell you where many of the world's countries are located," the father said.

"Keeping a good learning environment while they have fun is important for the people in Project Destiny," Rodriguez said.

"We try to incorporate different strategies to keep students engaged," she explained. "We try to make them move through different activities, because we understand how hard is for them to come to class after a long day at work."

GED classes prepare participants to take the battery of state tests necessary to earn a high school equivalency diploma. Tests may be taken either in English or Spanish.

The Veletas and their classmates are the first group of graduates from Project Destiny to obtain their GEDs since the classes began in Lakin in the spring of 2008.

Graduation Changes Fate

Veleta's fate changed upon graduation, since he was able to note on his next job application that he had recently earned his GED.

"Two days later, I was offered a job as manager in a feedlot," he said. "This is a message to everybody that education brings more employment opportunities."

The Veletas aren't the only ones celebrating. Another couple, Florentino and Aracely she wasn't going to let that happen.

"I was determined to graduate and worked hard not to fall behind," she said. "I worked on my math book twice, reviewing and revising everything I could."

Source of Pride

All of the participants are adult students with families, most with full-time jobs that include 10-12 hour shifts, said Itzel Rodriguez, Project Destiny regional site coordinator. "They've each accomplished a lot, and I'm very proud of them."

From the moment the project was first extended to Kearny County from the GCCC campus, Rodriguez said, the Lakin group got on top of things and each student remained anxious to learn.

"All of my staff always

More Opportunity Ahead

Cristina Almuina, another member of the Lakin class, said she is extremely happy to be a GED graduate and is looking forward to participating in the GCCC commencement ceremony on May 16.

"It's definitely one of the best times in my life because I never thought I would be able to do it," she said.

Yesenia Pena, also of Lakin, completed her GED in the program as well.

Project Destiny offers Spanish language GED classes from 6:00 to 8:00 p.m. Thursdays at St. Anthony's Catholic Church in Lakin, and at other sites including Scott City, Ulysses, Syracuse and Garden City.

Anyone with questions about the program may reach Rodriguez at 275-3284.

KANSAS
DEPARTMENT OF COMMERCE

Kathleen Sebelius, Governor
David D. Kerr, Secretary

KansasCommerce.com

March 25, 2009

Dr. Carol Ballantyne
President
Garden City Community College
801 Campus Drive
Garden City, KS 67846-6399

Dear Dr. Ballantyne:

I am pleased to inform you the Kansas Department of Commerce is awarding Garden City Community College $54,571 in Workforce Solutions Funds to assist you in the implementation of your Industrial Ammonia Refrigeration/Boiler Operator project.

The review committee noted that GCCC is nationally recognized for its Industrial Ammonia Refrigeration/Boiler operator training. The project meets a very specific industry need, uses expert trainers from industry, draws in out of state incumbent workers, provides for a good wage gain, and includes a good company match. GCCC has provided quality performance on past projects.

I will prepare a contract for your signature and plan to deliver as soon as possible.

Thank you for your continued commitment to training the future workforce for Kansas employers. Commerce is happy to be your partner in this endeavor.

Respectfully,

//s//

Kathryn A. Hund
Director of Education and Training

cc. Judy Crymble

MEMO

TO: Carol Ballantyne

FROM: Nancy Unruh

DATE: February 18, 2009

RE: Student Demographics – Spring 2009

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To: Carol Ballantyne, President
From: Deanna Mann, Director of Institutional Effectiveness
Date: February 13, 2009
Re: IPEDS DATA FEEDBACK REPORT 2008

The National Center for Educational Statistics recently provided Garden City Community College the above report based on the college's 2008 IPEDS (Integrated Postsecondary Educational Data System) Report. The statistics in this report are based data collected from GCCC during the 2007-2008 IPEDS collection cycle and a comparison group comprised of 56 similar institutions, i.e., public rural 2 year institutions (both technical and community colleges) in the Great Lakes and Plains regions with comparable enrollments. The states included, with the number of institutions in parentheses were: Kansas (12-Allen, Cloud, Coffeyville, Colby, Cowley, Dodge City, Ft. Scott, Highland, Independence, Labette, Pratt, Seward), Illinois (8), Iowa (7), Michigan (1), Minnesota (12), Missouri (6), Nebraska (2), and Wisconsin (8).

The report compares GCCC's statistics with the median values of the comparison group of colleges. Twelve areas were covered in the report; a brief description of the charted statistics follows.

Unduplicated 12-month Headcount (Figure 1) –Although the comparison group institutions were similar to GCCC in type and region, GCCC enrollments in all areas (unduplicated head count, total FTE enrollment, full-time enrollment, and part-time enrollment) was about 23% less than the comparison group. Enrollment at GCCC has been declining over the last few semesters, but did increase slightly for Spring 2009 term which it not reflected on the report.

Race/Ethnicity or Gender (Figure 2) – GCCC has a more diverse student population with significantly higher percentages of total Hispanic, Black-Non-Hispanic, and Asian or Pacific Islander enrollment. Accordingly, GCCC has about a 1/3 less white-Non-Hispanic student population than the comparison group and also shows slightly less percentage of women enrolled. Enrollment by ethnicity differences reflect the community which GCCC serves and one would expect to see these differences.

Tuition and Required Fees (Figure 3) – For the previous three year period, GCCC's tuition and fees were significantly lower than the comparison groups, i.e, 2005-06 – 22% lower, in 2006-07 – 28% lower, and in 2007-2008 – 30% lower.

Percentage and Types/Average Financial Aid Amounts (Figure 4) – GCCC and the comparison were evenly matched in the percentage of students receiving aid in the form of federal grants and loans during the 2006-2007 academic year. Additionally, significantly more GCCC students received institutional grants, but less state and local grants and student loans.

Average Financial Aid Amounts (Figure 5) - GCCC students received notably less funds in all categories of aid. Although somewhat disappointing in the form of federal

grants, the other differences reflect the College's GCCC philosophy to assist as many students as possible with institutional funds and discourage high loan debt.

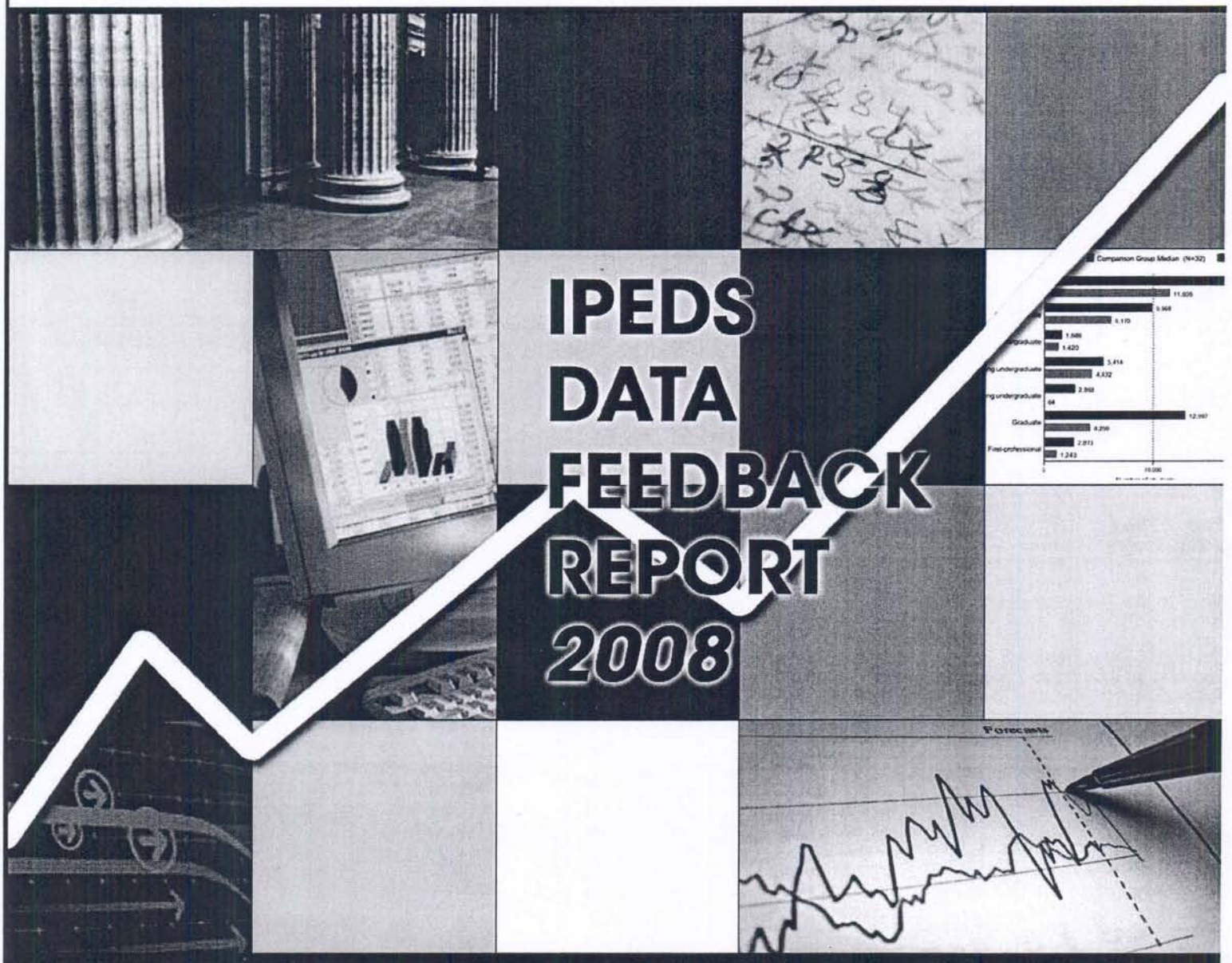
Graduation Rates and Number of Degrees Awarded (Figures 6, 7 & 8) – The GCCC statistics in these areas were very similar to the comparison institutions with two notable exceptions. In Figure 6, GCCC's graduation rate based on ethnicity is significantly higher in black, non-Hispanic, Asian or Pacific Islander and American Indian or Alaska Native. This is easily interpreted as a product of GCCC's more diverse population. The second notable difference (Figure 7) is that GCCC shows an 80% higher graduation rate of its entering 2004 first-time, full-time degree-seeking students in comparison with the entire entering class than did the comparison group.

Core Revenues and Core Expenses (Figures 9 & 10) – GCCC rates were similar to the comparison group, again with two notable exceptions. In Figure 9, local appropriations for GCCC were almost triple that of the comparison group, which reflects the college's funding model as a community college. In Figure 10, core expenses spent in the area of Student Services was more than double that of the comparison group. This reflects GCCC's educational philosophy to accept student as they are and assist them in attaining the highest possible level of achievement. The College is committed to provide significant, well-rounded services to its students as they work toward their educational goals.

Full-time equivalent staff and average salaries (Figures 11 & 12) - GCCC is very similar to the comparison group in number of positions in the categories of instruction/research/public service and non-professional employees. GCCC is significantly lower (56%) in executive/administrative/managerial positions and slightly more than double that of other professionals. GCCC was very similar to the comparison group in all categories of salaries for which it had positions.

A copy of the entire IPEDS Data Feedback Report, which includes twelve bar graph charts, is available for further review.

NATIONAL CENTER FOR EDUCATION STATISTICS



IPEDS DATA FEEDBACK REPORT 2008

Garden City Community College
Garden City, KS

The Integrated Postsecondary Education Data System (IPEDS) is the core postsecondary education data collection program for the NCES. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. For additional information see http://nces.ed.gov/ipeds.

IPEDS DATA FEEDBACK REPORT

October 01, 2008

Dear Institutional Executive:

The National Center for Education Statistics is pleased to provide you with your institution's annual IPEDS Data Feedback Report. The report compares data provided by your institution in 2007-08 through the Integrated Postsecondary Education Data System (IPEDS) to data for a similar group of institutions. Like last year, your institution was given the opportunity to select its own comparison group. We strongly encourage institutions to take advantage of the opportunity to select the other institutions to which they want to be compared in the report, as they generally find the report more informative. If your institution did not submit its own group, IPEDS identified a comparison group for you (see the list toward the back of this report for the institutions in your comparison group).

I also encourage you to visit the IPEDS Executive Peer Tool (ExPT) at http://nces.ed.gov/ipedspas/ExPT/. Not only can you download a PDF of this report as it was sent to you, you can also select a different comparison group and recreate the full report in the PDF format. In addition, there are a number of additional figures available in the ExPT that are not included in your original report such as enrollments by student level, admissions and test scores, and more finance figures.

Thank you for all of your efforts to support IPEDS throughout the data collection process. Without your support and the high quality data that your institution provides, these reports would not be possible. Should you have any comments on how we can improve the Data Feedback Report and ExPT, please send them to ipedsdatafeedback@ed.gov.

Best regards,

Elise S. Miller

Elise S. Miller
IPEDS Program Director

What Is the Purpose of This Report?

The IPEDS Data Feedback Report is intended to provide institutions a context for examining the data they submitted to the Integrated Postsecondary Education Data System (IPEDS). Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2007-08 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. Following the figures is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the **Methodological Notes** for more information.

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions in the United States and other jurisdictions, such as Puerto Rico, whose primary purpose is to provide postsecondary education. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances. Each year nearly 6,700 postsecondary institutions provide information to the U.S. Department of Education through IPEDS. These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (http://collegenavigator.ed.gov/), to aid in the college search process. For more information about IPEDS, see http://nces.ed.gov/ipeds.

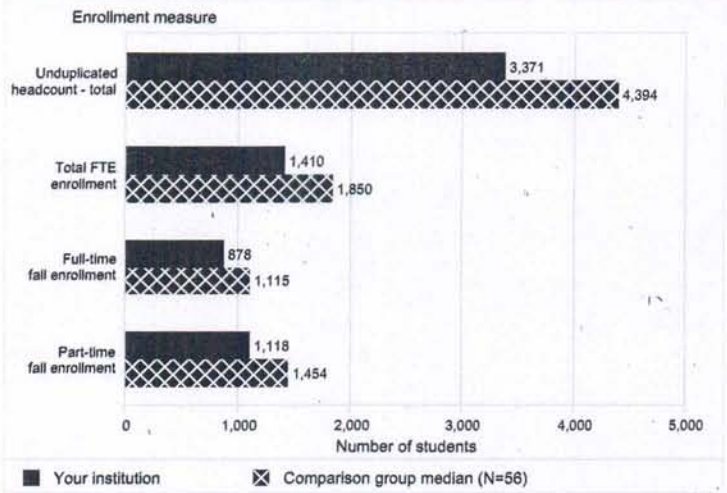
Would You Like to Do More Analysis of Your IPEDS Data?

The information in this report can be produced for a different comparison group using the IPEDS Executive Peer Tool (ExPT) at http://nces.ed.gov/ipedspas/expt. If you would like to make comparisons on a wider range of IPEDS variables, or do additional types of analyses, the IPEDS Data Center is available at http://nces.ed.gov/ipedspas. In both systems, you may select your own comparison group. Through the ExPT, you may also print additional copies of this report.

Selected Figures

These figures are based on 2007-08 IPEDS data submitted by your institution, Garden City Community College, and the comparison group listed later in this report. The number of institutions in the comparison group from which the median is derived is shown as "(N = x)" in the labels or in the legend at the bottom of the figure.

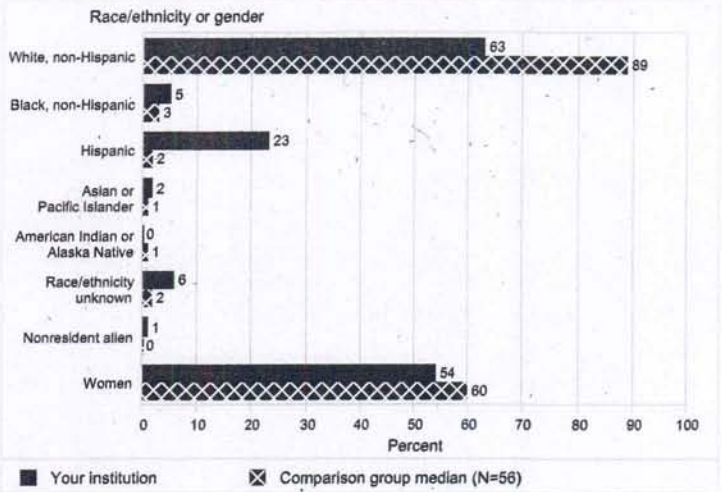
Figure 1. Unduplicated 12-month headcount, total FTE enrollment (academic year 2006-07), and full- and part-time fall enrollment (Fall 2007)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Enrollment component.

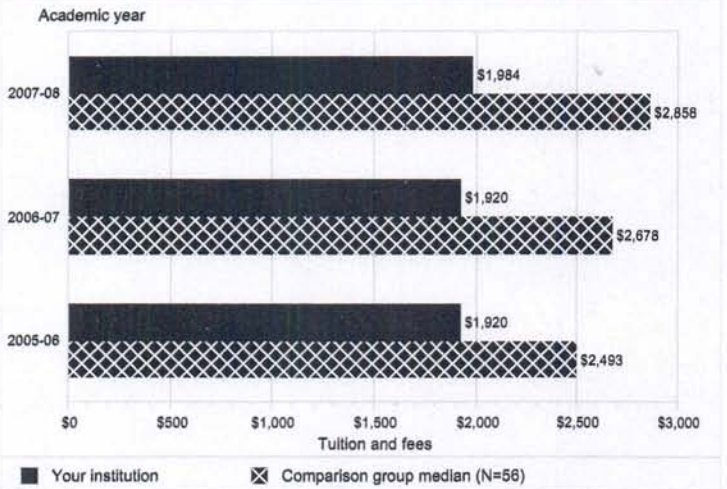
Figure 2. Percent of all students enrolled, by race/ethnicity, and percent who are women: Fall 2007



NOTE: Median values for the comparison group may not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Fall Enrollment component.

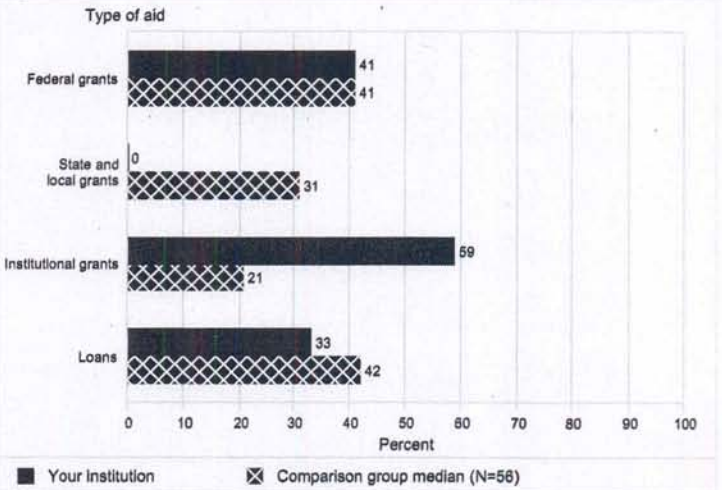
Figure 3. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2005-06–2007-08



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2007, Institutional Characteristics component.

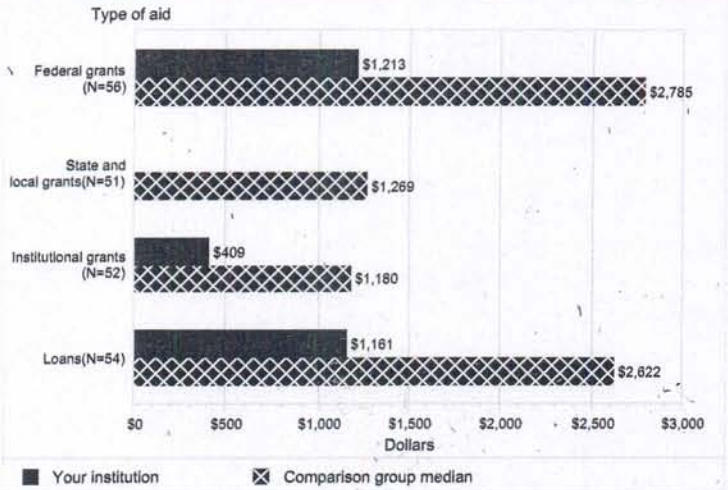
Figure 4. Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: 2006-07



NOTE: For details on how students are counted for financial aid reporting, see Cohort Determination for Reporting Student Financial Aid and Graduation Rates in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Student Financial Aid component.

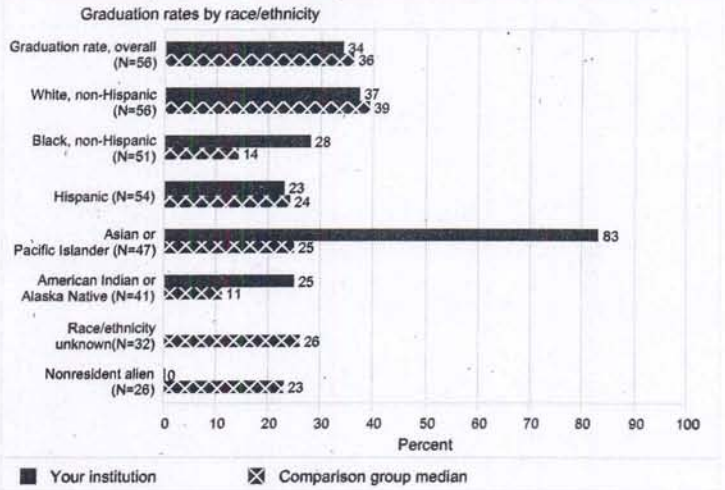
Figure 5. Types and average amounts of financial aid received by full-time, first-time, degree/certificate-seeking undergraduates: 2006-07



NOTE: Average grant (or loan) values were calculated by dividing the total grants (or loans) awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Student Financial Aid component.

