

April 3, 2008

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 **TUESDAY, April 8, 2008**. The meeting will be held in the **Beth Tedrow Student Center**, community college campus.

- 5:30 p.m.** Go through dinner line and eat in Cafeteria
- 5:45 p.m.** Tour renovation of Director of Residential Life Apartment
- 6:00 p.m.** Regular meeting in the **Endowment Room**

THE AGENDA

CALL TO ORDER

- A. Comments from the Chair
- B. Open comments from public
- C. Report from Student Government Association
- D. Report from Faculty Senate

CONSENT AGENDA

- A. Approval of minutes of previous meeting (March 12)
- B. Submit financial information to the auditor
 - B1 Financial information—Expenses
 - B2 Financial information—Revenues
 - B3 Financial information—Cash in Bank
- C. Approval of personnel actions
- D. Approval of request to dispose of equipment
- E. Approval of purchase order over \$20,000
 - Brinkmann Instruments; \$22,468.05; Meats/Animal Science Lab

OTHER

- A. Discussion of Title V Grant (Penka Building and Fouse Science/Math remodeling projects)
 - A1 Building Projects Memo
 - A2 Penka Building addition floor plan
 - A3 Fouse Science-Math Building remodeled floor plan
 - A4 Penka Building remodeled floor plan
 - A5 Fouse Science-Math Building main level reflected ceiling plan
 - A6 Fouse Science-Math Building demolition floor plan

POLICY REVIEW

- A. Monitoring Reports and ENDS
 - A1 Monitoring Report—Monthly

 - A2 Monitoring Report—Quarterly
 - A2a Student Nurse Drug Abuse/Prevention and Drug Testing Policy
 - A2b Student Background Check Policy
 - A2c Internal Governance Handbook
 - A2d Helping the Distressed Student (a faculty and staff guide)
 - A2e Accommodations Handbook

 - A3 Monitoring Report—Semi-Annual Academic Advancement
 - A4 Monitoring Report—Annual

- B. Ownership Linkage
 - Correspondence 1—thank you note from University of Kansas
 - Correspondence 2—email re: John Deere Program
 - Correspondence 3—thank you note from Alfred University
 - Correspondence 4—thank you note from Southwest Plains Regional Service Center
 - Correspondence 5—thank you note from St. Catherine Hospital

- C. Board Process and Policy Governance Review
 - Continued discussion on strategic planning and community focus group

REPORTS

- A. President Carol Ballantyne
 - A1 Incidental Information

 - A2 Instructional Program Review
 - A2a Music
 - A2b Journalism
 - A2c Allied Health
 - A2d Ag Production

REPORTS (continued)

- A3 Continuing Education and Community Services Calendar

B. Report from Finney County Economic Development Corp.

Upcoming calendar dates:

- April 10: Reception honoring student workers; Portico; 1:00-2:30 p.m.
- May 10: Commencement; 10 a.m. (Trustees will line up at 9:15 a.m. in Hall of Fame Room)
- May 14: Regular meeting of the Board
 - Reception honoring retirees in the Portico at 5:30 p.m.
 - Board meeting will immediately follow in the Endowment Room; 6:15 p.m.
- June 11: Regular meeting of the Board; 7 p.m. (note time for summer meetings)

Executive Session

Adjournment

Sincerely,

Merilyn Douglass, Chair

Carol E. Ballantyne, Ph.D., Secretary

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

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

Faculty Senate Board of Trustee's Report Spring 2008

Teaching and Learning Center

- Five instructors and one staff member are keeping the TLC open longer and providing training to faculty
- Sent six faculty members to conferences
- Bought plagiarism software
- Worked with IT to problem solve issues to help faculty
- Increased software in TLC
- Provided fourteen different Professional Development Sessions this spring semester

Drama Department

- started the GCCC Winter Children's Theatre Workshop, which very successfully performed "The Ant and the Grasshopper" performed by 12 local children
- Successfully produced the comedy "My Three Angels"
- Initiated and organized the GCCC Thanksgiving Broadway Tour, which already has ten community members who have paid deposits and signed up to go, and have begun plans for students to be able to take advantage of this trip for credit. Advertising has been started, and looks great. Much thanks to Nancy Harness, Kevin Brungardt Dee Wigner, and Steve Quakenbush for their guidance and support!

Shelia Hendershot

- selected to serve on the Child Care Licensing Systems Improvement Team. This team was selected by KDHE Secretary Rod Bremby. Our main purpose is to update and improve the regulations for improvement in Child Care Licensing in Kansas. This is a three year commitment. On the Team of 25 there is a variety of members from child care providers, to surveyors, and 3 community college early childhood educators. I am pleased to be one of the 3.
- Working with Linda Holmquist with the Career pathways for Early Childhood Development. These are plans of study with secondary schools and GCCC.
- Attended the League of Innovation
- Going to Philadelphia for Phi Theta Kappa April 2-6. 4 members will be attending the 90th International Convention from GCCC
- A board member of the Windsor Hotel Preservation Alliance
- Teaching a class for the first time for Kansas Newman.....Primary Methods, Early Childhood Education

Science and Math

- The science club did science demos for St. Dominique's School on November 12, 2007. The Science Club and the Astronomy class traveled to the Cosmosphere November 17, 2007. The Science and Math division sponsored the Science

Olympiad on February 7 and 8 with area high school and middle school students. This was the 5th year that GCCC has been a regional tournament site for this event. The zoology, geology and science club will be traveling to Hays to the Natural History museum on April 3, 2008.

- Art Nonhof and Judy Stubblefield along with Leslie Foster attended the Leadership conference in Denver March 2 – 5, 2008. Art and Judy will be working on producing pod casting for parts of their classes. Judy will be offering training for faculty through the TLC on this subject this spring.
- The Academic Excellence Challenge Team sponsored the 4th annual Quiz Bowl for 5th graders on November 15, 2007. The team traveled to Colby for a dual with CCC on October 20, 2007 and then on March 8, 2008 GCCC hosted the State AEC Prelim tournament with the GCCC Busters scoring 4th. Team members are Audrey Robinson, Brandi Hurst, Matt Hurst, Taylor Collins, Heidi Hall, Justin Elad, Sean Nauthavohy and Erin Bartel. We will travel to Hutchinson on March 29th for Regional competition and then to Colby April 25-26 for the state tournament. The coaches for AEC are Jeff and Kay Davis.

Finnup Lab

- Offering 2007 this semester.

Cosmetology

- Five Spring Enrollment students all non-traditional. All are ESL student, all are over 30, all this is a career change, all are working very hard to be successful

Developmental Committee

- The five hour Basic English class (Grammar Component) all students passed the exit written exam.
- Looking at mandating COMPASS for all student taking academic classes.
- Combined Beginning Algebra and Intermediate Algebra into one 4 credit class.

Department of Public Safety

Community Service

- Completed hours MDA Jail/Bail, parades and other events

Tours, Special Presentations and Mini-Workshops

- DPS tours
- Career Exploration, GEM, Lakin 6th graders
- Assisted with SW Kansas Fire Training Center Open House
- Hosted 4 seminars with several remaining for 2008

Partnership

- DPS students participates is county wide and state mock disaster drills, assisted GCPD with traffic control for parades, Insurance Checklanes and other events.
- DPS students assisted the Kansas Highway Patrol Academy in final testing of recruits by participating in training scenarios.

BB/BS Mentoring Project Garfield Elementary School

- TEL Christmas tree and Santa Project
- DPS students played Santa Claus and delivered presents to GCCC Day Care Kids
- DPS students completed a Letter to Santa Fundraiser DPS student comprised approximately 50 personalized letters from Santa to kids across the United States

Blood Drive

- DPS had the most individual give blood at the annual college blood drive, with several first timers and took home the first prize.

Planning for the 1st annual Ride for the Future 2008

- Scholarship Drive for DPS and Networking opportunity for SW Kansas 1st responders. April 26, 2008.

Social Science

- Greg Thomas successfully completed a “Q.P.R. Suicide Prevention Gatekeeper Training Workshop” on February 5, 2008.
- Mary Cervantes and Judy Whitehill have been mentors for Buff Projects in the past year.
- Three new classrooms became Smart Classrooms
- Judy Whitehill attended the conference on Six Risky Behaviors of Adolescence and presented back the information as a faculty inservice in January.
- Winsom Lamb presented a session on Appreciating Diversity during faculty inservice in January
- Three members attended the TQE Grant Summit in Dodge City in March.
- Four members attended the League of Innovation Conference in Denver. This was paid for through the TQE grant.
- Several Social Science Instructors offer Service Learning Opportunities.
- Tammy Hutcheson and Winsom Lamb are revived the Kansas National Education Association-Student Program and have 12 new members. Of those, seven are going to Topeka for the Representative Assembly on April 3-5.
- Winsom Lamb attended the final year of the Chair Academy.
- Shelley Meier presented at a job fair in Dighton. Shelley also attended a meeting with the FHSU Education Program, as we continue to align our education program to theirs for easy transfer of classes. We also work with KSU and NU in aligning our education program with theirs for easy transferability.
- An Education Major display was manned at the Student Universal Day on March 27th.

Media Department Accomplishments

- Launched GCCC's first Internet-based, student-run radio station (www.live365.com/stations/gcccradio)

- Began phase one of convergence plan with newspaper, magazine and radio students meeting weekly and collaborating on news coverage
- Provided grant-in-aid scholarships to 11 newspaper students, 5 magazine students and 6 radio students.
- Faculty and students attended, as well as coordinated, a state and national (Washington D.C. and New York) conferences aimed at improving journalistic skills.
- Cyd Stein visited with area broadcast outlets to coordinate possible internships and part-time employment opportunities for students. Several professionals were invited to serve as guest speakers as well.
- Cyd Stein met with, planned and coordinated projects with broadcast partners (City of Garden City, USD #457, Finney County, St. Catherine Hospital and GCCC). Stein completed script and production outline for St. Catherine Hospital.
- Cyd Stein and Laura York visited six area high schools on recruiting visits.
- Laura York appointed to second term as national Vice President-Member Services, College Media Advisers, Inc.
- Cyd Stein and Laura York met with area high school teachers to develop and maintain articulation agreements.
- Broadcast curriculum added to Mass Communication department (includes JRNL109 Introduction to Broadcasting; JRNL118 TV Production I; JRNL119 TV Production II; JRNL120 Radio I; JRNL121 Radio II; JRNL 208 Radio III; JRNL209 Radio IV and JRNL210 Broadcast News).

TLC Professional Development Sessions - Spring 2008 January Inservice

<p>The Six Risk Behaviors of Adolescents</p> <p>Originally provided through a Kansas State Department of Education workshop, the session identifies six health risks of Kansas' youth and will demonstrate different teaching techniques for each of the six risk behaviors. This session will be especially beneficial for individuals who teach classes related to health and well-being as well as those in student support services.</p> <p>Presenter – Judy Whitehill Location – ACAD1023 Limit – 32 participants</p>	
<p>Classroom Performance System – Using Examview</p> <p>Easily administer and grade tests with CPS and Examview tests provided by your publisher. When you leave this hands-on session, you will be prepared to administer a test using CPS and Examview. You will need to have access to your Examview test file for this session.</p> <p>Presenters – Amy Heinemann, Lachele Greathouse Location ACAD1056 Limit – 20 participants</p>	<p>Classroom Performance System – <u>PowerPoint</u></p> <p>Find out how easy it is to incorporate quick assessments, discussion interaction in your PowerPoint lectures with CPS slides inserted in lectures. You will need to have access to a PowerPoint lecture semester.</p> <p>Presenters – Amy Heinemann, Judy Whitehill Location – ACAD 1056 Limit – 20 participants</p>
<p>Creating CD/DVD's using Sonic My DVD</p> <p>Want to create a video or DVD for instruction, promotion, public relations? Learn how to create personalized and professional looking menus, create active slideshows of pictures, or just import documents into the main menus. You will need to have access to your syllabi and/or public relations documents in your My Documents file.</p> <p>Presenter: Adam Sharp Location: TLC Limit – 7 participants</p>	<p>Syllabus: A map for navigating technology use in the classroom</p> <p>While students may be natives when it comes to technology, they may not know to how it applies to the college classroom. During this forum, we'll head-off many FAQs and frustrations by including technology-related items on your syllabus. Attendees are ENCOURAGED to bring examples.</p> <p>Presenters: Linda Morgan & Laura York Location: JVCT 1095 Limit – 35 participants</p>

Spring Semester Offerings

Date/time & Location	Title	Facilitator	Description
Tues. Feb 19, 4:30 – 6:00 TLC	School Maestro Basics	Judy Stubblefield	Learn how to use the gradebook features and how to publish grades to the web.
Mon, Feb 25, 5:00 TLC	Classroom Performance Systems (CPS) for beginners	Amy Heinemann	Students daydreaming in class? Too much time grading papers? With CPS, students answer questions on a response pad – and all answers are electronically graded!
Tues Feb 26, 4:30 – 6:00 TLC	Blackboard Basics	Judy Stubblefield	If “creating a shell” means nothing to you, this is the session for you! Learn how to post announcements, enroll students, upload documents and set up a discussion board. If your questions are answered sooner, you don’t have to stay till 6:00, but Judy will be available.
Thurs Feb 28, 10:30 – 11:30 TLC	Classroom Performance System (CPS) for PowerPoint	Amy Heinemann	Integrating the CPS response pads into your PowerPoint presentations engages your students, provides immediate feedback on difficult concepts, and enhances class discussion. Use this session to actually set up PowerPoint presentation with CPS.
Thurs. Feb 28, 2:00 – 3:00 TLC	Classroom Performance Systems (CPS) for beginners	Lachele Greathouse	Students daydreaming in class? Too much time grading papers? With CPS, students answer questions on a response pad – and all answers are electronically graded
Mon. Mar 3, Noon TLC	Keeping Students Engaged	Doris Meng	Most teachers know that keeping students engaged and focused on the material increases learning. But how to make that happen? Walk away from this session with three techniques you can implement immediately.
Wed, Mar 5 3:00 PENK1002	SnagIT Basics	Mary Wilson	You may have seen the SnagIt button on your computer monitor. What does it mean? How can SnagIt help you in your teaching?
Fri, Mar 7 2:30 TLC	Dealing with the NoWannaRead Culture	Barb Larson	Having trouble getting students to read their assignments? Barb will present tried and true strategies that you can use immediately. Follow-up sessions will be determined after this session
Tues. Mar 11, 5:30 TLC	Keeping Students Engaged	Doris Meng	Most teachers know that keeping students engaged and focused on the material increases learning. But how to make that happen? Walk away from this session with three techniques you

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Wed. March 26 , 12:00 TLC	Identifying and Enrolling for Success	Jean Ferguson & JoAnn Garrier	How do you enroll ESL and developmental students so they have the best shot at being successful?
Wed, March 26 , 3:00 FOUS 1039	Dem Bones (a brief moment in forensic science)	Terry Lee	Learn a little about bone anatomy and stature, sexing a skeleton and maybe a little from blood spatter. Have fun learning something to impress your family members and to guide students who need an elective.
Feb 25 – March 10 Any on-line computer	Game Plan for Success – Success & Leadership Series	Lou Holtz	Legendary football coach and ESPN analyst uses humor and humility to present principles of success that made him one of the most celebrated coaches ever. (60 minutes)
March 1 – 31	Pedagogy 102 for Distance Learning	Starlink experts	The program on distance learning will examine ways to better utilize faculty time and best practices for online and distance teaching.
Thurs Apr. 10	CPS for PowerPoint	Lachele Greathouse	Need to keep students awake during PPT presentations? Give them remote controls and see them interact!
Mon. Apr. 21	CPS for Beginners	Amy Heinemann	Students daydreaming in class? Too much time grading papers? Learn the basics to start engaging your students and electronically grading your quizzes.
Thurs Apr. 24	CPS for PowerPoint	Amy Heinemann	Need to keep students awake during PPT presentations? Give them remote controls and see them interact!
Podcasting			
Mon. Apr. 14	Podcasting 101	Judy Stubblefield	Learn the basics of creating an audio or audio/video podcast. With a microphone and a few minutes, you can narrate a PowerPoint and publish it to Blackboard. You don't have to bring anything to the session except ideas and a willingness to

			try something new. This is an introductory session to show you the process and get you thinking about the possibilities. More advanced training will be offered at a later time.
Wed. Apr. 16	Podcasting 101	Judy Stubblefield	
Fri. Apr. 18	Podcasting 101	Judy Stubblefield	
Thurs, Apr 17	Outlook – What’s it Good For	Steve Thompson	Learn how to use Outlook to create simple reminders, schedule meetings during times when your attendees will be free to come, and search for that email that you <i>know</i> you still have. You will also learn how to recover email that you deleted (and wish you hadn’t), take a poll, track a project, or even place reminders on other people’s calendars! Outlook is simple to learn and use but very powerful. Come see why.
Thurs. Apr 24	Basic Powerpoint 2007	Steve Thompson	Create professional-looking presentations using Microsoft PowerPoint. Along the way, we’ll look at some of the new features in the 2007 version. When we’re finished, you’ll have a completed presentation you can use as a template as well as a familiarity with the new Office 2007 interface – which we’ll all be using next year!
Thurs. Apr 24	Basic Word 2007	Lachelle Greathouse	Confused by 2007 in the Smart Classroom or in student documents? This introductory session will help you make the switch to 07. It’s coming . . . be prepared.
Enhancing Instruction & Learning			
Mon. Apr 21	Tips for Effective Online and General Instruction	Doris Meng	You will come away from this session with new tools and strategies for assessment in online classes, and you will learn new ways to continually engage students. Doris will share highlights of a Learning Resources Network (LERN) and provide copies of assessment rubrics, PowerPoint presentations, and articles created by speakers at the Faculty Development Institute.
Fri. Apr 11	No Wanna Read Two/Too	Barb Larson	Learn how participants in the first session applied techniques they learned last month! (Getting students to read is not like pulling teeth!)
Fri. Apr 25	The Space Ship:	Adam Sharp	In a training activity, participants will learn to understand assumptions and

			<p>misconceptions and learning styles that affect learning and communications. Explore assumptions which can be made of our students and fellow colleagues. The participants only need to bring their concerns and the ability to participate in this unique activity.</p>
Fri Apr 18	<i>The A/V Formats: Beginning Audio, Video and Graphic</i>	Adam Sharp	<p>This training will cover the basic formats used in design, audio and video applications. By the end of the session you will understand the basic terms, how to create the various formats, and how to integrate them in a video. Participants should bring CDs of music, graphics which they find on-line which they might want to use and other materials which they would want discussed.</p>
April 1 – 30	Creating the Active Classroom	www.starlinktraining.org	<p>Streaming video coming to your office – active learning can take place there for you! Members Only - Password: biblioteca</p>
Through April 24	Course Redesign	www.starlinktraining.org	<p>Look at the broad picture of course redesign and specific looks at a state project, several specific course redesigns, and even a single class redesign. (Nursing, English & History) Webcast -- Password: patty24</p>
April 7 – 21	Plagiarism Pitfalls	www.starlinktraining.org	<p>Topics to be explored include discipline-based approaches to help combat plagiarism, information literacy interventions, pro-active vs. reactive strategies, assignments that discourage plagiarism, online tools helpful in encouraging academic honesty. Webcast -- Password: copy1</p>
April 21 – May 5	Success & Leadership Series #6 – Overcome Everything	www.starlinktraining.org	<p>Patrick Combs is widely known as a best-selling author, an inspirational speaker, and humorous entertainer. He is in the Motivational Speakers Hall of Fame, has been featured on ABC Nightly News, NBC Nightly News, Good Morning America, CNN, Phil Donahue, Montel Williams and The Late Show, and three times been nominated Speaker of the Year by event planners. Webcast - Password: success4u</p>

**MEETING OF TRUSTEES
OF
THE GARDEN CITY COMMUNITY COLLEGE**

March 12, 2008

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

Others Present: Carol E. Ballantyne, President
Darla Daniels, Deputy Clerk
Beth Tedrow, Dean of Student Services
Dee Wigner, Dean of Administrative Services
Kevin Brungardt, Dean of Academics
Judy Crymble, Dean of Technical Education
Steve Quakenbush, Director of Information Services & Publications
Ryan Ruda, Director of Counseling/Advising Center
Cathy McKinley, Director of Human Resources
Deanna Mann, Director of Institutional Effectiveness
Linda Hill, IT Department
Winsom Lamb, Faculty Senate
Natasha Duncan, SGA President
Chip Marcy, Economics Instructor
Deb Parker, One Stop
Lesa Gilbert, Admissions Representative
Wayne Daise-Burgess, Jared Wilkes, Ben Bell, Devin Carpenter, Eldred J. King,
JR Bryant, DeMarcus Roberson, Randin Ulmer, Branden Lyons, Kirt Nichols Jr.,
Jaboa Dixon, Ryan Reid, Students representing Black Student Union
Reynaldo Mesa, Mayor of Garden City
Emily Behlmann, *Garden City Telegram*

5:30 p.m. Some of the group went through the cafeteria line for dinner

5:50 p.m. Regular meeting in the Broncbuster Room

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

- Welcomed everyone to the meeting
- Congratulated the Instrumental Music Department for the excellent Jazz Band performance Monday evening
- Congratulated Ryan Peterson and cast and crew for their successful and entertaining performance of “My Three Angels.”
- Congratulated Janice Nunn for heading up the campus Bloodmobile
- Commended Carol Ballantyne, Judy Crymble, and others on GCCC’s selection for a grant from the U.S. Labor Department in the amount of \$1,999,939 to train construction personnel if Sunflower Electric Power Corporation is allowed to build the two 700-megawatt electrical plants near Holcomb. If the plants are built, the three-year, federally

funded program would let the college train up to 300 construction personnel, including carpenters, electricians, welders, plumbers, pipefitters, millwrights, boilermakers, and structural ironworkers. Over 400 applications were received, with GCCC and Fort Scott Community College being the only two from Kansas to be awarded a grant. Chair Douglass also thanked Trustees Schwartz and Worf for their lobbying efforts in Washington, DC, regarding this grant.

OPEN COMMENTS FROM PUBLIC. Chair Douglass stated that Mayor Reynaldo Mesa had requested time on the agenda to discuss the Tri-Cities group (Liberal, Dodge City, Garden City), and she turned the floor over to him. Mr. Mesa emphasized the need for the public entities in western Kansas to work together to organize lobbying efforts jointly rather than individually. He also emphasized the need for the elected officials in Garden City/Finney County to get together on a regular basis, in addition to the CEOs' monthly meetings. He noted that the City, the County, and the College had all recently held planning retreats, and he thought it would be beneficial if everyone shared those goals and visions for the future with each other. To that end, he said Trustees would be receiving an invitation to meet with other elected officials on April 17th.

REPORT FROM STUDENT GOVERNMENT ASSOCIATION. SGA President Natasha Duncan shared highlights, as follows:

- Upcoming events include:
 - March 27: Student Universal
 - April 1: Casino Night with a "Dress to Impress" theme
 - April 10: Graduation speaker tryouts
 - April 14: Kick Butts Day
 - April 17: End-of-year picnic, ribbon cutting for recycling project
- This year's beautification project will include BBQ grills, landscaping, a flagstone garden, etc., near the Beth Tedrow Student Center

Trustees thanked Natasha and her fellow SGA officers for their tremendous work and enthusiasm!

REPORT FROM STUDENTS WHO ATTENDED THE BIG XII ACADEMIC CONFERENCE. Black Student Union President Ben Bell and Vice President Jared Wilkes explained the keynote presentations, networking, and other conference activities they participated in. One of the breakout sessions discussed the advantages and disadvantages of My Space and Facebook websites. They said they learned lessons about leadership on campus, in the classroom, and in life, and believe that as they implement these things that it will have a positive influence on other students on campus. They also noted that BSU raised funds to attend by washing cars, conducting drawings, doing yard work, and putting up Christmas lights for downtown merchants. President Ballantyne thanked the students for representing GCCC in a great fashion and thanked Lesa Gilbert for her leadership of the BSU organization!

UPDATE ON BI-ANNUAL ECONOMIC SYMPOSIUM.

Chip Marcy invited Trustees to attend the bi-annual Economic Symposium to be held April 11 and 12 on campus. This year's theme is "The Economics of Immigration," and the keynote speakers are Dr. James Ragan Jr. (KSU), Dr. Heather Luea (Tennessee State University) and Dolores Mesa-Lopez (lifelong resident of Finney County).

CONSENT AGENDA

Chair Douglass asked if Trustees wished to pull any items on the Consent Agenda for the purpose of discussion; no one did, so she asked for a motion approving the Consent Agenda.

MOTION: Clifford moved, seconded by Worf, that the Consent Agenda items be approved as presented. Motion carried 6-0.

Approved actions follow:

APPROVED MINUTES of previous meeting, February 20, 2008, as written.

SUBMITTED FINANCIAL INFORMATION TO THE AUDITOR, as presented.

APPROVED PERSONNEL ACTIONS, as presented - see attached lists.

APPROVED ATM LEASE WITH COMMERCE BANK, as presented (copy of lease included in the electronic Board packet)

APPROVED PURCHASE ORDER OVER \$20,000, as presented

United Power and Battery

\$23,686

Power supply/line conditioning for server room

POLICY REVIEW**MONITORING REPORTS and ENDS REPORT**

Trustees indicated that they had received and reviewed the monitoring reports (monthly report, annual report, and the five semi-annual ENDS reports). General comments were made surrounding the questions of: Are we doing OK? and Do we need to do more? regarding the college's five key objectives of providing Essential Skills, Academic Advancement, Work Preparedness, Personal Enrichment and Workforce Development. The answers were: Yes and Yes!

Trustee Clifford asked that, next time, the reports address the new statement in the Essential Skills END regarding "students will have essential computer skills."

After discussion, Douglass stated that the monitoring reports were accepted as presented.

OWNERSHIP LINKAGE

The Board packet contained one piece of correspondence: thank you note from Greg Thomas expressing appreciation for the plant he received from President Ballantyne and the Trustees upon the death of his mother.

Trustee Worf stated that she had been approached by an owner asking if the college would sponsor a golf tournament for LULAC. After brief discussion, consensus was that we shouldn't get involved in activities such as this.

BOARD PROCESS AND POLICY GOVERNANCE REVIEW CONTINUED DISCUSSION ON STRATEGIC PLANNING AND COMMUNITY FOCUS GROUP.

Douglass stated that she had continued to synthesize the notes that had been taken during the January 12th meeting with owners. She had previously given the Trustees a handout which organized the discussion in categories such as: business and industry, attracting youth to business and industry, current business leaders, image and marketing, education, recruitment, access to community colleges, strengthening board working relationships with other area boards, and more (copy included in electronic Board packet).

Discussion was held on tying all of that information to the Board's goals and priorities without getting into the "means." A big part of the discussion centered on the importance of connecting the area high school youth to GCCC and making the cost affordable. Another key point was the fact that at the January 12th meeting, the owners were basically saying "train the GCCC students and keep them here" vs "create students who are going to transfer as a junior to the four-year university." Discussion continued, with Chair Douglass summarizing three key points that perhaps could be "wordsmithed" into Policy Governance format so the president and her staff could see the Board's vision and priorities. Those three key points were:

- Attract the youth to business and industry
- Provide more opportunities to bring younger students and parents to campus
- Improve accessibility to public points of contact—Fine Arts, Athletics

After discussion, the Trustees noted that another Retreat should probably be held to discuss the Policy Governance document, perhaps sometime in June. Chair Douglass and President Ballantyne will look at possible dates and report back.

REPORTS

PRESIDENT CAROL E. BALLANTYNE noted that Trustees had received numerous informational reports. A complete report is filed in the electronic Board packet.

- Incidental Information – highlighted recent campus happenings.

- HB 2237 (deferred maintenance, tax credits) - Administration continued to study HB 2237 in an attempt to understand the definitions of deferred maintenance, the proposed bonding program, and tax credits. The bonds would be let as 8-year bonds with a cap of \$15 million per institution; projects will need to be reviewed and approved by the Kansas Board of Regents.
- Scholarship offers to 2007 GCHS graduates – \$159,783 offered; \$111,985 accepted.
- Concurrent/Dual Credit Enrollment Report – GCCC serves approximately 38 percent of the 713 juniors and seniors at GCHS; about 50% of GCHS college-bound students enroll at GCCC after high school graduation. Students taking dual or concurrent credit classes from GCCC pay the same fees as other college students; however, they are not eligible for federal college financial aid, nor are there any specially designated scholarships to assist them.

Discussion was held regarding the importance of trying to offer these students some financial help; perhaps even waiving or reducing charges if the students committed to later attending GCCC and staying in the Finney County area. Ballantyne indicated that initiatives are being studied to address the situation, such as foundations. No decisions were made, but Ballantyne said administration would continue studying this concept.

- Academic All Americans – The display case honoring our Academic All Americans is “full,” and plans are being made to install another board in the Dennis Perryman Athletic Complex.
- Annual Vehicle Report
- Fall 2007 Scholarship Report from Endowment Association – For Fall 2007, scholarships in the amount of \$208,447.50 were given to 622 students!
- Evaluation of Simulation Lab – So far, nursing faculty and students have indicated that the use of the simulation mannequins has been “adequate”; the simulation experience will continue to be evaluated each semester as a part of the nursing course evaluation.

REPORT FROM FINNEY COUNTY ECONOMIC DEVELOPMENT CORP.

Trustee Schwartz reported the following:

- Meetings are being held in Colorado regarding dairy processing
- Eric Depperschmidt was working with Kalvesta Implement on an expansion project
- FCEDC was receiving positive comments regarding the signs they have been putting up around the city about “progress being made for economic development”
- Differing opinions regarding the proposed Sunflower plants were still “out there”; the Governor is expected to veto this bill

UPCOMING CALENDAR DATES. Chair Douglass reviewed the following:

- March 30: Open house of Southwest Kansas Fire Training Center
- April 4: Annual Endowment Association Auction

Discussion was held regarding the date for the regular meeting in April. Trustee Clifford would not be able to attend the meeting on the usual second Wednesday (April 9) because of a previously scheduled out-of-town meeting. Consensus was to hold the April meeting one day earlier, i.e., Tuesday, April 8, so all Trustees could be present.

ADJOURNMENT

There being no further business to come before the Board, Chair Douglass adjourned the meeting at 8:15 p.m.

Darla J. Daniels
Deputy Clerk

Carol E. Ballantyne, Ph.D.
Secretary

Merilyn Douglass
Chair of the Board

EXPENSES

04-02-08

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FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11005 - INSTRUCTION SALARY	0.00	0.00	2,060.43	5,233.65	3,173.22	60.63
DEPARTMENT: 11010 - BUSINESS & ECONOMI	39.55	23,570.73	154,992.51	258,710.00	103,677.94	40.07
DEPARTMENT: 11020 - HUMANITIES	199.99	10,968.80	70,165.81	111,213.00	40,847.20	36.73
DEPARTMENT: 11021 - ENGLISH	1,125.00	26,406.61	221,759.83	339,907.00	117,022.17	34.43
DEPARTMENT: 11022 - SPEECH	0.00	11,617.40	68,680.20	112,263.00	43,582.80	38.82
DEPARTMENT: 11023 - PHILOSOPHY	0.00	0.00	673.54	0.00	673.54	0.00
DEPARTMENT: 11024 - PHOTOGRAPHY	0.00	0.00	80.00	4,552.00	4,472.00	98.24
DEPARTMENT: 11025 - JOURNALISM	0.00	4,242.34	39,363.35	52,655.00	13,291.65	25.24
DEPARTMENT: 11026 - BROADCASTING	0.00	4,143.42	41,155.47	63,079.72	21,924.25	34.76
DEPARTMENT: 11030 - ART	294.85	11,035.85	86,951.65	134,622.00	47,375.50	35.19
DEPARTMENT: 11031 - DRAMA	742.50	8,713.69	69,806.37	97,023.00	26,474.13	27.29
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	5,715.96	46,162.27	70,720.00	24,557.73	34.73
DEPARTMENT: 11033 - INSTRUMENTAL MUSIC	1,544.00	12,664.12	120,695.99	193,340.00	71,100.01	36.77
DEPARTMENT: 11040 - SCIENCE	7,096.75	31,381.60	261,447.61	431,972.23	163,427.87	37.83
DEPARTMENT: 11050 - MATH	3,825.00	24,511.31	200,412.18	323,299.00	119,061.82	36.83
DEPARTMENT: 11060 - SOCIAL SCIENCE	3,535.99	34,988.80	281,544.13	458,128.40	173,048.28	37.77
DEPARTMENT: 11070 - HEALTH & PHYSICAL	644.00	19,442.03	160,949.44	230,121.00	68,527.56	29.78
DEPARTMENT: 11071 - WELLNESS-SUPER CIR	0.00	6,191.17	49,822.68	97,890.00	48,067.32	49.10
DEPARTMENT: 11080 - ESSENTIAL SKILLS	0.00	281.84	3,590.59	1,013.00	2,577.59	254.44
DEPARTMENT: 11081 - READING	0.00	5,050.14	40,356.12	87,231.00	46,874.88	53.74
DEPARTMENT: 11082 - ESL	0.00	4,172.22	37,710.40	56,612.00	18,901.60	33.39
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	365.32	9,859.58	15,045.00	5,185.42	34.47
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	386.94	5,001.87	4,838.00	163.87	3.38
DEPARTMENT: 11095 - FORENSICS COMPETIT	1,947.76	0.00	3,019.03	11,745.00	6,778.21	57.71
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	5,848.88	8,550.86	119,622.16	194,439.00	68,967.96	35.47
DEPARTMENT: 12011 - MID-MANAGEMENT	20.44	2,734.76	18,412.93	32,408.00	13,974.63	43.12
DEPARTMENT: 12012 - MCSE/CISCO	0.00	2,725.53	22,606.28	36,395.00	13,788.72	37.89
DEPARTMENT: 12013 - OFFICE EDUCATION	0.00	3,977.11	33,294.13	54,500.00	21,205.87	38.91
DEPARTMENT: 12014 - FINNUP LAB	0.00	4,604.40	39,808.51	66,150.00	26,341.49	39.82
DEPARTMENT: 12200 - ADN PROGRAM	20.05	30,873.99	253,405.98	401,692.00	148,265.97	36.91
DEPARTMENT: 12201 - LPN PROGRAM	17.58	10,030.97	88,205.78	131,472.00	43,248.64	32.90
DEPARTMENT: 12202 - EMT	209.89	8,557.06	95,462.43	137,742.00	42,069.68	30.54
DEPARTMENT: 12203 - ALLIED HEALTH	12.73	8,353.46	72,420.33	108,789.00	36,355.94	33.42
DEPARTMENT: 12210 - AGRICULTURE	0.00	11,090.08	75,688.37	121,712.00	46,023.63	37.81
DEPARTMENT: 12211 - MEAT JUDGING	0.00	510.78	18,794.79	20,135.00	1,340.21	6.66
DEPARTMENT: 12220 - AG EQUIPMENT & MEC	440.59	13,639.31	118,044.12	166,695.00	48,210.29	28.92
DEPARTMENT: 12230 - AUTO MECHANICS	1,246.00	11,084.51	76,664.43	116,253.00	38,342.57	32.98
DEPARTMENT: 12240 - CRIMINAL JUSTICE	1,762.14	13,366.58	113,112.05	184,828.00	69,953.81	37.85
DEPARTMENT: 12241 - FIRE SCIENCE	1,153.00	6,335.78	48,188.52	67,007.00	17,665.48	26.36
DEPARTMENT: 12242 - CHALLENGE COURSE	835.00	0.00	1,141.50	3,072.00	1,095.50	35.66
DEPARTMENT: 12250 - COSMETOLOGY	1,190.00	10,281.35	81,972.60	122,119.00	38,956.40	31.90
DEPARTMENT: 12260 - DRAFTING	0.00	1,399.45	7,696.99	9,101.00	1,404.01	15.43
DEPARTMENT: 12270 - AMMONIA REFRIGERAT	3,836.33	39,389.48	288,846.85	387,001.00	94,317.82	24.37
DEPARTMENT: 12271 - AUTOMATION ELECTRI	530.00	3,181.31	34,393.90	48,040.00	13,116.10	27.30
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	0.00	6,547.02	36,548.30	78,282.00	41,733.70	53.31
DEPARTMENT: 12273 - WELDING	573.37	14,085.80	41,539.59	66,931.00	24,818.04	37.08
DEPARTMENT: 12280 - BUILDING TRADES	0.00	3,254.26	11,350.05	15,794.00	4,443.95	28.14
DEPARTMENT: 12290 - FINNEY COUNTY LEAR	0.00	5,889.82	53,149.95	71,242.00	18,092.05	25.40
DEPARTMENT: 21100 - INSTITUTIONAL RESE	0.00	5,766.90	59,111.38	76,824.00	17,712.62	23.06
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	923.89	6,026.98	8,074.00	2,047.02	25.35
DEPARTMENT: 32000 - BUSINESS & INDUSTR	0.00	11,222.71	56,811.08	75,672.00	18,860.92	24.92
DEPARTMENT: 41000 - LIBRARY	11,078.64	11,827.56	117,611.56	172,755.00	44,064.80	25.51
DEPARTMENT: 41009 - COMPREHENSIVE LEAR	165.90	9,196.85	77,580.52	117,661.00	39,914.58	33.92
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	24,089.68	233,279.37	273,940.00	40,660.63	14.84
DEPARTMENT: 42001 - DEAN OF ACADEMICS	0.00	8,315.64	64,771.89	98,161.00	33,389.11	34.01
DEPARTMENT: 42002 - OUTREACH	12,452.00	946.80	13,340.70	39,821.00	14,028.30	35.23
DEPARTMENT: 42003 - FACULTY SENATE	213.48	5,317.61	23,260.44	31,400.00	7,926.08	25.24
DEPARTMENT: 42005 - DEAN OF TECHNICAL	1,839.34	11,347.85	99,106.39	144,523.00	43,577.27	30.15

