

GARDEN CITY COMMUNITY COLLEGE

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

April 6, 2011

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

Dear Trustees:

The Board of Trustees will meet in regular session on **Wednesday, April 13, 2011**. The meeting will be held in **the Endowment Room of the 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. Report from Faculty Senate (memo)
 C-1 Program Spotlight: Clay Wright, Vocal Music Director/Instructor
- D. Open comments from the public

CONSENT AGENDA:

- A. Approval of minutes of previous meetings (March 9, 2011)
- 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. Checks processed in excess of \$10,000
- D. Approval of personnel actions-Human Resources
 - D-1 Adjunct/Outreach Contracts
- E. Approval of Dr. Herbert J. Swender as Secretary to the GCCC Board
- F. Approval of Memorandum of Understanding for Trade Adjustment Assistance Community College and Career Training Grant Program
- G. Approval of Purchases over \$20,000
 - G-1 Approval of Academic Building Remodel-West Hall Classrooms
 - G-2 Approval of Fire Alarm System East Units

POLICY REVIEW:

- A. Monitoring Reports and ENDS
 - A-1 Monitoring Report – Annual #12, General Executive Constraints
 Quarterly #2, #3, #5, Information and Advice
 Quarterly #5, Asset Protection

- A-2 Review Monitoring Report- Academic Advancement
- B. Board Process and Policy Governance Review

REPORTS:

- A. President's Report
 - A-1 Incidental Information
 - A-2 Instructional Program Review
 - A-2a Music
 - A-2b English as a Second Language
 - A-3 Technical Program Review
 - A-3a Department of Nursing
 - A-3b Allied Health
 - A-3c Emergency Medical Service Technology
 - A-3d Ammonia
 - A-3e Business Program
- B. Performance Agreement
- C. Report from Finney County Economic Development Corporation (oral)

Upcoming calendar dates:

<u>April 14</u>	Student Employee Reception – Portico BTSC – 2 PM to 3:30 PM
<u>April 28</u>	Ambassador Scholarship selection dinner
<u>April 22, 25</u>	Easter Break – NO CLASSES – OFFICES CLOSED
<u>May 4</u>	Retirement Reception, 4-6 PM, Endowment Room Beth Tedrow Student Center
<u>May 11</u>	Regular monthly meeting Endowment Room – dinner 5:00 PM; call to order at 5:45 PM
<u>May 14</u>	Commencement: 10 AM
<u>May 16-18</u>	Final Exams
<u>May 30</u>	Memorial Day - NO CLASSES – OFFICES CLOSED
<u>July 4</u>	Independence Day holiday – NO CLASSES – OFFICES CLOSED

Executive Session

Adjournment

Sincerely,

William S. Clifford MD, Chair

Dr. Herbert J. Swender Secretary (pending April 13, 2011 board approval)

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.*



Garden City Community College Faculty Senate

801 Campus Drive
Garden City, KS 67846

2010-2011

Linda Morgan, President
Renee Harbin, Vice-President
Shelley Meier, Secretary
Katharyn Burgardt, Senator
Pati Pfenninger, Senator
Clay Wright, Senator
John Schafer, Ex-Officio
Samantha Scott, Alternate
Alan Payne, Alternate

Faculty Senate Report April 13, 2011

Faculty Senate Program Spotlight: Vocal Music Program

Presented by Clay Wright, Vocal Music Director/Instructor

Faculty Accomplishments: Traditionally, comprehensive reports from faculty members on individual and program successes and accomplishments have been presented in October and April of each year. To provide an accurate and thorough look at the semester, this comprehensive report is being developed for presentation in the months of December and May. The May 2011 report will include faculty member individual and program accomplishments.

Faculty Senate Current Projects

- 2011-2012 Election Results – The new Senate officially begins in August 2011, however, the full Faculty Senate team will be working together for a smooth transition between now and August.
 - 2011-2012 Junior Senators: Terry Lee, Larry Pander, and Leonard Rodenbur
 - 2011-2012 Alternate Senator: Marsha Wright
 - 2010-2012 Senior Senators: Linda Morgan, Pati Pfenninger and Clay Wright
 - 2009-2011 Retiring Senators Renee Harbin and Shelley Meier
 - 2010-2011 Resigning Senators: Kat Burgardt and Alternates Samantha Scott and Alan Payne
- Outstanding Faculty Award Selection
- Faculty Awards Luncheon – May 11, 2011 from 11:30 – 1:00 p.m. Endowment Room.
- Faculty 'Peer Evaluation' – Reviewing this process from the Negotiated Agreement
- Faculty Senate Record Archiving Project
- May BOT Report – Faculty Accomplishments
- CORE Faculty Member Committee Assignments & Discussions
- Faculty Senate Retreat – Discussion Stage

Faculty Senate Completed Projects – Spring 2011

- Faculty In-service (Jan 2011)
- Faculty Web Page On-line
- Faculty Senate and TLC college plan for 2011-2012 completed and submitted
- Appointment Dr. Alan Payne to Academic Review Committee
- **Approved Professional Development Requests**
 - Leslie Wenzel and Sergio Maria-Fagundez to attend the Wichita Math Conference in March. Total Expenditures = \$410.00
 - Dr. Jean Ferguson, English as a Second Language Instructor, to attend the CoTESOL (Colorado Teachers of English to Speakers of Other Languages) conference in Denver, CO in November 2010. Total Expenditures = \$453.30.

**MEETING OF TRUSTEES
OF
THE GARDEN CITY COMMUNITY COLLEGE
March 9, 2011**

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

Others Present: Debra Atkinson, Deputy Clerk
Kevin Brungardt, Dean of Academics
Jerome Curry, *Garden City Telegram*
Eric Depperschmidt, Finney County Economic Development Corporation
Joseph Emmons, Interim President
Daniel Gutierrez, Vice President SGA
Angie Haflich, Silhouette
Deanna Mann, Dean of Institutional Effectiveness & Enrollment Services
Linda Morgan, Department of Public Safety Instructor/Director, Faculty Senate President
Micah Kasriel, Student Activities Coordinator
Cathy McKinley, Dean of Continuing Education & Community Services
Ashley Nielsen, President, Student Government Association
Jeffery Southern, Director of IT
Steve Quakenbush, Director of Information Services and Publications
Ryan Ruda, Dean of Student Services
Cricket Turley, Director of Human Resources
Dee Wigner, Executive Dean of Administrative Services

CALL TO ORDER:

Chair Clifford called the meeting to order at 5:50 PM.

Board of Trustees offered thanks to Emmons for the leadership that he has given the college, as well as the part he played in the presidential search. Emmons expressed his appreciation too, noting the board's support, as well as its commitment to policy-based governance.

COMMENTS FROM THE CHAIR:

- Chair Clifford extended congratulations to two Phi Theta Kappa students. Melissa Conway for earning the Distinguished Member Award and Ryan Morales for earning the Distinguished Officer Award. Both students received these awards at the Kansas Regional Convention held in Topeka.
- Chair Clifford announced that a farewell reception for Dr. Emmons would be conducted on March 30 in the Endowment Room of the Beth Tedrow Student Center from 3-5 PM.

REPORT FROM STUDENT GOVERNMENT ASSOCIATION:

Nielsen shared highlights:

Past Events:

- February 15, 2011, Breakfast Bingo
- March 3, 2011, Casino Night. SGA extended special thanks to Schwartz, Douglass, Mann and Ruda for helping to make the night a success.

Future Events:

- April 19, 2011, Earth Day/Adopt a Spot work day
- April 28, 2011 Bowl Mania

Nielsen updated the board on SGA efforts to create a tobacco-free campus policy for the college. Nielsen explained that a committee had been formed of SGA members and representatives of the president's cabinet that

will work together to focus on the present administrative policy on tobacco usage, as well as enforcement of a Kansas statute and city ordinance that ban smoking in college buildings or within 50 feet of primary entrances. Nielsen expressed thanks to Emmons for his support in their effort for a tobacco free campus. SGA will continue to update and bring recommendations to the Board.

Emmons commended Nielsen and SGA members for doing an outstanding job in bringing this matter to the attention of the board and campus and for all the work they have done. Chair Clifford added the thanks of the Board of Trustees.

(Supporting documents filed with official minutes.)

Board members thanked Nielsen for her report.

REPORT FROM FACULTY SENATE:

Linda Morgan, Department of Public Safety Instructor/Director and Faculty Senate President, also commended SGA for their work and research on the tobacco use policy. Morgan read a letter of appreciation to the Board of Trustees for providing Faculty Senate the opportunity to participate in the selection processes for the interim and long-term college presidents.

The current Faculty Senate project list is filed as part of the electronic board packet.

(Supporting documents filed with official minutes.)

Program Report:

Drama/Technical Director

Phil Hoke

Hoke, Drama Instructor/Technical Director, thanked the Board of Trustees and Emmons for the support that he has received in the past year. Hoke outlined activities and accomplishments in the drama program. In addition, Hoke, expressed his appreciation to the Endowment Association for the receipt of a mini grant that allowed his department to purchase sewing machines, tables and create a sewing lab to allow students the opportunity to learn and practice design and construction of costumes. Several students will be involved in the upcoming production of "Fools" by Neil Simon. Hoke has plans to visit area high schools to recruit for the Drama Program.

Trustees thanked Hoke for his report.

REPORT FROM FINNEY COUNTY ECONOMIC DEVELOPMENT CORPORATION:

Eric Depperschmidt, president and CEO of the Finney County Economic Development Corporation updated Board of Trustees on 2010 FCEDC projects and initiatives, and drew on key elements of the corporation's annual report in an extensive presentation

OPEN COMMENTS FROM PUBLIC:

Chair Clifford noted that no one had registered to make comments.

CONSENT AGENDA

Chair Clifford asked if Trustees wished to pull any items from the consent agenda for discussion; no one did. Chair Clifford then asked for a motion approving consent agenda items A-I. Chair Clifford noted that contracts for Dr. Swender had been slightly modified, and that there were not any material changes.

Motion:

Brandenburger, moved, seconded by Sterling, that Consent Agenda items A-I be approved as presented.

Motion carried 6-0

Approved actions follow:

(A) APPROVED MINUTES of previous meeting (February 9, 2011, February 11, 2011).

(Supporting documents filed with official minutes.)

(B) APPROVED SUBMITTED FINANCIAL INFORMATION TO THE AUDITOR

(Supporting documents filed with official minutes.)

(C) APPROVED CHECKS PROCESSED IN EXCESS OF \$10,000

(D) APPROVED PERSONNEL ACTIONS/CONTRACTS, as presented

(Supporting documents filed with official minutes.)

(E) APPROVED CONTRACT FOR DR SWENDER, as presented.

(Supporting documents filed with official minutes.)

(E) APPROVED PART-TIME AGREEMENT FOR DR. SWENDER, as presented.

(Supporting documents filed with official minutes.)

(G) APPROVED KITCHEN REPAIRS AND RECOMMENDATION OF CONTRACTORS, as presented.

(Supporting documents filed with official minutes.)

(H) APPROVED MICROSOFT LICENSING (ZONES INCORPORATED). As presented.

Zones Incorporated

Second year licensing fee \$28,655.23

(Supporting documents filed with official minutes.)

(I) APPROVAL OF AFFILIATION AGREEMENT EMT-PARAMEDIC, CITIZENS MEDICAL CENTER, COLBY, KANSAS

(Supporting documents filed with official minutes.)

POLICY REVIEW:

MONITORING REPORTS and ENDS REPORTS:

Trustees indicated that they had received and reviewed Academic Advancement and annual monitoring report, #2 General Executive Constraints. Chair Clifford asked for a motion affirming that the quarterly and annual monitoring reports had been read and provide a reasonable interpretation of the policy and evidence of compliance.

Motion:

Schwartz, moved, seconded by Worf, to accept the Academic Advancement and the annual monitoring report #2 General Executive Constraints as presented.

Motion carried 6-0.

(Supporting documents filed with official minutes.)

BOARD PROCESS AND POLICY GOVERNANCE REVIEW:

After Board review of E-5 Personal Enrichment, no changes were recommended.

Chair Clifford suggested to the Board a policy addition to Policy Governance that will support the implementation of a more inclusive tobacco policy, with the president reporting on progress on an annual basis for long term administrative follow-up. This could be added to General Executive Constraints as an additional item that states "The president shall not fail to insure a safe and healthy environment on campus." Chair Clifford asked Board members to consider this addition for vote at the April meeting.

OWNERSHIP LINKAGE:

Trustees acknowledged a letter of thanks from Student Government Association for allowing them to take an active role in the selection process for a new president.

(Supporting documents filed with official minutes.)

REPORTS:

Trustees have received numerous information reports as part of the electronic Board packet. A complete report is filed in the electronic Board packet.

President's Report:

Incidental Information:

Recent campus events and developments, challenges and possible solutions are attached as part of these minutes.

Highlights:

Emmons noted that the luncheon conducted at GCCC on February 23 with Senator Pat Roberts, co-hosted with the Garden City Area Chamber of Commerce, was very well attended.

Emmons told trustees that the jazz concert performed March 8 to honor the late Frank Mantooth, Grammy-nominated pianist and composer from Garden City, was attended by approximately 150 people.

Trustees were reminded that from April 1-21, a farewell exhibition will be staged in the Mercer Gallery, featuring paintings by David Kinder, retiring GCCC art instructor and gallery director. Exhibition includes, public reception for the artist from 1-3 PM on April 3.

Trustees were told that Spring Break Kids' College, sponsored by GCCC Business and Community Education Program, will take place March 14-18.

Trustees learned that Literacy in a Digital World, a new one credit hour class will be offered in the fall, designed to meet the board end of essential skills in the area of computer literacy. Emmons thanked Ryan Ruda, Dean of Student Services and Kevin Brungardt, Dean of Academics, for their work on development and implementation of this class.

The Technical Education Division is preparing for a Perkins site visit scheduled March 24.

Emmons told Trustees that the services of The Research Partnership, Inc., of Wichita have been retained to administer a campus climate survey requested by the board. The survey questionnaire will be sent to all full-time employees and probably will be sent upon return from spring break.

Emmons stated that GCCC would be joining with a group of other higher learning institutions in the Trade Adjustment Assistance Community College and Career Training Grants Program. The program involves a consortium of GCCC, Dodge City, Cloud County and Highland Community Colleges, as well as Flint Hills and Salina Area Technical Colleges, with Washburn University.

Emmons extended congratulations to Hector Martinez, Director of GCCC Adult Learning Center, for his election to the Commission on Adult Basic Education.

REPORT FROM ACCT National Legislative Summit, Washington, DC (February 13-16):

Trustee Schwartz explained education funding challenges at the federal level. At the same time the summit began, the President Obama, announced his proposed budget for the year. Schwartz noted that every speaker cautioned that the legislative focus has shifted to the budget and reducing spending.

Schwartz added that Pell grants for college students may become an easy target for cuts, even though more students than ever before are enrolling at community colleges. Schwartz also told trustees that David Wessel of the Wall Street Journal stated that there are dueling proposals from a Democrat president and a Republican House majority to see which can cut more. Wessel, he said, encouraged community college leaders to emphasize the returns on investment yielded by training and re-training, plus remedial and developmental education, but to keep the mission of lifting the underserved out of poverty as a main focus.

REPORT FROM KACCT/COP/PTK Meeting in Topeka (February 16-17):

Emmons told trustees that the COP meeting was very quiet. COP members discussed the legislation that could allow the concealed carrying of firearms on campus, and that the KACCT/COP decided not to support this legislation. In addition, COP decided as a group to not pursue the Trade Adjustment Assistance Community College and Career on Training Grants Program. Emmons went on to tell trustees that Senate Bill 143, funding distribution, has been passed by the Senate.

OTHER STATEMENTS:

Congratulations were extended to Cathy McKinley, Dean of Continuing Education and Community Services, for her appointment to Leadership Kansas.

Chair Clifford reminded trustees of the March 19 Chamber of Commerce Legislative Coffee.

EXECUTIVE SESSION:

No executive session was conducted

UPCOMING CALANDAR EVENTS:

Mar. 14-18 Spring break – NO CLASSES – OFFICES OPEN
April 1 Annual Endowment Association Auction
April 13 Regular monthly meeting Endowment Room – dinner 5:00 PM; call to order at 5:45 PM
April 22-25 Easter Break – NO CLASSES, OFFICES CLOSED
May 14 Commencement
May 16-18 Final Exams
May 30 Memorial Day – NO CLASSES, OFFICES CLOSED

Motion:

Schwartz, moved, seconded by Worf, to adjourn the meeting

Motion carried 6-0.

Meeting adjourned at 7:30 PM.

Debra J. Atkinson
Deputy Clerk

Joseph W. Emmons, Ed.D.
Secretary

William S. Clifford MD
Chair of the Board

Fiscal Year: 2011

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
11-00-0000-00000-4001 TUITION IN STATE :	0.00	5,633.00-	1,457,270.00-	1,692,900.00-	235,630.00-	13.92
11-00-0000-00000-4002 AMMONIA REFG COURS	0.00	34,620.00-	296,983.00-	310,000.00-	13,017.00-	4.20
11-00-0000-00000-4003 AUTOMATION ELECT C	0.00	0.00	28,532.00-	20,000.00-	8,532.00	42.65-
11-00-0000-00000-4004 TUITION OUT OF STA	0.00	11,700.00-	348,985.00-	440,000.00-	91,015.00-	20.69
11-00-0000-00000-4005 ACAD COURSE FEE :	0.00	605.00-	138,234.00-	150,000.00-	11,766.00-	7.84
11-00-0000-00000-4006 OUTREACH CREDIT HO	0.00	2,975.00-	57,506.00-	70,000.00-	12,494.00-	17.85
11-00-0000-00000-4007 TECHNOLOGY FEE-C :	0.00	816.00-	215,262.00-	230,000.00-	14,738.00-	6.41
11-00-0000-00000-4008 TECHNOLOGY FEE-O :	0.00	1,050.00-	20,292.00-	27,500.00-	7,208.00-	26.21
11-00-0000-00000-4011 MISC STUDENT BILL	0.00	52,236.81	46,836.66	45,000.00	1,836.66-	4.07-
11-00-0000-00000-4102 PRIVATE GIFTS/GRAN	0.00	0.00	18,633.35-	18,000.00-	633.35	3.51-
11-00-0000-00000-4501 BUILDING/ROOM RENT	0.00	350.00-	6,780.00-	10,000.00-	3,220.00-	32.20
11-00-0000-00000-4512 VENDING MACHINES :	0.00	993.43-	5,933.52-	12,000.00-	6,066.48-	50.55
11-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	2,559,826.00-	2,559,826.00-	0.00	0.00
11-00-0000-00000-4803 AD VALOREM PROPRT	0.00	138,234.33-	5,039,163.53-	8,210,501.00-	3,171,337.47-	38.63
11-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	41,543.97-	523,018.06-	690,365.00-	167,346.94-	24.24
11-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	280.64-	7,793.30-	9,972.00-	2,178.70-	21.85
11-00-0000-00000-4807 DELINQUENT TAX : G	0.00	30,115.41-	198,300.14-	178,540.00-	19,760.14	11.06-
11-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	23,781.55-	32,696.86-	71,814.00-	39,117.14-	54.47
11-00-0000-00000-4810 16/20 M TAX : GENE	0.00	1,474.60-	18,494.23-	20,278.00-	1,783.77-	8.80
11-00-0000-00000-4811 TAX IN PROCESS : G	0.00	0.00	134,547.34-	250,000.00-	115,452.66-	46.18
11-00-0000-00000-4902 INTEREST INCOME :	0.00	20.88-	17,619.41-	100,000.00-	82,380.59-	82.38
11-00-0000-00000-4904 REIMBURSED SALARY	0.00	0.00	165.00-	0.00	165.00	0.00
11-00-0000-00000-4905 ADMINISTRATIVE ALL	0.00	2,754.73-	76,990.24-	90,000.00-	13,009.76-	14.46
11-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	5,088.10-	30,354.79-	25,000.00-	5,354.79	21.41-
11-00-0000-00000-4912 TRANSCRIPTS : GENE	30.00	1,170.00-	11,688.42-	15,000.00-	3,341.58-	22.28
11-00-0000-00000-9999 CONTINGENCY ACCOUN	0.00	0.00	0.00	622,537.00-	622,537.00-	100.00
=====						
Totals for DEPARTMENT: 00000 - GENERAL	30.00	250,969.83-	11,198,231.53-	15,779,233.00-	4,581,031.47-	29.03
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Totals for FUND: 11 - GENERAL	30.00	250,969.83-	11,198,231.53-	15,779,233.00-	4,581,031.47-	29.03

Fiscal Year: 2011

FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
61-00-0000-00000-4103 TAX CREDIT DONATIO	0.00	0.00	39,700.00-	347,055.00-	307,355.00-	88.56
61-00-0000-00000-4803 AD VALOREM PROPRT	0.00	7,796.85-	284,082.44-	462,488.00-	178,405.56-	38.58
61-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	2,307.39-	28,313.16-	43,602.00-	15,288.84-	35.06
61-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	15.59-	421.37-	630.00-	208.63-	33.12
61-00-0000-00000-4807 DELINQUENT TAX : G	0.00	1,665.90-	10,950.25-	5,274.00-	5,676.25	107.62-
61-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	1,340.65-	1,841.20-	4,536.00-	2,694.80-	59.41
61-00-0000-00000-4810 16/20 M TAX : GENE	0.00	79.66-	1,003.16-	1,281.00-	277.84-	21.69
61-00-0000-00000-4811 TAX IN PROCESS : G	0.00	0.00	7,472.94-	8,348.00-	875.06-	10.48
61-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	0.00	128.00-	0.00	128.00	0.00
=====						
Totals for DEPARTMENT: 00000 - GENERAL	0.00	13,206.04-	373,912.52-	873,214.00-	499,301.48-	57.18
=====						
Totals for FUND: 61 - CAPITAL OUTLAY	0.00	13,206.04-	373,912.52-	873,214.00-	499,301.48-	57.18

Fiscal Year: 2011

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11005 - INSTRUCTION SALARY	0.00	0.00	0.00	2,421.70	2,421.70	100.00
DEPARTMENT: 11010 - BUSINESS & ECONOMI	0.00	10,867.62	84,007.35	149,699.00	65,691.65	43.88
DEPARTMENT: 11020 - HUMANITIES	153.04	590.44	17,672.23	31,656.00	13,830.73	43.69
DEPARTMENT: 11021 - ENGLISH	0.00	31,462.01	253,252.96	373,907.00	120,654.04	32.27
DEPARTMENT: 11022 - SPEECH	0.00	6,823.81	35,838.06	72,717.00	36,878.94	50.72
DEPARTMENT: 11023 - PHILOSOPHY	0.00	0.00	1,517.88	0.00	1,517.88	0.00
DEPARTMENT: 11024 - PHOTOGRAPHY	0.00	292.95	2,346.72	2,952.00	605.28	20.50
DEPARTMENT: 11025 - JOURNALISM	0.00	4,699.37	45,050.22	66,370.00	21,319.78	32.12
DEPARTMENT: 11026 - BROADCASTING	0.00	60.07	540.63	9,882.00	9,341.37	94.53
DEPARTMENT: 11030 - ART	0.00	12,982.51	106,602.66	151,962.00	45,359.34	29.85
DEPARTMENT: 11031 - DRAMA	1,913.00	5,887.92	48,325.81	67,920.00	17,681.19	26.03
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	7,949.22	58,881.23	78,302.40	19,321.17	24.68
DEPARTMENT: 11033 - INST MUSIC	0.00	13,543.20	100,097.94	157,424.00	57,326.06	36.42
DEPARTMENT: 11040 - SCIENCE	189.00	37,511.63	296,169.40	461,035.71	164,677.31	35.72
DEPARTMENT: 11050 - MATH	0.00	25,548.11	198,198.35	319,974.00	121,775.65	38.06
DEPARTMENT: 11060 - SOCIAL SCIENCE	1,245.92	46,223.01	366,065.65	605,615.00	238,303.43	39.35
DEPARTMENT: 11070 - HEALTH & PHYSICAL	0.00	16,651.61	121,627.04	162,946.00	41,318.96	25.36
DEPARTMENT: 11071 - WELLNESS-SUPER CIR	0.00	8,890.67	70,018.03	100,592.00	30,573.97	30.39
DEPARTMENT: 11080 - ESSENTIAL SKILLS	0.00	552.61	4,854.96	700.00	4,154.96	593.56
DEPARTMENT: 11081 - READING	0.00	6,074.85	48,880.51	81,204.00	32,323.49	39.81
DEPARTMENT: 11082 - ESL	0.00	5,544.14	49,635.98	70,533.00	20,897.02	29.63
DEPARTMENT: 11083 - COLLEGE SKILLS	126.50	3,154.45	21,222.56	20,765.00	584.06	2.80
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	0.00	1,948.00	5,000.00	3,052.00	61.04
DEPARTMENT: 11095 - FORENSICS COMPETIT	0.00	0.00	0.00	11,270.00	11,270.00	100.00
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	18,792.61	1,923.04	163,830.52	230,000.00	47,376.87	20.60
DEPARTMENT: 12011 - MID-MANAGEMENT	0.00	2,419.19	21,135.76	33,080.00	11,944.24	36.11
DEPARTMENT: 12012 - MCSE/CISCO	0.00	3,803.52	28,463.79	44,908.00	16,444.21	36.62
DEPARTMENT: 12013 - OFFICE EDUCATION	0.00	4,408.84	35,304.87	56,378.00	21,073.13	37.38
DEPARTMENT: 12014 - FINNUP LAB	0.00	0.00	8,817.07	11,001.00	2,183.93	19.85
DEPARTMENT: 12090 - BSIS COMPETITION T	0.00	1,000.00	1,000.00	1,000.00	0.00	0.00
DEPARTMENT: 12200 - ADN PROGRAM	387.66	31,173.02	263,780.21	423,160.00	158,992.13	37.57
DEPARTMENT: 12201 - LPN PROGRAM	326.11	13,889.68	117,127.99	181,323.00	63,868.90	35.22
DEPARTMENT: 12202 - EMT	256.83	10,534.27	89,380.70	148,595.00	58,957.47	39.68
DEPARTMENT: 12203 - ALLIED HEALTH	1,669.61	20,449.39	145,248.69	199,725.00	52,806.70	26.44
DEPARTMENT: 12210 - AGRICULTURE	0.00	6,249.25	33,220.94	52,600.00	19,379.06	36.84
DEPARTMENT: 12211 - MEAT JUDGING	599.00	6,112.77	82,176.37	95,803.00	13,027.63	13.60
DEPARTMENT: 12220 - AG EQUIPMENT & MEC	22.07	14,474.31	133,989.53	186,680.00	52,668.40	28.21
DEPARTMENT: 12230 - AUTO MECHANICS	1,702.50	4,126.29	42,427.12	62,410.81	18,281.19	29.29
DEPARTMENT: 12240 - CRIMINAL JUSTICE	1,346.96	11,531.96	111,681.22	188,661.00	75,632.82	40.09
DEPARTMENT: 12241 - FIRE SCIENCE	117.59	6,932.39	50,939.38	72,827.00	21,770.03	29.89
DEPARTMENT: 12242 - CHALLENGE COURSE	0.00	0.00	1,076.50	1,887.00	810.50	42.95
DEPARTMENT: 12250 - COSMETOLOGY	0.00	10,172.46	81,882.91	121,821.00	39,938.09	32.78
DEPARTMENT: 12260 - DRAFTING	34.60	430.60	3,787.15	8,401.00	4,579.25	54.51
DEPARTMENT: 12270 - AMMONIA REFRIGERAT	7,041.89	21,899.08	218,798.04	310,794.02	84,954.09	27.33
DEPARTMENT: 12271 - AUTOMATION ELECTRI	0.00	5,265.18	51,770.06	81,249.71	29,479.65	36.28
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	0.00	5,490.70	55,521.36	82,168.00	26,646.64	32.43
DEPARTMENT: 12273 - WELDING	2,998.64	7,451.55	100,148.79	165,529.00	62,381.57	37.69
DEPARTMENT: 12290 - FINNEY COUNTY LEAR	0.00	0.00	37,014.57	37,508.00	493.43	1.32
DEPARTMENT: 21100 - INSTITUTIONAL RESE	0.00	6,552.58	59,034.25	80,203.00	21,168.75	26.39
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	115.49	2,800.55	8,235.00	5,434.45	65.99
DEPARTMENT: 32000 - BUSINESS & INDUSTR	0.00	4,883.83	49,399.75	58,865.00	9,465.25	16.08

