

**October 1, 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 on **Wednesday, October 8, 2008**. **The meeting will be held in the Broncbuster Room, Beth Tedrow Student Center**, community college campus.

*5:30 p.m. Go through the regular cafeteria line for dinner*

*5:45 p.m. Regular meeting called to order in Broncbuster Room*

### **THE AGENDA**

#### **CALL TO ORDER**

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

#### **CONSENT AGENDA**

- A. Approval of minutes of previous meeting (September 10)
- B. Submit financial information to the auditor
  - o B1 Financial information—Revenues
  - o B2 Financial information—Expenses
  - o B3 Financial information—Cash in Bank
- C. Approval of personnel actions
- D. Approval of Black Hills Natural Gas Training Agreement
- E. Approval of annual advertising contract with Garden City Telegram
- F. Approval of agreement with Dennis Perryman, re: consulting services related to athletics

#### **POLICY REVIEW**

- A. Monitoring Reports and ENDS
  - o A1 Monitoring Report—Monthly
  - o A2 Monitoring Report—Quarterly
  - o A3 Monitoring Report—Semi-Annual
    - o A3a Essential Skills
    - o A3b Work Preparedness
    - o A3c Personal Enrichment
    - o A3d Workforce Development

## **POLICY REVIEW** (continued)

- A4 Annual AQIP updates
  - A4a Transitioning ALC Students
  - A4b Helping Students Learn
  - A4c Understanding Students' and other Stakeholders' Needs: Retention
  
- B. Ownership Linkage
  - B1 Thank you letters from KACRAO re: three staff members
  - B2 Thank you letter from Kansas Highway Patrol re: two staff members
  - B3 Thank you note from a local citizen re: nursing student
  
- C. Board Process and Policy Governance Review

## **REPORTS**

- A. President Carol Ballantyne
  - A1 Incidental Information
  - A2 Food Service Report
  - A3 Continuing Education and Community Services Monthly Calendar
  
- B. Public Entities Common Goals
  
- C. Report from Finney County Economic Development Corp.

## **Upcoming calendar dates:**

- Oct. 28-Nov. 1: ACCT Leadership Congress in New York City (Worf, Douglass, Schwartz, Brandenburger, Ballantyne, Daniels)
- Nov. 5 Legislative dinner with GCCC/DCCC/SCCC; 6 p.m. Endowment Room
- Nov. 12: Regular monthly meeting--dinner at 5:30 p.m.; call to order at 5:45 p.m.
- Nov. 13-15: Pepsi Basketball Classic
- Dec. 10: Regular monthly meeting--dinner at 5:30 p.m.; call to order at 5:45 p.m.
- Dec. 11: Annual Christmas Open House at Carol's home; come-and-go 4:30-8:30 p.m.

## **Executive Session Adjournment**

Sincerely,  
Ron Schwartz, Chair  
Carol E. Ballantyne, Ph.D., Secretary

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

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

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

**September 10, 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 and Advising  
Scott Smythe, Director of Information Technology  
Lenora Cook, Director of Nursing  
Mary Pendergraft, Faculty Senate  
Rick Atha and Jeff Crist, USD #457  
Stewart Nelson, Gibson, Mancini, Carmichael and Nelson, PA  
Jason Rose, SGA  
Emily Behlmann, *Garden City Telegram*

5:30 p.m.: Trustees went through the cafeteria line for dinner

5:45 p.m.: Regular meeting in the Endowment Room

**COMMENTS FROM THE CHAIR.** Chair Schwartz called the regular session to order at 5:45 p.m. and made the following comments:

- Welcomed everyone to the meeting.
  
- Congratulated Bob Larson for being named the Interim Athletic Director upon Vic Trilli's move to Newman University! Congratulated Trina Moquett and husband Cass upon the birth of baby boy Landon Reed! Congratulated Debbie Berkley and several ETS students for the excellent work they did with web design contests!
  
- Invited Trustees to join Steve Quakenbush (and others) to ride the victory bell float at Saturday's Mexican Fiesta Parade. Invited Trustees to attend the Constitution Day events on September 17.
  
- Thanked Nikki Geier and Nancy Unruh (and others) for the tremendous work they were doing to prepare for the statewide KACRAO conference to be held at the Clarion Inn September 24-26.

**REPORT FROM STUDENT GOVERNMENT ASSOCIATION**

SGA Vice President Jason Rose reported the following:

- A fresh, new year had started with fresh, new faces from the freshman class!
- Several events had already been held, including: Bowlmania, wax hands, and the welcome back picnic.
- Upcoming events include Clearly Crystals, Breakfast Bingo, and Constitution Day.

**OPEN COMMENTS FROM PUBLIC.** Chair Schwartz noted that no one had registered to make comments.

**PRESENTATION FROM USD #457.** Dr. Rick Atha, Superintendent of USD #457, and Jeff Crist, School Board Member, gave a presentation about the district's November 4<sup>th</sup> bond referendum, which would create a new Garden City High School, convert the present high school to a middle school, revamp Abe Hubert Middle School to an elementary school, and convert Garfield Elementary School to an early childhood education facility. They "walked through" basic floor plans and illustrations of the proposed structure to be located north of Mary Street and east of Campus Drive, and explained the costs associated with the the \$97.5 million proposal.

**CONSENT AGENDA**

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

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

Approved actions follow:

**APPROVED MINUTES** of previous meeting held on August 13, 2008, as written.

**SUBMITTED FINANCIAL INFORMATION TO THE AUDITOR,** as presented.

**APPROVED PERSONNEL ACTIONS,** as presented - see attached lists.

**APPROVED PURCHASE ORDER OVER \$20,000.00,** as presented.

Vendor: Perceptive Software

For: Annual maintenance and support for ImageNow software

Amount: \$22,020.00

**APPROVED REQUEST TO DISPOSE OF ASSETS,** as presented.

See attached list regarding miscellaneous equipment and furniture that was no longer useful to the college because it was outdated, damaged beyond repair, or no longer economically serviceable. An attempt would be made to sell any of the equipment that can be used or operated safely; any of the equipment that does not sell would be donated to non-profit organizations or destroyed.

Miscellaneous items including:

- Coin operated washing machines
- Refrigerators and stoves
- Various office desks and folding tables
- Various exercise equipment
- (see attached list for more)

## **POLICY REVIEW**

### **MONITORING REPORTS and ENDS REPORT**

Trustees indicated that they had received and reviewed the monitoring reports (monthly and annual). As per the Board's request from last month, Ballantyne had revisited the monitoring report related to Treatment of People and had determined that even in dealing with concerns and complaints, GCCC had treated people fairly and with the humaneness and dignity required by the executive limitations, even if they didn't get the answer they wanted. These dealings included meeting, listening to, and discussing concerns or issues brought to the attention of the college administration, as well as attempting to clarify and discern the nature of such concerns, and then appropriate responses were developed. In addition, she shared excerpts from the Student Handbook, Athletic Handbook, and Residential Life Handbook, which outlined students' rights and responsibilities, as well as policies and procedures on regulations and disciplinary processes. This information is shared with students in various orientation meetings, including Residence Halls, Athletics, College Skills Development Classes, and more.

Regarding the discussion at last month's meeting with Stan and Nanette Rice, who had asked questions about recruitment and discipline of student-athletes (without going into details regarding a relationship between their daughter and a former GCCC student-athlete), Ballantyne reported that she had sent the couple a letter after the August Board meeting, seeking clarification of their questions, but had not yet received a reply.

After brief discussion, the consensus was that disciplinary processes and procedures were pretty well spelled out and that the students knew where to go and what to do if they found themselves in a bind.

### **OWNERSHIP LINKAGE**

Trustees received several pieces of correspondence from owners expressing their appreciation for various college activities: (1) thank you note from USD #457 for scholarships; (2) thank you note from Pratt Community College Volleyball Coach for GCCC helping with transportation; (3) letter from a parent offering suggestions for our web page;

- (4) thank you note from KSU Southwest Research Extension Center for using college bus;  
(5) thank you note regarding Kids College.

## **BOARD PROCESS AND POLICY GOVERNANCE REVIEW**

Ballantyne noted that the electronic Board packet contained the “first attempt” of writing the CEO’s interpretation and justification statements for the semi-annual monitoring reports. She and the Deans were still fine-tuning these statements because they want to be able to show measurable information regarding the ENDS. These statements will be combined with all the other CEO’s interpretation and justification statements and then placed on the Trustees’ web page so they are “all in one place” and can be read at a glance.

## **OTHER**

### **APPROVAL OF RESOLUTION NO. 2008-06, RE: FINANCING OF SERIES 2002 CERTIFICATES OF PARTICIPATION**

Ballantyne reported that John Haas (Ranson Financial) had continued to monitor the possibility of refinancing the Series 2002 COPs (which were used to pay for building the campus apartment complex and renovating older residence hall units). The time had finally come in which the college could realize an approximate savings of \$75,000 in interest costs, so he proceeded with the necessary paperwork.

Trustees had previously received a copy of Resolution No. 2008-06 in their electronic Board packet. After reviewing said resolution, the following motion was made:

*Worf moved, seconded by Clifford, that the Board of Trustees approve Resolution No. 2008-06, as presented. (copy of resolution attached as a part of these minutes)*

***A RESOLUTION AUTHORIZING GARDEN CITY COMMUNITY COLLEGE TO EXECUTE AND DELIVER A SUPPLEMENTAL LEASE PURCHASE AGREEMENT IN CONNECTION WITH THE ISSUANCE AND DELIVERY OF \$2,065,000 PRINCIPAL AMOUNT OF LEASE PURCHASE AGREEMENT REFUNDING CERTIFICATES OF PARTICIPATION, SERIES 2008B, UPON THE TERMS AND CONDITIONS SET FORTH THEREIN, FOR THE PURPOSE OF REFUNDING CERTAIN OUTSTANDING LEASE PURCHASE AGREEMENT CERTIFICATES OF PARTICIPATION, SERIES 2002; AND APPROVING AND AUTHORIZING CERTAIN OTHER DOCUMENTS AND ACTIONS IN CONNECTION THEREWITH.***

***Roll Call vote:***

***Aye: Worf, Clifford, Schwartz, Brandenburger, Douglass, Sterling***

***Nay: -no answer-***

***Motion carried 6-0.***

## **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
- Program Review—Administrative Services

Business Office – see complete report in the electronic Board packet.

The report included a recommendation for an Internal Control/Grants Manager to oversee all aspects of college procedures to assure compliance with federal and state laws and college policies. Ballantyne indicated that she appreciated all that the Business Office did and definitely agreed with that recommendation, but she didn't know how to remedy the situation without hiring more people (and therefore paying more salaries).

- Student demographics for 2007-08 – see complete report in the electronic Board packet.  
Summer 2008 FTE: 235.9  
Spring 2008 FTE: 1,138.8  
Fall 2007 FTE: 1,261.7
- Draft of 2007-08 Annual Report – Trustees should contact Steve Quakenbush regarding changes; the report will be published and distributed next month
- Athletic Academic Teams – GCCC's athletic teams do well academically, but, of course, there was always room for improvement (see attached list for comparison with other Kansas community colleges). The Men's Cross Country Team was ranked number one with a GPA of 3.41 last year!
- Penka Building floor plans – Stewart Nelson gave an update on the addition to the Penka Building construction project, which will add a wing to include laboratory, preparatory, respiratory, and other Allied Health Program facilities, a nursing skills site and additional classroom space to meet growing demands for health care career training. Gary Dick was the contractor for the project and things appeared to be going well so far, including staying within budget and within the projected nine-month completion date.
- Health insurance update –Ballantyne reported that a consultant had been retained to analyze options for lower cost coverage for college employees. BCBS premiums had risen to \$449.39 per month for an individual employee policy, which the Board of Trustees had earlier agreed to cover for *staff* (faculty were in the third year of a three-year agreement). Ballantyne was confident that the analyst would be able to make recommendations that we “could live with” without being as expensive and was hopeful that those recommendations could be implemented in January.
- Faculty request to re-open negotiations –Faculty had previously submitted a letter requesting to re-open negotiations (currently in the third year of a three-year agreement) to discuss increasing the amount contributed by the Board toward health

insurance premiums to reflect the same dollar amount as staff. Ballantyne indicated that she was still in the process of deciding what to do regarding this request and asked that discussion be held in Executive Session.

### **REPORT FROM KACCT/COP MEETING IN WICHITA**

Schwartz and Ballantyne shared highlights from the meeting, as follows:

- Discussion continued regarding funding tiers, Technical Education Authority, and more
- Discussion was held regarding the upcoming legislative session, what the Governor would be giving to the Kansas Board of Regents, potential budget cuts, and more
- School superintendents are asking community colleges for help in “credentialing” their staff
- 2-3 schools are putting wind generators on their campuses
- Kansas Career Pipeline
- David Kerr (Department of Commerce) spoke on the importance of “quality of life,” which sometimes is a big reason why some potential businesses don’t come to Kansas

### **REPORT FROM FINNEY COUNTY ECONOMIC DEVELOPMENT CORP.**

Schwartz reported the following:

- FCEDC continued to work on the study regarding the lack of affordable housing in the Garden City/Finney County area; this report should be finished by the end of the year
- Work continued to take place regarding the recruitment of dairy processing plants
- Liz Sosa had reported that training for current businesses was up 130%

### **UPCOMING CALENDAR DATES.** Chair Schwartz reviewed the following:

- Oct. 8: Regular monthly meeting; dinner at 5:30 p.m.; meeting begins at 5:45 p.m.
- Oct. 28-Nov. 1: ACCT Leadership Congress; New York (Ballantyne, Worf, Schwartz, Douglass, Brandenburger, Daniels)
- Nov. 12: Regular monthly meeting; dinner at 5:30 p.m.; meeting begins at 5:45 p.m.
- Dec. 10: Regular monthly meeting; dinner at 5:30 p.m.; meeting begins at 5:45 p.m.

Chair Schwartz stated that an Executive Session would be held after a ten minute break.

### **EXECUTIVE SESSION**

*Brandenburger moved, seconded by Worf, that the Board go into executive session at 7:40 p.m. for the purpose of discussing personnel matters of nonelected personnel and their contractual obligations because if these matters were discussed in open session it might invade the privacy of those discussed, and for the purpose of discussing matters relating to employer-employee negotiations because if this matter were discussed in open session it might jeopardize resolution of the negotiation issues, and that the Board of Trustees reconvene into open session at 8:10 p.m. Motion carried 6-0.*



Board recessed into executive session at 7:40 p.m.

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Board reconvened into regular session at 8:10 p.m. No official action was taken. Meeting adjourned at 8:11 p.m.