DEPARTMENT: 42006 - ASSOC DEAN OF CONT	334.50	14,467.13	113,934.36	158,578.00	44,309.14	27.94
DEPARTMENT: 42007 - BRYAN EDUCATION CE	0.00	4,558.84	38,837.89	56,241.00	17,403.11	30.94
DEPARTMENT: 50000 - DEAN OF STUDENT SE	219.67	14,143.17	119,737.70	175,189.00	55,231.63	31.53
DEPARTMENT: 50001 - STUDENT SUPPORT SE	0.00	0.00	29,818.00	29,818.00	0.00	0.00
DEPARTMENT: 50002 - EDUCATIONAL TALENT	0.00	0.00	11,907.00	11,907.00	0.00	0.00
DEPARTMENT: 50003 - UPWARD BOUND	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 50010 - COUNSELING & GUIDA	60.00	11,033.87	94,866.88	139,569.00	44,642.12	31.99
DEPARTMENT: 50011 - ASSESSMENT/TESTING	0.00	450.00	5,869.09	9,450.00	3,580.91	37.89
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	21,739.52	189,562.59	283,798.00	94,235.41	33.21
DEPARTMENT: 50030 - ADMISSIONS	31.85	14,296.22	124,469.77	194,030.00	69,528.38	35.83
DEPARTMENT: 50040 - REGISTRAR'S OFFICE	7,005.87	10,654.72	95,515.90	135,738.00	33,216.23	24.47
DEPARTMENT: 50050 - STUDENT HEALTH SER	639.08	4,101.82	31,733.78	47,810.00	15,437.14	32.29
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	402.00	15,281.67	290,906.41	357,259.14	65,950.73	18.46
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	6,569.10	95,876.51	118,132.00	22,255.49	18.84
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	5,916.18	79,447.22	100,423.00	20,975.78	20.89
DEPARTMENT: 55003 - MEN'S TRACK	370.00	2,579.31	27,743.08	35,756.00	7,642.92	21.38
DEPARTMENT: 55004 - WOMEN'S TRACK	370.00	2,769.96	25,644.11	34,221.00	8,206.89	23.98
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	2,820.74	5,520.60	50,890.10	76,976.00	23,265.16	30.22
DEPARTMENT: 55006 - FOOTBALL	0.00	15,433.03	214,683.15	271,802.86	57,119.71	21.02
DEPARTMENT: 55007 - BASEBALL	600.00	12,500.53	81,049.09	98,920.00	17,270.91	17.46
DEPARTMENT: 55008 - VOLLEYBALL	0.00	3,574.36	41,852.12	53,105.00	11,252.88	21.19
DEPARTMENT: 55009 - WOMEN'S SOCCER	13.65	3,226.00	40,313.13	51,216.00	10,889.22	21.26
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	2,579.96	41,310.40	48,933.00	7,622.60	15.58
DEPARTMENT: 55012 - CHERLEADERS	947.50	2,727.47	31,247.41	28,712.00	3,482.91	12.12
DEPARTMENT: 55013 - DANCE TEAM	24.95	1,607.09	11,881.65	26,734.00	14,827.40	55.46
DEPARTMENT: 55014 - RODEO TEAM	2,255.00	10,716.97	82,832.03	106,282.00	21,194.97	19.94
DEPARTMENT: 55018 - INTRAMURALS & STUD	0.00	505.99	5,132.17	8,247.00	3,114.83	37.77
DEPARTMENT: 55019 - ATHLETIC TRAINING	70.00	6,313.48	78,784.16	99,262.00	20,407.84	20.56
DEPARTMENT: 61000 - PRESIDENT	7,537.49	23,886.13	214,284.42	323,974.00	102,152.09	31.53
DEPARTMENT: 61001 - BOARD OF TRUSTEES	984.50	4,289.69	16,823.75	21,150.00	3,341.75	15.80
DEPARTMENT: 61005 - ATTORNEY	0.00	1,970.01	9,561.82	22,500.00	12,938.18	57.50
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	2,441.85	63,565.32	989,301.35	1,243,413.00	251,669.80	20.24
DEPARTMENT: 62010 - HUMAN RESOURCES	843.16	7,910.20	65,798.54	126,752.00	60,110.30	47.42
DEPARTMENT: 62011 - ADA COMPLIANCE	0.00	6,007.41	33,360.13	55,086.00	21,725.87	39.44
DEPARTMENT: 62050 - ONE-TIME PURCHASES	1,724.90	3,848.00	49,145.19	359,745.00	308,874.91	85.86
DEPARTMENT: 63000 - INFORMATION SERVIC	8,924.55	14,512.19	176,675.66	243,679.00	58,078.79	23.83
DEPARTMENT: 64000 - INFORMATION TECHNO	1,706.02	36,064.70	505,871.55	670,065.00	162,487.43	24.25
DEPARTMENT: 65000 - CENTRAL/PRINTING S	4,682.20	7,350.51	93,544.58	153,108.00	54,881.22	35.84
DEPARTMENT: 70000 - PHYSICAL PLANT ADM	0.00	2,536.50	51,685.01	149,494.00	97,808.99	65.43
DEPARTMENT: 71000 - BUILDINGS	18,978.43	34,805.45	255,815.51	357,278.00	82,484.06	23.09
DEPARTMENT: 71005 - SCOTT CITY BLDG MA	289.32	2,271.61	20,894.44	27,369.00	6,185.24	22.60
DEPARTMENT: 71009 - RENTAL PROPERTY MA	0.00	0.00	0.00	3,450.00	3,450.00	100.00
DEPARTMENT: 72000 - CUSTODIAL SERVICES	1,672.30	37,877.52	335,400.09	519,319.00	182,246.61	35.09
DEPARTMENT: 73000 - GROUNDS	4,683.99	9,481.53	91,090.68	185,057.00	89,282.33	48.25
DEPARTMENT: 73001 - ATHLETIC FIELDS	4,555.38	5,164.03	31,895.16	52,634.00	16,183.46	30.75
DEPARTMENT: 74000 - VEHICLES	3,081.99	17,871.76	154,591.70	186,697.00	29,023.31	15.55
DEPARTMENT: 75000 - CAMPUS SECURITY	750.00	11,849.61	107,815.04	140,296.00	31,730.96	22.62
DEPARTMENT: 76000 - INSURANCE	0.00	3,708.82	252,254.92	304,172.00	51,917.08	17.07
DEPARTMENT: 77000 - UTILITIES	2,160.99	60,433.58	397,115.75	514,800.00	115,523.26	22.44
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	0.00	15,878.47	62,000.00	46,121.53	74.39
DEPARTMENT: 81001 - TUITION WAIVER SEN	0.00	123.00	4,305.00	9,020.00	4,715.00	52.27
DEPARTMENT: 81002 - TUITION WAIVER EMP	0.00	410.00	28,155.00	33,087.00	4,932.00	14.91
DEPARTMENT: 81003 - STATE MANDATED WAI	0.00	350.00	5,131.00	0.00	5,131.00	0.00
DEPARTMENT: 81004 - TUITION WAIVER CTZ	0.00	300.00	139,476.95	127,963.00	11,513.95	8.99
DEPARTMENT: 81006 - TUITION WAIVER FIN	0.00	0.00	47,321.00	49,938.00	2,617.00	5.24
DEPARTMENT: 94000 - STUDENT CENTER	292.32	4,211.53	45,118.55	75,218.00	29,807.13	39.63
DEPARTMENT: 98001 - CHILD CARE	0.00	3,105.17	27,956.35	37,943.00	9,986.65	26.32

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FUND: 11 - GENERAL	145,914.95	1,112,194.71	10,699,645.21	15,655,159.00	4,809,598.84	30.72
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FUND: 14 - ADULT SUPPLEMENTARY ED

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11010 - BUSINESS & ECONOMI	1,207.12	44.96	91.20	8,000.00	6,701.68	83.77
DEPARTMENT: 31000 - COMMUNITY SERVICE	10,149.56	12,721.39	90,868.47	163,811.00	62,792.97	38.33
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	0.00	425.00	425.00	100.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	2,000.00	0.00	0.00	3,000.00	1,000.00	33.33
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	1,462.50	1,800.00	337.50	18.75
DEPARTMENT: 55007 - BASEBALL	574.16	537.21	9,188.08	20,000.00	10,237.76	51.19
DEPARTMENT: 55008 - VOLLEYBALL	0.00	0.00	3,870.25	5,000.00	1,129.75	22.60
DEPARTMENT: 55012 - CHEERLEADERS	0.00	0.00	3,854.60	4,000.00	145.40	3.64
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FUND: 14 - ADULT SUPPLEMENTARY ED	13,930.84	13,303.56	109,335.10	206,036.00	82,770.06	40.17

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FUND: 16 - AUXILIARY ENTITIES

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 12230 - AUTO MECHANICS	0.00	0.00	0.00	3,000.00	3,000.00	100.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	325.12	4,087.63	6,200.00	2,112.37	34.07
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	2,000.00	11,200.00	19,200.00	8,000.00	41.67
DEPARTMENT: 94000 - STUDENT CENTER	215.00	44,200.26	116,579.68	140,000.00	23,205.32	16.58
DEPARTMENT: 95000 - STUDENT HOUSING	1,994.43	322,517.72	826,454.51	1,067,798.00	239,349.06	22.42
DEPARTMENT: 95001 - DIRECTOR'S APARTME	60,176.22	106,504.20	179,323.78	243,500.00	4,000.00	1.64
DEPARTMENT: 98000 - COSMETOLOGY	190.00	1,638.18	49,644.52	113,555.00	63,720.48	56.11
DEPARTMENT: 98001 - CHILD CARE	244.74	2,854.44	20,579.78	30,000.00	9,175.48	30.58
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FUND: 16 - AUXILIARY ENTITIES	62,820.39	480,039.92	1,207,869.90	1,623,253.00	352,562.71	21.72

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FUND: 21 - FEDERAL STUDENT AID

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available % Avail
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DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	139,187.62	2,599,010.69	105,023.23	2,493,987.46- 374.69-
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FUND: 21 - FEDERAL STUDENT AID	0.00	139,187.62	2,599,010.69	105,023.23	2,493,987.46- 374.69-

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FUND: 22 - RESTRICTED GRANTS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11040 - SCIENCE	0.00	567.86	5,701.77	18,120.44	12,418.67	68.53
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.00	11,625.00	18,417.05	18,621.00	203.95	1.10
DEPARTMENT: 12200 - ADN PROGRAM	0.00	0.00	34,078.43	45,249.60	11,171.17	24.69
DEPARTMENT: 12203 - ALLIED HEALTH	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 12210 - AGRICULTURE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 12211 - MEAT JUDGING	4,111.24	0.00	0.00	90,000.00	85,888.76	95.43
DEPARTMENT: 13301 - ABE--INSTRUCTION	2,552.72	4,093.80	32,534.23	82,575.00	47,488.05	57.51
DEPARTMENT: 31000 - COMMUNITY SERVICE	1,535.79	37,176.10	289,592.99	446,996.55	155,867.77	34.87
DEPARTMENT: 41000 - LIBRARY	0.00	0.00	75.15	75.15	0.00	0.00
DEPARTMENT: 42000 - DEAN OF LEARNING S	8,171.74	17,511.11	133,132.95	355,190.54	213,885.85	60.22
DEPARTMENT: 42005 - DEAN OF TECHNICAL	18,135.00	39,394.66	311,096.23	409,271.21	80,039.98	19.56
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	140,822.44	8,330.72	30,940.41	286,422.00	114,659.15	40.03
DEPARTMENT: 45011 - SCIENCE LAB ACTIVI	2,637.36	0.00	0.00	9,300.00	6,662.64	71.64
DEPARTMENT: 50000 - DEAN OF STUDENT SE	1,616.98	36,106.30	546,501.06	843,331.92	295,213.88	35.01
DEPARTMENT: 64000 - INFORMATION TECHNO	0.00	0.00	0.00	3,000.00	3,000.00	100.00
DEPARTMENT: 71000 - BUILDINGS	12,600.00	0.00	0.00	279,200.00	266,600.00	95.49
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FUND: 22 - RESTRICTED GRANTS	192,183.27	154,805.55	1,402,070.27	2,887,353.41	1,293,099.87	44.78

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FUND: 23 - OTHER RESTRICTED FUNDS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11000 - BUDGET SALARIES	0.00	0.00	0.00	83,105.00	83,105.00	100.00
DEPARTMENT: 11026 - BROADCASTING	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	336.41	9,548.82	11,605.00	2,056.18	17.72
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	11,947.50	16,895.00	4,947.50	29.28
DEPARTMENT: 61000 - PRESIDENT	0.00	0.00	1,361.96	1,961.96	600.00	30.58
=====						
FUND: 23 - OTHER RESTRICTED FUNDS	0.00	336.41	22,858.28	113,566.96	90,708.68	79.87

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Garden City Community College
Annual Budget Report Ending 03/31/2008
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Fiscal Year: 2008

FUND: 24 - ADULT BASIC EDUCATION

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 13301 - ABE--INSTRUCTION	15,936.55	24,598.36	252,632.11	471,898.22	203,329.56	43.09
DEPARTMENT: 13305 - ABE--STAFF DEVELOP	168.00	2,323.22	10,021.56	13,363.00	3,173.44	23.75
=====						
FUND: 24 - ADULT BASIC EDUCATION	16,104.55	26,921.58	262,653.67	485,261.22	206,503.00	42.56

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Garden City Community College
Annual Budget Report Ending 03/31/2008
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Fiscal Year: 2008

FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
-----	-----	-----	-----	-----	-----	-----
DEPARTMENT: 71000 - BUILDINGS	92,198.00	34,366.00	396,037.02	689,788.00	201,552.98	29.22
=====	=====	=====	=====	=====	=====	=====
FUND: 61 - CAPITAL OUTLAY	92,198.00	34,366.00	396,037.02	689,788.00	201,552.98	29.22

Garden City Community College
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Fiscal Year: 2008

FUND: 63 - DEBT RET--COP

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	276,641.47-	276,507.93-	0.00	276,507.93	0.00
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	0.00	0.00	288.93	0.00	288.93-	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	15.48	0.00	15.48-	0.00
=====						
FUND: 63 - DEBT RET--COP	0.00	276,641.47-	276,203.52-	0.00	276,203.52	0.00

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Garden City Community College
Annual Budget Report Ending 03/31/2008
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Fiscal Year: 2008

FUND: 64 - COP FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 64000 - INFORMATION TECHNO	20,448.20	0.00	26,849.29	47,297.49	0.00	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	0.00	0.00	0.00	0.00
=====						
FUND: 64 - COP FUND	20,448.20	0.00	26,849.29	47,297.49	0.00	0.00

Garden City Community College
 Annual Budget Report Ending 03/31/2008
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Fiscal Year: 2008

FUND: 71 - ACTIVITY/ORGANIZATION FD

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	18,503.36	41,886.90	145,898.92	326,037.00	161,634.72	49.58
DEPARTMENT: 99001 - STUDENT NEWSPAPER	904.95	2,386.55	10,565.71	40,000.00	28,529.34	71.32
DEPARTMENT: 99002 - STUDENT MAGAZINE	4,791.94	1,431.00	3,335.38	42,700.00	34,572.68	80.97
=====	=====	=====	=====	=====	=====	=====
FUND: 71 - ACTIVITY/ORGANIZATION FD	24,200.25	45,704.45	159,800.01	408,737.00	224,736.74	54.98

Fiscal Year: 2008

FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11022 - SPEECH	0.00	0.00	3,447.95	0.00	3,447.95-	0.00
DEPARTMENT: 11025 - JOURNALISM	0.00	0.00	8,093.00	0.00	8,093.00-	0.00
DEPARTMENT: 11030 - ART	0.00	0.00	5,372.00	0.00	5,372.00-	0.00
DEPARTMENT: 11031 - DRAMA	0.00	0.00	6,126.00	0.00	6,126.00-	0.00
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	0.00	12,156.00	0.00	12,156.00-	0.00
DEPARTMENT: 11033 - INSTRUMENTAL MUSIC	0.00	7,200.00	28,707.00	0.00	28,707.00-	0.00
DEPARTMENT: 12211 - MEAT JUDGING	0.00	0.00	9,917.00	0.00	9,917.00-	0.00
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	17,497.00	0.00	17,497.00-	0.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	7,929.00	0.00	7,929.00-	0.00
DEPARTMENT: 55003 - MEN'S TRACK	0.00	0.00	3,360.00	0.00	3,360.00-	0.00
DEPARTMENT: 55004 - WOMEN'S TRACK	0.00	0.00	3,114.00	0.00	3,114.00-	0.00
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	0.00	8,564.00	0.00	8,564.00-	0.00
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	57,182.00	0.00	57,182.00-	0.00
DEPARTMENT: 55007 - BASEBALL	0.00	0.00	5,757.00	0.00	5,757.00-	0.00
DEPARTMENT: 55008 - VOLLEYBALL	0.00	0.00	840.00	0.00	840.00-	0.00
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	0.00	11,680.00	0.00	11,680.00-	0.00
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	0.00	3,524.00	0.00	3,524.00-	0.00
DEPARTMENT: 55012 - CHEERLEADERS	0.00	0.00	6,884.00	0.00	6,884.00-	0.00
DEPARTMENT: 55013 - DANCE TEAM	0.00	0.00	881.00	0.00	881.00-	0.00
DEPARTMENT: 55014 - RODEO TEAM	0.00	0.00	22,844.00	0.00	22,844.00-	0.00
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	0.00	24,483.00	0.00	24,483.00-	0.00
=====						
FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS	0.00	7,200.00	248,357.95	0.00	248,357.95-	0.00

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Garden City Community College
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Fiscal Year: 2008

FUND: 73 - EDUKAN CONSORTIUM FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	2,160.18	157,340.99	237,000.00	79,659.01	33.61
=====						
FUND: 73 - EDUKAN CONSORTIUM FUND	0.00	2,160.18	157,340.99	237,000.00	79,659.01	33.61

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Garden City Community College
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Fiscal Year: 2008

FUND: 89 - OTHER

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	0.00	6,500.00	6,500.00	100.00
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	0.00	72,768.90-	0.00	72,768.90	0.00
=====						
FUND: 89 - OTHER	0.00	0.00	72,768.90-	6,500.00	79,268.90	219.52

REVENUES

04-02-08

Fiscal Year: 2008

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
11-00-0000-00000-4001 TUITION IN STATE :	0.00	5,125.00-	1,240,911.00-	1,445,168.00-	204,257.00-	14.13
11-00-0000-00000-4002 AMMONIA REFG COURS	0.00	23,192.00-	325,719.00-	399,500.00-	73,781.00-	18.47
11-00-0000-00000-4003 AUTOMATION ELECT C	0.00	3,390.00-	27,685.00-	15,000.00-	12,685.00	84.56-
11-00-0000-00000-4004 TUITION OUT OF STA	0.00	8,710.00-	365,235.00-	322,478.00-	42,757.00	13.25-
11-00-0000-00000-4005 ACAD COURSE FEE :	0.00	9.00-	92,413.00-	100,000.00-	7,587.00-	7.59
11-00-0000-00000-4006 OUTREACH CREDIT HO	0.00	1,455.00-	50,280.00-	52,000.00-	1,720.00-	3.31
11-00-0000-00000-4007 TECHNOLOGY FEE-C :	0.00	972.00-	195,144.00-	220,000.00-	24,856.00-	11.30
11-00-0000-00000-4008 TECHNOLOGY FEE-O :	0.00	582.00-	20,112.00-	21,000.00-	888.00-	4.23
11-00-0000-00000-4011 MISC STUDENT BILL	0.00	27,146.51	22,536.74	45,000.00	22,463.26	49.92
11-00-0000-00000-4501 BUILDING/ROOM RENT	0.00	635.00-	7,513.63-	15,000.00-	7,486.37-	49.91
11-00-0000-00000-4512 VENDING MACHINES :	0.00	886.89-	7,837.06-	12,000.00-	4,162.94-	34.69
11-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	2,695,144.00-	2,695,144.00-	0.00	0.00
11-00-0000-00000-4602 STATE OUT-DISTRICT	0.00	0.00	131,116.00-	0.00	131,116.00	0.00
11-00-0000-00000-4803 AD VALOREM PROPERT	0.00	276,881.02-	5,096,865.99-	8,631,844.00-	3,534,978.01-	40.95
11-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	42,010.99-	462,556.53-	493,105.00-	30,548.47-	6.20
11-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	388.26-	6,617.18-	7,172.00-	554.82-	7.74
11-00-0000-00000-4807 DELINQUENT TAX : G	0.00	17,438.33-	173,643.28-	138,619.00-	35,024.28	25.26-
11-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	9,991.61-	12,500.00-	2,508.39-	20.07
11-00-0000-00000-4810 16/20 M TAX : GENE	0.00	1,352.62-	14,663.43-	18,815.00-	4,151.57-	22.07
11-00-0000-00000-4811 TAX IN PROCESS : G	0.00	0.00	104,429.95	5,814.00-	110,243.95-	896.18
11-00-0000-00000-4902 INTEREST INCOME :	0.00	76,299.30-	231,671.03-	200,000.00-	31,671.03	15.83-
11-00-0000-00000-4904 REIMBURSED SALARY	0.00	0.00	156.00-	75,000.00-	74,844.00-	99.79
11-00-0000-00000-4905 ADMINISTRATIVE ALL	0.00	1,359.60-	80,806.28-	75,000.00-	5,806.28	7.73-
11-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	2,628.22-	32,295.18-	30,000.00-	2,295.18	7.64-
11-00-0000-00000-4912 TRANSCRIPTS : GENE	0.00	1,027.00-	11,335.25-	15,000.00-	3,664.75-	24.43
=====						
Totals for FUND: 11 - GENERAL	0.00	437,195.72-	11,152,744.76-	14,955,159.00-	3,802,414.24-	25.43

04-02-08

Fiscal Year: 2008

FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
61-00-0000-00000-4803 AD VALOREM PROPERT	0.00	15,754.37-	289,825.03-	490,363.00-	200,537.97-	40.90
61-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	2,303.84-	25,102.87-	27,971.00-	2,868.13-	10.25
61-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	21.30-	358.98-	393.00-	34.02-	8.66
61-00-0000-00000-4807 DELINQUENT TAX : G	0.00	956.96-	9,369.54-	7,602.00-	1,767.54	23.24-
61-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	0.00	559.94-	686.00-	126.06-	18.38
61-00-0000-00000-4810 16/20 M TAX : GENE	0.00	73.33-	794.96-	1,067.00-	272.04-	25.50
61-00-0000-00000-4811 TAX IN PROCESS : G	0.00	0.00	5,666.51	5,814.00-	11,480.51-	197.46
61-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	0.00	1,493.25-	0.00	1,493.25	0.00
=====						
Totals for FUND: 61 - CAPITAL OUTLAY	0.00	19,109.80-	321,838.06-	533,896.00-	212,057.94-	39.72

As of 3/31/2008

		Amount	% Rate
Cash in Bank:	Commerce Bank	\$ 950,047.05	0.1500%
	Security State - Scott City	\$ 21,498.04	0.0000%
	State Municipal Invest. Pool	\$ 208,835.95	2.3170%
	Landmark National Bank	\$ 5,239,635.61	2.9800%

Investments:

Institution	Type	Amount	% Rate	Beg. Date	End Date
Commerce Bank	CD	\$ 1,000,000.00	5.2700%	02/02/07	04/24/08
Commerce Bank	CD	\$ 1,000,000.00	5.2600%	02/02/07	05/22/08
American State Bank	CD	\$ 1,000,000.00	4.1900%	12/18/07	10/23/08
American State Bank	CD	\$ 1,000,000.00	4.1900%	12/18/07	11/24/08
American State Bank	CD	\$ 1,000,000.00	4.1900%	12/18/07	12/18/08

**CONTRACTS FOR APPROVAL
APRIL 8, 2008**

Full-time Instructor for 2008-09

Amy Waters	Nursing Instructor	\$44,271.48
	August 7, 2008 – May 21, 2009	
	Supplemental Agreement--20 days extension	\$5,147.80

**GARDEN CITY COMMUNITY COLLEGE
ADJUNCT FACULTY CONTRACTS
SPRING, 2008**

(For approval at 4/9/08 Board Meeting)

PROVIDER/INSTRUCTOR	CLASS	AMOUNT	SALARY LEVEL/ SEMESTERS TAUGHT
<u>MAIN</u>			
Ashlock, Bernard Lewis	Family Counseling 3 cr.hr. x \$470 (8 students) ADDC-210-90 (1/9/2008-5/15/2008) 0 x 0 = 0 11-00-0000-11060-5260	\$1,410.00	L3/4
Ashlock, Bernard Lewis	Counseling Skills and Ethics 3 cr.hr. x \$470 (9 students) ADDC-211-90 (1/9/2008-5/15/2008) 0 x 0 = 0 11-00-0000-11060-5260	\$1,410.00	L3/4
Elam, Dennis C	Forensic Wounds 1 cr.hr. x \$600 (7 students) CRIM-2001-05 (2/23/2008-2/24/2008) 0 x 0 = 0 11-00-0000-12240-5260	\$600.00	L4B/100
Grasser, Travis	Police Firearms III 1 cr.hr. x \$500 (5 students) CRIM-223-01 (2/13/2008-3/19/2008) 0 x 0 = 0 11-00-0000-12240-5260	\$500.00	L4/8
Musick, Sidni A	Intermediate Writing in ESL 3 cr.hr. x \$470 (8 students) LANG-222-90 (1/9/2008-5/15/2008) 0 x 0 = 0 11-00-0000-11082-5260	\$1,410.00	L3/6
Ortiz, Vincent T	Honor Guard 1 cr.hr. x \$435 (4 students) CRIM-2001-07 (2/8/2008-5/14/2008) 0 x 0 = 0 11-00-0000-12240-5260	\$435.00	L2/1
Ortiz, Vincent T	Honor Guard 1 cr.hr. x \$435 (4 students) CRIM-2001-09 (2/7/2008-5/14/2008) 0 x 0 = 0 11-00-0000-12240-5260	\$435.00	L2/1
TOTAL ADJUNCT FACULTY CONTRACTS		\$6,200.00	

**GARDEN CITY COMMUNITY COLLEGE
OUTREACH FACULTY CONTRACTS
SPRING, 2008**

(For approval at 4/9/08 Board Meeting)

PROVIDER/INSTRUCTOR	CLASS	AMOUNT	SALARY LEVEL/ SEMESTERS TAUGHT
<u>BEC</u>			
Emahizer, Shellie S	Para Health Team Refr Course 1 cr.hr. x \$ 470 (13 students) HELR-110-SC (3/7/2008-3/8/2008) 0 x 0 = 0 11-00-0000-12203-5220	\$470.00	L3/3
Laudick, David	Public Speaking 3 cr.hr. x \$ 470 (13 students) SPCH-111-SC (1/14/2008-5/5/2008) 0 x 0 = 0 11-00-0000-11022-5220	\$1,410.00	L3/22
<u>SCOT</u>			
Thornburg, Allen H	Wood Production Methods 3 cr.hr. x \$ 500 (8 students) INED-106-SC (1/14/2008-5/5/2008) 0 x 0 = 0 11-00-0000-12280-5220	\$1,500.00	L4 /3
TOTAL OUTREACH FACULTY CONTRACTS		\$3,380.00	

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

(For approval at 4/9/08 Board Meeting)

INSTRUCTOR	CLASS	AMOUNT
Baker, Paula S.	Introduction to Excel (COMP122-04) 4 contact hour(s) @ \$20.00/hour (11 students) 3/3/08 - 3/5/08, M-W, 6:00 - 8:00 p.m. 14-00-8006-31000-5270	\$ 80.00
Baker, Paula S.	Somewhere Btwn Beg & Advanced (COMP114-05) 4 contact hour(s) @ \$20.00/hour (4 students) 3/10/08 - 3/12/08, M-W, 6:00 - 8:00 p.m. 14-00-8006-31000-5270	\$ 80.00
Baker, Paula S.	Intro to Microsoft Word (COMP112-02) 4 contact hour(s) @ \$20.00/hour (5 students) 2/25/08 - 2/27/08, M-W, 6:30 - 8:30 p.m. 14-00-8006-31000-5270	\$ 80.00
Beckett, Janice Clydia	Gorgeous Gemstones (SLFM111-11) 2.5 contact hour(s) @ \$20.00/hour (7 students) 3/13/08, Th, 6:30 - 9:00 p.m. 14-00-8006-31000-5270	\$ 50.00
Beckett, Janice Clydia	Advanced Jewelry (SLFM111-10) 2.5 contact hour(s) @ \$20.00/hour (6 students) 3/6/08, Th, 6:30 - 9:00 p.m. 14-00-8006-31000-5270	\$ 50.00
Beckett, Janice Clydia	Jewelry! (SLFM111-09) 2.5 contact hour(s) @ \$20.00/hour (3 students) 2/21/08, Th, 6:30 - 9:00 p.m. 14-00-8006-31000-5270	\$ 50.00
Kolbeck, Kent M.	Excel Intermediate (COMP302-06) 8 contact hour(s) @ \$33.33/hour (4 students) 3/6/08 - 3/7/08, Th-F, 1:00 - 5:00 p.m. 14-00-8004-31000-5270	\$ 266.64
Perry, Quintin L.	Cooking with Herbs (HMGD135-03) 2 contact hour(s) @ \$20.00/hour (13 students) 3/3/08, M, 6:30 - 8:30 p.m. 14-00-8006-31000-5270	\$ 40.00
Soldner, Jerry L.	Carry Concealed Handguns (8 Hour Class) (CRMJ300-29) 3 contact hour(s) @ \$30.00/hour (12 students) 2/23/08, S, 9:00 a.m. - 12:00 p.m. (Legal) 2 contact hour(s) @ \$30.00/hour (12 students) 2/23/08, S, 3:00 - 5:00 p.m. (Assistant Range Officer) 14-00-8033-31000-5270	\$ 150.00
Wimmer, Daniel R.	Fork Lift Certification (OSHA108-05) 1.5 contact hour(s) @ \$33.33/hour (13 students) 3/19/08, W, 7:00 - 8:30 p.m. 14-00-8004-31000-5270	\$ 50.00
TOTAL NON-CREDIT FACULTY CONTRACTS		\$ 896.64
14-00-8004-31000-5270	\$ 316.64 (Business & Industry)	
14-00-8006-31000-5270	\$ 430.00 (Community Services)	
14-00-8033-31000-5270	\$ 150.00 (Criminal Justice)	

**GARDEN CITY COMMUNITY COLLEGE
FACULTY CONTRACTS
FOR FULL-TIME INSTRUCTOR MENTORING
FALL 2007/SPRING 2008**
(For approval at 4/9/08 Board Meeting)

INSTRUCTOR	CLASS	AMOUNT
Jarmer, Mark	Full-Time Instructor Mentoring with Ryan B. Peterson Introduction to Theatre DRAM150-01 (8/15/07 – 12/13/07) 11-00-0000-11031-5235	<u>\$ 525.00</u>

TOTAL FACULTY INSTRUCTOR MENTORING CONTRACTS \$ 525.00

11-00-0000-11031-5235 - \$ 525.00

April 2, 2008

To: Board of Trustees

From: Cathy McKinley, Director of Human Resources

New Hires

Joe Perri, Asst. Football Coach, effective March 10, 2008

Tracy Steele, Part-Time Residential Life Custodian, effective April 2, 2008

Frances Waldren, One Stop Case Manager (Dodge City), effective March 25, 2008

Amy Waters, Nursing Instructor, effective Fall 2008

Separations

Kathleen M. Isaac, Teaching & Learning Center Coordinator, effective May 15, 2008

Kristin L. Mandsager, Physics Instructor, effective May 15, 2008

Linda Shook, part-time Payroll Assistant, effective April 4, 2008

Retirements

Transfers/Promotions

Juana D. Betanco, Project Destiny Instructor (full-time), effective March 1, 2008

Vacancies

1. ALC Coordinator
2. ALC Receptionist
3. Asst. Volleyball Coach
4. Bilingual Support Specialist (Title V)
5. BSIS Instructor
6. Computer Technician
7. Director of Physical Plant
8. Forensics Instructor
9. HVAC Maintenance
10. Math Instructor
11. Network Manager
12. Part-time Payroll Assistant
13. Physics Instructor
14. Public Speaking Instructor
15. Teaching & Learning Center Coordinator

MEMO

DATE: April 2, 2008
TO: Carol Ballantyne
FROM: Dee Wigner
RE: **Disposal of Assets**

Listed below is equipment and furniture that is no longer useful to the college and has been removed from service. The equipment is either outdated, damaged beyond repair or is no longer economically serviceable. **It is recommended that an attempt be made to sell any of the equipment that can be used or operated safely and any of that equipment that does not sell be donated to a non-profit organization. Items that are damaged or considered unsafe would be destroyed.**

Description

Brother Intellifax 770	John Deere motor
Homelite weed eater	Printer - Form Master 8003 #12849
Tanaka weed eater	Vertical file cabinets
Tanaka back pack blower	Huebsch clothes dryer
Poulan chainsaw	Central Processing Units (CPU)
Electric hedge trimmer 16" B/D	Computer monitors
John Deere edger	Computer keyboards
Tanaka TLE 550 edger	Classroom chairs
Snapper push mower 6hp 21" cut	Office chairs
Scotts 6.5hp push mower	
Lawn boy push mower	
Flymo hover mower	
Bluebird power rake	
Roto-Tiller	
Jacobsen water remover	
Electric bed for raptor	
Snow blower	
Ford Tractor Model 1900	
Grinder - no safety attachments	
Homemade V blade	
Steel ground anchors	

PURCHASE ORDER REQUISITION



Garden City Community College

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

INSTRUCTIONS

VENDOR: Brinkmann Instruments

1 Antiquae Rock Ltd
Woolbury, NY 11590-2826

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

Quan.	Part No.	Description	Unit Cost	Extended
1		JP Asp Pump w/SMS Scrubber	3,502.85	
1		DK 20 Protein Distillation Unit	6,502.50	
1		Solvent Extraction Unit	12,462.70	
<p>This equipment will be used to support the Animal/Meat Science scientific laboratory and will be funded through the Technical Education Technology and Equipment Grant</p>				
All technology requests must be routed through the computer center.				

KANSAS SALES TAX EXEMPTION NO. 71-0021 FEDERAL TAX ID NO 49-0698107

TOTAL

Account Number	Amount
22.98.3004.12211.8510	\$22,468.05

Requested by	Date	Department	Building
Judy Crymble	3/12/08	22,468.05	
Person	Date	Approved	Not Approved
Div. Dir.			
Dean	<i>Judy Crymble</i>	3/12/08	
Comp. Ctr.			
Bus. Mgr.			

GCCC BID RECORD

Please type or print clearly and neatly

Item(s) to be purchased:

DK 20 System complete
JP Asp Pump w/ SMS Scrubber
Solvent Extractor

Bidders and amounts:

(1) Company Brinkman AMOUNT \$ 22468⁰⁵
Address PO Box 1019 Westbury, NY
(2) Company _____ AMOUNT \$ _____
Address _____
(3) Company _____ AMOUNT \$ _____
Address _____
(4) Company _____ AMOUNT \$ _____
Address _____

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

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

Recommendation of bid to accept:

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

Reason for selection if not lowest bid: _____

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

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

BRIEF BID AMOUNT GUIDE

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

Clint Alexander
Purchaser's Name (please type or print clearly)
Animal Science
Department/Division/Office
Clint Alexander
Purchaser's Signature

Trustees: Carol is working on a plan to present at Tuesday's Board meeting

Phase 1

Summer 08	Math Science	hallway, ceiling and lights	\$ 200,000
		Classroom doors for ADA	
		2 ADA restrooms	
		4 airlock doors, 2 with swipe keys	
	Physical Plant	Boiler	\$ 125,000

Phase 2

Fall 08	Penka	Title V extension (7,100 square feet) and equipment (Title V and Corley fund)	\$1,700,000
	Academic	Finnup remodel	\$ 100,000
Summer 09	Science/Math	6 science labs – ceilings, floors, paint, new cabinetry, lights and ventilation	\$ 360,000
	Penka	Remodel Nursing offices and East end of building 3000 square feet @ 120.96 per square foot	\$ 375,000

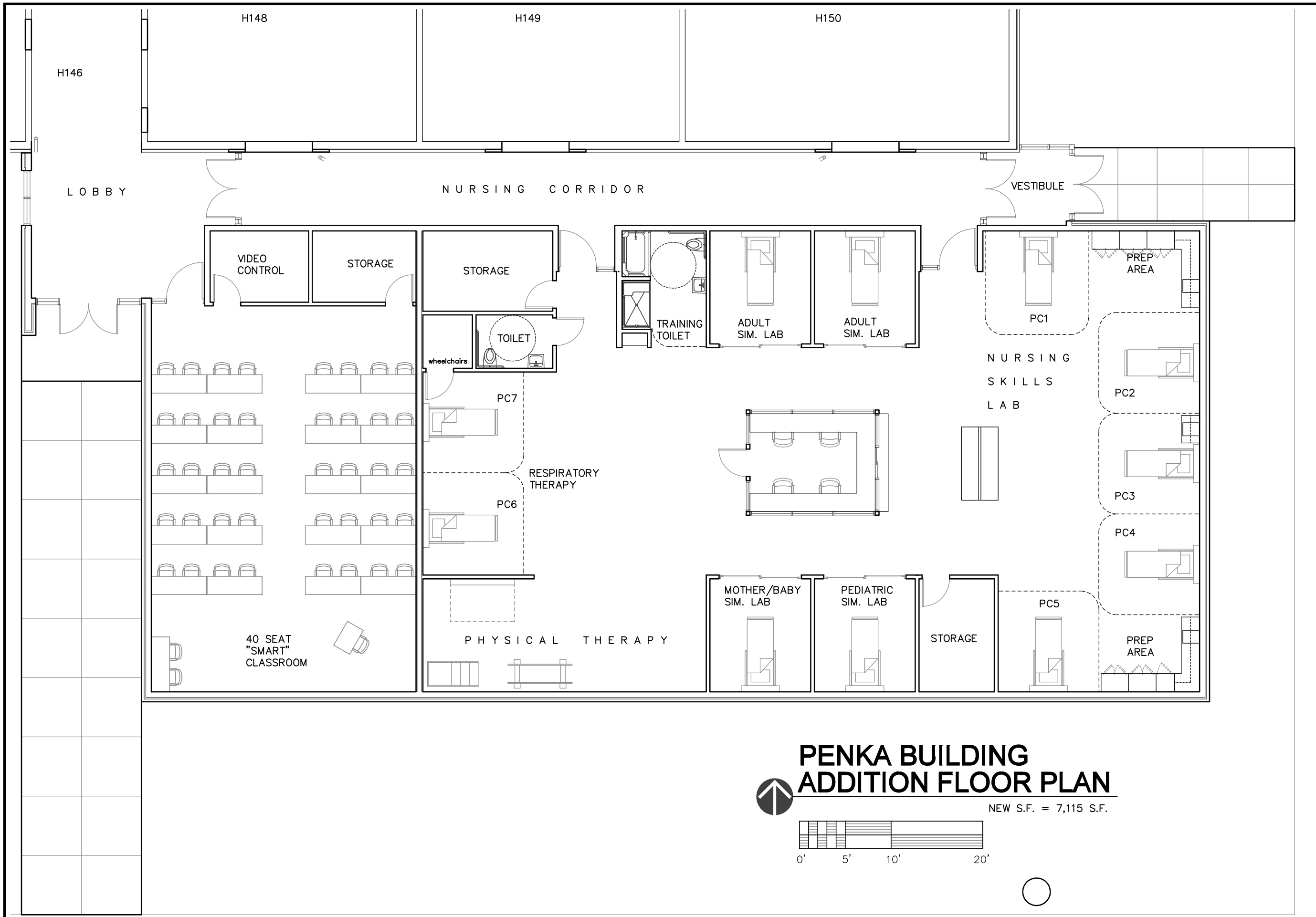
Phase 3

Summer 10	Math/Science	Remodel 6 classrooms, lecture hall and green house Ceilings, lights, furniture, paint and floors	\$ 200,000
	Penka	remodel Cosmetology to allow more classroom space 3,840 square feet @ 120.96 per square foot	\$ 464,487
	Academic	lecture hall remodel	<u>\$ 75,000</u>
Total			\$3,599,487

Title V \$ 1,350,000
 Corley funds \$ 500,000
 Tax Credits \$ 1,400,000
 \$3,250,000

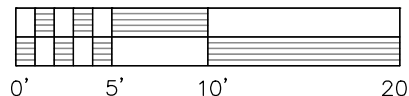
Interest on COP for Title V funds (\$90,000)

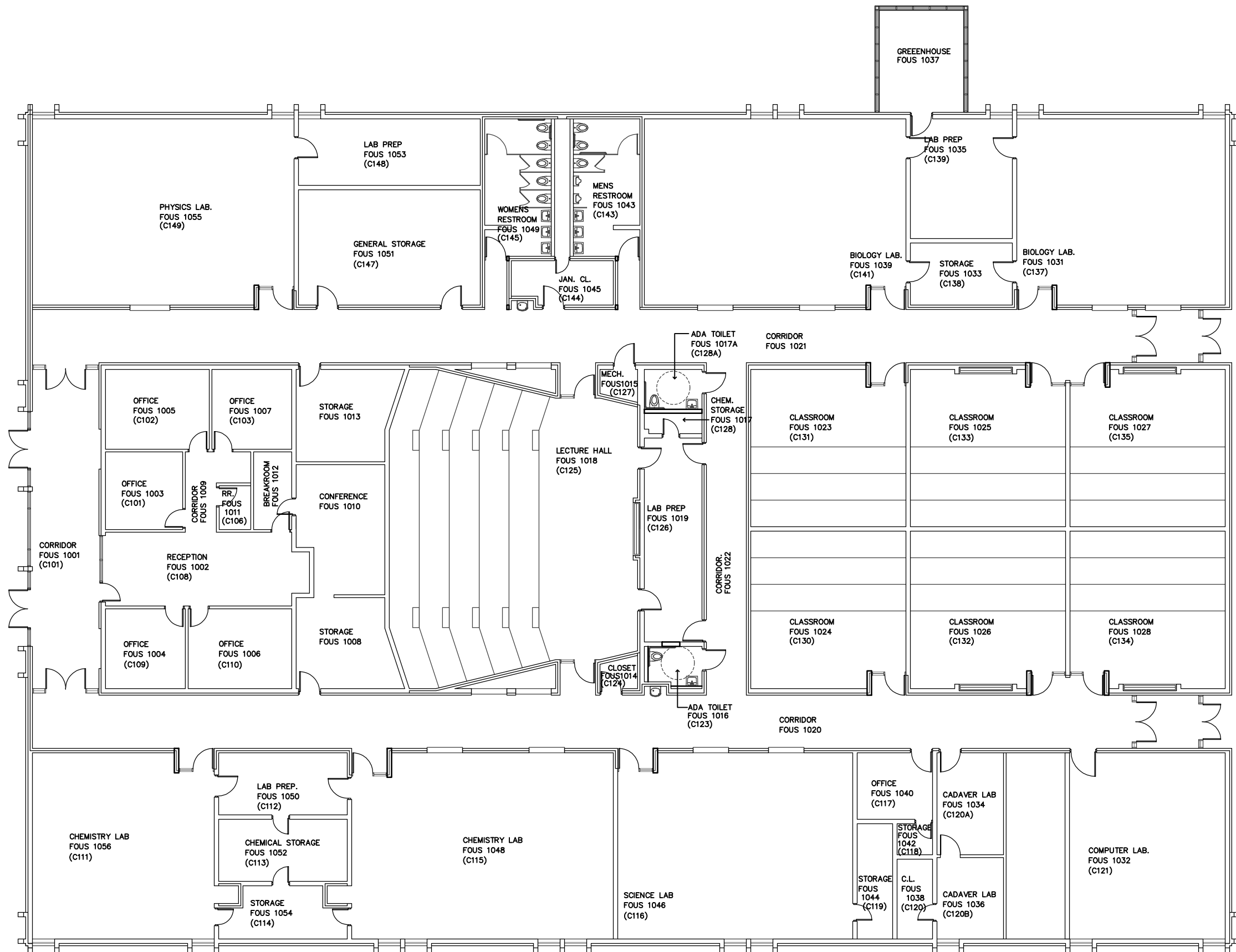
Remainder: \$509,487 to be paid from General Fund @ \$ 63,686 per year for 8 years.