DEPARTMENT: 41000 - LIBRARY	2,853.64	14,014.53	123,437.29	176,980.00	50,689.07	28.64
DEPARTMENT: 41009 - COMPREHENSIVE LEAR	0.00	6,748.04	51,417.64	94,229.00	42,811.36	45.43
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	1,980.17	29,971.62	0.00	29,971.62-	0.00
DEPARTMENT: 42001 - DEAN OF ACADEMICS	368.46	21,080.14	159,599.25	347,340.00	187,372.29	53.94
DEPARTMENT: 42002 - OUTREACH	0.00	1,624.46	49,334.58	82,505.00	33,170.42	40.20
DEPARTMENT: 42003 - FACULTY SENATE	265.00	1,400.43	4,435.55	29,455.00	24,754.45	84.04
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	14,019.67	130,472.82	201,974.74	71,501.92	35.40
DEPARTMENT: 42006 - DEAN OF CONT ED CO	0.00	11,900.27	85,726.01	125,882.00	40,155.99	31.90
DEPARTMENT: 42007 - BRYAN EDUCATION CE	0.00	0.00	7,730.91	4,442.00	3,288.91-	74.03-
DEPARTMENT: 43000 - TRANSITION	0.00	3,222.57	29,065.90	38,944.00	9,878.10	25.36
DEPARTMENT: 50000 - DEAN OF STUDENT SE	337.47	12,215.35	91,831.46	153,039.41	60,870.48	39.77
DEPARTMENT: 50001 - STUDENT SUPPORT SE	0.00	0.00	28,935.00	28,395.00	540.00-	1.89-
DEPARTMENT: 50002 - EDUCATIONAL TALENT	0.00	2,693.29	36,155.07	44,309.00	8,153.93	18.40
DEPARTMENT: 50010 - COUNSELING & GUIDA	0.00	13,910.14	112,293.37	167,625.59	55,332.22	33.01
DEPARTMENT: 50011 - ASSESSMENT/TESTING	0.00	2,990.60	32,796.11	52,651.00	19,854.89	37.71
DEPARTMENT: 50020 - FINANCIAL AID OFFI	257.58	25,159.39	185,130.52	276,052.00	90,663.90	32.84
DEPARTMENT: 50030 - ADMISSIONS	35.13	14,838.84	134,086.57	197,034.00	62,912.30	31.93
DEPARTMENT: 50040 - REGISTRAR'S OFFICE	6,424.25	10,628.35	101,346.67	141,044.00	33,273.08	23.59
DEPARTMENT: 50050 - STUDENT HEALTH SER	822.48	4,382.22	32,686.16	49,958.00	16,449.36	32.93
DEPARTMENT: 50100 - DEAN OF IE/ES	0.00	6,273.10	57,040.15	83,753.00	26,712.85	31.89
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	523.81	22,837.91	309,689.43	406,959.83	96,746.59	23.77
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	8,519.06	96,053.54	116,650.00	20,596.46	17.66
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	898.50	7,459.92	79,662.98	102,086.65	21,525.17	21.09
DEPARTMENT: 55003 - MEN'S TRACK	383.66	2,475.84	28,864.10	40,103.00	10,855.24	27.07
DEPARTMENT: 55004 - WOMEN'S TRACK	383.67	2,475.83	27,197.40	38,616.00	11,034.93	28.58
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	60.00	5,304.82	47,078.72	61,368.00	14,229.28	23.19
DEPARTMENT: 55006 - FOOTBALL	94.50	15,322.80	212,829.78	275,811.00	62,886.72	22.80
DEPARTMENT: 55007 - BASEBALL	3,175.03	9,964.04	82,531.43	110,638.00	24,931.54	22.53
DEPARTMENT: 55008 - VOLLEYBALL	17.52	3,553.70	38,483.83	53,227.00	14,725.65	27.67
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	2,834.60	47,071.12	50,442.48	3,371.36	6.68
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	2,942.83	45,030.59	56,468.04	11,437.45	20.25
DEPARTMENT: 55012 - CHEERLEADING	0.00	1,582.21	16,392.60	18,791.00	2,398.40	12.76
DEPARTMENT: 55014 - RODEO TEAM	3,324.60	8,578.38	92,618.37	114,730.00	18,787.03	16.37
DEPARTMENT: 55018 - INTRAMURALS & STUD	0.00	196.19	2,786.05	0.00	2,786.05-	0.00
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	8,242.76	97,706.33	122,250.00	24,543.67	20.08
DEPARTMENT: 61000 - PRESIDENT	3,685.22	23,320.25	173,461.95	371,152.60	194,005.43	52.27
DEPARTMENT: 61001 - BOARD OF TRUSTEES	731.21	247.68	28,871.44	99,840.00	70,237.35	70.35
DEPARTMENT: 61005 - ATTORNEY	0.00	1,176.00	4,862.44	20,250.00	15,387.56	75.99
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	3,399.66	33,432.68	923,216.32	1,292,110.33	365,494.35	28.29
DEPARTMENT: 62010 - HUMAN RESOURCES	871.86	7,069.65	75,661.84	149,817.00	73,283.30	48.92
DEPARTMENT: 62011 - ADA COMPLIANCE	0.00	3,447.85	31,409.15	59,034.00	27,624.85	46.79
DEPARTMENT: 62012 - LEADERSHIP DEVELOP	38.16	0.00	823.51	1,935.00	1,073.33	55.47
DEPARTMENT: 62050 - ONE-TIME PURCHASES	7,790.52	106.24	106.24	52,531.26	44,634.50	84.97
DEPARTMENT: 63000 - INFORMATION SERVIC	6,953.91	9,953.73	163,943.14	229,335.00	58,437.95	25.48
DEPARTMENT: 64000 - INFORMATION TECHNO	17,030.96	25,165.11	426,436.36	623,912.00	180,444.68	28.92
DEPARTMENT: 65000 - CENTRAL SERVICES	3,007.85	9,829.01	101,800.90	142,229.00	37,420.25	26.31
DEPARTMENT: 70000 - PHYSICAL PLANT ADM	2,487.50	7,068.01	73,110.22	109,479.00	33,881.28	30.95
DEPARTMENT: 71000 - BUILDINGS	29,530.95	22,445.02	241,888.87	353,750.72	82,330.90	23.27
DEPARTMENT: 71005 - SCOTT CITY BLDG MA	0.00	1,075.00-	7,242.32	1,625.00	5,617.32-	345.67-
DEPARTMENT: 71009 - RENTAL PROPERTY MA	0.00	0.00	0.00	1,690.00	1,690.00	100.00
DEPARTMENT: 72000 - CUSTODIAL SERVICES	4,058.28	38,118.51	347,747.48	470,063.00	118,257.24	25.16
DEPARTMENT: 73000 - GROUNDS	6,883.05	3,408.63	84,324.75	192,003.00	100,795.20	52.50
DEPARTMENT: 73001 - ATHLETIC FIELDS	4,533.16	2,471.17	19,289.95	34,545.00	10,721.89	31.04
DEPARTMENT: 74000 - VEHICLES	4,109.62	16,149.34	139,777.04	213,224.00	69,337.34	32.52
DEPARTMENT: 75000 - CAMPUS SECURITY	0.00	11,850.27	106,347.26	149,989.00	43,641.74	29.10
DEPARTMENT: 76000 - INSURANCE	0.00	6,627.15	249,186.50	306,928.00	57,741.50	18.81
DEPARTMENT: 77000 - UTILITIES	22,378.36	54,245.17	396,269.99	688,300.00	269,651.65	39.18
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	351.59	520.38-	62,000.00	62,520.38	100.84
DEPARTMENT: 81001 - TUIT WAIVER SEN CT	0.00	0.00	2,451.00	9,020.00	6,569.00	72.83

DEPARTMENT: 81002 - TUIT WAIVER EMPL/D	0.00	129.00	17,630.00	33,087.00	15,457.00	46.72
DEPARTMENT: 81003 - STATE MANDATED WAI	0.00	0.00	15,273.00	3,000.00	12,273.00	409.09-
DEPARTMENT: 81004 - TUIT WAIVER CTZ IN	0.00	516.00	135,341.00	151,575.00	16,234.00	10.71
DEPARTMENT: 81005 - TUIT WAIVER FCHS	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 81006 - TUIT WAIVER FINE A	0.00	688.00-	37,540.00	49,938.00	12,398.00	24.83
DEPARTMENT: 94000 - STUDENT CENTER	265.80	5,753.16	40,923.55	50,589.00	9,399.65	18.58
DEPARTMENT: 98001 - CHILD CARE	0.00	3,472.70	31,385.90	42,867.00	11,481.10	26.78

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FUND: 11 - GENERAL	176,904.90	1,002,562.96	10,505,902.92	15,779,233.00	5,096,425.18	32.30
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FUND: 14 - ADULT SUPPLEMENTARY ED

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

DEPARTMENT: 31000 - COMMUNITY SERVICE	3,101.73	7,631.73	87,601.58	171,430.00	80,726.69	47.09
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	3,648.89	15,000.00	11,351.11	75.67
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	381.33	1,050.00	668.67	63.68
DEPARTMENT: 00000 - GENERAL	0.00	6,833.67	6,833.67	0.00	6,833.67-	0.00
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	1,471.60	20,000.00	18,528.40	92.64
DEPARTMENT: 55012 - CHEERLEADING	240.50	0.00	3,981.31	4,603.48	381.67	8.29
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	500.00	9,484.10	9,700.00	215.90	2.23
DEPARTMENT: 31000 - COMMUNITY SERVICE	1,598.00	2,183.70	11,374.47	59,005.38	46,032.91	78.01
DEPARTMENT: 55007 - BASEBALL	0.00	2,556.24	11,991.86	20,000.00	8,008.14	40.04
DEPARTMENT: 31000 - COMMUNITY SERVICE	337.20	0.00	0.00	2,600.00	2,262.80	87.03
DEPARTMENT: 11031 - DRAMA	120.00	0.00	3,485.53	7,350.00	3,744.47	50.95
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	0.00	1,872.40	7,153.00	5,280.60	73.82
DEPARTMENT: 55013 - DANCE TEAM	0.00	0.00	645.04	645.04	0.00	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	367.95	6,514.95	40,000.00	33,485.05	83.71

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FUND: 14 - ADULT SUPPLEMENTARY ED	5,397.43	20,073.29	149,286.73	358,536.90	203,852.74	56.86
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FUND: 16 - AUXILIARY ENTITIES

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

DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	1,182.66	3,143.88	9,000.00	5,856.12	65.07
DEPARTMENT: 94000 - STUDENT CENTER	1,420.80	3,757.18	98,357.59	180,700.00	80,921.61	44.78
DEPARTMENT: 95000 - STUDENT HOUSING	17,193.07	95,209.82	794,320.09	1,438,395.00	626,881.84	43.58
DEPARTMENT: 95001 - DIRECTOR'S APARTME	0.00	0.00	147.00	10,000.00	9,853.00	98.53
DEPARTMENT: 98000 - COSMETOLOGY	11,902.14	4,616.06	73,242.59	138,955.00	53,810.27	38.72
DEPARTMENT: 98001 - CHILD CARE	75.44	2,125.66	15,313.74	44,406.00	29,016.82	65.34

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FUND: 16 - AUXILIARY ENTITIES	30,591.45	106,891.38	984,524.89	1,821,456.00	806,339.66	44.27
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FUND: 21 - FEDERAL STUDENT AID

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	202,140.33	4,536,083.89	98,350.00	4,437,733.89-	512.17-
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FUND: 21 - FEDERAL STUDENT AID	0.00	202,140.33	4,536,083.89	98,350.00	4,437,733.89-	512.17-

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FUND: 22 - RESTRICTED GRANTS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	1,216.00	0.00	6,231.00	0.00	7,447.00-	0.00
DEPARTMENT: 71000 - BUILDINGS	11,855.25	2,553.75	3,435.46	0.00	15,290.71-	0.00
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.25	0.00	17,026.75	17,027.00	0.00	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	13,377.16	111,578.82	153,401.74	41,822.92	27.26
DEPARTMENT: 50000 - DEAN OF STUDENT SE	255.18	22,850.66	186,278.80	186,534.55	0.57	0.00
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	1,067.23	0.00	100,373.81	158,451.53	57,010.49	35.98
DEPARTMENT: 45011 - SCIENCE LAB ACTIVI	200.00	4,329.00	28,629.30	29,420.32	591.02	2.01
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	270,000.00	270,000.00	0.00	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	19,858.52	22,059.50	2,200.98	9.98
DEPARTMENT: 11040 - SCIENCE	499.98	0.00	22,485.53	23,522.79	537.28	2.28
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	0.00	39,437.02	51,897.12	12,460.10	24.01
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	27,313.35	0.00	27,313.35-	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	0.00	5,076.50	5,000.00	76.50-	1.52-
DEPARTMENT: 00000 - GENERAL	0.00	0.00	28,935.00-	28,935.00-	0.00	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	3,141.70	15,828.19	122,067.76	313,024.00	187,814.54	60.00
DEPARTMENT: 00000 - GENERAL	0.00	0.00	11,907.00-	11,907.00-	0.00	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	4,148.13	7,136.66	73,357.42	250,041.00	172,535.45	69.00
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	9,825.00	6,040.88	48,561.28	304,708.00	246,321.72	80.84
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	0.00	270,000.00	270,000.00	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	0.00	24,963.00	24,963.00	100.00
DEPARTMENT: 42000 - DEAN OF LEARNING S	1,300.00	3,275.90	25,285.09	42,910.40	16,325.31	38.05
DEPARTMENT: 31000 - COMMUNITY SERVICE	650.67	16,034.30	131,313.66	191,360.00	59,395.67	31.04
DEPARTMENT: 11040 - SCIENCE	0.00	2,272.00	16,406.06	35,204.00	18,797.94	53.40
DEPARTMENT: 31000 - COMMUNITY SERVICE	623.21	1,580.43	13,535.83	51,150.00	36,990.96	72.32
DEPARTMENT: 42005 - DEAN OF TECHNICAL	1,094.74	723.59	78,709.13	115,912.00	36,108.13	31.15
DEPARTMENT: 42000 - DEAN OF LEARNING S	950.00	11,792.38	69,738.77	190,035.00	119,346.23	62.80
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	12,618.92	91,112.96	182,191.43	91,078.47	49.99
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	0.00	0.00	0.00	30,000.00	30,000.00	100.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	8,680.80	8,680.80	100.00
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	0.00	0.00	0.00	6,836.00	6,836.00	100.00
DEPARTMENT: 12270 - AMMONIA REFRIGERAT	0.00	0.00	0.00	2,429.81	2,429.81	100.00
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FUND: 22 - RESTRICTED GRANTS	36,827.34	120,413.82	1,466,970.82	2,895,917.99	1,392,119.83	48.07

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FUND: 23 - OTHER RESTRICTED FUNDS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	440.91	5,694.13	6,970.00	1,275.87	18.31
DEPARTMENT: 64000 - INFORMATION TECHNO	0.25-	0.00	296,109.25	299,530.30	3,421.30	1.14
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	199.50-	3,110.50	3,310.00	106.41
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	5,878.13	7,000.00	1,121.87	16.03
DEPARTMENT: 63000 - INFORMATION SERVIC	0.00	0.00	0.00	1,000.00	1,000.00	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	15,150.00	24,350.90	25,389.90	1,039.00	4.09
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	0.00	210.60	210.60	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	0.00	233.50	233.50	100.00
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FUND: 23 - OTHER RESTRICTED FUNDS	0.25-	15,590.91	331,832.91	343,444.80	11,612.14	3.38

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FUND: 24 - ADULT EDUCATION

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 13305 - ADULT ED - STAFF D	300.00	1,804.00	5,499.12	13,220.00	7,420.88	56.13
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 13305 - ADULT ED - STAFF D	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	553.05	7,062.99	7,062.99	0.00	0.00
DEPARTMENT: 13302 - ADULT ED - TECHNIC	0.00	0.51	0.51	0.51	0.00	0.00
DEPARTMENT: 13303 - ADULT ED - SUPPORT	0.00	3,194.50	9,456.00	10,597.00	1,141.00	10.77
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	11,813.96	114,962.72	194,497.31	79,534.59	40.89
DEPARTMENT: 13305 - ADULT ED - STAFF D	300.00	1,193.32	2,843.02	6,633.00	3,489.98	52.62
DEPARTMENT: 13301 - ADULT ED - INSTRUC	28.20	4,326.80	21,790.78	35,668.00	13,849.02	38.83
DEPARTMENT: 13305 - ADULT ED - STAFF D	0.00	971.14	1,433.14	1,777.00	343.86	19.35
DEPARTMENT: 13301 - ADULT ED - INSTRUC	300.00	19,938.67	95,642.87	214,178.62	118,235.75	55.20
DEPARTMENT: 00000 - GENERAL	0.00	0.00	32,500.00-	32,500.00-	0.00	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	4,445.10	18,663.63	136,628.94	272,096.00	131,021.96	48.15
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	14,000.00	554.59	15,084.44	33,322.86	4,238.42	12.72
=====						
FUND: 24 - ADULT EDUCATION	19,373.30	63,014.17	377,904.53	756,553.29	359,275.46	47.49

04-02-11

Garden City Community College
Annual Budget Report Ending 03/31/2011
Options - All Statuses

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Fiscal Year: 2011

FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	47,865.00	0.00	29,000.32	873,214.00	796,348.68	91.20
=====	=====	=====	=====	=====	=====	=====
FUND: 61 - CAPITAL OUTLAY	47,865.00	0.00	29,000.32	873,214.00	796,348.68	91.20

04-02-11

Garden City Community College
Annual Budget Report Ending 03/31/2011
Options - All Statuses

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Fiscal Year: 2011

FUND: 63 - DEBT RETIREMENT FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	0.00	0.00	21,316.85	0.00	21,316.85-	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	281,930.22	0.00	281,930.22-	0.00
=====	=====	=====	=====	=====	=====	=====
FUND: 63 - DEBT RETIREMENT FUND	0.00	0.00	303,247.07	0.00	303,247.07-	0.00

04-02-11

Garden City Community College
Annual Budget Report Ending 03/31/2011
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Fiscal Year: 2011

FUND: 64 - DEBT PROJECT FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	30,077.00	0.00	30,077.00-	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	116,193.25	0.00	116,193.25-	0.00
=====	=====	=====	=====	=====	=====	=====
FUND: 64 - DEBT PROJECT FUND	0.00	0.00	146,270.25	0.00	146,270.25-	0.00

Fiscal Year: 2011

FUND: 71 - ACTIVITY/ORGANIZATION FD

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	17,093.42	46,046.42	172,976.31	305,784.85	115,715.12	37.84
DEPARTMENT: 94000 - STUDENT CENTER	0.00	1,418.37	12,767.93	0.00	12,767.93-	0.00
DEPARTMENT: 99001 - STUDENT NEWSPAPER	2,150.69	523.45	3,534.37	37,800.00	32,114.94	84.96
DEPARTMENT: 99002 - STUDENT MAGAZINE	4,557.00	284.00	3,010.99	31,200.00	23,632.01	75.74
DEPARTMENT: 50000 - DEAN OF STUDENT SE	195.14	3,927.07	7,615.95	14,800.00	6,988.91	47.22
=====						
FUND: 71 - ACTIVITY/ORGANIZATION FD	23,996.25	52,199.31	199,905.55	389,584.85	165,683.05	42.53

Fiscal Year: 2011

FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	16,879.00	0.00	16,879.00-	0.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	10,395.00	0.00	10,395.00-	0.00
DEPARTMENT: 55003 - MEN'S TRACK	0.00	0.00	9,751.00	0.00	9,751.00-	0.00
DEPARTMENT: 55004 - WOMEN'S TRACK	0.00	0.00	7,904.00	0.00	7,904.00-	0.00
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	0.00	10,610.00	0.00	10,610.00-	0.00
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	92,613.00	0.00	92,613.00-	0.00
DEPARTMENT: 55007 - BASEBALL	0.00	0.00	13,114.00	0.00	13,114.00-	0.00
DEPARTMENT: 55008 - VOLLEYBALL	0.00	688.00	8,290.00	0.00	8,290.00-	0.00
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	0.00	22,958.00	0.00	22,958.00-	0.00
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	0.00	2,921.00	0.00	2,921.00-	0.00
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	11,383.00	0.00	11,383.00-	0.00
DEPARTMENT: 55014 - RODEO TEAM	0.00	0.00	9,836.00	0.00	9,836.00-	0.00
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	0.00	9,965.00	0.00	9,965.00-	0.00
DEPARTMENT: 11025 - JOURNALISM	0.00	0.00	6,356.00	0.00	6,356.00-	0.00
DEPARTMENT: 11030 - ART	0.00	0.00	4,251.00	0.00	4,251.00-	0.00
DEPARTMENT: 11031 - DRAMA	0.00	0.00	19,465.00	0.00	19,465.00-	0.00
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	0.00	23,493.00	0.00	23,493.00-	0.00
DEPARTMENT: 11033 - INST MUSIC	0.00	5,980.00	29,112.00	0.00	29,112.00-	0.00
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	0.00	3,987.00	0.00	3,987.00-	0.00
DEPARTMENT: 12211 - MEAT JUDGING	0.00	0.00	11,555.00	0.00	11,555.00-	0.00
DEPARTMENT: 81005 - TUIT WAIVER FCHS	0.00	0.00	24,214.00	0.00	24,214.00-	0.00
=====						
FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS	0.00	6,668.00	349,052.00	0.00	349,052.00-	0.00

04-02-11

Garden City Community College
Annual Budget Report Ending 03/31/2011
Options - All Statuses

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Fiscal Year: 2011

FUND: 73 - EDUKAN CONSORTIUM FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	3,400.05	198,992.07	437,625.00	238,632.93	54.53
=====						
FUND: 73 - EDUKAN CONSORTIUM FUND	0.00	3,400.05	198,992.07	437,625.00	238,632.93	54.53

As of 03/31/11

		Amount	% Rate
Cash in Bank:	Commerce Bank	\$280,723.37	0.0000%
	State Municipal Invest. Pool	\$ 26,305.49	0.0500%
	Landmark National Bank	\$ 6,086,605.33	0.1600%

Investments:

Institution	Type	Amount	% Rate	Beg. Date	End Date
Commerce Bank	CD	\$ 2,000,000.00	0.8560%	4/29/2010	4/29/2011
First National Bank	CD	\$ 1,006,449.26	0.9500%	5/6/2010	5/5/2011
Commerce Bank	CD	\$ 2,000,000.00	0.3000%	10/29/2010	10/29/2011
Commerce Bank	CD	\$ 1,000,000.00	0.3000%	11/2/2010	5/2/2012

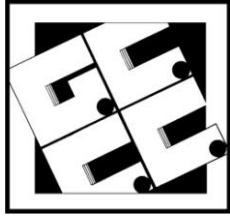
CHECKS PROCESSED IN EXCESS OF \$10,000 APRIL 2011

Purchases over \$10,000 requiring bid sheet:

- Check #205920 to Holiday Inn National Air for \$11,166.24 for hotel rooms for DC trip for Educational Talent Search students. Attached bid sheet indicates the lowest bid was accepted.
- Check # 206156 to CBS Constructors for \$17,550.00 for bleachers for the softball field. Attached bid sheet indicates the lowest bid was accepted.

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

- Check #206004 to Debbie Berkley for \$13,500 for travel advance.
- Check #206029 to City of Garden City for \$40,936.10 for utilities.
- Check #206031 to Commerce Bank for \$19,415.89 for purchase card charges.
- Check #206073 to Seminole Energy Services for \$20,293.28 for utilities.
- Check # 206354 to Great Western Dining for \$58,329.95 for various invoices.



Garden City COMMUNITY COLLEGE

April 6, 2011

To: Board of Trustees
From: Cricket Turley, Director of Human Resources

New Hire

Devin Wackerla, Welding Instructor, effective March 28, 2011
Susan Pollart, SSS Academic & Retention Advisor, effective April 4, 2011
Dwayne Curry, Asst Football Coach, effective March 28, 2011

Separations

Samantha Scott, English Instructor, effective May 20, 2011
John Calbeck, SWKRPC Director, effective April 27, 2011
Susan Ratzlaff, Migrant Family Literacy Program Coordinator, effective March 25, 2011

Retirement

Transfers/Promotions

Vacancies

Programmer
Bookkeeper/Secretary, Title V Project
Bilingual Specialist, Title V Project
Art Instructor
English Instructor
Industrial Production Instructor
Safety & Security Coordinator
SWKRPC Director
ETS – Assistant Director
ETS - Secretary
Adjunct Fire Science Instructor

Diversity Recruitment Opportunity

In researching effective ways of advertising GCCC faculty and other professional position vacancies, a more affordable alternative emerged recently. We place our national position advertising with a leading website called HigherEdJobs.com, and now the HEJ site has added an additional service. When we place a 60-day vacancy posting we are now having the same advertisement e-mailed to approximately 142,000 professionals who have identified themselves as minority educators seeking employment. The e-mail message allows interested professionals to contact us directly, and it also includes a link to the HEJ site, which allows an interested applicant to navigate to the GCCC website and apply online.