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Darla J. Daniels  
Deputy Clerk

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Carol E. Ballantyne, Ph.D.  
Secretary

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Ron Schwartz  
Chair of the Board

REVENUES

Garden City Community College
Annual Budget Report Ending 09/30/2008
Options - All Statuses

10-02-08

Fiscal Year: 2009

FUND: 11 - GENERAL

Table with 7 columns: GL Account, YTD Encumbrances, MTD Actual, YTD Actual, Annual Budget, Available, % Avail. Rows include various tuition and fee categories for Fund 11 - General, ending with a Totals row.

Garden City Community College
Annual Budget Report Ending 09/30/2008
Options - All Statuses

10-02-08

Fiscal Year: 2009

FUND: 61 - CAPITAL OUTLAY

Table with 7 columns: GL Account, YTD Encumbrances, MTD Actual, YTD Actual, Annual Budget, Available, % Avail. Rows include tax credit and administrative categories for Fund 61 - Capital Outlay, ending with a Totals row.

Fiscal Year: 2009

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11005 - INSTRUCTION SALARY	0.00	0.00	0.00	9,870.92	9,870.92	100.00
DEPARTMENT: 11010 - BUSINESS & ECONOMI	0.00	18,182.73	38,913.77	269,392.00	230,478.23	85.55
DEPARTMENT: 11020 - HUMANITIES	141.38	6,642.29	13,469.76	118,972.00	105,360.86	88.56
DEPARTMENT: 11021 - ENGLISH	0.00	22,967.73	47,003.00	346,580.00	299,577.00	86.44
DEPARTMENT: 11022 - SPEECH	296.00	7,950.03	17,652.91	120,945.28	102,996.37	85.16
DEPARTMENT: 11024 - PHOTOGRAPHY	0.00	0.00	0.00	4,552.00	4,552.00	100.00
DEPARTMENT: 11025 - JOURNALISM	0.00	6,093.73	11,071.20	58,280.00	47,208.80	81.00
DEPARTMENT: 11026 - BROADCASTING	0.00	4,247.94	8,582.65	68,875.00	60,292.35	87.54
DEPARTMENT: 11030 - ART	16,219.41	12,339.93	5,441.87	127,448.00	105,786.72	83.00
DEPARTMENT: 11031 - DRAMA	86.96	9,543.67	20,887.51	101,658.00	80,683.53	79.37
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	5,801.43	11,339.14	72,649.00	61,309.86	84.39
DEPARTMENT: 11033 - INST MUSIC	2,938.80	16,022.50	29,128.60	198,340.42	166,273.02	83.83
DEPARTMENT: 11040 - SCIENCE	2,081.27	33,297.25	71,257.34	373,107.76	299,769.15	80.34
DEPARTMENT: 11050 - MATH	10.71	24,490.00	49,385.76	313,944.90	264,548.43	84.27
DEPARTMENT: 11060 - SOCIAL SCIENCE	240.10	32,245.85	64,650.00	468,682.00	403,791.90	86.15
DEPARTMENT: 11070 - HEALTH & PHYSICAL	975.00	17,677.28	53,346.15	241,650.00	187,328.85	77.52
DEPARTMENT: 11071 - WELLNESS-SUPER CIR	0.00	7,810.85	16,967.47	99,351.00	82,383.53	82.92
DEPARTMENT: 11080 - ESSENTIAL SKILLS	0.00	341.21	636.48	1,013.00	376.52	37.17
DEPARTMENT: 11081 - READING	0.00	5,228.91	10,463.58	89,445.00	78,981.42	88.30
DEPARTMENT: 11082 - ESL	0.00	4,284.52	8,579.16	58,079.00	49,499.84	85.23
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	1,226.33	1,226.33	15,045.00	13,818.67	91.85
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	400.00	1,575.00	1,575.00	4,838.00	2,863.00	59.18
DEPARTMENT: 11095 - FORENSICS COMPETIT	300.00	985.94	985.94	11,745.00	10,459.06	89.05
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	6,906.00	4,522.91	7,578.28	220,000.00	205,515.72	93.42
DEPARTMENT: 12011 - MID-MANAGEMENT	0.00	2,349.24	4,660.55	33,251.00	28,590.45	85.98
DEPARTMENT: 12012 - MCSE/CISCO	0.00	2,398.21	4,801.86	34,028.00	29,226.14	85.89
DEPARTMENT: 12013 - OFFICE EDUCATION	0.00	4,203.66	8,407.85	56,468.00	48,060.15	85.11
DEPARTMENT: 12014 - FINNUP LAB	0.00	4,729.45	10,096.47	67,764.00	57,667.53	85.10
DEPARTMENT: 12200 - ADN PROGRAM	414.04	33,710.03	75,668.05	462,156.00	386,073.91	83.54
DEPARTMENT: 12201 - LPN PROGRAM	380.04	11,658.27	23,869.33	170,574.00	146,324.63	85.78
DEPARTMENT: 12202 - EMT	1,963.00	10,393.37	29,323.81	157,685.00	126,398.19	80.16
DEPARTMENT: 12203 - ALLIED HEALTH	154.45	7,883.29	19,591.08	125,385.00	105,639.47	84.25
DEPARTMENT: 12210 - AGRICULTURE	757.76	7,858.43	11,139.08	49,731.00	37,834.16	76.08
DEPARTMENT: 12211 - MEAT JUDGING	469.43	8,091.75	12,497.69	80,087.00	67,119.88	83.81
DEPARTMENT: 12220 - AG EQUIPMENT & MEC	550.55	14,276.93	40,631.36	178,190.00	137,008.09	76.89
DEPARTMENT: 12230 - AUTO MECHANICS	604.52	9,156.71	18,915.33	119,249.00	99,729.15	83.63
DEPARTMENT: 12240 - CRIMINAL JUSTICE	259.09	11,622.83	22,520.08	180,171.00	157,391.83	87.36
DEPARTMENT: 12241 - FIRE SCIENCE	0.00	5,635.56	10,678.27	68,275.00	57,596.73	84.36
DEPARTMENT: 12242 - CHALLENGE COURSE	0.00	0.00	0.00	2,867.00	2,867.00	100.00
DEPARTMENT: 12250 - COSMETOLOGY	0.00	10,365.61	20,762.61	123,791.00	103,028.39	83.23
DEPARTMENT: 12260 - DRAFTING	0.00	0.00	0.00	9,101.00	9,101.00	100.00
DEPARTMENT: 12270 - AMMONIA REFRIGERAT	6,949.09	34,405.71	103,042.47	396,283.00	286,291.44	72.24
DEPARTMENT: 12271 - AUTOMATION ELECTRI	1,306.97	3,634.77	7,746.98	53,232.00	44,178.05	82.99
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	349.50	5,119.40	12,475.16	111,245.00	98,420.34	88.47
DEPARTMENT: 12273 - WELDING	338.68	5,930.48	18,348.06	99,135.08	80,448.34	81.15
DEPARTMENT: 12280 - BUILDING TRADES	711.30	0.00	0.00	15,094.00	14,382.70	95.29
DEPARTMENT: 12290 - FINNEY COUNTY LEAR	0.00	6,267.01	18,431.49	75,728.00	57,296.51	75.66
DEPARTMENT: 21100 - INSTITUTIONAL RESE	0.00	5,692.82	16,749.04	75,383.00	58,633.96	77.78
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	8,074.00	8,074.00	100.00
DEPARTMENT: 32000 - BUSINESS & INDUSTR	0.00	4,951.78	14,490.14	79,594.00	65,103.86	81.79
DEPARTMENT: 41000 - LIBRARY	7,357.19	17,493.95	39,676.91	183,047.00	136,012.90	74.30

DEPARTMENT: 41009 - COMPREHENSIVE LEAR	129.01	8,697.18	23,028.72	123,399.00	100,241.27	81.23
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	26,005.74	61,543.05	290,808.00	229,264.95	78.84
DEPARTMENT: 42001 - DEAN OF ACADEMICS	1,489.02	8,431.63	26,423.76	112,370.72	84,457.94	75.16
DEPARTMENT: 42002 - OUTREACH	0.00	505.95	527.33	58,858.00	58,330.67	99.10
DEPARTMENT: 42003 - FACULTY SENATE	530.00	1,213.16	1,213.16	32,363.00	30,619.84	94.61
DEPARTMENT: 42005 - DEAN OF TECHNICAL	118.75	12,315.39	34,064.00	165,873.92	131,691.17	79.39
DEPARTMENT: 42006 - DEAN OF CONT ED CO	0.00	13,281.70	25,578.78	167,278.00	141,699.22	84.71
DEPARTMENT: 42007 - BRYAN EDUCATION CE	0.00	4,775.94	13,150.51	60,046.00	46,895.49	78.10
DEPARTMENT: 43000 - TRANSITION	0.00	1,331.92	1,331.92	0.00	1,331.92-	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	14,533.62	41,279.83	184,736.00	143,456.17	77.65
DEPARTMENT: 50001 - STUDENT SUPPORT SE	0.00	0.00	0.00	29,818.00	29,818.00	100.00
DEPARTMENT: 50002 - EDUCATIONAL TALENT	0.00	0.00	0.00	11,907.00	11,907.00	100.00
DEPARTMENT: 50010 - COUNSELING & GUIDA	318.99	14,880.18	39,235.98	149,859.00	110,304.03	73.61
DEPARTMENT: 50011 - ASSESSMENT/TESTING	0.00	130.36	4,290.36	9,450.00	5,159.64	54.60
DEPARTMENT: 50020 - FINANCIAL AID OFFI	23.03	17,268.52	54,794.19	293,953.00	239,135.78	81.35
DEPARTMENT: 50030 - ADMISSIONS	851.87	15,342.15	44,960.81	203,796.00	157,983.32	77.52
DEPARTMENT: 50040 - REGISTRAR'S OFFICE	0.00	10,967.45	32,335.75	145,815.00	113,479.25	77.82
DEPARTMENT: 50050 - STUDENT HEALTH SER	120.00	4,426.07	9,707.72	51,320.00	41,492.28	80.85
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	933.45	30,163.56	176,881.70	378,680.00	200,864.85	53.04
DEPARTMENT: 55001 - MEN'S BASKETBALL	2,100.00	12,756.66	28,087.33	120,349.00	90,161.67	74.92
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	5,099.50	7,974.98	20,622.83	104,883.00	79,160.67	75.48
DEPARTMENT: 55003 - MEN'S TRACK	1,518.21	6,332.82	11,348.97	40,381.00	27,513.82	68.14
DEPARTMENT: 55004 - WOMEN'S TRACK	1,518.23	6,107.78	11,123.93	39,346.00	26,703.84	67.87
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	6,717.25	5,511.75	12,084.80	85,476.95	66,674.90	78.00
DEPARTMENT: 55006 - FOOTBALL	10,465.42	56,676.67	94,805.73	276,859.00	171,587.85	61.98
DEPARTMENT: 55007 - BASEBALL	10,813.00	14,737.55	27,826.87	119,214.00	80,574.13	67.59
DEPARTMENT: 55008 - VOLLEYBALL	150.00	12,861.43	23,172.22	58,951.00	35,628.78	60.44
DEPARTMENT: 55009 - WOMEN'S SOCCER	467.13	8,114.69	13,987.86	35,459.00	21,004.01	59.23
DEPARTMENT: 55010 - MEN'S SOCCER	575.00	11,449.01	26,219.40	75,504.00	48,709.60	64.51
DEPARTMENT: 55012 - CHEERLEADING	3,618.00	6,095.08	10,189.35	35,882.00	22,074.65	61.52
DEPARTMENT: 55013 - DANCE TEAM	756.60	1,184.15	3,610.29	23,329.00	18,962.11	81.28
DEPARTMENT: 55014 - RODEO TEAM	3,320.86	20,141.00	25,232.11	120,060.00	91,507.03	76.22
DEPARTMENT: 55018 - INTRAMURALS & STUD	0.00	601.22	1,749.08	11,812.00	10,062.92	85.19
DEPARTMENT: 55019 - ATHLETIC TRAINING	1,820.58	10,161.12	28,630.23	109,362.00	78,911.19	72.16
DEPARTMENT: 61000 - PRESIDENT	7,822.81	25,376.72	72,607.57	384,113.05	303,682.67	79.06
DEPARTMENT: 61001 - BOARD OF TRUSTEES	35.00	4,076.67	6,137.05	27,600.00	21,427.95	77.64
DEPARTMENT: 61005 - ATTORNEY	0.00	1,251.84	2,251.84	22,500.00	20,248.16	89.99
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	23,727.58	75,839.17	221,660.97	1,269,885.00	1,024,496.45	80.68
DEPARTMENT: 62010 - HUMAN RESOURCES	1,097.42	9,764.60	26,294.64	131,317.00	103,924.94	79.14
DEPARTMENT: 62011 - ADA COMPLIANCE	813.33	6,930.95	19,721.09	61,241.00	40,706.58	66.47
DEPARTMENT: 62050 - ONE-TIME PURCHASES	232,410.26	144,383.12	265,492.62	313,160.00	184,742.88-	58.98-
DEPARTMENT: 63000 - INFORMATION SERVIC	7,291.64	35,524.20	90,523.49	239,485.00	141,669.87	59.16
DEPARTMENT: 64000 - INFORMATION TECHNO	970.38	63,324.02	293,469.51	749,114.00	454,674.11	60.69
DEPARTMENT: 65000 - CENTRAL SERVICES	642.28	17,081.26	31,016.73	166,096.00	134,436.99	80.94
DEPARTMENT: 70000 - PHYSICAL PLANT ADM	0.00	9,661.64	19,061.30	136,575.00	117,513.70	86.04
DEPARTMENT: 71000 - BUILDINGS	49,649.79	41,703.26	37,967.83	376,116.00	288,498.38	76.70
DEPARTMENT: 71005 - SCOTT CITY BLDG MA	218.51	1,190.73	7,739.73	27,849.00	19,890.76	71.42
DEPARTMENT: 71009 - RENTAL PROPERTY MA	0.00	0.00	0.00	4,050.00	4,050.00	100.00
DEPARTMENT: 72000 - CUSTODIAL SERVICES	5,582.68	47,563.09	119,488.90	586,748.00	461,676.42	78.68
DEPARTMENT: 73000 - GROUNDS	1,978.22	15,578.83	38,620.72	205,536.00	164,937.06	80.25
DEPARTMENT: 73001 - ATHLETIC FIELDS	14,196.77	4,415.37	7,321.54-	38,635.00	31,759.77	82.20
DEPARTMENT: 74000 - VEHICLES	495.61	9,759.19	23,604.62	385,267.00	361,166.77	93.74
DEPARTMENT: 75000 - CAMPUS SECURITY	2,435.40	10,581.48	30,260.25	150,194.00	117,498.35	78.23
DEPARTMENT: 76000 - INSURANCE	0.00	1,615.34	90,612.18	289,172.00	198,559.82	68.66
DEPARTMENT: 77000 - UTILITIES	2,165.54	56,371.52	110,938.66	564,800.00	451,695.80	79.97
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	34.30	715.66	970.55-	62,000.00	62,936.25	101.51
DEPARTMENT: 81001 - TUITION WAIVER SEN	0.00	205.00	2,091.00	9,020.00	6,929.00	76.82
DEPARTMENT: 81002 - TUITION WAIVER EMP	0.00	7,708.00	7,667.00	33,087.00	25,420.00	76.83
DEPARTMENT: 81003 - STATE MANDATED WAI	0.00	2,052.00	2,052.00	3,000.00	948.00	31.60