**PENKA BUILDING
ADDITION FLOOR PLAN**

NEW S.F. = 7,115 S.F.





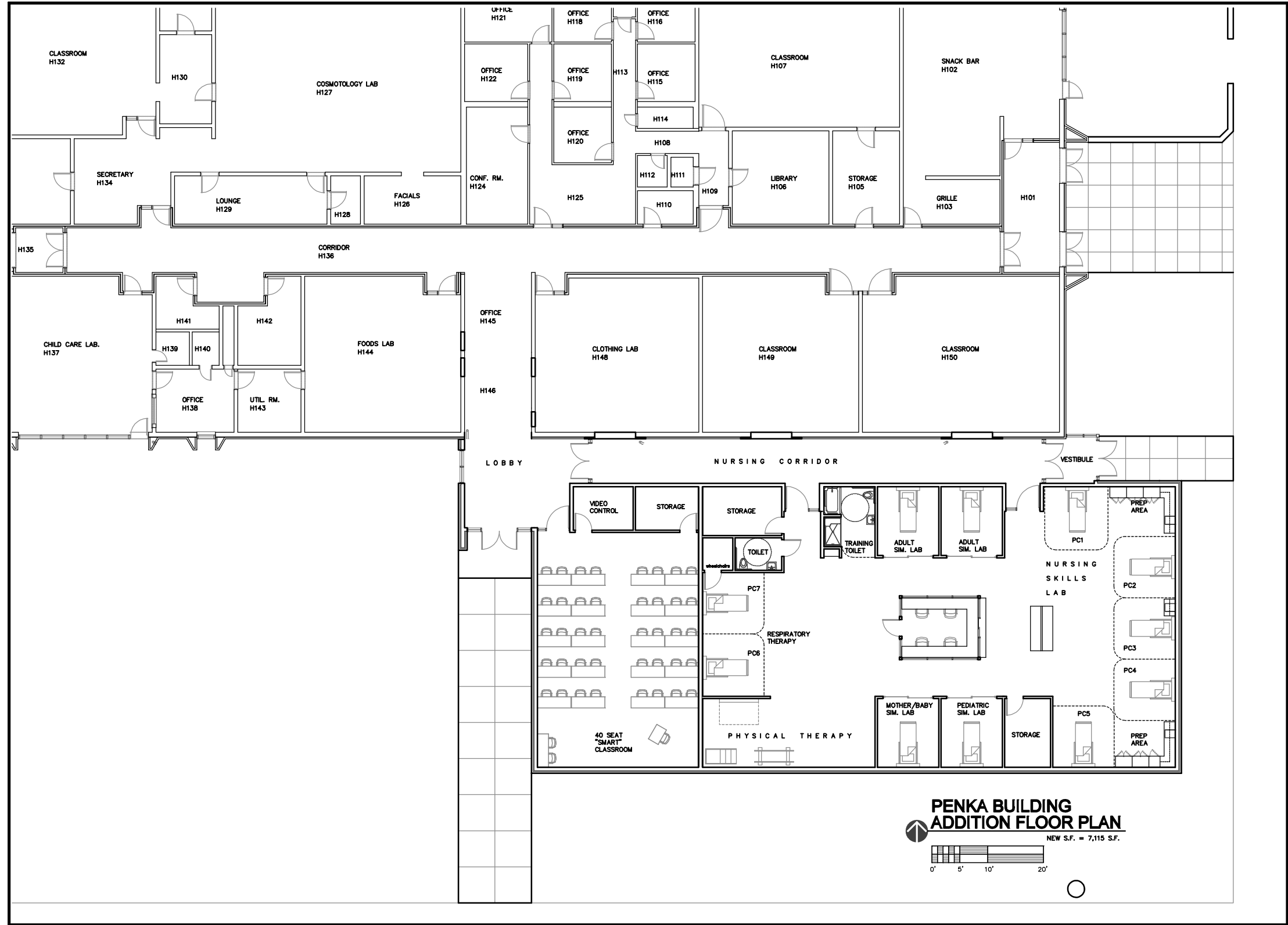
MATH & SCIENCE BUILDING
 REMODELED FLOOR PLAN
 SCALE: 1/8" = 1'-0"

GARDEN CITY COMMUNITY COLLEGE
 FOUSE BUILDING REMODEL
 Garden City, Kansas

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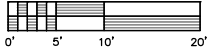
gmcn
 gibson mancini architects
 115 east laurel garden city, kansas

carmichael & nelson p.a.
 planners
 624 S. 1st St. Garden City, KS 66449
 phone: (620) 276-3244 fax: (620) 276-6249 gmcn@carmichaeln.com



**PENKA BUILDING
ADDITION FLOOR PLAN**

NEW S.F. = 7,115 S.F.



1

0802

ADDITION FLOOR PLAN

DATE: March 14, 2008

GARDEN CITY COMMUNITY COLLEGE
PENKA BUILDING ADDITION

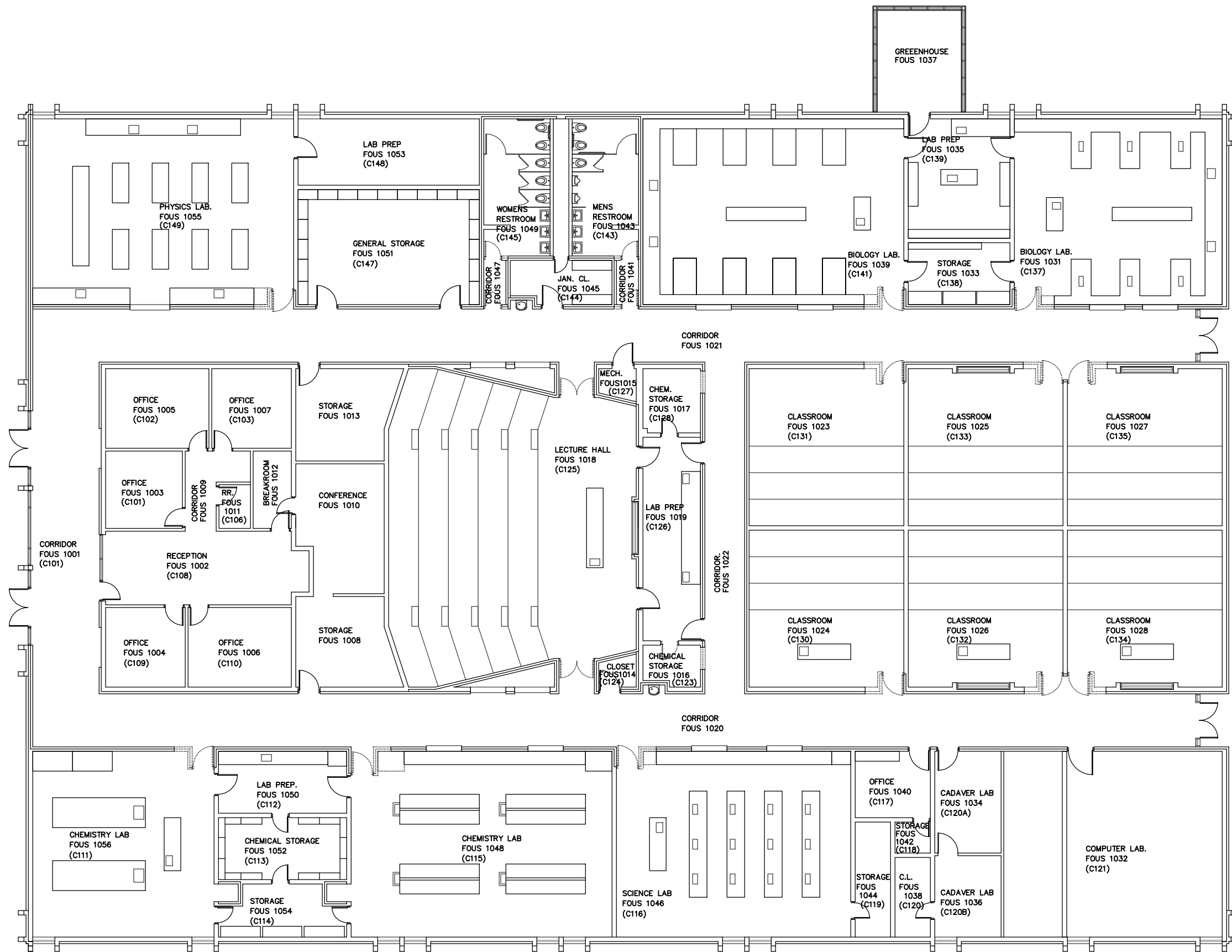
Garden City, Kansas

gmcnc
 carmichael & nelson
 architects p.c.
 planners

150 West 10th St. Garden City, Kansas ■ 65203-0776-823-43 ■ fax: 652-0376-823-43 ■ gmcnc@gmcnc.com




MATH & SCIENCE BUILDING
MAIN LEVEL REFLECTED CEILING PLAN
 SCALE: 1/8" = 1'-0"



MATH & SCIENCE BUILDING
DEMOLITION FLOOR PLAN
SCALE: 1/8" = 1'-0"

APRIL 2008 MONITORING REPORT

EXECUTIVE LIMITATIONS

MONTHLY

General Executive Constraints #9 Page 7

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

CEO's Interpretation and its justification: If any employee or the Board members have interest in, own or have relations that own any company that GCCC does business with, we are to be notified up front.

Data directly addressing the CEO's interpretation: No purchases were made during the month from businesses in which Board members or employees have any interest.

EXECUTIVE LIMITATIONS

MONTHLY

General Executive Constraints #10 Page 7

The President shall not allow for purchases without first giving consideration to local businesses, with a maximum 10% premium to local businesses.

CEO's Interpretation and its justification: For all purchases \$2,500 and over, a bid sheet is sent to all known vendors and a 10% consideration is made to local businesses before awarding the bid.

Data directly addressing the CEO's interpretation: Purchases over \$2,500 were reviewed. Local businesses were given consideration when their bid price was less than 10% more than vendors outside our area.

EXECUTIVE LIMITATIONS

MONTHLY

Asset Protection #5 Page 12

The President shall not make any purchase (a) of over \$2,500 without having obtained comparative prices with consideration of quality; (b) of over \$10,000 without competitive bids and due consideration regarding cost, quality, and service; and (c) of over \$20,000.

CEO's Interpretation and its justification: The interpretation of this is exactly as stated: a) no purchases are made over \$2,500 without comparative bids with consideration of quality; b) over \$10,000 without competitive bids regarding quality, cost and service and c) over \$20,000 without approval of the Board or approval of a contract to pay by the Board. Annually the Board approves our utilities providers and these are paid without Board approval as are contracts that the residential life has with Chartwells – the contract is approved in advance.

Data directly addressing the CEO's interpretation: Bid sheets were attached to all requisitions over \$2,500, unless the items purchased were covered under the campus annual bids or were a single source provider.

Purchases over \$10,000 requiring bid sheet:

- Check #178038 to Tatro Plumbing for \$39,250.00 for installation of the Dennis Perryman Athletic Complex heating unit and installation of a Lakos filter. Bid sheets were attached. The Board previously approved the purchase of the heating unit at the November 2007 Board meeting.
- Check # 178489 to Zones, Inc. for \$15,608.30 for annual Microsoft software maintenance. A bid sheet was attached indicating this was a single source vendor.

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

- Check #178110 to City of Garden City for \$34,818.51 for utilities.
- Check #178125 to Gateway 2000 for \$11,625.00 for CPUs and notebooks. The requisition indicated these items were purchased under the college annual bid.
- Check #178140 to Lee Construction Inc. for \$106,504.20 for remodeling work on the Dir of Residential Life's apartment. The Board previously approved this project at the November 2007 Board meeting.
- Check #178148 to Seminole Energy Services for \$29,450.98 for utilities.
- Check #178329 to Finney County Economic Development for \$11,750.00 for 2008 annual dues.
- Check #178393 to Blue Cross and Blue Shield for \$117,625.28 for April health insurance premiums.
- Check # 178444 Chartwells for \$57,203.47 for multiple invoices.

APRIL 2008 MONITORING REPORT

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

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

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

- Student Nurse Drug Abuse/Prevention and Drug Testing Policy
- Student Background Check Policy
- Internal Governance Handbook
- Helping the Distressed Student (a faculty and staff guide)
- Accommodations Handbook

Please see attached PDF for a copy of each one.

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

CEO's Interpretation and its Justification: The President shall let the Board know if she does not feel that the Board is in compliance with its own policies. This means

monthly reviewing the Board policies regarding Governance Process and Executive Linkage to determine if any policies are being infringed upon. This will include any individual Board requests or demands that have not been sanctioned by the Board as a whole. The President will bring any concerns to the Chairman of the Board unless that is the person that is interfering in the means, then she will discuss with the Vice Chair.

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

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

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

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

STUDENT NURSE DRUG ABUSE/PREVENTION AND DRUG TESTING

POLICY

Garden City Community College strongly believes the use and abuse of illegal and/or banned drugs:

- A. is detrimental to the physical and psychological health of students.
- B. interferes negatively with the academic performance of students.
- C. is dangerous to the life and health of the student nurse and his/her classmates or patients' they are caring for, and
- D. compromises the integrity of clinical performance and of the college's educational program.

Therefore, Garden City Community College (GCCC) and the Nursing Department will not tolerate the abuse, use, or possession in any form or manner of alcohol, illegal drugs or the abuse of prescription medication.

STUDENT NURSE DRUG ABUSE/PREVENTION AND DRUG TESTING

PROCEDURES

Any references to the Director of Nursing Education will also include his or her designee.

Nursing students suspected of using or abusing alcohol or drugs are subject to drug testing.

- I. Purpose
 - A. Education- To provide educational guidance to student nurses to ensure awareness of the physical, mental and legal consequences of illegal drug use.
 - B. Prevention- To discourage student nurses from drug experimentation and possible drug abuse and dependency by imposing significant sanctions on offenders.
 - C. Detection of abuse- To detect student nurses who may be involved in substance use or abuse by drug testing.
 - D. Treatment and Rehabilitation- To assist those student nurses for whom a possible drug problem exists in obtaining rehabilitation through drug counseling programs available from private sources.
 - E. Promote health and safety of student participation- To provide reasonable safeguards assuring that every student nurse is able to participate in clinical activities unimpaired by any alcohol or drugs.
- II. All student nurses who participate in the GCCC Nursing Program are subject to testing. Student nurses must read and complete the form entitled, Consent and Authorization Agreement. This form must be completed before a student is allowed to practice or perform in the classroom and clinical setting.

III. Drugs of Consideration

- A. Amphetamines
- B. Barbiturates
- C. Benzodiazepines
- D. Cannabinoids
- E. Cocaine
- F. Ethanol
- G. Opiates
- H. Phencyclidine (PCP)
- I. Any legally prescribed medication when suspicion of abuse is present.
- J. Any drug or controlled substance that is prohibited by Kansas law or whose use is controlled and regulated by Kansas law.

IV. Testing Procedures

A. Reasonable Suspicion

- i. A student nurse will be required to submit to testing when there is reasonable suspicion of drug use based on specific observation by a GCCC nursing faculty member or staff member of designated clinic site. These observations may include but are not limited to changes in appearance, behavior, and/or speech, abnormally dilated or constricted pupils, glazed stare, redness of eyes, abrupt mood swings, performance faltering, and odor.
- ii. A student nurse may be tested for drug use when there is reasonable suspicion of distribution of drugs or possession of drugs.
- iii. The Director of Nursing Education will review the reasonable suspicion and authorize the testing.

V. Voluntary disclosure of drug use

- A. Prior to drug testing, a student nurse may voluntarily disclose the use, possession, or distribution of a prohibited substance. Such voluntary disclosure will be treated as a positive result. Guidelines for positive test results will be followed at this time.

VI. Refusal to comply

- A. Refusal of alcohol and/or drug testing will be a presumed positive test and provides grounds for immediate dismissal from the program.

VII. Testing

- A. Student will be accompanied to the testing site (St.Catherine Hospital) by campus security or designated person assigned by the Director of Nursing Education.
- B. The method of testing will be at the discretion of the independent qualified laboratory that will conduct the test.
- C. The student will be removed from the clinical site until test results are received.
- D. After the drug test is administered the student will be required to call for a ride home. The student will not be allowed to drive.

- E. Test result will be returned to the Director of Nursing Education.
 - F. All initial testing costs will be paid by the College.
- VIII. Student notification of test results
- A. The Director of Nursing Education will notify the student nurse of the test results.
- IX. Positive test results- all positive test results are considered grounds for dismissal from the nursing program.
- A. All positive test results will be confirmed by a second source.
 - B. The student will be referred to student services for counseling immediately.
 - C. The student's continuation in the Nursing Program will be determined by the Director of Nursing Education and nursing faculty.
 - D. Repeat drug testing will be required at the student's expense.
 - E. Should a student test positive for a drug that is prescribed by their doctor, he/she must provide written proof from his/her physician stating that the medication has been prescribed and the dosage taken was correct.
 - F. If a student is taking a prescribed medication or medications with side effects that will alter his/her judgment, or ability to make decisions, he/she may be dismissed from the clinical setting.
 - G. For the student taking mind altering prescribed medication, continuation in the Nursing Program will be determined by the Director of Nursing Education and nursing faculty.
- X. Reentry to Nursing Program
- A. Reentry may be considered after treatment has been sought.
 - i. Students requesting reentry to the program must provide a letter from a licensed professional, showing successful rehabilitation.
 - ii. Additional drug testing will be required at the discretion of the Director of Nursing Education and nursing faculty.
- XI. Negative test results
- A. Students with a negative test result will be allowed to return to the clinical setting.
- XII. Conviction of or entering a plea of no contest for the sale, purchase, transfer, possession, or use of drugs shall result in automatic and immediate dismissal from the nursing program.
- XIV. Appeal
- A. To dispute positive test results, an appeal must be filed to the Director of Nursing Education, no later than five (5) days after the student receives written notification of the positive test result. The procedure for appealing a finding of prohibited substances used by a student nurse will include the GCCC Nursing Department (Level I), the Dean of Technical Education (Level II), and the College President (Level III).
 - B. During the appeal process, the student is subject to the sanctions as stated above.

- C. The following procedures will govern the appeal:
- i. Written notice will be given regarding hearing dates and committee decisions.
 - ii. The student may discontinue the appeals process at any time.
 - iii. The student may appeal decisions of the fact finder at each level, as described more fully herein.
 - iv. The student may pursue the appeal with or without assistance of counsel. The student nurse must give three (3) days advanced written notice to the college detailing the name, address, and telephone number of the student's intended counsel of record. The college reserves the right to postpone the hearing for three (3) days if such notice is not given to have its legal representative present.
- NOTE: Level I of the appeal process will be considered an informal meeting and therefore, not a hearing covered by these procedures. If the student nurse wishes to appeal the findings at LEVEL I to LEVEL II, and/or LEVEL III, it is the sole responsibility of the student to provide written notice of his or her intention in that regard to the administrator at the next highest level within the time frame(s) provided by this policy.
- D. The standard of review to be used in all proceedings under this policy shall be that of fundamental fairness. The strict rules of legal evidence do not apply and the hearing officer will decide and may admit all relevant evidence.

LEVEL I.

The meeting between the student nurse and the GCCC Nursing Department represents Level I of the appeal and shall be considered an informal meeting. The student nurse, Director of Nursing Education and all faculty of the Nursing Department shall discuss in private the prohibited substance testing and/or other infraction in question. If the outcome of the meeting between the student nurse and the department of nursing is not to the student's satisfaction, the student has five class days to request a conference with the Dean of Technical Education, who shall schedule and hold a conference to consider evidence, as defined in written evidence, that the student may present which would provide grounds for reversal of the LEVEL I decision.

LEVEL II.

The conference between the student nurse and the Dean of Technical Education represents Level II of the appeal. Prior to or at the conference, the student nurse and the Department of Nursing shall submit a written statement and copies of any independent testing results and verification documentation to the Dean of Technical Education for review. The Dean of Technical Education will hear and evaluate the student nurse's written complaint about the decision issued at Level I. Within ten (10) days of receipt of the written materials, the Dean of Technical Education will schedule the date, time and location of the hearing. The student nurse will receive written notification from the Dean of Technical Education that the issue will be reviewed within the given time frame. The hearing will provide an opportunity for the student nurse and any Nursing Department personnel

deemed appropriate for inclusion by the Dean of Technical Education in the sole exercise of his/her discretion to be heard and for there to be review of the material submitted by the Nursing Department and the student nurse. No new written/documentary evidence may be submitted at the hearing. If the Dean of Technical Education instructs the Nursing Department to reinstate the student, the student must be immediately reinstated. The student nurse shall be informed in writing of the Dean of Technical Education's decision/ruling. The student nurse shall further be informed in writing that he or she has the right to appeal within five (5) class days of the LEVEL II decision to the President of the College. If a hearing before the President is not requested by the student nurse within five class days of written notification, the student shall forfeit the right of any additional appeal. If the appeal proceeds, the Dean of Technical Education shall inform the College President of his/her decision and the student nurse's desire to appeal and shall provide appropriate supporting documentation.

LEVEL III

The hearing between the student nurse and the College President shall be considered Level III of the appeal process. The Dean of Technical Education will deliver prior written statements, documentation, and test results to the College President for review. The student has the right to provide prior written statements and documentation to the College President if he/she wishes to do so. No new written/documentary evidence may be submitted at the hearing. The President of the College will hear and evaluate the student nurse's complaints about the decision issued at the Level II and will then confer with the Department Nursing. Within ten (10) days of receipt of the written materials, the College President will schedule the date, time, and location for the hearing. The student nurse will receive written notification from the College President that the issue will be reviewed within the given time frame. The hearing will provide an opportunity for the student nurse and any Nursing Department personnel deemed appropriate for the inclusion by the College President in the sole exercise of his/her discretion to be heard and for there to be a review of the materials submitted by the Nursing Department and the student nurse. If the President of the College determines that the student nurse is to be reinstated in the nursing program, the Nursing Department shall immediately reinstate the student. If witnesses are to be presented, a list must be provided to the College. The College reserves the right to postpone the hearing for three (3) days if no list has been provided. The President of the College shall issue his/her decision in writing to the student nurse, Dean of Technical Education, and the Director of Nursing Education.

Garden City Community College
Nursing Department
Drug Prevention and Drug Testing Procedure
Student Nurse Consent and Authorization Agreement

By execution of this agreement, I agree to participate in the drug-testing program, conducted by the Garden City Community College (GCCC), as a condition of my participation in the nursing program at GCCC. I have reviewed and understand that the drug-testing program and substance abuse policy including possible sanctions for violation. I agree that during the time I am a student nurse at GCCC; I shall abide by and be bound by the principles, conditions, and sanctions of the drug-testing program. I further agree that noncompliance with these policies shall be a breach of this agreement and understand that noncompliance could result in dismissal from the nursing program.

In accordance with my agreement to participate in this drug-testing program, I specifically agree to have my urine collected and tested for the presence of controlled substances. I also agree, if alcohol is suspected, to willingly participate in appropriate testing for alcohol as deemed advisable by testing site.

I understand that upon receipt of a positive drug/alcohol test result administered by GCCC, I will be subject to the guidelines and sanctions of the substance abuse policy and drug-testing program up to and including possible termination from the program.

I hereby release GCCC, the Nursing Department, and all employees and agents of these institutions from any liability whatsoever arising from the request by GCCC to undergo alcohol and/or drug testing and any decisions made concerning my nursing involvement based upon the results of the analysis.

I further authorize the release of all information relating to any screening and testing in accordance with the drug testing programs administered by GCCC, to the Director of Nursing Education. In the event that I appeal any sanction of this program to the College's Appeals Committee, I understand that the same information shall be released to the Committee and the College's Attorney. My signature indicates that GCCC, the Nursing Department, and all employees and agents are hereby released from the legal responsibility or liability for the release of such information and records to these individuals.

Printed Name of Student Nurse

Signature of Student Nurse

Date

Witness (Director of Nursing Education or Designee)
Reasonable Suspicion
Drug Testing Form

Date

As a participant in Garden City Community College Nursing Program I agree to follow the Student Nurse Consent and Authorization Agreement which has been previously signed.

I understand that I have been suspected of alcohol and/or drug use and agree to be tested for such. I understand that refusing to sign this form results in a presumed positive drug/alcohol test and the policy of the Nursing Department will be followed.

Printed Name of Student Nurse

Date

Signature of Student Nurse

Printed name of Witness

Date

Signature of Witness

APPROVED BY PRESIDENT'S CABINET MARCH 18, 2008

STUDENT BACKGROUND CHECK POLICY POLICY

On January 1, 2004, the Joint Commission on Accreditation of Healthcare organizations (JCAHO) instituted new regulations that must be followed in order for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. One of these new regulations requires all persons who are involved in patient care activities, i.e., employees, volunteers and students must have criminal background checks as well as other healthcare related checks.

The background check policy is to apply to all students applying to Garden City Community College (GCCC) Nursing Program that involves assignment to a clinical health care facility. Any student applying to any GCCC Nursing program must submit to a criminal background check.

PROCEDURE

The background check will be reviewed and used as a condition of admission to these programs. An offer of admission to these educational programs will not be final until the background check is complete and the results deemed favorable. Upon review of the background check, admission may be denied or rescinded based on results not meeting GCCC nursing program standards.

Refusal by any applicant or student to undergo the background check will result in denial of admission to the program.

Students are required to disclose any prior criminal records on their initial application. Failure to do so could be considered falsification of application and could result in withdrawal from the program.

Any student convicted of any misdemeanor or felony charges subsequent to the criminal background check must disclose the information within 10 calendar days to the Director of Nursing Education (or designee). Failure to disclose or falsify conviction information could result in administrative withdrawal from the program or degree revocation.

Any student who leaves a program will need to repeat the background check before they will be readmitted.

SCOPE

The background check will be conducted by an outside agency and may include but is not limited to the following:

- Social Security Number trace (serves as an address verification tool)
- Criminal search for felony/misdemeanors and federal records in all jurisdictions reported on the Social Security Number trace for the past seven years

- Multi-State Sex Offender Registry (search of all 50 states registries and the District of Columbia)
- GlobalScreen (Terrorist watch list)
- OIG/GSA (Office of Inspector General and General Services Administration check)
- Healthcare Sanctions Registry
- Employment verification(s)

STANDARDS

The following offenses, if located on the background check, may result in dismissal from the program. These offenses may include but are not limited to:

- Felony offenses
- Sexual Assault, rape, indecent exposure, lewd and lascivious behavior, unlawful voluntary sexual relations, promoting sexual performance by a minor, aggravated sexual battery, sexual exploitation of a child, habitually promoting prostitution, enticement of a child, criminal sodomy, indecent liberties with a child, incest, child molestation
- Any charge relating to illegal drugs
- Assault or battery
- Murder or manslaughter
- Contributing to a child's misconduct or deprivation, furnishing alcoholic beverages to a minor for illicit purpose
- Robbery
- Theft
- Forgery
- Insurance Fraud
- Kidnapping
- Poisoning or attempted poisoning
- Assisting Suicide
- Arson
- Failure to report acts of abuse or neglect
- Mistreatment of a dependant adult
- Child abuse or neglect, abandonment of a child
- Registered sex offender
- OIG/GSA (Office of Inspector General and General Services Administration) and Medicaid Sanctions

Any conviction of Attempt or Conspiracy to Commit any of the above crimes could also be considered a disqualifying criminal offense.

PROCESS

The student must undergo the background check provided by the agency approved by GCCC. No other background check will be accepted due to the variances in quality and type of background checks conducted.

The student will be provided with log-in information to the agency's secure website where the student will be provided with a copy of their Summary of Rights. After providing authorization for the background check, the student will provide the information needed to conduct the background check and provide payment if so instructed. The completed background check report will be released to the Director of Nursing Education (or designee) of the admitting program, to the clinical healthcare facility if requested and also to the student if the student requests a copy upon initiation of the background check.

The department will then review the background check to determine if the background check passes GCCC nursing program standards. If no disqualifying offenses are located, the student will be fully admitted into the program.

If the background check has any type of flag, a designated committee will review the background check to determine if the flag contains disqualifying convictions. If the background check is found to contain any convictions not passing GCCC nursing program standards, the Committee will then take the following into consideration:

- Nature, circumstances and frequency of any offense(s)
- Length of time since offense(s)
- Documented rehabilitation
- Accuracy of the information provided by the applicant in application materials

After these factors have been considered, if the Committee considers the student a risk to patient or campus safety, the student will then be notified in writing that their admission to the program has been withdrawn. The student will be provided with the name and contact information for background agency and will contact the agency directly with any disputes to the information provided. The agency will then respond to the student's inquiry within 20 days and provide GCCC Director of Nursing Education with an updated report if applicable.

Within 10 days of receipt of the letter informing the student of their withdrawal from the program, the student has the right to meet with the Director of Nursing Education (or designee) and provide a rebuttal in writing as to why they should be allowed into the program.

The Director of Nursing Education will then review the appeal and provide the background check and appeal letter to a designated Committee for review. This Committee will make the final decision and will notify the student in writing of their decision.

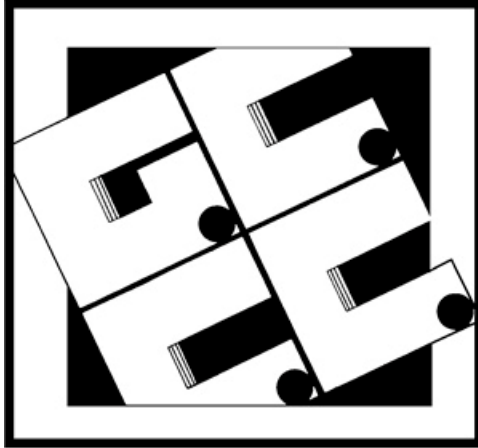
If a student passes the background check standards for GCCC nursing program, the student is advised that any crimes must be reported to any licensing or registry boards and future employers. These licensing or registry boards and any future employers will have their own standards and they may not allow certain convictions. The student is informed that GCCC is not liable for denial for any professional license or certification by any licensing or registry board. It is the student's responsibility to determine whether or not any information in their background check will prevent them from certification or licensing upon completion of the program. The criminal check and standards apply solely to GCCC nursing program and thus, even if the student passes GCCC standards, they may not be eligible for licensing, certification or jobs with certain employers based on their criminal history.

CONFIDENTIALITY

GCCC nursing department will not share any of the information contained in the background check with any other entity besides the clinical healthcare facility. The results of the background check will only be reviewed by limited school officials and clinical facility personnel. All completed background checks are maintained on the background check agency's secure management system. The student has a right at any time to request a copy of their background check directly from the background check agency.

If any paper copies of background checks are obtained, GCCC nursing department will keep all copies of the background check in a separate secure and locked file for up to 5 years.

APPROVED BY PRESIDENT'S CABINET MARCH 18, 2008



Quality Improvement

INTERNAL GOVERNANCE Handbook

April 2008

GCCC Internal Governance Processes & Procedures

Processes

The Internal Governance CORE committee serves as the “gatekeepers for Internal Governance” at Garden City Community College and focuses on how the college’s planning process, strategic plan and actions help achieve the mission and ends of GCCC. CORE oversees the work of the other committees to ensure that they align with the focus of Internal Governance and AQIP.

Suggestions, comments and ideas can be submitted to CORE by anyone on campus. CORE will evaluate and assign the issue to a committee or refer it to an administrative unit. CORE also will guide the other committees’ priorities.

All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.

Each committee, including CORE, has administrative support and needs to be in communication with that support on a regular basis. Administrators are a resource for the committees but are not members of the committee and are not expected to attend committee meetings. To ensure efficiency, administrative resources need to be consulted prior to committees proceeding too far with projects. Administrative resources also may submit issues and/or proposals through CORE to be assigned to committees.

Once proposals/issues have been thoroughly researched and developed by the appropriate committee (including conferring with administrative support), committees will make recommendations to CORE. A CORE designee will then present a recommendation to the President’s Cabinet for approval.

Committee agendas and minutes will be sent via campus email. Agendas and minutes also will be posted on the GCCC web site. It is suggested that meeting agendas be sent 48 hours prior to the scheduled meeting time.

Procedures

The Internal Governance CORE chair, vice chair and recorder and the Internal Governance committees’ recorders will be selected from among graduates of the GCCC Leadership Development program by a selection committee. The selection committee will be comprised of CORE’s immediate past chair, the current chair, the college President, the Faculty Senate President and CORE’s Cabinet representative. The Faculty Senate President assigns faculty members to committees. A faculty member and a staff representative will rotate the CORE recorder position from year to year.

Once selected as recorder for CORE or one of the IG committees, recorders will move to vice chair and chair, respectively. In the first and second years of service, CORE officers will attend leadership training to prepare for the chairmanship in their third year.

All chairs of the respective Internal Governance committees are required to serve on CORE and attend CORE meetings.

Members of the other Internal Governance committees will be selected annually based upon the individual employee’s preferences and the college’s needs. Employees are expected to participate on committees as part of their employment with GCCC and will be evaluated on participation during annual performance reviews. Faculty members are obligated to serve on committees as agreed upon in the negotiated agreement and as assigned by Faculty Senate. Newly employed faculty and staff are not expected to serve on a committee during their first year of employment.

Committee membership terms are three years and participation on subcommittees, ad hoc, standing or task force committees may extend this tenure. No GCCC employee is exempt from serving on an Internal Governance committee.

GCCC Internal Governance Committees

CORE – Control valve for planning and internal governance chairs of each committee

This committee will focus on how the college's planning process, strategic plan, and actions help achieve the mission and ends. It oversees the work of the other committees to ensure that they align with the focus of Internal Governance and AQIP. The specific issues this committee will address include:

- Annual Planning
- Coordination and alignment of IG committees
- Alignment of IG, AQIP and Strategic Planning

This committee will focus on how the college collects, analyzes and uses information for management and drive performance improvement including:

- Collection and use of information and data at the institutional and division levels
- Institutional measures of effectiveness
- Information and data alignment with institutional needs and directions
- Comparative information and data

Related AQIP Categories:

Category 7: Measuring Effectiveness: examines how the organization collects, analyzes, and uses information to manage itself and to drive performance improvement.

Category 8: Planning Continuous Improvement: examines the planning processes and how strategies and action plans are helping achieve the mission and vision.

Instructional Resources

This committee will focus on teaching and learning processes within formal instructional context and also address how the college contributes to helping students learn and overall student development including:

- Learning objectives
- Academic programs and courses
- Student preparation (assessment & developmental education)
- Classroom technology
- Program and course delivery
- Teaching and learning effectiveness
- Course sequencing and scheduling

Related AQIP Categories:

Category 1: Helping Students Learn: identifies the shared purpose of higher education organizations and is accordingly the pivot of any institutional analysis. Category focuses on teaching-learning processes within a formal instructional context, yet also addresses how the entire organization contributes to student learning and overall student development.

Category 2: Accomplishing Other Distinctive Objectives: addresses the processes that contribute to the achievement of the major objectives that complement student learning and fulfill other portions of the mission.

Related Committees:

Advising Subcommittee
Assessment Subcommittee
Career Learning Systems Task Force
Curriculum Subcommittee
Developmental Education Subcommittee

Students and Stakeholders

This committee will focus on processes used to understand the needs of our students and other stakeholders including:

- Student Satisfaction
- Analysis of needs
- Stakeholders complaints, analysis and resolution

Related AQIP Categories:

Category 3: Understanding Students and Stakeholders Needs: examines how the organization works actively to understand student and stakeholders needs

Category 9: Building Collaborative Relationships: examines the organization's relationships – current and potential- to analyze how they contribute to accomplishing the mission.

