

February 11, 2020

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 **Tuesday, February 11, 2020**. The meeting will be held in the **Endowment Room of the Beth Tedrow Student Center**, Garden City Community College Campus.

5:00 PM Dinner in the **Bronbuster Room** next to the Endowment Room, Beth Tedrow Student Center.

AGENDA

I. CALL TO ORDER:

- A. Comments from the Chair
- B. Introduction of new employees

II. CONSENT AGENDA Action

- A. Approval of minutes of previous meetings (January 14, 2020).....pg. 3
- B. Approval of personnel actions-Human Resources.....pg. 11
 - B-1 Human Resources Report pg. 12
 - B-2 Adjunct/Outreach Contractspg. 13
- C. Financial Informatiopg. 19
 - C-1 Monthly Summary Published Funds Operating Revenues and Expenses..pg. 20
 - C-2 Checks Processed in excess of \$50,000.....pg. 21
 - C-3 Revenues.....pg. 22
 - C-4 Expenses.....pg. 24
 - C-5 Cash in Bank.....pg. 31
- D. Approval of 2020-2021 Tuition, Fees, Room and Board.....pg. 32
- E. Approval Remodel of the Athletic Training Rooms.....pg. 39
- F. Extension of Great Western Dining Contract.....pg. 43

III. CONFIRMATION OF MONITORING REPORTS:

- A. Monitoring Reports and ENDS **Consensus Approval**
 - A-1 Annual, Executive Limitations, Essential Skills.....pg. 44
 - A-2 Annual, Executive Limitations, Personal Enrichment.....pg. 59
- B. Review Monitoring Report
 - B-1 Annual, Executive Limitations, Information and Advice
 - B-2 Annual, Executive Limitations, Asset Protection

VI. OTHER

- A. Open comments from the public
 - 1. Public Comment: 30 minutes total, 5 minutes per individual. Comments should be relevant to matters over which the Board has authority. Speakers should respect the rights of all persons, and they should not engage in personal attacks or disruptive behavior. This time is not intended to be a question and answer time. The Board cannot take any binding action on matters not on the agenda. The Board has a right to conduct an orderly and efficient public meeting.
 - 2. Comments directed to the Board should pertain to Ends; Mission, Essential Skills, Work Preparedness, Academic Advancement, Personal Enrichment, and Workforce Development.

- B. President’s Report
- C. Incidental Information.....pg. 64
- D. Report from FCEDC
- E. Report from KACCT
- F. Report from SGA
- G. Report from Faculty Senate

VII. OWNERSHIP LINKAGE

Upcoming Calendar Dates:

- February 12 Buster Women’s Basketball vs. Pratt CC, 6:00 p.m.
- February 12 Buster Men’s Basketball vs. Pratt CC, 8:00 p.m.
- February 12 Buster Softball vs. Lamar CC, 1:00 p.m. and 3:00 p.m.
- February 14 Buster Rodeo @ Kansas State Rodeo
- February 15 Buster Baseball vs. Iowa Western CC, 2:00 p.m. and 4:30 p.m.
- February 16 Buster Baseball vs. Iowa Western CC, 12:00p.m. and 2:30 p.m.
- February 19 Buster Men’s Basketball vs. Colby CC, 8:00 p.m.
- February 19 Buster Softball vs. Trinidad State Junior College 12:00 p.m. and 2:00 p.m.
- February 7-28 Emporia State Printmaking, Mercer Gallery
- February 20-23 Dinner Theatre, “Almost Maine”, 7:00 p.m., Pauline Joyce Fine Arts
- February 26 Buster Softball vs. Otero Junior College, 11:00 a.m. and 1:00 p.m.

VIII. EXECUTIVE SESSION

VIII. ADJOURNMENT

Dr. Ryan J. Ruda
President

Dr. Blake Wasinger
Chairman

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

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

Purposes for Executive Sessions

- a. Personnel matters of non-elected personnel*
- b. Consultation with the body's attorney*
- c. Employer-employee negotiation*
- d. Confidential data relating to financial affairs or trade secrets of corporations, partnerships, trusts, and individual proprietorship*
- e. Matters affecting a student, patient, or resident of public institutions*
- f. Preliminary discussions relating to acquisition of real property*
- g. Security, if open discussion would jeopardize security*

**MEETING OF TRUSTEES
GARDEN CITY COMMUNITY COLLEGE
January 14, 2020**

Trustees Present: Leonard Hitz, Dr. Blake Wasinger, Dr. Marilyn Douglass, Beth Tedrow, Shanda Smith, David Rupp

Trustees Absent:

Others Present: Dr. Ryan Ruda, President
Amy McVey, Deputy Clerk
Karla Armstrong, Vice President for Administrative Services/CFO
Marc Malone, Vice President for Instructional Services
Shajia Donecker, PR & Marketing Coordinator
Nicole Dick, Math Instructor, Faculty Senate
Toni Douglass, Community Member
Aaron Kucharik, Community Member
Nicole Dick, Faculty Senate Rep/Math Instructor
Maxine Atkinson, Community Member
Eugene Atkinson, Community Member
Derek Ramos, Dean of Physical Planning
Deb Nicholson, Comptroller
Rodney Dozier, Campus Police Chief
Theresa Dasenbrock, Lewis, Hooper & Dick, LLC
Kristin Sekavec, Lewis, Hooper & Dick, LLC

CALL TO ORDER:

Chair Wasinger called the regular board meeting to order at 6:00 p.m.

COMMENTS FROM THE CHAIR:

Chair Wasinger took a few minutes to welcome new board members Beth Tedrow, Shanda Smith and David Rupp to the GCCC Board of Trustees meeting. Dr. Wasinger also extended his condolences for Dr. Carol Ballantyne, former President of GCCC. She passed away shortly before the Holidays.

INTRODUCTION OF NEW EMPLOYEES:

Vice President for Instructional Services, Marc Malone, introduced new employees Kimberlyn Basinger, Penka Building Secretary, and Amy Waters, Nursing Instructor.

Audit Report from Lewis, Hooper & Dick, LLC

Representatives from Lewis, Hooper & Dick, LLC reviewed Garden City Community College's 2018-2019 audit. They found "no questioned costs on federal funds and programs," and "no material weaknesses or significant deficiencies". Ms. Dasenbrock also reported that the annual audit revealed no disagreements with management or other significant findings or issues.

EXECUTIVE SESSION:

Motion: *Douglass moved, seconded by Rupp to go into executive session for thirty (30) minutes, for the purpose of consultation with the body's attorney to discuss litigation and potential litigation, allowing five (5) minutes to clear the room. The open meeting will resume in the Endowment Room of the Beth Tedrow Student Center in thirty minutes (30) (7:07 p.m.). Included in the executive session will be Trustees; Attorney for Garden City Community College Board of Trustees, Randall Grisell; Vice President for Administrative Services/CFO, Karla Armstrong; and President, Dr. Ryan Ruda.*

Ayes: Douglass, Rupp, Smith, Wasinger, Tedrow, Hitz

Nays: None

Motion carried: 6-0

Board recessed into executive session at 6:37 p.m.

Included in Executive Session:

GCCC Board of Trustees

Randall Grisell, Attorney for Garden City Community College Board of Trustees

Karla Armstrong, Vice President for Administrative Services/CFO

Ryan Ruda, President

Board reconvened into open session at 7:07 p.m.

No action was taken.

CONSENT AGENDA:

Chair Wasinger asked if Trustees wished to remove any items from the consent agenda.

Trustee Hitz asked for III B-2 to be removed and for III C-2 to be removed for separate discussion.

Chair Wasinger then asked for a motion approving consent agenda items III A, III B-1, III C-1, C-3, C-4 and C-5. Holding III B-2 and III C-2 for separate discussion.

Motion:

Douglas moved, seconded by Hitz to approve consent agenda items III A, III B-1, III C-1, C-3, C-4 and C-5. Holding III B-2 and III C-2 for separate discussion.

Ayes: Wasinger, Hitz, Douglass, Smith, Tedrow, Rupp

Nays: None

Motion carried: 6-0

Approved actions follow:

(A) Approval of minutes of previous meetings (December 10, 2019)

(Supporting documents filed with official minutes.)

(B) Approval of personnel actions-Human Resources

B-1 Human Resources Report

(Supporting documents filed with official minutes.)

(C) Financial Information

- C-1 Monthly Summary Published Funds Operating Revenues and Expenses
- C-3 Revenues
- C-4 Expenses
- C-5 Cash in Bank

(Supporting documents filed with official minutes.)

III B-2, Adjunct/Outreach Contracts

Trustee Hitz inquired if the contracts were signed contracts and if we had physical copies of them on campus. Dr. Ruda stated that yes, they are signed contracts and are filed at GCCC.

III C-2, Checks Processed in excess of \$50,000

Trustee Hitz' question was about the purchase cards. Are these similar to a Mastercard/Visa? Karla Armstrong explained that they were indeed Visa cards secured by Commerce Bank.

Motion:

Tedrow moved, seconded by Douglass to approve consent agenda item III B-2, Adjunct/Outreach Contracts and III C-2, Checks Processed in excess of \$50,000 .

Ayes: Wasinger, Hitz, Douglass, Smith, Tedrow, Rupp

Nays: None

Motion carried: 6-0

(Supporting documents filed with official minutes.)

ORGANIZATION OF OFFICERS – BOARD OF TRUSTEES 2020

Chair

Motion:

Douglass moved, seconded by Tedrow to cease nominations for Chair of the Board for the 2020-2021 year.

Ayes: Douglass, Wasinger, Smith, Tedrow, Rupp

Nays: Hitz

Motion carried: 5-1

(Supporting documents filed with official minutes)

Motion:

Douglass moved, seconded by Tedrow Dr. Blake Wasinger be elected as Chair of the Board for the 2020-2021 year.

Ayes: Douglass, Rupp, Tedrow, Smith

Nays: Hitz

Abstain: Wasinger

Motion carried: 4-1

(Supporting documents filed with official minutes)

Vice-Chair

Motion:

Rupp moved, seconded by Wasinger to cease nominations for Vice-Chair of the Board for the 2020-2021 year.

Ayes: Douglass, Wasinger, Smith, Tedrow, Rupp

Nays: Hitz

Motion carried: 5-1

(Supporting documents filed with official minutes)

Motion:

Wasinger moved, seconded by Tedrow Dr. Marilyn Douglass be elected as Vice-Chair of the Board for the 2020-2021 year.

Ayes: Wasinger, Rupp, Tedrow, Smith

Nays: Hitz

Abstain: Douglass

Motion carried: 4-1

(Supporting documents filed with official minutes)

KACCT Representative

Motion:

Douglass moved, seconded by Smith Beth Tedrow be elected as KACCT Representative of the Board for the 2020-2021 year.

Ayes: Wasinger, Rupp, Douglass, Smith, Hitz

Nays:

Abstain: Tedrow

Motion carried: 5-0

(Supporting documents filed with official minutes)

KACCT Representative (alternate)

Motion:

Douglass moved, seconded by Rupp Dr. Blake Wasinger be elected as KACCT Representative (alternate) for the 2020-2021 year.

Ayes: Tedrow, Rupp, Douglass, Smith, Hitz

Nays:

Abstain: Wasinger

Motion carried: 5-0

(Supporting documents filed with official minutes)

FCEDC Representative

Motion:

Wasinger moved, seconded by Douglass to cease nominations for FCEDC Representative of the Board for the 2020-2021 year.

Ayes: Douglass, Wasinger, Smith, Tedrow, Rupp

Nays: Hitz

Motion carried: 5-1

(Supporting documents filed with official minutes)

Motion:

Tedrow moved, seconded by Wasinger David Rupp be elected as FCEDC Representative of the Board for the 2020-2021 year.

Ayes: Wasinger, Douglass, Smith, Tedrow

Nays: Hitz

Abstain: Rupp

Motion carried: 4-1

(Supporting documents filed with official minutes)

Appointments

- | | |
|---|-----------------|
| A. Secretary to the Board..... | Dr. Ryan Ruda |
| B. Deputy Clerk..... | Amy McVey |
| C. College Treasurer..... | Karla Armstrong |
| D. Designated Agent for KPERS..... | Pam Harms |
| E. Alternate Designated Agents for KPERS..... | Karla Armstrong |
| F. Designated Endowment Representative..... | Shanda Smith |
| G. Designated BAA Representative..... | David Rupp |

Motion:

Douglass moved, seconded by Wasinger to accept Appointments as presented for the 2020-2021 year.

Ayes: Wasinger, Douglass, Smith, Tedrow, Hitz, Rupp

Nays:

Motion carried: 6-0

(Supporting documents filed with official minutes)

Trustee Hitz exited the meeting at 7:43 p.m.

Depositor Designations

A. Primary Depository for 2020

Commerce Bank

B. Other Depositories for 2020

Western State Bank
Valley State Bank
First National Bank of Garden City
Landmark National Bank
American State Bank
Garden City State Bank
State of Kansas Municipal Investment Fund

C. Authorized Signatures:

Dr. Ryan Ruda	Garden City Community College, President
Karla Armstrong	Garden City Community College, VP for Administrative Services/CFO
Amy McVey	Garden City Community College, Executive Assistant to the President
Debra S. Nicholson	Garden City Community College, Comptroller

D. Professional Service Providers:

College Attorney	Randy Grisell
College Architect	Gibson Mancini Carmichael & Nelson P.A.

Motion:

Douglass moved, seconded by Wasinger to accept Depositor Designations as presented for the 2020-2021 year.

Ayes: Wasinger, Douglass, Smith, Tedrow, Rupp

Nays:

Absent: Hitz

Motion carried: 5-0

(Supporting documents filed with official minutes)

MONITORING REPORTS and ENDS REPORT

Trustees indicated they had received and reviewed the following monitoring reports:

- | | |
|--|---------------------------|
| A. Monitoring Reports and ENDS | Consensus Approval |
| A-1 Bi-Annual, Executive Limitations, General Executive Constraints, #7 | |
| A-2 Annual, Executive Limitations, Information and Advice, #2, #3, #5 | |
| A-3 Annual, Executive Limitations Asset Protection, #1, #2, #3, #4, #6, #7 | |
| B. Review Monitoring Report | |
| B-1 Essential Skills #4 and #5 | |

Trustees indicated that they accept the monitoring reports as presented.

REVIEW MONITORING REPORTS:

Essential Skills #4 and #5 tabled for February meeting.

PUBLIC COMMENTS:

No signatures for public comments this month.

PRESIDENT'S REPORT:

This portion of the meeting is related to student accomplishments, activities, campus visitors, and special events that have taken place in the GCCC campus community since the last Board of Trustee meeting.

Empirical Processing Plant

USD 363 (Holcomb), USD 457 (Garden City), and GCCC have worked diligently with Empirical to create a customized workforce education program in the newly formed Advanced Food Manufacturing pathway.

- Empirical announced plans in December 2019 to employ around 300 people and construction is expected to take 2-3 years.
- Plans are underway now to recruit a full-time instructor for the Industrial Maintenance Program, which is a critical component of the Advanced Food Manufacturing Pathway.

Continuing Education

New personal enrichment and workforce training opportunities are planned for the 2020 calendar year, thanks to partnership between GCCC and Finney County Economic Development Corporation.

- First class scheduled is “Brewhouse Flight School” on Jan. 31, 2020. Registration is now open.

Upcoming Events

SGA has invited LaTosha Brown, an activist and accomplished jazz singer, to speak to the student body on Monday, Jan. 20, 2020, for Martin Luther King Jr. Day. The program begins at 10:30 a.m. in Conestoga arena, and the public is invited to attend.

The GCCC Endowment Association is hosting a book signing on Friday, Jan. 17, for Bob Hopkins, a 1961 graduate of Garden City High School. Hopkins is a professor of business communications and has recently written a book called “Philanthropy Misunderstood.” He will be sharing some of the proceeds of his book for a new scholarship – the Nolte Scholarship – named after a former teacher of his. The scholarship will benefit GCHS students attending GCCC.

2018-2019 Annual Report

The 18-19 Annual Report is now available to the public online at www.gcccks.edu/report.html. The report highlights both financial and academic accomplishments from the past academic year. The report will be distributed to the public through a Saturday edition of the *The Garden City Telegram* in February.

- “18-19 Report Card” also available now. These report cards can be easily distributed throughout campus and the community, and offer a quick glance at our facts/stats from this past academic year.

REPORT FROM FINNEY COUNTY ECONOMIC DEVELOPMENT CORPORATION (FCEDC):

No report from FCEDC this month.

REPORT FROM KACCT:

No report from KACCT this month.

REPORT FROM SGA:

No report from SGA this month.