**GARDEN CITY COMMUNITY COLLEGE
ADJUNCT/OUTREACH FACULTY CONTRACTS**

(Presented to Board of Trustees for Approval 4/13/11)

INSTRUCTOR	CLASS	AMOUNT
Hunter, Marian	Nursing Home Med. Aide (HELR-1033-90) 3.33 FLC x \$470.00/FLC 11-00-0000-12203-5260 3/1 – 4/21/11	\$ 1,565.10
Hunter, Marian	Nursing Home Med. Aide Lab (HELR-103L-90) 3.35 FLC x \$470.00/FLC 11-00-0000-12203-5260 3/1 – 4/21/11	\$ 1,574.50
Lamb, Tracy	Nursing Home Med. Aide Lab (HELR-1035-30) 3.35 FLC x \$470.00/FLC 11-00-0000-12203-5260 3/21 – 5/16/11	\$ 1,574.50
Kasriel, Matthew	Firefighter I (FIRE-101-01) 1.50 FLC x \$500.00/FLC 11-00-0000-12241-5260 1/12 – 4/11/11	\$ 750.00
Kasriel, Matthew	Firefighter II (FIRE-102-01) 1.50 FLC x \$500.00/FLC 11-00-0000-12241-5260 1/13 – 4/14/11	\$ 750.00
Munoz, Kellee	Academic Recovery & Success (PCDE-110-03) 1.00 FLC x \$400.00/FLC 11-00-0000-11080-5260 3/21 – 5/19/11	\$ 400.00
Ochs, Edward	Advanced Rappelling (CRIM-152-01) 0.50 FLC x \$500.00/FLC 11-00-0000-12240-5260 3/26 – 3/27/11	\$ 250.00
Quint, Matt	Beginning Tennis (HPER-114-90) 1.00 FLC x \$400.00/FLC 11-00-0000-11070-5260 3/21 – 5/19/11	\$ 400.00
Strawder, Freddie	EVOC II 1.00 FLC x \$435.00/FLC 11-00-0000-12240-5260 4/2 – 4/3/11	\$ 435.00
OUTREACH FACULTY		
Hoover, Kevin	Nursing Home Med. Aide (HELR-1033-LK) 3.33 FLC x \$470.00/FLC 11-00-0000-12203-5220 3/21 – 5/10/11	\$ 1,565.10
Hoover, Kevin	Nursing Home Med. Aide Lab (HELR-103L-LK) 3.35 FLC x \$470.00/FLC 11-00-0000-12203-5220 3/21 – 5/10/11	\$ 1,574.50
Hoover, Kevin	Nursing Home Med. Aide Lab (HELR-103L-LKA) 3.35 FLC x \$470.00/FLC 11-00-0000-12203-5220 3/21 – 5/10/11	\$ 1,574.50

Kasriel, Matthew	Firefighter I (FIRE-101-UL) 3.50 FLC x \$500.00/FLC 11-00-0000-12241-5220 2/21 – 6/13/11	\$ 1,750.00
------------------	---	-------------

TOTAL ADJUNCT/OUTREACH FACULTY CONTRACTS **\$ 14,163.20**

**GARDEN CITY COMMUNITY COLLEGE
SERVICE CONTRACTS
FOR ADJUNCT FACULTY**

(Presented to Board of Trustees for Approval 4/13/11)

INSTRUCTOR	CLASS	AMOUNT
Cline, Cora L. (We Care Online, LLC)	Home Health Aide (HELR-107-50) 1.69 FLC x \$470.00/FLC + \$127.84 (online course) 11-00-0000-12203-6615 3/14 – 3/28/11	\$ 922.14

TOTAL ADJUNCT SERVICE CONTRACTS **\$ 922.14**

**GARDEN CITY COMMUNITY COLLEGE
FACULTY CONTRACTS
FOR NON-CREDIT CLASSES**

(Presented to Board of Trustees for Approval 4/13/11)

INSTRUCTOR	CLASS	AMOUNT
Crandall, Cynthia	Painting (SLFM176-02) 6 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 3/24 - 3/31/11	\$ 150.00
Douglass, Lucille	KS Carry Concealed Handgun - 8 Hour Class (CRMJ300-65) 4 contact hour(s) @ \$30.00/hour 14-00-8033-31000-5270 4/2/11	\$ 120.00
Douglass, Lucille	KS Carry Concealed Handgun - 8 Hour Class (CRMJ300-65) 3 contact hour(s) @ \$30.00/hour 14-00-8033-31000-5270 4/2/11	\$ 90.00
Falor, Danielle	Grilling (CONT951-09) 4 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 4/13/11	\$ 100.00
Hunter, Marian S.	CNA Refresher Course (ASAH101-11) 10 contact hour(s) @ \$30.00/hour 14-00-8001-31000-5270 4/9 - 4/10/11	\$ 300.00
Hutcheson, Tammy	Conflict Management (PROF122-03) 4 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 4/13/11	\$ 120.00
King, Kelly D.	Action Photography (CAMR101-01) 2 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 3/22/11	\$ 50.00
Morphew, Jamie	QuickBooks Pro 2009 Fundamentals (COMP701-23) 8 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 4/5 - 4/7/11	\$ 240.00
Parker, Deb	Fabulous Cakes (FOOD203-01) 6 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 4/11 - 4/18/11	\$ 150.00
Parker, Deb	Fondant Fancy (FOOD202-01) 4 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 3/21 - 3/24/11	\$ 100.00
Ronn, Mark T.	KS Carry Concealed Handgun - 8 Hour Class (CRMJ300-65) 10 contact hour(s) @ \$30.00/hour 14-00-8033-31000-5270 4/2/11	\$ 300.00
Shaw, David	DIY Sprinkler System (HMGD122-04) 6 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 4/4 - 4/6/11	\$ 150.00

Sosa, Elizabeth	Workplace Effectiveness (PROF126-03) 2 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 3/23/11	\$ 60.00
Sosa, Elizabeth	Team Building & Delegation (CONT700-01) 4 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 4/14/11	\$ 120.00
Urie, Janice	Computer Basics (COMP109-18) 4 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 3/21 - 3/23/11	\$ 100.00
Urie, Janice	All About the Web (COMP142-02) 4 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 3/28 - 3/30/11	\$ 100.00
Urie, Janice	Discover E-Mail (COMP141-02) 4 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 4/11 - 4/13/11	\$ 100.00
Williams, Douglas B.	KS Carry Concealed Handgun - 8 Hour Class (CRMJ300-65) 4 contact hour(s) @ \$30.00/hour 14-00-8033-31000-5270 4/2/11	\$ 120.00
Wilson, Mary	Excel 2007 Fundamentals (COMP301-26) 8 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 3/30 - 4/6/11	\$ 240.00

TOTAL NON-CREDIT FACULTY CONTRACTS \$ 2,710.00

14-00-8001-31000-5270	\$ 300.00	(Allied Health)
14-00-8004-31000-5270	\$ 780.00	(Business & Industry)
14-00-8006-31000-5270	\$ 1,000.00	(Personal Enrichment)
14-00-8033-31000-5270	\$ 630.00	(Public Safety)

Memo

To: Joseph Emmons
From: Lenora Cook
CC: Herbert Swender
Date: 3/29/2011
Re: TAACCCT grant MOU

The U.S. Department of Labor has issued a Solicitation for Grant Applications for funding a Trade Adjustment Assistance Community College and Career Training grant program. The funds are available to community and technical colleges to serve workers who are eligible for training under the TAA, while enabling the colleges to expand and improve their ability to deliver education and career training.

We are pursuing this opportunity with Washburn Institute of Technology of Washburn University, Cloud County Community College, Dodge City Community College, Flint Hills Technical College, Highland Community College, and Salina Area Technical College. These colleges are forming a consortium to provide a system of training and educational opportunities that spans Kansas from border to border. The consortium will use evidence-based strategies to prepare students for successful careers in growing and emerging industries such as Food Science, Power Plant Technology, Environmental Technology, Electrical Lineman, and Industrial Maintenance. Each of the consortium members brings a signature program to this plan that supports training in industries that are not offered by the other members. This proposal addresses the wide continuum of training needs across the state by developing and improving on-line, hybrid, and site-based training opportunities and strategies. One component of the proposal is to extend those signature programs to students across the state and to serve the employers in rural Kansas with limited but significant training needs that their local college cannot afford to address independently. Garden City Community College's signature program will be Food Science. We are currently working with Tyson, BPI, and Cargill as our industry partners in this initiative.

To participate in this grant, we will need a Memorandum of Understanding outlining our ability and willingness to provide training as outlined in the proposal. The grant deadline is April 21st which is prior to the May board meeting. At this time the proposal is not complete and the MOU is in draft form. I have attached the draft for your review and request permission to move forward with this proposal.



5724 SW Huntoon Street
Topeka, Kansas 66604-2199
785-273-7140
Fax: 785-273-7080
www.washburntech.edu

Grant Officer,
Employment and Training Administration,
U.S. Department of Labor,
200 Constitution Ave., N.W. Room N4716,
Washington, D.C.

RE: SGA/DFA PY 10-03 – Trade Adjustment Assistance Community College and Career Training Grant Program

We, the undersigned provide this letter of commitment to the project submitted by Washburn University/Washburn Institute of Technology, Topeka, Kansas. The collaboration comprising seven post-secondary institutions, four workforce boards and dozens of industry representatives signals compelling need and significant collaboration in the state of Kansas.

This innovative collaboration seeks to provide well qualified employees for business and industry partners across the state of Kansas. It targets the following critical industries in Kansas: Manufacturing, Energy (distribution and production), Bio-Technology and Agriculture.

This letter represents an agreement between following institutions: **Cloud County Community College; Dodge City Community College, Garden City Community College, Highland Community College, Flint Hills Technical College, Salina Area Technical School and Washburn Institute of Technology/Washburn University.**

By signing this document each institution specifically agrees to the following:

1. Each member will carry out the goals and activities contained in the project work plans submitted with this application and outlined in the chart below.
2. Each member recognizes that Washburn Institute of Technology/Washburn University(WIT/WU) is the lead institution and grantee for the purposes of this project
3. Each consortium member will provide the lead institution (WIT/WU) with all the information needed to meet the reporting requirements of the grant.

The proposed project is designed **To Build Programs That Meet Industry Needs And Develop Career Pathways (Priority 3) and to Strengthen Online and Technology-Enabled Learning (Priority 4).** As such each member of consortium brings to the project a Signature Program that will be enhanced and shared with the other members of the consortium to provide access for students across the state. New, program specific, articulation agreements will be developed between the members to ensure that seamless transfer of credits. The institution specific requests and deliverables are listed below.

COOPERATING SCHOOL DISTRICTS

335-North Jackson~336-Holton~337-Royal Valley~338-Valley Falls~339-Jefferson Co.North~340-Jefferson West~341-Oskaloosa~342-McLouth
343-Perry/Lecompton~345-Seaman~372-Silver Lake~434-Santa Fe Trail~437-Auburn-Washburn~450-Shawnee Heights~454-Burlingame~501-Topeka~Washburn University

College	Signature Program	Grant Funds	Deliverables
CCCC	Agri-BioTechnology		
DCCC	Electrical Power Transmission		
FHTC	Power Plant Technology		
GCCC	Meat and Food Science		
HCC	Risk Management & Loss Prevention		
SATC	Environmental Technology		
WIT/WU	Industrial Maintenance		<ol style="list-style-type: none"> 1. Industrial Maintenance Curriculum that meets industry needs. 2. Documentation of hands-on elements using mobile labs 3. Online learning modules for signature program. 4. Career pathway including portable, stackable credentials for Industrial Maintenance. 5. Program specific articulation agreements with each member of the consortium.
Total Request		0	

As lead institution and grantee, Washburn Institute of Technology/Washburn University commits to serving as the programmatic and fiscal agent responsible for the grant and to be ultimately responsible for all the deliverables as well as the performance and fiscal reports.

Sincerely,

Jerry B. Farley
President WU

Dr. Danette Toone
President, CCCC

Dr. Don Woodburn
President, DCCC

Dr. Dean Hollenbeck
President, FHTC

Dr. Joseph Emmons
Interim President, GCCC

Dr. David Reist
President, HCC

Dr. Greg Goode
President, SATC

DRAFT

COOPERATING SCHOOL DISTRICTS

335-North Jackson~336-Holton~337-Royal Valley~338-Valley Falls~339-Jefferson Co.North~340-Jefferson West~341-Oskaloosa~342-McLouth
343-Perry/Lecompton~345-Seaman~372-Silver Lake~434-Santa Fe Trail~437-Auburn-Washburn~450-Shawnee Helghts~454-Burlingame~501-Topeka~Washburn University

April 7, 2011

To: Dr. Swender

From: Dee Wigner

RE: Academic Building – Phase III

Phase III of the Academic Building remodel is scheduled to begin this summer. This phase includes renovating classrooms on the west side of the building. In February, the Board approved the use of American Recovery and Reinvestment Act (ARRA) Funds for this project.

The bid for Phase III included a base bid for the interior construction and an alternate bid for the replacement of the exterior windows to the entire building. At the pre-bid meeting, it was announced that the windows would not be available for several months. Therefore, there would be an extension of time allowed for the installation of the windows.

Three general contractors submitted bids, Building Solutions/JAG Construction, Dick Construction and Harbin Construction. Dick Construction was low bid on both the base bid and Alternate #1 (exterior window replacement). The Bid Tabulation Form follows this memo.

My recommendation is that the Board accepts the bid from Dick Construction for \$280,300 and that the bid for Alternate #1 be declined.

I believe it is in the college's best interest to bid the exterior windows at a future date. Because this phase of the project is funded with federal monies, labor is subject to prevailing wage, which is higher than local labor rates. Postponing the installation of the windows will eliminate the prevailing wage requirement which should reduce labor costs. In addition, the windows will not be available until fall, which extends the construction into the fall semester and would be disruptive to student learning.

BID TABULATION FORM

Academic Building Upgrade

GARDEN CITY COMMUNITY COLLEGE

801 Campus Drive
 Garden City, Kansas
 Architect Project No. 0910
 April 7, 2011

CONTRACTOR	ADDENDA RECEIVED	BID BOND 5%	BASE BID PROPOSAL	ALT. #1 (Aluminum Replacement Windows)	TOTAL PROPOSAL (Base Bid + Alt.'s)	MECH & ELEC SUBCONTR.
JAG II / Bldg. Solutions Dodge City, Kansas	1,2	5%	\$327,591.00	\$28,152.00	\$355,743.00	Tatro Plumbing Wallace Electric
Dick Construction, Inc. Garden City, Kansas	1,2	5%	\$280,300.00	\$27,430.00	\$307,730.00	Tatro Plumbing Wallace Electric
Harbin Construction Salina, Kansas	1,2	5%	\$308,800.00	\$26,400.00	\$335,200.00	Tatro Plumbing Wallace Electric
Lee Construction, Inc. Garden City, Kansas			NO BID			

M E M O

March 31, 2011

To: Dr. Herbert Swender

From: Ryan Ruda

RE: Fire Alarm System – East Units

Last year, Residential Life began the updating of their fire alarm system to become compliant with current codes and standards. The West Hall complex was completed last year, which leaves the East Units to be completed this year for compliance. Most college buildings built prior to the Annex (1995) have fire alarm systems that do not meet current codes and standards and contain parts that are no longer available. All of the newer buildings have Simplex Grinnell Fire Alarm Systems. Fire alarm systems in the Vocational, Penka and Fouse Buildings were recently replaced with Simplex Grinnell systems.

The Simplex Grinnell systems are addressable, scalable and can be linked together for alarm notification, trouble reporting and monitoring purposes. As fire alarm systems across campus are replaced, it makes sense to remain with the same brand for the reasons mentioned above. The college is able to purchase the equipment through the state contract at a 20% discount.

We are requesting Board approval to replace the existing fire alarm system in the East Units as well as re-route the CATV cables to the interior of the units from where they are currently on the exterior of the units. There are two purchase orders for this project, one is for the purchase of fire alarm equipment and the second is for Electrical Solutions to provide installation and the cable work. Simplex Grinnell is considered a single source provider and Electrical Solutions was the lowest bid for the installation as indicated per the bid tabulation.

The cost of the fire alarm system and installation will be paid from the Residential Life Auxiliary Fund.

Bid Tabulation

<i>GCCC</i>	<i>Fire Alarm Upgrade & CATV Drops</i>						
Garden City Community College							
801 Campus Drive	1:30 P.M., Tuesday, March 22, 2011						
Garden City, Kansas 67846							
	BASE BID						
CONTRACTOR	PROPOSAL						
Building Controls & Services, Inc. (BCS)	< \$30,268.00 >						
618 East Douglas							
Wichita, KS 67202							
Davis Electric, Inc.	< \$32,697.00 >						
600 W. Ave. A							
Cimarron, KS 67835							
Electrical Solutions	\$27,844.53						
PO Box 532							
Garden City, KS 67846							
3G Electric, Inc.	No Bid						
905 W. Mary St.							
Garden City, KS 67846							
FIRE ALARM EQUIPMENT SUPPLIER							
SimplexGrinnell	\$25,669.00						
625 N Carriage Pkwy Ste 1							
Wichita, KS 67208-4518							
Total:	\$53,513.53						

PURCHASE ORDER REQUISITION



Garden City Community College

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

INSTRUCTIONS

VENDOR: Electrical Solutions
PO BOX 532
Garden City, KS 67846

- (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.

<u>Quan.</u>	<u>Part No.</u>	<u>Description</u>	<u>Unit Cost</u>	<u>Extended</u>
		Installation of Fire Alarm System East Units		\$27,844.53
		For equipment purchases please indicate equipment location. Building _____ Room _____		
		All technology requests must be routed through the computer center.		

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

TOTAL \$27,844.53

Account Number	Amount
16-00-5011-95000-8220	\$27,844.53

Requested by	Date	Department	Building
R Ruda	5/4/10	Student Services	SCSC
Person	Date	Approved	Not Approved
Div. Dir.			
Dean			
Comp. Ctr.			
Bus. Mgr.			

PURCHASE ORDER REQUISITION



Garden City Community College

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

INSTRUCTIONS

VENDOR: Simplex Grinnell

 625 N Carriage Pkwy, Suite 140

 Wichita, KS 67208

- (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
		Fire alarm equipment for West Hall Dormitory		\$25,669.00
		For equipment purchases please indicate equipment location. Building _____ Room _____ All technology requests must be routed through the computer center.		

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

TOTAL \$25,669.00

Account Number	Amount
16-00-5011-95000-8220	\$25,669.00

Requested by	Date	Department	Building
R. Ruda	3/29/11	Bus Office	SCSC
Person	Date	Approved	Not Approved
Div. Dir.			
Dean			
Comp. Ctr.			
Bus. Mgr.			

APRIL 2011 MONITORING REPORT

EXECUTIVE LIMITATIONS

General Executive Constraints #12

The President shall not initiate new programs or retain existing programs without consideration of cost-effectiveness and overall value.

ANNUAL

Page 7

CEO's Interpretation and its justification: Programs will be evaluated annually for cost-effectiveness utilizing a 3 year trend of cost per credit hour. Enrollment, community impact, industry need, and effect on constituents will be factors considered when retaining programs.

A needs analysis will be conducted prior to recommending the initiation of a new program. The same criterion for retaining a program will be utilized in the needs analysis for a new program. A proposal with all pertinent information will be presented to the Board of Trustees once a program has been deemed worthy for implementation.

Data directly addressing CEO's interpretation: Annually programs are reviewed for cost-effectiveness and overall value. A reduction in faculty occurred in Automotive, Finnup Lab and Computer Science last year. Once the budget was finalized we were able to retain the Computer Science Program instructor. These programs were restructured and have been monitored in regards to enrollment and overall impact on the community throughout the year.

The proposed Physical Therapist Assistant (PTA) Program has not come to fruition due to the inability to hire a director. A request to replace this Title V Program with an on-line LPN/Paramedic to RN Program has been approved. While the PTA program would have been a welcome addition to the educational options at GCCC and made a positive impact on the healthcare industry, it would have been a costly program to maintain. Options to collaborate with another institution to provide this learning opportunity may be a more cost-effective way to meet community's need for PTA's.

Faculty and staff reductions were also made in the areas of music, speech, broadcasting, and drama as a result of budget cuts last year. An adjunct strings instructor has been hired as well as a part time technical director for drama in order to keep as much of those programs going as possible with minimal costs. Beginning in the fall of 2010, the Addiction Counseling program was discontinued, and in the fall of 2011 we will no longer offer the Early Childhood Development program. The elimination of both of these programs is due to historically low enrollments.

The Visual Communications program, a non-technical funded curriculum, will begin in the fall of 2011, but it is a collaboration of three existing curricula on campus and the cost of its implementation will be minimal. Need for this area of concentration was established in conjunction with an advisory board made up of representatives from a wide variety of local businesses and civic organizations.

In addition to the annual review, a more extensive review of programs is performed every three years on a rotating basis. This year the programs being reviewed are: Music; Foreign Language and English as a Second Language; Nursing and Allied Health; Emergency Medical Service Technology; Ammonia Refrigeration; and Business and Information Systems.

JANUARY 2011 MONITORING REPORT

EXECUTIVE LIMITATIONS

Information and Advice #2

QUARTERLY

Page 11

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

CEO's Interpretation and its Justification: The Board needs to be able to address questions and concerns with the public; therefore, the President must make certain that any items that may be addressed between Board meetings are relayed to the Board. These include items that could be picked up by the local media. The Board is apprised of how the college is managed day to day and they are aware of the Policy Governance document. They also need to be aware of the administrative policy changes and other changes that vary from information that they already have. The President needs to make them aware of administrative policy changes that may be questioned by staff, students or community members.

Data directly addressing CEO's interpretation: The President advises the Board by email or personal contact of any adverse legal or media coverage when an incident arises. Significant internal changes are communicated through updates on progress, i.e., negotiations, building renovations, and administrative policy changes. This year a Board member was appointed as an advisor/liason to the administration negotiating team. The President's report at Board meetings includes relevant trends, administrative policy and procedure changes, and state and national higher education developments. The Board receives professional newsletters, magazines and many attend conferences that keep the College in touch with national trends.

EXECUTIVE LIMITATIONS QUARTERLY Information and Advice

#3 Page 11

The President shall not fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on GOVERNANCE PROCESS and BOARD-PRESIDENT RELATIONSHIP, particularly in the case of Board behavior which is detrimental to the work relationship between the Board and the President.

CEO's Interpretation and its Justification: The President is hired to administer the Board Policies and manage the College. If the President feels that he cannot do this because the Board is not adhering to the policies set forth by the Board, it is his responsibility to discuss this with the Board. If something happens that makes the working relationship with the Board difficult, he should also discuss this with the Board.

Data directly addressing CEO's interpretation: I have no general concerns about the Board and its compliance with policies. As CEO, I discuss specific compliance concerns with the Board Chair. The Board regularly reviews policies and studies the Carver model through workshops, newsletters, and Board meetings. I understand that the Board is considering a refresher workshop on Policy Governance with the new CEO under the tutelage of an outside consultant; this action will greatly enhance any Board/CEO working relationship.

EXECUTIVE LIMITATIONS QUARTERLY Information and Advice

#5 Page 11

The President shall not fail to deal with the Board as a whole except when fulfilling requests for information or responding to individuals or committees duly charged by the Board.

CEO's Interpretation and its Justification: The President deals with the Board as a whole in all instances. If an individual Board member asks for information, it is provided to the entire Board.

Data directly addressing CEO's interpretation: Individual requests for information are usually discussed with the Board as a whole. There have been no individual requests this quarter.

APRIL 2011 MONITORING REPORT

EXECUTIVE LIMITATIONS

QUARTERLY

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: Unless purchases are made under contract or through exclusive providers such as City of Garden City, bid sheets are required on all purchases over \$2,500.

Data directly addressing the CEO's interpretation: Purchases between \$2,500 and \$10,000 are not processed until proper documentation, including bid sheets are submitted to the Accounts Payable Coordinator. Purchases over \$20,000, not covered under contract or covered under exclusivity require Board approval. Checks for \$10,000 are reported to the Board monthly.

INCIDENTIAL INFORMATION

March 2011

Steve Quakenbush-Director of Information Services

Cathy McKinley, dean of continuing education and community services, is one of 40 people selected for the 2011 class of Leadership Kansas, out of a field of more than 600 nominees. Affiliated with the Kansas Chamber of Commerce, the six-month program identifies and orients leaders, with a focus on business, education, agriculture, public policy, societal health and development, economics and government. Past participants have ranged from U.S. Senator Jerry Moran to former Governor Bill Graves. Others in the new class include Liz Sosa, Inkt Graphics general manager, as well as a GCCC graduate and former GCCC staff member; plus leaders from across the state in business, public service, health care, state and local government, banking, energy, communications, construction and other fields.

Pictures of GCCC's Pauline Joyce Fine Arts Building and Student and Community Services Center have been selected for use in "College and Career Readiness," an online program for high school students scheduled for production soon by the McGraw-Hill Companies, a leading U.S. textbook publishing consortium. The campus scenes, which may appear later in other traditional and online McGraw-Hill publications, will be part of a guide designed to provide students with choices to consider as they make college selections.

Inside Higher Education, an online publication focusing on issues and developments in postsecondary learning, recently featured a GCCC story about the selection of Dr. Herbert J. Swender as president. The article also focused on the recent visit to the campus by U.S. Senator Pat Roberts.

The Chronicle of Higher Education, which featured online essays about the GCCC Adult Learning Center, Rodeo Team, Industrial Ammonia Refrigeration Program and Meats Team after a two-day visit to the campus last fall, is adding another element focusing on the college. An interview and action video footage of GCCC Rodeo Team member Brooke Smith, Wetmore, Colo., is being prepared for use in the "Say Something" series on the Chronicle website. The interview and video are being produced by Brock Read, one of two Chronicle journalists who visited Garden City for the publication's "Postcards" series about unique programs at American universities and colleges. Miss Smith competes in barrel racing, breakaway roping and goat tying.

Beth Tedrow, who retired in 2009 as GCCC dean of student services, was presented with an honorary lifetime membership by the American Association of Collegiate Registrars and Admissions Officers at the national organization's 2011 annual conference in Seattle, Wash., early in March. Only two people in the U.S. this year received the award, which recognized the dean emeritus for 47 years of dedication and assistance to students. The other recipient is James Blackburn, retired director of enrollment management services at California State University's Fullerton campus. Both were honored at the opening of the conference, which drew more than 2,000 education professionals from across the nation.

The David Kinder Farewell Exhibition in Mercer Gallery opened with a public reception from 1 to 3 p.m. April 3, featuring a retrospective collection of works, and also offering the last chance to see the paintings of an instructor who has taught at GCCC since 1986 and served as director of the gallery since it opened in 1989. The show began April 1 and is scheduled to conclude April 21, with viewing hours of noon to 4 p.m. weekdays and 2 to 5 p.m. Sundays. The instructor, who recently announced plans to retire at the end of the semester, has organized between 160 and 200 exhibitions at Mercer Gallery over the past 21 years.