Related Committees:

Retention and Recruitment Subcommittee
Technology-Based Promotion Subcommittee

Leadership and Valuing People

This committee will focus on the development of faculty, staff and administrators as well as leadership and communication structures, networks and processes that guide the college in setting direction, making decisions, seeking future opportunities and building and sustaining a learning environment including:

- Training and development needs
- Job competencies and characteristics
- Work processes and activities
- Recognition, reward, compensation and benefits
- Employee motivation
- Employee health, safety and well-being
- Leadership development activities
- Communication initiatives
- Institutional values and expectations
- Direction setting

Related AQIP Categories:

Category 4: Valuing People: explores commitment to the development of faculty, staff and administrators, since the efforts of all are required for success.

Category 5: Leading and Communicating: addresses how the leadership and communication structures, networks, and processes guide the organization in setting direction, making decisions, seeking future opportunities and building and sustaining a learning environment.

Related Committees:

Benefits Task Force
Employee Development Subcommittee
Social Ad Hoc Committee
Professional Development Ad Hoc Committee
Leadership Development Subcommittee

Institutional Resources

This committee supports institutional operations and addresses processes that help provide a thriving learning environment. This includes issues related to buildings, grounds, maintenance, business operations and security.

Related AQIP Categories:

Category 6: Supporting Institutional Operations: addresses the support processes that help provide an environment in which learning can thrive.

Related Committees:

Art Ad Hoc Committee
Computer Users Subcommittee
Crisis Management Task Force
Tree Ad Hoc Committee

GCCC Operational Committees

Datatel Steering Subcommittee

This committee supports the GCCC administrative database program Colleague, Benefactor and its related projects.

Disciplinary Review Standing Committee

This committee reviews student appeals for specific disciplinary actions taken by the Executive Dean of Student Services.

Scholarship & Academic Review Standing Committee

This committee reviews student appeals for academic dismissals and denial of financial aid and/or scholarship assistance.

Internal Governance FLC Credit (Faculty only)

CORE –1 FLC per semester (2 hrs per week expectation) for recorder, vice chair, and chair.

Instructional Resources — Chair = .5 FLC (1 hr per week)

Students and Stakeholders — Chair = .5 FLC (1 hr per week)

Leadership and Valuing People — Chair = .5 FLC (1 hr per week)

Institutional Resources — Chair = .5 FLC (1 hr per week)

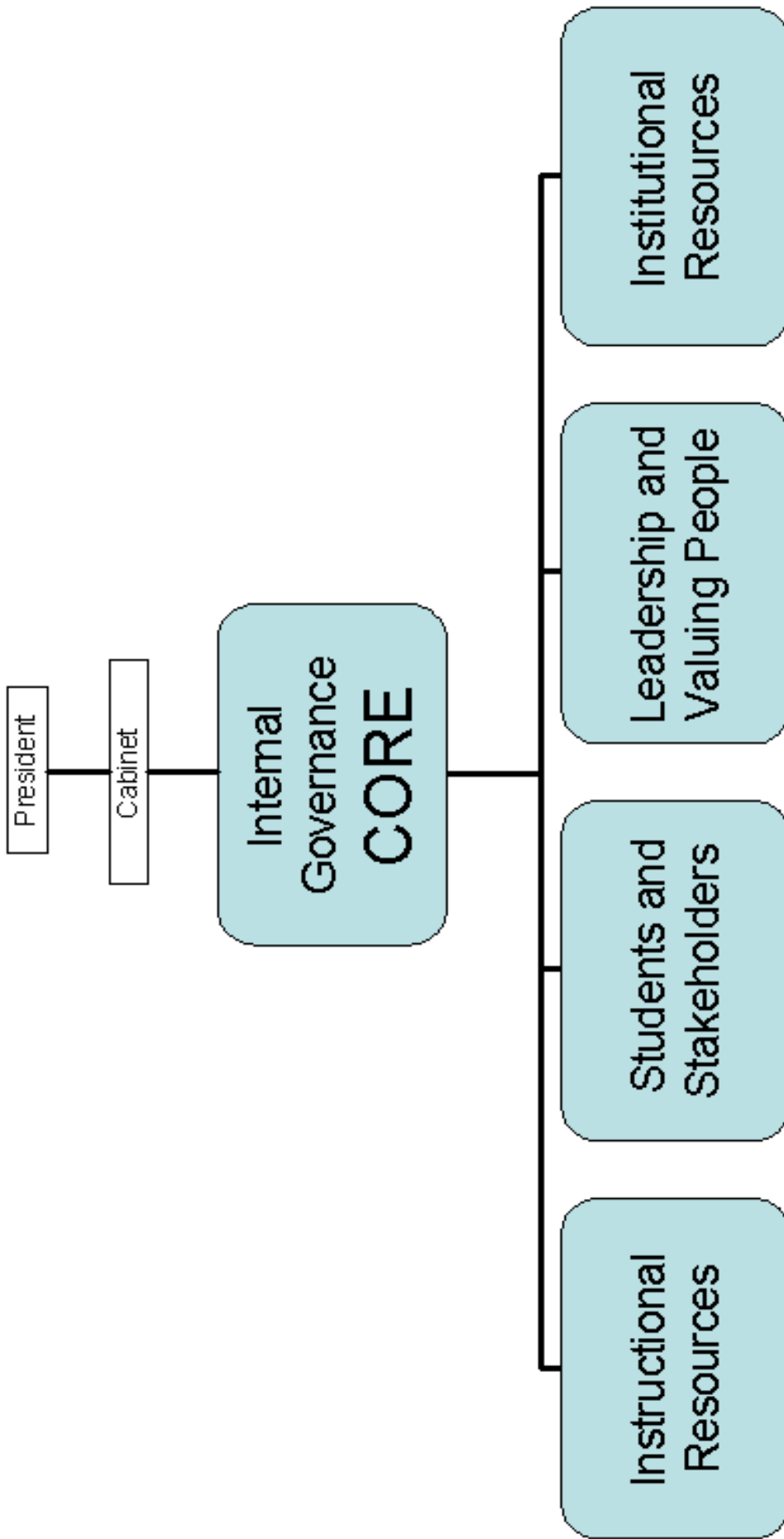
A Committee is defined as a group of people officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

A Task Force is defined as a temporary committee created for a one-time purpose or to focus on examining a specific subject. It meets regularly until the project is complete and counts toward institutional participation requirements.

An Ad Hoc Committee is defined as a temporary committee made up of members of a regular committee, created for a one-time purpose or to focus on examining a specific subject. It meets regularly for a short-term period and does not count toward institutional participation requirements.

A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.



Garden City Community College Internal Governance Charter – CORE

Purpose	CORE will help clarify GCCC's Mission and Ends through the alignment of Internal Governance (IG), AQIP, and Strategic Planning. It will oversee the work of IG committees and monitor their progress on current issues. It will help coordinate annual planning by establishing college-wide strategic priorities and planning dates. CORE will be a central location for suggestions, concerns and/or praises from GCCC employees, students and constituents, and assigning these issues to the appropriate IG committee and/or administrative unit.
Membership	<ul style="list-style-type: none"> • CORE Chair • CORE Vice Chair • CORE Recorder (rotates yearly b/w faculty and staff) • Chair, Instructional Resources • Chair, Students & Stakeholders • Chair, Leadership & Valuing People • Chair, Institutional Resources
Membership Responsibility	<p>Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff.</p> <p>Recorders will be selected from individuals who have successfully completed and/or are currently enrolled in and will complete the GCCC Leadership Development class. Each recorder will serve a three-year term; moving to Vice Chair, then Chair in years two and three, respectively. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of the employees' jobs and absenteeism will be addressed as a job performance issue.</p>
Administrative Support	President, Director of Human Resources, Cabinet, Faculty Senate
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	Instructional Resources, Students & Stakeholders, Leadership & Valuing People, Institutional Resources

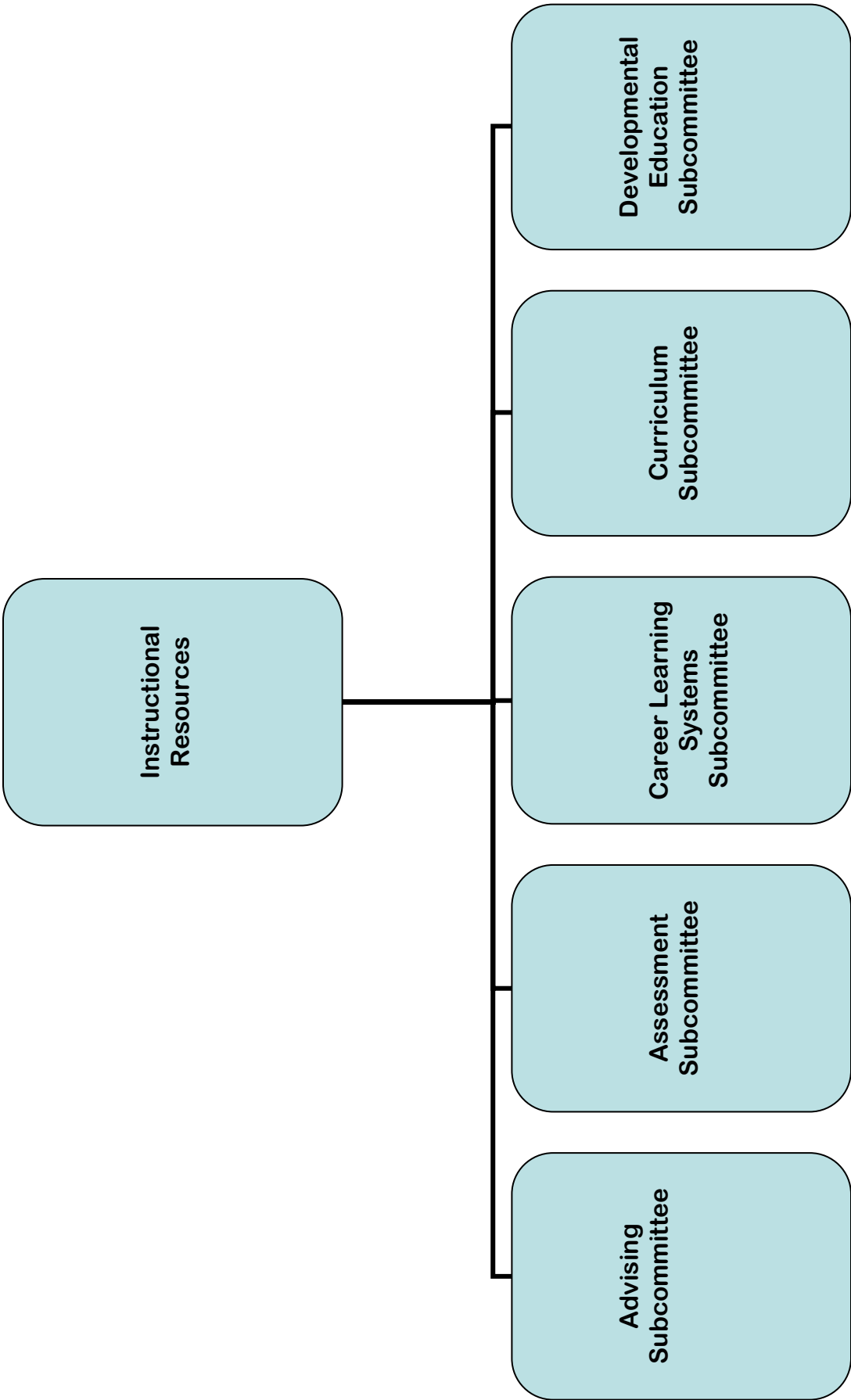
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A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.



**Garden City Community College
Internal Governance Charter – Instructional Resources**

Purpose	<p>This committee will focus on teaching and learning processes within formal instructional context and also address how the college contributes to helping students learn and overall student development including:</p> <ul style="list-style-type: none"> • Learning objectives • Academic programs and courses • Student preparation (assessment & developmental education) • Classroom technology • Program and course delivery • Teaching and learning effectiveness • Course sequencing and scheduling
Membership	<p>One faculty from each of the following areas: Humanities/Fine Arts, Math/Science, Social Science, Business/Computing, HPER or Athletics and Technical. One staff member.</p>
Membership Responsibility	<p>Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. The chair, vice chair and recorder will be elected from the committee members at the first February meeting annually and take office in July. Each committee member shall serve a three-year term. The vice chair will become the chair and the recorder will become the vice chair. In the event that this may cause a person to be on the committee longer than the 3-year term, the term will be extended to accommodate the elected office. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of the employees' jobs and absenteeism will be addressed as a job performance issue.</p>
Administrative Support	<p>Dean of Technical Education, Dean of Academics, Dean of Continuing Education, Athletic Director.</p>
Authority	<p>All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.</p>
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	<p>Advising Subcommittee, Assessment Subcommittee, Curriculum Subcommittee, Career Learning Systems Subcommittee, Developmental Education Subcommittee</p>

A Committee is defined as a group of people officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

A Task Force is defined as a temporary committee created for a one-time purpose or to focus on examining a specific subject. It meets regularly until the project is complete and counts toward institutional participation requirements.

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A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Instructional Resources
Advising Subcommittee**

Purpose	This committee is designed to review policies and procedures impacting advising as well and examine new technology that could enhance advising practices.
Membership	Three faculty, four staff.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Director of Counseling and Advising
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Instructional Resources
Assessment Subcommittee**

Purpose	This committee is designed to identify a data-enhanced assessment system that supports collection and analysis of meaningful data for the expansion and continuous improvement of quality instruction that supports student success.
Membership	Four faculty, one staff, one student.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Dean of Technical Education, Dean of Academics
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None
<p>A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.</p>	

**Garden City Community College
Internal Governance Charter – Instructional Resources
Career Learning Systems Subcommittee**

Purpose	This committee is designed to develop a comprehensive career education program (CCEP) kindergarten through community college in partnership with USD 457 (Garden City) and USD 363 (Holcomb). Participants identify and provide support for such tasks as implementation of Centers of Excellence, development of career plans of study, articulation agreements, secondary school linkages, promotion of joint programs and development of community partnerships in critical skill areas. Utilizing a business plan approach this group will guide and monitor program development to insure new programs are developed as local needs are identified.
Membership	Two technical faculty, three staff.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Dean of Technical Education, Finney County Curriculum Consultant
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None
<p>A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.</p>	

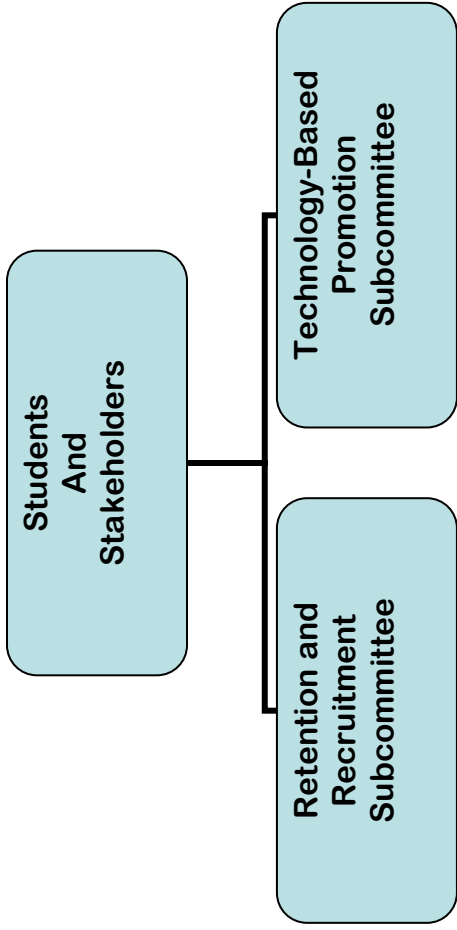
**Garden City Community College
Internal Governance Charter – Instructional Resources
Curriculum Subcommittee**

Purpose	This committee is designed to oversee the curriculum of the college. Its duties include review and approval of new courses and programs, approval of course updates including the activation of inactive courses, and assigning FLC to both new courses and active courses. They are also responsible for standardizing the syllabus format.
Membership	The committee will consist of five full-time faculty representing academic and technical areas and one full-time Student Services staff member.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students. Membership in this committee counts toward institutional participation requirements for faculty and staff. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Dean of Academics, Dean of Technical Education
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None
A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.	

**Garden City Community College
Internal Governance Charter – Instructional Resources
Developmental Education Subcommittee**

Purpose	This committee is designed to review and update developmental curriculum in regard to areas such as student success, retention and recruitment.
Membership	One developmental faculty representative each in the areas of ESL, reading, math, and English and one member of the counseling staff.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students. Membership in this committee counts toward institutional participation requirements for faculty and staff. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Dean of Academics
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.



**Garden City Community College
Internal Governance Charter - Student and Stakeholders**

Purpose	This committee will focus on processes used to understand the needs of GCCC students and other stakeholders including student satisfaction, stakeholder needs, and stakeholder complaints including analysis and resolution. Additionally, the committee will examine the College's relationships, both current and potential, to analyze how they contribute to accomplishing the College's mission and meeting the needs of the College's stakeholders.
Membership	Three faculty, two staff, one athletic, one student.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. The chair, vice chair and recorder will be elected from the committee members at the first February meeting annually to take office in July. Each committee member shall serve a three-year term. The vice chair will become the chair and the recorder will become the vice chair. In the event that this may cause a person to be on the committee longer than the 3-year term, the term will be extended to accommodate the elected office. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Executive Dean of Student Services, Dean of Technical Education, Dean of Academics, Dean of Continuing Education & Community Services
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	Retention and Recruitment Subcommittee Technology-Based Promotion Subcommittee

A Committee is defined as a group of people officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

A Task Force is defined as a temporary committee created for a one-time purpose or to focus on examining a specific subject. It meets regularly until the project is complete and counts toward institutional participation requirements.

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A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter - Student and Stakeholders
Retention and Recruitment Subcommittee**

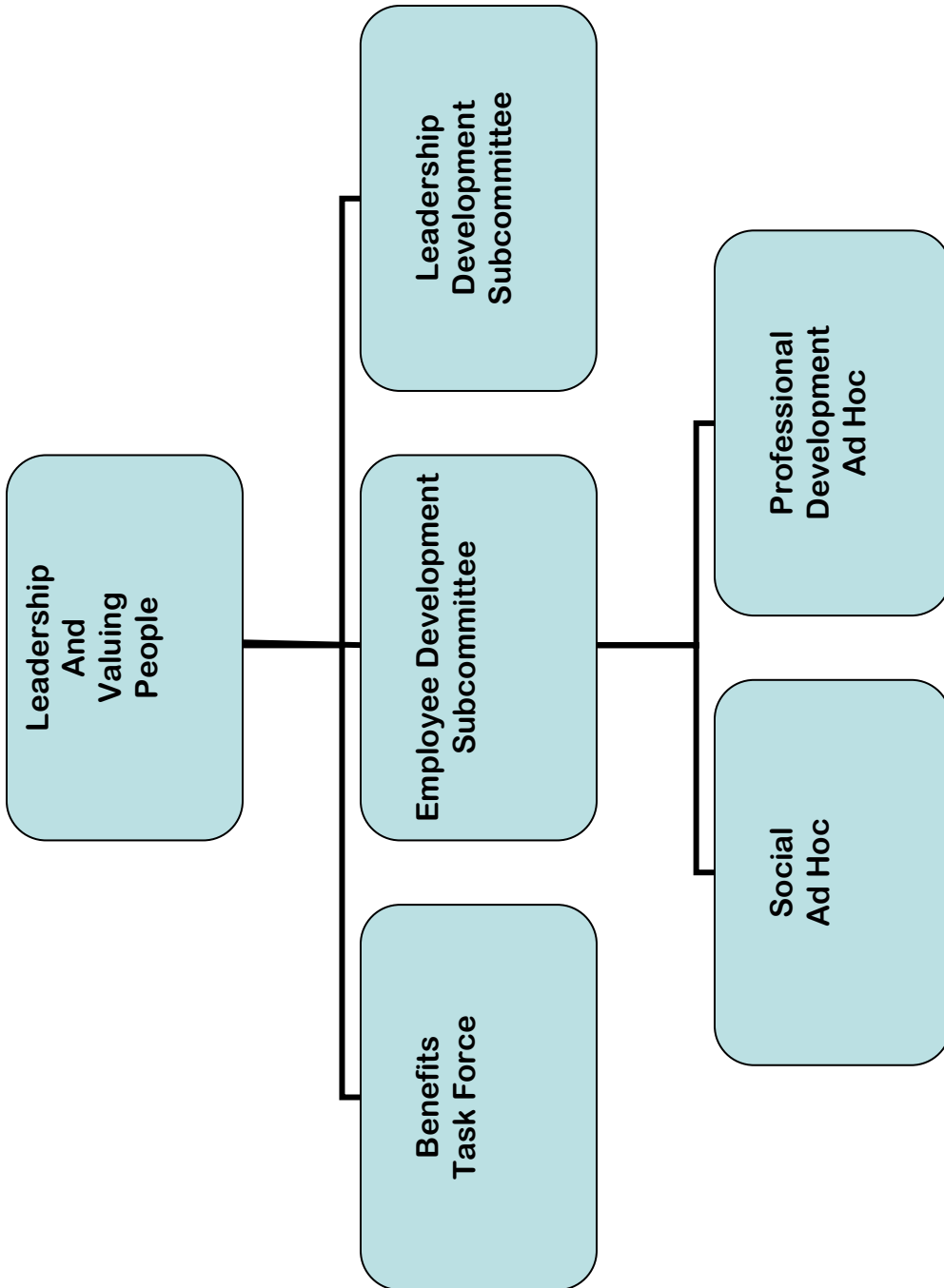
Purpose	The purpose of the Task Force is to research, develop and implement a campus-wide Retention Plan of Action.
Membership	Four faculty, four staff, two students.
Membership Responsibility	Committee members are expected to focus their efforts Retention and Recruitment. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Executive Dean of Student Services, Dean of Academics, Dean of Technical Education, Director of Institutional Effectiveness
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	Determined as needed

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter - Student and Stakeholders
Technology-Based Promotion Subcommittee**

Purpose	This committee is designed to investigate effective means of attracting traditional-age students via web-based promotion and other high-technology means, including social networking websites, electronic brochures and related methods.
Membership	Two faculty, four staff.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. The chair, vice chair and recorder will be elected from the committee members at the first February meeting annually to take office in July. Each committee member shall serve a three-year term. The vice chair will become the chair and the recorder will become the vice chair. In the event that this may cause a person to be on the committee longer than the 3-year term, the term will be extended to accommodate the elected office. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Director of Information Services, Director of Admissions
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.



**Garden City Community College
Internal Governance Charter – Leadership and Valuing People**

Purpose	This committee will focus on the development of faculty, staff and administrators as well as leadership and communication structures, networks and processes that guide the college in setting direction, making decisions, seeking future opportunities and building and sustaining a learning environment.
Membership	Two faculty, three staff.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. The chair, vice chair and recorder will be elected from the committee members at the first February meeting annually to take office in July. Each committee member shall serve a three-year term. The vice chair will become the chair and the recorder will become the vice chair. In the event that this may cause a person to be on the committee longer than the 3-year term, the term will be extended to accommodate the elected office. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Director of Human Resources, Faculty Senate President, TLC Coordinator
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	Benefits Standing Committee, Employee Development Subcommittee, Leadership Development Subcommittee, Professional Development Ad Hoc, Social Ad Hoc

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A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

A Task Force is defined as a temporary committee created for a one-time purpose or to focus on examining a specific subject. It meets regularly until the project is complete and counts toward institutional participation requirements.

An Ad Hoc Committee is defined as a temporary committee made up of members of a regular committee, created for a one-time purpose or to focus on examining a specific subject. It meets regularly for a short-term period and does not count toward institutional participation requirements.

A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Leadership and Valuing People
Benefits Standing Committee**

Purpose	The Benefits Committee will meet on an as needed basis to review benefits being offered to GCCC employees. The committee also will research and develop alternate employee benefit options.
Membership	Determined by volunteering or asked to represent by Leadership and Valuing People Internal Governance Committee
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all employees. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Director of Human Resources
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Leadership and Valuing People
Employee Development Subcommittee**

Purpose	To establish and organize professional and personal development activities for GCCC faculty and staff that encourages relationship building and personal growth among employees.
Membership	Determined by volunteering or asked to represent by Leadership and Valuing People Internal Governance Committee. Membership will represent faculty, professional and classified staff.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all employees. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Director of Human Resources, Teaching & Learning Center Coordinator
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	Professional Development Ad Hoc, Social Ad Hoc

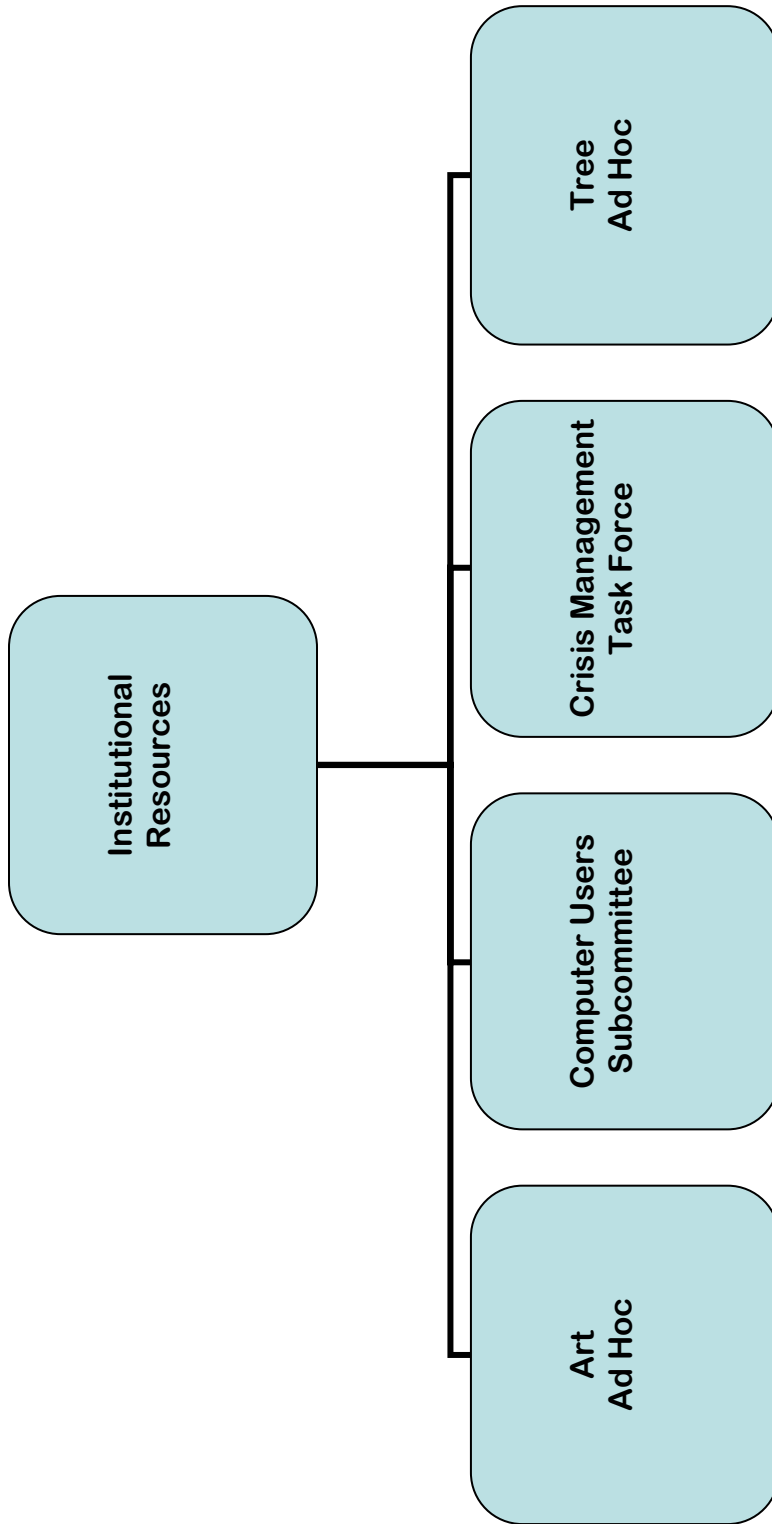
A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.

An Ad Hoc Committee is defined as a temporary committee made up of members of a regular committee, created for a one-time purpose or to focus on examining a specific subject. It meets regularly for a short-term period and does not count toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Leadership and Valuing People
Leadership Development Subcommittee**

Purpose	To provide learning opportunities for participants to increase their knowledge of leadership skills through bi-monthly sessions focusing on relevant leadership topics.
Membership	Determined by nomination and application annually
Membership Responsibility	Committee members are expected to focus their efforts on development skills. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue. The co-chairs will be expected to attend a week-long program at the Chair Academy for two years in order to be in this position.
Administrative Support	GCCC President, Director of Human Resources
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.



**Garden City Community College
Internal Governance Charter – Institutional Resources**

Purpose	This committee is designed to support institutional operations and will address processes that help provide an environment in which learning can thrive. This could include anything related to buildings, grounds, maintenance, business operations and security.
Membership	Two faculty, four staff, one student.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. The chair, vice chair and recorder will be elected from the committee members at the first February meeting annually to take office in July. Each committee member shall serve a three-year term. The vice chair will become the chair and the recorder will become the vice chair. In the event that this may cause a person to be on the committee longer than the 3-year term, the term will be extended to accommodate the elected office. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Executive Dean of Administrative Services
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	Art Ad Hoc, Computer Users Subcommittee, Crisis Management Subcommittee, Tree Ad Hoc

A Committee is defined as a group of people officially delegated to perform a function including investigating, considering, reporting or acting on a matter. It meets regularly and counts toward institutional participation requirements.

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

A Task Force is defined as a temporary committee created for a one-time purpose or to focus on examining a specific subject. It meets regularly until the project is complete and counts toward institutional participation requirements.

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A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Institutional Resources
Art Ad Hoc**

Purpose	This committee is designed to determine what art is purchased annually and where to place it on campus.
Membership	Director of Physical Plant and two art faculty
Membership Responsibility	Committee members are expected to focus their efforts on decorating the campus with art that aesthetically improves the campus appearance
Administrative Support	Executive Dean of Administrative Services
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None
<p>An Ad Hoc Committee is defined as a temporary committee made up of members of a regular committee, created for a one-time purpose or to focus on examining a specific subject. It meets regularly for a short-term period and does not count toward institutional participation requirements.</p>	

**Garden City Community College
Internal Governance Charter – Institutional Resources
Computer Users Subcommittee**

Purpose	This committee is designed to analyze software and hardware requirements for the campus.
Membership	Four faculty, three staff, GCCC Network Manager
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. The chair, vice chair and recorder will be elected from the committee members at the first February meeting annually to take office in July. Each committee member shall serve a three-year term. The vice chair will become the chair and the recorder will become the vice chair. In the event that this may cause a person to be on the committee longer than the 3-year term, the term will be extended to accommodate the elected office. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Director of Information Technology, Director of Institutional Effectiveness
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Subcommittees, Ad Hoc Committees and Ad Hoc Committees	None

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Institutional Resources
Crisis Management Subcommittee**

Purpose	This committee is designed to develop crisis response policies and procedures, including communication and responsibilities.
Membership	Executive Dean of Administrative Services, Director of Physical Plant, Director of Human Resources, and Director of Counseling and Advising
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Executive Dean of Administrative Services, Director of Physical Plant, Director of Human Resources, and Director of Counseling and Advising
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

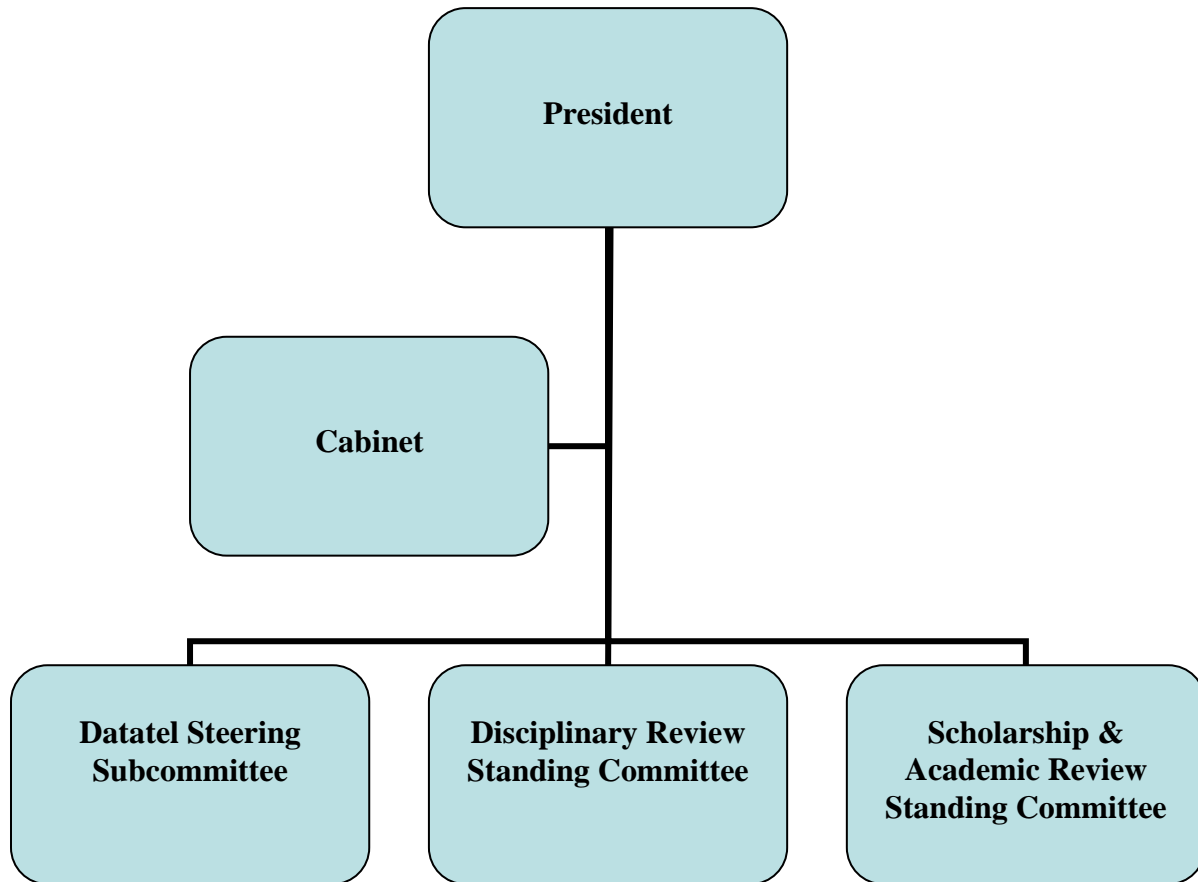
A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Institutional Resources
Tree Ad Hoc**

Purpose	This committee is designed to determine where the 10-15 trees purchased annually will be located.
Membership	Head of Grounds, interested parties, Alan Geier
Membership Responsibility	Committee members are expected to focus their efforts on populating the campus with trees that will not disturb the visual lines at night and will grow in this climate.
Administrative Support	Executive Dean of Administrative Services
Authority	All Internal Governance committees are authorized by the college President and are authorized to form subcommittees, ad hoc committees and task forces to accomplish specific objectives. Each Internal Governance committee will receive guidance and direction from the Internal Governance CORE group.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

An Ad Hoc Committee is defined as a temporary committee made up of members of a regular committee, created for a one-time purpose or to focus on examining a specific subject. It meets regularly for a short-term period and does not count toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Operational Committees**



**Garden City Community College
Internal Governance Charter – Operational Committees
Datatel Steering Subcommittee**

Purpose	This committee is designed to guide and implement Datatel upgrades and training.
Membership	Representatives from all GCCC production departments as assigned.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Membership in this committee counts toward institutional participation requirements for faculty and staff. All committee members are expected to attend all committee meetings. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Executive Dean of Administrative Services, Director of Institutional Resources and Director of Information Technology
Authority	This is an operational committee and is authorized by the College President. This committee will receive direction and guidance from the President and Cabinet.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

A Subcommittee is defined as a group of people that report to a committee who are officially delegated to perform a function including investigating, considering, reporting, or acting on a matter. It meets regularly and counts toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Operational Committees
Disciplinary Review Standing Committee**

Purpose	This Committee serves as an appeals board if a student believes that disciplinary action taken by the Executive Dean of Student Services is unfair and serves as a step in the "due process" available to all students.
Membership	Three faculty, three students. Faculty members are appointed by the Faculty Senate and the students are appointed by the Student Government Association.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Executive Dean of Student Services
Authority	This is an operational committee and is authorized by the College President. This committee will receive direction and guidance from the President and Cabinet.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.

**Garden City Community College
Internal Governance Charter – Operational Committees
Scholarship and Academic Review Standing Committee**

Purpose	This committee is designed to allow an appeal process for 1) any student placed on academic dismissal to be admitted/re-admitted as a student to GCCC or 2) re-instatement of financial aid or scholarship assistance.
Membership	Six faculty, four staff.
Membership Responsibility	Committee members are expected to focus their efforts on policy and procedure initiatives and not day-to-day operations. Members should not see themselves as representing particular constituencies; rather they must be willing to see the broad picture and the interest of all students, employees and other GCCC stakeholders. Attendance at meetings is considered part of employees' jobs and absenteeism will be addressed as a job performance issue.
Administrative Support	Executive Dean of Student Services
Authority	This is an operational committee and is authorized by the College President. This committee will receive direction and guidance from the President and Cabinet.
Related Ad-Hoc, Standing, Subcommittees, and Task Forces	None

A Standing Committee is defined as a permanent committee that meets as needed. It does not count toward institutional participation requirements.

Garden City Community College

HELPING THE DISTRESSED STUDENT A Faculty and Staff Guide

Garden City Community College Counseling Center

Ryan Ruda, MS, T- LPC - Director of Counseling, Crisis Coordinator - 620-276-9640

JoAnn Garrier, MS, LPC - Counselor - 620-276-9635

Debby Elwood, MS, LPC - Counselor - 620-275-3219

Beth Tedrow, MS, LPC – Executive Dean of Student Services - 620-276-9597

Kate Covington – Director of Residential Life – 620-276-9642

Campus Security – 272-6828

February 2008

(Revised from Butler Community College and Shasta Community College Guidelines)

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**Garden City Community College Counseling Center
Psychological Counseling**

Dear Colleagues,

In your day-to-day interactions with students, the great majority of the contacts you make with students will be cordial, productive and enjoyable. It is possible, however, that you will also have experiences with students whose problems, or style of approach, cause you concern or discomfort. When this occurs, we encourage you to contact the Counseling Center for immediate attention for the student. Also, if you have questions or concerns you want to discuss, please feel free to contact any of the counselors.

This guide provides straightforward advice on how to identify, assist and refer emotionally distressed and/or difficult students to the proper services. We share a common desire with you to provide students with positive learning opportunities and self-development, as well as maintain a safe and secure campus.

Ryan Ruda, MS, T-LPC, CADC

JoAnn Garrier, MS, LPC

Debby Elwood, MS, LPC, CADC

Beth Tedrow, MS, LPC

INTRODUCTION

As a member of the Faculty or Staff of Garden City Community College, you are constantly interacting with students. At times, you may encounter a student undergoing an overwhelming amount of stress. Many of these students may be experiencing serious and painful crises in their lives that may lead to poor academic performance and inappropriate, disruptive behavior.

