

GARDEN CITY COMMUNITY COLLEGE

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

November 5, 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, November 16, 2011**. The meeting will be held in **Endowment Room of the Beth Tedrow Student Center**, Garden City Community College Campus.

5:00 PM Dinner in the Broncbuster Room
6:00 PM Regular board meeting called to order in the Endowment Room

AGENDA

I. CALL TO ORDER:

- A. Comments from the Chair
- B. Open comments from the public
- C. Student Government Report
- D. Report from Faculty Senate *pg. 3*
D-1 Program spotlight: Cosmetology

II. CONSENT AGENDA Action

- A. Approval of minutes of previous meetings (October 18, 2011) *pg. 4*
- B. Approval of personnel actions-Human Resources *pg. 10*
B-1 Adjunct/Outreach Contracts *pg. 12*
- C. Financial information *pg. 15*
C-1 Checks processed in excess of \$20,000 *pg. 16*
C-2 Revenues *pg. 17*
C-3 Expenses *pg. 18*
C-4 Cash in bank *pg. 25*

III. CONFIRMATION OF MONITORING REPORTS:

- A. Monitoring Reports and ENDS
A-1 Monitoring Report - General Executive Constraints #9, #10 **Action** *pg. 26*
- B. Review Monitoring Report- Information and Advice #2, #3, #5
- C. Board Process and Policy Governance Review

IV. OWNERSHIP LINKAGE:

- A. National Center for Construction Education and Research *pg. 28*

V. REPORTS:

- A. President's Report
 - A-1 Incidental Information pg. 29
 - A-2 Fiscal Operation Report and Application to Participate (FISAP) Summary pg. 37
 - A-3 Academic Quality Improvement Program (AQIP) Action Plan Update pg. 38
 - A-4 Default Study Summary..... pg. 54
- B. Report from Finney County Economic Development Corporation (Trustee Ron Schwartz)

Upcoming Calendar Dates:

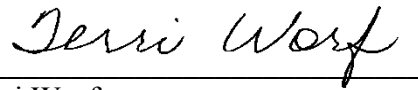
- Nov.11 & 12 Pepsi Classic
- Nov. 16 Regular monthly meeting – Dinner 5:00 p.m., Broncbuster Room, call to order 6p.m. Endowment Room
Exploration Day, 9:00 a.m.– 1:00 p.m.
- Nov.17 Kansas Governor's Town Hall Meeting on Childhood Poverty, 1:30 4:30 p.m. main gymnasium, Dennis Perryman
Athletic Complex
GCCC Jazz Ensemble Concert, 7:30 p.m. in the auditorium, Pauline Joyce Fine Arts Building
- Nov. 23-25 Thanksgiving Break-NO CLASSES – OFFICES CLOSED
- Nov. 25 & 26 Thanksgiving Classic
- Dec.10 Tuba Christmas, 3:00 p.m. on Grant Avenue downtown
- Dec. 11 Vespers Concert, 3:00 p.m. in the auditorium, Pauline Joyce Fine Arts Building
- Dec. 14 Regular monthly meeting – Dinner 5:00 p.m., Broncbuster Room, call to order 6:00p.m. Endowment Room
- Dec.12-14 Final Exams
- Dec. 19-Jan.2 Christmas Holiday – NO CLASSES – OFFICES CLOSED
- Jan.9 Faculty Report – In-Service
- Jan. 11 Classes Begin
Regular monthly meeting – Dinner 5:00 p.m., Broncbuster Room, call to order 6:00 p.m. Endowment Room

VII Executive Session

VIII. Adjournment



Dr. Herbert J. Swender, Sr.
President



Terri Worf
Chairman

Mission:
Five Ends:

*Garden City Community College exists to produce positive contributors to the economic and social well-being of society.
Essential Skills, Work Preparedness, Academic Advancement, Personal Enrichment, Workforce Development.*



Garden City Community College Faculty Senate

801 Campus Drive
Garden City, KS 67846

2011-2012

Linda Morgan, President
Terry Lee, Vice-President
Leonard Rodenbur, Secretary
Pati Pfenninger, Senator
Clay Wright, Senator
Larry Pander, Senator
John Schafer, Ex-Officio
Marsha Wright, Alternate

Faculty Senate Report November 16, 2011

Faculty Senate Program Spotlight: Cosmetology

The Cosmetology program has a long history with GCCC and continues to be a vibrant, career directed program. Presented by Pati Pfenninger and Guille Hind, Cosmetology Instructors

Faculty Senate Meeting Highlights

- The Faculty Visitation Process is completed and ready for implementation
- Hosted 4 'Faculty Breakfast with the President' sessions during the month of October with 43 faculty members participating. An evaluation follow-up.
- Faculty Senate is currently meeting every other week.

MEETING OF TRUSTEES OF THE GARDEN CITY COMMUNITY COLLEGE

October 18, 2011

Trustees Present: William S. Clifford, Jeff Crist, Merilyn Douglass, Ron Schwartz, Terri Worf,
Trustee Absent: Steve Sterling

Others Present: Debra Atkinson, Deputy Clerk
Dr. Lenora Cook, Dean of Technical Education
Brittany Garcia, Vice President of Student Government Association
Craig Haley, Safety and Security Coordinator
Leonard Hitz, Citizen
Kathy Irvin, Teaching and Learning Center Part-Time Coordinator
Larry Johnston, Director of Physical Plant
Deanna Mann, Assistant to President for Grants and Accreditation
Chip Marcy, Economics Instructor
Cathy McKinley, Dean of Continuing Education and Community Services
Linda Morgan, Faculty Senate President/Criminal Justice Instructor
Steve Quakenbush, Director of Information Services and Publications
Ryan Ruda, Dean of Student Services
Monica Springer, *Garden City Telegram*
Dr. Herbert Swender, President
Jeff Southern, Director of Information Technology

CALL TO ORDER:

Chair Worf called the meeting to order at 6:05 PM.

COMMENTS FROM THE CHAIR:

Chair Worf made the following comments:

- Congratulations to Jesus Lozoya, GCCC sophomore who was recently featured in the monthly newsletter of the Harvest of Hope Leadership Academy at the University of Kansas.
- Congratulations to the 2011 GCCC Meats Team, which finished as reserve champions at the American Royal contest in Omaha.
- Many athletic events continue, with some fall sports coming to an end.
- Chair Worf, Trustees Clifford and Schwartz, President Swender and Executive Assistant to the President, Debbie Atkinson attended the Association of Community College Trustees Congress in Dallas.
- To accommodate travel, the November Board of Trustees meeting will be conducted November 16.

OPEN COMMENTS FROM PUBLIC:

Chair Worf noted that no one from the public had registered to make comments.

REPORT FROM STUDENT GOVERNMENT ASSOCIATION:

Brittany Garcia, Vice President of Student Government Association, filled in for Daniel Gutierrez, President of Student Government Association, who was on a campus visit to Wichita State University.

Past Events:

- September 16, Constitution Day
- September 19, Make Your Own Street Sign in which approximately 76 students took part
- September 22, Homecoming bonfire with hotdog eating contest and DJ. SGA sold and gave away

homecoming t-shirts.

- September 24, Homecoming game, with Angie Schieber, Garden City, and Tadd Andrews, Sharon Springs, were crowned queen and king
- September 27, Breakfast Bingo in which approximately 59 students attended.
- October 5, SGA helped with the Endowment Association Scholarship Phonathon.

Future Events:

- October 18, BiPolar Boy presentation by comedian focusing on mental health.
- October 19, SGA putting down red tape 50 feet out from each building as a reminder of the city smoking limit.

SGA will be handing out a prize to the craziest fan attending the women's soccer game against Barton County Community College.

- October 20, Blizzard of Bucks from noon-2 p. m in the cafeteria.
- Casino Night, October 27 from 7-9 p.m. in Beth Tedrow Student Center
For every 3 non-perishable food items donated you will receive an extra grand prize ticket.
Prizes will be handed out throughout the night.
Halloween Costume theme with * 1st, 2nd and 3rd, place winners for costumes receiving prizes.

This year SGA will provide a student only bus to the Garden City vs. Dodge City football game October 22nd. The bus will leave at 5:30 p.m. on a first come, first serve basis. All students who ride the bus to the game will be required to ride back on the bus. Rides are free to all students and SGA will be paying for admission to the game.

Trick-Or-Treat so Others Can Eat is starting soon. Food will be collected by 4 p.m. November 15 in the annual campaign.. The food is being collected for the Emmaus House and will be used throughout the holiday season.

The Court Appointed Special Advocate program is looking for people to adopt a foster child for a Secret Santa endeavor during the holidays.

The Kansas National Education Association student chapter cleanup and renovation project will be on Saturday October 22, 8 a.m.-4p.m at Jennie Barker Elementary School.

Campus Cleanup for all GCCCC student organizations will be on Wednesday November 2, 3-5 p.m.

SGA may decorate the center of campus with lights for Christmas. All SGA organizations are encouraged to participate either through purchasing lights or by volunteering time to help decorate

Trustees expressed their appreciation for the report.

REPORT FROM FACULTY SENATE:

Linda Morgan, Department of Public Safety Instructor/Director and Faculty Senate President, reminded trustees that Faculty Senate information was part of the electronic board packet.

(Supporting documents filed with official minutes.)

Program Report:

Teaching and Learning Center

Kathy Irvin, Part-Time Coordinator and Chip Marcy Economics Instructor

Economics Instructor Charles "Chip" Marcy introduced the center's part-time coordinator, Kathy Irvin, and defined the center's mission as facilitating a quality learning environment, integrating new employees into the learning environment, and providing professional development and resources. In addition to Marcy and Irvin, the center provides assistance with help from Steve Thompson, business instructor; Judy Whitehill, Social Science Division director; and Lachele Greathouse, business instructor.

This fall the TLC has provided eight group and numerous individual training sessions on everything from e-college technology to GCCC's digital gradebook system, and is offering additional sessions on the Microsoft Office application, the campus Outlook calendar, various computer applications, event planning, Facebook and the college's Datatel computerized information management system.

Board Members expressed appreciation to Marcy for his report.

CONSENT AGENDA

Chair Worf asked if Trustees wished to add or remove any items from the consent agenda for discussion; no one did. Chair Worf then asked for a motion approving consent agenda items A-E.

Motion:

Clifford, moved, seconded by Douglas, to approve consent agenda items A through E as presented

Discussion followed in which attention was drawn to next to last page of the Kansas Postsecondary Education Loan amendment to the loan agreement between The Kansas Board of Regents and Garden City Community College. The address that notices will be sent to shall be verified.

Chair Worf inquired about the selection of the construction manager for the two upcoming remodeling projects.

President Swender stated that three bids from reputable local contractors were received and consideration was given to all bidders. After careful consideration and deliberation, it is the administrative recommendation to contract with Dick Construction Inc., Garden City, Kansas, to serve as Construction Manager for these two projects for a fee of seven percent, plus billable costs, the president explained.

Swender added that Dick Construction has been involved in a number of projects on the GCCC campus over the last several years, including the Student & Community Services Center; Fouse Building remodeling project phase I & II; and Penka Building addition. Dick Construction has become familiar with the needs and limitations of GCCC facilities, has met past construction deadlines, maintained and controlled budget limitations and provided quality work with guarantees, the president noted.

Motion carried 5-0

Approved actions follow:

(A) APPROVED MINUTES of previous meeting (September 14, 2011)

(Supporting documents filed with official minutes.)

(B) APPROVED PERSONNEL ACTIONS/CONTRACTS, as presented

(Supporting documents filed with official minutes.)

(C) APPROVED SUBMITTED FINANCIAL INFORMATION, as presented

(Supporting documents filed with official minutes.)

(D) APPROVED PURCHASES OVER \$20,000, as presented

D-1 2011-2012 Advertising Contract, Garden City Telegram

Vendor: Garden City Telegram

For: 2011-2012 Advertising Contract

Amount: Allocation of \$40,000

D-2 Perceptive Software Annual Maintenance ("ImageNow")

Vendor: ImageNow

For: Annual Maintenance, data migration, and training

Amount: \$26,584.00 annual maintenance

\$13,000.00 managed services, database migration services and administrator

D-3 training
Administrative Building Renovation/Renovation for Adult Learning Center
Refugee Program Building
Vendor: Dick Construction
For: Administrative Building Renovation/Renovation for ALC Refugee Program
building
Amount: Not to exceed \$325,000.00
(Supporting documents filed with official minutes.)

(E) APPROVED OTHER, as presented

E-1 Resolution 2011-2 adding Dr. Swender to authorized signers for Kansas Municipal Investment Pod account.

E-2 PEI Amendment to loan

(Supporting documents filed with official minutes.)

MONITORING REPORTS and ENDS REPORTS:

Trustees indicated they had received and reviewed Information and Advice #2, #3, #5, and Work Preparedness, one of five objectives linked to the college statement of mission.

Chair Worf affirmed that the monitoring report had been read and provided a reasonable interpretation of the policy and evidence of compliance.

BOARD PROCESS AND POLICY GOVERNANCE REVIEW:

Trustees devoted time reviewing Workforce Development, and no changes were suggested. Trustees revisited Annual Treatment of People # 1-#6. Trustees felt that this report should be given semi-annually, with #1 and #6 in August and # 2 through #5 in May.

Chair Worf distributed Principle in Practice pages to trustees. Trustees sharpened policy governance skills by discussing a practice scenario. Worf stated that practice policy governance scenarios would be part of future meetings. In addition, as agreed in the September 14 meeting, Worf provided members with a list of suggested ownership linkage opportunities.

(Supporting documents filed with official minutes.)

OWNERSHIP LINKAGE:

Trustees acknowledged receipt of letters of appreciation from Pine Village for a memorial for Dorothy Rishel and one from Family Crisis Services, Inc., for a memorial for Paula Danley.

Trustee Schwartz stated that the establishment of a Christian athlete organization for students by Alaura Sharp, Head Women's Basketball Coach and Trina Moquett, Head Women's Softball Coach, was discussed and applauded at a Kiwanis meeting this morning.

REPORTS:

Trustees 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.

Presidential Comments:

Dr. Swender distributed summer 2011 and fall 2011 demographic statistics on the student body to Trustees.

Based on the total student count, the report for the current semester indicates that 55.7 percent of GCCC students are women and 44.3 percent are men; and that 45.4 percent of those enrolled come from minority or non-reported ethnic backgrounds, while 54.6 percent identify themselves as white. By age, the number of younger or

traditional college-age students rose this term to 78 percent of the total, compared to 22 percent who are age 26 or above.

A total of 60.2 percent of the fall semester students are Finney County residents, with 28.1 percent coming from other Kansas counties. Only 11.7 percent are residents of other states or nations.

The report also showed a nearly equal division between full-time and part-time students, with 48.4 percent registered in 11 or fewer credit hours, and 51.6 percent enrolled in 12 credit hours or more.

Annual Report:

Dr. Swender drew board attention to the 2010-2011 Annual Report. This 12 page document will be inserted in the October 24 edition of the Garden City Telegram. The document covers GCCC accomplishments and highlights for the year that concluded June 30. Dr. Swender acknowledged and thanked Steve Quakenbush, Director of Information Services, for his work on this document. He said the report clearly indicates that GCCC touches many lives.

TRAC-7 Grant:

Garden City Community College will share in a series of \$500 million in grants to community colleges across the nation for targeted training and workforce development. The grant awards were announced Sept. 26 in Washington, DC by the U.S. Departments of Labor and Education, and they're designed to support partnerships between community colleges and employers for the development of programs that lead to good jobs, as well to build instructional programs that meet specific industry needs.

Funds will be distributed to colleges in 40 states, with a total of \$19,619,450 going to the seven-member TRAC-7 consortium in Kansas, which includes GCCC. Led by the Institute of Technology at Washburn University, Topeka, the group also includes Cloud County Community College, Concordia; Dodge City Community College; Highland Community College; Flint Hills Technical College, Emporia; and Salina Area Technical College.

GCCC will receive a total of \$1.74 million over three years, to expand the Meat and Food Science Program for training of inspectors. Swender told Trustees that Dr. Lenora Cook has been heavily involved with this endeavor. Draw down of grant funds may begin October 1.

Dr. Swender told Trustees that Deanna Mann, as Assistant to President for Grants and Accreditation, will direct the oversight of all grant work.

Hispanic Student Day:

Hispanic American Leadership Organization and other groups hosted the annual Hispanic Student Day at GCCC on September 30, 2011, drawing 150 juniors and seniors from six area high schools to focus on opportunity through education.

GCCC Endowment Association Phonathon:

Callers and contributors came together and raised a total of \$77,532 in gifts and pledges in the 32nd Annual Garden City Community College Endowment Association Scholarship Phonathon, which concluded Thursday, October 13. Dr. Swender congratulated Melinda Harrington, Director of the Endowment Association, and her staff.

Health Care Career Fair:

Dr. Swender told Trustees that October 7 Nursing and Allied Health hosted the first GCCC Health Care Career Fair in the Penka Building, with approximately 15 health care employers and trainers putting up booths.

Revitalize Playground:

Volunteers will be converging Oct. 22 at Jennie Barker Elementary School to revitalize the playground and add landscaping in a project spearheaded by the Garden City Community College student chapter of the Kansas National

Education Association.

Mexican Consulate:

The Consulate of Mexico will be presenting a \$10,000 gift this week to Garden City Community College for scholarships to aid men and women who want to work toward their associate degrees through Spanish-language classes from EduKan, the Internet community college consortium.

Electronic Message Board:

The electronic display board that the Student Government Association Executive Council approved last year has been installed in the central campus mall. The sign is able to re-play video from GCCC events such as plays, concerts or athletics, while also serving as an electronic message center. Dr. Swender thanked Dean of Student Services, Ryan Ruda for his efforts on this project.

Trustees received the yearly Campus Crime Statistics report, completed by Safety and Security Coordinator Craig Haley. Dr. Swender stated that GCCC has a safe campus, mentioning college-wide video surveillance system and the work of the college security force, and noting that crime incidents are down.

At this point in the meeting Chair Worf stated that \$2.1 million dollars in student aid is going back into the local economy.

Trustee Douglass asked if there were policies and procedures in place governing social media, and Dean of Student Services, Ryan Ruda replied that policies and procedures are published under student code of conduct in the student handbook; and that violations to social media policy come with consequences.

REPORT FROM FINNEY COUNTY ECONOMIC DEVELOPMENT CORPORATION:

- Schwartz indicated that it had been quiet month at FCEDC.
- Schwartz told Trustees that he had been involved in preparing a quarterly update that will be available to the public soon.
- Work continues with active prospects.

