October 6, 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, November 11, 2009.** The meeting will be held in the **Endowment Room, Beth Tedrow Student Center,** Garden City Community College Campus.

5:15 PM   Go through regular cafeteria line for dinner
5:45 PM   Regular Board Meeting called to order in the Endowment Room

AGENDA

CALL TO ORDER:
    A. Comments from the Chair
    B. Report from Student Government Association
    C. Open comments from the public
    D. Report from Faculty Senate

CONSENT AGENDA:
    A. Approval of minutes of previous meeting (October 14, 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 orders over $20,000
        D-1 Servo-I Ventilator

POLICY REVIEW:
    A.   Monitoring Reports and ENDS
        A-1 Monitoring Report – Monthly
        A-2 Monitoring Report Ends – Semi Annual Academic Advancement
        A-3 Monitoring Report Ends – Semi Annual Essential Skills
        A-4 Monitoring Report Ends – Semi Annual Work Preparedness
        A-5 Monitoring Report Ends – Semi Annual Personal Enrichment
        A-6 Monitoring Report Ends – Semi Annual Workforce Development
    B. Ownership Linkage
        B-1 Hutcheson and Lucas Thank You
        B-2 Kansas Department of Health Thank You
        B-3 Finney County Thank You
        B-4 E-mail Jill Durst

    C. Board Process and Policy Governance Review
        C-1 Regional Distributor Purchases

OTHER:
    A. American Recovery and Reinvestment Act (ARRA) for 2009

REPORTS:
    A. President Carol Ballantyne
        A-1 Incidental Information
        A-2 Program Review
            A-2a Book Store
            A-2b Security Report and Handout
    B. Annual AQIP Updates
        B-1 Increase Access and Opportunity for Underserved Students
        B-2 Increase Retention through Implementation of a Student Retention Program
        B-3 Implement a Data-Enhanced Assessment of Learning
    C. Dean's Responsibilities
    D. 2008-2009 Accomplishments
    E. National Community College Benchmark Project
    F. Cost Per Credit Hour
        F-1 Revenue by Department
        F-2 Three Year Comparison
    G. Report from Finney County Economic Development Corporation

Upcoming calendar dates:

Date	Event
Nov 12, 13, 14	Pepsi Basketball Classic
Nov. 13	Superintendent/Principal/Counselor Day 11:00 AM-1:00 PM
Nov. 25, 26, 27	Thanksgiving Break – No classes, offices closed
Dec. 6	KACCT Quarterly meeting Cowley County Community College, Arkansas City
Dec. 9	Regular monthly meeting – cafeteria line for dinner 5:30 PM; call to order at 5:45 PM
Jan. 11	Spring Semester In-service
Jan. 13	Regular monthly meeting

Executive Session

Adjournment

Sincerely,

Della Brandenburger, 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.*

GCCC Faculty Accomplishments

Eugenia Eberhart

- African-American read-in becoming annual event.
- Attended HLC conference April 2009 in Chicago
- Co-sponsoring (with Nikki Greer) Foreign student social events
- Editorial board of Carpe Verbum
- Currently (fall '09 and spring '10) work9ng with David Anderson, Hector Martinez, and Kevin Brungardt on GED, ALC transition to college, and toward minimal remediation

Brian McCallum

- Successfully installed 40cuft gas kiln & exhaust & installed 2 electric kilns donated by the high school.
- Participated in Baker National
- Continues as acting president of Kansas Artist and Craftsmen Association, overseeing conferences in Kansas City in 08 and Hays in 09.
- Participated in the GCCC 90th Birthday party, and Hispanic day with talks and demonstrations promoting the arts
- Successful visiting artist program featuring two demonstrators on October 24th and 35th this year was well attended.
- Participated in Baker National art show
- Attended National Council on Education for the Ceramic Arts in Phoenix last April
- Faculty art exhibit last January
- Invited to Demonstrate in Jackson Hole Art Center in Jackson Hole WY Summer 2010

Lachele Greathouse

- Completed the Academy for Leadership and Development in October put on the by Chair Academy

English Department—Marsha Elyn Wright

- I maintained a blog site (*Ugotwritersblog.blogspot.com*) for my English 102 students. I post a weekly educational link on this site for students to explore. I assign an activity based on the link's information. Students are expected to complete the assignment by posting their responses as comments on the blog. Then they are to return to the blog and response to another's student's comment. A dialogue on-line ensues. Often students return again and again, commenting on one another's responses and comments. The blog portion of the course is a successful "21st century" addition, helping students enhance their computer skills as well as provide experience in evaluating the academic worth and relevancy of just a minute selection of the Web sites available to them.

- I serve as a recording secretary for Faculty Senate.

- I serve as founder, manager, publicity director, editor and proofreader of GCCC's literary anthology *Carpe Verbum*. I oversee its editorial board. This year's anthology received

almost 100 entries from faculty, staff, students and alumni. *Carpe Verbum* 2009 features 5% more entries, including for the first time artwork drawn by GCCC art students. (With deep regret, I have been informed that *Carpe Verbum* will no longer publish after 2009.)

- I, along with Dave Kinder, am planning and preparing for a December-January Mercer Gallery event called "Carpe Verbum: Image and Word." This is a public reception to honor the writers, photographers and artists who are featured in *Carpe Verbum* 2009. We will have refreshments, a live jazz ensemble, the GCCC forensics team perform readers' theatre skits of the published one-act plays, and authors recite their own works, if they so choose. The event will be held on Friday, December 4, from 2:00 to 4:00 p.m. We are hoping that more faculty, administrators, staff, and students will attend due to the convenience of the day and time. Last year, this event welcomed over fifty Garden City citizens!

- I once again presented a 20-minute PowerPoint lecture with handouts on plagiarism for a Student Support Services "Lunch-and-Learn" program.

- I, along with the English Department, continue to meet with Garden City High School members of the English department, a counselor, and the vice-principal to explore how we as a team can better prepare the writing skills of incoming seniors to GCCC. I continue to meet with Kevin Brungardt, Dean of Academics, to discuss the outcome of each meeting and the plan for future meetings.

- I serve as editor, developer, and designer of the GCCC Fine Arts Newsletter, now named *Ovation*. This newsletter includes up-coming events, photography of past events and faculty commentary. *Ovation* is published on campus bi-annually and sent to Fine Arts patrons and invested community members in fine arts.

- I have refined and expanded my instructional strategies, modifying my techniques as appropriate based upon my assessment of the students' writing skills. I have been successful in helping students access their own skills during the writing process.

- For the last two years, I volunteered to write the press releases and radio spots for the "Kansas Live on Stage" scheduled entertainment.

- I am three-fourths finished completing the manuscript of my first children's book of ten chapters. I plan on securing an agent in February. I have established a blog and am in the process of securing a Web site and copyright for the book's title.

Deb Robinson

- Participated in Hispanic Day
- Developing an Accounting Program
- Created an Accounting Advisory Board consisting of accounting firms, banks, and other financial institutions from Garden City
- Developed new courses: Workplace Skills and Legal Issues
- Continued participation in recruiting efforts with admissions office

- Developing and implementing new marketing strategies for the accounting program and new business certificates

Science/Math Accomplishments since April 2009

- AEC team placed 4th at the state tournament in Salina
- **Dawnnel Francis** was chosen as Teacher of Year by Student Support Services 2009
- **Art Nonhof** helped judge the High Plains Forensics Tournament Spring 2009
- Science Club hosted the "bed of nails" booth at the 90th birthday party, Doug Pearson (lab tech) and Drew Staats (science club president) controlled the booth.
- Science faculty member **Terry Lee** assisted with the GEMS program
- **Leslie Wenzel** attended the Higher Learning Commission Annual meeting April 2009
- 3 Science Labs were renovated during the summer
- Plans are being made for the rest of the Fouse Building to get renovated during the summer 2010
- **Judy Stubblefield** attended the state wide Core Competency Meeting in Wichita, September 2009
- Math Faculty will attend the American Mathematical Association of Two Year College national meeting in November 2009 (**Phil Terpstra, Judy Stubblefield, Leslie Wenzel and Dawnnel Francis**)
- **Dr. John Fitzgerald** attended the National Two-Year College Chemistry Consortium Conference in Rochester, Minnesota, September 2009
- AEC team placed 1st at the Preliminary tournament in Dodge City, October 24, 2009
- Science Club took a field trip to tour the Underground Salt Mine and the Cosmosphere in Hutchinson. October 2009 sponsors were **Art Nonhof** and **Kay Davis**
- Science Club participated in Boo at the Zoo assisting in putting up exhibits and clean-up of the event
- Science Club will participate with campus clean up during the school year
- **Terry Lee** attended the KU premedical advisors conference in Kansas City, October 2009
- **Art Nonhof** attended the ornithology conference in Hutchinson, October 2009
- **John Cheney** attended the Science Olympiad Organizational meeting held at WSU – October 2009

Clint Alexander

- 2009 Meats Judging Team – Reserve National Champions, Champions of the National Western, Southwestern and Beef Empire Days Contests.
- Reserve Champions at Houston, American Royal and High Plains Contests.
- Michael Evans and Cole Crawford named as 1st Team All-Americans for 2009 and David Hueftle was named as 2nd Team All-American.
- This is the best of any meat judging team in GCCC history with the most wins during a year as well as not finishing lower than 2nd at any contest.

- **Clint** has successfully started to implement courses into the Food Science and Quality Assurance Certificate Program by teaching two classes this fall (one online) and implementing more online courses during the spring of 2010.

Media- Journalism and Broadcasting

- Media Instructor, **Cyd Stein** along with Television Production I students completed several Broadcast Partner projects including: "School Zone Safety" for USD 457 & City of Garden City, "2009 Marching band festival" for USD 457, "Student Health Services" – GCCC , "Curious Savage"-GCCC/Community production, and currently working on GED video presentation.
- **Cyd Stein** was selected to judge the work of broadcast students in the Nebraska for their annual competition.
- In July **Cyd Stein** and **Laura York Guy** completed master training at the prestigious Poynter Institute in Florida.
- **Stein** and **Guy** returned this week from the fall National College Media convention along with eight media students who learned new skills and ideas to apply to their own GC3 Media staffs.
- In October, Media Instructor, **Cyd Stein** presented a learning session at the annual Kansas Association of Broadcasters, and was elected among her broadcast peers from across the state to chair the Kansas Association of Broadcast Educators for a second consecutive year. KAB works to provide scholarships, internships, training, job mentoring, and competitions for broadcast students across Kansas. **Stein** will be assisting in the planning of the annual Kansas Association of Broadcasters student convention held in Wichita this April.
- In addition **Stein** continues to lead the work of convergence between the Kansas Association of Broadcast Educators and the Kansas Association of Collegiate Press.
- **Stein** is also working with College Broadcasters Inc., along with KAB in communicating the needs of college broadcasters to elected U.S. senators, and FCC commissioners in relation to recent proposed legislation involving recorded works and performance rights issues.
- About 20 new media students to the converged GC3 media staff participated in reporting the events of the GCCC 90th Anniversary. Participation included hosting a "vintage media" display in the lab, as well as radio, video, and print coverage. Members of the community also voiced over radio liners for Buster Radio that are now on air.
- GC3 Media students enjoy working in the nearly completed The Cox Media Center lab. Some radio equipment and technical issues with internet connections remain. Students on the Silhouette Staff are printing a bi-weekly publication of the Silhouette with members of radio and magazine staffs contributing. The first issue of the Breakaway magazine is completed and will be distributed soon it is a commemorative GCCC 90th Anniversary issue. Buster Radio is producing three daily news programs which air Monday through Thursday at 4pm, 5pm and 6pm. GC3 media students worked together on Monday to produce multi-media presentation of local campus breaking news. GC3

Media students are looking to update on-line coverage with a new multi-media converged staff website.

- GC3 Students along with instructors, **Stein** and **Guy** are working on recruiting staff and preparing presentations for this month's Exploration Day event for area high school students.

Clay Wright

- Recruited students from local area high schools. Increased the number of students in Concert choir by 50% in the fall of 2009.
- Recorded audition CDs for three GCCC students to apply for the ACDA (American Choral Director's Association) National Honor Choir to be held in March 2009 in Oklahoma City for the ACDA National Convention.
- Presented a vocal music in worship workshop at the Word of Life Church in Garden City on January 31st, 2009 for 30 attendees.
- Directed GCCC Valentine's Vocal Music Concert February 12, 2009.
- Co-Directed a Garden City Civic Choral Union and Symphony Concert with Bruce Spiller on April 26, 2009. Selections included Faure Requiem with combined Community Chorus and orchestra and GCCC Choral music ensembles.
- Presented a GCCC Choral music Rock and Roll Revue concert featuring songs from the 1950s, 60s and 70s on May 8, 2009 in the GCCC Pauling Joyce fine arts auditorium.
- Performed with the Garden City Civic Band in the summer of 2009.
- Organized and directed a Garden City Community Choir Concert with Bruce Spiller and the civic band featuring selections from various American Musicals which was presented on June 26, 2009.
- Served as Vocal director/Musical director for the GCCC musical *Lucky Stiff* in the fall of 2009.
- Presented a recruiting/performance tour with the band and GCCC choirs to local area high schools in Holcomb, Lakin, and Ulysses, Kansas.
- Performed with the GCCC College Singers at the 90thBirthday Celebration of GCCC in September, 2009.
- Performing with the GCCC College Singers at the GCCC endowment association annual meeting on November 17th, 2009.
- Presenting the GCCC annual Christmas Vespers on December 13th, 2009 with the GCCC Choirs, GC community choir and GCCC String Ensemble. Works performed will include J. S. Bach's Cantata #142 for strings, winds, choirs, and soloists.
- Submitted eight vocal students to the ACDA (American Choral Director's Association) Honor Choir. These students were accepted and will perform with the ACDA Honor Choir in February at the Southwest ACDA Convention with 150 singers from two year colleges across the nation.

Douglas A Beyer Jr

Four private students earned a 1 at the District Solo and Ensemble Festival including one freshman – one student earned a 1 at the State Solo and Ensemble Festival, April 2009 – (Rosaleen Amante, Madeline Christner*, Jemima Martinez, Jordan Partin)

- All five string players from Garden City who earned a 1 at the District Solo and Ensemble Festival studied in the Southwest Kansas Music Academy – two of them earned a 1 at the State Solo and Ensemble Festival, April 2009 – (Rosaleen Amante, Madeline Christner*, Krista Kopper*, Jemima Martinez, Jordan Partin)
- Performed as both soloist and concertmaster of the Garden City Community Orchestra, April 2009
- Performed with the Sonatina Piano Festival, May 2009
- Performed with the Salina Symphony at the personal invitation of the conductor, June 2009
- Organized and ran the 2nd Annual Summer String Camp at GCCC, July 2009
- Taught at the string/orchestral division of the High Plains Band and Orchestra Camp at Fort Hays State University – performed in the Faculty Symphony Orchestra and Faculty Alternative String Ensemble – coached a Jr. High School String Quartet – taught a music theory and aural skills class, July 2009
- Conduct violin sectionals at GCHS each Friday morning, 2009/10 Academic Year
- Hosted guest artists for a masterclass and recital – Dr. Martha Walvoord, violinist, from The University of Texas at Arlington and Mr. Jack Unzicker, double bassist, DMA candidate from The University of North Texas, September 2009
- Designated as senior senator in the GCCC Faculty Senate
- Put together and performed in a String Trio at the dedication of the Erdene Corley Simulation Lab during the 90th birthday celebration for the college, September 2009
- Continued in the position of Associate Concertmaster of the Hays Symphony for the 2009/10 season
- Performed with the Salina Symphony at the personal invitation of the conductor, October 2009
- Hosted an Orchestra concert featuring the GCHS String Orchestras, the GCCC String Ensembles, and the Washburn University Symphony Orchestra, October 2009
- Hosting guest artists for a masterclass and recital – Benjamin Morris-Cline, cellist, and Dr. Irena Ravitskaya, pianist, from Fort Hays State University, November 2009

MEETING OF TRUSTEES
OF
THE GARDEN CITY COMMUNITY COLLEGE

October 14, 2009

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

Trustee Absent: Steve Sterling

Others Present: Regina Aguiniga, SGA Vice President
Carol E. Ballantyne, President
Kevin Brungardt, Dean of Academics
Lenora Cook, Dean Technical Education
Linda Holmquist, Finney County Career Learning System Coordinator
Deanna Mann, Dean Institutional Effectiveness & Enrollment Services
Cathy McKinley, Dean Continuing Education & Community Services
Steve Quakenbush, Director of Information Services & Publications
Ryan Ruda, Dean of Student Services
Monica Springer, *Garden City Telegram*
Dee Wigner, Executive Dean of Administrative Services
Debra Atkinson, Deputy Clerk

COMMENTS FROM THE CHAIR:
Chair Brandenburger called the regular session to order at 5:50 PM, and made the following comments:
- Congratulations to GCCC Meats Team for their win September 26th and 27th.
- Commended Steve Quakenbush on excellent job of organizing the 90th anniversary celebration.
- The new GCCC website looks good!
- Was good to read what students had to say about current events in the October 8th Silhouette.
- Noted that there have been several new employees hired.
- Congratulated the GCCC Educational Talent Search Students and ETS staff on winning the national University of Washington Thinkquest competition with their website "Greenopolis", asking that students report and demonstrate at the November meeting.
- The modified GCCC PowerPoint presentation given at Rotary went well, and generated lots of questions and comments.
- Homecoming Bonfire was September 24th.
- Mexican Fiesta Scholarship Pageant was September 11th.
- Homecoming game on September 26th, congratulations to King Jay Helton and Queen Regina Aguiniga.

REPORT FROM STUDENT GOVERNMENT ASSOCIATION:
SGA Vice President Regina Aguiniga highlighted these recent activities:
- September 17th   Dr. Larry David Smith, scholar, and Jonathon Sprinkles, motivational speaker, presenters for Constitution Day.
- September 24th   Homecoming bonfire with cheer, dance, band, drum line and other athletics in attendance. Activities included on site DJ, hot dog eating contest, and after game dance.
- September 25th   Gave 403 T-shirts out at the GCCC Soccer game.

- September 26th   Homecoming game with crowning of Queen Regina Aguiniga and King Jay Helton. SGA appreciates the assistance of Dr. Ballantyne with the crowning ceremony.
- September 29th   101 students attended Breakfast Bingo.
- October 10th   SGA kicked off "Trick or Treat so Kids Can Eat", canned food drive with all collected food going to Emmaus House. Phi Theta Kappa is sponsoring a gently used shoe drive.
- October 5th   Students enjoyed Blizzard of Bucks and Mind Tripping activities on campus.
- October 14th   Promoting soccer, HALO providing free chips and salsa, pop prizes and raffle. Sponsoring "Craziest Fan" night.
- October 27th   Pumpkin Carving Contest – 6:00 PM

Chair Brandenburger invited SGA to bring pumpkins to the AmericInn to put on display for the community to enjoy. Ballantyne thanked SGA for doing a good job.

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

CONSENT AGENDA
Chair Brandenburger asked if Trustees wished to pull any items from the consent agenda for discussion; no one did. Chair Brandenburger then asked for a motion approving the consent agenda.

MOTION:
Clifford moved, seconded by Douglass, that the Consent Agenda items be approved as presented.

Motion carried 5-0

Approved actions follow:

APPROVED MINUTES of previous meeting, September 9, 2009.

SUBMITTED FINANCIAL INFORMATION TO THE AUDITOR, as presented.

APPROVED PERSONNEL ACTIONS, as presented, see attached list.

APPROVED PURCHASE ORDERS OVER $20,000, as presented.
Vendor: Garden City Telegram
For: 2009-2010 Advertising Contract
Amount: $40,000.00

APPROVED AFFILIATION AGREEMENT, EMERGENCY MEDICAL SERVICES TECHNOLOGY -PARAMEDIC TRAINING PROGRAM – WRAY AMBULANCE SERVICE, Wray, Colorado, **EDWARDS COUNTY EMS,** Kinsley, Kansas as presented, (documents filed with official minutes).

POLICY REVIEW:
Trustees indicated they had received and reviewed the monitoring reports (monthly, quarterly). Trustees acknowledge that the monitoring reports are accepted. Semi-Annual Ends reports will be viewed at the November meeting. Key information had been inadvertently left out. The postponement will give trustees an opportunity to completely review full Semi-Annual Ends information.
(Supporting documents filed with official minutes.)

OWNERSHIP LINKAGE:
- Several pieces of correspondence were received from owners. Letters of congratulations to Garden City Community College on 90th anniversary were received from former GCCC President James Tangeman and Seward County Community College President, Duane Dunn, in addition to Ed Rutter, former Trustee. Thank you letters were received from K-State for the use of GCCC bus for Fall Field Day, Garden City

Police Department for student assistance with recent parade.   A letter of introduction from Clarion Inn staff was also received.   (Supporting documents filed with official minutes.)

BOARD PROCESS AND POLICY GOVERNANCE REVIEW:

Trustee Clifford reported that former trustee Lon Pishny has requested a copy of the current Policy Governance document.   A copy of the document will be provided.

Ballantyne reported that annual AQIP updates have been received.   Report information indicates that GCCC is doing an outstanding job and actual reports will be included in the November 11th board packet.

Ballantyne reported that four campus information meetings have been conducted, to gather input and share ideas from employees, with more planned in the weeks ahead.

Trustee Worf encouraged GCCC faculty and staff to continue to communicate with Ballantyne and board trustees.

REPORTS:

Trustees have received numerous informational reports as part of the electronic board packet.

- Incidental Information:
  Highlighted recent campus happenings.
  Trustees requested an explanation of KAN-Co and KAN-GO.
- **KAN-CO** – Is a grant awarded by the U.S. Department of Education to KSU, GCCC and Colorado State University-Pueblo. The grant assists migrant students in their first year of post-secondary education
- **KAN-GO** – Issued by the Department of Commerce, this is a one-year grant focused on increasing the number of workers with highly technical skills. The project is a collaboration involving GCCC, the Adult Learning Center and the local Kansas Works office.
- Program Review – Administrative Services:
  Food Service
  Great Western Dining Services is in the second year of a five year contract.   A new food service manager (Wayne Hofstetter) arrived in July.   A four-week rotating menu has been implemented that offers many new items that have been well received by students and staff.   The Broncbuster Bistro is up and running and on the way to becoming a popular spot on campus.   (Supporting documents are filed with official minutes.)
- FISAP Report:
  Pell Grant expenditures for 08-09 were $1,851.188 and the number of eligible aid applicants was 1,226. The student default rate is 7.6%.   The default rate may rise next year as the tracking period rises from a one year period to a two year period.
- Activity Fee Distribution:
  This report shows how the GCCC Student Government Association (SGA) allocated proceeds from the activity fee of $12 per credit hour (The college charges a $21 fee per credit hour, $12 goes to SGA, $6 is technology fee and $3 goes to the student center.   SGA only controls the allocation of the $12 per credit hour) that students pay when they enroll.   SGA students determine how the funds collected will be spent. This year 36 campus organizations and programs recognized by student government, and the SGA national travel account, were awarded funds.   Proposals are received and hearings conducted each year as part of the allocation process.   Each applicant organization is given an opportunity to present a funding proposal.   Total allocations for the 2009-2010 year were $410,935.

REPORT KACCT/COP ANNUAL MEETING – BUTLER COUNTY

Trustee Schwartz reported the following:

- Majority of the session focused on the Kansas Technical Education Authority, an appointed panel under the Kansas Board of Regents with authority to approve or deny new technical education programs at community colleges and technical schools.   The KTEA also has significant power in determining the funding formula for schools that offer postsecondary technical education programs.
- Schwartz noted that some of the talks also involved a possible statewide marketing campaign to boost public awareness about the value of effectiveness of the 19 Kansas community colleges.

REPORT KACCT CONGRESS - SAN FRANCISCO:
Schwartz reported that it was an excellent congress.   Schwartz congratulated Cathy McKinley, Nora Salazar and Hector Martinez on their adult learning center presentation.   It was well received with lots of positive comments in addition to several questions.   Schwartz appreciated the opportunity to get to know Nora and Hector better. Chair Brandenburger thanked all involved for representing GCCC, and suggested that Nora and Hector give a modified presentation to the board.

REPORT FROM FINNEY COUNTY ECONOMIC DEVELOPMENT CORPORATION
Trustee Schwartz reported the following:
- Director Eric Depperschmidt recently attended a wind energy conference, and there is one company interested in locating in Garden City that has visited prospective land sites.   They would build a $150 million project that would create about 20 jobs.   This organization would match well with the Sunflower bio-energy project and is interested in possibly working with the Kansas Biosciences organization for assistance.
- May be closer to getting a specialty meat production company coming to town.   They have closed on one property and a letter of intent has been sent on another.   This would create 100-150 jobs with an expansion possible.
- Amarillo bio-science organization is visiting with two private investors from abroad.   Another visit to Garden City may come in the future for possible locations for a research lab and possible production facility.
- Still a couple of retail businesses interested in the area.   A grocery retailer that was interested in possible expansion from the metro area has decided not to do anything at the present time.

OTHER ITEMS:
- Owners have shared with trustee Terri Worf a concern regarding regular GCCC student fees that are being collected for high school students enrolled in GCCC classes, but not using campus facilities.   Ballantyne noted that all students pay fees for classes that they are enrolled in.
- Joint Trustee meeting will be held in Liberal on November 4, 2009.

EXECUTIVE SESSION:
Clifford moved, seconded by Douglass, that the Board recess into executive session at 7:10 PM for the purpose of discussing non-elected personnel.   Motion carried 5-0

No official action was taken, and the meeting adjourned at 7:30 PM.

UPCOMING CALANDAR EVENTS:
Oct 15-16   Oct 15th NO CLASSES/Faculty Work Day – Oct. 16th Faculty Holiday NO CLASSES
Nov 4th   Joint Trustee meeting Liberal – 6:00 PM
Nov 11th   Regular monthly meeting at 5:30 PM – Endowment Room
Nov. 12-14   Pepsi Classic – Women's games 5:30 PM, Men's games 7:30 PM
Nov. 25-27   Thanksgiving break NO CLASSES/OFFICES CLOSED
Dec. 9   Regular monthly meeting at 5:30 PM –BTSC Endowment Room
Dec. 17   Holiday Party President Ballantyne's home
Dec. 21-Jan. 4 Holiday Break

_____   _____   _____
Debra J. Atkinson   Carol E. Ballantyne, Ph.D.   Della Brandenburger
Deputy Clerk   Secretary   Chair of the Board

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
11-00-0000-00000-4001 TUITION IN STATE :	0.00	7,009.00-	765,958.50-	1,457,641.00-	691,682.50-	47.45
11-00-0000-00000-4002 AMMONIA REFG COURS	0.00	32,060.00-	94,392.76-	288,985.00-	194,592.24-	67.34
11-00-0000-00000-4003 AUTOMATION ELECT C	0.00	0.00	7,059.61-	36,000.00-	28,940.39-	80.39
11-00-0000-00000-4004 TUITION OUT OF STA	0.00	5,525.00-	182,975.00-	400,000.00-	217,025.00-	54.26
11-00-0000-00000-4005 ACAD COURSE FEE :	0.00	970.00-	73,324.31-	140,000.00-	66,675.69-	47.63
11-00-0000-00000-4006 OUTREACH CREDIT HO	0.00	90.00	32,115.00-	52,000.00-	19,885.00-	38.24
11-00-0000-00000-4007 TECHNOLOGY FEE-C :	0.00	1,524.00-	110,937.00-	220,000.00-	109,063.00-	49.57
11-00-0000-00000-4008 TECHNOLOGY FEE-O :	0.00	36.00	12,846.00-	21,000.00-	8,154.00-	38.83
11-00-0000-00000-4011 MISC STUDENT BILL	0.00	221.00-	3,096.75-	45,000.00	48,096.75	106.88
11-00-0000-00000-4102 PRIVATE GIFTS/GRAN	0.00	0.00	0.00	37,500.00-	37,500.00-	100.00
11-00-0000-00000-4501 BUILDING/ROOM RENT	0.00	690.00-	4,660.00-	10,000.00-	5,340.00-	53.40
11-00-0000-00000-4512 VENDING MACHINES :	0.00	1,028.70-	3,457.10-	12,000.00-	8,542.90-	71.19
11-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	1,314,178.00-	2,629,138.00-	1,314,960.00-	50.01
11-00-0000-00000-4803 AD VALOREM PROPERT	0.00	0.00	0.00	8,927,044.00-	8,927,044.00-	100.00
11-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	72,136.32-	278,661.25-	658,488.00-	379,826.75-	57.68
11-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	1,203.06-	4,172.84-	9,769.00-	5,596.16-	57.28
11-00-0000-00000-4807 DELINQUENT TAX : G	0.00	0.00	29,535.74-	135,785.00-	106,249.26-	78.25
11-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	0.00	124,055.00-	124,055.00-	100.00
11-00-0000-00000-4810 16/20 M TAX : GENE	0.00	0.00	1,040.44-	19,871.00-	18,830.56-	94.76
11-00-0000-00000-4811 TAX IN PROCESS : G	0.00	0.00	132,638.32-	350,000.00-	217,361.68-	62.10
11-00-0000-00000-4902 INTEREST INCOME :	0.00	82,156.54-	28,237.60-	200,000.00-	171,762.40-	85.88
11-00-0000-00000-4905 ADMINISTRATIVE ALL	0.00	1,290.66-	50,229.41-	75,000.00-	24,770.59-	33.03
11-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	3,343.50-	16,230.68-	80,000.00-	63,769.32-	79.71
11-00-0000-00000-4912 TRANSCRIPTS : GENE	30.00	957.10-	5,544.79-	15,000.00-	9,485.21-	63.23
Totals for FUND: 11 - GENERAL	30.00	209,988.88-	3,151,291.10-	15,854,276.00-	12,703,014.90-	80.12

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
61-00-0000-00000-4103 TAX CREDIT DONATIO	0.00	0.00	0.00	350,000.00-	350,000.00-	100.00
61-00-0000-00000-4803 AD VALOREM PROPERT	0.00	0.00	0.00	500,654.00-	500,654.00-	100.00
61-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	4,101.53-	15,836.08-	35,566.00-	19,729.92-	55.47
61-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	68.39-	237.24-	528.00-	290.76-	55.07
61-00-0000-00000-4807 DELINQUENT TAX : G	0.00	0.00	1,614.55-	7,334.00-	5,719.45-	77.99
61-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	0.00	6,701.00-	6,701.00-	100.00
61-00-0000-00000-4810 16/20 M TAX : GENE	0.00	0.00	57.06-	1,074.00-	1,016.94-	94.69
61-00-0000-00000-4811 TAX IN PROCESS : G	0.00	0.00	7,164.55-	28,240.00-	21,075.45-	74.63
61-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	18,992.67-	18,992.67-	0.00	18,992.67	0.00
Totals for FUND: 61 - CAPITAL OUTLAY	0.00	23,162.59-	43,902.15-	930,097.00-	886,194.85-	95.28

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GL Account                          YTD Encumbrances     MTD Actual      YTD Actual    Annual Budget      Available  % Avail
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 DEPARTMENT: 11005 - INSTRUCTION SALARY          0.00            0.00            0.00         6,522.00          6,522.00  100.00
 DEPARTMENT: 11010 - BUSINESS & ECONOMI          0.00       12,934.09       29,088.66       150,462.00        121,373.34   80.67
 DEPARTMENT: 11020 - HUMANITIES                  0.00       12,211.39       32,980.35       108,924.00         75,943.65   69.72
 DEPARTMENT: 11021 - ENGLISH                     0.00       31,143.94       89,391.98       385,154.00        295,762.02   76.79
 DEPARTMENT: 11022 - SPEECH                      0.00        5,529.03       13,362.21       123,012.00        109,649.79   89.14
 DEPARTMENT: 11024 - PHOTOGRAPHY                 0.00            0.00            0.00         2,692.00          2,692.00  100.00
 DEPARTMENT: 11025 - JOURNALISM                  0.00        4,294.06       14,691.18        62,270.00         47,578.82   76.41
 DEPARTMENT: 11026 - BROADCASTING                0.00        6,900.13       15,968.68        70,945.00         54,976.32   77.49
 DEPARTMENT: 11030 - ART                         0.00       11,507.64       36,259.22       140,210.00        103,950.78   74.14
 DEPARTMENT: 11031 - DRAMA                      55.50        9,440.44       29,633.62       102,493.00         72,803.88   71.03
 DEPARTMENT: 11032 - VOCAL MUSIC                 0.00        4,817.11       16,400.89        75,130.00         58,729.11   78.17
 DEPARTMENT: 11033 - INST MUSIC              1,098.00       21,183.21       58,265.41       225,522.00        166,158.59   73.68
 DEPARTMENT: 11040 - SCIENCE                 3,595.93       40,068.35      111,577.92       483,794.00        368,620.15   76.19
 DEPARTMENT: 11050 - MATH                      668.00       25,630.58       69,801.40       301,256.00        230,786.60   76.61
 DEPARTMENT: 11060 - SOCIAL SCIENCE              0.00       45,194.71      130,502.97       580,150.00        449,647.03   77.51
 DEPARTMENT: 11070 - HEALTH & PHYSICAL           0.00       15,684.07       55,389.39       165,158.00        109,768.61   66.46
 DEPARTMENT: 11071 - WELLNESS-SUPER CIR          0.00        9,050.69       26,722.80       101,336.00         74,613.20   73.63
 DEPARTMENT: 11080 - ESSENTIAL SKILLS            0.00        1,171.79        2,380.45           700.00          1,680.45- 240.05-
 DEPARTMENT: 11081 - READING                     0.00        4,756.18       14,043.92        58,743.00         44,699.08   76.09
 DEPARTMENT: 11082 - ESL                       125.00        4,822.15       14,177.47        62,414.00         48,111.53   77.08
 DEPARTMENT: 11083 - COLLEGE SKILLS              0.00        3,673.55        4,769.49        16,265.00         11,495.51   70.68
 DEPARTMENT: 11090 - ACADEMIC CHALLENGE         50.00          400.00        1,750.00         4,138.00          2,338.00   56.50
 DEPARTMENT: 11095 - FORENSICS COMPETIT          0.00          521.67        2,134.04        10,745.00          8,610.96   80.14
 DEPARTMENT: 11100 - TECHNOLOGY--INSTRU        899.24       57,546.50      126,884.95       220,000.00         92,215.81   41.92
 DEPARTMENT: 12011 - MID-MANAGEMENT              0.00        2,729.88        7,238.44        33,147.00         25,908.56   78.16
 DEPARTMENT: 12012 - MCSE/CISCO                  0.00        3,422.78       10,275.58        44,041.00         33,765.42   76.67
 DEPARTMENT: 12013 - OFFICE EDUCATION            0.00        4,363.79       13,120.12        55,910.00         42,789.88   76.53
 DEPARTMENT: 12014 - FINNUP LAB                  0.00        4,955.71       15,574.20        69,315.00         53,740.80   77.53
 DEPARTMENT: 12090 - BSIS COMPETITION T          0.00            0.00            0.00         1,200.00          1,200.00  100.00
 DEPARTMENT: 12200 - ADN PROGRAM               354.55       29,955.94       88,580.74       394,651.00        305,715.71   77.46
 DEPARTMENT: 12201 - LPN PROGRAM               354.54       12,599.99       47,176.56       184,907.00        137,375.90   74.29
 DEPARTMENT: 12202 - EMT                     1,825.91       15,510.83       47,504.15       151,841.00        102,510.94   67.51
 DEPARTMENT: 12203 - ALLIED HEALTH             296.43       15,798.01       41,795.82       187,780.00        145,687.75   77.58
 DEPARTMENT: 12210 - AGRICULTURE                39.00        3,480.80       10,442.41        52,736.00         42,254.59   80.12
 DEPARTMENT: 12211 - MEAT JUDGING                0.00       13,710.99       35,148.49        92,584.00         57,435.51   62.04
 DEPARTMENT: 12220 - AG EQUIPMENT & MEC        800.86       14,701.56       56,138.77       185,170.00        128,230.37   69.25
 DEPARTMENT: 12230 - AUTO MECHANICS          1,000.00       10,160.10       30,366.73       126,328.45         94,961.72   75.17
 DEPARTMENT: 12240 - CRIMINAL JUSTICE        8,919.76       17,269.04       38,308.11       184,096.00        136,868.13   74.35
 DEPARTMENT: 12241 - FIRE SCIENCE              199.99        7,485.93       19,504.52        70,356.00         50,651.49   71.99
 DEPARTMENT: 12242 - CHALLENGE COURSE            0.00          538.25          538.25         1,887.00          1,348.75   71.48
 DEPARTMENT: 12250 - COSMETOLOGY                 0.00       10,234.27       30,720.73       121,879.00         91,158.27   74.79
 DEPARTMENT: 12260 - DRAFTING                    0.00        1,011.91        1,011.91         8,966.00          7,954.09   88.71
 DEPARTMENT: 12270 - AMMONIA REFRIGERAT     15,409.40       21,239.17       60,696.29       285,937.00        209,831.31   73.38
 DEPARTMENT: 12271 - AUTOMATION ELECTRI      1,319.00        5,895.03       18,492.82        81,276.00         61,464.18   75.62
 DEPARTMENT: 12272 - INDUSTRIAL MAINTEN        278.18        5,787.66       20,642.88        87,911.00         66,989.94   76.20
 DEPARTMENT: 12273 - WELDING                 1,000.00       12,096.96       39,523.76       162,668.00        122,144.24   75.09
 DEPARTMENT: 12280 - BUILDING TRADES            0.00            0.00            4.05             5.00              0.95   19.00
 DEPARTMENT: 12290 - FINNEY COUNTY LEAR         0.00        6,236.60       24,964.36        78,724.00         53,759.64   68.29
 DEPARTMENT: 21100 - INSTITUTIONAL RESE         0.00        6,561.71       26,257.90        80,337.00         54,079.10   67.32
 DEPARTMENT: 31000 - COMMUNITY SERVICE          0.00        1,039.38        1,039.38         8,235.00          7,195.62   87.38
 DEPARTMENT: 32000 - BUSINESS & INDUSTR         0.00        6,592.07       24,686.24        79,399.00         54,712.76   68.91
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DEPARTMENT: 41000 - LIBRARY                3,250.08     14,119.69     49,553.98     177,582.00    124,777.94    70.26
DEPARTMENT: 41009 - COMPREHENSIVE LEAR         0.00      6,944.45     20,035.08      94,363.00     74,327.92    78.77
DEPARTMENT: 42000 - DEAN OF LEARNING S         0.00      3,274.34     13,564.34           0.00     13,564.34-    0.00
DEPARTMENT: 42001 - DEAN OF ACADEMICS        327.24     23,958.48     76,215.37     361,485.00    284,942.39    78.83
DEPARTMENT: 42002 - OUTREACH                   0.00      3,661.83     33,351.63      97,642.00     64,290.37    65.84
DEPARTMENT: 42003 - FACULTY SENATE           450.00      3,516.60      2,226.86      28,375.00     25,698.14    90.57
DEPARTMENT: 42005 - DEAN OF TECHNICAL          0.00     11,011.80     46,699.20     207,735.55    161,036.35    77.52
DEPARTMENT: 42006 - DEAN OF CONT ED CO         0.00     13,119.15     51,929.25     164,625.00    112,695.75    68.46
DEPARTMENT: 42007 - BRYAN EDUCATION CE         0.00      4,931.21     18,160.63      59,159.00     40,998.37    69.30
DEPARTMENT: 43000 - TRANSITION                 0.00      2,169.71      8,690.80      26,070.00     17,379.20    66.66
DEPARTMENT: 50000 - DEAN OF STUDENT SE         0.00     10,969.25     44,122.17     137,585.00     93,462.83    67.93
DEPARTMENT: 50001 - STUDENT SUPPORT SE         0.00     33,655.00     33,655.00      33,655.00          0.00     0.00
DEPARTMENT: 50002 - EDUCATIONAL TALENT         0.00     14,609.34     22,702.39      44,376.00     21,673.61    48.84
DEPARTMENT: 50010 - COUNSELING & GUIDA         0.00     12,278.48     40,535.71     169,264.00    128,728.29    76.05
DEPARTMENT: 50011 - ASSESSMENT/TESTING         0.00      3,070.22     13,831.38      52,203.00     38,371.62    73.50
DEPARTMENT: 50020 - FINANCIAL AID OFFI         0.00     23,645.14     79,358.48     279,501.00    200,142.52    71.61
DEPARTMENT: 50030 - ADMISSIONS               90.07     15,259.51     62,084.70     199,520.00    137,345.23    68.84
DEPARTMENT: 50040 - REGISTRAR'S OFFICE         0.00     10,472.70     44,573.27     141,601.00     97,027.73    68.52
DEPARTMENT: 50050 - STUDENT HEALTH SER       206.50      3,547.45     12,255.95      50,092.00     37,629.55    75.12
DEPARTMENT: 50100 - DEAN OF IE/ES             10.63      6,326.13     25,656.73      76,842.00     51,174.64    66.60
DEPARTMENT: 55000 - DIRECTOR OF ATHLET        19.81     21,958.42    199,272.83     384,395.00    185,102.36    48.15
DEPARTMENT: 55001 - MEN'S BASKETBALL           0.00      8,778.95     36,080.08     116,722.00     80,641.92    69.09
DEPARTMENT: 55002 - WOMEN'S BASKETBALL         0.00      9,494.08     30,596.40     101,705.00     71,108.60    69.92
DEPARTMENT: 55003 - MEN'S TRACK              402.26      4,054.14     14,797.72      41,160.00     25,960.02    63.07
DEPARTMENT: 55004 - WOMEN'S TRACK            402.26      4,003.15     14,205.28      40,116.00     25,508.46    63.59
DEPARTMENT: 55005 - WOMEN'S SOFTBALL       1,009.98      6,486.63     22,177.92      80,618.00     57,430.10    71.24
DEPARTMENT: 55006 - FOOTBALL                   0.00     25,615.16    103,297.80     292,230.00    188,932.20    64.65
DEPARTMENT: 55007 - BASEBALL              1,280.96      6,848.64     41,766.92     108,608.00     65,560.12    60.36
DEPARTMENT: 55008 - VOLLEYBALL              239.61      4,673.80     25,157.88      57,033.00     31,635.51    55.47
DEPARTMENT: 55009 - WOMEN'S SOCCER             0.00      5,646.33     22,515.47      53,833.00     31,317.53    58.18
DEPARTMENT: 55010 - MEN'S SOCCER               0.00      5,990.73     24,103.57      54,104.00     30,000.43    55.45
DEPARTMENT: 55012 - CHEERLEADING            129.97      4,459.73     14,354.16      32,201.00     17,716.87    55.02
DEPARTMENT: 55013 - DANCE TEAM                 0.00      1,305.26      5,508.54      19,816.00     14,307.46    72.20
DEPARTMENT: 55014 - RODEO TEAM            5,754.34     10,593.36     36,858.35     118,143.00     75,530.31    63.93
DEPARTMENT: 55018 - INTRAMURALS & STUD         0.00      1,399.13      2,439.96       6,897.00      4,457.04    64.62
DEPARTMENT: 55019 - ATHLETIC TRAINING          0.00      8,604.12     49,263.77     130,504.00     81,240.23    62.25
DEPARTMENT: 61000 - PRESIDENT            1,343.25     48,505.31    100,840.39     339,458.50    237,274.86    69.90
DEPARTMENT: 61001 - BOARD OF TRUSTEES    2,134.78      1,793.21      8,598.11      24,840.00     14,107.11    56.79
DEPARTMENT: 61005 - ATTORNEY                   0.00        291.25      3,222.50      20,250.00     17,027.50    84.09
DEPARTMENT: 62000 - DEAN OF ADMIN SERV  52,358.00    208,772.01    378,347.10   1,262,669.00    831,963.90    65.89
DEPARTMENT: 62010 - HUMAN RESOURCES      1,099.68      7,411.71     37,095.48     133,286.00     95,090.84    71.34
DEPARTMENT: 62011 - ADA COMPLIANCE             0.00      3,448.30     13,793.20      59,329.00     45,535.80    76.75
DEPARTMENT: 62012 - LEADERSHIP DEVELOP   1,097.70        142.91      3,796.15      13,492.50      8,598.65    63.73
DEPARTMENT: 62050 - ONE-TIME PURCHASES 107,844.02    111,286.63     49,200.32-        900.00     57,743.70- 415.96-
DEPARTMENT: 63000 - INFORMATION SERVIC   3,367.79     19,705.43    114,752.27     249,563.00    131,442.94    52.67
DEPARTMENT: 64000 - INFORMATION TECHNO   7,302.11     66,203.92    250,447.18     637,534.00    379,784.71    59.57
DEPARTMENT: 65000 - CENTRAL SERVICES       909.36     11,979.44     51,043.79     179,648.00    127,694.85    71.08
DEPARTMENT: 70000 - PHYSICAL PLANT ADM   2,487.50     13,875.90     39,722.14     111,916.00     69,706.36    62.28
DEPARTMENT: 71000 - BUILDINGS           29,367.19     31,237.75     87,782.43     353,966.00    236,816.38    66.90
DEPARTMENT: 71005 - SCOTT CITY BLDG MA     150.00      1,993.06      9,830.18      29,627.00     19,646.82    66.31
DEPARTMENT: 71009 - RENTAL PROPERTY MA         0.00         50.00         50.00       3,690.00      3,640.00    98.64
DEPARTMENT: 72000 - CUSTODIAL SERVICES   4,072.60     53,386.74    173,163.00     546,579.00    369,343.40    67.57
DEPARTMENT: 73000 - GROUNDS              2,012.50     14,088.86     70,603.30     209,080.50    136,464.70    65.27
DEPARTMENT: 73001 - ATHLETIC FIELDS      1,512.50      4,549.32     16,769.39      37,028.50     18,746.61    50.63
DEPARTMENT: 74000 - VEHICLES             1,074.86     18,291.00     42,755.86     253,527.00    209,696.28    82.71
DEPARTMENT: 75000 - CAMPUS SECURITY            0.00      9,992.15     33,607.91     151,964.00    118,356.09    77.88
DEPARTMENT: 76000 - INSURANCE                  0.00      5,518.92    113,055.76     313,534.00    200,478.24    63.94
DEPARTMENT: 77000 - UTILITIES           30,782.19     51,020.02    142,891.57     709,041.00    535,367.24    75.51
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS          0.00    116,159.71      5,475.80-     62,000.00     67,475.80   108.83
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DEPARTMENT: 81001 - TUIT WAIVER SEN CT        0.00          0.00       1,673.00       9,020.00       7,347.00   81.45
DEPARTMENT: 81002 - TUIT WAIVER EMPL/D        0.00          0.00       9,684.00      33,087.00      23,403.00   70.73
DEPARTMENT: 81003 - STATE MANDATED WAI        0.00        202.00       2,120.00       3,000.00         880.00   29.33
DEPARTMENT: 81004 - TUIT WAIVER CTZ IN        0.00         51.00-     77,255.00     151,575.00      74,320.00   49.03
DEPARTMENT: 81005 - TUIT WAIVER FCHS          0.00      1,677.00      13,674.00      25,000.00      11,326.00   45.30
DEPARTMENT: 81006 - TUIT WAIVER FINE A        0.00          0.00      31,079.00      49,938.00      18,859.00   37.76
DEPARTMENT: 94000 - STUDENT CENTER          647.25      3,168.36      18,341.15      67,932.00      48,943.60   72.05
DEPARTMENT: 98001 - CHILD CARE                0.00      3,521.75      14,104.96      43,001.00      28,896.04   67.20