Some students will have chronic problems that will affect their lives on a more regular basis. Other students will be experiencing situational frustrations, pressures or conflicts. All students react differently to stress. Some have better coping mechanisms than others. The learning process can be dramatically affected by how a student manages stress.

The most recent information we have gathered indicates that around midterms and finals there is an increased likelihood you will encounter emotionally troubled students in the classroom or in your office. Freshman and re-entry students may also encounter transitional difficulties that impact their emotional state. Students who experience learning problems or other disabilities are at greater risk for frustration and are often less able to seek the help available to make their academic experience less difficult.

All of these circumstances may interfere with students' learning processes and alter their behavior. Sometimes it is difficult to distinguish why someone is acting differently, and what he or she is really trying to achieve or express through their behavior.

This booklet is designed to give you some techniques in dealing with distressed or difficult students. Distressed and/or difficult students may be aggressive, depressed, anxious, suspicious, suicidal, verbally aggressive, violent, demanding, under the influence of alcohol or drugs, sexually harassed, culturally different, or in poor contact with reality. Included in this guide are techniques and suggestions on how to identify, assist, refer and cope with these types of students.

FACULTY AND STAFF CRISIS INTERVENTION GUIDELINES

A crisis situation occurs when the student feels unable to cope with the circumstances of his/her life. *The more helpless the individual feels, the greater the sense of urgency about the crisis.* As a result of the crisis situation, the student may feel depressed, anxious, hostile or ashamed. **A psychological emergency occurs when a person is:**

- **Suicidal**
- **Homicidal**
- **Gravely impaired:**
 - confused*
 - not in control of his/her behavior*
 - experiencing hallucinations*
 - experiencing disorientation*
 - experiencing extreme hyperactivity*
- **Physically assaulted or witness to an assault**
- **Sexually assaulted**
- **Fears for his or her life or the life of someone he or she knows**
- **Physically abused**
- **Experienced recent death of a friend or family member**

If you encounter a student experiencing a crisis, there are a number of helpful actions you can take. First, it is important to *help the student discuss the situation and his/her feelings.* Let the student know that you hear the concern. Tell the student you want to help. You have probably been approached because you are trusted. Second, *assist the student in exploring the situation or problem* and deciding what course of action needs to be taken. Third, *decide what your limits are* in working with the student and *let the student know when the limits have been reached.* Fourth, *know appropriate referral resources.* These are listed at the back of this booklet.

When dealing with most students in a crisis situation, conveying your concern and willingness to help in any way you can (including referral) is probably the most important thing you can do. Your support, encouragement and reassurance will be particularly valuable to a student in crisis.

FACULTY AND STAFF GENERAL INTERVENTION GUIDELINES

We encourage you, whenever possible, to speak directly and honestly to students when you sense they are in academic or personal distress. Openly acknowledge to students that you are aware of their distress, sincerely concerned about their welfare, and willing to help them explore their alternative.

Signs of Student Distress:

- *Inability to Concentrate*
- *Confusion*
- *Depression*
- *Persistent Worry*
- *Social Isolation*
- *Bizarre Behavior*
- *Increased Irritability*
- *Missed Classes/Assignments*
- *Procrastination*
- *Dangerous or High Risk Behavior*
- *Restlessness*
- *Disheveled Appearance*
- *Mood Swings*
- *Indecisiveness*

Guidelines for Interaction:

1. **Request to see the student in private**, unless there is a potential for danger. This may help minimize embarrassment and defensiveness. It also minimizes environmental stimulation that could be stressful.
2. **Briefly acknowledge your observations and perceptions** of his/her situation and express your concerns directly and honestly.
3. **Listen carefully** to what the student is troubled about and try to see the issues from the student's point of view without necessarily agreeing or disagreeing.
4. **Attempt to identify** the student's problem or concern as well as your own concerns or uneasiness. You can help by exploring alternatives to deal with the problem
5. **Strange and inappropriate behavior should not be ignored.** Comment directly on what you have observed, unless this poses a danger.
6. **Flexibility with strict procedures** may allow an alienated student to respond more to your concerns.
7. **Involve yourself only as far as you want to go.** At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits. Extending oneself to others always involves some risk, but it can be a gratifying experience when kept within realistic limits. (See The Demanding Student/Stalking Student sections, pages 16-17)

8. **If you become uncomfortable or concerned that you or others are not safe, contact 911 for immediate assistance.**
9. **The student's family or significant other may be contacted if it is necessary to protect the health and safety of the student or other persons. (Please leave this to the Counselor, Administrator, or Campus Security.)** If the student is under 18 years of age, parents **MUST** be contacted.
(Information may be released based upon the Family Rights and Privacy Act of 1974, if the knowledge of such information is necessary to protect the health or safety of the student or other persons.)
10. **If you are unsure how to handle a specific situation we encourage you to call and consult with the Counselor, Administrator, or Campus Security.**

DISRUPTIVE STUDENT BEHAVIOR

In some cases, disruptive behavior is just annoying and in other cases, it brings the academic or administrative activity to a complete halt. In either case, this information should assist you in dealing with the disruptive student.

What is disruptive behavior?

Disruptive behavior will range from incidents which are mildly annoying to those which are blatant and prevent any teaching or learning from taking place.

Disruptive behavior can include, but is not limited to...

- Verbal abuse
- Physical abuse or threats
- Willful damage to personal or college property
- Use of drugs and alcohol on college premises
- Inordinate demands for time and attention
- Harassment
- Disruption of a classroom, administrative or campus activity

Does it matter if the student is psychologically disabled? Are they treated differently?

Any disciplinary action taken is not made on the basis of the presence or absence of mental illness, but on the basis of explicit behavior, which is in violation of the *Garden City Community College Student Code of Conduct*, (p. 24 and 25 of the Academic Catalog), regardless of the cause. The college is committed to providing “reasonable accommodation” to physically/mentally disabled students. Disruptions, which are minor annoyances and non-threatening, are expected to cease upon the first request, but repeated inappropriate behavior will be handled like any other disciplinary matter.

What action should you take if you encounter disruptive behavior?

If a situation should arise wherein a student poses a serious discipline problem, try to handle the situation. If you are not able to correct the situation, the matter should be referred to the appropriate Dean or Division Director. The faculty member should brief those concerned immediately and thoroughly of the situation, particularly in the event that a conference with the student is forthcoming.

Note: It is important that incidents of disruptive behavior be reported so the college can monitor and utilize appropriate intervention to minimize the occurrence of disruptive behavior. When referring or reporting disruptive behavior, be specific, concise and describe observable behavior. Avoid evaluative diagnosis (e.g., person seems to be “paranoid schizophrenic”).

Classroom/Office Disruption

If a student is causing a disruption in or around a classroom, contact Security. As in all cases, if the situation has escalated to an emergency level, dial 911 and the Crisis Coordinator, Ryan Ruda at 276-9640 or 260-5886.

Criminal Behavior

Everyone is asked to assist in making the campus a safe learning and working environment by being alert to suspicious situations and by reporting such observations immediately. The College does not tolerate drugs and/or alcohol on the campus and these matters will be strictly dealt with. The College strictly forbids any sale, use or possession of drugs and/or alcohol on our campus or any of our outreach sites. Should you observe any suspicious activity or behavior, do the following:

- During any hours of operation, contact Campus Security at 272-6828.
- If you are unable to contact Campus Security, call the Finney County Sheriff's Office or Garden City Police Dept. at 911.

Note: If this is a residence hall issue, please contact the Residence Hall Director at extension 642 and call 911.

What happens after a disruptive incident is reported?

The Executive Dean of Student Services will review with the student the nature of the complaint and the relevant evidence and testimony. When the investigations have been completed, the Dean will take appropriate disciplinary action or refer the case to the College Disciplinary Review Board.

THE AGGRESSIVE STUDENT

Description:

Aggression can take many forms from very subtle passive acts to violent outbursts. Aggression is the result of being frustrated and feeling out of control. Some aggressive people express hostility immediately without regard for their circumstances or the people around them. Other aggressive students express their hostility through explosive outbursts and the rest of the time they deny their anger and frustration. Many times students who are verbally or physically aggressive feel inadequate and use the hostile behavior as a way to build up their self-esteem. Often they feel that you will reject them so they become hostile and reject you first to protect them from being hurt. They may see you as attempting to control them and lash out to try and gain a sense of control.

It is important to remember that the student is generally not angry with you personally, but is angry at his/her world, and you may be the object of the pent-up frustrations.

Response:

The following may be helpful guidelines in dealing with the aggressive student:

1. Acknowledge their anger and frustration (e.g., "I hear how you are feeling.")
2. Rephrase what they are saying and identify their emotion (e.g. " I can hear how upset you are and how no one will listen.")
3. Reduce stimulation; invite the person to a quiet place if this is comfortable and safe.
4. Try to prevent total helplessness by quickly and calmly acknowledging the intensity of the situation. Continue rephrasing what they say keeping your voice volume down.
5. Focus on diffusing the situation rather than seeking resolution right away.
6. Allow them to ventilate, get their feelings out, and tell you what is upsetting them.
7. Call for help when necessary (security, co-workers, counselor).

The following will not be helpful:

1. Getting into an argument, becoming hostile or punitive.
2. Pressing for explanations for their behavior.
3. Not dealing with the situation or ignoring warning signals.
4. Touching the student.
5. Making threats, dares or taunts.

If a student's behavior is disruptive or appears to be threatening or dangerous: Call 911.

THE DEPRESSED STUDENT

Depression, and the variety of ways it manifests itself, is part of a natural emotional and physical response to life's ups and downs. With the busy and demanding life of a college student, it is safe to assume that many students will experience periods of reactive or situational depression in their college careers. It is when the depressive symptoms become so extreme or are so enduring that they begin to interfere with the student's ability to function in school, work or social environment, that the student will come to your attention and be in need of assistance. Due to the opportunities that faculty and staff have to observe and interact with students, they are often the first to recognize a student is in distress. Look for a pattern of these indicators:

- Tearfulness/Emotionality
- Increased Anxiety
- Markedly Diminished Performance
- Deterioration in Personal Hygiene
- Infrequent Class Attendance
- Significant Weight Loss or Gain
- Lack of Energy or Motivation
- Alcohol or Drug Use
- Irritability

Students experiencing depression often respond well to a small amount of attention for a short period of time. Early intervention increases the chances of the student's return to previous performance.

Response:

If you encounter what appears to be a depressed student, the following actions may be helpful:

1. Let the student know that you are aware he/she is feeling down and you would like to help.
2. Reach out more than halfway and encourage the student to discuss how he/she is feeling and refer to the GCCC Counseling Center.

The following actions may not be helpful:

1. Minimize the student's feelings, "Everything will be better tomorrow."
2. Bombard the student with "Fix It" solutions or advice
3. Be afraid to ask whether the student is suicidal if you think it is possible
4. Chastise the student for poor or incomplete work.
5. Becoming overwhelmed by or trying to take responsibility for the students' problems may only provide them with more evidence that they should feel helpless.

THE SUICIDAL STUDENT

Suicide is the second leading cause of death among college students. It is important to view all suicidal comments as serious and make appropriate referrals. Watching for some of the following behaviors will also give you clues to what is going on with a student. If several of these are true, refer the student to the Counseling Center.

High Risk Suicidal Indicators:

- Expresses hopelessness or guilt.
- Sudden mood or behavior changes
- Giving possessions away
- Expresses that life is not worth the trouble
- Feelings of helplessness and futility
- A severe loss or threat of loss
- Sleeping much more and later than normal
- Not sleeping well and waking up early
- Taking frequent naps
- Withdrawing from friends and family
- Not attending class
- Abusing alcohol and drugs
- Engaging in high risk behaviors
- Change in appetite so the student is not hungry or overeats
- A lift in depression, surge of energy

Facts About Suicides:

1. College students have higher suicide rates than non-college people of the same age.
2. More men complete suicide, but more women attempt.
3. There are more attempts at the beginning and end of semesters.
4. Talking about suicide will not plant the idea in a person's mind, but will probably relieve some of the tension they experience.
5. Suicides rarely occur without warning.
6. Feeling isolated (no support group) increases the likelihood for suicide.
7. The more developed the suicide plan, the greater the likelihood.
8. If the student has made attempts in the past, he/she is at higher risk for future (and possibly more serious) attempts.

To assess a student at risk for suicide, there are generally four areas that we explore. We ask the student about a plan, means, recent losses, and any previous attempts he or she has made at suicide.

Plan – Do you have a well-developed plan that includes an easily available method to harm (kill) yourself?

Means – Do you use substances such as alcohol and other drugs that can weaken impulse control?

Prior Behavior – Have you attempted suicide before?

Loss Due to Suicide – Has a friend, family member or acquaintance taken his/her life through suicide?

Examining these four areas will help in determining the severity of the threat of a student taking his/her life.

Response:

If you encounter what appears to be a suicidal student, the following actions may help:

1. Talk about suicide openly and directly.
2. Be confident, caring and know the resources available.
3. Take charge and escort the student to the GCCC Counseling Center during regular day time hours or call Ryan Ruda, the Crisis Coordinator, at 260-5886 or call 911 after hours, weekdays and anytime during the week-ends.
4. Listen to the small voice inside that says, “Something isn’t right with this student.” (Take the student seriously; 80% of suicides give warning of their intent.)

The following actions may not be helpful:

1. Ignore comments like, “I won’t be a problem much longer,” or “Nothing matters; It’s no use.”
2. Be too busy to intervene.
3. Be afraid of planting the idea of suicide in an already depressed person’s mind. They will feel relieved that someone has guessed.
4. Get involved with the student without help from professionals. Referral is imperative!

In crisis situations bring the student to the GCCC Counseling Center for an immediate evaluation. If the student refuses to go and you believe he/she may follow through with his/her threat call 911 immediately.

THE STUDENT IN POOR CONTACT WITH REALITY

Description:

This student may appear withdrawn, frightened, disruptive, confused, illogical, unaware or unconcerned with classroom protocol or acceptable social behavior. These students have gross impairment in functioning and a poor sense of reality. Written or verbal communication may be disjointed, with little or no connection between topics. Their speech may be rapid or slowed down. They may also pay a great deal of attention to some unimportant detail that is being discussed or may be generally scattered and incoherent. Students may make inappropriate emotional responses. They may overreact to their feelings with excessive anger, sadness or exuberance. Others may demonstrate a complete lack of emotional expression and speak in monotone.

These students tend to distort their perceptions of the world in such a way that innocent occurrences have special meaning to them (e.g., interpreting an innocent facial expression or tone of voice as being hostile or persecutory). They may experience themselves as especially powerful or important or may believe that people are trying to control or harm them in some way.

The student may experience hallucinations, most commonly voices speaking to them. They may appear to be on drugs. However, that assumption should not be made. Since these students may elicit alarm or fear from others, it is important to get them assistance as soon as possible. If you cannot make sense of their conversation, immediately consult with or refer to the GCCC Counseling Center. If the student is belligerent or acting out; call Campus Security for assistance.

Response:

The following actions may be helpful:

1. Respond to them with warmth and kindness, but with firmness.
2. If you are comfortable in doing so, see them in a quiet atmosphere to remove extra stimulation from the environment (rather than dealing with them in front of the class).
3. Acknowledge their position or feelings without supporting the misperceptions (e.g., I understand you think they are trying to hurt you and I know how real it seems to you, but I didn't perceive them trying to humiliate you.).
4. Reveal when you have difficulty in understanding them and ask that they repeat or rephrase their communication.
5. Focus on the "here and now" (e.g., "you seem very tense, short of breath").
6. Acknowledge your concerns and state that you can see they need help. Refer immediately to the GCCC Counseling Center.

The following will not be helpful to this student:

1. Arguing or trying to convince them of the irrationality of their thoughts, as it may just make them defend their position (false perceptions) more.
2. Playing along with their beliefs to not upset them (e.g., maybe you are a prophet).
3. Encouraging further delusions. It is more helpful to switch topics and divert focus to reality issues.
4. Demand that they change their ideas or behavior. Limits on their behavior may need to be imposed but this is best done in consultation with others.
5. Expect customary emotional responses.

THE ANXIOUS STUDENT

Description:

We have all experienced anxiety in response to a perceived stressful situation. As anxiety becomes heightened, the situation becomes vague and less familiar. A panic attack is an overwhelming sense of dread and fear and is the extreme result of feeling anxious. Some of the physiological and psychological components of general anxiety and a panic attack are:

Rapid heart palpitations

Difficulty concentrating

Worry

Choking

Memory distortions

Anticipating misfortune

Sweating/Chest pain/discomfort

Easily distracted

Cold, clammy hands

Dizziness

Trouble sleeping

Fear

Trembling or shaking

The student may experience feelings of worry, fear, and anticipate some misfortune. He/she may complain of difficulty concentrating, being always on edge, being easily distracted, memory distortions, or trouble sleeping. The student may also state unreasonably high self-expectations and be very critical of his/her present performance. This student may constantly think about and discuss his/her problems and possible solutions but be too fearful to take action.

Response:

The following may be helpful in dealing with an anxious student:

1. Let them discuss their feelings and thoughts. This may relieve a great deal of pressure.
2. Refer to the GCCC Counseling Center.
3. State clearly and explicitly what you are willing to do. It may be helpful to have the student repeat what you have said to insure that he/she understands.
4. Talk slowly and remain calm. If possible, provide a safe and quiet environment.
5. Encourage them to use a support system (e.g., family, friends, religious affiliations) to ventilate.

The following will not be helpful in dealing with an anxious student:

1. Minimize the perceived threat to which the student is reacting.
2. Taking responsibility for their emotional state.
3. Trying to solve their problem as if it were your own.
4. Overwhelm them with information or ideas to “fix their condition”.

THE DEMANDING STUDENT

Description:

Typically, the utmost time and energy given to this student is simply not enough. He/she often seeks to control your time and unconsciously believes that the amount of time received is a reflection of personal worth. In many instances, these people feel incompetent to handle their own life. They usually seem immature and self-centered. You may find yourself increasingly drained and feeling responsible for this student in a way that is beyond your normal involvement. It is important that this student be connected with many sources of support on campus and in the community in general.

Response:

It may be helpful to utilize the following actions:

1. Set clear and precise limits with them and stick to the limits no matter how much the student protests.
2. Let the student make his/her own decisions. Don't take responsibility for them. If you do, they may attempt to trap you into solving more and more of their life problems.
3. Do not let them use you as their only means of support. Refer them to other students in class, their friends or some particular group on campus.
4. Set limits to your contact with the student (e.g., "I am able to spend 10 minutes with you now. My regular office hours are...")

The following actions may not be helpful:

1. Get trapped into giving advice or special considerations.
2. Avoid the student as an alternative to setting and enforcing limits.

THE STUDENT WITH STALKING BEHAVIORS

Description

A stalker is described as, “Any person who willfully, maliciously, and repeatedly follows or harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family...guilty of the crime of stalking.”

Stalking is more prevalent than previously thought: 8.1 percent of surveyed women and 2.2 percent of surveyed men reported being stalked at some time in their life; 1.0 percent of women surveyed and 0.4 percent of men surveyed reported being stalked in the 12 months preceding the survey. Approximately 1 million women and 371,000 men are stalked annually in the United States. Given the prevalence of this behavior in the U.S. it is not surprising to discover that stalking occurs on college campuses fairly frequently.

Warning Signs of Stalking

- Verbal/written threats to hurt, kill or maim
- Paranoia
- Irrational violent statements or associations
- Romantic obsession: persistent calls, letters, gifts or unnecessary office visits
- History of violence
- History of several failed and short lived marriages and/or relationships
- Significant personal, family, financial stressors
- History of mental illness
- Persistent physical actions or **boundary crossing**
- Verbal/written third party harassment and/or threats
- Frequent hang ups at one’s residence/place of employment immediately upon arrival

Common Characteristics of Stalkers

- Desire for power and control
- Obsessive, bizarre delusions, jealousy, anger, and revenge
- Seek to win or maintain the affection of the victim
- Either intense attraction to the victim or extreme hatred
- Socially maladjusted
- Exhibit low self-esteem
- Emotionally Immature
- Abuse of alcohol or other drugs
- Criminal record
- Mental illness
- Mirror behavior patterns common in domestic violence cases
- Erratic employment or lack thereof
- Unable to succeed in relationships

Response:

The following may be helpful:

1. **Set very clear, strong boundaries** with the student. Specify how much time you can spend answering questions or going over assignments and then end when you have stated you would.
2. Maintain an objective, courteous demeanor when the student approaches you, but avoid overly friendly responses.
3. If the student's contact/communication (e.g. email, telephone calls and/or office visits) becomes inappropriate or overwhelming, notify the student immediately that only class related communications are acceptable. Any others that verge on personal should be forwarded to the Executive Dean of Student Services. The student should be made aware of this boundary/action early on.
4. If you believe you have a student who is exhibiting these characteristics seek counsel with the campus counselor. The sooner the better!
5. If the student becomes "attached" or "threatening" notify security immediately.
6. You may need to pursue a restraining order if the situation escalates-**only very strong behavioral and legal boundaries may be needed to resolve this issue.**

The following is not helpful when dealing with this student:

1. Providing personal information in the classroom that could be misconstrued or used against you by a student with stalking behaviors (e.g. home telephone, address, type of car, etc.).
2. It is common to feel compassion towards an individual that seems so needy and wants to attach. Remember, direct the student to appropriate services or their relationship with you could become out of control. Do not extend yourself beyond the classroom setting. The person will only become more "obsessed" with you.
3. Never transport the student as a "favor" or invite them to your home.
4. Never flatter the student or over-extend yourself with the student.
5. Never present yourself as the student's advocate. If advocacy is needed; refer to appropriate resource.

THE PARANOID/SUSPICIOUS STUDENT

Description:

Usually, these students complain about something other than their psychological difficulties. They are tense, cautious, mistrustful, and have few friends. These students tend to interpret minor oversights as significant personal rejection. Often many overreact to insignificant occurrences. They see themselves as the focal point of everyone's behavior and everything that happens has special meaning. Usually, they are overly concerned with fairness and being treated equally. They project blame onto others and will express anger in roundabout ways. Many times they feel worthless and inadequate.

Response:

The following may be helpful in dealing with a suspicious/paranoid student:

1. Send clear, consistent messages regarding what you are willing to do and what you expect.
2. Express compassion without intimate friendship. Remember, paranoid students have trouble with closeness and warmth. It would not be helpful to be overly warm or nurturing or to assure the student you are his/her friend. Let him/her know that you can still be concerned, without being intimate.
3. You need to be aware of personal boundaries and space when interacting.
4. You need to be aware of your own anxiety.
5. Refer to the GCCC Counseling Center.

The following actions may not be helpful:

1. Be overly warm or too friendly with student.
2. Flatter the student, laugh with him/her or be humorous.
3. Assure the student that you are his/her friend or advocate

THE DISABLED STUDENT

Description:

The Americans with Disabilities Act defines a person with a disability as, “any person who: (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such impairment; or (3) is regarded as having such impairment.”

Some students with disabilities may identify themselves by contacting the Accommodations Coordinator at 276-9638 and their instructors before or early in the semester. Others, especially those with “hidden” disabilities, may not identify themselves because of their fear of others’ disbelief either about the legitimacy of their problem or the need for accommodation. Such students, in the absence of accommodations, may run into trouble in their college work. In a panic, they may identify themselves as disabled just before an examination and expect instant attention to their needs. In that case, the faculty/staff member **MUST** contact the Accommodations Coordinator for assistance in dealing with the unanticipated accommodations. With proper documentation, accommodations may be placed for the student from this point on, but not retroactively.

To facilitate the identification of disabled students, **faculty members should make an announcement at the beginning of the term or put a statement in the syllabus inviting students with disabilities to schedule appointments to *privately* discuss the needs of the student.** The faculty member should contact the Accommodations Coordinator at 276-9638 to discuss verification and accommodation of the disability. If you suspect a student has a disability, ***privately*** discuss your concern with the student. You may find an approach awkward, at least initially, but the end result will be extremely beneficial if the student’s circumstances are made known.

Response:

The following actions may be helpful:

1. Always contact the Accommodations Coordinator at 620-276-9638 for information on strategies that may be of further assistance.
2. Treat these students as you would any other student.
3. Don’t feel awkward about approaching a student about accommodations.

The following will not be helpful in dealing with the disabled student:

1. Don’t use terms such as lazy, having fits, slow, retarded, birth defect, deaf mute, etc.
2. Don’t ignore the student.

THE VIOLENT STUDENT

Violence, because of emotional distress, is rare and typically occurs when the student's level of frustration has been so intense or of such an enduring nature it erodes all of the student's emotional controls. This behavior is often associated with the use of alcohol and other drugs.

- **Remain calm**, get help if necessary (send a student for other staff/faculty/dean/security).
- **Stay safe** (have access to a door, keep furniture/desk between you and the student).
- **Do not threaten, corner, or touch the student.** The adage, "An ounce of prevention is worth a pound of cure," best applies here.

Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you're really upset and are ready to lash out." Explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry but breaking things is not OK."

THE STUDENT UNDER THE INFLUENCE OF SUBSTANCES

Description:

Alcohol is the most widely used psychoactive drug: the preferred drug on college campuses. It is common to find that students who abuse alcohol also abuse other drugs, both prescription and illicit. Fads and peer pressure affect patterns of substance use. Consuming alcohol in large quantities quickly (known as chugging) can cause alcohol poisoning or death. Other adverse effects include hangovers, hospitalization for alcohol overdose, poor academic performance, missed classes, injury, and unprotected sexual activity. Prevention strategies have not been very effective in reducing the amount of binge drinking due to its glamorization by our culture.

Student alcohol abuse is most often identified by faculty when irresponsible, unpredictable behavior affects the learning situation (i.e., drunk and disorderly in class), or when a combination of the health and social impairments associated with alcohol abuse sabotages student performance. Because of the denial that exists in most substance abusers, it is important to express your concern for the student not in terms of suspicions about alcohol and other drugs but in terms of specific changes in behavior or performance.

Symptoms associated with substance abuse are dependent upon the type of substance used. The following outlines observable symptoms for the most commonly used drugs in Finney County.

Marijuana and Alcohol

- Difficulty forming concepts or thoughts -Mild euphoria and loss of inhibition
- Poor concentration and mental confusion -Impaired judgment, memory,
- Loss of motivation concentration and coordination
- Wide mood swings -Altered sense of time and space
- Aggression and hostility -Impaired fine motor skills
- Depression, anxiety and paranoia -Slow reactions, Lethargic

Methamphetamine (Crank) Cocaine

- Enhanced wakefulness
- Irritability
- Increased physical activity
- Anxiety and panic attacks
- Writhing, jerking or flailing motions
- Hyper, erratic behaviors
- Aggression
- Confusion
- Non-stop babbling
- Tremors, hyperthermia and convulsions
- Aggressive, violent behavior
- Delusions, paranoia and hallucinations

Response:

What action should you take if you encounter a student you suspect is under the influence of substances?

1. Speak directly to the student about his/her behavior that is of concern.
2. Direct the student to the GCCC Counseling Center.
3. Offer support and concern for the student's overall well being.

Actions not to take:

1. Convey judgment or criticism about the student's substance abuse.
2. Make allowances for the student's irresponsibility
3. Ignore signs of intoxication in the classroom.
4. Getting into an argument.
5. Pressing for explanations for their behavior.
6. Accusing student of drug use. Although they may exhibit the above behaviors, again, it may be due to other reasons such as the topics outlined in this guide. Let the student acknowledge if their behavior is drug induced.

Everyone is asked to assist in making the campus a safe learning and working environment by being alert to suspicious situations and by reporting such observations immediately. The College has a policy regarding drugs and or alcohol on the campus and these matters will be strictly dealt with. No drugs or alcohol are condoned on the GCCC campus or any of the college's extension locations.

Should you observe any suspicious activity or behavior, call 911 and Ryan Ruda, the Crisis Coordinator at 276-9640 or 260-5886.

Note: If this is a Residence Hall issue, please contact the Residence Hall Director at 276-9642.

THE STUDENT WHO HAS BEEN SEXUALLY HARASSED / ASSAULTED

Sexual harassment involves unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct; it is usually found in the context of a relationship of unequal power, rank or status. It does not matter that the person's intention was not to harass. It is the effect of the harassment that harms. As long as the conduct interferes with a student's academic performance or creates an intimidating, hostile or offensive learning environment, it may be considered sexual harassment.

Sexual harassment usually is not an isolated one-time-only case but a repeated pattern of behavior that may include:

- Comments about one's body or clothing.
- Questions about one's sexual behavior.
- Demeaning references to one's gender.
- Sexually oriented jokes.
- Conversations filled with innuendoes and double meanings.
- Displaying of sexually suggestive pictures or objects.
- Repeated non-reciprocated demands for dates or sex.

Common reactions by students who have been harassed is to doubt their perceptions, wondering if it was a joke, did it really happen or if, in some way, they have brought it on themselves. A student may begin to participate less in the classroom, drop or avoid classes, or even change majors.

Response:

The following may be helpful in dealing with students who may have experienced sexual harassment:

1. Listen to the student's concerns.
2. Handle the situation with sensitivity regardless of your personal biases.
3. Tell the student about helpful resources for problem resolution.
4. Share factual information about the campus policy on sexual harassment.
5. Refer the student to the GCCC Counseling Center.

It may not be helpful to do the following:

1. Ignore the student's complaint.
2. Take action based on your personal biases.
3. Take action without consultation.
4. Tell the student nothing can be done about sexual harassment.

UNDERSTANDING STUDENTS ACROSS CULTURES

Working with cultural differences is as “American as apple pie,” but discussing the impact of differences on students is sometimes uncomfortable. Issues of disability, gender, color, sexual orientation, religion, ethnicity/race, national origin, class and age represent Garden City Community College’s heterogeneity. While we appreciate our similarities and respect our differences; working with these differences can sometimes complicate an already stressful situation.

Many students may feel isolated and alone with their problems and may be reluctant to express themselves because they believe that being “different” is a stigma that sets them apart from others. Each person operates from his/her own cultural reference point and usually will not notice differences until confronted by something unusual or distressing. Sometimes differences become a point of focus when a student feels discomfort because of a perceived slight or misunderstanding that they believe is based on their uniqueness. Because of our society’s continued struggle with managing various aspects of difference, we are often reluctant to ask questions, take risks, and intervene for fear of making things worse. However, the general rule of thumb in this situation is to act based on the information that you have at hand—your own experiences and the behaviors that you observe in the student. Difficulties in assessing emotional distress across cultures can be compounded by different group norms for behaviors, emotional expression, sense of privacy, or personal discomfort with contemporary U.S. cultural values.

Response:

It may be helpful to take one of the following actions:

1. Make direct contact with the student and express your concerns.
2. Reach out to the student with respect and understanding.
3. Let the student know if you have some limited knowledge of his/her culture.
4. Clearly and directly express your support.
5. Direct the student to the GCCC Counseling Center.
6. Ask the student if he or she has a resource person who could assist both of you with the student’s concern
7. Tell the student that many difficulties in college are transitional and can be resolved with timely assistance and intervention.

It may not be helpful to take the following actions:

1. Assume the student will not want to relate to you.
2. Be “put off” by the student’s silence, denial or reluctance to express concerns.
3. Lose the focus of helping with distress by getting into the intricacies of the culture.

REFERRAL RESOURCES

There may come a time when you need to refer a student to one of the services on or off campus. The following are guidelines that may facilitate the referral process.

Refer a student when:

- The problem or request for information is beyond your level of competency.
- You fear for the safety of a student or others.
- You feel like you cannot work with a student for whatever reason (e.g., you feel overwhelmed, you have reached your limit of energy or patience, or you feel manipulated or scared).

Referral Resources on Campus

Emergency: Security Office - 272-6828

Mental Health Counselors:

Ryan Ruda, MS, T-LPC, CADC, Director of Counseling, Crisis Coordinator -- 276-9640

JoAnn Garrier, MS, LPC, Counselor – 276-9635

Debby Elwood, MS, LPC, CADC, Counselor – 275-3219

Beth Tedrow, MS, LPC, Executive Dean of Student Services – 276-9597

GCCC counselors work with all types of issues, including all abuse and incest issues, adjustment issues, rape, harassment, homesickness, severe and chronic mental disorders, and most potential concerns. Ryan and Debby are certified Alcohol and Drug Counselors. JoAnn specializes in Stress Reduction and Test Anxiety. Referral to an appropriate therapist for long term care may be required.

Other Contacts:

Executive Dean of Student Services -- Beth Tedrow 276-9597

Residence Hall director – Kate Covington 276-9642

Referral Resources off Campus

Emergency: 911 Police, Medical, Psychiatric

Referral to Mental Health Counselor

Referring a student for counseling may feel like a last resort, but education and general information about our services can make the difference in a successful referral. It is helpful to remember that you are doing what you think best for the student and that knowing your limits is important and commendable rather than something negative. When referring a student for counseling we will give the student our immediate attention. Early intervention is preferable to a crisis intervention. Therefore, we encourage you to refer students you are concerned about as quickly as possible.

When you do discuss a referral to the GCCC Counseling Center, it would be helpful for the student to hear your concerns why you think counseling would be of benefit. You might also tell them a few facts about the GCCC Counseling Center, such as, all services are free to students and all information is held confidential. GCCC Counselors are Masters-level Counselors.

Counseling sessions are generally 50 minutes. Referral may be made to another agency if the situation requires long term care or therapy. All information is held confidential except when the student presents a danger to him/herself or others, or if child abuse is an issue. No information will be released without the student's written consent.

Having the student call for an appointment increases his/her responsibility and commitment to come in for counseling.

STUDENT DISCIPLINE

Expectation of Student Conduct

A high standard of conduct is expected of all students. Upon enrollment, each student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Rules and regulations relating to the students at Garden City Community College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational mission of the college. Obedience to the law, respect for properly constituted authority, personal integrity and common sense are expected to guide the actions of students both in and out of the classroom.

Student behavior that is contrary to adopted school policy will result in appropriate disciplinary action. This action may include probation, suspension, or expulsion.

Grounds for probation, suspension or probation include violation of any of the policies from the Student Code of Conduct:

***Alcohol and Drug Policy** – Alcoholic beverages and illegal drugs are prohibited on college property. Possession, distribution, or use of alcoholic beverages, 3.2 beer, or the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance on the Garden City Community College Campus, within the college buildings or at any college-sponsored event is strictly prohibited.

***Assault and Battery** – includes any action, including hazing, which threatens the physical well being, mental health, or safety of others.

***Dishonesty** – includes cheating, plagiarism; other areas of academic dishonesty or intentionally giving false information to the college.

***Disruptive Behavior** – includes disorderly, indecent or obscene conduct either in the classroom or on campus owned/operated facilities or properties on / at college sponsored events.

***Electronic Communications** – Students are expected to abide by ethical standards in the use of all electronic communications which includes, but is not limited to; electronic mail and Internet services.

***Fireworks, Firearms and Ammunition, Knives or Other Weapons** – A Garden City ordinance forbids the detonation of fireworks within city limits. Kansas Statute 39-17-1309 forbids carrying weapons on school property. Firearms, ammunition, knives, explosives, explosive weapons, weapons of any type or any stolen property are strictly prohibited

***Gambling** – by Kansas Statute 21-4303, gambling is illegal and is not permitted.

Smoking in Restricted Areas – All buildings owned and operated by GCCC are tobacco-free. Neither smoking nor chewing of tobacco is allowed within the building.

***Telephone/Long Distance Dishonesty** – Students are not to make personal long distance calls on the college's phone line. Unauthorized use of another student's phone or credit card is strictly forbidden.

***Theft/Vandalism** – theft or damage to college or other's property will subject students to college disciplinary measures as well as legal action.

***Traffic- Laws and Regulations** – All local and state regulations are in effect on campus 24 hours a day. In addition to campus police, city, county and state law enforcement agencies have jurisdiction on campus.

(Garden City Community College Catalog)

Websites for Information on Handling Disruptive Students

Positive Classroom Discipline

www.miramar.sdccd.cc.ca.us

Elizabeth A. Butts

Delaware County Community College, Media, PA

Jack H. Shrawder, Publisher, Teaching for Success, South Lake Tahoe, CA

Coping with Distressed and Disruptive Students: A Guide for Faculty

www.umw.edu/cas/psychservices/faculty/distressed_disruptive_stud.php

Disruptive Students

Source Citation: Murphy, Kelle L. "A professional code of ethics and progress report: one university's approach to addressing disruptive behaviors in the classroom: Professors, like elementary school teachers, must deal with their share of childish behavior or see their teaching undermined. JOPERD – The Journal of Physical Education, Recreation & Dance 78.2 (Feb 2007): p.49(7)

Gale Cengage Learning

<http://find.galegroup.com/itx/printdoc.do?contentSet+AIC-Document>

Coping with the Disruptive College Student: A Practical Model

Gerald Amada, Ph.D., Journal of College Health, Vol. 40, March 1992, pp. 203-215.

Academic Accommodations for Students with Psychiatric Disabilities

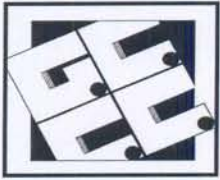
www.washington.edu/doi/Brochures/Academics/psych.html

The Student in Poor Contact with Reality

Eastern Washington University

www.ewu.edu/x6749.xml

APPROVED BY PRESIDENT'S CABINET APRIL 1, 2008



ACCOMMODATIONS HANDBOOK

2008

GARDEN CITY COMMUNITY COLLEGE



Accommodations Services



Accommodation Services, 801 Campus Drive, Garden City, Kansas 67846

Student and Community Service Center (SCSC), (620) 276-9638 (V), (800)766-3777 (TDD)

Mission Statement

Garden City Community College is committed to assisting individuals with disabilities achieve their educational goals by providing appropriate accommodations and services based on individual, documented needs.

Purpose of Handbook

This handbook outlines the policies and procedures for accessing specific accommodations and services provided by Garden City Community College. The individual at GCCC responsible for coordinating academic accommodations is the Accommodations Coordinator who reports to the Director of Counseling and Advising. The responsibilities are outlined for each accommodation and service. Students must follow the outlined procedures to gain access to an accommodation or service.

Legal Guidelines

The Accommodations Office operates under the following regulation:

...“no otherwise qualified handicapped individual in the United States...shall, solely by reason of handicap, be excluded from participation in, denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...”

Rehabilitation Act, Section 504, 1973

...“no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity...”

Americans with Disabilities Act, 1990

The Accommodations Office

Garden City Community College

Welcome to Garden City Community College. The staff of The Accommodations Office works with all units at the college to ensure that every student has an equal opportunity to succeed at GCCC. We are here to help you whether your disability is physical, medical, psychological, or related to attention or learning. We believe it's about ability--your ability to learn, to grow, and to reach your goals.

This handbook provides students with information on requesting and receiving academic accommodations, the rights and responsibilities of students receiving accommodations, as well as other valuable information on scholarships and contacts on campus. Throughout your semester, use this handbook to answer questions about resources and accommodations at Garden City Community College.