Chair Worf drew trustee attention upcoming calendar dates.

EXECUTIVE SESSION:

The Board recessed at 7:10 p.m. for a short break and reconvened at 7:15 into a 10 minute executive session for the purpose of discussing non-elected personnel. No action will be taken.

Included:

Board members and Dr. Herbert Swender.

Meeting adjourned at 7:25 p.m.

UPCOMING CALENDAR EVENTS:

| | |
|----------------------|--|
| <u>Nov. 16</u> | Regular monthly meeting – Dinner 5:00 p.m., Broncbuster Room, call to order 6:00 p.m. Endowment Room |
| <u>Nov. 23-24</u> | Thanksgiving Break-NO CLASSES – OFFICES CLOSED |
| <u>Dec. 14</u> | Regular monthly meeting – Dinner 5:00 p.m., Broncbuster Room, call to order 6:00 p.m. Endowment Room |
| <u>Dec.12-14</u> | Final Exams |
| <u>Dec. 19-Jan.2</u> | Christmas Holiday – NO CLASSES – OFFICES CLOSED |
| <u>Jan.9</u> | Faculty Report – In-Service |
| <u>Jan. 11</u> | Classes Begin |
| | Regular monthly meeting – Dinner 5:00 p.m., Broncbuster Room, call to order 5:45p.m. Endowment Room |

Debra J. Atkinson
Deputy Clerk

Herbert J. Swender, Ed.D.
Secretary

Terri Worf
Chair of the Board

Agenda No: II-B

Date: November 16, 2011

**Topic: Approval of Personnel Actions-Human Resources
Adjunct/Outreach Contracts**

Presenter: Dr. Herbert J. Swender

Background Information:

All full-time employees hired by the college's administration are subject to final board approval. The following document represents new employees, separations, transfers/promotions, vacancies and retiring employees serving Garden City Community College and are presented for board approval.

Budget Information:

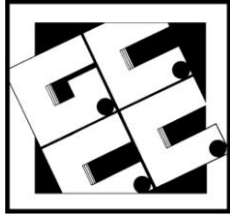
Salaries are commensurate with duties and responsibilities and are included in the annual budget.

Recommended Board Action:

Approve the personnel for employment, retirement, separation, and transfer/promotion as reported by the office of Human Relations.

**Board Action Taken: Approved Disapproved
 Ayes Nays No Action**

Board Member Notes:



Garden City COMMUNITY COLLEGE

November 2, 2011

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

New Hire

Gina Gallardo-Cavasos, Physical Plant Office Manager, effective October 24, 2011

Separations

Lesa Gilbert, Admissions Representative, effective October 20, 2011

Kelley Reeve, Assessment Clerk, effective November 7, 2011

Retirement

Transfers/Promotions

Vacancies

Industrial Production Instructor
Counselor/SSS Advisor
ETS – Educational Advisor
ETS – Part time Secretary
ETS – Director
CECS Administrative Assistant
Admissions Representative
Nursing Instructor
Adjunct Fire Science Instructor
ESL/GED Instructors

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 11/16/11)**

| INSTRUCTOR | CLASS | AMOUNT |
|---|---|--------------------|
| Campos, Mark | College Skills Development (PCDE-101-22) 1.00 FLC x \$400.00/FLC 11-00-0000-11083-5260 10/17 – 12/15/11 | \$ 400.00 |
| Miller, Linda | College Skills Development (PCDE-101-23) 1.00 FLC x \$400.00/FLC 11-00-0000-11083-5260 10/17 – 12/15/11 | \$ 400.00 |
| Munoz, Kellee | Academic Recovery & Success (PCDE-110-05) 1.00 FLC x \$470.00/FLC 11-00-0000-11080-5260 10/17 – 12/15/11 | \$ 470.00 |
| OUTREACH FACULTY | | |
| Hoeme, Anita | Certified Nurse Aide Lab (HELR-102L-SO) 0.51 FLC x \$500.00/FLC 12-00-0000-12203-5220 9/7 – 12/9/11 | \$ 255.00 |
| Hoeme, Anita | Certified Nurse Aide Lab (HELR-102L-SOA) 0.51 FLC x \$500.00/FLC 12-00-0000-12203-5220 9/7 – 12/9/11 | \$ 255.00 |
| Kasselmann, Lalani | Certified Nurse Aide (HELR-1023-SO) 3.00 FLC x \$470.00/FLC 12-00-0000-12203-5220 9/7 – 12/9/11 | \$ 1,410.00 |
| Kasselmann, Lalani | Certified Nurse Aide Lab (HELR-102L-SO) 1.82 FLC x \$470.00/FLC 12-00-0000-12203-5220 9/7 – 12/9/11 | \$ 855.40 |
| Kasselmann, Lalani | Certified Nurse Aide Lab (HELR-102L-SOA) 1.82 FLC x \$470.00/FLC 12-00-0000-12203-5220 9/7 – 12/9/11 | \$ 855.40 |
| TOTAL ADJUNCT/OUTREACH FACULTY CONTRACTS | | \$ 4,980.80 |

**GARDEN CITY COMMUNITY COLLEGE
 FACULTY CONTRACTS FOR NON-CREDIT CLASSES
 (Presented to Board of Trustees for Approval 11/16/11)**

| INSTRUCTOR | CLASS | AMOUNT |
|--------------------|--|---------------|
| Castillo, Angelica | Pronto Spanish (COMM106-15) 14 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 10/17 - 11/4/11 | \$ 420.00 |
| Douglass, Lucille | Women on Target - NRA Basic Pistol (CRMJ315-04) 8 contact hour(s) @ \$20.00/hour 14-00-8033-31000-5270 | \$ 160.00 |

| | | | |
|----------------------|---|----|--------|
| | 10/1/11 | | |
| Linville, Donald R. | Leading from the Front (PROF129-01) 4 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 10/7/11 | \$ | 120.00 |
| Linville, Donald R. | Change Management (PROF135-01) 4 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 10/24/11 | \$ | 120.00 |
| Linville, Donald R. | Performance Under Pressure (PROF136-01) 4 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 10/25/11 | \$ | 120.00 |
| Linville, Donald R. | Winning with People (PROF137-01) 4 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 10/26/11 | \$ | 120.00 |
| Linville, Donald R. | Team Building & Delegation (PROF118-06) 4 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 11/1/11 | \$ | 120.00 |
| Linville, Donald R. | Interviewing & Hiring (PROF111-09) 4 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 11/2/11 | \$ | 120.00 |
| Miller, Trudy | Jewelry Design - College for Life (SLFM500-02) 2 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 9/14/11 | \$ | 50.00 |
| Morphew, Jamie | QuickBooks Fundamentals (COMP701-25) 8 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 10/18 - 10/19/11 | \$ | 240.00 |
| Prewitt, Robert | KS Carry Concealed Handgun - 8 Hour Class (CRMJ300-70) 4 contact hour(s) @ \$30.00/hour 14-00-8033-31000-5270 10/29/11 | \$ | 120.00 |
| Soldner, Jerry | KS Carry Concealed Handgun - 8 Hour Class (CRMJ300-70) 3 contact hour(s) @ \$30.00/hour 14-00-8033-31000-5270 10/29/11 | \$ | 90.00 |
| Sosa, Elizabeth | Inspiring Motivation & Commitment (PROF125-03) 4 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 10/4/11 | \$ | 120.00 |
| Stubblefield, Robert | Woodworking (HMGD175-13) 45 contact hour(s) @ \$20.00/hour 14-00-8006-31000-5270 10/18 - 2/14/11 | \$ | 900.00 |
| Turley, Cricket | Quilting: A Basic Intro (SLFM179-02) 2 contact hour(s) @ \$25.00/hour 14-00-8006-31000-5270 10/10/11 | \$ | 50.00 |
| Valenzuela, Robin | Developing an Image (PROF128-01) | \$ | 60.00 |

| | | | |
|---|-------------|--|--------------------|
| | | 2 contact hour(s) @ \$30.00/hour 14-00-8004-31000-5270 10/6/11 | |
| Williams, Douglas | | KS Carry Concealed Handgun - 8 Hour Class (CRMJ300-70) 10 contact hour(s) @ \$30.00/hour 14-00-8033-31000-5270 10/29/11 | \$ 300.00 |
| TOTAL NON-CREDIT FACULTY CONTRACTS | | | \$ 3,230.00 |
| 14-00-8004-31000-5270 | \$ 1,560.00 | (Business & Industry) | |
| 14-00-8006-31000-5270 | \$ 1,000.00 | (Personal Enrichment) | |
| 14-00-8033-31000-5270 | \$ 670.00 | (Public Safety) | |

**GARDEN CITY COMMUNITY COLLEGE
SERVICE CONTRACTS
FOR ADJUNCT FACULTY**
(Presented to Board of Trustees for Approval 11/16/11)

| INSTRUCTOR | CLASS | AMOUN |
|--|---|--------------------|
| Fischer, Melanie (We Care Online LLC) | Certified Nurse Aide (online) (HELR-1025-30) 2.67 FLC x \$470.00/FLC (Online class Ext. amt: 0.136 x \$470 x 3 cr. Hr = \$191.76) 12-00-0000-12203-6605 9/12 – 10/10/11 | \$ 1,446.66 |
| Fischer, Melanie (We Care Online LLC) | Certified Nurse Aide (online) (HELR-1025-31) 2.67 FLC x \$470.00/FLC (Online class Ext. amt: 0.136 x \$470 x 3 cr. Hr = \$191.76) 12-00-0000-12203-6605 10/10 – 11/7/11 | \$ 1,446.66 |
| Fischer, Melanie (We Care Online LLC) | Nursing Home Med. Aide (online) (HELR-1035-31) 2.44 FLC x \$470.00/FLC (Online class Ext. amt: 0.136 x \$470 x 3 cr. Hr = \$191.76) 12-00-0000-12203-6605 9/19 – 11/14/11 | \$ 1,338.56 |
| Thompson, Kevin (U.S.D. 215) | English I (ENGL-101-LK /LA) \$375.00 (USD Rate) x 3.75 FLC (19 students) 11-00-0000-11021-6610 8/19 – 11/11/11 | \$ 1,406.25 |
| TOTAL ADJUNCT SERVICE CONTRACTS | | \$ 5,638.13 |

Agenda No: II-C

Date: November 16, 2011

Topic: Financial Information

Presenter: Dr. Herbert J. Swender

Background Information:

Presentation of monthly financial documents:

Checks over \$20,000

Revenues

Expenses

Cash in Bank

Budget Information:

Financial information represents monthly expenditures over \$20,000 and revenues, expenses and cash deposits.

Recommended Board Action:

Accept and approve financial information as presented.

Board Action Taken: **Approved** **Disapproved**

Ayes **Nays** **No Action**

Board Member Notes:

**CHECKS PROCESSED IN EXCESS OF \$20,000
NOVEMBER 2011**

Purchases over \$20,000 requiring bid sheet:

No purchases to report this month

Payments over \$20,000 not requiring bid sheets:

- Check #211231 to Blue Cross & Blue Shield of Kansas for \$100,193.57 for October health insurance premiums.
- Check #211325 to City of Garden City for \$48,456.70 for utilities.
- Check #211327 to Commerce Bank for \$47,106.27 for various purchase card charges.
- Check #211330 to EduKan for \$67,540.00 for Fall Session 1 tuition.
- Check #211609 to Blue Cross & Blue Shield of Kansas for \$100,038.14 for November health insurance premiums.

Fiscal Year: 2012

BUDGET.OFFICER: Unassigned

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|-------------|---------------|----------------|----------------|---------|
| 11-00-0000-00000-4001 TUITION IN STATE : | 0.00 | 1,467.42 | 747,109.00- | 1,724,000.00- | 976,891.00- | 56.66 |
| 11-00-0000-00000-4002 AMMONIA REFG COURS | 0.00 | 35,624.00- | 90,500.00- | 425,000.00- | 334,500.00- | 78.71 |
| 11-00-0000-00000-4003 AUTOMATION ELECT C | 0.00 | 0.00 | 4,614.00- | 0.00 | 4,614.00- | 0.00 |
| 11-00-0000-00000-4004 TUITION OUT OF STA | 0.00 | 7,215.00- | 147,485.00- | 465,000.00- | 317,515.00- | 68.28 |
| 11-00-0000-00000-4005 ACAD COURSE FEE : | 0.00 | 411.00- | 25,340.00- | 59,100.00- | 33,760.00- | 57.12 |
| 11-00-0000-00000-4006 OUTREACH CREDIT HO | 0.00 | 425.00- | 27,693.00- | 70,000.00- | 42,307.00- | 60.44 |
| 11-00-0000-00000-4007 TECHNOLOGY FEE-C : | 0.00 | 304.07- | 156,045.00- | 353,000.00- | 196,955.00- | 55.79 |
| 11-00-0000-00000-4008 TECHNOLOGY FEE-O : | 0.00 | 231.00- | 14,679.00- | 32,000.00- | 17,321.00- | 54.13 |
| 11-00-0000-00000-4011 MISC STUDENT BILL | 0.00 | 12.32- | 101.29 | 45,000.00 | 44,898.71 | 99.77 |
| 11-00-0000-00000-4013 TUITION INTERNATIO | 0.00 | 402.00- | 8,911.00- | 0.00 | 8,911.00 | 0.00 |
| 11-00-0000-00000-4102 PRIVATE GIFTS/GRAN | 0.00 | 0.00 | 0.00 | 25,000.00- | 25,000.00- | 100.00 |
| 11-00-0000-00000-4501 BUILDING/ROOM RENT | 0.00 | 125.00- | 6,015.00- | 10,000.00- | 3,985.00- | 39.85 |
| 11-00-0000-00000-4512 VENDING MACHINES : | 0.00 | 1,030.88- | 2,799.75- | 12,000.00- | 9,200.25- | 76.67 |
| 11-00-0000-00000-4601 STATE OPERATING GR | 0.00 | 0.00 | 936,830.50- | 1,872,448.00- | 935,617.50- | 49.97 |
| 11-00-0000-00000-4803 AD VALOREM PROPERT | 0.00 | 3,971.52- | 3,971.52- | 7,225,715.00- | 7,221,743.48- | 99.95 |
| 11-00-0000-00000-4805 MOTOR VEHICLE PROP | 0.00 | 74,000.08- | 338,166.28- | 643,541.00- | 305,374.72- | 47.45 |
| 11-00-0000-00000-4806 RECREATIONAL VEHIC | 0.00 | 1,074.48- | 4,840.84- | 9,700.00- | 4,859.16- | 50.09 |
| 11-00-0000-00000-4807 DELINQUENT TAX : G | 0.00 | 26,296.45- | 71,832.17- | 225,000.00- | 153,167.83- | 68.07 |
| 11-00-0000-00000-4808 PAYMENTS IN LIEU O | 0.00 | 0.00 | 0.00 | 104,101.00- | 104,101.00- | 100.00 |
| 11-00-0000-00000-4809 Rental Excise Tax | 0.00 | 0.00 | 4,670.63- | 0.00 | 4,670.63 | 0.00 |
| 11-00-0000-00000-4810 16/20 M TAX : GENE | 0.00 | 93.19- | 569.61- | 19,715.00- | 19,145.39- | 97.11 |
| 11-00-0000-00000-4811 TAX IN PROCESS : G | 0.00 | 0.00 | 124,084.00- | 150,000.00- | 25,916.00- | 17.28 |
| 11-00-0000-00000-4902 INTEREST INCOME : | 0.00 | 953.42- | 4,997.04 | 100,000.00- | 104,997.04- | 105.00 |
| 11-00-0000-00000-4905 ADMINISTRATIVE ALL | 0.00 | 1,275.73- | 47,978.18- | 95,000.00- | 47,021.82- | 49.50 |
| 11-00-0000-00000-4907 MISCELLANEOUS INCO | 0.00 | 539.02- | 4,868.04- | 65,000.00- | 60,131.96- | 92.51 |
| 11-00-0000-00000-4912 TRANSCRIPTS : GENE | 0.00 | 887.16- | 5,242.16- | 16,000.00- | 10,757.84- | 67.24 |
| 11-00-0000-00000-9999 CONTINGENCY ACCOUN | 0.00 | 0.00 | 0.00 | 270,000.00- | 270,000.00- | 100.00 |
| ===== | | | | | | |
| Totals for FUND: 11 - GENERAL | 0.00 | 153,403.90- | 2,769,146.35- | 13,926,320.00- | 11,157,173.65- | 80.12 |
| ===== | | | | | | |
| 12-00-0000-00000-4003 AUTOMATION ELECT C | 0.00 | 0.00 | 0.00 | 20,000.00- | 20,000.00- | 100.00 |
| 12-00-0000-00000-4005 ACAD COURSE FEE : | 0.00 | 645.00- | 45,933.00- | 100,900.00- | 54,967.00- | 54.48 |
| 12-00-0000-00000-4601 STATE OPERATING GR | 0.00 | 0.00 | 328,437.00- | 656,839.00- | 328,402.00- | 50.00 |
| 12-00-0000-00000-4803 AD VALOREM PROPERT | 0.00 | 0.00 | 0.00 | 1,524,285.00- | 1,524,285.00- | 100.00 |
| ===== | | | | | | |
| Totals for FUND: 12 - PTE FUND | 0.00 | 645.00- | 374,370.00- | 2,302,024.00- | 1,927,654.00- | 83.74 |
| ===== | | | | | | |
| 61-00-0000-00000-4103 TAX CREDIT DONATIO | 0.00 | 0.00 | 1,500.00- | 208,233.00- | 206,733.00- | 99.28 |
| 61-00-0000-00000-4803 AD VALOREM PROPERT | 0.00 | 223.85- | 223.85- | 486,809.00- | 486,585.15- | 99.95 |
| 61-00-0000-00000-4805 MOTOR VEHICLE PROP | 0.00 | 4,110.02- | 18,782.07- | 35,752.00- | 16,969.93- | 47.47 |
| 61-00-0000-00000-4806 RECREATIONAL VEHIC | 0.00 | 59.67- | 268.89- | 539.00- | 270.11- | 50.11 |
| 61-00-0000-00000-4807 DELINQUENT TAX : G | 0.00 | 1,474.43- | 3,993.37- | 10,515.00- | 6,521.63- | 62.02 |
| 61-00-0000-00000-4808 PAYMENTS IN LIEU O | 0.00 | 0.00 | 1,215.00- | 5,783.00- | 4,568.00- | 78.99 |
| 61-00-0000-00000-4810 16/20 M TAX : GENE | 0.00 | 5.04- | 290.18- | 1,095.00- | 804.82- | 73.50 |
| 61-00-0000-00000-4811 TAX IN PROCESS : G | 0.00 | 0.00 | 5,779.76- | 7,400.00- | 1,620.24- | 21.90 |
| ===== | | | | | | |
| Totals for FUND: 61 - CAPITAL OUTLAY | 0.00 | 5,873.01- | 32,053.12- | 756,126.00- | 724,072.88- | 95.76 |
| ===== | | | | | | |
| Totals for BUDGET.OFFICER: Unassigned | 0.00 | 159,921.91- | 3,175,569.47- | 16,984,470.00- | 13,808,900.53- | 81.30 |