REPORT FROM FACULTY SENATE:

Nicole Dick, Math Instructor /Faculty Senate, shared that faculty have been wrapping up end of the semester and have been working on Student Learning Assessment.

OWNERSHIP LINKAGE:

No comments.

EXECUTIVE SESSION:

No executive session was held.

CALENDAR DATES:

Chair Wasinger reviewed calendar dates with Trustees.

Next Board meeting will be February 11, 2020

Meeting adjourned at 8:16 p.m. by Chair Wasinger.

UPCOMING CALENDAR EVENTS:

- January 6-31 GC High School Visual Arts Awards Exhibition, Mercer Gallery
- January 10-11 Buster Meat's Team, Southwest Invitational, Lubbock, TX
- January 11 Buster Women's Basketball vs. Butler CC, 2:00 p.m.
- January 11 Buster Men's Basketball vs. Butler CC, 4:00 p.m.
- January 15 Buster Women's Basketball vs. Hutchinson CC, 6:00 p.m.
- January 15 Buster Men's Basketball vs. Hutchinson CC, 8:00 p.m.
- January 19 Buster Meat's Team, National Western, Greeley, CO
- January 25 Buster Women's Basketball vs. Dodge CC, 2:00 p.m.
- January 25 Buster Men's Basketball vs. Dodge City CC, 4:00 p.m.

Amy R McVey
Deputy Clerk

Dr. Ryan Ruda
President

Dr. Blake Wasinger
Chairman of the Board

Agenda No: II-B

Date: February 11, 2020

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

Presenter: Dr. Ryan Ruda

Background Information:

All full-time employees hired by the college's administration are presented monthly to the board. The following document represents new employees and transfers/promotions 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:



February 3, 2020

To: Board of Trustees

From: Alexis Saenz, Human Resources Assistant

New Hires:

No New Hires to Report

Transfers:

No transfers to report.

Separations:

William Harris, Assistant Football Coach, effective, January 28, 2020

Jordan Fiske, Head Strength and Conditioning Coach, effective, January 31, 2020

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 2/11/2020)

INSTRUCTOR	CLASS	AMOUNT
Acevedo, Naysha	General Psychology PSYC-101-51 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 3/6/2020	\$1,560.00
Albert, Kathleen	Anatomy & Physiology I BIOL-211-50 - 4.00 credit hour(s) 4.00 credit hour(s) X \$600.00 = \$2400.00 1/13/2020 - 5/14/2020	\$2,400.00
Albert, Kathleen	Anatomy & Physiology II BIOL-212-50 - 4.00 credit hour(s) 4.00 credit hour(s) X \$600.00 = \$2400.00 1/13/2020 - 5/14/2020	\$2,400.00
Albert, Kathleen	Interpersonal Communications I SPCH-113-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 5/14/2020	\$1,800.00
Arandia, Mark	Elementary Ethics PHIL-102-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 5/14/2020	\$1,800.00
Arandia, Mark	Introduction to Philosophy PHIL-101-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 3/6/2020	\$1,800.00
Bergan, Nicholas	Principles of Econ: Macro ECON-111-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 5/14/2020	\$1,560.00
Bergan, Nicholas	Principles of Economics: Micro ECON-112-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 5/14/2020	\$1,560.00
Boese, Donna	College Success PCDE-101-50 - 1.00 credit hour(s) 1.00 credit hour(s) X \$500.00 = \$500.00 1/13/2020 - 3/6/2020	\$500.00
Breen, Michael	Survey of Civilization I HIST-101-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 5/14/2020	\$1,560.00

GARDEN CITY COMMUNITY COLLEGE
ADJUNCT/OUTREACH FACULTY CONTRACTS
(Presented to Board of Trustees for Approval 2/11/2020)

Burrus, Cynthia	Intro to Political Science POLLS-104-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 3/6/2020	\$1,560.00
Cord, Christine	Basic Food Microbiology ANSI-251-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 5/14/2020	\$1,800.00
Cord, Christine	Introduction to Food Science ANSI-131-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 5/14/2020	\$1,800.00
Estes, Brittany	English II ENGL-102-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 5/14/2020	\$1,560.00
Glenn, Skyler	Animal Science & Industry Lab ANSI-103-50 - 1.00 credit hour(s) 1.00 credit hour(s) X \$520.00 = \$520.00 1/13/2020 - 5/14/2020	\$520.00
Glenn, Skyler	Principles of Animal Science ANSI-102-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 5/14/2020	\$1,560.00
Hands, Melanie	American Government POLLS-105-GC - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/7/2020 - 5/21/2020	\$1,800.00
Hands, Melanie	American Government POLLS-105-GD - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/7/2020 - 5/21/2020	\$1,800.00
Hays, David	College Algebra MATH-108-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$540.00 = \$1620.00 1/13/2020 - 5/14/2020	\$1,620.00
Hays, David	Fundamentals of Statistics MATH-110-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$540.00 = \$1620.00 1/13/2020 - 5/14/2020	\$1,620.00

**GARDEN CITY COMMUNITY COLLEGE
 ADJUNCT/OUTREACH FACULTY CONTRACTS**
 (Presented to Board of Trustees for Approval 2/11/2020)

Hays, David	Intermediate Algebra MATH-107-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$540.00 = \$1620.00 1/13/2020 - 5/14/2020	\$1,620.00
Heaton, Tyrell	World Geography GEOG-101-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$620.00 = \$1860.00 1/13/2020 - 5/14/2020	\$1,860.00
Kasriel, Matthew	Fire Instructor I FIRE-204-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$500.00 = \$1500.00 1/13/2020 - 5/14/2020	\$1,500.00
Kaster, Kent	American History to 1877 HIST-103-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 5/14/2020	\$1,560.00
Komm, Adam	Marketing BSAD-123-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$540.00 = \$1620.00 1/13/2020 - 5/14/2020	\$1,620.00
Marquez, Queenetta	Elementary Spanish I LANG-1322-50 - 5.00 credit hour(s) 5.00 credit hour(s) X \$500.00 = \$2500.00 1/13/2020 - 5/14/2020	\$2,500.00
Meier, Shelley	Foundations of Education EDUC-105-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$500.00 = \$1500.00 1/13/2020 - 5/14/2020	\$1,500.00
Morgan, Linda	Criminal Law CRIM-103-50 - 3.00 credit hour(s) 4/6 of 3.00 credit hour(s) X \$600.00 = \$1200.00 1/13/2020 - 5/14/2020	\$1,200.00
Neri, Elise	Beginning Algebra *** MATH-006-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 5/14/2020	\$1,560.00
Piller, David	Intro to Criminal Justice CRIM-101-50 - 3.00 credit hour(s) 2/6 of 3.00 credit hour(s) X \$500.00 = \$500.00 1/13/2020 - 5/14/2020	\$500.00

GARDEN CITY COMMUNITY COLLEGE
ADJUNCT/OUTREACH FACULTY CONTRACTS
(Presented to Board of Trustees for Approval 2/11/2020)

Pringle, Nisaphan	Accounting I ACCT-102-50 - 3.00 credit hour(s) 5/6 of 3.00 credit hour(s) X \$500.00 = \$1250.00 1/13/2020 - 5/14/2020	\$1,250.00
Reyes, Vicky	College Success PCDE-101-40 - 1.00 credit hour(s) 1.00 credit hour(s) X \$500.00 = \$500.00 1/13/2020 - 3/6/2020	\$500.00
Routon, Timothy	Woodworking HMGD-175-02 - NON-CREDIT 42 contact hours X \$35.00 = \$1470.00 1/28/2020 - 5/5/2020	\$1,470.00
Simmons, John	Microbiology BIOL-213-50 - 5.00 credit hour(s) 5.00 credit hour(s) X \$600.00 = \$3000.00 1/13/2020 - 5/14/2020	\$3,000.00
Simmons, John	Principles of Biology BIOL-105-50 - 5.00 credit hour(s) 5.00 credit hour(s) X \$600.00 = \$3000.00 1/13/2020 - 5/14/2020	\$3,000.00
Sisk, Bradley	Emergency Medical Technician EMIC-108-50 - NON-CREDIT 10/21/2019 - 12/04/2019	\$700.00
Spero, Susan	Introduction to Sociology SOC1-102-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 5/14/2020	\$1,800.00
Stevenor, Jane	English I ENGL-101-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$540.00 = \$1620.00 1/13/2020 - 5/14/2020	\$1,620.00
Stevenor, Jane	English I ENGL-101-51 - 3.00 credit hour(s) 3.00 credit hour(s) X \$540.00 = \$1620.00 1/13/2020 - 5/14/2020	\$1,620.00
Stevenor, Jane	English II ENGL-102-51 - 3.00 credit hour(s) 3.00 credit hour(s) X \$540.00 = \$1620.00 1/13/2020 - 5/14/2020	\$1,620.00

**GARDEN CITY COMMUNITY COLLEGE
 ADJUNCT/OUTREACH FACULTY CONTRACTS
 (Presented to Board of Trustees for Approval 2/11/2020)**

Stevenor, Jane	English II ENGL-102-55 - 3.00 credit hour(s) 3.00 credit hour(s) X \$540.00 = \$1620.00 1/13/2020 - 5/14/2020	\$1,620.00
Tangumonkem, Eric	Physical Geology PHSC-205-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 5/14/2020	\$1,800.00
Terrell, Amanda	Art Appreciation ARTS-120-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$500.00 = \$1500.00 1/13/2020 - 5/14/2020	\$1,500.00
Vadapally, Praveen	Astronomy, Descriptive PHSC-106-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 5/14/2020	\$1,800.00
Vadapally, Praveen	College Chemistry I CHEM-109-50 - 5.00 credit hour(s) 5.00 credit hour(s) X \$600.00 = \$3000.00 1/13/2020 - 5/14/2020	\$3,000.00
Weaver, Melissa	Public Speaking SPCH-111-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$500.00 = \$1500.00 1/13/2020 - 5/14/2020	\$1,500.00
Weaver, Melissa	Public Speaking SPCH-111-55 - 3.00 credit hour(s) 3.00 credit hour(s) X \$500.00 = \$1500.00 1/13/2020 - 5/14/2020	\$1,500.00
Wenzel, Leslie	College Math *** MATH-005-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$560.00 = \$1680.00 1/13/2020 - 5/14/2020	\$1,680.00
Wenzel, Leslie	Intermediate Algebra MATH-107-41 - 3.00 credit hour(s) 3.00 credit hour(s) X \$560.00 = \$1680.00 1/13/2020 - 3/6/2020	\$1,680.00
Whitehill, Judy	Developmental Psychology EDUC-110-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 5/14/2020	\$1,560.00

GARDEN CITY COMMUNITY COLLEGE
ADJUNCT/OUTREACH FACULTY CONTRACTS
(Presented to Board of Trustees for Approval 2/11/2020)

Whitehill, Judy	Human Sexuality SOCL-104-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$520.00 = \$1560.00 1/13/2020 - 5/14/2020	\$1,560.00
Woolever, Sharon	Medical Terminology EMIC-104-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$500.00 = \$1500.00 1/13/2020 - 3/6/2020	\$1,500.00
Yeater, Michael	Hzd Analysis Critical Ctrl Pts ANSI-252-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 5/14/2020	\$1,800.00
Yeater, Michael	Principles of Meat Science ANSI-207-50 - 3.00 credit hour(s) 3.00 credit hour(s) X \$600.00 = \$1800.00 1/13/2020 - 5/14/2020 12-00-0000-12211-5260	\$1,800.00
Total:		<u><u>\$88,880.00</u></u>

Agenda No: II-C

Date: February 11, 2020

Topic: Financial Information

Presenter: Dr. Ryan Ruda

Background Information:

Presentation of monthly financial documents:

- Checks over \$50,000
- Revenues
- Expenses
- Cash in Bank

Budget Information:

Financial information represents 1) monthly expenditures over \$20,000 2) cash deposits.

Recommended Board Action:

Accept and approve financial information as presented.

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

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

Board Member Notes:

Garden City Community College

1/31/2020- 58.3% of Year

Published Funds Operating Revenues and Expenses

	Budget FY20			Difference from prior year	FY19		
	Adopted Working Budget	YTD Rev/Exp with encumbrances	YTD % of Budget		Adopted Working Budget	YTD Rev/Exp with encumbrances	YTD % of Budget
Revenues							
Fund 11 - General Fund *	\$ 15,538,563	\$ 11,178,264	71.94%	-6.63%	\$ 15,962,157	\$ 12,541,854	78.57%
Fund 12 - PTE	\$ 2,908,180	\$ 1,489,409	51.21%	-0.84%	\$ 2,685,684	\$ 1,398,037	52.06%
Fund 16 - Auxillary	\$ 3,824,396	\$ 2,842,581	74.33%	-0.98%	\$ 3,602,424	\$ 2,713,048	75.31%
Fund 61 - Capital Outlay **	\$ 1,087,799	\$ 288,196	26.49%	-39.67%	\$ 531,401	\$ 351,574	66.16%
TOTAL	\$ 23,358,938	\$ 15,798,450	67.63%	-7.01%	\$ 22,781,666	\$ 17,004,513	74.64%
Expenses							
Fund 11 - General Fund	\$ 15,538,563	\$ 8,806,681	56.68%	2.86%	\$ 15,962,157	\$ 8,590,684	53.82%
Fund 12 - PTE	\$ 2,908,180	\$ 1,455,717	50.06%	2.83%	\$ 2,685,684	\$ 1,268,228	47.22%
Fund 16 - Auxillary	\$ 3,824,396	\$ 1,879,744	49.15%	0.31%	\$ 3,602,424	\$ 1,759,495	48.84%
Fund 61 - Capital Outlay	\$ 1,087,799	\$ 28,297	2.60%	-0.08%	\$ 1,000,000	\$ 26,802	2.68%
TOTAL	\$ 23,358,938	\$ 12,170,439	52.10%	2.02%	\$ 23,250,265	\$ 11,645,209	50.09%

* County distribution \$1,913,104 less in 19-20

** County distribution \$63,378 less in 19-20

kja

2.06.2020

CHECKS PROCESSED IN EXCESS OF \$50,000

January 2020

Purchases over \$50,000 requiring Board Approval

Payments over \$50,000 not requiring bid sheets

- Check #273003 to City of Garden City for \$50,367.60 for monthly utilities.
- Check #273004 to Commerce Bank for \$54,709.01 for various purchase card purchases.
- Check #273182 to Blue Cross-Blue Shield of Kansas for \$106,196.85 for February 2020 health insurance premiums for employees.