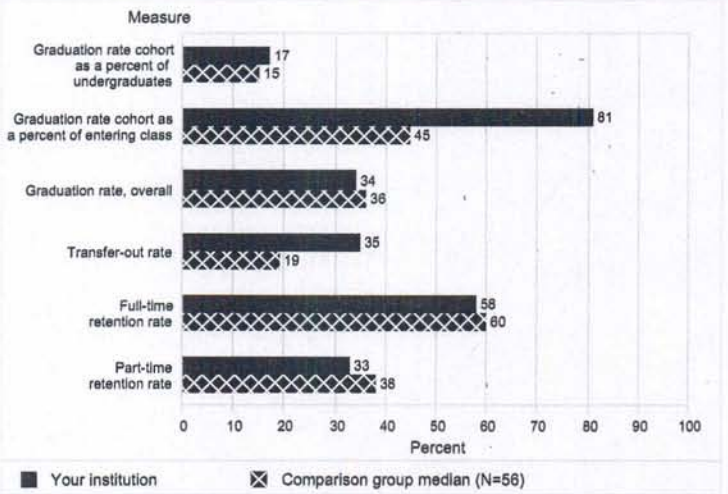
Figure 6. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2004 cohort



NOTE: The graduation rates are the Student Right-to-Know (SRK) rates. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Graduation Rates component.

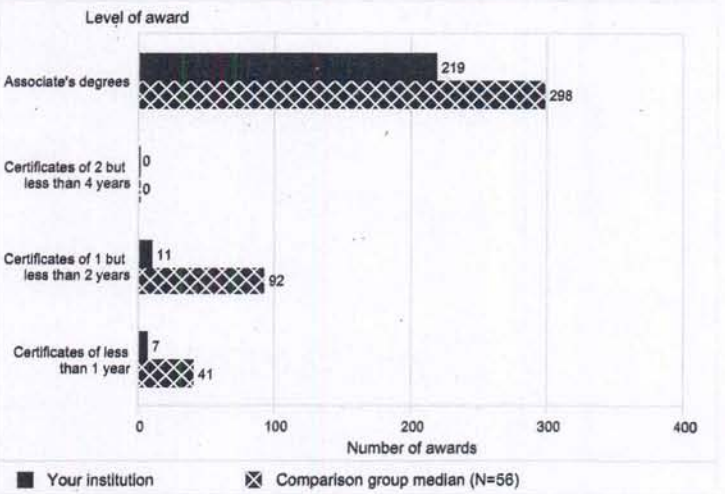
Figure 7. Graduation rate cohort as a percent of all undergraduates (Fall 2007); graduation rate and transfer-out rate (2004 cohort); and retention rates (Fall 2007)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. 4-year schools report retention rates for students seeking a bachelor's degree. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Fall Enrollment component and Graduation Rates component.

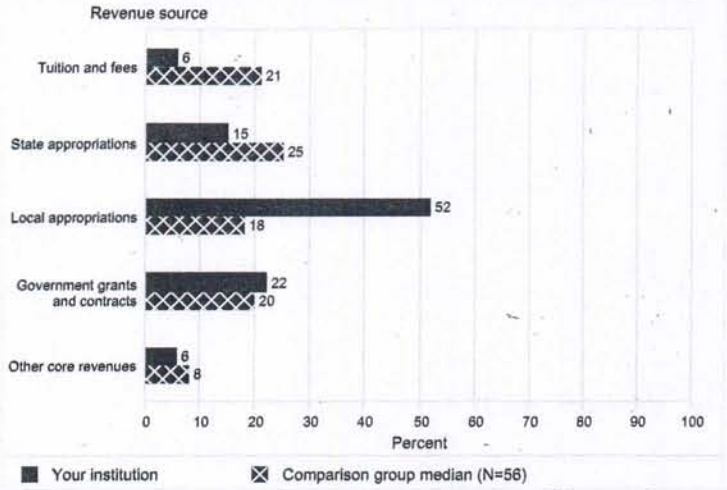
Figure 8. Number of degrees or certificates awarded, by level: Academic year 2006-07



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2007, Completions component.

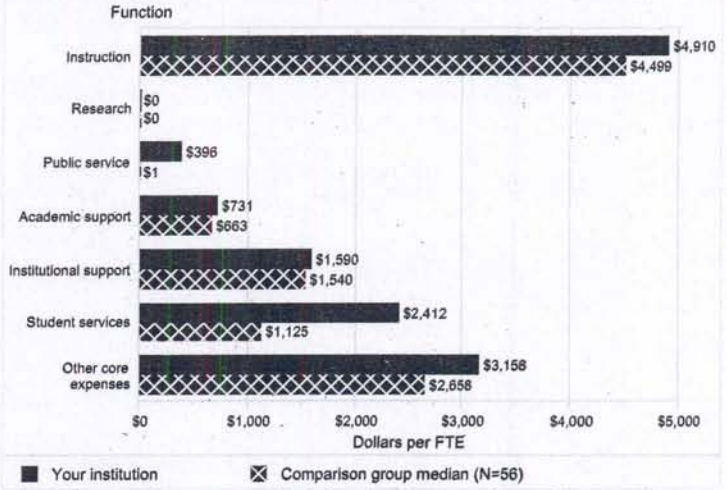
Figure 9. Percent distribution of core revenues, by source: Fiscal year 2007



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Finance component.

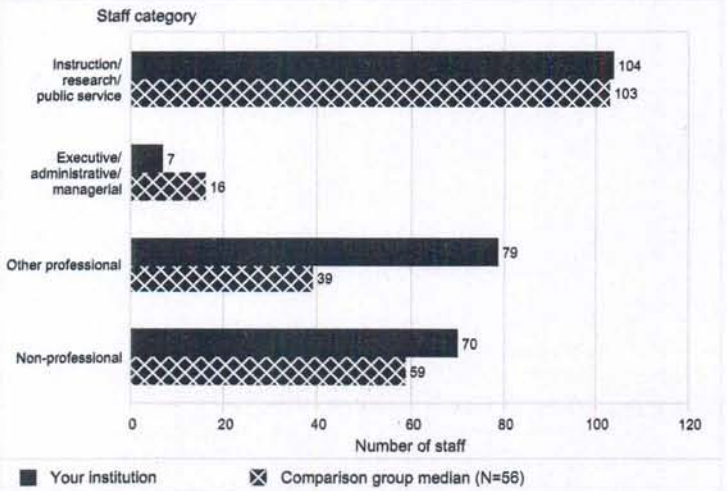
Figure 10. Core expenses per FTE enrollment, by function: Fiscal year 2007



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2007, 12-month Enrollment component and Spring 2008, Finance component.

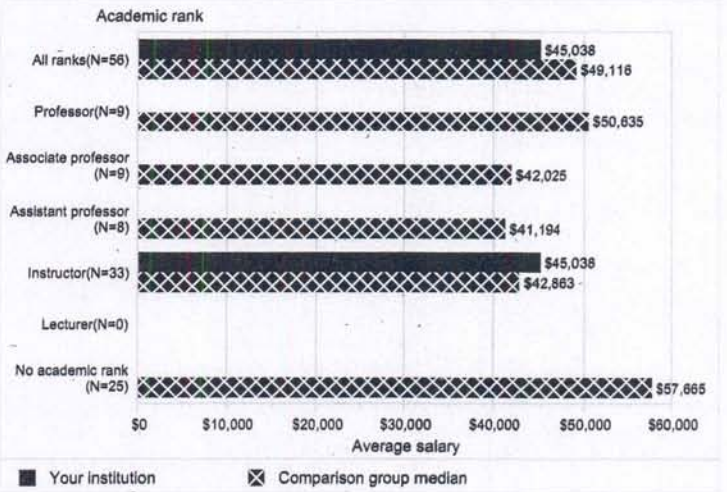
Figure 11. Full-time equivalent staff by assigned position: Fall 2007



NOTE: Graduate assistants are not included in this figure. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2007-08, Human Resources component.

Figure 12. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2007-08



NOTE: Average full-time instructional staff salaries for 11/12-month contracts were adjusted to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school staff salaries are not included. N is the number of institutions in the comparison group. Not enough values in the comparison group to calculate a median.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2007-08, Human Resources component.

COMPARISON GROUP

This custom comparison group for Garden City Community College includes the following 56 institutions:

- Alexandria Technical College (Alexandria, MN)
- Allen County Community College (Iola, KS)
- Blackhawk Technical College (Janesville, WI)
- Carl Sandburg College (Galesburg, IL)
- Central Lakes College-Brainerd (Brainerd, MN)
- Cloud County Community College (Concordia, KS)
- Coffeyville Community College (Coffeyville, KS)
- Colby Community College (Colby, KS)
- Cowley County Community College (Arkansas City, KS)
- Crowder College (Neosho, MO)
- Dodge City Community College (Dodge City, KS)
- Fort Scott Community College (Fort Scott, KS)
- Highland Community College (Highland, KS)
- Highland Community College (Freeport, IL)
- Illinois Valley Community College (Oglesby, IL)
- Independence Community College (Independence, KS)
- Indian Hills Community College (Ottumwa, IA)
- Iowa Lakes Community College (Estherville, IA)
- Itasca Community College (Grand Rapids, MN)
- John Wood Community College (Quincy, IL)
- Labette Community College (Parsons, KS)
- Lakeshore Technical College (Cleveland, WI)
- Mesabi Range Community and Technical College (Virginia, MN)
- Mid-Plains Community College (North Platte, NE)
- Mid-State Technical College (Wisconsin Rapids, WI)
- Mineral Area College (Park Hills, MO)
- Minnesota State College-Southeast Technical (Winona, MN)
- Minnesota West Community and Technical College (Granite Falls, MN)
- Moberly Area Community College (Moberly, MO)
- Nicolet Area Technical College (Rhinelander, WI)
- North Central Missouri College (Trenton, MO)
- North Iowa Area Community College (Mason City, IA)
- Northcentral Technical College (Wausau, WI)
- Northeast Iowa Community College-Calmar (Calmar, IA)
- Northland Community and Technical College (Thief River Falls, MN)
- Northwest Iowa Community College (Sheldon, IA)
- Northwest Technical College (Bemidji, MN)
- Pratt Community College (Pratt, KS)
- Richland Community College (Decatur, IL)
- Ridgewater College (Willmar, MN)
- Riverland Community College (Austin, MN)
- Saint Cloud Technical College (Saint Cloud, MN)
- Sauk Valley Community College (Dixon, IL)
- Seward County Community College (Liberal, KS)
- Shawnee Community College (Ullin, IL)
- South Central College (North Mankato, MN)
- Southeastern Community College (West Burlington, IA)
- Southwest Wisconsin Technical College (Fennimore, WI)
- Southwestern Community College (Creston, IA)
- Southwestern Michigan College (Dowagiac, MI)
- Spoon River College (Canton, IL)
- State Fair Community College (Sedalia, MO)
- Three Rivers Community College (Poplar Bluff, MO)
- Western Nebraska Community College (Scottsbluff, NE)
- Western Technical College (La Crosse, WI)
- Wisconsin Indianhead Technical College (Shell Lake, WI)

METHODOLOGICAL NOTES

Overview

The statistics and indicators in this report are based on data supplied by institutions to IPEDS during the 2007-08 survey year. Once the data submissions were locked by the institution's keyholder (and others), they were reviewed by the Help Desk and migrated to the IPEDS Peer Analysis System. Response rates for 2007-08 exceeded 99 percent for most surveys. Detailed response tables are included in the appendices to the IPEDS First Looks. See http://nces.ed.gov/ipeds under "publications."

Comparison Groups

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by June 30, 2008, NCES selected a comparison group for you based on the institutional characteristics detailed immediately above the listing of the comparison group institutions. (If the Carnegie Classification of Institutions of Higher Education was used as an institutional characteristic in the definition of a comparison group, the 2005 Basic version was used.) The comparison group used in this report may not reflect your institution's peer group or you may wish to compare your institution to multiple groups of institutions. The Executive Peer Tool (ExPT) (see http://nces.ed.gov/ipedspas/expt) can be used to produce the figures in this report for different groups of institutions.

Use of Median Values for Comparison Group

The value for the focus institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Where percent distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected.

Use of Imputed Data

All IPEDS data are subject to imputation for nonresponse–both total (institutional) nonresponse and partial (item) nonresponse. Imputed values are included for both your institution and any institutions in your comparison group. For example, if an institution in your comparison group did not complete the Fall Enrollment component, NCES imputed the data for that institution AND the imputed data were used in determining the median values for each comparison group statistic.

Data Perturbation and Confidentiality

Four laws cover protection of the confidentiality of individually identifiable information collected by NCES: the Privacy Act of 1974, as amended; the E-Government Act of 2002; the Education Sciences Reform Act of 2002; and the USA Patriot Act of 2001. Under law, public use data collected and distributed by NCES may be used only for statistical purposes. Any effort to determine the identity of any reported case is prohibited by law. In order to preserve individuals' confidentiality, data in the Graduation Rates, Student Financial Aid, and Human Resources components of IPEDS are perturbed. Only perturbed data are available in the IPEDS Data Center and the ExPT; the perturbed data were used in creating this report.

Descriptions of Statistics Used in the Figures

Calculating FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2006-07 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). First-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the 2006 fall counts and applying this ratio to the 2006-07 12-month unduplicated headcount of first-professional students. The estimated number of full-time students is added to one-third of the estimated number of part-time students. See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

Calculating FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Core Expenses

Core expenses for public institutions (using the Governmental Accounting Standards Board (GASB) standards) include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships, other expenses, and nonoperating expenses. Core expenses for private, not-for-profit

and public institutions reporting under the Financial Accounting Standards Board (FASB) standards include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. For both FASB and GASB institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Expenses for operation and maintenance of plant for GASB institutions are included in other core expenses, but are allocated to each of the other functions for FASB institutions.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues for FASB (primarily private, not-for-profit) institutions include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Equated Instructional Staff Salaries (Salaries Equated to 9-Month Contracts)

Total salary outlays for full-time instructional staff (by rank) on 11/12-month contracts were adjusted to 9/10-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by .8182. The "equated" outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries for instructional staff on less-than-9-month contracts are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know (SRK) Act and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within 150 percent of normal time (for the degree or certificate) before the ending status date of August 31, 2007, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full or part time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all degree/certificate-seeking students.

Total Entering (Undergraduate-Level) Students

Total entering (undergraduate-level) students are all students coming into the institution for the first time. This includes students who initially attended the prior summer term and returned again in the fall; all first-time, first-year students; students transferring into the institution at any undergraduate level for the first time; both full-time and part-time students; and all degree/certificate-seeking as well as non-degree/certificate-seeking students. Only degree-granting institutions report total entering students.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010#011. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.

Carol Ballantyne, President
Garden City Community College (ID: 155104)
801 Campus Dr
Garden City, KS 67846-6333

Performance Report

Institution: Garden City Community College	Contact Person: Kevin Brungardt	Contact phone & e-mail: (620) 276-9539; kevin.brungardt@gcccks.edu	Date: 3/2/09

Regents System Goal A: Efficiency/Effectiveness/Seamlessness

Institutional Goal 1: Create a seamless articulation with Kansas State University for education majors.

Key Performance Indicator (Data)	**Baseline**	**Targets**	**Performance Outcome**	**Evaluation**
Prepare Students to Enroll in KSU's Education Outreach in Southwest Kansas (10 per year.)	Baseline is 0 students for the 2005-2006 year.	Target Year 1 -- Enroll at least 10 students in KSU's Education Outreach in Southwest Kansas. Target Year 2 -- Enroll at least 10 students in KSU's Education Outreach in Southwest Kansas. Target Year 3 -- Enroll at least 10 students in KSU's Education Outreach in Southwest Kansas.	A total of 12 students have enrolled in KSU's Education Outreach in Southwest Kansas during year 2	Target met
Articulate pre-professional education courses between KSU and GCCC to facilitate GCCC students' transfer to KSU (1 course per year.)	Baseline is 0 courses articulated for the 2005-2006 year.	Target Year 1 – Articulate at least one pre-professional education course between KSU and GCCC Target Year 2 – Articulate at least one pre-professional education course between KSU and GCCC Target Year 3 – Articulate at least one pre-professional education course between KSU and GCCC	Art for Elementary Instructors was developed and articulated with KSU	Target met
Articulate professional education courses between KSU and GCCC to facilitate GCCC students' transfer to KSU (1 course per year.)	Baseline is 0 courses articulated for the 2005-2006 year	Target Year 1 – Articulate at least one professional education course between KSU and GCCC		Target not met

		Target Year 2 – Articulate at least one professional education course between KSU and GCCC Target Year 3 – Articulate at least one professional education course between KSU and GCCC		

NARRATIVE — INSTITUTIONAL GOAL 1: Create a seamless articulation with Kansas State University for education majors.

Key Performance Indicator 1: Prepare Students to Enroll in KSU's Education Outreach in Southwest Kansas

Data Collection: Data collection will involve reporting the number of GCCC students enrolled in KSU's Education Outreach in Southwest Kansas

Targets: Targets were selected because students currently enrolled in our classes in preparation to continue in KSU's school of education through the Access US program in Dodge City are not all ready to enter the program at the same time. Many student initially want to complete four-year degrees while remaining in Southwest Kansas. This is something we encourage as a part of a "grow your own" initiative developed in conjunction with area community colleges and KSU. Students manipulate their schedules differently depending upon a variety of factors ranging from personal economics to family obligations. As a result, some students lose interest because the process takes time to complete and year-to-year retention is a challenge under these circumstances.

Key Performance Indicator 2: Articulate pre-professional education courses between KSU and GCCC to facilitate GCCC students' transfer to KSU

Data Collection: Data collection will involve reporting the number of classes articulated during the target year. Pre-professional courses are defined as those pre-requisite courses required for or considered for admission into the KSU School of Education.

Targets: Two "pre-professional" classes were developed during the target year in a close working relationship with two area community colleges who already have the identified classes articulated with KSU. The first one, Music for Elementary Teachers, was sent to KSU for articulation in spring 2008. The articulation for this class has been denied even though the competencies are the same as those currently accepted by KSU for the other two community colleges and our instructor for the course is currently working on his doctorate in music. Because this course was not accepted for articulation to Kansas State, "Art for Elementary Teachers" was developed by the GCCC social science department and submitted to KSU for articulation. It was approved.

Key Performance Indicator 3: Articulate professional education courses between KSU and GCCC to facilitate GCCC students' transfer to KSU

Data Collection: Data collection will involve reporting the number of classes articulated during the target year. Professional courses are defined as teacher education courses required for graduation from the KSU School of Education.

Targets: Those classes deemed "professional" are upper level courses that cannot be taught on the community college level. Therefore, this target was not met and there was no directional improvement. This indicator was poorly concieved because it is impossibile to attain. With that in mind,

research will be completed this spring to determine if we can change this indicator to an achieveable goal for the last year of the agreement. When a new indicator and baseline information is created, it will be submitted to KBOR with a request to amend our agreement for the final year of the contract.

Regents System Goal B: Improve Learner Outcomes				
Institutional Goal 2: Increase the success of developmental and students in reading, writing and mathematics.				
Key Performance Indicator (Data)	**Baseline**	**Targets**	**Performance Outcome**	**Evaluation**
Increase Success Rate of Students in Developmental Courses	The average of the 2003-2005 calendar years will be used to establish a baseline. This baseline number is 56.4% (2181/3866.)	Target Year 1 – 1.0% increase over three year average described. Target Year 2 – 2.0% increase over three year average described. Target Year 3 – 3.0% increase over three year average described.	49.6% success rate (556/1120)	Target not met
Increase Retention Rates of Students in Developmental Courses	The average of the 2003-2004 through 2004-2005 years will establish the baseline. This number is 39.8% (236/593.)	Target Year 1 – 1.0% increase over two year average described. Target Year 2 – 2.0% increase over two year average described. Target Year 3 – 3.0% increase over two year average described.	49.8% retention rate (143/287)	Target met
Increase developmental student success in first subsequent college-level courses	The average of the 2003-2005 calendar years establish the baseline. This number is 66.28% (515/777.)	Target Year 1 – 1.0% increase over three year average described. Target Year 2 – 2.0% increase over three year average described. Target Year 3 – 3.0% increase over three year average described.	66.1% success rate (166/251)	Target not met

NARRATIVE — INSTITUTIONAL GOAL 2: Increase the success of developmental and students in reading, writing and mathematics.