Fiscal Year: 2012

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 | 6,561.59 | 6,561.59 | 100.00 |
| DEPARTMENT: 11010 - BUSINESS & ECONOMI | 0.00 | 4,107.99 | 12,323.62 | 93,524.00 | 81,200.38 | 86.82 |
| DEPARTMENT: 11020 - HUMANITIES | 89.39 | 1,293.06 | 1,456.46 | 31,536.00 | 29,990.15 | 95.10 |
| DEPARTMENT: 11021 - ENGLISH | 0.00 | 30,141.53 | 83,563.91 | 364,214.00 | 280,650.09 | 77.06 |
| DEPARTMENT: 11022 - SPEECH | 0.00 | 5,454.85 | 14,299.30 | 73,604.00 | 59,304.70 | 80.57 |
| DEPARTMENT: 11023 - PHILOSOPHY | 0.00 | 538.25 | 538.25 | 0.00 | 538.25- | 0.00 |
| DEPARTMENT: 11024 - PHOTOGRAPHY | 0.00 | 293.30 | 879.89 | 2,892.00 | 2,012.11 | 69.58 |
| DEPARTMENT: 11025 - JOURNALISM | 0.00 | 4,509.93 | 14,731.27 | 61,543.00 | 46,811.73 | 76.06 |
| DEPARTMENT: 11026 - BROADCASTING | 0.00 | 478.67 | 622.88 | 9,854.00 | 9,231.12 | 93.68 |
| DEPARTMENT: 11030 - ART | 254.37 | 13,909.54 | 43,839.34 | 143,255.00 | 99,161.29 | 69.22 |
| DEPARTMENT: 11031 - DRAMA | 516.32 | 6,318.32 | 22,910.13 | 71,772.00 | 48,345.55 | 67.36 |
| DEPARTMENT: 11032 - VOCAL MUSIC | 0.00 | 8,108.22 | 24,578.91 | 77,494.00 | 52,915.09 | 68.28 |
| DEPARTMENT: 11033 - INST MUSIC | 819.99 | 12,118.81 | 32,203.65 | 146,962.00 | 113,938.36 | 77.53 |
| DEPARTMENT: 11040 - SCIENCE | 212.89 | 38,623.83 | 116,742.84 | 477,867.41 | 360,911.68 | 75.53 |
| DEPARTMENT: 11050 - MATH | 49.42 | 30,818.51 | 86,702.91 | 364,473.00 | 277,720.67 | 76.20 |
| DEPARTMENT: 11060 - SOCIAL SCIENCE | 0.00 | 38,373.03 | 113,218.40 | 518,252.00 | 405,033.60 | 78.15 |
| DEPARTMENT: 11070 - HEALTH & PHYSICAL | 0.00 | 13,066.50 | 51,391.01 | 159,128.00 | 107,736.99 | 67.70 |
| DEPARTMENT: 11071 - WELLNESS-SUPER CIR | 0.00 | 9,385.61 | 27,448.80 | 101,922.00 | 74,473.20 | 73.07 |
| DEPARTMENT: 11080 - ESSENTIAL SKILLS | 0.00 | 1,106.62 | 1,887.45 | 700.00 | 1,187.45- | 169.63- |
| DEPARTMENT: 11081 - READING | 0.00 | 4,880.05 | 14,703.59 | 56,654.00 | 41,950.41 | 74.05 |
| DEPARTMENT: 11082 - ESL | 0.00 | 5,736.44 | 16,499.05 | 68,871.00 | 52,371.95 | 76.04 |
| DEPARTMENT: 11083 - COLLEGE SKILLS | 0.00 | 2,945.37 | 8,947.52 | 20,905.00 | 11,957.48 | 57.20 |
| DEPARTMENT: 11090 - ACADEMIC CHALLENGE | 0.00 | 400.00 | 2,800.00 | 5,000.00 | 2,200.00 | 44.00 |
| DEPARTMENT: 11095 - FORENSICS COMPETIT | 0.00 | 0.00 | 0.00 | 11,270.00 | 11,270.00 | 100.00 |
| DEPARTMENT: 11100 - TECHNOLOGY--INSTRU | 71,194.91 | 9,525.82 | 160,197.55 | 353,000.00 | 121,607.54 | 34.45 |
| DEPARTMENT: 12011 - MID-MANAGEMENT & B | 0.00 | 0.00 | 810.00- | 0.00 | 810.00 | 0.00 |
| DEPARTMENT: 12014 - FINNUP LAB | 0.00 | 5,611.74 | 16,799.27 | 79,322.00 | 62,522.73 | 78.82 |
| DEPARTMENT: 12090 - BSIS COMPETITION T | 0.00 | 0.00 | 0.00 | 1,000.00 | 1,000.00 | 100.00 |
| DEPARTMENT: 12200 - ADN PROGRAM | 0.00 | 119.00 | 14.74- | 0.00 | 14.74 | 0.00 |
| DEPARTMENT: 12201 - LPN PROGRAM | 0.00 | 0.00 | 743.05- | 0.00 | 743.05 | 0.00 |
| DEPARTMENT: 12202 - EMT | 0.00 | 0.00 | 1,147.53- | 0.00 | 1,147.53 | 0.00 |
| DEPARTMENT: 12203 - ALLIED HEALTH | 0.00 | 0.00 | 6,003.66- | 0.00 | 6,003.66 | 0.00 |
| DEPARTMENT: 12210 - AGRICULTURE | 0.00 | 0.00 | 2,116.94- | 0.00 | 2,116.94 | 0.00 |
| DEPARTMENT: 12211 - ANIMAL SCIENCE | 0.00 | 0.00 | 3,300.00 | 0.00 | 3,300.00- | 0.00 |
| DEPARTMENT: 12220 - JOHN DEERE AG TECH | 0.00 | 0.00 | 6.66 | 0.00 | 6.66- | 0.00 |
| DEPARTMENT: 12240 - CRIMINAL JUSTICE | 4,653.50 | 0.00 | 6,787.66- | 0.00 | 2,134.16 | 0.00 |
| DEPARTMENT: 12241 - FIRE SCIENCE | 0.00 | 0.00 | 40.00- | 0.00 | 40.00 | 0.00 |
| DEPARTMENT: 12242 - CHALLENGE COURSE | 0.01- | 538.25 | 538.26 | 1,887.00 | 1,348.75 | 71.48 |
| DEPARTMENT: 12270 - AMMONIA REFRIGERAT | 9,231.27 | 43,615.70 | 93,779.09 | 399,353.00 | 296,342.64 | 74.21 |
| DEPARTMENT: 12271 - AUTOMATION ELECTRI | 0.00 | 259.16 | 2,473.71- | 0.00 | 2,473.71 | 0.00 |
| DEPARTMENT: 12272 - INDUSTRIAL MAINTEN | 0.00 | 0.00 | 2,099.98- | 0.00 | 2,099.98 | 0.00 |
| DEPARTMENT: 12273 - WELDING | 0.00 | 0.00 | 1.68- | 0.00 | 1.68 | 0.00 |
| DEPARTMENT: 12290 - FINNEY COUNTY LEAR | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| DEPARTMENT: 21100 - GRANT MANAGMENT & | 0.00 | 6,675.94 | 26,703.26 | 140,128.42 | 113,425.16 | 80.94 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 0.00 | 0.00 | 0.00 | 8,235.00 | 8,235.00 | 100.00 |
| DEPARTMENT: 32000 - BUSINESS & INDUSTR | 0.00 | 4,971.26 | 19,888.32 | 59,934.00 | 40,045.68 | 66.82 |
| DEPARTMENT: 41000 - LIBRARY | 2,441.44 | 12,385.01 | 48,668.70 | 179,302.00 | 128,191.86 | 71.49 |
| DEPARTMENT: 41009 - COMPREHENSIVE LEAR | 112.50 | 6,985.97 | 21,898.19 | 94,907.00 | 72,896.31 | 76.81 |
| DEPARTMENT: 42000 - DEAN OF LEARNING S | 0.00 | 984.62 | 7,304.16 | 40,812.00 | 33,507.84 | 82.10 |
| DEPARTMENT: 42001 - DEAN OF ACADEMICS | 45.90 | 19,755.92 | 67,034.35 | 268,573.00 | 201,492.75 | 75.02 |
| DEPARTMENT: 42002 - OUTREACH | 0.00 | 1,647.56 | 26,158.93 | 82,707.00 | 56,548.07 | 68.37 |

| | | | | | | |
|--|------------|-----------|------------|--------------|--------------|--------|
| DEPARTMENT: 42003 - FACULTY SENATE | 2,277.14 | 3,714.35 | 5,201.31 | 29,455.00 | 21,976.55 | 74.61 |
| DEPARTMENT: 42005 - DEAN OF TECHNICAL | 148.03 | 12,311.47 | 50,199.50 | 200,673.00 | 150,325.47 | 74.91 |
| DEPARTMENT: 42006 - DEAN OF CONT ED CO | 0.00 | 10,245.59 | 39,743.18 | 126,629.00 | 86,885.82 | 68.61 |
| DEPARTMENT: 42007 - BRYAN EDUCATION CE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| DEPARTMENT: 43000 - TRANSITION | 0.00 | 3,276.79 | 13,110.44 | 39,615.00 | 26,504.56 | 66.91 |
| DEPARTMENT: 50000 - DEAN OF STUDENT SE | 231.30 | 11,569.82 | 46,832.89 | 153,646.00 | 106,581.81 | 69.37 |
| DEPARTMENT: 50001 - STUDENT SUPPORT SE | 0.00 | 0.00 | 0.00 | 28,395.00 | 28,395.00 | 100.00 |
| DEPARTMENT: 50002 - EDUCATIONAL TALENT | 0.00 | 0.00 | 0.00 | 11,907.00 | 11,907.00 | 100.00 |
| DEPARTMENT: 50010 - COUNSELING & GUIDA | 28.83 | 9,867.06 | 46,737.10 | 147,953.00 | 101,187.07 | 68.39 |
| DEPARTMENT: 50011 - ASSESSMENT/TESTING | 0.00 | 3,536.56 | 10,746.12 | 50,279.00 | 39,532.88 | 78.63 |
| DEPARTMENT: 50020 - FINANCIAL AID OFFI | 73.14 | 22,682.82 | 82,604.33 | 278,604.00 | 195,926.53 | 70.32 |
| DEPARTMENT: 50030 - ADMISSIONS | 764.42 | 16,155.87 | 62,028.36 | 200,191.00 | 137,398.22 | 68.63 |
| DEPARTMENT: 50040 - REGISTRAR'S OFFICE | 25.00 | 10,746.46 | 44,053.53 | 140,842.00 | 96,763.47 | 68.70 |
| DEPARTMENT: 50050 - STUDENT HEALTH SER | 164.34 | 4,245.27 | 13,425.79 | 50,780.00 | 37,189.87 | 73.24 |
| DEPARTMENT: 50100 - DEAN OF IE/ES | 24.99 | 7,244.91 | 28,446.59 | 28,471.58 | 0.00 | 0.00 |
| DEPARTMENT: 55000 - DIRECTOR OF ATHLET | 385.06 | 18,294.18 | 209,842.07 | 389,809.51 | 179,582.38 | 46.07 |
| DEPARTMENT: 55001 - MEN'S BASKETBALL | 3,882.00 | 13,982.73 | 47,566.58 | 116,105.00 | 64,656.42 | 55.69 |
| DEPARTMENT: 55002 - WOMEN'S BASKETBALL | 337.10 | 11,200.25 | 47,916.25 | 103,846.40 | 55,593.05 | 53.53 |
| DEPARTMENT: 55003 - MEN'S TRACK | 393.15 | 3,519.15 | 13,379.95 | 41,942.80 | 28,169.70 | 67.16 |
| DEPARTMENT: 55004 - WOMEN'S TRACK | 393.15 | 3,543.15 | 13,703.93 | 40,677.80 | 26,580.72 | 65.34 |
| DEPARTMENT: 55005 - WOMEN'S SOFTBALL | 1,217.95 | 5,090.52 | 19,932.80 | 60,597.00 | 39,446.25 | 65.10 |
| DEPARTMENT: 55006 - FOOTBALL | 0.00 | 28,905.42 | 122,146.70 | 294,262.40 | 172,115.70 | 58.49 |
| DEPARTMENT: 55007 - BASEBALL | 6,289.02 | 10,618.18 | 32,723.10 | 107,301.00 | 68,288.88 | 63.64 |
| DEPARTMENT: 55008 - VOLLEYBALL | 0.00 | 9,246.29 | 23,036.65 | 54,244.23 | 31,207.58 | 57.53 |
| DEPARTMENT: 55009 - WOMEN'S SOCCER | 287.50 | 6,422.11 | 23,838.16 | 50,784.98 | 26,659.32 | 52.49 |
| DEPARTMENT: 55012 - CHEERLEADING | 0.00 | 3,848.87 | 9,627.32 | 18,810.64 | 9,183.32 | 48.82 |
| DEPARTMENT: 55014 - RODEO TEAM | 717.40 | 21,657.30 | 53,833.34 | 117,710.00 | 63,159.26 | 53.66 |
| DEPARTMENT: 55015 - MEN'S GOLF | 276.50 | 4,137.45 | 21,869.45 | 39,500.00 | 17,354.05 | 43.93 |
| DEPARTMENT: 55019 - ATHLETIC TRAINING | 172.25 | 10,196.85 | 47,787.74 | 124,820.24 | 76,860.25 | 61.58 |
| DEPARTMENT: 55020 - --- | 0.00 | 0.00 | 300.00 | 0.00 | 300.00- | 0.00 |
| DEPARTMENT: 61000 - PRESIDENT | 2,228.14 | 22,370.48 | 98,877.87 | 400,138.00 | 299,031.99 | 74.73 |
| DEPARTMENT: 61001 - BOARD OF TRUSTEES | 155.25 | 802.42 | 5,235.71 | 24,840.00 | 19,449.04 | 78.30 |
| DEPARTMENT: 61005 - ATTORNEY | 0.00 | 1,064.00 | 6,654.50 | 20,250.00 | 13,595.50 | 67.14 |
| DEPARTMENT: 62000 - DEAN OF ADMIN SERV | 1,092.93 | 42,013.46 | 227,541.31 | 1,272,841.00 | 1,044,206.76 | 82.04 |
| DEPARTMENT: 62010 - HUMAN RESOURCES | 1,109.51 | 8,193.02 | 33,769.18 | 178,456.00 | 143,577.31 | 80.46 |
| DEPARTMENT: 62011 - ADA COMPLIANCE | 0.00 | 3,447.85 | 19,398.17 | 61,725.00 | 42,326.83 | 68.57 |
| DEPARTMENT: 62012 - LEADERSHIP DEVELOP | 16.00 | 0.00 | 0.00 | 1,935.00 | 1,919.00 | 99.17 |
| DEPARTMENT: 62050 - ONE-TIME PURCHASES | 52,871.45 | 2,160.00 | 259,270.45 | 270,000.00 | 42,141.90- | 15.60- |
| DEPARTMENT: 63000 - INFORMATION SERVIC | 12,494.88 | 13,587.98 | 87,500.23 | 223,277.00 | 123,281.89 | 55.21 |
| DEPARTMENT: 64000 - INFORMATION TECHNO | 73,026.56 | 48,700.68 | 244,480.57 | 621,875.00 | 304,367.87 | 48.94 |
| DEPARTMENT: 65000 - CENTRAL SERVICES | 3,514.32 | 7,761.89 | 42,353.55 | 143,830.00 | 97,962.13 | 68.11 |
| DEPARTMENT: 70000 - PHYSICAL PLANT ADM | 2,750.00 | 12,561.29 | 36,330.81 | 111,877.00 | 72,796.19 | 65.07 |
| DEPARTMENT: 71000 - BUILDINGS | 31,251.30 | 45,307.89 | 84,665.31 | 327,371.00 | 211,454.39 | 64.59 |
| DEPARTMENT: 71005 - SCOTT CITY BLDG MA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| DEPARTMENT: 71009 - RENTAL PROPERTY MA | 0.00 | 80.00 | 80.00 | 1,690.00 | 1,610.00 | 95.27 |
| DEPARTMENT: 72000 - CUSTODIAL SERVICES | 1,558.32 | 37,858.77 | 142,350.09 | 526,381.00 | 382,472.59 | 72.66 |
| DEPARTMENT: 73000 - GROUNDS | 10,248.84 | 14,387.96 | 49,024.96 | 145,750.00 | 86,476.20 | 59.33 |
| DEPARTMENT: 73001 - ATHLETIC FIELDS | 22,528.42 | 3,165.43 | 25,170.52 | 87,345.00 | 39,646.06 | 45.39 |
| DEPARTMENT: 74000 - VEHICLES | 1,182.76 | 31,522.57 | 76,407.62 | 323,344.00 | 245,753.62 | 76.00 |
| DEPARTMENT: 75000 - CAMPUS SECURITY | 544.13 | 15,146.57 | 55,643.68 | 190,848.00 | 134,660.19 | 70.56 |
| DEPARTMENT: 76000 - INSURANCE | 0.00 | 13,647.11 | 112,267.25 | 292,820.00 | 180,552.75 | 61.66 |
| DEPARTMENT: 77000 - UTILITIES | 23,461.91- | 48,635.06 | 132,899.72 | 663,300.00 | 553,862.19 | 83.50 |
| DEPARTMENT: 81000 - BOOK SCHOLARSHIPS | 0.00 | 0.00 | 1,814.45- | 62,000.00 | 63,814.45 | 102.93 |
| DEPARTMENT: 81001 - TUIT WAIVER SEN CT | 0.00 | 0.00 | 1,665.00 | 9,020.00 | 7,355.00 | 81.54 |
| DEPARTMENT: 81002 - TUIT WAIVER EMPL/D | 0.00 | 0.00 | 9,836.00 | 33,087.00 | 23,251.00 | 70.27 |
| DEPARTMENT: 81003 - STATE MANDATED WAI | 0.00 | 0.00 | 3,692.00 | 3,000.00 | 692.00- | 23.06- |
| DEPARTMENT: 81004 - TUIT WAIVER CTZ IN | 0.00 | 446.00- | 75,227.00 | 156,575.00 | 81,348.00 | 51.95 |
| DEPARTMENT: 81006 - TUIT WAIVER FINE A | 0.00 | 45.00- | 27,695.00 | 49,938.00 | 22,243.00 | 44.54 |
| DEPARTMENT: 94000 - STUDENT CENTER | 515.98 | 1,724.56 | 15,682.95 | 53,924.00 | 37,725.07 | 69.96 |

| | | | | | | |
|--------------------------------|------------|------------|--------------|---------------|--------------|-------|
| DEPARTMENT: 98001 - CHILD CARE | 0.00 | 3,533.46 | 14,137.12 | 43,616.00 | 29,478.88 | 67.59 |
| ===== | | | | | | |
| FUND: 11 - GENERAL | 301,337.04 | 989,125.25 | 4,179,002.27 | 13,926,320.00 | 9,445,980.69 | 67.83 |