Fiscal Year: 2020

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	683,932.00-	1,498,160.00-	1,672,568.00-	174,408.00-	10.43
11-00-0000-00000-4004 TUITION OUT OF STA	0.00	111,200.00-	274,720.00-	231,952.00-	42,768.00	18.43-
11-00-0000-00000-4005 ACAD COURSE FEE :	0.00	71,927.00-	127,101.00-	94,136.00-	32,965.00	35.01-
11-00-0000-00000-4007 TECHNOLOGY FEE-C :	0.00	266,854.80-	582,591.29-	542,351.00-	40,240.29	7.41-
11-00-0000-00000-4011 MISC STUDENT BILL	0.00	2,242.68-	4,873.42-	100,000.00-	104,873.42	104.87
11-00-0000-00000-4013 TUITION INTERNATIO	0.00	57,722.00-	118,678.00-	115,615.00-	3,063.00	2.64-
11-00-0000-00000-4014 TUITION BORDER STA	0.00	88,200.00-	199,275.00-	177,056.00-	22,219.00	12.54-
11-00-0000-00000-4015 ONLINE COURSE FEE	0.00	115,557.00-	239,508.00-	273,804.00-	34,296.00-	12.53
11-00-0000-00000-4016 NO SHOW FEE : GENE	0.00	150.00-	7,300.00-	10,000.00-	2,700.00-	27.00
11-00-0000-00000-4018 RESOURCE CHARGE :	0.00	72.00-	2,376.00-	0.00	2,376.00	0.00
11-00-0000-00000-4020 INTERNATIONAL FEE	0.00	396.92-	1,653.31-	2,274.00-	620.69-	27.30
11-00-0000-00000-4021 TUITION ONLINE : G	0.00	243,817.00-	501,969.00-	513,147.00-	11,178.00-	2.18
11-00-0000-00000-4501 BUILDING/ROOM RENT	0.00	190.00-	19,615.00-	30,000.00-	10,385.00-	34.62
11-00-0000-00000-4512 VENDING MACHINES :	0.00	636.49-	2,231.40-	5,000.00-	2,768.60-	55.37
11-00-0000-00000-4601 STATE OPERATING GR	0.00	876,691.00-	1,753,383.00-	1,753,383.00-	0.00	0.00
11-00-0000-00000-4803 AD VALOREM PROPERT	0.00	4,883,656.83-	4,943,839.56-	10,173,241.00-	5,229,401.44-	51.40
11-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	179,542.78-	629,317.47-	703,863.00-	74,545.53-	10.59
11-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	2,075.87-	8,219.22-	9,302.00-	1,082.78-	11.64
11-00-0000-00000-4807 DELINQUENT TAX : G	0.00	94,917.30-	140,046.48-	204,724.00-	64,677.52-	31.59
11-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	43,053.61-	50,501.74-	134,000.00-	83,498.26-	62.31
11-00-0000-00000-4809 RENTAL EXCISE TAX	0.00	4,919.59-	11,896.68-	13,160.00-	1,263.32-	9.60
11-00-0000-00000-4810 16/20 M TAX : GENE	0.00	8,826.38-	9,114.45-	14,727.00-	5,612.55-	38.11
11-00-0000-00000-4814 COMMERCIAL VEHICLE	0.00	9,330.21-	16,974.41-	79,695.00-	62,720.59-	78.70
11-00-0000-00000-4815 WATERCRAFT CURRENT	0.00	0.00	0.00	20,096.00-	20,096.00-	100.00
11-00-0000-00000-4816 TIF TAX : GENERAL	0.00	0.00	469.87-	340,000.00	340,469.87	100.14
11-00-0000-00000-4817 NEIGH REVT : GENER	0.00	13,957.01	39,301.80	35,000.00	4,301.80-	12.28-
11-00-0000-00000-4902 INTEREST INCOME :	0.00	3,790.02-	31,949.98-	150,000.00-	118,050.02-	78.70
11-00-0000-00000-4904 REIMBURSED SALARY	0.00	0.00	3,594.50-	40,000.00-	36,405.50-	91.01
11-00-0000-00000-4905 ADMINISTRATIVE ALL	0.00	0.00	24,238.00-	75,000.00-	50,762.00-	67.68
11-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	1,022.17-	9,122.83-	130,000.00-	120,877.17-	92.98
11-00-0000-00000-4912 TRANSCRIPTS : GENE	35.00	704.75-	4,846.12-	10,000.00-	5,188.88-	51.89
00-0000-00000-4999 CONTRA-REV/FUND TR	0.00	0.00	0.00	1,165,531.00	1,165,531.00	100.00
Totals for FUND: 11 - GENERAL	35.00	7,737,471.39-	11,178,263.93-	15,538,563.00-	4,360,334.07-	28.06
00-0000-00000-4005 ACAD COURSE FEE :	0.00	106,894.00-	292,374.33-	595,482.00-	303,107.67-	50.90
12-00-0000-00000-4015 ONLINE COURSE FEE	0.00	33,993.00-	68,040.00-	72,783.00-	4,743.00-	6.52
12-00-0000-00000-4601 STATE OPERATING GR	0.00	507,192.00-	1,014,384.00-	1,014,384.00-	0.00	0.00
12-00-0000-00000-4603 STATE PMT FOR TUIT	0.00	114,611.00-	114,611.00-	60,000.00-	54,611.00	91.01-
12-00-0000-00000-4999 CONTRA-REV/FUND TR	0.00	0.00	0.00	1,165,531.00-	1,165,531.00-	100.00
Totals for FUND: 12 - PTE FUND	0.00	762,690.00-	1,489,409.33-	2,908,180.00-	1,418,770.67-	48.79
16-00-5008-00000-4102 PRIVATE GIFTS/GRAN	0.00	0.00	3,000.00-	0.00	3,000.00	0.00
16-00-5008-00000-4401 SALES & SERV OF ED	0.00	612.00-	7,067.00-	14,264.00-	7,197.00-	50.46

16-00-5008-00000-9999	CONTINGENCY ACCOUN	0.00	0.00	0.00	116,648.39-	32,236.00-	0.00	32,236.00-	100.00
16-00-5011-00000-4009	S U FEES : GENERAL	0.00	53,372.66-	0.00	116,648.39-	140,000.00-	0.00	23,351.61-	16.68
16-00-5011-00000-4011	MISC STUDENT BILL	0.00	33.50-	0.00	2,780.35-	110,000.00-	0.00	107,219.65-	97.47
16-00-5011-00000-4501	BUILDING/ROOM RENT	0.00	8,000.00-	0.00	66,540.32-	100,000.00-	0.00	33,459.68-	33.46
16-00-5011-00000-4503	S U DORM BOARD & R	0.00	903,596.98-	0.00	2,193,466.14-	2,600,000.00-	0.00	406,533.86-	15.64
16-00-5011-00000-4505	DEPOSITS FORFEITED	0.00	0.00	0.00	0.00	2,000.00-	0.00	2,000.00-	100.00
16-00-5011-00000-4506	DORMITORY DAMAGE :	0.00	0.00	0.00	0.00	10,000.00-	0.00	10,000.00-	100.00
16-00-5011-00000-4508	RESERVATION FEE :	0.00	325.00-	0.00	2,925.00-	6,000.00-	0.00	3,075.00-	51.25
16-00-5011-00000-4510	CATER & BOOKSTORE	0.00	1,800.00-	0.00	34,575.00-	50,000.00-	0.00	15,425.00-	30.85
16-00-5011-00000-4512	VENDING MACHINES :	0.00	398.47-	0.00	6,126.61-	20,000.00-	0.00	13,873.39-	69.37
16-00-5011-00000-4516	GUEST ACCOMODATION	0.00	0.00	0.00	0.00	1,000.00-	0.00	1,000.00-	100.00
16-00-5011-00000-4907	MISCELLANEOUS INCO	0.00	0.00	0.00	0.00	1,000.00-	0.00	1,000.00-	100.00
16-00-5012-00000-4011	MISC STUDENT BILL	0.00	0.00	0.00	104.72-	0.00	0.00	104.72	0.00
16-00-5012-00000-4401	SALES & SERV OF ED	0.00	241.29-	0.00	17,101.87-	30,000.00-	0.00	12,898.13-	42.99
16-00-5012-00000-4504	COSMETOLOGY FEES :	0.00	8,780.00-	0.00	73,028.94-	111,074.75-	0.00	38,045.81-	34.25
16-00-5012-00000-4907	MISCELLANEOUS INCO	0.00	0.00	0.00	1,204.66-	1,578.00-	0.00	373.34-	23.66
16-00-5012-00000-9999	CONTINGENCY ACCOUN	0.00	0.00	0.00	0.00	11,184.00-	0.00	11,184.00-	100.00
16-00-5100-00000-4018	RESOURCE CHARGE :	0.00	97,925.54-	0.00	212,326.76-	250,000.00-	0.00	37,673.24-	15.07
16-00-5100-00000-4520	SALES - NEW TEXTBO	0.00	13,682.03-	0.00	54,851.81-	120,000.00-	0.00	65,148.19-	54.29
16-00-5100-00000-4521	SALES - USED TEXTB	0.00	0.00	0.00	1,470.27-	40,000.00-	0.00	38,529.73-	96.32
16-00-5100-00000-4522	SALES - TRADE BOOK	0.00	397.75-	0.00	403.70-	0.00	0.00	403.70	0.00
16-00-5100-00000-4523	SALES - RENTAL BOO	0.00	167.00-	0.00	615.00-	10,000.00-	0.00	9,385.00-	93.85
16-00-5100-00000-4525	SALES - SUPPLIES :	0.00	1,045.08-	0.00	6,588.23-	20,000.00-	0.00	13,411.77-	67.06
16-00-5100-00000-4526	SALES - CLOTHING :	0.00	3,060.78-	0.00	31,413.81-	55,000.00-	0.00	23,586.19-	42.88
16-00-5100-00000-4527	SALES - GIFTS : GE	0.00	653.02-	0.00	7,866.22-	10,000.00-	0.00	2,133.78-	21.34
16-00-5100-00000-4528	SALES - FOOD : GEN	0.00	3.76-	0.00	14.80-	1,000.00-	0.00	985.20-	98.52
16-00-5100-00000-4530	RENTAL FEES - CALC	0.00	120.00-	0.00	190.00-	1,000.00-	0.00	810.00-	81.00
16-00-5100-00000-9999	CONTINGENCY ACCOUN	0.00	0.00	0.00	0.00	87,091.00-	0.00	87,091.00-	100.00
=====									
Totals for FUND: 16 - AUXILIARY ENTITI		0.00	1,094,214.86-	0.00	2,842,580.54-	3,985,564.75-	0.00	1,142,984.21-	28.68
=====									
61-00-0000-00000-4803	AD VALOREM PROPERT	0.00	239,450.30-	0.00	246,434.73-	498,607.00-	0.00	252,172.27-	50.58
61-00-0000-00000-4805	MOTOR VEHICLE PROP	0.00	9,072.77-	0.00	31,304.59-	39,360.00-	0.00	8,055.41-	20.47
61-00-0000-00000-4806	RECREATIONAL VEHIC	0.00	104.89-	0.00	415.35-	447.00-	0.00	31.65-	7.08
61-00-0000-00000-4807	DELINQUENT TAX : G	0.00	4,811.11-	0.00	7,129.20-	7,689.00-	0.00	559.80-	7.28
61-00-0000-00000-4808	PAYMENTS IN LIEU O	0.00	2,110.94-	0.00	2,487.26-	6,425.00-	0.00	3,937.74-	61.29
61-00-0000-00000-4809	RENTAL EXCISE TAX	0.00	248.61-	0.00	601.17-	0.00	0.00	601.17	0.00
61-00-0000-00000-4810	16/20 M TAX : GENE	0.00	431.68-	0.00	446.26-	0.00	0.00	446.26	0.00
61-00-0000-00000-4811	TAX IN PROCESS : G	0.00	0.00	0.00	0.00	5,695.00-	0.00	5,695.00-	100.00
61-00-0000-00000-4814	COMMERCIAL VEHICLE	0.00	471.48-	0.00	1,318.83-	0.00	0.00	1,318.83	0.00
61-00-0000-00000-4816	TIF TAX : GENERAL	0.00	0.00	0.00	23.74-	0.00	0.00	23.74	0.00
61-00-0000-00000-4817	NEIGH REV T : GENER	0.00	684.31	0.00	1,964.95	0.00	0.00	1,964.95-	0.00
61-00-0000-00000-9999	CONTINGENCY ACCOUN	0.00	0.00	0.00	0.00	529,576.00-	0.00	529,576.00-	100.00
=====									
Totals for FUND: 61 - CAPITAL OUTLAY		0.00	256,017.47-	0.00	288,196.18-	1,087,799.00-	0.00	799,602.82-	73.51
=====									
Totals for BUDGET.OFFICER: Unassigned		35.00	9,850,393.72-	15,798,449.98-	23,520,106.75-	7,721,691.77-	32.83		

Garden City Community College

Annual Budget Report Ending 01/31/20

Expenses

Fiscal Year: 2020

FUND: 11 - GENERAL

GL Account Avail	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %
DEPARTMENT: 0000 - GENERAL	0.00	0.00	0.00	689,917.00-	689,917.00- 100.00
DEPARTMENT: 11005 - INSTRUCTION SALARY	0.00	1,067.26	11,678.03	0.00	11,678.03- 0.00
DEPARTMENT: 11010 - BUSINESS & ECONOMI	0.00	17,280.77	122,942.25	217,378.00	94,435.75 43.44
DEPARTMENT: 11020 - HUMANITIES	0.00	7,327.06	46,413.96	65,514.00	19,100.04 29.15
DEPARTMENT: 11021 - ENGLISH	0.00	42,071.93	234,287.38	424,928.00	190,640.62 44.86
DEPARTMENT: 11022 - SPEECH	0.00	11,845.15	71,425.18	96,799.00	25,373.82 26.21
DEPARTMENT: 11023 - PHILOSOPHY	0.00	0.00	1,937.72	0.00	1,937.72- 0.00
DEPARTMENT: 11025 - JOURNALISM	0.00	0.00	8,718.59	30,825.00	22,106.41 71.72
DEPARTMENT: 11026 - BROADCASTING	0.00	0.00	0.00	465.00	465.00 100.00
DEPARTMENT: 11030 - ART	0.00	15,781.58	105,391.25	148,680.00	43,288.75 29.12
DEPARTMENT: 11031 - DRAWA	644.84	5,690.21	41,534.61	77,334.00	35,154.55 45.46
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	5,256.14	39,021.21	60,188.00	21,166.79 35.17
DEPARTMENT: 11033 - INST MUSIC	0.00	11,301.69	116,528.81	150,624.00	34,095.19 22.64
DEPARTMENT: 11040 - SCIENCE	2,078.87	39,840.34	248,181.64	456,967.00	206,706.49 45.23
DEPARTMENT: 11050 - MATH	51.84	27,683.12	177,115.10	291,490.00	114,323.06 39.22
DEPARTMENT: 11060 - SOCIAL SCIENCE	0.00	34,985.15	207,666.60	317,220.64	109,554.04 34.54
DEPARTMENT: 11070 - HEALTH & PHYSICAL	0.00	12,529.94	61,244.60	66,798.00	5,553.40 8.31
DEPARTMENT: 11071 - WELLNESS-SUPER CIR	0.00	6,310.19	44,602.35	81,682.00	37,079.65 45.40
DEPARTMENT: 11081 - READING	0.00	10,007.47	67,572.87	120,758.00	53,185.13 44.04
DEPARTMENT: 11082 - ESL	0.00	6,137.54	36,827.99	76,169.00	39,341.01 51.65
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	600.80	14,993.73	2,000.00	12,993.73-649.68-
DEPARTMENT: 11090 - QUIZ BOWL/ACAD CHA	0.00	365.00	4,099.37	2,000.00	2,099.37-104.96-
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.00	0.00	0.00	0.00	0.00 0.00
DEPARTMENT: 12012 - COMPUTER SCIENCE	0.00	0.00	1,211.07	0.00	1,211.07- 0.00
DEPARTMENT: 12241 - FIRE SCIENCE	0.00	0.00	0.00	0.00	0.00 0.00
DEPARTMENT: 12242 - CHALLENGE COURSE	0.00	0.00	538.25	0.00	538.25- 0.00
DEPARTMENT: 41000 - LIBRARY	2,163.37	12,278.66	97,276.47	179,157.00	79,717.16 44.50
DEPARTMENT: 41009 - COMPREHENSIVE LEAR	13.05	7,082.33	56,586.45	99,824.00	43,224.50 43.30
DEPARTMENT: 41100 - TECHNOLOGY-INSTRUC	22,454.72	19,141.83	359,356.68	579,063.00	197,251.60 34.06
DEPARTMENT: 42000 - VP ON INSTRUCTION	0.00	18,010.88	140,806.67	852,670.36	711,863.69 83.49
DEPARTMENT: 42001 - DEAN OF ACADEMICS	419.82	10,711.49	95,123.11	133,629.00	38,086.07 28.50
DEPARTMENT: 42002 - OUTREACH	0.00	9,939.55	36,553.78	100,068.00	63,514.22 63.47
DEPARTMENT: 44000 - INSTRUCTIONAL DESI	0.00	10,656.49	88,362.04	144,624.00	56,261.96 38.90
DEPARTMENT: 46000 - DEVELOPMENTAL EDUC	0.00	5,985.29	41,176.45	72,065.00	30,888.55 42.86
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	29,494.82	202,018.90	341,305.00	139,286.10 40.81