GCCC Choral Music Director J. Clayton Wright conducted a public presentation of John Rutter's Requiem April 10, featuring the combined voices of the Garden City Civic Choral Union and Symphony and the GCCC Concert Choir. The 3 p.m. 60-voice performance took place in the auditorium of the

Pauline Joyce Fine Arts Building with Garden City resident Melissa Fulton as soloist. The college and choral union present a shared concert for the community each year during the Easter season.

The 2011 Garden City Piano Festival will take place April 15-16, offering clinic sessions and master lessons for piano students from all over Western Kansas, with concluding back-to-back public concerts at 7:30 p.m. both dates in the auditorium of the Pauline Joyce Fine Arts Building. The two concerts will feature selected students and two visiting clinicians, world-class Kansas pianists James Rivers and Julie Rivers. The event was sponsored by GCCC, the Mary Jo Williams Trust, the Garden City Piano Teachers League and the Kansas Arts Commission.

The GCCC Drama Department will present "Fools," by Neil Simon, at 7:30 p.m. April 28, 29 and 30 in the auditorium of the Pauline Joyce Fine Arts Building, followed by a concluding matinee at 2 p.m. May 1. The production is being directed by Phil Hoke, drama and technical theater director.

GCCC Home Show Results, 2011

WKBC Better Home & Better Living Show, March 25-27

CCC Information Services and Publications/Steve Quakenbush

Estimated number of booth visitors

2011	614
2010	696
2009	263 (Blizzard)
2008	438
2007	489
2006	501
2005	697
2004	No booth
2003	1,807
2002	1,860
2001	1,601
1990-2000	NA

Information requests/individual contacts

2011	89
2010	99
2009	35 (Blizzard)
2008	61
2007	66
2006	64
2005	52
2004	No booth
2003	115
2002	135
2001	126
1990-2000	NA

Areas of greatest interest:

Nursing/Allied health/Health care, Internet classes, Endowment Association auction tickets, Business classes/training, Kids' College, Class schedules, Financial aid

Other areas of interest mentioned twice or more:

Education, Woodworking, Cosmetology

Additional details:

- There were 16 requests for fall class schedules to be mailed, and 83 fall schedules picked up at the booth.
- There were no requests for summer class schedules to be mailed, but 45 summer schedules were picked up at the booth.
- There were 14 auction tickets sold at the booth.

GCCC booth shift volunteers:

Kathy Blau, Phil Hoke, Deanna Mann, Linda Miller, Linda Morgan, Kurt Peterson, Neva Quakenbush (two shifts), Dave Rupp, Nora Salazar, Cricket Turley, Tessy Thykuttathil, Pat Veasart, Jean Warta (two shifts), Judy Whitehill and Patsy Zeller.

Booth set-up and tear-down:

Dave Shaw, Jose Santana, Sam Ortiz and Pat Veasart, with husband John Veasart.

Follow-up contacts:

GCCC Admissions, requested departments/programs

NOTES:

1. Sponsor began charging spectator admission in 2004.
2. Booth cost matched dollar per dollar in advertising beginning in 2005.
3. Admission fee waived in 2009 because of blizzard. Friday show hours cancelled.
4. Sponsor returned to no-charge spectator admission in 2010.

Bob Larson-Athletic Director-Dennis Perryman Athletic Complex

Women's basketball finished their season with a final record of 16 wins and 15 losses, which placed them sixth in the conference. They fell in their first round game of the Region VI Tournament to Coffeyville Community College. Marisela Rodriguez was named 2nd team all-conference for the Jayhawk West Conference, and Ashley Walker received honorable mention all-conference. Both Rodriugez and Walker were named honorable mention all-Region VI.

Men's basketball finished their season with a final record of 21 wins and 11 losses. They finished in a tie for third place in the Jayhawk West. After winning a first round game in the Region VI tournament, they fell in the quarterfinals to eventual Region VI Champion Coffeyville. Jarwand Rheubottom was named 1st team all-conference for the Jayhawk West and Chauncy Williams was named 2nd team all-conference. Both Rheubottom and Williams received Region VI honors being named 2nd team all-region.

SOUND BOARD-On Sunday March 27, 2011 our men's and women's basketball coaches were preparing for the SW Kansas All-Star game and smelled something similar to a fire. The smell was eventually identified as electrical and traced to the sound board that runs the sound system for the gym. After checking from Greg Greathouse and Sam Ortiz, we have found that the sound board that we have been using is now bad. With Dee Wigner's approval on this issue, a new (reconditioned) sound board has been purchased and installed in the gym. This was done quickly because of upcoming events hosted in the gym such as Student Universal and GCCC Commencement.

Kevin Brungardt-Dean of Academics**Academics**

Several changes to curriculum and required classes have made faculty advising training a necessity. The TLC has proven an invaluable resource when it comes to working with faculty and scheduling training sessions. The first session on advising training was held on March 24 and about 35 faculty and staff attended. Follow up sessions for those who could not make the meeting on the 24th have been scheduled with Chip Marcy taking the lead on training.

The changes we will be making for the Fall 2011 semester include the addition of the Digital Literacy class, the changes to the Reading curriculum, College Skills placement requirements for all degree-seeking students, and the addition of the Visual Communications combined curriculum. We also took this opportunity to fill faculty and staff in on the implementation of the Wait List function of Datatel for full classes beginning in the fall semester.

Final preparations are underway for the college advising, enrollment, and testing day on April 6. About three years ago, we started hosting the leadership conference (Student Universal) on the same day organized by the Southwest Plains Service Center in Sublette bringing as many as 500 middle and high school students to our campus in the past. At the same time, we began calling off classes for a day to give faculty advisors time to meet with students to improve advising and get students enrolled. We have also discovered this is an excellent time for graduating students to complete the exit testing requirements. Night classes will meet at their regularly scheduled times on that day.

This year we are expecting about 250 students for Student Universal which is down in numbers from previous years due to budget constraints. However, while the students are on campus, various organizations and clubs take the opportunity to recruit them to GCCC while they eat lunch.

GCCC students belonging to the KNEA-SP attended the regional meeting in Manhattan recently. One of our students, Melissa Conway, is running for a position to attend the NEA RA/Student Leadership Conference in Chicago in June. Students are given a place at the conference through an election of the state membership. KNEA-SP president Jeff Hughes is also running for the position of President Elect for the state of Kansas. Our group was also recognized with top honors on the state level for its project of revitalization of the GCCC Daycare last spring.

Reading

A date, time, and place have been set for the statewide reading meeting that GCCC will be sponsoring in April. The meeting will be held in Topeka the day before the ACT conference on April 26. Shelley Meier and Jan Bitikofer are busy putting together the agenda for the day. This particular meeting is faculty driven and is an attempt to share problems, solutions, and best practices. After the meeting we will discuss future meetings and incentives. At this point, we have received very positive response for the state community colleges. Fourteen community colleges and a private school from Kansas City will send representation from their reading faculty to the meeting. Shelley and Jan are also working on revamping the reading curriculum to make sure we continue to meet the needs of students.

Math and Science

The Fouse building will be hosting an open house to show off the renovations that have been completed on April 6 from 1-2:30 pm.

The science department will be starting the Cadaver Lab tours for area high schools soon. The faculty use this as a learning and recruiting tool every spring which brought in 285 students from 19 different high schools last spring. The goal for this year is to break the 300 student mark.

After discussions with the director of maintenance, it has been agreed that the math and science faculty will take care of the grounds in front of the Fouse building.

Faculty and administration are working on purchasing new lab stools for both the Anatomy and Physiology labs and the Physics lab. This would not only complete the overall renovation project, it would also provide much more comfortable seating for our students.

The Academic Excellence Challenge team will be hosting the regional tournament on April 2, 2011 from 9-1:30 in the Academic Building.

Fine Arts

The Mercer Gallery will host a farewell exhibition featuring the work of David Kinder from April 1 through April 21. A public reception honoring Dave will take place on Sunday, April 3, from 1-3 pm. The Gallery is open from noon until 4 on weekdays and from 2-5 pm on Sundays.

English

Last fall semester, the English department added a second developmental level to its curriculum to meet the needs of a sizeable number of students who score very low on the Compass Placement Assessment. The number of students testing into developmental composition classes did not significantly change from fall 2009 to fall 2010, so about the same number of developmental sections were placed on the line schedule. As a result of the new class, students are being better prepared for success at the college level. Data comparing the two semesters reveals that retention rates have improved by 3.25% and success rates have improved by 13.4%.

Lenora Cook-Dean of Technical Education

Perkins Site Visit

Kelly Russell and Mari Tucker from the Kansas Board of Regents completed a site visit as a part of the Perkin IV program review. After a brief meeting with the Dean of Technical Education, they toured several program areas based on their inquiries. The tour included Welding, John Deere, Criminal Justice, Emergency Medical Services, Automotive, Fire Science, and Nursing. During the tour they had the opportunity to visit with students and faculty as well as view student projects. They also were able to observe how Perkins funding was supporting a rich learning environment for students through the purchase of equipment, professional development for faculty, and projects to facilitate industry partnerships.

They concluded their visit by meeting with Dr. Emmons and Dr. Cook to discuss their findings. The letter of compliance is attached. They also reported on the 2010-11 Core Indicator report and congratulated GCCC for exceeding all targets last year (see below). The Kansas Board of Regents will be adjusting all of the targets for each institution as indicated in the column titled “proposed”. Each institution has the opportunity to negotiate the targets. After consultation with Dr. Swender and Dr. Emmons, we accepted all of the proposed targets except 5P2. We proposed 10.00% for 2011-12 and 10.25% for 2012-13 for this 5P2 based on past indicator targets as well as past performance.

Core Indicator	Definition			2008-2009	2009-2010	2010-2011	Actual	Proposed
				on 2007-2008 Data	on 2008-2009 Data	based on 2010 Data	on 2009-	
1P1	Technical Skill Attainment	Target	65.00%	65.50%	66.00%			96.38%
		Actual	97.53%	91.70%	96.33%			
2P1	Credential, Certificate, or Degree	Target	54.00%	54.50%	55.00%			75.27%
		Actual	71.08%	80.20%	74.77%			
3P1	Student Retention or Transfer	Target	52.00%	52.50%	53.00%			76.54%
		Actual	63.56%	82.20%	76.29%			
4P1	Student Placement	Target	70.00%	70.25%	70.50%			85.17%
		Actual	86.52%	98.20%	84.92% (Without DOL data)			
5P1	Nontraditional Participation	Target	10.00%	10.50%	11.00%			24.78%
		Actual	26.14%	20.40%	24.73%			
5P2	Nontraditional Completion	Target	9.00%	9.25%	9.50%			12.25%
		Actual	6.32%	7.87%	12.00%			



KANSAS BOARD OF REGENTS

March 31, 2011

Dr. Herbert Swender
Garden City Community College
801 Campus Drive
Garden City, KS 67846-6399

Dear Dr. Swender:

During the Perkins IV program review process at Garden City Community College (GCCC), Kansas Board of Regents staff confirmed many positive areas of institutional performance and effectiveness. The review process identified no institutional compliance issues in the area of effectively supporting Perkins programs.

The program instructors at GCCC are doing an excellent job of addressing the needs specific to employers with your area and have excellent working relationships with their advisory committees. You are to be commended for your numerous articulation agreements with area high schools.

As you continue to develop program improvement plans, we would encourage adoption of alternative methods of delivery (on-line and/or hybrid courses) for your technical programs. In addition, you may want to consider establishing a consortium with area Community and Technical Colleges to expand available courses and share instructors in your technical programs, particularly the Fire Science and Nursing programs.

We enjoyed visiting your state-of-the-art Simulation Lab and wish you success as you continue to upgrade your institution's infrastructure.

Thank you for making your staff and resources available to Kansas Board of Regents staff during the visit. We commend you and your staff for an excellent job in providing quality Perkins programs. If you have any questions or concerns, please do not hesitate to contact me at (785) 296-3958 or krussell@ksbor.org

Sincerely,

Kelly Russell
Director of Federal Initiatives for Technical Education

cc: Dr. Lenora Cook
Mari Tucker

Cathy McKinley-Dean of Continuing Education & Community Service

Adult Learning Center

ALC Director **Hector Martinez** has been appointed to the national **Commission on Adult Basic Education** (COABE) board and will begin his term as Region 5 representative on July 1, 2011.

Plaza Comunitaria

GCCC has been awarded **\$10,000 for the Ime Becas grant**. This is the fourth consecutive year that the GCCC Adult Learning Center has been awarded this grant. This year the project will feature a partnership with the GCCC industrial maintenance program where students will earn a **bi-national certificate showing they are qualified to work in the United States and Mexico**. This grant also educates Mexican immigrants at the elementary and secondary levels.

Refugee Program

The refugee program enrolled 20 new refugees this month. Four of those resettlements are primary refugees, meaning they came straight to Garden City, KS, from a refugee camp. Increasing numbers of primary resettlement refugees are in part due to already settled refugees bringing their families to join them now.

Caseworker Dwa Tho has been very busy on the employment part of the refugee program. The program had a total of 19 job placements at Tyson in March.

Transition Program

GED transition student Stephanie Mendoza will graduate with associate degree from GCCC on May 14.

Four former GED students were awarded a Dean's scholarship for outstanding GPA (4.0): Francisco Acosta, Cristina Acosta, and Julio Magana. Muy Gay, another GED graduate, entered the Phi Kappa Org.

Sixty-four participants have completed work keys from July to the present.

Business & Community Education

The second annual **Kids' College Spring Break brought 21 children to the GCCC campus** March 14-18. The children, grades K-6, participated in "Planet Art" and "Garden City's Best Dance Crew" camps which featured learning outcomes such painting, dancing, multicultural research, math, science and problem-solving skills. The children presented their art and dances to more than 80 parents, grandparents and GCCC staff at the conclusion of the camps on Friday, March 18.

The Garden City Sunriser Kiwanis awarded \$250 to the **GCCC 2011 summer Kids' College** program.

Business & Community Education staff visited, volunteered or attended activities sponsored by the Garden City Home Show; Garden City Area Chamber of Commerce –MBA; Corporate Meltdown Implementation Committee; Lee Richardson Zoo Advisory Board; and Finney County Economic Development Corp.

Business & Community Education Classes – March 2011

	Course	Enrollments	Contact Hours
Contract Trainings	PowerPoint, Excel – Black Hills Energy	13	2
	Garage Sales – Mosaic College for Life	5	2
	Earth Day Crafts – Mosaic College for Life	3	4
Open Enrollment	Basics of Communication	6	2

	Excel Fundamentals	4	8
	Computer Basics	5	4
	Frosting Tips	6	4
	Action Photography	4	2
	Workplace Effectiveness	4	2
	Fondant Fancy	5	4
	Painting	3	6
	Writers Workshop	30	2
	All About the Web	5	4
Partnership w/WATC	PHR/SPHR Certification Prep	1	na
	TOTALS	94	46

Educational Talent Search (ETS)

Twelve ETS students and three advisors traveled to Washington, D.C., in March. They visited 10 of the Smithsonian museums, the Washington and Lincoln monuments, the World War II Memorial, the Vietnam Memorial, and witnessed the changing of the guard and wreath at Arlington Cemetery. The ETS students met with both Kansas Senators, saw that Pennsylvania was misspelled on the original Constitution, visited the Holocaust Museum, and also toured the Capitol and the Library of Congress. During this trip, 10 students rode an airplane and a subway for the first time.

Twelve ETS middle and intermediate school students completed a five-day life planning workshop in March as well.

Community service: Eight ETS students volunteered for Kids' College. Twelve ETS students volunteered at the coat check for Garden City High School Prom.

Project Destiny – Year 5:

Project Destiny (HEP) is preparing students and graduates for GCCC Commencement. GCCC HEP continues to offer Spanish GED classes in Syracuse, Lakin, Scott City, Ulysses, and Garden City.

Project KANCO – Year 2:

KANCO has sponsored two trips with students to area universities this Spring Semester including Wichita State University and Washburn University. While in Topeka, students visited the Capitol and met with Garden City Rep. Reynaldo Mesa who talked to the group about leadership and community service.

KANCO students also helped the Endowment Association by making baskets and putting together donated items for the GCCC Scholarship Auction.

Three KANCO students were inducted to the Alpha Xi Upsilon - Chapter of Phi Theta Kappa this semester while two have applied for the 2011 KU Latino Summer Internship position at Mexican-American Ministries. This is a paid internship for June and July.

Small Business Development Center

GCCC KSBDC client numbers increased in March as most of the report gathering has finished and we have more time to do the consulting work we love.

Director Pat Veersart participated in a Kansas Cavalry Board meeting via conference call as a follow-up to the January meeting in Topeka. She took tickets at the GCCC Rodeo and worked in the GCCC booth

at the Home Show. She also attended the Garden City Area Chamber of Commerce banquet and the ribbon cutting for Solid Grounds, Mosaic's new coffee shop in St. Catherine's hospital.

Pat, asst. director Cheryl Schmale and consultant Mike O'Kane participated in the Southwest Kansas Economic Outlook Conference and had a booth for the KSBDC at that event. Pat and Cheryl took part in the Legislative Coffee. Pat, Cheryl, Mike and consultant Mark Buckley traveled to Salina for the WeKAN conference supporting business and growth in rural communities.

The entire staff traveled to Topeka for the Emerging & Existing Business Awards ceremony where our office was proud to present Wes Wickwar, Accelacare Physical Therapy in Garden City, with the "Emerging Business of the Year Award" and J. Wynn Fleener, Fleener Funeral Home in Greensburg, with "Existing Business of the Year Award." These two businesses were the Southwest Kansas winners; a total of eight emerging and eight existing awards can be presented across the state.

Cheryl and Mike participated in the first quarter wKREDA meetings in Kingman. The entire staff had planned to assist with Pancake Day in Liberal and have a float in the parade but was unable to participate due a snowstorm. Mike helped with the activities there that could continue.

Seven workshops were held in March. Pat presented a "Steps to Startup" workshop and the other six workshops were presented by the Kansas Department of Revenue. Two each were held in Dodge City, Garden City and Liberal.

Southwest Kansas Regional Prevention Center

Southwest Kansas Regional Prevention Center is pleased to report that, with the additions of Prevention Consultants Chris Bell and Annette Waetzig, we are now at full staffing. The Finney County Community Health Coalition is now officially a non-profit organization. SWKRPC has been helping them apply for a Violence Prevention Grant for Garden City/Finney County. The Prevention Center is also applying for a Problem Gambling Awareness and Prevention Grant from the Kansas Gaming Commission.

Dee Wigner-Dean of Administrative Services

Central Services

Most of the large capacity copy machines located across campus need to be replaced. The machines have been in operation from six to eleven years and many are in need of frequent repair. A group of approximately fifteen individuals representing various departments across campus participated in copy machine presentations. The presentations included machines options, cost savings features and recommendations for controlling copy costs. Based on evaluation forms submitted by the participants, a RFP will be developed and released to the participating vendors.

Business Office

The business office drew down \$229,034 in Pell grants and Guaranteed Student Loans from the federal government during the month of March. After funds were applied to the student accounts, checks were written to students in the amount of \$175,918.

The business office staff enjoyed working the GCCC Rodeo on March 4, 5 and 6. The staff collected entry fees and prepared and distributed checks to those placing in events. During that weekend \$37,816 in cash was receipted for entry fees and gate receipts.

New tuition tables for the 2011-2012 school year, including new rates for international students, were tested and entered into Datatel.

Physical Plant

The Physical Plant staff has been busy with spring projects. Poles for the exterior directional signs were replaced and mounted in a concrete bases. Campus parking lots have been re-stripped.

More over-grown junipers have been removed west of Fouse, around Fine Arts and in front of the Administration Building. Grass will soon be planted in these areas. A new sidewalk was installed from the residential life apartments to the units.

When Trane came to perform their routine preventive maintenance on the chiller, they found a lot more dirt (mud) in the condenser than in previous years. This increases the operating pressures, lowers the system's capacity and takes more energy to operate the unit. The current condenser water filter isn't large enough to remove the dirt which occurs when the water coalesces through the outside cooling towers. Larry Johnston, physical plant director, is researching what's needed for a larger filter.

Computer Services

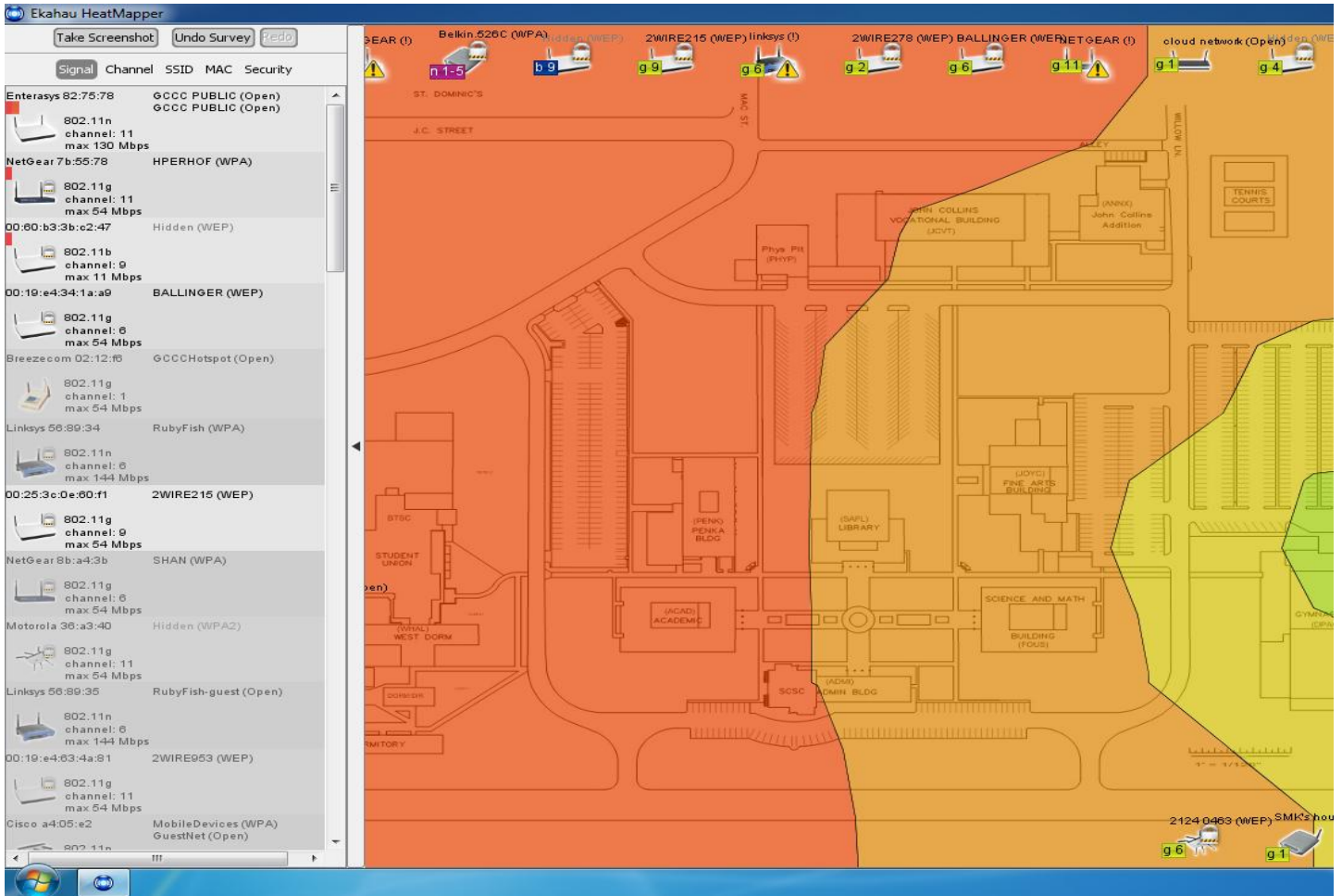
Computer Services has been working on a variety of issues including the following; fixing CASAS testing for the GED program, fixing ACT PGP encryption issue, fixing student faculty evaluation pages to automatically pull courses based off current date for the current term, testing individual document storage within SharePoint and creating and testing on-line surveys for Advising Assessment. Document libraries were set up for IT, Teaching and Learning Center and College Skills instructors as a pilot group for SharePoint document stores. A new code is being developed in Datatel to ensure that all students enroll in College Skills their first semester. A reading placement code is also being developed. Enhancements are being made to GradeBook, the new electronic grade book software. Development of a Wait List for students wanting in a spot in a full class has been tested and ready to move into the live database.

Deployment of the wireless access across campus is well under way. At this point, 25% of the access points have been installed. The first phase of the installation focuses on public areas such as the library, the quad and the Student Center. The project is scheduled to be completed by the end of the summer.

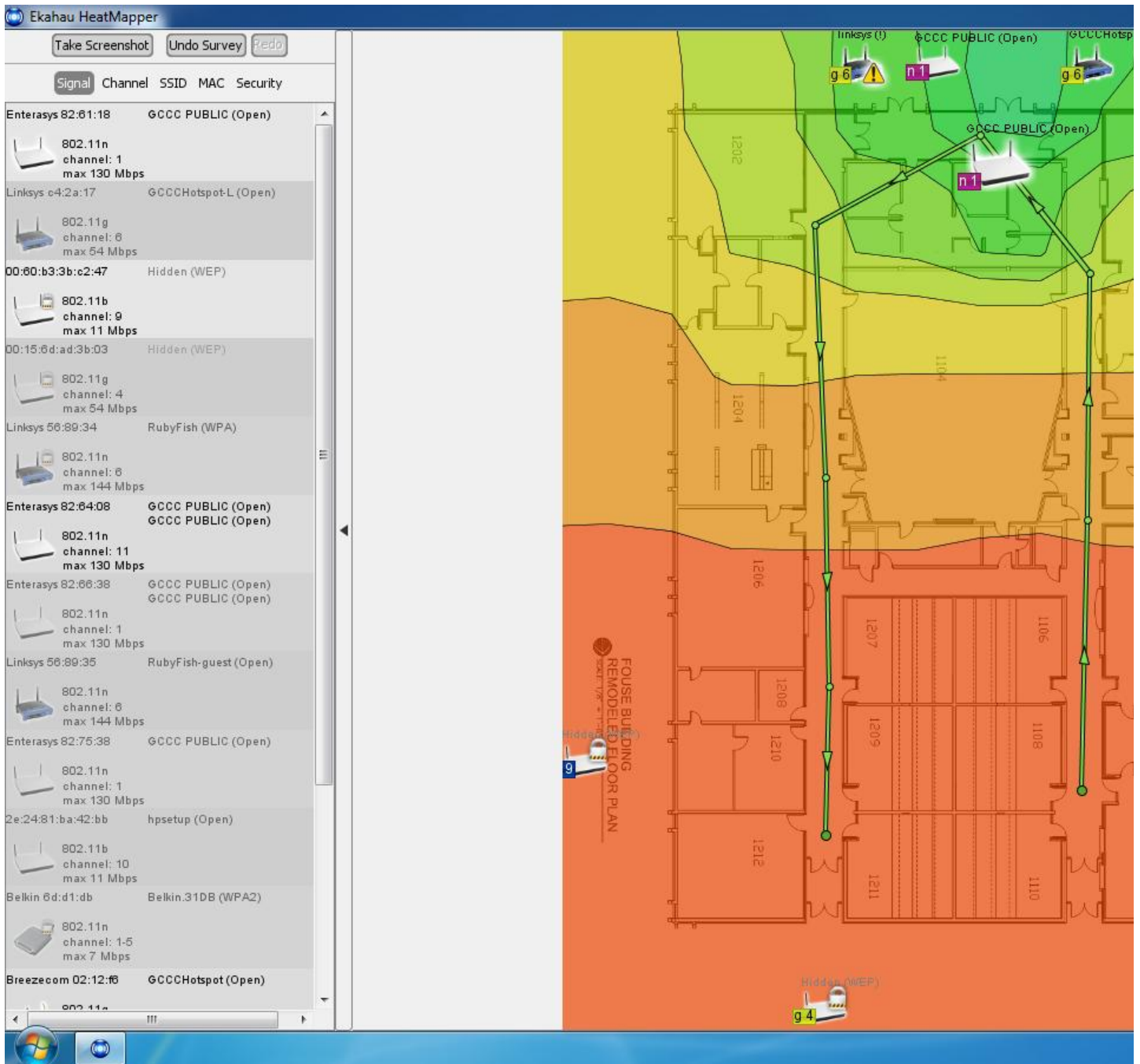
Scott Good, network manager, has been using software to measure signal strengths in order to determine placement of new access points. Maps indicating wireless access coverage follow this summary. The strongest signals are indicated in green, yellow represents acceptable strength and the red areas provide weak signal strength where connection speed will be greatly reduced.