Fiscal Year: 2012

FUND: 12 - PTE FUND

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|------------|------------|---------------|--------------|---------|
| ----- | | | | | | |
| DEPARTMENT: 12010 - ACCOUNTING | 0.00 | 3,726.70 | 9,886.71 | 81,049.00 | 71,162.29 | 87.80 |
| DEPARTMENT: 12011 - MID-MANAGEMENT & B | 0.00 | 6,336.48 | 20,651.10 | 83,171.00 | 62,519.90 | 75.17 |
| DEPARTMENT: 12012 - COMPUTER SCIENCE | 0.00 | 7,473.13 | 16,161.77 | 57,711.00 | 41,549.23 | 72.00 |
| DEPARTMENT: 12200 - ADN PROGRAM | 1,260.49 | 30,178.24 | 92,313.73 | 437,592.00 | 344,017.78 | 78.62 |
| DEPARTMENT: 12201 - LPN PROGRAM | 199.93 | 13,074.05 | 48,303.35 | 169,560.00 | 121,056.72 | 71.39 |
| DEPARTMENT: 12202 - EMT | 100.00 | 12,458.88 | 42,041.10 | 176,433.00 | 134,291.90 | 76.11 |
| DEPARTMENT: 12203 - ALLIED HEALTH | 1,423.76 | 25,230.32 | 68,965.82 | 215,218.00 | 144,828.42 | 67.29 |
| DEPARTMENT: 12210 - AGRICULTURE | 0.00 | 3,643.06 | 12,993.71 | 53,603.00 | 40,609.29 | 75.76 |
| DEPARTMENT: 12211 - ANIMAL SCIENCE | 0.00 | 15,206.94 | 31,481.38 | 98,617.00 | 67,135.62 | 68.08 |
| DEPARTMENT: 12220 - JOHN DEERE AG TECH | 389.52 | 14,271.17 | 57,747.15 | 189,534.00 | 131,397.33 | 69.33 |
| DEPARTMENT: 12230 - AUTO MECHANICS | 1,373.20 | 4,878.59 | 14,587.38 | 59,999.00 | 44,038.42 | 73.40 |
| DEPARTMENT: 12240 - CRIMINAL JUSTICE | 3,116.84 | 16,113.45 | 41,388.35 | 197,916.00 | 153,410.81 | 77.51 |
| DEPARTMENT: 12241 - FIRE SCIENCE | 112.50 | 6,773.81 | 17,305.10 | 72,715.00 | 55,297.40 | 76.05 |
| DEPARTMENT: 12250 - COSMETOLOGY | 0.00 | 10,334.59 | 31,006.30 | 123,797.00 | 92,790.70 | 74.95 |
| DEPARTMENT: 12260 - DRAFTING | 0.00 | 0.00 | 0.00 | 7,951.00 | 7,951.00 | 100.00 |
| DEPARTMENT: 12271 - AUTOMATION ELECTRI | 510.00 | 0.00 | 5,841.94 | 7,600.00 | 1,248.06 | 16.42 |
| DEPARTMENT: 12272 - INDUSTRIAL MAINTEN | 1,742.71 | 5,984.33 | 20,720.03 | 88,653.00 | 66,190.26 | 74.66 |
| DEPARTMENT: 12273 - WELDING | 1,845.07 | 12,432.03 | 48,136.28 | 158,430.00 | 108,448.65 | 68.45 |
| DEPARTMENT: 42005 - DEAN OF TECHNICAL | 0.00 | 0.00 | 0.00 | 22,475.00 | 22,475.00 | 100.00 |
| ===== | | | | | | |
| FUND: 12 - PTE FUND | 12,074.02 | 188,115.77 | 579,531.20 | 2,302,024.00 | 1,710,418.78 | 74.30 |

Fiscal Year: 2012

FUND: 14 - ADULT SUPPLEMENTARY ED

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|------------|------------|---------------|------------|---------|
| ----- | | | | | | |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 1,853.00 | 7,889.19 | 30,014.55 | 129,644.90 | 97,777.35 | 75.42 |
| DEPARTMENT: 55006 - FOOTBALL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| DEPARTMENT: 55002 - WOMEN'S BASKETBALL | 0.00 | 360.00 | 360.00 | 2,275.00 | 1,915.00 | 84.18 |
| DEPARTMENT: 55001 - MEN'S BASKETBALL | 0.00 | 1,244.83 | 1,308.92 | 20,000.00 | 18,691.08 | 93.46 |
| DEPARTMENT: 55012 - CHEERLEADING | 662.90 | 54.00 | 822.12 | 4,000.00 | 2,514.98 | 62.87 |
| DEPARTMENT: 55008 - VOLLEYBALL | 184.80 | 90.00 | 90.00 | 5,000.00 | 4,725.20 | 94.50 |
| DEPARTMENT: 11010 - BUSINESS & ECONOMI | 0.00 | 0.00 | 0.00 | 5,350.00 | 5,350.00 | 100.00 |
| DEPARTMENT: 55005 - WOMEN'S SOFTBALL | 4,612.70 | 307.91 | 1,676.04 | 10,000.00 | 3,711.26 | 37.11 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 0.01 | 1,148.15 | 4,356.47 | 30,910.50 | 26,554.02 | 85.91 |
| DEPARTMENT: 55007 - BASEBALL | 0.00 | 110.06 | 110.06 | 20,000.00 | 19,889.94 | 99.45 |
| DEPARTMENT: 11031 - DRAMA | 180.17 | 0.00 | 0.00 | 3,864.47 | 3,684.30 | 95.34 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 0.00 | 1,916.37 | 2,334.90 | 40,000.00 | 37,665.10 | 94.16 |
| DEPARTMENT: 00000 - GENERAL | 0.00 | 0.00 | 0.00 | 3,000.00 | 3,000.00 | 100.00 |
| ===== | | | | | | |
| FUND: 14 - ADULT SUPPLEMENTARY ED | 7,493.58 | 13,120.51 | 41,073.06 | 274,044.87 | 225,478.23 | 82.28 |

Fiscal Year: 2012

FUND: 16 - AUXILIARY ENTITIES

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|------------|------------|---------------|--------------|---------|
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 288.00 | 2,043.24 | 2,947.97 | 9,000.00 | 5,764.03 | 64.04 |
| DEPARTMENT: 94000 - STUDENT CENTER | 7,677.33 | 1,419.47 | 51,429.19 | 280,100.00 | 220,993.48 | 78.90 |
| DEPARTMENT: 95000 - STUDENT HOUSING | 16,717.31 | 40,347.09 | 279,010.80 | 1,428,960.00 | 1,133,231.89 | 79.30 |
| DEPARTMENT: 95001 - DIRECTOR'S APARTME | 0.00 | 0.00 | 0.00 | 48,000.00 | 48,000.00 | 100.00 |
| DEPARTMENT: 98000 - COSMETOLOGY | 0.00 | 4,561.46 | 42,951.75 | 138,955.00 | 96,003.25 | 69.09 |
| DEPARTMENT: 98001 - CHILD CARE | 0.00 | 1,443.23 | 5,135.41 | 32,000.00 | 26,864.59 | 83.95 |
| ===== | | | | | | |
| FUND: 16 - AUXILIARY ENTITIES | 24,682.64 | 49,814.49 | 381,475.12 | 1,937,015.00 | 1,530,857.24 | 79.03 |

Fiscal Year: 2012

FUND: 21 - FEDERAL STUDENT AID

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|------------|--------------|---------------|---------------|---------|
| DEPARTMENT: 50020 - FINANCIAL AID OFFI | 0.00 | 329,913.60 | 1,897,854.30 | 0.00 | 1,897,854.30- | 0.00 |
| ===== | | | | | | |
| FUND: 21 - FEDERAL STUDENT AID | 0.00 | 329,913.60 | 1,897,854.30 | 0.00 | 1,897,854.30- | 0.00 |

Fiscal Year: 2012

FUND: 22 - RESTRICTED GRANTS

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|------------|------------|---------------|------------|---------|
| DEPARTMENT: 50000 - DEAN OF STUDENT SE | 0.00 | 0.00 | 0.00 | 300.00 | 300.00 | 100.00 |
| DEPARTMENT: 71000 - BUILDINGS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 3,352.39 | 13,503.28 | 22,919.68 | 83,053.29 | 56,781.22 | 68.37 |
| DEPARTMENT: 45010 - ALLIED HEALTH ACTI | 2,846.25 | 4,715.76 | 9,675.04 | 50,211.51 | 37,690.22 | 75.06 |
| DEPARTMENT: 45011 - SCIENCE LAB ACTIVI | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 0.00 | 0.00 | 41,233.28 | 30,412.69 | 10,820.59- | 35.57- |
| DEPARTMENT: 50000 - DEAN OF STUDENT SE | 7,773.29 | 15,981.23 | 162,234.71 | 248,364.73 | 78,356.73 | 31.55 |
| DEPARTMENT: 45010 - ALLIED HEALTH ACTI | 0.00 | 12.92 | 27,485.25 | 226,409.42 | 198,924.17 | 87.86 |
| DEPARTMENT: 71000 - BUILDINGS | 0.00 | 0.00 | 285,000.00 | 270,000.00 | 15,000.00- | 5.55- |
| DEPARTMENT: 50000 - DEAN OF STUDENT SE | 0.00 | 0.00 | 9,578.17 | 15,229.41 | 5,651.24 | 37.11 |
| DEPARTMENT: 42000 - DEAN OF LEARNING S | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 50.00 | 13,275.87 | 51,994.02 | 63,787.00 | 11,742.98 | 18.41 |
| DEPARTMENT: 11040 - SCIENCE | 0.00 | 1,960.60 | 10,483.95 | 11,131.35 | 647.40 | 5.82 |
| 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 | 210.03- | 0.00 | 210.03 | 0.00 |
| DEPARTMENT: 42000 - DEAN OF LEARNING S | 972.64 | 3,977.45 | 40,390.66 | 79,339.64 | 37,976.34 | 47.87 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 0.00 | 0.00 | 0.00 | 75,987.00 | 75,987.00 | 100.00 |
| DEPARTMENT: 00000 - GENERAL | 0.00 | 0.00 | 0.00 | 28,935.00- | 28,935.00- | 100.00 |
| DEPARTMENT: 50000 - DEAN OF STUDENT SE | 1,184.39 | 16,467.05 | 36,077.33 | 304,217.00 | 266,955.28 | 87.75 |
| DEPARTMENT: 00000 - GENERAL | 0.00 | 0.00 | 0.00 | 11,907.00- | 11,907.00- | 100.00 |
| DEPARTMENT: 50000 - DEAN OF STUDENT SE | 337.97 | 6,197.61 | 11,934.85 | 250,041.00 | 237,768.18 | 95.09 |
| DEPARTMENT: 45010 - ALLIED HEALTH ACTI | 0.00 | 8,574.99 | 8,574.99 | 282,874.00 | 274,299.01 | 96.97 |
| DEPARTMENT: 71000 - BUILDINGS | 0.00 | 0.00 | 0.00 | 291,500.00 | 291,500.00 | 100.00 |

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|--|----------|-----------|-----------|------------|------------|--------|
| DEPARTMENT: 42000 - DEAN OF LEARNING S | 0.00 | 2,465.58 | 7,415.30 | 38,992.00 | 31,576.70 | 80.98 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 0.00 | 22.99 | 17,276.70 | 163,473.00 | 146,196.30 | 89.43 |
| DEPARTMENT: 11040 - SCIENCE | 0.00 | 0.00 | 0.00 | 37,315.00 | 37,315.00 | 100.00 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 0.00 | 1,309.29 | 7,203.56 | 51,150.00 | 43,946.44 | 85.92 |
| DEPARTMENT: 42005 - DEAN OF TECHNICAL | 8,310.04 | 17,175.33 | 39,148.63 | 101,077.00 | 53,618.33 | 53.05 |
| DEPARTMENT: 42000 - DEAN OF LEARNING S | 0.00 | 8,332.79 | 8,332.79 | 166,309.00 | 157,976.21 | 94.99 |
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 0.00 | 11,746.65 | 32,590.97 | 125,737.81 | 93,146.84 | 74.08 |
| 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 | 3,086.00 | 3,086.00 | 3,086.00 | 0.00 | 0.00 |

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|------------------------------|-----------|------------|------------|--------------|--------------|-------|
| FUND: 22 - RESTRICTED GRANTS | 24,826.97 | 128,805.39 | 832,425.85 | 2,967,836.65 | 2,110,583.83 | 71.12 |
|------------------------------|-----------|------------|------------|--------------|--------------|-------|

Fiscal Year: 2012

FUND: 23 - OTHER RESTRICTED FUNDS

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|------------|------------|---------------|-----------|---------|
| DEPARTMENT: 31000 - COMMUNITY SERVICE | 0.00 | 351.29 | 1,020.12 | 7,970.00 | 6,949.88 | 87.20 |
| DEPARTMENT: 64000 - INFORMATION TECHNO | 0.00 | 0.00 | 495.00- | 495.00 | 990.00 | 200.00 |

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|-----------------------------------|------|--------|--------|----------|----------|-------|
| FUND: 23 - OTHER RESTRICTED FUNDS | 0.00 | 351.29 | 525.12 | 8,465.00 | 7,939.88 | 93.80 |
|-----------------------------------|------|--------|--------|----------|----------|-------|

Fiscal Year: 2012

FUND: 24 - ADULT EDUCATION

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|------------|------------|---------------|------------|---------|
| DEPARTMENT: 00000 - GENERAL | 0.00 | 0.00 | 0.00 | 5,156.00- | 5,156.00- | 100.00 |
| 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 | 2,711.60 | 4,211.61 | 5,156.00 | 944.39 | 18.32 |
| DEPARTMENT: 13301 - ADULT ED - INSTRUC | 166.10 | 2,336.78 | 27,708.79 | 61,499.18 | 33,624.29 | 54.67 |
| DEPARTMENT: 13305 - ADULT ED - STAFF D | 0.00 | 353.92 | 1,871.87 | 1,980.68 | 108.81 | 5.49 |
| DEPARTMENT: 13301 - ADULT ED - INSTRUC | 1,391.44 | 19,807.77 | 87,347.08 | 239,834.83 | 151,096.31 | 63.00 |
| DEPARTMENT: 13305 - ADULT ED - STAFF D | 0.00 | 174.00 | 294.35- | 6,000.00 | 6,294.35 | 104.91 |
| DEPARTMENT: 13301 - ADULT ED - INSTRUC | 0.00 | 3,901.37 | 13,601.16 | 42,239.20 | 28,638.04 | 67.80 |
| DEPARTMENT: 13305 - ADULT ED - STAFF D | 0.00 | 0.00 | 0.00 | 2,458.41 | 2,458.41 | 100.00 |
| DEPARTMENT: 13301 - ADULT ED - INSTRUC | 0.00 | 11,882.01 | 24,720.56 | 207,683.00 | 182,962.44 | 88.10 |
| DEPARTMENT: 00000 - GENERAL | 0.00 | 0.00 | 0.00 | 32,500.00- | 32,500.00- | 100.00 |
| DEPARTMENT: 13301 - ADULT ED - INSTRUC | 562.56 | 19,062.71 | 41,047.98 | 274,708.00 | 233,097.46 | 84.85 |
| DEPARTMENT: 13305 - ADULT ED - STAFF D | 36.40 | 5,658.74 | 6,290.55 | 8,555.55 | 2,228.60 | 26.05 |

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|----------------------------|----------|-----------|------------|------------|------------|-------|
| FUND: 24 - ADULT EDUCATION | 2,156.50 | 65,888.90 | 206,505.25 | 812,458.85 | 603,797.10 | 74.32 |
|----------------------------|----------|-----------|------------|------------|------------|-------|

Fiscal Year: 2012

FUND: 61 - CAPITAL OUTLAY

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|-------------------------------|------------------|------------|------------|---------------|------------|---------|
| DEPARTMENT: 71000 - BUILDINGS | 0.00 | 4,290.00 | 16,998.83 | 756,126.00 | 739,127.17 | 97.75 |
| ===== | | | | | | |
| FUND: 61 - CAPITAL OUTLAY | 0.00 | 4,290.00 | 16,998.83 | 756,126.00 | 739,127.17 | 97.75 |

Fiscal Year: 2012

FUND: 62 - FIXED ASSETS

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|-----------------------------|------------------|--------------|--------------|---------------|---------------|---------|
| DEPARTMENT: 00000 - GENERAL | 0.00 | 1,641,366.66 | 1,641,366.66 | 0.00 | 1,641,366.66- | 0.00 |
| ===== | | | | | | |
| FUND: 62 - FIXED ASSETS | 0.00 | 1,641,366.66 | 1,641,366.66 | 0.00 | 1,641,366.66- | 0.00 |

Fiscal Year: 2012

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 | 1,000.00 | 38,012.50- | 0.00 | 38,012.50 | 0.00 |
| DEPARTMENT: 55000 - DIRECTOR OF ATHLET | 0.00 | 0.00 | 35,786.19 | 0.00 | 35,786.19- | 0.00 |
| DEPARTMENT: 62000 - DEAN OF ADMIN SERV | 0.00 | 0.00 | 0.06 | 0.00 | 0.06- | 0.00 |
| DEPARTMENT: 71000 - BUILDINGS | 0.00 | 0.00 | 1,045.00 | 0.00 | 1,045.00- | 0.00 |
| ===== | | | | | | |
| FUND: 63 - DEBT RETIREMENT FUND | 0.00 | 1,000.00 | 1,181.25- | 0.00 | 1,181.25 | 0.00 |