DEPARTMENT: 50001 - STUDENT SUPPORT SE	0.00	0.00	13,225.00	14,000.00	775.00	5.54
DEPARTMENT: 50010 - COUNSELING & GUIDA	0.00	12,955.27	88,595.30	165,203.00	76,607.70	46.37
DEPARTMENT: 50011 - ASSESSMENT/TESTING	83.36	4,104.44	29,598.52	57,593.00	27,911.12	48.46
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	20,004.14	174,683.90	351,518.00	176,834.10	50.31
DEPARTMENT: 50030 - ADMISSIONS	0.00	12,128.31	86,521.08	160,448.00	73,926.92	46.08
DEPARTMENT: 50040 - REGISTRAR'S OFFICE	0.00	13,389.20	97,439.30	182,061.00	84,621.70	46.48
DEPARTMENT: 50050 - STUDENT HEALTH SER	81.35	5,615.58	39,298.86	70,472.00	31,091.79	44.12
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	3,772.48	25,573.20	440,396.53	573,732.29	129,563.28	22.58
D DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	13,000.10	103,716.57	173,254.00	69,537.43	40.14
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	8,473.59	98,732.72	169,081.00	70,348.28	41.61
DEPARTMENT: 55003 - MEN'S TRACK	453.63	4,813.62	26,079.78	52,381.00	25,847.59	49.35
DEPARTMENT: 55004 - WOMEN'S TRACK	453.62	5,040.53	26,742.58	51,633.00	24,436.80	47.33
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	414.00	11,593.21	66,458.98	137,594.00	70,721.02	51.40
DEPARTMENT: 55006 - FOOTBALL	0.00	36,892.44	328,964.51	516,690.00	187,725.49	36.33
DEPARTMENT: 55007 - BASEBALL	0.00	20,914.49	99,653.56	179,398.00	79,744.44	44.45
DEPARTMENT: 55008 - VOLLEYBALL	44.08	8,345.75	77,764.47	120,857.17	43,048.62	35.62
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	5,544.23	47,912.28	74,795.45	26,883.17	35.94
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	2,950.35	38,130.63	26,297.40	11,833.23	44.99
D DEPARTMENT: 55012 - CHEERLEADING	0.00	3,910.75	47,290.61	61,957.69	14,667.08	23.67
DEPARTMENT: 55014 - RODEO TEAM	1,804.00	9,712.45	92,192.31	166,084.00	72,087.69	43.40
DEPARTMENT: 55015 - MEN'S GOLF	0.00	790.65	20,575.78	40,044.00	19,468.22	48.62
DEPARTMENT: 55019 - ATHLETIC TRAINING	118.00	10,243.56	130,253.01	193,945.00	63,573.99	32.78
DEPARTMENT: 55020 - PEP BAND	0.00	4,564.62	36,728.14	65,672.00	28,943.86	44.07
DEPARTMENT: 55021 - ESPORTS	0.00	856.95	4,972.15	1,500.00	3,472.15	-231.47
DEPARTMENT: 61000 - PRESIDENT	310.46	34,986.45	280,681.51	543,070.00	262,078.03	48.26
DEPARTMENT: 61001 - BOARD OF TRUSTEES	130.80	1,216.51	3,753.96	30,025.00	26,140.24	87.06
DEPARTMENT: 61005 - ATTORNEY	9,425.55	1,324.92	103,454.10	150,000.00	37,120.35	24.75
DEPARTMENT: 62000 - VP OF ADMIN SERVIC	7,101.68	54,207.43	533,363.34	1,307,252.00	766,786.98	58.66
DEPARTMENT: 62010 - HUMAN RESOURCES	5,383.68	15,867.41	103,453.79	194,281.00	85,443.53	43.98
DEPARTMENT: 62011 - ADA COMPLIANCE	0.00	4,745.21	51,943.27	61,098.00	9,154.73	14.98
DEPARTMENT: 62050 - ONE-TIME PURCHASES	0.00	0.00	11,501.95	100,000.00	88,498.05	88.50
DEPARTMENT: 63000 - MARKETING/PR	17,822.20	11,374.73	99,689.57	229,854.00	112,342.23	48.88
DEPARTMENT: 64000 - INFORMATION TECHNO	13,818.66	50,635.32	526,901.14	686,834.00	146,114.20	21.27
DEPARTMENT: 65000 - CENTRAL SERVICES	3,834.24	9,764.49	85,681.45	141,220.00	51,704.31	36.61
DEPARTMENT: 67000 - INSTITUTION EFFECT	0.00	5,983.60	80,540.39	189,572.00	109,031.61	57.51
DEPARTMENT: 70000 - PHYSICAL PLANT ADM	9,268.05	19,709.65	98,874.99	185,932.00	77,788.96	41.84
DEPARTMENT: 71000 - BUILDINGS	19,617.80	32,694.67	319,453.10	517,673.00	178,602.10	34.50
DEPARTMENT: 72000 - CUSTODIAL SERVICES	7,851.80	46,899.04	353,558.50	605,951.00	244,540.70	40.36
DEPARTMENT: 73000 - GROUNDS	6,845.35	19,713.97	182,655.56	305,147.00	115,646.09	37.90
DEPARTMENT: 73001 - ATHLETIC FIELDS	100.00	76.40	13,186.07	28,950.00	15,663.93	54.11
DEPARTMENT: 74000 - VEHICLES	12,771.91	23,144.05	188,453.69	494,490.00	293,264.40	59.31
DEPARTMENT: 75000 - CAMPUS SECURITY	0.00	10,292.25	81,048.10	227,268.00	146,219.90	64.34
DEPARTMENT: 76000 - INSURANCE	0.00	3,385.41	230,524.11	259,856.00	29,331.89	11.29
DEPARTMENT: 77000 - UTILITIES	0.00	55,350.82	433,110.02	831,500.00	398,389.98	47.91

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DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	4,516.30-	19,040.86-	0.00	19,040.86	0.00
DEPARTMENT: 81001 - TUIT WAIVER SEN CT	0.00	1,281.00	1,830.00	100.00	1,730.00	729.99-
DEPARTMENT: 81002 - TUIT WAIVER EMPL/D	0.00	183.00	18,788.00	30,000.00	11,212.00	37.37
DEPARTMENT: 81003 - STATE MANDATED WAI	0.00	0.00	4,934.00	11,000.00	6,066.00	55.15
DEPARTMENT: 81004 - TUIT WAIVER CTZ IN	0.00	100.00	7,825.00	151,000.00	143,175.00	94.82
DEPARTMENT: 81006 - TUIT WAIVER FINE A	0.00	0.00	0.00	106,000.00	106,000.00	100.00
DEPARTMENT: 81007 - ACADEMIC SCHOLARSH	0.00	0.00	1,750.00	0.00	1,750.00-	0.00
DEPARTMENT: 94000 - STUDENT CENTER	0.00	1,668.25	11,647.01	43,971.00	32,323.99	73.51

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FUND: 11 - GENERAL	149,333.21	1,020,888.39	8,806,681.44	15,538,563.00	6,582,548.35	42.36
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Fiscal Year: 2020

FUND: 12 - PTE FUND

GL Account Avail	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %	
DEPARTMENT: 12010 - ACCOUNTING	0.00	5,060.15	33,915.19	63,249.00	29,333.81	46.38
DEPARTMENT: 12011 - MID-MANAGEMENT & B	28.05	0.00	0.00	241.00	212.95	88.36
DEPARTMENT: 12012 - COMPUTER SCIENCE	0.00	6,911.87	36,976.59	46,882.00	9,905.41	21.13
DEPARTMENT: 12200 - ADN PROGRAM	150.00	24,469.57	138,549.21	336,883.00	198,183.79	58.83
DEPARTMENT: 12201 - LPN PROGRAM	150.00	22,897.79	163,519.85	337,302.00	173,632.15	51.48
DEPARTMENT: 12202 - EMT	40.00	24,958.74	122,361.34	194,760.00	72,358.66	37.15
DEPARTMENT: 12203 - ALLIED HEALTH	0.00	30,921.08	118,271.99	201,799.00	83,527.01	41.39
DEPARTMENT: 12210 - AGRICULTURE	0.00	4,211.82	30,512.10	62,288.00	31,775.90	51.01
DEPARTMENT: 12211 - ANIMAL SCIENCE	761.02	8,051.00	85,342.68	115,309.00	29,205.30	25.33
DEPARTMENT: 12220 - JOHN DEERE AG TECH	850.00	14,959.34	119,771.74	192,374.00	71,752.26	37.30
DEPARTMENT: 12230 - AUTO MECHANICS	1,500.00	44,190.88	117,309.53	136,730.00	17,920.47	13.11
DEPARTMENT: 12240 - CRIMINAL JUSTICE	0.00	10,019.77	78,730.24	146,598.00	67,867.76	46.30
DEPARTMENT: 12241 - FIRE SCIENCE	2,738.45	23,811.99	76,506.43	81,392.00	2,147.12	2.64
DEPARTMENT: 12250 - COSMETOLOGY	0.00	11,171.69	68,669.86	127,957.00	59,287.14	46.33
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	0.00	750.00	783.69	0.00	783.69-	0.00
DEPARTMENT: 12273 - WELDING	19,693.01	26,176.66	155,750.63	293,099.00	117,655.36	40.14
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	12,956.79	92,495.78	571,317.00	478,821.22	83.81
DEPARTMENT: 62050 - ONE-TIME PURCHASES	0.00	0.00	16,250.00	0.00	16,250.00-	0.00

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FUND: 12 - PTE FUND	25,910.53	271,519.14	1,455,716.85	2,908,180.00	1,426,552.62	49.05
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FUND: 14 - ADULT SUPPLEMENTARY ED

Fiscal Year: 2020

GL Account Avail	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	775.00	15,296.67	56,750.00	41,453.33 73.05
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	0.00	3,637.00	3,637.00 100.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	368.28	3,169.30	3,488.20	318.90 9.14
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	260.50	9,148.32	21,168.76	12,020.44 56.78
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	148,926.14	156,381.28	7,455.14 4.77
DEPARTMENT: 55012 - CHEERLEADING	198.00	260.83	1,587.92	1,951.90	165.98 8.50
DEPARTMENT: 55008 - VOLLEYBALL	0.00	170.00	3,343.97	4,708.01	1,364.04 28.97
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	472.00	0.00	2,670.66	17,583.20	14,440.54 82.13
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	184.62	1,553.24	14,500.00	12,946.76 89.29
DEPARTMENT: 55007 - BASEBALL	1,656.00	2,759.37	14,235.29	19,449.94	3,558.65 18.30
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	6,850.00	6,850.00 100.00
DEPARTMENT: 55013 - DANCE TEAM	0.00	0.00	0.00	89.57	89.57 100.00
DEPARTMENT: 55015 - MEN'S GOLF	0.00	339.00	1,694.09	2,000.00	305.91 15.30
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	3.57	3.57	0.00	3.57- 0.00
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	0.00	0.00	81.53	81.53 100.00
DEPARTMENT: 55003 - MEN'S TRACK	0.00	823.76	1,752.64	2,500.00	747.36 29.89
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FUND: 14 - ADULT SUPPLEMENTARY ED	2,326.00	5,944.93	203,381.81	311,139.39	105,431.58 33.89

FUND: 16 - AUXILIARY ENTITIES

Fiscal Year: 2020

GL Account Avail	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %
DEPARTMENT: 31000 - COMMUNITY SERVICE	16,157.19	222.70	21,342.39	46,500.00	9,000.42 19.36
DEPARTMENT: 94000 - STUDENT CENTER	3,535.15	1,203.40	87,679.98	284,435.00	193,219.87 67.93
DEPARTMENT: 95000 - STUDENT HOUSING	18,311.01	80,296.59	1,424,085.91	2,906,702.00	1,464,305.08 50.38
DEPARTMENT: 98000 - COSMETOLOGY	24,949.24	7,651.70	89,443.21	153,836.75	39,444.30 25.64
DEPARTMENT: 97000 - BOOKSTORE	129,894.74	67,424.64	257,192.36	594,091.00	207,003.90 34.84
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FUND: 16 - AUXILIARY ENTITIES	192,847.33	156,799.03	1,879,743.85	3,985,564.75	1,912,973.57 48.00

Garden City Community College
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Fiscal Year: 2020

FUND: 22 - RESTRICTED GRANTS

GL Account Avail	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %
DEPARTMENT: 50000 - DEAN OF STUDENT SE	8,745.00	589.44	1,869.64	13,000.00	2,385.36 18.35
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.00	0.00	0.00	16,824.00	16,824.00 100.00
DEPARTMENT: 00000 - GENERAL	0.00	0.00	13,225.00-	13,225.00-	0.00 0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	20,247.76	103,698.98	329,840.00	226,141.02 68.56
DEPARTMENT: 42000 - VP ON INSTRUCTION	0.00	5,782.32	40,563.13	78,794.10	38,230.97 48.52
DEPARTMENT: 11040 - SCIENCE	0.00	0.00	861.20	4,000.00	3,138.80 78.47
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	209.74	5,000.00	4,790.26 95.81
DEPARTMENT: 11040 - SCIENCE	0.00	645.90	10,052.45	42,623.00	32,570.55 76.42
DEPARTMENT: 42005 - DEAN OF TECHNICAL	13,470.00	16,848.27	73,089.38	107,765.00	21,205.62 19.68
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	35.27	35.27 100.00
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	0.00	0.00	0.00 0.00
DEPARTMENT: 13301 - ADULT ED - INSTRU	0.00	1,550.16	1,550.16	0.00	1,550.16-
DEPARTMENT: 11040 - SCIENCE	0.00	0.00	247.06	62,021.39	61,774.33 99.60
DEPARTMENT: 00000 - GENERAL	0.00	0.00	0.00	0.00	0.00 0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	104,036.93	104,036.93	0.00 0.00
DEPARTMENT: 11040 - SCIENCE	73.04	4,242.74	23,045.64	66,608.40	43,489.72 65.29
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FUND: 22 - RESTRICTED GRANTS	22,288.04	49,906.59	345,999.31	817,323.09	449,035.74 54.94
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Fiscal Year: 2020

FUND: 23 - OTHER RESTRICTED FUNDS

GL Account Avail	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	11,445.00	16,797.94	5,352.94 31.87
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	1,563.72	0.00	1,563.72-
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	7,806.08	0.00	7,806.08-
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FUND: 23 - OTHER RESTRICTED FUNDS	0.00	0.00	20,814.80	16,797.94	4,016.86 23.90
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Fiscal Year: 2020

FUND: 24 - ADULT EDUCATION

GL Account Avail	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	13,891.19	96,960.37	174,984.00	78,023.63 44.59
DEPARTMENT: 13305 - ADULT ED - STAFF D	0.00	0.00	2,284.82	5,249.00	2,964.18 56.47
DEPARTMENT: 13301 - ADULT ED - INSTRUC	300.00	9,309.78	76,400.28	171,918.00	95,217.72 55.39
DEPARTMENT: 12200 - ADN PROGRAM	0.00	3,940.64	11,920.08	0.00	11,920.08- 0.00
DEPARTMENT: 00000 - GENERAL	0.00	0.00	50,000.00-	50,000.00-	0.00 0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	150.00	3,168.57	21,545.08	50,000.00	28,304.92 56.61

FUND: 24 - ADULT EDUCATION

450.00 30,310.18 159,110.63 352,151.00 192,590.37 54.69

Fiscal Year: 2020

FUND: 61 - CAPITAL OUTLAY

GL Account Avail	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %
DEPARTMENT: 71000 - BUILDINGS	18,125.00	18,441.94	28,296.94	1,087,799.00	1,041,377.06 95.73
DEPARTMENT: 61 - CAPITAL OUTLAY	18,125.00	18,441.94	28,296.94	1,087,799.00	1,041,377.06 95.73

Fiscal Year: 2020

FUND: 71 - ACTIVITY/ORGANIZATION FD

GL Account Avail	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %
DEPARTMENT: 50000 - DEAN OF STUDENT SE	13,959.03	40,565.74	407,565.77	690,125.42	268,600.62 38.92
DEPARTMENT: 99001 - STUDENT NEWSPAPER	0.00	923.40	4,784.05	16,200.00	11,415.95 70.47
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	0.00	0.00	0.00 0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	257.00	494.97	2,865.16	19,882.35	16,760.19 84.30

FUND: 71 - ACTIVITY/ORGANIZATION FD

14,216.03 41,984.11 415,214.98 726,207.77 296,776.76 40.87

Garden City Community College

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Fiscal Year: 2020

FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available %Avail
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	37,470.65	44,000.00	6,529.35 14.84
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	39,537.14	44,000.00	4,462.86 10.14
DEPARTMENT: 55003 - MEN'S TRACK	0.00	0.00	17,500.00	25,000.00	7,500.00 30.00
DEPARTMENT: 55004 - WOMEN'S TRACK	0.00	0.00	10,250.00	25,000.00	14,750.00 59.00
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	0.00	24,382.00	35,000.00	10,618.00 30.34
DEPARTMENT: 55006 - FOOTBALL	0.00	3,599.00	162,787.92	165,000.00	2,212.08 1.34
DEPARTMENT: 55007 - BASEBALL	0.00	0.00	20,235.00	40,000.00	19,765.00 49.41
DEPARTMENT: 55008 - VOLLEYBALL	0.00	900.00	20,745.92	42,000.00	21,254.08 50.60
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	0.00	23,000.00	30,000.00	7,000.00 23.33
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	0.00	24,115.00	30,000.00	5,885.00 19.62
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	20,325.00	15,000.00	5,325.00 35.49
D DEPARTMENT: 55013 - DANCE TEAM	0.00	0.00	0.00	5,000.00	5,000.00 100.00
DEPARTMENT: 55014 - RODEO TEAM	0.00	0.00	15,500.00	32,000.00	16,500.00 51.56
DEPARTMENT: 55015 - MEN'S GOLF	0.00	0.00	7,250.00	11,000.00	3,750.00 34.09
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	0.00	14,239.00	32,000.00	17,761.00 55.50
DEPARTMENT: 11025 - JOURNALISM	0.00	0.00	1,750.00	11,000.00	9,250.00 84.09
DEPARTMENT: 11030 - ART	0.00	0.00	2,400.00	11,000.00	8,600.00 78.18
DEPARTMENT: 11031 - DRAMA	0.00	0.00	1,900.00	10,000.00	8,100.00 81.00
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	0.00	6,050.00	15,000.00	8,950.00 59.67
DEPARTMENT: 11033 - INST MUSIC	0.00	0.00	31,600.00	75,000.00	43,400.00 57.87
DEPARTMENT: 11090 - QUIZ BOWL/ACAD CHA	0.00	0.00	0.00	6,000.00	6,000.00 100.00
DEPARTMENT: 12211 - ANIMAL SCIENCE	0.00	0.00	13,150.00	20,000.00	6,850.00 34.25
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	0.00	23,925.00	20,000.00	3,925.00 19.62
D DEPARTMENT: 81005 - TUIT WAIVER FCHS	0.00	0.00	12,957.15	31,000.00	18,042.85 58.20
DEPARTMENT: 81007 - ACADEMIC SCHOLARSH	0.00	0.00	8,518.00	0.00	8,518.00-

FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS 0.00 4,499.00 539,587.78 774,000.00 234,412.22 30.29

Garden City Community College
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	<u>Amount</u>	<u>% Rate</u>
Cash in Bank:		
Commerce Bank	\$ 195,764.05	0.0000%
State Municipal Invest. Pool	\$ 1,022,256.97	1.2500%
Landmark National Bank	\$ 5,548,256.17	1.5600%
	<u>\$ 6,766,277.19</u>	

	<u>Type</u>	<u>Amount</u>	<u>% Rate</u>	<u>Beg. Date</u>	<u>Maturity</u>
Investments:					
Landmark Natl Bank	CD	\$ 2,000,000.00	2.5500%	2/9/2019	2/9/2020
Western State Bank	CD	\$ 1,000,000.00	2.3100%	6/27/2019	3/27/2020
First National Bank	CDARS	\$ 1,000,000.00	2.4500%	5/16/2019	5/14/2020
		<u>\$ 4,000,000.00</u>			
Total		<u><u>\$ 10,766,277.19</u></u>			

Agenda No: II D Date: February 11, 2020

Topic: 2019-20 Tuition, Fees, Room and Board

Presenter: Dr. Ryan Ruda, President

Background Information:

Tuition and fee recommendations are based on analysis of data such as rates of the other Kansas community colleges, industry trends and historical costs. Kansas Community College Tuition and Fees schedule follows this recommendation as well as tuition and fee historical data for GCCC.

The state operating grant revenue for FY20 was \$2,767,767, which was \$100,042 more than FY19. Ad valorem tax revenue has fluctuated over the past 5 years. It is too early to tell what revenue will be generated from ad valorem tax this fiscal year.

We are recommending a \$4 per credit hour increase to student fees. This increase will be used to offset student scholarships as well as general student activities and resources available to students.

Tuition—will remain flat with no increase at \$61/credit hour

Student Fees—will increase by \$4 to a total of \$51/credit hour

o **This brings the total tuition and fees cost to \$112/credit hour**

- **West Hall and East Units**—increase by \$150 per year to a total of \$3,000
- **Apartments**—increase by \$50/year to total of \$4200
- **Broncbuster Housing**—increase by \$50 to a total of \$3,700
- **Broncbuster Suites**—increase by \$50 to total of \$4,400
- **The cost of the meal plan** will increase by a 3% CPI (\$80/year) to a total of \$2,930

The increase in annual student room and board rates is recommended due to additional debt service on student housing and expected increases in utilities and insurance. Additionally, there is deferred maintenance needs in student housing which will be addressed through the housing increases.

Budget Information:

Student fee revenues will be budgeted to offset student scholarships. Increases to room and board rates will go to the Residential Life Auxiliary Fund to be used toward student housing debt.

Recommended Board Action:

Board adopts the following tuition and fee rates for 2020-21:

In-state tuition and fees-- \$112 per credit hour

Border States tuition and fee-- \$126 per credit hour

Out-of-state tuition and fees-- \$131 per credit hour

International tuition and fees-- \$149 per credit hour
On-line tuition and fees-- \$150 per credit hour
Service Area SB155 tuition and fees-- \$47 per credit hour
On-line SB155 tuition and fees-- \$89 per credit hour

West Hall and East Unit room rate-- \$3,000 per year
Apartment room rate-- \$4,200 per year
Broncbuster housing-- \$3,700 per year
Broncbuster suites-- \$4,400 per year
19 Meal Plan-- \$2,930 per year

**Board Action Taken: _____ Approved _____ Disapproved
_____ Ayes _____ Nays _____ No Action**
Board Member Notes:

2019-20 Tuition and Fee costs by institution

<u>Institution</u>	<u>Tuition</u>	<u>Fees</u>	<u>Combined</u>
Coffeyville CC	\$39	\$46	\$85
Labette CC	\$54	\$51	\$105
Garden City CC 19-20	\$61	\$47	\$108
Kansas City Kansas CC	\$88	\$22	\$110
Dodge City CC	\$47	\$64	\$111
Garden City CC 20-21	\$61	\$51	\$112
Johnson County CC 20-21	\$96	\$16	\$112
Cloud County CC	\$78	\$35	\$113
Pratt CC 20-21	\$65	\$49	\$114
Hutchinson CC	\$91	\$23	\$114
Barton CC	\$74	\$40	\$114
Cowley CC	\$68	\$47	\$115
Seward County CC 20-21	\$74	\$43	\$117
Fort Scott CC	\$62	\$55	\$117
Butler CC	\$87	\$34	\$121
Colby CC	\$76	\$46	\$121
Neosho County CC	\$75	\$47	\$122
Highland CC	\$73	\$50	\$123
Allen CC	\$60	\$64	\$124
Independence CC	\$60	\$78	\$138

2019-20 Room and Board Costs by institution

<u>Institution</u>	<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>	<u>Option 4</u>
Coffeyville CC	\$ 6,310	\$ 6,810		
Neosho County CC	\$ 6,200			
Dodge City CC	\$ 6,100	\$ 6,800		
Highland CC	\$ 6,072	\$ 6,334	\$ 6,728	\$ 7,452
Hutchinson CC	\$ 6,000	\$ 6,600	\$ 6,800	\$ 7,400
Garden City CC	\$ 5,930	\$ 6,630	\$ 7,130	\$ 7,330
Barton CC	\$ 5,909	\$ 6,899		
Colby CC	\$ 5,734	\$ 6,258		
Cloud County CC	\$ 5,460	\$ 6,770		
Cowley CC	\$ 5,400	\$ 5,900		
Fort Scott CC	\$ 5,360	\$ 5,900	\$ 6,080	\$ 7,900
Independence CC	\$ 5,230	\$ 6,730		
Allen CC	\$ 5,200	\$ 5,900	\$ 6,300	
Pratt CC	\$ 5,168	\$ 5,869	\$ 6,697	
Butler CC	\$ 5,150	\$ 6,250	\$ 6,650	
Seward County CC	\$ 4,910	\$ 5,110		
Kansas City Kansas CC	n/a			
Johnson County CC	n/a			
Labette CC	n/a			



KANSAS COMMUNITY COLLEGES TUITION AND REQUIRED FEES RATES, AY 18 - 20

Institution	Residency Status	TUITION				REQUIRED FEES				Room and Board-On-campus (AY 2020)
		AY 2018 Tuition per credit hour	AY 2019 Tuition per credit hour	AY 2020 Tuition per credit hour	Two-Year Percent Increase (Decrease)	AY 2018 Required Fees per credit hour	AY 2019 Required Fees per credit hour	AY 2020 Required Fees per credit hour	Two-Year Percent Increase (Decrease)	
ALLEN COMMUNITY COLLEGE	In-District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$5,200
	Resident	60.00	60.00	60.00	0.0%	52.00	59.00	64.00	23.1%	
	Border state, non-resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Non-resident	60.00	60.00	60.00	0.0%	52.00	59.00	64.00	23.1%	
	Online	60.00	60.00	60.00	0.0%	62.00	64.00	64.00	3.2%	
	International	147.00	60.00	60.00	-59.2%	52.00	59.00	64.00	23.1%	
BARTON COMMUNITY COLLEGE	In-District	N/A	N/A	67.00	N/A	N/A	N/A	40.00	N/A	\$5,793
	Resident	72.00	74.00	74.00	2.8%	36.00	38.00	40.00	11.1%	
	Border state, non-resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Non-resident	72.00	74.00	94.00	30.6%	36.00	38.00	40.00	11.1%	
	Online	150.00	150.00	150.00	0.0%	N/A	N/A	N/A	N/A	
	International	155.00	157.00	157.00	1.3%	36.00	38.00	40.00	11.1%	
BUTLER COMMUNITY COLLEGE	In-District (Butler County)	67.00	73.00	70.25	4.9%	31.00	33.00	33.75	8.9%	\$6,250
	Resident	78.00	84.00	87.25	11.9%	31.00	33.00	33.75	8.9%	
	Border state, non-resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Non-resident	138.00	144.00	146.25	6.0%	31.00	33.00	33.75	8.9%	
	Online*	67.00	73.00	70.25	4.9%	N/A	N/A	N/A	N/A	
	International	183.00	189.00	191.25	4.5%	31.00	33.00	33.75	8.9%	
CLOUD COUNTY COMMUNITY COLLEGE	In-District (Cloud County)	71.00	71.00	71.00	0.0%	30.00	32.00	35.00	16.7%	\$6,115
	Resident	76.00	78.00	78.00	2.6%	30.00	32.00	35.00	16.7%	
	Border state, non-resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Non-resident	79.00	84.00	84.00	6.3%	30.00	32.00	35.00	16.7%	
	Online*	71.00	71.00	71.00	0.0%	55.00	57.00	60.00	9.1%	
	International	79.00	84.00	84.00	6.3%	30.00	32.00	35.00	16.7%	
COFFEYVILLE COMMUNITY COLLEGE	In-District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$6,260
	Resident	35.00	35.00	39.00	11.4%	37.00	37.00	46.00	24.3%	
	Border state, non-resident (contiguous counties in OK, MO)	45.00	45.00	49.00	8.9%	37.00	37.00	46.00	24.3%	
	Non-resident	84.00	84.00	88.00	4.8%	37.00	37.00	46.00	24.3%	
	Online*	35.00	35.00	39.00	11.4%	72.00	72.00	81.00	12.5%	
	International	100.00	100.00	104.00	4.0%	99.00	99.00	108.00	9.1%	
COLBY COMMUNITY COLLEGE	In-District (Thomas County)	67.00	69.00	70.50	5.2%	43.00	44.00	45.50	5.8%	\$5,737
	Resident	72.00	74.00	75.50	4.9%	43.00	44.00	45.50	5.8%	
	Border state, non-resident (CO, NE, MO, OK, TX)	92.00	94.00	95.50	0.04	43.00	44.00	45.50	5.8%	
	Non-resident	126.00	128.00	129.50	2.8%	43.00	44.00	45.50	5.8%	
	Online	77.00	83.50	90.00	16.9%	43.00	44.00	45.50	5.8%	
	International	152.00	154.00	155.50	2.3%	43.00	44.00	45.50	5.8%	
COWLEY COMMUNITY COLLEGE	In-District (Cowley County)	55.00	55.00	57.00	3.6%	40.00	45.00	47.00	17.5%	\$5,400
	Resident	65.00	65.00	68.00	4.6%	40.00	45.00	47.00	17.5%	
	Border state, non-resident (OK)	75.00	75.00	78.00	4.0%	40.00	45.00	47.00	17.5%	
	Non-resident	112.00	112.00	116.00	3.6%	40.00	45.00	47.00	17.5%	
	Online*	55.00	55.00	57.00	3.6%	65.00	70.00	72.00	10.8%	
	International	159.00	159.00	163.00	2.5%	40.00	45.00	47.00	17.5%	
DODGE CITY COMMUNITY COLLEGE	In-District (Ford County)	31.00	31.00	29.00	-6.5%	40.00	40.00	44.00	10.0%	\$6,800
	Resident	49.00	49.00	47.00	-4.1%	60.00	60.00	64.00	6.7%	
	Border state, non-resident (MO, CA, CO, NE, NM, TX, OK, AZ, UT)	49.00	49.00	47.00	-4.1%	60.00	60.00	64.00	6.7%	
	Non-resident	57.00	59.00	57.00	0.0%	60.00	62.00	66.00	10.0%	
	Online	135.00	135.00	135.00	0.0%	N/A	N/A	N/A	N/A	
	International	60.00	62.00	60.00	0.0%	65.00	67.00	71.00	9.2%	



KANSAS COMMUNITY COLLEGES TUITION AND REQUIRED FEES RATES, AY 18 - 20

Institution	Residency Status	TUITION				REQUIRED FEES				Room and Board-On-campus (AY 2020)
		AY 2018 Tuition per credit hour	AY 2019 Tuition per credit hour	AY 2020 Tuition per credit hour	Two-Year Percent Increase (Decrease)	AY 2018 Required Fees per credit hour	AY 2019 Required Fees per credit hour	AY 2020 Required Fees per credit hour	Two-Year Percent Increase (Decrease)	
FORT SCOTT COMMUNITY COLLEGE	In-District (Bourbon County)	47.00	47.00	47.00	0.0%	47.00	49.00	55.00	17.0%	\$5,360
	Resident	50.00	62.00	62.00	24.0%	47.00	49.00	55.00	17.0%	
	Border state, non-resident (AR, CO, MO, NE, OK)	78.00	N/A	N/A	N/A	47.00	N/A	N/A	N/A	
	Non-resident	106.00	62.00	62.00	-41.5%	47.00	49.00	55.00	17.0%	
	International	128.00	128.00	128.00	0.0%	47.00	49.00	55.00	17.0%	
GARDEN CITY COMMUNITY COLLEGE	In-District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$6,500
	Resident	61.00	61.00	61.00	0.0%	35.00	47.00	47.00	34.3%	
	Border state, non-resident (CO, MO, NE, NM, OK, TX)	75.00	75.00	75.00	0.0%	35.00	47.00	47.00	34.3%	
	Non-resident	80.00	80.00	80.00	0.0%	35.00	47.00	47.00	34.3%	
	International	98.00	98.00	98.00	0.0%	35.00	47.00	47.00	34.3%	
HIGHLAND COMMUNITY COLLEGE	In-District (Doniphan County)	56.00	56.00	56.00	0.0%	43.00	45.00	50.00	16.3%	\$6,334
	Resident	70.00	72.00	73.00	4.3%	43.00	45.00	50.00	16.3%	
	Border state, non-resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Non-resident	70.00	72.00	73.00	4.3%	43.00	45.00	50.00	16.3%	
	International	265.00	267.00	268.00	1.1%	43.00	45.00	50.00	16.3%	
HUTCHINSON COMMUNITY COLLEGE	In-District (Reno County)	77.00	79.00	81.00	5.2%	19.00	21.00	23.00	21.1%	\$5,940
	Resident	87.00	89.00	91.00	4.6%	19.00	21.00	23.00	21.1%	
	Border state, non-resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Non-resident	118.00	120.00	122.00	3.4%	19.00	21.00	23.00	21.1%	
	International	127.00	129.00	131.00	3.1%	29.00	31.00	33.00	13.8%	
INDEPENDENCE COMMUNITY COLLEGE	In-District (Montgomery County)	54.00	54.00	54.00	0.0%	73.00	75.00	78.00	6.8%	\$5,586
	Resident	60.00	60.00	60.00	0.0%	73.00	75.00	78.00	6.8%	
	Border state, non-resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Non-resident	67.00	67.00	67.00	0.0%	73.00	75.00	78.00	6.8%	
	International	151.00	151.00	151.00	0.0%	73.00	75.00	78.00	6.8%	
JOHNSON COUNTY COMMUNITY COLLEGE	In-District (Johnson County)	77.00	77.00	78.00	1.3%	16.00	16.00	16.00	0.0%	N/A
	Resident	94.00	94.00	96.00	2.1%	16.00	16.00	16.00	0.0%	
	Border state, non-resident (Zip codes 640xx and 641xx)	119.00	119.00	122.00	2.5%	16.00	16.00	16.00	0.0%	
	Non-resident	204.00	204.00	207.00	1.5%	16.00	16.00	16.00	0.0%	
	International	204.00	204.00	207.00	1.5%	16.00	16.00	16.00	0.0%	
KANSAS CITY KANSAS COMMUNITY COLLEGE	In-District	N/A	82.00	82.00	N/A	N/A	22.00	22.00	N/A	\$4,740+
	Resident	86.00	88.00	88.00	2.3%	22.00	22.00	22.00	0.0%	
	Border state, non-resident (5 counties in Missouri)	111.00	113.00	113.00	1.8%	22.00	22.00	22.00	0.0%	
	Non-resident	246.00	195.00	195.00	-20.7%	22.00	22.00	22.00	0.0%	
	International	246.00	195.00	195.00	-20.7%	22.00	22.00	22.00	0.0%	
LABETTE COMMUNITY COLLEGE	In-District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Resident	52.00	54.00	54.00	3.8%	46.00	48.00	51.00	10.9%	
	Border state, non-resident (AR, MO, OK)	73.00	75.00	75.00	2.7%	46.00	48.00	51.00	10.9%	
	Non-resident	77.00	79.00	79.00	2.6%	46.00	48.00	51.00	10.9%	
	International	136.00	138.00	138.00	1.5%	46.00	48.00	51.00	10.9%	