DEPARTMENT: 81004 - TUITION WAIVER CTZ	0.00	76,609.00	76,609.00	136,575.00	59,966.00	43.91
DEPARTMENT: 81005 - TUITION WAIVER FCH	0.00	0.00	0.00	25,000.00	25,000.00	100.00
DEPARTMENT: 81006 - TUITION WAIVER FIN	0.00	23,939.00	23,939.00	49,938.00	25,999.00	52.06
DEPARTMENT: 94000 - STUDENT CENTER	914.00	8,387.49	13,126.90	78,523.00	64,482.10	82.12
DEPARTMENT: 98001 - CHILD CARE	0.00	3,653.00	10,055.62	41,248.00	31,192.38	75.62

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FUND: 11 - GENERAL	459,096.66	1,537,876.87	3,598,422.27	16,705,094.00	12,647,575.07	75.71
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FUND: 14 - ADULT SUPPLEMENTARY ED

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11031 - DRAMA	72.00	76,068.90	76,068.90	88,860.00	12,719.10	14.31
DEPARTMENT: 31000 - COMMUNITY SERVICE	712.67	9,319.69	35,689.69	184,296.25	147,893.89	80.25
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	419.38	422.00	2.62	0.62
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	0.00	269.10	5,000.00	4,730.90	94.62
DEPARTMENT: 55006 - FOOTBALL	0.00	1,168.35	1,168.35	3,000.00	1,831.65	61.06
DEPARTMENT: 55007 - BASEBALL	0.00	0.00	2.50	0.00	2.50	0.00
DEPARTMENT: 55008 - VOLLEYBALL	0.00	0.00	0.00	5,000.00	5,000.00	100.00
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	1,530.69	5,159.99	7,505.00	2,345.01	31.25
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	602.53	1,200.00	597.47	49.79
=====						
FUND: 14 - ADULT SUPPLEMENTARY ED	784.67	88,087.63	119,380.44	295,283.25	175,118.14	59.31

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FUND: 16 - AUXILIARY ENTITIES

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	200.00	55.14	98.64	7,000.00	6,701.36	95.73
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	2,000.00	4,000.00	19,200.00	15,200.00	79.17
DEPARTMENT: 94000 - STUDENT CENTER	317.00	63,655.47	64,768.73	139,100.00	74,014.27	53.21
DEPARTMENT: 95000 - STUDENT HOUSING	2,727.49	92,995.49	140,007.39	1,097,148.00	954,413.12	86.99
DEPARTMENT: 95001 - DIRECTOR'S APARTME	5,350.00	0.00	2,719.00	8,069.00	0.00	0.00
DEPARTMENT: 98000 - COSMETOLOGY	3,755.74	24,624.97	36,483.31	113,955.00	73,715.95	64.69
DEPARTMENT: 98001 - CHILD CARE	440.41	2,456.12	4,915.85	30,000.00	24,643.74	82.15
=====						
FUND: 16 - AUXILIARY ENTITIES	12,790.64	185,787.19	252,992.92	1,414,472.00	1,148,688.44	81.21

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Fiscal Year: 2009

FUND: 21 - FEDERAL STUDENT AID

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available % Avail
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	1,051,721.82	1,109,971.53	103,687.51	1,006,284.02- 970.49-
=====					
FUND: 21 - FEDERAL STUDENT AID	0.00	1,051,721.82	1,109,971.53	103,687.51	1,006,284.02- 970.49-



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FUND: 22 - RESTRICTED GRANTS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11040 - SCIENCE	4,953.26	648.44	1,222.93	6,676.12	499.93	7.49
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.00	0.00	0.00	19,215.00	19,215.00	100.00
DEPARTMENT: 12200 - ADN PROGRAM	0.00	0.00	65.25-	0.00	65.25	0.00
DEPARTMENT: 12211 - MEAT JUDGING	4,698.83	1,949.97	4,836.09-	0.00	137.26	0.00
DEPARTMENT: 12273 - WELDING	2,824.38	0.00	1,979.06	12,896.14	8,092.70	62.75
DEPARTMENT: 13301 - ABE--INSTRUCTION	21,040.00	0.00	21,040.00-	11,800.00	11,800.00	100.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	749.94	46,388.66	120,728.84	480,842.52	359,363.74	74.74
DEPARTMENT: 42000 - DEAN OF LEARNING S	5,333.72	12,518.64	81,921.40	283,125.19	195,870.07	69.18
DEPARTMENT: 42005 - DEAN OF TECHNICAL	4,050.44	7,339.06	28,569.30	154,298.00	121,678.26	78.86
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	0.00	12,715.75	33,352.79	66,352.79	33,000.00	49.73
DEPARTMENT: 45011 - SCIENCE LAB ACTIVI	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	21,245.96	49,935.81	156,857.90	730,450.17	552,346.31	75.62
DEPARTMENT: 71000 - BUILDINGS	43,269.48	236,030.00	241,030.00	284,299.48	0.00	0.00
=====						
FUND: 22 - RESTRICTED GRANTS	108,166.01	367,526.33	639,720.88	2,049,955.41	1,302,068.52	63.52

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FUND: 23 - OTHER RESTRICTED FUNDS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	3,470.80	374.09	2,089.24-	13,000.00	11,618.44	89.37
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	0.00	20,028.00	20,028.00	100.00
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	15,355.00	0.00	0.00	25,352.50	9,997.50	39.43
DEPARTMENT: 61000 - PRESIDENT	0.00	0.00	0.00	600.00	600.00	100.00
DEPARTMENT: 63000 - INFORMATION SERVIC	1,000.00	0.00	0.00	1,000.00	0.00	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	0.00	1,000.00	1,000.00	100.00
=====						
FUND: 23 - OTHER RESTRICTED FUNDS	19,825.80	374.09	2,089.24-	60,980.50	43,243.94	70.91

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FUND: 24 - ADULT BASIC EDUCATION

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 13301 - ABE--INSTRUCTION	15,383.95	55,198.46	101,672.24	468,500.79	351,444.60	75.01
DEPARTMENT: 13305 - ABE--STAFF DEVELOP	215.00	453.50	2,441.05	11,342.00	8,685.95	76.58
=====						
FUND: 24 - ADULT BASIC EDUCATION	15,598.95	55,651.96	104,113.29	479,842.79	360,130.55	75.05

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FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	328,471.58	17,001.28	113,940.16	653,492.00	211,080.26	32.30
=====						
FUND: 61 - CAPITAL OUTLAY	328,471.58	17,001.28	113,940.16	653,492.00	211,080.26	32.30

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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	62,469.67-	62,469.67-	0.00	62,469.67	0.00
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	0.00	0.00	715.60-	0.00	715.60	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	625.00	0.00	625.00-	0.00
=====						
FUND: 63 - DEBT RET--COP	0.00	62,469.67-	62,560.27-	0.00	62,560.27	0.00

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FUND: 64 - COP FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available % Avail
DEPARTMENT: 71000 - BUILDINGS	934,000.00	0.00	18,862.00	0.00	952,862.00- 0.00
=====	=====	=====	=====	=====	=====
FUND: 64 - COP FUND	934,000.00	0.00	18,862.00	0.00	952,862.00- 0.00

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FUND: 71 - ACTIVITY/ORGANIZATION FD

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	27,243.73	24,261.64	28,311.97	293,602.00	238,046.30	81.08
DEPARTMENT: 99001 - STUDENT NEWSPAPER	3,500.00	111.34	111.34	52,750.00	49,138.66	93.15
DEPARTMENT: 99002 - STUDENT MAGAZINE	54.60	0.00	49.01	53,000.00	52,896.39	99.80
=====						
FUND: 71 - ACTIVITY/ORGANIZATION FD	30,798.33	24,372.98	28,472.32	399,352.00	340,081.35	85.16

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FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11022 - SPEECH	0.00	350.00	350.00	0.00	350.00-	0.00
DEPARTMENT: 11025 - JOURNALISM	0.00	5,677.00	5,677.00	0.00	5,677.00-	0.00
DEPARTMENT: 11030 - ART	0.00	2,654.00	2,654.00	0.00	2,654.00-	0.00
DEPARTMENT: 11031 - DRAMA	0.00	3,442.00	3,442.00	0.00	3,442.00-	0.00
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	5,506.00	5,506.00	0.00	5,506.00-	0.00
DEPARTMENT: 11033 - INST MUSIC	0.00	7,689.00	7,689.00	0.00	7,689.00-	0.00
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	881.00	881.00	0.00	881.00-	0.00
DEPARTMENT: 12211 - MEAT JUDGING	0.00	4,692.00	4,692.00	0.00	4,692.00-	0.00
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	6,884.00	6,884.00	0.00	6,884.00-	0.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	5,245.00	5,245.00	0.00	5,245.00-	0.00
DEPARTMENT: 55003 - MEN'S TRACK	0.00	881.00	881.00	0.00	881.00-	0.00
DEPARTMENT: 55004 - WOMEN'S TRACK	0.00	1,598.00	1,598.00	0.00	1,598.00-	0.00
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	7,007.00	7,007.00	0.00	7,007.00-	0.00
DEPARTMENT: 55006 - FOOTBALL	0.00	49,106.00	49,106.00	0.00	49,106.00-	0.00
DEPARTMENT: 55007 - BASEBALL	0.00	3,483.00	3,483.00	0.00	3,483.00-	0.00
DEPARTMENT: 55008 - VOLLEYBALL	0.00	840.00	840.00	0.00	840.00-	0.00
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	7,358.00	7,358.00	0.00	7,358.00-	0.00
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	3,483.00	3,483.00	0.00	3,483.00-	0.00
DEPARTMENT: 55012 - CHEERLEADING	0.00	3,401.00	3,401.00	0.00	3,401.00-	0.00
DEPARTMENT: 55013 - DANCE TEAM	0.00	2,315.00	2,315.00	0.00	2,315.00-	0.00
DEPARTMENT: 55014 - RODEO TEAM	0.00	9,978.00	9,978.00	0.00	9,978.00-	0.00
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	15,571.00	15,571.00	0.00	15,571.00-	0.00
=====						
FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS	0.00	148,041.00	148,041.00	0.00	148,041.00-	0.00



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FUND: 73 - EDUKAN CONSORTIUM FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available % Avail
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	3,360.11	60,838.36	270,000.00	209,161.64 77.47
=====					
FUND: 73 - EDUKAN CONSORTIUM FUND	0.00	3,360.11	60,838.36	270,000.00	209,161.64 77.47

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Garden City Community College  
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Fiscal Year: 2009

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	1,350.00	94,950.00-	0.00	94,950.00	0.00
=====						
FUND: 89 - OTHER	0.00	1,350.00	94,950.00-	6,500.00	101,450.00	560.77

As of 9/30/2008

		Amount	% Rate
<b>Cash in Bank:</b>	Commerce Bank	\$ 364,710.80	0.1500%
	Security State - Scott City	\$ 23,819.04	0.0000%
	State Municipal Invest. Pool	\$ 94,800.36	1.6580%
	Landmark National Bank	\$ 3,103,990.78	2.0000%

Investments:

Institution	Type	Amount	% Rate	Beg. Date	End Date
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
Commerce Bank	CD	\$ 2,000,000.00	2.4900%	05/30/08	12/01/08
First National Bank	CD	\$ 2,000,000.00	2.7100%	05/30/08	12/01/08

# CONTRACTS FOR APPROVAL

## October 8, 2008

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### FULL-TIME FACULTY

Terry Crain	Industrial Maintenance Technology Instructor September 16, 2008 – May 21, 2009	\$39,998.25
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### GARDEN CITY COMMUNITY COLLEGE OUTREACH COORDINATOR 2008-2009 ANNUAL CONTRACTS (For Approval at 10/8 /08 Board Meeting)

<b>Coordinator</b>	<b>Location</b>	<b>U.S.D.</b>	<b>Yrs. of Service</b>	<b>Payment Per Semester</b>
Amy R. DeLaRosa	Deerfield	216	6	\$200 base pay + \$6.52/cr. hr. generated
Debra D. Dowell	Dighton/ Healy	482/ 468	9	\$200 base pay + \$6.87/cr. hr. generated
Jennifer L. LaSalle	Holcomb	363	1	\$200 base pay + \$5.91/cr. hr. generated
Janis M. Kreutzer	Leoti	467	8	\$200 base pay + \$6.75/cr. hr. generated
Ron Ewy	Syracuse	494	2	\$200 base pay + \$6.04/cr. hr. generated
William H. Wilson	Tribune	200	3	\$200 base pay + \$6.15/cr. hr. generated

11-00-0000-42002-5220



**GARDEN CITY COMMUNITY COLLEGE  
OUTREACH COORDINATOR  
2008-2009 ANNUAL SERVICE CONTRACTS  
(For Approval at 10/8/08 Board Meeting)**

**CONTRACT FOR SERVICE**

<b>Location/Provider Coordinator</b>	<b>Assignment</b>	<b>Payment Per Semester</b>	<b>Yrs. of Service</b>
<u>LAKIN</u> USD 215 (Praveen K. Vadapally)	Lakin Outreach Coordinator	\$200 base pay + \$6.04/cr. hr. generated	2

Account # 11-00-0000-42002-6610

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

(For approval at 10/8/08 Board Meeting)