Fiscal Year: 2012

FUND: 71 - ACTIVITY/ORGANIZATION FD

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|------------|------------|---------------|------------|---------|
| DEPARTMENT: 50000 - DEAN OF STUDENT SE | 18,283.88 | 35,903.16 | 113,552.08 | 309,875.66 | 178,039.70 | 57.46 |
| DEPARTMENT: 94000 - STUDENT CENTER | 0.00 | 1,445.82 | 5,784.26 | 0.00 | 5,784.26- | 0.00 |
| DEPARTMENT: 99001 - STUDENT NEWSPAPER | 818.69 | 1,990.02 | 2,307.64 | 43,300.00 | 40,173.67 | 92.78 |
| DEPARTMENT: 99002 - STUDENT MAGAZINE | 90.25 | 730.00 | 814.32- | 24,450.00 | 25,174.07 | 102.96 |
| DEPARTMENT: 50000 - DEAN OF STUDENT SE | 400.78 | 1,510.20 | 2,462.18 | 12,490.60 | 9,627.64 | 77.08 |
| ===== | | | | | | |
| FUND: 71 - ACTIVITY/ORGANIZATION FD | 19,593.60 | 41,579.20 | 123,291.84 | 390,116.26 | 247,230.82 | 63.37 |

Fiscal Year: 2012

FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|--|------------------|------------|------------|---------------|-------------|---------|
| DEPARTMENT: 55001 - MEN'S BASKETBALL | 0.00 | 135.00- | 10,950.00 | 0.00 | 10,950.00- | 0.00 |
| DEPARTMENT: 55002 - WOMEN'S BASKETBALL | 0.00 | 0.00 | 7,050.00 | 0.00 | 7,050.00- | 0.00 |
| DEPARTMENT: 55003 - MEN'S TRACK | 0.00 | 0.00 | 7,095.00 | 0.00 | 7,095.00- | 0.00 |
| DEPARTMENT: 55004 - WOMEN'S TRACK | 0.00 | 0.00 | 5,055.00 | 0.00 | 5,055.00- | 0.00 |
| DEPARTMENT: 55005 - WOMEN'S SOFTBALL | 0.00 | 0.00 | 7,050.00 | 0.00 | 7,050.00- | 0.00 |
| DEPARTMENT: 55006 - FOOTBALL | 0.00 | 0.00 | 32,670.00 | 0.00 | 32,670.00- | 0.00 |
| DEPARTMENT: 55007 - BASEBALL | 0.00 | 0.00 | 7,800.00 | 0.00 | 7,800.00- | 0.00 |
| DEPARTMENT: 55008 - VOLLEYBALL | 0.00 | 0.00 | 4,335.00 | 0.00 | 4,335.00- | 0.00 |
| DEPARTMENT: 55009 - WOMEN'S SOCCER | 0.00 | 0.00 | 10,890.00 | 0.00 | 10,890.00- | 0.00 |
| DEPARTMENT: 55012 - CHEERLEADING | 0.00 | 0.00 | 9,930.00 | 0.00 | 9,930.00- | 0.00 |
| DEPARTMENT: 55014 - RODEO TEAM | 0.00 | 45.00- | 10,785.00 | 0.00 | 10,785.00- | 0.00 |
| DEPARTMENT: 55019 - ATHLETIC TRAINING | 0.00 | 45.00- | 10,770.00 | 0.00 | 10,770.00- | 0.00 |
| DEPARTMENT: 55020 - --- | 0.00 | 0.00 | 4,020.00 | 0.00 | 4,020.00- | 0.00 |
| DEPARTMENT: 11025 - JOURNALISM | 0.00 | 0.00 | 4,060.00 | 0.00 | 4,060.00- | 0.00 |
| DEPARTMENT: 11030 - ART | 0.00 | 0.00 | 975.00 | 0.00 | 975.00- | 0.00 |
| DEPARTMENT: 11031 - DRAMA | 0.00 | 0.00 | 5,770.00 | 0.00 | 5,770.00- | 0.00 |
| DEPARTMENT: 11032 - VOCAL MUSIC | 0.00 | 0.00 | 7,795.00 | 0.00 | 7,795.00- | 0.00 |
| DEPARTMENT: 11033 - INST MUSIC | 0.00 | 0.00 | 10,660.00 | 0.00 | 10,660.00- | 0.00 |
| DEPARTMENT: 12211 - ANIMAL SCIENCE | 0.00 | 0.00 | 5,985.00 | 0.00 | 5,985.00- | 0.00 |
| DEPARTMENT: 81005 - TUIT WAIVER FCHS | 0.00 | 135.00 | 12,205.00 | 0.00 | 12,205.00- | 0.00 |
| ===== | | | | | | |
| FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS | 0.00 | 90.00- | 175,850.00 | 0.00 | 175,850.00- | 0.00 |

Fiscal Year: 2012

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 | 71,118.75 | 140,387.49 | 429,464.00 | 289,076.51 | 67.31 |
| ===== | | | | | | |
| FUND: 73 - EDUKAN CONSORTIUM FUND | 0.00 | 71,118.75 | 140,387.49 | 429,464.00 | 289,076.51 | 67.31 |

Fiscal Year: 2012

FUND: 89 - OTHER

| GL Account | YTD Encumbrances | MTD Actual | YTD Actual | Annual Budget | Available | % Avail |
|---------------------------------------|------------------|------------|-------------|---------------|------------|---------|
| DEPARTMENT: 81000 - BOOK SCHOLARSHIPS | 0.00 | 0.00 | 112,800.00- | 0.00 | 112,800.00 | 0.00 |
| DEPARTMENT: 00000 - GENERAL | 0.00 | 11,045.14 | 44,180.60 | 0.00 | 44,180.60- | 0.00 |
| ===== | | | | | | |
| FUND: 89 - OTHER | 0.00 | 11,045.14 | 68,619.40- | 0.00 | 68,619.40 | 0.00 |

Garden City Community College
10/31/2011

| | <u>Amount</u> | <u>% Rate</u> |
|------------------------------|------------------------|---------------|
| Cash in Bank: | | |
| Commerce Bank | \$ 157,232.02 | 0.0000% |
| State Municipal Invest. Pool | \$ 0.29 | 0.0130% |
| Commerce Bank - Money Market | \$ 3,001,134.15 | 0.3490% |
| Landmark National Bank | \$ 394,553.31 | 0.0800% |
| | <u>\$ 3,552,919.77</u> | |

| | <u>Type</u> | <u>Amount</u> | <u>% Rate</u> | <u>Beg. Date</u> | <u>Maturity</u> |
|--------------------------------|-------------|-----------------------------------|---------------|------------------|-----------------|
| Investments: | | | | | |
| First National Bank of Holcomb | CD | \$ 1,000,000.00 | 0.5900% | 5/5/2011 | 11/3/2011 |
| First National Bank of GC | CD | \$ 2,000,000.00 | 0.4100% | 6/16/2011 | 12/15/2011 |
| Commerce Bank | CD | \$ 1,000,000.00 | 0.3000% | 11/2/2010 | 5/2/2012 |
| First National Bank of GC | CD | \$ 2,000,000.00 | 0.5000% | 4/29/2011 | 5/3/2012 |
| | | <u>\$ 6,000,000.00</u> | | | |
| Total | | <u><u>\$ 9,552,919.77</u></u> | | | |

OCTOBER 2011 MONITORING REPORT

EXECUTIVE LIMITATIONS

QUARTERLY

General Executive Constraints #9

Page 7

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

CEO's Interpretation and its justification: If any employee or Board member has interest in or has family members that have an interest in any company that does business with GCCC, the Board is to be notified.

Data directly addressing the CEO's interpretation: When purchases are made from vendors in which employees or trustees have an interest, the purchase is reviewed to assure college purchasing policies have been followed. The Board is notified when such purchases occur.

The purchases listed below were paid during the months of July, August and September. Of these purchases, only the purchases from Keller-Leopold Insurance Agency required a bid sheet. The Board accepted the lowest bid for worker's compensation insurance.

AmericInn Lodge & Suites – hotel rooms for Dr. Swender

| | | |
|---------|------------|----------|
| 7/14/11 | CK #209417 | \$457.84 |
|---------|------------|----------|

Burtis Motor – monthly payment for services covered under annual contract for vehicle repair. Trustee Schwartz recused himself from the vote.

| | | |
|---------|------------|------------|
| 7/14/11 | CK #209419 | \$1,341.57 |
| 9/2/11 | CK #210038 | \$ 304.61 |

DV Douglass Roofing, Inc. –repair to Fine Arts and Library roofs due to storm damage

| | | |
|---------|------------|-----------|
| 7/28/11 | CK #209646 | \$ 575.00 |
|---------|------------|-----------|

Keller – Leopold Insurance Agency – insurance premium payments to add additional assets to property coverage

| | | |
|---------|------------|-----------|
| 8/11/11 | CK #209808 | \$ 443.00 |
| 9/16/11 | CK #210291 | \$ 149.00 |

Keller – Leopold Insurance Agency – insurance premium for day care

| | | |
|---------|------------|----------|
| 8/19/11 | CK #209878 | \$300.00 |
|---------|------------|----------|

Keller – Leopold Insurance Agency - worker's compensation insurance.

| | | |
|--------|------------|-------------|
| 7/1/11 | CK #209357 | \$79,827.00 |
|--------|------------|-------------|

EXECUTIVE LIMITATIONS**QUARTERLY****General Executive Constraints #10****Page 7****The President shall not allow for purchases without first giving consideration to local businesses, with a maximum 10% premium to local businesses.**

CEO's Interpretation and its justification: Preference is given to local vendors. For purchases over \$2,500, local businesses should be selected when their prices are no more than 10% higher than other vendors.

Data directly addressing the CEO's interpretation: Purchases made during the previous three months were reviewed. Of the fifty purchases that required bid sheets, twenty-four included bids from local vendors. Twenty-three purchases were made from local vendors. One bid sheet indicated the local vendor was more than 10% higher than the lowest bid. Of the remaining purchases, there was no local vendor available.

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: Purchase orders for purchases over \$2,500 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 exclusivity require Board approval. Each month the Board receives a report indicating checks written for \$20,000 or more.

NATIONAL CENTER FOR CONSTRUCTION EDUCATION AND RESEARCH

2/23/2011

Ward Nippert
Associated General Contractors of Kansas
200 SW 33rd St
Topeka, KS 66611



Dear Mr. Nippert:

Congratulations. Garden City Community College has been approved for a three-year accreditation period as an NCCER Accredited Training and Education Facility under the sponsorship of Associated General Contractors of Kansas.

This recognition is indicative of the excellent training programs at Associated General Contractors of Kansas and Garden City Community College. As the sponsor representative, you should take personal satisfaction in this achievement.

An accreditation certificate will be mailed to you under separate cover. Please package and present the certificate to the ATEF. NCCER hopes that Garden City Community College will display their certificate with pride.

We welcome you to the network of training sponsors that are helping build a safe, productive, and sustainable workforce of craft professionals.

Sincerely,

A handwritten signature in black ink, appearing to read 'KJ Horne', is written over a horizontal line.

KJ Horne
Accreditation Manager

cc: Don Whyte, President
Natalie Smith, Director Operations



Steve Quakenbush - GCCC Information Services and Publications

Garden City Community College and Kansas State University signed a series of two-plus-two agreements in a short ceremony Oct. 26 to provide expanded associate and bachelor's degree opportunities for Southwest Kansans. The agreements cover associate-to-bachelor's degree programs in Fire Science and Technology Management; two options in Interdisciplinary Social Science, including family studies and human services; Avionics; and Business Administration and General Business. In each of the programs, students may complete the first two years of a bachelor's degree at GCCC, also earning an associate degree, and then finish their junior and senior level courses from K-State using Internet-based classes. The agreements make it possible for area residents to complete bachelor's degrees without leaving Southwest Kansas. The college also recently accepted a \$10,000 gift from the Mexican Consulate of Kansas City, with the funds going for scholarships in a new EduKan pilot program to offer associate degree courses in Spanish.

The Kansas Governor's Town Hall Meeting on Childhood Poverty will take place 1:30-4:30 p.m. Nov. 17 in the main gymnasium of the Dennis Perryman Athletic Complex, as part of a series of sessions across the state entitled "Rising to the Challenge: Reducing Childhood Poverty and Improving Childhood Outcomes in Kansas."

With late-arriving gifts and pledges now in, the Garden City Community College Endowment Association Fall Scholarship Campaign has reached its goal of \$80,000, and nudged slightly past it by more than \$300. The association concluded the 32nd GCCC Scholarship Phonathon Oct. 13 with \$77,532 from direct mail contributions, as well as pledges attained by an estimated 250 volunteers who called friends and alumni of the college for support. Since that time the total from contributions in the direct mail segment of the campaign has risen from \$30,837 to \$31,392, and an additional \$1,480 arrived in phonathon pledges. Coupled with the \$47,445 in pledges logged by the final night of calling, that put the final count at \$80,317.

GCCC was hosting a campus and community Veteran's Day program at 11 a.m. Nov. 9 in the auditorium of the Pauline Joyce Fine Arts Building, featuring John Boerstler, a U.S. Marine Corps veteran and a nationally-noted veteran's advocate. Mr. Boerstler is affiliated with the Wounded Warrior Project, a national organization that serves U.S. military personnel who have been injured in service to the nation. The title of his presentation was "Fighting On." GCCC was also participating in the community Veteran's Day parade at 2 p.m. Nov. 12, with faculty and staff volunteers riding the Bronbuster Victory Bell trailer, pulled by a truck loaned by Burtis Motor Company.

The Garden City Community College Annual Report for 2010-2011 was published Oct. 24. Copies were inserted in the Garden City Telegram, mailed to legislators and community leaders, and made available in the Office of Information Services and at the Garden City Area Chamber of Commerce. The report is also accessible from the Board of Trustees page of the GCCC website. Extra printed copies are on hand to share with visitors and others throughout the year, as well as to include in packets for meetings, conferences and for newcomers to the community.

The Garden City Community College Endowment Association was preparing to celebrate successes of the past year and honor award winners in the organization's 2011 annual meeting Nov. 15 at the Clarion Inn. The evening's agenda ranged from election of new members and officers on the board of directors to bestowing the following honors:

- Outstanding Service Award to Lloyd and the late Pauline Joyce, Garden City.
- Outstanding Service Award to Lewis, Hooper and Dick, LLC.
- Robert A. Whippon Award for Outstanding Board Service to Jessica Dirks, Garden City.

The GCCC Drama Department opened the year with four productions of Thornton Wilder's "The Seven Deadly Sins" Oct. 20-23, directed by Phil Hoke. The drama was the first presentation ever to include all seven one-act plays in the series. Cast members included students from Garden City, Ulysses, Lakin, Dodge City, Sublette, Ingalls and the Kansas community of Minneapolis, as well as from Elizabeth, Colo., and Magna, Utah.

Members of the GCCC student chapter of the Kansas National Education Association led a volunteer project Oct. 22 to revitalize the playground at Jennie Barker Elementary School, located north of Garden City. The project drew extensive local donations of service, funds and materials, as well as a Sam's Club grant, and included repainting of all metal playground equipment, refinishing of all wooden playground surfaces and repainting of soccer and basketball goals. The Outreach to Teach project also included exterior landscaping, including installation of mulch and drought-resistant plants. In addition, GCCC Welding Club students are joining the project by creating a permanent Jennie Barker Elementary sign to install at the school. KNEA members earned a \$1,000 CLASS grant for the project from the National Education Association. Various businesses, as well as USD 457, are now adding other enhancements that will bring the total value of the project to more than \$4,000.

GCCC's 2011 Exploration Day, scheduled 9 a.m.-1 p.m. Nov. 16, is designed to offer Southwest Kansas high school students information and hands-on experiences in 17 career fields, including agriculture, animal science, business, computers, cosmetology, criminal justice, fire science, industrial maintenance, John Deere technology, nursing, emergency medicine, welding, education, history, journalism, psychology and sociology.

The Garden City Community College Jazz Ensemble will present a concert at 7:30 p.m. Nov. 17 in the auditorium of the Pauline Joyce Fine Arts Building, conducted by Jim McAllister, director of bands. Admission is free and the program will include a collection of classic and contemporary selections.

Thanksgiving Break will take place Nov. 23-25. GCCC daytime and evening classes will be closed, as will campus offices and facilities. Regular hours for classes and services will resume Nov. 28, and spring semester enrollment will open to the public.

Garden City Community College will stage a series of community events during the holiday season, including the GCCC Potter's Guild Holiday Art Sale, set for 9 a.m.-4 p.m. Dec. 7 in the lobby of the Pauline Joyce Fine Arts Building; a GCCC Concert Band performance at 7:30 p.m. Dec. 8 in the auditorium of the fine arts building, conducted by Jim McAllister; and the GCCC Vespers Concert, set for 3 p.m. Dec. 11, also in the fine arts auditorium, featuring seasonal selections by the College Concert Choir, College Singers and Garden City Civic Choral Union and Symphony, all conducted by Clay Wright, GCCC choral music director. In addition, Mr. McAllister is conducting and coordinating Tuba Christmas, a public concert at 3 p.m. Dec. 10 on Grant Avenue downtown, featuring selections by volunteer tuba players from across Southwest Kansas. The program is sponsored by Commerce Bank and precedes the community's annual Christmas season parade, which will also involve GCCC.

Kevin Brungardt-Dean of Academics

The art faculty, Kyle Chaput and Brian McCallum, have been busy promoting their program, recruiting, and enhancing the shows in the Mercer Gallery. Early in October, faculty and students held a joint print making workshop with faculty and students from Dodge City Community College. As our design and print making students progress in skills and their talents are developed, the department will make plans to show, and possibly sell, their work.

Drama students got the chance to demonstrate their talents for an adjudicator for the Kennedy Art Center during their showing of Wilder's "Seven Deadly Sins." The adjudicator gave them a valuable critique of their work which they will now use to make their work on the production stronger for college level

competitions later in the year. Phil Hoke, GCCC drama director, is also hard at work creating seamless curriculum for our students who wish to transfer to four year institutions.

I recently attended SCOCAO (System Council of Chief Academic Officers) and KCIA (Kansas Chief Instructional Administrators) meetings in Topeka. The main issues before both groups include the transfer articulation task force, new models of state performance agreements, and Kansas Core Competencies.