Maps follow.

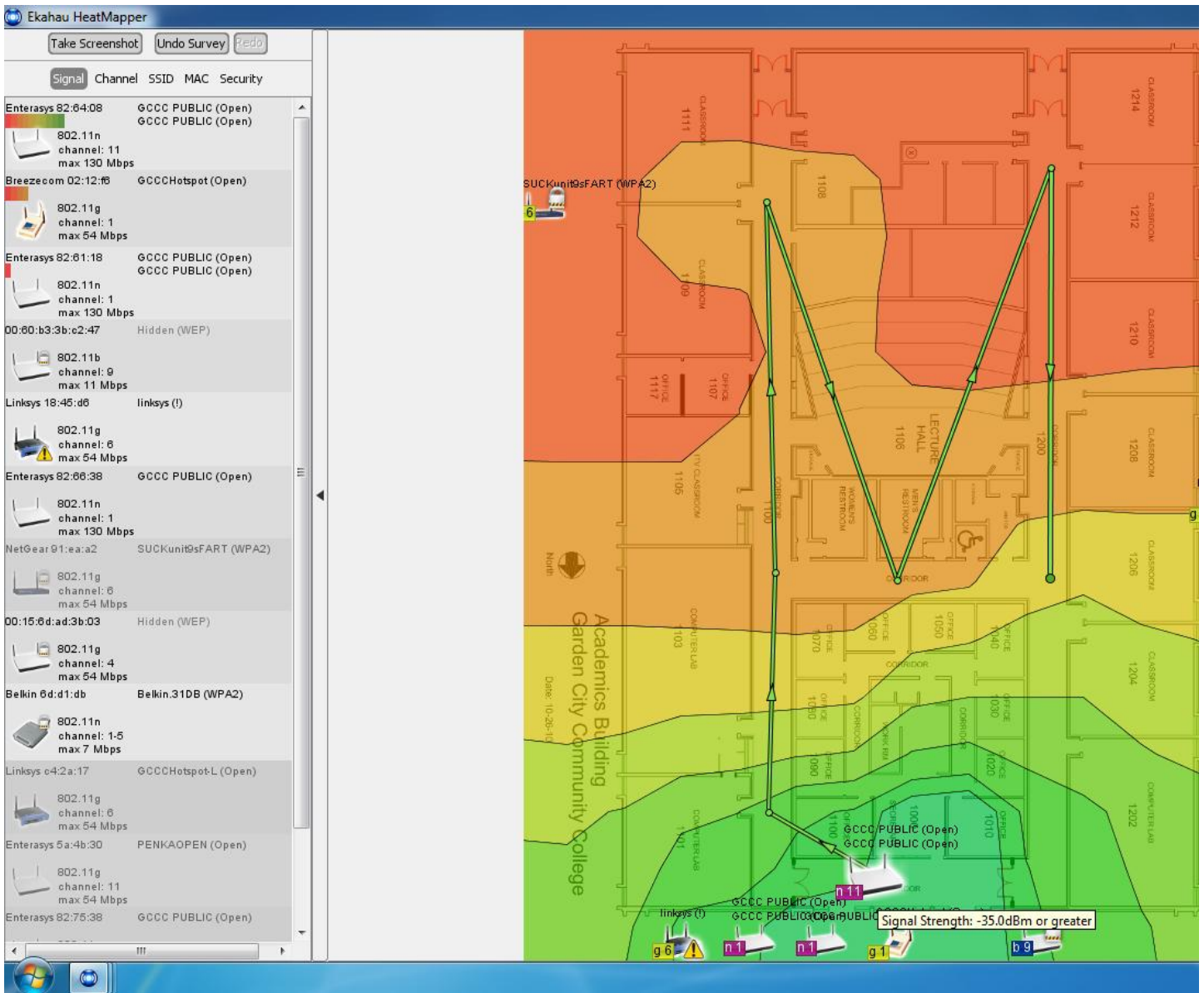
Willams Stadium



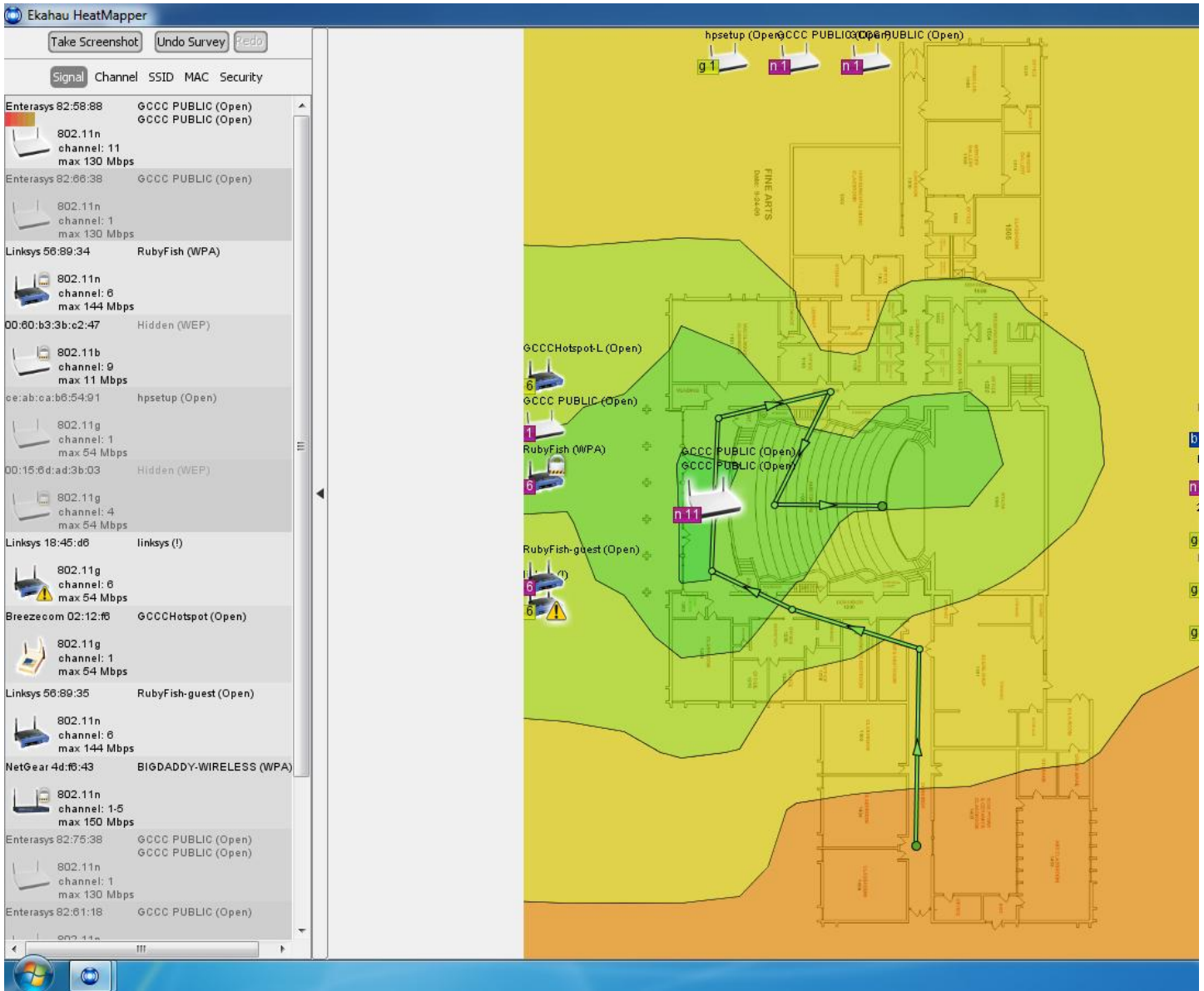
Fouse Building



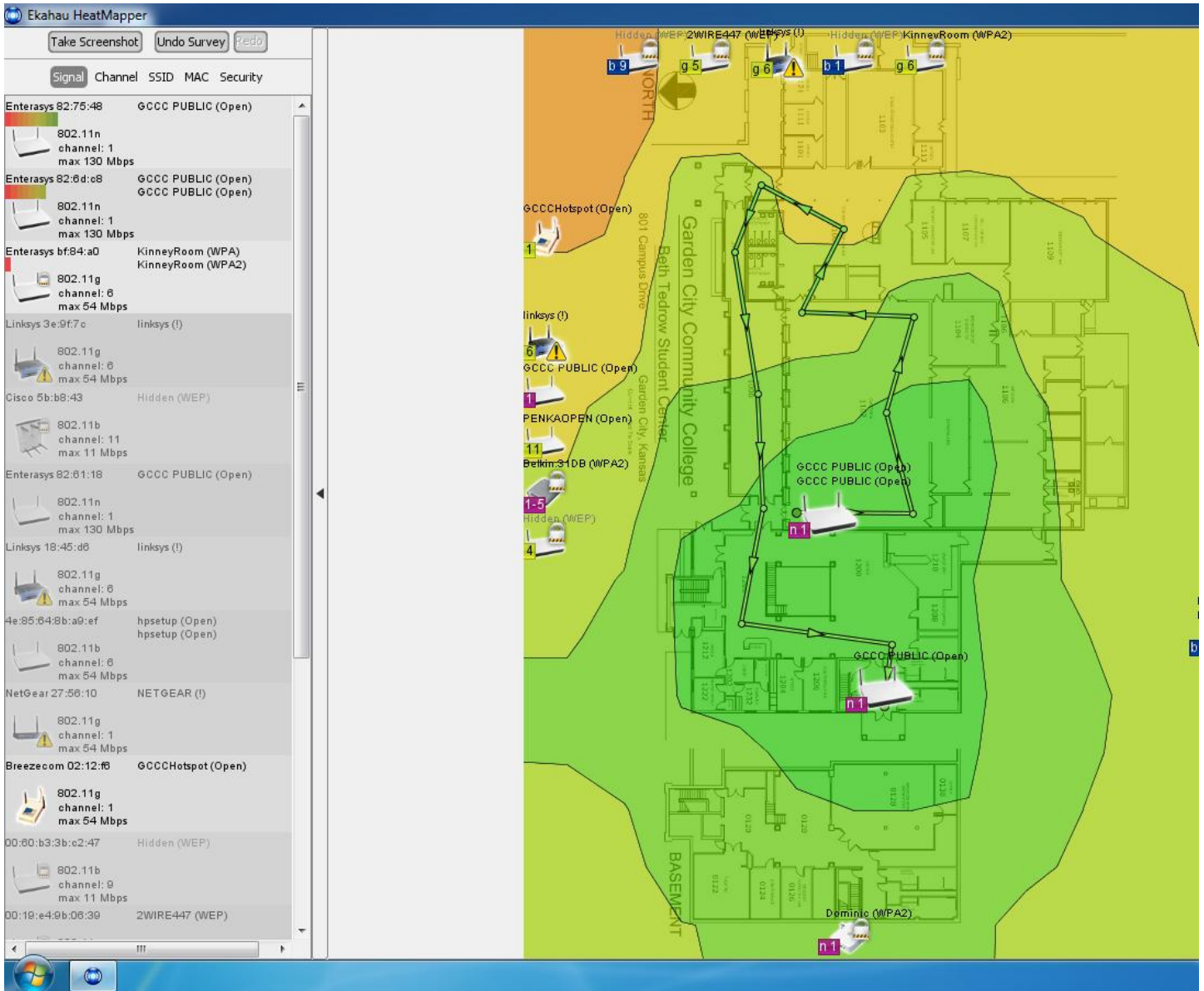
Academic Building



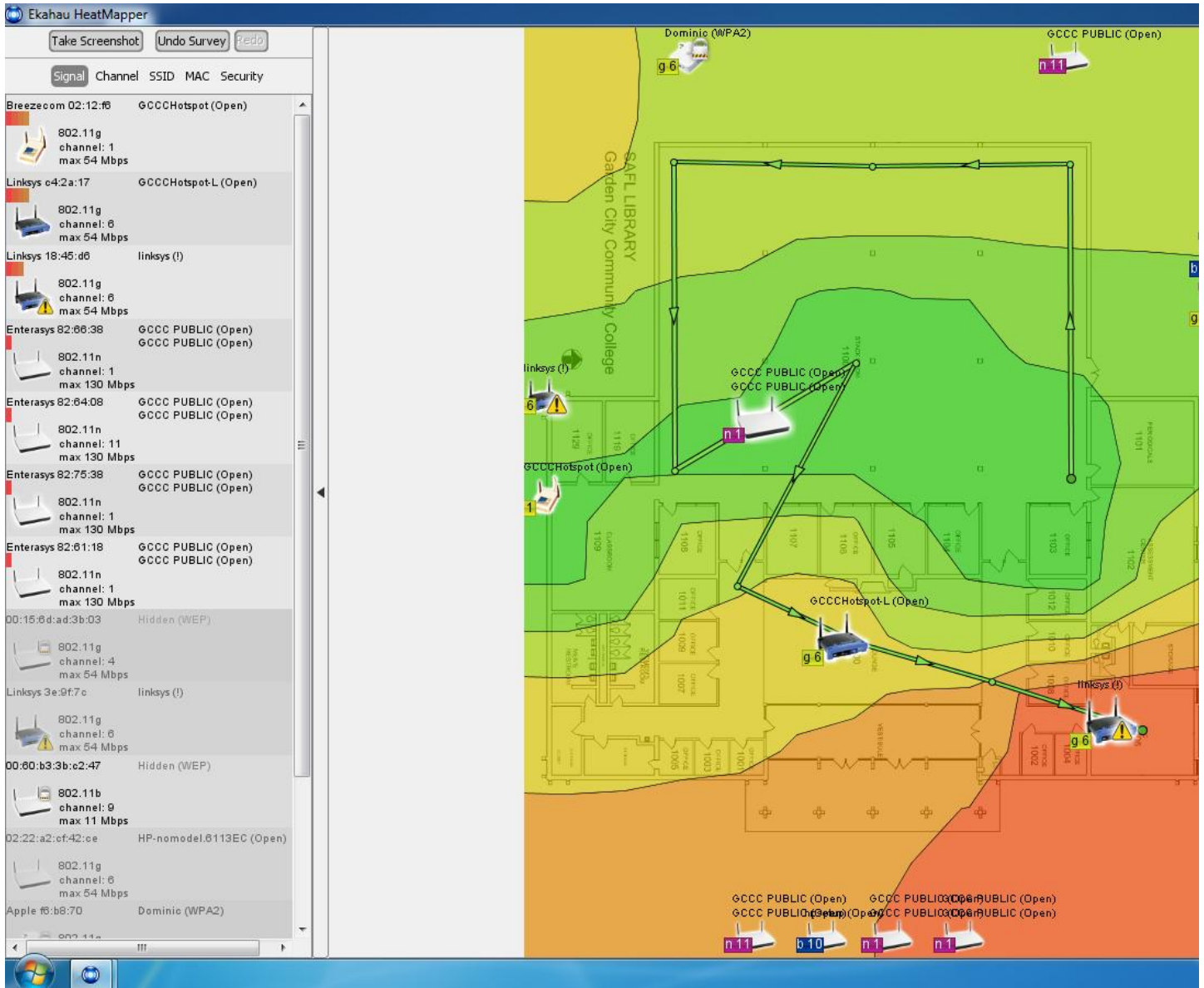
HUFA



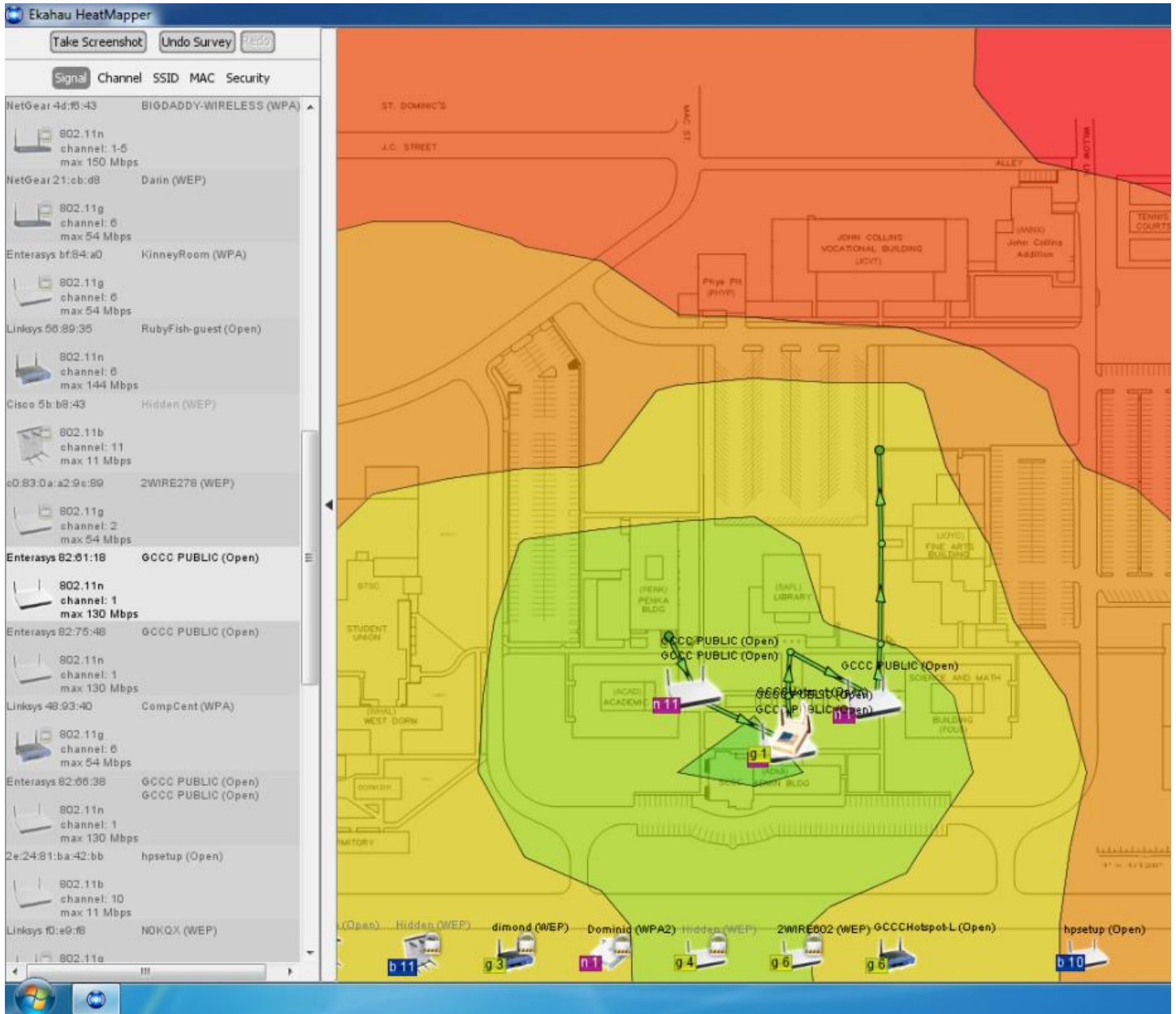
Beth Tedrow Student Center



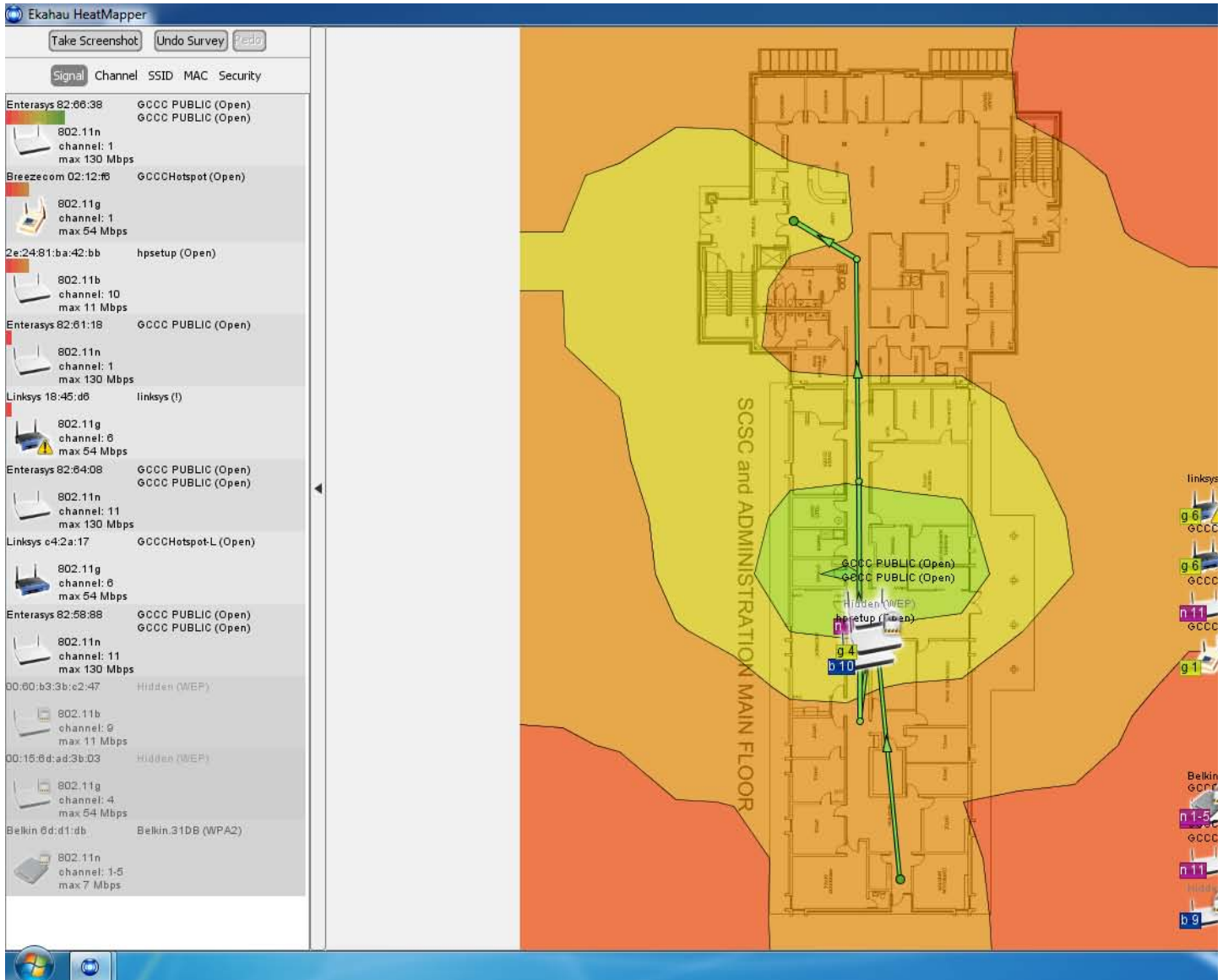
Saffell Library



Courtyard



SCS and Administration Building



Deanna Mann – Dean of Institutional Effectiveness & Enrollment Services

Ryan Ruda-Dean of Student Services

Student Support Services

Dr. Sonia Esquivel will be honored as the MO-KAN-NE College Student Trio Achiever on April 7, 2011 at a luncheon at the Marriott Country Club Plaza in Kansas City, Missouri. Dr. Esquivel is an alumna of the Garden City Community College TRiO/ Student Support Services program. She graduated from Garden City Community College with an Associate of Science in Nursing. She went on to earn a Bachelor's of Arts in Spanish/Counseling from Ft. Hays State University. Additionally, she earned a Master's in Science in the same subject areas from Fort Hays State University. Dr. Esquivel completed her Doctor of Philosophy in Counseling and Student Development at Kansas State University in May of 2010. Dr. Esquivel is currently employed by the United States Air Force Academy as an Academic Advisor and also works with the First Year Orientation Program. Dr. Esquivel was previously honored as the GCCC Student Support Services Trio Achiever in 2010. She is the first person from the Garden City Community College TRiO programs to be honored by the MO-KAN-NE TRiO Professionals. Congratulations to Dr. Esquivel !

Student Success

Emma Banuelos has been selected as the March 2011 CareerZoom Success Story of the Month. Emma is a former student in the DPS program at GCCC and is now working with the Garden City Police Department.

The award will be presented at a ceremony Wed. March 30th at 10 a.m. at the offices of the Kansas Board of Regents.

This award recognizes CTE (Career and Technical Education) graduates of Kansas technical and community colleges who are now employed by a Kansas employer.

Residential Life

As Dr. Emmons' last and Dr. Swender's first event at GCCC we had a very successful Resident Appreciation Dinner, Thursday, March 31, 2011. There were a total of 134 students that participated and dressed up as cowboys and cowgirls. We had a great turn out of volunteers that consisted of about 41 administration, faculty, staff, GCCC employee family members and friends. The evening started with students making their way through our Long Horn Saloon to get appetizers and take "boot" shots of Tarantula Spit (orange soda), Firewater (raspberry soda), or White Lighting (tea). Next they were seated in the Happy Trails Café for the main meal eaten out of tin pans and with drinks out of Mason jars. Dessert was served in the Cow Bell Corral with chocolate fountains and lots of dipping treats. A great time was had by all.