PROVIDER/INSTRUCTOR	CLASS	AMOUNT	SALARY LEVEL/ SEMESTERS TAUGHT
<b><u>MAIN</u></b>			
Aslin, Lucas B	Lifetime Fitness 2 cr.hr. x \$470 (18 students) HPER-121-01 (7/28/2008-8/6/2008) 0 x 0 = 0 11-00-0000-11070-5230	\$940.00	L3/7
Baumann, Kristopher E	Fund. of Coaching Basketball 2 cr.hr. x \$400 (13 students) HPER-182-01 (7/28/2008-8/6/2008) 0 x 0 = 0 11-00-0000-11070-5230	\$800.00	L1/9
Cox, Jacob T	Fundamentals Weighlifting I 1 cr.hr. x \$400 (12 students) HPER-191-90 (7/28/2008-8/6/2008) 0 x 0 = 0 11-00-0000-11070-5230	\$400.00	L1/4
Cox, Jacob T	Fundamentals Weighlifting I & II 1 cr.hr. x \$400 (6 students) HPER-191/192-01 (7/21/2008-8/1/2008) 0 x 0 = 0 11-00-0000-11070-5230	\$400.00	L1/4
Gorton, Stephen A	Fund. Coaching of Soccer 2 cr.hr. x \$400 (15 students) HPER-190-90 (7/28/2008-8/6/2008) 0 x 0 = 0 11-00-0000-11070-5230	\$800.00	L1/5
Hill, Brian L	Fund. Of Coaching Football 2 cr.hr. x \$400 (6 students) HPER-181-02 (7/14/2008-7/25/2008) 0 x 0 = 0 11-00-0000-11070-5230	\$800.00	L1/24
Hill, Brian L	Fund. Of Coaching Football 2 cr.hr. x \$400 (15 students) HPER-181-01 (7/28/2008-8/6/2008) 0 x 0 = 0 11-00-0000-11070-5230	\$800.00	L1/24
Hunter, Marian S	Para Health Team Refr Course 1 cr.hr. x \$470 (8 students) HELR-110-01 (6/27/2008-6/28/2008) 0 x 0 = 0 11-00-0000-12203-5230	\$470.00	L3/3
<b>TOTAL ADJUNCT FACULTY CONTRACTS</b>		<b>\$5,410.00</b>	

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

(For approval at 10/8/08 Board Meeting)

<b>PROVIDER/INSTRUCTOR</b>	<b>CLASS</b>	<b>AMOUNT</b>	<b>SALARY LEVEL/ SEMESTERS TAUGHT</b>
<b><u>BEC</u></b>			
Emahizer, Shellie S	Certified Nurse Aide 5 cr.hr. x \$ 470 (7 students) HELRL-102-SC (6/11/2008-7/30/2008) 0 x 0 = 0 11-00-0000-12203-5220	\$2,350.00	L3/4
Niswonger, Leslie T	English II 3 cr.hr. x \$ 470 (5 students) ENGL-102-ST (6/16/2008-7/23/2008) 0 x 0 = 0 11-00-0000-11021-5220	\$1,410.00	L3/18
<b>TOTAL OUTREACH FACULTY CONTRACTS</b>		<b>\$3,760.00</b>	

Oct. 1, 2008

**To:** Board of Trustees  
**From:** Cathy McKinley, Director of Human Resources

New Hires

Terry L. Crain, Industrial Technology Instructor, effective Sept. 16, 2008

Cindy Hernandez, Financial Aid Advisor, effective Oct. 6, 2008

Guille Hinde, Cosmetology Instructor, effective Jan. 12, 2009

Micah Kasriel, Student Activities Coordinator, effective Oct. 13, 2008

Lorilynn Landgraf, Nursing Lab Coordinator, effective Nov. 3, 2008

Separations

Debra K. Mader, Nursing Lab Coordinator, effective Sept. 30, 2008

Jennifer (Richman) Hill, Secretary - Athletic Director, effective Oct. 3, 2008

Retirements

Transfers/Promotions

Robert Larson, Athletic Director, effective Oct. 1, 2008

Greg Greathouse, Asst. Athletic Director/HPER Div. Dir., effective Oct. 1, 2008

Vacancies

Asst. Volleyball Coach (volunteer, part-time)

Asst. Women's Basketball Coach (volunteer, part-time)

Computer Technician

Director of Human Resources

English Instructor

Secretary – Academic Building

Secretary – Athletic Director



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**MEMORANDUM**  
**Garden City Community College**  
**Office of the President**

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**TO:** GCCC Board of Trustees

**FROM:** Carol E. Ballantyne, Ph.D.

**DATE:** October 3, 2008

**RE:** Black Hills Agreement

Dee Wigner has been in discussions with Phil Escareno, Black Hills Energy, to install some training props on the Fire Tower site on campus.

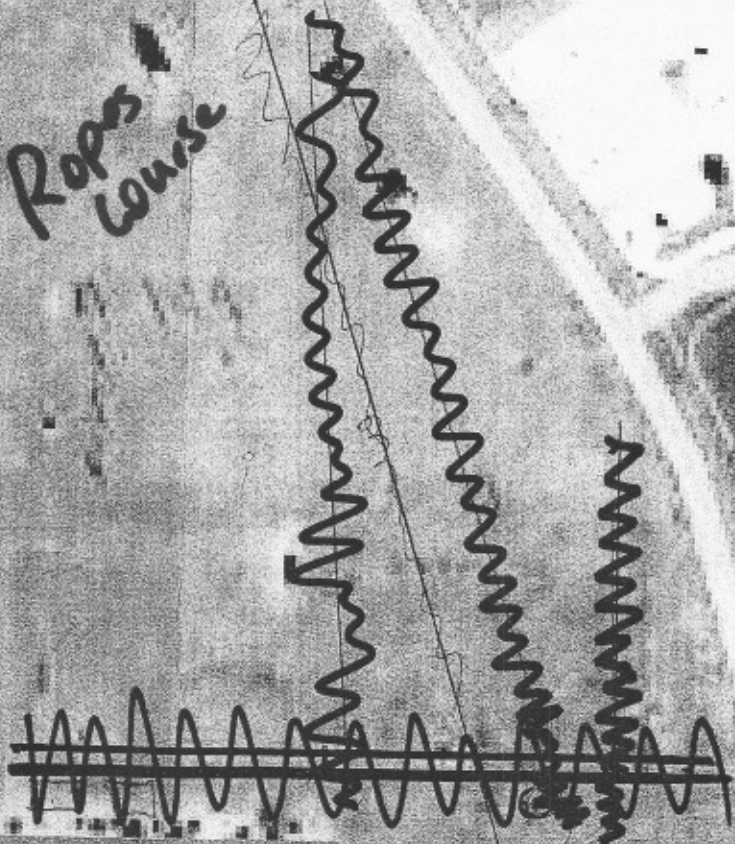
The agreement will allow Black Hills to put gas lines and a meter on campus for training purposes. The lines will allow for detecting and repairing gas leaks, a fire pit for gas fires in the open, and we are beginning discussions regarding vehicular fires, appliance leaks, etc. GCCC will also use the lines, etc., for fire training; however, Black Hills will be onsite to unlock the meter and turn on the gas for all of those trainings.

I recommend that the Board of Trustees approve this agreement with Black Hills Energy.

N ↑

Rops  
Course

JC St



Lead  
Room

Tower

Fire Tower

E Spruce St

## SERVICES AGREEMENT

THIS AGREEMENT, made and entered into this [\_\_\_\_\_] day of [Month], 200(8), by and between Black Hills/ Kansas Gas Utility Company, LLC d/b/a Black Hills Energy ("Black Hills Energy") and [ Garden City Community College \_\_\_\_\_ ] ("Customer").

WITNESSETH THAT:

WHEREAS, Customer has the need for certain technical Services (defined herein), and Black Hills Energy has the requisite personnel, experience and equipment to perform the Services; and

WHEREAS, Black Hills Energy has the need for the use of the facilities for the purpose of training on the Customer's property; and

WHEREAS, Customer desires to engage Black Hills Energy to perform the Services and Black Hills Energy desires to provide to Customer the Services in return for the grant of the use of the facilities, pursuant to the terms, conditions and provisions of this Agreement..

NOW THEREFORE, in consideration of the mutual covenants expressed herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledge, the parties agree as follows:

### ARTICLE I

#### Performance of the Services

Black Hills Energy shall construct a concrete fire pit with a natural gas line (the "Line") installed for the purpose of fire extinguisher and hose line training (the "Services"). The fire pit will be designed by the Black Hills Energy engineering group and approved for construction. Notwithstanding the foregoing, Black Hills Energy will not be required to provide any Service to the extent the provision thereof (i) becomes impracticable, in any material respect, as a result of one or more causes outside of Black Hills Energy's reasonable control (including, without limitation, any labor dispute or force majeure event), (ii) would require Black Hills Energy to violate any law, order or other binding commitment or obligation of Black Hills Energy to any governmental entity, or (iii) would, in Black Hills Energy's sole judgment acting in good faith, violate prudent safety procedures.

### ARTICLE II

#### Training Center

In connection with the fire training facilities located at the southwest corner of the Customer campus, as more particularly described in Exhibit A (the "Fire Training Facility"), Black Hills Energy will have the right to conduct training upon request and subject to availability of the Fire Training Facility. Black Hills Energy has the right to install, survey, construct, operate, patrol, inspect, maintain, alter, add wires, cables, conduits, and pipes, repair, rebuild and remove, on, under and over the Customer's property lines for the distribution of gas and all appurtenances and appliances necessary in connection therewith, together with the right of ingress and egress to and from the lines so that Black Hills Energy may go to and from said lines from the public roads adjacent to Customer's property. The parties agree to enter into an easement agreement to provide for this use and access.

A meter will be installed on the Line for the purpose of measuring the gas used for training purposes and to determine the amount of usage annually. The natural gas used for training will not be charged to Customer for one year from the date of this Agreement. Black Hills Energy reserves the right to evaluate the gas usage by the customer thereafter and may, at its sole option, begin charging Customer for their gas usage at that time.

The parties further agree as follows:

- a. All meters and valves will remain in the off position and locked off when not in use.
- b. The valves will only be operated by authorized, operator qualified personnel approved by Black Hills Energy.
- c. A metal cover will be locked in place over the pit when not in use.
- d. All locks will remain in place and only removed by Black Hills Energy personnel.
- e. Black Hills Energy personnel will, at the request of Customer and at no cost to Customer, be available to unlock and operate the meter, valves and other equipment associated with the natural gas training as the training schedule, work schedule and weather permit.
- f. Black Hills Energy has the right to stop the training and use of the fire pit if, in its sole discretion, it determines that an unsafe or dangerous situation arises out of neglect or unsafe practices in conjunction with the natural gas training. In that instance, Black Hills Energy will provide a written report to Customer specifying the reasons for halting training. Training will not resume until all unsafe conditions contained in the report are rectified.
- g. The Customer shall grant to Black Hills Energy the use of the training center at no additional cost to Black Hills Energy with all scheduling approved through the Customer.
- h. Any student or other individual using the Fire Training Facility will execute a waiver of liability similar in form to that attached as Exhibit B attached hereto and incorporated herein by this reference.

### **ARTICLE III** **Term & Termination**

- A. Term. Subject to the termination provisions of paragraph (B) below, this

Agreement is effective as of the date hereof and will continue in full force and effect for a period of five (5) years (the "Original Term"). After the expiration of the Original Term, this Agreement will be automatically renewed for successive terms of one (1) year each (each, a "Renewal Term").

B. Termination. Either party may terminate this Agreement upon thirty (30) days written notice prior to the end of the Original Term or any Renewal Term. In addition, Black Hills Energy may terminate this Agreement upon three days' prior notice in the event a dispute arises between the parties concerning the potential risk to the public safety that could reasonably be expected to result from any action or inaction in providing any Service.

C. Effect of Termination. Upon the termination of this Agreement the provisions of Articles III, IV, V, VI and VII of this Agreement will survive such termination.

#### **Article IV** **Relationship of the Parties**

The relationship of Black Hills Energy to Customer under this Agreement is that of an independent contractor, and Black Hills Energy will not be deemed to be an employee, partner, or agent of Customer in connection with the provision of the Services by Black Hills Energy. Black Hills Energy will be solely responsible for the payment of any employment-related costs, taxes or benefits in respect of the provision of the Services.

#### **ARTICLE V** **Indemnification; Consequential Damages**

A. Indemnification by Black Hills Energy. Black Hills Energy will indemnify and hold harmless Customer and its directors, officers, employees and agents from and against any and all claims, liabilities, losses, costs, damages, injuries or expenses (including court costs and reasonable attorney's fees) by reason of any accident, personal injury, death, or damage to real or personal property brought by any person, association, or corporation, but only to the extent such accident, personal injury, death, or damage to real or personal property is directly caused by the gross negligence of Black Hills Energy in providing the Services under this Agreement.

B. Indemnification. To the extent allowed by K.S.A. 71-201a, the Kansas Tort Claim Act (K.S.A. 75-6101 et seq), and State of Kansas Department of Administration form DA-146a (Exhibit C), as amended, the Customer shall indemnify and hold harmless Black Hills Energy, for any property damage, personal injury or death that might occur as a result of the Customer's use of the Fire Training Facility.

#### **ARTICLE VI** **Disclaimer of Warranties**

BLACK HILLS ENERGY MAKES NO REPRESENTATIONS, COVENANTS, WARRANTIES, OR GUARANTEES, (EXPRESS, IMPLIED, STATUTORY, OR OTHER) OTHER THAN THOSE SPECIFICALLY SET FORTH HEREIN, IF ANY, INCLUDING BUT

NOT LIMITED TO, ANY IMPLIED WARRANTY OF MERCHANTABILITY OR OF FITNESS FOR A PARTICULAR PURPOSE, WITH RESPECT TO THE SERVICES OR OTHER DELIVERABLES TO BE PROVIDED HEREUNDER. Without limiting the foregoing, no implied warranty arising by usage of trade, course of dealing or course of performance is given by Black Hills Energy to Customer or will arise by or in connection with this Agreement or the parties conduct in relation hereto or to each other.

**ARTICLE VII**  
**Miscellaneous**

A. Assignment. This Agreement is binding upon and inures to the benefit of the parties and their respective successors and permitted assigns, but neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned by either party, in whole or in part, without the prior written consent of the other party (such consent not to be unreasonably withheld). Notwithstanding the forgoing, Black Hills Energy may without Customer's consent (i) engage one or more subcontractors to perform Services, and (ii) assign this Agreement to any person that acquires, by merger, purchase or otherwise, all or substantially all of Black Hills Energy's natural gas operations in the State of Kansas.

B. Notice. All notices pertaining to this Agreement will be made in writing and sent by registered mail or facsimile to the following addresses, as may be changed from time to time by notifying the other party in accordance with this paragraph:

If to Black Hills Energy:

Black Hills Energy [Garden City Community College

[Address]

Attn: [\_\_\_\_\_]

If to Customer:

801 Campus Drive

Attn: Carol E. Ballantyne, President

C. Governing Law. This Agreement will be construed and enforced in accordance with the laws of the State of Kansas, and each party hereby expressly consents to the jurisdiction of the courts of the State of Kansas.

D. Waiver of Compliance. No waiver by any party of any default or breach by the other in performance of this Agreement will operate or be construed as a waiver of any other or future breach or default, whether of a like or a different character.

E. Entire Agreement; Amendment. This Agreement will be a valid and binding agreement of the parties only if and when it is fully executed and delivered by the parties. This Agreement, together with the exhibit(s) attached hereto (which are incorporated herein by this reference), (i) embodies the entire agreement and understanding of the parties as to the subject matter of this Agreement, and (ii) supersedes all prior agreements and understandings between the parties with respect to the Services. No amendment of, or modification to, this Agreement will be effective unless in writing and signed by each of the parties.