The transfer articulation task force is dealing with state wide articulation from the two-year colleges to the universities. The goal is to identify core classes with established and agreed upon competencies that will receive common articulation across the state whether from two-year to four-year institutions or from four-year to two- year. These efforts may eventually result in a common class numbering system for the state. A lot of work is ahead for this group which will ultimately report to SCOCAO for approval. Getting all the institutions to agree to articulation standards on a state-wide level will be a major accomplishment.

The Board of Regents is changing the model for institutional performance agreements to include a closer alignment with the Foresight 2020 initiative. Because many of the KCIA deans do not totally agree with the model upon which the overall performance agreement is based, we are working on a presentation for the Board of Regents that would eliminate its narrow focus and punitive nature. (Performance Agreements have long been known among the deans as the “Dean Elimination Project”).

In the last week and a half, we have written up a new proposal that we will take to the Board of Regents that focuses on more collaborative efforts by state institutions to address the issues brought up by not only Foresight 202, but those involved with Higher Learning Commission accreditation and secondary school core competencies as well. We feel that addressing state educational challenges on post-secondary levels has a much better chance of success than the scatter gun approach we have been using.

During the KCIA meeting, I addressed the group with a proposal to organize and initiate a state-wide Reading Consortium designed to give reading instructors at the two-year colleges much needed help in establishing common standards, core competencies, best practices, and shared information among other things. The KCIA deans enthusiastically endorsed the idea. Since then, I have met with our reading faculty, Jan Bitikofer and Michelle Branton, to begin the process of writing by-laws and establishing procedures for the group. Eventually, this consortium will be made up entirely of reading instructors and supported by each of the member colleges.

On November 11, we hosted our annual Superintendents, Principals, and Counselors meeting here on campus. Topics of discussion included developmental reading, curriculum and scheduling changes, the new computer literacy requirements, AOK and Track 7, Career Pathways, Visual Communications, ETS, high school articulation agreements, and Compass testing high school sophomores.

Student Services Incidental Information: Ryan Ruda

Admissions

Admissions completed the Finney County calling night. Several instructors, staff and students came in on October 24 in the evening to place recruitment phone calls to interested prospective students from Finney County. It was a successful night with a wide array of departments being able to talk to future students and answer their questions.

Student Support Services

Martha Lisk attended the National Council for Opportunity in Education conference in Washington D.C. to listen to changes being mandated at the federal level on funding, services and other aspects pertaining to the Student Support Services program.

Financial Aid

Through the effort and commitment from Deanna Mann, the Financial Aid is in compliance on the Higher Education Act Compliance requirements for having a net price calculator and gainful employment completed and posted to the college website.

Counseling and Advising

Counseling/Advising staff will be going to Garden City High School on November 7,8 and 10th to enroll GCHS students for spring 2012 semester. Spring enrollment begins on November 14th for all currently enrolled students.

Records

Nancy Unruh and Linda Hill have been working diligently to get a new enrollment feature through Datatel and on-line added for implementation. Starting for this spring semester, we will be implementing the course waitlist option. This feature allows students to be added to waitlist for closed classes. Once a seat becomes available in a class, the first student listed on the waitlist will be contacted to notify them of the open seat and whether they are interested in enrolling in the class. This process will assist to streamline the enrollment process as well as helping to track the demand for enrollment in courses and the need for adding specific sections.

A congratulation also goes out to Nancy Unruh who has assumed to leadership role of President of the Kansas Association for Collegiate Registrars and Admissions Officers for this next year.

Cathy McKinley, Dean of Continuing Education and Community Services

Adult Learning Center

Four staff had the opportunity to attend the National Council for Continuing Education & Training Conference (NCCET) at St. Louis, Missouri. The ALC staff attended workshop sessions aligned to the AO-K initiative and I-Best model.

Four Plaza Comunitaria students received their certificates from the Mexican Consulate. An additional request for 8 certificates was issued to the Consulate. Those students will receive their certificates by December.

Refugee

The refugee center is very happy to announce that Wal-Mart Super store is now hiring refugees and has formed a partnership with the GCCC refugee center. The refugee center assisted five refugees in completing applications online. Three out of the 5 got jobs.

Migrant Family Literacy

The MFL had a successful family literacy event 10/25/2011. The MFL provided pumpkin painting, story time, songs, and tons of food to migrant families! Staff and teachers also gave the students light-up necklaces so that they were more visible Halloween night. The students and their children really enjoyed the event.

Additional staff has been hired for evenings at Georgia Matthews Elementary due to the increase in children's activities.

The MFL Coordinator attended a Migrant Family Literacy meeting in Wichita.

General Education Development

- Tom Nevarez passed his official GED test this month.
- Four students are ready to take their test.
- Online GED program gets its second student enrolled.
- Attendance for class has been good thus far into the session.

English as a Second Language

Two students received their citizenship status this first session of school.

Transition

10 GED & ESL participants enrolled in the C.N.A. course; four successfully completed the C.N.A. and out of the four, two are continuing in post-secondary education. The others are being tutored for the second try in passing the state exam as well as continuing with the program.

There were 37 students who enrolled in a dual college skills class being offered by the ABE program.

Business & Community Education

| OCTOBER TRAININGS | Course | Enrollments | Contact Hours | CEUs |
|--|---|--------------------|----------------------|-------------|
| Contract Trainings | Halloween Crafts & Treats – Mosaic College for Life | 27 | 2 | 5.4 |
| Open Enrollment | Communicating for Results | 12 | 4 | 4.8 |
| | QuickBooks Fundamentals | 3 | 8 | 2.4 |
| Organizational Development Certificate | Inspiring Motivation & Commitment | 2 | 4 | 0.8 |
| | Strategic Planning | 1 | 4 | 0.4 |
| | Developing an Image | 1 | 4 | 0.4 |
| | WOW Customer Service | 7 | 12 | 8.4 |
| | Leading from the Front | 1 | 4 | 0.4 |
| | Change Management | 1 | 4 | 0.4 |
| | Performance Under Pressure | 2 | 4 | 0.8 |
| | Winning with People at Work | 1 | 4 | 0.4 |
| | Quilting | 2 | 2 | 0.4 |
| | Pronto Spanish | 4 | 14 | 5.6 |
| Partnership Training | | | | |
| Finney Co. Senior Center | Get Connected | 12 | 4 | 4.8 |
| | TOTALS | 76 | 74 | 35.4 |

Educational Talent Search

GCCC's Educational Talent Search students and staff were honored by Mosaic in October as the Mosaic "Volunteer of the Year." ETS students volunteer for numerous community organizations including Mosaic, YMCA, Boo at the Zoo and many others.

ETS still has vacancies for Director, one Education Advisor and a part-time secretary. Current Education Advisors Rebekah Fitzpatrick and Ashley Salazar are maintaining tutoring, advising and recruiting efforts at Garden City High School, Abe Hubert Middle School, Kenneth Henderson Middle School, Bernadine Sitts Intermediate Center and Charles Stones Intermediate Center.

Small Business Development Center

Our top news to report is that the GCCC KSBDC went through its annual KSBDC Financial Review with Associate State Director, Stan Compton on Oct. 25. He spent about three hours reviewing files

and we passed all areas without issue. Special thanks go to Kathy Nance and Deb Nicholson for their prep work pulling financial files for this review.

Fall is historically the busiest time at the KSBDC. In September the entire consulting staff attended the ASBDC national conference in San Diego. The multi-state power blackout on Thursday afternoon added an unusual adventure to the conference but we kept going and power came back on during the night.

Meetings attended included GC Area Chamber Business Visitation Committee, Downtown Vision Economic Restructuring Committee and Cheryl Schmale completed her training in the Leadership Institute and continues to participate in the Kansas Entrepreneurial Communities Initiative (KECI) board for Scott and Wichita Counties. Pat Veesart attended the Governor's Animal Agriculture Summit, the 3/50 Project meeting in Hugoton, and Mike O'Kane joined her for the KS Economic Policy Conference in Ulysses. Mark Buckley represented the KSBDC at the KS Main Street Conference in Independence and Pat did the same at the KS Tourism Conference in Lawrence.

Meetings hosted included the Kansas Citizens for the Arts Southwest Kansas meeting and the Kansas Department of Revenue's two tax workshops. The tax workshops had record attendance with over 30 people trained in the two sessions that day. Internal training included the whole staff attending the KSBDC Statewide team meeting in Wichita; Cheryl was part of the planning committee for this 3 day meeting.

Presentations included Mike's "Steps to Startup" at the SCCC/ATS Outreach Center. Pat was the guest speaker at the Cosmetology students section of College Skills Development reviewing the services available and what it takes to start a salon business. She also spoke at GCHS the Young Entrepreneurs class on marketing and the value of market research.

We celebrated grand openings with two of our clients in Coolidge and in Dodge City. Cheryl and her daughter assisted with the Downtown Vision Fall Fest. The 2011 Emerging and Existing Business Award winners have been selected and will be announced soon.

COUNTIES SERVED: Finney, Kearny, Ness, Wichita, Scott, Hamilton, Ford, Edwards, Kiowa, McPherson, Reno, Rice, Saline, Grant, Gray, Meade and Seward.

TYPES OF BUSINESS: Health care, Health Food, Day Care, Bed & Breakfast, Lumber, Investment, Insurance, Elder Care, Restaurants, Oil & Gas, Mental Health, Fitness, Amusements, Carpentry, Contractors, Apparel Manufacturing, Metal Working, Data Processing, Hobby Stores, Toy Stores, Gift Stores and Music Stores.

Southwest Kansas Regional Prevention Center

The RPC recently hosted a joint training of facilitators at GCCC with St. Francis for the Strengthening Families 10-14 Program on October 20 & 21. Office Manager Cindy Jarmer was certified as a facilitator along with eleven other individuals from the southwest region. All three RPC staff members are now certified in this evidence based program.

Dr. Lenora Cook, Dean of Technical Education

Student Success

Meats Team

The 2011 Meats Team were Reserve National Champions at the High Plains Contest in Plainview, Texas. The team also earned National Champions as a team in Pork Judging, Beef Judging and in Questions. They were also Reserve National Champions in Lamb Judging.

Criminal Justice

The Criminal Justice Competition Team returned from Springfield, Mo. with one student placing 2nd in Firearms and one 1st in Physical Agility. Also included in the competition is a written test that includes the following topics: Juvenile Justice, Corrections, Criminal Law, Police Administration, and basic criminal justice knowledge. Alumni from Garden City Community College who work in the Springfield area arranged for students to ride with officers from the Springfield Police Department.

Recruitment

Arrangements for the annual Exploration Day are underway. ON November 16th area high school juniors and senior students will have the opportunity to visit our campus and explore college and career opportunities through a wide variety of hands-on experiences. There will also be opportunities for the students to win prizes and scholarships.

Title V Grant Review

Susan Lindsay, an external evaluator, reviewed the Title V grant on October 25th and 26th. The review was positive and the Title V staff are preparing for the next year. The following is a recap of grant activities:

Oct 1, 2011 was the beginning of the fifth and final year of operations for the Title V Grant, Nursing and Allied Health. The changes and advancements brought to the college via the opportunities from this Title V Grant have been awe-inspiring. As we look back over the past four years here is a quick re-cap of a few of the many accomplishments that have been achieved.

Year 1 (Oct 2007 to Sept 2008): Staff was hired, policies and procedures were defined and plans were initiated for the renovation of three science labs and the construction of a nursing lab with four additional classrooms. The Respiratory Therapy Program partnership with Seward County Community College began.

Year 2 (Oct 2008 to Sept 2009): Penka Building construction was completed on July 31, 2009 with the Erdene Corley Simulation Lab dedication on Sept 13, 2009. Fouse Building, host of the three new science labs renovation was completed to welcome classes on August 19, 2009. The first class of the EMT-P/RN Bridge program was approved by the Kansas Board of Nursing and GCCC campus welcomed twenty students for the freshmen RN fall class as well, ten students in the Respiratory Therapy partnership program. The Bilingual Student Support program began assisting students who were having difficulties in their classes. The delivery of five new state of the art simulators and five Hill Rom beds were eagerly received by staff and students to enhance the learning of our nursing and allied health students.

Year 3 (Oct 2009 to Sept 2010): In December thirteen Practical Nursing students graduated and honored the nursing program with a 100% success rate passing their state boards on their first attempt. Bilingual education materials on healthcare terminology were purchased and a focus group was completed on "What it takes for Hispanic students to graduate from nursing programs".

Year 4 (Oct 2010 to Sept 2011): The RN program welcomed twenty-seven freshman and thirteen students matriculated to the sophomore level with nine students transitioned as LPN's into the sophomore level. Practical Nursing graduated thirteen students in December and accepted twenty students for spring classes. The Paramedic to RN bridge accepted three students while Respiratory Therapy accepted six students for fall freshman class and six students matriculated to the sophomore level.

Bilingual Support - A support system from the Nursing and Allied Health Department was created to assist students that are having academic difficulties in achieving their educational and personal goals. Tutoring is provided in a supportive positive environment that accommodates individual learning needs. Maria Garcia is the bilingual coordinator for Allied Health. Currently she is working with seven students. Maria has several resources acquired through the Title V grant available for students to utilize.

Year 5 Objectives -1) By 9/30/12, Hispanic students will make up at least 25% of those enrolled in and graduating from the RN, PN, and RT programs.2) Enroll 10 FTE students in the online LPN to RN Bridge. These will be accomplished through expanding on-line technologies and learning modules. We are currently researching classroom capture systems which will capture and manage something as

simple as the audio from the instructor, or as complex as the audio/video, slides, or other media from a lecture presentation in a modern classroom wired for sound, video, and peripheral visuals. These classroom captures can then be archived. The recorded classroom presentation allows students to have pertinent information anytime, anywhere, and as often as they need. Hispanic students with language barriers will be able to review difficult concepts with ease. This system would add another dimension to on-line learning. Faculty development for on-line teaching will be included in the plan.

FISCAL OPERATIONS REPORT AND APPLICATION TO PARTICIPATE (FISAP)

| AWARD PERIOD | 2008-2009 | 2009-2010 | 2010-2011 |
|---|-------------|-------------|-------------|
| Number of Students (Undup Headcount) | 3,249 | 3,268 | 3,172 |
| Tuition and Fees | \$2,651,656 | \$2,870,252 | \$2,929,687 |
| Pell Grant Expenditures | \$1,851,188 | \$3,000,231 | \$3,231,467 |
| Academic Competitiveness Grant (ACG)** | \$73,630 | \$124,904 | \$121,477 |
| State Grants & Scholarships | \$22,046 | \$25,658 | \$28,697 |
| Eligible Aid Applicants | 1,226 | 1,462 | 1,526 |
| Number of FSEOG Recipients | 117 | 123 | 122 |
| FSEOG funds paid to recipients | \$42,364 | \$44,300 | \$42,429 |
| Number FWS Recipients | 87 | 73 | 60 |
| FWS Earned Compensation | \$82,167 | \$86,368 | \$69,481 |
| FWS Students Employed in Comm. Serv. Activities | 11 | 16 | 12 |
| FWS Share of Comm. Serv. Earned Compensation* | \$13,475 | \$12,519 | \$13,280 |
| % of FWS Share Spent in Community Service | 22.1% | 20.5% | 21.8% |

FSEOG = Federal Supplemental Education Opportunity Grant

FWS = Federal Work Study

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

Garden City Community College Action Project

Increase Success of Students Who Test Below College Level Reading

Timeline:

Start Date: 01/11/2010

Target Completion Date: 06/30/2012

Brief Goal:

This project will undertake the challenge of accurately identifying students who lack college-level reading skills and meeting the needs of those students.

Project Description

The project will result in a comprehensive review of current placement criteria for reading as well as subsequent services used to meet the needs of underprepared students. Based on the review findings, the project will culminate in implementation of one or more of the following:

- Alignment of institutional reading placement standards with national concordance studies
 - Proper placement of students in developmental reading courses
- Mandated enrollment in developmental reading courses
- Addressing large skill set gap between 6th and 8th grade reading levels
 - Develop an intermediate Reading Course (between current Reading Improvement I and Reading Improvement II)
 - Develop a technical reading course
- Alignment of course schedules to allow ease of movement among courses, if appropriate, early in semesters

Reasons for taking on this Action Project

As a comprehensive community college with an open admissions policy, it is GCCC's educational philosophy to accept students as they are, test and counsel them, and assist them in attaining the highest possible level of achievement. As such, many of our students come to us lacking the skills they need to succeed at the college level. GCCC currently has mandatory placement in both math and English, but has not implemented the same system for reading, which is a necessary skill across the curriculum. Fostered by concerns from both the reading faculty regarding the accuracy of our current placement criteria along with concerns from faculty in other disciplines regarding lack of success among students who test into developmental reading, the college committed to this comprehensive project.

Organizational Processes to be Improved

The project will address the following areas:

- **Data Evaluation** – review of current placement criteria in comparison to current national standards
- **Assessment and Placement** – following review of current criteria, assessment and placement criteria will likely be modified
- **Curriculum Development** – the project will likely result in development of new reading courses or modification of current courses
- **Advising** – new criteria for placement will affect student advising
- **Retention** – an obvious outcome of this project is to improve student retention and success

Rationale for Project Timeline

The first year (2010-2011) will include:

- Research of placement score data
 - Student success in GCCC reading courses
 - Student success in high content reading courses
 - Correlation analysis of current placement scores to reading level success

- Develop recommendation for reading placement score levels
- Research mandatory placement pros and cons
- Develop recommendation for mandatory reading placement, if appropriate
- Research need for additional levels of developmental reading courses
- Determine baseline and target goals for increasing student retention and success in reading courses

The second year (2011-2012) will include:

- Submit recommendation of adjusted placement scores and/or mandatory placement through President's Cabinet for approval
- Develop new reading courses as appropriate
 - Submit new coursework through curriculum committee for approval
- Develop new policies and procedures for reading placement
- Conduct advisor training for new policies and procedures

Overall Outcome Measure for Success

There is one primary outcome measure for this project – Better retention and success for students who require remedial reading. Retention and success, however, will be monitored via several avenues:

- Retention of students in the remedial reading courses (within same semester)
- Success of students in the remedial courses (within same semester)
- Success of developmental reading students in subsequent college-level courses (future semesters)
- Retention of developmental reading students through graduation or goal attainments (future semesters)

2011 AQIP Action Project Annual Update and Review Details

Increase Success of Students Who Test Below College Level Reading

Timeline:

Start Date: 01/11/2010

Target Completion Date: 06/30/2012

Brief Goal:

This project will undertake the challenge of accurately identifying students who lack college-level reading skills and meeting the needs of those students.