Counseling/Advising and Records

Summer enrollment has started with a flurry already. On March 29th, 30th and 31st, all of the GCCC advisors were at GCHS assisting high school students with dual credit enrollment for summer and fall semesters. With the assistance of the Records office, approximately 85 high school students were enrolled for summer and approximately 135 students enrolled for summer during those three days.

The advising/assessment day is April 6th which will assist returning students with being able to get enrolled for summer and fall semester. During this time, advisors will also be asking students to complete the ACT advising survey.

With the assistance of the Advising Task Force and the IT department, this spring semester all students will be able to complete and electronic advising survey. This survey has been developed in conjunction with the Advising Task Force and IT has made it available to be piloted on-line this spring semester.

This survey will provide the college with feedback on advisors and the advising system each semester which will assist in enhancing the advising system overall.

Admissions

On April 6th, GCCC will host approximately 250 middle school and high school students for the SWKS Student Leadership Conference. GCCC partners with the Southwest Plains Regional Service Center in Sublette for this 1-day conference. Middle school and high school students enjoy a keynote speaker, lunch, and sessions designed to promote leadership skills, college preparation, and career options.

MEMO

Date: April 13, 2011
To: Board of Trustees
From: Kevin Brungardt
Subject: Program Review Format

Included in the Board's packet with the two academic program review summaries is a revised program review format. This is included for informational purposes only. Recent reviews have revealed a need for more in-depth analysis of program data, practices, and goals. It is also important for the reviews to be closely tied in to the AQIP process and strategic planning. The new format requires faculty to take these things into account as they review the previous three years and make plans for the next three.

I have shared the revised format with the academic division directors and the Dean of Technical Education and this is the format we will start using in FY 2012.

Instructional Program Review Format
Revised 3/14/11

Program Mission Statement

- State the mission of the program in terms specific to the program and in alignment with the overall mission of the college.

Enrollment Trends and Credit Hour Productivity

Use Enrollment Trends and Credit Hour Productivity Data Form (Formerly IPR 5) to address the following:

- Has the number of students enrolled in the program during the last three years increased, remained steady, or decreased?
 - o Given the current availability of space and manpower restrictions faced by the department, how many more students could the department handle?
 - o What is the full-time to adjunct instructor ratio of all the classes taught in the department?
 - o What is the ratio by course?
- Are there identifiable trends in enrollment patterns revealed by the data?
 - o Detail the trends.
 - o In an analysis of the data, what are the possible reasons for enrollment trends, enrollment spikes, or sudden drops in enrollment?
- Are there identifiable trends in the number of sections offered by the department and when those sections are being offered?
 - o What are the reasons behind those trends
- What is the three-year average net revenue generated by the department since its last program review?
 - o Are course fees sufficient to fund required student supplies?
 - o During the next three years, does the department see course fees within the department changing and detail the reasons for those changes.
 - o Considering the departmental revenues and past expenditures, is the budget for the department sufficient to meet the needs of students within the department? List justifications for any needed changes along with consideration given to the enrollment history of the department.

Use Unit Level Strategic Plans and the department's previous Program Review to address the following:

- With Continuous Improvement in mind, what goals and strategies has the department devised over the past three years to address the area of recruiting new students to GCCC in order to maintain or increase the number of student enrolled in the department?
- What specific issues were these goals and strategies devised to address?

- Which goals and strategies concerning enrollment numbers have been implemented into departmental procedures over the course of the past three years?
- Which goals set by the department to address Continuous Improvement in recruiting new students to the department have proven successful?
- Which implemented goals have proven not to be successful?
- Why have these goals not been reached?
- What goals has the department set in the last three years to increase or maintain enrollments in department courses? What strategies has the department implemented into procedure to reach these goals?
- Which of these strategies have been successful? Which have not?

After careful analysis of the enrollment trends, department generated credit hours, department generated revenues, and class size, address the following questions with the idea of Continuous Improvement in mind:

- What measurable goals should the department successfully reach during the next three years?
- Why does the department consider these goals to be valuable?
- What strategies will the department implement into procedure in order to reach these goals?

Curriculum History

What revisions were made to the department's/program's curriculum in the past three years to address Continuous Improvement?

- Specifically, why were these revisions made?

What additions to the department's/program's curriculum in the past three years were necessary to insure Continuous Improvement?

- Specifically, what student needs were these additions designed to meet?

What deletions to the department's/program's curriculum in the past three years were necessary?

- What effect did the deletion of these classes have on transfer to four-year institutions?
- Why were these classes deleted from the curriculum?

What alternative means of delivery were developed by the department during the last three years?

What alternative means of delivery are possible for development considering the curriculum content?

With regards to Continuous Improvement and after careful consideration of the program's mission and curriculum history, list the revisions, additions, and deletions that need to be made to the departmental curriculum during the next three years.

- Include reasons for the changes
- Set a timeline for the revisions to be completed

Student Performance and Completion

Use the Student Performance and Completion Data Form (Formerly IPR 2) and any department created information gathering mechanism to address the following questions:

- Over the last three years, what is the average number of students who drop departmental courses within the first twenty days? (Disaggregate averages by course)
- Over the last three years, what is the average number of students who withdraw from departmental courses before the end of the semester? (Disaggregate averages by course)
- Over the last three years, what percentage of students who complete the semester are considered “successful” completers? (“Successful” is defined as not having to retake the class because of grades)

After careful consideration of the retention data for the program during the previous three years and with attention given to continuous improvement, list measurable goals to address retention during the first twenty days of the semester and measurable goals to address retention through the semester.

For each goal described above, list the strategies the department plans to implement to reach those goals.

Dean’s Analysis

After the program review has been submitted, the appropriate dean will analyze the review and report back to the department. The analysis may require more in-depth reporting or consideration given to concerns not addressed in the department’s review. A copy of the dean’s final analysis will be submitted to the Board of Trustees along with the department’s program review.

Music Department Program Review
Board of Trustees Report
April 2011

Recruiting

Three Year Review

- Student headcount has fluctuated during the past three years.
 - o The department believes these fluctuations reflect overall enrollment trends seen by most departments and the college as a whole.
 - o During the reporting period, the department increased the number of sections offered on campus by about 30%
 - o There was a 20% rise in department-generated credit hours and a nearly 24% rise in enrollment within the department between the first reporting year (2007) and the last (2010)

Goals/Strategies

- The department recognizes that the increases in the numbers mentioned above were due, to some extent, to the addition of the strings program. Since that program has been eliminated, the music department realizes it will need to take an aggressive recruiting stance in the coming years.
 - o A statewide and local letter writing campaign to perspective students will be initiated
 - o Department personnel will continue to visit local high schools regularly
 - o The Department will continue its efforts to make connections to area music instructors through clinic offerings and performances both at the college and at area high schools.
 - o Work in collaboration with the art and media departments to develop a multi-media campaign
 - o Develop a cohesive departmental policy for grant-in-aid agreements
 - o Increase promotion of departmental performances
 - o Investigate and develop the use of social network sites to expand communication

Curriculum Development

Three Year Review

- The addition of the Strings Program caused an expansion in the curriculum offered by the department, but with the elimination of that program, the department is aware that the numbers will decrease
 - o With the help of departmental personnel, an adjunct strings instructor was hired to keep strings as a part of the department's curriculum although in an understandably diminished capacity.
 - o No substantial changes to the department's curriculum were made during the reporting period.

Goals/Strategies

- Current trends indicate there is a growing need to address the technological aspects of music. The department is investigating methods to incorporate this into the curriculum of the department.
- The department is currently investigating the feasibility of adding a Music Fundamentals course that would be taught as a pre-requisite to Music Theory I.

Student Performance and Completion

Three Year Review

- Retention rates have been historically tied to enrollment rates.
- Success rates among our existing programs have generally remained steady throughout the period in question

Goals/Strategies

- A cohesive departmental scholarship policy will be developed and implemented by the department
- Continued success with the major ensembles plays a big part in student retention

Program Review Summary Sheet

2010-2011

Music

Annual Data

Year	Number of Sections offered				Average Class Size				Overall Enrollment				Dept-Generated Credit Hours			
	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Outreach	EduKan	Total
2007-2008	86		3	89	5		2	5	402		5	407	635		15	650
2008-2009	94		4	98	4		2	4	375		7	382	620		21	641
2009-2010	113		4	117	4		2	4	497		9	506	764		27	791

Semester Data

Attrition Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2007-2008				
Summer			0.00%	0.00%
Fall	4.90%		0.00%	4.90%
Spring	8.40%		33.30%	8.80%
2008-2009				
Summer	0.00%		50.00%	9.10%
Fall	2.20%		0.00%	2.20%
Spring	3.30%		0.00%	3.20%
2009-2010				
Summer	0.00%		0.00%	0.00%
Fall	5.80%		0.00%	5.70%
Spring	8.80%		0.00%	8.70%

Success Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2007-2008				
Summer			100.00%	100.00%
Fall	90.10%		100.00%	90.20%
Spring	82.70%		33.30%	81.90%
2008-2009				
Summer	100.00%		50.00%	90.90%
Fall	89.70%		100.00%	89.80%
Spring	89.00%		66.70%	88.60%
2009-2010				
Summer	100.00%		100.00%	100.00%
Fall	88.00%		100.00%	88.10%
Spring	84.40%		100.00%	84.60%

Blank = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discounted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2007-2008	650	\$64,173	\$9,380	\$2,729	\$76,282	\$5,424	\$70,858	\$253,797	\$390.46	-\$182,939	-\$281.44
2008-2009	641	\$61,007	\$8,833	\$3,365	\$73,205	\$5,944	\$67,261	\$270,239	\$421.59	-\$202,978	-\$316.66
2009-2010	791	\$73,409	\$10,077	\$5,094	\$88,580	\$7,184	\$81,396	\$306,945	\$388.05	-\$225,549	-\$285.14

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

English as a Second Language Program Review
Board of Trustees Report
April 2011

Recruiting

Three Year Review

- Student headcount in the ESL department was down during the 2009-2010 school year due to three factors:
 - o A study of headcount numbers over the past five years reveals a pattern of fluctuation. Every other year the numbers are lower than the previous year. In 2005-06, 2007-08, and 2009-10 the headcounts range between 120 and 130 students. In 2006-07 and 2008-09, headcount numbers were significantly higher.
 - o Students often don't self-identify as second language learners and aren't tested for the ESL Program.
 - o In 200-10 there were fewer evening sections of ESL classes offered due to the absence of two adjunct instructors. One is pursuing her master's degree while the other is working in Europe on a Fullbright scholarship.
- Due to increased recruiting efforts with the FCCLC, Garden City High School, and Holcomb High School, we have seen more male students enrolling in the ESL program.
- There are identified populations of students who are not currently being served by the ESL program at the college.
 - o English language learners who do not self-identify as second language learners
 - o Bilingual students who score high enough on the Compass placement assessment to be placed in Basic or Intermediate English
 - o Students who test into ESL classes but who choose not to enroll in the courses provided

Goals/Strategies

- Work with the counseling and assessment staff to add questions to the application form designed to identify students needing ESL offerings.
- Work with the counseling and assessment staff to ensure students with ESL needs who enroll as part-time students are identified and properly placed
- Work with the counseling, assessment, and English departments to identify students with ESL needs who are placed in developmental English courses.
- Proposing mandatory placement in ESL courses for students who score below 95 on the Michigan Placement Test.

Curriculum Development

Three Year Review

- Intermediate Reading in ESL was added to the department's curriculum in Fall 2005

- Evening sections of Intermediate Grammar in ESL, High-Intermediate Grammar in ESL, and Advanced Writing in ESL have all been added to the sections offerings since the spring 2005 semester.
- Writing courses have added student-relevant writing assignments to augment the academic curriculum in those courses.
- Revisions have been made designed to address student needs, correct deficiencies in skills and knowledge, and to respond to requisite skills required by college-level instructors.

Goals/Strategies

- The addition of an instructor who would share duties with the ESL department and either the English or Reading departments would be helpful in identifying curriculum gaps and student placement needs.
- Adding a High-Intermediate Reading course to create a seamless transition from ESL reading into the specialized reading required for college-level classes.
- Expanding evening offerings in identified study areas to better meet the scheduling needs of our ESL students.
- Better identification of student needs for proper placement.

Student Performance and Completion

Three Year Review

- ESL student retention rates are high (97%) from semester to semester and have remained relatively steady with only slight fluctuations.
- Courses that present the greatest challenges for success are High-Intermediate Writing, Intermediate Grammar, and High-Intermediate Grammar.
- Overall ESL student success rates are high (90.1%) and have remained relatively steady over the past five year span.

Goals/Strategies

- Better advise students about paperwork required for class withdraws and drops.
- Advise students about expanded ESL course offerings that meet their specific needs.
- Work with counselors and advisors to ensure students are enrolled in the proper sequence of ESL classes
- Ensure consistency of quality in sections taught by adjuncts.
- Add a High-Intermediate Reading course to the overall ESL curriculum and revise the ESL reading curriculum in other offerings to ensure smooth transition from one level to another.
- Work with Adult Basic Education to properly place students in the appropriate ESL level according to student need.
- Offer additional out-of-class "help" sessions for students struggling with assigned course work.

Program Review Summary Sheet

2010-2011

ESL

Annual Data

Year	Number of Sections offered				Average Class Size				Overall Enrollment				Dept-Generated Credit Hours			
	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Outreach	EduKan	Total
2007-2008	17	0	0	17	8	0	0	8	129	0	0	129	387	0	0	387
2008-2009	16	0	0	16	12	0	0	12	197	0	0	197	591	0	0	591
2009-2010	13	0	0	13	9	0	0	9	120	0	0	120	360	0	0	360

Semester Data

Attrition Rate				
Semes-ter	On-Campus	Out-Reach	EduKan	Total
2007-2008				
Summer	0.00%			0.00%
Fall	5.20%			5.20%
Spring	0.00%			0.00%
2008-2009				
Summer	0.00%			0.00%
Fall	2.00%			2.00%
Spring	2.40%			2.40%
2009-2010				
Summer	0.00%			0.00%
Fall	0.00%			0.00%
Spring	2.00%			2.00%

Success Rate				
Semes-ter	On-Campus	Out-Reach	EduKan	Total
2007-2008				
Summer	100.00%			100.00%
Fall	84.50%			84.50%
Spring	90.30%			90.30%
2008-2009				
Summer	100.00%			100.00%
Fall	82.00%			82.00%
Spring	84.30%			84.30%
2009-2010				
Summer	92.30%			92.30%
Fall	93.10%			93.10%
Spring	83.70%			83.70%

Blank = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discoun- ted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2007-2008	387	\$38,208	\$5,584	\$1,625	\$45,417	\$3,229	\$42,188	\$61,758	\$159.58	-\$19,570	-\$50.57
2008-2009	591	\$56,248	\$8,144	\$3,102	\$67,495	\$5,481	\$62,014	\$63,168	\$106.88	-\$1,154	-\$1.95
2009-2010	360	\$33,410	\$4,586	\$2,318	\$40,315	\$3,270	\$37,045	\$62,166	\$172.68	-\$25,121	-\$69.78

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

2007-2010 Program Review

Program Title

Department of Nursing Education

Program Mission The mission of the Garden City Community College Nursing Program is to meet the need for nurses in the health care system and to provide the diverse community an opportunity for education in the nursing at the practical nursing and associate degree nursing level. The nursing department provides a career ladder for individuals who choose nursing. Nursing education at Garden City Community College provides relevant knowledge and skills that enable the graduate to contribute to society as a nurse.

Recruiting Strategies

- Maintained and expanded clinical facilities for student experiences with the building and development of the new Corley Simulation Lab and classroom.
- Equipped the Corley Simulation Lab with new high fidelity simulators for individual simulations and multiple ward situations.
- New computer lab / classroom equipped with 30 lap top computers
- Received Title V grant helping to supply additional tools for education.
- Enhanced communication among professionals including KSNA, Pioneer Health Network, SCH, retirement care homes, advanced postsecondary degrees institutions, and the CLS Allied Health center of excellence
- Worked with Advisory committee to identify ways to help students learn in the clinical settings with leveled competencies
- (Annually) Host Lakin 6th grade students for career exploration
- (Annually) Host Career Exploration Day
- (Annually) Participate in Science Olympiad
- (Annually) Participated in “Body Venture” X 2 middle schools
- Attended Career Fairs in surrounding communities

Retention Strategies

- Hired one Lab Skills Coordinator / Clinical Instructor to help meet the learning needs of students and help maintain adequate student to instructor ratio in clinical setting.
- Penka Building computer lab is being utilized for all program testing and computerized assisted instruction.
- Integration of high tech lab practice and case study examples in multiple settings.
- Initiated volunteer tutoring for every level of the nursing program.
- Initiated complementary support system to enhance retention to include tutoring, on line tutorials, and integration of high tech lab practice, and developed a tool to select the best qualified candidates for entry into PN and ADN programs
- Utilized Blackboard to its fullest with administration of tests, creating test banks, and distribution of class information to students.
- Conversion of platform E-College for delivery of online testing, test bank creations and distribution of class documents to students.

- Evaluated PN and ADN level one textbooks to determine alignment of curriculum which resulted in the adoption of new textbooks.
- Classroom multi-media equipment was updated.
- Encouraged positive attitude of success for faculty and students.
- Enhanced practice lab by adding a patient simulator and a variety of training aides to support instruction.
- Partnered with other community colleges to develop scenarios to utilize patient simulator more effectively
- Utilized ATI as supplemental instruction for all nursing programs for review and identification of individualized needed areas of study.
- Utilized concept mapping to foster critical thinking in PN and ADN programs
- Adjusted placement in curriculum of higher level skills to Nursing II to “level” expectations
- Continued enhancement of the working relationship with the reading instructors to provide appropriate support for students.
- Utilized a local physician to augment learning experiences
- Utilized Community Case Manager with Geriatrics experiences.

Curriculum Development

- Added a second offering of IV certification course for practical nurses with timing of completed LPN programs.
- Current development with LPN-RN bridge program curriculum that is targeted to be in alignment for online application with hybrid enhancements. This program is scheduled to be presented to the KSBN (Kansas State Board of Nursing) in June 2011 for a Fall 2011 start.
- Participated in the state-wide initiative for a core ADN curriculum alignment.
- (Annually) Perform an evaluation of the practical and associate degree nursing programs to ensure continuous improvement and a positive learning environment.
- Development and approval by KSBN of new online hybrid bridge program “Paramedic to RN” started fall 2009.

Professional Development

- All nursing faculty have been trained on human patient simulators
- All nursing faculty have been involved with scenario design for use with simulated experiences.
- All nursing faculty have been actively involved with design and implementation of multi-level simulation events across both PN and ADN levels of education.
- (Annually) attend Kansas Council of Associate Degree Nurses Educators Fall Forum
- All faculty attended CTI (Clinical Teaching Institute) a day of clinical training offered by KNEP (Kansas Nursing Education and Practice) team.
- Nursing Faculty are actively involved in College Committees
- Nursing Faculty are pursuing advanced degrees in nursing
- Elizabeth Wampler (Faculty and PN program coordinator) completed MSN with KUSON (Kansas University School of Nursing) May 2010.
- Amy Waters (Faculty) completed MSN with FHSU (Fort Hays State University) May 2010.

- Kat Burgardt (Faculty) completed MSN- ARNP with KUSON August 2010.
- Patsy Zeller,(Director of Nursing Education and Allied Health) completed MSN-ARNP with KUSON August 2010
- Teresea Whetstone (Faculty) completed BSN with South University September 2009
- Reviewed and updated all internal policies and procedures related to program organizational chart. Ensure that they align with state and national standards.
- Supported Web Advisor enrollment implementation
 - Participated in Web Advisor enrollment training
- Increased the success of students with developmental education needs
 - Participated in instructional strategies workshops and in-services to support the unique learning needs of students
- Supported integration of AQIP with planning and internal governance
 - Participated in internal governance committee work

Successes

- Achieved Kansas State Board of Nursing approval for PN programs for five more years.
- Practical Nursing graduates achieved 100% pass rate on state board of nursing licensure tests 2007, 2009 and 2010.
- Associate Degree Nursing program has been recognized by the Kansas State Board of Nursing for pass rates that exceed the state and national averages in 2008 and 2009.
- Practical Nursing program has been recognized by the Kansas State Board of Nursing for pass rates that exceed the state and national averages in 2008, 2009 and 2010.

Challenges and What we have learned

- Associate Degree Nursing program had a pass rate of 62.9% in 2010, which included the first class of the on-line Para-RN bridge program. (Report to KSBN regarding improvement plan)
- We have learned many things some of which we have already adjusted for such as: 1) timing between class work completed and date of NCLEX testing 2) More tutoring made available on a scheduled basis 3) Stronger use of ATI (Assessment Technologies Institute) for individualize review and plan of study.
- The NCLEX passing standards have been increased for registered nursing exams and will be increased for the year 2011 in the practical nursing exams also.
- We have learned that attrition has many facets and a holistic approach is needed to improve retention. Plans for this holistic approach include the following: 1) student and faculty scheduled tutoring sessions, 2) a benchmark of 80% set for mark at which student needs specific action plan for improvement, 3) action plan with scheduled visits to monitor success with adjustment of goals and interventions.
- Critical thinking is a key component for success in nursing. Incorporating more simulation will challenge the students to think critically regarding the care of their patients
- Exams need to be continually evaluated to ensure appropriate content and level of difficulty.

Active Partnerships with Industry

Industry Partner	Level of Participation (Equipment Donations, Advisory, Scholarships, Instructor Training, etc.)
St. Catherine Hospital	Membership on the Advisory Committee and Inter-institutional Committee, collaborative partners for the simulation lab housed in their facility, and provide clinical opportunities.
Garden Valley Retirement Village	Membership on the Advisory Council and provide clinical opportunities.
Homestead Health & Rehabilitation	Membership on the Advisory Council and provide clinical opportunities.
High Plains Retirement Village	Membership on the Advisory Council and provide clinical opportunities.
Sandhill Orthopaedic & Sportsmedicine Clinic	Provide clinical opportunities
Area Mental Health	Membership on the Advisory Council and provide clinical opportunities.
Bob Wilson Memorial Hospital	Membership on the Advisory Council
Greeley County Hospital	Membership on the Advisory Council
Lane County Hospital	Membership on the Advisory Council
Kearny County Hospital	Membership on the Advisory Council and Inter-intuitional Committee, and provide clinical opportunities.
Scott County Hospital	Membership on the Advisory Council
Wichita County Hospital	Membership on the Advisory Council
Finney County Health Department	Membership on the Advisory Council and provide clinical opportunities. Partnered with Finney County Health Department to provide flu shots to local industries and community residents
Larned State Hospital	Provide clinical opportunities
New Chance	Provide clinical opportunities
Mexican American Ministries	Provide clinical opportunities
Kansas Council of Associate Degree Nurse Educators	Advisory and state level nursing leadership
Kansas Council of Practical Nursing Educators	Advisory and state level nursing leadership
Kansas State Nurses Association	Advisory and state level nursing leadership
National League of Nursing	Advisory and national level nursing leadership
Kansas State Board of Nursing	Advisory and state level nursing leadership
University of Kansas School of Nursing	Collaborated with KU to promote BSN and MSN program delivery in southwest Kansas

Data (Institutional Research will gather this data)

Annual Revenue Generated
See attached summary sheet

Program Review Summary Sheet 2010-2011 RN

Annual Data

Year	Number of Sections offered			Average Class Size			Overall Enrollment			Dept-Generated Credit Hours		
	On-Campus	Out-Reach	EduKan Total	On-Campus	Out-Reach	EduKan Total	On-Campus	Out-Reach	EduKan Total	On-Campus	Outreach	EduKan Total
2007-2008	12		12	19		19	233		233	902		902
2008-2009	18		18	20		20	356		356	824		824
2009-2010	27		27	15		15	409		409	1018		1018

Semester Data

Semester	Attrition Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	1.40%			1.40%
Fall				
Spring	0.00%			0.00%
2008-2009				
Summer	0.90%			0.90%
Fall				
Spring	5.50%			5.50%
2009-2010				
Summer	2.80%			2.80%
Fall				
Spring	3.20%			3.20%

Semester	Success Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	96.40%			96.40%
Fall				
Spring	100.00%			100.00%
2008-2009				
Summer	95.20%			95.20%
Fall				
Spring	94.50%			94.50%
2009-2010				
Summer	92.90%			92.90%
Fall				
Spring				96.80%

Blank = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discoun- ted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2007-2008	902	\$89,053	\$13,016	\$3,787	\$105,855	\$7,526	\$98,329	\$362,341	\$401.71	-\$264,012	-\$292.70
2008-2009	824	\$78,424	\$11,355	\$4,326	\$94,104	\$7,641	\$86,463	\$386,604	\$469.18	-\$300,141	-\$364.25
2009-2010	1,018	\$94,476	\$12,969	\$6,555	\$114,001	\$9,245	\$104,755	\$374,834	\$368.21	-\$270,079	-\$265.30

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

Program Review Summary Sheet 2010-2011 PN

Annual Data

Year	Number of Sections offered			Average Class Size			Overall Enrollment			Dept-Generated Credit Hours		
	On-Campus	Out-Reach	EduKan Total	On-Campus	Out-Reach	EduKan Total	On-Campus	Out-Reach	EduKan Total	On-Campus	Outreach	EduKan Total
2007-2008	6		6	14		14	86		86	322		322
2008-2009	7		7	16		16	113		113	457		457
2009-2010	13		13	13		13	168		168	465		465

Semester Data

Semester	Attrition Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	0.00%			0.00%
Fall				
Spring	3.10%			3.10%
2008-2009				
Summer	3.30%			3.30%
Fall				
Spring	9.60%			9.60%
2009-2010				
Summer	1.20%			1.20%
Fall	18.80%			18.80%
Spring				

Semester	Success Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	100.00%			100.00%
Fall				
Spring	96.90%			96.90%
2008-2009				
Summer	96.70%			96.70%
Fall				
Spring	85.50%			85.50%
2009-2010				
Summer	97.60%			97.60%
Fall	81.20%			81.20%
Spring				

Blank = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discoun- ted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2007-2008	322	\$31,790	\$4,646	\$1,352	\$37,789	\$2,687	\$35,102	\$125,126	\$388.59	-\$90,024	-\$279.58
2008-2009	457	\$43,495	\$6,297	\$2,399	\$52,191	\$4,238	\$47,953	\$153,301	\$335.45	-\$105,348	-\$230.52
2009-2010	465	\$43,155	\$5,924	\$2,994	\$52,073	\$4,223	\$47,850	\$162,575	\$349.62	-\$114,725	-\$246.72

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

2007-2010 Program Review

Allied Health

Program Mission

The mission of the Garden City Community College Allied Health Department is to meet the needs of the community by providing career opportunity training in the health care system and to provide high standards of teaching and learning to promote academic excellence among students of diverse backgrounds. The Allied Health Department provides a career pathway for individuals who choose Allied Health professions to ensure all students the ability to gain the knowledge and understanding of future endeavors. Allied Health education at Garden City Community College provides relevant knowledge and skills that enable the certified student to contribute to society as an entry level professional.