Key Performance Indicator 1: Increase Success Rate of Students in Developmental Courses

Data Collection: Developmental courses will be identified as those courses in reading, writing, and mathematics that prepare students to take

university transfer courses. Calculations of success rates will be made by dividing the total number of students who successfully completed the respective course (grade of "C" or better) by the total number of students enrolled on certification day. The average of the 2003-2005 calendar years will be used to judge future progress.

Targets: Targets were selected as a continuation of prior improvement objectives. This is a long-term indicator; we are seeking sustained improvement over time and set steadily increasing targets. Developmental education is one area where we have struggled to see gains. Performance on this indicator has continued to decline from the prior 2000-2003 baseline. The Developmental Education team has instituted initiatives designed to increase success rates with unexpected results. A developmental English course was extended to meet five days a week and grammar was added to the curriculum. The team also combined two developmental math classes into one which also meets five days a week. While the English department has shown tremendous advancements in student success, the success rates in the math developmental courses has declined. The math department will be working on and incorporating strategies to improve success rates in these developmental classes. If improvements are not seen within a reasonable amount of time (by spring 2010) the department will be instructed to make significant changes to its existing curriculum with a focus on success rates.

Key Performance Indicator 2: Increase Retention Rates of Students in Developmental Courses

Data Collection: Developmental courses will be identified as those courses in writing and mathematics that prepare students to take university transfer courses. Calculations will be made by dividing the total number of students from the Fall cohort that enrolled in the next developmental course or college-level course in subject area during the academic year by the total number of students enrolled in developmental courses during the Fall. The average of the 2003-2004 through 2004-2005 years will be used to judge future progress.

Targets: Efforts to improve retention rates in developmental courses have proven to be successful. GCCC saw a 3.7% increase over the baseline last year and a 10% increase over the baseline this year. We have discovered that when retention rates in developmental class rise, success rates often dip. While the 10% increase over the established base line is a major improvement, there is a correlation to the declining success rates. The Developmental Ed Committee is compiling and studying data in an effort to discover ways to balance out the success and retention rates to temper the wide fluctuations we have seen while also determining initiatives designed to show steady improvement in both areas.

Key Performance Indicator 3: Increase developmental student success in first subsequent college-level courses

Data Collection: Developmental courses will be identified as those courses in writing and mathematics that prepare students to take university transfer courses. Calculations of success rates will be made by dividing the total number of students who successfully completed the respective course (grade of "C" or better) by the total number of students enrolled on certification day. This specific calculation will report the success rate of students who were formerly enrolled in developmental courses and then enroll for the first time in the respective college level course. The average of the 2003-2005 calendar years will be used to judge future progress.

Targets: Developmental student success in first subsequent college-level courses dropped nearly 4 percentage points over last year's numbers. Percentages in writing courses have risen significantly (81.1%) while those in the math developmental course have declined from last year (55.2% as compared to last year's percent of 59.8%).. The data gathered from this report will go to both the Developmental Education team and the math department so that the most directly involved groups will focus on improvement. After a plan of action is divised, the adminstration will then provide needed support to achieve the objectives.

Regents System Goal D: Increase Targeted Participation/Access				
Institutional Goal 3: Increase enrollment of Hispanic students at the college.				
Key Performance Indicator (Data)	**Baseline**	**Targets**	**Performance Outcome**	**Evaluation**
Increase Enrollment of Hispanic Students	The average of the 2003-2005 calendar years will be used to judge future progress. This baseline number is 19.2% (2699/14026.)	Target Year 1 – 1.0% increase over three year average described. Target Year 2 – 2.0% increase over three year average described. Target Year 3 – 3.0% increase over three year average described.	22.7% (824/3628)	Target met and directional improvement achieved
Increase Transition of Hispanice Students from the Finney County Community Learning Center (Adult Learning Center)	A baseline will be established from the average of the 2004-2006 academic years. This number is 3.65% (50/1368.)	Target Year 1 – 1.0% increase over two-year baseline described. Target Year 2 – 2.0% increase over wo-year baseline described. Target Year 3 – 3.0% increase over two-year baseline described.	5.9% (17/286)	Target met
Increase Retention of Hispanic Students	The average of the 2003-2005 years will be used to judge future progress. This baseline number is 58.3% (1006/1727.)	Target Year 1: 1.0% increase over two-year baseline described. Target Year 2: 2.0% increase over two-year baseline described. Target Year 3: 3.0% increase over two-year baseline described.	54.2% (529/976)	Directional improvement of .7% achieved over last year

NARRATIVE — INSTITUTIONAL GOAL 3:

Key Performance Indicator 1: Increase enrollment of Hispanic students at the college.

Data Collection: Hispanic students will be identified from demographic information taken from the students' application for admission. Goal attainment will be calculated by measuring the headcount of Hispanic students enrolled at the college as a percentage of all students enrolled. The average of the 2003-2005 calendar years will be used to judge future progress.

Targets: The Hispanic population has grown significantly in Garden City and the college is trying to make itself more accessible in a variety of ways. In the past year a welding program was instituted that has seen significant gains in Hispanic enrollment. While the college did achieve the established target, increasing enrollment numbers of this underserved population is a priority of the campus and has been included as an AQIP action plan for the college. This objective is a key factor in our overall mission of meeting student and stakeholder needs.

Key Performance Indicator 2: Increase Transition of Hispanic Students from the Finney County Community Learning Center (Adult Learning Center)

Data Collection: Hispanic students will be identified from demographic information taken from the students' application for admission. Goal attainment will be calculated by measuring the headcount of Hispanic students who enrolled in English-as-a-Second Language (ESL) courses at the Finney County Community Learning Center (FCCLC) and then enrolled at the college in credit courses. This transition rate will be calculated by as a percentage of all students enrolled in ESL courses at the FCCLC. A baseline will be established from the average of the 2004-2006 academic years.

Targets: During the last year, we have changed the focus of our transition efforts in this area according to the guidelines set forth by our Next Step grant. We discovered that the students in our Adult Learning Center came to us with very specific needs that followed a more logical sequence than allowing them to take our non-credit ESL classes and then transitioning them directly into college level classes. Most do not have high school diplomas, so now our efforts are directed at getting them through the ESL courses, then we direct them into the GED program, and this is followed up by efforts to transition them into college level classes. We have managed to achieve the target for this indicator, but because of the change of focus we may see if we can revise the indicator for next year to accurately account for the change in focus.

Key Performance Indicator 3: Increase Retention of Hispanic Students

Data Collection: Hispanic students will be identified from demographic information taken from the students' application for admission. Goal attainment will be calculated by measuring the headcount of Hispanic students who re-enrolled in college classes from one semester to the next, including fall-to-spring retention and spring-to-fall retention. The average of the 2003-2005 years will be used to judge future progress.

Targets: Institution research has shown us that our Hispanic student population is notroiously difficult to retain. Exit surveys have revealed that low grades, job-related factors, and obligations to family contribute significantly to low retention rates. Hispanic students who are first generation immigrants to this country are particularly impacted by cultural demands connected with work and family life. The demands these influences have on their lives often leave them little time for school and the rigors associated with keeping up with the material presented in class. The Retention Committee created in 2007 had proposed a plan of action to the President's Cabinet which has been approved and is being implemented. In addition, best practices have been shared with a variety of programs on campus by our Student Support Services department and our HALO ogranization, both of which have established success in the retention of non-traditional populations of students.

Regents System Goal C: Improve Workforce Development

Institutional Goal 4: Identify and respond to workforce and economic development needs in the GCCC service area

Key Performance Indicator (Data)	Baseline	Targets	Performance Outcome	Evaluation
Conduct a series of listening sessions in outreach communities throughout the GCCC service area	No baseline exists as such listening sessions are not currently being conducted.	Target Year 1: Conduct listening sessions in three outreach communities. Target Year 2:Conduct listening sessions in an additional three outreach communities. Target Year 3: Conduct listening sessions in an additional three outreach communities described.	Sessions conducted in Scott City, Tribune, and Deerfield	Target met
Develop new initiatives and related partnerships in response to the information gathered at the community listening sessions	No baseline exists as outreach activities are presently limited to transfer credit classes.	Target Year 1:Develop one new initiative or related partnership. Target Year 2: Develop an additional new initiative or related partnership. Target Year 3: Develop an additional new initiative or related partnership.		Target met

NARRATIVE — INSTITUTIONAL GOAL 4 :

Key Performance Indicator 1: Conduct a services of listening sessions in out reach communities throughout the GCCC service area

Data Collection: Community listening sessions responses will be recorded and will be shared with stakeholders.

Targets: The college serves nine outreach communities. Three community listening sessions per year will allow the college to conduct sessions in each community over a three year period on a rotating basis. In an effort to improve attendance at the sessions, the college has scheduled meetings that take place along with civic and school functions. This has led to significant increase in attendance.

Key Performance Indicator 2: Develop new initiatives and related partnerships in response to the information gathered at the community listening sessions

Data Collection: Initiatives and/or partnerships that develop will be appropriately documented and reported.

Targets: The development of atleast one initiative or partnership per year is a realistic plan in response to the information gathered in the community listening sessions.

Comments: Several new initiatives and partnerships have been developed as a result of the most recent listening meetings. In Scott City Spanish for the Workplace classes have been taught and a "Steps to Start Up" workshop was conducted by our Business and Industry department. On-line GED classes are now being offered to the community, and contract training with Smart Start is addressing day care licensing training. The college has served as an effective messenger for housing needs in Deerfield, and students from the high school have visited campus for a variety of functions. during which time they received the opportunity to discuss their futures with instructors who are established experts in the areas chosen by students.

KBOR use only: Garden City Community College
Board comments on the approved performance agreement As noted in the narrative, goal 4 is process-oriented rather than outcomes-oriented. Recommend approval for a three-year performance agreement.
Recommendation and Comments

2008-2009
Monitoring Survey of College Climate

Dr. Ballantyne and the GCCC Board of Trustees are seeking input from faculty and staff on one of the executive limitations, pertaining to treatment of people that are set out in the board's policy governance guidelines. This survey is part of the ongoing monitoring process in GCCC's policy governance system.

For each statement, place an "X" in the most appropriate box. Additional comments are appreciated where indicated.

All responses will be kept strictly confidential and reported as group data only. **Please return this evaluation to Cricket Turley no later than (date will be added) The cumulative results will be shared with the President by the Board as a whole.**

	Poor performance	Has not met my expectations	Has met my expectations	Has exceeded my expectations	Exceptional performance
EXECUTIVE LIMITATIONS					
Does the President create and sustain an open environment that supports effective decision making on a campus wide basis? Comments:					
Are the President's dealings with students, staff and members of the community humane, fair and dignified? Comments:					
Are the President's procedures effective in receiving and considering appeals from employees and students? Comment:					

1. Garden City Community College

From here, you can go anywhere

2. GCCC mission:

Producing people who contribute positively to society and the economy

3. GCCC ends – Key objectives:

- Essential skills
- Academic advancement
- Work preparedness
- Personal enrichment
- Workforce development

4. GCCC learning services

Comprehensive community college offering:

- College transfer programs
- Community education/enrichment programs
- Vocational/technical/career programs
- Business and industry services

5. GCCC degrees and certificates:

- *More than 300 degrees and certificates awarded annually*
- *Approximately 100 GEDs awarded annually*
    - Associate in Arts (AA)
    - Associate in Science (AS)
    - Associate in Applied Science (AAS)
    - Associate in General Studies (AGS)
    - Certificates
    - GED high school equivalency degrees

6. GCCC's academic accreditation:

- Accredited by the North Central Association of Colleges and Schools
- Individual college programs accredited by associated professional organizations

7. GCCC's credit service area:

Classes and programs offered in these counties:

Finney	Greeley
Hamilton	Kearny
Lane	Scott
Wichita	

8. GCCC Outreach Program:

Hometown college classes offered each semester in:

Deerfield	Dighton
Healy	Holcomb
Lakin	Leoti
Scott City *(Bryan Education Center)*	
Syracuse	Tribune

9. GCCC student performance:

GCCC transfer students generally earn aggregate grade point averages equal to or ***above*** those of their classmates at the state universities of Kansas.

Based on grade reports provided by the universities

10. GCCC adult education:

The GCCC Adult Learning Center provides:

- Adult Basic Education
- Family and adult literacy programs
- English as a Second Language
- American citizenship learning
- GED classes, testing and tutoring
- Computer orientation
- Project Destiny (Migrant GED program)
- Satellite location at East Garden Village Mobile Home Park

11. GCCC credit student profile…Basics:

Student Body… 2,300

Male 45.8%
Female 54.2%
Minority (& non-reported) 31.6%

Finney County residents 57.2%
Other Kansas residents 29.9%
Out-of-state/International 12.9%

12. GCCC credit student profile…Ages:

Student Body… 2,300

Age range 17-88
Average age 31
Students age 25 or less… 67.8%
Student age 26 or more… 32.2%

13. GCCC's heritage:

- Established in 1919
- Became community (not junior) college, 1965
- One of the two original Kansas community colleges

• Has served longer than any of the 18 other Kansas community colleges
• Now serving approximately 2,300 credit students per semester
• Now serving up to 1,000 non-credit students per year

14. GCCC main campus:

• 14 buildings on 65 acres
• Original construction 1968-71
• Expansion/additions 1975, 1986
• Tangeman Athletic Complex
70 acres east of Campus Drive, operated in partnership with City of Garden City

15. GCCC on-campus housing:

Accommodating 306 students
• Three modern apartment buildings
• East Units (Apartment-style housing)
• West Hall (Traditional dorm-style housing)
• Dining for residential students, plus others

16. GCCC…Recent campus enhancements:

• Gary E. Jarmer Technical Annex 1996
• Residential apartments 2003
• Beth Tedrow Student Center 2004
• Student & Community Services Center 2006
• Southwest Kansas Fire Training Center 2008
• Erdene Corley addition/Penka Building 2009

17. GCCC sources of revenue:

• Finney County property taxes 60%
• State Aid 18%
• Student Tuition 17%
• Interest 3%
• Miscellaneous/Federal Revenue 2%
Percentages vary slightly year to year

18. GCCC annual expenditures:

• Instructional and Academic Support 44%
• Student Services 17%
• Operation and Maintenance 17%
• Institutional Support 15%
• Community Services and Transfers 5%
• Finney County Scholarships 2%
Percentages vary slightly year to year

19. GCCC's annual economic impact:

• Student expenditures in Finney County: $6.6 million

• Employee/family expenditures in Finney County: $8.1 million
• Net positive economic impact on Finney County: $39 million

In terms of mill levy, GCCC draws less than 18 cents from each Finney County tax dollar.

Based on latest statewide study of all 19 community colleges, conducted by Johnson County Community College Research Department

20. GCCC national, state and regional honors:

GCCC has earned national, regional or state recognition in:
• Criminal justice
• EMST/Paramedic
• Industrial refrigeration
• Agriculture repair technology
• Fitness
• Student news media
• Meat science
• Music opportunities
• Automotive technology
• Business education
List of recognition changes and grows annually

21. GCCC governance:

Board of trustees
• Six members elected by public
• Policy governance system

GCCC leadership
• Dr. Carol E. Ballantyne, Ph.D., president

GCCC organization
• Learning Services Division
• Student Services Division
• Administrative Services Division

22. GCCC partnerships:

GCCC creates and maintains partnerships for education with:
• Ford Motor Company
• John Deere Company
• Kansas Works
• U.S. ammonia refrigeration industry
• Local, area & state law enforcement
• St. Catherine Hospital
• Sunflower Electric
• Local beef packers
• City of Garden City/Finney County
Various other business/industry partners

23. More GCCC partnerships:

*GCCC **also** creates and maintains partnerships for education with:*

• Unified School Districts 363 & 457
• Fort Hays State University
• Friends & Newman Universities
• Kansas State University & Extension
• Washburn University
• Other Kansas community colleges

24. EduKan…online education partnership:

• State's first Internet community college consortium
• GCCC among six founding members
• 10 year growth – 50 students to 1,000 students
• Full range of freshman/sophomore courses
• Associate degrees
• www.edukan.org

25. GCCC endowment:

The GCCC Endowment Association in one year provides:

• Over $380,000 in scholarship awards
• Financial assistance to over 700 students

Total assets: Over $6 million

Major fund-raising events:

• Spring scholarship auction (Early April)
• Fall scholarship phonathon (Early October)

26. GCCC Broncbuster athletics:

• Men's football
• Men's basketball
• Women's basketball
• Men's soccer
• Women's soccer
• Women's volleyball
• Men's track & cross country
• Women's track & cross country
• Men's baseball
• Women's softball
• Men's & Women's rodeo

Respected throughout the Kansas Jayhawk Community College Conference

27. GCCC student involvement:

• Academic Excellence Challenge Team
• Business Professionals of America
• Students in Free Enterprise

• Art Club
• Theater
• Hispanic American Leadership Organization
• Student news media (Newspaper & broadcasting)
• Band & choir
• Piano & string music
• Student Government Association
Numerous other organizations/activities too

28. GCCC business & community involvement:

• Continuing Education Community Services Division
• Business and Industry Institute
Both offer training/retraining through:
- Customized courses for area businesses
- Public and contract training
- Life enrichment classes

29. Kansas Small Business Development Center

• Based at GCCC
• Part of statewide network
• Serves new & existing entrepreneurs
Referrals Consulting Start-up

30. Southwest Kansas Regional Prevention Center

• Based at GCCC
One in a network of statewide centers working to reduce drug and alcohol abuse risk factors

31. GCCC…Get in touch:

Garden City Community College
801 Campus Drive
Garden City, KS 67846
620-276-7611/800-658-1696
www.gcccks.edu

32. Get in touch….GCCC Board of Trustees:

• Board of Trustees link at www.gcccks.edu
• trustees@gcccks.edu…Dedicated address for public input
• GCCC Annual Report…Published last Monday in October
• Meetings second Wednesday, Endowment Room at Beth Tedrow Student Center
7:30 p.m. June-August/5:30 p.m. other months

M E M O R A N D U M
Garden City Community College
Office of the President

TO: **GCCC Board of Trustees**

FROM: **Carol E. Ballantyne, Ph.D.**

DATE: **March 26, 2009**

RE: **Academic Department Review Documentation**

Each Academic Department is reviewed once every three years. The department is given the attached packet plus cost per credit hour information to begin their review. Any department can ask for different data than this packet; however, every department begins with the basic data. As a department they analyze what has been going on in the courses and the program and discuss what needs to be done in recruiting, retention and curriculum development. Kevin Brungardt then reports what the department has analyzed and their solution for what they felt was deficient.

Instructional Program Review
Board Report
Reading – April 2009

Recruiting

The Reading department is the only department on campus that is purely developmental in nature. They offer no classes for transfer or that count toward graduation. It is a very small department that is comprised of just two instructors who are also involved with teaching classes for the social science division and the math division. Because of this, the department does not expend much of its time on recruiting for the college. Their energies are concentrated on helping students become proficient enough in reading to be successful college students.

In order to do this, the department works closely with a variety of other departments and divisions on campus. During the past three years, the faculty in the Reading department has worked with the English as a Second Language instructor to provide a more seamless transition of the ESL students into college level classes by placing students with reading needs into the right classes. The division meets with new instructors periodically to talk about advising strategies for those students who have been identified as needing developmental reading help and to explain how the Compass placement testing works for the classes they teach. Because English I is the only class that students who are placed into developmental reading can't take until they have successfully completed the reading class, advising students into other classes that are not traditionally heavy in reading classes is crucial.

The reading department plays a key role in the Developmental Education Committee. This group dedicates itself to studying the data and developing curriculum designed to level the playing field for all students and it has become one of the most important committees on campus because of that duty. Through its work with this committee and in conjunction with the Teaching and Learning Center on campus, the Reading department has begun offering training to instructors in methods and strategies designed to help the poor readers in their classes. The reaction to this training from instructors across campus has been very positive and many of them have noted that it has helped them in their classes.

The department has also been a huge help to the nursing program and in particular the CNA program. Students enrolling in to the program must meet established criteria before they are admitted and they often come up short in their reading scores. In order to meet the needs of students, the reading faculty has put together short courses designed to improve student reading abilities within a limited time span. The success rate of the students who enroll in these classes has been phenomenal.

Curriculum Development

The revisions made to the reading curriculum over the past three years have been few but have made a positive impact. During that time, the curriculum for the block classes was redesigned by the Developmental Education Committee and the reading department played a major role in getting that accomplished. At the time, the block classes were faltering in success and retention numbers. The committee found a way to add an important team-building class to the schedule while re-arranging the

schedules for the other classes. That, along with revised curriculum and a team approach to instruction, has made the block successful.

The members of the department are constantly searching for information concerned with the effective teaching of reading by attending conferences and studying data. They have been asked to send information on the structure of our block classes to schools in other states. Presently they are looking for ways to use vocabulary to increase scores on the Nelson Denny reading test. They are constantly on the look out for subtle changes they can make to the curriculum to increase success while lowering attrition rates.

Retention Strategies

The retention rates in the reading courses have remained steady over the past three years at an average of 92%. The goal of the department in retention extends beyond the reading classes the department offers. For the instructors, the true measure of success is how the students do in academic classes after being brought up to college level proficiency in the reading classes. The department realizes that the students they teach are often deficient in other academic areas such as good study habits and attendance in class. As a result, content within the curriculum often includes reading strategies that revolve around consistent study methods and attendance in class. Methods to retain students in the future include contacting students who quit showing up for class to see what the problem is and work out solutions. The instructors are printing out individual grade sheets for students from School Maestro so they can go over the grades with the students during private conferences. Finally, the instructors are working with other faculty across campus to integrate reading curriculum for additional and continued success.