KANSAS COMMUNITY COLLEGES TUITION AND REQUIRED FEES RATES, AY 18 - 20

Institution	Residency Status	TUITION				REQUIRED FEES				Room and Board-On-campus (AY 2020)
		AY 2018 Tuition per credit hour	AY 2019 Tuition per credit hour	AY 2020 Tuition per credit hour	Two-Year Percent Increase (Decrease)	AY 2018 Required Fees per credit hour	AY 2019 Required Fees per credit hour	AY 2020 Required Fees per credit hour	Two-Year Percent Increase (Decrease)	
NEOSHO COUNTY COMMUNITY COLLEGE (Chanute Campus)	In-District (Neosho County)	70.00	73.00	75.00	7.1%	31.00	31.00	33.00	6.5%	\$6,270
	Resident	70.00	73.00	75.00	7.1%	45.00	45.00	47.00	4.4%	
	Border state, non-resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Non-resident	70.00	73.00	75.00	7.1%	67.00	67.00	69.00	3.0%	
	Online*	70.00	73.00	75.00	7.1%	56.00	56.00	56.00	0.0%	
	International	143.00	146.00	148.00	3.5%	49.00	49.00	51.00	4.1%	
PRATT COMMUNITY COLLEGE	In-District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$5,870
	Resident	61.00	62.00	63.00	3.3%	45.00	47.00	49.00	8.9%	
	Border state, non-resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Non-resident	71.00	73.00	75.00	5.6%	45.00	47.00	49.00	8.9%	
	Online	90.00	88.00	88.00	-2.2%	45.00	47.00	47.00	4.4%	
	International	85.00	88.00	91.00	7.1%	45.00	47.00	49.00	8.9%	
SEWARD COUNTY COMMUNITY COLLEGE	In-District (Seward County)	60.00	63.00	67.00	11.7%	34.00	36.00	40.00	17.6%	\$5,192
	Resident	61.00	64.00	68.00	11.5%	34.00	36.00	40.00	17.6%	
	Border state, non-resident (CO, MO, NE, NM, OK, TX)	83.00	86.00	90.00	8.4%	34.00	36.00	40.00	17.6%	
	Non-resident	98.00	101.00	105.00	7.1%	34.00	36.00	40.00	17.6%	
	Online	108.00	111.00	110.00	1.9%	34.00	36.00	40.00	17.6%	
	International	98.00	101.00	105.00	7.1%	34.00	36.00	40.00	17.6%	

N/A - Not applicable

* Institution charges the same tuition for online courses as "face-to-face" courses, based on residency status. Listed tuition reflects the in-district rate, if applicable, and resident rate if not.

† Kansas City Kansas Community College does not offer board, so the listed charge only reflects on-campus room costs.

Note: This schedule reflects only tuition and required fees, as reported by the institutions to the Kansas Board of Regents. Fees related to specific programs/courses can be accessed at the individual colleges.

Source: Community College Tuition and Fee Survey AY 20 and AY 19

Agenda No:

Date: February 11th, 2020

Topic: Athletic Training Renovation & Remodel Project

Presenter: Dr. Ryan J. Ruda

Background Information:

The Dennis Perryman Athletic Training Room was constructed in 1985. It has not been updated or renovated in nearly 25 years. There have been multiple new programs and students added to our athletic programs. This will provide the ability to bring our facilities up to current standards, while also enhancing the facilities for education and student athletic training practicums, prevention and care of student athletes and for general deferred maintenance of campus. This renovation will impact all of the student-athletes of GCCC and provide them with a facility where they can receive the newest and most current treatment and rehab techniques to ensure their return to sport. Not only will the remodeled facility provide more space, but it also allows the athletic training staff and team physicians to work more efficiently in helping the student-athletes maintain their well-being.

The secondary training room that will be added at the football and track complex will provide a facility for conditioning and game day use. This remodel will provide an enhanced facility for serving student athletes and provide care and prevention for student athletes.

Budget Information:

Grant Funding received:
\$ \$300,000.00

Capital Outlay: FY20
\$ 191,000.00

Total Funding:
\$ 491,000.00

Recommended Board Action:

Authorize Administration to approve construction agreement with Dick Construction Inc. for
\$ 491,000.00.

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

Board Member Notes:

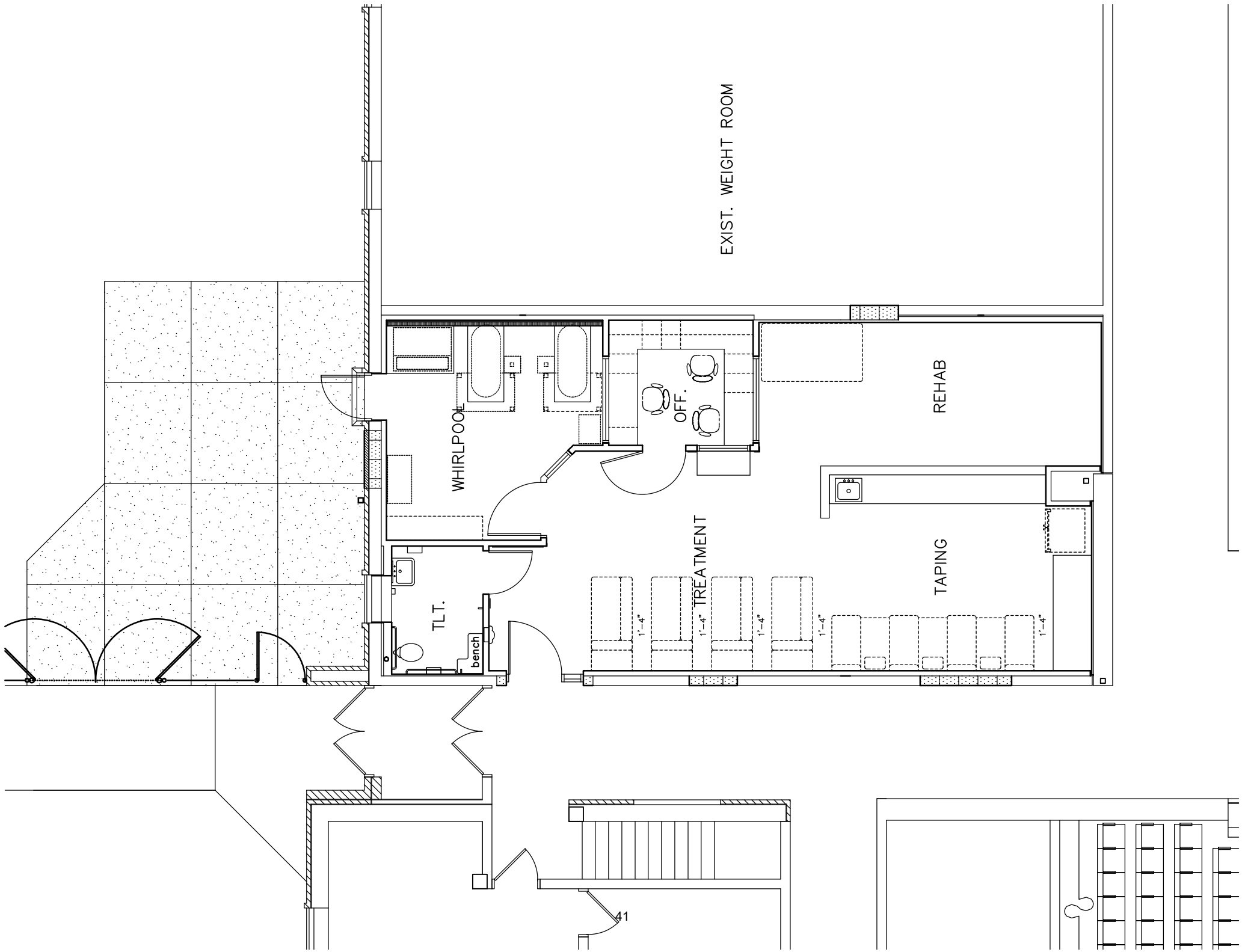
Bid Tabulation For
Training Room Renovation at the Dennis Perryman Athletic Complex (DPAC)
&
Training Room & Shower Renovation at the GCCC Maintenance & Restroom Building
at Garden City Community College

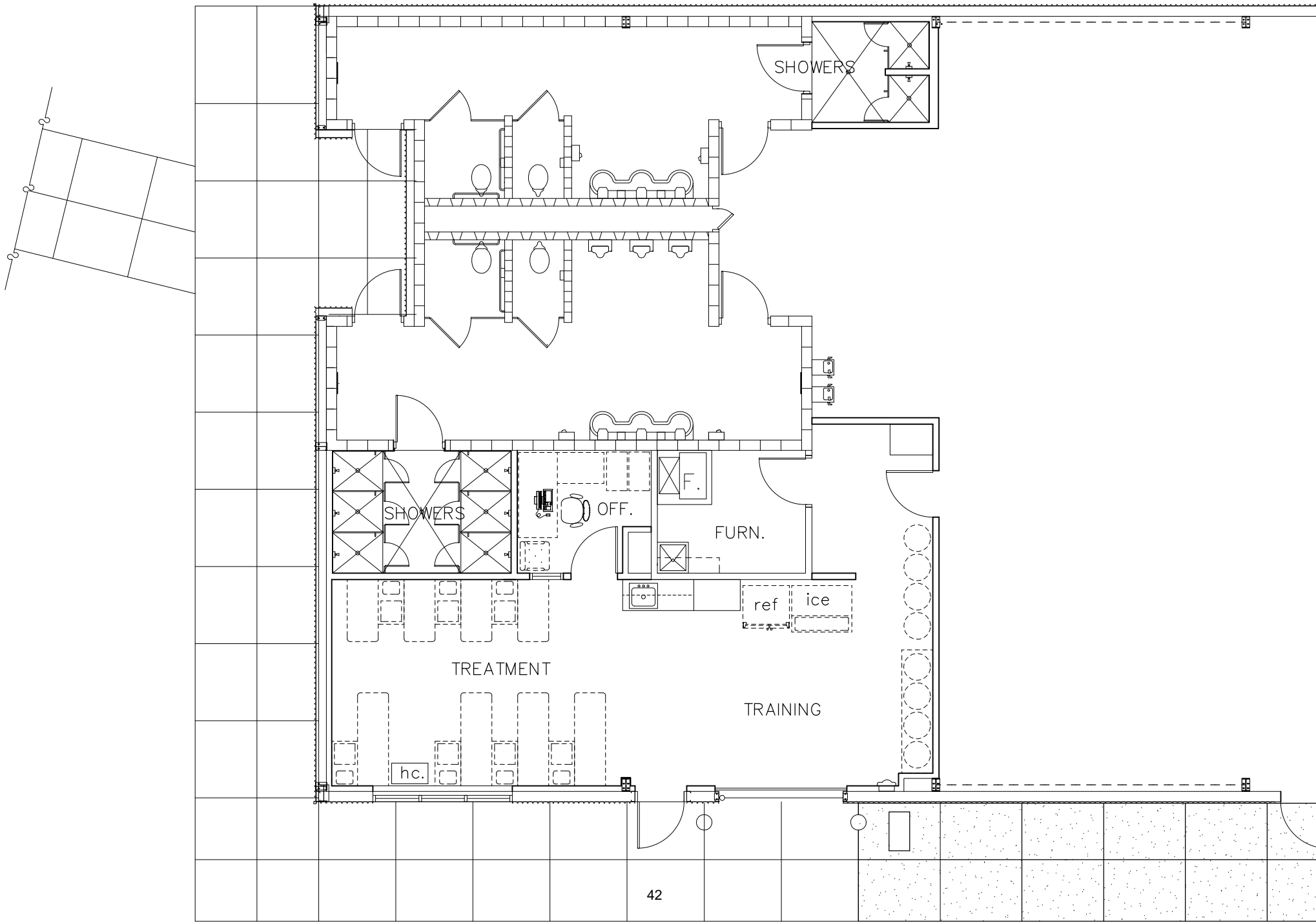
801 Campus Drive & 2201 Spruce St., Garden City KS 67846

Thursday, December 19, 2019

Contractor	Dick Construction Co. Garden City, KS	Hutton Construction Garden City, KS	Lee Construction Garden City, KS
Addendums Received	✓ Addendum #1 ✓ Addendum #2	✓ Addendum #1 ✓ Addendum #2	✓ Addendum #1 ✓ Addendum #2
5% Bid Bond	<input checked="" type="checkbox"/> Yes / No	<input checked="" type="checkbox"/> Yes / No	<input checked="" type="checkbox"/> Yes / No
Base Bid Proposal			
Total Proposal	\$491,000. ⁰⁰	\$497,830. ⁰⁰	\$542,800. ⁰⁰
Mechanical Sub	TATRO	TATRO	TATRO
Electrical Sub	3G	J&T ELECTRIC	J&T ELECTRIC

Price Difference \$ -





Agenda No:

Date: February 11, 2020

Topic: Great Western Dining Contract Extension

Presenter: Dr. Ryan Ruda

Background Information: Great Western Dining has provided GCCC foodservice since 2008. 2019-2020 is the 6th year of a 5 year contract with one extension.

Budget Information: Contract rates have not been finalized, but GWD has assured GCCC that rates will be held to the CPI.

Recommended Board Action: Extend the current contract for one additional year and formal solicitation for the 2021-20 school year will be in the fall of 2020.

Board Action Taken: _____Approved _____Disapproved

_____Ayes _____Nays _____No Action

Board Member Notes:

February 2020 Monitoring Report Essential Skills ENDS Report

Policy Title: Essential Skills

Students will possess essential skills:

1. Students will illustrate writing skills.
2. Students will demonstrate oral communication skills.
3. Students will develop critical thinking skills.
4. Students will develop awareness of diversity.
5. Students will develop an awareness of social responsibility.

Essential Skills Assessment by the Student Learning Assessment Team (SLAT)

SLAT is a committee of seven faculty members tasked with driving academic assessment at GCCC. This group includes broad representation from academic areas across campus.

SLAT has adopted the Board of Trustee's Essential Skills as the college's General Education Outcomes and has worked to develop an assessment plan based on them. SLAT's work is guided by the following Definition and Statement of Purpose to guide the work of General Education/Essential Skills Assessment:

Definition

General Education assessment considers broad student learning outcomes that apply to all students who graduate from GCCC and fulfill the mission statement of Garden City Community College: "Garden City Community College exists to produce positive contributors to the economic and social well-being of society." As these skills are essential for all learned persons, they cut across all disciplines and majors as well as co-curricular activities. Garden City Community College's Board of Trustees has approved the five Essential Skills — Critical Thinking, Diversity, Oral Communication, Social Responsibility, and Written Communication— as our institutional ends (institutional outcomes), and GCCC faculty have adopted the Essential Skills as our General Education outcomes.

Statement of Purpose:

Comprised of the fundamental outcomes of a GCCC education, the General Education program's outcomes represent accumulated skills (Essential Skills) one gains from his or her time spent at GCCC rather than a core set of shared courses. While these skills are shared across all majors and disciplines, the presentation of them varies as each discipline has respective expectations for each skill. For example, all students should be able to think critically but critical thinking is expressed differently for nurses, physicists, welders, etc. Therefore, while the core curriculum often serves to introduce and reinforce these essential skills, the mastery and assessment of them occurs within each program's courses specifically as majors apply the essential skills within their chosen discipline.