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  FUND: 11 - GENERAL                      301,426.28  1,720,533.41   4,752,952.48  16,414,558.00  11,360,179.24   69.21
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Garden City Community College

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                                  Garden City Community College
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                                       Options - All Statuses
Fiscal Year: 2010                                                       FUND: 14 - ADULT SUPPLEMENTARY ED

GL Account                      YTD Encumbrances    MTD Actual     YTD Actual    Annual Budget     Available % Avail
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  DEPARTMENT: 31000 - COMMUNITY SERVICE      982.70      5,785.59     22,393.55     101,135.00      77,758.75   76.89
  DEPARTMENT: 00000 - GENERAL                  0.00          0.00      5,000.00-      5,000.00-          0.00    0.00
  DEPARTMENT: 31000 - COMMUNITY SERVICE      523.68        423.63      8,192.42      42,709.73      33,993.63   79.59
  DEPARTMENT: 55006 - FOOTBALL                 0.00      1,378.37      5,107.22      20,000.00      14,892.78   74.46
  DEPARTMENT: 55002 - WOMEN'S BASKETBALL       0.00          0.00          8.60       1,050.00       1,041.40   99.18
  DEPARTMENT: 55001 - MEN'S BASKETBALL         0.00      1,296.49      1,565.59       7,500.00       5,934.41   79.13
  DEPARTMENT: 31000 - COMMUNITY SERVICE        0.00        329.36      4,236.16      13,000.00       8,763.84   67.41
  DEPARTMENT: 55012 - CHEERLEADING           276.99        445.00        445.00       1,200.00         478.01   39.83
  DEPARTMENT: 55008 - VOLLEYBALL             200.00        308.60      1,138.81       5,000.00       3,661.19   73.22
  DEPARTMENT: 00000 - GENERAL                  0.00          0.00          0.00       7,000.00-      7,000.00- 100.00
  DEPARTMENT: 11010 - BUSINESS & ECONOMI       0.00          0.00          0.00      10,000.00      10,000.00  100.00
  DEPARTMENT: 55005 - WOMEN'S SOFTBALL       640.00         25.00         25.00       5,000.00       4,335.00   86.70
  DEPARTMENT: 31000 - COMMUNITY SERVICE        0.00      3,675.01      7,278.83      30,260.00      22,981.17   75.95
  DEPARTMENT: 55007 - BASEBALL               880.44      2,106.50      3,223.42      10,000.00       5,896.14   58.96
  DEPARTMENT: 11031 - DRAMA                    0.00      1,426.20     26,857.80      44,788.00      17,930.20   40.03
  DEPARTMENT: 55010 - MEN'S SOCCER             0.00          0.00      3,527.00      10,200.00       6,673.00   65.42
  DEPARTMENT: 31000 - COMMUNITY SERVICE    1,267.89        396.21        801.45      35,960.00      33,890.66   94.25


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  FUND: 14 - ADULT SUPPLEMENTARY ED      4,771.70     17,595.96     79,800.85     325,802.73     241,230.18   74.04
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Garden City Community College

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                                  Garden City Community College
11-03-09                       Annual Budget Report Ending 10/31/2009                         Page:   3
                                       Options - All Statuses
Fiscal Year: 2010                                                       FUND: 16 - AUXILIARY ENTITIES

GL Account                      YTD Encumbrances    MTD Actual     YTD Actual    Annual Budget     Available % Avail
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  DEPARTMENT: 31000 - COMMUNITY SERVICE        0.00        306.31        915.94      14,000.00      13,084.06   93.46
  DEPARTMENT: 94000 - STUDENT CENTER       1,856.00        991.46     50,782.12     139,100.00      86,461.88   62.16
  DEPARTMENT: 95000 - STUDENT HOUSING      2,633.06    129,940.31    302,372.51   1,198,503.00     893,497.43   74.55
  DEPARTMENT: 95001 - DIRECTOR'S APARTME       0.00          0.00          0.00      20,000.00      20,000.00  100.00
  DEPARTMENT: 98000 - COSMETOLOGY              0.00      1,671.07     33,816.51     113,955.00      80,138.49   70.32
  DEPARTMENT: 98001 - CHILD CARE             239.11      5,074.01     12,186.44      39,026.00      26,600.45   68.16
  DEPARTMENT: 42000 - DEAN OF LEARNING S       0.00      1,600.00      5,600.00      19,200.00      13,600.00   70.83
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FUND: 16 - AUXILIARY ENTITIES            4,728.17      139,583.16      405,673.52     1,543,784.00    1,133,382.31  73.42




                                     Garden City Community College
11-03-09                         Annual Budget Report Ending 10/31/2009                           Page:   4
                                        Options - All Statuses
Fiscal Year: 2010                                                            FUND: 21 - FEDERAL STUDENT AID


GL Account                   YTD Encumbrances      MTD Actual      YTD Actual    Annual Budget       Available % Avail
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  DEPARTMENT: 50020 - FINANCIAL AID OFFI      0.00      389,667.10    1,775,264.04      102,413.16    1,672,850.88- 633.42-


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FUND: 21 - FEDERAL STUDENT AID               0.00      389,667.10    1,775,264.04      102,413.16    1,672,850.88- 633.42-




                                     Garden City Community College
11-03-09                         Annual Budget Report Ending 10/31/2009                           Page:   5
                                        Options - All Statuses
Fiscal Year: 2010                                                            FUND: 22 - RESTRICTED GRANTS


GL Account                   YTD Encumbrances      MTD Actual      YTD Actual    Annual Budget       Available % Avail
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  DEPARTMENT: 50000 - DEAN OF STUDENT SE    7,160.00        0.00          0.00            0.00        7,160.00-   0.00
  DEPARTMENT: 11100 - TECHNOLOGY--INSTRU        0.00        0.00          0.00       17,377.00       17,377.00 100.00
  DEPARTMENT: 31000 - COMMUNITY SERVICE        0.00    27,760.49-     22,335.86-      80,800.00      103,135.86 127.64
  DEPARTMENT: 00000 - GENERAL                  0.00    33,655.00-     33,655.00-      33,655.00-          0.00   0.00
  DEPARTMENT: 50000 - DEAN OF STUDENT SE      830.60    19,286.16      36,227.98      342,332.00      305,273.42  89.17
  DEPARTMENT: 00000 - GENERAL                  0.00    11,907.00-     11,907.00-      11,907.00-          0.00   0.00
  DEPARTMENT: 50000 - DEAN OF STUDENT SE       60.56    15,416.45      30,539.33      250,041.00      219,441.11  87.76
  DEPARTMENT: 45010 - ALLIED HEALTH ACTI    9,190.65    11,715.37      11,715.37      305,842.00      284,935.98  93.16
  DEPARTMENT: 71000 - BUILDINGS                0.00        0.00          0.00       269,100.00      269,100.00 100.00
  DEPARTMENT: 42000 - DEAN OF LEARNING S        0.00      577.12       1,922.75       47,368.00       45,445.25  95.94
  DEPARTMENT: 31000 - COMMUNITY SERVICE      450.95    15,328.61      63,656.37      244,753.00      180,645.68  73.81
  DEPARTMENT: 42005 - DEAN OF TECHNICAL   11,449.40    17,294.37      39,199.94      114,061.00       63,411.66  55.59
  DEPARTMENT: 42000 - DEAN OF LEARNING S      488.84    10,875.76      32,412.49      180,920.00      148,018.67  81.81
  DEPARTMENT: 31000 - COMMUNITY SERVICE        0.00    14,778.06      58,961.09      187,964.55      129,003.46  68.63
  DEPARTMENT: 12200 - ADN PROGRAM           298.89      153.72         153.72            0.00          452.61-   0.00
  DEPARTMENT: 31000 - COMMUNITY SERVICE        0.00        0.00          0.00        1,600.00        1,600.00 100.00
  DEPARTMENT: 45010 - ALLIED HEALTH ACTI        0.00      682.05         682.05       30,682.05       30,000.00  97.78
  DEPARTMENT: 12211 - MEAT JUDGING        1,450.00        0.00       1,450.00-           0.00            0.00   0.00
  DEPARTMENT: 13301 - ADULT ED - INSTRUC        0.00        0.00       5,517.73       10,316.00        4,798.27  46.51
  DEPARTMENT: 31000 - COMMUNITY SERVICE        0.00        0.00      23,722.27       33,587.53        9,865.26  29.37
  DEPARTMENT: 50000 - DEAN OF STUDENT SE      843.47     7,031.14     133,193.37      139,846.62        5,809.78   4.15
  DEPARTMENT: 45010 - ALLIED HEALTH ACTI   22,675.93     4,778.94     108,126.64      147,908.80       17,106.23  11.57
  DEPARTMENT: 45011 - SCIENCE LAB ACTIVI        0.00     1,399.11       5,514.32        5,516.62            2.30   0.04
  DEPARTMENT: 71000 - BUILDINGS                0.00        0.00     239,000.00      240,000.00        1,000.00   0.42
  DEPARTMENT: 50000 - DEAN OF STUDENT SE        0.00     1,558.80      21,350.85       21,350.85            0.00   0.00
  DEPARTMENT: 31000 - COMMUNITY SERVICE        0.00        0.00          0.00            0.00            0.00   0.00
  DEPARTMENT: 11040 - SCIENCE             4,011.33        0.00         945.81        4,957.14            0.00   0.00
  DEPARTMENT: 42005 - DEAN OF TECHNICAL        0.00      150.00-        150.00-           0.00          150.00   0.00
  DEPARTMENT: 42000 - DEAN OF LEARNING S    2,499.50        0.00      10,727.93       22,857.77        9,630.34  42.13
  DEPARTMENT: 31000 - COMMUNITY SERVICE        0.00        0.00          0.00            0.00            0.00   0.00
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DEPARTMENT: 12270 - AMMONIA REFRIGERAT           565.55         0.00       4,452.22      14,970.18        9,952.41  66.48
DEPARTMENT: 31000 - COMMUNITY SERVICE              0.00         0.00      12,656.69           0.00       12,656.69-  0.00


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FUND: 22 - RESTRICTED GRANTS                   61,975.67    47,403.17     771,181.06   2,668,590.11    1,835,433.38  68.78
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                                        Garden City Community College
11-03-09                               Annual Budget Report Ending 10/31/2009                                    Page:    6
                                             Options - All Statuses
Fiscal Year: 2010                                                                  FUND: 23 - OTHER RESTRICTED FUNDS
```

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GL Account                          YTD Encumbrances     MTD Actual      YTD Actual    Annual Budget       Available % Avail
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 DEPARTMENT: 31000 - COMMUNITY SERVICE             0.00        48.15         873.38      10,500.00        9,626.62  91.68
 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         0.00           0.00       4,572.50        4,572.50 100.00
 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     1,364.00       1,364.00       3,364.00        2,000.00  59.45


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 FUND: 23 - OTHER RESTRICTED FUNDS                 0.00     1,412.15       2,237.38      40,064.50       37,827.12  94.42
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                                        Garden City Community College
11-03-09                               Annual Budget Report Ending 10/31/2009                                    Page:    7
                                             Options - All Statuses
Fiscal Year: 2010                                                                    FUND: 24 - ADULT EDUCATION
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GL Account                          YTD Encumbrances     MTD Actual      YTD Actual    Annual Budget       Available % Avail
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 DEPARTMENT: 13301 - ADULT ED - INSTRUC            0.00         0.00          31.77           0.00           31.77-  0.00
 DEPARTMENT: 13305 - ADULT ED - STAFF D            0.00         0.00         203.18-          0.00          203.18   0.00
 DEPARTMENT: 13301 - ADULT ED - INSTRUC            0.00    13,649.47      42,135.21     143,905.00      101,769.79  70.72
 DEPARTMENT: 13305 - ADULT ED - STAFF D            0.00     1,355.49       2,673.34       7,572.00        4,898.66  64.69
 DEPARTMENT: 00000 - GENERAL                       0.00    25,000.00-     25,000.00-     26,752.48-       1,752.48-  6.55
 DEPARTMENT: 13301 - ADULT ED - INSTRUC            0.00     7,025.22      14,147.88      66,967.00       52,819.12  78.87
 DEPARTMENT: 13302 - ADULT ED - TECHNIC            0.00         0.00           0.00       2,594.00        2,594.00 100.00
 DEPARTMENT: 13303 - ADULT ED - SUPPORT            0.00         0.00           0.00      18,270.00       18,270.00 100.00
 DEPARTMENT: 13301 - ADULT ED - INSTRUC            0.00     4,037.66      14,328.43      49,485.00       35,156.57  71.04
 DEPARTMENT: 00000 - GENERAL                       0.00    32,500.00-     32,500.00-     33,010.00-         510.00-  1.54
 DEPARTMENT: 13301 - ADULT ED - INSTRUC       14,200.00    11,280.65      17,901.28     162,122.00      130,020.72  80.20
 DEPARTMENT: 13305 - ADULT ED - STAFF D            0.00         0.00           0.00           0.00            0.00   0.00
 DEPARTMENT: 13301 - ADULT ED - INSTRUC        1,449.00    15,199.81      69,462.22     163,261.75       92,350.53  56.57


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 FUND: 24 - ADULT EDUCATION                    15,649.00     4,951.70-    102,976.95     554,414.27      435,788.32  78.60
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GL Account                          YTD Encumbrances    MTD Actual      YTD Actual    Annual Budget      Available % Avail
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  DEPARTMENT: 64000 - INFORMATION TECHNO        0.00           32.00       22,992.00        21,654.90         1,337.10-  6.16-
  DEPARTMENT: 71000 - BUILDINGS             3,833.24       31,214.93       31,218.91       908,442.10       873,389.95  96.14

                                          ================================================================================================
  FUND: 61 - CAPITAL OUTLAY               3,833.24       31,246.93       54,210.91       930,097.00       872,052.85  93.76
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GL Account                          YTD Encumbrances    MTD Actual      YTD Actual    Annual Budget      Available % Avail
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  DEPARTMENT: 50000 - DEAN OF STUDENT SE        0.00            0.00       49,139.96-           0.00        49,139.96   0.00
  DEPARTMENT: 62000 - DEAN OF ADMIN SERV        0.00            0.00            0.00            0.00             0.00   0.00
  DEPARTMENT: 71000 - BUILDINGS                 0.00       65,691.00-      65,691.00-           0.00        65,691.00   0.00

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  FUND: 63 - DEBT RETIREMENT FUND              0.00       65,691.00-     114,830.96-           0.00       114,830.96   0.00
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GL Account                          YTD Encumbrances    MTD Actual      YTD Actual    Annual Budget      Available % Avail
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  DEPARTMENT: 71000 - BUILDINGS                 0.00       24,329.37       96,691.23-           0.00        96,691.23   0.00

                                          ================================================================================================
  FUND: 64 - DEBT PROJECT FUND                 0.00       24,329.37       96,691.23-           0.00        96,691.23   0.00
```

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GL Account                          YTD Encumbrances    MTD Actual      YTD Actual    Annual Budget      Available % Avail
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  DEPARTMENT: 50000 - DEAN OF STUDENT SE    6,104.28       46,467.51       76,312.49       265,498.37       183,081.60  68.96
  DEPARTMENT: 99001 - STUDENT NEWSPAPER        31.50        3,003.19        3,439.17        39,402.00        35,931.33  91.19
  DEPARTMENT: 99002 - STUDENT MAGAZINE         45.00          985.01          985.01        38,500.00        37,469.99  97.32
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 DEPARTMENT: 50000 - DEAN OF STUDENT SE              0.00         4,373.76          5,236.97         29,635.00         24,398.03   82.33


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 FUND: 71 - ACTIVITY/ORGANIZATION FD           6,180.78        54,829.47         85,973.64        373,035.37        280,880.95   75.30




                                              Garden City Community College
11-03-09                                 Annual Budget Report Ending 10/31/2009                              Page:  12
                                                  Options - All Statuses
Fiscal Year: 2010                                                                    FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

GL Account                          YTD Encumbrances      MTD Actual        YTD Actual     Annual Budget        Available % Avail
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 DEPARTMENT: 55001 - MEN'S BASKETBALL               0.00             0.00          5,081.00             0.00          5,081.00-   0.00
 DEPARTMENT: 55002 - WOMEN'S BASKETBALL             0.00             0.00          4,221.00             0.00          4,221.00-   0.00
 DEPARTMENT: 55003 - MEN'S TRACK                    0.00             0.00          5,177.00             0.00          5,177.00-   0.00
 DEPARTMENT: 55004 - WOMEN'S TRACK                  0.00             0.00          2,481.00             0.00          2,481.00-   0.00
 DEPARTMENT: 55005 - WOMEN'S SOFTBALL               0.00             0.00          3,437.00             0.00          3,437.00-   0.00
 DEPARTMENT: 55006 - FOOTBALL                       0.00            43.00-        43,611.75             0.00         43,611.75-   0.00
 DEPARTMENT: 55007 - BASEBALL                       0.00             0.00          4,479.00             0.00          4,479.00-   0.00
 DEPARTMENT: 55008 - VOLLEYBALL                     0.00             0.00            913.00             0.00            913.00-   0.00
 DEPARTMENT: 55009 - WOMEN'S SOCCER                 0.00             0.00          7,449.00             0.00          7,449.00-   0.00
 DEPARTMENT: 55010 - MEN'S SOCCER                   0.00             0.00          4,522.00             0.00          4,522.00-   0.00
 DEPARTMENT: 55012 - CHEERLEADING                   0.00             0.00          4,479.00             0.00          4,479.00-   0.00
 DEPARTMENT: 55013 - DANCE TEAM                     0.00             0.00          2,524.00             0.00          2,524.00-   0.00
 DEPARTMENT: 55014 - RODEO TEAM                     0.00            43.00-         8,829.00             0.00          8,829.00-   0.00
 DEPARTMENT: 55019 - ATHLETIC TRAINING              0.00             0.00         15,693.00             0.00         15,693.00-   0.00
 DEPARTMENT: 11022 - SPEECH                         0.00             0.00            841.00             0.00            841.00-   0.00
 DEPARTMENT: 11025 - JOURNALISM                     0.00             0.00          7,390.00             0.00          7,390.00-   0.00
 DEPARTMENT: 11030 - ART                            0.00             0.00            913.00             0.00            913.00-   0.00
 DEPARTMENT: 11031 - DRAMA                          0.00             0.00          4,221.00             0.00          4,221.00-   0.00
 DEPARTMENT: 11032 - VOCAL MUSIC                    0.00             0.00          6,638.00             0.00          6,638.00-   0.00
 DEPARTMENT: 11033 - INST MUSIC                     0.00             0.00          8,921.00             0.00          8,921.00-   0.00
 DEPARTMENT: 11090 - ACADEMIC CHALLENGE             0.00             0.00          3,394.00             0.00          3,394.00-   0.00
 DEPARTMENT: 12211 - MEAT JUDGING                   0.00             0.00          5,392.00             0.00          5,392.00-   0.00


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 FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS             0.00            86.00-       150,606.75             0.00        150,606.75-   0.00




                                              Garden City Community College
11-03-09                                 Annual Budget Report Ending 10/31/2009                              Page:  13
                                                  Options - All Statuses
Fiscal Year: 2010                                                                    FUND: 73 - EDUKAN CONSORTIUM FUND

GL Account                          YTD Encumbrances      MTD Actual        YTD Actual     Annual Budget        Available % Avail
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 DEPARTMENT: 42000 - DEAN OF LEARNING S             0.00        75,319.99        146,842.06        270,000.00        123,157.94   45.61


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 FUND: 73 - EDUKAN CONSORTIUM FUND                  0.00        75,319.99        146,842.06        270,000.00        123,157.94   45.61
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GL Account                              YTD Encumbrances     MTD Actual      YTD Actual    Annual Budget       Available % Avail
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  DEPARTMENT: 81000 - BOOK SCHOLARSHIPS            0.00            0.00      88,771.75-            0.00         88,771.75   0.00
  DEPARTMENT: 00000 - GENERAL                      0.00       12,174.51      45,038.37             0.00         45,038.37-  0.00