Due to the reading aptitude of many of its students, one would expect success rates in the reading classes to be very low. While there is certainly room for improvement, generally the success rates in the fall average 67% and improve to 77% in the spring. There are more students who take developmental reading in the fall because it is traditionally their first semester on campus and the advisors across campus are keenly aware of the impact these classes can have on student success.

Because we are starting to see more students enroll in the college with reading deficiencies, we often have students placed in classes over the caps. The Humanities and Fine Arts division director with help from the faculty in the reading department are trying to find qualified adjunct instructors so more sections can be opened when the need is prevalent. The problem remains that it is difficult to find qualified instructors who can teach as adjuncts during the day. The department will be looking at schedule changes designed to meet the needs of the developmental reading students while utilizing its adjunct instructors in the most efficient manner possible.

Instructional Program Review
Board Report
Social Science – April 2009

Recruiting

The Social Science division involves itself in a number of activities designed to recruit students to GCCC. The division feels that it is doing fairly well in meeting the needs of all populations that make up southwest Kansas, but they are looking into ways to do an even better job. They would like to open more sections for night classes in an attempt to attract non-traditional students. Education methods courses have been added to the curriculum for students. Because the Early Childhood program is in need of more clock hours, a class designed to meet those hours has been added to the spring '09 schedule. The Early Childhood program is also redesigning its curriculum so that a certificate program can be offered. Better utilization of adjunct instructors is planned for increased night sections. Increased offerings in economics and early childhood over the ITV network have been developed and some have been offered this spring. The division is also looking at offering more weekend classes and is looking into the feasibility of offering a history course during the intersession.

In order to attract new students to the college, the division is working with the admissions office to identify prospective students and make contact with them through letters, email, text messages, and personal visits. The division also participates in Exploration Day activities, the High Plains Tournament held on campus each winter, the 8th grade Career Day, and the Student Universal leadership conference held in April. Faculty serve as Buff Project mentors for high school students and classes like Pioneer Women which are aimed at specific populations of students will be added to the schedule next year.

The members of the Social Science division have worked hard to develop a variety of partnerships in the community and local high schools. They are involved with Student Support Services on campus and also participate with Miles of Smiles, Big Brother/Big Sisters, Meals on Wheels, nutrition fairs in the elementary schools, and Tree Fantasy. They also have taken on roles in civic groups such as the diversity breakfast, parades, and Chamber of Commerce meetings and are involved with church groups, Corporate Challenge, radio talk shows, and the Economic Symposium held on campus. One member of the division also works as an assistant high school football coach which has helped recruit several students to the school. The Early Childhood program helps coordinate the Tumbleweed Child Care Providers Association and they are working on offering presentations at monthly meetings of local organizations for early childhood providers. Other projects include service learning projects, KNEASP, participation in the TQE grant in conjunction with Kansas State, participation in Boo at the Zoo, and supervising the America Reads Program in a partnership with the local school district.

Curriculum Development

Abnormal Psychology is now a required class in the Addiction Counselor Training curriculum. The Early Childhood Development program has added a Health, Safety, and Nutrition class to meet state

requirements for early childhood licensure. Personal Nutrition was added to the Fire Safety Program which has also become popular with many of our athletes. In the political science department the Intro to Political Science class was eliminated for transfer reasons and American Government has taken its place. The division is also continually watching for opportunities to have the full-time instructors in the division teach classes normally taught by adjunct instructors. Anthropology is a good example where a full time instructor will begin teaching the class and the division plans to monitor enrollments to see if they increase because of this move.

The division is trying to increase interest in the addictions counseling program by increased promotion in the media. At the present time, the need for addiction counselors in southwest Kansas is great and the only other program in the area is in Dodge City. The possibility exists, however, for the two campuses to share classes should we decide to go that route. A revision of the Child Development I and II classes is being planned in order to meet changing transfer requirements and methods classes in the areas of art, music, and PE have been approved by the Curriculum Sub Committee for addition to the education curriculum. The history department is considering the development of an African American Studies class and the division is looking to offer the Exceptional Child class to meet transfer needs in Special Education classes.

Retention Strategies

Overall success and retention rates in the Social Science division are very good. Due to the variety of course offerings in the division which range all the way from economics to psychology, the division literally offers something for everyone. Many of the classes also meet gen ed requirements for graduation and transfer. As a result, between all offerings both off campus and on, the division can expect to enroll between 2300 and 2400 students a year while generating about 8000 credit hours per year. These students come from every walk of life and posses a wide variety of aptitude and motivation. However, the attrition rates for all social science classes generally is at or lower than 5%.

The division does look into each of its programs to see what can be done to constantly improve on numbers. For example, because the students in the addictions counseling classes often deal with personal issues that extend beyond class work, the department is taking more time advising students into what works for their particular circumstances. We have discovered that students enrolled in the early childhood classes prefer to have more hand-on activities, so the curriculum has be revised to include more. Instructors in the division make good use of a wide variety of teaching techniques that include lecture, group work, videos, guest lecturers, and use of the technology available to them. The Social Science division is also instrumental in working with other entities on campus to solve student preparedness issues in reading and writing.

Program Review Summary Sheet
2008-2009
Science

Annual Data

Year	Number of Sections offered				Average Class Size				Overall Enrollment				Dept-Generated Credit Hours			
	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Outreach	EduKan	Total
2005-2006	54	5	42	101	17	7	3	10	902	37	114	1053	4068	185	501	4754
2006-2007	51	7	37	95	17	7	2	10	852	52	88	992	3809	260	393	4462
2007-2008	47	5	46	98	16	9	3	10	768	46	120	934	3442	230	536	4208

Semester Data

Attrition Rate

Semester	On-Campus	Out-Reach	EduKan	Total
2005-2006				
Summer	4.80%	0.00%	6.70%	5.00%
Fall	10.60%	3.60%	10.80%	10.20%
Spring	8.30%		10.60%	8.50%
2006-2007				
Summer	6.00%	0.00%	3.10%	4.90%
Fall	16.00%	0.00%	12.50%	14.20%
Spring	11.90%		29.20%	12.90%
2007-2008				
Summer	7.80%	0.00%	20.00%	11.70%
Fall	9.20%	0.00%	10.00%	8.40%
Spring	11.20%		33.30%	13.60%

Success Rate

Semester	On-Campus	Out-Reach	EduKan	Total
2005-2006				
Summer	93.50%	100.00%	83.30%	91.10%
Fall	83.50%	96.40%	78.40%	83.80%
Spring	84.90%		76.60%	84.00%
2006-2007				
Summer	89.20%	100.00%	93.80%	91.10%
Fall	76.20%	97.70%	75.00%	78.20%
Spring	79.10%		70.80%	78.60%
2007-2008				
Summer	90.60%	100.00%	74.30%	85.40%
Fall	81.30%	97.60%	80.00%	82.80%
Spring	77.40%		55.60%	75.00%

Blank = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discounted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2005-2006	4754	$413,332	$51,914	$36,951	$502,197	$30,182	$472,015	$417,031	$87.72	$54,984	$11.57
2006-2007	4462	$440,624	$57,426	$20,423	$518,472	$33,130	$485,342	$421,402	$94.44	$63,940	$14.33
2007-2008	4208	$415,448	$60,721	$17,665	$493,835	$35,112	$458,723	$411,553	$97.80	$47,170	$11.21

**Annual Revenue calculated as Summer, Fall, Spring and includes EduKan

M E M O R A N D U M
Garden City Community College
Office of the President

TO: **GCCC Board of Trustees**

FROM: **Carol E. Ballantyne, Ph.D.**

DATE: **March 26, 2009**

RE: **Technical Division Review Documentation**

Each program in the Technical Division is reviewed once every three years. The programs are given the attached packet plus cost per credit hour information to begin their review. Any department can ask for different data than this packet; however, every department begins with the basic data. Instructors analyze the program and discuss what needs to be done in recruiting, retention and curriculum development. This process is very similar to program accreditation or certification self-studies that many programs must accomplish to meet industry standards. Judy Crymble has facilitated the reporting process.

This year's programs are:

Fire Science, Instructor is Larry Pander
John Deere Ag Tech, Instructors are Kent Kolbeck and Roger Schmidt
Animal Science, Instructors are Clint Alexander and Cindy VenJohn
Cosmetology, Instructors are Pati Pfenninger and Guille Hinde
Automotive Technology, Instructors are Rob Schreiber and Nate Steinle

In addition, the Finney County Learning System Centers of Excellence partnership performance data for 2007-08 has been included in this review.

Program Review Spring 2005-2008

Name of Program Automotive Technology

The Automotive Technology program is currently undergoing an exhaustive self-study in anticipation of a site visit during the fall 2009 semester by the NATEF Certification team. This self-study requires that five local industry professional technicians review documentation of every aspect of the program. A team of five advisory members have completed their examination and scored the program against the nine NATEF standards – administrative support, curriculum/instruction, budget, facilities, safety, instructor credentials, professional development, equipment, and student services. Results of the self study will be submitted to NATEF within the next few weeks.

Program Mission

To provide entry level technicians to the auto repair industry.

- How does the program mission align with the Board Ends?
  - Essential Skills
    Student often do not have the required reading, writing and math skills. Instructors take additional time with these students to compensate for academic deficiencies. Computer skills are an essential skill as students use the computer to take all Ford Maintenance and Light Repair tests, the end of program test as well as for diagnostic work using scan tools and on-line service manuals.
  - Work Preparedness - The program has developed a curriculum with the input of the advisory board and NATEF standards which ensures that students receive area-specific training. In addition, students must demonstrate professionalism throughout the program. They also are required to take the Ford Maintenance and Light Repair and ASE end of program examinations to document their skills. In addition, instructors are working with KBOR to align the Automotive Technology curriculum across the state.
  - Workforce Development- The GCCC Automotive department has hosted Carquest and Snap-on industry update training for area career technicians.

Program Revenue Generation

- Enrollment Trends and Credit Hour Productivity
  - Has the number of students enrolled in the program during the last three years remained steady, increased, or decreased? Why?
    The Automotive Technology program is a center of excellence program. Enrollment, on average, has been slightly down over the past few years. The GCHS change of schedule last year has had a negative impact on our ability to develop a schedule that works for both high school and college students.
  - Has the number of department-generated credit hours during the last three years remained steady, increased, or decreased? Why?
    Credit hour generation is down slightly, again due to the decrease in enrollment.

Recruitment

- Are there student populations not currently being served by the program?
  The program is open to all student populations.

What are they?
Students who desire to enroll in evening courses.
What will be done by the program to meet those needs?
A search for qualified adjuncts, who can teach evening classes, is under way.

- What specifically is being done by the program to recruit new students to the program/college?
  Every year the department participates in Exploration Day and GEMS for 7th graders. In addition, the program is part of the centers of excellence partnership with the local high schools. The instructors work closely with the high school counselors to help students enroll in the program during their junior or senior years.

- What is being done to improve non-traditional enrollment?
  Recruiting materials targeting non-traditional students are available. Employers are asked to consider non-traditional students. In addition, Jolene Perkins was featured on the Career Tech Champions interview site on the GCCC web page.

- What scholarships are made available to students?
  There are a variety of automotive and general technical scholarships available to students who meet the requirements.

- How has the program used scholarship funds to help recruit/retain students?
  GCCC Scholarship funds have allowed students to stay enrolled in the program who could not afford to enroll without the additional financial help. The Burtis Motors scholarship has been awarded this year.

Retention

- Have retention rates within the program remained steady, increased, or decreased during the last three years?
  Retention has remained steady and is slightly improved.

  Why?
  Revised screening of students entering the program has helped to ensure that students are committed to becoming career professionals. High school students go through an interview process to ensure their goals align with program expectations.

- List strategies designed to improve retention rates in classes offered by the department/program.
  To improve retention of students the instructors established the Skills USA Club in 2007-08. It has provided an informal way for students, who are serious about their interest in becoming an automotive technician, to meet and work together on automotive projects. During the 2008 fall semester, the students named the club the All Pro Automotive Club and gained official approval by SGA. The club also allows students to prepare for the annual Skills USA contest.

- What is the percentage of enrollment and completion of non-traditional students (gender equity)?
  The program has had one female graduate of three enrolled.

- What strategies are being used to increase enrollment of non-traditional students (gender equity)?
  The program currently has no non-traditional students. The few that have enrolled generally show poor performance and quickly move to more traditional areas on campus. Promotional materials have been distributed that place specific emphasis on females in non-traditional roles.

- What is being done to improve placement of graduates in positions related to their major?
  The GCCC student placement rate is 63.64% which exceeds the state's standard of 51.53%. The department has a good working relationship with local automotive businesses. We have had no problem placing students and completers in the local businesses.

Curriculum Development

- Have the number of sections offered within the program remained steady, increased, or decreased during the last three years? Why?
  Sections have decreased slightly due to scheduling conflicts with GCHS. The Small Gas Engines course that was offered at Holcomb High School during the 2007-08 academic year could not be offered this year due to scheduling conflicts caused by a change in the GCHS schedule.

- What courses continually have low enrollment? Why?
  Some upper-level classes have shown a pattern of low enrollment. For a variety of reasons students feel a need to enter the workforce prior to completing the program.

- What revisions, additions, or deletions to the program curriculum were made during the last three years? Why were they made?
  The program curriculum aligns with NATEF certification standards.

  A Small Gas Engines class was taught at HHS to address a need for an automotive program at that institution. Scheduling issues have prevented further development of a sequence of courses at that location.

- What revisions, additions, or deletions to the program curriculum need to be made during the next three years?
  Auto Mechanics I was deleted for the 08-09 school year due to schedule change at GCHS. There simply wasn't room in the schedule to offer this overview course. The KBOR core curriculum alignment project will cause some major revisions to the program curriculum and design.

Student Performance and Completion

- What assessments are used to monitor student progress and achievement?

NATEF end of program exam and the Ford Maintenance and Light Repair course assessments

- What are the certification pass rates of program graduates who are required to take industry-based licensure tests?
  As part of the Ford partnership, students must successfully pass the Ford Maintenance and Light Repair (MLR) assessments. Successful achievement on all tests is a graduation requirement whether a student's goal is achievement of a certificate or completion of an AAS. Six students are on track to complete all Ford MLR courses by spring 2009.

  Program instructors require all students to take the NATEF course exam upon completion of each of the eight courses in the automotive program. This test will eventually be required by KBOR as a means of certifying student knowledge and skills using an industry-based assessment. Average course pass rates over the past three semesters are:
  Engine Performance – 100%
  Heating and Air Conditioning – 100%
  Brakes – 94%
  Steering and Suspension – 91%
  Manual Drive Train & Axles – 90%
  Automatic Transmissions & Transaxles – 100%
  Electricity & Electronics – 85%
  Engine Repair – 30%
  Performance is strong for all end of course tests except Engine Repair which is the entry course for all GCHS students. The instructors attribute this weak performance to several issues. High school students are new to the college experience and are still struggling with the new culture of a college technical program that focuses on career preparation that requires them to attend class, complete assignments, and understand industry-based assessment as a resume building activity (as opposed to "Friday's test that may or may not count.) It is apparent that high school students, who continue in the program, do better on these end-of-course tests due because they begin assuming more responsibility for their own success and are somewhat more test wise. Instructors are considering the possibility of making Engine Repair for GCHS students a year-long course to allow more time to teach and reinforce the competencies.

- Have success rates remained steady, increased, or decreased over the last three years? Why?
  Success rates have remained steady, averaging each year at 80%.

  Students who are not successful generally demonstrate poor attendance, lack of focus on automotive technology as their future career, or have to reading disability.

  Attendance
  Per the advice of their advisory committee, a student professionalism grade, which includes attendance, is given on a daily basis. Poor attendance not only has a negative impact on a student's development of technical knowledge and skills, it also impacts his or her daily grade. Instructors will work with the high school to reverse poor attendance trends.

Career Focus

The challenge has been to help high school students understand that they have enrolled in a career major at the postsecondary level. Some students enrolled with the intent to explore the program as a career option and others enrolled believing that it was a means to work on their personal vehicle. Instructors will work with students during application process to understand that the Automotive Technology center of excellence is about career preparation as opposed to career exploration. The postsecondary students who have enrolled in the program have a good success rate.

Low Reading Ability

Hands on activities in the lab class provide a context for the textbook learning. Students with low reading ability receive additional help during the Friday open lab time where instructors work with them on those areas where they need additional help. However, when it comes to taking the industry-based assessment, these students must be able to read and understand the questions without independently.

Resources

- Is the facility adequate to support student learning?
  - What changes are recommended?

We would like to see upgrades made in several areas.

- Lighting in the lab is sub-par. The lights need to be lowered to provide adequate lighting.
- The air compressor system (which supplies air to the entire vocational building) is noisy, leaky and outdated.
- Storage space in the lab is extremely limited and there is a need for secured storage of program vehicles.
- Two of the lab's in-ground lifts have inadequate safety locks creating a dangerous training environment when cars must be placed on the lifts for diagnosis/repair.

- Is the cost center budget and grant funding other funding sources (including donations) adequate to support state-of-the-art training that aligns with industry standards? Yes. The Perkins grant helps to maintain equipment at industry standards. Ford Motor Company has made generous donations of vehicles and tools.

- Is equipment adequate to support training that aligns with industry standards?
  - What equipment needs to be replaced or purchased?

The program vehicles are not operable on public streets. This makes verification of repairs difficult. A dynamometer will allow road testing of vehicles in the lab and be a powerful diagnostic, recruiting and retention tool. This equipment costs $50,000.

- Are instructional materials adequate to support training that aligns with industry standards?
  - What materials are needed to enhance learning?

    Older program vehicles need to be replaced with more modern models.

- Do faculty members have appropriate degrees/certification? Yes, both faculty members are ASE Master Technicians and both have passed all Ford Maintenance and Light Repair instructor certifications. In addition, the instructors attend 22 hours of technical professional development annually. This is a requirement of NATEF certified programs.

    - If not, what is their plan for improvement? N/A

    - What professional development activities have faculty participated in during the past three years?
      Both instructors have re-certified as master technician and participate in technology industry update training.

- What is the faculty to student ratio for full-time and part-time instructors?
  The ratio is 8:1

    - What challenges does the program face due high or low to faculty to student ratio? N/A

    - What will be done to meet those challenges?

  Although caused by low enrollment in the upper level courses, the instructor ratio is nearly ideal.

Partnerships

- What community, business/industry, or school partnerships have been formed by the program to recruit new students?

Active Partnerships with industry:

Industry Partner	Level of Participation
Burtis Motors	Advisory Board, scholarships, internships
Ford Motor Company	Instructor Training, vehicles, teaching aides, donations, internships
Lewis Motors	Advisory Board
Jerry's Repair	Advisory Board
All Pro Auto	Advisory Board, donations, internships
Kevin Knoll	Advisory Board
Redneck Reapir	Advisory Board

Program Review Spring 2005-2008

Name of Program **COSMETOLOGY**

Program Mission

The mission of the Garden City Community College Department of Cosmetology is to increase student achievement and career opportunities in the technical field of cosmetology. We will add positive contributors to our society.

How does the program mission align with the Board Ends?

Essential Skills – Cosmetology incorporates math in our salon business course by teaching skills as simple as counting change to the more complicate math related to completing the salon's Federal Tax report. Also, we teach fractions with mixing color formula along with other chemicals. Communication is vital to being successful in our industry. Many hours are spent teaching interpersonal communications including customer service "people skills" and consulting skills. Computer skills are taught at the front desk where students must schedule appointments and record all business transactions related to keeping books. Students also learn to use the computer to design and print business cards and flyers for advertising. Students must be able to read technical materials. Instructors work 1:1 with students who have reading difficulties.

Work Preparedness – The cosmetology program provides students with the necessary skills and knowledge to attain their license and begin their work in the salon or spa. Upon completion of the program hours and requirements, each student will take a written and practical state board exam from the Kansas State Board of Cosmetology. Instructors encourage students to complete their Associates of Applied Science Degree with an emphasis in business courses.

Program Revenue Generation

Enrollment Trends and Credit Hour Productivity

Has the number of students enrolled in the program during the last three years remained steady, increased, or decreased?

By averaging the three year number of students enrolled with the prior three year number of students enrolled, our student numbers are reduced by 1.7. We feel that we have remained dependably steady in our overall enrollment.

Has the number of department-generated credit hours during the last three years remained steady, increased, or decreased?

The credit hours have decreased over the last three years by 8%. We believe that this is because we have not had enough students interested in enrolling in the shorter nail technology program to offer it. We will continue to promote nail technology.

Recruitment

Are there student populations not currently being served by the program?

We continue to serve all student populations including diverse ethnic and age groups and genders.

What specifically is being done by the program to recruit new students to the program/college?