Recruiting Strategies

- #1 recruiting tool is the area demand for skilled basic healthcare professionals.
- Consistently work with Informational Services director to place advertisements in local newspapers.
- Send fliers to all area-wide health care employers.
- Each program has its own brochure with all pertinent information for public
- Developed Allied Health line schedule for current classes to be available closer to regular scheduled classes
- Maintain contact list of all interested students for upcoming classes.
- Developed Face Book page for highlights to programs as well as updated schedule information
- Work with local area High Schools to offer Certified Nurse Aide/Certified Medication Aide classes for high school Jr. and Sr. students
 - Garden City
 - Scott City
 - Lakin
 - Deerfield

Retention Strategies

- Alternate options are made available on individual basis if a student is unable to complete a course
- Charismatic instructors encourage students to continue up the career pathway in the health care system.
- Paired Bi-lingual support specialist with any struggling student for tutoring needs.
- Work with Western KS Onestop, SRS, Youthville and other like agencies to provide learning opportunities for students of diverse backgrounds.
- Consult with bi-annual advisory council meetings to ensure needs are being met.

Ag Production; PN and ADN Nursing; Ammonia Refrigeration; EMST; Allied Health; Automation/Electrical

Curriculum Development

- Utilizes the KDHE approved curriculum for all Certified Nurse Aide courses
- Utilizes the KDHE approved curriculum for all Certified Medication Aide courses
- Utilizes the KDHE approved curriculum for all Home Health Aide courses
- Certified Medication Aide Update and Certified Nurse Aide Refresher courses follow set requirements from KDHE.
- Utilizes the KPTA approved curriculum for all Rehabilitative Aide courses
- Developed Reading Improvement Class for all students needing additional reading help.
- Developed Math for Health Careers for students struggling with basic math procedures for Allied Health.

Professional Development

- Adjunct instructors are required to have current nursing licensure and complete 30 continuing education units every 2 years.
- Adjunct instructors are encouraged to attend the Garden City Community College campus in-service held each semester.
 - All but 2 instructors were present this year!
- Adjuncts are provided with handbook outlining all proper procedures of the campus.
- Allied Health Coordinator has held 3 faculty updates to ensure that each class is adhering to the KDHE guidelines as well as to encourage communication among instructors for clinical/lab training.

Successes

- First Online CNA course held with 100% pass rate. Have held a total of 5 courses with 95% pass rate.
- First Online CMA course with 100% pass rate. 2nd course in progress now.
- Hired Full-Time Allied Health Instructor.
- First Online HHA course students test next month. 2nd course starts in May.
- First Online CMA update. (no state test required)
- First Phlebotomy course offered through Condensed Curriculum.
- First Pharmacy Technician course offered through Condensed Curriculum.
- Demand is high enough to validate offering multiple sessions of CNA/CMA classes each semester.

Challenges and What we have learned

- Limited amount of clinical sites that meet expectations put forth by the state make offering multiple classes a challenge.
- Limited classroom space makes large class offerings a challenge.
- Due to federal regulations for instructors there is a limited amount of approved adjunct faculty.
- Based on observed trends students taking day time classes are more likely to continue in their career pathway.

Ag Production; PN and ADN Nursing; Ammonia Refrigeration; EMST; Allied Health; Automation/Electrical

- We have learned that although many want to teach few have all the skills needed to maintain a classroom environment.
- We have learned that many students desire the short-term workforce skills but are unprepared for college-level classroom instruction.
- Demand is continuing to rise for Allied Health professionals
- We've learned in order to entice students to pursue a profession in health care they must be encouraged at an early age.

Active Partnerships with Industry

Industry Partner	Level of Participation (Equipment Donations, Advisory, Scholarships, Instructor Training, etc.)
High Plains Retirement Village	Clinical/Instructional site
St. Catherine Hospital	Membership on the Advisory Committee and Inter-institutional Committee and provide clinical opportunities.
KDHE	Program support and Allied Health Coordinator partners with Advisory Committee
Garden Valley Retirement Village	Membership on the Advisory Council and provide clinical opportunities.
Homestead (Terrace Garden)	Membership on the Advisory Council and provide clinical opportunities.
High Plains Retirement Village	Membership on the Advisory Council
Area Mental Health	Membership on the Advisory Council
Bob Wilson Memorial Hospital	Membership on the Advisory Council
Greeley County Hospital	Membership on the Advisory Council
Lane County Hospital	Membership on the Advisory Council
Kearny County Hospital	Membership on the Advisory Council
Scott County Hospital	Membership on the Advisory Council
Wichita County Hospital	Membership on the Advisory Council
We Care Online Classes	Online Instructional Partner
Condensed Curriculum	Prepared curriculum and instructor provider

Data (Institutional Research will gather this data)

Program Review Summary Sheet 2010-2011 HELRL

Annual Data

Year	Number of Sections offered			Average Class Size			Overall Enrollment			Dept-Generated Credit Hours						
	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total				
2007-2008	28	20	3	51	10	7	2	8	283	136	5	424	670	317	15	1002
2008-2009	56	14	3	73	8	7	1	8	472	93	4	569	1165	245	12	1422
2009-2010	70	21	4	95	9	7	3	8	652	143	10	805	1179	250	30	1459

Semester Data

Semester	Attrition Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	4.20%	0.00%	0.00%	2.90%
Fall	0.80%	3.40%	100.00%	1.90%
Spring	6.30%	1.30%	33.30%	4.40%
2008-2009				
Summer	0.00%	0.00%	0.00%	0.00%
Fall	1.50%	0.00%	0.00%	1.40%
Spring	2.20%	0.00%	50.00%	2.20%
2009-2010				
Summer	1.90%	0.00%	0.00%	1.70%
Fall	0.00%	0.00%	0.00%	0.00%
Spring	0.00%	0.00%	0.00%	0.00%

Semester	Success Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	43.70%	48.40%	100.00%	45.60%
Fall	63.60%	96.60%	0.00%	69.10%
Spring	53.80%	51.30%	66.70%	52.80%
2008-2009				
Summer	82.90%	56.80%	100.00%	70.90%
Fall	62.00%	42.10%	100.00%	60.50%
Spring	61.50%	45.90%	0.00%	58.90%
2009-2010				
Summer	71.50%	50.00%	100.00%	69.40%
Fall	69.00%	66.70%	100.00%	69.00%
Spring	67.40%	74.70%	75.00%	68.90%

Blank = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discounted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2007-2008	1,002	\$98,926	\$14,459	\$4,206	\$117,591	\$8,361	\$109,230	\$107,458	\$107.24	\$1,772	\$1.77
2008-2009	1,422	\$135,338	\$19,595	\$7,465	\$162,398	\$13,187	\$149,212	\$159,097	\$111.88	-\$9,885	-\$6.95
2009-2010	1,459	\$135,404	\$18,588	\$9,395	\$163,386	\$13,251	\$150,136	\$200,519	\$137.44	-\$50,383	-\$34.53

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

2007-2010 Program Review

Emergency Medical Service Technology

Program Mission

To provide a visionary model for public safety cooperation, education and training with program emphasis on innovative emergency medical services education and training program for pre-service students, in-service professionals and the public to promote professionalism, quality employees and pre-hospital healthcare for our communities.

Recruiting Strategies

- **Our number one recruiting tool is through our local, state and national agency partners, advisory council members, alumni, current and in-service students, and friends of the department**
- **“Grow Your Own” Strategies:**
 - First Responder classes for the high school upper classman
 - Under curriculum revision with DOE
- **Special Workshops for Career Explorations:**
 - Involved annually with Career Exploration Day (Average of 60-100 high school students) for 2 hours of workshops
 - Lakin 6th graders exploration day (Average 60 students) for 1 hour workshops
 - Involved with GEMS (Guys/Gals in Engineering, Math and Science) for the Middle School students (Approx 80 – 100)
 - Assisted with Wichita County High School career day
- **Conferences:**
 - Attendance to both Kansas State EMS conference as vendors and presenter
 - Attendance to Eastern Colorado EMS conference as a vendor
- **Media:**
 - DPS Web pages
 - Brochure flyer updated
 - Radio programs at least 1-2 times per year through Steve Quakenbush
 - Contributor to State EMS journal 2-3 times a year
- **Visibility to the community:**
 - **Ride for the Future 2008/2009/2010.** DPS Scholarship Motorcycle Run For Public Safety. Integrates our students, public safety partners across Western Kansas and the general public. In 2008 we had 48 participants, 2009 – 120 participants, and in 2010 – 102 participants. The money generated for DPS scholarships were as follows. 2008 - \$1000.00, 2009 - \$4000.00 and in 2010 - \$4100.00. Fire, EMS and Criminal Justice now all have Endowed Scholarship funds.
- **Scholarships:**
 - (See **Ride for the Future** above)

Retention Strategies

- **General** – Combining state of the art, hand-on education/training, staff involvement, teambuilding and an active advisory council provide the #1 retention tools for EMST
 - **Strategic Team Building** is now required for all EMST majors and incorporates the use of the challenge course. Has proven to be extremely effective
 - **Continued Team Building projects** – Includes our partner projects and community service events within their own community
 - **Distance learning opportunity** – Allowing the students to take classes within their own community to decrease amount of drive time and increase more time for their family and or jobs.

- **Unique Clinical Rotations** – Partnership with Kansas Heart Hospital to allow the student the opportunity to observe the specialized invasive procedures done to patients.
- **Advising and Counseling:**
 - The full-time instructor work with approximately 40 – 50 students. This includes the traditional student to the non-traditional student.
 - One-on-one advising, all public safety instructors trained to co-advise.
- **Partnerships as part of Retention Strategies**
 - **EMST/DPS Advisory Council.** Area professionals are involved in DPS' direction and meet 5-6 times a year.
- **Maintaining and Updating Equipment and Facilities**
 - Maintaining and staying on the cutting edge with equipment that is currently being utilized in the field.
 - Donation of expired supplies to utilize in scenarios
- **Graduate/Employer Success Monitoring**
 - Surveys are sent to the graduates and employers. We have a 100% return on our employer surveys and 88% return on the graduate surveys. Both surveys evaluate cognitive, psychomotor and affective domains
 - We have an 88% placement in their field of study at the paramedic level.
- **Integration of the Department of Public Safety** (Criminal Justice, Fire Science and EMST) has increased opportunities for EMST students as various classes include interaction between the 3 public safety disciplines.
- **Public Safety Cross-Training**
 - Opportunity for EMST majors to take Firefighter classes and gain additional certifications – Employment opportunities exist in a number of agencies
 - EVOC Classes, Strategic Team Building, Rappelling, Rescue and NIMS certification – Integrated for all three disciplines
 - Other similar class integration is continually being updated by all disciplines.

Curriculum Development

- **Adjuncts** – We currently have 2 adjuncts who have provided instruction to Basic Life Support (EMTB and First Responder) students
- **Curriculum Revision** – Revisions are done throughout the program and at the end of the program after reviewing the evaluations completed at the end of each section. Any major changes are brought before the Advisory Council for their input into the process.
 - A hybrid course was designed and utilized to teach (2007/2010) EMS Instructor/coordinator courses for interested parties across the state of Kansas. 44 candidates were success in the courses.
 - Involved with the revision of the state EMS scope of practice for all levels of Kansas EMS providers
 - Designed EMST Online course (non-credit) for CE hours for professionals
 - ITV presentations done in partnership with Pioneer Health Network to caregivers across the state
 - Forensic Wound – Level II and III. For public safety professionals and Emergency Preparedness personnel. Realistic scenario-based training classes.

Professional Development

- Instructor(s) have attended and participated in the following professional development activities:
 - Kansas Emergency Medical Technician Association (KEMTA)
 - Kansas Emergency Medical Service Association (KEMSA)
 - National Association EMS Educators (NAEMSE)
 - Moulage School
 - National Incident Management System (NIMS)

- On-campus in-services
- CoAEMSP Accreditation Seminar
- Published several program identifying article/advertisement per issue in KEMSA Chronicle magazine.
- Active involvement with KS BEMS list serve

Successes

- Involvement at the state level on Curriculum revision with the changes in the National Scope of Practice
- Have been a breakout presenter for both of the state organizations at their annual conferences
- Day of Service Partnership with Bible Christian Church to provide free 12-lead EKG and blood pressure checks
- Articles published in the KEMSA quarterly magazine
- Enrollment increase in all levels of EMST
 - FR up to 16 students per semester in the high school
 - EMTB up to 2 classes, on campus, for the fall and spring semester
 - Paramedic has been increasing. Had to use a selection process for the first time in the paramedic class selection and actually have a waiting list
- Mayor of his community
- School Board President/Member of his local school
- Presented distance learning classes for the
 - Regional Trauma Council
 - Pioneer Health Network

Challenges and What we have learned

- Finding a Kansas certified Instructor/Coordinators to utilize as an adjunct to conduct classes –
 - look at conducting another Instructor/Coordinator program
 - Identify potential candidate and sponsor them
- Losing an instructor in the last 4 weeks of class –
 - Even with contingency plans in place and back up personnel, things do not run as smooth as you would like
- Advisory Council meetings –
 - the time to sit down and complete the paperwork
- Loss of Part-time office help increased time spent on important but menial task
 - Filing of class paperwork, evaluations,
 - Letters, mailings
 - Ordering supplies, completing PO's

Active Partnerships with Industry

Industry Partner	Level of Participation (Equipment Donations, Advisory, Scholarships, Instructor Training, etc.)
Finney County EMS	Field Internship, Advisory, Donation of supplies
Seward County EMS	Field Internship, Advisory, Important partner for guidance
Ford County Fire and EMS	Field Internship, Advisory, Donation of supplies

Ellis Co EMS	Field Internship
St. Catherine's Hospital	Clinical internship
Grant County EMS	Advisory Council Member
Albert Gaines M.D.	Medical Director, Advisory
Harold Perkins, M.D.	Medical Director, Advisory
Colby Community College	Advisory Council
Dodge Community College	Advisory Council
Seward County Community College	Advisory Council
Kansas Heart Hospital	Clinical Internship
Pioneer Health Network	Advisory Council
Kearny Co EMS	Advisory Council
EagleMed	Donation of outdated supplies
LifeTeam	Donation of outdated supplies
Numerous Other Partnerships	Support/Assistance with Ride for the Future, Scenario day, etc

Program Review Summary Sheet 2010-2011 EMST

Annual Data

Year	Number of Sections offered			Average Class Size			Overall Enrollment			Dept-Generated Credit Hours					
	On-Campus	Out-Reach	Total	On-Campus	Out-Reach	Total	On-Campus	Out-Reach	Total	On-Campus	Outreach	EduKan	Total		
2007-2008	8	1	9	6	16	0	7	51	16	0	67	378	192	0	570
2008-2009	15	0	15	9	0	0	9	135	0	0	135	819	0	0	819
2009-2010	17	0	17	7	0	0	7	119	0	0	119	920	0	0	920

Semester Data

Semester	Attrition Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	0.00%			0.00%
Fall	0.00%	6.30%		2.60%
Spring	0.00%			0.00%
2008-2009				
Summer	0.00%			0.00%
Fall	4.80%			4.80%
Spring	6.20%			6.20%
2009-2010				
Summer	0.00%			0.00%
Fall	8.70%			8.70%
Spring	0.00%			0.00%

Semester	Success Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	100.00%			100.00%
Fall	93.10%	93.80%		92.30%
Spring	100.00%			100.00%
2008-2009				
Summer	100.00%			100.00%
Fall	95.20%			95.20%
Spring	90.10%			90.10%
2009-2010				
Summer	100.00%			100.00%
Fall	87.00%			87.00%
Spring	98.40%			98.40%

Blank = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discoun- ted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue per Cr. Hr.
2007-2008	570	\$56,275	\$8,225	\$2,393	\$66,893	\$4,756	\$62,137	\$124,698	\$218.77	-\$109.76
2008-2009	819	\$77,948	\$11,286	\$4,299	\$93,533	\$7,595	\$85,938	\$170,310	\$207.95	-\$84,372
2009-2010	920	\$85,381	\$11,721	\$5,924	\$103,026	\$8,355	\$94,671	\$162,797	\$176.95	-\$68,126

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

2007-2010 Program Review

Ammonia Refrigeration

Program Mission:

Garden City Community College Ammonia Refrigeration Program, in partnership with industry, exists to enhance the Ammonia Refrigeration Operator's level of safety and theoretical knowledge.

Recruiting Strategies

- The ammonia program's most effective recruiting has been, and continues to be done by word-of-mouth. Of the estimated 30,000 (iia 2003) active ammonia refrigeration operators, approximately 21% (6,299) have attended classes at Garden City Community College since the program's inception in 1996. Contractors that attend classes at Garden City Community College recommend our program to their customers across the nation. Operators that have attended our classes will sometimes seek new employment, and recommend our program to their new employer. Refrigeration managers will often recommend our program to each other during the course of their business dealings.
- Program Staff annually attend 2 to 4 industry trade shows, and exhibit in a majority of them. During these trade shows, staff present papers, attend workshops, participate in industry committees, and maintain relations with industry leaders.
- The program continues to distribute the tri-fold program description pamphlet to industry and government agencies that regulate and monitor the industry. The pamphlet has also been reprinted in Spanish for distribution to Central America.
- The program maintains an updated web presence at <http://www.nh3gccc.com>. On this web site prospective customers can view class descriptions, equipment descriptions, check schedules, register, and contact any or all of the staff from the program. Extensive work has gone into the web site to make it more user friendly, and to increase the priority on the major search engines.
- Program Staff have participated in "recruitment drives" on the way to, and on the way from, trade shows and conventions. During these drives staff visit prospective customers and speak face to face with managers about the benefits and particulars of the program.

Retention Strategies

- OSHA (Occupational Safety and Health Administration) requires that all operators involved with handling hazardous materials undergo refresher training at a minimum of every 3 years. What that training must involve is generally left to the industry for the most part. By introducing a new class in our program approximately every 3 years, the program provides a convenient method for meeting government requirements. Our newest addition is a Seminar that has a dual purpose, a refresher class to meet government requirements and a preparation class to sit for the RETA Certification Examination.
- The program staff continues to provide customers with help involving reference materials, interpretations of government regulations, reviews of existing and planned designs, troubleshooting current process deficiencies, and other miscellaneous consulting.

Ammonia Refrigeration Program review

- Program Staff involvement in Industry trade associations committees and standards development has kept the Garden City Community College name in circulation among industry leaders. The recently released final draft of the Ammonia Refrigeration Training Guideline (ARTG-GDL1) from iiar includes an appendix of Work Keys data collected by Garden City Community College utilizing program students. This guideline is expected to be used extensively throughout the ammonia refrigeration industry and may potentially be used by federal agencies during the policy making process.

Curriculum Development

- Written evaluations are collected from every student at the end of a seminar. These surveys are used to track trending in industrial requirements so that future seminars can be tailored to fit industry needs. These surveys have been collected for over 15 years.
- A Boiler Operator Class was added in 2009 to meet Industry requests.
- RETA Prep/Refresher class added in 2010 to assist the Industry with Certification and to help meet the requirements of Federal Regulations.
- Program Staff attend workshops and subscribe to industry news letters and magazines to monitor cutting-edge technology to ensure curriculum retains relevancy.
- Industry partners donate equipment that are samplings of state-of-the-art equipment for use as training aids.

Professional Development

- Attend workshops and presentations given by industry leaders to keep knowledge of current technology up to date.
- Participate in trade association committees and contribute to the creation of industry guidelines and standards.
- Maintain memberships in several trade associations (iiar, RETA, ASHRAE, IARW, IAFIS, etc.).
- Participate in College IG Committees.
- Participate in College Staff development activities.

Successes

- Due to economic downturn during the 09-10 school year enrollment dropped off significantly. The program was able to compensate with cost-cutting measures which included rolling back staff to just 2 instructors. This kept the program within budget constraints.
- More aggressive recruiting and a stabilizing economy have reversed this trend and enrollment for the 10-11 school year is up approximately 30%.
- A presence was established on LinkedIn web site and has resulted in better communication between our program and industry.
- Boiler Operator 1 Seminar was added in 09-10 and has brought in over 100 additional credit hours to date.
- Refresher/Prep Seminar added in 09-10 and has brought in an additional 60 credit hours to date.

Challenges and What we have learned

- Confusion still exists between the Garden City Community College's Ammonia Refrigeration Program and a local competitor. On going informational campaigns are being continued to alleviate confusion.

Ammonia Refrigeration Program review

- Laboratory Equipment updates continues to be a challenge to the program. Grants and additional funding will be necessary to maintain a state-of-the-art facility.
- Maintaining a safe laboratory environment is priority and has prompted the need for an equipment replacement program. Increased industry support and additional funding will be needed to replace outdated equipment as it reaches the end of its serviceability.
- Due to reversing the enrollment trend and increasing enrollment numbers, it has become necessary to add the 3rd Ammonia Instructor back to the staff. Presently the Industrial Maintenance Instructor is helping out with the Boiler and PSM Seminars.

Active Partnerships with Industry

Industry Partner	Level of Participation (Equipment Donations, Advisory, Scholarships, Instructor Training, etc.)
Honeywell Analytics	Ammonia Sensors, Instructional materials, Control Station for Sensors, Portable Gas Sensor
LaRoche Industries	Instructional materials
Vilter Manufacturing	Instructional materials
Tatro	Piping for the 5 th system
M&M Systems	Instructional materials, Evaporator cut-away, Consulting
Camco Lubricants	Instructional materials
Marking Systems Incorporated	Instructional materials
Tempest Technology	Instructional materials
Refrigerating Specialties	Instructional materials
Training Partners: 604 Companies, 703 Plants (sites), 50 States, and 7 foreign countries	

**Program Review Summary Sheet
2010-2011
Ammonia Refrigeration
Annual Data**

Year	Number of Sections offered			Average Class Size			Headcount			Dept-Generated Credit Hours			
	On-Campus	Out-Reach	EduKan	On-Campus	Out-Reach	EduKan	On-Campus	Out-Reach	EduKan	On-Campus	Outreach	EduKan	Total
2007-2008	42	1		43	11	16	461	16		477	48		1431
2008-2009	40			40	10		393			393			1179
2009-2010	35			35	9		303			303			909

Semester Data

Semester	Attrition Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	0.00%			0.00%
Fall	0.00%			0.00%
Spring	0.00%	0.00%		0.00%
2008-2009				
Summer	0.00%			0.00%
Fall	0.00%			0.00%
Spring	0.00%			0.00%
2009-2010				
Summer	0.00%			0.00%
Fall	0.00%			0.00%
Spring	0.00%			0.00%

Semester	Success Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	100.00%			100.00%
Fall	100.00%			100.00%
Spring	100.00%	100.00%		100.00%
2008-2009				
Summer	100.00%			100.00%
Fall	100.00%			100.00%
Spring	100.00%			100.00%
2009-2010				
Summer	100.00%			100.00%
Fall	100.00%			100.00%
Spring	100.00%			100.00%

Blank = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Total Revenue	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2007-2008	1431	\$621,931	\$385,007	\$269.05	\$236,924.00	\$165.57
2008-2009	1179	\$508,635	\$438,119	\$371.60	\$70,516.00	\$59.81
2009-2010	909	\$370,718	\$286,527	\$315.21	\$84,191.00	\$92.62

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

Business and Technology Program Review
Board of Trustees Report April 2011

Recruiting

Three-year review

- There was an 4.75% increase in head count from fall 2007 through spring 2010 in overall enrollment for both on-campus and outreach business classes
 - o Personnel changes
 - Full-time faculty went from 7 to 4
 - Economics was moved to the social science division
 - o Department expenses have decreased 33% 2007-2010 for a savings of \$64,000. Also department revenues have increased 5.5% for the respective time frame with increased revenue of \$12,000.
- Students may choose a certificate, AAS, or AS pathway. Most students continue to a 4-year program.
- Recruitment strategies include:
 - o Articulation agreements with Garden City, Holcomb, Deerfield, Oakley, Satanta, Rolla, Greeley County, Meade, Elkhart, Cimarron, and Johnson High Schools
 - o Five 2+2 agreements with FHSU
 - o Participate in Exploration Days for area high schools
 - o Media
 - Business and Technology Web page
 - Brochure flyer for 2+2 degrees
 - CSCI flyer
 - Mail out informational CDs
 - o Visibility in community
 - Event assistance
 - 3-I Show

Goals/Strategies

- Re-brand the business division to create visibility and uniform representation
- Implementation of the Visual Communications career pathway to help recruit students to GCCC and the business division
- Add a division Facebook page
- Combine BSNT and CSCI to streamline course offerings for students

Retention

Three-year review

ALL BUSINESS AREAS

- 2007-2008 (Summer 100%, Fall 94%, Spring 92.6%)
- 2008-2009 (Summer 100%, Fall 93.3%, Spring 91.3%)
- 2009-2010 (Summer 88.9%, Fall 89.9%, Spring 92.6%)

BUSINESS/MARKETING/MANAGEMENT

- 2007-2008 (Summer 100%, Fall 93.7%, Spring 93.5%)
- 2008-2009 (Summer 100%, Fall 96.7%, Spring 93.3%)

- 2009-2010 (Summer 40%, Fall 82.2%, Spring 92.1%)

BSNT/CSCI

- 2007-2008 (Summer 100%, Fall 77.95%, Spring 84.5%)
- 2008-2009 (Summer 79%, Fall 81%, Spring 88.8%)
- 2009-2010 (Summer 94.7%, Fall 87.8%, Spring 80.6%)

The attrition rates for introductory courses such as Accounting Basics (formerly General Accounting), Introduction to Business, and Introduction to Computers is higher than other courses in our areas. We speculate that this is due to the fact that these courses are introductory/exploratory and students enroll with the idea that this is their intended area of study and later realize it isn't what they expected. A goal for the business division is to educate students prior to enrollment about expectations, anticipated time commitment, summary of the types of exercises, etc to help reduce the attrition rates.

- Strategies
 - o State of the art hands-on education
 - o DECA and SIFE student organizations
 - Team building activities
 - Competition team
 - o Advising
 - All instructors advise full time & part-time students
 - Work with Advising Center for referrals
 - o Faculty
 - Faculty attend professional development
 - Course modules regarding learning strategies for the adult learner is being developed and due to be completed June 30, 2011
 - Online course methodologies are being developed for the TLC
 - o Three active advisory councils (MKT/MGMT, CSCI, ACCT)
 - o Class Delivery Methods
 - Traditional and non-traditional class schedules. Blended, online, night, lunch times
 - Community awareness courses through Business and Industry

Curriculum Development

Three-year review

- (Annual) Marketing/Management, Accounting, and Computer Science curriculum goes through an annual review to insure classes are current for their respective fields. Their advisory councils assist.
 - o Added the following courses: Digital Literacy, Workplace Skills and Legal Issues
 - o Updated the Spreadsheet and Word Processing courses
 - o Developed the following certificates: Business Essentials, Human Resource Management, Business Administration, Business Technology, Marketing

These certificates were initiated at the request of the advisory councils. The business essentials certificate is a gateway for students to enter the workforce with a credential that ensures employers that these students have basic business knowledge and certain soft skills.