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 FUND: 89 - OTHER                                  0.00       12,174.51      43,733.38-            0.00         43,733.38   0.00
```

As of 10/31/2009

		Amount	% Rate		
Cash in Bank:	Commerce Bank	$ 644,478.84	0.0500%		
	Security State - Scott City	$ 25,118.04	0.0000%		
	State Municipal Invest. Pool	$ 278,292.06	0.0400%		
	Landmark National Bank	$ 2,686,774.23	0.1500%		

Investments:

Institution	Type	Amount	% Rate	Beg. Date	End Date
Commerce Bank	CD	$ 1,000,000.00	0.9000%	5/27/2009	11/23/2009
Commerce Bank	CD	$ 2,000,000.00	1.2600%	5/27/2009	5/27/2010
1st National Bank of GC	CD	$ 2,000,054.79	0.5000%	10/20/2009	4/22/2010
Western State Bank	CD	$ 1,000,000.00	1.9000%	10/20/2009	10/19/2010
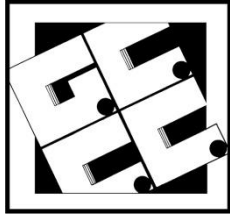
Garden City COMMUNITY COLLEGE

November 4, 2009

To: Board of Trustees

From: Cricket Turley, Director of Human Resources

New Hire
Tracy Steele, Custodian, effective October 12, 2009
David Anderson, GED Head Instructor, effective October 1, 2009
Lizet Prieto, KAN-CO Asst Site Coordinator, effective November 12, 2009
James Rodriguez, Residential Life Maintenance/Handyman, effective November 23, 2009

Separations
Scott Smythe, Director of Information Technology, effective October 9, 2009
Larry Guerrero, Custodian, effective October 19, 2009
Jeff Huffman, Head Women's Soccer, effective October 16, 2009

Retirement

Transfers/Promotions

Vacancies
Campus Security Officer
Nursing Lab Skills Coordinator
Adjunct Fire Instructor
Director of Information Technology

Memo

To: GCCC Board of Trustees

Date: 11/2/2009

Re: Purchase of Servo-I Ventilator

The Nursing and Allied Health Department is requesting approval to purchase a Servo-I Ventilator from Maquet, Inc. This ventilator would be purchased with Title V funds and used in the new Corley Simulation Lab with the Respiratory Therapy program partnership.

1

PURCHASE ORDER REQUISITION

Garden City Community College

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

INSTRUCTIONS

VENDOR: MaQuet, Inc.

45 Barbour Pond Dr.

Wayne, NJ 07470

(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
		Servo I ventilator		$27,222.60

For equipment purchases please indicate equipment location.

Building _____   Room _____

All technology requsts must be routed through the computer center.

KANSAS SALES TAX EXEMPTION NO. 71-0021 FEDERAL TAX ID NO 48-0698107

	TOTAL	$27,222.60

Account Number	Amount
22-00-2024-45011-8510	$22,722.60

Requested by	Date	Department	Building
L Cook	11/3/09	Tech	JCVT
Person	Date	Approved	Not Approved
Div. Dir.			
Dean			
Comp. Ctr.			
Bus. Mgr.			

GCCC BID RECORD

Please type or print clearly and neatly

Item(s) to be purchased:

Servo I ventilator

Bidders and amounts:

(1) Company Maquet, Inc   AMOUNT $ 27,222.60

Address 45 Barbour Pond Dr, Wayne, NJ 07470

(2) Company   AMOUNT $

Address

(3) Company   AMOUNT $

Address

(4) Company   AMOUNT $

Address

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

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

Maquet is the only supplier. See attached documentation

Recommendation of bid to accept: #1 Maquet

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

Lenora Cook
Purchaser's Name (please type or print clearly)

Allied Health
Department/Division/Office

Lenora Cook
Purchaser's Signature

MAQUET

Cynthia Johnson

GARDEN CITY COMMUNITY COLLEGE
GARDEN CITY, KS, 67846

Christopher Pyatt
Sales Representative

GETINGE

MAQUET

GARDEN CITY COMMUNITY COLLEGE/163572
801 CAMPUS DRIVE
GARDEN CITY, KS, 67846
Attn: Cynthia Johnson
Title:
Quote number:Q6UJ9A0DNXUV
8/28/2009
Page 2 of 6

MAQUET, Inc.
45 Barbour Pond Dr, Wayne, NJ 07470
PHONE: 888-MAQUET3 / FAX: 732-667-1901
Christopher Pyatt
Sales Representative
(908) 947-2300x2536
christopher.pyatt@maquet-inc.com

MAQUET Inc. is pleased to submit the following quotation for the products and services described herein at the stated prices and terms, subject to your acceptance of the terms and conditions as listed on all attached pages. This quotation is subject to final approval by MAQUET, Inc and is not considered firm or binding until accepted by the corporate offices and an order acknowledgement issued to the customer.

All inquiries regarding this quotation should reference the quote number and be directed to your local representative or corporate offices. No GPO Contract with the Account

This proposal and pricing terms are considered proprietary and confidential. This document cannot be shared or provided to any other 3rd party organization or personnel without the expressed written consent of Maquet.

MAQUET SERVO VENTILATION SYSTEMS PER ATTACHED LINE ITEM PRICING
Special Instructions:

 school discount

Terms of payment: Net 30 days
FOB Shipping point, Prepay and Add
Freight charges and taxes, if any, are payable upon receipt of invoice.

Delivery subject to availability: Approx. 45 days ARO

This quotation is in US dollars: Valid for 45 days

This Quotation includes the following pages:

MAQUET, Inc.

By:_____
(Signature)
Name: **Christopher Pyatt**
Title: **Sales Representative**
Date:_____

CUSTOMER'S ACCEPTANCE

By:_____
(Signature)
Name: **Cynthia Johnson**
Title:
Date:_____

MAQUET

MAQUET, Inc.
45 Barbour Pond Dr, Wayne, NJ 07470
PHONE: 888-MAQUET3 / FAX: 732-667-1901

Christopher Pyatt
Sales Representative
(908) 947-2300x2536
christopher.pyatt@maquet-inc.com

GARDEN CITY COMMUNITY COLLEGE/163572
801 CAMPUS DRIVE
GARDEN CITY, KS, 67846
Attn: Cynthia Johnson
Title:

Quote number:Q6UJ9A0DNXUV
8/28/2009
Page 3 of 6

MAQUET Ventilator Proposal

Description	Qty	Price
Servo i Universal Basic Edition	**1**	**$27,222.60**

All Servo Ventilators come with a 1 year warranty
Items marked with an "" are additional configurations or accessories, and they are not included in final quote total.

MAQUET proposal total: **$27,222.60**
    Please fax your Purchase Order to MAQUET, Inc. at: 732-667-1901

MAQUET

MAQUET, Inc.
45 Barbour Pond Dr, Wayne, NJ 07470
PHONE: 888-MAQUET3 / FAX: 732-667-1901

Christopher Pyatt
Sales Representative
(908) 947-2300x2536
christopher.pyatt@maquet-inc.com

GARDEN CITY COMMUNITY COLLEGE/163572
801 CAMPUS DRIVE
GARDEN CITY, KS, 67846
Attn: Cynthia Johnson
Title:

Quote number:Q6UJ9A0DNXUV
8/28/2009
Page 4 of 6

Servo i Universal Basic Edition
Quote Line Items

Qty	Part Number	Product Description
1	6487800	Servo-i Base Unit
1	6524388	Country Kit Servo-i DISS US
1	6670680	O2 Sensor (Factory installed)
1	6670802	SW SERVO-I Universal Basic edition

Product Information:

Basic Edition includes all patient range
capability, VC, PC, PS+CPAP,
SIMV(VC)+PS, SIMV(PC)+PS, 2
Batteries and 2 Exp Cassettes.

Qty	Part Number	Product Description
1	6533157	SW Bi-Vent Servo-i
1	6533751	SW Upgrade Volume Support Servo-i
1	6533744	SW Upgrade PRVC Servo-i
1	6670650	Y Sensor Module
1	6670807	Y-sensor SW
1	6486729	Mobile Cart w/ Drawers Servo-i
1	6419944	DISS Hose O2 F/F 4.5m
1	6481753	DISS Hose Air F/F 4.5m
1	6523935	Humidifier Holder Servo-i
1	6481720	Support Arm 177 for Servo I and Servo S

NOVEMBER 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 Board member has interest in, owns or has family members that have an interest in any business that does business with GCCC, the Board is to be notified.

Data directly addressing the CEO's interpretation: Roof repairs were made by DV Douglass Roofing Inc in which Trustee Douglass has an interest. Trustee Douglass recused herself from the voting process.

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 required 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) no purchases are made over $10,000 without competitive bids regarding quality, cost and service and c) no purchases 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 purchases made under contract with Great Western Dining.

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 #192017 to Weathercraft Co. Inc. for $19,250.00 for partial payment for roof repairs due to May 2008 hail storm. The Board approved the lowest bid for these repairs at the May 13, 2009 meeting.
- Check #192321 to KanREN for $19,215.00 for internet service from July 1, 2009 to December 31, 209. Bid sheet attached indicated single source provider.
- Check #192422 to Garden City Roofing for $64,734.63 for partial payment for roof repairs due to May 2008 hail storm. The Board approved the lowest bid for these repairs at the May 13, 2009 meeting.
- Check #192483 to Alexander Open Systems for $113,063.03 for video surveillance equipment. The Board approved this purchase at the May 13, 2009 meeting.
- Check #192703 to Kansas City Audio Visual for $15,618.99 for multiple invoices. Bid sheets indicated lowest bid accepted.
- Check #192808 to DV Douglass Roofing Inc. for $25,424.00 for partial payment for roof repairs due to May 2009 hail storm. The Board approved the lowest bid for these repairs at the May 13, 2009 meeting.

Payments over $10,000 not requiring bid sheets:
- Check #191967 to Broncbuster Bookstore for $115,584.66 for Fall 2009 book scholarships.
- Check #191981 to GMCN Architects for $16,848.64 for architectural services on Fouse and Penka projects.
- Check #191989 to Kansas Board of Regents for $175,807.00 for return of federal ARRA money. The college will receive reimbursement after deferred maintenance expenses are incurred.
- Check #192304 to City of Garden City for $51,140.81 for utilities.
- Check #192316 to Great Western Dining for $68,217.14 for various invoices.
- Check #192340to Ramona Munsell & Associates for $27,309.00 for annual fee for Title V Grant.
- Check #192413 to Commerce Bank for $15,396.66 for monthly purchase card statement.
- Check #192418 to EduKan for $41,375.00 for Fall 2009 Session 1 tuition.
- Check #192435 to Kansas Department of Revenue for $11,103.72 for September 2009 sales tax.
- Check #192764 to Blue Cross and Blue Shield of Kansas for $106,420.27 for November health insurance premiums.
- Check #192812 to EduKan for $31,125.00 for Fall 2009 Session 2 tuition.

NOVEMBER 2009 MONITORING REPORT
Prepared by Ryan Ruda

ENDS: SEMI-ANNUAL
Academic Advancement
Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.
#1   Students will have the appropriate knowledge of transfer requirements.
#2   Students will have the academic prerequisites sufficient for successful transfer.

Garden City Community College has provided services to prepare students for successful transfer since the first classes began in 1919. The college has always prided itself on the success that students have upon transferring from GCCC. Much of this is attributed to the knowledge, training and expertise that the GCCC advisors have and continue to obtain regarding transfer, in order to assist in overall student satisfaction with the advising and transfer process

In an effort for continuous improvement in this area, college personnel repeatedly embark on new activities and services to achieve successful transfer and meet the Academic Advancement ENDS. Such activities include hosting all Regents Universities as well as Washburn University representatives on the GCCC campus at least once a semester to visit with students and advisors in preparing for the transfer process. In addition, Student Support Services program hosts luncheons with each of the Regents schools when they are on campus, allowing students to come and visit with these representatives to learn more about program and transfer requirements as well as scholarship opportunities. Counseling/Advising staff also attend transfer conferences that several of the regents institutions host. This fall, staff have attended transfer conferences at Wichita State University and Kansas State University.

Consequently, collaborative partnerships have been formed between Garden City Community College and several 4-year institutions with the development of 2 + 2 transfer agreements. One example of these partnerships has been with Fort Hays State University in the Elementary Education program and the Early Childhood Development program. These agreements between the two institutions provide a formatted structure for students and advisors to know exactly the requirements to be completed at GCCC and FHSU, enabling a seamless transfer process for students.

In order to determine the success of our students in achieving the Academic Advancement Ends, the college continues to collect supporting data from the transfer institutions, attend community college transfer conferences, conduct and expand surveys, compile and evaluate graduation rate studies. GCCC continues to advance technologically by providing more web-based services to students, including

transcripts, degree evaluations, transfer requirements and web-registration.   In collaboration with the Regent's universities and Washburn University, GCCC provides updated links on their website that provides a course to course analysis of how classes transfer. In addition, FHSU and KSU have expanded this listing to include program/major specific transfer analysis for courses at GCCC.

The college has been fairly successful in receiving data from the majority of the Regent's universities during the development of the KBOR Transfer Feedback Report. Regent's institutions will discontinue providing this information directly to community colleges once the KBOR report is fully available. Consequently, several of the Regent's institutions have provided data for this report due to the uncertainty of timelines to receive the KBOR report this year.

Included in this report are fall 2008 statistics from Emporia State University, Fort Hays State University, Pittsburg State University and Wichita State University. Kansas State University is at the end of a computer conversion and was unable to provide individual statistics to GCCC in time for this report. Additionally, copies of the GCCC Student Data from the KBOR Transfer Feedback Report for Fall 2007 and Fall 2008 were made available.

Student Transfer Analysis Data

Fall 2008 – All Transfers

University	GCCC Transfers	Other CC Transfers	Native Students
Emporia State	3.06 (26)	3.02	2.88
Ft. Hays State	3.06 (96)	3.03	n/a
Kansas State			
Pittsburg State	2.82 (4)	3.21	3.15
U. of Kansas			
Washburn	N/A	N/A	N/A
Wichita State**	3.06 (18)	N/A	N/A

- Numbers in parentheses represent the number of former GCCC students attending the university
- Washburn and University of Kansas do not provide statistics. Strictly available through KBOR report
- KSU statistics not available directly to GCCC due to computer conversion

Wichita State University Transfer Data

Semester	Transfer Hours	GCCC		Other CC	
		Fall 07	**Fall 08**	**Fall 07**	**Fall 08**
Fall 07	30-60	2.93	2.74	3.09	3.03
	>60	3.26	3.33	3.23	3.21
Fall 08	30-60	----	N/A	----	N/A
	>60	----	3.06	----	3.19

Of the 2006 GCCC transfer students, 92.9% graduated within three years at WSU. Additionally, the above statistics indicate that the students who transfer more total hours tend to earn higher GPAs at WSU than those who earned greater than 30, but less than 60 hours. Of the fall 2008 cohort 92.3% of the students have been retained as compared to 74% of all Kansas community college transfers. A hard copy of the five year report is available.

Wichita State University's graduation rate of degree-seeking first-time full-time freshmen for the reporting cycle beginning Fall 2002 and ending June 30, 2008, (six years) was 38 percent. New Kansas community college transfers (with 48-66 transfer hours and a 2.500 or better grade point average), who started at WSU two years later, had a 54 percent graduation rate by June 30, 2008.

Pittsburg State University Transfer Data

PSU provides data on graduates by major. The following information is for all student's average for the 2008-2009 academic year. The first column is the PSU GPA for GCCC transfer students. The next two columns compare other community colleges and the native PSU graduation GPAs.

	GCCC	Other CC	Native Students
Average GPAs	3.031	3.211	3.140

Emporia State University Transfer Data

At ESU, GCCC students' mean GPA's in 22 out of 33 selected classes, was slightly higher than other community college transfers and the native students.

Noel-Levitz Student Satisfaction survey results- completed in Spring 2009

Benchmarks

Higher Ratings at GCCC versus National cohort

1. My academic advisor is knowledgeable about my program requirements.
2. My academic advisor is knowledgeable about the transfer requirements of other schools.
3. My academic advisor helps me set goals to work toward.

Noel-Levitz Student Satisfaction Comparisons

	GCCC 06	GCCC 09	Nat'l
Academic Advising/Counseling	5.45	5.64	5.20
My academic advisor helps me set goals to work toward	5.53	5.65	5.01
My academic advisor is knowledgeable about my program requirements.	5.69	5.80	5.35
My academic advisor is knowledgeable about the transfer requirements of other schools.	5.59	5.50	5.12

** It should be noted that each of the areas noted which are specific to advising and transfer, are not only higher than the national average, but 3 out of 4 have also seen gains since the last survey conducted in 2006 at GCCC.

KBOR Transfer Feedback Report
Transfer Students from Kansas Community Colleges
Attending State/Municipal Universities in Kansas
Fall 2007 and Fall 2008

The KBOR Transfer Feedback Report reflects enrollments for Fall 2007 and Fall 2008. It is organized by an individual Community College summary report providing data about students who have transferred from that community college to a Kansas state/municipal university. In addition to the Community College reports, individual University summary reports are provided describing students transferring into the University.

These reports, created from the Kansas Post-Secondary Database (KSPSD) data maintained by the Institutional Research staff of the Kansas Board of Regents, are intended to give uniform information to Kansas community colleges about their students who later study at state/municipal universities in the state.

For purposes of this report a student is considered a transfer student if they bring in 9 or more transfer hours from a given Kansas Community College or other transfer institution. It is possible for a student to be a transfer student from more than one institution in the reporting year. Students who transferred 9 or more hours from more than one community college are included in each community college's reports. Students with fewer than 9 transfer hours are grouped with other degree-seeking undergrads.

Data representing cells of fewer than 5 students are masked to protect individual privacy.

How to read the report:

The report tracks two student Cohorts:
(1)   New Students Fall 2007 and 2008 –students entering the institution for the first time as a postsecondary student in Fall 2006.
(2)   Continuing Student Fall 2007 and 2008 – students who were enrolled in the institution at least one term during the previous academic year.

The student Cohorts are divided into the following groups:
(1)   Students entering from the Community College – Only those students from the Community College highlighted in the section of the report
(2)   Other Kansas Community Colleges Transfer – Students from every other Community College EXCEPT the Community College highlighted in the section of the report
(3)   Other Transfers – Students who have transferred into the University from institutions other than the Kansas Community Colleges. This group includes other Kansas public universities, private schools, out of state schools, etc.
(4)   First-Time Freshman – Native Students who started their postsecondary career at the University
(5)   All Other Degree-Seeking Students – University native students who are continuing their education at the same institution.

Summary of Fall 2007 KBOR report

As evidenced by the data, GCCC students demonstrate success upon transfer both in their initial transfer semester and in future semesters. At 3 of the 5 institutions, GCCC students had higher GPA's in their initial transfer semester than their counterparts from other Kansas community colleges. In addition, the average number of hours attempted and passed were higher for GCCC students at 5 of the institutions that had a comparison for new students in Fall 2007. For continuing students in Fall 2007, GCCC students attempted and/or passed more credit hours per semester than their counterparts from other Kansas community colleges and other transfers and new freshman at all six of the Regent's institutions. This would indicate that GCCC students are progressing towards degree completion from the Regent's institutions at a quicker pace than their counterparts and maintaining their GPA while doing so.

Summary of Fall 2008 KBOR report

As evidenced by the data, GCCC students demonstrate success upon transfer both in their initial transfer semester and in future semesters. At 3 of the 5 institutions, GCCC students had higher GPA's in their initial transfer semester than their counterparts from other Kansas community colleges. In addition, the average number of hours attempted and passed were higher for GCCC students at 4 of the institutions that had a comparison for new students in Fall 2008. For continuing students in Fall 2008, GCCC students attempted and/or passed more credit hours per semester than their counterparts from other Kansas community colleges and other transfers and new freshman at 6 of the 7 institutions. This indicate that GCCC students are progressing towards degree completion from the regents institutions at a quicker pace than their counterparts and maintaining their GPA while doing so.

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KBOR Transfer Feedback Report
Transfer Students Attending
State/Municipal Universities in Kansas

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KSPSD_Transfers_2008_2009.sas

Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Garden City CC Students Attending	New Students Fall 2007										Continuing Students Fall 2007									
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Passed All Hrs Attem	Passed 50% or fewer	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Passed All Hrs Attem	Passed 50% or fewer	Avg Trans GPA	Avg Trans Hrs
Emporia State University	9	2.97	14.3	12.9	14.0	14.0	67%	0%	3.21	36.9	10	2.85	14.9	13.3	15.5	15.0	80%	10%	3.33	28.5
Fort Hays State University	47	2.53	11.4	9.6	13.0	12.0	70%	17%	3.07	59.4	99	2.70	12.6	11.4	13.0	12.0	78%	9%	3.18	57.6
Kansas State University	37	2.46	13.6	11.2	14.0	12.0	46%	16%		42.4	61	2.42	14.0	10.8	14.0	12.0	52%	18%		55.7
Pittsburg State University	3	▽	▽	▽	▽	▽	▽			▽	5	3.31	14.6	14.6	16.0	16.0	100%	0%	3.20	63.8
University of Kansas - Lawrence Campus	23	2.69	13.3	11.3	13.0	12.0	57%	9%	3.32	43.4	45	2.68	13.2	11.2	13.0	12.0	56%	11%	3.20	34.4
University of Kansas Medical Center	1	▽	▽	▽	▽	▽	▽	▽	▽	▽	1	▽	▽	▽	▽	▽	▽	▽	▽	▽
Washburn University	4	▽	▽	▽	▽	▽	▽	▽	▽	▽	14	3.00	14.4	12.9	14.5	13.5	64%	7%	3.38	65.4
Wichita State University	19	2.56	12.4	10.5	12.0	12.0	63%	11%	3.23	66.1	26	3.24	11.9	11.6	12.0	12.0	92%	0%	3.30	66.2

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Data from KSPSD files AY 2005 - 2008

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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KBOR Transfer Feedback Report
Transfer Students Attending
State/Municipal Universities in Kansas

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KSPSD_Transfers_2008_2009.sas

Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Kansas State University

	New Students Fall 2007							Continuing Students Fall 2007						
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	37	2.46	13.6	11.2	14.0	12.0		42.4	61	2.42	14.0	10.8	14.0	12.0		55.7
Other Kansas Community Colleges Transfers	757	2.56	13.0	11.0	13.0	12.0		47.9	1301	2.74	13.7	12.0	14.0	13.0		47.2
Other Transfers	677	2.52	12.1	9.7	13.0	12.0		60.5	1456	2.70	12.8	10.7	13.0	12.0		48.9
First-time Freshmen	3354	2.64	13.5	11.4	14.0	13.0		80.0								
All Other Degree-Seeking Undergraduates									9863	2.75	13.5	11.6	14.0	12.0		

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Data from KSPSD files AY 2005 - 2008

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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KBOR Transfer Feedback Report
Transfer Students Attending
State/Municipal Universities in Kansas

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Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

University of Kansas Medical Center

	New Students Fall 2007								Continuing Students Fall 2007							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	1	▼	▼	▼	▼	▼	▼	▼	1	▼	▼	▼	▼	▼	▼	▼
Other Kansas Community Colleges Transfers	66	3.26	12.7	12.2	16.0	16.0	3.51	45.5	47	3.47	11.1	11.0	13.0	13.0	3.09	40.4
Other Transfers	82	3.42	11.3	10.8	13.0	12.5	3.55	66.9	22	3.64	11.6	11.6	13.0	13.0	3.42	61.5
All Other Degree-Seeking Undergraduates									314	3.53	12.9	12.6	13.0	13.0		

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Data from KSPSD files AY 2005 - 2008

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.

Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.

Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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KBOR Transfer Feedback Report
Transfer Students Attending
State/Municipal Universities in Kansas

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Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Emporia State University

	New Students Fall 2007								Continuing Students Fall 2007						
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	9	2.97	14.3	12.9	14.0	14.0	3.21	36.9	10	2.85	14.9	13.3	15.5	15.0	3.33	28.5
Other Kansas Community Colleges Transfers	278	2.94	14.2	12.2	15.0	13.0	3.19	46.3	532	3.03	14.0	12.3	15.0	13.0	3.13	48.5
Other Transfers	152	2.85	11.9	9.5	14.0	12.0	2.87	50.3	192	3.07	14.7	12.8	15.0	15.0	2.89	40.7
First-time Freshmen	764	2.78	14.9	12.0	15.0	13.0										
All Other Degree-Seeking Undergraduates									2274	2.94	14.0	12.0	15.0	13.0		

PRELIMINARY

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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KBOR Transfer Feedback Report
Transfer Students Attending
State/Municipal Universities in Kansas

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Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Fort Hays State University

	New Students Fall 2007								Continuing Students Fall 2007							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	47	2.53	11.4	9.6	13.0	12.0	3.07	59.4	99	2.70	12.6	11.4	13.0	12.0	3.18	57.6
Other Kansas Community Colleges Transfers	350	2.39	11.5	9.0	12.0	9.0	3.04	62.5	551	2.74	11.4	9.6	12.0	11.0	3.08	59.0
Other Transfers	1434	2.62	7.6	3.1	6.0	0.0	2.90	65.3	666	2.78	10.0	8.3	12.0	9.0	2.89	58.3
First-time Freshmen	799	2.50	13.3	11.2	13.0	12.0										
All Other Degree-Seeking Undergraduates									3445	2.80	9.9	6.6	9.0	6.0		

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Data from KSPSD files AY 2005 - 2008

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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KBOR Transfer Feedback Report
Transfer Students Attending
State/Municipal Universities in Kansas

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KSPSD_Transfers_2008_2009.sas

Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Pittsburg State University

	New Students Fall 2007								Continuing Students Fall 2007							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	3								5	3.31	14.6	14.6	16.0	16.0	3.20	63.8
Other Kansas Community Colleges Transfers	312	2.86	14.5	12.2	15.0	13.0	3.09	57.8	607	2.99	14.9	12.8	15.0	13.5	3.11	60.1
Other Transfers	244	3.11	15.1	13.2	15.0	14.0	3.00	70.0	431	3.11	15.2	13.3	15.0	14.0	3.00	62.2
First-time Freshmen	1019	2.91	15.8	13.3	16.0	14.0										
All Other Degree-Seeking Undergraduates									3000	3.03	14.9	12.8	15.0	14.0		

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Data from KSPSD files AY 2005 - 2008

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Wichita State University

	New Students Fall 2007								Continuing Students Fall 2007							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	19	2.56	12.4	10.5	12.0	12.0	3.23	66.1	26	3.24	11.9	11.6	12.0	12.0	3.30	66.2
Other Kansas Community Colleges Transfers	629	2.71	10.9	9.8	12.0	12.0	3.22	53.9	1182	2.90	11.1	10.1	12.0	12.0	3.23	56.5
Other Transfers	535	2.84	11.6	10.1	12.0	12.0	2.91	54.9	826	3.04	11.7	10.8	12.0	12.0	3.00	58.0
First-time Freshmen	1351	2.68	12.5	10.7	13.0	12.0										
All Other Degree-Seeking Undergraduates									5425	2.92	10.9	9.8	12.0	12.0		

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Data from KSPSD files AY 2005 - 2008

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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Transfer Students Attending
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Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

University of Kansas - Lawrence Campus

	New Students Fall 2007								Continuing Students Fall 2007							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	23	2.69	13.3	11.3	13.0	12.0	3.32	43.4	45	2.68	13.2	11.2	13.0	12.0	3.20	34.4
Other Kansas Community Colleges Transfers	698	2.62	13.1	10.4	14.0	12.0	3.21	42.3	1565	2.86	13.0	11.2	13.0	12.0	3.19	41.7
Other Transfers	527	2.80	13.9	11.6	14.0	13.0	3.11	42.1	1093	3.02	13.2	11.7	13.0	12.0	3.10	42.4
First-time Freshmen	4082	2.72	14.8	12.8	15.0	14.0										
All Other Degree-Seeking Undergraduates									11813	3.02	13.6	12.3	14.0	13.0		

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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Transfer Students Attending
State/Municipal Universities in Kansas

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Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Washburn University

	New Students Fall 2007								Continuing Students Fall 2007							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	4								14	3.00	14.4	12.9	14.5	13.5	3.38	65.4
Other Kansas Community Colleges Transfers	220	2.81	11.7	10.1	12.0	12.0	2.94	63.5	398	2.90	12.1	10.5	12.0	12.0	3.12	59.8
Other Transfers	293	3.05	12.2	10.2	13.0	12.0	2.95	66.6	450	2.97	11.8	10.4	12.0	12.0	2.88	62.2
First-time Freshmen	794	2.48	12.5	9.1	13.0	11.0										
All Other Degree-Seeking Undergraduates									3235	2.81	11.4	9.7	12.0	12.0		

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Data from KSPSD files AY 2005 - 2008

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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Transfer Students Attending
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Garden City Community College Students
Enrolled Fall 2007 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2008
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Wichita State University

	New Students Fall 2007								Continuing Students Fall 2007						
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	19	2.56	12.4	10.5	12.0	12.0	3.23	66.1	26	3.24	11.9	11.6	12.0	12.0	3.30	66.2
Other Kansas Community Colleges Transfers	629	2.71	10.9	9.8	12.0	12.0	3.22	53.9	1182	2.90	11.1	10.1	12.0	12.0	3.23	56.5
Other Transfers	535	2.84	11.6	10.1	12.0	12.0	2.91	54.9	826	3.04	11.7	10.8	12.0	12.0	3.00	58.0
First-time Freshmen	1351	2.68	12.5	10.7	13.0	12.0										
All Other Degree-Seeking Undergraduates									5425	2.92	10.9	9.8	12.0	12.0		

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New transfer students include Garden City Community College students 1) submitted in university KSPSD 2008 AY transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2007 transfer files 2) enrolled Fall 2007 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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Transfer Students Attending
State/Municipal Universities in Kansas

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Garden City Community College Students
Enrolled Fall 2008 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2009
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Garden City CC Students Attending	New Students Fall 2008										Continuing Students Fall 2008									
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Passed All Hrs Attem	Passed 50% or fewer	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Passed All Hrs Attem	Passed 50% or fewer	Avg Trans GPA	Avg Trans Hrs
Emporia State University	4	▼	▼	▼	▼	▼	▼	▼	▼	▼	16	3.18	15.3	13.1	15.0	13.0	56%	6%	3.24	30.0
Fort Hays State University	51	2.54	12.6	10.6	13.0	12.0	71%	16%	3.17	62.9	104	2.92	11.8	10.7	12.0	12.0	76%	10%	3.23	58.5
Kansas State University	38	2.24	12.8	10.5	13.0	12.0	61%	18%		53.7	70	2.60	13.7	11.8	13.0	13.0	67%	9%		48.8
Pittsburg State University	3	▼	▼	▼	▼	▼	▼	▼	▼	▼	7	3.05	14.4	14.1	15.0	15.0	86%	0%	3.37	54.0
University of Kansas - Lawrence Campus	28	2.64	13.8	11.4	14.0	12.0	54%	7%	3.21	44.8	44	2.91	13.1	12.1	13.0	12.5	80%	7%	3.26	40.8
University of Kansas Medical Center	1	▼	▼	▼	▼	▼	▼	▼	▼	▼										
Washburn University	7	2.55	10.9	10.0	12.0	9.0	71%	0%	3.04	71.9	13	2.64	14.0	12.5	14.0	12.0	62%	0%	3.26	66.4
Wichita State University	15	2.78	12.7	11.3	12.0	12.0	73%	7%	2.96	50.3	39	3.00	11.7	11.0	12.0	12.0	92%	5%	3.19	59.8

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2009 AY transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2008 transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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Transfer Students Attending
State/Municipal Universities in Kansas

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KSPSD_Transfers_2008_2009.sas

Garden City Community College Students
Enrolled Fall 2008 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2009
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Kansas State University

		New Students Fall 2008							Continuing Students Fall 2008							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	38	2.24	12.8	10.5	13.0	12.0		53.7	70	2.60	13.7	11.8	13.0	13.0		48.8
Other Kansas Community Colleges Transfers	601	2.40	13.0	11.1	13.0	12.0		52.4	1576	2.74	13.3	12.0	13.0	13.0		45.5
Other Transfers	767	2.41	12.3	10.4	13.0	12.0		57.8	1313	2.67	12.6	11.1	13.0	12.0		50.8
First-time Freshmen	3399	2.62	13.8	12.0	14.0	13.0										
All Other Degree-Seeking Undergraduates									9486	2.80	13.5	12.1	14.0	13.0		

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Data from KSPSD files AY 2005 - 2009

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2009 AY transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2008 transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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Transfer Students Attending
State/Municipal Universities in Kansas

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Garden City Community College Students
Enrolled Fall 2008 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2009
Transfer students included if they have 9 or more hours transferred from Garden City Community College

University of Kansas Medical Center

		New Students Fall 2008								Continuing Students Fall 2008						
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	1	▽	▽	▽	▽	▽	▽									
Other Kansas Community Colleges Transfers	76	3.35	13.3	13.2	16.0	16.0	3.39	41.8	60	3.43	10.8	10.8	13.0	13.0	3.34	46.1
Other Transfers	59	3.41	11.7	11.1	16.0	16.0	3.27	68.6	25	3.39	11.6	11.4	13.0	13.0	3.42	59.6
All Other Degree-Seeking Undergraduates									290	3.48	12.5	12.1	13.0	13.0		

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2009 AY transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2008 transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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Transfer Students Attending
State/Municipal Universities in Kansas

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Garden City Community College Students
Enrolled Fall 2008 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2009
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Emporia State University

	New Students Fall 2008								Continuing Students Fall 2008							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	4	▽	▽	▽	▽	▽	▽		16	3.18	15.3	13.1	15.0	13.0	3.24	30.0
Other Kansas Community Colleges Transfers	282	2.92	13.6	12.0	15.0	13.0	3.15	51.8	611	3.01	13.7	12.0	14.0	13.0	3.13	47.8
Other Transfers	127	2.79	13.4	10.9	15.0	13.0	2.88	48.7	217	3.06	14.5	12.9	15.0	14.0	2.86	42.2
First-time Freshmen	679	2.77	14.7	11.9	15.0	14.0										
All Other Degree-Seeking Undergraduates									2194	2.91	14.2	12.3	15.0	14.0		

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New transfer students include Garden City Community College students 1) submitted in university KSPSD 2009 AY transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2008 transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

Data from KSPSD files AY 2005 - 2009

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Transfer Students Attending
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Garden City Community College Students
Enrolled Fall 2008 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2009
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Fort Hays State University

	New Students Fall 2008								Continuing Students Fall 2008							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	51	2.54	12.6	10.6	13.0	12.0	3.17	62.9	104	2.92	11.8	10.7	12.0	12.0	3.23	58.5
Other Kansas Community Colleges Transfers	356	2.48	11.9	9.9	12.0	12.0	3.04	62.2	581	2.83	11.2	9.9	12.0	12.0	3.13	59.0
Other Transfers	1559	2.59	7.2	3.8	6.0	3.0	2.89	66.6	817	2.90	10.1	8.7	12.0	9.0	2.89	58.4
First-time Freshmen	799	2.46	13.2	11.1	13.0	12.0										
All Other Degree-Seeking Undergraduates									3601	2.82	9.7	7.9	9.0	6.0		

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New transfer students include Garden City Community College students 1) submitted in university KSPSD 2009 AY transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2008 transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

Data from KSPSD files AY 2005 - 2009

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Transfer Students Attending
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Garden City Community College Students
Enrolled Fall 2008 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2009
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Pittsburg State University

	New Students Fall 2008								Continuing Students Fall 2008							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	3	▽	▽	▽	▽	▽	▽		7	3.05	14.4	14.1	15.0	15.0	3.37	54.0
Other Kansas Community Colleges Transfers	317	2.92	14.4	12.4	15.0	13.0	3.11	61.4	644	3.01	14.9	13.0	15.0	14.0	3.10	57.7
Other Transfers	263	3.13	15.1	13.4	15.0	14.0	3.04	64.7	441	3.09	14.9	13.0	15.5	14.0	2.99	62.1
First-time Freshmen	1011	2.88	15.7	13.5	16.0	14.0										
All Other Degree-Seeking Undergraduates									2976	3.01	14.8	12.7	15.0	14.0		

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New transfer students include Garden City Community College students 1) submitted in university KSPSD 2009 AY transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2008 transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

Data from KSPSD files AY 2005 - 2009

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Transfer Students Attending
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Garden City Community College Students
Enrolled Fall 2008 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2009
Transfer students included if they have 9 or more hours transferred from Garden City Community College

University of Kansas - Lawrence Campus

	New Students Fall 2008								Continuing Students Fall 2008							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	28	2.64	13.8	11.4	14.0	12.0	3.21	44.8	44	2.91	13.1	12.1	13.0	12.5	3.26	40.8
Other Kansas Community Colleges Transfers	876	2.56	13.0	10.3	14.0	12.0	3.15	39.4	1577	2.94	12.7	11.2	13.0	12.0	3.17	41.6
Other Transfers	604	2.78	13.7	11.6	14.0	13.0	3.06	43.5	1168	3.02	13.1	11.5	14.0	12.0	3.09	39.9
First-time Freshmen	4479	2.72	14.8	12.9	15.0	14.0										
All Other Degree-Seeking Undergraduates									11663	3.04	13.7	12.3	14.0	13.0		

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Data from KSPSD files AY 2005 - 2009

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2009 AY transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2008 transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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KBOR Transfer Feedback Report
Transfer Students Attending
State/Municipal Universities in Kansas

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Garden City Community College Students
Enrolled Fall 2008 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2009
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Washburn University

	New Students Fall 2008								Continuing Students Fall 2008							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	7	2.55	10.9	10.0	12.0	9.0	3.04	71.9	13	2.64	14.0	12.5	14.0	12.0	3.26	66.4
Other Kansas Community Colleges Transfers	145	2.67	11.9	10.1	12.0	12.0	3.03	59.6	460	2.91	12.0	10.4	12.0	12.0	3.08	62.1
Other Transfers	295	2.95	12.0	9.9	12.0	12.0	2.97	69.7	442	2.90	11.9	10.5	12.0	12.0	2.85	59.2
First-time Freshmen	832	2.47	12.6	9.5	13.0	12.0										
All Other Degree-Seeking Undergraduates									2912	2.83	11.5	9.8	12.0	12.0		

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New transfer students include Garden City Community College students 1) submitted in university KSPSD 2009 AY transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2008 transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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KBOR Transfer Feedback Report
Transfer Students Attending
State/Municipal Universities in Kansas

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Garden City Community College Students
Enrolled Fall 2008 at State/Municipal Universities

Undergraduate only (levels FR, SO, JR, SR and 5TH) at the end of AY 2009
Transfer students included if they have 9 or more hours transferred from Garden City Community College

Wichita State University

	New Students Fall 2008								Continuing Students Fall 2008							
	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs	#	Avg Term GPA	Avg Term Hrs Attem	Avg Term Hrs Passed	Median Term Hrs Attem	Median Term Hrs Passed	Avg Trans GPA	Avg Trans Hrs
Students from Garden City Community College	15	2.78	12.7	11.3	12.0	12.0	2.96	50.3	39	3.00	11.7	11.0	12.0	12.0	3.19	59.8
Other Kansas Community Colleges Transfers	760	2.68	11.0	9.7	12.0	12.0	3.20	47.2	1427	2.91	11.0	10.2	12.0	12.0	3.24	54.3
Other Transfers	472	2.78	11.4	10.1	12.0	12.0	2.95	53.5	1051	3.03	11.7	10.9	12.0	12.0	2.95	54.7
First-time Freshmen	1413	2.63	12.6	10.7	13.0	12.0										
All Other Degree-Seeking Undergraduates									5445	2.95	11.0	10.1	12.0	12.0		

New transfer students include Garden City Community College students 1) submitted in university KSPSD 2009 AY transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Continuing transfer students include Garden City Community College students 1) submitted in university KSPSD AY 2005 - 2008 transfer files 2) enrolled Fall 2008 3) with undergrad levels at end of AY 4) transferring 9 or more hours.
Transfer GPA not available for KSU. 'Other Transfers' at FHSU include many students enrolled in online courses still incomplete at the end of the semester.

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.**

<u>Adult Learning Center</u>

ALC's GED students access the services of a transition coordinator. These services assist in assuring that students are academically prepared for postsecondary education. The transition coordinator educates and assists students in entering a postsecondary education institution. GED instructors frequently speak to students about entering postsecondary education.

ALC's high-level ESL students are given the Michigan Placement test to assess if their English language skills are sufficient for postsecondary education. ALC's transition coordinator assists any ESL student possessing the necessary English skills to enter and succeed in postsecondary education.

<u>Bryan Education Center</u>
- 2009 spring semester enrollment resulted with the following grand totals: 14 courses for 41 credit hours; 81 registered students; 237 hours generated; and the FTE was 15.78. The 2009 spring semester FTE decreased 41% from 2008 spring semester.
- 2009 summer semester enrollment resulted with the following grand totals: 2 courses for 6 credit hours; 25 registered students; 75 hours generated; and the FTE was 5. The 2009 summer semester FTE decreased 38% from 2008 summer semester.
- ITV (interactive television) 2009 spring semester courses accommodated 22 students for 12 credit hours at the Scott City site. The number of credit hours increased 33% from 2008 spring semester.
- 2009 spring semester enrollment for Scott Community High School students for concurrent credit totaled 4 courses for 12 credit hours with 25 registered. The number of registered students decreased by 46% from 2008 spring semester.
- One Certified Nurse Aide course met during spring 2009 semester while three courses met in spring 2008 semester.
- Official ACT testing site: 73 participants and 3 administrators (increase of participants by 100%)

Project Destiny
- All students participating in Project Destiny receive information on college classes and/or specific careers as per their request. They are also offered a campus tour and have the opportunity to meet with the ALC Transition Coordinator for more information.

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

ALC's GED staff work closely with Garden City Community College staff to ensure students are being satisfactorily prepared to enter postsecondary education. Students are required to obtain exam scores aligned with college success. ALC's ESL staff assures each student have the necessary English skills prior to entering college. The transition coordinator administers assessments to students in order to determine if their academic skills are sufficient for postsecondary success.

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 who 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 every 12 hours to determine if progress is being made toward the exiting high school goal to get them ready to attend college classes.

<u>*Academics*</u>

There were a total of 800 new students enrolled during the 2008-2009 academic year compared to 765 the previous year. Of those 800 students, 62.8% (502 students) tested into at least one developmental course through their Compass placement scores. There were 653 new freshmen enrolled during the academic year and of those 68.1% tested into at least one developmental class.

These percentages are up from last year when 58.2% of all new students and 63.5% of new freshmen tested into developmental classes.

In an attempt to decrease these numbers, a series of meetings were initiated during the spring 2009 semester between the math, reading, and English faculty from the college and their counterparts from Garden City High School. The purpose of the meetings was to discover gaps between the skills students leave high school with and those skills needed for them to be placed in college-level classes upon enrolling at GCCC. Preliminary reports from those groups indicate that the gaps are significant. Talks will continued this semester so that proposals can be developed.

<u>*Adult Learning Center*</u>

	Year	Participants	Instructional Hours	Average hours per participant
Students will possess essential skills	*FY08*	*489*	36,084	*73.79*
	FY09	*483*	52,632	*108.96*