A portion of the program budget is used to promote the opportunity to learn the skills of a cosmetologist. In addition, the instructors plan to build a web page that allows students to learn more about cosmetology as a career field. In addition, the program participates in a number of recruiting activities:

- Hispanic Day
- Mentoring the GCHS Buff Project
- On-site high school recruiting in Scott City (and surrounding communities) Garden City, Dighton and Holcomb
- Exploration Day
- GED Career Exploration for Adults

What is being done to improve non-traditional enrollment?

- We participate in non-traditional career day
- Eighth grade GEMS career day
- Invite barber shop owners in to better inform them about our cosmetology program and what we can offer to men wanting to go into the career but not sure they want to work in a salon.
- GED Career Exploration Day for Adults
- Offering seminar courses so students can complete their missed contact hours at GCCC

What scholarships are made available to students?

- Marilyn Cook Scholarship for Cosmetology students
- Cosmetology students and faculty assist with the annual GCCC Phoneathon
- Scholarship for Challenge Course
- Endowment Association scholarships

How has the program used scholarship funds to help recruit/retain students?

- Scholarships are used as incentives and financially assist those who are in need.
- Instructors work closely with Financial Aid and the Dean of Students to award scholarships.

Retention

Have retention rates within the program remained steady, increased, or decreased during the last three years?

2005 – 95% completed
2006 – 83% completed
2007 – 74% completed
2008 – 93% completed

Why?

We have been back and forth through the last four years. The program offers seminar courses to help students complete the clock hours that are needed to apply to take the Kansas Board of Cosmetology licensure written and practical exams.

List strategies designed to improve retention rates in classes offered by the department/program.

- Building a solid curriculum – We are developing a curriculum map that identifies content and hands-on practice from day one through the end of 1500 clock hours.
- Using the Teacher Support Material that is part of the text materials provided in Pivot Point Salon Fundamentals, The Scientific Approach Series, and Salon Success.
- Establishing a planning time for the instructors to meet and plan together at least once a week to keep communication open and bounce ideas off each other. This gives us time to support one another by working our way through classroom management issues before they escalate.
- We plan to continue to provide the Challenge Course experience for our students to learn team building and strategies for working together under stress.
- We have initiated testing out of practical curriculum before working on the clinic floor.

What is the percentage of enrollment and completion of non-traditional students (gender equity)

- Enrollment of male students varies from year to year. In 2007-08 we had one male student successfully complete the program. We currently have a male student who is on track to complete successfully. Although we do all we can to encourage and support non-traditional students, this is a difficult Perkins standard to meet.

What strategies are being used to increase enrollment of non-traditional students (gender equity)?

- Participation in Career Tech Champions through the interview with Curtis Perez
- Adult GED Career Exploration Day
- Hispanic Day
- Eighth Grade Career Day at Holcomb Middle School
- Invite barber shop owners in to better inform them about our cosmetology program and what we can offer to men wanting to go into the career but not sure of the cosmetology program.

What strategies are being used to support the completion of non-traditional students (gender equity)?

- Challenge Course to help students learn how to deal with male/female working relationships
- Invite the barbershops in for demonstrations
- Creating a safe learning environment by making males comfortable with participating in all learning activities.

What is being done to improve placement of graduates in positions related to their major?

- Students tour salons during the Salon Business course.
- Salon owners come in and recruit toward the end of each semester.

- Salon owners make appointments with random students to get to know them and see them in a working environment.
- Salon owners call and speak to instructors personally about student's personality and practical skill levels.

Curriculum Development

Have the number of sections offered within the program remained steady, increased, or decreased during the last three years?

- The program is designed to provide students with the knowledge and skills needed to pass the state licensure examination. Four courses support students who are on target to graduate on time. For students who lack hours, we offer seminar courses to help them complete the required 1500 contact hours.

Why? The number of sections varies because of our seminar students and students that are transferring in from other programs.

What courses continually have low enrollment?

- Our spring semester COSMETOLOGY I
- Seminar classes have low enrollment numbers because they are scheduled to meet the needs of students who need the hours to meet contact hour expectations.

Why?
Our largest class has traditionally been in the fall after high school graduation. The class in the spring is usually more non-traditional in terms of age. We will continue advertising during the fall semester and to make people aware that we have a spring enrollment.

What revisions, additions, or deletions to the program curriculum were made during the last three years?

We believe Pivot Point is the best curriculum because it is a phenomenal way to teach hair, skin, nails, the business and industry, people skills and all that has to do with Cosmetology. The company offers support for curriculum and individual program needs. Pivot Point is on the cutting edge with technology, mindful teaching, and also trend setting in the industry. The instructors are required by the curriculum agreement to attend one Pivot Point training each year. These hours meet those required by the Kansas State Board of Cosmetology for the renewal of our Instructor License. The curriculum includes:

- Pivot Point Mindful Teaching – Phases of Interactive Learning
- Pivot Point Salon Success – A learning guide for career advancement
- The CPS – Classroom Performance System – clickers for the students to review for tests
- Challenge Course – Team Building and Strategies

Why were they made?
No revisions, additions, or deletions were made.

What revisions, additions, or deletions to the program curriculum need to be made during the next three years?

- The curriculum is updated annually to meet changing product and service trends.

Student Performance and Completion

What assessments are used to monitor student progress and achievement?

- Rubrics are used to score for every practical skill we teach
- Workbooks all instructors to monitor note taking
- Exams on all theory chapters
- Daily Grades for performance and productivity

What are the certification pass rates of program graduates who are required to take industry-based licensure tests?

- **The pass rate for 2007-2008 is 86%**

Have success rates remained steady, increased, or decreased over the last three years?

- Student success rates range from 87% to 100% with an average increase during the 2007-08 academic year.

List strategies the program will incorporate to improve student success rates.

- Teaching for the retention of the subject – not just for the moment or the test.
- Helping the student individually as needed.
- Making sure ESL is not a barrier through testing before entering the program.
- More evaluation throughout the program -- testing out of classroom theory and skills before coming to clinic floor.
- Purchase the Milady Cosmetology State Board On-line Licensing Preparation test.

Resources

Is the facility adequate to support student learning?

- No. We definitely need one more classroom to support the advance Cosmetology theory and skills classes. Currently the advanced students must sit in the lab with no table or desks to work on. The lab also is full of distractions such as mannequins, mirrors, and equipment, etc.

What changes are recommended?

- Create an additional classroom.
- Build an additional entrance to the lab for clients to enter the salon (lab). This would separate the clinic floor and learning (teaching) environments. This would also allow students to have "their" space to be students as well as a place where they must act as professionals.
- Build additional storage space for product and teaching/learning equipment.

Is the cost center budget and grant funding other funding sources (including donations) adequate to support state-of-the-art training that aligns with industry standards?

- Yes, we feel that our budget every year has been very adequate. The funds that the students earn from working on clientele are used to maintain an inventory of supplies like hair, nails, and skin care supplies.

Is equipment adequate to support training that aligns with industry standards?

- Yes the equipment is adequate. However, we do need pedicure spas.

What equipment needs to be replaced or purchased?

NEW

- Tables and chairs for classroom
- Technical cart for classroom
- Whiteboards
- Pedicure spas with removable liners
- Sound system for clinic floor
- 2 computer monitors for showing the appointment book on the floor and dispensary

REPLACING

- Facial machine for facial room

Are instructional materials adequate to support training that aligns with industry standards?

- Yes, because we get all instructional materials through Pivot Point.
- Our student kit is state-of-the-art.

What materials are needed to enhance learning?

- Projectors need to be installed from the ceiling.
- White boards – keep the interest of the student.

Do faculty members have appropriate degrees/certification?

- Yes – we have to hold an Instructor's License and a Cosmetology License which we have obtained by taking State Board of Cosmetology tests.

What professional development activities have faculty participated in during the past three years?

- Peel's Salon Services – Hair Shows - every year
- Infectious Diseases in the Workplace – Janice Nunn - every year
- Educational Workshops – Pivot Point - every year
- Teaching Methodology – MACS - 2008
- In-services with the college twice a year

What is the faculty to student ratio for full-time and part-time instructors?

- 25-1 for all instructors

What challenges does the program face due to high or low faculty to student ratio?

- It is a challenge for one instructor to oversee all students working with clients on the clinic floor. It is difficult to monitor the quality of the many complicated colors, cuts, perms, nails services. However, this can also be a positive from time to time because it requires students step up to the next level by problem-solving independently or mentoring each other.

What will be done to meet those challenges?

- We try to teach students to watch closely when they book clients so that there are not too many complicated procedures being done at one time.

Partnerships

What community, business/industry, or school partnerships have been formed by the program to recruit new students?

We bring in a variety of local industry representatives to work with students:

- EZ Flow - Kristi Smith (nail educator)
- Heather Montgomery – make-up class
- Chris Frederick - Peel's salesman – Retailing class
- Smart Styles – Annual Competition
- Regis Salon– Coloring class
- Dee Korth – Redken Color and Retail Class

What community, business/industry, or school partnerships could be formed by the program to recruit new students?

- Communicating closely with more salon owners.
- Inviting more professionals into the classroom to give classes/demos to the students.
- Offer a Wella Color Class.
- Creating web page / Using Web as a tool for new recruits.
    - To reach more than just surrounding areas.

- **Active Partnerships with industry**

Industry Partner	**Level of Participation**
Carly Dale	Advisory Board
Jennifer Murray	Advisory Board
Tina Burgardt	Advisory Board
Cheri Hopperstedt	Advisory Board
Kim Klein	Advisory Board
Deborah Walters	Advisory Board
Peel's Friendly Supply, Hutchinson, KS	Salon Supply Distributer

Aerial Company, Marinette, WI	Salon Supply Distributer
Nail Tech Supply, Gladstone, MO	On-sight Educator/ Salon Supply Distributor for EZ Flow Nails
Redken Industries, New York, NY	On-sight Educator
The Wella Corporation, Woodland Hills, CA	On-sight Educator
Marianna Incorporated, Omaha, NE	Kit Company
Pivot Point International, Evanston, IL	Curriculum
Shear Technology Walnut Creek, CA	Shear Company

Program Review Spring 2005-2008

Name of Program Animal & Food Science

Program Mission

- **State the mission of the program**

Garden City Community College's Animal and Meat Science Program mission is to provide educational curriculum and information to enhance a students' ability to be successful in any scientific field relating to Animal Science in the immediate area and beyond.

- **How does the program mission align with the Board Ends?**
  - **Essential Skills (Reading, Math, Communication, Computer)**
    - Specifically, those students involved in meat judging use essential skills such as math and computations, note taking skills, memory and recall information skills as well as communication skills throughout their coursework. They also must use critical thinking and decision making skills.
    - For those in freshman Animal Science class, each student will be evaluated on writing skills (grammar, punctuation, etc.) during the entire semester to increase those skills.
    - Each class has functional math skills (some basic and some having a little more geometry with them) which range from determining feed energy needs for animals due to outside temperature and affective temperature (wind chill) to total plate count numbers in bacterial cells to determining head capacity of a pen of cattle based on the pen size, slope of the land and cattle size.
    - Communication skills are important for every lab class as some labs are divided into groups that present their findings from that specific lab to the entire group.
    - Computer skills are utilized in the first animal science lab all the way into the sophomore level animal disease and health class, where the students are to research several disease topics and present a presentation to the class on power point (computer skills).

  - **Academic Advancement**
    - The program helps students transfer to a university program that meets their educational needs.
    - A high percentage of the students in the department pursue higher degrees in the animal science field.
    - Students are encouraged to become involved in campus activities and clubs such as Block & Bridle, Student Government, Phi Theta Kappa, etc.
      - 100% of the 2008 GCCC Meats Judging Team members are in Phi Theta Kappa.

- **Work Preparedness**
  - The program is designed to give students the essential knowledge and life skills they need in animal, meat or food science.
  - The department strives to meet industry needs and works with the Advisory Committee to validate course competencies and curriculum content as well as evaluate the facility and equipment that the department has and needs for the future.
  - At the current, for 2007, the department had a 100% technical skill attainment for KBOR.

- **Workforce Development**
  - Two former graduates are employed locally at Tyson Fresh Meats. One of those, a non-traditional student (a female) is a USDA grader at the plant and the other (male) works as a Carcass Sales Merchandiser.
  - The new bioscience lab will allow us to train students to be competitive in the food science industry.
  - A quality assurance certificate is under development. Students have done internships in quality assurance at BPI. Tyson is interested in developing a similar internship program.

Program Revenue Generation

- **Enrollment Trends and Credit Hour Productivity**
  - **Has the number of students enrolled in the program during the last three years remained steady, increased, or decreased?**
    - Enrollment in Animal Science courses has remained pretty steady from 2005-06 to 2007-08. In 2005-06, there was an overall enrollment (duplicated count in each semester) in ANSI programs of 211 students (including some in EduKan) that only slightly decreased to 192 in 2006-07 and then increased from that number to 199 in 2007-08. Overall, a small decrease from the 1st year of this program review to the 3rd (5.7% decrease overall). In the overall scheme, the enrollment trend has remained pretty steady.
    - When evaluating non-duplicated numbers in the Animal Science department, the overall trend was a slight increase from 2005-06 to 2007-08 in total student count, non-duplicated, of 47.5 students to 55.5 (averaged between the two semesters in each; more data will follow subsequently).
    - *Total student count over the time period (non-duplicated student enrollment, Fall 2005 to Spring 2008), taken directly from the rosters of each class with duplicate enrollment not counted:*
      - In the Animal Science programs that include every course with the prefix MEAT or ANSI, here are the non-duplicated totals per each semester and the totals of males to females (gender equity) per semester.
      - Fall 2005 – 52 Total students, 36 male, 16 female (30.8%)
      - Spring 2006 – 43 Total students, 33 male, 10 female (23.3%)

- Fall 2006 – 49 Total students, 32 male, 17 female (34.7%)
- Spring 2007 – 43 Total students, 24 male, 19 female (44.2%)
- Fall 2007 – 56 Total students, 30 male, 26 female (46.4%)
- Spring 2008 – 55 Total students, 27 male, 28 female (50.9%)
- These numbers for Animal and Meat Science students are on a semester basis; this gives an average enrollment per *year* of:
  - 2005-06 of 47.5 students, 27.1% females
  - 2006-07 of 46 students, 39.1% females
  - 2007-08 of 55.5 students, 48.6% females
- As you can see, the overall total number of unduplicated student count for Animal Science Programs (including rodeo and meat judging competition courses with lower enrollment in some) is relatively constant, but the percent of non-traditional students, in terms of gender equity, has risen over the three year period of the program review.

- Over the 3 year period, the net revenue per credit hour has gone from -$46.52 in 2005-06 to -$78.86 in 2007-08. This decrease was due to the need to hire an adjunct instructor while the lead instructor was on sabbatical leave.

Why?

We have done a good job of recruiting new students and retaining as many of those students as possible.

- **Has the number of department-generated credit hours during the last three years remained steady, increased, or decreased?**
  - The trend for department generated credit hours follows the exact same trend as was mentioned for student head count (or overall enrollment) with 504 hours generated in 2005-06, 444 in 2006-07 and then up to 468 in 2007-08. Total generated credit hours was pretty steady with just a slight decrease overall.

Why?

We have been striving to find a way to increase class size but the size of classrooms and facilities is a limiting factor. The Ag lab can only hold 16 students comfortably and the agriculture classroom can hold only 20 comfortably.

The agriculture department instructors hope to share labs and equipment with the science division so that animal meat science students can have a scientific lab for bioscience experiments.

Recruitment

- **Are there student populations not currently being served by the program?**
  - Yes

What are they? Certificate programs for non-traditional students, who need short term, are being developed. These students could be local workers that need a couple of classes/training courses to bolster their work-preparedness or those that want to re-career. Specific courses will be developed with input from the GCCC Advisory Committee.

What will be done by the program to meet those needs? A Food Science/Food Safety certificate program will be developed and approved by KBOR during the later part of the summer of 2009. The Advisory Committee will be asked to provide input.

- **What specifically is being done by the program to recruit new students to the program/college?**
  - The program is focusing on maintaining a winning meat judging team that will attract high performing students.
  - Funding to upgrade the current facility or build a new facility will allow GCCC to compete with other community colleges for students.
  - Instructors are currently developing a plan to offer classes online. This will bring in "new" students outside our service area and bolster enrollment numbers.
  - Meat judging contests are held annually for area high school students.
  - Exploration Day and GEMS activities focus on high school and middle school students. A Career Fair will be offered in April for GED/ESL adult students.
  - The Ag instructors have developed a positive working relationship with service area high school instructors.

- **What is being done to improve non-traditional enrollment?**
  - Development of a certificate program and Internet courses in the area of food science to serve the training needs of specific populations including incumbent workers.

- **What scholarships are made available to students?**
  - There are several scholarships available for Agriculture students.
  - Meat Judging Team members receive books and tuition scholarships.
    - Funding is gained through various sources (Phone-a-thon, Travel Awards through the American Meat Science Association) to allow us to pay for tuition for out-of-state students until they become roll-over students during their sophomore year.
  - Most Rodeo Team members receive books and tuition scholarships.
  - The Ag department has come up with an idea to form an Ag Ambassador Scholarship (books and tuition) to help entice students that may not be interested in judging or competition teams, but want more of a leadership role with GCCC. These students would help us with Exploration Day, hosting Southwest District FFA contests, recruiting, tours, etc.
  - SER scholarship (federal program) information is made available to students who have worked in the Ag industry within the year prior to enrollment.

- **How has the program used scholarship funds to help recruit/retain students?**
  - Scholarships have helped maintain the numbers of the competitive teams over the last decade at GCCC.
  - There are many Agriculture scholarships that do go unused at GCCC so we try to tell each student that they are available (and potential students) and that they need to apply for them.

Retention

- **Have retention rates within the program remained steady, increased, or decreased during the last three years?**
  - Starting in fall of 2005, the attrition rate was 5.6% and was 0% in the spring of 2006. The next year, the numbers were .96% in the fall of 2006 and were 1.1% in the spring of 2007. Numbers were just slightly higher in the fall of 2007 with 3.9% attrition rate and then 1% in the spring of 2008.
  - For the semester with the highest attrition rate (5.6%; fall of 2005) 2 students were lost from Rodeo Techniques class and then 3 from Animal Science and 2 from Lab. For a couple of semesters, if an individual "quit" a competition team (rodeo or meats), they withdrew from a training class and that is reflected in the numbers.
  - Overall, the attrition rate is extremely low for Animal Science.

- **Why?**
  - We try to recruit the best students and work well with them.
  - Everyone that teaches Animal Science understands that many students are involved in activities. We actively work with them to support their academic progress without diminishing the rest of the class.

- **List strategies designed to improve retention rates in classes offered by the department/program.**
  - Have great advisor meetings and work with students closely on their education goals through planning, degree check and enrollment meetings.
  - Keep in touch with students throughout the semester and over times when classes are not in session.
  - Have the most current knowledge in the animal science field and be aware of current industry practices and trends as well as research.

- **What strategies are being used to increase enrollment of non-traditional students (gender equity)?**
  - The department has always strived to recruit and support all students, including non-traditional. We have competitive teams (meat and rodeo) which allow for competition of both males and females. This serves to allow us to recruit and maintain a high gender equity percentage in the department.

- **What is the percentage of enrollment and completion of non-traditional students (gender equity)?**

- During the time period of fall semesters from 2005 to 2007, there was an increase in non-traditional students (gender equity; females) from 34.83% in the fall of 2005 to 46.88% in the fall of 2006 to 54.05% in the fall of 2007. The spring semesters from 2006 to 2008 showed a similar trend with the lowest being in the spring of 2006 at 22.81% which then increased to 42.86% and then steadied at 40.00% in the spring of 2008. Over the three year period, there was a total of 403 total students (possible duplication of student numbers, not including those enrolled in Rodeo Techniques courses) and of those, 163 were females (again, possible double enrollment per semester of both males and females) for a total percentage of gender equity in Animal Science classes of 40.45%. I believe this is outstanding.

- **What strategies are being used to support the completion of non-traditional students (gender equity)?**
  - We utilize several past students, who are either in industry or pursuing education elsewhere, on our advisory board or as career "role" models for the non-traditional students in the program.
  - Keeping an accurate history of the meat judging program allows us monitor completion of females enrolled in the animal science program.
  - According to our 2007 KBOR standards, we have a student placement rate of 66.67% and a non-traditional student placement rate of 54.17%.
    - The 66.67% is below the state standard but higher than the GCCC average (49.49%)
    - The 54.17% of non-traditional student placement is significantly higher than the state standard of 10% and the GCCC performance rate of 14.26%. This rate easily beats the state rate by a significant margin.

- **What is being done to improve placement of graduates in positions related to their major?**
  - The Advisory Committee plays a role by hiring students who are seeking employment.
  - Instructors write letters of recommendation for students who are entering the workforce or transferring to universities to complete their 4-year degree.
  - Tracking the graduates of the program is an area we need to work on.
  - We have sent out information surveys to graduates of the program to inquire about their current positions. Of our 2008-09 graduates, we only received one completed survey.
  - One suggestion for improving student placement information is requiring that students contact the lead instructor when they gain employment or are accepted into the university.
  - Another idea would be to use an Alumni Association to help student to find jobs or transfer and to track their success.

Curriculum Development

- **Have the number of sections offered within the program remained steady, increased, or decreased during the last three years?**

- They have remained constant.