Equal Opportunity

Garden City Community College does not discriminate against applicants, employees or students on the basis of race, color, religion, national origin, sex, age, height, weight, marital status, sexual orientation, or other non-merit reasons, or handicap, nor will sexual harassment be tolerated, in its employment practices and/or educational programs or activities. Those concerned about the above should contact Cathy McKinley, Garden City Community College, 801 Campus Drive, Garden City, Kansas 67846, 620-276-9574.

Equal Access

Garden City Community College is complying with Americans with Disabilities Act and Section 504 and are committed to equal and reasonable access to facilities and programs for all employees, students, and visitors. Those with ADA concerns, or who need special accommodations, should contact Kellee Munoz, Accommodations Coordinator, Garden City Community College, 801 Campus Drive, Garden City, Kansas 67846, 620-276-9638.

STUDENT RESPONSIBILITIES IN PREPARING FOR COLLEGE

Students must understand their disability

- Know the primary disability
- Know how it impacts academically and daily living
- Know when it was diagnosed and why

Students must be able to communicate their strengths and weaknesses

- Be able to describe what courses are easier
- Be able to describe what courses are more difficult
- Be able to explain compensatory skills learned

Students should be able to describe services being used

- Be able to explain what help is being received
- Be able to describe the accommodations being used
- Be able to provide explanations to the Accommodations Coordinator about the accommodations that have been successful

Students must be sure their psycho-educational testing is current

- Review when the last evaluation was completed
- Make sure that testing is current within the last five years
- Ensure that all results are provided as required by the college the student is attending

STUDENT RESPONSIBILITIES IN PREPARING FOR COLLEGE

Students should identify the service provider on campus for accommodations

- Schedule an appointment with the Accommodations Coordinator
- Follow all processes for receiving accommodations
- Review accommodations being received and verify that necessary accommodations will be in place when college begins

Students should develop good time management skills

- Each will be responsible for his/her own assignments
- Learn how to make a time chart to use in college
- Learn how to determine how much time must be allotted for various assignments

Students should develop good organizational skills

- Develop a system for keeping notes/assignments in order
- Develop a strategy for staying current on all assignments
- Develop an approach to handling multiple assignments

Student should develop good note taking skills

- Take a study strategy course in high school (if offered)
- Seek help in learning to identify key topics in lectures
- Practice taking notes and recording at the same time to use for review

Students should learn how to access library resources

- Learn how to use the internet
- Learn how to use the library computer system

STUDENT RESPONSIBILITIES IN PREPARING FOR COLLEGE

Students should develop realistic career goals

- Explore career options
- Talk to individuals in career of interest
- Take an interest inventory assessment

Students should be knowledgeable about their rights

- Ask for a copy of student rights
- Ask for an explanation of the grievance procedure
- Be aware of what is considered a reasonable accommodation

Students should explore college options

- Talk with a high school guidance counselor for college information
- Research college(s) of interest

Students should visit colleges and meet with support staff

- Visit colleges with appropriate support programs
- Schedule an information meeting with support staff/admissions

Students should verify the level of available services

- Ask specifically about necessary accommodations
- Inquire about the process for accessing services
- Inquire about limitations on the amount of services (IDEA vs sec 504)

Reprinted from The PostSecondary LD Report Newsletter-Spring 1998

Lydia S. Block, PH.D. Publisher

TIPS ON SELF-ADVOCACY

Communicating needs effectively involves a number of factors. Students with disabilities who succeed in postsecondary education generally possess the following characteristics:

- Ability to articulate one's talents and abilities clearly.
- Knowledge of the nature of one's disability and of the kinds of teaching strategies, tools and services which best help one compensate.
- Maturity and initiative to assume the greater share of one's own advocacy.
- Adherence to effective, routine study habits to whatever degree is necessary for success.
- Acceptance of the fact that help may be needed and the initiative to seek assistance for academic and other problems, as appropriate.
- Acceptance of the concern that it may take longer to graduate than one's friends and that he/she may have to study harder than others.
- Recognition of the concept that postsecondary education is meant to be a challenge and that temporary frustrations are a part of the normal growth process.
- Regular, frequent communication with parents, friends, classroom professors, academic advisors and support services personnel.

It has also been observed that the college-level student with a disability must be self-reliant and cope with the ever-changing challenges of daily living. Students with disabilities who have learned to rely heavily on parents or teachers to direct and manage their lives may have difficulty adjusting to the demands of college life. Thus, as a student, the task is to find a college/university that will stretch and develop talents, interests and abilities while at the same time being respectful and supportive of needs.

Virginia Department of Education, Student Services.(June 1993).Directory of Postsecondary Opportunities for Students with Disabilities at Institutions of Higher Education in Virginia

Accommodations Handbook

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Rights and Responsibilities

Section 504 of The 1973 Rehabilitation Act, and the Americans with Disabilities Act (ADA) of 1990 continue to provide direction and guidance to the College, as it reaches new levels of access in all areas. As such, both the College and student have rights and responsibilities stated as follows.

Institutional Rights and Responsibilities

Garden City Community College through the Accommodations Office has the right and responsibility to:

1. Maintain the academic standards of the college.
2. Request qualifying disability documentation in order to verify eligibility for disability accommodations, academic adjustments and/or auxiliary aids.
3. Discuss students eligibility with diagnosing professionals given signed consent.
4. Select from among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with the student.
5. Deny requests for accommodations, academic adjustments and/or auxiliary aids when disability documentation does not identify a specific disability, fails to verify the need for the requested services or is not provided in a timely manner.
6. Deny requests for accommodations, adjustment and/or auxiliary aids that are inappropriate or unreasonable based on disability documentation including any that:
 - Pose a direct threat to the health and safety of others
 - Constitute a substantial change or alteration of an essential course element/program standard, or
 - Pose undue financial or administrative burden on the college.

Student Rights and Responsibilities

Every qualified student with a disability has the right to:

1. Equal access to educational and co-curricular programs, services, activities and facilities available through GCCC.
2. Reasonable and effective accommodations, academic adjustments and/or auxiliary aids as determined on a case-by-case basis.
3. Maintain confidentiality regarding disability information including the right to choose to whom the disclosure of disability is made except as required by law.
4. Receive information in reasonably accessible formats. (i.e., if the request meets request deadlines to ensure availability).

Every student with a disability has the responsibility to:

1. Meet qualifications including essential technical, academic and institutional standards.
2. Identify as an individual with a disability and request accommodations in a timely manner.
3. Provide documentation from an appropriate professional source verifying the nature of the disability, functional limitations and the rationale for specific accommodations being recommended.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids as outlined.

Guidelines for Accommodations

This guide is meant to serve as an informational source and reference regarding services available through the Accommodations Office for students with disabilities at Garden City Community College. GCCC has a decentralized system, and efforts regarding disability issues and accommodations are coordinated by the Accommodations Office. Each unit, department and office on campus plays a role in making the college campus and programs accessible. It is an individual's choice whether to self-identify, as well as if and when to use accommodations. GCCC primarily provides academic accommodations such as in-class accommodations, auxiliary aides, and services (e.g., sign language interpreters). *Limited accessible transportation to class is also available for those students with temporary or permanent mobility impairments through the City Link sponsored by the Senior Center of Garden City, Kansas.*

- 1 This guide is to be used as a reference.
- 2 The services listed are the ones commonly provided, but individual needs are also considered.
- 3 If service requests are not listed, please talk with the person responsible for coordinating services.
- 4 It is the student's responsibility to self-identify, provide appropriate documentation, and each semester request services in a timely manner.

How to qualify for accommodations

To be eligible for services, the student must provide written documentation from a qualified professional on the nature of the disability. Information should include test results/report, functional effects of the disability and/or medication and recommendations. Once received, it will be reviewed and discussed with you with respect to appropriate accommodations. These steps are necessary prior to any services.

What disabilities qualify for accommodations?

The following is a list of some of the qualifying disabilities to receive accommodations, but are not limited to:

- Physical Disability
- Health or Medical Disability
- Hearing Disability
- Visual Disability
- Learning Disability
- Acquired Brain Injury
- Attention Deficit Disorder
- Mental/Emotional Disability
- Speech Disability

Who to see regarding accommodations

Any counselor is able to answer basic, general questions and provide general information. However, questions regarding specific services should be directed to the Accommodations Coordinator. During the initial meeting, services and your specific academic needs will be discussed.

How to access accommodations

Students with disabilities should contact the Accommodations Coordinator to schedule an intake interview. During this meeting, discussion will focus on how the disability affects the student and what accommodations will be needed. Early contact is encouraged as it can take weeks (or months in the case of recorded textbooks and assistive technology) for accommodations to be arranged.

Students will be required to furnish appropriate documentation of their disability. Documentation must include justification for the requested academic accommodation. **The documentation should to be sent directly to the Accommodations Coordinator, GCCC, 801 Campus Drive, Garden City, KS 67846.**

The Accommodations Coordinator will determine if the documentation is adequate to both establish the existence of a qualifying disability and support the requested accommodations.

Accommodations Handbook

Students must request accommodations each semester and requests should be made as far in advance as possible.

Office of Accommodations Contact

Accommodations Coordinator

Kellee Munoz

801 Campus Drive

Garden City, Kansas 67846

1(620) 276-9638

FAX 1(620)276-9573

TDD 1(800)766-3777

How to receive accommodations

Students have the right to choose among services and accommodations the student is qualified to receive and when. Needs may change or vary from class to class. Therefore, services are provided once the student makes a written request. The Accommodations Request Form must be completed for each class for which you are requesting accommodations. Accommodations are individualized to your needs based on the disability documentation and the functional limitations in the classroom. Students complete the Accommodations Request Form with the Accommodations Coordinator. Depending on the nature of any requested accommodations that are time intensive (e.g., sign language interpreting, books in alternate format) students should request services as soon as they register for classes.

What about non-classroom issues?

The Accommodations Office also works with students to identify and resolve architectural, policy and attitudinal barriers on campus. Such issues may include curb ramps or entrance ramps; Braille signage; identifying courses that satisfy graduation requirements (e.g. math, foreign language); meeting with instructors/ departments to educate or sensitize on disability issues. We coordinate with other departments regarding their accessibility and accommodation responsibilities. *Because the Accommodations Office has ongoing contact with students regarding needs and issues, the office has input on various committees that determine and prioritize accessibility needs. In addition, the Accommodations Coordinator will give input and make recommendations regarding*

campus-wide equipment purchases. Therefore, it is important to share concerns, thoughts and needs with us so that they may be represented. Information about campus, local and national resources is available in the Accommodations Office.

Accommodations and Services Not Provided

1. Reduced standards for academic performance.
2. Exemptions to graduation requirements, although course substitutions may be allowed in extreme circumstances.
3. Personal care assistance (for example, assistance with pushing wheelchair or assistance with bathroom needs).
4. Accommodations that fundamentally alter the essential nature of the program and or class.

Tutoring

Tutoring is not a required accommodation under the ADA or the Section 504 of the 1973 Rehabilitation Act. GCCC, however, offers several tutoring programs. Students with disabilities are guaranteed equal access to all GCCC tutoring programs for which they are eligible.

Confidentiality

The Accommodations Office is committed to ensuring that confidentiality is protected. Therefore, the accommodations office will not disclose any relationship with our office nor information contained in the student-client file that is considered part of your educational record and is protected from disclosure under the Family Education Rights and Privacy Act (FERPA). The Accommodations Office will adhere to the following guidelines regarding confidentiality:

1. Identifying information:

A. The Accommodations Office will not release any identifying information about students to any person unless it is necessary to provide access at Garden City Community College or with your written consent, which only allows release of information from educational records.

B. When a student has not given formal written consent, the Accommodations Office only will discuss related general information, policies and procedures.

2. Disability-related information

A. Disability-related information includes documentation, correspondence, file notes and accommodation records.

B. Access to disability-related information is shared only on a need-to-know basis and to insure appropriate access to education and facilities.

C. At the student's request or in response to an inquiry, disability-related information will be shared with Garden City Community College faculty and staff to assure appropriate access and accommodation.

3. E-mail communication

A. The Accommodations Office, portion of the college website, lists staff e-mail addresses for students convenience. However, no e-mail message is secure and confidential. Your screen name, ID, computer designation or other personal information is transmitted with e-mail and could be intercepted by others.

B. To facilitate confidentiality, the Accommodations Office is willing to conduct all business with you by U.S. mail, phone and in person.

C. GCCC and the Accommodations Office have in place appropriate physical, electronic and managerial procedures to safeguard and help prevent unauthorized access to e-mail; however, we cannot guarantee that e-mail communications are secure and confidential.

Procedures to Implement Academic Accommodations

Testing Accommodations Procedures

The process of determining reasonable and appropriate testing accommodations for students with disabilities is a collaborative one between the Accommodations Office, faculty and the student. The Accommodations Office is responsible for determining student eligibility, recommending reasonable and appropriate accommodations, and facilitating the accommodations in consultation with the student and faculty. It is the responsibility of the student to fully prepare for exams, inform faculty that certain accommodations are necessary and request accommodations in a timely manner.

Note: Students with disabilities can choose not to use testing accommodations; however, faculty do not have an obligation to allow a make-up exam to retroactively accommodate a student who chooses not to use accommodations. Students have a responsibility to request exam accommodations in a timely manner, typically three business days in advance unless an academic aid is necessary.

Eligible Student Responsibilities

1. Meet with the Accommodations Coordinator
2. Request testing accommodations
 - A. Complete an Accommodations Request Form (ARF) for each class in which testing accommodations are needed, sign and date the ARF
 - B. Have instructor sign the ARF for each class in which testing accommodations are needed
 - C. Return completed form to the Accommodations Coordinator in accordance with policy and procedures
 - D. Coordinate date and time for each test with the Accommodations Office
 - E. Keep scheduled time for testing with the Accommodations Office

Accommodations Request Form- ARF

GARDEN CITY COMMUNITY COLLEGE-ACCOMMODATIONS OFFICE

ACCOMMODATIONS REQUEST FORM

Date: _____

Student Name: _____ Student ID Number: _____

Course Number: _____

Course Title: _____

Instructor's Name: _____

ACCOMMODATIONS REQUESTED

Extra time on test/ Take test in the testing center

Date: _____

Time: _____

Test sent to Accommodations Coordinator at kellee.munoz@gcccks.edu

Reader for test

Large print for test

Additional comments/requests

Instructor Signature Date

Student Signature Date

1/1/08

KLM

3. Notify each instructor as follows:

- A. Meet with each instructor in a timely manner to review the Accommodations requested
- B. Discuss implementing testing accommodations with each instructor (e.g., when extra time for an exam will be given, where to take the exam)

4. If an academic aide (e.g., reader, scribe), auxiliary aid (e.g., Braille, large print) is required, or if the Accommodations Office needs to arrange a separate testing location, complete an Accommodation Request Form for Test Accommodations (ARF) form no later than five days before the exam and turn it into the Accommodations Office.

5. Address any concerns about testing accommodations to the Accommodations Office professional staff in a timely manner.

Accommodations Professional Staff Responsibilities

1. Meet with each eligible student requesting testing accommodations and determine appropriate accommodations based on documented need and verify test format.
2. With the student, complete and sign the ARF authorizing testing accommodations and request that students meet with each instructor to discuss accommodations.
3. Upon submission of the ARF form, the Accommodations Office will arrange for the academic aide, auxiliary aid or separate room location.

Faculty/Instructor Assistance/Responsibilities

1. Discuss implementation of accommodations with each student once student has prompted accommodations.
2. Discuss specifics of exam if alternate location is needed.
3. Consult with the Accommodations Office professional staff if questions arise concerning the requested accommodations.
4. Provide the Accommodations Office an advance copy of the exam as well as all specifics of the test at least three days in advance of testing date if alternate location is needed, by email at

kellee.munoz@gcccks.edu .

5. Provide the Accommodations Office with copy of the exam 14-21 days in advance if it must be converted to alternate print (e.g., Braille, audiotape).

Note-taking Procedures

Students must provide documentation to the Accommodations Office that clearly supports the need for note-taking accommodations. Note-takers are solicited, in class, on a volunteer basis. If a student is dissatisfied with notes for any reason, a new note-taker will be found. If the student receiving notes withdraws from class, he/she must inform the note-taker and the Accommodations Office in writing within 24 hours. If the student wishes to terminate services of the note-taker, the student must submit a reason for termination in writing to the Accommodations Office. **Note: Students must attend class to obtain notes.**

Eligible Student Responsibilities

1. Meet with the Accommodations Office to request accommodations.
2. Review note taking procedures with the Accommodations Office staff and pick up note-taking instructions for each class.
3. Meet with instructor to discuss accommodations in a timely manner.
4. The Accommodations Coordinator will ask the instructor for assistance in selection of the most qualified note-taker from the students who volunteer. The coordinator will select a primary note-taker.
5. If no one volunteers, the student must contact the Accommodations Office immediately.
6. Students may also inquire if instructor has adequate notes that can be shared.
7. Students must attend class.

Students, if possible, must assist in taking notes in class.

Faculty/Instructor Assistance/Responsibilities

1. Discuss note-taking accommodation request with student.
2. If necessary, clarify procedures with Accommodations Office.
3. Read the in-class announcement requesting a volunteer note-taker.
4. When asked, review the quality and content of notes and recommend the most qualified note-taker.

Primary Note-taker Responsibilities

1. Provide clear and concise notes for the student.
2. Supply copies of notes when requested by the student or instructor.
3. Notify the student and the Accommodations Office immediately if dropping the course so that another note-taker can be identified.
4. Pick up a certificate of commendation for serving as a note-taker at the end of the course.

Alternative Print Policy and Procedures

The Accommodations Office at Garden City Community College will provide alternative print for required course readings to qualified students with disabilities. Textbook/print conversion is a time-intensive process and can require up to three months (e.g., math or science texts) to complete. To ensure the availability of these accommodations from the first day of class, students must provide qualifying disability documentation, meet the accommodation request deadlines, and follow specified procedures.

Policy

1. *The Accommodations Office must authorize requests for alternative print.*
2. *Requests for alternative print must be submitted a minimum of six weeks in advance of the start of the semester.*
3. *The Accommodations Office will convert materials to alternative*

formats for in-class required readings only.

4. Students are required to provide the books/materials (and a receipt for them) that are to be converted to alternative formats due to copyright laws; The Accommodations Office will provide a verification receipt of materials delivered for text conversion.

5. The Accommodations Office does not produce alternative print materials that are already available in the needed format at other sources (e.g., RFBD, internet public libraries).

6. Students are responsible for obtaining their own play-back equipment (e.g., four-track tape player, MP3 player)

7. Material that needs to be converted to e-text requires the removal of book bindings and thus reduces or eliminates the potential for book resale at the end of the semester.

(Need to discuss which of these are available and the time lines)

Procedure

1. Students should meet with the Accommodations Office to discuss eligibility for alternative formats. Students will be provided an orientation to the policies and procedures of requesting and using alternative formats. Students will be required to sign a Student Responsibility Agreement that verifies that it is the student's responsibility to bring the purchased books to the Accommodations Office and that materials must be delivered to the Accommodations Office at least six weeks in advance.

2. Obtain a list of textbooks needed for each course enrolled in. If the Accommodations Office needs to convert the textbook, students must provide all required readings to the Accommodations Coordinator six weeks before the semester begins.

3. Check with Recordings for the Blind and Dyslexic (RFBD) for availability. Students can search RFBDs on-line catalog at www.rfbd.org/catalog.htm. For each book requested the following will be needed: author's full name, complete title of the text, edition number and copyright year.

4. If books are not available from RFBD, students need to fill out an Alternative Print Request Form and bring the textbooks with a copy of the receipt to the Accommodations Office for the conversion

process at least eight weeks before the first day of class. The Accommodations Office cannot guarantee availability of alternate formats by the time classes begin unless the deadline is met. Orders for materials in alternate formats will be completed on a first-come, first-served basis once the deadline has passed. Students who miss the deadline will need to provide the Accommodations Office with a copy of each syllabus with reading due dates once they become available.

Note: Alternative format materials are provided commensurate with the class reading list or syllabus until RFBD recordings arrive or if RFBD does not have the text available on tape.

5. Acquire appropriate equipment (e.g., four-track tape player, MP3 player). Students must provide their own equipment or make other arrangements to access their converted texts.

6. At the end of the semester all books obtained from RFBD through the Accommodations Office institutional membership and any borrowed equipment must be returned. A hold will be placed on a student's record should any material not be returned to the Accommodations Office.

Student Resources

A resource for students who need to obtain books and have either a computer or MP3 player is the website www.audible.com. This site allows individuals to purchase books already converted to audio files.

Students who want to order alternative print (4-track tapes or CDs) from RFBD in the first semester of their enrollment at Garden City Community College may use the institutional membership and the Accommodations Office will order any available materials. The Accommodations Office will also loan playback equipment for one semester as long as the limited supply lasts. During the first semester, students will need to secure their own membership to RFBD, and purchase their own player. The Accommodations Office will assist any person in this process, and also pay for the membership fees.

How to Obtain Reading List and Books

1. Contact the course instructors to obtain a copy of the syllabus or

Accommodations Handbook

a list of required reading either in person, by phone or e-mail. If the instructor is unavailable, call the academic department and inquire if they have the syllabus or reading list for your class.

2. Contact the Broncbuster Bookstore at **620-276-9790**. Students will need to provide the course number and instructor. If the textbooks are available, you may purchase them on-line and have them shipped to the Accommodations Office or to the student's home address. *Books are also available from Internet sources such as Amazon, Barnes and Noble, and Half. COM.*

3. If students are still unsuccessful, contact the Accommodations Office at 276-9638 to speak with a staff member immediately.

FERPA

The Accommodations Office recognizes that students are clients and will work with students regarding equal access to accommodations as well as keeping disability-related information confidential. This information includes biographical history, test data, grades, disability information, performance reviews and case notes which are used to decide appropriate accommodations. Educational records are protected under the Family Educational Rights and Privacy Act (FERPA) and the Accommodations Office will follow these guidelines. Additional information can be found online at website www.gcccks.edu.

1. The student has the right to request accommodations, make decisions, and request or view information kept by the Accommodations Office.
2. Students have the right to review files and request amendments to information that may be incorrect or incomplete.
3. No one has immediate access to student's file in the Accommodations Office except the staff. Any disability-related information shall be considered confidential and will be shared with others only on a need-to-know basis. The faculty and staff may not need all disability-related information, only that information necessary to appropriately meet disability-related needs.
4. Information in files will not be released except in accordance with federal and state laws or a court order.

5. Students may give written authorization for release of information from educational records. Information will not be released without written authorization, even to parents. In fact, if a person contacts the Accommodations Office to inquire about a student, the office staff will not acknowledge that the student is working with the office without that student's permission. Before giving this authorization, students should understand the information being released, the purpose of releasing this information, and to whom the information is being released.

6. Students should provide the Accommodations Office with a copy of your original documentation and keep the original. The Accommodations Office will not release or copy documentation received directly from an evaluator.

Scholarship Information

Occasionally, the Accommodations Office learns about new scholarship opportunities for students with disabilities. Check the Accommodations page at www.gcccks.edu for updated information on available scholarships. The websites listed below also provide information on scholarships and financial aid sources.

Scholarship and Financial Aid sources on the web

www.scholarships.com

www.finaid.org

www.usnews.com/usnews/edu/dollars/dshome.htm

www.collegeboard.com/pay/

www.collegescholarships.com

www.college-scholarships.com/100college.htm

www.fastweb.com

Information about Financial Aid

www.heath.gwu.edu

www.makoa.org/education.htm

GCCC Student Services Resources

The offices and facilities listed below are available to any student at GCCC. For additional information, students may contact the respective location at the number listed.

OFFICE	PHONE #
Admissions	(620) 276-9608
Bookstore	(620) 276-9790
Campus Security	(620) 276-9603
Student Support Services	(620) 275-3264
Counseling and Advising	(620)276-9640
Financial Aid	(620) 276-9519
CLC Tutoring	(620) 275-3278
Library	(620) 275-3224
Registrar/ Records	(620) 276-9571

STUDENT SUPPORT SERVICES

Student Support Services (SSS) is a federally funded grant program at Garden City Community College. Students with disabilities who are seeking an Associates Degree at Garden City Community College and planning to transfer to a four year college or university may be eligible to participate in the program. Please contact the SSS Educational Support Advisor at (620) 275-3268 to obtain an application. Services available to students who qualify for the program include educational support, career counseling, personal counseling, academic counseling, financial aid counseling, and support for the student to transfer to four year colleges and universities. Documentation of the student's disability and verification of the student's family income are required for a SSS Program Application to be processed.

Grievance Procedures for Students Registered with the Accommodations Office

Any complaints concerning services provided by the Accommodations Office should first be given in writing to the Director of Accommodations, Ryan Ruda. The Director of the Accommodations Office will respond within ten days to the complaint. If the complaint is not resolved at this level, or if the complaint includes the Director of Accommodations, the student should follow the grievance procedure listed in the student handbook on page 36. If the complaint is perceived by any of the above administrators as a matter of discrimination based on disability, the complaint will be referred to the Equal Opportunity compliance officer.

Contact Information

The Accommodations Office Contacts

Kellee Munoz (620) 276-9638

Ryan Ruda (620) 276-9640

Notes

GRIEVANCE REPORT FORM
for
Title VII, Title IX, Section 504, and the ADA

If you believe that you have been denied equal access to any GCCC program, activity, or employment because of race, color, religion, national origin, gender, age, marital status or disability, complete the following form and return it to the Office of Human Resources located in the SCSC , attention: Catherine McKinley. Please follow grievance procedures as stated on page 27 of this handbook. Attach additional sheets as necessary.

NAME: _____ **DATE:** _____

ADDRESS: _____

PHONE #: _____

PROBLEM: Please describe the problem in detail, giving specific dates, names, times and locations:

RECOMMENDED SOLUTION: What solution do you recommend to the problem described above?

SIGNATURE

DATE FILED

RECOMMENDED RESOLUTION: (Completed by GCCC staff)

STAFF SIGNATURE

DATE FILED

APRIL 2008 MONITORING REPORT

Prepared by Beth Tedrow

ENDS:

SEMI-ANNUAL

Academic Advancement

Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.

- #1 Students will have the appropriate knowledge of transfer requirements.
- #2 Students will have the academic prerequisites sufficient for successful transfer.

Academic Advancement has always been a primary goal of Garden City Community College. In order to determine how successful our students are in achieving the Academic Advancement Ends, the college continues to collect supporting data from the transfer institutions.

Getting the performance data from the transfer institutions continues to be a challenge for the GCCC staff. The two most prevailing problems are a lack of significant data available from the transfer institutions (none available from out-of-state and private Kansas universities) and lack of former student response to GCCC's surveys. Progress is being made on being provided with additional data from the Kansas regent universities as discussions are taking place with admissions, records and institutional research staff members to provide additional data from Pittsburg State University and Kansas University. Administrative staff members from Kansas State, Fort Hays State, Pittsburg State and Kansas University have also traveled to our campus to visit with GCCC administrators about forming new community/technical college partnerships and to strengthen existing ones in an effort to create a more seamless transition for students to complete their educational goals.

Quality academic advisement is one of the greatest services that GCCC or any other college/university can provide its students. Effective advising programs are dependent upon proper course placement, career exploration for undecided students, career planning and strong learning assistance programs. A comprehensive strong advising program helps in the retention of students which in turn leads to successful persistence towards and to the completing of degrees or to the attainment of student's selected goals which includes the attainment of the Academic Advancement Ends for our transfer students. During the 2007 spring semester, the counseling staff offered the ACT Assessment of Academic Advising Survey to students in order to determine their opinions and suggestions regarding the GCCC Academic Advising program. A summary of data included from this survey is included in this report.

Additionally, the latest information gathered and prepared to assist the college in ascertaining if our students are meeting the Academic Advancement Ends includes the fall 2007 Transfer Analysis information and the Non-Returning Student Survey results including the respondent's comments are included.

Student Transfer Analysis Data
Fall 2007-All Transfers

University	GCCC Transfers	Other CC Transfers	Native Students
Emporia State	3.03	NA	3.01
Ft. Hays State	3.06 (100)	3.01	2.84
Kansas State	2.81(230)	3.00*	2.56
Pittsburg State	3.31(19)	3.21	3.84
U. of Kansas	2.95(111)	2.95	NA
Washburn	NA	NA	NA
Wichita State	NA	NA	NA

*All Transfer Students

NA-Statistics unavailable for Wichita State because of computer conversions

Numbers within the parentheses represent the number of former GCCC students attending the university.

Fall 2007-New Student Transfers (1st Semester)

University	GCCC Transfers	Other CC Transfers	Native Students
Emporia State	2.92	NA	2.84
Ft. Hays State	3.12 (26)	3.01	2.84
Kansas State	2.74 (40)	2.67	2.44
Pittsburg State	2.49(5)	3.10	3.17
U. of Kansas	2.55(17)	2.62	NA
Washburn	NA	NA	NA
Wichita State	NA)	NA	NA

*All Transfer Students

Fall 2007-Transfer Students Receiving KSU Honors

University	New Transfers	Continuing Only	All Students
GCCC Transfers	5.00%	7.89%	7.39%
Other Transfers	7.02%	10.11%	9.74%
KSU Students (Native)	7.13%	7.13%	7.13%

Fall 2007-KSU Cumulative GPA By Range (GCCC Students Only)

Range	New Transfers	Continuing Only	All Students
3.01-4.00	42.50%	41.58%	41.71%
2.01-3.00	35.00%	49.47%	46.96%
1.01-2.00	15.00%	7.37%	8.70%
0.00-1.00	7.50%	1.58%	2.61%

Fall 2007 Additional KSU Information

Kansas State University also provides community colleges with student performances in selected courses. The following information compares the fall 2007 GCCC transfer grades in some of these courses with all transfer students and the native KSU students. Courses selected had at least 10 students from GCCC enrolled. This data also indicates that our former students are adequately prepared for transfer success at KSU.

<u>Course</u>	<u>GCCC</u>	<u>Other Transfers</u>	<u>Native Students</u>
Acct for Business Operations	2.46	2.52	2.25
Chemistry II	2.15	2.42	2.38
Intro to Info Tech	2.69	3.12	2.38
Macroeconomics	2.15	2.23	2.28
Microeconomics	2.30	2.49	2.16
Intro to Human Development	2.83	3.04	2.78
World Regional Geography	2.10	2.48	2.28
Management Concepts	2.11	2.89	2.67
Gen Calculus & Linear Algebra	2.67	2.78	2.71
Anal Geometry & Calc III	3.00	2.64	2.78
Engineering Physics I	2.33	2.39	2.33
Bus & Econ Statistics II	3.00	3.03	2.84

Former Students' Survey

The annual Admissions Department survey to students (those enrolled in at least six credit hours during the Fall 2006 semester but who were not enrolled for the Fall 2007 semester) comments are also included in this report. The survey gathers demographic statistical information on these students as well as five questions to determine if the former students who transferred to another college/university felt that the college's Academic Advancement Ends were met for them to successfully transfer.

For the first time, non-returning students were given the option to complete the survey on line or to return the hard copy in a self addressed postage paid envelope. All returned surveys were mailed; none were completed on line. Perhaps the web access link was too long. We are exploring the possibility of putting the link on the GCCC website so that the respondents could gain access with a simple click. A copy of both surveys is attached, along with the statistical results and individual student comments. Most comments were very positive and students indicated that the college was successful in helping them meet these Ends.

Again, as in the past, not all students planned to and/or did not transfer. The responses were counted as not applicable (NA). As some of the responses indicated, many of the students were enrolled in classes not located on the campus (Outreach students, EduKan students); therefore, they did not use academic advising from the GCCC advisors and that question was not applicable to their experiences. Plans are still being considered to designate a "Virtual Advisor" to provide advising assistance to these students via the Web Advisor program.

Student Survey
2006-2007
(Non-returning Students, Fall 2007)
****Responses are reported as they were written.****

1. Do you feel that your GCCC courses were adequate in each of the academic areas to prepare you for your present university (i.e. English Mathematics, Sciences, and Social Sciences) as well as your major courses? Responses: 28 yes (66%), 1 no (3%), 14 NA (33%)

- GCCC helped add to my foundation and continuance of educational path. GCCC is a great start for anyone planning to go to college.
- Very adequate and relevant to current major
- I was enrolled as an EduKan student
- Absolutely – I had a concentration in Mass Communications at GCCC and this semester received a 98% for my final grade in Media and Society.
- Mathematics yes – If I hadn't had previous college experience I wouldn't be satisfied.

2. Were you aware of the requirements that you needed for your major (at your transfer university) when you were taking classes at GCCC? Responses: 21 yes (49%), 9 no (21%), 14 NA (33%) One person marked both yes and no.

- I took general education classes such as Freshman English and Speech because I was sure they would transfer to the 4 year college of my choice.
- Need more engineering classes
- I am in the counselor's trainee program at Valley Hope which is accredited through Colby Community College. I would like my like my Garden City credits transferred there.
- Yes, but when I started at GCCC I was not planning to transfer until I was in my second or third semester and by that time it was to late to take back some of the lower level classes that I had taken that did not transfer.
- For the most part yes but its stupid how universities/all colleges feel the need to change a lot of requirements to suck more money out of the students.
- Was seeking at different department delayed me being able to be were I wanted and still seeking what is needed
- With the help of Lachele Greathouse all my credits transferred and I plan to graduate in 09. Mrs. Greathouse helped me choose my courses wisely. She is truly an amazing advisor.
- Very aware
- I didn't know where I was transferring to until right before graduation so several classes were non-transferrable.
- I was aware but even though I showed my 1st advisor the requirements I was enrolled in BS classes.

3. Were you satisfied with the academic advising you received at GCCC? Responses: 25 yes (59%), 5 no (12%), 13 NA (31%)

- Did not have a counselor who helped schedule my classes
-

- My advisor, Mrs. Nanniga, was very helpful and always very happy when we met to discuss my schedule.
- What advising
- My advisor was amazing and fully explained everything with me and met with me periodically throughout the years.
- Very good
- Yes, but wasn't real pleased when at the last moment results
- Yes, my advisors were the best. As I mentioned earlier Lachele Greathouse is amazing. Also Colin Lamb is the best in my eyes; he is a great mentor, friend, teacher as well as an advisor. GCCC is lucky to have both of them.
- Very helpful
- Judy Whitehill was an amazing advisor.
- My advisor Kent Kolbeck was very helpful to me on all of my schooling needs.
- I really enjoyed my advisor while I attended GCCC for two years. She has helped me so much with my music and with my other classes that I took.
- It was incredible! Very helpful and my advisor always spent time to benefit me.
- My years at GCCC were the best!
- I basically had to do it myself.
- My advisor was always too busy to help.

4. What would you encourage students currently attending GCCC to study, participate in, or focus on as they prepare to transfer?

- Plan for your future – explore different universities before transferring to one that may be beyond your budget.
- Try out classes you are interested in to help you decide on your major at the 4 year college you transfer to.
- Basics as rest won't transfer except as general
- Check with your advisor
- Just to communicate with both schools
- Be thinking about your major so you will not have more time than is necessary to fulfill university requirements.
- Not unless they just want some classes under their belts before they leave for college.
- Focus on all the gen eds and make sure all the courses will transfer to your new school. Also make sure your courses will benefit you with your major.
- Be sure to take classes that will transfer but not too many, universities require that you take so many credit hours of their own.
- Chemistry and athletics (softball)
- Get the right assistance, this will help seek their careers
- I encourage all students to not give up, continue going to school. Study anything that interests you, all professions are open. "If you believe you can achieve." I encourage students to get involved in organizations; I enjoyed SIFE, DECA, SSS, BPA, and SGA. Participating is doing! I encourage future transfers to dream big!
- Any major of their choice as long as they work hard to reach their goals.
- Take Debate and Forensics!

- Make sure to take as many classes at GCCC that will count towards their degree at the university.
- Practice good study habits here where the teachers care about you then when you go to a bigger school you already have a foundation of knowing how to study adequately with will in turn help your grades.
- Document in writing anything that will effect your GPA.
- To get the required classes done
- I encourage students to study music and participate in the concert band, Jazz Ensemble, choirs, and any other music activities that the music program may have.
- Student media, student government, theater – anything and everything!
- Whatever interests them
- Most definitely their essentials needed as far as credits and go from there. If qualified for SSS, then do it! It is the most rewarding experience. Thank you, all you were awesome!
- GCCC is the best. I encourage all I come in contact with to start at GCCC for a college education.
- Core requirements as well as the transfer schools core requirements, there are sometimes some variations.
- To keep their grades up
- To go somewhere they would be treated as a college student, not spoon fed info like a child.
- Go to another college.

What was the best thing about attending GCCC?

- Great Criminal Justice Program
- Teachers
- Everything was awesome.
- On line classes were very helpful
- Meeting people and becoming friends
- Then teachers and custodians are all really friendly.
- The teachers were all very helpful and the Automotive Technology Program was very informational and I have used my knowledge to earn money over the summer break.
- The online classes were the only way for me to have time to take any classes.
- The one on one with teachers and being able to make friends and be involved in a bunch of school activities
- It was a very well ran college that does its job. A person doesn't have to constantly make phone calls to see that the employees are doing the jobs they are paid to do.
- Instructors who were personable and very knowledgeable on subject being taught. I do plan on taking classes in the future.
- The small classes, the teachers and the students
- The small classes and great teachers
- The athletics and people plus great personal attention with professors
- CJ department and teachers
- The experience of my involvement. School was good; the classes, homework and teachers were amazing. The organizations and all events were fun; meeting new people was great! My advisors were definitely the best!

- Very positive atmosphere, friendly and personable
- The classes and teachers, I plan on re-enrolling for fall of 2008.
- Gave me background I needed for major university
- Everyone on the campus were very pleasant to talk to and were always helpful whenever I needed assistance.
- Close to home and faculty truly cared about me and my grades.
- The music program and the professor also caring so much about you and want to help in all that you do.
- Opportunities, quality of instructors, students, journalism program, GC3 Student Media, Laura York, Admissions Reps, Beth Tedrow, Ryan Ruda, Colin Lamb, incredible classes...
- I could get a degree in 2 years.
- Nursing Program
- My friends whom I still have
- Criminal Justice Program, location
- The help of the staff, especially Melinda in Financial Aid and Ryan Ruda. Thanks so much to both of you!
- Variety of courses
- The opportunity to transfer classes I need for the university
- The whole staff made is such a smooth process for me. They were wonderful from beginning to end. A special kudos to the SSS staff
- Credits could transfer
- Clint Alexander help and Bruce Millershaski as instructors and personal attention
- Flexible schedule and affordable
- The courses available and the art program
- Just having easy courses to apply to degree
- Nothing

GCCC was not the right school for me. Please explain:

- I got married. I am attending SCCC and will graduate in May 2008.
- I ran out of funds.
- I thought I had dropped my classes but the school decided it wasn't the proper procedure and placed F's on my record. I am saving money to return to school elsewhere as I still **STRONGLY** disagree with your decision.
- I moved to Dodge City and my husband is now a DC3 employee.
- The courses and teachers just didn't seem to sit well. Also the dorm set up and owners were hard to work with. I just truly didn't like the school.
- I will be returning to GCCC to complete my goals. For financial reasons I have to work at this time.
- I owe money from past student loan; have to pay balance in order to return to school.

December 7, 2007

FirstName LastName

Address

City, ST Zip

Dear FirstName:

During this semester, we've had the feeling that something was missing. After doing some checking, we realized it was you!