		Adult Basic Education	**GED Preparation**	**English as a Second Language**
	FY08	*489*	36,084	*73.79*
	FY09	*483*	52,632	*108.96*
		GED Goal	**GED**	**%**
	FY08	*89*	*58*	*65%*
	FY09	*100*	*61*	*61%*
		Transition Goal	**Transition**	**%**
	FY08	*30*	*28*	*93%*

FY09	*61*	*25*	*40%*
	Citizenship Goal	**Citizenship**	
FY08	*32*	*21*	*65%*
FY09	*46*	*39*	*61%*
	Migrant Family Literacy Goal	**MFL**	**%**
FY08	*24*	*8*	*33%*
FY09	*31*	*27*	*87%*
	Enter Employment Goal	**Enter Employment**	**%**
FY08	*39*	*24*	*62%*
FY09	*31*	*24*	*74%*
	Retain Employment Goal	**Retain Employment**	**%**
FY08	*60*	*52*	*87%*
FY09	*151*	*100*	*66%*
	Educational Gain	**%**	
FY08	*255*	*52.15%*	
FY09	*281*	*58.18%*	

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

Academics

Speaking, listening, and writing are required components of a variety of classes taught both on and off campus, but they are specifics of the English and Public Speaking classes. These classes are required for degree seeking students and a number of certificate programs. College Skills classes also work on the essential skills of speaking, listening, and writing as do the ESL courses taught at the college level.

An area of concern for these essential areas is whether or not we are successful in giving the students the skills they need to continue developing them past the essential stages. The following graph is designed to give the board information for comparison between the retention rates of students enrolled in Basic English classes during the 2007-08 and the 2008-09 academic years.

As a result of the 2007-08 information given to the board for the semi-annual ENDS report in October of 2008, emphasis was placed on retention rates of those students who were considered successful in Basic English (achieving a grade of C or better) and those who went on to enroll in English I the next semester. The numbers do reveal that ideas initiated by the Developmental Education team are working.

Essential Skills Ends Report – Fall 2009

TERM	BASIC ENGLISH					
	2007-2008			2008-2009		
	Number Successful (C or Better)	Number Enrolled in English I Next Term	Percent Retained	Number Successful (C or Better)	Number Enrolled in English I Next Term	Percent Retained
Fall	89	60	67.4%	76	54	71.1%
Spring	29	14	48.3%	35	20	57.1%
Academic Year	118	74	62.7%	111	74	66.7%

In the fall of 2007 the team developed a pilot program designed to improve developmental student success and retention for the Basic English classes. A specific cohort of students were chosen to take two classes, Basic English and Grammar, to be taught in tandem giving those students exposure to essential writing skills on a daily basis for the entire semester. This pilot and its curriculum emulate the cohort selected for the block classes but differs from the block in that English is the only area covered by the cohort. Block students must take a full load of courses for the semester as a cohort.

Even though these numbers reveal that the pilot is a success and a new cohort has been selected for the five day a week combination of Basic English and Grammar this semester, we have found that maintaining and expanding the offerings from semester to semester is difficult. We simply lack the man power to meet the needs of the entire span of English curriculum from Basic English through English II if we add a two credit hour Grammar class to all of the Basic English sections.

In order to meet the needs of the lower-functioning English students while taking faculty number limitations into consideration, the English faculty is currently working on developing an additional class to add to the developmental English curriculum. This class will be aimed at students whose Compass tests reveal very low writing skills. Research of the data shows that a number of students who are placed into Basic English are not ready for that class. Many of these students will attempt to pass Basic English two or three times before giving up in frustration. Adding this class to the overall curriculum of the English department should not prove to be as much a drain on the faculty of the English department because the numbers for the class will be pulled from those students currently placed in Basic English thus eliminating the need for one or two sections of the Basic English class.

An area closely tied to the study of English composition on campus is English as a Second Language. These classes are divided up by levels of ability and are specific to individual components of the English language such as reading, writing, and speaking and listening. Last fall we began tracking retention percentages from level to level within the ESL curriculum and from the final level to an English course the next semester. The table shows a comparison of retention rates between the 2007-08 academic year and the 2008-09 academic year.

TERM	COLLEGE LEVEL ESL					
	2007-2008			**2008-2009**		
	Number Successful (C or Better)	Number Enrolled in English I Next Term	Percent Retained	Number Successful (C or Better)	Number Enrolled in English I Next Term	Percent Retained
Fall	38	25	65.8%	60	46	76.7%
Spring	41	14	34.1%	47	19	40.4%
Academic Year	79	39	49.4%	107	65	60.7%

The data shows that efforts to keep students in the program from one level to the next are paying off. Efforts have centered on more intrusive advising and counseling of students and a variety of strategies designed to assimilate ESL students into the culture of the campus. Past experience has taught us that ESL students have a difficult time making the transition from the ESL cohort to becoming an active member of the campus community.

The English program is on the rotation for review this year and the department chair has requested that ESL be included in this report. This will make a good overall addition to the English faculty's report because it brings another perspective of the English classes taught on this campus into a more global consciousness of the English faculty. The hope is that this will spur discussions on ideas that will lead to productive initiatives.

Adult Learning Center

Students participating in Adult Learning Center programs gain speaking skills through speaking assignments given in class. They read aloud, work and explain problems on the board, and interact with other students through collective problem solving. Adult Learning Center's GED students have an entire class devoted to writing. Students write poetry, essays and argumentative papers.

Students participating in the ESL program are taught functional English. This includes speaking, listening, writing and reading skills. The curriculum includes workplace, community and educational teaching situations.

Bryan Education Center

- Administered 87 sessions of Compass placement testing compared to 38 in 2008 (increase of 129%)
- Administered 12 Nelson-Denny Reading tests for grade equivalency compared to 3 in 2008 (increase of 300%)

Educational Talent Search

ETS served 650 students in grades six through 12 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 to educational success, 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. Four of the leadership students gave speeches to legislators in Washington, D.C.
- Seven students did presentations at a website conference in Memphis, Tenn., on website design.
- In the past six months, nine 6[th] grade students and six 7[th] and 8[th] grade students have completed a 15-session Life Skills training which is designed to give students strategies and skills to make good decisions.
- Sixteen ETS students volunteered to interpret at Victor Ornelas Elementary School as teachers demonstrate activities for parents which can be done at home to prepare their children for kindergarten.

Project Destiny

- Sixty students participated in the HEP program during the third year of the grant.
- Thirty-one students graduated with a Spanish GED from Project Destiny last year.
- Juana Maldonado, a HEP participant from Syracuse, obtained the highest scores in the Spanish GED Official Exams in the State of Kansas. This is the third consecutive time that a GCCC Project Destiny student achieved the state's top scores.
- Fifty percent of the students in the program participated in a campus tour and continuing education workshops at GCCC.

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

Academics

Reading skills appropriate to college-level classes remains a major concern. Every fall we experience a rise in the number of new students who do not possess the ability to read on a level that would make them capable of being successful in many of the classes taught on campus. This presents some very real challenges.

Students who are placed in remedial reading classes through the Compass placement assessment are not allowed to enroll in English I until they are able to read on at least a seventh-grade level. However, they are allowed to enroll in other classes – some of which have intense reading requirements. Advisors across campus have done a good job of placing these students in classes that are minimally focused on reading, but as the population of students needing developmental reading classes grows, this is becoming more and more difficult.

The Instructional Resources Core Committee in conjunction with the Teaching and Learning Center and the faculty from the reading and ESL departments, have begun training for instructors in classes with high reading content designed to infuse reading instruction into the course content. While concerted efforts are being made in this attempt to help students, it is proving to be too-little, too-late.

Students need to have appropriate reading skills to enter college-level classes, but it would be impossible to place prerequisites on all classes until those skills are mastered. For many of our most needy students, this would mean they would be enrolled in only remedial reading classes. Ultimately, if this was the case, indications are that many of the students who need the most help would drop out due to the inability to take classes that counted toward graduation and furthering their education.

At the state level, more and more emphasis is being placed on students possessing the requisite reading, math, and writing skills necessary for enrollment in college-level classes upon completing high school. The Kansas Board of Regents set this as one of its five strategic priorities this summer. As this problem gets more attention at the state level, perhaps it will get more emphasis at the high school level as well. In the meantime, we will continue to meet with our partners in the area high schools to develop strategies to improve student preparedness for classes on the post-secondary level.

Adult Learning Center

ALC students have a class devoted to reading. Students learn to interpret poetry as well as fictional and nonfictional works. Students spend much time reading and solving mathematical word problems.

Participants focus on improving their English reading skills. These include reading for information, increasing vocabulary, and reading workplace documents.

Educational Talent Search

- Middle school students attended a six-week workshop to increase their reading skills and vocabulary.
- 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. This is especially important for our many ESL students.
- Nine students researched and wrote web pages over their topics for a website. They read a variety of resources including web pages, books and other literature.
- Six students researched for PSA/movies they were making on teen pregnancy, video addiction and water issues.
- Practice questions for the state reading assessment are available at tutoring sessions on an individual or small group basis.
- One ETS student participated in Skills USA competition for architecture.

3. Students will have the essential math skills.

Academics

While essential math skills are covered in the College Math classes, at the present time College Math is the final math class required for those students seeking an Associates in General Studies degree. Therefore, it is not a good indicator for retention numbers. Intermediate Algebra with Review is used because students desiring an Associates in Arts or an Associates in Science degree must take it if they test into a developmental class in order to be prepared to take College Algebra which is the final class required for those degrees.

Retention of students through the math sequence has long been a concern of the math faculty. Revising the three credit hour Intermediate Algebra class into a four credit hour class that met five days a week was an effort to solve some of the retention issues traditionally connected to math classes. In a comparison to the 2007-08 academic year, the following chart shows significant improvement in the retention percentages for 2008-09.

TERM	INTERMEDIATE ALGEBRA with REVIEW					
	2007-2008			2008-2009		
	Number Successful (C or Better)	Number Enrolled in College Algebra Next Term	Percent Retained	Number Successful (C or Better)	Number Enrolled in College Algebra Next Term	Percent Retained
Fall	59	32	54.2%	102	63	61.8%
Spring	84	37	44.0%	92	44	47.8%
Academic Year	143	69	48.3%	194	107	55.2%

While the numbers are better, the department still realizes it has plenty of room for improvement. The overall numbers for the entire academic year indicated that slightly more than half of all students successfully completing Intermediate Algebra go on to take College Algebra the next semester. For many of these students it is imperative that they continue on to the College Algebra class very soon after completing Intermediate Algebra because studies have shown a high correlation between taking these classes back-to-back and the success rates of those who do. In short, if the math skills learned in one class are not immediately reinforced in the next class in the math sequence, they are lost.

The math division will be completing a review of the program this year and have met to begin the process of putting that report together. One of the items they discussed was the retention rates in math classes. They share a concern with the English faculty that some of our new students are enrolling without even the simplest basics in math, and they are discussing possible solutions to the problem. One of the goals that is being mulled over is a gap class to teach math skills on a pre-College Math level. This would also necessitate a revision of the College Math curriculum so that all courses in the sequence are seamless.

Adult Learning Center
ALC's GED students have daily math classes. Students are prepared to enter College Algebra 101. Students are taught algebra, geometry and real-world mathematical problem solving.

ESL higher-level students are introduced to basic math skills.

ETS
- Fifteen high school students completed the six-session graphing calculator workshop and received a graphing calculator/
- Tutoring is offered 12 hours a week for ETS students who need assistance with math skills or math homework. Peer tutors who have completed calculus as well as college students are available to tutor students.
- Practice questions for the state math assessment are available at tutoring sessions on an individual or small group basis.

Project Destiny
- An extra math workshop has been added on Saturdays to the already existing one on Fridays at GCCC in an effort to better prepare area students. This rotating class has been offered on campus, Ulysses and Lakin.

4. Students will have the essential computer skills.

Academics

Attention to essential computer skills became a focus of discussion in various levels of Core last year as well as in Officers meetings. Previously, the term "essential computer skills" was rather vague and in need of a clear definition. In order for developments to happen for the computer skills ENDS to be met, people had to have some idea what those essential skills were. Last spring two faculty members got together with administration on campus and came up with the ENDS definition that was ultimately approved by the Board of Trustees. Along with that definition, a detailed list of the skills in question was created. This list will provide the next step in the overall process which is to design a method of ensuring these essential skills are met. Finally, a method of accurately measuring and reporting the success of the efforts in that direction will be developed.

Currently, essential computer skills are taught in a variety of classes spread out across the overall curriculum taught by the college. For example, issues such as computer ethics and academic dishonesty are taught in the English classes while email etiquette and attachments are taught as components of the College Skills classes.

With this being said, however, we have no comprehensive way to determine if all the skills that were determined "essential" in the approved definition are being addressed nor do we have a good method of reporting on the relative success of teaching those skills. Discussions are currently underway which are meant to eventually solve these problems. When the ideas are developed they will be put into a proposal for President's Cabinet in hopes of implementation in the fall of 2010.

Adult Learning Center

ALC participants are taught computer skills through a weekly computer class. Students are taught to use the computer to research and write papers. Students are taught internet researching skills during this class time. Students are taught basic computer skills as well as creating and editing documents. Students are taught to attain information through internet searches.

Bryan Education Center
- Basic Computer Skills course was taught with four students whereas last year there were five.
- Computer lab was opened daily for students and local patrons.
- Spanish students enrolled in Project Destiny utilized the computer lab as needed.

Kids' College
- Eight Kids' College computer courses were offered in 2008-09; 87.5% made with total enrollment of 36.

<u>ETS</u>

- 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 TN and established a mentorship for critiquing their sites.
- ETS has laptops for checkout for students participating in the workshops and computer activities.
- Submissions were made to the University of Washington Trio Thinkquest Contest for Trio students:
  - website: "Greenopolis" – five-student team developed site which covers building Green and Greensburg (results pending)
  - website: "I'm Pregnant….Now What?" – four-student team addressing the teen pregnancy issues in Garden City and the U.S. (results pending)

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
   ALC's GED students complete the Kansas Work's Work Keys curriculum and assessments. Students are taught the reading, math and critical thinking skills vital to successful work placement.
   All Adult Learning Center participants are taught English through the use of workplace examples. Students are taught to read and properly complete several workplace forms including a job application, reading memos, and understanding technical writing.

   ETS
   - One ETS student is interning for the GCCC IT department working on the GCCC website.
   - More than 150 students have completed the Career Pipeline survey which identifies skills and interests as related to future careers.
   - 106 ETS students have been assisted in creating a resume of activities, leadership roles, and awards and achievements to be used for college and job applications.
   - Three ETS students completed the first responder course at the college as a dual-credit class and passed the certification test.
   - Several ETS high school students have completed the CNA class as a dual-credit class and are working at St. Catherine Hospital or local nursing homes.

   Project Destiny
   - Two GED graduates from Project Destiny were able to obtain new jobs within their communities.

   Kansas Small Business Development Center
   KSBDC - From July 1, 2008 to June 30, 2009, the GCCC KSBDC worked with 142 clients for a total of 1,239 hours of counseling, prep and travel time. Fifty-one workshops were offered with 317 participants, covering topics that included Marketing, Human Resources, Customer Service, Kansas Tax Issues, and Steps to Startup. Nearly 25% of the client base is minority (Hispanic, Black, American Indian and Asian).

   The outreach center in Greensburg moved into the new Sun Chips Business Incubator Building downtown. SBDC consultant Mark Buckley met with 30 clients for 608 hours during this time frame with great progress in the rebuilding of the community.

   On May 1, 2009, an Outreach Center was opened at Seward County Community College/Area Technical School. Mike O'Kane is the consultant there and has been meeting with both clients and area resources and stakeholders. He primarily works in the seven

counties in SCCC/ATS coverage area but has assisted with several other counties as well. The new assistant director, Cheryl Schmale, joined the office staff on Sept. 1, 2009.

Technical Education

Career Learning System Finney County – Centers of Excellence
Career Awareness/Exploration: Girls/Guys in Engineering, Math, Science and Technology (GEMS) was held for 647 local and service area 7[th] graders. The focus of this activity is on experiential learning that helps students understand how math, science and technology courses connect with their future. KSU and FHSU have been good partners in addition to professionals from the community. Wichita State University participated for the first time in 2008. KSU and WSU provided opening speakers from the area. Ana Lazarin a GCCC graduate spoke to the girls about the importance of studying and paying attention to academics in school. Grant funding from area foundations supports GEMS. Holcomb Middle School held its third Career Scavenger Hunt for HMS students in grades 6th-8th.

A Perkins Reserve Grant was utilized to develop "Career Tech Champions" for the GCCC web site. These are focused on local people in non-traditional careers. Interviews were done with eleven people and the information posted on the web site. It is accessible from the upper left hand corner of the GCCC home page.

More than 400 western Kansas juniors and seniors participated in Exploration Day to experience hands-on activities related to their career interest area.

The second annual Articulation Day was held for teachers from area high schools interested in developing articulation agreements with GCCC.

Early Childhood Education Center of Excellence: Plans of study were written to facilitate seamless transition from secondary to post-secondary in Early Childhood. Service area high schools connected with GCCC to update articulation agreements that allow students to earn advanced placement or concurrent credit for their high school coursework. Plans of study will be developed for all centers of excellence programs. *GCCC Enrollment:* Of the 23 GCHS students enrolled, 4 chose to earn concurrent credit for successful completion of the coursework.

Health Science Center of Excellence: CLS Coordinator worked with USD 457 staff and the Health Science Advisory Committee to develop the Health Science Career Cluster Application spring of 2009. Several GCCC courses are included in the Health Science Career Cluster at GCHS. Medical Terminology on the GCHS schedule continued fall semester 2009. GCHS students completing First Responder during the 2008-09 school year were given the option to enroll in the EMT-B Bridge class summer and fall of 2009. First Responder will be offered again spring of 2010 for GCHS students. Demand for CNA for GCHS students increased significantly. The course format was changed to increase the number of students each semester able to participate from 10 to 20. HHA was dropped and plans are to add CMA for the 2010-11 school year. *GCCC Enrollment:* 20 students enrolled in and successfully completed the CNA and Home Health Aide courses during the 2008-09 school year. 19 students completed First Responder and 29 students completed medical terminology. A plan of study was finalized between GCHS and the GCCC Nursing Program.

Work Preparedness Ends Report – Fall 2009

Industrial Technology Center of Excellence: Tyson established a training partnership with GCCC. Company specific certificate curriculum is being utilized that has been approved by KBOR. Workforce Investment Act funds support this effort This program was promoted to graduating seniors at GCHS. One GCHS 2009 graduate was selected and is doing very well in the program. Parents as well as students don't understand the opportunities in industrial technology and as a result the number of high school students remains low despite multiple efforts to recruit from current high school students. Due to the difficult economic situation and cuts to USD funding by the state the district decided they could no longer justify paying half the instructor's salary. With the Tyson program beginning May 2009 and boiler seminars we hope to compensate for that salary shortfall. We have continued with Electricity I & II as an option for GCHS students and three students are enrolled fall semester. Two grants and a partnership with Palmer Manufacturing established a full-time GCCC Welding program on campus. *GCCC Enrollment:* 22 students successfully completed GCCC Electricity and Industrial Maintenance ; 80 students successfully completed Welding coursework.

Automotive Technology Center of Excellence: GCCC Enrollment: 16 high school students enrolled in fall 2008 automotive classes with a 56% retention rate through the spring semester; 20 post secondary students enrolled in fall 2008 with an 80% retention rate through the spring semester. Students can achieve the Maintenance and Light Repair (MLR) certificate after completion of Brakes, Suspension/Steering, HVAC, and Electricity/Electronics; they may also exit the program with a Certificate of Completion after successful completion of all technical program coursework; and can earn an AAS degree. Local industry continues to hire students prior to their completion of the program. Schedule changes at GCHS have made it difficult to maintain the number of high school students enrolled. Due to the difficult funding challenges the school district was facing they decided not to continue funding half the instructors' salaries. As a result of the discussions related to GCHS students and the Auto Tech Center Of Excellence, GCCC added a Small Gas Engines class for GCHS students in addition to the Engine Repair class for GCHS students.

Criminal Justice Center Of Excellence: GCHS continues to offer a sequence of courses that articulate with the GCCC program. Four GCHS students matriculated to GCCC's Criminal Investigations spring 2009. The GCCC faculty work with the GCHS faculty to continually improve the seamless transition from the GCHS program to the GCCC program. KSDE is making changes as a result of moving to the Law and Public Safety Career Cluster and KBOR curriculum alignment is beginning in this area. Faculty and the coordinator are working to influence the curriculum discussions with both KSDE and KBOR to be sure this seamless transition continues. HHS enrolled 12 students in Introduction to Criminal Justice as a concurrent credit class beginning fall of 2008. Three of these students took the class for GCCC credit.

Information Technology Center of Excellence: This program faces significant challenges with enrollment with the changing trends of the industry. Faculty members developed a series of certificate programs in four areas: Info Tech Support (networking), Computer Information Systems (programming) and Web Development after working with industry to identify the skill sets needed for successful employment. The coordinator worked with HHS and GCHS to explore concurrent credit for the A+ (computer hardware and software class) but the school districts were not able to identify a teacher willing to get the certification. 13 postsecondary students and one secondary student successfully completed IT Essentials (A+); 11 postsecondary students completed Microsoft networking coursework; 19(fall) and 16 (spring)completed programming coursework and 13 (fall) and 8 (spring) completed web design coursework.

2007-08 Program Graduates

Program	Certificate	AAS Degree	AS Degree	AGS Degree
Automotive Technology	3	0	0	0
Agri-business/Agronomy	N/A	1	5	0
Animal Science	N/A	2	4	0
Criminal Justice	N/A	4	8	0
Fire Science	N/A	7	0	0
Paramedic	N/A	5	0	0
Ag Technology	N/A	6	N/A	0
Cosmetology	22	0	0	0
Practical Nursing	32	N/A	N/A	N/A
Associate Degree Nursing	N/A	16	4	0
Office Technology	0	1	0	0
Business Administration			5	1
Marketing/Management, Business Management	0	0	5	1
Computer Science	N/A	1	5	0
Business Systems Networking & Telecommunications	0	0	0	0
Welding	0	0	N/A	0
Industrial Maintenance Technology	0	2	0	0
Total	57	45	36	2

Work preparedness/Workforce Development Grant Resources Total -- $ 830,891

GCCC technical programs focus on connecting theory and its real world application in state-of-the-art labs. Grant funds have played an important role in the college's ability to provide education and training that aligns with industry practices.

Grant funds awarded to GCCC during 2008-2009 include:

Grant	Purpose	Activity	Amount
Carl Perkins Program Improvement	Improve technical programs	Equipment $76,414 (Automotive, CJ, EMST, Fire, Animal Science, IT, Nursing, Cosmetology, Industrial Maintenance, Management/Marketing, Welding) Professional Development: $32,762(State and National Conferences, State Meetings, Skills Certifications, Specific Skills Training) Instructional Materials: $14,555 (Welding, Industrial Technology, Fire, Nursing, Automotive, Cosmetology, CJ, Agriculture, John Deere) Curriculum Development 1800 (Nursing) Transition of ABE : $23,150 Alternate delivery of instruction $3600 (Industrial maintenance, Nursing) Administration/support services: $8,015	$160,296
Workforce Solutions	Expand ammonia and boiler program	Equipment $32,926; Curriculum development $10,975; Consultant $9,875; Staff	$54,571

	certifications	development $ 795.00	
IMPACT	Provide welding and software training to the Palmer Manufacturing workforce	Welding Equipment: $100,000 (2007-08) Training to Palmer employees over 3 year period: $96,541	$28,547 (07-08) $96,541 (over three years)
Innovative Technology	Prepare Animal Meat Science majors for careers in the Animal/Meat Science industry	Purchase equipment and supplies to establish a bioscience technology laboratory	$12,555
Title V Hispanic Serving Institutions	Increase capacity in Nursing and Initiate New Allied Health programs (PTA and RT)	Funds cover salaries, science lab renovation, Penka skills lab addition, instructional equipment and supplies for health related science courses, Nursing, Physical Therapy Assistant and Respiratory Therapy	$574,922 (Oct. 2008-Sept. 30, 2009) $2,874,543 over 5 years

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

Adult Learning Center
     ALC students abide by a strict attendance policy. Their classes are rigorous and require discipline and focus. Students' classes involve much collaboration between peers and instructors.

Technical Education
     Work Ethic: All programs emphasize the importance of attendance, staying on task, and professional behavior during lecture and lab and community service activities.

     Discipline: Following a professional code of ethics is emphasized in several programs including Automotive, Fire Science, EMST, CJ, Cosmetology, John Deere, and Nursing. In addition, safety training is an essential part of every technical program curriculum.

     Collaborative Skills: Competitive teams, Career and Technical Education student organizations, and small group hands-on activities all provide students an opportunity to learn and practice leadership, teaming and communication skills.

     The technical programs have developed behavioral expectations for their specific area for the students to follow when they enter the practical experience portion of their education. This guide coupled with mentorship from faculty and industry partners assists the student in gaining positive work ethic, discipline and collaborative skills.

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

Adult Learning Center
     ALC's GED students are prepared to enter postsecondary education. Students increase their reading, writing, math and critical thinking skills. These are the same sets of knowledge and skill necessary to improve their occupational situation.
     ALC's ESL students are introduced to several career opportunities through their studies. In addition to learning English they are taught the Western Civilization culture. Students find employment retention and advancement much easier because of their increased language and cultural skills.

Project Destiny
- Jorge Veleta, a graduate from the Lakin site, was able to obtain a better job through a local feedlot when the ranch he used to work in Kendall laid him off. Veleta's story was portrayed in the *Garden City Telegram* on March 13, 2009. His story also was shared at the National HEP Conference in Washington, D.C., last spring.
- Miguel Rodriguez, who obtained the highest scores in the Spanish GED Official Exams in Kansas in 2006, is now part of the management team at a local packing plant.
- Two graduates from Johnson (Stanton County) who participated in the Ulysses site were able to advance in their jobs upon graduating with their GED diploma.
- In Scott City, one of the program's graduates was promoted to management after earning his GED.

Technical Education

Follow Up Reports: Employer and graduate surveys are collected on an annual basis. In these follow up reports, employers of GCCC graduates have scored GCCC students as performing Good and Very Good. Comments indicate that students have the knowledge, skills, attitudes and abilities to perform their responsibilities. In this same report, students have scored their education as Good and Very Good in preparing them for employment. This information is utilized to identify areas that need improvement.

Core Indicators of Performance: Technical program performance is measured annually against six standards. Performance scores are reported in a Core Indicators of Performance report. The state benchmarks are negotiated with the federal agency that has oversight of the Carl Perkins grant funds.

The Kansas Board of Regents institutional research staff is continuing to refine the data collection process to facilitate statewide reporting of workforce development across its Career and Technical Education system. GCCC is aligning the data collected with the data collected by Kansas Higher Education Data System (KHEDS). Once data systems are aligned, the core indicator report will more closely reflect actual performance of GCCC technical program outcomes.

GCCC faculty and staff have identified strategies to ensure accuracy of the student data in Datatel and to more successfully collect information on its program graduates. Several programs have developed additional "exit" points for students who do not wish to achieve an AAS degree. Programs that have certificates and degree options at this time include: Automotive, EMST, Fire Science, Welding, Industrial Maintenance Technology, Cosmetology, Nursing, Office Technology, Information Technology, and Management/Marketing. The challenge is to improve promotion of these short-term programs that "exit" students directly into the workforce. Programs that are currently developing certificates include Criminal Justice, Agriculture/Agribusiness, and Animal/Meat Science. Agriculture and Agribusiness certificates are awaiting approval by KBOR. The Business and Information Systems department have been working with industry partners to develop programs.

College will be given three years to meet the state standard in all areas or risk losing Perkins funding. The table below indicates only one area needing improvement. Strategies to improve the participation of students who are under-represented by their gender in careers included the

career fair held Spring 2009. The programs highlighted potential careers for women in auto, welding and criminal justice as well as men in nursing.

Core Indicators of Performance Report based on 2006-2007 Data*

	Skill Attainment	Credential/ Certificate/ Diploma Achievement	Retention/ Transfer	Student Placement	Non-traditional Placement (Gender Equity)	Non-traditional Graduation
State Standard	65%	54%	52%	75%	10%	14%
GCCC Performance	97.53%	71.08%	63.56%	76.6%	26.41%	6.32%
Definition Of Criteria	Graduates must demonstrate mastery of summative program knowledge and skills.	% of students enrolled in a program who earn a credential certificate or degree (based on the total number of students enrolled during a 2-year period)	Students who achieved "concentrator status" (12 credit hours within a program) and were enrolled or transferred to another PS institution in the fall of the next year	Graduates must remain employed six months after grad-uating from the program or continue their education or enter the military	Students enrolled in programs underrepresented by their gender (girls in auto; guys in cosmet-ology, etc.	Graduates of programs under-represented by their gender

*Historic data trends are not available due to the change in performance criteria. Historic data will be provided as 2007-08, 2009-10, etc. comparison data is collected and analyzed.

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.**

<u>*Personal Enrichment*</u>

- Personal enrichment courses were evaluated after each class. The evaluations are optional and ask a range of questions including instructor preparedness, overall satisfaction of the course, and how they heard about the class. There was a 76% return on the evaluations with 98.4% of those reporting satisfaction with the class taken.
- Participants were asked how they heard about classes and the top three responses were from the mailed out brochure, the *Garden City Telegram* and from a friend or co-worker.
- The most popular classes from previous semesters experienced near record-breaking enrollments in Spring 2009. "Selling on eBay" had 15 enrolled; and "Cake Decorating I" was offered twice with enrollment totaling 17. A "Wine & Shopping" tour to Salina and Lindsborg was conducted with 13 enrollments.
- An online survey of past personal enrichment students was done with 57 responding. This research will be used to develop future programming.

Benchmark	LERN Standard	CECS 2007-08	CECS 2008-09
Promotion Costs	10-15%	45.27%	74.07%
Production Costs	Less than 50%	36.90%	57.88%
Operating Margin	40-50%	17.84%	-31.95%
Average Participants	15-20	8	8
New Programs	20%	49%	29%
Repeat Rate	50-70%	20%	12%
Cancellation Rate Overall	15-20%	30.90%	65.50%
Percentage of Money Refunded	Less than 3%		
Brochure: Participant Ratio	Less than 100:1	63:1	116:1

<u>*Kids' College*</u>
- Using practices recommended by the national organization Learning Resources Network (LERN), a special discount was given to "best customers" for Kids' College in an effort to increase enrollments. A 10% discount and a free t-shirt were two incentives given to best customers who signed up for five or more classes and for those who took advantage of early enrollment.
- Because of low enrollment in previous years, the sixth through eighth grade section of Kids' College was discontinued and a Kinder-prep section was added.
- For the first time ever, Kids' College was evaluated by individual courses instead of as a program as a whole. Students and their parents reported 100% satisfaction with the

classes. Parents mentioned the cost of Kids' College as being too high to send their child for an entire week.

- Two summer classes experienced record-breaking enrollment numbers. "Oceans of Fun" had 17 kids enrolled in one section and "Electric LEGO Train" had 14 kids enrolled. Both of these classes are repeats from the previous summer. This is a 142% increase for "Oceans of Fun" and a 100% increase for "Electric LEGO Train" from the previous summer.

Benchmark	LERN Standard	KC07	KC08	KC09
Promotion Costs	10-15%	32.79%	16.48%	33.42%
Production Costs	Less than 50%	74.88%	99.00%	70.00%
Operating Margin	40-50%	-7.67%	-15.48%	-0.53%
Average Participants	15-20	4	7	8
New Programs	20%	28%	18%	45%*
Cancellation Rate Overall	15-20%	65.00%	60.00%	81.00%
Percentage of Money Refunded	Less than 3%			
Brochure: Participant Ratio	Less than 100:1	104:1	43:1	63:1

	KC07		KC08		KC09	
Income	$9,476.00		$15,567.75		$7,582.50	
Promotional Costs	$3,107.22	32.79%	$2,565.99	16.48%	$2,533.92	33.42%
Production Costs	$7,095.56	74.88%	$15,411.96	99.00%	$5,089.06	67.12%
Direct Costs	$10,202.78	107.67%	$17,977.95	115.48%	$7,622.98	100.53%
Operating Margin	-$726.78	-7.67%	-$2,410.20	-15.48%	-$40.48	-0.53%

Finney County Young Professionals
- FCYP hosted a strategic planning session to set the vision for the future as well as to get input for more activities. From that planning session a "Monthly Mingle" schedule came together as well as a membership drive.
- FCYP held a membership drive in September and added 12 members.
- FCYP implemented monthly dues to help the organization pay for more activities.

ETS
- Sixteen rising freshmen and four rising seniors completed activities at the Cosmosphere, Exploration Place, Eisenhower Museum, the Kansas State Capitol and Rolling Hills Park. They also rode a train, met the governor, and visited all of the Kansas Regent's schools. This was made possible through a grant from the Kansas Board of Regent's Center in partnership with GCCC and ETS.

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

Personal Enrichment
- Community Services staff attends Community Services Council meetings to promote all programs in CECS department and to see what CECS can provide to meet the needs of those served by the Community Services Council.

- Community Services partnered with GC Rec, Finney County K-State Research and Extension, and United Methodist Mexican-American Ministries Diabetes Control Project to offer Corporate Meltdown. Fifty-two teams—260 people—participated and lost a total of 1,179 pounds, bringing the 10-year total to 7,060 pounds. Participants were able to utilize Super Circuit on the GCCC campus.
- Community Services had its mailing list analyzed by LERN to identify the main audience served by GCCC's personal enrichment programs. Females in the Baby Boomer and Gen Y segments are the largest demographic served.

Kids' College
- 15,400 Summer Fun 2009 catalogs were distributed to USD 363, USD 457, area businesses, Holcomb Rec, GC Rec, GC YMCA and churches throughout the Finney County Area in mid-April to give parents more time to plan for summer activities.

Finney County Young Professionals
- Using information gathered during- strategic planning, FCYP organized events that would not only include Young Professionals who are single, but also Young Professionals who have families.
- Monthly Mingles are held the first Thursday of each month at different locations in Finney County. This is to encourage networking and relaxation in a comfortable, no-pressure environment.
- FCYP partnered with GC Rec to offer a game night at the rec for Young Professionals and families.
- FCYP partnered with the Salvation Army to ring bells to raise money for the Salvation Army.
- FCYP partnered with Samy's Spirit's & Steakhouse and Medina Promotions & Kansas Best DJs to host a night of karaoke and desserts for the attendees of the Kansas Adult Educators Association state conference which was held in Garden City.

ETS
- ETS offers a community service project at least once a month. ETS students and staff have volunteered at the following:
  - Boo at the Zoo
  - Winter Carnival
  - YMCA Fun Night
  - Victor Ornelas/Parent Teacher Conferences: 11 ETS Students interpreted for parents during special activities that demonstrated activities to do with kindergarteners to advance language skills.
  - Victor Ornelas Literature Night: Six ETS students interpreted and helped demonstrate activities for parents
  - GCCC Endowment Auction
  - May Baskets were delivered to nursing home residents on May Day.
  - Mosaic Marathon
  - Finney County Library: 16 ETS students volunteered at the library during June and July
  - National Night Out: 19 ETS students participated in set up, clean up and helping
  - Back to School Bash: 14 ETS students participated in preparing 200 sling bags with school supplies and passing them out at enrollment.

- Three parent meetings were held this year to share information about the importance of completing the rigorous curriculum, financial aid and academic success.
- As of Aug. 25, 2009, ETS graduates have received more than $400,000 in scholarships. This is 44% more than was received last year during the same time period. This addresses the need for postsecondary education access for the low-income/first-generation students in our community.
- ETS offers two waivers per student to take the ACT test at no cost.

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. Staff meets regularly with Finney County Economic Development, Downtown Vision, Chamber of Commerce and many businesses and individuals each month to create and implement a targeted training schedule and business-specific contract trainings. Programs include continuing education units for the industries of insurance, plumbing, HVAC, and electricity; short-term computer software courses; supervisory and leadership; career skills development; Spanish for the workplace; and safety programs. Online non-credit courses and continuing education units recently have been expanded to more than 300 offerings.

Other activities:
- Provided leadership series training to 84 Tyson supervisors via partial funding through the WIA "Incumbent Worker Program"
- Partnered with the Adult Learning Center to plan and coordinate the Kansas Adult Educators Association state conference in February 2009.
- Initiated a Business & Industry Advisory Board and followed up with a customer survey.
- Managed USD 457 Challenge Course contract.
- Partnered with GCCC Public Safety division to host two workshops on the "Art of Reading People."
- Partnered with GCCC and Dr. Ballantyne to provide two "Spanish for the Workplace" sessions for GCCC employees.

B&I TOTALS	FY 2007	FY 2008	FY 2009	Change FY08-FY09
Enrollments	1,230	1,976	2,294	16%
Businesses Served	153	181	308	70%
Classes Offered	90	111	139	25%
Cancellation Rate	21.75%	19.25%	16%	-
Satisfaction Rate	98%	98%	95%	-
Income	$56,889	$56,722	$65,015	15%
Contract Training Sessions	9	13	29	123%
Online course revenues	n/a	n/a	$1,114.87	-
Online courses taken	n/a	n/a	48	-

B&I Benchmarks	National	FY 2008	FY 2009

Workforce Development Ends Report – Fall 2009

	Standard		
Promotion Costs	10-15%	6%	4%
Production Costs	Less than 50%	51%	46%
Operating Margin	40-50%	49%	50%
Average Participants	15-20	18	20
New Programs	20%	7%	12%
Repeat Rate	50-70%	49%	42%
Cancellation Rate	15-20%	17%	16%
% of Money Refunded	Less than 3%	n/a	1%
Brochure: Participant Ratio	Less than 100:1	8:1	11:1
Average Class Fee	n/a	$27.14	$28.34

Technical Education

Automation
Seminars are designed for incumbent worker who operate, maintain, and integrate automation equipment and control systems in the processing and manufacturing industry.

Course	# of students
Basic PLC5/SLC500 Programming	4
Advanced PLC5/SLC500 Programming	5
Basic Electrical Motor controls	19
Advanced Electrical Motor Controls	15
AC Variable Freq Dr	14
Total	**57**

Ammonia Refrigeration