- **Why?**
  - The current number of sections adequately supports degree seeking students.
  - We would need better facilities and another instructor to expand the program by offering more "classes" or sections.
  - During recent fall semesters, the enrollment in Animal Science class has been too large to accommodate the students in the current classroom. We had several students involved with soccer that couldn't take the 9 AM section, so we added a second section at 10 AM during the fall of 2006 and 2007 semesters.

- **What courses continually have low enrollment?**
  - The specialized courses such as Rodeo Techniques continually have low enrollment in order to support hands-on learning. Another example is for the fall of 2007 and the spring of 2008, the meat judging team had low enrollment on purpose to accommodate the team while the main instructor/coach was on sabbatical.

- **Why?**
  - A small team for 2008 was recruited for the meat judging team to allow for smoother transition as the faculty member was on sabbatical.
  - Some specialty classes will have low numbers during one year and high the next. For example, Cow Calf Operations had 4 students in the spring of 2007 and then 22 in the spring of 2008. A lot of enrollment for specific classes just depends on timing, meaning that some courses just might have a higher enrollment one semester and lower the following year due to the area of interest in the students that are at GCCC.

- **What revisions, additions, or deletions to the program curriculum were made during the last three years?**
  - Introduced more Food Science, Food Microbiology, Poultry Production and new Production Methodology to Animal Science Class and Lab.
  - The Bioscience Lab will be integrated into most courses (lab techniques and methodology as well as theory behind the results).
  - New content is being developed for Food Microbiology to Food Science and Meat Science and Microbiology has been integrated into Animal Disease and Health.

  - **Why were they made?**
    - These changes were the result of the lead instructor's sabbatical.
    - New techniques were utilized during the 2008-09 academic year through the Bioscience Lab grant equipment in the Animal & Food Science Bioscience Lab.

        - Students get even more hands-on activities and this has also led to utilizing this type of lab techniques for recruiting activities such as Exploration Day.

- **What revisions, additions, or deletions to the program curriculum need to be made during the next three years?**
    - More instruction is needed in Value-added Agriculture
        - Rumors of a local company expanding their product by utilizing animal by-products to make biodiesel, would mean we need to assess these added-value products to determine their buoyancy as well as potential economic impact. This also means that we need to evaluate all aspects of the industry and incorporate new curriculum into the program.
        - We need to increase the usage of GPS in the classroom and offer training in this area.
    - More variety in sections available online to reach students within and beyond our service area.
    - Animal Nutrition class will have curriculum changed so that it more closely resembles the teachings at the university level. Universities teach both Animal Nutrition and Feeds and Feeding classes and since our Animal Nutrition is directed more towards feeds and feeding, the students are at a disadvantage. We will change the focus of the Animal Nutrition course to focus on metabolism, digestion and utilization of feed and only offer it at this time.

Student Performance and Completion

- **What assessments are used to monitor student progress and achievement?**
    - Regular testing throughout the semester.
    - Quizzes are utilized to monitor student learning on key points.
    - Hands-on activities allow students to demonstrate their learned skills and knowledge.
    - Course competency profiles for each student are kept on file as well as program competencies for each student in a specific major area (Animal Science, Food Science, Pre-Veterinary Medicine, Meat Science or Feedlot Technology).

- **What are the certification pass rates of program graduates who are required to take industry-based licensure tests?**
    - There are no industry-based licensure tests that are being used at this time.
    - As the certificate program evolves in the next year, the Food Science portion will add ServSafe Certification to the list of requirements for all Meat Science or Food Science/Safety students.

- **Have success rates remained steady, increased, or decreased over the last three years?**

- They have remained steady overall. They range from 93.7 to 100%, depending on semester.
    - 93.7% in Fall of 2005
    - 100% in Spring of 2006
    - 96.1% in Fall of 2006
    - 95.5% in Spring of 2007
    - 96.1% in Fall of 2007
    - 96.9% in Spring of 2008

- **Why?**
    - We work closely with each student to understand their academic, career, and personal needs.
    - We have had several students with special learning needs and have done a good job in meeting those needs (see Kellee Munoz for information).

- **List strategies the program will incorporate to improve student success rates.**
    - We will keep working with students to evaluate their progress in each course and during each semester.
    - Instructors schedule time for enrollment for each student.
    - Help each student build their education pathway while enrolled in College Skills Development.
    - Work closely with "new technology" to keep up-to-date on the best method for delivery of lectures and labs.

Resources

- **Is the facility adequate to support student learning?**
    - The facility is not adequate. There are times when we have to schedule classes in the lab as well as in the classroom. The lab can comfortably only accommodate only 16 students; however, we've had classes when we had 23 students (Cow-Calf Operations, Spring 2008). The stools in the lab are very uncomfortable.
    - It is very difficult to increase enrollment and compete for students against other community college agriculture programs who have spacious and modern facilities.
    - Instructors have no area to have confidential meetings with students (shared office for Agriculture instructors).
    - With the acquisition of the Bioscience Lab equipment, the environment needs to be kept clean for experiments that use technology such as the incubators and the Biological Safety Cabinet (has an expensive HEPA filter). When classes such as Soils or Crops are also held in the same room, it makes keeping this equipment sanitary and clean very challenging.

- **What changes are recommended?**
    - We need to have facilities to teach hands-on application for live animals as well as for the protein products from those animals (meat and food). Such a

space would include a refrigerated area that we could use to store and evaluate food products, a center for livestock evaluation that includes housing for livestock, processing area and a processing/harvesting center.

- If the current facilities are going to be more efficiently utilized, there should be several upgrades that made. Some of them are being made to support the summer Microbiology class.
    - Some other improvements could be the usage of a larger projector screen since the multimedia projectors in both the lab and classroom were installed too far from the whiteboard and the view is below and above the whiteboard, making power point presentations difficult to read.
    - We would also like to have an upgrade in office equipment to allow for a friendlier atmosphere when recruiting new students to GCCC. It is also difficult for an instructor in our department to have a meeting in confidence with a student due to sharing of the current office space (realizing that this would be a difficult thing to resolve).
    - The best action plan would be to find funding to purchase land and build an agricultural science center off-campus. This would attract many different groups to our campus and would be an instrumental selling point to recruit new students into our programs and to GCCC.

- **Is the cost center budget and grant funding and other funding sources (including donations) adequate to support state-of-the-art training that aligns with industry standards?**
    - Grant Funding was utilized to purchase the scientific equipment for the Bioscience Lab.
    - Some Perkins funding has been used to purchase other equipment such as a sausage stuffer and an industrial vacuum packaging machine.
    - The cost centers are inadequate to purchase the supplies needed to keep the Bioscience Lab running and being used for every class (petri dishes, growing medium for bacteria, etc.).
    - The travel budget for the *Meat Judging Team* is inadequate. With the increase in size of the team and, more importantly, the increase in costs of hotel rooms and meals, the team wants to stay competitive and it is difficult with the current budget. We need to increase the travel budget from $3000 to $4000 to cover travel costs. The team is a highly competitive winning team and their successes attract recruits.

      Additionally, the entry fees that GCCC pays for our contests total more than $1000 each year, which takes just slightly less than 10% of our total budget.

- **Is equipment adequate to support training that aligns with industry standards?**
    - In the area of Food Safety, yes it is adequate but more equipment could be utilized if we had room.

- For Meat Science, the equipment is only slightly adequate. We have no refrigerated facilities to actually train our students in muscle quality, muscle nomenclature, biochemical properties, etc.
- For Animal Science, there are very limited pieces of equipment.

- **What equipment needs to be replaced or purchased**
  - Water filtration system to make distilled or deionized water for use in all labs.
  - Dishwasher (depending on space) to clean all flasks, dishes, beakers, etc.
  - The lab needs to be refurbished and this has been discussed shared through the planning process (electrical, sinks, etc.).
  - We need larger projector screens in the classroom and laboratory.
  - We need access to live animals to teach students about all the aspects of animal husbandry.

- **Are instructional materials adequate to support training that aligns with industry standards?**
  - With the acquisition of the new equipment for the Bioscience Lab, the Food Science and Safety part of the program is well on the way to having the materials needed.
  - However, the supplies are needed for our students to test microorganisms and the sanitary conditions in the environment are expensive (agar for plates to grow bacteria, the broth we need, etc.)
  - Another area that we need to enhance is the funding for *student travel*. With limited product in this area, we have to maintain that competitive edge by traveling to areas that have more pork and lamb products. An increase in the student travel funds for the meat judging team will allow us to be competitive while increasing enrollment in the animal science department.
  - Students have organized fund raising events to increase the travel budget. In the past, a big boost to the meats team budget was the sale of meat. However, due to sanitation conditions, students are no longer allowed to process and sell meat. However, a custom job (for a customer) is exempt from inspection during fabrication and can be utilized as part of the teaching program at GCCC.

  - **What materials are needed to enhance learning?**
    - More instructional supplies funding to purchase some items like agar medium, specific broth and testing kits/plates.
    - We would also need more hands on approaches to the live animal side of the department. Tours are great but to give the students the best educational experience that resembles what is being taught at the university level, we have to set our goals higher to provide this type of learning environment for our students.

- **Do faculty members have appropriate degrees/certification?**
  - Yes. The faculty member that teaches most of the Animal Science Courses has the following degrees:

- Associate of Science-GCCC, Animal Science
- Bachelor of Science-Texas Tech University, Agriculture Education
- Master of Science.-Texas Tech University, Animal Science
    - Specialization in Meat Science
- Currently working on a Doctor of Philosophy in Animal Science
    - Specialization in Meat Science & Food Safety
    - Possible Completion in December of 2009 or May of 2010.
    - HACCP Trained (KSU in 2007, TTU in 2009)
        - Hazard Analysis Critical Control Points
    - ServSafe Certified, August 8, 2008
        - Currently seeking to be approved to be a ServSafe instructor to offer short-term training for small restaurants and food businesses.

- Other Faculty members:
    - Both members that teach courses only have Bachelor level education.
    - Courses Taught in Animal Science by these two individuals include: Animal Nutrition, Dairy/Poultry Production (both by Cindy VenJohn), Horsemanship, Horse Science and any Rodeo Techniques courses (these by Jim Boy Hash).

- **If not, what is their plan for improvement?**
    - I believe that Mrs. VenJohn's additional educational training will be in areas of Agronomy and/or Agribusiness. Since her BS is in Animal Science, that should be adequate to teach one class per semester in the department.

- **What professional development activities have faculty participated in during the past three years?**
    - Lead instructor (Clint Alexander) has participated in the Reciprocal Meat Conference every June since arrival at GCCC.
    - June of 2006 – University of Illinois (presenter for coaching clinic)
    - June of 2007—South Dakota State University
    - June of 2008—University of Florida
    - June of 2009—University of Arkansas- will again be a presenter for a reciprocation session on Monday afternoon.
    - Clint Alexander also completed HACCP training through the International HACCP Alliance at KSU in June of 2007.
        - Also, completed course in HACCP at Texas Tech in Summer Session I of 2008.
        - Completed and passed (96%) ServSafe Certification in August of 2008. Lead instructor is going to complete paperwork and other information to become a ServSafe instructor.
        -

- **What is the faculty to student ratio for full-time and part-time instructors?**

- This appears to be an average, over the 3 year period, of about 1 to 8 for average class size. The information that was presented to us, also, reflects some students that enroll in EduKan classes for those semester as well as low enrollment classes such as competition team training (Rodeo Techniques, etc). The number might actually be better if those types of classes were removed and the actual "sit-down" classes were analyzed.

- **What challenges does the program face due to high or low faculty to student ratio?**
    - If the ratio of faculty to students becomes too high (over 25 students to 1 teacher/class), it will be difficult to give quality instruction to those students due to lack of classroom and training space (only 15 is appropriate size for a lab class due to size of the lab and/or travel to area industries for labs/tours).

- **What will be done to meet those challenges?**
    - Keep looking for sources of funding to allow us to build facilities, either on or off-campus, to provide the best educational experiences to Animal Science students. In the meantime, we will continue to maintain internal (science department) and external (Tyson, BPI, Texas Tech, K-State) partnerships to support student learning.

Partnerships

- **What community, business/industry, or school partnerships have been formed by the program to recruit new students?** Those are listed below.

- **What community, business/industry, or school partnerships could be formed by the program to recruit new students?**
    - Increase involvement with Quality Assurance departments for BPI and Tyson Meats as well as work with companies in the food industry to determine their potential training needs and see if we can assist them in any way. Other potential members could be found through the Advisory Committee of the Agriculture Department.

- Active Partnerships with industry:

Industry Partner	**Level of Participation**
Tyson Fresh Meats, Finney County Plant	They host the GCCC Meat Judging Team for practices 2-4 times per week during the judging season (September through March). Their contribution to GCCC is highly significant since there are no refrigerated, USDA inspected facilities on our campus.
Beef Products, Inc.	They allow our students to come for tours of their innovative facility. They support the Beef Empire Days Contest, part of which (coaches meeting and awards banquet) are held on

	campus in the Beth Tedrow Student Center. BPI also offers Animal Meat Science students paid internships.
Ehresman Packing Company	This local processor helps donate products to GCCC to use in various labs, including beef digestive systems, beef and pork female reproductive tracts, they help me acquire eye balls to be used by GEMS, the let GCCC borrow product to be used as we host the District FFA contest in April each year.
Reeve Cattle Company; Reeve AgriEnergy	This company allows our students to tour their facilities each fall to show an integrated approach to agriculture (beef and fuel production).
Brookover Ranch Feedyard	They also host tours on their property to show many students about the beef industry in southwest Kansas.

Deere Tech Program Review Spring 2005-2008

Name of Program **Deere Tech**

Program Mission

The Deere Tech program at GCCC exists to produce qualified technicians for employment in the Retail Ag industry.

How does the program mission align with the Board Ends?

Essential Skills

The program has developed a schedule and curriculum that helps prepare the student with essential skills in interpersonal communications, math, and computer applications. Specifically, the Applied Communications class and Math Processes for Technicians class are in place to guide our students in their pursuit of a career. Since the operating system of Deere equipment is computer driven, computer applications are integrated throughout the program curriculum Our sponsoring dealers know that when they send a technician to a customer's location that technician becomes the face of the dealership. Our dealers are concerned about the skills and knowledge of that "face".

Work Preparedness

The program focuses on the needs of the dealer organization. Input from John Deere and the Deere dealers guides the content of the curriculum. The program relies heavily on the two Internship periods to provide feedback directly from the dealer concerning the progress of the program and the success of their students. Please see Appendix 1 for the Internship evaluation tool. The scores listed are the average score earned by our students on the last 4 internships.

Program Revenue Generation

Enrollment Trends and Credit Hour Productivity

Over the past three years enrolment has remained steady at 30, 29, and 30 students. The program has a capacity of 20 students in the freshman class. The recruiting activity by the dealers has increased in our region this past year. This is reflected in the locations that our students are from. See Appendix 2 for maps that reflect this trend.

The number of department generated credit hours has remained steady. The program has a specific curriculum that is followed so there is very little variance in the number of credit hours or the number of classes taken. Appendix 3 contains a spreadsheet that identifies the enrolment figures over the life of the program.

Recruitment

The program is traditional in the sense that the student is expected to enter the program with the ability to attend classes during the day and some evenings. The Internships require that the student be able to return to their sponsoring dealer and work full time for two periods during the program. This schedule fully utilizes the facilities and instructors. The ability to offer training in small increments and flexible schedules does not exist under these conditions. The program is unable to meet the needs of a student that wants a

single class offered in the evening or in another location. Deere does have training available to do some of this. The student would be employed by the dealer just as our students are.

The program relies heavily on the Deere dealer organization to recruit students. The dealer organization has had a presence in the State FFA conventions in Colorado, Kansas, Oklahoma and Texas. They also sponsor and conduct a Deere Tech career day that includes western Kansas and eastern Colorado each year. Enrolment indicates that when the dealers get involved, enrolment goes up. The dealers know their area and people. John Deere also supports a web site that directs potential students to the partnership programs in their area. The link to this web site is: http://www.jdpowerup.com/ . See Appendix 2 for the results of the dealer's efforts.

Non Traditional students (gender equity)
Deere has produced recruiting material that targets non-traditional students. The dealer organization has been asked to consider non-traditional students in their recruiting efforts.

Scholarships
Deere provides $5,000 in scholarships each year. Most of the dealers provide financial support for their students upon entering the program. Being fully accredited, the program is eligible for all government programs. The GCCC Endowment Association has been a wonderful supporter of the student.

Retention

The program has enjoyed a good retention rate in the 18 years of its existence. Retention generally hinges on student ability and desire as well as the maturity of an 18 year old away from home. Financial concerns are rarely the issue when a student leaves the program.
On a rolling five year average the completion rate of the program is currently at 74% with a lifetime completion rate of 80%. Over 50% of those who leave do so for personal reasons. This may stem from homesickness or the realization that this career is not for them. Recently there has been an increase in students not being able to meet the expectations of the classes due to academic preparation.

Strategies
The program utilizes an entrance exam consisting of Compass tests in Reading, Writing, and Numerical Skills as well as a Mechanical Reasoning test. At the present time there are not hard cut-off scores for entrance into the program. In the cases where the scores indicate that the student may have problems in dealing with the technical information the students have always opted to "give it a try" instead of utilizing the developmental classes offered by our college or one near their homes. In all cases the student and dealer were aware of the potential problem. The dealer decided on giving the student a chance and the student chose to not enter a developmental curriculum before entering the program. The success rate of these students is inconclusive at this time. The only student to have done this is a very successful salesman for a dealership in Colorado. If the

program had a waiting list, hard cut-off scores could be instituted and academic issues might become even less of a reason for a student leaving.

As mentioned before, most of the time students leave for personal reasons. This is usually a realization that this is not the career for them or they become homesick. The program has come up with no good strategy to combat this problem.

Non-traditional students
Currently there are no females enrolled in the program. The recruiting media features interviews with females enrolled in other Deere Tech programs. The dealers have been asked to seriously consider a female should one express interest in the program.

Placement
The program enjoys a 100% placement rate. The real problem exists after graduation. Five years from graduation only 56% of the Deere Tech graduates are still at a dealership. Many have been recruited by other similar industries or the energy field. While this is not necessarily a college problem it may cause a dealer to rethink their investment in our students. To date this has not been a problem.

Curriculum Development

The number of sections offered within the program remains constant year after year. The curriculum is limited by time available with the student, the capacity of the facility and the number of instructors. The program requires over 70 credit hours to complete. To increase this would require that the program be considered a three year program. This would present a new message to the student concerning the time requirements needed to enter and complete the Deere Tech program. No one is ready to cross that bridge.

There are no courses that have low enrollment. Each course offered is required to complete the program and there are no electives.

Revisions
The instructors attend an annual Deere Tech instructor class every year. John Deere has been very helpful in preparing the instructors for changes in technology that will be coming. This, coupled with the additional training acquired by the instructors, causes the curriculum to be evaluated and updated every year. The program uses a combination of the Advisory Council input, the success of the students during their Internships and the input of John Deere to drive the changes made in curriculum each year. While the course names do not change the content and competencies adjust to meet the changes experienced in the retail environment.

Revisions in the future
The Advisory Council is asked for input each year. While the wish would be to place a three year program in a two year time frame the reality is that the dealers expect an entry level technician with a rapid growth rate once they reach the dealership. The program meets this expectation in most cases. The program plans to install an access point in the lab and classroom in the near future. This will allow the student to use their own laptops,

if they have one, to access on-line testing and data. The intent is to create an environment that is more like the dealerships' and protect test integrity while on campus.

Student Performance and Completion

The program uses a combination of internal, classroom assessment, Work keys, John Deere Certification tests, and Internship evaluations to assess the progress of the students.

Certification Pass rates

The program was given the responsibility of preparing for and administering the 3 certification tests used by Deere two years ago. These certifications are the Basic Electrical Certification, Basic Hydraulic Certification and Service Advisor Certification. To date, of the 70 tests taken, only 4 have not passed. With only two years of history the program is still evaluating the success rate of the students on the certification tests. The program also provides to opportunity to certify in Air Conditioning and Refrigerant Recovery.

Resources

Adequate facilities

The program has available one classroom, one 60' by 125' shop and one 40' by 60' shop. When both groups of students are on campus this facility is not adequate. Three major lab-intensive classes (hydraulics, power trains, and engines) are all running at the same time. In the last 3 years this means that 30 students access 20 workstations in the shops. This means moving the training equipment not in use outside. Deere has requested several times that the college build storage to protect the hundreds of thousands of dollars worth of equipment placed here to be used in the program.

Budget

With Deere's equipment support the program functions fairly well. There is always a need for the next piece of diagnostic equipment or the replacement of special tools. The program budget does not have a line item for equipment. The program relies entirely on Perkins funding with occasional help from the Dean's budget to stay reasonably current.

Facility

The IT infrastructure needs modernized to facilitate instruction. An access point will be tested shortly to see if it adequately supports 20 students and the instructor accessing web-based data and instruction. Any increase in enrolment would require more shop space and another classroom.