As a whole, General Education is assessed like any other program at GCCC with the Essential Skills functioning as the General Education Program Learner Outcomes. Each fall, SLAT or a task force

appointed by SLAT creates the Gen Ed assessment plan. Each GCCC program reports the courses, measurement tools, semesters, and instructors in which each Essential Skills assessment will occur. Faculty in individual programs then evaluate the work of sophomore majors using VALUE Rubrics. The rubrics for each of the five Essential Skills are attached to this report. The VALUE rubrics were selected for use at GCCC because they are nationally normed, enabling us to benchmark our progress against other institutions. They were developed by teams in two- and four-year institutions under the auspices of the Association of American Colleges and Universities (AAC&U).

Assessing Implementation

This method of assessing Essential Skills is new since the college’s participation in the HLC Assessment Academy. As a result, the first cycle of data presented below are preliminary and should be viewed as such. Along with faculty at large, SLAT is leading conversations about assessing the implementation of Essential Skills assessment.

For example, after their first participation in the assessment, some faculty are discovering the assignments they identified for Essential skills assessment are insufficient to fully assess all components of the skill and are using their first round of data to guide the creation of assignments that truly give students the opportunity to demonstrate skill attainment. Other departments are having larger discussions about what competency in each essential skill looks like for their specific academic programs and are using those conversations to make changes to curriculum. These discussions during the implementation phase are robust, meaningful, and most importantly indicate that this new practice of assessing Essential Skills is working to create a culture of collaboration and continuous improvement for student success.

In future cycles, assessment data will be used as a benchmark, and department and institutional goals will be established in order to track continuous improvement.

Data below are disaggregated by academic program and by sub-skill with average student scores (on a 0 to 4.25 scale) displayed for each program and sub-skill. Each sub-score score is then averaged, showing the average percentage score for each sub skill. A total percentage score for the rubric as a whole is also included.

Students will illustrate writing skills.

Essential Skill: Written Communication

Year: 2018-19

Program	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Syntax & Mechanics	Total
Animal Science	3.50	3.35	3.25	3.40	3.20	16.70
Biology Sp19	3.67	4.00	3.67	3.33	2.67	17.33

Criminal Justice F18	3.17	3.08	2.83	3.00	2.75	14.83
English F18	2.75	2.25	3.00	2.00	2.25	12.25
English Sp19	2.25	2.25	2.25	2.00	2.00	10.75
Pre-Med F18	3.08	2.92	3.25	2.50	3.17	14.92
Pre-Med Sp19	3.17	3.08	3.58	2.17	3.42	13.13
Psychology F18	2.75	2.38	2.88	2.38	2.75	19.00
Psychology Sp19	3.75	3.75	3.75	4.00	3.75	14.00
Sociology/SW	3.00	3.00	2.00	3.00	3.00	14.00
Average	3.11	3.01	3.05	2.78	2.90	14.69
	73%	71%	72%	65%	68%	69%

Data here indicate that the average student score on the Written Communication Essential Skill is 69% or near competency.

1. Students will demonstrate oral communications skills.

Essential Skill: Oral Communication

Year: 2018-19

Program	Organization	Language	Delivery	Supporting Material	Central Message	Total
Business F18	2.67	2.33	2.33	2.67	2.33	12.33
Business Sp19	4.25	3.25	4.00	4.00	3.25	18.75
Cosmo F18	3.28	3.22	2.94	3.19	3.34	15.97
Cosmo Sp19	3.25	3.13	3.23	3.27	3.44	16.31
Criminal Justice	2.33	2.50	2.33	2.50	2.33	12.00
Drama	4.50	4.00	4.50	4.50	4.25	21.75
Average Points	3.38	3.07	3.22	3.35	3.16	16.19
Average Percentage	80%	72%	76%	79%	74%	76%

Data here indicate that the average student score on the Oral Communication Essential Skill is 76% or at competency.

2. Students will develop critical thinking skills.

Essential Skill: Critical Thinking

Year: 2018-19

Program	Explanation of Issues	Evidence	Influence of Context & Assumptions	Student's Position	Conclusions & Related Outcomes	Total
Agriculture	3.25	3.00	2.50	1.75	NA*	10.50
John Deere	3.00	3.00	3.07	3.09	3.11	16.88
Math F18	3.00	2.00	1.00	1.00	2.50	9.50
Math Sp19	2.33	4.00	2.67	3.00	3.00	15.00
Music Sp19	4.00	4.00	4.00	4.00	4.00	20.00
Nursing F18	2.94	2.59	2.97	2.94	2.99	14.42
Nursing Sp19	3.08	3.09	3.08	3.08	3.09	15.42
Average	3.09	3.10	2.75	2.69	3.12	14.53
	73%	73%	65%	63%	73%	68%

*Incomplete data collection

Data here indicate that the average student score in the Critical Thinking Essential Skill is 68% or near competency.

3. Students will develop awareness of diversity.

Essential Skill: Cultural Diversity

Year: 2018-19

Program	Knowledge Cultural Self-Awareness	Knowledge: Cultural Worldview Frameworks	Skills: Empathy	Skills: Verbal & Nonverbal Communication	Attitudes: Curiosity	Attitudes: Openness	Total
Art	1.25	2.00	1.25	2.00	1.75	2.25	8.25
Criminal Justice F18	1.80	1.60	1.60	2.00	1.00	1.80	8.00
Nursing F18	3.49	3.38	3.47	3.36	3.27	3.87	20.85
Psychology F18	2.50	2.50	2.50	2.50	2.50	2.50	12.50
Psychology Sp19	2.67	2.67	2.67	2.67	2.67	2.67	13.33
Average	2.34	2.43	2.30	2.51	2.24	2.62	12.59
	55%	57%	54%	59%	53%	62%	59%

Data here indicate that the average student score on the Cultural Diversity Essential Skill is 59% or below competency.

4. Students will develop an awareness of social responsibility.

Essential Skill: Social Responsibility

Year: 2018-19

Program	Diversity of Communities & Cultures	Analysis of Knowledge	Civic Identity & Commitment	Civic Communication	Civic Action & Reflection	Civic Contexts/Structure	Total
Art	2.70	2.40	2.40	2.30	2.60	2.70	12.40
Criminal Justice	2.75	2.25	2.50	3.00	4.00	4.00	14.50
Nursing	2.93	3.13	2.48	2.85	2.88	2.94	17.22
Average	2.79	2.59	2.46	2.72	3.16	3.21	14.71
	66%	61%	58%	64%	74%	76%	69%

Data here indicate that the average student score on the Social Responsibility Essential Skill is 69% or near competency.

CIVIC ENGAGEMENT (SOCIAL RESPONSIBILITY) VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.

Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.

Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.

Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.

Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Website, May 5, 2009.)

Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT (SOCIAL RESPONSIBILITY) VALUE RUBRIC

Definition: Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi). In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone 4	Milestones 3	2	Benchmark 1	Score
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0

Reprinted with permission from "VALUE: Valid Assessment of Learning in Undergraduate Education." Copyright 2018 by the Association of American Colleges and Universities. <http://www.aacu.org/value/index.cfm>. GCCC is uses the Civic Engagement VALUE rubric to assess our Social Responsibility Essential Skill.

If you have questions about using the VALUE rubrics for educational purposes please email value@aacu.org.

CRITICAL THINKING VALUE EXPLANATION

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments, and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE EXPLANATION

Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Critical Thinking:

	Capstone 4	Milestones 3	2	Benchmark 1	Score
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Student's position <i>(perspective, thesis/hypothesis)</i>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Conclusions and related outcomes <i>(implications and consequences)</i>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0

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INTERCULTURAL KNOWLEDGE AND COMPETENCE (DIVERSITY) VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M. 2008. *Transformative training: Designing programs for culture learning*. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage).

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. *Towards ethno relativism: A developmental model of intercultural sensitivity*. In *Education for the intercultural experience*, ed.R. M. Paige,22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. *The identification and assessment of intercultural competence as a student outcome of internationalization*. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)" (Bennett, J. 1998. *Transition shock: Putting culture shock in perspective*. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press).
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from oneself. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE (DIVERSITY) VALUE RUBRIC

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1	Score
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others).	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0

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ORAL COMMUNICATION VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities, and other kinds of information or analysis that supports the principle ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1	Score
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	-.25 4 +.25 -.25 3 +.25 -.25 2 +.25 -.25 1 +.25 0

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WRITTEN COMMUNICATION VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples or collections of work that address such questions as: What decisions did the writer make about audience, purpose and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing --in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes --to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1	Score
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	-0.25 4 +0.25 -0.25 3 +0.25 -0.25 2 +0.25 -0.25 1 +0.25 0

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ENDS - ANNUAL Personal Enrichment Page 7

1. Recipients pursuing individual interests will be personally enriched.

2. Outreach will serve the needs of the Community.

Feb 2019 – Jan 2020

1. Recipients pursuing individual interests will be personally enriched.

The college coordinates Personal Enrichment and Continuing Education courses and trainings as a part of the overall Continuing Education function within the Technical Education and Workforce Development area. These courses and trainings are not as numerous as they once were at GCCC; the number of personnel at the college who work directly with PE and CE courses is significantly lower than in the past years. However, the College continues to maintain offerings in personal enrichment, including the following classes open to the public or offered to area high school students:

QuickBooks	9 students
Refuse To Be a Victim (Holcolmb HS)	17 students
Trager Turkey Days	50 students
Flight School/Beer Tasting	14 students pre-registered
Concealed Carry	33 students
Women on Target	11 students
Non-Credit CNA	18 students
Non-Credit EMT	2 students
Woodworking	5 students
Total:	159 Students

The Technical Education and Workforce Development area has plans to offer, and has advertised to the community, the following personal enrichment courses in the future:

- Photography
- Woodworking
- Beer Tasting
- BBQ Basics
- Horseback Riding
- Gardening 101
- Beekeeping
- Healthy Cooking
- Book Club/Monthly Book Talk
- Motorcycle Safety Training

2. Outreach will serve the needs of the Community.

Developing Partnerships

The college continues to foster partnerships with community and industry organizations in order to ensure we are responding to the needs of the community. Most recently, the college has worked with Finney County Economic Development on the need for childcare in the area. As a result of these conversations, the college now has representation on the Finney County Childcare and Early Learning Network and is has started work on additional curriculum opportunities for workforce training. More information on this statewide issue and the college's response can be found in this article from the Kansas Leadership Center Journal: <https://klcjjournal.com/child-care-shortage/>.

Another example of forming community partnerships is in the college's work with the Southwest Kansas Builder's Association. Over the past year, these conversations have resulted in the college submitting an application for an 18-credit hour technical certificate from the Kansas Board of Regents. The program, planned to start in Fall 2020 involves coordination both with the community organization and local school districts.

Additionally, GCCC continues to participate in the Finney County Workforce Connection group that meets frequently to discuss employer needs and training opportunities within Finney County and surrounding areas. This group consists of various businesses, Kansas WorkforceOne, Finney County Economic Development, Garden City High School, Juvenile Detention Center, Corrections, and various other individuals. Also, College administrators regularly attend meetings of the Finney County Economic Development Corporation in order to stay abreast of the latest needs of local businesses and industries. Faculty and staff from GCCC participate in a host of community-based partnerships and groups, such as the Buster Red Meats partnership with Klaus Wood Pellets, collaboration with United Way, Salvation Army, the Rotary

Club, Chamber of Commerce, Gray County Vocational-Technical Education Committee and other similar groups.

These partnerships benefit the college as whole, including both transfer and technical education. They also provide opportunities for the college to host community support activities such as those listed below:

Southwest Kansas Workforce Challenge	50 participants
Kansan to Kansan Seminar with Governor Kelly	Public Event
Kansas Municipal Utilities Workshop	25 students
Finney County Sustainability Summit	60 participants
Kruise In and Pit Stop Car Show	Public Event

Held in conjunction with an open house in the Automotive Program.

Welding Competition—area High Schools	15 participants
Department of Public Safety Career Fair	

Host to 12 different business and industry partners.

FFA Competition, December 2019

Meats Team hosted Australian National Team, January 2019

One of the most exciting developments coming for college and community connections is the planned return of Kid’s College this summer. More information will be forthcoming in March 2020.

Continuing Education Courses

Continuing education courses are offered periodically on campus - primarily to offer re-certification hours for professionals in the area that require hours to maintain their certification. The teaching modes include traditional face-to-face courses in which the instructor and students are present on campus and also online courses offered through GCCC partner teaching corporations: Ed2Go and HealthEd Today. Continuing education hours that were offered in 2018 involved a total of 50 students and included the following programs:

- **Traditional mode:**
Food Safety Workshops

- **Online**

Class

Enrollment

Accounting Fundamentals	2
Accounting Fundamentals Series	3
Accounting Fundamentals (Self-Paced Tutorial)	1
Administrative Medical Specialist with Medical Billing and Coding + Medical Terminology	1
CCA Certified Medical Administrative Assistant with Medical Billing and Coding	1
CCNA: Routing and Switching	1
Certificate in Energy Medicine Oem	1
Certificate in Meditation Omd	1
Certified Bookkeeper	1
Certified Clinical Medical Assistant (CCMA)	1
Certified Paralegal (Voucher Included)	1
Clinical Dental Assistant	1
CPC Medical Billing and Coding	1
Digital Marketing Suite	1
Discover Sign Language	1
Event Management and Design	1
Explore a Career as a Pharmacy Technician	1
Financial Analyst Suite	1
Freight Broker/Agent Training	1
Grammar Refresher grr	1
Human Resources Professional	1
HVACR Certified Technician	1
Intermediate Microsoft Word 2016	1
Introduction to Guitar	1
Introduction to Illustrator CS6	1
Introduction to Microsoft Excel 2016	1
Introduction to Microsoft Excel 2019/Office 365	1
Introduction to QuickBooks 2015	2
Introduction to QuickBooks Online	2
Introduction to QuickBooks Online (Self-Paced Tutorial)	1
Introduction to QuickBooks2016	1
Introduction to QuickBooks 2018	1
Java Programming Series	2
Music Made Easy	1
Personal Finance (self-Paced Tutorial)	1
Pharmacy Technician	2
QuickBooks 2016 Series	1
Speed Spanish	2
Start Your Own Edible Garden	1
Stock, Bonds, and Investing: Oh, My!	1
Supervision and Management Series	1
Wind Energy Professional	1

Brief Analysis

The College continually works to evaluate the needs of the community and prepare events and trainings to accommodate those needs. With very limited personnel dedicated to developing, promoting, scheduling, and implementing personal enrichment events, the number of activities has decreased over time. The College has established priorities and goals for personnel within Technical Education & Workforce Development and the increase in demands on the credit-bearing programs has taken away from the Continuing Education programs as a whole. However, the online offerings continue to increase each year and the College will need to evaluate how to best advertise and promote those programs in order to best utilize those opportunities.

Incidental Information

Instructional Services

Fine Arts

The Mercer Gallery hosted the Garden City High School art department for an awards exhibition. Students in Professional Arts Practice Class juried and awarded prizes in this exhibition.

Faculty members Michael Knutson and Brian McCallum Juried the Southwestern Kansas Scholastic Art exhibition.

The College Players attended the 52nd Region V Kennedy Center American College Theatre Festival from January 19-24 in Sioux Falls South Dakota. The festival included representation from 6 states in our region and included well over 1500 participants.

Cosmetology

The department and facilities were inspected in early December and passed with a “perfect inspection,” according to the inspector.

The program enrolled 12 new students in January, which was the recruitment goal. Additionally, they have 20 students returning from Fall 2019.

Work continues on a manicuring course for high school students in the fall. This course would provide low-cost career training to high school students.

Faculty members Mia Horn and Guille Hinde continue their work toward student success initiatives. They have worked with Director of Student Success Leslie Wenzel on test-taking, note-taking, and study strategies, and have also worked with Director of Instructional Design Jamie Durler on improving their Canvas course environments.

Automotive

The department awarded 33 National Institute for Automotive Service Excellence (ASE) certifications during the Fall 2019 semester. ASE is an independent, non-profit organization that, since 1972, coordinates industry-recognized certifications with the goal to improve the quality of vehicle repair and service. The entry-level certification tests indicate a satisfactory level of practical knowledge-based readiness for the workforce in candidates seeking a career in the automotive service industry. Approximately 300,000 Automotive Technicians and Service Professionals hold ASE certifications.

The department used a Mini Grant to purchase 5 Power Probe electrical testing kits. Continuous improvements in this type of equipment better prepares students for entering the workforce.

The automotive department is also sponsoring “Broncbuster Motorsports,” a club inviting students to meet outside of class to fundraise, recruit, and build a vehicle. The goal is to attend competitions this semester, providing students opportunities for positive socio-academic engagement, which research has shown leads to student persistence and completion. These competitions will also provide students the ability to network and explore opportunities within their field.