Project Accomplishments and Status

GCCC Answer:

Two meetings were initially held with the developmental reading faculty and representatives from the counseling and advising staff to identify specific areas where problems were occurring in reading placement and success and to discuss possible solutions. The reading staff continued to meet with the dean of academics and the dean of student services in order to outline a plan of action and a timeline.

GCCC reading instructors studied cut scores by comparing results from the Nelson-Denny assessment and the Compass placement assessment. Arrangements were made to have a representative from ACT visit campus to talk about Compass placement with the reading instructors and to train them in the appropriate and effective analysis of the data that the Compass scores could provide.

A determination was made that the curriculum in the reading classes was too closely associated with the Nelson-Denny assessment. As a result, the reading instructors began developing competencies for both levels of developmental reading courses taught at GCCC. Those competencies were developed during the summer months of 2011 and are being incorporating into the curriculum this fall.

GCCC currently has two levels of reading courses: Reading Improvement and College Reading. Prior to the 2011-2012 school year, mandatory placement was required for only the Reading Improvement sections which are designed to get students to a seventh grade reading level. Discussions with the developmental reading staff led to a decision to require mandatory placement for the College Reading course as well. College Reading was subsequently moved to a 100 level course so it could count as an elective toward graduation for students required to take it. During the spring 2011 semester, administrators met with the faculty campus-wide to discuss and solve scheduling problems for students who would be required to take College Reading due to mandatory placement.

During the discussion process, it became apparent that we needed to find out what other two-year developmental reading instructors in the state were doing in their classrooms. To facilitate this, the administrators and the reading faculty organized the first statewide conference for developmental reading instructors in the spring of 2011. The response from the other schools was overwhelming – all but one of the 19 community colleges in the state and two four-year colleges we didn't initially invite showed up - and the experience proved insightful. What we discovered was there was no consistency at all for teaching reading at the college level in the state of Kansas. Members of this group are now developing a statewide reading website and we are discussing the possibility of organizing a Kansas association of developmental reading teachers.

Reviewer Response:

This Action Project tackles an issue that is pervasive at the nation's community colleges and reflects well GCCC's commitment to ensuring Student Learning and Effective Teaching, Criterion 3 of the Higher Learning Commission as well as AQIP Categories 1, 3, and 5: Helping Students Learn, Understanding Students' and Other Stakeholders' Needs, and Leading and Communicating. What began as a campus initiative has blossomed into a forum for statewide communication about student reading deficiencies and the lack of a unified statewide system of placement and curriculum development. Hosting the first statewide conference for developmental reading clearly ensures Broad-based Involvement, Promotes Collaboration, and demonstrates the Foresight to Plan Proactively (three Principles of High Performing Organizations).

Institutional Involvement

GCCC Answer:

A wide variety of faculty and staff from across campus have worked on this project and there are plans to involve more during the next phase of the project which will be started during the fall 2011 semester. The director of the assessment center met with reading faculty and the representative from ACT when Compass scores were examined. We determined that having everyone understand the process of testing and the data that resulted from the assessment was crucial to proper student placement.

Staff from the counseling/advising center worked with the reading faculty in the early stages of the project. It was because of these discussions that we determined that the solution to the original problem was much more involved than simply changing the placement tool or cut scores. As a need for data arose through these discussions, the staff in the institutional research department was brought in to discuss the problems with the faculty so they could design reports that would provide helpful data in a useful format.

The reading faculty held regular meetings with the dean of academics and the dean of student services until everyone understood the scope of the overall project. These meetings not only achieved buy-in, they also generated ideas that encouraged faculty to make comprehensive changes to the curriculum and led to the organization of the state wide developmental reading conference.

In order to make the College Reading mandatory for students who assessed in to it, the director of assessment, the registrar, the director of counseling/advising, the director of institutional technology and the deans of academics and student services met to work through the details of entering scores, placing appropriate blocks in the administrative database, and making sure the enrollment process worked smoothly.

When the determination was made to require mandatory placement for all reading courses, the administration brought the entire full-time faculty as well as many of the adjunct faculty together to discuss the changes this would cause. Potential problems in scheduling were discussed along with the need to ensure that all of our students could read well enough to succeed at whatever endeavor they pursued after leaving Garden City Community College. The changes to the reading requirements were reviewed at the start of the fall 2011 semester during faculty and adjunct in-service.

Finally, a consultant from ACT was invited to campus to meet with involved faculty and staff. She worked with them to discover methods to better analyze the data that the Compass assessment was giving them. This, in turn, helped the reading faculty look at cut scores for the different levels of developmental reading classes and to establish a better placement model for students. As an added benefit, it provided a guide for the development of the new course competencies.

Reviewer Response:

GCCC has included key players in its discussion and Project and considered the Project and its ramifications through various lenses. This purposeful planning to assure that various stakeholders understand the placement testing process and the interpretation of the data demonstrates that GCCC clearly Values People (AQIP Category 4), and Leads and Communicates (AQIP Category 5), and Builds Collaborative Relationships (AQIP Category 9).

Additionally, project leaders considered the change from voluntary to mandatory placement in reading from an administrative framework as well as from an academic because they congregated the Registrar, the Director of Assessment, the Director of Counseling/Advising, and the Director of Institutional Technology along with the Deans of Academics and Student Services. This foresight showed Broad-Based Involvement and Leadership Support, two Principles of High Performing Organizations. In enlisting the assistance of an ACT consultant, GCCC also assured that project leaders would utilize Fact-based Information Gathering, an additional Principle of High Performing Organizations.

Next Steps

GCCC Answer:

The next steps in the project involve reviewing the curriculum changes that were made through the course of the semester and after the fall semester is over. This will allow us the flexibility and data to make any needed changes as determined by the reading faculty. The reading program will complete a program review this year which will be due in April 2012. Because the changes were just implemented this fall, the program review will not provide comparative data in

the way of student success and student retention, but it will provide us with the information needed to establish base line numbers so we can set meaningful and realistic goals for the future.

It has been suggested that possibly another level of developmental reading might be necessary. As we are able to compile and analyze information, we can make that determination as well. We would like to avoid the addition of yet another developmental class if at all possible. In order to do the needed analysis, we will compile historical data in order to make comparisons of student success and retention. We will continue to monitor and evaluate cut scores for precise placement as well.

Plans are underway to develop non-credit accelerated reading classes through our adult basic education program on campus. These classes would be competency based and taught in conjunction with some of the technical programs on campus. The pilot for one class working with the John Deere program is just beginning. Students will be tested and placed into the sequence of reading classes through the CASAS exam and the reading faculty for the credit classes will be meeting with the non-credit instructors to ensure alignment.

Contact has been made with local high school administration to lay the groundwork for meetings designed to identify gaps between the high school and college curriculums. They will be significant since reading is not a subject normally taught at the high school level in the state of Kansas. The goal of these meetings will be to incorporate assessment at the high school level designed to identify students with developmental reading needs and then create reading classes to get them to acceptable reading levels. In this manner, we hope to be able to give students the needed remediation before they enroll in college. This will reduce costs for them while allowing them to start advancing toward a degree or certificate.

During the fall semester, the reading faculty will meet with administration to determine Garden City Community College's leadership role in developmental reading for the state. The reading conference we hosted last April made us aware that our situation is not unique and much can be accomplished if we combine the efforts of 19 community colleges.

Finally, we have two developmental reading instructors – one has been teaching for GCCC for one year and the other is new to the school this fall. While both are highly trained in their craft, we will be sending them to the NADE conference in Orlando, Florida, in the spring. Upon their return, they will be required to share what they have learned with other faculty on campus and they will meet with the dean of academics to determine future goals and actions.

Reviewer Response:

By reaching out to the high schools and identifying ways in which students can acquire the reading skills necessary for success in college before they reach college, GCCC has demonstrated its definitive interest in Helping Students Learn (AQIP Category 1) -- whether that learning occurs during or before college admission. It is also evident that project leaders are innovative in identifying various solutions to this dilemma. They are considering developing additional Adult Basic Education courses to also address the problem of reading deficiencies for adults as well as high school and college students. Establishing these mutually beneficial relationships focused solely on student learning shows the high school and ABE personnel that GCCC is clearly a Learning-oriented institution that is interested in Promoting Collaboration so that students possess the skills they need to be successful college students and citizens. Both qualities are Principles of High-Performing Organizations.

Effective Practices

GCCC Answer:

The most significant "effective practice" resulting from this action project was collaboration. The collaborative efforts began within the institution and quickly expanded to include colleagues from ACT as well as reading colleagues from across the state. The beginning of a statewide effort to improve reading instruction speaks volumes for the magnitude of this project. Additionally, although the discussions are in the early stages, the connection with secondary educators regarding reading improvement at that educational level is another positive step.

Reviewer Response:

GCCC is to be commended on its ability to identify and analyze a problem and possess the talent to consider the problem from numerous angles while maintaining the focus on student learning. Many times when College personnel hear "collaboration," they think only of campus-level collaboration. GCCC, however, has included secondary educators, developmental reading instructors from across the state of Kansas, and public school administrators. In doing so, GCCC is Building Collaborative Relationships (AQIP Category 9), Promoting Collaboration, and ensuring Broad-Based

Involvement (both Principles of High Performing Organizations) across an entire state. Even more impressive, is the fact that student learning remains at the center of this effort.

Project Challenges

GCCC Answer:

The biggest challenge we have at the present time is that the numbers of students enrolling at GCCC who need reading developmental classes is growing every year. Adding the mandatory placement requirement has caused an enrollment explosion in those sections. Consequently, we are struggling to meet the immediate needs. Some students have to wait a semester to take reading classes to acquire the tools they desperately need to be successful in their other classes. Staffing has become an issue and that causes funding problems as well. We are looking for methods to relieve the enrollment pressures by developing non-credit avenues for students, but that doesn't always work well for all student populations. Problems with financial aid, FTE enrollment numbers, and eligibility will keep many students from exploring this avenue. Other methods of delivery such as hybrid or fully on-line classes may not work well for students with developmental needs.

Developing the non-credit classes and working with area high schools to identify students and get them the help they need while they are still in high school are two ways we hope will help alleviate the problem so we will be able to meet the needs of students enrolled on campus. Both of these will be only partially effective and will take time to fully develop, but together they may prove helpful in diminishing the need for developmental reading classes that are taught for-credit.

Reviewer Response:

In implementing the first year of this AQIP Action Project, Garden City Community College has achieved an "exceptional accomplishment." What began as an Action Project aiming to ensure proper placement of students into developmental reading courses, create an intermediate reading course, and develop a technical reading course has grown into a potential state-wide initiative involving multiple stakeholders what will positively impact the academic performance of high school students, adult learners, and college students across the entire state of Kansas. Project leaders should be very proud of their progress after only one year into the two-year project. In addition to touching upon several of the AQIP Categories and Principles of High Performing Organizations identified previously, this Action Project relates to all five of the HLC Criteria (Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge, and Engagement and Service). As such, this Action Project should be replicated at other college campuses across the nation where similar issues in developmental reading are identified.

**Garden City Community College
Action Project Review**

Expand Crisis Management and Improve Campus Safety and Accessibility

Timeline:

Start Date: August 2009

Target Completion Date: July 2011

Brief Goal:

The goal of this Action Project is two-fold: to provide a campus-wide, comprehensive approach to prepare for safety and emergency issues and to make the campus a welcoming place for students with disabilities.

Reasons for taking on this Action Project

The safety of the institution's students and employees is a top priority. This project was developed to be proactive in addressing current issues in crisis management including a more detailed 911 emergency system and to address ADA needs of students, staff and campus visitors.

This project will develop by addressing two distinct functions (campus safety and ADA compliance) that, when culminated at the end of the project, will result in overall campus-wide improvement.

Campus Safety

To address the issues of campus safety, several steps are planned that build upon each other for the end result of improved campus safety. These include:

Renumbering all campus buildings – Currently, little consistency exists among the campus buildings for room numbering. A complete overhaul of the numbering system for all buildings is scheduled for all occupied rooms. Installation of Room Number Signage according to ADA standards for height requirements, color contrast, and both raised and bead Braille lettering will complete this part of the project.

Upgrade Phone System & Procedures – The upgrade of the phone system is a necessity as the current system is unreliable and inconsistent. Currently, employees often keep their phone extensions when they move to different offices on campus. Following the completion of the room renumbering and the upgrade of the phone system, all phone extensions will be tied to specific rooms and not move upon request of an employee. This will allow for rapid response from 911 as noted below.

Upgrade Fire Alarm System – Over time, the campus will be equipped with a central fire alarm system that, due to cost constraints, will be phased in over several years. The scope of upgrading the fire alarm system within this action project is to develop a plan to determine the order of implementation based on the age, current working condition, and use of building for the current stand-alone systems and begin phasing in the centralized system.

911 Dispatch – The College will work closely with the police department, sheriff's office and fire department in relation to the upgrades to the Phone System and Fire Alarm system. As the phone upgrades are completed, each number will tie directly into the 911 dispatch system so that public safety personnel can be dispatched directly to a building and room in an emergency and similar detection will be possible for fire alerts.

Video Surveillance – In order to further protect campus patrons on a daily basis, installation of video surveillance cameras at strategic points across campus will be completed. The cameras will be located at building entrances, parking lots, public rooms, and around the residence halls. A second phase of this project will include installing a card-swipe door entry system that ties directly to the video surveillance cameras, requiring some renovation of the existing doorways. The first phase of the renovation will be completed by Fall 2010.

Lock Boxes & Knox Boxes – To address campus emergencies and the potential need for a full-campus lock-down, GCCC will work with the GCFD and GCPD to install Knox/Lock Boxes in the interior and on the exterior of each building. The interior boxes will be installed in a conspicuous location, accessible to employees in case of a campus threat so that employees have the ability to lock down the buildings from the inside. The exterior boxes will hold the keys to the building on which they are installed. The GCFD/GCPD will maintain the keys to the exterior boxes to allow them access to buildings in case of a campus lock-down or after-hours emergency.

ADA Compliance Upgrades

Restroom Renovations – Four buildings on campus have begun or are scheduled for immediate renovations in order to meet ADA compliance standards. Renovations are scheduled to be completed by September 2010.

Lecture Hall/Lab Renovations - The two lecture halls on campus will be redesigned for better wheelchair accessibility, less crowding and will include electrical outlets at relevant points for student learning tools such as laptops. Additionally, two lab facilities are being renovated to include stations for ease of wheelchair accessibility and learning space.

Building Entrances – The science and math building will have the doorways widened and the door handles replaced to provide easier entrance and exit for students in wheelchairs.

Campus-Wide ADA Plan – A campus-wide ADA plan will be developed and used as part of strategic planning and budgeting for purposeful implementation of ADA accessibility standards.

Organizational Processes to be Improved

Much of this action project focuses on physical improvements in order to create a safer campus. Along with the physical upgrades, the following processes will be addressed:

Security Procedures – The Crisis Management Team will guide the development of a campus-wide security plan to address such issues as threat assessment, 911 emergency procedures, and lock-down procedures. In order to fully implement the procedures, the team will ultimately:

- Partner with community public safety entities
- Develop training materials and campus guidelines and provide security-related trainings

Safety Procedures – A Safety Committee will likely be developed to address campus-wide safety issues pertaining to fire drills, custodial safety issues and preventative training, tornado and other inclement weather procedures, and campus health-related issues.

Rationale for Project Timeline

The length of this project is dictated primarily by three factors: cost, manpower and accessibility to buildings. In essence, the major renovations must be phased in based on budgetary constraints and can only occur when the buildings are not scheduled or necessary for student learning. This limits much of the ADA compliance construction to summer months when classes can be relocated to other buildings on campus. The basic timeframe is as follows:

Fall 2009 - all instructional buildings will be reviewed and renumbered

Spring 2010 - the residence halls, apartments and all support buildings will be reviewed and renumbered; the phone system will be upgraded; the video surveillance cameras will be installed and the Lock and Knox boxes will be installed

Summer 2010 - the 911 system with phone extensions tied to buildings and rooms will be documented with GCPD & GCFD dispatch; the ADA construction projects will begin for the restrooms, lecture halls and building entrances

Fall 2010 – the centralized fire alarm system installation plan will be finalized; ADA long-term plan will be finalized; procedures for campus security will be documented and campus-wide training will begin

Spring 2011 – Fire alarm installation plan and ADA compliance long-term plan will be included in strategic plan and annual budgeting process

Summer 2011 – Final construction for ADA projects that have been ongoing as part of this action plan will conclude

Overall Outcome Measure for Success

- The campus is equipped with technologies and strategies are in place to strengthen campus safety
- On-going review of procedures involving safety and security occurs
- On-going training regarding safety and security procedures occurs with new students and employees
- The campus continually upgrades features for ensuring that students with ADA accessibility needs are welcome and comfortable on campus.

2011 AQIP Action Project Annual Update and Review Details

Expand Crisis Management and Improve Campus Safety and Accessibility

Timeline:

Start Date: August 2009

Target Completion Date: July 2011

Brief Goal:

The goal of this Action Project is two-fold: to provide a campus-wide, comprehensive approach to prepare for safety and emergency issues and to make the campus a welcoming place for students with disabilities.

Project Accomplishments and Status

GCCC Answer:

This action project has continued to progress appropriately during the past year. Although not all goals have come to fruition, the project has remained on track with the initial timeline that was set forth and most of the goals have been accomplished.

Last year's accomplishments include the following:

- A safety and security coordinator was hired and is in the process of a full review of campus security policies and procedures including changes to-date of:
 - Reorganization of the security department for more efficient coverage
 - Implementation of a safety program within the physical plant
- A second set of key cores for residential life was purchased, allowing the room locks to be switched every year for an added layer of safety for students
- Analysis of the video surveillance system to determine adequacy was completed resulting in additional camera installation to more fully cover areas around the perimeter of the residential life buildings
- The fire alarm system in the East Unit residence hall was replaced
- An implementation plan for the centralized fire system was developed
- Room signage meeting ADA standards (including Braille) was installed for all classrooms
- An on-going assessment plan schedule was developed addressing the obstacles encountered by students needing accommodations
- Internal lock boxes have been installed in all buildings across campus
- A disaster recovery plan was developed for IT and necessary software was purchased
- Replacement doors to the main entrances on the Health, Physical Education and Recreation building to for ADA compliance have been ordered
- Out-dated handicap door apparatus was replaced on both doors to the Library
- New technology was purchased allowing emergency notifications to be deployed via text messaging as well as email for immediate notification
- The wooden door frames in students' apartments were replaced with metal frames
- The exterior doors on the residence halls were replaced

Reviewer Response:

Garden City Community College (GCCC) is frank in its reporting of what it has, and has not yet accomplished in its project. This shows integrity (an AQIP Principle of High Performance Institutions). In its original project, GCCC listed getting needed purchases approved through the budget process and "creation of long range ADA and Centralized Fire Alarm System Plan" as indicators of successful monitoring. In this action report, GCCC states that "An implementation plan for the centralized fire system was developed." GCCC also reports many project-related expenses that have made it through the budgetary process. This shows foresight and leadership (Principles of High Performance Organizations). The idea of hiring a point-person for safety and security will help Support Institutional Operations (AQIP Category 6). Ideas to consider for the next report are communicating how the centralized systems and plans were created and how they guide the activities and purchases reported by GCCC. Over all, GCCC did a good job in making accomplishments towards its project goals.