Seminars are designed for incumbent workers who operate industrial refrigeration systems.

Course	# of students
Ammonia Refrigeration Operator I	226
Ammonia Refrigeration Operator II	84
Ammonia Refrigeration Technician I	41
Boiler	5
PSM/RMP	33
Total	**389**

Welding
Welding has several short term certifications that provide training for industry.

Course	# of students
Various welding certificates (Shielded Metal Arc, Gas metal Arc, Gas tungsten Arc etc.)	7
First year welding students continuing into second year AAS	5 (100%)

Workforce Development Ends Report – Fall 2009

<u>Allied Health</u>

These short term courses prepared students for employment in hospitals, nursing homes, and clinics. The CNA course is a pre-requisite for the nursing programs.

Course	# Students	Pass Rate
Certified Nurse Aide	104	93%
Certified Medication Aide	33	97%
Home Health Aide	20	90%
Certified Nurse Aide Online*	6	100%
Total	163	

*New delivery option for C.N.A.

<u>Emergency Medical Technician</u>

This short term course provides training for entry level emergency response teams.

Course	# Students
EMT-Basic	13

<u>Fire Science</u>

These courses prepare students for employment in local fire departments as well as leads to and AAS degree in Fire Science.

Course	# Students	Pass Rate
Firefighter I	10	100%
Firefighter II	12	85%
Hazardous Material Awareness	11	98%
Technical Rescue I	10	100%
Technical Rescue II	8	100%
Fire Instructor	8	100%
Fire Investigation	6	100%
Building Construction (as related to fire service)	10	100%
Total	75	

Dr. Ballantyne,
Thank you so much for letting us
be a part of GCCC's homecoming.
The candy/goodie bags were
a great perk to the night.
Future Busters —

Baylee

Hutcheson

KEATON Lucas

Tara-

Thank you so much for helping us plan
the SW Regional Pre-Summit. I think that
it was a huge success. The information that
we gathered will be invaluable as we develop
our statewide action plan. I look forward to
working with you again in the future! Jenie Nove
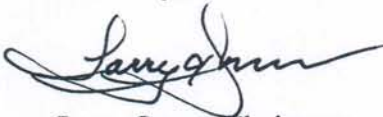
FINNEY *ks*
COUNTY

October 19, 2009

Jennifer Edwards
Physical Plant, GCCC
801 Campus Drive
Garden City, Kansas 67846

Dear Ms. Edwards:

This letter is to express our appreciation for the assistance you provided to Finney County while hosting the annual meeting of the Kansas Legislative Policy Group on October 2. The willingness of Garden City Community College to make buses available is very much appreciated and your assistance in scheduling the shuttle service during the KLPG meeting was very helpful. Thank you for helping us out.
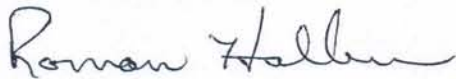
Sincerely,

Larry Jones, Chairman

Cliff Mayo, Commissioner

Roman Halbur, Commissioner

Dave Jones, Commissioner

Don Doll, Commissioner

From: Carol Ballantyne
Sent: Thursday, October 29, 2009 12:49 PM
To: Debbie Atkinson
Subject: for ownership linkage

From: Jill Durst [mailto:jdurst@gpcu.org]
Sent: Thursday, October 29, 2009 11:39 AM
To: Diana Machotka
Subject: kid college - in action

Diana

I just got your monkey survey email and it reminded me I needed to tell me you a story...........We had Lane's birthday party a couple weekends ago. We got done bowling early and had some extra time, I was freaking out with 10 boys and nothing to do. Logan and Lane knew right what to do. They had the group outside playing all these cool games. After the party I said were did you learn all that? They both said "Kid College". I just thought that was so cool seeing what they learned put into action!

Thanks for all your hard work on the Kid College program!

Jill Durst
Human Resources Manager
Golden Plains Credit Union
1714 East Kansas Avenue
Garden City, KS 67846
(620) 275-2151 Ext. #265

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: **November 2, 2009**

RE: **Sole source financial policy for GCCC Policy Governance**

Each month we struggle with purchase orders that by necessity must go to single source venders, without competitive bidding, so that we can maintain consistency in such things as product re-orders, uniform styles and colors, and compatibility with existing equipment already in use. Examples of such items range from computer hardware or software(many must be compatible with datatel) to athletic uniforms and gear. Our present Policy Governance document, which serves as a guideline for our auditors, calls for us to seek bids on every qualifying purchase above a certain dollar level,however it is sometimes much faster and often more efficient to make these purchases through recognized, reputable local vendors. Potential bidders on team products, for instance, often work with suggested prices that incorporate markups of 50 percent, while most of our athletic goods are provided locally at reasonable costs by RT Sporting Goods. See attached list of R T Sporting Goods Team distributorship of our normal purchases.

I propose that we adjust our policy to make it possible to complete these kinds of purchases by periodically checking prices of our vendors against those of other distributors, rather than seeking bids. We would provide a list to the Board annually of the items and brands purchased, as well as the local vendors providing them. The following are examples of policy governance statements that would allow us to retain strong oversight, complete these necessary purchases and ensure that GCCC receives maximum value for our money.

Example 1:   Fail to identify and evaluate non-bid costs on an annual basis from sole or single-source vendors of computer hardware and software, instructional equipment, athletic equipment and uniforms to ensure that prices are fair and offer a good value.

Example 2:   Fail to identify and evaluate non-bid costs on an annual basis from sole or single-source vendors, *or suppliers of multi-year purchases,* providing computer hardware and software, instructional equipment, athletic equipment and uniforms to ensure that prices are fair and offer a good value.

Example 3:   Fail to identify and evaluate non-bid costs on an annual basis from sole or single-source vendors, *or suppliers of multi-year purchases*, providing computer hardware and software, instructional equipment, athletic equipment and uniforms to ensure that prices are fair, offer a good value *and include consideration of local suppliers.*

Athletic Equipment and Uniforms
Previous 4 Years ('06,'07,'08,'09)

SPORT	COMPANY

FOOTBALL:
- Uniform and clothing items   Russell Athletic Equipment*
- Helmets, pad*   Schutt Mfg*
- Footballs, shoes, misc   Rawlings*, Nike, Adams*, etc

MEN'S AND WOMEN'S BASKETBALL:
- Uniforms and clothing items   Russell Athletic Equipment*
- Shoes   Nike

BASEBALL AND SOFTBALL:
- Baseballs, softballs   Diamond, Rawlings*, Dudley
- Uniforms and clothing items   Russell*
- Equipment   Eastern, Louisville, Nike

CROSS COUNTRY:
- Uniforms and clothing items   Russell*

VOLLEYBALL:
- Uniforms and clothing items   Russell*
- Balls and Equipment   Tachikara*, Asics Tiger*

MEN'S AND WOMEN'S SOCCER:
- Uniforms and clothing item   Joma –may change to Russell
- Misc, and equipment

*R.T.'s is single source - **Team** Dealer.

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: **November 2, 2009**

The college is eligible to receive money from the federal American Recovery and Reinvestment Act (ARRA) for 2009. The money will be distributed through the Kansas Board of Regents according to the state funding formula. GCCC is to receive $34,027 for 2009 and $141,780 for 2010. The money designated for 2009 must be used for deferred maintenance. Money designated for 2010 can be used for tuition mitigation or deferred maintenance. There may be additional money for 2011, but this has not yet been determined.

Due to the uncertainty and complexity of potential federal reporting, GCCC proposes to use ARRA money for deferred maintenance in the Academic Building. The project will include installing a new ADA compliant unisex restroom, air lock entryways at all entrances, remodeling the lecture hall and remodeling existing space for the Finnup Lab.

The Act requires formal Board approval for deferred maintenance projects eligible for ARRA funds. The recommendation is that the Board approve the remodeling the Academic Building at the November 2009 meeting. This would be general approval of the project required by ARRA. Individual bid packages will be presented to the Board for approval as the project continues.

ARRA further requires that funds be expended as soon as possible. The plan is to complete Phase I which includes the ADA restroom and the 3 entryways during the Christmas break. Phase II would be the lecture hall and Finnup Lab remodel which would occur during summer 2010. Attached is a floor plan of the Academic Building which includes the new ADA restroom and the new entryways.

Because it is necessary to have some of the work done prior to the end of the calendar year, we need to move quickly. Stewart Nelson is currently preparing specifications and a bid package for Phase I. The construction bids for the first phase of this project will be released November 3 with a pre-bid meeting on November 6. Bids are due November 11 prior to the Board meeting. Bids will be reviewed and a recommendation will be presented to the Board for approval during the November meeting. It is necessary for the contractor to be selected as soon as possible so that materials can be ordered and the work scheduled to begin December 18, the first day of Christmas break.

CLASSSROOM 1214
CLASSSROOM 1212
CLASSSROOM 1210
CLASSSROOM 1208
CLASSSROOM 1206
CLASSSROOM 1204
CLASSSROOM 1202

VESTIBULE 1201

CORRIDOR 1200

CORRIDOR 1200

JANITOR 1207

SEE ENLARGED FLOOR PLAN (SHEET A2.1)

STOR.

SECRETARY

OFFICE

STORAGE

STORAGE 1209

OFFICE 1040
OFFICE 1030
OFFICE 1020
OFFICE 1010

STORAGE

OFFICE

OFFICE

ADA TOILET 1205

OFFICE 1050

COPY

OFFICE

OFFICE

STORAGE

CLASSSROOM 1201

MEN

STOR.

OFFICE 1060

TLT.

WORK ROOM

SECRETARY 1000

OFFICE

STORAGE

OFFICE

WOMEN

VESTIBULE 1001

STOR.

OFFICE 1070
OFFICE 1080
OFFICE 1090
OFFICE 1095

CORRIDOR 1100

CORRIDOR 1100

VESTIBULE 1101

OFFICE 1107

OFFICE 1117

CLASSSROOM 1111

CLASSSROOM 1109

ITV CLASSROOM 1105

COMPUTER LAB 1103

TESTING 1113

COMPUTER LAB 1101

REMODELED FLOOR PLAN
SCALE: 1/8" = 1'-0"

**Academics Building
Garden City Community College**

The **GCCC Meats Team finished as Reserve Champions (2[nd]) at the American Royal Meats Contest.** The team did several things very well including being 1[st] in Lamb Judging (for the 4[th] time in 5 contests), 2[nd] in Beef Grading, Total Beef, 3[rd] in Questions and Placings. We had a rough day, compared to the official committee, on Beef and Pork Judging. I disagree with some of the placings, cuts and questions that were asked by the committee for beef and pork classes so Clint is very proud that the team placed classes and answered questions they way I taught them to do. That makes 3 wins for GCCC this year and 2 second place finishes and we have not been defeated by a Kansas Community College yet this year!

Cole Crawford (Holcomb), scored 944 points and being 2[nd] high individual overall), 1[st] in Beef Grading, 1[st] in Lamb Judging, 1[st] in Total Beef, 3[rd] in Questions (tie for 2[nd]), 5[th] in Placings, and 6[th] in Pork Judging. **Michael Evans** (Satanta) scored 923 points being 2[nd] high individual overall, 2[nd] in Beef Grading, 5[th] in Lamb Judging and 6[th] in Questions. **David Hueftle** (Eustis, NE) was 17[th] overall and 7[th] in Lamb Judging while **Randy Sheffield** (Farnam, NE) was 18[th] overall and 4[th] in Lamb Judging.

Alternates for GCCC placed in the following manner: Erin Adkisson (Farnam, NE) was 5[th] high alternate (886 points), JD Heitschmidt (Garden City) was 8[th] high alternate (878 pts), Daniel Hill (Satanta) was 10[th] high alternate overall (863 pts), Vanessa Wyatt (Pierceville) was 16[th] high alternate (804 pts), and Amanda White (Garden City) was 17[th] high alternate (794 pts).

TEL (Criminal Justice) Region III Conference and Competition was held in Columbia, MO on October 16-18, 2009. TEL lost the High Percentage Trophy and the Sweepstakes Trophy to Central Missouri State University. TEL faced tough competition based on the sheer numbers competing from CMSU. CMSU had approximately 45 competitors competing in all three categories (lower division, upper division and professional). There were approximately 11 other colleges and chapters at the 8 state conference. Most schools averaged 6-12 competitors.

GCCC's Criminal Justice Competition Team members winning Trophies and Categories included:

Firearms Lower Division Team: 2nd Place. Burke Garcia, Ryan Morales, Jerred Stritt 3rd Place. SaSha Uthe, Luis, Garcia, Blake Garcia
Firearms Prof Division Team: 2nd Place. David Rupp, Linda Morgan, Nathan Maas
Firearms Prof Division Individual: 3rd Place. Linda Morgan
Written Exams - Professional: 3rd ACJA Knowledge - Linda Morgan
2nd Crime Scene Invest Lower Division: Blake Garcia, Nallely Morales, Luis Garcia
Physical Agility:
Male - 36 YOA +: 2nd Place. David Rupp
Female - 36 YOA +: 1st Place. Linda Morgan

The Academic Excellence Challenge Teams had their first competition on Saturday, October 24, in Dodge. We had the Buster team consisting of John Fairbanks, Tim Cobb, Tim Herrmann, and Rachel Kreie and the Broncs team consisting of Kayelani Irvin, Alyssa Davis, Larissa Hall and Bryan Lunzmann. The Buster Team went undefeated, 5-0 taking first place easily outscoring

their opponents 1640 pts to 610 pt. The closest match for the Busters was the Broncs. The Broncs went 3-2 for the day getting beat by Pratt and the Busters. The students had a great day and represented GCCC superbly.

The **GCCC forensics team** had an excellent tournament last weekend; the team took earned a 3rrd place finish in overall team sweepstakes at the Al Johnson Invitational at Colorado College. Individual results are listed below:
    Janet Huerta: 6th place After Dinner Speaking, 4th Place Poetry Interpretation
    Joann Gonzalez: 7th place Duo Interpretation
    Erica Webb: 7th place Duo Interpretation
    Noemi Herrera: 1st Place Dramatic Interpretation

The **2009 GCCC Meats Team received Reserve National Champion ho**nors at the 2009 Cargill Meat Solutions High Plains Contest this past Sunday. Clint was disappointed with the contest but very proud of the team as they were, by winning the most contests, the best team in the country this year (never placing lower than 2^{nd} in any contest) and worked very hard and long hours. The team finished either 2^{nd} or 3^{rd} in every category at the High Plains Contest. Also, the 2009 team did not place behind another Kansas community college team the entire year!

Individually, **Cole Crawford** (Holcomb) led the team scoring 931 points, being 6^{th} high individual overall and 5^{th} in Total Beef, 6^{th} in Placings, 6^{th} in Lamb Judging, and 7^{th} in Beef Judging. **Randy Sheffield** (Farnam, NE) scored 920 points placing him 10^{th} overall while being 4^{th} in Beef Grading, 5^{th} in Placings and 8^{th} in Total Beef. **Michael Evans** (Satanta) was 12^{th} overall scoring 915 points being 8^{th} in Placings. **David Hueftle** (Eustis, NE) was 13^{th} overall scoring 906 points being 3^{rd} in Beef Judging (tied for 5^{th} highest score all time at GCCC) and 6^{th} in Questions.

Alternates also did very well, including **JD Heitschmidt** (Garden City) who was 2^{nd} high alternate scoring 910 points, **Erin Adkisson** (Farnam, NE) who was 3^{rd} high alternate scoring 902 points, **Amanda White** (Garden City) who was 7^{th} high alternate scoring 868 points, **Daniel Hill** (Satanta) who was 8^{th} high alternate scoring 866 points, and **Vanessa Wyatt** (Pierceville) who scored 752 points placing as 18^{th} high alternate.

This is the most judgers I have ever had at one contest scoring over 900 points. I am very proud of each of them. This is the final contest for all of these individuals except for Amanda White, who will join the 2010 Team during the spring semester.

ALL-AMERICAN SELECTIONS— This is a combination of GPA and judging performance during the year (2009). **Cole Crawford** and **Michael Evans** were selected as 2009 1^{st} Team All-Americans by the American Meat Science Association. **David Hueftle** was selected as a 2^{nd} Team All-American for 2009.
Randy Sheffield was also selected by his team-mates as the 2009 Rachel Hamilton Spirit & Motivation Award winner for his dedication and unwavering spirit for meat judging and the GCCC team.

Successful **Visiting artist** demo and lecture on the 23, 24 of October. Many in attendance were current and former high school teachers and area artists. These visiting artist Demonstrations are mutually beneficial for the Artists, GCCC and community as a whole.

Closing reception for Miriam Climenhaga on the 25th of October. The artist attended and was generally impressed with the Mercer Gallery and GCCC.

Approximately 85 **English as a Second Language** students received college ID cards the week of Oct. 19. There will be a small group of students who will get theirs the week of Oct. 26. The past couple of weeks the students have been taking the pre Civics and Technology tests. These tests allow the instructors to know what the students know and what the students still need classroom help with in these two subjects.

This month the **refugee program** has placed 16 refugees -- 11 males and 5 females -- at Tyson for employment. A **primary resettlement family** came to Garden City. The family was taken to apply for social security cards so the children could enroll in school   ``. GC refugee program normally serves secondary refugees.

Two additional refugees have completed the **ESL driver's education program** and are ready to test for licensure. One of the students who is ready to test is a single parent. By her earning her driver's license the family will be able to be independent and will not have to rely on the refugee staff. Right now the driver's education program has seven refugees on the waiting list.

Two GED staff members completed the **state's CASAS writing training**. This training qualifies personnel to score CASAS writing exams. This is a boost to the program as it allows writing tests to be scored in a timelier manner.

The current session began Oct. 5 and five students already have begun the process of taking their official GED tests. Approximately 10 more students are scheduled to begin within the next two weeks.

The **Migrant Family Literacy Program** purchased new playground equipment for the East Garden Village site. The MFL program is currently serving 50 children between East Garden Village and Buffalo Jones Elementary.

In partnership with the SER Corp., the ALC will be able to **hire a computer monitor** for the GCITC computer center located at EGV. This facility is now open from 1 p.m. to 7 p.m. Twelve **transition students** enrolled in the college skills class and completed their scholarship essays. As of October 2009 13 students completed the GED. Nine of those students are now enrolled in postsecondary education. There are eight students who are in PSE and working on their GED.

Twenty-nine students completed **WorkKeys testing.**

The ALC received a $37,172 award for the **Civics grant**. 45+ students started the CIVICS curriculum by taking the initial testing. Three students received one-on-one instruction by the immigration questioner to be prepared to their citizenship interview.

The Bryant Education Center provided an information booth at the **Scott County Wellness Fair**. Becky Upshaw, of the SWKS Regional Prevention Center, also provided information and handouts. More than 500 people attended the fair and 78 registered for the BEC door prizes. **USD#466** personnel have administered PSAT, ASVAB and PLAN tests for Scott City high school students, total 135 students and six administrators. **KPERS** held an all-day workshop with 12 attending plus three presenters, generating $30 in fees. **ACT** was given with 20 participants and two administrators. An adjunct American Government instructor has been approved, and both science and speech **adjunct instructors** are in the process of being approved. Director attended a **Cancer Awareness luncheon**, sponsored by Scott County Hospital. Monthly meetings for **Scott County Partners for Youth** and **Scott Community Foundation** met, totally 17 participants and generating $20 in fees. Director proctored tests for two students taking online classes.

Business & Industry Institute - Training Sessions

		Enrollments
Public Classes	8	63
Contract Sessions	1	15
TOTALS	**9**	**78**

Outreach- attended City's Diversity Breakfast, attended 2[nd] week of Leadership Chair Academy

Finney County Economic Development Partnership - No contract trainings resulted from this partnership, 1 business visit was reported

GCCC's Continuing Education and Community Services division now accepts **Garden City Area Chamber of Commerce gift certificates**. This will give employers and others an opportunity to give "education" as a Christmas bonus for the holiday season. On Oct. 21, GCCC hosted the Business & Industry Advisory Luncheon, and there were 11 attendees from the business and industry sector. The information gathered from the luncheon will be used for programming for the second quarter for B&I.

The Educational Talent Search program at Garden City Community College is pleased to recognize Noe Garcia-Mendoza, Ivan Moya, Juan Reyes, Rene Hernandez, and Omar Chavez who competed in the national 2009 TRIO Quest activities sponsored by the University of Washington. **These students won a Best of Contest for website design in Think Quest Trio with a website titled "Greenopolis**." Jessica Carrasco, Lynn Nguyen, Bianca Martinez and Michelle Hernandez made quarterfinals with their website "I'm Pregnant…..Now What?" Ivan Moya also won gold in Media Quest with his PSA titled "The Water War." Michelle Hernandez, Jessica Carrasco, Lynn Nguyen, and Noe Garcia-Mendoza made quarterfinals and semifinals with their media presentation on "Teen Pregnancy." Abe Hubert Middle School

students Salvador Castro and Edgar Zamarippa made quarterfinals with their PSA on "Video Game Addiction." Edgar Hernandez made quarterfinals and semifinals with his Trio Quest photo essay entry "Childhood Dreams." Cristy Figueroa and Heidy Acosta made quarterfinals with their photo essays – "Life can be a Struggle; Don't let Struggle be your Life" and "Reaching for the Light" respectively. More about these projects can be found at http://uwtrio.org .

Sixteen ETS students at Bernadine Sitts finished the Life Skills Class and 12 students at Charles Stones finished the Life Skills curriculum of about 15 sessions. Twenty ETS students did community service at Boo at the Zoo including set up, clean up and working activities. Three ETS students attended Girls in Engineering Day at Kansas State University. ETS students participated in community service activities at Parent-Teacher Conferences. ETS had a booth highlighting services offered and activities available.

In an effort to reduce the transmission of germs and influenza, **hand sanitizer dispensers** have been installed at all main entrances to campus buildings and in various high traffic areas across campus.

The Payroll Department conducted a survey to determine the level of satisfaction with the performance of the department.   A total of 148 staff and students responded to the survey.   The survey requested satisfaction ratings for numerous items including customer service, accuracy, and timeliness of responses. The **overall average rating of the department was 90.68%.** The survey included space for comments, most of which were supportive of Dallas Crist and her staff. There were several comments requesting that pay advices include documentation of sick and vacation leave. Dallas is currently working with the IT Department to have this information added to the pay advices.

Jeff Southern has stepped into the position of **Interim Director of IT.** He is doing a great job staying on top of the numerous IT requests and challenges. The IT staff have been very supportive of Jeff and are also taking on extra work in order that campus technology needs are met. Applications for the IT Director position are being accepted through November 6.

The Drama and Music departments will have completed by this weekend an item on this year's master plan, the production of a musical in order to get us off the rotation with the high school. This tremendous effort will engender goodwill, reduce the feeling of competition the high school has felt, create the probability of at least one musical being produced in Garden City each year (one by GCCC on odd years, one by GCHS on even years), and hopefully mean more cooperative recruiting efforts between their drama program and ours.

Clay Wright submitted eight vocal students to the ACDA (**American Choral Director's Association) Honor Choir.** These students were accepted and will perform with the ACDA Honor Choir in February at the Southwest ACDA Convention with 150 singers from two year colleges across the nation.

Presented a recruiting/performance tour with the **GCCC band and GCCC choirs** to local area high schools in Holcomb, Lakin, and Ulysses, Kansas on October 14[th], 2009.

Broncbuster Bookstore
Follett Higher Education Group

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

Virga West has served as our store manager for the past nine years. Virga has provided excellent service to our students, faculty and staff. Follet implemented a secret shopper program that evaluates the service of the bookstore staff. The most recent evaluations scored a 96.5% and 97.7%.

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

The college receives a 5% commission on gross sales. This past year, the college received a commission of $40,860. The Annual Review is included for Board review.

Garden City Community College
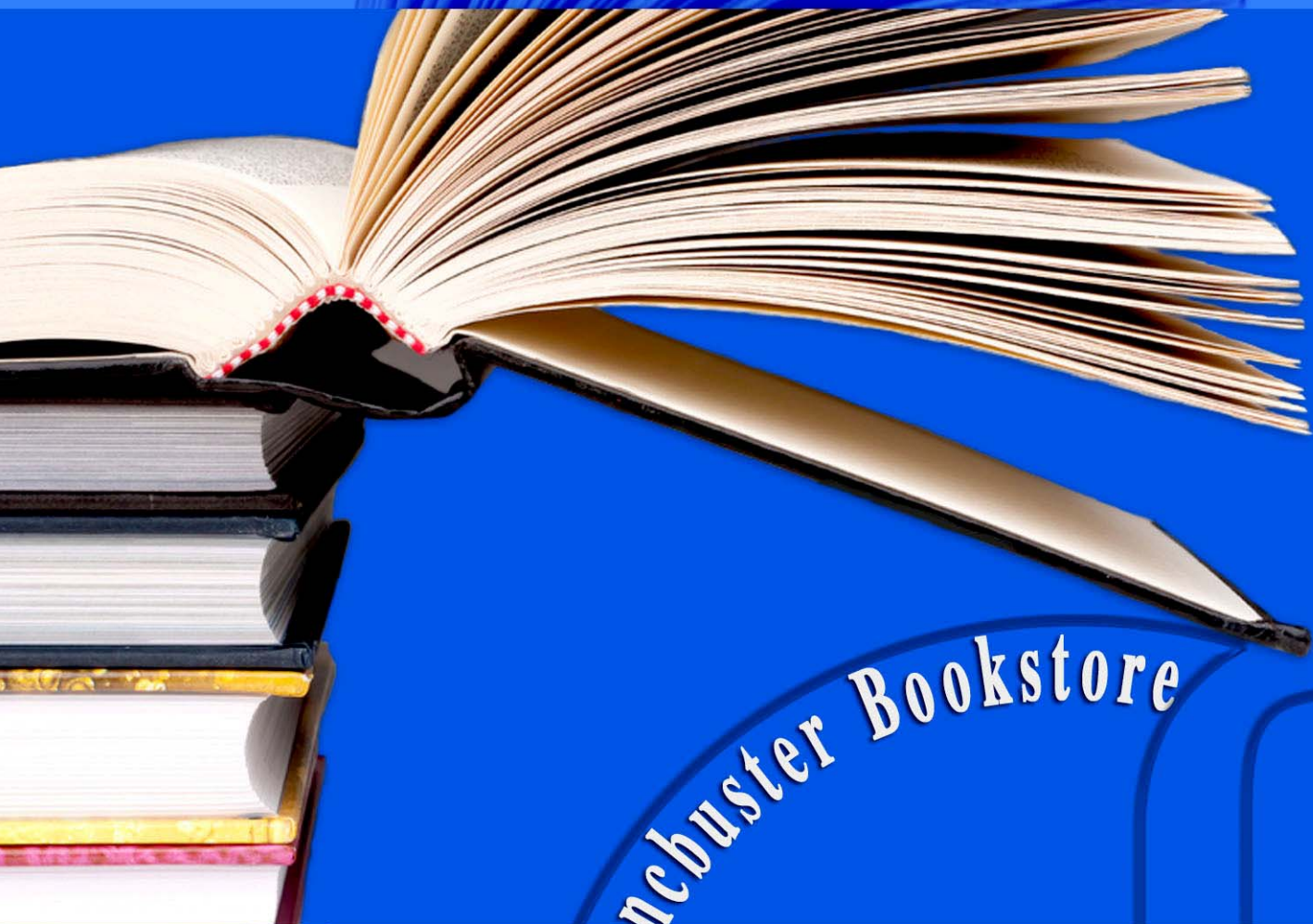
Bronchbuster Bookstore

Annual Program Review 2009

About Follett …

Starting in 1873 as a small bookstore in Wheaton, Illinois, Follett has grown into the largest educational bookseller in America. Follett continues to expand with sales approaching $1.5 billion. One aspect of our business remains the same: Follett Corporation is a family-owned operation. That's why we stress the family values of education, hard work and achievement.

With over 800 stores, we are the largest operator of college bookstores in North America. Stocking over 100,000 titles, we are the industry's largest wholesalers of used books to higher education. Follett pioneered selling textbooks online in 1995 and introduced *e*follett.com in 1999, which now serves more than 1,000 campuses nationwide.

Our vision is to help your bookstore succeed by sharing the knowledge that helped us succeed. As the most experienced operator of campus bookstores in the industry, we're more prepared than anyone to face the future. We have a history of developing innovations that offer convenience, service and flexibility to faculty, students, alumni and the campuses we serve. We're relying on 137 years of academic retailing experience to create a vision for what the next 137 years will bring.

Follett Values

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

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

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

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

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

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

The Broncbuster Bookstore is passionate about customer service. We're dedicated to bringing the highest standard to your school's community.

Your dedicated staff:
West, Virga
Johnson, Suzanne

As partners in higher education, we have a strong commitment to engraining ourselves into the campus and surrounding community. We're proud to support the following organizations, clubs and programs:
- Broncbuster Athletics Association
- SGA
- GCCC Endowment
- Corporate Meltdown

As the official bookstore retailer on campus, we're often approached for donations, sponsorships, partnerships, and other arrangements on campus. This is our chance to illustrate the bookstore being an active component of the community landscape. The bookstore has made donations to:
- GCCC Endowment - merchandise
- GCCC Admissions - merchandise
- GCCC Athletics - $600

We are proud of our secret shopper score of 97.47%.

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

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

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

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

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

January 2009	96.5%
January 2009	97.7%
September 2008	92.2%

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

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

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

BOOKSTORE ADVERTISING STANDARDS

clearance

25 % OFF
original prices

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

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

THIS ISN'T A LINE
IT'S A
MINGLING
OPPORTUNITY.

SEASONAL MARKETING PROGRAMS

Spring Buyback '08
• "Take It To The Bank"
• Graduation
• Summer Sales

Fall Back-to-School '08
• "Buy Used" - Save a Tree
• ebook Awareness

BE SURE TO DOT YOUR I'S.
AND WEAR OUR T'S.
Take it to the Bank

SUBSIDIZE
YOUR SUMMER
Take it to the Bank

USED
SAVES

Used Books are
Earth Friendly and
Save you Money!

SUSTAINABLE
STYLE

Quality classics you'll
use for years!

SUSTAIN YOURSELF
WITH SUSTAINABLE STUFF
Take it to the Bank

GIVE BACK
TO THE PLANET

GEAR FOR
EVERY OCCASION

CASH FOR
BOOKS

**January
Back-to-School '09**
• "The Other First 100 Days"
• Sustainability

THE OTHER FIRST 100 DAYS

Create a sound environmental policy.
BUY USED

ELL BOOKS
GET CASH
BUY GIFTS

CASH
FOR
BOOKS

RECYCLE YOUR BOO
The planet you save may be your

HAPPY ST. PATRICK'S DAY
SAVE GREEN. THINK GREEN.
NOW BE GREEN

THE OTHER FIRST 100 D
A government for the people, by the
WELL DRESSED F

December Buyback '08
• "Sell Books, Buy Gifts"
• Cash for Books
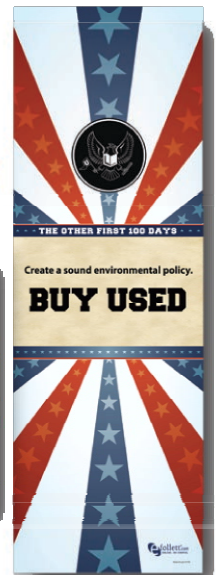
CUSTOMER EMAIL MARKETING

WELCOME
to the list

efollett.com is your
campus bookstore's
online store.

Now that you're on the list,
you'll know when you can get
used textbooks for the least
money and when to sell them
back for the most cash.

Every once in a while we'll also
send a special offer, a discount
or other important info you
need from the bookstore.

Click to customize your
customer profile now >>

as a thank you for signing up,
please use this

20% OFF

coupon on any leisure reading book
or school supply item*
next time you are in the store

click for a printer
friendly coupon

CASH FOR BOOKS

get the most back at finals!

click to
find out more!

THE WRONG FOOT
is no place to begin

start now!
click to shop textbooks

start off right
with the most used books & more

Email Marketing Blasts

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

NEW STUDENT ORIENTATION

WELCOME Your school
name here

THE BASICS

New Student Orientation Folders

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

CaféScribe and Digital Delivery

In the past five years Follett saved more than three million trees through the buying and selling of used textbooks. With the introduction of our new digital delivery technology, millions of trees will be saved in the coming years. More than a year ago Follett acquired the most sought after digital reader in the market, MyScribe. MyScribe is unique because it incorporates a social networking solution, CaféScribe, which allows students the option to invite their peers, from their class, their campus, and other campuses, into virtual study groups. The combined power of MyScribe and CaféScribe has the potential to revolutionize classroom interaction and the overall use of textbooks in digital formats. Students can browse and download a growing number of their texts in the MyScribe reader after purchasing access at the campus store. Students now have three choices at their campus store: new, used, and digital.

CaféScribe has value to the students we serve:
- Digital delivery is more affordable - typically 50% less than the new book price
- Seamless functionality that helps students become more efficient and effective learners

CaféScribe has value to the faculty:
- Textbooks can be personalized to better meet course needs
- Functionality can be maximized for better faculty/student interaction

CaféScribe has value to your institution:
- Available to everyone on campus with no license fees
- Supports other campus technologies: Blackboard, Angel, Moodle, and D2L
- The Follett teams supports CaféScribe - there is no impact on campus resources
- Follett owns CaféScribe and backs it with financial development and support resources

CaféScribe's overall benefits:
- Digital delivery is more affordable!
- Web2.0 digital delivery/knowledge platform including search features, highlighting, links to external resources and the ability to take notes and group them by personal categories
- Notes can be summarized, printed and shared with other students and the instructor
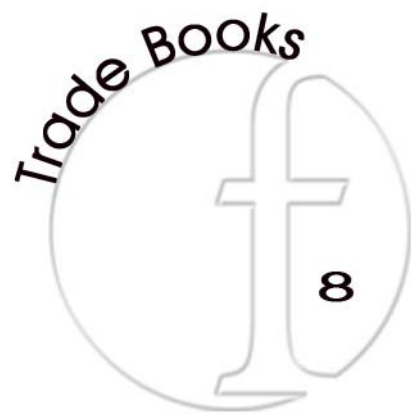
Our goal is to provide a sound selection of academic and reference books that support your curriculum. Our Home Office trade book team works with you to provide a book department that supports the curriculum of your school. Your bookstore currently has 50 titles available. For books not in stock, we can special order any book electronically from both foreign and domestic publishers. We have over one million titles available for order through Ingram and over 300,000 hard-to-find and out-of-print titles available through Lightning Source (POD). Bargain books, comprised of a selection of remainders and reprints, provided savings up to 70%.

The top selling categories this past year were:
- Nursing
- NCLEX
- Bargain Books
- Bar Charts
- Schaum's

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

Faculty adoption information is requested about six weeks before the prior term ends. The earlier the store has the information, the greater the impact on buyback and the search for used books. Our corporate goal is to have 80% of the adoptions by the due date.

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

✓ Faculty Selects Course Materials
✓ Faculty Submits Adoption Form
✓ Bookstore Researches and Processes Request
✓ Bookstore Acquires Inventory
✓ New Term Begins
✓ Unsold Books Returned to Vendor

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

TIMELINE FOR	FALL	SPRING
Courses Expected	445	330
Titles Expected	315	280
Adoptions Due	4/13/09	10/15/09
Research/Adoption Entry	4/15/09	10/20/09
End of Term Book Buyback	12/30/09	5/10/10
Setup Sales Floor	7/1/09	12/10/09
Purchase Orders to Publishers	6/30/09	11/15/09
Classes Begin	8/19/09	1/14/10
Book Returns to Publishers	9/15/09	1/31/10
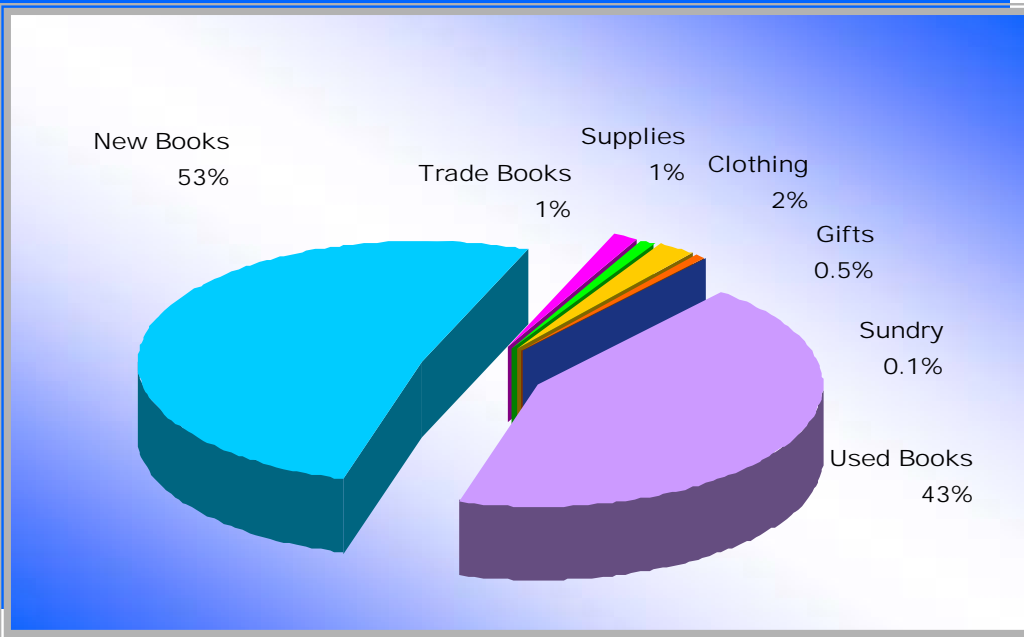
BOOKSTORE SALES	4/06 - 3/07	4/07 - 3/08	4/08 - 3/09
Used Textbooks	333,971	350,145	359,720
New Textbooks	381,114	389,215	431,212
Trade Books	16,227	11,292	10,505
Supplies	12,565	9,008	8,755
Clothing	20,825	20,478	17,151
Gifts	3,211	4,690	3,751
Sundries	486	943	1,135
Total	$768,399	$785,771	$832,229
Scholarships/Donations	$500	$1,527	$836
*Commissions	$37,704	$38,689	$40,860

The stated commission expense may not agree to exact dollar amounts received by the school since it represents the commission expense as stated in the financials for the time frame indicated. The stated commission expense includes the contractual commission obligation, any commission payments issued to 3rd parties (i.e. Athletic Events) and expense adjustments related to contract changes where applicable.

BuyBack Dollars Paid

170,000			
165,000			
160,000			
155,000			
150,000			
145,000			
140,000			
135,000			
130,000			
125,000			
	06 - 07	07 - 08	08 - 09

Used Book Sales

360,000			
355,000			
350,000			
345,000			
340,000			
335,000			
330,000			
325,000			
320,000			
	06 - 07	07 - 08	08 - 09
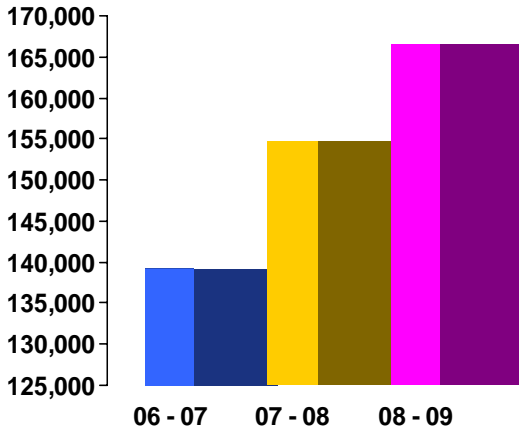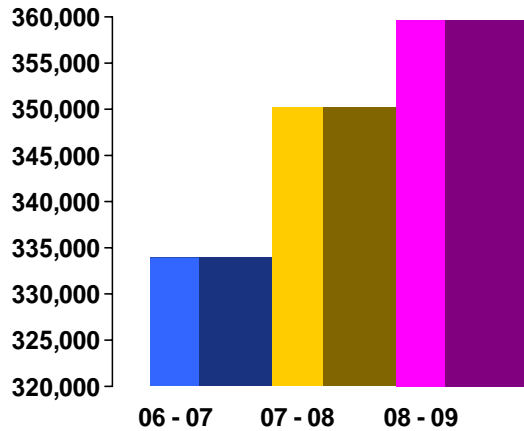
	4/06 - 3/07	4/07 - 3/08	4/08 - 3/09
Used Sales	$333,971	$350,145	$359,720
New Sales	$381,114	$389,215	$431,212
Used Text Ratio	46.7%	47.4%	45.5%
Buyback Dollars Paid	$139,086	$154,633	$166,562
SAVINGS TO STUDENTS			
Used Savings	$111,324	$116,715	$119,907
Buyback Dollars Paid	$139,086	$154,633	$166,562
Total	$250,410	$271,348	$286,469

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

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

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

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

BOOKSTORE vs. ALTERNATIVE

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

Including passcodes if needed for access to research or reference sites

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

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

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

Internet Retailer magazine recently recognized *e*follett.com as #64 on the top 500 websites. In your bookstore, *e*follett.com has shown the following annual sales:

4/06 - 3/07	4/07 - 3/08	4/08 - 3/09
$2,788	$1,587	$398

Skip to Content   Visit Garden City Community College | Your Account | Shopping Cart: 0 | Subtotal: $0.00

Home | Textbooks & Course Materials | General Books | Gift Cards | Special Offers | eDoptions | Cash For Books | Software Shop | Health Science Books | eBooks

GO
Advanced Search

Textbooks & Course Materials

General Books

Gift Cards

Faculty Services
Custom Gifts
XanEdu: Course Packs
eDoptions

Store Partners
Software Shop

Help/FAQ: Contact Us

Store Location

Student Center
801 Campus Drive
Garden City, KS 67846-6333
US

Contact

Your Broncbuster Bookstore Store Manager is Virga West
Phone: (620) 275-2461
Fax: (620) 275-7099
Email: broncbuster@bkstr.com

Hours

STANDARD	
Day	Hours
Mon	8 am - 3pm
Tue	8 am - 3pm

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

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

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

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

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

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

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

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

Your bookstore is also involved in these sustainability initiatives:
- I pick up cans in the parking lot.
- We recycle our boxes by using the recycle dumpster.

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

In an increasingly competitive marketplace, we will drive up our market share by:
- Driving adoption compliance, ensuring more adoptions arrive by term deadlines
- Driving behavior instead of rewarding behavior
- Driving in-store traffic with a robust marketing plan
- Continuing our efforts to encourage the use of *e*follett.com
- Encouraging the use of eBooks and other digital formats
- Meeting one-on-one with faculty to build relationships
- Promoting our Custom Gifts Program to our faculty and staff
- We will make every shopping experience a superb experience by:
    - Continuing to enhance our merchandise selection
    - Continuing in our delivery of exceptional customer service
    - Growing our overall scores on all Secret Shopper Reports
    - Continuing our mission to educate and train our staff through our eXcel Customer Service Program

Your bookstore professionals are committed to the above goals as well as:
- Continuing to make customer service our number one priority.
- Creating a stronger partnership with our faculty.

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Garden City Community College

Campus Security Annual Report

For 2008

Promoting Safety
and Security

Conduct Standards

The Student Code of Conduct, located in the GCCC Student Handbook and catalog, and other appropriately published rules of conduct, play an important role in the college's commitment to safety and security of all its community members. Failure of students, faculty, staff or student organizations to comply with established laws or college regulations may subject violator(s) to appropriate action by college or other appropriate civil authorities. Such action might include referral to college disciplinary processes and even the possibility of arrest. Garden City Community College does not attempt to shelter students or employees from federal, state or local laws.

Sexual Assault

GCCC values the health and safety of every individual on campus and expects students to treat others with respect and dignity. Any behavior which causes the sexual abuse/assault of another person will not be tolerated, is a violation of the college's Student Code of Conduct, and may result in sanctions ranging from probation to expulsion. Disciplinary action on the part of the college does not preclude the possibility of criminal charges against any individual. The term sexual assault as used by the college is synonymous with sexual battery (also referred to as rape). Sexual battery is a violation of state law, and defined as the oral, anal or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration by another with any other object. (**Kansas Statute, 21-3517**). Sexual assault may take many forms including gang rape, acquaintance rape, date rape and stranger rape. Sexual assault can occur any time of day or night. Both men and women have been sexually assaulted by strangers, people whom they have known and trusted and people whom they have dated.

What to Do If You Are Sexually Assaulted

• **Get to a safe place.** For your protection, contact Campus Security or police immediately, especially if the assailant is still nearby. Campus Security will assist whether or not you choose to prosecute the assailant. The GCCC Counseling Center is available to assist you, and a number of college personnel are willing and able to assist in reporting assaults to the proper authorities.
• **Get medical attention immediately.** The primary purpose of a medical examination is to check for physical injury, the presence of sexually transmitted diseases or pregnancy as a result of an assault. The secondary purpose is to aid in the police investigation and legal proceedings. **A new law was passed Summer of 2008** (HB2727) Under the new law, a victim has the right to have a rape kit (exam) performed and can take up to five years to decide if chares are filed. **Police do not need to be called unless a victim agrees.**

• **Reporting the incident to the police.** It is up to you, but reporting is not the same as prosecution. Prosecution can be determined later. To contact the police call 911, or Campus Security at 603. As noted, college personnel are willing and able to assist you in reporting assaults to the proper authorities. If you are a victim of a sexual assault and decide not to notify Security or the police, please secure medical attention and contact any of the victim support resources listed in this publication.

What <u>Not</u> To Do In Case Of a Sexual Assault.

1. Do **not** delay reporting
   - Notify law enforcement or go to an emergency department ASAP.
   - Even if you have been drinking, don't wait to report the assault. The sooner you are examined the better.
2. Do **not** shower.
3. Do **not** douche.
4. Do **not** brush your teeth.
5. Do **not** use the restroom.
6. Do **not** eat or drink.
7. Do **not** change clothes.
8. Evidence is destroyed with the passage of time, bathing, brushing your teeth, etc. **remember**, report assault as soon as possible.

Where to Go for Help

Many sexual assault cases go unreported because the victim fears retaliation or possible humiliation. Victims tend to feel guilty, as though they did something to bring an assault on themselves and often keep the incident private or share details only with a close friend. While this might be helpful in the immediate sense, GCCC encourages you to talk to a knowledgeable counselor about being victimized. The various services on and off campus available to all victims of violent acts are designed to assist in overcoming the trauma of an attack and proceeding with life.

On-Campus Resources

Dean of Student Services	Student & Community Service Center	Dial 597
GCCC Counseling Center	Student & Community Service Center	Dial 219 - Counselor Dial 635 - Counselor Dial 640 - Counselor
Student Health Services	Beth Tedrow Student Center	Dial 601 - College Nurse
Campus Security	Physical Plant Building	Dial 603 - Security

<center>**Law Enforcement Agencies**</center>

Finney County Sheriff's Department
> Emergency 911
> Non-emergency 9-272-3700

Garden City Police Department
> Emergency 911
> Non-emergency 9-276-1300

What Victims of Sexual Assault Can Expect From the Campus Security Department
It is the intent of GCCC and the Campus Security Department to insure that sexual assault victims are afforded sensitivity and maximum humane consideration.
• Officers will treat a victim with courtesy, sensitivity, dignity and understanding.
• Officers will act thoughtfully without prejudging or blaming a victim.
• Officers will inform a victim of services available both on and off campus.
• Officers will answer a victim's questions at any time and explain the criminal justice system and process.
• Officers will diligently assist any local, state and federal authority investigating the assault and will keep a victim informed on the progress of the case.
• A victim's name and identifying information will be withheld from the public and news media, in accordance with Kansas open records laws.

What You Can Do If Someone You Know Has Been Sexually Assaulted
If you know someone who has been sexually assaulted, you can be of help. In the aftermath of a sexual assault, the victim may be experiencing fear, insecurity and frustration and may need care and support. You, as a friend, spouse or family member can play an important role by providing reassurance and support.

Allow the victim to reflect upon what has happened and the feelings experienced, but do not press for details. Let her/him set the pace. Listening is one of the best things you can do at this time. In short, be a trusted friend.

If your friend has not received medical attention, encourage her/him to do so. Know that there is a possibility the medical facility will notify the police. However, it is up to the victim to make the final decision as to whether a formal police report will be initiated.

You can be a valuable resource to your friend by seeking out and providing information that will assist in understanding available options. For example, you can let the victim know that reporting the rape and collecting evidence does not automatically lock her/him into pursuing prosecution of the offender. What it does is assist the police in identifying the method and possible identity of the assailant. Since rapists tend to rape more than once, any information that can be provided may prevent the sexual assault of someone else.

Making the decision to report a sexual assault and undergo the subsequent processes of evidence collection and possible judicial proceedings will be very difficult. Although it is only natural that you will want to give advice, you must avoid trying to control the situation. A sexual assault victim needs to regain control and must be allowed to make her/his own decisions.