F. Severability and Reformation. If any term or provision of this Agreement is held

by any court to be illegal or unenforceable, the remaining terms, provisions, rights, and obligations shall not be affected and shall remain in full force and effect. Further, to the extent permitted by applicable Law, any such term or provision will be restricted in applicability or reformed to the minimum extent required so that such term or provision may be enforceable.

G. Delivery. This Agreement may be executed in multiple counterparts (each of which will be deemed an original, but all of which together will constitute one and the same instrument), and may be delivered by facsimile transmission, with originals to follow by overnight courier or certified mail.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.

Black Hills /Kansas Gas Utility Company, LLC d/b/a Black Hills Energy

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Garden City Community College

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_



# GARDEN CITY COMMUNITY COLLEGE

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

**TO:** Dr. Carol Ballantyne, president  
**FROM:** Steve Quakenbush, director of information services and publications  
**RE:** 2008-2009 Contract, Garden City Telegram

9-29-07

Carol,

It's time to renew our annual advertising contract with the Garden City Telegram. We've entered a contract arrangement with the Telegram each of the last several years, effective Oct. 1, because it lets us secure significantly lower rates. Last year's \$60,000 contract gave us the display and classified advertising rates noted below, expressed in dollars per column inch.

**2007-2008 contract:**

**Display ads**

\$8.66 our rate    \$10.77 full rate paid by other customers    Column inch discount: \$2.11

**Classified ads**

\$6.72 our rate    \$8.37 full rate paid by other customers    Column inch discount: \$1.65

We actually spent only about \$43,000 in advertising with the Telegram, but the publisher allowed us to count charges for printing and related services toward the qualifying total. In addition, we were able to count items such as insertion charges, Endowment Association printing and EduKan advertising, for which we are reimbursed.

**NEW CONTRACT, 2008-2009 (Same rates):**

For the new year, the Telegram has agreed to keep us at the same rates, while reducing the guarantee by \$10,000 at my request, to a total of \$50,000. The new contract also allows us to continue counting all non-advertising expenses toward the qualifying total.

**Proposed new contract:**                      **Display ads \$8.66**                      **Classified ads \$6.72**

**RECOMMENDATION:**

I am forwarding a copy of the contract to Dee Wigner for review. Meanwhile, I am recommending that we accept this proposal and sign a new contract at the reduced guarantee amount of \$50,000.

**INCIDENTAL INFORMATION:**

- Though GCCC receives the benefit of counting non-advertising expenses toward the contract total, not all customers do.
- In addition to these discount rates, we will continue to qualify for the Telegram's standard frequency discount rates, which range from 25 to 60 percent of the column inch rates for ads appearing twice or more.
- The Telegram is continuing to provide GCCC approximately 20 column inches of space every other week for a public information column, at no charge. The value of this space, over a year's time, is more than \$4,300.00



- The Telegram and GCCC work as partners in co-sponsoring various events throughout the year, particularly those in fine arts programming, further reducing college advertising expenses.
- While the newspaper charges a 25 percent fee for guaranteed placement on designated pages, GCCC has in most cases received this service at no charge over the past year, and can expect that benefit to continue.
- Even though the official contract year begins Oct. 1, the Telegram is already honoring the rates in the proposal, pending approval.



## AGREEMENT

This Agreement is entered into this 25th day of September 2008, by and between DENNIS PERRYMAN ("Consultant") and GARDEN CITY COMMUNITY COLLEGE ("Company").

WITNESSETH:

WHEREAS Company desires to retain Consultant to advise and render services related to Company's athletic department; and

WHEREAS Consultant desires to render such services to Company;

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties agree as follows:

1. **Services.** Consultant shall render to Company services in relation to the development and improvement of the GCCC Athletic Department during the period 09/15/2008 to 03/31/2009.
2. **Compensation.** Consultant shall be paid by Company fees in the amount of \$12,000 in 2008 and \$12,000 in 2009. Upon receipt of Consultant's invoice, fees shall be paid monthly in equal amounts commencing in October 2008.
3. **Independent Contractor.** Company acknowledges and agrees that Consultant is an independent contractor and not an employee or agent of Company.
4. **Disclaimer.** Company acknowledges and agrees that it remains solely responsible for all decisions it makes with regard to the operations of the Athletic Department, whether or not suggested or recommended by Consultant.
5. **Assignments.** This Agreement shall not be assigned by Consultant without Company's prior written consent.
6. **Severability.** If any provision or condition of this Agreement shall be held to be invalid or unenforceable, the validity or enforceability of the remaining provisions and conditions will not be affected thereby.
7. **Governing Law.** This Agreement will be governed by and construed in accordance with the laws of the State of Kansas.
8. **Entire Agreement.** This Agreement represents the entire agreement between the parties with respect to the subject matter contained herein. This Agreement may not be changed orally, but only by an agreement in writing signed by the parties.

IN WITNESS WHEREOF, the parties have hereto affixed their signatures and delivered this Agreement as of the date first set forth above.

DENNIS PERRYMAN GARDEN CITY COMMUNITY COLLEGE

## OCTOBER 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 Great Western Dining – 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 #181235 to Garden City Telegram for \$17,969.12 for various invoices. Bid sheets were attached to purchases over \$2,500 indicating this was a single source vendor.
- Check #181404 to J & M Paint for \$11,714.94 for various invoices including one for \$10,885.70 which had a bid sheet attached indicating this was a single source vendor to finish installation of tile in the vocational building.
- Check #181413 Marianna Industries for \$15,742.35 for cosmetology kits for students. A bid sheet was attached indicating the vendor with the best quality for the price was selected.
- Check #181496 to Group Sales Box Office for \$16,369.40 for tickets to plays in New York. A bid sheet was attached indicating this was a single source vendor.
- Check #181564 to Perceptive Software Inc. for \$22,020.00 for software maintenance. The Board approved this purchase at the September 10, 2008 board meeting.
- Check #181571 to RT Sporting Goods for \$17,633.01 for various invoices. Bid sheets were attached to purchases over \$2,500. All bid sheets indicated lowest price or local vendor preference.
- Check #182009 to New York City Vacation Packages for \$33,922.00 for hotel rooms for the New York City trip. A bid sheet was attached indicating the lowest price selected.
- Check #182207 to Kent Audio Visual for \$22,070.00 for smart board equipment. Bid sheets were attached indicating the selected vendor will train staff on the equipment.
- Check #182219 to RT Sporting Goods for \$15,274.50 for football equipment and uniforms. A bid sheet was attached indicating this was the only vendor that submitted a bid.
- Check #182274 to Midwest Airlines for \$16,472.00 for airline tickets to New York City. A bid sheet was attached indicating this was a single source vendor.

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

- Check #181236 to Great Western Dining for \$11,819.34 for various invoices.
- Check #181386 to City of Garden City for \$45,133.17 for utilities.
- Check #181397 to GMCN Architects for \$29,767.06 for professional services on the Penka Addition.
- Check #181398 to Great Western Dining for \$46,429.07 for various invoices.
- Check #181430 to Seminole Energy Services for \$15,177.39 for natural gas.
- Check #181556 to Lewis Hooper & Dick for \$25,444.00 for professional audit services.
- Check #182184 to Broncbuster Bookstore for \$85,202.95 for fall scholarship books.

- Check #182190 to DV Douglass Roofing, Inc. for \$143,764.78 for replacement of the Science and Math Building roof. The Board approved this project at the June 11, 2008 board meeting.
- Check #182191 to Dick Construction for \$213,630.00 for work on the Penka Addition. The Board previously approved this project.
- Check #182201 to Great Western Dining for \$14,246.57 for various invoices.

## OCTOBER 2008 MONITORING REPORT

### EXECUTIVE LIMITATIONS

#### Information and Advice

#2

Page 11

QUARTERLY

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

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

**Data directly addressing CEO's interpretation:** The President tries to keep the Board advised of any adverse legal or media coverage by e-mail when an incident arises. Significant internal changes are communicated through the planning process with updates on progress i.e.; Datatel, Central Processing, renovations and administrative policy changes. The President's report at Board meetings includes relevant trends, administrative policy and procedure changes and philosophical changes. The Board does receive professional newsletters, magazines and many attend conferences that keep the College in touch with national trends.

### EXECUTIVE LIMITATIONS

#### Information and Advice

#3

Page 11

QUARTERLY

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

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

**Data directly addressing CEO's interpretation:** I have no concerns about the Board and its compliance with its policies. The Board regularly looks at policies and studies the Carver model at workshops and through newsletters. There have been no incidents of Board behavior that have been detrimental to the working relationship.

### EXECUTIVE LIMITATIONS

#### Information and Advice

#5

Page 11

QUARTERLY

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

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

**Data directly addressing CEO's interpretation:** Individual requests for information are usually discussed with the Board as a whole. The Board is aware of the means and has not interfered with them.

**SEMI-ANNUAL MONITORING REPORT  
OCTOBER 2008  
ESSENTIAL SKILLS: Students will possess essential skills**

*CEO's Interpretation and its Justification: The President will ensure that measures are in place to determine if individual students are progressing in the essential skills area. The initial Compass tests will place students into math, reading and English courses. Those that test into developmental courses will be assessed at the end of each semester to determine if they are prepared for college level work. If trends show that the students are continually misplaced, the testing levels will be reviewed. If the passing rates are not acceptable in developmental courses, the curriculum will be reviewed. If students have not had an introductory computer course in high school, they will be required to take one at the college level. The WorkKeys testing will also tell us if students are improving to levels appropriate for their chosen field of study.*

*Adult Basic Education, GED and ESL students are assessed every 12 hours to determine if progress is being made toward the exiting high school goal to get them ready to attend college classes.*

The number of students who enroll in classes at Garden City Community College who are placed into developmental classes is significant information. Out of 765 new students who enrolled at the college during the 2007-2008 academic year, 445 of them were recommended for developmental classes for a 58.2% rate. Those new students who were freshmen constituted the highest need among new students. Of the 622 who enrolled for the first time, 395 of them were placed in or recommended to take developmental class for a total of 63.5%. Thirty-five percent of those students new to the college who transferred from another post-secondary institution were placed into developmental classes (50 out of 143).

The faculty and administration at GCCC knows that aiding students in developing essential skills is not only essential to the success of students; it is also an integral part of the community college experience. Consequently, essential skills never stray far from the overall curriculum at the college.

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

**Academics**

It is a requirement of the college that all degree-seeking students must take and pass Public Speaking (or Interpersonal Communications for a General Studies degree). Further, students are required to demonstrate essential communication skills in English, ESL, and College Skills classes. Components of speaking, listening, and writing are incorporated into courses across the curriculum at the college.

Measures are in place to determine if students are progressing in these essential skills areas. The following graph shows the numbers of students who successfully completed the developmental Basic English sections during the fall and spring semesters of 2007-08 who then went on to enroll in English I. The graph also gives percentages of those who were successfully retained.



TERM	BASIC ENGLISH		
	Number Successful (C or Better)	Number Enrolled in English I Next Term	Percent Retained
Fall 2007	89	60	67.4%
Spring 2008	29	14	48.3%
Academic Year	118	74	62.7%

It is clear that most students traditionally take Basic English once they are placed in that class the first semester they are on campus. Students are encouraged to do so by their advisors, counselors, and administration alike because it is generally agreed that students who are placed in developmental courses will need the skills learned there to be successful in other college-level courses they will want to take. We have also found that it is a good idea to place students in developmental courses early because we recognize that the nature of these courses demonstrates deficiencies in academic preparedness on the part of the students in question. Furthermore, in order to finish the entire sequence required to successfully complete an Associate in Arts or an Associate in Science degree within a reasonable length of time, it is wise to attempt to keep students on track.

In an attempt to raise success and retention rates in developmental English classes, the Developmental Education Team instituted a pilot Basic English class during the fall 2007 semester. The cohort for this class was also enrolled in a grammar course to be taught in conjunction with the Basic English class. Students were selected to be a part of the cohort based upon a distribution of Compass scores representing all levels of developmental needs and upon a noted discrepancy between their reading and writing Compass scores. For example, student writing placement scores ranged from 65 to 1 while their reading placement scores were generally significantly higher than their writing scores. The combined classes met five days a week.

The theory behind the pilot involved several factors. The Developmental Education Team closely monitors the success of student placement into English classes to ensure proper placement. We have found that the cut off scores placing students into Basic English classes have been consistently accurate over a long period of time. The college has mandated that all full-time students be required to take the Compass placement assessment in the areas of writing, math, and reading. The writing portion of this test assesses students predominantly on grammar because the correlation between writing skills and grammar skills are statistically significant. With this concept in mind, the team decided to put together the pilot class described earlier.

Initial data confirms that this may be a positive step in helping students attain the essential skills necessary for collegiate success. Of the 17 students who were enrolled on the first day of class, all but one finished the class at the end of the semester. Every one of the 16 remaining students passed the Basic English exit essay; however, 6 of those students did not

qualify to move on to English I because they received a grade of D or F for the class. Each of those ten students who qualified for English I took that class during the spring 2008 semester and eight of those passed English I with a grade of C or better. Of the two who did not, one received a D in the English I class and the other chose to repeat Basic English for more remediation.

An area of study closely connected with essential speaking, listening, and writing skills are the college’s English as a Second Language (ESL) classes. When the various levels of ESL classes were developed, the program struggled to recruit enough students. However, with advisor help and an intensive training program for instructors in other subject areas, more students are being appropriately placed into the ESL courses. Compass Placement tests do not have a component to place students into these classes; instead, the Michigan Placement Test is used. Our levels various levels of ESL instruction were developed to coordinate with this assessment, so placement in the appropriate level is very accurate.

The three general topics of each level (intermediate and high) of ESL classes include speaking and listening, reading, and writing. Aside from the obvious objective of meeting stakeholder needs, ESL classes are also often viewed as a safe portal from our Adult Basic Education classes to for-credit college classes for students who might otherwise be intimidated by the idea of college classes. Of course, success in the college-level ESL sequence of classes is often a determining factor in continued success of other transfer courses. Successful retention of students from one level of ESL classes to the next or to the college English classes is a concern, especially in the number of students who enroll in the next ESL or English class during the term following the spring semester. We will be monitoring percentage rates in future years and comparing them to the numbers in the following table:

TERM	COLLEGE LEVEL ESL		
	Number Successful (C or Better)	Number Enrolled in Next Level ESL or English Next Term	Percent Retained
Fall 2007	38	25	65.8%
Spring 2008	41	14	34.1%
Academic Year	79	39	49.4%

**Adult Learning Center**

- 489 participants attended classes for a total of 36,084 hours of instruction, which by the end of FY08; this resulted in 73.79 average hours per enrolled participant.
- 172 enrolled in adult basic education, 22 in GED preparation and 295 in English as Second Language classes.
- 255 of the 489 participants, or 52.15 percent, made educational gains on standardized assessments.
- Of 89 participants who listed “earning a GED” as their goal, 65 percent (58 ABE students) achieved their goal.
- 32 had a goal to improve their knowledge of the rights and responsibilities of U.S. citizenship, 21 achieved the goal (65 percent).