Animal Science

The recent raffle in support of the Meats Team raised over \$12,000 in proceeds, which will assist the team in replacing equipment and student belongings. Excess funds will be paired with matching dollars to assist the team in potential cooler and freezer expansions.

Buster Red Meats had a record month in December, with total sales at approximately \$30,000 through the campus facility and through the local business partnership with Klaus Wood Pellets.

The 2020 Meats Team will be the most culturally- and gender-diverse teams in the 34 year history of the program. 80% of the team members are of Latino/Spanish ancestry and 80% of the team members are female. The team has their first international student (from Venezuela) since the late 90's.

John Deere

The department received a Mini Grant, which was used to upgrade the department's lathe. This will benefit student learning and workforce preparedness, specifically in the area of tooling.

Western Equipment has invited GCCC faculty to travel to Amarillo and judge the company's first ever recruitment competition. In total, Western Equipment will be awarding approximately \$60,000 in prizes, including a full-ride scholarship.

As of January 8, 2020, the John Deere program is already 75% full with additional student contracts outstanding. The expansion of the program to the annex space continues to generate additional interest and commitments from the program's advisory council.

American Implement has loaned the John Deere program \$500,000 in equipment including 2 new combines. This type of equipment improvement specifically improves the student experience and better prepares them for entering the workforce. On this equipment, students will learn power flow and theory of operation.

January 2020 Board Report

Maintenance:

- Fixed dish machine in cafeteria
- Snow removal and ice melt
- Service of boiler
- Insurance walk-through with Global risk
- Dry wall cut out and repair in Apartment 2
- Replacement of several HVAC blower motors across campus (DPAC, ADMIN, etc.)
- Continue to work on work orders

Information Technology:

- Continued work on self-service installation for online enrollment.
- Supporting faculty & Staff as they return to campus after Christmas break.
- Completed user/department docs transition to Windows Server 2019.
- Finishing up moves off Server 2008 R2 before it is end of life.
- Successfully transitioned all Windows 7 machines to Windows 10 before end of life in January 2020.

Grounds:

- Winterizing campus
- Merged with maintenance for winter to start cross training

Custodial:

Set-ups:

- St. Catherine Nursing seminar
- BAA luncheon
- Monthly board meetings
- Tyson classes

Coverage:

- Completed helpdesk

Transportation:

- January was a busy travel month for athletic recruiting also basketball and track team travel.
- No major mechanical problems to report.
- Bus # 8 had all six fuel injectors replaced over Christmas break and the difference in performance is noticeable.

JANUARY 2020 BOARD REPORT

- Also the front brakes and wheel bearings on bus #4 & #8 were replaced and the ride quality is better, this should also improve tire wear.
- With Basketball, Track, Baseball and softball seasons traveling during February our buses will be utilized most days.

January 2020 Fleet Utilization

Label	Year Make Model	Distance Traveled (mi)	Days Utilized	Trips	End miles
#50	2012 FORD FUSION	4,956.20	24	138	276,717.50
#51	2012 FORD FUSION	4,505.10	22	158	265,627.50
#52	2012 FORD FUSION	3,501.10	13	69	253,105.30
#55	2017 CHEVROLET IMPALA	3,163.20	19	87	51,233.90
#60	2011 DODGE GRAND CARAVAN	5,660.40	20	108	210,317.10
#61	2011 DODGE GRAND CARAVAN	3,483.40	16	72	127,032.20
#62	2016 DODGE GRAND CARAVAN	2,621.50	13	69	99,075.60
#63	2016 DODGE GRAND CARAVAN	2,597.90	20	84	94,304.80
#70	2019 FORD TRANSIT PASSENGER	2,034.20	19	84	8,799.80
#71	2019 FORD TRANSIT PASSENGER	544.8	9	25	9,127.60
#74	2005 CHEVROLET EXPRESS	0.00	0	0	170,026.00
#75	2005 CHEVROLET EXPRESS	0	1	2	189,017.00
#76	2004 GMC SAVANA	133.4	5	20	188,811.50
#77	2013 FORD E-SERIES WAGON	1,273.10	10	65	121,566.40
#85	2009 DODGE GRAND CARAVAN	895	21	56	268,607.80
#87	2009 DODGE GRAND CARAVAN	372.5	13	41	285,564.10
#88	2009 DODGE GRAND CARAVAN	302.4	9	26	205,422.50
#89	2010 DODGE CARAVAN	2,153.80	18	70	244,873.60
BUS#1	2012 MCI J 4500	1,780.70	18	28	357,457.90
BUS#4	1998 MCI 102E SERIES	1,048.80	3	5	553,293.00
BUS#5	2013 FORD F550 BUS CONV.	20	3	3	131,892.00
BUS#8	2011 MCI J4500	2,028.80	15	34	395,220.00

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Business office:

- Processed Misc 1099's for GCCC vendors
- Assisted Endowment processing 1099's
- Work with Paycom on conversion and processing first payroll
- Processed 1098T for GCCC students
 - 2,805 records processed
 - \$5,425,609 in payments recorded on student accounts for 2019
 - Scholarship/grants for students in 2019 \$5,640,572.72

The Print Shop/Creative Services team has designed and printed 349 jobs during January 2020, including some of the following notable items:

- Regular copy work
- Posters for area high schools
- 2018-2019 Annual Report & Report Card
- Table Runners for Tech Programs
- Logo design, poster/table tent design for Endowment Auction
- Raffle Tickets for Endowment Auction
- Personal Finance Graphic for Promotion
- Music Department mailer editing and printing
- Census Logo design, buttons, and poster printing
- Martin Luther King Poster design and printing
- Annual Report and Report card editing and printing

Marketing/PR has also worked on many requests in the month of January, including some of the following notable items:

- January 2020 Press Releases
 - Upcoming continuing education courses
 - MLK Day Speaker LaTosha Brown with follow up Publicity including live radio remote broadcast and interview with GCCC students from La Mexicana 101.5 FM
 - Partnership with Empirical foods (Dec. 2019) with follow up story by KSN News
 - Book Signing event with Bob Hopkins (proceeds to benefit GCCC Endowment scholarship)
 - Firearm safety courses through Dept. of Public Safety
 - GCCC Annual Report (distributed in the *GC Telegram* on Saturday, Feb. 1, 2020)
- U.S. Census training & committee meetings – gearing up for on campus & community events to raise awareness about the decennial count
- Email signature project – over 200 email signatures created for full-time employees for use with official GCCC email
- Ongoing project: Working with GCCC personal and representatives from Dodge City CC, Seward CCC, NWKST, and Colby CC to promote fire science classes in those areas

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- Ongoing project: Working on publicity for *Almost Maine*, dinner theater presentation in late February with Garden City Community College Players, including writing and recording new radio commercial
- Rotary Intl. – Attended luncheon on Jan. 26, 2020, and secured GCCC speaker for luncheon on Feb. 5, 2020
- Assisted President's Office with GCCC presentation to Salmagundi Club, a group of female residents who love to learn and whom we hosted for lunch on Jan. 22, 2020.

Human Resources Board Report

New Employees:

None to report

Transfers:

None to report

Separations:

William Harris

Jordan Fiske

Open Positions:

Currently, there are eleven on-campus position postings:

Director of Institutional Research & data Support

Director of Marketing and Public Relations

Assistant Athletic Trainer- **In progress**

Assistant Track Coach- **In progress**

Head Men's/Women's Track Coach

Industrial Maintenance Instructor- **In progress**

Campus Police Officer/ Campus Safety Officer-**In progress**

GCCCA Receptionist (part-time)-**In progress**

Head Strength & Conditioning Coach- **In progress**

Assistant Football Coach

Head Women's Basketball Coach

Projects for the Human Resources Department include:

- **NeoGov went live January 2020**
- **Paycom, Onboarding platform- Implemented January 2020**
- Continuing with procedural review (Personnel Policies & Procedures)
- Working on the development of employee and faculty handbooks
- Department Assessment Review Process (Human Resources Operations Manual)

CAMP Recruitment for this Spring will start at the end of February as we finalize the list of participants for next year's program.

Half of the spots available for the scholarship at GCCC are already filled. Staff is currently completing interviews and signing contract with future students.

Blood Drive February 12th 9AM-1PM

Dental Screening February 25th 10AM-2PM Genesis & Student Health Services

Registrar office has received a total of 409 Applications for Graduation for the 2019-20 academic year (126 for Fall 2019, 270 for Spring 2020, and 13 for Summer 2020).

- o Fall 2019 Graduate Recap:
- ☑ Total = 98 students
- Associate in Arts (AA) = 4
- Associate in Science (AS) = 32
- Associate in General Studies (AGS) = 13
- Associate in Applied Science (AAS) = 7
- o Animal Science = 1
- o Paramedic/EMT = 4
- o Welding = 2
- Certificates = 42
- o Animal/Food Science – Cert. A = 19
- o Animal Science/Meat Production = 1
- o Cosmetology = 5
- o Welding Cert. A = 17
- o We are in the process of completing preliminary degree audits (for Spring 2020) and will notify students and advisors of any discrepancies.

Student Planning/Self Service:

- During the first week of January, a consultant from Ellucian was on campus for training of and setup for Student Planning/Self-Service. The Registrar and Assistant Registrar both attended this training.
- Our next steps include:
 - o Finalizing setup and testing in the live environment;
 - o Work with and train pilot group; and
 - o Oversee and assist pilot group with Fall 2020 enrollment (in April).

The Registrar has been involved with the following this month:

- Calendar Committee
 - o Developed academic calendars for the next two academic years: 2020-2021 and 2021-2022. Final proposals to be completed and presented President's Cabinet on February 11, 2020.
- Academic Catalog for 2020-2022
 - o Work with VPI, Deans, Division Chairs, and Faculty with finalizing their respective departmental pages and 4-semester program/major plans.
- Census 2020
 - o The GCCC Census 2020 Committee has been organized and held a meeting on December 13, 2019. The next meeting is scheduled for Friday, February 7, 2020.
 - o Training for Census 2020 was held on Wednesday, January 22. We had two (2) Census Partnership Specialists from the Dallas region conduct the training. There were 25 people from GCCC who attended.
- Retention Committee
 - o This committee is in the process of identifying potential areas to focus on for retention strategies.

Student Support Services took participants to the Leadership Studies Shadow Day at Fort Hays State University. Students received information about transferring to FHSU, attended their Introduction to Leadership Concepts class, ate lunch in their dining facility in McMIndes Hall, and went on a campus tour. SSS is planning to have presentations by the outreach faculty for Newman University and the Wichita State TAP program in a workshop on February 18. There will also be visits to Emporia State University and Kansas State University on March 2 and 3. The 2020-2025 grant proposal was submitted to the US Department of Education on Tuesday, January 21. Staff members should know of the funding decision sometime this summer.

Admissions Enrollment Dates are set for this spring:

Tuesday, April 28th – Holcomb and Lakin

Thursday, April 30th – Garden City High School, USD 457 Virtual Academy, Garden City Alternative Education

Friday, May 1st – open to all

Saturday, May 2nd – open to all

Wednesday, May 27th – open to all

Admissions will be completing high school visits and attending college and career fairs in the month of February. Scheduled 25 campus tours in January and we expect more in February. Lakin middle school came to campus on Tuesday, February 4th for a campus tour and meetings with DPS, John Deere, Automotive, Cosmetology, Nursing and GC3 Media

We had a table at the Hi-Plains Basketball tournament last weekend and gave away 2 \$500 scholarships. Winners were Fernando Muro from Stanton County High School and Courtney Latta from Scott Community High School. New this semester is a Campus Visitor bulletin board down in the Admissions area. Campus visitors sign their name on the board and have their picture taken with their campus visit t-shirt. Pictures will be posted throughout the year on the new GCCC Admissions Instagram. GCCC Admissions Instagram page has content 5 days a week:

Monday – Movie Reel Monday – a short video interview with a current student

Tuesday – Tour Tuesday – picture of a recent campus visitor

Wednesday – Where is Billy Buster – picture of Billy Buster around campus

Thursday – Throwback Thursday – short interview with a GCCC alum

Friday – Feature Friday – information about a program, club, or sport on campus

Student Services Board Report – from Financial Aid Office

GCCC Financial Aid Director, Melinda Harrington and Assistant Director, Jill Lucas attended the Federal Student Aid (FSA) Training Conference in Reno Nevada December 3-6, 2019. The FSA Training Conference for Financial Aid Professionals is the largest training program in the United States serving the financial aid community, and ultimately the students and families seeking an education beyond high school. The FSA Training Conference is not for government employees. It is training provided for financial aid professionals by the government for those institutions receiving Title IV funds. FSA is a part of the U.S. Department of Education and is the largest provider of college and career school student financial aid in the nation.

Each year, FSA provides billions in grants, loans, and work-study funds to help students pay for college or career school. In Fiscal Year 2018, FSA delivered more than \$120 billion in aid to almost 13 million students at nearly 6,000 schools. FSA also manages and oversees a loan portfolio in excess of \$1.4 trillion in outstanding loans, representing approximately 43 million borrowers. World-wide annually, approximately 6,000 financial aid professionals attend this free training to learn more about federal regulations and new legislation passed by Congress, gain hands-on experience using the student loan data systems, interact with federal subject matter experts, and network with peers and colleagues to share industry best practices.

Attendance and participation at the FSA conference keeps the financial aid staff abreast of new federal financial aid regulations and legislation, allows for face-to-face interactions with federal subject matter experts, enhances knowledge, skill, and proficiency of financial aid while providing an environment to network and create new relationships with other financial aid professionals.

FSA Conference Highlights from Washington DC:

Education Secretary Betsy DeVos, in the opening session recommends improving FSA oversight & transparency with proposal for organizational and structural changes to help FSA meet its mission and objectives as a Performance Based Organization (PBO). The PBO model is intended to replicate some of the flexibilities and accountability of the private sector however with some independent oversight composed of various stakeholders. The student aid office has an expansive mission with a portfolio of \$1.5 trillion in total student debt, rising loan defaults and mounting consumer complaints of poor loan servicing and abusive debt collection practices. It provides more than \$150 billion a year in federal grants, loans and work-study funds to college students, and has become one of the nation's largest lenders. DeVos argues that the student aid office is burdened by political mandates from Congress that have added to the complexity of the lending system, with myriad repayment options, forgiveness plans and rules that often confuse families. Given the scope of the office's responsibilities, DeVos said it could best serve students as an independent entity run by an apolitical board of governors. The Federal Student Aid office "simply cannot satisfy the ever-changing political whims of Washington," DeVos said. "We should be talking about the benefits of professional, experienced leadership who, as in the private sector, would be responsible for setting strategy, for overseeing the management of the loan portfolio, for ensuring institutions hold up their end of the bargain and for reporting to Congress."

NextGen FSA- The Education Department rolled out a slick new studentaid.gov website, replacing multiple sites with information for student borrowers. The newly revamped College Scorecard website was re-introduced as an improved resource for students/parents. Other sites will be merged for financial aid professionals as a one stop portal.

FAFSA verification improvement- Using a new machine-learning model, FSA has been able to reduce verification selections from 30% to 22%!! (since 10/1/18) That's roughly 900,000 fewer students having to go through the verification grinder. All of this being done without sacrificing program integrity.

Future Act -an important piece of bipartisan legislation that will make significant improvements to the federal financial aid system (approved/signed by President Trump 12/26/19). In addition to providing much-needed permanent funding for Historically Black Colleges and Universities and other Minority-Serving Institutions, the bill makes it much easier for students and families to apply for federal financial aid and for student loan borrowers to access affordable student loan repayment options. The bill will also significantly improve program integrity and reduce administrative burden for students and families, schools, and the federal government. The bill achieves these policy goals by allowing IRS to share taxpayer data directly with the Department of Education (ED). This fix will streamline the FAFSA-filing process by allowing an individual to have their income data directly imported into the form rather than requiring them to manually import the information in a cumbersome, multi-step process. This direct data sharing will also reduce the need for FAFSA verification, an audit-like process that disproportionately impacts low-income students, and will significantly reduce improper payments. The bill's passage into law marks the end of a years-long effort from a broad and diverse group of policymakers and other stakeholders.

Sessions we attended are not only used/shared within the financial aid office; we also bring back info and presentations for other departments at GCCC (business office, clery act, academics, etc.) to ensure compliance and maintain our institutional capability for Title IV funding and FSA. Overall it was a very good and informative conference- FSA working hard with new improvements/technology for students and financial aid professionals! We thank GCCC Administration for making this training a top priority.