Whatever decisions are made, the victim needs to know that she/he will not be judged, disapproved of or rejected by you. The sexual assault victim suffers a significant degree of physical and emotional trauma both during and immediately following a rape that can continue a long time. By being patient, supportive and non-judgmental, you can provide a safe accepting climate into which your friend can release painful feelings.

Sometimes friends or family members take the sexual assault of a loved one very personally, almost as if the assault happened to them, losing perspective and sight of the real victim. They feel resentment or anger and unleash this anger on the victim and everyone else in general. Sometimes their sense of frustration and helplessness is pitted against a powerful urge for revenge.

Do not make the mistake of discounting or ignoring your emotional responses. It is very important to realize that you too are responding to an unwanted crisis. You are trying to understand what has happened and adjust to unfamiliar realities. Therefore, do not hesitate to take advantage of support services in your community which offer counseling for sexual assault victims and those close to them.

You may be asked to testify in judicial proceedings regarding the victim's remarks, actions and state of mind, especially if you were one of the first people she/he approached. Jotting down a few notes may prove beneficial.

Crimes of Violence and the Campus Judicial System
Because of the seriousness of the violation and the consequences to victims of sexual assault, GCCC and the Campus Security Department are committed to providing prevention services, educational programming, procedures that encourage reporting of sexual assault incidents and support services for victims.

An individual who is harmed by a violent act committed by a student in violation of the GCCC Student Code of Conduct may receive special consideration through the office of Dean of Student Services. Acts of violence include, but are not limited to:
> Sexual assault
> Physical assault
> Relationship violence
> Stalking and harassment
> Threatening to commit acts of violence against another

Victims are given options concerning how or whether to proceed with an alleged incident of violence within the student judicial process. However, the Dean of Student Services can proceed with judicial action without the victim's consent in order to protect the safety and well being of the college community. The three options available to victims within the college's student judicial process include:
1. The victim asks for an investigation to be undertaken. If the evidence indicates substantiation, conduct charges are filed against the accused student. The victim is called as a witness in a student judicial hearing.
2. The victim files a report with the Dean of Student Services and requests that a discussion takes place with the accused student about the alleged incident. Information identifying the victim will not be released during the discussion.

3. The victim files a report with the Dean of Student Services and affidavits are obtained to preserve the testimony of witnesses in the event that the victim and/or the college may want to pursue action in the future. This option is provided to the victim with the understanding that in crimes of violence, especially sexual assault, timeliness is very important for the preservation of physical evidence as well as oral testimony.

Victims of violence whose cases are handled by the Dean of Student Services will be provided the following to the extent feasible:
- Freedom from intimidation and harassment on campus after the reporting of an alleged incident including, but not limited to, reassignment of classes and class schedules.
- Information describing both the criminal and campus judicial processes
- Information concerning the status of the case as it proceeds through the student judicial process
- Information concerning the availability of counseling and medical services as well as academic assistance aimed at retaining the victim as a member of the college community
- Treatment in a dignified and compassionate manner by representatives of the college community
- Ability to remain present throughout the evidentiary portion of the judicial hearing
- Presence of a person who agrees to accompany the victim throughout any investigation or campus judicial proceeding for the purpose of providing support
- With a licensed health care professional's recommendation, in cases of sexual assault/abuse or relationship violence, the ability to testify from another room provided that it does not interfere with the accused student's right to question the accuser or a witness
- Ability to submit proposed questions for all witnesses in advance of the hearing with the understanding that the hearing officer/chair will determine the appropriate questions to be asked
- Exclusion of previous, unrelated sexual behavior from the student judicial hearing
- Submission of a written impact statement to be considered during sanctioning, if the charged student is found responsible
- Creation of a sensitive environment for the victim throughout the campus judicial process

In all cases processed through the college's judicial system, the accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding, and both accuser and the accused shall be informed of the outcome of the disciplinary proceeding.

A student adjudicated responsible for violations of the Student Code of Conduct shall be subject to sanctions commensurate with the offenses and any aggravating and mitigating circumstances, which may include one or more of the following sanctions:
1. Reprimand
2. Conduct probation
3. Loss of college privileges
4. Suspension
5. Expulsion
6. Restitution for college property damage

For more information about the rights of the victim, rights of the accused, and the judicial process, refer to GCCC catalog and student handbooks.

Victim Assistance Agencies

If you or someone you know is the victim of a crime or a violation of the Student Code of Conduct, it is important that you contact agencies that can help you resolve the matter. Listed below are some agencies that may be able to assist you:

On-Campus Resources

Dean of Student Services	Student & Community Service Center	Dial 597
GCCC Counseling Center	Student & Community Service Center	Dial 219 - Counselor Dial 635 - Counselor Dial 640 - Counselor
Student Health Services	Beth Tedrow Student Center	Dial 601- Campus Nurse
Safety and Security	Physical Plant Building	Dial 603 - Security

Off-Campus Resources

Family Crisis Hotline	9-275-5911
Alcohol/Drug Abuse 24- hour Help Line	9-1-800-252-6465
Alcoholics Anonymous	9-276-7011
New Chance, Inc.	9-276-0840
Valley Hope Alcohol & Drug Treatment Center	9-1-800-544-5101

National Hotline Numbers

1-800-COCAINE
1-800-363-2287 (Domestic Violence & Sexual Assault Hotline)
1-800-662-HELP (directs callers to cocaine abuse treatment centers)
1-800-342-AIDS (437) Hotline
1-800-241-9746 National Drug Abuse Hotline
1-800-SAY-NO-TO (729-6686) National Clearinghouse for Alcohol and Drug Abuse
1-800-273-TALK (8255) National Suicide Prevention Hotline

Law Enforcement Agencies

Finney County Sheriff's Department
Emergency 911
Non-emergency 620 -272-3700

Garden City Police Department
Emergency 911
Non-emergency 620-276-1300

Controlled Substances

The use, possession and distribution on GCCC property of beverages containing alcohol is prohibited. Violation may result in disciplinary action, including separation from the college and/or prosecution.

GCCC does not condone the use, possession, sale, manufacture or distribution of drugs that are illegal, that may involve medical or psychological hazards to an individual or that may lead to interference with the rights or privileges of others. When such activity occurs on campus, the college will initiate appropriate measures, which may include disciplinary action and/or prosecution.

The use of illegal drugs and the misuse of prescription and other drugs pose a serious threat to the physical and mental well being of college students, faculty, staff, visitors and guests of the college. The college is committed to providing accurate information and educational programs to prevent such use of drugs.

Firearms

No student shall possess, use or threaten to use:
• Any weapon described and defined in **K.S.A. 21-420**1, as amended from time to time, and any other weapons, including but not limited to pellet guns
• Any explosives, including but not limited to dynamite, nitroglycerin or any other combustible, blasting caps, fireworks, fire-bombs, grenades, plastic charges or devices intended for detonation purposes, and/or any other similar devices or compounds used for detonation or blasting on any college-owned or operated property or at any college-sponsored event either on or off campus.

Students who violate this policy are subject to suspension from the college with loss of all credit for the current semester and no refund of tuition and fees for the semester, as well as permanent prohibition from future enrollment or participation in college or college-sponsored activities. Students bringing firearms to campus must check them in at the Residential Life office.

Alcoholic Beverages

The use of alcoholic beverages by members of the GCCC community is at all times subject to the alcoholic beverage laws of the State of Kansas, the city of Garden City, and the county of Finney, KS. No student shall consume, possess or provide to a minor any alcoholic beverages, beer and/or wine, on any college owned or operated facility or at any college-sponsored event either on or off campus.

Off-Campus Conduct and the Campus Judicial System

When a student violates city, state or federal law by an offense committed off campus that is not associated with a college activity, the disciplinary authority of the college will not be used merely to duplicate the penalty for such an act under applicable ordinances and laws.

The college will take disciplinary action against a student for such an off-campus offense only when it is required by law to do so or when the nature of the offense is such that in the judgment of the Dean of Student Services, the continued presence of the student on campus is likely to interfere with the educational process or the orderly operation of the college; or the continued presence of the student on campus is likely to endanger the health, safety or welfare of the College community. If the Dean of Student Services determines that disciplinary action is warranted, the dean shall so notify the student in accordance with established procedures. The action of the College with respect to any such off-campus conduct shall be made independently of any off-campus authority.

Personal Safety Reminders

• Practice being aware of your surroundings and of the behavior of the people around you. Follow your intuition and trust your feelings about a situation.
• Be aware of your feelings when you are faced with situations in which you do not feel relaxed or in charge. If you feel uncomfortable, act on it.
• Be aware that alcohol and drugs compromise your awareness and ability to identify and act on your feelings. They also increase the opportunity for victimization.
• Be able to identify your sexual limits. It's your body, and no one has the right to force or pressure you to do anything you do not want to do.
• In general, the more information you have about a person, a situation and your own feelings and reactions, the safer you will feel.

Study/Workplace Safety

• Practice the buddy system. When working after hours let others know where you are, what time you plan to return, how to reach you and what route you will take.
• When studying or working late, make sure doors are locked. Avoid using stairs in remote sections of a building.
• Never prop doors open, especially fire doors, even for a short time.
• Don't leave your purse, backpack, briefcase or laptop computer unattended or unoccupied. If possible, always secure valuables in a locked cabinet or drawer. Avoid leaving valuables on or beneath a desk.
• Report suspicious persons and/or activity to safety and security.

Protect Yourself from Drug Facilitated Sexual Assault

• Never leave your drink unattended. Because they are colorless and odorless, drugs used in Drug Facilitated Sexual Assault can be slipped into any type of beverage.
• Do not accept drinks from anyone but a bartender or server.
• Try to attend bars or parties with a group of friends, arranging beforehand to watch each other's drinks.
• If you think your drink has been tampered with, seek medical attention immediately and request the hospital conduct toxicology testing.

Sex Offender Registry and Access to Related Information

Incarceration may remove a sex offender from the streets but it does nothing to prevent the offender from committing another crime when released. The federal Campus Sex Crimes Prevention Act, enacted October 28, 2000, went into effect October 28, 2002. The law requires institutions of higher education to issue statements advising the campus community where law enforcement agency information provided by a state concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a state to provide notice, as required under state law, of each institution of higher education in that state at which the person is employed, carries on a vocation or is a student.

The State of Kansas maintains a system for making certain Registry information on sex offenders publicly available by means of the Internet. The website address for security this related information is: www.accesskansas.com

Procedures for Reporting Emergencies or Crime On Campus

An emergency situation involves:

1. A crime in progress
2. A medical emergency
3. A fire

These should be immediately reported to 911. All campus phones, including any pay phones, my be used to dial 911 at no charge.

To report any **non-**emergency incident occurring on campus, call the Campus Security Department at 603, or go to the Campus Security Department, located in the Physical Plant Building.

When calling for either emergency or non-emergency service, be prepared to:

1. Clearly identify yourself
2. State where you are calling from
3. Briefly state the nature of your call

If possible, stay on the line unless otherwise advised by the dispatcher. The dispatcher will summon safety and security personnel, or the appropriate police, fire, and/or medical service.

Members of the college community are strongly encouraged to report all crimes and suspicious activity to the Campus Security Department or appropriate police agency in a prompt and timely manner.

Crime Statistics Location Definitions

Crime statistics are broken down geographically according to the following categories: total campus non-campus building or property, and public property. The following definitions apply to these geographic categories:

Campus: (1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) Any building or property that is within or reasonably contiguous to the area identified in paragraph (1) of this definition, that is owned by the institution but controlled by another person, is

frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

      Non-campus building or property: (1) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or (2) Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

      Public Property: All public property, including thoroughfares, streets, sidewalks and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Safety Definitions of Crimes for Use in Classifying Criminal Offenses

Murder - The willful (non-negligent) killing of one human being by another.

Manslaughter - The killing of another person through negligence.

Forcible Sex Offenses - Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

  Forcible sex offenses include:

      Forcible Rape - The carnal knowledge of a person, forcibly and/or against the person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).

      Forcible Sodomy - Oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

      Sexual Assault with an Object - The use of an object or instrument to unlawfully penetrate, however slight, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary permanent mental or physical incapacity.

      Forcible Fondling - The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against the person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Non-forcible Sex Offenses - Unlawful, non-forcible sexual intercourse.

  Non-forcible sex offenses include:

      Incest - Non-forcible sexual intercourse with a person who is related to each other within the degrees wherein marriage is prohibited by law.

      Statutory Rape - Non-forcible sexual intercourse with a person who is under the statutory age of consent.

Robbery - The taking, or attempting to take, anything of value under confrontational circumstances from the control, custody or care of another person by force or threat of force or violence, and/or by putting the victim in fear.

Aggravated Assault - An unlawful attack by one person upon another where either the offender displays a weapon, or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration or loss of consciousness.
Burglary - The unlawful entry into a building or other structure with the intent to commit a felony or a theft.
Motor Vehicle Theft - The theft or attempted theft of a motor vehicle.
Arson -To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device.
Liquor Law Violation - The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages.
Drug Related Violations (Sale and Possession) - The unlawful cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance. Or, the unlawful manufacture, sale, purchase, possession or transportation of equipment or devices used for preparing and/or taking illegal drugs or narcotics (drug paraphernalia).
Weapon Law Violations - The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons.

Please refer to the GCCC website http**://www.gcccks.edu/aboutgccc/crimesafety/index.html** for the list of crimes reported by the Campus Security Department.

Crime Prevention Services

The crime prevention function is based on the dual concepts of elimination or minimizing criminal opportunities, whenever possible, and encouraging students and staff to be responsible for their own safety and security as well as that of others. The following is a listing of crime prevention programs and projects designed to inform students and staff about campus security, safety practices, and the prevention of crimes:

Awareness Presentations: Presenters are available to speak to your group or department about sexual assault, theft prevention, violent crimes, alcohol and drugs, personal safety, emergency preparedness and other safety topics.

Printed Materials: Brochures, posters and other printed materials about crime prevention are distributed throughout the campus.

Security Survey: Conducts visual inspections of grounds and buildings and submits written reports outlining the results of these inspections and the recommended improvements.

Crime Alert Notices: When circumstances warrant, Crime Alert Notices are released by the department to alert the college community of crimes reported to Campus Security or local police to aid in the prevention of similar occurrences.

Scheduled Crime Prevention Programs: College skills classes usually offered five to six times a year, Red Ribbon Week and first year Residence Hall student meetings which highlight personal safety, property safety and rape awareness information.

The Safety & Security Department

The GCCC Campus Security Department, located in the Physical Plant Building, is an integral part of the college's dedication to developing and maintaining a safe and secure campus through the cooperative efforts of many college departments.

Charged with ensuring safety and security for GCCC, the department strives to fulfill its responsibility to each member of the college community by providing quality services that will assist you in making the time you spend here safe and enjoyable.

The department provides a full range of services including, but not limited to, responding to crimes committed on campus, providing crime prevention services/programs, enforcing traffic laws and maintaining crowd safety for campus special events. The department maintains close liaison with local, state and federal law enforcement agencies in implementing and coordinating campus security and law enforcement operations.

Authority and Jurisdiction of Safety and Security

The Campus Security Department was established under the authority of K.S.A. 72- 8222. In summary, the board of education of any school district or the board of trustees of any community college may employ school security officers and may designate any one or more of such school security officers as a school law enforcement officer, to aid and supplement law enforcement agencies of this state and of the community in which the school district or community college is located. The protective function of school security officers and school law enforcement officers shall extend to all school property and the protection of students, teachers, and other employees together with the property of such persons on or in any school or college property or areas adjacent thereto, or while attending or located at the site of any school or community college-sponsored function. While engaged in the protective functions specified in this section, each school security officer and each school law enforcement officer shall possess and exercise all general law enforcement powers, rights, privileges, protections and immunities in every county in which there is located any part of the territory of the school district or community college.

Crime Reporting - Public Information

The department believes that dissemination of information is the key to educating our college community about the occurrence of crime on campus. For this reason the department prepares a daily crime log that details the nature, date, time, location and disposition of crimes that occur on campus. This information is located at the office of the Physical Plant Building. The department also provides, through various media, a timely notice of crimes reported to campus or local police to aid in the prevention of similar occurrences.

For those crimes occurring at off-campus locations owned and/or controlled by the college, the department obtains timely reports from those agencies of all crime activity at those locations and statistics are compiled for review and distribution.

Safety Tips for Pedestrians
• Be alert and conscious of your surroundings.
• Always behave in a predictable manner when walking near motor vehicle traffic. Drivers may not expect or see you.
• Use sidewalks when provided. If there are no sidewalks walk facing traffic.
• When out at night wear white or light color clothing.
• Watch for oversized vehicles turning with a wide radius.

Safety Tips for Vehicle Operators
• Always yield to pedestrians.
• Watch your blind spot for other traffic, such as bicycles and pedestrians overtaking you when making right turns.
• Always stop for pedestrians in crosswalks.
• Always behave in a predictable manner and use turn signals. Other drivers may not always see you or recognize your intentions.
• Drivers of oversized vehicles must watch for bicycles and pedestrians and other traffic when turning. Traffic and parking enforcement is a high priority function of the Campus Security Department. Our campus is open to considerable vehicular traffic flow each day. While violations of parking regulations are not considered serious crimes, the importance of good traffic control and the volume of traffic violations on our campus require close attention. The philosophy toward good traffic and parking control adopted by our department is one of prevention of injuries and a reduction of overall crisis intervention, including traffic accidents.

Motorcycles on Campus
Any person operating a motorcycle is granted all of the rights and is subject to all of the responsibilities of the driver of any other vehicle. Kansas law does not require all motorcyclists to wear helmets but the Campus Security Department strongly advises the use of safety equipment while riding.

Pedestrian Right of Way
Walking is the primary mode of transportation around the GCCC campus. Vehicles must yield to pedestrians in a crosswalk. Pedestrians must use crosswalks where adjacent intersections are present. Pedestrians must yield to vehicles when crossing anywhere other than marked crosswalk or intersections.

Bicycle Security Information
• Park and lock your bicycle in well-lighted areas.
• Secure your bicycle to a bicycle rack with a quality hardened steel "U" type lock. Always lock your bicycle by putting the U-lock through the bike's frame, a wheel and the rack. This is especially important if your bicycle has quick-release wheels.
• If you have quick-release wheels, remove the front wheel and place it next to the rear wheel, and then put the U-lock through both wheels, the frame and the bicycle rack.
• Avoid putting a U-lock through only one wheel. The wheel can be removed, and the frame and the remaining wheel can easily be stolen.

- Place the lock on your bicycle with the key mechanism facing the ground. This will make it less likely for the mechanism to fail as a result of exposure to the weather and harder for a thief to tamper with.
- Avoid using a cable lock, locking your bicycle to itself, or leaving it parked in the same place for a long period of time.
- Avoid blocking building entrances, ramps, and handicapped parking/access areas with your bicycle.

Preventing Auto Theft

- Don't make your car an easy target for a thief. On average it takes less than 30 seconds to steal a car. Give a thief an inch and he will take your car for miles. Here are some simple tips to deter thieves.
- Always lock your car, close the windows and take the keys.
- **Never leave valuables in sight.** Thieves are attracted not only by your car but also its contents.
- Never leave your car running and unoccupied, even for just a minute.
- Park in well lighted areas. The light will help make a thief more noticeable.
- Drop a business card into your door panels. This may make your car more easily identifiable to law enforcement.
- Use high visibility theft deterrent, such as a steering wheel lock or security alarm.

Protect Yourself While Running

Running is a fun activity that benefits the mind and the body. When you jog, run or walk remember and practice these simple safety precautions:
- Run in familiar areas.
- Avoid running at night. If you must run at night, wear reflective materials. The ability of others to see you at night is directly related to the amount of reflective and light color material you wear.
- Avoid unpopulated areas, deserted, dark streets and over grown trails. Run clear of parked cars and bushes.
- Always carry identification or write your name, telephone number and blood type on the inside of your running shoe. If necessary, include important medical information.
- Always run with a partner.
- Always remain aware of your surroundings. Stay alert. The more aware you are the less vulnerable you become.
- Be confident. Look directly at others and be observant. Most criminals select a victim who acts timid, frightened or unsure.
- Don't wear headsets. Use your ears to be more aware of your surroundings.
- Trust your feelings. If an area feels bad or a person makes you uneasy, follow your feelings and get away.
- Carry a whistle or noisemaker. If you are harassed or bothered, use the noisemaker to attract attention.

Security at College Facilities

Access to College Facilities

College facilities are well maintained, and safety and security concerns are given a high priority. Many cultural and athletic events in college facilities are open to the public. Other facilities such as the bookstore, library and cafeteria are likewise open to the public. Access to academic and administrative facilities on campus is generally limited to students, employees and visitors for the purpose of study, work, teaching and conducting other college business. Only those who have demonstrated a need are issued keys to a building.

Landscaping and Lighting

Landscaping and outdoor lighting on campus are designed for safety and security. Sidewalks are designed to provide well-traveled, lighted routes to and between buildings. Landscape personnel trim shrubs from walkways and building entrances to enhance lighting and visibility. All campus walkways are inspected to insure adequate lighting. Burned-out lights are promptly replaced. As needs are identified, new sidewalks are installed. New streetlights and pedestrian walkway lights are added as new parking areas and walkways are developed, or as roadways are changed.

Security at Off-Campus Residences

Off-campus apartment complexes, townhouse/condominium communities, and other multi-family dwellings pose unique problems. Because of the transient nature of some residents of rent/lease property, you need to make an extra effort to be aware of your surroundings. This includes knowledge of what measures your landlord has taken on behalf of your safety.

GCCC accepts no responsibility for the safety or conditions of properties rented/leased by its students. The college expressly disclaims giving any guarantees, warranties or any other representations that properties are safe or recommended. The college does not approve or recommend to students or others any off-campus rental properties listed. Students living off-campus must make their own individual and personal choices on the selection of living accommodations.

Consumer Information for Garden City Community College

GCCC is committed to providing important information to students, faculty and staff. Consistent with this commitment, and pursuant to the college's notice and reporting obligations under various laws, information concerning the following topics may be obtained at the following websites:

Requirements for admission to GCCC, the academic programs available, policies for payment and refunds of fees: **http://www.gcccks.edu/prospective/admissions.html**

Financial assistance available to GCCC students, including the availability of federal aid and policies concerning loan repayment upon withdrawal from the College: **http://www.gcccks.edu/prospective/financial.html**.

GCCC policies regarding confidential student records pursuant to the Family Educational Rights and Privacy Act: **http://www.gcccks.edu/aboutgccc/accomodations.html**.

GCCC access services for students with disabilities:
http://www.gcccks.edu/aboutgccc/eos.html.

Anti-Harassment

GCCC establishes the following conduct guidelines consistent with federal and state laws or regulations in order to ensure that employees and students of the college shall be allowed to function in an atmosphere which is free from harassment on the basis of race, religion, sex, national origin, color, ancestry, age, marital status, sexual orientation, veteran status, citizenship status, medical condition, disability, physical handicap or other protected group status.

Prohibiting Harassment

Harassment of any student or staff member on the basis of gender shall be considered a violation of college policy. Conduct involving unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature shall be considered to constitute sexual harassment.

Prohibited is any behavior that represents repeated or unwanted sexual attention that is made a condition of reward or penalty. In determining whether alleged behavior constitutes sexual harassment, the college will examine the record as a whole and all aspects or circumstances, such as the nature of sexual advances and the context in which the alleged incidents occurred.

Students or employees who feel they have been a victim of sexual harassment should contact the dean of student services, the campus nurse, the director of human resources, and the president or his/her designee. Victims will be advised of their rights and policies and procedures of the grievance process. They will also be advised of external resources and the option of notifying local campus security and local law enforcement authorities.

Campus educational programs are available through the Student Services Division, and short-term counseling is available through the Counseling Center at the SCSC. All of these policies and procedures are maintained in compliance with the Higher Education Amendment of 1992, Section 485(F)

Handling Obscene or Harassing Phone Calls

A telephone call is considered obscene or harassing if it is received at a location where you have a reasonable expectation of privacy and the caller makes repeated calls or makes any comment, request, suggestion or proposal which is obscene, lewd, lascivious, filthy, vulgar or indecent.

If you receive harassing or obscene phone calls:
• Report obscene or harassing phone calls to the Campus Security Department and request an officer to respond to your location.
• Pay attention to any background noises, the caller's sex, accent, speech pattern or anything else to aid in identification.
• Keep a log of calls received. Include the date, time and details of the call.
• If calls are recorded on voicemail, save the recording.

Protect Yourself While Using an Automated Teller

• Avoid using an ATM when by yourself. Either take someone with you or only use an ATM when others are around.
• Avoid using an ATM after dark. If you must, choose an ATM location that is well lighted and does not have tall bushes nearby.
• When you arrive at an ATM, look around. If you see anything that makes you uncomfortable or anyone who looks suspicious, do not stop. Either use an ATM at a different location or come back later.
• Have your access card and any other necessary documents ready when you approach an ATM. While you are fumbling with a wallet or purse, you are easy game for a thief.
• While using the ATM, stay alert to your surroundings. Look up and around every few seconds while transacting your business.
• Protect your Personal Identification Number (PIN). Do not enter your PIN if anyone else can see the screen. Shield your PIN from onlookers by using your body.
• When your transaction is finished, be sure you have your card and your receipt, and then leave immediately. Avoid counting or otherwise displaying large amounts of cash.
• As you leave be alert for anything or anyone who appears suspicious. If you think you are being followed, go to an area where others are present and call police.

Personal Safety and the Internet

Meeting people on the Internet as correspondents is very easy. Discerning real information about these new acquaintances is more difficult. Whether meeting people through commercial dial-up services, commercial or free chat lines, Internet Relay Chat (IRC) channels, online dating services, social networking websites, newsgroups or in other ways, you should be aware of the possible dangers of interaction when conversations turn in a personal direction.

Here are some basic personal safety tips you should consider whenever participating in Internet communication, particularly of a personal nature.

• Avoid giving out personal information such as your home address or telephone number to people you met on the internet.

• Exercise caution when agreeing to meet anyone in person whom you've met on the internet. Before you arrange any such meeting, attempt to verify, through a third party whom you know and trust, the true identity of this person.

If you choose to arrange a meeting, make it on <u>your</u> terms:

• Meet in as public a place as possible.
• Arrange your own transportation to and from the meeting.
• Bring a friend along for security and consider a double-date the first few times.
• Set your conditions for the encounter, and don't let your new friend change them.
• Limit meetings to public places until you are comfortable with the other person and certain of who they are and what they want from the relationship.

Campus Security: We're Here for You

The GCCC Campus Security Department was established to provide protection and service to the college community. We are committed to the prevention of crime and the protection of life and property; the preservation of peace, order and safety; the enforcement of laws and ordinances; and the safeguarding of constitutional guarantees.

Safety and security are both personal and shared responsibilities. GCCC has an array of services in place to promote an environment that is as crime-free as possible. We encourage you to familiarize yourself with these services and take advantage of them to help make your educational experience as enjoyable and crime-free as possible

We also encourage you to contact the Campus Security Department at 620-276-9603, for additional information on available programs and services.

<div align="center">Lyle Bitikofer
Assistant Director of Physical Plant</div>

Safety and Security - It's a Shared Responsibility

GCCC's campus is located on 138 acres within the city of Garden City, with a population of more than 30,000. Included on this campus are 13 buildings for academic, administrative and recreational use.

GCCC recognizes the importance for an institution of higher learning to develop and maintain a safe and secure environment in which the academic and social pursuits of its members can be fully realized.

The college has strong concern for the success of each student and strives to give each student maximum liberty to live his/her life free from outside interference. With this freedom, however, comes the responsibility of becoming an active participant in the exercise of personal safety. No community's security plan can attain maximum effectiveness unless everyone contributes to making it work. Safety and security are both personal as well as shared responsibilities. Only by accepting this responsibility can members of the college community maintain a safe and secure academic environment.

This report is provided to you as part of the department's commitment to safety and security on campus, and satisfies all of the requirements of the Jeanne Clery Act, formerly the federal Crime Awareness and Campus Security Act of 1990. It is filled with information about a variety of security services and programs available to you as members of the college community. We hope that you will become familiar with this information and find the programs useful.

Please Let Us Know!

If you see an unsafe condition on campus such as a burned out streetlight, pothole in the road, uneven sidewalk or any other condition that could jeopardize someone's safety, please call the Campus Security Department at 620-276-9603.

If you have any suggestions regarding the safety and security of campus facilities, please call the assistant director of physical plant at 620-275-3210.

Let's work together for a safe campus!

Checklist for Sexual Assault Victims

The following checklist is designed as a guide only. If a victim approaches you and you feel uncomfortable dealing with the report, encourage the victim to talk with a college counselor or other person you trust.

1. **<u>Always</u> maintain confidentiality.**
2. Know your options and resources. Call the counseling office to provide guidance if you need assistance.
3. **Be supportive, empathetic and really listen.**
   a. The victim may talk about other problems unrelated to the assault. This is normal. Listen and assist where you can.
   b. Unless the victim offers, you **don't** need to know the intimate details of the assault.
4. **<u>Always</u> let the victim make the choices.** Review options with the victim.
5. **<u>Never</u> be judgmental or make judgmental statements** to the victim.
   a. The victim already knows what he/she might have done differently.
6. **Encourage the victim to talk with a college counselor or call Family Crisis Services** (Hotline: 620-275-5911) Family Crisis Services maintains anonymity when requested and has trained staff to work with victims.
7. **Encourage the victim to report.**
   a. An adult victim **does not have to report** but many rapists have more than one victim and will continue to terrorize if not stopped.
   b. ***The decision to prosecute rests with the victim, the results of a law enforcement investigation and with the prosecutor.***
   c. **Note**: Juveniles may foster special consideration. If you encounter a juvenile victim, contact Campus Security for information.
   d. **Offer to go with the victim** to make a report to police, counselor or other trusted person.
8. **If the victim <u>wants</u> to make a report** to law enforcement, use the following as a guide:
   a. Assault occurred on GCCC's physical campus: contact Campus Security.
   b. Assault occurred within the city limits of Garden City: Garden City Police Department Investigations Division.
   c. Assault occurred outside of Garden City but within Finney Count: Finney County Sheriff's Office Investigations Division.
   d. Assault occurred elsewhere: Report must be made to the law enforcement agency with jurisdiction.
9. **If the victim <u>does not want</u>** to report to law enforcement, use the following as a guide:
   a. Offer to make arrangements for, and go with, the victim to a GCCC counselor or another trusted person in the community.
   b. Offer to make arrangements for, and go with, the victim to Family Crisis Services.
   c. **Always** let the victim know you care and will be there for them.
10. **Remember:** How you deal with the situation affects not only the ability of the victim to begin the recovery process, but future victims as well.
11. **Victim emotional recovery begins with <u>you</u>!**

CAMPUS CRIME STATISTICS

As of July 1, 2009

GCCC Department of Safety & Security

Lyle Bitikofer
Asst. Director of Physical Plant
620-275-3210
lyle.bitikofer@gcccks.edu

For campus security on campus:
272-6828
Dial ext. 603 to leave a message

For emergencies
Dial 911
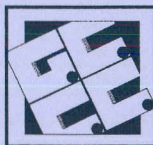
Garden City COMMUNITY COLLEGE

801 Campus Drive • Garden City, KS 67846
620-276-7611 • www.gcccks.edu

CRIME Statistics

The following statistics, provided in compliance with the Jeanne Clery Disclosure of Campus Security Policy, and Campus Crime Statistics Act, are for your information. They include all reports of the following offenses received by the Safety and Security Department, both from the department's personnel as well as from college officials with significant responsibility for student and campus activities. These statistics also include data received from other law enforcement agencies in response to the Safety and Security Department's annual requests. If you have any questions, contact the Dean of Student Services at 620-276-9597.

Crimes reported by Safety and Security Department

Reported in accordance with Uniform Crime Reporting procedures and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Offense Type (includes attempts)	Campus Building or Property					Campus Building/Residence Halls					Non-Campus Building or Property					On Public Property					Total Crimes Reported				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Murder & Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offenses	0	0	0	0	3	0	0	1	0	3	0	0	0	0	0	0	0	2	0	0	0	2*	2	0	6
Non-Forcible Sex Offenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	10	11	0	11	0	7	1	0	11	0	0	0	0	0	0	0	0	0	0	0	17	12	0	22
Aggravated Assault	0	0	2	2	2	2	0	0	2	2	0	0	0	0	0	3	2	0	0	0	5	2	2	4	4
Burglary	10	4	1	25	5	7	2	1	20	5	0	0	0	0	0	3	1	1	0	0	20	7	3	45	10
Arson	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Motor Vehicle Theft	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Hate Crimes (by Prejudices)																									
Race	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Orientation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Number of Arrests/Referrals for Campus Disciplinary Action - Select Offenses

	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Liquor Law Violations																									
Arrest	0	0	1	0	2	0	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	2	2	0	4
Referral	0	0	64	0	59	12	19	0	10	59	0	0	0	0	0	0	0	0	0	0	12	19	64	10	118
Drug Law Violations																									
Arrest	0	0	1	0	1	2	0	0	1	1	0	0	0	0	0	3	2	0	0	0	5	2	1	1	2
Referral	0	0	1	0	1	5	12	0	0	1	0	0	0	0	0	0	0	0	0	0	5	12	1	0	2
Weapons Law Violations																									
Arrest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0
Referral	0	0	2	3	2	0	0	0	4	2	0	0	0	0	0	0	0	0	0	0	0	0	2	7	2

Calls for Service	2004 Total	2005 Total	2006 Total	2007 Total	2008 Total
Doors Unlocked	106	75	177	34	103
Door Found Unsecured	1,395	4,442	5,385	900	3,825
Vehicle Jump Starts	13	37	36	17	26
Vehicles Unlocked	14	19	22	15	67
Other Motorist Assist	29	42	1541	15	26
Property Lost/Found Recovered (value)	$1,525.34	$2,783	$3,844	$466	$2,558
Personal Security Escorts	438	1,300	2,336	315	1,603
Traffic Accidents	12	14	7	8	3
Traffic Accidents (injuries)	0	0	0	0	0
Other Assists		1,220	0	15	123

* Ocurred on off-campus property. Not campus related.

Additional Information

Visit the GCCC website: www.gcccks.edu

Information available under "About GCCC/Campus Safety & Security" includes:
- **Crimes reported by Safety & Security**
- **GCCC Safety & Security Annual Report**

Action Project

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

Timeline:
Planned project kickoff date: 07-01-2007
Target completion date: 06-30-2009
Actual completion date: --

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

Increase Retention through Implementation of a Student Retention Program

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

The goal of this action project is to implement an institution-wide retention plan that will: • Develop a comprehensive, integrated system using data to identify retention/attrition rates both campus-wide and in program areas • Identify specific areas for improvement as well as areas of strength • Identify tools to use for benchmarking retention rates and student satisfaction and develop regular system for collecting, disseminating, and analyzing data • Design strategies to increase both institution-wide and program-specific retention • Increase both faculty and staff involvement in student retention

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

Primary Category: Understanding Students' and Other Stakeholders' Needs

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

Garden City Community College has collected data regarding student satisfaction and attrition in the past. However, this data has been collected sporadically and the results have not been analyzed and applied. Our Systems Portfolio Feedback Report indicated that the college was limited in its data-collection system. Additionally, over the past two years, we've realized a significant decline in overall enrollment. Service area demographics predict a declining population of prospective high school graduates. Retaining students has thus become a high priority with the college.

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

Retention Committee Student Services Strategic Enrollment Management Committee Academic Advisors Academic Division Directors Technical Program Leaders Counseling and Advising Institutional Research

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