Institutional Involvement

GCCC Answer:

The scope of this project has continued to require a broad involvement of people including administration, accommodations, physical plant, security, student services, residential life, maintenance, information technology, and students.

Reviewer Response:

The evidence given in this report demonstrates fair progress in Institutional involvement. The named areas do represent a wide scope of involvement. GCCC could better communicate its progress of involving people in its project if it described the committee structure, communications protocols, gathering of feedback from constituencies, etc. (AQIP Category 5 Leading and Communicating), which it has surely engaged in to reach this stage in the project. GCCC has the opportunity to make more evident that it has the infrastructure of involvement needed to engage the key decision makers in the areas impacted by the project. Overall in this area, GCCC has made fair progress.

Next Steps**GCCC Answer:**

Although this action project is scheduled to retire, the next year will see the culmination of some of the goals that were not fully implemented and execution of plans that were part of rotating schedules including:

- Complete ADA signage for offices across campus
- Prepare and deploy a campus-wide mock disaster scenario and training
- Additional residence hall updates through painting and purchase of furnishings
- Continue to implement updated policies and procedures for campus safety and security

Reviewer Response:

GCCC has identified the key next steps it has to complete to reach its project goals. The same kind of explicitness in communication infrastructure and activity which is asked for in 2 above will also aid in reaching these goals. This shows Foresight and Integrity (Principles of High Performance Organizations). Building readiness among the constituencies at GCCC will be key for getting them to own the changes in security and ADA protocols. (Category 5 Leading and Communicating AQIP) Therefore, GCCC shows good progress in this area.

Effective Practices**GCCC Answer:**

Although addressed in last year's update, the most significant practice resulting from this project is the in-depth review of several of the college's safety factors and subsequent adjustments for improvement. Although significant improvement was made by installing security cameras, the college did not simply document that part of the project as a success and move on to other projects. Analysis was done immediately on the effectiveness of the technology and it was found to be deficient in scope. Steps were taken right away to remedy the deficiency. Continuous review and modification of each the plans are now inherent to the plans themselves.

Reviewer Response:

GCCC has incorporated a practice from this project into standard operating procedure, continuous review and modification of each smaller plan or project. This shows learning (Principles of High Performance Organizations) and CQI (AQIP Category 8). The extension of the camera project was a benefit gained from such learning. There may be practices impacted by this project in terms of the statements made on Syllabi, the log in messages for the CPU system, the text of student handbooks, department policies, and the catalog. Using this habit gained in the area of camera technology and a more explicit communications plan for the project, GCCC has the opportunity to drill down in these areas for spreading effective practices. Overall GCCC shows good progress in effective practices.

Project Challenges**GCCC Answer:**

The biggest challenges of this project continue to be funding, time restraints and manpower. We are aware of these challenges and continue to keep the safety and security of our students, employees and guests on the highest priority list when revising long and short-term strategic priorities.

Reviewer Response:

In a global sense, these are the challenges to almost any initiative and it is good that GCCC identifies them. As GCCC becomes more explicit and articulate with its communications and implementation plan, it will find that there are identifiable sub-

challenges related to different aspects of its project. (AQIP Category 5 Leading and Communicating) This specificity will better enable GCCC to target its energies on actionable challenges. GCCC has made fair progress in identifying its challenges.

Garden City Community College
Action Project Review
Design and Implement a System for Monitoring and Improving Student Satisfaction

Timeline:

Start Date: August 2009

Target Completion Date: July 2011

Brief Description

- Utilize Noel-Levitz Student Satisfaction Survey data to identify areas of opportunities to improve student satisfaction
- Identify and utilize additional tools for collecting student satisfaction data as appropriate
- Develop regular system for collecting, analyzing and disseminating all student satisfaction data
- Identify benchmarks and targets for student satisfaction in areas that are indicated as high importance to students

Reasons for undergoing this Action Project

Garden City Community College has collected data regarding student satisfaction in the past. However, this data has been collected sporadically and the results have not been regularly analyzed for improvements. Although GCCC's enrollment increased slightly this year following a two-year decline, service area demographics predict a declining population of prospective high school graduates. Retaining students has become a high priority with the college.

Over the last two years, the College has designed and implemented a retention plan that included intensive strategies for at-risk students. Originally, the scope of the two-year retention action project included student satisfaction systems development. However, during the course of the action project, the scope narrowed in order to successfully implement retention strategies. With the retention plan now complete and functioning, the college is refocusing its attention on developing a campus-wide procedure for using student satisfaction data as it relates to retention.

Initial strides have been made this past year to address the types of data to collect and to determine a schedule for receiving this information. The College has instituted a rotation basis for assessing student satisfaction through the Noel-Levitz Student Satisfaction Survey and also will collect student advising data every other year. The challenges that need addressed during this action project include: how to effectively administer the surveys; identifying to whom the information is disseminated; how the data is analyzed effectively; how to utilize the data internally for decision-making; and how stakeholders are notified (transparency). This action project will incorporate solidifying the procedures for these challenges.

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

A process for collecting, analyzing, utilizing, and disseminating student satisfaction data will be designed. The results of the data collections will be analyzed to determine areas of opportunities to strengthen satisfaction and also to determine common factors that correlate between dissatisfaction and attrition. Procedures will be developed to address areas that need improvement.

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

The first year will include:

- Analysis of longitudinal data:
 - Noel-Levitz data to determine areas of high importance to students and low satisfaction
 - NCCBP data to determine benchmarking targets for student satisfaction
- Examine additional tools available for student satisfaction in additional areas (i.e. advising)
- Design formal process for systematic collection of student satisfaction data annually
- Determine target goals for increasing student satisfaction in areas that are indicated as high importance to students

The second year will include:

- Submit recommendation of additional student satisfaction tools through President's Cabinet and planning process for funding
- Develop processes to improve areas that have been determined as opportunities for improvement
- Collect student satisfaction data and analyze results against baseline data established
- Publish results of data and comparisons to stakeholders

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

The College will have been successful with this action project if it continues to tie student satisfaction results with the overall retention plan to improve student satisfaction, student retention and goal attainment.

2011 Annual Update and Review Details

1: Project Accomplishments and Status

GCCC Answer:

The second year of this action project was dedicated to in-depth analysis of data and subsequently implementing appropriate changes based on findings. Data was gathered from focus group discussions with students in areas that had traditionally ranked of high importance and low satisfaction. During the fall semester eleven focus group sessions were conducted by the Dean of Student Services with psychology classes and student leadership groups in order to get a good cross-section of students. Topics of the sessions included why students made the decision to attend GCCC and whether they would make the same decision again. Through these discussions, specific student concerns were garnered as well as the severity of those concerns. The discussions revealed a continued concern with safety and security issues and outdated living facilities.

Based on the focus group findings, two plans of action were developed and implemented. While cameras had been installed across campus, a continued concern of students was the scope of the surveillance, especially surrounding the residence halls. The coverage of the cameras was mapped and additional cameras were installed to more fully cover areas around the perimeter of the residential life buildings. Additionally, students were concerned with the appearance of the residence halls. A three-year rotating plan was developed that includes a regular painting schedule and updated furnishings. The first year of the plan was implemented this past summer by painting the cafeteria including school murals and mascot and repainting student rooms. New bed frames and mattresses were purchased for the first phase of furniture updating.

Another goal of this project was to publish satisfaction information for transparency. This practice continued during the year through the publishing of student satisfaction results for prospective students and other stakeholders. An example is the use of data regarding the satisfaction with advising. GCCC ranked high in the areas of advisors spending time with students and getting individual attention regarding advising. These areas were highlighted as strengths for GCCC and this information was shared in published documents including the college annual report and Board of Trustee reports which are published on the GCCC website.

During the first year of the project, the decision had been made to continue using the Noel-Levitz Student Satisfaction Instrument as one of the primary tools for gathering satisfaction information because of budgetary constraints. However, the college continued to be concerned about the lack of regional benchmarking capabilities. While it is nice to see that GCCC's data is higher in many of the measurable areas on the Noel-Levitz as compared to the cohort institutions, a critical concern was the lack of benchmarking that exists with the Noel-Levitz to Kansas institutions. Through discussions with the Recruitment and Retention committee and administration, the recommendation was made to further research the Community College Survey of Student Engagement (CCSSE), the benefits of switching, and the feasibility for the college. In July 2011, the college made the decision to convert to the CCSSE instrument for several reasons. Currently, 8 of the 19 community colleges in Kansas use CCSSE so the ability to benchmark against regional institutions is more prevalent with this instrument. Additionally, the CCSSE provides a better snapshot of not only student satisfaction, but also student engagement in the classroom. This will be a multi-dimensional tool that can assist administration with satisfaction while also assisting faculty with learning strategies and techniques for engaging students in the learning environment. Although initially more costly, the benefits of the methodology of data collection and ultimate data analysis and benchmarking capabilities made this instrument worth the cost.

Reviewer Response:

Garden City Community College, founded in 1919 is one of the oldest continuously operating 2-year colleges in Kansas. The college is located in Garden City, KS a community with a population of about 28,000 in the southwest part of the state. The mission of the college is stated as: "Garden City Community College exists to produce positive contributors to the economic and social well-being of society." This statement is not just words but results, as indicated by the college receiving a 1.7 million dollar grant in a consortium arrangement with other Kansas colleges for the development of skilled employees for the Kansas workforce.

The college has a well-developed Strategic Plan that focuses on the improvement of the college, the faculty and staff, and the students. The plan is complemented by three current AQIP Action Projects. A project on Assessment of Learning, a project on Increasing Access, and the Category 3 (Understanding Students' Needs) project discussed in this report on Designing and Implementing a System for monitoring and Improving Student Satisfaction. The college became an AQIP institution in 2003 and has developed high quality materials that describe and explain the program that are easily accessible online or on campus.

2: Institution Involvement

GCCC Answer:

The institution has involved a committee that is focused on student recruitment and retention at GCCC. This committee consists of faculty, staff and students. This committee made the recommendation to explore the use of additional instruments other than the Noel-Levitz. From this committee's recommendation, the administrative Cabinet researched and determined that the conversion from Noel-Levitz to CCSSE would provide better benchmarking and create a more data rich environment for decision making.

The transition to CCSSE will be a campus-wide effort and will involve all instructors and staff in the process of data collection. CCSSE predetermines the sample size based on the institutional enrollment and ultimately the courses within which the assessment will be conducted in order to insure a random stratified sample. This collection method will involve significant collaboration with the instructional division. Additionally, the input that is received will be shared with the campus, and future action projects may be derived from the input received from the CCSSE assessment. Having a larger and more defined group for the assessment to be administered will assist with a more reliable and valid instrument and a more diversified collection group.

Reviewer Response:

Based on its past success with AQIP Action Projects, the college has broad based input and involvement on this project via the Student Recruitment and Retention Committee. The committee made a good recommendation, which was accepted by the administration, to transition from the Noel-Levitz Student Satisfaction Inventory to the Community College Survey of Student Engagement (CCSSE) instrument developed by the University of Texas at Austin. The leadership of the college is to be commended for placing the goals of this student focused project as a higher priority than the costs of the survey instruments. Using instruments that are more germane to Kansas colleges will have a tendency not only to benchmark GCCC against similar institutions, but also to add to the validity of the data collected from GCCC students. A suggestion is that the that the 2011-12 Almanac Issue of the Chronicle of Higher Education has some very good data and information that provide a national snapshot of student demographics, interests, and needs.

3: Next Steps

GCCC Answer:

Next steps for this project involve the transition to the CCSSE instrument with the plans of also using the SENSE instrument, which is a companion to CCSSE. The CCSSE is a spring coordinated instrument and collects student opinions toward the end of an academic year. The SENSE is administered within the first three weeks of the fall semester each year and provides feedback to institutions regarding why students chose your institution and their impression of various aspects of the institution through the first three weeks of the semester including orientation, advising and activities.

This transition will be an extremely aggressive and proactive approach to increasing the amount and type of information that GCCC is collecting and enhancing the ability to benchmark against regional institutions.

The college will continue to strive toward "closing of the loop" in respect to data collection, analysis, measurement and information sharing. One of the key components and factors in transitioning to CCSSE includes involving more

of the campus in the survey collection and creating a more open and aware environment across campus for the importance of data collection and the sharing of this information once received.

Reviewer Response:

GCCC has a good strategy for making the transition from the Noel-Levitz instruments to the CCSSE instruments. The college is on the right track to “closing the loop” in regard to data collection and analysis. Involving more of the campus constituent groups in the survey data collection process is also important. A suggestion is that the individuals who collect the data be trained on survey administration techniques in order to send consistent messages, and to be perceived by students as unbiased and trusted survey administrators.

4: Resulting Effective Practices

GCCC Answer:

One effective practice speaks to the heart of AQIP. During the first year of the project, the college made a decision to stay with a standard practice because of budgetary constraints. However, the discussions did not end at that point. The college was really not satisfied with the limitations of the student satisfaction instrument and continued to explore options. Although the budgetary constraints have not lifted, the college made it a priority to find ways of measuring student satisfaction and engagement more efficiently and effectively. Especially in tough economic times and diminishing area high school graduates, GCCC must gather and analyze the best possible data to position itself for growth and a better feedback loop from stakeholders.

Reviewer Response:

Again, within the context of budget constraints, accurately measuring student satisfaction comes first. Another benefit that should result from the broad based input on this project is the collaboration between student services, administrative services, and academic services. This kind of teamwork and collaboration sends the message to students and stakeholders that the institution really cares about them and their success.

5: Project Challenges

GCCC Answer:

GCCC is satisfied that this action project is progressing as planned. While challenges with a change in procedure for administering the CCSSE assessment tool are anticipated, good communication among faculty and administration will help alleviate some of this. Several student services staff have agreed to assist with the administration of CCSSE in the spring as it will be a more robust tool and impact a significantly larger student population.

Reviewer Response:

This project represents very good alignment between AQIP Category 3, Understanding Students’ Needs, Category 9, Building Collaborative Relationships; and the Performing Principles of Broad-based Involvement, and Leadership Support. Because of the institutional commitment and support for the AQIP program and associated Action Projects, the challenges may become opportunities to better serve students rather than hurdles that interfere with progress.

The college Mission, Strategic Plan, AQIP Action Projects, and other materials that appear on the web site are very comprehensive, well presented and detailed, and easily accessible. Although the college is located in a rather remote rural area, through this project as well as the continuous improvement of programs and services, the college is helping students prepare for the future as well as developing a better understanding of broader 21st Century cultural and societal factors.

In summary, Garden City Community College is making "reasonable progress" toward completion of the Action Project and development of an institution-wide continuous quality improvement culture.

DEFAULT STUDY 2009 Cohort

A. REPORTED DATA AND HISTORY

1. Borrowers in Default: 23
 Borrowers in Repayment: 244
 Dollars in Default: \$95,415
 Dollars in Repayment: \$1,003,281
 FY 2009 Default Rate: 9.4%

2.

| Fiscal Year | # of Borrowers Entering Repayment | # of Borrowers in Default | Official Cohort Default Rate |
|-------------|-----------------------------------|---------------------------|------------------------------|
| 1992 | 135 | 33 | 24.4% |
| 1993 | 138 | 32 | 23.1% |
| 1994 | 197 | 27 | 13.7% |
| 1995 | 189 | 23 | 12.1% |
| 1996 | 211 | 33 | 15.6% |
| 1997 | 205 | 33 | 16% |
| 1998 | 218 | 30 | 13.7% |
| 1999 | 231 | 19 | 8.6% |
| 2000 | 214 | 21 | 9.8% |
| 2001 | 220 | 23 | 10.4% |
| 2002 | 252 | 30 | 11.9% |
| 2003 | 226 | 19 | 8.4% |
| 2004 | 308 | 24 | 7.7% |
| 2005 | 306 | 15 | 4.9% |
| 2006 | 360 | 19 | 5.2% |
| 2007 | 342 | 26 | 7.6% |
| 2008 | 275 | 15 | 5.4% |
| 2009 | 244 | 23 | 9.4% |

3. Year of Loan:

- 2002-03 _____ 2
- 2003-04 _____ 6
- 2004-05 _____ 8
- 2005-06 _____ 4
- 2006-07 _____ 5
- 2007-08 _____ 16
- 2008-09 _____ 4

(Some students had more than one loan)

B. STUDENT CHARACTERISTICS

1. Enrollment Status:

2.

Full-Time 23

Part-Time 0

2. Educational Background:

High School Graduate 18

G.E.D. 2

Students Transferring Hours 8

Ability to Benefit 3

3. Age Status:

Traditional 19

Non-Traditional 4

4. Residency Status:

In-State, In-County 4

In-State, Out-of-County 5

Out-of-State 11

Rollover 3

5. Exit Status:

Graduates of GCCC 6

Non-Graduates of GCCC 17

6. Exit Grade Point Average:

3.50 - 4.00 1

3.00 - 3.49 0

2.50 - 2.99 5

2.00 - 2.49 6

1.50 - 1.99 5

1.00 - 1.49 1

0.50 - 0.99 1

0.00 - 0.49 4

7. Major Area of Study:

Cosmetology 1

Business 0

Criminal Justice 2

Education 1

John Deere 2

Health, PE 1

General Studies 13

Athletic Training 1

Nursing 1

Art 1

8. Campus Activities Involvement:

| | | | |
|--------------------|----------|--------------------------|----------|
| None | <u>5</u> | Student Support Services | <u>2</u> |
| Basketball (Men's) | <u>4</u> | Track (Men's) | <u>1</u> |
| Football | <u>9</u> | Track (Women's) | <u>0</u> |
| Rodeo | <u>0</u> | Volleyball | <u>0</u> |
| Band | <u>2</u> | Federal Work Study | <u>5</u> |

(Some students had more than one involvement)