- 24 had the goal to increase involvement in children’s literacy activities, 33 percent (8 participants) achieved that goal through the Migrant Family Literacy Program.

**Bryan Education Center**

- Administered 38 sessions of Compass placement testing
- Administered 3 Nelson-Denny Reading tests for grade equivalency

**Community Service**

- CS offered Conversational Spanish with 8 enrollments.
- CS and B&I offered the ROPES course to Discovery classes at USD 457 with a total of 347 participants.

**Educational Talent Search**

- Nine ETS students attended a leadership camp at FHSU.
- Two ETS students attended a 3 week conference at KU for migrant children.
- One student attended the leadership conference at Dodge City Community College and earned 3 college credits.
- Ten ETS students attended the MO-KAN-NE pre-college leadership conference in St. Louis at St. Louis Community College. They also visited Washburn University, Washington University, and University of Missouri at St. Louis.
- Abraham Rodriguez was one of four students selected from across the nation to speak at the National Youth Leadership Summit in Washington, D.C. this summer.

**Project Destiny**

- The High School Equivalency Program (HEP) Region 1 at Garden City Community College offers migrant and seasonal workers in southwest Kansas the opportunity to complete their GED in both languages, English and Spanish.
- Project Destiny has opened four other sites in Region 1, including Ulysses, Scott City, Syracuse and Lakin.
- Fifty-six students are participating in the HEP program in southwest Kansas.
- Enrollment in all five sites has continued to grow with orientation for new students scheduled this fall.

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

**Academics**

Compass placement scores have proven to be an accurate measure of a student’s reading ability. Every student who takes the Compass must complete the reading portion of that assessment. Students who are placed into developmental reading classes must successfully complete those classes before they are allowed to enroll in English I which is a required class for all academic transfer degrees and for many of the Associate in Applied Science degrees.

In order to verify the placement scores, students are given the Nelson-Denny reading assessment as both a pre-test and as a post-assessment. These assessments not only ensure that the student is placed properly, they also establish reading levels during the pre-assessment

which are then compared to post-assessment scores. The success rates of these classes will be included in the spring Ends report.

An area of concern for instructors who teach courses that require heavy reading loads on the part of students is that students are allowed to take their classes before they have had the chance to complete the developmental reading courses. The college is faced with a Catch-22 situation in this scenario because students are going to want to take something besides reading classes the first semester they are here and many will not come to GCCC unless allowed to do so. In order to address this issue, advisors across campus try to avoid allowing a student who places into a developmental reading class from enrolling in those classes that require a heavy reading load.

### **Educational Talent Search**

- Nineteen students read the *Adventures of Huckleberry Finn* and *Tom Sawyer* in ETS reading clubs over the summer.
- Twenty ETS students worked on comprehension strategies, reading and vocabulary during this school year.

### **3. Students will have essential math skills.**

#### **Academics**

Retention and success rates in math classes, both developmental and those taken for transfer, are an on-going concern of both the math department and the Developmental Education Team. It has long been assumed that retention rates in math classes, and especially developmental math, are lower than other developmental and transfer classes across campus. However, data comparing the 20<sup>th</sup> day to last day retention across all the subject areas taught on campus reveal that math retention rates are about the same. These figures were taken from classes taught during a three year period from 2005 through 2007.

Generally speaking, developmental courses such as reading and English show a retention rate in the lower 70% range of those students enrolled on the 20<sup>th</sup> day compared to those enrolled the last day of class. Developmental math classes are in that same range. Reading Improvement I classes retain only about 65% of students when retention is figured in the same way, but College Reading student retention is back up to the mid-70% range.

Last year, the math faculty decided to institute a curriculum change designed to increase success and retention rates in developmental math classes. Prior to that time, students were placed in two possible levels of algebra classes designed to improve student math skills to help them be successful once they took the required transfer course in math, College Algebra. Those classes were Beginning Algebra and Intermediate Algebra and they were taught as traditional college classes meeting either three or two days a week.

A study of the curriculum of these classes showed math faculty that they were overlapping a lot of material between the two courses. Research also told them that students who are involved with a math class on a daily basis are better retained and are more successful than students who take math courses following a traditional college scheduling format.

The two developmental math classes were combined into one class called Intermediate Algebra with Review that meets five days a week for most sections. While preliminary numbers show a slight but significant raise in retention rates from the 20<sup>th</sup> day to the end of

the semester (73% to 77%), it is still too early to tell the full impact of this change. In the spring semiannual Ends report, the board will receive success rates from these classes and the math faculty will continue to monitor the effect of the combined curriculum in both retention and success rates. The faculty is currently re-evaluating the Compass placement scores to ensure accurate placement of students into this class.

When retention rates are figured from a perspective of those students who are successful in the developmental Intermediate Algebra with Review classes during the last school year who went on to enroll in College Algebra the next term, the numbers are significantly lower when compared to Basic English retention rates figured the same way. The following table shows that an overall 48.3 retention rate was achieved as compared to an overall Basic English rate of 62.7% for the year. While a fair comparison between two subject areas is impossible, the Developmental Education Team will monitor these numbers in the future and take steps to evaluate these rates if they do not improve as the new developmental math curriculum becomes imbedded into the culture of the college.

TERM	INTERMEDIATE ALGEBRA with REVIEW		
	Number Successful (C or Better)	Number Enrolled in College Algebra Next Term	Percent Retained
Fall 2007	59	32	54.2%
Spring 2008	84	37	44.0%
Academic Year	143	69	48.3%

**ETS**

- Fifteen students took the graphing calculator class.
- 7 ETS students completed a financial management class this summer which stressed the importance of fiscal responsibility; how to make a financial plan and the dangers of credit cards and interest on borrowed money.

**Project Destiny**

- Math workshops have been added to the curriculum to accommodate area students in Ulysses on Saturdays and Garden City on Fridays.

**4. Students will have essential computer skills.**

**Academics**

Because the Compass test does not have an essential computer skills component which would place students into computer skills classes such as keyboarding, we address this End in

a different manner than we do other Essential Skills classes. The effective and efficient use of computer skills is a common component in a variety of required transfer classes across campus. As faculty and advisors are working with students in these areas, those that are identified as needing help with essential computer skills are placed into computer classes or are given the help they need in class and in the Comprehensive Learning Center.

During the last year, College Skills faculty met to evaluate and restructure the curriculum for those classes. Since the use of Blackboard software is becoming more and more widespread on campus and in on-line courses that students may eventually take, College Skills now requires a Blackboard component to the class. Extensive use of Career Software is an added component as well. In order to successfully complete the research competencies of College Skills classes, students must also go through training in the library designed to demonstrate effective research search engines. Students are also required to demonstrate skills with email, and in particular the college GC3 email during this class. Since the college email system was incorporated, more and more faculty are requiring its use in classes from all areas of study on campus.

Reading, ESL, and math classes all have computer labs that students are required to use. Students are also instructed in the use of graphing calculators in the Intermediate Algebra with Review classes. The instructors work with students to make sure they know how to use the technology involved and regular use of that technology is a required part of each class.

The only assignments submitted to any of the English composition classes that are not completed as word processing documents in MLA style are those done in class. MLA style requires that students possess knowledge of how to create headers, footers, pagination, and adjust margins. Most of the English faculty also allow students to submit assignments via an attachment to an email.

All on-campus classes make extensive use of the college grade-book software, School Maestro to keep grades and attendance. A component of this software allows faculty to publish the grade book to the internet so that students can have access to their records at any time. The information is secure and nobody can access a student's information except for that student who is given a password to use for entry into the information. Students are instructed in access to the information and are asked to monitor their grades and attendance closely so mistakes are not made.

Finally, a student evaluation of faculty is required each semester in at least one class for non-probationary faculty and in every class for probationary faculty. Faculty can either administer the evaluation in a paper-pencil version, or, if they have access to a computer lab, can take the class to the lab to complete an on-line version of the evaluation. Students are also encouraged to evaluate all the classes in which they are enrolled on-line through the college web site.

### **Bryan Education Center**

- Basic Computer Skills course was taught with five students enrolled.
- Computer lab is open daily for students and local patrons.

### **Community Service**

- Eight, non-credit computer courses of varying levels were taught to 64 community members.

## ETS

- 1) Submissions were made to University of Washington Trio Thinkquest Contest for Trio students. These included:
  - a) ThinkQuest Web Design (Dreamweaver, Photoshop, flash, keyboarding)
  - b) Crazy Brains – Noe Garcia, Marco Reyes, Bianca Martinez, Michelle Hernandez
  - c) MediaQuest (3-minute movie: mediaquest, editing, keyboarding)
  - d) Public Service Announcement Category – Dangers of Underage Drinking – Noe Garcia, Michelle Hernandez, Jairo Garcia
  - e) Creative Movie – “The Road Trip” – Kristen Johnson, Jessica Delgado, Marisol Torres, Alisa Morillo, Kailie Bolin, Oday Amphong
  - f) PhotoEssay (computer skills: Photoshop; keyboarding; digital camera – downloading to computer; editing)
    - i) “Behind this Smile” – Ana Aldama
    - ii) “My Beautiful Michoacan” – Ivone Damian
    - iii) “Friend of Mine” – Jairo Garcia
- 2) Oracle International Thinkquest issued Certificates for the following ETS students:
  - a) Noe Garcia, Brandy Siebert, Khahn Hoang -- Medical Technology web site
  - b) Long Tran, Maria Espinosa, Adilene Martinez, and Alma Martinez -- Global Fashion web site
  - c) Ivonne Damian, Vanessa Rodriguez and Luis Lopez -- Blue Gold Rush web site
    - i) All three websites reached the finals of the judging and can be found in the library on the Oracle International website found at <http://www.thinkquest.org/library/>

**SEMI-ANNUAL MONITORING REPORT  
OCTOBER 2008**

**WORK PREPAREDNESS: Students will be prepared for success in the workplace**

*CEO's Interpretation and its Justification: Students taking certificate and degree programs at GCCC will have the technical skills and soft skills necessary to enter their field of training. The training provided to students enrolled in short term courses developed to upgrade skills shall be taught with industry standard practices and allow people to gain the skill necessary to maintain, advance or change their career.*

**1. Students will have the skills and knowledge required for successful entry into the workplace.**

**Adult Learning Center**

- Sixty-two percent of total participants (39) achieved their goal of entering the workplace.

**Bryan Education Center**

- Provided career planning through the Discover program for 8 students
- Hosted GCCC financial aid meeting with 43 participants
- Hosted "Jump Start" meeting ( an informative session for incoming high school seniors) with 26 participants
- "Command Spanish for the Workplace" was held with 8 registered students.

**Educational Talent Search (ETS)**

As a result of learning to do website design, ETS student Long Tran developed his own website to showcase the garments he has created. It can be viewed at Longzone.net. Garden City Community College is the only Trio program in Missouri, Kansas or Nebraska that has entered the University of Washington website design contest and is teaching students how to make websites!

The ETS staff attended training at the annual MO-KAN-NE conference where they presented a training session titled "YOU TOO CAN BE A TRIO TECHIE," introducing softwares for Classroom Performance System (CPS), website design, and Photoshop. The session included instruction on how to make a movie.

Ten students participated in the FCCLA year-end showcase of their skills: Long Tran showed 12 original garments he designed and made in a fashion show; Maria Espinosa made an edible centerpiece, assisted making the desserts served to guests, and modeled an original prom dress which she designed and made. Maria also had her entrepreneurial project on display which won an award at state.

ETS students attended the "Girls in Engineering" week-long summer camp. Eight ETS middle school students completed life skills training over the summer and six ETS high school students completed life skills instruction to be life skills trainers.

**Project Destiny**

- GED graduates from Project Destiny have been able to obtain new jobs and/or advance in their employment within their communities.



- Three graduates from the Ulysses site are working in their community. Two are working for USD 214 and one is employed by the city of Ulysses.
- In Scott City, one Project Destiny student is now working for Scott County Hospital.

### **Kansas Small Business Development Center**

In the last half of 2007 and the first half of 2008, the GCCC KSBDC worked with 216 clients for a total of 1,490 hours of counseling, prep and travel. Thirty-three workshops were offered with 302 participants, covering topics that included Marketing, Human Resources, Customer Relations, Kansas Tax Issues, Federal Tax Issues, and Steps to Startup. Approximately 35 percent of the client base is minority (Hispanic, Black, American Indian, Hawaiian). Because of the high concentration of Hispanics in southwest Kansas, this office provides literature and now website information in Spanish.

In response to the Greensburg tornado, GCCC now employs a temporary, full-time consultant in Kiowa County. Mark Buckley, who has 10 years of KSBDC counseling experience, works in an expanded role that includes work with the City and County as well as individual clients. He met with 32 clients for 489.5 total hours the first year following the tornado.

### **Technical Education**

#### **Career Learning System Finney County – Centers of Excellence**

*Connecting Education and Employment:* Perkins Reserve grants allowed USD 363 and 457 teachers to do 80 hour summer externships focused on exploring non-traditional careers by gender and understanding all aspects of industry operation.

*Career Awareness/Exploration:* Girls/Guys in Engineering, Math, Science and Technology (GEMS) was held for 640 local and service area 7<sup>th</sup> graders. The focus of this activity is on experiential learning that helps students understand how math, science and technology courses connect with their future. KSU and FHSU have been good partners in addition to professionals from the community. Grant funding from area foundations supports GEMS. Holcomb Middle School held its second Career Scavenger Hunt for HMS students in grades 6th-8th.

GCHS and the Career Learning System coordinator scheduled a tour for 487 Garden City 8<sup>th</sup> graders to learn about the classes and programs at the high school. The goal is for the 8<sup>th</sup> graders to get into the classrooms and experience the programs of study based on the 16 career clusters as opposed to just touring the building.

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

*Early Childhood Education Center of Excellence:* Plans of study were written to facilitate seamless transition from secondary to post-secondary in Early Childhood Education. Service area high schools connected with GCCC to write articulation agreements that allow students to earn advanced placement or concurrent credit for their high school coursework. Plans will be developed for all centers of excellence programs. *2007-08 GCCC Enrollment:* Of the 41

GCHS students enrolled, 14 chose to earn concurrent credit for successful completion of the coursework.

*Health Science Center of Excellence:* GCHS and GCCC instructors developed a plan to offer First Responder and Medical Terminology at GCHS in the fall of 2008. CNA-HHA is in its third year as a GCCC class on the GCHS schedule. *2007-08 GCCC Enrollment:* 163 GCHS students enrolled in the high school Investigations I/II courses; 20 students enrolled in and successfully completed the CNA and Home Health Aide courses. A plan of study was developed between GCHS and the GCCC Nursing Program.