Equipment

There is always a need for more instructional equipment such as electrical circuit blue boards and hydraulic tables. However, there is no space for these items. The program has the students work in teams to complete their assignments. The downside is that it is never clear if the student really knows the assignment or is relying on his partner. Generally the problem shows up later when the student is asked to synthesize what he has learned from the instruction and is unable to do so. It is the intent that each student will have to access a test immediately upon completing an assignment on the training

equipment utilizing the planned access point. The environment will be such that each student will have to stand on his own to succeed. In this way the problem can be addressed immediately instead of finding out after the boards and training equipment have been reconfigured for another assignment.

Instructional materials
Most of the instructional materials and technical information are provided by Deere and therefore aligns with industry. It is as current as the industry has. Requiring each student to have a computer with Service Advisor installed has been considered by the Advisory Council. That would increase the cost of the program to some students so it has not been instituted yet. In many cases the dealer has provided the student with a laptop and therefore the cost would not change for the student.

Appropriate degrees/certification
The instructors have a Bachelors and a Masters degree.

John Deere requires that the instructors stay current and provides a training program to meet that requirement. They are both certified as Advanced Instructors by Deere. This certification requires that they study on-line with John Deere University and achieve mastery in Electrical Systems, Hydraulic Systems, Service ADVISOR Systems. The must re-certify every 5 years.

Both instructors attend the annual instructor development week provided by Deere and complete other training as needed by the program. Both instructors have achieved Deere certifications at the Advanced Level through John Deere University.

One instructor has expertise in GPS/GIS mapping software.

Faculty/student ratio
There are two instructors for the program. This allows a minimum faculty/student ratio of 1:20 with an actual ratio of 1:15 over the last three years.

Partnerships

The program is a partnership with John Deere Company and the John Deere dealers in the region. The level of participation is 100% from all parties.

Appendix 1

DEALER INTERNSHIP EVALUATION
JDAT 107/108

STUDENT_____ DEALER _____

DATE _____ EVALUATOR_____

KNOWLEDGE BASE AND ABILITY

There are 5 statements listed just below. Please enter the number of the statement that best describes your student in front of each of the systems listed immediately after the statements.

- 4-- The student is very knowledgeable about this system and can perform the tasks assigned with little supervision.
- 3-- The student is knowledgeable about this system and can perform the tasks assigned with occasional supervision.
- 2-- The student is familiar with this system and can perform the tasks assigned with monitoring from a senior technician or foreman.
- 1-- The student does not yet possess enough knowledge about the system to perform the tasks assigned unless placed with another technician.
- 0-- The student cannot perform the tasks assigned in this system even with guidance from another technician.
- N-- The student has not had enough experience in this system to be evaluated.

1. __2.63_ TILLAGE AND PLANTING SYSTEMS-set up, reconditioning,

2. __2.2 POWERTRAINS- Final drives, clutches, transmission shafts, MFWD,

3. __2.34_ HYDRAULIC SYSTEMS-hydraulic pumps, valves, seals, cylinders, SCV valves,

4. _3.09_ HARVESTING SYSTEMS-combine threshing systems, headers, balers, Mower Conditioners,

5. __2.42_ ELECTRICAL SYSTEMS-charging systems, starting systems, use of the multimeter,

6. _3.09__ AIR QUALITY SYSTEMS-heating and AC systems, evacuation, repair, and retrofit

7. _3.24_ INFORMATION MANAGEMENT SYSTEMS - use of Service Advisor, tech manuals, part number sources, and DTAC

8. _3.24__ ENGINE SYSTEMS-repair of cylinder heads, main and connecting rod bearings, crankshafts, etc.

9. __3.06_ FUEL SYSTEMS AND PERFORMANCE-removal of injection pumps and turbochargers, use of the dynamometer, and proper ballasting for performance,

WORK HABITS AND RELATIONSHIPS

In each of the questions below choose the word or words that best describe your student and place that number in front of the question.

4-- EXCELLENT
3-- ABOVE AVERAGE
2-- AVERAGE
1-- NEEDS IMPROVEMENT
0-- UNACCEPTABLE

10. _3.00 Personal-does the student come to work neat, clean, and ready?

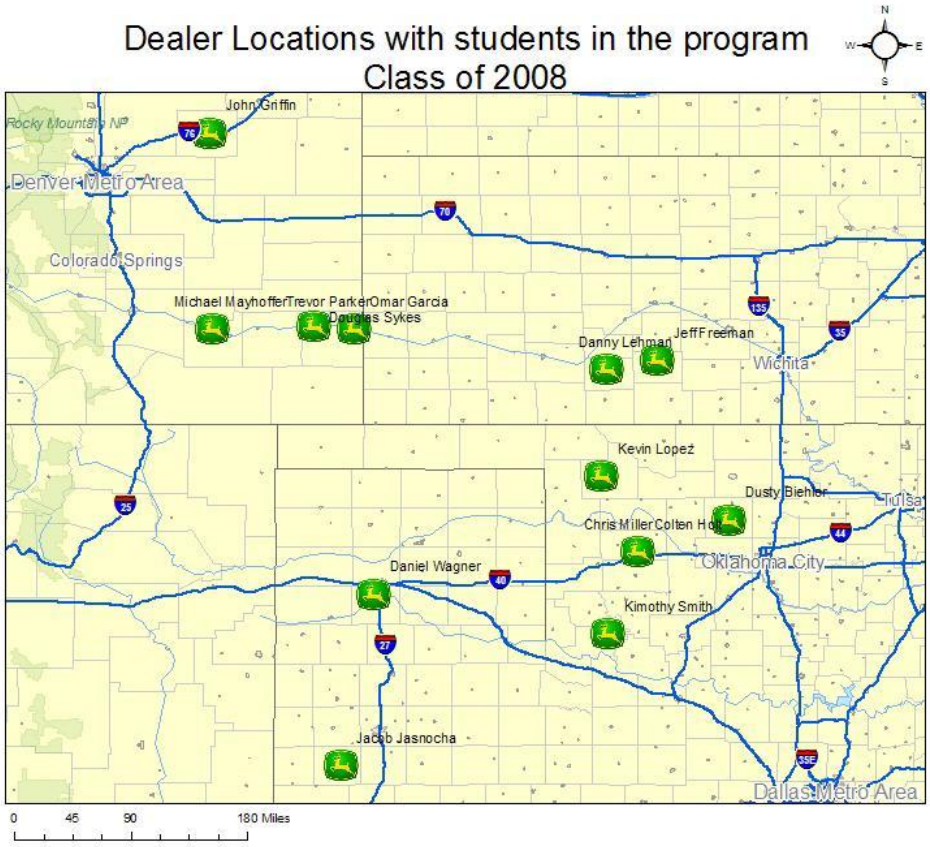
11. _2.64 Work area/bay-does the student keep his area clean and tend to work neatly?

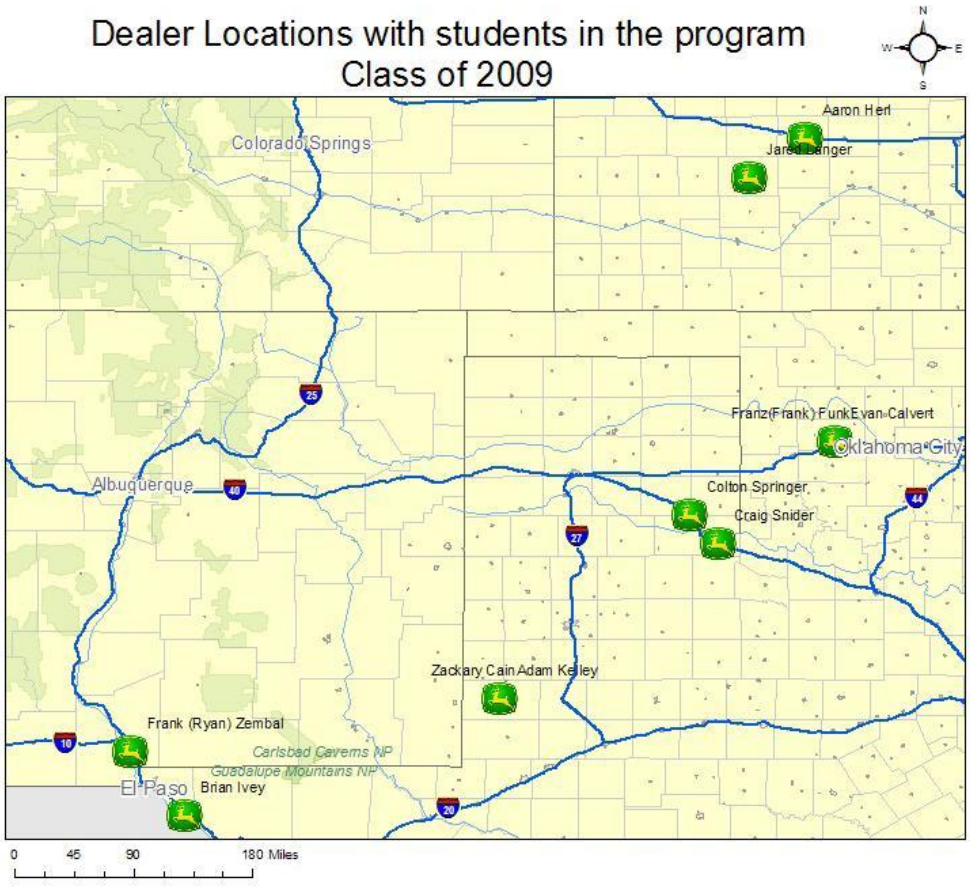
12. _2.14_ Use of time-does the student plan ahead so that parts are ordered on time and his control over workflow proceeds smoothly?

13. _3.03_ Promptness-does the student show up for work on time?

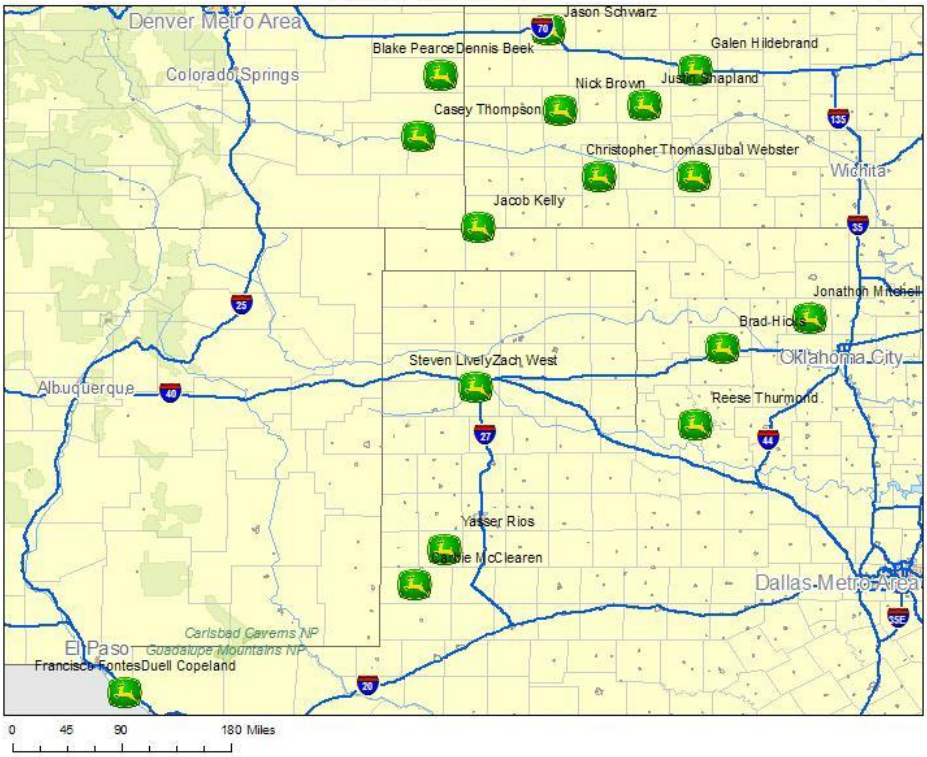
14. _2.72 Completes work-does the student completely finish a job by cleaning his stall, finishing and delivering the paperwork, putting back special tools and manuals?

15. _3.20_ Relationships-does the student get along with and cooperate with fellow employees, customers, and superiors?

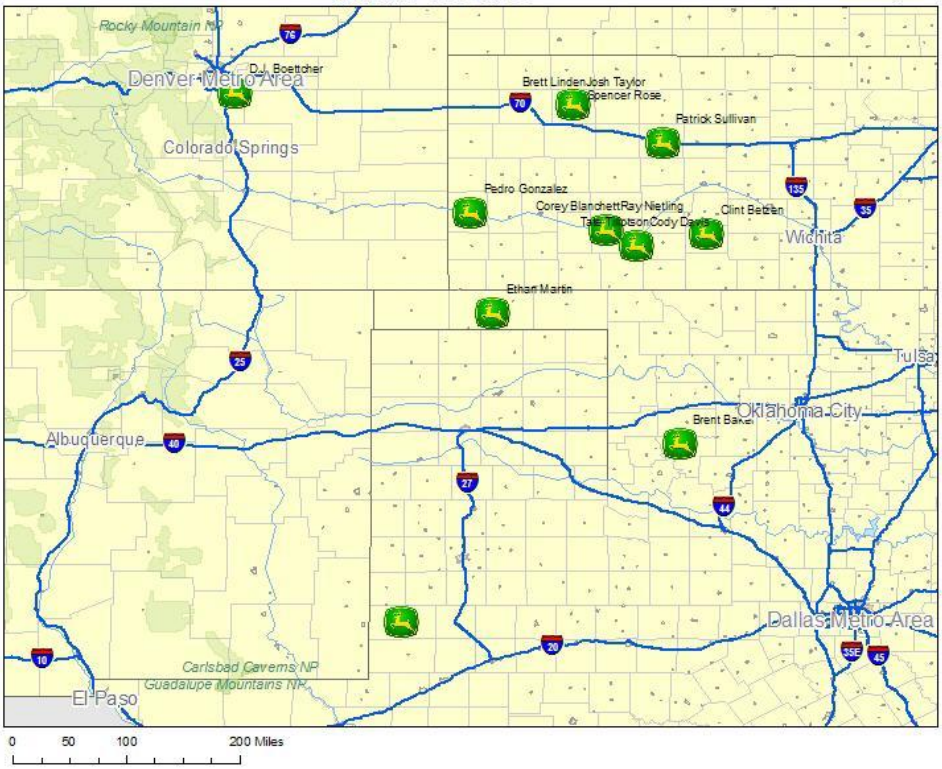

Dealer Locations with students in the program
Class of 2008
N
W
E
S
John Griffin
Rocky Mountain NP
Denver Metro Area
Colorado Springs
Michael Mayhoffer
Trevor Parker
Omar Garcia
Douglas Sykes
Danny Lehman
Jeff Freeman
Wichita
Kevin Lopez
Dusty Biehler
Tulsa
Chris Miller
Colten Hon
Oklahoma City
Daniel Wagner
Kimothy Smith
Jacob Jasnocha
Dallas Metro Area
0
45
90
180 Miles


Dealer Locations with students in the program
Class of 2009
N
W
E
S
Aaron Herl
Jared Langer
Colorado Springs
Franz (Frank) Funk
Evan Calvert
Oklahoma City
Albuquerque
Colton Springer
Craig Snider
Zackary Cain
Adam Kelley
Frank (Ryan) Zembal
Carlsbad Caverns NP
Guadalupe Mountains NP
El Paso
Brian Ivey
0
45
90
180 Miles

Dealer Locations with students in the program
Class of 2010



Dealer Locations with students in the program
Class of 2011



The following spreadsheet tracks the completion rates of our students and computes the rolling five year average of that completion rate.

Year of Graduation	number of students started	number of students graduating	5 year totals, number of students started	5 year totals, number of students finished	Completion rate, single year	Completion rate, 5 year rolling average
2010	19	19(estimate)				
2009	11	10(estimate)				
2008	18	14	69	51	78%	74%
2007	12	8	69	52	67%	75%
2006	20	16	72	56	80%	78%
2005	10	7	68	51	70%	75%
2004	9	6	65	52	67%	80%
2003	18	15	73	59	83%	81%
2002	15	12	68	54	80%	79%
2001	16	11	66	54	69%	82%
2000	7	8	70	62	114%	89%
1999	17	13	80	67	76%	84%
1998	13	10	79	66	77%	84%
1997	13	12	80	69	92%	86%
1996	20	19	67	57	95%	
1995	17	13	47	38	76%	
1994	16	12	30	25	75%	
1993	14	13	14	13	93%	
TOTALS	235	189				80%
AVERAGE	14.6875	11.8125				

Program Review Spring 2005-2008

Name of Program FIRE SCIENCE

Program Mission *To provide the Fire Protection Industry with quality training programs, and promote professionalism through education and training.*

How does the program mission align with the Board Ends?

Work Preparedness:

The fire science program provides future firefighters with the necessary knowledge and skills to obtain employment with most fire departments in the United States and Canada. Upon completion of Firefighter-I and Hazardous Materials/Operations level, students are able to test for FF-I certification through IFSAC (International Fire Accreditation Congress).

Workforce Development:

The fire science program also offers other classes to advance currently employed firefighters through an AAS degree in Fire Science or to be eligible for promotion within their fire department. Classes offered are certified through IFSAC, and upon successful completion students are able to test through Kansas Fire and Rescue Institute for National certification. With the completion of the SW Kansas Live fire training facility in 2007, the fire science program is able to offer realistic training to both volunteer and paid fire departments in Kansas. The average pass rate for various classes is 98%.

Essential Skills

Although students do not always come to the program with adequate reading, writing and mathematical skills, the instructor provides additional tutoring and time to accommodate learning.

Program Revenue Generation

Enrollment Trends and Credit Hour Productivity

Has the number of students enrolled in the program during the last three years remained steady, increased, or decreased?

In the past 3 years the program has increased slowly but steadily. A barrier to growth is due to the lack of paid full-time fire departments in SW Kansas (only 3 paid departments in all of western KS). Most volunteer fire departments are comprised of farmers. They can only attend college classes seasonally. Therefore, seasonal Outreach classes have been scheduled to provide training to volunteer firemen. We are also continuing to actively recruit high school graduates across the service area.

Has the number of department-generated credit hours during the last three years remained steady, increased, or decreased?

Department generated credit hours have fluctuated in the past 3 years. This is due to the newness of the program, a complete curriculum reorganization to meet IFSAC standards, and the fact that students must cycle through the program sequence of courses (he or she must complete FF-I to continue on through the program).

Department-generated credit hours have increased significantly in the past year, and are expected to increase due to the hard work of the program advisory committee and the new

relationships that are constantly being built with the fire protection industry in Kansas. (See partnership list)

Recruitment

Are there any student populations not currently being served by the program?

All student populations are currently being severed through Outreach classes for Volunteer Departments. Classes are also being developed to better provide career development to already employed firefighters within our service area.

There is only one fulltime instructor to serve all student populations which makes it difficult to schedule both entry and upper level classes that help students matriculate through the program to achieve graduation. The fire program is currently in the process of obtaining qualified adjunct instructors to better serve the outreach and entry level firefighters.

What specifically is being done by the program to recruit new students to the program/college?

- Participated in Exploration Day for high school juniors and seniors from across western Kansas.
- Utilizing on-line, on-site instructional options to reach outlying communities.
- Continual communication with Western Kansas fire departments to inform them of the fire science program at GCCC.
- Participated in GEMS for both 7th grade boys and girls.
- Working with GCCC B&I to provide OSHA safety classes to civilian organizations other than the fire industry partners.
- Development of broad advertising campaign with the assistance Information Services Department at GCCC.
- Working with Kansas University Fire and Rescue. We have provided class space for weekend fire service seminars.
- Construction of new training facility in 2007 in partnership with the City of Garden City.
- Constantly pursuing recruitment of non-traditional students through the above activities. (non-traditional being gender based)

What scholarships are made available to students?

- In 2007 the fire science program started a scholarship fund through the Endowment Association.
- Fire students and faculty assist with the annual Public Safety night Phonathon.
- Scholarship fund development is also one of the goals of the 2008 and 2009 Ride for the Future Motorcycle Run.

How has the program used scholarship funds to help recruit/retain students?

- The Fire Science program is currently working with Financial Aid as well as Dean of students to identify additional funding available.

Retention

Have retention rates within the program remained steady, increased, or decreased during the last three years?

- Retention rates have remained strong over the past 3 years. The attrition rate has gone from 19.40% to 0 in the past 3 years, and the student success rate hovers around 100%.

List strategies designed to improve retention rates in classes offered by the department/program.

- Strengthened working relationships with existing fire departments. Convinced current firefighters that constant career development was important.
- Developed needs assessment with advisory committee as well as local fire departments to identify new retention strategies. The results were used to realign the curriculum to meet current industry hiring standards.
- Explored distance learning by utilizing Internet-based delivery (FF-II class). Students were able to continue working full time job and only had to attend campus classes on Saturdays.
- Improved advisor's role. Working 1:1 with fire science students. Instructor/Advisor is available 24/7 via email or cell phone.
- Added new classes to fire science program (Haz-mat and Building Construction) to maintain student interest and skills. Up-dated Tech-Rescue curriculum to make it more hands-on.
- Created industry-based certification program for entry level firefighters to include CPAT (Candidate Physical Agility test) for entry level firefighters. The purpose of this course is to emphasize the important of nutrition and exercise as well as to measure the physical strength and stamina of firefighters.