Institutional research will work closely within the process to regularly collect and disseminate retention and attrition data. Additionally, student satisfaction data will be collected regularly. The combination of this data will be analyzed to determine common factors that correlate between satisfaction and attrition. Procedures will be developed to address areas that need improvement in student retention. Training and assistance in retention efforts will be conducted

with both new and current faculty and advisors.

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

2007-2008 • Form Retention Committee • Begin analysis of institutional and program-specific attrition and retention rates • Collect benchmarking data using regional and national comparisons • Establish definitions and revise institutional forms to collect student goal and attainment • Determine target goals for retention rates using data collected • Examine current tools used to collect student satisfaction data and additional tools available • Submit recommendation of student satisfaction tools through Administrative Cabinet and planning process for funding • Design formal process for systematic collection of student satisfaction data annually • Determine target goals for increasing student satisfaction in areas that are indicated as high importance to students 2008-2009 • Collect student satisfaction data and analyze results against baseline data established in 2007-2008 • Collect retention and goal-attainment rates and compare against baseline data established in 2007-2008 • Publish results of data and comparisons to stakeholders • Collaborate with administration and faculty leadership to tie retention plan to overall strategic planning and budgeting process • Design and develop training specific to programs and departments to assist with meeting institutional and program-specific retention rates Annually • Collect student satisfaction data and analyze results against trend and benchmarking data • Collect retention and goal-attainment rates and compare against trend and benchmarking data • Publish results of data and comparisons to stakeholders • Review institutional and program-specific goals and revise as appropriate • Adapt training and mentoring to address changing needs

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

• Coordinated efforts among the members of the retention committee • Meeting timelines established for action project • Creation of definitions for student goal attainment • Baseline and benchmarking data collected and analyzed within first year • Development and implementation of retention strategies by end of project • Successful funding of student satisfaction tool through the budgeting process • Evaluation of retention strategy results

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

• Retention efforts are shared campus-wide • The college's retention and completion rates increase annually until target goals are attained • Student satisfaction rates increase toward established goals • Retention data is used annually as a part of program-review and strategic planning and budgeting

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

• Retention efforts are shared campus-wide • The college's retention and completion rates increase annually until target goals are attained • Student satisfaction rates increase toward established goals • Retention data is used annually as a part of program-review and strategic planning and budgeting

K. Project Leader and contact person:

Contact Name: Deanna D Mann, Director of Institutional Effectiveness

Email: deanna.mann@gcccks.edu

Phone: 620-276-9792   Ext.

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

The original goal of this action project was to implement an institution-wide retention plan. While the intent remains the same, early discussions spotlighted the vast and varied needs of diverse groups of students. Those early discussions led to the initial narrowing of the scope to students on academic probation. Previously, academic probation students were notified of their precarious academic standing, but no effort was made to assist these students to overcome academic challenges. During the past year this project has culminated in the completion of most of the original goals. The retention committee took the momentum of the prior year's work and carried it forward to complete and implement the initial retention plan. The scope of the retention plan included several procedural changes making collaboration with various departments on campus essential to the success of the implementation. All procedural changes were distributed and discussed with departments and employees for feedback during development. Once the determination was made to focus initial efforts on students on academic probation, the committee first reviewed and revised the GPA structure for determining placement on academic probation. Previously, students who fell below a 1.5 GPA for any single semester were placed on academic probation. While a single bad semester may indicate academic deficiencies, the College uses cumulative grade point average for graduation requirements. Additionally, as students near graduation, a 1.5 GPA becomes a larger hurdle to overcome to reach the 2.0 GPA required to graduate. In order to address both of these disparities, the new plan calls for academic probation to be determined using cumulative GPA and is figured on an incremental scale, increasing the GPA requirement for good academic standing the closer that a student gets to graduation. The new scale is as follows: • 0-32 hours completed, GPA must be above a 1.5 • 33-48 hours completed, GPA must be above a 1.75. • 49 hours and above, GPA must be 2.0 or higher. • Additionally, any student transferring into GCCC with a cumulative GPA that is lower than 2.0 will be placed on probation and be required to complete the requirements of the retention plan. By using this incremental scale, the College is able to focus pointed retention efforts on students who would have previously been overlooked, but certainly ran the risk of lacking the distinct graduation requirement of a 2.0 cumulative GPA. A second major procedural change limits the number of credit hours for academic probation students and requires them to enroll in an academic recovery course. Limiting enrollment allows these students to focus attention on coursework and get back on track academically. The new policy specifies that if a student was full-time during the semester he or she was placed on academic probation, enrollment will be limited to 13 hours the following semester which includes the academic recovery course. If the student was part-time, enrollment will be limited to 8 credit hours including the Academic Recovery course. In order to assure that students gain the full benefit of the Academic Recovery course, it is stipulated that if a student drops that class, he or she must drop all courses. Most of the recommended changes had been determined by the committee during the 2007-2008 academic year. During the fall 2008 semester, the recommendations were moved forward through the college approval process. The retention plan was sent out campus wide for review. Committee members again visited with various divisions, departments, student organizations, and others to gain final feedback. Finally, the retention plan went through the President's cabinet and final approval of the plan occurred in October 2008 to take effect for the fall 2009 semester. Development of the Academic Recovery course occurred during the spring 2009 semester. The course insures academic probation students are given specific strategies to assist them develop the skills needed to become academically successful. The course is unique in that it focuses specifically on individual students and helps them identify their distinct challenges and needs for

academic success by incorporating self-exploration and discovery in relationship to self-responsibility. The course is then tailored to address available resources and techniques to assist them in overcoming deficiencies. These might include study skills, goal setting, time management, motivation, test-taking strategies, financial resources, and overall self-management and decision making. The course development was completed during the summer 2009, with the initial course being taught in fall 2009 with 52 students enrolled in 5 course sections. Enrollment in the Academic Recovery course includes an assigned probation advisor for each student. This advisor will be accessible to them throughout the remainder of their enrollment at GCCC. The probation advisor is one of the counselors, the Dean of Student Services, or Student Support Services staff members and is assigned in addition to their regular academic advisor. These advisors are trained specifically to serve the needs of at-risk students and take a more hands-on approach to assisting them. This practice allows for additional advising follow-up and an additional contact on campus for the student to have as a resource. Throughout the spring and summer 2009 terms Academic Recovery instructors and academic probation advisors were trained, the administrative database was configured to reflect the changes to GPA requirements, and registration alerts were developed to notify the Records office staff that students on probation are required to take the recovery course and have their enrollment limited.

Review (10-05-09):
During the second year of this Action Project, GCCC has implemented several changes in processes to address students on probation. As with any change, communication is essential and the institution has invested heavily in the distribution and discussion of the new processes with departments and divisions to solicit feedback and support (Category 5: Leading and Communicating, Category 9: Building Collaborative Relationships). By utilizing an incremental scale for the cumulative GPA, students will be identified and provided assistance throughout their progression toward graduation. A second process change has been placing a limit on the number of credits a student on probation may take. Although this may affect the time it takes to graduate, and consequently graduation rates, the students will benefit in the long run by being successful (Category 1: Helping Students Learn, Category 3: Understanding Students' Needs). GCCC has demonstrated its commitment to students by providing resources to students on probation. These include the provision of an Academic Recovery Course and the assignment of a probation advisor in addition to the student's regular academic advisor. Special training was provided for the probation advisors prior to implementation of the new process (Category 4: Valuing People). In order to assist in identification and monitoring, changes in the data base processes were also implemented (Category 7: Measuring Effectiveness). GCCC needs to take time to celebrate all these accomplishments and to communicate them externally as well as internally!

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

The retention committee consists of a wide cross section of campus including representatives from administration, faculty, student services, athletics, residential life, and the student body. Additionally, the retention committee solicited feedback from various departments throughout the life of the project. Several departments were particularly instrumental in the structural development and implementation of this plan including Information Technology (IT), Records, Counseling and Advising, Student Support Services, and all faculty advisors. Several meetings were held with IT to walk through the changes to the GPA structure and implementing the changes in the administrative database. Additionally, meetings with the records department were held to update the letters and notification that went out to students on academic probation informing them of the changes.

Review (10-05-09):
A wide array of faculty, staff and students have been involved in this project. GCCC demonstrated the principles of a high performing organization such as collaboration, information, people and involvement by utilizing this diverse group of individuals and also by securing feedback from various departments throughout the life of the project. This is essential in the feedback loop of the Continuous Improvement cycle of plan-do-check-act and in achieving buy-in for the process changes both now and in the future. It is essential that people who are involved see changes occurring and this has certainly been happening at this institution. Taking time to publically acknowledge all the participants will assist in implementation and also with motivation to participate in the future.

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

The first step will be to analyze data after the fall 2009 academic recovery course is completed. Analyzing the GPA's of students, retention rates, and course evaluations will be an initial step in determining changes and overall success of the plan. Additionally, steps will be taken to train and educate faculty, staff, and students on retention strategies that can be applied to a broader population of students in conjunction with the retention plan.

Review (10-05-09):
The institution is planning the evaluation phase of the project. It is not clear how or what targets for retention have been set or if benchmarking has been done to assist in this project, which could be helpful. Once the evaluation data is obtained, GCCC can decide whether to revise and/or expand these processes to other groups of students as originally planned. There is an opportunity to measure faculty and staff involvement in retention, which was part of the original project declaration. The project also included a potential process change in measuring student satisfaction which has yet to be accomplished, but is planned for the future. GCCC has designed its processes to include systematic review and evaluation as it moves forward.

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

The intent of the retention plan, which encompasses the credit hour limit, enrollment in the recovery course, and assignment to a probation advisor, is to assist at-risk students to focus their efforts on academics as well as getting them connected with resources and support services available on campus. While this project is not at a point to consider it an effective practice, it is apparent that the institution is committed to redefining how we work with students and placing an expressed emphasis on retaining students. The support that has been achieved throughout the life of this project is testament to the growing realization that retaining students is everyone's responsibility. Consequently, once data is collected from students completing the course and working towards their goal attainment which correlates to retention, the "effective practice" goal will become apparent.

Review (10-05-09):
GCCC has been very thorough in the design and implementation of this project, which can serve as an example for other institutions. Presentation at HLC and other conferences should be considered no matter whether the results are positive or negative – we can all learn from this. It is helpful also to see how a project can and should be altered when the scope is too broad, which is not an uncommon occurrence. This is a very valuable project which can serve as a model for others.

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

While the procedural results of implementing a retention plan during the first two years of the project have been highly successful, the scope of the project also included developing a standard

system for collecting, disseminating, and analyzing student satisfaction data as it relates to retention. As with many projects, once the work begins, it becomes necessary to focus efforts on specific pieces so that they are done well rather than having the work be too broad and not as effective. The retention committee determined that retention of our at-risk students was the greatest need and chose to focus on building a solid and workable retention effort knowing that data collection, dissemination, and analysis would follow. As such, the student satisfaction data was temporarily delayed. With the retention plan now complete and in place, the committee is refocusing its attention on not only the data from the retention plan as it becomes available, but also developing a campus-wide procedure for using student satisfaction data as it relates to retention. Initial strides have been made this past year in addressing the types of data to collect and determination of a cyclical schedule for receiving this information. The College has instituted a rotation basis for assessing student satisfaction through a national survey and student advising satisfaction on a bi-annual basis. The challenge that will need to be addressed during this next year is who receives the information, what to do with it once received, how to notify stakeholders of the data, and how to utilize it internally for decision-making. So, while this project was originally set as a two-year project, in order to devote significant effort to the entire scope of the project, it will remain active for another year. This next year will involve solidifying the procedures for both retention and student satisfaction data collection and having a system in place for effective utilization of this information.

Review (10-05-09):
The next steps should include designing standardized processes for the collection, analysis, dissemination, and utilization of the data obtained for both retention and student satisfaction. It seems this was a two-pronged project, with overlap between the goals. Since the project has been ongoing for two years, it might be beneficial to consider making the student satisfaction portion of the project a new Action Project, This would provide an opportunity to involve more people in the AQIP process and might assist with motivation. On the other hand, if current team members are very involved, motivated, and committed to assuring success of this project, it could be continued as the second phase of the original project. Benchmarking with other institutions would also provide additional information for the development of these processes.

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

Review (10-05-09):
The institution is making excellent progress toward completion of the project and development of an institution-wide continuous quality improvement culture.

Action Project

Institution:	Garden City Community College
Submitted:	2007-08-23
Email:	deanna.mann@gcccks.edu

Contact:	Deanna Mann
Telephone:	620-276-9792

Timeline:
Planned project kickoff date: 08-01-2007
Target completion date: 06-01-2008
Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:
Increase Access and Opportunity for Underserved Students

B. Describe this Action Project's goal in 100 words or fewer:
The goal of this action project is to recruit underserved populations of students at a higher rate than previously achieved. The focus of the project will be primarily GED and ESL students who are served by the Adult Learning Center. Analysis of the current processes with a focus on redesign where applicable is warranted.

C. Identify the single AQIP Category which the Action Project will most affect or impact:
Primary Category: Understanding Students' and Other Stakeholders' Needs

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:
With the construction of a new Student and Community Services Center building, the students (primarily GED and ESL students) who are served by the Adult Learning Center are now on the college campus. The change in location has provided the opportunity to transition these students into post-secondary education at a much higher rate than previously achieved. Additionally, the Adult Learning Center is redesigning the delivery of the GED program to better serve those students who require little time and assistance to complete the GED. These students are ideal candidates to transition quickly to post-secondary education along with ESL students who have acquired sufficient English skills to succeed at college-level courses or move into college-level ESL courses.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:
Adult Learning Center Counseling and Advising Admissions Office English as a Second Language Department Student Support Services

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:
• Strengthened recruiting processes for specific populations • Better communication between college personnel and Adult Learning Center personnel • Ease of transition for target populations • Explore repackaging course offerings to meet the needs of stakeholders

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):
During the first year, a group that represents the above areas will work to analyze data that indicates self-reported goals of higher-education and transition percentages of that group. A realistic, but stretch-target will be identified to increase the transition rate. The group will then review the current

structure for recruiting these students and revise the structure to produce better transition results. The committee will focus on the needs of both GED and ESL students individually as the needs of these students vary greatly. Student support services and counseling will be involved to be sure that once a student has matriculated, he or she has the services necessary to succeed at the college level. The second year and subsequent years, the group will again review the transition data to determine if progress is being made. The structure will be reviewed for pros and cons following the first year and revised as appropriate.

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

By the end of the first year, data-analysis and goals should be developed. Additionally, a plan for recruiting and transitioning Adult Learning Center students should also be developed on at least a skeletal basis. Full implementation of the recruitment strategies by the second year will signify that the project has remained on-track.

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

Initially, a significant increase in Adult Learning Center students transitioning to college courses will serve as an indicator of success. Long-term monitoring of these students and if they met their higher education goals will be a strong measure of the success of this action project.

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

K. Project Leader and contact person:

Contact Name: Deanna D Mann, Director of Institutional Effectiveness

Email: deanna.mann@gcccks.edu

Phone: 620-276-9792 Ext.

Annual Update: 2009-09-14

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

During its inaugural year, the Garden City Community College and the Garden City Adult Learning Center (ALC) broke barriers for GED and ESL students entering postsecondary education and succeeded in the overall goal of increasing the number of underserved students enrolling in college from the adult basic education programs. Students moving from adult basic education into postsecondary education increased from a total of 3 during the 2006-2007 academic year to 38 students in 2007-2008. Motivated by this success, the collaborative efforts of the two entities continued to develop and refine the elements that led to a successful start and add purposeful changes to strengthen outcomes. In 2008-09, the ALC revamped the scope and sequence of many of its curriculums to better prepare its students for college-level courses. The format of the GED curriculum instruction was revised to designate instructors by subject matter as opposed to levels of instruction. For example, instead of having one instructor teach multiple subjects to all Level 1 students, the students now have multiple instructors who concentrate only on one subject. With this adjustment, 28% (15) of the transition students scored 30+ points higher than the needed 500 on the GED exam. These changes were a concerted effort to ensure that GED students possessed the skills necessary to succeed in postsecondary education following transition. In addition to raising scores, the center has worked with GCCC's ESL professor to design English language curriculum that prepares students for a higher level of instruction. A main focus of the second-year efforts included highlighting educational opportunities in technical programs for these students. In spring 2009, the

GCCC technical departments and the ALC staff partnered to present a "GED Career Exploration" night. Faculty members set up demonstrations and displays showcasing their technical careers in a tradeshow-like venue for students to browse and network with college instructors. Admissions and Financial Aid also set up informational "booths" for the students to obtain information. While touring the exhibits, ALC students could pick up tickets that allowed them to attend an actual classroom during regular periods. This exposed the students to careers and the educational courses that are entailed in the careers so they could actually experience the educational process prior to enrollment. The local Workforce Center also attended this event as an exhibitor providing information regarding current employment needs for the region. Community involvement was enhanced by solidifying partnerships with area professionals to allow transition students to job shadow. This exposed students to "real life" experiences to give them information needed to make career choices. Doctors, dentists, and hospital staff within the community participated in the program. Business people from other career fields also addressed the transition students during class regarding specific aspects of their professions. Students are encouraged to volunteer with Big Brothers and Big Sisters to develop a sense of community. The continued commitment of faculty and staff on this project are again realized in the second-year results. Once again transition numbers increased significantly from 38 in 2007-2008 to 52 in 2008-2009. Of these 52, seven English as a Second Language students transitioned into postsecondary education. Additionally, ten students enrolled into a dual program developed by GCCC and the ALC that allows students to satisfy a GCCC graduation requirement and experience college-level curriculum while still in the GED program. The program, which was collaboration between the ALC staff and the GCCC academic advising staff, allows higher-level GED students to take a College Skills course while they are studying for their GED. The one-credit course teaches the students effective study and time-management strategies while they are being exposed to the mainline collegiate atmosphere and expectations of college instructors. Eighty percent of the students who participated in this program completed their GED and 90% earned their first college credit. During the past year, a total of 152 transition students were advised by the transition advisor. Although retention of this student population continues to be a challenge, GCCC has developed new retention strategies that specifically address the problems that transition students have toward meeting the completion of their educational goals. Early and frequent sessions with advisors are critical to the retention of transition students. The personal attention of the transition career advisor is transferred to a GCCC academic advisor once the student is enrolled into the college. This relationship has proven to be the single-most important factor in transitioning and retaining this student population.

Review (10-07-09):
The institution has made exceptional progress on the action project and has achieved significant RESULTS from the project. The project plan demonstrates an understanding that collaboration, agility, focus, foresight, information, learning, and involvement (AQIP Principles) are critical to the project's success. The plan not only incorporates many AQIP approaches, more importantly, the accomplishments demonstrate the AQIP approach of systematic continuous improvement design and implementation. The foresight and agility to evaluate and realign the curriculum to more effectively meet the needs and expectations of students (AQIP Category (3) Understanding Students' and Other Stakeholders' Needs) which resulted in high performing results demonstrates the institution's commitment to continually seek more effective ways to enhance student achievement through careful design and evaluation, the AQIP Learning Principle. The collaboration between the Adult Learning Center staff, the technical department, community professionals, and the local workforce center is exemplary and created a foundation for expanded opportunities, i.e., career day and shadowing, and services for the student population (AQIP Category (9) Building Collaborative Relationships). The development of the dual program allowing GED students to enroll in a college level course as part of the GED curriculum demonstrates the institution's capacity to collaborate and innovatively respond

quickly and make meaningful changes to improve services and add value (AQIP Collaboration, Foresight and Agility Principles). Overall, this project clearly demonstrates numerous AQIP principles and approaches inherent in high performing organizations.

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

Garden City Community College's full-time transition career advisor provides one-on-one support to ALC students who have identified postsecondary education as a goal. The transition career advisor also recruits other students from the GED and English as a Second Language programs to participate in the transition program. The collaborative efforts to transition this population of students has been solidified in the past year as GCCC's admissions, financial aid and counseling departments and the transition advisor have meshed services. The transition advisor now attends GCCC monthly counselor meetings. GCCC's admissions, financial aid and counseling departments, as well as the college-level ESL faculty, support the efforts of the transition career advisor to recruit adult learners to GCCC. Representatives from these departments serve on the ALC Advisory Board and make presentations to ALC students at orientation as well as during GED and ESL classes. GCCC faculty and staff as well as the transition career advisor engage students in campus tours and college events such as open enrollment and Exploration Day, which provides hands-on opportunities for students. During the past year, GCCC has been extracting data from the institutional database to help the transition advisor follow the GED students' progress in postsecondary education. This helps with retention and support of the students once they have made the transition for adult basic education to college. It also will allow GCCC to identify factors affecting the transition program so that adjustments can be made to improve the completion rate of the transition students.

Review (10-07-09):
The institution has extensively integrated collaboration, relationship building, and broad based involvement in the project's plan by including career advisors, admissions, financial aid, and counseling department staff, as well as faculty from regular and ESL courses (AQIP Category (9) Building Collaborative Relationships, and AQIP Involvement and Collaboration Principles). The use of a data tracking system to identify factors affecting student transition to college for evaluation and improvement demonstrates using data and results to develop strategies and action plans for improvement (AQIP Categories (7) Measuring Effectiveness and (8) Planning for Improvement).

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

Although GCCC is retiring this project this year, because of its success, the transition program will be maintained. GCCC and the transition advisor will continue to look at data to determine what steps need to be taken to ensure continuous improvement of the program.

Review (10-07-09):
The institution has noted that this action project will be retired at the end of this cycle, but that the transition program will be maintained with committed resources to support the efforts. The institution has indicated the commitment to continue the assessment and evaluation of program results to further address improvements in response to understanding student and other stakeholder needs (AQIP Categories (3), Understanding Students' and Other Stakeholders' Needs, (6) Supporting Organizational Operations, (7) Measuring Effectiveness, and (8) Planning Continuous Improvement).

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

The project has been successful with the support of all ALC and GCCC staff creating a more welcoming environment to all students. The transition advisor and students develop a bond which builds student self confidence and assurance that they can achieve their goals. The transition advisor accompanies individuals to admissions, registrar, and financial aid offices as well as to other departments of interest. The transition advisor guides students on campus tours, meets academic

instructors of chosen careers, and proctors students on Kansas WorkReady® assessments and college placement exams. Students are always welcome at the transition advisor's office for moral support or for any academic questions they might encounter.

Review (10-07-09):
The institution has a number of potential effective practices integrated into this concluding project. One example noted is the element of collaboration (AQIP Category (9) Building Collaborative Relationships) which has been effective in creating a welcoming, supportive, and inclusive culture for transitioning students. The broad-based faculty and staff participation has increased individual's understanding of how what they do affects others within the organization and appreciation how their work helps further the institution's mission (AQIP Involvement Principle). Overall, this project has implemented a methodical application of AQIP principles which makes it an excellent example of how to effectively practice the AQIP approach in an action project plan.

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

The challenge in this project is retaining students so that they remain enrolled long enough to earn a certificate and/or associate degree. Scholarships are needed for transition students. The most typical barriers to entering postsecondary education for these students are tuition money, childcare, transportation and the need to remain employed while attending college. The Adult Learning Center has begun discussions with both academic and technical program leaders to adjust course schedules to meet the needs of working students. This discussion also is addressing the need for short-term certificate programs that enable students multiple entry and exit points while still advancing their skills and employability.

Review (10-07-09):
The institution has identified appropriate challenges to the project plan, and the team has identified reasonable adjustments (AQIP Agility Principle) which includes altering course schedules in order to be responsive to the needs of the students (AQIP Category (3) Understanding Students' and Other Stakeholders' Needs). The project plan also includes exploring alternative programmatic efforts designed to offer varying entry and exit points (AQIP Agility and Foresight Principles).

Action Project

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

Timeline:

Planned project kickoff date: 08-01-2007
Target completion date: 06-01-2010
Actual completion date: --

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

Implement a Data-Enhanced Assessment of Learning

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

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

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

Primary Category: Helping Students Learn

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

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

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

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

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

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

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

The following timeline outlines this three-year project: 2007-2008 • Define institutional goals relative to each of the common learning objectives • Define program-specific goals for each of the program-specific learning objectives • Identify specific data required to measure to minimum standards and benchmark targets 2008-2009

• Collect and disseminate required longitudinal data determined in Year 1 for faculty and administrative analysis • Determine areas of need based on data and define procedures designed to meet those needs 2009-2010 • Implement procedures for improvement of student learning • Collect and analyze longitudinal data (annually) • Review procedures and adjust as appropriate (annually) • Provide results of learning objectives to GCCC Board of Trustees (annually) • Publish results of learning objectives on GCCC website (annually)

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

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

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

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

J. Other information (e.g., publicity, sponsor or champion, etc.):
K. Project Leader and contact person:

Contact Name:	Deanna D Mann, Director of Institutional Effectiveness
Email:	deanna.mann@gcccks.edu
Phone:	620-276-9792 Ext.

Annual Update: 2009-09-14

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

The scope of this project is to improve essential student learning objectives as well as program-specific learning objectives. The College emphasizes five ENDS as defined and monitored by the Board of Trustees including essential skills, work preparedness, academic advancement, personal enrichment and workforce development. Within each of the ENDS are specific categories that the board considers essential to the mission and function of the College. During the first year of the project, program-specific learning objectives were reviewed and revised as needed, leaving the focus for the past year on the essential learning objectives of writing, speaking, listening, math, and reading skills. The history of assessment on campus has seen definite fluctuations. While the successes have been significant, the failures have led to doubts in the system from some faculty. Assessment success continues, but it is on a more individualized, course and program specific level. Failures happened on a more globalized level stemming from attempts to incorporate assessment initiatives that were not completely developed. While these initiatives were well intentioned, they lacked the overall focus that would have given direction to faculty and administration and provide the kind of data that makes for informed decisions. Without clear and apparent reasons for specific assessment tools, many faculty simply went through the motions of recording scores because it was mandated. Consequently, faith in campus-wide assessment was damaged and it is proving difficult to regain. With this in mind, the configuration of the Assessment Committee was restructured to address both scope and leadership. Although the College has had a long-standing Assessment Committee, prior to this action project the focus had been strictly on developmental education and the

committee had traditionally been administration driven. When the College began working on outcomes-based assessment of common and program-based outcomes within all areas of the campus, it was considered important to shift the leadership of the committee from administration to faculty. While the goal in changing the committee structure was to increase faculty support for assessment, it was also necessary because the scope and focus of the project needed to be determined by the people who used it most. One of the first things the committee did during the 2008-2009 academic year was to seek input from faculty and staff from additional disciplines. Discussions on global assessment emphasized the fact that assessment in each discipline differs enough that experts in each discipline needed to be involved in the conversations and decision-making. Rather than enlarging the committee to the extent that it became non-productive, members were sought out to serve as ad hoc committee members as needed. During the spring 2008 semester, an assessment survey was developed and distributed to all faculty. The survey was designed to explore the various types of assessments that were being used across disciplines, whether they were formative or summative, how they related to coursework and testing, how assessment results were utilized within courses for improvement, and where faculty felt training was needed. While the information garnered from the survey proved valuable after being calculated and reviewed, the number of responses from faculty was disappointing. As a result, the committee determined that another approach to get input and engage faculty was necessary. Based on the initial findings of the survey, a series of additional questions were developed and focus groups were formed to further explore and define assessment needs, standards, targets, and tools in the areas of English, mathematics, communications, and reading. The focus groups were engaged during the start of the fall 2008 term, but efforts to sustain that engagement failed due in large part to the inability to find common meeting times and a lack of commitment from all faculty. Faculty leadership within the committee had floundered as well due to a lack of administrative guidance to provide a global view of assessment on campus. As a result, only general definitions of assessment were established in the four college ENDS and further progress during that semester was somewhat disappointing. During the spring 2009 term, based on the results that the committee was able to glean from the initial assessment survey and the functioning focus groups, a recommendation was made to incorporate an effective tool for two of the four ENDS. Discussions centered around two potential assessment tools already in use on campus: ACT's Compass and WorkKeys. The compass assessment was considered as it could offer both pre- and post functionality and is a nationally normed and highly utilized tool. However, its primary function on our campus is for placement and although new diagnostic components of the Compass assessment are being considered for implementation, it was deemed an inappropriate assessment tool for the kind of information desired by the committee. The WorkKeys assessment is a tool that measures skills within pre-defined areas and relates those skills to workforce needs and it was the assessment that was ultimately selected by the committee because it is an instrument that the College is familiar with and would take little modification to procedures to obtain meaningful data. The committee soon recognized that the way the College had been handling the WorkKeys assessment was part of the overall problem. In order for it to provide useful data, students needed to take the same pre- and post assessments. The three parts of the WorkKeys assessment given by the College include reading, math, and locating information. Students were previously given two of the three assessments at random upon entering the College and two at random upon exit. This meant comparative data either wasn't available or the sample was too low to provide meaningful data. In order to solve these issues, the College, based on a recommendation from the Assessment Committee, will begin assessing students in all three areas upon entrance and exit so direct, relational results can be determined. Due to budget constraints and the cost of additional assessments, the three assessments will be given to students in pre-determined programs during the 2009-2010 academic year with full implementation to all programs scheduled for the fall of 2010. The decision to use a standardized, nationally-normed assessment proved to be a breakthrough of sorts for the assessment committee. Faced with two choices, the committee had to determine which would provide the information it wanted and that meant defining the needs and uses of the information obtained. In order to do that, a wider scope of the data required to make decisions that affected curriculum and learning on this particular campus had to be understood by the members of the assessment committee. The ultimate result will hopefully provide the focus that has been missing which will increase faculty involvement.

Review (09-30-09):
Your tenacity with this project is apparent when the difficulties encountered are identified. Institutions

implementing new or revised assessment programs often have setbacks and not all have learned from those setbacks, as you have with this project. A review of your activities does not identify the use of pilot programs in the implementation of your Action Project. Using pilot projects with programs and individual faculty that have been more successful or supportive of the assessment process may help to alleviate the failures you have encountered. Using a pilot program would enable you to "fine tune" the process and articulate success in assessment of student learning. Continued "top down" emphasis on assessment and demonstrated success may help the unsure or apathetic few understand the importance of assessment to students throughout the institution. Changing the leadership of your Assessment Committee from an administrator to faculty demonstrates the AQIP principles of Leadership and Agility.

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

The committee worked to involve faculty from essentially all divisions through the restructuring of the committee, surveys and focus groups. Although participation was not always achieved at the desired level, many faculty were involved. Enough solid information was achieved in two of the four areas assessed by prior WorkKeys testing to define measurable essential skills and recommend that tool as effective for assessing those skills as well. Assessment has proven to be a challenging and worthy action project on our campus. A major factor to progress in developing a campus-wide assessment plan is the buy-in of the people who work with all facets of assessment from implementation in the classroom to collecting and evaluating the data resulting from the assessment. As explained earlier, a unifying focus is essential in garnering that support and the Assessment Committee has made some inroads in defining what that focus is. As the process has evolved, we are finding that the past very much affects the future and the lessons we have learned by occasionally going down the wrong path could help determine what the right path will be.

Review (09-30-09):
We learn through our mistakes. Being willing to take the risk and learning as you progress through the project will ultimately improve the Action Project outcomes. Demonstrating success within a few programs, using pilot programs, may help to unify the focus on assessment and garner the support you are seeking from faculty in all programs.

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