*Industrial Technology Center of Excellence:* This program continues to face enrollment challenges. A number of meetings were held with Tyson and BPI to establish training partnerships. Company specific “*learn while you earn*” certificate curriculum was developed and approved by KBOR. However, neither company has been able to identify funds to implement their partnership.

Parents as well as students appear to be unaware of the opportunities in industrial technology. To support education and promotion, a video production was funded by a Perkins Reserve grant to share career opportunities in Industrial Maintenance Technology. Video content includes, Ammonia Refrigeration, Automation, Industrial Technology, and Welding. This video will be ready for release later this fall.

The President and Rick Atha, USD 457 Superintendent, met with industry leaders during the summer to gain their support with recruiting students. Activities will be implemented during the fall/spring of the current academic year. Two grants and a partnership with Palmer Manufacturing established a full-time GCCC Welding program on campus. The Perkins Reserve transition grant supported the production of a video to help parents and students understand the career opportunities for graduates of this program. *2007-08 GCCC Enrollment:* 34 students successfully completed GCCC Electricity and/or Electronics courses; 66 students successfully completed Welding coursework.

*Automotive Technology Center of Excellence:* Seven students successfully completed a Small Gas Engines course held at Holcomb High School. (GCHS schedule changes made it impossible to offer this course during the 2008-09 academic year.) Students continue to exit the program for employment with the automotive industry prior to completing the program. *2007-08 GCCC Enrollment:* 23 high school students enrolled in fall 2007 automotive classes with a 52% retention rate through the spring semester; 19 post secondary students enrolled in fall 2007 with an 84% retention rate through the spring semester. Students have three options to earn a credential: 1) they can achieve the Maintenance and Light Repair (MLR) certificate after completion of Brakes, Suspension/Steering, HVAC, and Electricity/Electronics; 2) they may also exit the program with a Certificate of Completion after successful completion of all eight automotive systems courses; and 3) they can earn an AAS degree.

*Criminal Justice COE:* GCHS continues to offer a sequence of courses that articulate with the GCCC program. The GCCC faculty worked with the GCHS faculty to review the curriculum and changes were made to improve the seamless transition from the GCHS program to the

GCCC program. HHS will offer the Introduction to Criminal Justice as a concurrent credit class beginning in the 2008 fall semester.

*Information Technology Center of Excellence:* This program faces significant challenges with enrollment due to the changing trends of industry employment opportunities. Faculty members are currently working with industry to identify the skill sets needed for successful employment. Certificate programs will be developed to support identified industry needs.  
*2007-08 GCCC Enrollment:* 18 postsecondary students successfully completed It Essentials (A+); 9 completed Microsoft coursework; 3 completed Cisco coursework; and 8 completed Game Programming coursework.

**2007-08 Program Graduates**

<b>Program</b>	<b>Certificate</b>	<b>AAS Degree</b>	<b>AS Degree</b>	<b>AGS Degree</b>
Automotive Technology	2	1	0	0
Agri-business/Agronomy	N/A	0	3	0
Animal Science	N/A	0	2	1
Criminal Justice	N/A	8	3	0
Fire Science	N/A	7	0	0
Paramedic	N/A	5	1	0
Ag Technology	N/A	16	N/A	0
Cosmetology	30	0	0	0
Practical Nursing	27	N/A	N/A	N/A
Associate Degree Nursing	N/A	10	7	0
Office Technology	0	1	0	0
Marketing/Management, Business Management	0	0	0	1
Computer Science	N/A	0	4	0
Business Systems Networking & Telecommunications	0	2	1	0
Welding	0	0	N/A	
Industrial Maintenance Technology	0	1	0	0
<b>Total</b>	<b>59</b>	<b>58</b>	<b>21</b>	<b>2</b>

Follow Up research will be initiated in October 2008 to determine how many of the graduates continued their education, entered the military, entered employment in the industry they prepared for, and how many entered employment in an industry other than they prepared for.

**Work preparedness/Workforce Development Grant Resources Total -- \$1,142,530.00**  
 (excludes CBJT grant)

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

Grant funds awarded to GCCC during 2007-2008 include:

<b>Grant</b>	<b>Purpose</b>	<b>Activity</b>	<b>Amount</b>
Carl Perkins Program Improvement	Improve career and technical education programs	Equipment \$87,206 (Automotive, CJ, EMST, Fire, Animal Science, IT, Nursing, Cosmetology, Industrial Maintenance, Management/Marketing, Welding)  Professional Development: \$32,075 (State and National Conferences, State Meetings, Skills Certifications, Specific Skills Training)  Instructional Materials: \$40,424 (Welding, Industrial Technology, Fire, Nursing, Automotive, Cosmetology, CJ, Agriculture, John Deere)  Curriculum development: \$5,514 (Animal Science, Nursing, Paramedic, Computer)  Promotion: \$2,684 (Non-traditional careers) Administration/support services: \$10,615	\$178,518
Carl Perkins Reserve	Increase enrollment in technical programs by Adult Learning Center students	Transition Advisor: \$22,989 (Increased transition to technical programs from 4 students to 35 during 8 month period of grant!)  GED laptop lab: \$6,350 Professional Development: \$1,675  GED Instructional/ Assessment Materials: \$18,411  Creation of DVD Video promoting Industrial Technology program: \$4,500  Mechanical Trainer for Industrial Maintenance Technology: \$16,850	\$70,775
IMPACT	Provide welding and software training to the Palmer Manufacturing workforce	Welding Equipment: \$100,000 (2007-08)  Training to Palmer new and incumbent employees over 3 year period in Welding and Global Solutions Computer software: \$96,541	\$100,000 (07-08)  \$96,541 (over three years)
Workforce Solutions	Establish a state-of-the art welding lab on the GCCC campus	Purchase equipment and supplies	\$141,050
Title V Hispanic Serving Institutions	Increase capacity in Nursing and Initiate New Allied Health programs (PTA and RT)	Funds cover salaries, science lab renovation, Penka skills lab addition, instructional equipment and supplies for health related science courses, Nursing, Physical Therapy Assistant and Respiratory Therapy	\$574,922 (Oct. 2007- Sept. 30, 2008)  \$2,874,543 over 5 years
Innovative Technology	Prepare Animal Meat Science majors for careers	Purchase equipment and supplies to establish a bioscience technology laboratory	\$77,265

	in the Animal/Meat Science industry		
Community Based Job Training*	Initiate a construction trades program while supporting the Sunflower Expansion project	Purchase training equipment and instructional supplies to support workforce development in construction trades careers including: laborer, carpenter, electrician, pipefitter, millwright, boilermaker, ironworker, and welder.	\$1,999,939 over 3 years

\*Grant implementation is dependent upon issuance of the air quality permit for the Sunflower Holcomb expansion project.

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

**ETS**

Ten ETS students attended a seminar on respecting others, teen responsibilities, and appropriate behavior.

**Technical Education**

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

*Discipline:* Professionalism and following a professional code of ethics is emphasized in all technical programs. In addition, safety training is an essential part of technical program curriculum.

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

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

**Adult Learning Center**

- 60 participants had a goal of retaining and improving their employment, 87 percent achieved the goal. (This report is a data matching with the DOL.)

**Technical Education**

Follow Up Reports: Follow Up reports from employers of GCCC graduates indicate that GCCC graduates are performing at a level of Good and Very Good. Comments indicate that students have the knowledge, skills, attitudes and abilities to perform their responsibilities. In this same report, students have scored their education as Good and Very Good in preparing them for employment.

Core Indicators of Performance: Technical program performance is measured annually against six standards. The state benchmarks are negotiated with the federal agency that has

oversight of the Carl Perkins grant funds. GCCC will be required to write an action plan for each program that does not meet the state benchmark.

The Kansas Board of Regents institutional research staff is refining its data collection process to allow the KBOR to create a statewide report of workforce development across its Career and Technical Education system. The format and data elements have changed over the past two to three years. Our challenge is to align the data we collect and the process by which we collect that data with the evolving Kansas Higher Education Data System (KHEDS). Once data systems are aligned, the core indicator report will more closely reflect actual performance of GCCC technical program outcomes.

GCCC faculty and staff are identifying strategies to “clean” its student data in Datatel and to more successfully collect Follow Up information on its program graduates. In addition, programs are developing additional “exit” points for students who do not wish to achieve an AAS degree. Programs that have certificates and degree options at this time include: Automotive, EMST, Fire Science, Welding, Industrial Maintenance Technology, Cosmetology, Nursing, Office Technology, Information Technology, and Management/Marketing. The challenge is to improve promotion of these short-term programs that “exit” students directly into the workforce. Programs that are currently developing certificates include Criminal Justice, Agriculture/Agribusiness, and Animal/Meat Science. The Business and Information Systems department is currently evaluating its programs.

Colleges will be given three years to meet the state standard in all areas or risk losing Perkins funding.

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

	Skill Attainment	Credential/ Certificate/ Diploma Achievement	Retention/ Transfer	Student Placement	Non-traditional Placement (Gender Equity)	Non-traditional Graduation
State Standard	65%	54%	52%	75%	10%	14%
GCCC Performance	100%	52.17	51.53%	49.49%	14.26%	9.09%
Definition Of Criteria	Graduates must demonstrate mastery of summative program knowledge and skills.	% of students enrolled in a program who earn a credential certificate or degree (based on the total number of students enrolled during a 2-year period)	Students who achieved “concentrator status” (12 credit hours within a program) and were enrolled or transferred to another PS institution in the fall of the next year	Graduates must remain employed six months after graduating from the program or continue their education or enter the military	Students enrolled in programs underrepresented by their gender (girls in auto; guys in cosmetology, etc.	Non-traditional graduates of programs underrepresented by their gender

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

**PERSONAL ENRICHMENT SEMI-ANNUAL MONITORING REPORT  
OCTOBER 2008**

*CEO's Interpretation and its Justification: The President will assure that persons taking personal enrichment classes are satisfied with their courses and that their goal for taking the class was met. This will consist of a class evaluation of all community service, personal enrichment classes. GCCC will offer classes for all ages and will assess needs and wants through personal contact, surveys and popular activities.*

**1. Recipients pursuing individual interests will be personally enriched.**

**Bryan Education Center**

- 2008 spring semester non-credit personal enrichment workshops resulted in the following totals: 2 workshops with 12 registered participants totaling \$405 in fees
- 2008 June session of Kids' College resulted in the following totals: 1 session which included 2 classes; 16 registered students: \$480 in fees.

**Community Service**

- Personal enrichment class enrollment increased 26 percent from Fall '07 to Spring '08.
- Staff and faculty participation in personal enrichment classes increased 36 percent from Fall '07 to Spring '08.
- College for Life offered six classes to Mosaic clients for a total of 41 participants. This is an increase of 49% from the previous semester.
- Community Service partnered with the Fine Arts Department to offer Wichita Music Theatre tickets and transportation to Wichita to see those shows. There was an increase of participation by 11% from the previous year.
- Broncbuster Senior Club offered monthly activities free of charge to members.
- Kids' College (KC) increased enrollment from the previous summer by 66 percent. The schedule was changed from a half-day schedule to a full-day schedule.
- KC partnered with GCCC Volleyball, GCCC Soccer, GC Family YMCA, GC Rec, GC Presbyterian Church, and the Lee Richardson Zoo to publish the "Summer Fun 2008" catalog that was distributed to area schools and businesses as well as inserted in the *Garden City Telegram*. More than 19,000 copies were distributed.
- KC awarded \$1,765.25 in scholarships to students based on academic achievement and financial need.

**Educational Talent Search (ETS)**

- Twenty-eight ETS students attended the musical "Big River" because of a donation from Aero Spirit in Wichita.

**Project Destiny**

- 100% of participants claim personal enrichment as one of their reasons for returning to school to obtain their high school diploma.

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

### Bryan Education Center

- Provided information booth at the Lane County Health Fair
- Partnered with Scott County Extension to host monthly lunch 'n learn programs as well as specialized programs, such as Living Wills.

### Community Service

- Community Services (CS) partnered with Finney County K-State Research and Extension, GC Rec, and the Southwest Kansas Diabetes Control Project of United Methodist Mexican- American Ministries to put on the eighth annual Corporate Meltdown. The 320 participants on 64 teams lost 1,455 pounds.
- CS also partnered with GC Rec, GC Area Chamber of Commerce, Girl Scouts of Kansas Heartland, Finney County K-State Research and Extension, Finney County Women's Chamber and Golden Plains Credit Union to host the 2008 Women's Conference at the Clarion Inn. There were a variety of presenters and 45 attendees.
- CS partnered with B&I to offer customer service training to Commerce Bank.

### ETS

- **National Night Out:** 20 ETS students assisted with games, concessions, set up, and clean up at the zoo.
- **Back to School Bash:** 10 ETS students assisted with putting together school bags and passing them out at the annual ETS "Back to School Bash."
- **Kansas Mission Of Mercy:** 3 ETS students volunteered at the free dental clinic.
- The Director of Talent Search, Debbie Berkley, was on the local planning committee for Kansas Mission of Mercy (KMOM) free dental clinic in Garden City designed to give dental care to those without dental insurance or regular access to dental care, her subcommittee was to secure grant funding for the project. She also worked the event along with many other volunteers including Trustee Marilyn Douglass, Itzel Rodriguez, Vic Trilli, Bob Larson, and members of the GCCC football squad who volunteered at the event which served 1,776 patients including 401 children. The donated care was valued at \$830,700 based on Medicaid prices.
- Educational Talent Search received an award from the Ladies Auxiliary to the Veterans of Foreign Wars of the United States recognizing GCCC's program for the support of the troops serving overseas. ETS students have collected and sent 16 boxes of food snacks to the troops along with letters of support through the VFW.

### Project Destiny

- Project Destiny's new partnerships with the local school districts and area churches are encouraging the students to continue their education and stay involved in their children's schools.



**WORKFORCE DEVELOPMENT SEMI-ANNUAL MONITORING REPORT  
OCTOBER 2008**

*CEO's Interpretation and its Justification: GCCC staff and faculty will collaborate with other entities to determine employer needs. These needs can be determined by personal visits, surveys and discussions with other public entities. Using grant resources, the college shall work with local businesses to expand or develop their workforce. When a need arises, personnel will work with a company to develop the appropriate training.*

**1. Workforce development will be responsive to community economic development and employer needs.**

**Business & Industry Institute**

All Business & Industry courses are designed to be responsive to community and employer needs. B&I staff meets regularly with Finney County Economic Development, Downtown Vision, Chamber of Commerce and many businesses and individuals to create and implement a targeted training schedule and business-specific contract trainings.

Programs include continuing education units for the industries of insurance, plumbing, HVAC, and electrical; short-term computer software courses; supervisory series; career skills series; Spanish for the Workplace; safety programs and more industry specific courses.