What is the percentage of enrollment and completion of non-traditional students? Note: Non-traditional students being gender based

- In 2007, the percentage of enrolled female students in the fire science program was less than one percent. There are currently two female students enrolled in the Fire program. At this time, both are showing good academic progress.
- All female students successfully completed fire science courses for which they were enrolled.
- What strategies are being used to increase enrollment of female students? GEMS, Explore Challenge Academy, and Exploration Day activities are used to encourage girls to enroll in this program. A female firefighter from Seward County works with the prospective students. (She also serves on the advisory committee.)
- What strategies are being used to support the completion of female students? Female students must meet the same standards as male students. I do not tolerate disrespect of any student in my classroom.

What is being done to improve placement (Follow Up)

- Constant contact with Kansas fire departments to identify job opportunities.
- Students may also use www.firerecruit.com to search for job opportunities nation-wide.
- Currently student placement is 100%.

Curriculum Development

Have the number of sections offered within the program remained steady*, increased, *or decreased during the last three years?

- The number of class sections offered has increased significantly from 2007-2009. For example: Previously FF-I was offered every other semester and we now have to offer it every semester to keep the students in the cycle. FF-I, FF-II, Driver/Operator etc. (Classes MUST be completed consecutively)
- In the past three years the fire science program has been totally restructured to meet the requirements of IFSAC and the needs of the fire protection industry.

What courses continually have low enrollment?

- Upper level classes will normally have lower enrolment due to students completing FF-I, FF-II and EMT, then seeking employment with a paid fire department. Student goals will vary. Volunteer vs. Paid firefighter will have varying goals.

What revisions, additions, or deletions to the program curriculum were made during the last three years?

- The Firefighter I and II curriculums were recently modified to meet the requirements of the Kansas Fire and Rescue Training Institute as well as International Fire Service Accreditation Congress. National Fire Protection Association standards for basic firefighter certification are also constantly being up-dated.
- Other classes were added to the program to maintain student interest and meet the continually expanding needs of the fire service, such as Building Construction, Firefighter wellness, Candidate Physical Ability Testing (CPAT), Haz-Mat awareness and Operations, Firefighting Tactics and Strategies and National Incident Management Systems(through FEMA)

What revisions, additions, or deletions to the program curriculum need to be made during the next three years?

- Changes are continually made based on the recommendations of the fire science advisory committee and National Fire Protection Association.

Student Performance and Completion

What assessments are used to monitor student progress and achievement?

- Kansas Fire and Rescue Training Institute assessments in accordance with IFSAC and National Fire Protection Association standards. Students have the opportunity to test after each course. If they fail they do not receive national certification.

What are the certification pass rates of program graduates who are required to take industry-based licensure tests?

- Over the past three years the average certification pass rate has been 94.5 percent program wide.

Have success rates remained steady, increased, or decreased over the last three years?

- The certification pass rates have increased significantly over the past three years from aprox75% to 95%.

List strategies the program will incorporate to improve student success rates.

- Adding Adjunct instructors to help manage the instructional/advising role, mentoring by full-time instructor, and offering credit and continuing education non-credit training

programs to meet the on-going National Fire Protection Association (NFPA) program standards.
- Program Director appointment to Kansas Fire and Rescue Training Commission in 2009 will help the program director stay in tune with industry standards.
- Continued awareness of NFPA standards for firefighter certification so instructors can align curriculum with those standards.

Resources

Is the facility adequate to support student learning?

The fire science program is in the process of upgrading facilities to SMART classrooms as funding becomes available.

What changes are recommended?

- Internet connectivity at fire training facility.
- Additional permanent live fire training props (Car fire, LPG tank, Flammable liquid fire) through partnership with Black Hills
- Upgraded classroom computers
- Telephone in classroom
- Currently only 1 faculty member provides all levels of education/training, program direction, repair and maintenance of equipment, curriculum development, recruitment, etc. The program will only grow if another instructor can be hired.

Is the cost center budget and grant funding and other funding sources (including donations) adequate to support state-of-the-art training that aligns with industry standards?

- Minimally adequate:
    - More funds are needed for maintenance, repair and replacement of required safety equipment. There is a safety liability challenge to meet the NFPA standards to ensure that students are not injured during live fire simulations and other required training evolutions to meet basic firefighter qualifications as per NFPA. Breathing apparatus must be tested annually and personal protective equipment must be maintained and replaced on a rotational schedule.
    - Travel funds will be needed to support representation on the Kansas Fire and Rescue Training Commission, for recruitment, and for professional development.
    - Grants through the Endowment Association and Perkins have provided much needed equipment and improvements to the fire science program. Without these funding sources, the Fire program would be sorely lacking in appropriate training equipment.

Is equipment adequate to support training that aligns with industry standards?

- The program is not self-sufficient at this time. Local fire departments have loaned the college the necessary equipment needed for students to meet NFPA standards.
    - **What equipment needs to be replaced or purchased**
        - Breathing air compressor to refill breathing apparatus air cylinders at $19,000
        - 5 units of breathing apparatus (harness and cylinder) at $4,500 each

- 10 Bunker gear (Coats, Pants, Boots, Gloves, Helmet) at $3,000 each set
- Hydraulic vehicle extrication equipment at $20,000
- Facility storage and space adequate to run Candidate Physical Ability Test (CPAT).

Are instructional materials adequate to support training that aligns with industry standards?

- At this time instructional materials are adequate.
  - **What materials are needed to enhance learning?**
    - Due to constant changes in NFPA standards, instructional materials need to be evaluated annually and updated.

Do faculty members have appropriate degrees/certification?

Larry Pander, Full-time Instructor:

- AAS Fire Protection and Safety with Fire Officer specialization
- IFSAC/NFPA Instructor-III certification (Highest level of instructor certification available)
- Additional firefighting certifications in specialty skills (on file)

Adjunct Instructors

- IFSAC/NFPA Instructor I certification is the minimum certification
- Specialty certifications are required to teach individual classes within the program sequence

What professional development activities have faculty participated in during the past three years?

- Attended training seminars through Kansas Fire and Rescue Training Institute. Restructured current curriculum.
- Maintained active involvement with Kansas Fire and Rescue Training Institute.
- Obtained AAS Degree through Houston Community College (2007).
- Obtained IFSAC Fire Instructor III certification.
- Appointment by Governor to Kansas Fire and Rescue Training Commission (2009).

What is the faculty to student ratio for full-time and part-time instructors?

- Our goal is to provide a faculty to student ratio of 1:12. This is dependent upon the type of training students are engaged in due to NFPA standards which require a 1:5 for "Live" Fire Training Evolutions.

What challenges does the program face due high or low to faculty to student ratio?

- Non-compliance with NFPA safety standards.

What will be done to meet those challenges?

- We are currently in the process of training adjunct instructors to assist in the fire science program.
- We are assessing the need for live-fire training technicians.

Partnerships

What community, business/industry, or school partnerships have been formed by the program to recruit new students?

- See active partner list

What community, business/industry, or school partnerships could be formed by the program to recruit new students?

- Involvement with various committees through GCCC including curriculum committee, and academic appeal committee.

Active Partnerships with industry:

Industry Partner	Level of Participation
Garden City Fire Department	Provide training to paid as well as volunteer firefighters. Allowed fire science program to utilize fire department equipment. Recruitment. Advisory Committee.
Grant County Volunteer Fire Department	Provided Firefighter I and Haz-Mat training Fire Advisory
Lane County Fire District	Provided Firefighter I and Haz-Mat training
GCCC Business and Industry	OSHA training – confined space and forklift driver
US Army Reserve – Garden City	Provide live fire training. Allowed fire science program to utilize Army Reserve equipment
Holcomb Volunteer Fire Department	Firefighter I, Haz-Mat, Instructor I, and live fire training. Allowed fire science program to utilize fire department equipment
Leoti Volunteer Fire Department	Firefighter I, Driver Operator and Haz-Mat training
Seward County Fire	Advisory Committee, Recruitment
Kansas Fire and Training Institute (KU)	Advisory Committee

Finney County Centers of Excellence

Target Audience

Centers of Excellence enroll both secondary and postsecondary students. To enroll in a center of excellence, secondary students must be on target for high school graduation and meet requirements as identified for each program. Adults, who need to upgrade their job skills, may also enroll in a center of excellence course without enrolling in the full program sequence. Student recruitment is the responsibility of all of the education partners. A comparative history of enrollment numbers is attached to this review.

Overview of Programs of Study

Automotive Technology

Two instructors, Rob Schreiber and Nate Steinle, share the instructional load. Payment of their salaries and benefits are shared equally by USD 457 and GCCC. To be accepted into the program, secondary students must be on track to graduate, have a 2.0 GPS, and a good attendance record. In addition, they must have the recommendation of a high school teacher. This program offers students two certificate options (Ford MLR and/or Automotive Tech certification) and an AAS degree. The greatest challenge for this program has been scheduling to meet the needs of the partners. During the 2007-08 academic year, Nate taught a Small Gas Engines class at Holcomb High School. Although there was interest by students in continuing this course at HHS, a change in the GCHS schedule created a scheduling conflict that made the HHS class impossible to offer.

Industrial Maintenance Technology

This program responds to an industry need for well-trained maintenance technicians who are able to troubleshoot and maintain the automated systems found in manufacturing industries. Students can enroll in a certificate program and earn 30 credit hours or can continue their technical studies to achieve their AAS degree. Terry Crain and Martin Neff share the instructional load in this program. Over the years, the lead instructor's salary has been shared with USD 457. The challenge has been that students do not understanding manufacturing. The program was initiated with an IBP partnership where the company paid tuition, fees, and books for the technical courses as well as two paid internships. This company partnership helped us maintain a positive enrollment. Numbers declined when corporate dollars were no longer available. In recent years, high school enrollment has been low.

Information Technology

This program was originally designed to prepare students to earn industry-based certifications such as Microsoft Certified Systems Engineer, Cisco Certified Network Associate, and A+ software and hardware certifications. Enrollment in the program was initially strong, but declined after the first class of students. Enrollment started to decline after the first year. High school students indicated a reluctance to jeopardize their high school GPA because the IT program courses required intensive time and effort and grades were not "weighted". The program continues as a postsecondary offering and is open to high school students who wish to earn dual credit. Program curriculum is more generic due to the expense of meeting the software and hardware costs of being a Microsoft and Cisco Academy. Plans for the future are to offer

A+ at both high schools for concurrent credit. Program instructors are Steve Thompson and Deb Robinson.

Criminal Justice
This center of excellence provides Holcomb and Garden City high school students an opportunity to explore law enforcement careers and complete a course of study that emphasizes social science and humanities electives during their high school years. Students at both high schools may enroll in GCCC Criminal Justice courses for concurrent credit during their junior and senior years and continue their studies on campus upon graduation.

Health Science
This center of excellence provides plans of study that will prepare students for advanced study in healthcare. The pathway encourages students to enroll in math and science courses during all four years of high school and offers an opportunity during grades 11-12 to participate in exploration activities including shadowing. Students may enroll in GCCC Medical Terminology, First Responder, EMT-Bridge or CNA and Home Health Aide courses.

Early Childhood Education
This center of excellence provides students with the opportunity to explore careers in education while in high school. Students may enroll in Working with Children for dual credit. Students are encouraged to enroll in sociology, psychology, and developmental psychology courses available though ITV or on campus. Instructors are discussing the possibility of offering Child Development I/II for concurrent credit and developing a Head Start Certificate for students who are focusing on a career in early childhood. A Plan of Study including GCCC and Fort Hays State University courses has been developed for the GCHS Teacher Training program.

Recruiting Strategies

- GEMS for 7th grade boys and girls allows students to have hands-on experience with local professionals in a variety of technical career fields
- Holcomb Middle School Career Scavenger Hunt allows students to visit with local professionals about their career fields.
- GCCC Career Exploration Day hosts juniors and seniors in a half day of hands-on activities in a program of their choice.
- GCCC instructors spend time in the high school "feeder program" classrooms working with students
- Industry representatives spend time in the high school "feeder program" classrooms working with students
- Center of Excellence program courses are included in the high school enrollment guide.
- Recruitment of gender non-traditional audiences is always a challenge. A new addition to the GCCC web site is Career and Tech Champions. The web page features local people employed in industries that are considered non-traditional by gender.

Challenges

1) Streamlining communication among the institutions, faculty, administrators, counselors, and admissions personnel.

2) Coordinating calendars and schedules is always a challenge working across the entities. Each group is trying to meet different instructional needs with their schedules. Considerable time in this past year was spent on adapting to schedule changes.
3) Meeting the differences that exist between meeting the needs of a small rural high school and a large comprehensive high school. Holcomb High School cannot always developa career cluster program, but does want to offer career technical courses on their campus for concurrent or dual credit.
4) The Perkins IV legislation and the Technical Education Authority guidelines have initiated a totally new approach to program design and development.
5) Some programs are experiencing continual low enrollments. Parents as well as students do not have an understanding of the potential for employment for students who have skills in Information Technology and Industrial Maintenance Technology. A number of meetings were held with school and industry representatives to determine how to help students understand the opportunities available if they enrolled in technical programs.
6) Success and retention of high school students has been a challenge particularly in Automotive Technology. Challenges have included attendance, poor reading abilities, and students who enrolled to explore the program as a career option or as a means to work on their personal vehicle rather than to become a career technician.
7) Current budget rescissions and reductions cause partners to closely examine the ROI of the dollar investment per student to maintain each program. A comparative budget history is attached to this report.

STUDENT LOAN DEFAULT STUDY
FY 2006 Cohort (most recent finalized data)
Compiled 2008-09

A. REPORTED DATA AND HISTORY

1.

Borrowers in Default:	19
Borrowers in Repayment:	360
Dollars in Default:	$55,604
Dollars in Repayment:	$691,721
FY 2006 Default Rate:	5.2%

2.

Fiscal Year	# of Borrowers Entering Repayment	# of Borrowers in Default	Official Cohort Default Rate
1992	135	33	24.4%
1993	138	32	23.1%
1994	197	27	13.7%
1995	189	23	12.1%
1996	211	33	15.6%
1997	205	33	16%
1998	218	30	13.7%
1999	231	19	8.6%
2000	214	21	9.8%
2001	220	23	10.4%
2002	252	30	11.9%
2003	226	19	8.4%
2004	308	24	7.7%
2005	306	15	4.9%
2006	360	19	5.2%

3. Year of Loan:

1998-99_____1
1999-00_____3
2000-01_____2
2001-02_____0
2002-03_____3
2003-04_____6
2004-05_____2
2005-06_____5

(Some students had more than one loan)

B. STUDENT CHARACTERISTICS

1. Enrollment Status:

Full-Time_____14
Part-Time_____5

2. Educational Background:

High School Graduate 13
G.E.D 6
Students Transferring Hours 6
Ability to Benefit 0

3. Age Status:

Traditional 17
Non-Traditional 2

4. Residency Status:

In-State, In-County 7
In-State, Out-of-County 1
Out-of-State 8
Rollover 3

5. Exit Status:

Graduates of GCCC 2
Non-Graduates of GCCC 17

6. Exit Grade Point Average:

3.50 - 4.00 1
3.00 - 3.49 2
2.50 - 2.99 2
2.00 - 2.49 8
1.50 - 1.99 1
1.00 - 1.49 2
0.50 - 0.99 1
0.00 - 0.49 2

7. Major Area of Study:

Accounting 1
Business 1
Criminal Justice 1
Elementary Education 1
Fire Science 1
General Studies 9
Industrial Production 2
Nursing 3

8. Campus Activities Involvement:

None 8
Basketball (Men's) 2
Football 2
Rodeo 1
Student Support Services 5
Track (Men's) 3
Track (Women's) 1
Volleyball 1

(Some students had more than one involvement)

AQIP Quality Checkup Site Visit
Quality Checkup Report Summary

Review of organizational commitment to continuing systematic quality improvement

The Quality Checkup Team noted many indicators of GCCC's commitment to continuous quality improvement, including the following:

- **Mission/Vision -** The College appears to have made reasonable progress in communicating its mission and vision to internal stakeholders.
- **Student Complaints** - The grievance/complaint process has been addressed. Students seemed to know where they would go, to whom they would communicate, and the available review/appellate options and also expressed satisfaction in the manner and degree to which the College had informed them in this regard.
- **Succession Planning -** The college has completed a presidential succession plan.
- **Community Service -** There appears to be a good relationship with the community. Discussions with external stakeholders were very positive.
- **Data Management/Strategic Planning** - The College has established an office of institutional research and appointed a person to that office who appears to understand the role and scope, as well as the strategic importance of that dimension of institutional operations.

The Team also noted some areas in which there may be opportunities for the College to strengthen its approach to continuous quality improvement:

- **Information Management and Communication Processes** - there was strong evidence that the College attempts to share information widely and routinely. However, there is a common acceptance that there is too much information "floating" around that either goes unnoticed or is discounted out-of-hand. Attention needs to be given to developing information management and communication processes to ensure that not only is information available, but also that it is effective, relevant, and utilized appropriately.
- **Valuing People** – The Team didn't find any evidence to suggest that members of the College community were treated with disrespect, but there are indications that some elements feel less affirmed than others. The Faculty Senate's role appears to be largely perfunctory and social in nature, with no meaningful governance responsibilities. To be sure, the impact of unionization potentially mitigates this dimension of faculty prerogatives in some respects. Nevertheless, the concept of "valuing people" left an impression that was cited in the Systems Appraisal Report, and it may be that there is progress yet to be made in this regard.
- **Internal Governance (IG)** - During its discussions with the IG Core Committee, the Team did not get a clear sense of how this dimension of institutional operations related to the management and leadership functions of key administrative staff. More specifically, the role of IG appears to have the potential of substituting informed, visionary leadership with management by committee. While the Team has no reason to believe this to be the intended result, neither was it given reason to believe that the model had been sufficiently refined as to avoid that prospect.

While there are specific elements related to the College's organizational commitment to Garden City Community College continuous quality improvement that warrant further consideration and action, in the

team's judgment, Garden City Community College presented satisfactory evidence that it generally meets this objective of the Quality Checkup.

Compliance Reviews

1.) **Default rate -** GCCC presented satisfactory evidence of a six-year history of student loan default rates that is within the acceptable guidelines set by the USDE and therefore met this goal.
2.) **Notification of Comprehensive Evaluation Visit -** GCCC presented satisfactory evidence that it met this goal of the Quality Checkup.
3.) **Credits, Program Length, and Tuition -** GCCC presented satisfactory evidence that it met this goal of the Quality Checkup.
4.) **Advertising and Recruitment Materials -** GCCC presented satisfactory evidence that it met
5.) **Professional and Dual Institutional Accreditation -** GCCC presented satisfactory evidence that its approach to this issue, its associated documentation, and its performance are in compliance with Commission and AQIPs expectations.
6.) **Organizational Records of Student Complaints -**The approach taken by the College in this regard appears consistent with sound legal principles and historical precedent relating to higher education law and accepted practice. GCCC presented satisfactory evidence that it met this goal of the Quality Checkup.
7.) **Other USDE compliance-related issues -** None noted.

Review of specific accreditation issues identified by the institution's last Systems Appraisal

The most recent Systems Appraisal did not cite any accreditation issues for which Garden City Community College should have addressed in advance of the Quality Checkup Visit. Moreover, in the team's judgment, the institution presented satisfactory evidence that there were no issues that had arisen since the last Systems Appraisal that warranted consideration as accreditation issues in accordance with Commission and AQIP's expectations.

GCCC Home Show Results, 2009

Estimated number of booth visitors

2009	**263 (Blizzard)**
2008	438
2007	489
2006	501
2005	697
2004	No booth
2003	1,807
2002	1,860
2001	1,601
1994-2000	NA

Information requests/individual contacts

2009	**35 (Blizzard)**
2008	61
2007	66
2006	64
2005	52
2004	No booth
2003	115
2002	135
2001	126
1994-2000	NA

Areas of greatest interest:
Endowment auction admission and car drawing tickets, Summer/Fall class schedules, EduKan classes, Community Services Division offerings and Kids' College, Motorcycle training, Health care career classes, Business training and consulting, Adult education.

Booth shift volunteers:
Barb Edwards, Neva Quakenbush, Dee Wigner, Melinda Harrington, Deanna Mann, Scott Smythe, Tom Brungardt, Rae Brungardt, Pat Veesart, Kathy Blau, Martha Lisk, Beth Tedrow, Linda Miller and Paramedic Student Natasha Ogelsby.

Volunteers prevented by weather/other conditions:
Dave Rupp, Jana Ulrich, Annie Stoppel, Kurt Peterson, Cynthia Johnson, Bill Young and Debbie Atkinson.

Booth set-up, tear-down, packing and stocking:
Rosie Smith, Dave Shaw, Tim Routon, Jose Santana, Tammy Haines and nephew, Sam Ortiz, Beth Tedrow and Linda Miller.

NOTES:
1. Sponsor began charging spectator admission in 2004.
2. Booth cost matched dollar per dollar in advertising beginning in 2005.
3. Admission fee waived in 2009 because of blizzard. Friday show hours cancelled.