We'd like to think that since you didn't enroll with us again this semester, we met all of your educational goals while you were here before. We would like to find out from you if that is truly the case.

We have enclosed a short questionnaire to find out what you are currently doing, what your experience was like at GCCC and what we could have done to better serve you. You may also go to http://www.surveymonkey.com/s.aspx?sm=BaztEiVR_2bYnV1_2biPK60iKA_3d_3d and complete the questionnaire on-line if that is more convenient for you. A self-addressed, stamped envelope is enclosed for your convenience if you choose to complete the enclosed form. Please take a few minutes to let us know your thoughts. Your input is very important to us as we strive to continuously improve our services to our students.

Thank you so much for taking the time to complete the questionnaire. Please contact us if we can be of help to you at any time.

Sincerely,



Beth Tedrow

Dean of Student Services

Enclosures: 2

1. We would appreciate if you clearly identify yourself before doing the survey, Thank you.

Name:

Major:

Address:

Phone:

City/Town:

State/Province:

ZIP/Postal Code:

Country:

2. What was (were) the reason(s) for not re-enrolling for the Fall 2007 semester at GCCC: (Check all that apply.)

What was (were) the reason(s) for not re-enrolling for the Fall 2007 semester at GCCC: (Check all that apply.) I am employed as _____ for _____. (Please state your title/position, starting salary and employment at the bottom in the comment box.)

- I am in the Armed Forces.
- I am on an official church mission.
- I am working in the Foreign Aid Service or the Federal Government.
- I am not employed.
- I reached the personal and educational goals I had planned to reach at GCCC.
- GCCC was not the right school for me. (Please Explain)
- I completed courses and I wanted to transfer to another school. (Give school, location and major please.)
- CommentsComments

↑
↓
← →

3. What was the best thing about attending GCCC?

↑
↓
← →

4. THE FOLLOWING QUESTIONS PERTAIN TO TRANSFER STUDENTS ONLY

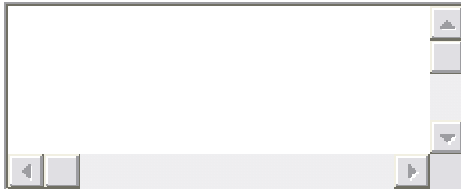
Do you feel that your GCCC courses were adequate in each of the academic areas to prepare you for your present university? (i.e. English, mathematics, sciences, social sciences) as well as your major courses?

THE FOLLOWING QUESTIONS PERTAIN TO TRANSFER STUDENTS ONLY Do you feel that your GCCC courses were adequate in each of the academic areas to prepare you for your present university? (i.e. English, mathematics, sciences, social sciences) as well as your major courses?

Yes

No

Comments



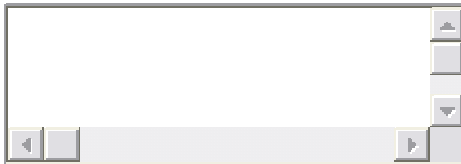
5. Were you aware of the requirements that you needed for your major (at your transfer university) when you were taking classes at GCCC?

Were you aware of the requirements that you needed for your major (at your transfer university) when you were taking classes at GCCC?

Yes

No

Comments



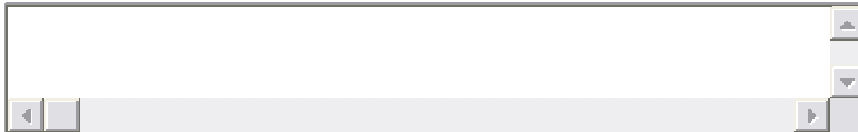
6. Were you satisfied with the academic advising you received at GCCC?

Were you satisfied with the academic advising you received at GCCC?

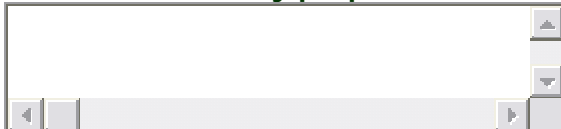
Yes

No

Comments



7. What would you encourage students currently attending GCCC to participate in or focus on as they prepare to transfer?



What would you encourage students currently attending GCCC to participate in or focus on as they prepare to transfer?

April 2008 Monitoring Report

GARDEN CITY COMMUNITY COLLEGE STUDENT FOLLOW UP SURVEY

«LABEL»

Phone: WP_PHONE
Major: WP_MAJOR1

Current
Address _____

Work Phone (____) _____ Home Phone (____) _____
Someone who will always know how to reach you:

Name _____ Relationship _____

Address _____

Reason for not re-enrolling for Fall 2004 at GCCC: (Check all that apply.)

____ I am employed as a _____ for

_____ Position/title _____ Company

____ I am in the Armed Forces.

____ I am on an official church mission.

____ I am working in the Foreign Aid Service or the Federal Government.

____ I am not employed.

____ I reached the personal and educational goals I had planned to reach at GCCC.

____ GCCC was not the right school for me. Please explain:

____ I completed GCCC courses and I wanted to transfer to another school.

School _____ Location _____

Major _____

Do you feel that your GCCC courses were adequate in each of the academic areas to prepare you for your present university, (i.e. English Mathematics, Sciences, and Social Sciences) as well as your major courses? Yes ____ No ____ Comments:

Were you aware of the requirements that you needed for your major (at your transfer university) when you were taking classes at GCCC? Yes ____ No ____ Comments:

Were you satisfied with the academic advising you received at GCCC? Yes ____ No ____ Comments:

What would you encourage students currently attending GCCC to study, participate in, or focus on as they prepare to transfer?

What was the best thing about attending GCCC?

ACT ASSESSMENT OF ACADEMIC ADVISING SURVEY

PURPOSE FOR SURVEY

Following are the results of an ACT Survey of Academic Advising administered last spring. This survey is designed to provide institutions with student feedback regarding perceived effectiveness of advising services on campus. The results give a snapshot of student satisfaction as well as indicators of met and unmet advising needs. Survey results also provide comparative data for other 2-year public colleges. Periodic evaluation of GCCC's advising system supplies relevant data to guide in the program's modification and improvement. Results also demonstrate the impact academic advising has on the fulfillment of the college's mission and institutional outcomes. Ideally, this evaluation is repeated every 2 to 3 years.

BACKGROUND: CURRENT VIEWS OF ACADEMIC ADVISING

Academic Advising as Learning

"The learning paradigm places the college mission statement and the institutional curricular goals at the center of the advising relationship, where they can help the student shape life and career goals. . .the academic advisor's role as a guide in this learning process is critical to helping students make this link."

Hermwall and Trachte, 2003

GCCC SURVEY RESULTS

The ACT Survey of Academic Advising was administered April of 2007. A total of 306 surveys were completed (16% of enrolled students). Survey results were highly representative of the entire student body in terms of race/ethnicity, gender and residence classification (in-state/out-of-state). Age and enrollment status (full-time/part-time) were also representative of currently enrolled students. The top five categories of majors reflected 77% of completed surveys and also mirrored 77% of spring 2007 enrollments by major (community/personal services, health science/allied health, education, business, agriculture and undecided). The survey was, however, completed by significantly more sophomores (66%) than freshman (17.3%).

Survey results indicate GCCC advising *surpasses* national norms on *all* measures of student satisfaction. Results also confirm academic advising has a positive impact on institutional success.

The survey shows GCCC's academic advising impacts fulfillment of the college's mission to "produce positive contributors to the economic and social well-being of society." Respondents rated GCCC's advisors best at assisting them with identifying a career area that fit their current skills, abilities and interests (4.52 on a 5-point scale).

Academic advising also positively influences academic advancement outcomes (students. . .will be prepared for successful transfer to other colleges and universities). Students gave advisors high marks for their help transferring to other institutions (4.45) and for their assistance meeting graduation, student teaching, certification and other requirements (4.45).

Overall, more than 62% of respondents rated GCCC's advising system above average at meeting their needs. At peer institutions this rate was only 41.8%. Only 2.6% felt their needs were less than adequately or very poorly met by the college's advising system.

Over half of students completing the survey met four, five or more times with their advisor in the past year. And over 78% of *all* respondents said the number of meetings they had with their advisor met their needs. This figure exceeds other 2-year public institutions by 22%.

Nearly half of students surveyed spent 16 to 30 or more than 30 minutes each time they met with their GCCC academic advisor. Only 24% of students at other 2-year public institutions met this long with their advisor.

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The following are the top five impressions of academic advisors at GCCC: 1) knows who I am (4.58); 2) has a sense of humor (4.49); 3) is a good listener (4.47); 4) keeps personal information confidential (4.46); and 5) is a helpful, effective advisor whom I would recommend to other students (4.45).

In general, select subgroups of 2-year college students feel they need and want to discuss more issues with their advisor. For example, *all* minority students wished they could have discussed more concerns (*all* 18 topics) with their advisor. Freshmen (9 topics) and students under 22 (4 topics) also felt they needed additional advising assistance.

GCCC advisors can continue to strive for excellence by connecting students to academic support services (obtaining remedial/tutorial assistance), enrolling students in developmental courses (improving my study skills and habits) and encouraging students to seek counseling services (coping with academic difficulties and dealing with personal problems).

ACT SURVEY OF ACADEMIC ADVISING

1

	National Norms (14 public 2-year institutions 7/02- 6/07)	Survey Results	GCCC Spring 2007 (20 th day demographics)
Total	8,750	306	1,887
Age			
25 & under	80.5%	82.6%	64.9%
Over 25	16.6%	16.7%	35.1%
Blank	2.0%	0.7%	
Race/Ethnicity			
Black	24.1%	3.6%	4.1%
Native American	.9%	.7%	.6%
White	57.5%	62.1%	67.7%
Mexican American	2.7%	23.5%	22.3%
Asian American	1.9%	2.0%	1.8%
Other Latino/Hispanic	1.6%	3.9%	
Other	2.3%	0.7%	Non-citizen .2%
Prefer not to respond	8.9%	3.6%	Not reported 3.3%
Classification			
Freshman	47.9%	17.3%	43.3%
Sophomore	37.2%	66.0%	33.7%
Junior	3.7%	1.6%	HS or under 16.3%
Senior	2.3%	4.2%	Non-degree seeking 6.7%
Graduate/Professional	.7%	5.9%	
Other & does not apply	8.2%	4.9%	
Primary Purpose Entered			
No defined purpose/goal	4.0%	3.3%	
Self-improve/pers satisfact	2.6%	1.0%	
Take job related/requ'd	1.7%	1.3%	
Courses for transfer	30.8%	16.7%	
Obtain/maintain certif	3.7%	8.8%	

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Complete voc/tech prog	2.1%	2.0%	
Obtain associate degree	45.6%	63.7%	
Obtain bachelor's degree	1.6%	1.6%	
Obtain masters	0.7%	0.3%	
Obtain doc/prof degree	0.5%	0.3%	
Blank	4.7%	1.0%	
Gender			
Male	38.7%	43.8%	43.8%
Female	56.5%	55.9%	56.2%
Blank	4.8%	.3%	
Marital Status			
Unmarried (incl div, wid)	72.4%	81.0%	
Married	17.4%	15.7%	
Separated	1.6%	1.0%	
Prefer not to respond	8.6%	2.3%	
Enrollment Status			
Full-time	76.2%	89.5%	72.0%
Part-time	21.2%	9.5%	28.0%

ACT SURVEY OF ACADEMIC ADVISING

2

	National Norms (14 public 2-year institutions 7/02- 6/07)	Survey Results	GCCC Spring 2007 (20 th day demographics)
Last School Attended			
High school	61.2%	83.0%	
Vocational/technical	9.1%	1.6%	
2-year	11.0%	7.5%	
4-year	11.7%	4.2%	
Other	7.0%	3.7%	
# Hrs/Week Employed			
0 or only occasional jobs	24.3%	31.4%	
1-10 hours	6.3%	10.5%	
11-20 hours	17.1%	23.2%	
21-30 hours	18.3%	18.3%	
31-40 hours	19.9%	7.8%	
Over 40 hours	10.7%	8.5%	
Residence Classification			
In-state student	91.8%	93.8%	90.5%
Out-of-state student	3.6%	4.6%	9.2%
International student	1.3	.3%	.3%
Overall College GPA			
A- to A (3.50-4.00)	18.9%	31.4%	
B to A- (3.00-3.49)	26.5%	33.0%	
B- to B (2.50-2.99)	19.6%	18.0%	
C to B- (2.00- 2.49)	14.6%	11.8%	

April 2008 Monitoring Report

C- to C (1.50-1.99)	4.4%	2.0%	
D to C- (1.00-1.49)	0.9%	0.7%	
Below D (0.00-0.99)	0.1%	0%	
Have not established	8.8%	1.0%	
Doesn't apply	0.7%	1.0%	
College Residence			
Residence hall	4.1%	19.3%	11.3%
Off campus rm/apartment	15.3%	27.5%	
Home of parents/relatives	43.5%	29.7%	
Own home	28.0%	19.3%	
Other	5.0%	3.2%	
College Major Choice			
Community/personal svcs	5.0%	23.9%	7.9%
Health sci/allied health	19.0%	22.5%	34.4%
Education	11.6%	11.4%	12.8%
Business	13.5%	8.2%	12.4%
Agriculture	1.4%	5.6%	4.9%
Undecided	13.1%	5.6%	4.9%
Advising system meets your needs			
Exceptionally Well	20.4%	36.3%	
More than adequate	21.4%	25.8%	
Adequate	39.7%	32.7%	
Less than adequate	8.1%	2.3%	
Very poorly	3.2%	0.3%	
Blank	7.3%	2.6%	

ACT SURVEY OF ACADEMIC ADVISING

3

	National Norms (14 public 2-year institutions 7/02-6/07)	Survey Results	GCCC Spring 2007 (20 th day demographics)
Current Advisor			
Faculty member	49.3%	68.6%	
Advising center	24.8%	22.2%	
Other college staff	4.4%	2.9%	
Do not have an advisor	10.4%	1.0%	
Other/blank	11.1%	5.2%	
Input selecting advisor			
A great deal of input	22.7%	42.2%	
Some input	20.0%	22.9%	
Little or no input	43.4%	30.4%	
blank	13.9%	3.6%	
How long w/this advisor			
0 – 6 mos	45.0%	13.7%	
7 mos – 1 year	19.1%	21.9%	

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1 – 1.5 years	9.8%	9.5%	
1.5 – 2 years	7.9%	39.9%	
Over 2 years	3.8%	11.4%	
blank	14.5%	3.6%	
Changed advisor			
Yes, once	19.4%	25.8%	
Yes, twice	4.0%	5.2%	
Yes, more than 2 times	4.7%	3.6%	
No	58.1%	62.1%	
Blank	14.1%	3.3%	
Why most recent change			
Changed major	8.3%	11.8%	
Moved into prof prog	2.1%	2.6%	
Advisor left	3.2%	6.9%	
Institution chgd advisor	6.3%	3.3%	
Not satisfied w/advisor	2.3%	6.5%	
Other	10.8%	5.9%	
Blank	66.6%	63.1%	
# of meetings in past year			
Never	13.9%	4.6%	
Once	21.3%	8.2%	
Twice	20.2%	17.6%	
Three times	12.8%	15.4%	
Four or five times	9.4%	20.6%	
More than five times	8.1%	29.7%	
Blank	14.2%	3.9%	
# of mtgs met your needs			
Yes	57.3%	78.4%	
No	13.0%	8.2%	
Undecided	14.1%	8.2%	
Blank	15.5%	5.2%	

ACT SURVEY OF ACADEMIC ADVISING

4

	National Norms (14 public 2-year institutions 7/02-6/07)	Survey Results	GCCC Spring 2007 (20 th day demographics)
Amt time spent each mtg			
Have not met with advisor	12.4%	3.3%	
Less than 5 minutes	8.1%	7.2%	
5 to 10 minutes	40.9%	39.2%	

April 2008 Monitoring Report

16 to 30 minutes	19.7%	29.4%	
More than 30 minutes	4.7%	17.3%	
Blank	14.2%	3.6%	

Academic Advising Needs 18 Topics: Satisfaction w/Advisor's Assistance (VS/5--S/4--N/3--D/2--VD/1)	Percent Discussed w/Advisor	GCCC	Percent Discussed Pub 2 Yr	Public 2 Yr	Public 2 Yr Rank
Top 5 GCCC					
1. Identifying career area that fit my current skills, abilities, interests	51.6%	4.52	24.5%	4.25	2
2. Obtaining financial aid	42.2%	4.46	32.1%	4.16	10
3. Obtaining course credit through nontraditional means	28.8%	4.46	14.7%	4.08	18
4. Withdrawing or transferring from this institution	39.2%	4.45	21.6%	4.13	16
5. Meeting requirements for graduation, student teaching, certification, etc.	73.9%	4.45	36.3%	4.21	4
Bottom 5 GCCC					
1. Obtaining remedial/tutorial assistance	30.7%	4.19	20.1%	4.13	15
2. Coping with academic difficulties	36.9%	4.29	20.5%	4.15	13
3. My academic progress	71.6%	4.32	38.8%	4.16	9
4. Improving my study skills and habits	35.9%	4.35	18.7%	4.19	7
5. Dealing with personal problems	34.6%	4.36	11.5%	4.21	6

Impressions of Your Advisor 36 Statements (N/A--SA/5--A/4--N/3--D/2--SD/1)	GCCC	Public 2 Yr	Public 2 Yr Rank
Top 5 GCCC			
1. Knows who I am	4.58	3.61	27
2. Has a sense of humor	4.49	3.97	6
3. Is a good listener	4.47	4.00	3
4. Keeps personal information confidential	4.46	4.00	4
5. Is a helpful, effective advisor whom I would recommend to other students	4.45	3.92	10
Bottom 5 GCCC			
1. Encourages me to talk about myself and my college experience	4.01	3.38	34
2. Takes the initiative in arranging meetings with me	4.06	3.33	36
3. Anticipates my needs	4.11	3.58	30
4. Encourages my involvement in extra-curricular activities	4.12	3.34	35
5. Encourages my interest in an academic discipline	4.14	3.34	32

APRIL 2008 MONITORING REPORT

ANNUAL REPORT

EXECUTIVE LIMITATIONS

General Executive Constraints

#12

ANNUAL

Page 7

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

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

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

Data directly addressing CEO's interpretation: Through our annual review process, we review which programs need to be examined for viability. These processes contain cost effectiveness and overall value of the program to the community. Advisory committees are used in each program to ensure that we are teaching the appropriate curriculum and employment needs. New programs are researched before they are initiated.

We are currently expanding our welding program to help meet the needs of our employers. The program had been moved to the high school for the past few years; however, with the Impact Grant for Palmer Manufacturing and needs of others in the area, we felt that a modular, open entry, open exit program was needed.

We are also waiting on a decision about the Holcomb Station plant so we can reconstruct our Construction Trades and Apprenticeship programs. We did receive the community based federal grant and will begin these programs when we have confirmation that we can proceed.

OWNERSHIP LINKAGE
CORRESPONDENCE 1 – THANK YOU NOTE FROM KU

From: Schmitendorf, Jennifer [mailto:jschmit@ku.edu]
Sent: Monday, March 10, 2008 4:46 PM
To: Carol Ballantyne
Cc: Long, James A; Peters, Jim; Pawlicki, Frederick W
Subject: Thank you - Recent Visit

*Sent on behalf of Jim Long, Director for Outreach Programs
KU Continuing Education*

On behalf of Jim Peter's and myself, please accept our appreciation for the kind hospitality you and your staff provided during our recent visit to the campus. We thoroughly enjoyed meeting with everyone and having the opportunity to learn of your current and long-range plans for the college.

Visits like ours take staff time and commitment. We know you had to reschedule your day to host the visit. Your commitment of time and resources were greatly appreciated. Please convey our thanks to your staff. Extend a special thanks to Darla Daniels.

We look forward to working with you and will be in touch on how we can best coordinate information and integrate our efforts to partner on future programs.

Thanks again for your hospitality.

***OWNERSHIP LINKAGE
CORRESPONDENCE 2 – EMAILS RE: JOHN DEERE PROGRAM***

From: Simon Phil C [mailto:SimonPhilipC@JohnDeere.com]
Sent: Monday, March 10, 2008 10:39 AM
To: Buell Ken; Kent Kolbeck
Subject: GCCC Deere Tech first Internship

Thanks for sharing this, Ken. I also like the way GCCC handles this.

Kent - In addition, I want to compliment you for your very thorough letter below that you sent to the dealerships. With that kind of detail and guidance, along with your visits, I'm confident the dealers should be able to do a good job in developing these inexperienced technicians, so they can learn, grow, and become valuable well trained technicians in their organizations over time.

Thanks for all you are doing to grow and develop technicians for our dealer organization, Kent!

Phil Simon

Manager, Technical & Product Training
913-310-8206

From: Buell Ken
Sent: Monday, March 10, 2008 8:25 AM
To: Simon Phil C
Cc: Williams Paul E (Lenexa); Meier Dean C; MacDonald Tien R; Kolbeck Kent; Schmidt Roger; Crymble Judy; Zehner Todd
Subject: FW: GCCC Deere Tech first Internship

Kent Kolbeck and Roger Schmidt of Garden City really put a lot of emphasis on the time students spend at dealerships. They also do an excellent job of staying in touch with the sponsoring dealers.

Just an FYI. Every school handles this part of the education process differently, I just happen to like the way they handled it at GCCC.

Ken

From: Kent Kolbeck [mailto:kent.kolbeck@gcccks.edu]
Sent: Sunday, March 09, 2008 5:29 PM
To: KS Hays Carrico Implement Co., Inc.; btribe@westernequipmentllc.com; brent@southplainsimplement.com; bud@btiequip.com; chrissnodgrass@yahoo.com; Cory@btiequip.com; dlambert@southplainsimplement.com; dgarrison@westernequipmentllc.com; dbynum@beimplement.com; service@westernequipmentllc.com; OK Clinton Western Equipment, L.L.C.; rarmbrister@carricoimplement.com
Cc: Buell Ken
Subject: GCCC Deere Tech first Internship

Hello to everyone.

By the time you read this you should already know that your freshmen students will be back at your dealership on Monday for their first internship. I intended to get an email out to you earlier to supplement the dates that are posted on our website at <http://www.gcccks.edu/learningopp/johndeere/DealerConnection.html> . Spring break for the rest of the students came a week later this year and I promptly forgot to get this out in time. For this I apologize.

Your students have been working on basic power-trains, hydraulics and electrical systems. This means disassembly, examination/measurement and reassembly of various components. These components are combine transmissions, main engine gearcases from combines, 50 series transmissions, several hydraulic pumps and valves. None of the students have done all of the components that are planned yet. They will need guidance on splitting tractors. They know the concept but not all of the pitfalls.

Most of them are still not proficient at getting information out of Service Advisor and acting on it with accuracy. They have been told to work on this during their internship. It is strongly suggested that they take Service Advisor home with them to study the equipment that they know they will be working on the next day. Their diagnostic skills in electrical systems need practice. Most are still not recognizing voltage drops that belong and those that don't with 100% accuracy. They will get better at this. Reading a schematic is still a problem for about 3/4 of them.

If at all possible have them work on powertrains, hydraulics and basic electrical systems when you can. I would not recommend any CanBus issues unless they have guidance or if the problem or task is a straight forward-follow the directions type of challenge. I gave them a failure that caused Canbus codes on a 9670 combine and it was a struggle. It is a good thing we have more time with them.

Our students are expected to rely on Service Advisor before asking fellow technicians. We find that they will take the path of least resistance and use other technicians rather than teach themselves. Please encourage them to use Service Advisor if it is appropriate to do so.

The students will be sending me weekly reports. This is their responsibility, not anyone else's at the dealership.

I will be visiting at each of the dealer locations the week of 17-21Mar2008. My intended schedule is:

Monday	Mesquite, NM, Tornillo
Tuesday	Seminole, Lamesa
Wednesday	Childress, Memphis
Thursday	Clinton, OK
Friday	Ness City, Hays

Please send this to anyone that is not on the "To:" list above if you believe they should be getting this. Please copy me on that email so that I can get them on the distribution list also.

Thank you very much for your time and help in training these new technicians.

Kent Kolbeck
John Deere Tech and GIS
GCCC
801 Campus Drive
Garden City, KS 67846
620-276-9512

Alfred University

March 12, 2008

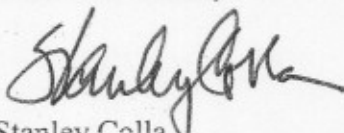
Garden City Community College
Board of Trustees
Ms. Marilyn Douglass, ARNP-C
Chairman
801 Campus Dr
Garden City, KS 67846

Dear Ms. Douglass:

I would like to thank you for the Garden City Community College Board of Trustees' recent gift of \$25 made to Alfred University for the Baccalaureate Scholarship Program in memory of William Karn, Jr. We will notify the Karn Family that a donation has been made in Bill's memory.

Memorial gifts such as yours sustain and strengthen the university and pay tribute to loved ones. On behalf of the young men and women at Alfred who are the true beneficiaries of your generosity, I extend the sincere gratitude of the university.

With best wishes,



Stanley Colla
Vice President for University Relations

SC:vlm

Enclosure: gift receipt

*In memory of
Cherie
Perryman's
father*



Southwest Plains
REGIONAL SERVICE CENTER

HELPING DISTRICTS IMPROVE STUDENT LEARNING

3-28-08

Kevin,

We want to thank you and your staff for making Student Universal such a success! Your students and staff were friendly, helpful and professional. Plans were well executed down to the smallest detail. We look forward to working with you in the future! Sincerely,
Joe, Joyce & Belinda

St. Catherine
Hospital

Dear Kevin,

Thank you so much for
taking the time to meet with
Mike Higgins on Saturday.
He and Dr. Higgins are extremely
interested and we are anticipating
a signed contract. I will let
you know when that happens.
Again THANKS! Sincerely,
Arita Morrow

Incidental Information
GCCC Board of Trustees
April 2008

Melissa, Matt, Bo, Devin and Ramiro, CJ students, showed up at the **GCPD traffic check lane**. Their help was greatly appreciated and beneficial. We were short two officers most of the time due to an injury accident and another was sick. These guys did a great job. As far as I could see, they were professional but of course we were very busy so I could not work closely with them. The check lane was a success and they played a large part in that. Thanks for the help.

During the month of March, the Financial Aid Office has been promoting **early awareness for students to file their FAFSA for 2008-09**. Postcards were mailed to current students' home address during spring break. Yard signs were posted around campus during the week that the students returned after spring/Easter break. Flyers will be placed in conspicuous places in campus buildings and tent cards are visible on tables in the Broncbuster Bistro and at the Library. The Financial Aid Office staff assisted numerous students with their FAFSA filing questions and forms for the upcoming Summer 2007 session and the next 2008-09 award year.

GCCC hosted **the Student Universal** on March 27. 425 students attended from schools throughout western Kansas. The response was fantastic and the SW Plains Regional Service Center (Joe Coles) at Sublette (who works with the students to plan this event) has given GCCC many accolades and has requested that the event be on the GCCC campus again next year. Jayre Lee, Ryan Ruda, Kevin Brungardt, Nikki Geier, Vic Trilli, Bob Larson, Greg Greathouse, Cathy McKinley, and the GCCC Leadership class worked with the SWPRSC as well as many other GCCC staff and faculty.

Approximately 180 people attended the grand opening of the **Southwest Kansas Fire Training Center** March 30 on the GCCC campus, including adults, children and a number of fire, law enforcement and emergency medical services personnel. The afternoon included a ribbon cutting with the Garden City Area Chamber of Commerce and City of Garden City, employing a fire axe and yellow caution tape; self-guided tours of the center's training stations, burn building, fire tower and classroom building; rappelling demonstrations by the Garden City Police Department SWAT Team; and visits by McGruff the Crime Dog and Sparky the Fire Dog.

CONGRATULATIONS to the following **ETS students**:

- Todd Savolt a 7th grader at Kenneth Henderson for scoring 100% on Kansas Math Assessment Test (1st time it has ever happened at Kenneth Henderson)
- Long Tran for winning the VFW auxiliary patriot art contest – he received a certificate, a scholarship and his painting is being sent to state for the competition
- Maria Espinosa for 3rd place in the edible centerpiece contest sponsored by ProStart – she received a scholarship offer from Johnson and Wales, a Scholarship offer from Kendall College, a bronze medal and a certificate – she is planning to attend Kendall College in Chicago
- Maria Espinosa for 1st place in the entrepreneurial division of the FCCLA district contest. She received a gold medal and certificate. She and her partner will be presenting their t-shirt business at the state level.

- Vanessa Rodriguez and Johanna Baez-Diaz won silver awards for Parliamentary Procedure in the FCCLA district contest.
- Maria Gomez won a silver award in the FCCLA district contest
- Ivon Damien and Vanessa Rodriguez received an Interact scholarship
- Long Tran received a state scholarship from the Elks.
- Ivon Damian has been awarded the Besitos Scholarship (Project Advocate) to K-State to pursue a degree in bilingual education.
- Abraham Rodriguez has won the American Legion oratory contest at the local and state level and will be traveling to Indianapolis to compete as the Kansas state representative in the National Contest.
- Alex Trejo-Books and Tuition for GCCC for filming football.
- Gloria Johnson-Former UB-GCCC books and tuition for athletic training.
- Abraham Rodriguez (junior) -Offered scholarship to Colorado School of the Mines. He is doing a business internship with Western Motors for work based learning. He is junior class president; he started a committee at school to improve school lunches; he is also on the Principal's Advisory Board which is working on improving test scores and attendance through an incentive program. He has two speaking engagements as a result of winning the American Legion Oratory Contest: 1) at Ness City to speak at a state meeting and 2) in Dodge City to speak at a Hispanic Student Leadership Conference. (FYI – Abraham also has a 4.0 G.P.A and is ranked 1st in the junior class)
- Marissa Dugan-scholarships offered-FHSU, GCCC-Presidential scholarship, KU scholarship for Kansas Scholars
- Noe Garcia (sophomore) offered the opportunity to attend a week program in the engineering department – he is applying for a scholarship to be able to attend
- Alyssa Cole received Deans scholarship to GCCC and a community scholarship
- Alyssa Davis has been admitted to Southwestern and has received several large scholarships from the school
- Mitchell Watson has received a scholarship to attend Dodge City Community College in the area of Broadcasting

Work continues on the **Director of Residential Life's apartment and the two efficiency apartments**. Interior painting should soon be completed as well as the floor covering installation. The contractor is still waiting on the shipment of interior doors and hardware.

The **Maintenance Department continues managing several projects**. The press box at Tangeman Fields has been finished. Assets being stored in on-site storage containers were surveyed and inventoried for disposal. Staff met with the architect and engineers in development of the Welding Lab in the Vocational Building and remodeling in the Science and Math Building.

Academic Building **offices 1050 and 1052 are being remodeled** for Barb Larson and Shelly Meier who are being displaced due to the Penka Building addition. Their new offices have been painted and are awaiting carpet. They will move into the offices after the end of the semester.

The **interior gas lines** at the Dennis Perryman Athletic Complex were tested in preparation for replacement of leaking gas line(s) from the gas meter to the building.

Brenda Barrett and Linda Hill, programmers, have completed **Pass 4 for the data conversion for Benefactor to Colleague**. The Endowment staff is now checking the data. If everything appears good to go, then one more pass for timing purposes will occur before the complete conversion, which will

occur shortly after the Endowment Auction. The process has taken longer than anticipated, but it will be well worth it when there is only one database for all of the data.

Jeff Southern, programmer, has been working with Dallas Crist, payroll coordinator, to develop **on-line pay advices**. When this process is complete, all employees will be able to access their pay advices through WebAdvisor—no more paper and no more envelopes. Jeff is doing some custom programming and actually building some new tables in the database to accommodate what is needed for the pay advices.

Andy Gough, software specialist, is working hard to fill 3 pairs of shoes as there are two vacancies in the IT department. He has worked many long hours to accomplish what would be routine tasks for the two vacancies. Fortunately, HR has scheduled interviews for **the network manager position**. That will leave only the computer technician position vacant.

The server room **un-interrupted power supply and line conditioning** has been ordered. The installation will be coordinated between maintenance, the electrician, and IT.

For the **month of March**, printing included Fine Arts ceramics posters and piano festival programs & certificates, Ammonia charts, student activities posters, Residential Life forms, and brochures from CECS for a New York Thanksgiving Trip and from Business & Industry brochures for the SWKS Music Academy and a summer strings camp. The Print Shop worked with Chip Marcy to print over 20 printing requests for the upcoming Economic Symposium. Over 1,600 Fall 2008 line schedules along with a second printing of 150 summer line schedules were also printed and delivered to Admissions. The department continues to meet daily copy requests for the campus.

With help from the **Maintenance Department**, delivery schedules were maintained during the three-week period that the Central Services golf cart was being repaired.

During the **month of March 2008**, the switchboard handled 1,604 day time telephone calls and 244 night time telephone calls for a total of 1,848 calls handled. Campus Operator removed messages and security codes from six (6) extensions that have been vacated by employees. During the month, 5,880 first class pieces of mail were posted with a total cost of \$3,768.37. Business Reply Envelopes returned for a cost of \$397.78. Bulk Mail sent included mail from Football, Financial Aid, Admissions, Community Services, Community Education, Counseling and Business & Industry for a total cost of \$1,769.65.

The college received a \$74,963.47 payment from the state. This payment **represents 90% of the money lost from the property tax exemption of Business Machinery and Equipment**. The percentage will decrease each year for the next four years – 70%, 50%, 30% and 10%.

Marvin Wipperling and Martin Neff **worked with the Garden City High School Technical Physics classes in the Annex automation lab**. The focus of the activities was to help students connect real world applications to the Physics theories that they have been studying. Students worked with pneumatics and hydraulic systems and observed demonstrations of how motor control panels can be programmed to automate product in the world of manufacturing. It is hoped that this on-site experience will help students understand the career opportunities available to those who study in Industrial Maintenance Technology.

Freshmen John Deere students are out on their first internship with their sponsoring dealers. This experience will offer students a supervised work experience that will connect their classroom learning to the diagnostic and troubleshooting demands of the dealership. Kent Kolbeck has been

recognized by John Deere leadership for the outstanding job he has done to support a quality learning experience while students are out in the field.

We are already **six months into the Title V grant GCCC** and will be submitting its Interim Title V grant report to the Department of Education in April. **Accomplishments to date include:**

- Assigned Judy Crymble to serve as Director and Lenora Cook to serve as Activity Coordinator.
- Formed Title V Steering Committee to support activities, met weekly to monitor progress and facilitate completion of objectives.
- Hired Cynthia Johnson to the position of Allied Health Program Specialist. She will facilitate the identification, design, and implementation of additional Allied Health programs.
- Hired Tracy Munoz to the position of Project Secretary. She will assist with all clerical duties related to the grant.
- Currently interviewing Bilingual Student Support Specialist who will facilitate the design and implementation of support services for bilingual students who are enrolled in Nursing and Allied Health programs.
- Appointed an Internal Monitoring Committee (campus personnel).
- Appointed an External Evaluator who will audit the grant in August 2008.
- Researching new allied health programs including PTA and Radiology Tech; developing plan to promote Respiratory Therapy.
- Initiation of construction plans for the renovation of three Science labs that support pre-requisite learning for Nursing and Allied Health students
- Initiation of construction design for the Penka expansion that will include classrooms and a practical skills lab to support Nursing and Allied Health program
- Purchased additional simulation equipment for use in the Nursing and Allied Health programs

In a letter dated March 19th GCCC was informed that the Committee on Accreditation of Education Programs for the EMS Professions (**CoAEMSP**) **has accepted its progress report for this accreditation cycle** with no other progress reports required. This is good news as accreditation allows us to continue to offer our Paramedic program to SW Kansans!

The Buster Men's Soccer program has sent more players to the NCAA Division 1 level than any other NJCAA program in the country as of date in 2008. We are very proud of our student/athletes and the response we have got back from 4 year programs. It is a very big accomplishment for a program to send a player to a NCAA Division 1 school/program, and we have been blessed to send 6 from this year's roster. On behalf of the Men's Soccer program, I would like to thank you, for all the help you have given these young men. It speaks volumes to see so many of our student athletes from GCCC going on and succeeding on and off the field.



Gustavo Argueta- Western Michigan University



Zach Bowling- University of Central Arkansas



Javier Jiminez- Western Michigan University



Cole Johnson- Western Illinois University



Chad Mitchell- Robert Morris University



Ivan Zarate- University of Central Arkansas



Rodrigo Zarza- Signed a PRO contract with a club in Sweden.

String enrollment is up from 6 last semesters to 13 this semester. It is reasonable to expect this to continue to grow. Julie Christner, who has emailed you in the past singing my praises, has started a fundraising drive through the GC High School Orchestra boosters. Her intention is to raise money for the purposes of sending economically disadvantaged students to the Academy for private lessons, primarily in the String Area. The plan is to also use some of that money to send kids to the string camp I am having in July.

Regarding the string camp, you will be happy to know the **Violin Professor from KU, Dr. Tami Lee Hughes, and the Chair of the Music Department at Fort Hays, Benjamin Morris-Cline, have both agreed to come to GCCC to work at the camp.** I just heard from Mr. Morris-Cline a few minutes ago. These are important string teachers and performers in the state of Kansas and they will be tremendous assets to the camp and will be major drawing cards for the event

Summer Miller and I have started to collaborate on an idea to **try and recruit students from surrounding smaller communities for strings by offering some sort of strings class here at GCCC** through the Academy. This is very much still in the idea stage, but we both feel there is a need there to be filled.

The Community Health Coalition and the Southwest Kansas Regional Prevention Center co-sponsored and presented an **Underage Drinking Town Hall Meeting** Tuesday, April 1, at Alta Brown Elementary School that was attended by almost 200 people. A panel of Dr. Edgar Vizcaino, Joaquin Padilla, Laura Blake-Bors, Robert Gonzales, John Kennis, and Police Chief James Hawkins presented various perspectives of underage drinking in Finney County to the crowd and answered questions. It was the best attended Town Hall Meeting of the four we have presented so far, and it is a nice lead in to the planning phase of Finney County's Strategic Prevention Framework State Incentive Grant which also focuses on Underage Drinking.

February and March were busy months for Community Services. Only 5 classes (out of 16 total classes offered) were cancelled for **Personal Enrichment**. Of the 11 classes that made, we had an average of 8 students per class. Things look good for the months of April and May as the end of the semester nears. We have had a few requests for classes to continue through the summer and we are looking in to that. More specifically, jewelry classes throughout the summer. Diana attended a conference in San Diego earlier this spring where she earned the title of Certified Program Planner from the LERN Institute

The members of the **Broncbuster Senior Club (BSC)** made a jewelry showing on February 14 and created some very nice jewelry pieces with Jan Beckett. There were 6 members present. BSC now has events planned through the month of June. College for Life is still going strong. 6 students attended the Dinner Party Etiquette class and 9 students attended another version of the class Gettin' Muddy. We will continue to serve Mosaic and their clients with classes like this throughout the summer.

With the coming of summer comes **Kids' College**. We are trying a different schedule for this summer. Much of the feedback from the last two years says that we should return to the full day schedule, so we are doing just that. Kids' College will now run from 8am to 4pm, M-F for seven weeks during the summer. The catalog will be out to schools by the beginning of May.