During the 2009-2010 year, the goal of the Assessment Committee includes finalizing the definitions for the writing and speaking learning objectives and to identify benchmarks and targets for all four learning objectives. The Committee has learned that having a purpose behind the benchmarks and targets is invaluable to achieve buy-in from those directly involved with the process. A gap analysis has been developed to study the limited results obtained from previous WorkKeys testing efforts and this data will be reviewed by the Assessment Committee for the purpose of setting benchmarks and targets. Once these are complete for all of the outcomes, the definitions, benchmarks and targets will be submitted to president's cabinet for approval. The Assessment Committee also realizes that we are going to have to get people back on board with assessment who have become somewhat skeptical of the process due to previous efforts. Once the purposes of individual assessments are established through benchmarks and targets, clear reasons for effective assessments can be articulated to faculty and administration through decisions that benefit learning campus-wide. In order for that to happen, the College must define what it hopes gathering useful data through effective assessment will reveal. The committee also intends to seek input from the campus community on ways in which it can communicate its purpose, goals and achievements more effectively. The final step will be to set procedures for collecting and analyzing data. Analysis will receive more focus through committee work and collaborative group discussion as more quality information becomes available. Once decisions can be made through the use of the information that effective assessment will provide, efforts will be rewarded through more effective student learning and time efficiency thus increasing campus-wide involvement.

Review (09-30-09):
Regaining confidence of those who have tried and were not as successful as they may have hoped to be is part of the learning process. Using the educational skills available throughout your college should enable you to overcome this barrier, just as you do with students year after year. This may take extra effort from college

leadership and those supportive of assessment but ultimately you will be successful.

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

Effective practices have not been achieved yet. However, as we identify and implement assessment tools, there is an opportunity for some effective practices to emerge. Also, as the data is used to improve learning on campus, effective practices are certain to emerge as faculty and administrative collaborate on what the information is revealing and what actions to implement in order to take full advantage of the data. Furthermore, when emphasis in specific learning objectives becomes necessary as determined by data evaluation, effective practices will be shared through campus-wide training efforts.

Review (09-30-09):
As you continue with this project, you will identify the effective practices that you need to make this Action Project successful. The collaboration you identify between faculty and administration is an important aspect in identifying and utilizing effective practices.

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

We are focused on developing definitions that are understandable, applicable, and meaningful for the common learning objectives. Educating our faculty as to the purpose and function of this action project may result in more faculty members actively participating in the focus groups. Their participation will hone these definitions while providing the faculty with a feeling of ownership which we hope will result in more buy-in. Providing purposeful assessments that prove worthwhile is the catalyst to eliminating a history of frustration in our assessment system. Finding a single assessment tool that will measure all of the common learning objectives has also been challenging. There is simply too much diversity in the programs and curriculums provided by the College. The Assessment Committee has come to the realization that a single tool, while a tidy concept, probably won't be practical for the needs of the College. We have learned there are many forms of assessments being given on our campus that we can use to measure the objectives and the assessment team is looking into utilizing tools that are in use rather than add assessments that may do the same thing.

Review (09-30-09):
By identifying the WorkKeys assessment tool you have provided a standard assessment tool for all programs. Further identifying that this one tool may not be sufficient or appropriate for all programs is important to the success of student assessment within the college. Flexibility and continuous evaluation of the project is important to the ultimate success of the project.

Kevin Brungardt
Dean of Academics

State Committees/Activities
- State Performance Agreement
- KCIA Member
- SCOCAO Rep
- TEAC Community College Rep
- Kansas Core Competency Meetings
- Access Us
- Campus Compact

Two-Year Colleges
- EduKan
- Shared Math Classes

Four Year Colleges
- Articulation Agreements

GCCC Committees
- Instructional Resources
- College Skills
- Academic Program Review
- Developmental Education
- Curriculum Sub Committee
- Faculty Senate
- Assessment Committee
- Calendar Committee
- Academic Catalog
- Media Advisory Board
- Visual, Creative, and Performing Arts

High School
- Outreach/concurrent Enrollment
- Southwest Plains Regional Service Center
- Student Universal
- Academic Calendar
- Attendance Verification
- Joint Faculty Meetings – Math, Reading, English
- Listening Meetings
- Articulation Agreements

GCCC
- Academic Curriculum
- Student Discipline (Classroom)
- On-line Student Evaluations
- Library
- Comprehensive Learning Center
- Out-of-Class Testing
- Adjuncts – Academic
- Bryan Education Center - Academics
- Withdraw Appeals
- Refund Appeals
- Faculty Salary Advancement Approvals
- Instructional AQIP
- Title V Internal Monitoring Committee
- Broadcasting Partnership
- Constitution Day
- Spring Advising/Enrollment Day
- Line Schedules

-

Lenora Cook
Dean of Technical Education and Director of Nursing

Grants

- Perkins Grant
- Title V grant
- Workforce Solutions (Welding & Ammonia)
- Follow up on Impact Grant

Tech Ed Authority –

- alignment project
- Funding Formula
- Technical program approvals

KACCCTEA – Tech Ed Deans

KBOR

- program approvals
- New Look Liaisons

Programs including reviews, advisory boards

- Criminal Justice
- Fire Science
- EMST
- John Deere
- Welding
- Nursing & Allied Health
- Animal Science
- Auto
- Accounting
- Business Management
- Computer Science
- Agriculture; Crops and Meats
- Ammonia Refrigeration
- Automation
- Industrial Technician
- Cosmetology

Program accreditations

- Auto (NATEF)
- EMST (KBEMS)
- Nursing (KSBN & NLNAC)

Apprenticeship with industry (Tyson, Palmer etc)

Centers of Excellence

Three Entities

- Exploration Day
- GEMS for Girls & Guys
- Centers of Excellence

Liaison Pioneer Health and St. Catherine's

Dee Wigner

Executive Dean of Administrative Responsibilities

- Food Service
- Bookstore
- Campus Child Care
- Departments
  - Business Office
  - Payroll
  - Central Services
    - Print Shop/Copy Center
    - Switchboard
    - Mailroom
  - Computer Services
    - School Maestro
    - Blackboard
    - Email
    - Work Orders
  - Physical Plant
    - Maintenance
    - Grounds
    - Security
    - Custodial Services
    - Transportation
- Finance
  - Budget
  - Audit
  - Purchase Card
  - Investment of funds
  - Tax credits
  - Accounts Payable
  - Accounts Receivable
  - Refund Appeals
- Purchasing
  - Furniture
  - RFP's
  - Computer equipment
  - Software
  - Inventory
- Disposal of assets
- Facilities
  - Capital projects
  - New construction
  - Deferred maintenance
  - Renovation and remodel
  - Athletic fields
  - Parking lots and streets
  - Signage – interior and exterior

- Insurance
  - Liability
  - Property
  - Vehicles
  - Athletic
  - Worker's Compensation
- Services
  - Cable TV
  - Utilities - KJUMP
  - Telephone service
  - Long distance telephone
  - Cell phones
  - Mail
  - Copiers
- Contracts
  - Review all contracts
  - Negotiate service contracts
  - Pepsi
  - ATM Machine
  - City/County/ USD partnerships
- Faculty Negotiations
- Benefits Administration
  - Health Insurance
  - 403(b)
  - Section 125
  - Health Savings Account
  - KPERS
  - Life Insurance
- College committees
  - Institutional Resources
  - Crisis Response
  - Benefits Committee
  - Art Committee
  - Tree Committee
- Community
  - Contact with city and county on financial matters
  - Serve on City of GC Capital Improvement Program Review Committee
- State committees
  - Member of Society of College Business Officers (SCOBO)
  - Member of Kansas Association of Community College Business officers

Cathy McKinley

Dean of Continuing Education & Community Services

- Adult Learning Center
    - ALC Advisory Board
    - Kan Go grant
    - Migrant Family Literacy (East Garden Village, Buffalo Jones)
    - Plaza Comunitaria
    - Refugee Services (GC, Dodge, Liberal)
    - Transition Program
- Bryan Education Center - noncredit
- Business & Industry Institute
    - B&I Advisory Board
    - Concealed Carry Certifications (Team T)
    - Endurance Wind partnership
    - FCEDC partnership
    - Motorcycle safety program
    - USD 457 Challenge Course
- CAMP – KanCo
- Community Services
    - Personal Enrichment classes
    - Kids' College
    - Finney County Young Professionals
    - Broncbuster Sr. Club
    - Community Services Council
- Educational Talent Search (ETS)
- HEP – Project Destiny (GC, Scott City, Lakin, Ulysses)
- Non-credit workshops, courses & seminars
- Outside Entity Scheduling, including classes for 4-year institutions
- Small Business Development Center (GC, Greensburg, Liberal)
- SWK Music Academy
- SWKR Prevention Center

GCCC Committees/Partnerships:

- AmeriCorps
- Internal Governance Cabinet Liaison
    - Administrative Support for Instructional Resources Committee
- GCCC Leadership Academy
- Planning
- Teaching and Learning Center (TLC)
- Kids of the Great Southwest
- New York Broadway Tour

Community Partnerships/Committees:

- Kansas Deans & Directors of Continuing Education & Community Services
- Finney County liaison
- City of Garden City; City of Holcomb liaison
- Garden City Area Chamber of Commerce liaison
- Finney County Economic Development Board of Directors
- Finney County Recruitment & Retention Task Force – Chair
- LERN
- NISOD
- Workforce Entities (B&I, FCEDC, Chamber, KansasWorks, Tech Ed)

Deanna Mann

Dean of Institutional Effectiveness and Enrollment Services

- AQIP/Accreditation
- Institutional Research
    - Alumni Database
    - Graduation Rate Survey
    - Follow Up Study
- Academic/Endowed Scholarships
- Admissions
- Financial Aid
- Internal Committees
    - Students and Stakeholders IG Committee
    - Scholarship and Academic Review Committee
    - Computer Users Subcommittee
    - DataCore

Ryan Ruda

Dean of Student Services

- Counseling/Advising/Assessment
    - KSU Bridges Grant
    - National Standardized testing
    - Advisor Evaluation
- Student Support Services
- Accommodations
- Records
- Student Health Services
- Residential Life
- Student Activities
    - Student Government Association
        - Grant-in-aid
- Athletic eligibility
- Student discipline
- Internal Committees
    - Recruitment and Retention Committee
    - Advising Task Force
    - Disciplinary Review Committee
- Four-Year Institutions
    - Transfer visits
    - Coordinate the determination of course transferability
    - Assist with submitting syllabi for course approval and determination of equivalency
- Liaison with area high schools

2008-2009 Accomplishments					Antic. Compl. Date	Accomp-lishment Date
GCCC Strategic Priority		Goal/Outcome (Not Operational)		Measurable Objective		
Helping Students Learn						
	1	Successful grant application for SSS	1.1	Attend SSS grant writing conference	Jul-08	Aug-08
	2	opportunities	2.1	Maintain DISCOVER license	Sum 08	Jun-09
			2.2	Include salary ranges on flyers	Sum 08	Sum 2009
			2.3	Annual update of job outlook/salary	Sum 08	Sum 2009
	3	Host Student Universal Leadership Conference	3.1	On campus recruitment of high school and middle school students	Spr 09	Apr-09
	4	Enhance enrollment process	4.1	2 faculty/day - 9 days @ $272/day/person	Sum 08	not viable
	5	Wireless internet service for residence halls	5.1	Purchase equipment and service	Aug-08	spring 2010
		Separated residence hall internet from campus	5.2		Spr 09	Spr 2009
	6	Increase campus safety	6.1	Install working security cameras	Spr 09	
	7	Provide student access to teaching aides	7.1	Purchase Kurzweil Reader 3000	Sum 08	Fall 2008
	8	KIOSK in BTSC and SCSC main floor	8.1	Purchase/install KIOSK system	Spr 09	moved to 09/10
	9	Develop enrollment management plan	9.1	Learn procedures at conference	Nov-08	moved to 09/10
			9.2	Educate campus at in-service	Spr 09	moved to 09/10
	10	Promote GC3 for campus communications	10.1	Coordinate all student communication through GC3	Sum 08	Fall 2008
	11	Pilot Degree Audit in WebAdvisor	11.1	Test functionality and develop training	Aug-08	Fall 2008
	12	Post student activities on college website	12.1	Work Webdesign to add a link for Student Activities	Spr 09	Spring 2009
	13	Build public awareness of all testing services	13.1	Provide publication for Lasergrade, Pearson Vue, GRE/TOEFL	Apr-08	Fall 2008
	14	Develop on-line advising training	14.1	Develop on-line modules for training	Aug-08	moved to 09/10
	15	Implement effective food service committee	15.1	Hold meetings three times/semester	May-09	moved to 09/10
	16	Opportunity for employee development	16.1	Host KACRAO annual conference	Sep-08	Fall 2008

2008-2009 Accomplishments						
GCCC Strategic Priority		Goal/Outcome (Not Operational)		Measurable Objective	Antic. Compl. Date	Accomp-lishment Date
	17	Purchased RFB&D membership	17.1	Accessibility to books for students with disabilities	Sum 09	Sum 09
Helping Students Learn	18	Increase Garden City Community College Enrollment by 6%	18.1	Increase number of ALC students who successfully transition to credit classes	June, 2009	AY 08-09: Increased from 3 to 38
			18.2	Hire/maintain ABE/GED transition advisor	July, 2008	8-Jul
	19		19.1	Review unused scholarships and communicate opportunities to campus	Spring, 2008	
			19.2	Communicate faculty and staff wide expectation for recruitment	August, 2008	
			19.3	Expand number of Garden City Community College faculty and staff available to recruit and promote opportunities through out service area	January, 2009	On going
			19.4	Provide recruitment training for faculty and staff	Fall, 2008	
	20		20.1	All scholarship programs will have assigned recruitment and accountability expectations	January, 2009	
			20.2	Complete review enrollment processes for students on campus	Spring, 2008	
			20.3	Increase faculty and staff involvement for enrollment days	August, 2008	FA2008
			20.4	Use new accommodations position and .5 counselor plus two instructors for early enrollment days increases	August, 2008	8-Aug
	21		21.1	Utilize web registration	January, 2009	
			21.2	Promote GCCC opportunities to the service area	January, 2009	SP2009
			21.3	Assign teams to "outreach areas"	January, 2009	
	22		22.1	Complete Second phase of listening sessions	Fall, 2008	FA2008
			22.2	Develop credit and noncredit programs/certificates as dictated by workforce needs	Fall, 2008	SP2009

2008-2009 Accomplishments					Antic. Compl. Date	Accomp-lishment Date
GCCC Strategic Priority		Goal/Outcome (Not Operational)		Measurable Objective		
			22.3	Expand ITV/Polycom/online offerings	January, 2009	FA2008
			22.4	Quality Assurance short term certificates with area packing plants (Example: On-line, weekend long, Industrial maintenance - Tyson and BPI, Welding)	June, 2009	SP 2009
			22.5	Develop cost effective/minimal start up costs new programs based on the needs of the service area (Example: Paramedic to nurse bridge, Golf, Bowling)	January, 2009	Sp 2009 Para-RN
	23		23.1	Expand industry based learning opportunities (Example: Mentoring, apprenticeships, internships, clinicals, simulation scenarios)	Fall, 2008	FA 2008
			23.2	Increase student retention by 6% (As measured from 20th day through the end of the semester or by program specifics)	Fall, 2008	
			23.3	Increase support for new students	Fall, 2008	
			23.4	Attach students to advisors, instructors, College Skills instructor, clubs, volunteer mentors	Fall, 2008	
	24		24.1	Increase the role of College Skills instructor to mentor students	Fall, 2008	
			24.2	Research and implement best practices for student retention	Spring, 2008	SP 2008
			24.3	Evaluate orientation and impact on student retention	Spring, 2008	FA 2008
	25		25.1	Offer Student Success program to achieve higher retention rate (in nursing). (Example: Critical thinking, how to study)	August, 2008	FA 2008
			25.2	Expand support available through CLC for student success strategies	Fall, 2008	On going
				Faculty encourage students to attend CLC workshops	Fall, 2008	On going

2008-2009 Accomplishments						
GCCC Strategic Priority		**Goal/Outcome (Not Operational)**		**Measurable Objective**	**Antic. Compl. Date**	**Accomp- lishment Date**
Helping Students Learn	26	Provide educational opportunities for the children	26.1	Bring in an outside source to talk with the children. (Aoo, fire department, police, etc.	Spring 2009	Spring 2009
			26.2	Held parties for children to celebrate holidays		Spring 2009
	27	Provide additional pieces to childcare curriculum	27.1	Budget in the expense to buy these items		
	28	Help student employees better understand employment to paycheck	28.1	Created detailed Buster Web instructions to view online advice	Spring 2009	Spring 2009
	29	Install a wireless solution on campus	29.1	Determine plan of deployment	Spring 2009	Spring 2009
			29.2	Wireless installed in center of campus		Spring 2009
			29.3	Wireless installed at Fire Tower classroom		Summer 2009
Leading & Communicating	1	Develop Crisis Response notification and procedures	1.1	Research notification and communications systems. Identify funding	Fall 08	Fall 08
			1.2	Implement Event Link	Fall 08	Fall 08
	2	Develop Crisis Response procedures	2.1	Install lock boxes on building exteriors	Sum 08	Spr 09
	3	Provide more communication with parents	3.1	Continue monthly newsletters with events and announcements at the day care	Fall 08	Fall 08
			3.2	survey parents would like to see changed or what they would like to see more of	Spr 09	Spr 09
	4	Keep daycare available to classes and community	4.1	Continue to open classroom up for college classes to observe, as well as letting other daycare employees observe for training hours	Fall 08	Fall 08
	5	Ensure that new hires are successfully oriented into the GCCC culture and procedures & policies	5.1	Redesign New Employee Orientation to include the introduction of Board Chair, President & Deans	Fall 08	Fall 08

2008-2009 Accomplishments					Antic. Compl. Date	Accomp-lishment Date
GCCC Strategic Priority		**Goal/Outcome (Not Operational)**		**Measurable Objective**	**Antic. Compl. Date**	**Accomp-lishment Date**
			5.2	Survey most recent new hires to find out what is "missing" from current orientation procedures	Fall 08	Fall 08
	6	Build relationships among employees	6.1	Establish ongoing opportunities for employees to meet with campus leaders	Spr 09	Spr 09
	7	Help Student employees better understand employment to paycheck process	7.1	Created detailed BusterWeb instructions to view online advice	Fall 09	Spr 09
	8	Improve customer service	8.1	Investigate possibilities/costs of accepting American Express credit cards	Sum 08	Sum 08
Leading and Communicating						
	9	Strengthen electronic recruiting	9.1	Create e-brochure system	Fall 08	9-Jun
	10	Provide enhanced SCSC1 customer service	10.1	Coordinate Spanish course with HR	Jun-09	moved to 09/10
			10.2	Increase PT secretary to full-time	Jul-09	moved to 09/10
			10.3	Secure and employ qualified person for Transfer Coordinator	Jul-09	moved to 09/10
	11	Improve Assessment procedures	11.1	Create Datatel flag for test expirations	Fall 09	moved to 09/10
			11.2	Develop Assessment process manual	Sum 08	Fall 2008
			11.3	Employ part time paraprofessional	Fall 08	8-Aug
	12	Increase campus web services	12.1	Use WebAdvisor for Financial Aid	Mar-09	moved to 09/10
			12.2	User friendly links	Sum 08	moved to 09/10
			12.3	Access to all applications	Sum 08	moved to 09/10
			12.4	Make Portico wireless	Sum 08	Fall 2008
	13	Communicate new long range plan	13.1	Publish and distribute plan	Dec-09	8-Dec
	14	Mobile Outreach Assessment Lab	14.1	Purchase 3 laptops	Fall 08	9-Mar
	15	Pilot Web Registration	15.1	Test functionality and develop training	Spr 09	moved to 09/10
	16	Implement WorkFlow for Image Now users	16.1	Upgrade to version 6.0	ASAP	9-May

2008-2009 Accomplishments						
GCCC Strategic Priority		**Goal/Outcome (Not Operational)**		**Measurable Objective**	**Antic. Compl. Date**	**Accomp-lishment Date**
			16.2	Implement WorkFlow		moved to 09/10
	17	Identify effective communication methods	17.1	Complete survey sampling	Oct-09	Moved to June-10
	18	Form committee to evaluate SSS program	18.1	Review APR and program	Sum 08	8-Aug
	19	Improve timeliness of mailed recruiting information	19.1	Attend Datatel Rules Writing class	Spr 09	moved to 9/10
	20	Provide GCCC information for GED completers	20.1	Set up booths at career fair	Apr-09	9-Apr
	21	Added Pearson Vue test provider Professional certifications	21.1	increase certification options	Dec-09	8-Dec
	22	GC Fire Dept.hr screening aptitude	22.1	community partnership	Nov-09	8-Nov
	23	Added Kriterion test provider	23.1	Replace LASERGRADE	Dec-09	8-Dec
Leading & Communicating	24		24.1	Create a 21st century learning environment for GCCC students	August, 2008	
			24.2	Make Garden City Community College a wireless campus	August, 2008	
			24.3	Connect Bryan Education Center to Datatel	August, 2008	FY09
	25		25.1	Increase band width	Fall, 2008	Sp 2008
			25.2	Make every classroom a Smart Classroom	June, 2009	
			25.3	Inventory of Smart Classrooms	August, 2008	FA 2008
			25.4	Rotation of maintaining Smart Classrooms	August, 2008	
			25.5	Revisit Tech fees to make sure covering the cost of the course	January, 2009	Sp 2009
			25.6	State of the art learning technologies	Fall, 2008	Sp 2009
			25.7	Examples: Welding equipment, Science labs	Summer, 2009	SU 2009
			25.8	Market the value of high education in service area	Summer, 2008	SU2008
			25.9	Promote Scholarships	Summer, 2008	Summer 2008
			25.10	Design and maintain WebPages for individual programs and services	Fall, 2008	FA 2008 continuing

2008-2009 Accomplishments						
GCCC Strategic Priority		**Goal/Outcome (Not Operational)**		**Measurable Objective**	**Antic. Compl. Date**	**Accomp-lishment Date**
			25.11	Offer classes to develop WebPages	Fall, 2008	
			25.12	Train staff to develop WebPages (Use credit courses to train staff)	Fall, 2008	
			25.13	Use internships to create and maintain	Fall, 2008	
			25.14	Assist with promotion	Fall 08	Spring 2009
			25.15	Develop fall/spring schedules	Sum 08	Spring 2009
	26	Financial Literacy Awareness	26.1	Promote USA Funds' Life Skills web-based delivery with faculty	Sum 08	moved to 09/10
	27	Publish new GCCC course catalog	27.1	2008-10 paper/disk editions delivered	Aug-09	8-Aug
	28	Effectively direct students to services	28.1	Obtain signage for SCSC1	Fall 08	moved to 09/10
	29	Master Datatel Loan Module	29.1	Subscribe to Same Time session	Jul-09	9-Jun
	30	Provide banking services on campus	30.1	Install monitored ATM	Sum 08	8-Jul
	31	Online information for student health insurance	31.1	Increased availability through web site	Fall 08	Fall 2008
	32	Update classroom teaching aids	32.1	Replace chalkboards with whiteboards	Fall 08	Sum 2008
	33	Improve campus communication	33.1	Install closed circuit TV	Spr 09	moved to 09/10
	34	Eliminate trash on campus	34.1	Secure waste/trash bins for SCSC	Sum 08	Sum 2008
	35	Utilize Communications Management through Datatel	35.1	Records, Residential Life, Student Health, Admissions	Sum 08	Sum 2008
	36	WorkKeys online	36.1	to decrease cost and increase response time	Nov-09	8-Nov
	37	Pilot mobile assessment lab	37.1	better serve outreach	Mar-09	9-Mar
	38	Research Pre-Reg/Reg Functionality and implement if determined to be beneficial	38.1	Research functionality along with current policies to determine if Pre-Reg/Reg is beneficial	Spring/ Summer 2008	Fall 2008
	39	Establish a GCCC AQIP Website Link	39.1	Develop materials and information to be posted on the website	Spring 2008	Sum 2008
Planning Continuous Improvement	1		1.1	Funding existing Programs adequately	August, 2008	FY09
	2		2.1	Improve safe learning environment (OSHA, EPA, ADA)		ongoing
			2.2	Large, public restrooms in DPAC and Fine Arts		

2008-2009 Accomplishments						
GCCC Strategic Priority		**Goal/Outcome (Not Operational)**		**Measurable Objective**	**Antic. Compl. Date**	**Accomp-lishment Date**
	3		3.1	Increase the number of hours that students, staff, and faculty are involved with community projects and activities	Spring, 2009	
			3.2	Increase use of the Teaching and Learning Center by 30% as measured by faculty access	Spring, 2009	ongoing
			3.3	Hire and train adjunct instructors to support new enrollments	Spring, 2009	ongoing
			3.4	Train instructors about scholarship processes and opportunities	Spring, 2009	
			3.5	Expand staff development opportunities	Spring, 2009	
			3.6	Develop training for instructors on how to teach adults	Spring, 2009	FY09 (ALC)
			3.7	Train staff how to recruit	Spring, 2008	
			3.8	Staff development for successful student retention strategies	Spring, 2009	
Planning Continuous Improvement	4	Continue improvements to HVAC	4.1	Add 3rd boiler	Fall 08	Fall 08
	5	Ability to expand duties to maintain Tangeman Fields and surrounding area	5.1	Hire additional groundskeeper (part-time)	Spr 09	Spr 09
			5.2	Prepare field for spring softball season	Spr 09	Spr 09
			5.3	Re-level infield and move grass sod to meet field playing requirements	Sum 09	Sum 09
	6	Provide safe reliable transportation to GCCC students	6.1	Purchase used 35-passenger bus	Sum 08	Sum 08
	7	Ability to provide custodial services to campus	7.1	Hire PT custodian	Sum 08	Sum 08
	8	Increase efficiency of the custodial department	8.1	Purchase 4 vacuums	Sum 08	Fall 09
	9	Maintain a safe environment	9.1	Replace radios for security	Jul-09	Sum 09
	10	Work with Staff Development for software training of employees on campus	10.1	Create training materials		

2008-2009 Accomplishments					Antic. Compl. Date	Accomp-lishment Date
GCCC Strategic Priority		Goal/Outcome (Not Operational)		Measurable Objective		
			10.2	Schedule training for Office 07		Fall 08
			10.3	Schedule training for GCCC Help Desk		Spr 09
	11	IT Training	11.1	Determine what training is necessary	Fall 08	Spr 09
			11.2	Determine which staff is to attend training	Fall 08	Spr 09
	12	Replace Hazardous Kiln	12.1	Install larger doors to accommodate Kiln	Sum 09	Sum 09
			12.2	Install NG line; Venting and Electrical	Sum 09	Sum 09
	13	Replaced Vehicle Repair Vendor	13.1	Bid and Awarded Contract to Burtis Motors		Spr 09
	14	Ticket Booth Inadequate; not worth remodeling	14.1	Installed new Ticket Booth		Fall 08
	15	Per Student Requests	15.1	Install ATM in BTSC		Sum 08
	16	No outside building signage at ANNX	16.1	Install Jarmer Signage		Spr 09
	17	No ADA restroom in JCVT	17.1	Convert existing RR to ADA standards		Spr 09
	18	Meet future industry job needs	18.1	Put in new Welding Lab at JCVT		Sum 08
	19	Facilitate future Fire Science Training	19.1	Establish Burn Pit		Spr 09
	20	Provide new softball score board protection	20.1	Install protective net in front of scoreboard		Spr 09
	21	Enhance Press Box at Tangeman	20.1	Paint and landscape around press box		Sum 09
	22	Investigate cost savings trends in the use of first class and bulk postage expenses	22.1	Research first class postage and bulk mail expenses for the past 3 fiscal years	Fall 08	Sum 09
			22.2	Research business reply envelope expenses for the last 3 fiscal years	Fall 08	Fall 08
	23	Investigate potential cost savings by use of first class pre-sort permit	23.1	Research cost of permit and requirements for use. Compare pre-sort costs to prior mail costs	Fall 08	Sum 09
			23.2	Work with departments to determine possible cost savings		Sum 09
	24	Establish baseline for department printing work	24.1	Provide departments with baseline printing data	Sum 08	Sum 08

2008-2009 Accomplishments					Antic. Compl. Date	Accomp-lishment Date
GCCC Strategic Priority		**Goal/Outcome (Not Operational)**		**Measurable Objective**	**Antic. Compl. Date**	**Accomp-lishment Date**
	25	Investigate need for an additional high speed printer/copier in the print shop	25.1	Research number of impressions in the print shop, number of impressions from all campus copiers and number of times current machine was out of service	Fall 08	Sum 09
	26	Investigate the possibility of offering the office supply forms in an electronic version	26.1	Review forms currently offered through Central Services and the annual quantity printed of each form	Fall 08	Spr 09
			26.2	Work with departments to determine if forms could be offered electronically	Spr 09	Sum 09
	27	Buy new T.V. for the daycare classroom	27.1	Student Center donated TV	Spr 09	Spr 09
	28	Fix sides of shed	28.1	Replaced shed	Sum 09	Sum 09
	29	Streamline employment notification process	29.1	Prepare adjunct and full-time contracts through Datatel	Fall 08	Fall 08
	30	Recruit talented workforce	30.1	Establish online application - HRE partners	Fall 08	Fall 08
	31		31.1	Establish applicant database to be accessible by hiring committees now and in the future - HRE partners	Fall 2008	Fall 08
	32	Assign room numbers to campus buildings and provide room signs	32.1	Room numbering for PENK, FOUS, ACAD, JCVT, JOYC	Fall 08	Sum 09
	33	Reduce Paper Files	33.1	Scan and store on hard drive all ammonia refrigeration and motor controls paper files	Fall 08	Fall 08
			33.2	Scan and store on hard drive all refund appeal paper files	Fall 08	Fall 08
			33.3	Discuss with refund appeal committee and see if they would be willing to receive all refund appeals via scanned copies	Fall 08	Fall 08
			33.4	Scan and store on hard drive all vendor information forms		Spr 09
	34	Collect data in an effort to analyze/reduce bad debt	34.1	Start a spreadsheet that reflects balances for each semester	Sum 08	Sum 08

2008-2009 Accomplishments						
GCCC Strategic Priority		**Goal/Outcome (Not Operational)**		**Measurable Objective**	**Antic. Compl. Date**	**Accomp-lishment Date**
			34.2	Enter monthly balances from each AGBL report that is run in order to send statements and enter onto spreadsheet		Sum 08
			34.3	Track manually on an Excel spreadsheet until bad debt is written off		Sum 08
	35	Computerized work flow for trip requests	35.1	Work with maintenance and IT creating a form and workflow	Fall 08	Fall 08
	36	Collect information to review Business operations	36.1	Survey campus and students		Fall 08
			36.2	Complete Business Office Program review		Fall 08
Planning Continuous Improvement						
	37	Meet new minimum wage for work study	37.1	Increase minimum wage for work study positions	Jul-09	8-Jul
	38	Improve Residential Life Area safety	38.1	Replace brick walkways with concrete	May-09	
			38.2	Install deadbolt locks in apartments	Aug-09	Fall 2008
			38.3	Install 8 steel-clad doors and frames	Aug-09	Sum 2009
			38.4	Obtain room number signs	Aug-09	moved to 09/10
			38.5	Obtain parking lot signage	Aug-09	8-Aug
	39	Advertise vacancies more effectively	39.1	Adequately fund position advertising	Jun-09	9-Jun
	40	Expand dining options	40.1	Install fire supression system	Aug-09	8-Aug
	41	Provide high volume Registrar printing	41.1	Purchase and install LaserJet	Jul-09	8-Jul
	42	Update online catalog access to streamline process	42.1	Purchase annual subscription	Fall 08	Fall 2008
	43	Organize Admission storage area for safety	43.1	Install shelves	Fall 08	Fall 2008
	44	Increase intramural participation	44.1	Assist with expansion of events	Jul-09	Spring 2009
			44.2	Assist with promotion	Fall 08	Spring 2009
			44.3	Develop fall/spring schedules	Sum 08	Spring 2009

2008-2009 Accomplishments					Antic. Compl. Date	Accomp- lishment Date
GCCC Strategic Priority		**Goal/Outcome (Not Operational)**		**Measurable Objective**		
	45	Financial Literacy Awareness	45.1	Promote USA Funds' Life Skills web-based delivery with faculty	Sum 08	moved to 09/10
	46	Publish new GCCC course catalog	46.1	2008-10 paper/disk editions delivered	Aug-09	8-Aug
	47	Effectively direct students to services	47.1	Obtain signage for SCSC1	Fall 08	moved to 09/10
	48	Master Datatel Loan Module	48.1	Subscribe to Same Time session	Jul-09	9-Jun
	49	Provide banking services on campus	49.1	Install monitored ATM	Sum 08	8-Jul
	50	Online information for student health insurance	50.1	Increased availiblity through web site	Fall 08	Fall 2008
	51	Update classroom teaching aids	51.1	Replace chalkboards with whiteboards	Fall 08	Sum 2008
	52	Improve campus communication	52.1	Install closed circuit TV	Spr 09	moved to 09/10
	53	Eliminate trash on campus	53.1	Secure waste/trash bins for SCSC	Sum 08	Sum 2008
	54	Utilize Communications Management through Datatel	54.1	Records, Residential Life, Student Health, Admissions	Sum 08	Sum 2008
	55	WorkKeys online	55.1	to decrease cost and increase response time	Nov-09	8-Nov
	56	Pilot mobile assessment lab	56.1	better serve outreach	Mar-09	9-Mar
	57	Research Pre-Reg/Reg Functionality and implement if determined to be beneficial	57.1	Research functionality along with current policies to determine if Pre-Reg/Reg is beneficial	Spring/ Summer 2008	Fall 2008
	58	Establish a GCCC AQIP Website Link	58.1	Develop materials and information to be posted on the website	Spring 2008	Sum 2008

National Community College Benchmark Project

Office of Institutional Research – November 2009

The National Community College Benchmarking Project (NCCBP) is a nation-wide effort by community colleges to establish meaningful indicators of institutional performance that are authentic to the community college experience without the typical bias one might find in studies that include both community colleges and baccalaureate institutions. An example would be the reporting of graduation rates within a certain time frame, which are typically much lower for community colleges because students may be attending part-time or they may transfer without a degree.

Garden City Community College has participated in NCCBP since 2006 and has established 3-year comparative data on a number of performance and outcome measures for benchmarking. Since GCCC is compared with all institutions, percentile ranks are generated which are crucial for goal achievement in planning and for institutional effectiveness. The following report overviews a sample of GCCC's comparative data. GCCC's percentile rank as well as the specific data element for each topic have been included in the summary since the percentile can change significantly from year to year with little change in the hard data due to the comparative nature of the project.

Class Size/Associated Costs

The data indicate that GCCC has comparatively low student to faculty ratios and class sizes and the majority of our students are taught by full-time faculty. While these are definitely strengths, they directly impact the costs associated with teaching classes, causing us to rank very high in the costs per credit hour and FTE.

Student Persistence/Completion

The data indicate that we have opportunities to improve our term-to-term student persistence; however, of our students who do persist, we rank very high in within-term completions and eventual degree completion or transfer.

Student Satisfaction

Relative to the other colleges participating, GCCC shows distinct opportunities for improving student satisfaction. To address this issue, we are currently launching an action project to develop a process to address student satisfaction.

Developmental Student Success

Developmental education continues to be a struggle, mostly in initial student completion of developmental coursework. Overall, the data indicate that once students succeed in their developmental course and move into college-level courses, they are relatively successful.

College-Level Success

Overall, GCCC students outperform other students in college level courses.

Business & Industry

The data indicate that GCCC has an opportunity to strengthen the net revenue of business and industry courses.

2006-2009 NCCBP Data

		2009		2008		2007		2006	
		GCCC Rank	GCCC Score	GCCC Rank	GCCC Score	GCCC Rank	GCCC Score	GCCC Rank	GCCC Score
Class Size/Associated Costs									
Student/Faculty Ratio	**Strength**	**10%**	13.1	**13%**	14.51	**3%**	9.65	**NoData**	
Average Credit Section Size	**Strength**	**7%**	15	**10%**	15	**13%**	16	**14%**	16
Faculty Load: % Sections by FT Faculty	**Strength**	**72%**	61%	**75%**	61%	**50%**	51%	**NoData**	
Faculty Load: % Credit Hours by FT Faculty	**Strength**	**94%**	75%	**96%**	77%	**83%**	69%	**NoData**	
Faculty Load: % Sections by PT Faculty	**Strength**	**28%**	39%	**24%**	39%	**49%**	49%	**NoData**	
Faculty Load: % Credit Hours by PT Faculty	**Strength**	**5%**	25%	**4%**	23%	**16%**	31%	**NoData**	
Cost per FTE	**Opportunity**	**88%**	$6,231	**83%**	$5,295	**71%**	$4,547	**56%**	$3,521
Cost per Credit Hour	**Opportunity**	**88%**	$208	**83%**	$176	**71%**	$152	**56%**	$117
Student Persistence/Completion									
Persistence: Next-Term	**Pos Growth**	**83%**	73%	**26%**	63%	**24%**	63%	**17%**	63%
Persistence: Fall-Fall	**Opportunity**	**0%**	21%	**6%**	37%	**13%**	41%	**32%**	45%
Completed: FT Students in Three Years	**Strength**	**88%**	34%	**90%**	33%	**90%**	33%	**NoData**	
Completed or Transferred in Three Years: FT Students	**Strength**	**99%**	73%	**96%**	67%	**97%**	73%	**NoData**	
Credit Grades: Completer Success (Within Term)	**Neutral**	**65%**	84%	**63%**	85%	**59%**	85%	**73%**	87%
Credit Grades: % Withdrawals (Within Term)	**Strength**	**11%**	7%	**14%**	7%	**6%**	6%	**12%**	8%
Credit Grades: % Completers (Within Term)	**Strength**	**88%**	93%	**85%**	93%	**94%**	94%	**87%**	92%
Student Satisfaction									
Noel-Levitz - College experience met expectations	**Opportunity**	**19%**	4.6	**18%**	4.6	**33%**	4.6	**33%**	4.6
Noel-Levitz - Overall satisfaction with experiences	**Opportunity**	**11%**	5.3	**13%**	5.3	**33%**	5.3	**33%**	5.3
Noel-Levitz - Would enroll here again	**Opportunity**	**10%**	5.4	**13%**	5.4	**16%**	5.4	**9%**	5.4
Developmental Student Success									
Developmental Math: Completer Success Rate	**Opportunity**	**40%**	64%	**27%**	62%	**43%**	67%	**42%**	66%
Developmental Math: Success in First College-Level Course	**Inconsistent**	**69%**	70%	**7%**	48%	**76%**	72%	**79%**	73%
Developmental English: Completer Success Rate	**Opportunity**	**13%**	64%	**24%**	68%	**5%**	60%	**2%**	56%
Developmental English: Success in First College-Level Course	**Strength**	**93%**	81%	**78%**	76%	**90%**	85%	**37%**	70%
College-Level Success									
College-level Courses: Retention Rate	**Strength**	**93%**	94%	**91%**	93%	**93%**	94%	**90%**	93%
College-level Courses: Enrollee Success Rate	**Strength**	**91%**	80%	**88%**	81%	**89%**	81%	**93%**	81%
College-level Courses: Completer Success Rate	**Opportunity**	**69%**	86%	**65%**	87%	**58%**	86%	**72%**	87%
Business & Industry									
Business & Industry: FY Net Revenue (based on prior year)	**Opportunity**	**21%**	-$55,734	**25%**	-$73,343	**41%**	$27,266	**9%**	-$43,904

Cost per Credit Hour
2008-2009

Department	Cr. Hrs	Instate Rev. (78.8%* $120.78*B)	Outstate Rev (21.2%* $65*B)	Marg of Err EduKan, no–shows etc $5.30/ cr. hr. (B*$5.30)	Total Revenue (C+D+E)	Amount Dis–counted (F*8.12%)	Initial Net Revenue Generated (F–G)	Dept Expenses	Cost per Cr. Hr. (I/B)	Net Revenue Generated (H-I)	Net Rev. per Cr. Hr. (K/B)
ACCT/BSAD/CSCI/MIDM	2,467	$234,796	$33,995	$12,951	$281,742	$22,877	$258,864	$224,159	$90.86	$34,705	$14.07
Ag/AgEcon/Ag-Busi, Agro	201	$19,130	$2,770	$1,055	$22,955	$1,864	$21,091	$38,393	$191.01	–$17,302	–$86.08
Allied Health	1,422	$135,338	$19,595	$7,465	$162,398	$13,187	$149,212	$159,097	$111.88	–$9,886	–$6.95
Ammonia Refrigeration	1179	$112,211	$16,247	$6,189	$134,647	$10,933	Calculated on Fiscal Year--See Below				
Animal Science	427	$40,640	$5,884	$2,242	$48,765	$3,960	$44,805	$89,433	$209.44	–$44,627	–$104.51
Art	906	$86,228	$12,485	$4,756	$103,469	$8,402	$95,067	$131,773	$145.45	–$36,706	–$40.51
Automotive	483	$45,969	$6,656	$2,536	$55,161	$4,479	$50,682	$125,475	$259.78	–$74,793	–$154.85
Aviation	0	$0	$0	$0	$0	$0	$0		#DIV/0!	$0	#DIV/0!
Broadcasting	25	$2,379	$345	$131	$2,855	$232	$2,623	$60,577	$2,423.09	–$57,954	–$2,318.16
Bus. Sys. & NT	117	$11,135	$1,612	$614	$13,362	$1,085	$12,277	$33,472	$286.08	–$21,195	–$181.15
College Skills	586	$55,772	$8,075	$3,076	$66,924	$5,434	$61,489	$13,007	$22.20	$48,483	$82.74
Cosmetology	1093	$104,026	$15,062	$5,738	$124,825	$10,136	$114,689	$127,647	$116.79	–$12,958	–$11.86
Drafting	48	$4,568	$661	$252	$5,482	$445	$5,037	$7,237	$150.77	–$2,201	–$45.84
Drama	254	$24,174	$3,500	$1,333	$29,008	$2,355	$26,652	$105,047	$413.57	–$78,395	–$308.64
Emergency Medical Tech	819	$77,948	$11,286	$4,299	$93,533	$7,595	$85,938	$170,310	$207.95	–$84,372	–$103.02
Engl/Litr/Reli	4212	$400,876	$58,041	$22,111	$481,028	$39,059	$441,968	$345,847	$82.11	$96,121	$22.82
ESL	591	$56,248	$8,144	$3,102	$67,495	$5,481	$62,014	$63,168	$106.88	–$1,154	–$1.95
Finnup Lab	225	$21,414	$3,101	$1,181	$25,696	$2,087	$23,609	$59,764	$265.62	–$36,154	–$160.69
Foreign Lang	131	$12,468	$1,805	$688	$14,961	$1,215	$13,746	$6,240	$47.63	$7,506	$57.30
HPER	2695	$256,496	$37,137	$14,147	$307,780	$24,992	$282,788	$293,191	$108.79	–$10,403	–$3.86
Humanities	75	$7,138	$1,034	$394	$8,565	$696	$7,870	$3,850	$51.33	$4,020	$53.60
Industrial Maintenance	108	$10,279	$1,488	$567	$12,334	$1,002	$11,333	$66,140	$612.41	–$54,808	–$507.48
John Deere	882	$83,944	$12,154	$4,630	$100,728	$8,179	$92,549	$191,044	$216.60	–$98,495	–$111.67
Journalism	98	$9,327	$1,350	$514	$11,192	$909	$10,283	$60,660	$618.98	–$50,377	–$514.05
Math	4554	$433,425	$62,754	$23,906	$520,086	$42,231	$477,855	$314,854	$69.14	$163,001	$35.79
Motor Controls	189	$17,988	$2,604	$992	$21,585	$1,753	Calculated on Fiscal Year--See Below				
Music	641	$61,007	$8,833	$3,365	$73,205	$5,944	$67,261	$270,239	$421.59	–$202,978	–$316.66

Cost per Credit Hour
2008-2009

Nursing–RN Program	824	$78,424	$11,355	$4,326	$94,104	$7,641	$86,463	$386,604	$469.18	–$300,141	–$364.25
Nursing–LPN Program	457	$43,495	$6,297	$2,399	$52,191	$4,238	$47,953	$153,301	$335.45	–$105,348	–$230.52
Office Technology	86	$8,185	$1,185	$451	$9,822	$798	$9,024	$58,394	$679.01	–$49,370	–$574.07
Philosophy	276	$26,268	$3,803	$1,449	$31,520	$2,559	$28,961	$18,225	$66.03	$10,736	$38.90
Public Safety–Criminal Justice	896	$85,276	$12,347	$4,704	$102,327	$8,309	$94,018	$165,946	$185.21	–$71,928	–$80.28
Public Safety–Fire Science	317	$30,170	$4,368	$1,664	$36,203	$2,940	$33,263	$83,641	$263.85	–$50,378	–$158.92
Reading	485	$46,160	$6,683	$2,546	$55,389	$4,498	$50,891	$64,410	$132.80	–$13,519	–$27.87
Science	4305	$409,727	$59,323	$22,599	$491,649	$39,922	$451,727	$445,225	$103.42	$6,502	$1.51
Social Science	7226	$687,732	$99,574	$37,933	$825,239	$67,009	$758,230	$578,174	$80.01	$180,056	$24.92
Speech	1689	$160,750	$23,274	$8,866	$192,891	$15,663	$177,228	$121,945	$72.20	$55,283	$32.73
Upholstery	42	$3,997	$579	$220	$4,797	$389	$4,407	$3,625	$86.31	$782	$18.62
Welding	308	$29,314	$4,244	$1,617	$35,175	$2,856	$32,319	$97,121	$315.33	–$64,802	–$210.40
Wood Production	159	$15,133	$2,191	$835	$18,158	$1,474	$16,684	$13,194	$82.98	$3,490	$21.95
TOTALS	41,498	$3,949,557	$571,842	$217,844	$4,739,244	$384,827	$4,354,417	$5,150,432	$124.11	–$796,015	–$19.18

Programs calculated on Fiscal Year & Varying Fee Scale

Department	Cr. Hrs	In–State Tuition Revenue Generated	Out–State Tuition Revenue Generated	Total Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
Ammonia Refrigeration	1169	$38,987	$469,648	$508,635	$438,119	$374.78	$70,516	$60.32
Motor Controls	189	$80,317	$32,922	$113,239	$65,901	$348.68	$47,338	$250.46

Cost per Credit Hour
2008-2009

Cost per Credit Hour
3- Year Comparison

Department	Credit Hours				Net Revenue Generated				Net Revenue per Credit Hour		
	2006-2007	2007-2008	2008-2009		2006-2007	2007-2008	2008-2009		2006-2007	2007-2008	2008-2009
ACCT/BSAD/ECON CSCI/MIDM	2,478	2,388	2,467		–$11,062	–$29,814	$34,705		–$4.46	–$12.48	$14.07
Ag/AgEcon/Ag–Busi, Agro., AgMech/Anim Science/Meat	607	125	201		–$58,276	–$34,373	–$17,302		–$96.01	–$274.99	–$86.08
Allied Health	985	1,002	1,422		–$12,385	$1,772	–$9,886		–$12.57	$1.77	–$6.95
Ammonia Refrigeration	1350	1431	1179		Calculated on a Fiscal Year Basis				Calculated on a Fiscal Year Basis		
Animal Science		468	427			–$36,904	–$44,627			–$78.86	–$104.51
Art	1,104	1,056	906		–$10,054	–$31,788	–$36,706		–$9.11	–$30.10	–$40.51
Automotive	413	464	483		–$61,824	–$55,958	–$74,793		–$149.70	–$120.60	–$154.85
Broadcasting			25				–$57,954				–$2,318.16
Bus. Sys. & NT	252	144	117		–$9,841	–$17,379	–$21,195		–$39.05	–$120.69	–$181.15
College Skills	497	486	586		$43,102	$40,257	$48,483		$86.72	$82.83	$82.74
Cosmetology	1505	1184	1093		$41,992	$3,801	–$12,958		$27.90	$3.21	–$11.86
Drafting	123	75	48		$1,284	–$2,474	–$2,201		$10.44	–$32.98	–$45.84
Drama	274	158	254		–$65,500	–$83,603	–$78,395		–$239.05	–$529.13	–$308.64
Emergency Medical Tech	376	570	819		–$52,270	–$62,561	–$84,372		–$139.01	–$109.76	–$103.02
Engl/Litr/Reli	4115	4199	4212		$130,499	$110,821	$96,121		$31.71	$26.39	$22.82
ESL	426	387	591		–$12,797	–$19,570	–$1,154		–$30.04	–$50.57	–$1.95
Finnup Lab	250	205	225		–$38,395	–$37,129	–$36,154		–$153.58	–$181.12	–$160.69
Foreign Lang	228	283	131		–$22,970	$22,154	$7,506		–$100.75	$78.28	$57.30
HPER	2660	2615	2695		–$14,198	$13,915	–$10,403		–$5.34	$5.32	–$3.86
History	1161	1323			$72,976	$81,123			$62.86	$61.32	
Humanities		56	75			–$2,525	$4,020			–$45.09	$53.60
Industrial Maintenance	288	220	108		–$96,040	–$40,666	–$54,808		–$333.47	–$184.84	–$507.48
John Deere	753	780	882		–$86,631	–$86,943	–$98,495		–$115.05	–$111.46	–$111.67
Broadcast/ Journ/ Photo	241	187	98		–$91,281	–$102,716	–$50,377		–$378.76	–$549.28	–$514.05
Math	4297	4154	4554		$160,896	$156,038	$163,001		$37.44	$37.56	$35.79
Motor Controls	122	156	189		Calculated on a Fiscal Year Basis				Calculated on a Fiscal Year Basis		

Cost per Credit Hour
3- Year Comparison

Music	768	648	641		−$190,227	−$183,157	−$202,978		−$247.69	−$282.65	−$316.66
Nursing–RN Program	1,042	902	824		−$321,776	−$264,012	−$300,141		−$308.81	−$292.70	−$364.25
Nursing–LPN Program	297	322	457		−$83,632	−$90,024	−$105,348		−$281.59	−$279.58	−$230.52
Office Technology	142	129	86		−$22,265	−$48,986	−$49,370		−$156.80	−$379.74	−$574.07
Philosophy	333	333	276		$17,450	$23,314	$10,736		$52.40	$70.01	$38.90
Public Safety– Criminal Justice	1393	1046	896		−$31,789	−$71,157	−$71,928		−$22.82	−$68.03	−$80.28
Public Safety–Fire Science	306	299	317		−$36,964	−$45,720	−$50,378		−$120.80	−$152.91	−$158.92
Reading	417	377	485		−$13,785	−$26,970	−$13,519		−$33.06	−$71.54	−$27.87
Science	4371	4208	4305		$54,042	$47,170	$6,502		$12.36	$11.21	$1.51
Social Science	6391	6245	7226		$259,454	$227,220	$180,056		$40.60	$36.38	$24.92
Speech	1650	1771	1689		$49,953	$80,966	$55,283		$30.27	$45.72	$32.73
Upholstery	45	48	42		$4,895	$2,353	$782		$108.77	$49.01	$18.62
Welding	129	198	308		$1,101	−$48,135	−$64,802		$8.53	−$243.11	−$210.40
Wood Production	147	174	159		−$531	$3,369	$3,490		−$3.62	$19.36	$21.95
TOTALS	41,936	40,816	41,498		−$346,739	−$608,293	−$939,560		−$8.27	−$14.90	−$22.64