- All business courses use an online platform (Blackboard or eCollege) to facilitate in student learning
- Implemented a variety of course deliveries: traditional, online, blended to meet students learning needs
- Implemented five 2+2 agreements with FHSU in the Marketing/Management and Business areas
- Transitioned the open entry open exit courses to the Academic building
- The Marketing Management area is still awaiting alignment from KBOR Technical Authority
- Development of a Visual Communication career pathway.
- Developed digital literacy assessment and subsequent course to meet BOT ENDS, implementation will begin Fall 2011.
- CSCI curricula is being revised and updated

Goals/Strategies

- Development/implementation of Accounting and Business Communication 2 + 2 agreements with FHSU
- Coordination within the business division for “best use” of scheduling courses to maximize the availability of classes within our department
- Monitor course enrollment and offerings to ensure that we are meeting students needs while also ensuring fiscal responsibility
- Continue to seek student feedback on ways to improve the courses and delivery options
- Seek funding or means to acquire computer equipment to support the revised CSCI curricula

Student Performance and Completion

Three-year review of success rate

ALL BUSINESS AREAS

- 2007-2008 (Summer 100%, Fall 81%, Spring 79.7%)
- 2008-2009 (Summer 53.8%, Fall 75.6%, Spring 76.7%)
- 2009-2010 (Summer 81.5%, Fall 76.2%, Spring 78.7%)

BUSINESS/MARKETING/MANAGEMENT

- 2007-2008 (Summer 100%, Fall 82.8%, Spring 85%)
- 2008-2009 (Summer 100%, Fall 76.1%, Spring 77.3%)
- 2009-2010 (Summer 40%, Fall 67.1%, Spring 80.2%)

BSNT/CSCI

- 2007-2008 (Summer 100%, Fall 79.35%, Spring 85.8%)
- 2008-2009 (Summer 79%, Fall 83.5%, Spring 97.6%)
- 2009-2010 (Summer 94.7%, Fall 90.95%, Spring 83.75%)

Goals/Strategies

- Increased participation in student organizations to increase “buy in” and connections to the college
- Scholarships for programs to attract and retain talented students
- Blending portfolios of work with course curricula

Program Review Summary Sheet 2010-2011 CSCI

Annual Data

Year	Number of Sections offered			Average Class Size			Overall Enrollment			Dept-Generated Credit Hours						
	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total				
2007-2008	32	14	1	47	10	5	2	8	322	71	2	395	844	185	6	1035
2008-2009	32	14	2	48	10	7	1	9	323	96	2	421	872	272	6	1150
2009-2010	37	19	1	57	10	7	2	9	359	129	2	490	967	367	6	1340

Semester Data

Semester	Attrition Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	0.00%			0.00%
Fall	4.20%	0.00%		3.30%
Spring	8.60%	0.00%	0.00%	7.10%
2008-2009				
Summer	0.00%			0.00%
Fall	4.00%	0.00%	50.00%	3.70%
Spring	4.20%	1.90%		3.60%
2009-2010				
Summer	0.00%		0.00%	0.00%
Fall	4.30%	1.60%		3.50%
Spring	6.20%	3.00%		5.30%

Semester	Success Rate			Total
	On-Campus	Out-Reach	EduKan	
2007-2008				
Summer	100.00%			100.00%
Fall	79.00%	92.90%		81.80%
Spring	74.80%	93.10%	50.00%	77.50%
2008-2009				
Summer	28.60%			28.60%
Fall	74.60%	100.00%	50.00%	79.30%
Spring	77.60%	98.10%		83.20%
2009-2010				
Summer	94.70%		100.00%	95.20%
Fall	75.50%	98.40%		81.90%
Spring	72.30%	95.50%		78.60%

Blank = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discoun- ted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2007-2008	1,035	\$102,184	\$14,935	\$4,345	\$121,464	\$8,636	\$112,828	\$99,671	\$96.30	\$13,157	\$12.71
2008-2009	1,150	\$109,451	\$15,847	\$6,037	\$131,335	\$10,664	\$120,670	\$100,303	\$87.22	\$20,367	\$17.71
2009-2010	1,340	\$124,360	\$17,072	\$8,629	\$150,060	\$12,170	\$137,890	\$77,445	\$57.79	\$60,445	\$45.11

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

Garden City Community College Performance Report – 1st Year – 1-01-2010 – 12-31-2010

Garden City Community College	Contact Person: Kevin Brungardt	Contact phone & e-mail: (620)276-9539 Kevin.brungardt@gcccks.edu	February 28, 2011	
Regents System Goal A: Efficiency/Effectiveness/Seamlessness				
Institutional Goal 1: : Improve Seamlessness of Transitioning ALC students to college-level classes				
Key Performance Indicator	3-Year Performance History	Targets	Performance Outcome	Evaluation
1. Of the students who have transitioned to the college after completing the GED requirements in the Adult Learning Center, increase the percentage of those who take at least one technical education course within one year of transition.	<u>Sept 2005-Aug 2006</u> 20 students enrolled in tech ed classes out of 40 who transitioned <u>Sept 2006-Aug 2007</u> 18 students enrolled in tech ed classes out of 31 who transitioned <u>Sept 2007-Aug 2008</u> 22 students enrolled in tech ed classes out of 33 who transitioned <u>Baseline - 3 year average</u> (Sept 05-Aug 08) of 57.6% (60/104)	2010 – 3% increase over baseline 2011 – 4% increase over baseline 2012 – 5% increase over baseline	2010: 63.3% (19/30)	Target exceeded. Directional Improvement.
2. Of the students who have transitioned to the college after completing the GED requirements in the Adult Learning Center, increase the percentage of those enrolling in college-level English (ENGL 101) within one year of transition without the necessity of remediation.	<u>Sept 2005-Aug 2006</u> 9 students enrolled in ENGL 101 out of 40 who transitioned <u>Sept 2006-Aug 2007</u> 12 students enrolled in ENGL 101 out of 31 who transitioned <u>Sept 2007-Aug 2008</u> 5 students enrolled in ENGL 101 out of 33 who transitioned <u>Baseline - 3 year average</u> (Sept 05-Aug 08) of 25% (26/104)	2010 – 1% increase over baseline 2011 – 2% increase over baseline 2012 – 3% increase over baseline	2010: 30% (9/30)	Target exceeded. Directional Improvement.
3. Of the students who have transitioned to the college after completing the GED requirements in the Adult Learning Center, increase the percentage of those enrolling in college-level math (MATH 107 or above) within one year of transition without the necessity of remediation.	<u>Sept 2005-Aug 2006</u> 4 students enrolled in MATH 107 or above out of 40 who transitioned <u>Sept 2006-Aug 2007</u> 0 students enrolled in MATH 107 or above out of 31 who transitioned <u>Sept 2007-Aug 2008</u> 6 students enrolled in MATH 107 or above out of 33 who transitioned <u>Baseline - 3 year average</u> (Sept 05-Aug 08) of 9.3% (10/104)	2010 – 1% increase over baseline 2011 – 2% increase over baseline 2012 – 3% increase over baseline	2010: 20% (6/30)	Target exceeded. Directional Improvement.

INSTITUTIONAL GOAL 1: Improve Seamlessness of Transitioning ALC students to college-level classes

Indicator 1: Percent of GED completers transitioning to college-level technical education classes.

Data Collection: Percent was determined by dividing the total number of Adult Learning Center students who successfully completed GED requirements and transitioned to GCCC into the number of those completers who enrolled in at least one technical education class within one year of completing the GED requirements.

3-Year Performance History: From Sept. 2005-Aug. 2006, 40 Adult Learning Center students successfully completed GED requirements and transitioned to the college. Twenty of those students enrolled in a technical education class within one year of completing the GED (50%); 31 students completed and transitioned in 2006-07 and 18 of them enrolled in a technical education class within a year (58%); and 33 completed their GED and transitioned in 2007-2008 with 22 of them enrolling in a technical education class within a year (66%).

Targets: In the last year, the college began an initiative designed to move students who have completed their GED requirements into college-level classes. The initiative focused specifically on three areas of transition including technical education. A College Skills course was developed in conjunction with the competencies for the college-level orientation course and was offered for students who were close to GED completion. Extensive advising and financial aid counseling was included in the curriculum for that class in a concentrated effort to urge more students to seek training in a technical field. The college applied for and was awarded the Kan-Go grant which enabled it to channel funds in this direction as well. This grant provides scholarship funding for students enrolling in technical education programs that feed high-skilled, high demand occupations in Southwest Kansas. It also provides financial assistance for students concurrently enrolled in the GED or English as a Second Language classes and college-level technical programs. The initiative has been successful due to the collaboration of a wide variety of areas on campus ranging from financial aid to counseling and advising to instructors and directors. Future plans include direct contact with the GED students in the final two levels of the program with the instructors in the various technical education departments during which GED students will be partnered with college-level students in those areas who will serve as student mentors.

Indicator 2: Percent of GED completers transitioning to college-level composition classes.

Data Collection: Percentages were determined by dividing the total number of Adult Learning Center students who successfully completed GED requirements and transitioned to GCCC into the number of students from that cohort who enrolled in ENGL 101 within a year of completing the GED without the need for remediation between GED completion and enrollment in English 101.

3-Year Performance History: From Sept. 2005-Aug. 2006, 40 Adult Learning Center students completed GED requirements and transitioned to the college and 9 of those students enrolled in ENGL 101 within a year completing their GED without the need for a remedial English course (22.5%). Thirty-one students completed their GED requirements and transitioned to the college in 2006-2007 and 12 enrolled in ENGL 101 within a year without being placed in a developmental English class (38.7%); and 33 students complete and transitioned in 2007-2008 with 5 of them enrolling in ENGL 101 within a year without being placed in a developmental English class (15%).

Targets: As part of the college's effort to align requirements for high school graduation with college preparation as outlined in Foresight 2020, a focus on composition was included in the initiative to improve transition from the GED program into college-level classes. Upon enrollment into college-level classes, all students are required to take the Compass Placement test to determine their ability to be successful in the crucial areas of reading, math, and composition. Placement is mandatory. With the help of the Kan-Go grant awarded to the college, college-level professors met with GED instructors to align curriculum in order to ensure smooth transition for students into English 101 which is the first college-level course in the English sequence. Efforts have also been stepped up to encourage students to continue their education through advising and help with financial aid. In addition, enrollment of students who are close to completing the GED program of study into a College Skills class helps acclimate them into the rigors of college classes. In the future, GED instructors will continue to meet periodically with representatives from the college-level English faculty to discover gaps in the curriculum and determine solutions to closing those gaps.

Indicator 3: Percent of GED completers transitioning to college-level math classes.

Data Collection: Percentages were determined by dividing the total number of Adult Learning Center students who successfully completed GED requirements and transitioned to GCCC into the number of students from that cohort who enrolled in MATH 107 or above within a year of completing the GED without the need for remediation between GED completion and enrollment.

3-Year Performance History: From Sept. 2005-Aug. 2006, 40 Adult Learning Center students successfully completed GED requirements and transitioned to the college. Four of those students enrolled in MATH 107 or higher without the need for a developmental math class(10%); 31 students completed and transitioned in 2006-2007 and none of them enrolled in MATH 107 or higher (0%); and 33 students passed their GED and transitioned in 2007-2008 with 6 of them enrolling in MATH 107 or higher without needing an additional developmental class (18%).

Targets: The focus of this target is to ensure that students who complete the requirements for a GED and transition to the college are adequately prepared to enroll in college-level math courses without the need for remediation. This target is loosely designed to meet the needs described in Foresight 2020 by providing a smooth transition from GED-level classes into college-level classes. All students are required to take the Compass Placement Exam upon registering at the college and placement in the math sequence is mandatory. With the help of the Kan-Go grant, college-level math professors met with GED instructors to compare and align curriculum. The development and implementation of a College Skills course designed specifically for students nearing completion of the GED sequence has provided a venue for advising students on career options and financial aid needed to pursue those options. Plans for the future include continued discussions between GED and college-level math instructors to determine gaps in the alignment of the curriculum and develop strategies to close those gaps.

Regents System Goal B: Improve Learner Outcomes				
Institutional Goal 2: Improve Work Keys assessment scores in the areas of math, reading, and locating information in technical education programs.				
Key Performance Indicator	3-Year Performance History	Targets	Performance Outcome	Evaluation
1. Increase Work Keys reading assessment results for students in the technical education programs.	<u>2004-2007 cohort</u> (41 students) avg pre-test score 65.1% & avg post-test score 65.5% = 0.4% increase <u>2005-2008 cohort</u> (34 students) avg pre-test score 65.5% & avg post-test score 62.5% = 2.6% decrease <u>2006-2009 cohort</u> (25 students) avg pre-test score 62.2% & avg post test score 61.1% = 1.1% decrease <u>3-year baseline</u> of a 1.1% decrease between pre and post tests	2010 – Improve post-test avg score by 1% over pre-test avg score described in baseline 2011 – Improve post-test avg score by 1.5% over pre-test avg score described in baseline 2012 – Improve post-test avg score by 2% over pre-test avg score described in baseline	2010: 1.1% increase over baseline	Target met.

2. Increase Work Keys math assessment results for students in the technical education programs.	<u>2004-2007 cohort</u> (18 students) avg pre-test score 73% & avg post-test score 74.5% = 1.5% increase <u>2005-2008 cohort</u> (30 students) avg pre-test score 68.1% & avg post-test score 72.8% = 4.7% increase <u>2006-2009 cohort</u> (22 students) avg pre-test score 68.1% & avg post-test score of 72.8% = 2% increase <u>3-year baseline</u> avg 2.2% increase	2010 – Improve post-test average score by 2% over pre-test average score described in baseline 2011 – Improve post-test average score by 3% over pre-test average score described in baseline 2012 – Improve post-test average score by 4% over pre-test average score described in baseline	2010: 2.59% decrease over baseline	Target not met. No directional improvement.
3. Increase Work Keys locating information assessment results for students in technical education programs.	<u>2004-2007 cohort</u> (23 students) avg pre-test score 69.6% & avg post-test score 70.5% = 0.9% increase <u>2005-2008 cohort</u> (23 students) avg pre-test score 70.3% & avg post-test score 68.8% = 1.5% decrease <u>2006-2009 cohort</u> (24 students) avg pre-test score 64.5% & avg post test score 63.1% = 1.4% decrease <u>3-year baseline</u> of 1.1% decrease	2010 – Improve post-test average score by 1% over pre-test average score described in baseline 2011 – Improve post-test average score by 1.5% over pre-test average score described in baseline 2012 – Improve post-test average score by 2% over pre-test average score described in baseline	2010: 2.92% increase over baseline	Target exceeded. Directional Improvement.

INSTITUTIONAL GOAL 2: Improve Work Keys assessment scores in the areas of math, reading, and locating information.

Indicator 1: Increase Work Keys reading assessment results.

Data Collection: Cohorts were determined by the number of students who took both the pre and post Work Keys reading assessment within 6 semesters of each other. The pre-test success rate is determined by averaging the pre-test scores of the cohort and dividing by 7 (perfect score on the Work Keys reading assessment). The post-test scores of the cohort are also averaged and then divided by 7 to determine the post-test success rate. The pre-test average percentage was then subtracted from the post-test average percentage to determine the average percent of increase in the reading test score for the cohort.

3-Year Performance History: Three year avg scores were figured by cohort from entrance and exit scores between fall 2004 and spring 2009. Average test scores were figured from the students who either graduated with an AS or AAS degree or who received certification from a technical ed program who took the reading Work Keys assessment as incoming freshmen and those same students who took the reading post-assessment within 6 semesters.

Target: GCCC uses Work Keys, an ACT product, to assess learning growth for all full-time, degree-seeking students. Work Keys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. Scores from the assessment are recorded with the Kansas Works which is a data base designed to match employers to potential employees while detailing the skills students have acquired. Prior to this year, students took two of the three Work Keys assessments at random as a part of College Skills, a required college orientation course, and two at random upon graduation. Students are now required to take all three of the assessments for both the pre and post tests.

For purposes of this report, only those students enrolled in technical education programs are included. In 2010, the student cohort maintained the same overall average (68.9%) on the post test as they did on the pre-test, which is an increase of 0%. Though there was no improvement in scores in 2010, the 3-yr baseline for this indicator was -1.1%. This means there was directional improvement in 2010 of 1.1%. While the target for this indicator was met, overall results are not as encouraging as they might be. The college has determined that because of scheduling for both faculty and space,

requiring all full-time degree seeking students enrolled in technical education programs to take College Skills their first semester of enrollment has been impossible until recently. As a result, some students are taking the pre-test and post-test within a semester of each other skewing the results. Starting in the fall of 2011, however, we will start offering enough sections of College Skills to make it mandatory the first semester students are on campus. This will give us the proper time span for more accurate pre and post test evaluation.

Currently, efforts are also underway to revamp curriculum in technical programs to focus on reading. In conjunction with this, the reading faculty are revising developmental reading curriculum and placement cut-off scores to ensure proper placement and alignment. Beginning in the fall 2011 semester, both levels of developmental reading will be required for students placed in either of the two courses provided by the college.

Indicator 2: Increase Work Keys math assessment results.

Data Collection: Cohorts were determined by the number of students who took both the pre and post Work Keys math assessment within 6 semesters of each other. The pre-test success rate was determined by averaging the pre-test scores of the cohort and dividing by 7 (perfect score on the Work Keys math assessment). The post-test scores of the cohort were also averaged and then divided by 7 to determine the post-test success rate. The pre-test avg percentage was then subtracted from the post-test avg percentage to determine the avg percentage of increase in the math test score for the cohort.

3-Year Performance History: Three year avg scores were figured by cohort from entrance & exit scores between fall 2004 & spring 2009. Avg test scores were figured from the students who either graduated with an AS or AAS degree or who received certification from a technical education program who took the math Work Keys assessment as incoming freshmen & those same students who took the math post-assessment within 6 semesters.

Targets: In 2010, the student cohort's scores decreased between the pre- and post-test by 1.4% (67.8% pre-test vs. 66.4% post-test). This performance was 2.59% below the 3-yr baseline so the target was not met and there was no directional improvement. Discussions are underway to approach and solve the problem of students doing worse on the post-test than they did on the pre-test in a variety of ways. More emphasis will be placed on getting students to value their performance on the post test by requiring that they take all three of the Work Keys exams thereby qualifying them for either a bronze, silver, gold, or platinum certificate through the Kansas Works initiative. This will also place students' names and contact information into the Kansas Works database which is open to prospective employers. Technical program faculty are also working on revising their curriculum to include more math. In addition, the required College Skills orientation class faculty are working on methods of recruiting faculty to teach additional sections so students will be able to take the pre-test which is a part of that curriculum early in their college career. This will provide the necessary gap between the pre and post test allowing for more accurate results.

Indicator 3: Increase Work Keys locating information results.

Data Collection: Cohorts were determined by the number of students who took both the pre and post Work Keys locating information assessment within 6 semesters of each other. The pre-test success rate was determined by averaging the pre-test scores of the cohort and dividing by 6 (perfect score on the Work Keys locating information assessment). The post-test scores of the cohort were also averaged and then divided by 6 to determine the post-test success rate. The pre-test avg percentage was then subtracted from the post-test avg percentage to determine the avg percent of increase in the locating information test score for the cohort.

3-Year Performance History: Three year avg scores were figured by cohort from entrance and exit scores between fall 2004 and spring 2009. Average test scores were figured from the students who either graduated with an AS or AAS degree or who received certification from a technical education program who took the locating information Work Keys assessment as incoming freshmen and those same students who took the locating information post-assessment within 6 semesters.

Targets: In 2010, the student cohort's scores increased between the pre- and post-test by 1.82% (57.14% pre-test vs. 58.96% post-test). This performance was 2.92% above the 3-yr baseline so the target was met and there was directional improvement. Emphasis on the locating information section of the Work Keys exam has resulted in a turn around of declining scores as seen over the 2004-2009 cohort. Technical area curricula has been revised to demand more practical information be given to students through the use of such things as charts, graphs, and charts. The addition of Work Ready Certification through the Kansas Works program and better scheduling of the pre and post tests to allow for a true pre and post situation over the semesters that a student is enrolled at the college should help the college to continue moving the scores in a positive rather than a negative direction as seen in the past.

Regents System Goal D: Increase Targeted Participation/Access				
Institutional Goal 3: Improve retention rates of targeted populations				
Key Performance Indicator	3-Year Performance History	Targets	Performance Outcome	Evaluation
1. Increase percent of students retained after being placed on academic probation.	<u>Spring-Fall 2006</u> , 87 students placed on academic probation, 54 successfully completed the semester (62%) <u>Spring-Fall 2007</u> , 101 students placed on academic probation, 65 successfully completed the semester (64%) <u>Spring-Fall 2008</u> , 123 students placed on academic probation, 84 successfully complete the semester (68%) <u>Baseline 3-year average</u> (Spring 2006-Fall 2008) of 65.2% (203/311)	2010 – 2% increase in retention rate over baseline 2011 – 3% increase in retention rate over baseline 2012 – 4% increase in retention rate over baseline	2010: 44.6% (37/83)	Target not met. No directional improvement.
2. Increase retention rates of college level math students.	<u>2006-2007 school year</u> 646 students enrolled in college-level math & 497 were retained through the 20 th day of class (76.9%) <u>2007-2008 school year</u> 731 students enrolled in college-level math & 555 were retained through the 20 th day (75.9%) <u>2008-2009 school year</u> 952 students enrolled in college-level math & 725 were retained thru the 20 th day of class (76.1%) <u>3-year baseline avg</u> 76.3% retention rate	2010 – 2% increase over baseline 2011 – 3 % increase over baseline 2012 – 4% increase over baseline	2010: 77.15% (726 /941)	Target not met. No directional improvement.

3. Increase retention rates of college level English students.	<u>2006-2007 school year</u> 944 students enrolled in college-level English classes & 724 were retained through the 20 th day (76.6%) <u>2007-2008 school year</u> 900 students enrolled in college-level English classes & 695 were retained through the 20 th day (77.2%) <u>2008-2009 school year</u> 953 students enrolled in college-level English classes & 753 were retained through the 20 th day (77.5%) 3-year baseline avg 77.1% retention rate	2010 – 2% increase over baseline 2011 – 3% increase over baseline 2012 – 4% increase over baseline	2010: 79.9% (783/980)	Target met. Directional Improvement.
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INSTITUTIONAL GOAL 3: Improve retention/graduation rates of targeted populations.

Indicator 1: Increase percent of students retained after being placed on academic probation.

Data Collection: Percentages were determined by dividing the number of students who enrolled as full-time students (a minimum of 12 credit hours) the semester after being placed on academic probation into the number of those same students who were not dismissed by the college for academic reasons by the end of that semester.

3-Year Performance History: From the spring semester of 2006 through the fall 2006 semester, 87 students who had been placed on probation the previous semester enrolled in classes and 54 successfully completed that semester without being placed on academic dismissal (62%); 101 students enrolled during the next counting period with 65 successful completers (64%); and 84 of the 123 students placed on academic probation were successful completers the following year (68%).

Targets: Success at retaining students from this highly at-risk cohort took an alarming downturn over the past year. The Student Services division took immediate action after scores from the first semester of the reported year showed a decrease in retention. The required Academic Recovery class curriculum has been evaluated and extensive revisions have been made. As a result, the retention numbers for the second semester of the reporting year have greatly improved. As a result, during the fall semester, 36 of the 49 students placed on probation successfully completed the semester with at least a 2.0 grade point average. The average grade point average for the entire group was a 2.47 and 20 students from the cohort earned a 3.0 grade point average or higher. While long term retention and success rates are difficult to predict, the results of the changes made to the Academic Recovery curriculum are encouraging. These numbers will continue to be examined and evaluated on a semester-by-semester basis to determine future needs for revision.

Indicator 2: Increase retention rates of college level math students.

Data Collection: "College-level" math classes were defined as either MATH 107 (Intermediate Algebra with Review) or MATH 108 (College Algebra) for the purposes of this report. Percentages were figured by dividing the number of students who certified in all sections of MATH 107 and MATH 108 offered by the college during the calendar year by the number of students enrolled on the first day of class.

3-Year Performance History: During the 2006-07 school year, 646 students enrolled in college-level math classes and 497 were retained through the 20th day for a 76.9% retention average; in the 2007-2008 school year, 731 students enrolled in college-level math classes and 555 were retained through the 20th day for a 75.9% retention rate; and in the 2008-2009 school year 952 students enrolled in college-level math classes and 725 were retained through the 20th day for a 76.1% retention rate. This data creates an overall 77.1% three-year average baseline.

Targets: Although directional improvement was achieved on this indicator, the target set by the math department was not met. As a result, the math department is re-evaluating strategies to keep students actively engaged from the first day of class. Instructors are placing more stringent attendance policies in place for their classes and requiring more remediation for students who struggle through tutoring in the Comprehensive Learning Center as well as private tutoring sessions with the instructor. In addition, the college recently completed a remodel of the math and science building classrooms that includes more state-of-the-art technology while providing an environment conducive to learning.

Indicator 3: Increase retention rates of college level English students.

Data Collection: "College-level" English classes were defined as either ENGL 101 (English I) or ENGL 102 (English II) for purposes of this report. Percentages were figured by dividing the number of students who certified in all sections of ENGL 101 or ENGL 102 offered by the college during the calendar year by the number of students enrolled on the first day of class.

3-Year Performance History: During the 2006-2007 school year, 944 students enrolled in college-level English classes and 724 were retained through the 20th day for a 76.6% retention rate; in the 2007-2008 school year, 900 students enrolled in college-level English classes and 695 were retained through the 20th day for a 77.2% retention rate; and in the 2008-2009 school year, 953 students enrolled in college-level English classes and 753 were retained through the 20th day.

Targets: The 2% targeted increase over the baseline was met for this indicator, but more work needs to be done to ensure the English department keeps their 20th day retention rates moving in a positive direction. Beginning in the fall semester, the English faculty incorporated a departmental attendance policy that is creating positive results. The faculty determined that a number of students do not attend class on a regular basis because it is not required of them. Once students start missing class, they get so far behind that their only option is to drop the class. The department's efforts have been supported by other departments on campus include athletics. Each sport, department, and activity on campus has the option of receiving a weekly cohort report detailing student progress and attendance in all their classes. Most departments and coaches have taken advantage of these reports and communication with the classroom instructors has improved. The college recently moved to a new electronic grade book platform which has interrupted the effectiveness of the cohort reports. Until our Institutional Technology can solve that problem, faculty and coaches are being encouraged to communicate student progress even more.

KBOR use only: Garden City Community College
Garden City Community College is reporting on the first year of a three-year performance agreement. The institution achieved directional improvement in all of its goals. Full funding is recommended.
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