B & I held 6 courses this month. The last set of four courses in an on-going Supervisor Series was very well attended with about 18 customers and 12 GCCC staff for a total of around 30 in each class. This was a **cooperative effort between Cathy McKinley (HR), Pat Veesart (KSBDC), Nancy Harness (SCSC), and Business & Industry.**

The second in a set of **four training sessions for business contract training** took place, with a total of 50 employees trained. I am currently working on two new contracts.

A real **estate pre-exam course** was finally held, but with only six students. The contractors out of Kansas City were eager to "get" to this end of the state, so that worked out okay for us.

Through the **Learning Opportunities Meeting** with GCCC and St Catherine, B & I committed to forming a subcommittee for a summer program for middle school aged youth. After some calling around – a meeting happened and there are now 6 hospital staff and Diana Machotka working on this. The plan will be to run two week-long, half-day programs.

I attended a TEA *discussion* meeting which stands for **Technical Education Authority**. The idea is for the Dean's & Directors to have a starting point to keep up with what is occurring with technical education in the state of Kansas. TEA is in the process of identifying themselves. Changes are coming and we need to stay abreast and be prepared. The changes are about business & industry and not just technical education. There will be discussions and decisions about funding and curriculum alignment. Conversations will occur about short-term training too. We were encouraged to attend as many of the TEA meetings as possible. The Dean's & Directors will meet in conjunction with the TEA meeting in May.

Jean Warta was invited to present on **downtown design issues** in Dighton with Pat Veasart. The attendance was small; however, it turned out to be a terrific networking session with KDOT, KSBDC, Lane County and GCCC Business & Industry.

It is with great pleasure that we announce that **Gary L. Adams, of Stanton County True Value Hardware, LLC, in Johnson, KS has been named as the Kansas Small Business Person of the Year by the US Small Business Administration.** Gary has been a client of the GCCC KSBDC since his startup phase of the business, utilizing our services to consider feasibility and financing before he purchased the business. We have continued to work with him on a variety of issues and we are so very pleased to have him receive this award. We made the nomination in December of 2007 and he received notification this month of the award. There will be a presentation of his state award in Johnson on April 10 at a 6 p.m. reception that will be open to the public.

We were also very pleased to be able to honor three of our clients in Topeka on March 11 when we celebrated the **Emerging and Existing Business Awards** Ceremony. This year we honored John Glean, Proton Glass and Body of Protection, KS as the 2006 Existing Business of the Year (he had been unable to attend the earlier ceremony) and for 2007 – Chris McKinney, Sunflower Home Health, Inc. of Garden City was named the 2007 Existing Business of the Year and Kimberly Sandoval, KC Clippie Salsa of Hugoton was named the 2007 Emerging Business of the Year.

In addition to all the awards excitement, we have processed our **annual economic impact data (more on that next month)** for 2007 and our client numbers are already ahead of this time last year for 2008. The entire staff attended the KSBDC state meeting in March and hosted the quarterly tax workshops in Dodge City, Garden City and Liberal. There is a lot more coming in April – so the next report will be fun!

Command Spanish for the Workplace concluded with an enrollment of 8 students.

Bryan Education Center- Certified Med Aide Update met with 15 students enrolled. Geriatric Aide/Certified Nurse Aide class began with 10 students enrolled. A Jump Start meeting was held for incoming high school seniors and their parents. A total of 26 were in attendance which included 4 GCCC representatives and 2 Scott Community High School administrators.

Scott County Extension presented two programs during March with a total of 19 participants attending. Scott Community Foundation held two board meetings with 21 in attendance, generating \$40 in fees. Security State Bank rented the multi-purpose room for a 2-day workshop. A total of 63

people participated in the workshop, generating \$130 in fees. Director administered 2 Compass placement tests and proctored 1 Edukan student.

Project Destiny classes continue to grow in southwest Kansas. Last month we **opened a new site in Lakin with 14 students**. We now have a total of 50 students in our classes located in Ulysses, Scott City, Syracuse, Lakin and Garden City.

Guadalupe Macías, 21, a HEP graduate from Project Destiny, **obtained the highest score in 2007 Kansas Spanish GED**. He has continued his education this semester at GCCC where he plans to graduate with an Associate Degree and possibly open his own business. Watch out for his story in our local newspaper.

National Trio Day was celebrated by ETS by presenting people in the community nominated by students a post-it note holder in the shape of a star and the student telling the person how they had impacted their lives. ETS is still taking nominations and making presentations. The presentations are filmed and will be put into a CD. The ones that have been presented were shown at Parent-Teacher Conferences.

The ETS National Trio Day service project was to take **Voter Registration** at Parent-Teacher Conferences and at the College – The students collected over 50 registrations. ETS had a table at **Parent-Teacher Conferences** for recruiting and to show parents some of our activities through power-point presentations and movies.

Noe Garcia and Khahn Hoang interviewed Dr. Brantley Thrasher, Head of Urology Department at Kansas University Medical Center as an expert for their **website on Medical Technology**.

Long Tran, Maria Espinosa, and Adilene Morales interviewed Courtney Fuchs as an **expert on eco-friendly fabrics**. She is the owner of the only all natural clothing store in the Kansas City area. The students were introduced to clothing made from bamboo, soy silk, seaweed, organic cotton and more.

A college visit was made to Johnson County Community College to visit the **Culinary Department**. **The Baker for the School** spoke to the students about the program and gave a tour of the onsite bakery.

Three students went **to K-State for a college visit** and had individual meetings with the departments of engineering, education and psychology. Dean Pat Bosco met with the students at lunch and Trish Gott as well as financial aid counselors also met with the students.

Five instructors had the opportunity to attend the **Kansas Adult Education Association (KAEA) conference at Great Bend, Kansas**. Garden City Community College is be hosting the state conference next year. Business and Industry will run the conference. Attending this conference they had the opportunity to participate in networking and share ideas on how to implement new strategies in the classroom. Linda and Hector will present a workshop titled “the GED is not enough”.

The ALC test all students as part of our program requirements; **51% of our participants obtain educational gain. 30 students advance more than one CASAS Level**.

In the past three months, **19 students passed the GED increasing the number to 92 students** to pass the GED. (English and Spanish)

The ALC staff will contact and sending invitation to all the GED graduates to attend the GCCC commencement. The ALC started the **conversations with Tyson to implement ESL classes to new comers.**

Sixty eight students who have registered in WorkKeys and 33 students have taken the required tests to qualify for a **WorkReady certificate.** More students are scheduled to register in WorkKeys the second week of April.

Linda Miller has been in contact with 6 of the **students who enrolled in college** for the second semester to see if they need help with anything to finish this year up and if they want help to enroll for summer or fall semester. Linda has been working with Benny Hernandez and Aide Cantu to get enrolled for fall classes. Linda and Eddie will be calling the GED students who just passed their official testing to see if she can **help them get enrolled in college for fall classes,** plus other students to see if they need any help with scholarships. We will also work with students who participate in the commencement ceremony to encourage them to continue with credit courses.

The ALC scholarship helped Eloy Bacquero to get his **Electricity II book.**

Instructional Program Review
Board Report
Music – April 2008

Recruiting

Overall, the trend for enrollment in music department classes has been steadily increasing, albeit with periodic fluctuation. The Band and Choral areas have seen a wide fluctuation from a high of 52 students involved with Choral Music three years ago to a decreasing number of students involved with both the Band and Choral Ensembles this past academic year. However, with the addition of the String program we have seen a general trend upwards. Most of this fluctuation can be attributed to the historical fluctuations in student numbers that most departments have seen, as well as the decreasing enrollment in the college overall. Unfortunately, some of this decreasing enrollment must be placed at the lack of a comprehensive and consistently upheld scholarship policy in regards to the grant-in-aid awards that are the lifeblood of our ensembles. The lack of a cohesive policy in regards to these grant-in-aid scholarships coupled with the decreasing enrollment that the college is facing is a serious deficiency in the effectiveness of our programs, and must be addressed in the next three years.

The department is constantly proactive in regards to recruitment and retention of students. An aggressive campaign of letters, school visits, forging connections with music educators locally and statewide, and hosting events that promote the college and music education such as the GCCC Jazz Festival, GCCC Piano Festival, and the KSHSAA Regional Solo and Ensemble Festival help the faculty to maintain a high visibility and encourage participation in college ensembles. The Music Department ensembles perform several concerts annually, the Broncbuster Athletic Bands provide college and community service by performing at all home football and basketball games, our new String Ensemble has been performing and promoting the college at various events all over Garden City and the surrounding area, and the annual Vespers Concert performed by the Choral Ensembles is a firmly ensconced Garden City holiday tradition. All of these performances represent valuable recruitment opportunities, as they promote the college and the traditional high level of musicianship that we have built here at GCCC. In addition to these activities, the members of the faculty are in high demand as clinicians, guest conductors, and adjudicators, which provides the visibility required to recruit a higher-level of student into the department.

The faculty feels that they are working hard to recruit new students to the program. However, we offer the following areas for consideration.

Increased budget and cohesive policy for grant-in-aid scholarships. Many competing community colleges have begun to offer full book and tuition scholarship for musicians participating in ensembles.

Combine with the art and media departments to develop a multi-media campaign.

Budget to expand the Pauline Joyce Fine Arts Building to house a bigger auditorium and house community groups such as the Garden City Symphony and Garden City Municipal Band.

The department is consistently partnering with community groups to provide opportunities for recruitment. The GCCC Jazz Festival is partially sponsored with the Garden City Telegram; the annual Tubachristmas event has been sponsored for the past four years with Commerce Bank. This past year, the department received a grant from the Kansas Arts Commission to host the Todd Green residency which provided instruction in music technology and world music to the area. We will continue these partnerships and seek new ones to promote the college and music education in Southwest Kansas.

Curriculum Development

The number of sections and courses in the program has increased due to the addition of the string faculty member. In addition, existing faculty have increased their course load. We have also added Aural Skills III and IV and Class Piano III and IV to better serve our music majors. No courses have been deleted.

Currently there is a need to address the growing technological aspect of music. As more and more musical experiences are becoming tied to technology, it is essential that a faculty member be brought on board that has the knowledge and experience with this aspect of music. This could provide a niche for the college with the recent addition of broadcast media to provide a music recording/ broadcasting aspect to the curriculum.

Retention Strategies

Retention rates have been historically tied to enrollment rates and our success rates have generally remained steady throughout the period in question. It would appear to our advantage to provide a cohesive scholarship policy to these students as well.

We feel that continued greater success with our major ensembles will be the most consistent factor in student retention.

It is important to address the needs of music majors coming in to the program. We are currently investigating the feasibility of adding a Music Fundamentals course that would be taught as a pre-requisite to Music Theory I.

Staff Development

Mr. McAllister is enrolled in a PhD program at the University of Kansas

Program Review Summary Sheet

2007-2008

Music

Annual Data

Year	Number of Sections offered				Average Class Size				Overall Enrollment				Dept-Generated Credit Hours			
	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Outreach	EduKan	Total
2004-2005	91	0	3	94	6		3	3	521	0	17	538	789	0	51	840
2005-2006	84	0	3	87	6		3	6	532	0	10	542	864	0	30	894
2006-2007	93	0	3	96	5		3	5	474	0	9	483	691	0	27	718

Semester Data

Attrition Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2004-2005				
Fall	7.29%	NA	12.50%	7.43%
Spring	3.43%	NA	0.00%	3.42%
Summer	0.00%	NA	NA	0.00%
2005-2006				
Fall	2.86%	NA	0.00%	2.84%
Spring	7.63%	NA	0.00%	7.44%
Summer	0.00%	NA	0.00%	0.00%
2006-2007				
Fall	2.89%	NA	0.00%	2.81%
Spring	5.60%	NA	0.00%	5.58%
Summer	NA	NA	0.00%	0.00%

Success Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2004-2005				
Fall	88.19%	NA	87.50%	88.18%
Spring	90.99%	NA	100.00%	91.03%
Summer	100.00%	NA	NA	100.00%
2005-2006				
Fall	86.43%	NA	100.00%	96.52%
Spring	86.44%	NA	33.33%	85.12%
Summer	93.75%	NA	100.00%	94.44%
2006-2007				
Fall	90.91%	NA	85.71%	90.76%
Spring	89.22%	NA	100.00%	89.27%
Summer	NA	NA	100.00%	100.00%

NA = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discounted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2004-2005	843	\$75,670	\$8,767	\$2,282	\$86,719	\$5,515	\$81,204	\$264,791	\$314.11	-\$183,587	-\$217.78
2005-2006	894	\$77,728	\$9,762	\$6,949	\$94,439	\$5,676	\$88,763	\$244,554	\$273.55	-\$155,791	-\$174.26
2006-2007	768	\$75,840	\$9,884	\$3,515	\$89,240	\$5,702	\$83,537	\$273,764	\$356.46	-\$190,277	-\$247.69

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

Instructional Program Review
Board Report
Mass Communications

Recruiting

The program regularly participates in the college's annual Exploration Day. Additionally, all students who participate in the Mass Communication track are added to the *Silhouette* and *Breakaway* mailing lists.

Mass Communication faculty continue to serve on the GCHS advisory board as well as provide articulation consultation and onsite visits to area high schools.

Mass Communication faculty continue to work with college administration to expand facilities to accommodate a Radio Studio, Television Studio, Digital Editing Studio and a location for equipment storage.

The department has set the following recruitment strategies:

- Create an instructional budget for Mass Communication
- Renovate JCVT1003 and adjacent wet darkrooms to accommodate instruction of Radio, Television and Digital Editing classes.
- Establish two \$200 endowed scholarships to be used for students who participate in the Kansas Association of Broadcasters internship program.
- Develop regular programming for viewing on City of Garden City public access channel through instruction in Television courses.
- Develop a fully converged GC3 Media Internet site to feature the work of Radio, Newspaper and Magazine staff members.
- Discuss and outline how GC3 Student Media might include a Television/Film staff that will focus on the production of streaming videos, podcasts, and cable programming.
- Host media boot camp for area advisers and students. Event could orient attendees with GC3 Media program as well as instruct them on topics such as InDesign, Media Management, Writing, Graphics, Podcasting, iMovies, etc.

Curriculum Development

The program began offering JRNL122 Photojournalism Spring 2007 as part of its regular curriculum. The program also added JRNL205 Field Study in Mass Communication Fall 2005. Students who enroll in this course can choose from 1, 2 or 3 credit hours and receive credit for completing a research project and/or practicum in the area of Mass Communication. Beginning in the Spring of 2007, the curriculum was expanded to include courses in electronic media, including:

JRNL109 Introduction to Broadcasting	JRNL118 Television Production I
JRNL119 Television Production II	JRNL120 Radio I
JRNL121 Radio II	JRNL206 Television Production III
JRNL207 Television Production IV	JRNL208 Radio III
JRNL209 Radio IV	JRNL210 Broadcast News

A second, night section of JRNL110 Media in a Free Society was added to the curriculum in Fall 2006 to accommodate students enrolled in the college's CAN-DO program. PHOT120, PHOT121 and JRNL122 Photojournalism have all been revised to include digital instruction. Wet darkrooms and film techniques are no longer taught as a part of these curriculums.

Program seeks to add curriculum designed to teach students computer software, layout and design, cross training of media, and media sales. Additional input from advisory council will help drive this process.

Retention Strategies

Student success on a state and national level as well as the program's reputation and a growing interest in Mass Media, has contributed to a steady retention rate. The department plans to incorporate the following retention strategies:

- Renovate JCVT1003 and adjacent wet darkrooms to accommodate instruction of Radio, Television and Digital Editing classes.
- Create an instructional budget for Mass Communication
- Increase the number of tuition and book grant-in-aid scholarships available to students who work in student media.
- Increase the recognition given to students who earn individual and staff awards on behalf of GC3 Media.

Broadcast students have produced public service announcements and submitted to area broadcasting organizations. Broadcast News students also are able to submit news stories presently at KAKE television. Radio students have the opportunity to observe professional radio news and sports broadcasters from Western Kansas Broadcast Center, KIUL, and Rocking M Radio.

Strategies the program will incorporate to improve student success rates:

- Contributions to outside entities
- Renovate JCVT1003 and adjacent wet darkrooms to accommodate instruction of Radio, Television and Digital Editing classes.
- Coordinate paid internships with Kansas Association of Broadcasters as well as develop additional internships and/or work study opportunities.
- Hold weekly converged media staff meetings that will foster a whole-team support system among newspaper, magazine and radio staffs.
- Establish a professional/peer media advisory council. Council will meet bi-monthly to review student work as well as provide guidance to students and instructors regarding industry standards and developments.
- Faculty and student editors need to attend media convergence/multimedia software workshops so they can run GC3 Media operations at maximum efficiency.
- Expand instructional budget for Mass Communication to keep up with increases in licensing fees and technology advancements.
- Add set design, lighting and key wall to television studio.
- Hire a part-time sales/marketing director to assist student staff with advertising and marketing of GC3 media. Responsibilities will include training students, overseeing accounts receivable and payable operations.

Staff Development

Laura York Guy — Instructor has completed 37 graduate hours toward a Master's degree in Liberal Studies through Fort Hays State University. Instructor continues to work toward degree.

GOALS

- Revise scheduling to accommodate convergence of media staffs
- Explore options for adding InDesign, Acrobat and Photoshop classes to the required curriculum
- Explore options for offering Multimedia, Graphics and Photography credit as well as learning community courses
- Create department web site to showcase student work
- Create Blackboard component for all existing JRNL courses

PROFESSIONAL DEVELOPMENT PLAN

- Continue to work with College Media Advisers to develop professional development/training workshops
- Enhance partnerships with prominent local media personalities
- Continue to enroll in courses toward graduate degree

Memberships:

College Media Advisers, Inc.
Secretary (2002-2005)
Magazine Program Chair (2000-2002)

Vice President Member Services (2005-present)

Kansas Associated Collegiate Press
2nd Vice President (1997-2000)

Chair, Outreach committee (2007-present)

National Academic Advising Assoc.

Member

Cyd Champlin Stein — Instructor has completed 49 hours in staff development training since January 2007 hiring. Attended conferences include the Kansas Association of Broadcasters, Kansas Association of Broadcast Educators, College Media Advisers' Workshops, College Media Advisers' National Media Spring Convention 2007 & 2008, Fall National College Media Convention and College Broadcasters Incorporated fall conference. Instructor plans to begin Master's degree courses at Fort Hays State University in the summer of 2008.

Goals:

- Instructor plans to assist students in completing requested television productions for the City of Garden City including a series of at least four public service announcements.
- Instructor plans to produce requested physician recruitment project for business partner, St. Catherine Hospital.
- Instructor will continue to recruit media students from area high schools to build a full radio staff.
- With a fully staffed student-radio operation, the instructor will create an atmosphere with greater emphasis on sports programming, sales and news
- Create multi-media website to showcase student work
- Create Blackboard component for all existing JRNL courses
- Create a multimedia cross training for GC3 student media staff.

Professional Development Plan:

- Continue to work with community media partners
- Enroll in graduate courses
- Enhance student internships with local media organizations in cooperation of the Kansas Association of Broadcasters
- Continue to work with Kansas Association of Broadcasters
- Possibly take on a leadership office with Kansas Broadcast Educators
- Continue to work with College Media Advisers to ensure quality education experiences for students

List Professional Organizations to which you belong and any offices held:

<u>Organization</u>	<u>Offices Held</u>
College Media Advisers, Inc.	Active member
Kansas Association of Broadcasters	Member
Kansas Association of Broadcast Educators	Member-serve on student conference committee
	Judge for Nebraska Association of Broadcasters Annual professional & student awards
College Broadcasters, Inc.	Member

**Program Review Summary Sheet
2007-2008
Journalism and Photography**

Annual Data

Year	Number of Sections offered				Average Class Size				Overall Enrollment				Dept-Generated Credit Hours			
	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Outreach	EduKan	Total
2004-2005	13	0	4	17	5		1	5	70		4	74	148		12	160
2005-2006	15	0	3	18	8		1	7	120		3	123	256		9	265
2006-2007	21	0	2	23	5		1	5	109		2	111	109		2	111

Semester Data

Attrition Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2004-2005				
Fall	10.00%	NA	0.00%	9.76%
Spring	10.00%	NA	0.00%	9.68%
Summer	NA	NA	0.00%	0.00%
2005-2006				
Fall	4.11%	NA	0.00%	4.05%
Spring	4.26%	NA	NA	4.26%
Summer	NA	NA	0.00%	0.00%
2006-2007				
Fall	9.52%	NA	NA	9.52%
Spring	0.00%	NA	0.00%	0.00%
Summer	NA	NA	NA	NA

Success Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2004-2005				
Fall	82.50%	NA	100.00%	82.93%
Spring	76.67%	NA	100.00%	77.72%
Summer	NA	NA	100.00%	100.00%
2005-2006				
Fall	84.00%	NA	100.00%	85.14%
Spring	80.85%	NA	NA	80.85%
Summer	NA	NA	100.00%	100.00%
2006-2007				
Fall	69.84%	NA	NA	69.84%
Spring	100.00%	NA	100.00%	NA
Summer	NA	NA	NA	NA

NA = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discounted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2004-2005	154	\$13,823	\$1,602	\$417	\$15,842	\$928	\$14,914	\$51,314	\$333.21	-\$36,400	-\$236.37
2005-2006	265	\$23,040	\$2,894	\$2,060	\$27,994	\$1,682	\$26,312	\$61,534	\$232.20	-\$35,223	-\$132.92
2006-2007	241	\$23,799	\$3,102	\$1,103	\$28,004	\$1,789	\$26,214	\$117,495	\$487.53	-\$91,281	-\$378.76

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

2005-2007 Program Review

Allied Health

Program Mission

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

Recruiting Strategies

- #1 recruiting tool is the area demand for skilled basic healthcare professionals.
- Consistently work with Informational Services director to place advertisements in local newspapers.
- Send fliers to all area-wide health care employers.
- Maintain contact list of all interested students for upcoming classes.
- Work with Garden City High School counselors to offer Certified Nurse Aide/Home Health Aide classes for high school Jr. and Sr. students

Retention Strategies

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

Curriculum Development

- Utilized the KDHE approved curriculum for all Certified Nurse Aide courses
- Utilized the KDHE approved curriculum for all Certified Medication Aide courses
- Utilized the KDHE approved curriculum for all Home Health Aide courses
- Certified Medication Aide Update and Certified Nurse Aide Refresher courses follow set requirements from KDHE.
- Utilized the KPTA approved curriculum for all Rehabilitative Aide courses

Professional Development

- Adjunct instructors are required to have current nursing licensure and complete 30 continuing education units every 2 years.
- Adjunct instructors are encouraged to attend the Garden City Community College campus in-service held each semester.
- Adjuncts are provided with handbook outlining all proper procedures of the campus.

Successes

- First Certified Nurse Aide Refresher course initiated by Allied Health Coordinator and was successful enough to validate offering on an as needed basis.
- First IV Certification course initiated by Nursing Director and Allied Health Coordinator was successful enough to validate offering at least once a year.
- Additional adjunct faculty added to help administer classes.
- Demand is high enough to validate offering multiple sessions of CNA/CMA classes each semester.

Challenges and What we have learned

- Limited amount of clinical sites that meet expectations put forth by the state make offering multiple classes a challenge.
- There is a limited number of approved adjunct faculty due to regulations that define instructor qualifications.
- High turn-over rate of the coordinator position for Allied Health made consistent flow difficult.
- Demand is continuing to rise for Allied Health professionals
- We've learned in order to entice students to pursue a profession in health care they must be encouraged at an early age.

Active Partnerships with Industry

Industry Partner	Level of Participation (Equipment Donations, Advisory, Scholarships, Instructor Training, etc.)
High Plains Retirement Village	Clinical/Instructional site
Golden Acres Nursing Home	Clinical Site
St. Catherine Hospital	Membership on the Advisory Committee and Inter-institutional Committee and provide clinical opportunities.
Greeley County Long Term Care	Clinical/Instructional site
KDHE	Program support and Allied Health Coordinator partners with Advisory Committee
Garden Valley Retirement Village	Membership on the Advisory Council and provide clinical opportunities.
Homestead (Terrace Garden)	Membership on the Advisory Council and provide clinical opportunities.
High Plains Retirement Village	Membership on the Advisory Council
Area Mental Health	Membership on the Advisory Council
Bob Wilson Memorial Hospital	Membership on the Advisory Council
Greeley County Hospital	Membership on the Advisory Council
Lane County Hospital	Membership on the Advisory Council
Kearny County Hospital	Membership on the Advisory Council
Scott County Hospital	Membership on the Advisory Council
Wichita County Hospital	Membership on the Advisory Council

Program Review Summary Sheet

2007-2008

Allied Health

Annual Data

Year	Number of Sections offered				Average Class Size				Overall Enrollment				Dept-Generated Credit Hours			
	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Outreach	EduKan	Total
2004-2005	33	9	3	45	11	5	3	9	369	48	9	426	903	134	27	1064
2005-2006	39	11	3	53	11	6	2	9	414	64	7	485	873	160	21	1054
2006-2007	39	11	3	53	9	5	1	8	348	52	4	404	810	163	12	985

Semester Data

Attrition Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2004-2005				
Fall	1.01%	6.25%	NA	1.84%
Spring	1.09%	0.00%	NA	0.89%
Summer	1.75%	0.00%	0.00%	1.67%
2005-2006				
Fall	2.56%	0.00%	0.00%	2.19%
Spring	2.27%	0.00%	0.00%	1.79%
Summer	1.32%	NA	0.00%	1.27%
2006-2007				
Fall	5.62%	0.00%	0.00%	5.15%
Spring	1.25%	8.33%	0.00%	2.15%
Summer	8.11%	0.00%	0.00%	5.45%

Success Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2004-2005				
Fall	88.17%	93.75%	NA	88.99%
Spring	97.83%	90.00%	NA	96.43%
Summer	91.23%	100.00%	0.00%	90.00%
2005-2006				
Fall	94.02%	94.74%	100.00%	94.16%
Spring	90.91%	100.00%	100.00%	92.86%
Summer	98.68%	NA	66.67%	97.47%
2006-2007				
Fall	91.01%	100.00%	50.00%	90.72%
Spring	92.50%	91.67%	100.00%	92.47%
Summer	83.78%	88.24%	100.00%	85.45%

NA = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discounted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2004-2005	1,064	\$95,507	\$11,066	\$2,880	\$109,453	\$6,961	\$102,492	\$119,215	\$112.04	-\$16,723	-\$15.72
2005-2006	1,054	\$91,639	\$11,510	\$8,192	\$111,341	\$6,692	\$104,649	\$124,614	\$118.23	-\$19,965	-\$18.94
2006-2007	985	\$97,269	\$12,677	\$4,508	\$114,454	\$7,314	\$107,141	\$119,526	\$121.35	-\$12,385	-\$12.57

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

2005-2007 Program Review

Ag Production (Agronomy/Agribusiness)

Program Mission

Provide educational curriculum to build a solid foundation for further learning as well as prepare him/her for the workforce that will enhance their ability to be successful in their Agricultural endeavors in southwest Kansas and abroad.

Recruiting Strategies

- Present the PowerPoint “What Can Garden City Community College Do For You?” in high school agriculture classrooms throughout southwest Kansas, including Elkhart, Leoti, Scott City, Ellis and LaCrosse in order to directly support the Agriculture Department at Garden City Community College. High school students are able to speak with the instructor and ask questions about college and transferring to a 4-year University.
- Collaborate with the Admissions office to attend and work multiple career fairs in southwest Kansas and Northwest Oklahoma, including Garden City High School, Oklahoma Panhandle State University, and Hutchison High School
- Annually host Career Exploration Day for local high school students (20 – 40 students)
- Annually host a Southwest District FFA Career Development Event on the Garden City Community College Campus (all-time high participation with 75 students – 2008)
- Built Articulation Agreements with local high schools such as Elkhart High School, and Deerfield High School. Several additional agreements are being worked on with schools like Cimmaron High School and Holcomb High School.
- Visiting with potential recruits during their tour of Garden City Community College via the Admissions Office.
- Media:
 - Brochure flyer updated annually
 - Radio programs with Steve Quakenbush
- Send recruitment letters to area (Southwest Kansas, Eastern Colorado, Northwest Oklahoma) high school students interested in the agricultural field.
- Developed short course weekend workshops to appeal to the non-traditional student.

Retention Strategies

- Providing the best hands-on education/training, faculty involvement, comfortable atmosphere and advisory council to Garden City Community College students.
- Agronomy/Agri-Business Advisory Committee. Area professionals convene to discuss the direction of the Agriculture program and how we can best serve our students 3-4 times a year.
- Constantly evaluating curriculum to provide students with the most up-to-date information possible.
- Collaborating with industry professionals to get students hands-on working opportunities through fieldtrips.
- Providing both summer and full-time job opportunities for both freshman and sophomores.

Curriculum Development

- Provide both required and elective classes for students to fulfill degree requirements.
- Course syllabi updated every semester.
- Curricula is constantly being reviewed to ensure accurate and current information is being delivered.
- Review new text to ensure students the best quality information
- Agronomy/Agri-Business Advisory Committee enables the Agriculture Department to keep current on all job trends, workforce needs and projected industry growth.

Professional Development

- Attend offered staff development trainings and workshops pertinent to program area and interests including interactive learning systems, Blackboard training and syllabus writing.
- Attend Kansas Association of Colleges and Teachers of Agriculture annual conference (January 2007)
- Participate in professional internships (2 internships completed – summer 07)
- Presenter at Connecting Education and Employment Conference – spring 08
- College Committee Involvement
 - Disciplinary Committee 2007-08
 - Faculty Senate Junior Senator Elect 2008-09
 - Learning Services Committee Member 2008

Successes

- Maintained and improved communication with 4-year college agriculture departments in regard to transferability of coursework completed at Garden City Community College, primarily Kansas State University
- Completed 2 Articulation Agreements with Deerfield High School and Elkhart High School, several more currently being worked on with Cimmaron High School and Holcomb High School.

Challenges and What we have learned

- Recruiting has become a major problem due to declining high school graduates in the southwest Kansas area

Active Partnerships with Industry

Industry Partner	Level of Participation (Equipment Donations, Advisory, Scholarships, Instructor Training, etc.)
Garden City Cooperative	Provide 2 Advisory Council Members – Caroline Duvall – Administrative Service Manager & Tim Giesick – Vice President of Crop Production
Reeve Cattle Co.	On-site field trip with feedyard and ethanol plant
Commerce Bank	Kimberly McLean (Vice-President) serves on Advisory Council
Finney County Extension Office	Dean Whitehill (Finney Co. Extension Agent) serves on Advisory Council

Program Review Summary Sheet

2007-2008

Ag Production

Annual Data

Year	Number of Sections offered				Average Class Size				Overall Enrollment				Dept-Generated Credit Hours			
	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Out-Reach	EduKan	Total	On-Campus	Outreach	EduKan	Total
2004-2005	8	0	0	8	12	0	0	12	92	0	0	92	240	0	0	240
2005-2006	10	0	0	10	14	0	0	14	135	0	0	135	384	0	0	384
2006-2007	10	0	1	11	6	0	1	5	56	0	1	57	146	0	3	149

Semester Data

Attrition Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2004-2005				
Fall	5.66%	NA	NA	5.66%
Spring	2.56%	NA	NA	2.56%
Summer	NA	NA	NA	NA
2005-2006				
Fall	5.06%	NA	NA	5.06%
Spring	1.79%	NA	NA	1.79%
Summer	NA	NA	NA	NA
2006-2007				
Fall	0.00%	NA	NA	0.00%
Spring	0.00%	NA	0.00%	0.00%
Summer	NA	NA	NA	NA

Success Rate				
Semester	On-Campus	Out-Reach	EduKan	Total
2004-2005				
Fall	90.57%	NA	NA	90.57%
Spring	94.87%	NA	NA	94.87%
Summer	NA	NA	NA	NA
2005-2006				
Fall	92.41%	NA	NA	92.41%
Spring	92.86%	NA	NA	92.86%
Summer	NA	NA	NA	NA
2006-2007				
Fall	97.37%	NA	NA	97.37%
Spring	88.89%	NA	100.00%	89.47%
Summer	NA	NA	NA	NA

NA = No courses taught during the semester

Annual Revenue Generated

Year	Cr. Hrs	Instate Revenue	Outstate Revenue	Margin of Error	Total Revenue	Amount Discounted	Initial Net Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
2004-2005	774	\$69,476	\$8,050	\$2,095	\$79,621	\$5,064	\$74,557	\$114,937	\$148.50	-\$40,380	-\$52.17
2005-2006	894	\$77,728	\$9,762	\$6,949	\$94,439	\$5,676	\$88,763	\$122,876	\$137.45	-\$34,113	-\$38.16
2006-2007	607	\$59,941	\$7,812	\$2,778	\$70,532	\$4,507	\$66,025	\$124,301	\$204.78	-\$58,276	-\$96.01

**Annual Revenue calculated with Agriculture, Agri-Business, Agronomy, Animal Science & Meats

Continuing Education & Community Services
April 2008
Classes & Events

- 1 SWKRPC** –Town Hall Meeting on Underage Drinking Panel Presentation in Spanish & English, 5:30p – 7:30p, Alta Brown Elementary, 1110 E. Pine, Registration Deadline: 3/26, Call (276 -9624)
- 1 Scott City** – Selling on eBay Workshop, 6:30p
- 1 & 2 ALC** – ESL & CIVICS Orientation, SCSC Basement
- 1 & 3 CS** – Sell it on eBay, 6:30p – 8:30p, SCSC 2022
- 2 TS** – ETS deadline for submitting International Thinkquest Websites
- 2 Scott City** – Scott County Extension Lunch n Learn, 12:00p
- 2 Scott City** – Wellness Committee Meeting, 2:00p
- 2 & 3 ALC** – GED Orientation, 9:00a – 12:00p & 6:00p – 9:00p, SCSC 2nd Floor
- 3 SWKRPC** – Youth Pastors Meeting, 8:30a – 10:00a, Broncbuster Room
- 3 Scott City** – Basic Computer Skills credit class begins, 6:30p
- 4 Scott City** – GCCC Endowment Association Scholarship Auction, 6:30p
- 5 ALC** – CIVICS classes begin, 9:00a – 1:00p, SCSC 0012
- 7 CS** – Presto Pasta, 6:30p – 8:30p, PENK 1037
- 7 Scott City** – Creative Memories: Scrapbooking, 6:30p
- 7 & 9 CS** – Somewhere between Beginners & Advanced, 6:00p – 8:00p, SCSC 2022
- 8 B & I** – Managing Stress in the Workplace, 7:45a – 9:00a, Chamber of Commerce office
- 8 ALC** – ESL classes begin, 9:00a – 11:00a & 7:00p – 9:00p, SCSC 2nd Floor
- 8 ALC** – GED classes begin, 9:00a – 12:00p & 6:00p – 9:00p, SCSC 2nd Floor
- 8 Scott City** – Scott County Partners for Youth, 4:00p
- 8 SWKRPC** – SCPY Coalition Meeting, 4:00p – 5:30p, Bryan Education Center, Scott City
- 8 Scott City** – Steps to Startup Workshop, 7:00p
- 8-11 TS** – ETS staff will be in Kansas City for MAEOPP Conf.
- 9 SWKRPC** – 30 Communities of Practice Online Meeting, 1:30p – 3:30p
- 9 Scott City** – Surfin’ the Net for Seniors Workshop, 6:30p
- 10 B & I** – Hydrogen Sulfide Gas (H2S), Confined Spaces & Respiratory Protection, 8:00a – 12:00p, SCSC 2023
- 10 SWKRPC** – CHOC Coalition Meeting, 12:00p – 1:30p, Satanta Hospital Basement
- 10 CS** – Beginning Jewelry, 6:30p – 9:00p, SCSC 2023
- 12 Scott City** – ACT Testing
- 12 Scott City** – Lane County Health Fair, 7:00a
- 14 SWKRPC** – Meth Presentation, Dighton High School
- 15 SWKRPC** – LACF Coalition Meeting, 9:00a – 10:30a, SW Guidance Center, Liberal
- 15 HEP** – Orientation for new students, 12:00p, GCCC
- 15 HEP** – Orientation for new students, 6:00p, BEC
- 16 ALC** – English GED Testing
- 16 B & I** – How to Land a Job, 3:00p – 4:00p, SCSC 2023
- 16 Scott City** – Meeting the Needs of Aging Parents Workshop, 6:30p
- 17 SWKRPC** – JCAPS Training, 8:00a – 4:30p, Dodge City
- 17 SWKRPC** – ECHO Coalition Meeting, 12:00p – 1:30p, Edwards Co. Health Dept., Kinsley
- 17 CS** – Copper Creations, 6:30p – 9:00p, SCSC 2023
- 18 ALC** – Staff Training Meeting, 4:30p – 6:30p
- 18 TS** – Student Leadership Conference @ GCHS
- 19 CS** – Wine Focus: Washington, 7:00p – 9:00p, Downtown Vision Center
- 21 B & I** – Employee Soft Skills, 1:30p – 4:30p, SCSC 2025
- 21 & 23 CS** – MS Word, 6:30p – 8:30p, SCSC 2022
- 21 & 28 CS** – Across the Border, 6:00p – 8:00p, SCSC 2023
- 22 B & I** – Finney County Job Fair, 1:00p – 7:00p, Clarion Inn & Convention Center
- 24 SBDC** – Simple Start/Basic Fundamentals Management, 1:00p – 4:00p, SCSC 2022
- 24 SWKRPC** – Seeds of Hope Jail Ministry Meeting, 7:00p – 9:00p, Cornerstone Church
- 25 SBDC** – Steps to Start-Up, 1:30p – 4:30p, SCSC 2025
- 26 CS** – Bird Watching, 6:30a, Road Trip
- 26 CJ** – KS Conceal Carry Handgun License Course, \$125.00
- 26 & 4/3 B & I** – CDL Exam Preparation, 9:00a – 5:00p, SCSC 2023
- 28 CS** – Wine Forum, 7:00p – 9:00p, Downtown Vision Center
- On Going TS** – Tutoring, M, T, & Th @ GCHS, 3:30p – 5:30p & GCCC Library, 6:30p – 8:30p. Tutoring Wed @ HHS, 3p – 5p
- ALC** – Adult Learning Center *Hector Martinez, #365*
www.gc-alc.org
- BSC** – Broncbuster Senior Club *Diana Machotka, #232*
www.broncbusterseniorclub.net
- B & I** – Business & Industry *Jean Warta, #532 or Jody Ledford, #279*
www.gcccb-i.com
- CS** – Community Services *Diana, #232 or Tara, #647*
www.gcccks.edu/learningopp/communityserv.html
- C4L** – College for Life *Diana Machotka, #232*
- FCYP** – Finney County Young Professionals *Diana Machotka, #232* www.fcyp.net
- HEP** – Project Destiny *Itzel Rodriguez, #284*
- KC** – Kids’ College *Diana Machotka, #232*
- SBDC** – Small Business Development Center *Kathy Nance, #632* www.swksbdc.com
- SWKRPC** – SW KS Regional Prevention Center, *Becky Thomas, #648*
www.ksrpc-southwest.org
- Scott City** – Personal Enrichment Outreach, *Vicki Krehbiel, (620)872-2155*
- TS** – Talent Search *Rebekah Fitzpatrick, #515*
www.gcccks.edu/studenterv/Triotalent/index.html
- CJ** – Team-T/ Concealed Carry Handgun Classes, Lita Paulson, #629 www.team-t.org