Other activities include:

- Planned and implemented a day-long in-service for Area Mental Health support staff from the entire SW Kansas regional area.
- Partnered with Downtown Vision and Chamber of Commerce to plan and implement a Business Promotion Series which was well received.
- Shared responsibility with the Community Services department to manage the ropes challenge course.
- Offered exam preparation courses for CDL (English & Spanish), real estate and plumbing.
- Partnered with SBDC to present a special "Design & Preservation" training for Lane County.
- Visited chamber and economic development offices in Tribune and Scott City.

B&I class offerings have increased from 90 in FY07 to 111 in FY08. Businesses served has increased by 28, along with the number of enrollments which increased by 746. This is due in part to the City of Garden City/Finney County Supervisors trainings which occurred twice in FY08.

<b>TOTAL</b>	<b>FY 2007</b>	<b>FY 2008</b>
Enrollments	1,230	1,976
Businesses Served	153	181
Classes Offered	90	111
Cancellation Rate	21.75%	19.25%
Satisfaction Rate	98 %	98%
Income	\$56,889	\$ 56,722
Contract Training	9	13

### **Bryan Education Center**

- Ten businesses/organizations held workshops/meetings for a total of \$725 in fees with 324 participants.

### **Technical Education**

#### Automation

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

<b>Course</b>	<b># of students</b>
Basic PLC5/SLC500 Programming	13
Advanced PLC5/SLC500 Programming	7
Basic Electrical Motor controls	33
Advanced Electrical Motor Controls	6
<b>Total</b>	<b>59</b>

#### Ammonia Refrigeration

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

<b>Course</b>	<b># of students</b>
Ammonia Refrigeration Operator I	255
Ammonia Refrigeration Operator II	112
Ammonia Refrigeration Technician I	36
Boiler (on-site training at House of Raeford Farms in N. C.)	32
<b>Total</b>	<b>435</b>

#### Allied Health

Nine adjuncts instructors taught aide classes to prepare students for employment in hospitals, nursing homes, and clinics.

<b>Course</b>	<b># Students</b>	<b>Pass Rate</b>
Certified Nurse Aide	90	86%
Certified Medication Aide	21	100%
Home Health Aide	24	83%

**Garden City Community College**  
**Action Project Worksheet**  
**Understanding Students' and Other Stakeholders' Needs**  
**Transitioning ALC Students**  
**Category 3**

**Timeline:**

Start Date: August 2007

Target Completion Date: May 2008

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

Increase Access and Opportunity for Underserved Students

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

The goal of this action project is to recruit underserved populations of students at a higher rate than previously achieved. The focus of the project will be primarily GED and ESL students who are served by the Adult Learning Center. Analysis of the current processes with a focus on redesign where applicable is warranted.

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

Understanding Students' and Other Stakeholders' Needs

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

With the construction of a new Student and Community Services Center building, the students (primarily GED and ESL students) who are served by the Adult Learning Center are now on the college campus. The change in location has provided the opportunity to transition these students into post-secondary education at a much higher rate than previously achieved. Additionally, the Adult Learning Center is redesigning the delivery of the GED program to better serve those students who require little time and assistance to complete the GED. These students are ideal candidates to transition quickly to post-secondary education along with ESL students who have acquired sufficient English skills to succeed at college-level courses or move into college-level ESL courses.

**E) List the organizational areas – Institutional departments, programs, divisions, or units – most affected by or involved in this Action Project:**

Adult Learning Center  
Admissions Office  
Student Support Services

Counseling and Advising  
English as a Second Language Department

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

- Strengthened recruiting processes for specific populations
- Better communication between college personnel and Adult Learning Center personnel
- Ease of transition for target populations
- Explore repackaging course offerings to meet the needs of stakeholders

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

During the first year, a group that represents the above areas will work to analyze data that indicates self-reported goals of higher-education and transition percentages of that group. A realistic, but stretch-target will be identified to increase the transition rate. The group will then review the current structure for recruiting these students and revise the structure to produce better transition results. The committee will focus on the needs of both GED and ESL students individually as the needs of these students vary greatly. Student support services and counseling will be involved to be sure that once a student has matriculated, he or she has the services necessary to succeed at the college level.

The second year and subsequent years, the group will again review the transition data to determine if progress is being made. The structure will be reviewed for pros and cons following the first year and revised as appropriate.

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

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

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

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

J) Other Information (i.e. publicity, sponsor or champion, etc)

## **AQIP Annual Update Submitted September 14, 2008**

### **Action Project #3 – Transitioning ALC Students**

#### **1. Describe the past year's accomplishments and the current status of this Action Project.**

One of the first steps for this action involved redesigning the delivery of the GED program at The Adult Learning Center (ALC). Many GED students require minimal time and assistance to fulfill this milestone. The ALC developed a Fast-Track GED program to serve these students, focusing on individualized, specific content areas. As these students are finishing their GED requirements, they begin the transition process into higher education.

With funding acquired through a grant, the ALC was able to hire a transition advisor to assist students as they transitioned into college-level courses. In collaboration with both college personnel and community businesses, the transition advisor was able to establish both the value of higher education and the means to obtain it.

The transition advisor worked closely with the admissions, the counseling and advising, the financial aid, and the English as a Second Language (ESL) departments to assist transitioning students in a variety of ways. Admissions personnel met with entire ALC classes as they were concluding to give information about next-steps into higher education and to answer questions. Both the admissions and ESL departments gave tours to interested students. Each of the departments also met one-on-one with transitioning students as needed. The transition advisor followed up with each student within the first 2-3 weeks of the beginning of college classes to assist with any additional issues or questions.

Adult Learning Center students were invited to participate in the inaugural GED College Goal Sunday in January 2008. Personnel from admissions, counseling and advising, and financial aid were on hand to answer questions, give pertinent information for a beginning college student, and assist student in completing any required forms. The overall objective was to have students enroll in college courses that day, but giving potential students the information they were seeking without an enrollment was also acceptable. While participation was lower than anticipated, 85% of those who attended were enrolled during that day.

A third effort, focused on sparking interest in higher education, was achieved by working with community businesses. The local hospital hosted tours of its facility for ALC students, including discussing the various jobs that were needed, salary ranges, and the higher education necessary for those jobs. Additionally, three career days were hosted with local businesses coming on-site to visit with ALC students about local opportunities for careers and jobs. Finally, ALC students were able to participate in job shadowing in some areas to get a hands-on sense of the day-to-day aspect of a particular job. While the traditional focus of these types of efforts is immediate recruiting of employees, the focus in this case was encouraging students to continue with higher education in order to move into a career at a future date.

The end result of these efforts was a one-year increase of 35 students transitioning from the ALC to GCCC. The impact is fully realized when comparing the previous year transition numbers. Only 3 students were documented as having transitioned to GCCC for the 2006-2007 year, while 38 students enrolled for 2007-2008.

***AQIP Review (09-28-08):***

Impressive!!! Your institution is truly actualizing your goal of increasing recruitment of underserved populations. While you explicitly state that you are addressing Category 3, Understanding Students' and Other Stakeholders' Needs, your project targets Category 1, Helping Students Learn, too. This underserved population can increase their learning and see how this learning is directly tied to future career opportunities. The College Goal Sunday program offers students comprehensive information, so that they can make an informed decision about transiting from ALC to GCCC. The empowerment of students is very invigorating!

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

A diverse group of people were involved throughout this action project. The transition advisor worked with campus personnel in various student services areas as well as with community people in order to strengthen the bridge into higher education for ALC students.

***AQIP Review (09-28-08):***

The role of the transition advisor was pivotal to the success of your project. What type of feedback (e.g., insights, suggestions, questions, etc.) have you gleaned from this person to improve/expand the program? How would you utilize this knowledge to train future advisors? Since this new position is funded by grant money, how does GCCC intend to continue its financial support for this position? As you involved people from the school and community, you are tapping Category 9, Building Collaborative Relationships. Utilize these existing (or new?) relationships to continue your momentum of helping students thrive and aiding the community in building an exceptional workforce.

**3. Describe your planned next steps for this Action Project.**

While this action project was initially anticipated as being a one-year project, the overwhelming increase in transition numbers has inspired the following next-step efforts:

- Critically analyze efforts and results and document strategies, procedures and additional opportunities for improvement
- Expand efforts for transitioning students into technical education programs without losing the general education focus – this will be done through the focus of the transition advisor
- Increase community involvement:
  - Invite guest speakers from community businesses into classrooms
  - Expand Career Day
- Begin discussions on Retention strategies for these students including assisting students in securing tutoring assistance, counseling and program advising

***AQIP Review (09-28-08):***

Your thoughtfulness in identifying these issues is indicative of an organization that values Category 8, Planning Continuous Improvement, and one that is committed to process-focused thinking-good job! While your program is achieving great success, be mindful of how increased (and somewhat, unexpected) enrollment, affects other areas. For example, do more students put strain on academic support areas (i.e., tutoring services), the library, IT, faculty, etc? In adopting a systems perspective, pay close attention to how success in one area can tax another area.

#### **4. Describe any “effective practice (s)” that resulted from your work on this Action Project.**

The work of the transition advisor varied from student to student, depending on the needs of the individual student. For some students the assistance was particularly intrusive, while others only required minimal assistance as they transitioned. The follow-up contact with students after they began college-level courses proved to be the glue that kept several of the students in classes. With this follow-up, students were able to resolve issues that would have been counter-productive to their success (acquiring a book, paying their bill).

The culmination of the action project is gaining the knowledge of individual student needs and assisting them as appropriate for their transitioning success. This effective practice has been proven not only within this action project, but in other areas across campus. While easily achievable with relatively small populations of students, it is more difficult to put into practice across campus. This same philosophy, however, is being discussed within one of the College’s other Action Projects dealing with student retention.

#### ***AQIP Review (09-28-08):***

Great insights that should definitely be shared with peer institutions! Your focus on Category 1, Helping Students Learn, is very clear. Your original intention was not to run a pilot program, but given your successes, it seems that you have indeed run a pilot and are now looking to expand. One place to look for ideas in expanding this program and maintaining quality is in Category 5, Leading and Communicating. The process of how you make decisions to allocate resources will be key as you transition from working with a small population to working with larger populations, if desired.

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

One of the challenges related to this project is retaining the students who transitioned into the college. Traditionally, these students are considered a high-risk population for retention and goal completion. Transitioning the students into college courses is a first step, but unless the students are able to have success and complete their higher education goals, the crucial outcome has not been achieved.

A second challenge will be maintaining the level of support that each student received during their transition process while expanding the focus to include technical education programs. The larger the population served, the more difficult to spend large amounts of time with individual students.

#### ***AQIP Review (09-28-08):***

With the success of your project, you are now puzzling through new challenges. This reviewer is in full agreement that retaining these students is vital. How might your organization continue to support these students to be successful, while overtime increasing the students’ capabilities so they are increasingly less dependent on staff? For example, if students are successful, they could transition to some type of group support, making valuable connections to peers and serving as role models for others. These areas address Category 6, Supporting Organizational Operations.

**Garden City Community College  
Action Project Worksheet  
Helping Students Learn  
Category 1**

**Timeline:**

Start Date: August 1, 2007

Target Completion Date: June 1, 2010

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

Implement a Data-Enhanced Assessment of Learning

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

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

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

Helping Students Learn

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

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

**E) List the organizational areas – Institutional departments, programs, divisions, or units – most affected by or involved in this Action Project:**

Dean of Academics  
Dean of Technical Education  
Academic Division Directors

Technical Program Directors  
Director of Institutional Research  
Learning Services Internal Governance Committee

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

At a minimum, the following processes will be improved:

- Consistent, applied institutional definitions of student achievement of common learning objectives



- Enhanced communication and collaboration among departments, faculty, administration, and institutional research
- Regular collection and interpretation of data
- Application of data as a factor in determining effective learning strategies
- Faculty development opportunities

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

The following timeline outlines this three-year project:

#### **2007-2008**

- Define institutional goals relative to each of the common learning objectives
- Define program-specific goals for each of the program-specific learning objectives
- Identify specific data required to measure to minimum standards and benchmark targets

#### **2008-2009**

- Collect and disseminate required longitudinal data determined in Year 1 for faculty and administrative analysis
- Determine areas of need based on data and define procedures designed to meet those needs

#### **2009-2010**

- Implement procedures for improvement of student learning
- Collect and analyze longitudinal data (annually)
- Review procedures and adjust as appropriate (annually)
- Provide results of learning objectives to GCCC Board of Trustees (annually)
- Publish results of learning objectives on GCCC website (annually)

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

Over the life of the project, success will be measured in a multitude of ways. During the first two years of the project, the target annual dates will serve as the indicator that the project is on track. During the project, the following will be monitored:

- Timeliness of meeting goals established for the project
- Analysis of the departmental involvement in providing input on learning objectives
- Common learning objectives are established for the institution and communicated among all faculty and administration by the end of year two
- Program-specific objectives are established and communicated through the appropriate deans and all faculty members to the administration by the end of year two.
- All goals established are measurable and appropriate required data and timelines for collecting, disseminating and analyzing data are established
- Procedures for improvement are established and implemented

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

During Year 3 and beyond, the project will be monitored for success as follows:

- Regular assessment of student learning is collected, disseminated and analyzed
- Student learning outcomes show a marked improvement over time
- Appropriate measures are taken for areas showing opportunities for improvement

- Longitudinal data is published and reviewed by Board of Trustees

J) Other Information (i.e. publicity, sponsor or champion, etc)

**Annual Update**  
**Submitted September 14, 2008**

**Action Project #1 – Implement a Data-Enhanced Assessment of Learning**

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

One of the first steps taken for this action project was restructuring the long-standing Assessment Committee. With the focus of this action project including both common and program-specific learning objectives, it was important to expand the representation within the committee. Initial restructuring broadened representation to include developmental education, general education and technical education as well as the assessment coordinator. As discussions have progressed throughout the year and information has been gathered, it has become apparent that the committee will need to extend representation from each discipline for decision-making purposes.

A survey was developed and administered to faculty from each discipline to determine what program-specific assessments are already in place, what the measurement tools are, and how the data is being used. This data will allow the committee to establish areas of strengths and opportunities in each area and look for best practices within the college. By using this feedback, program-specific goals and learning objectives will be established in all applicable disciplines.

Due to the broad-based impact of common learning objectives, the committee has struggled to define the institutional goals relative to common learning objectives. Although the common learning objectives were not defined during the past year as anticipated, the amount of discussion that has taken place among the committee members and other faculty has been essential for this caliber of project.

Since they go hand-in-hand, setting standards and benchmarking as well as identifying data requirements for measurement is also coming along at a slower pace than expected. These goals should be achieved during the 2008-2009 academic year.

Some members of the assessment committee attended the HLC Assessment Conference in July, 2008. The conference provided insight into assessment strategies used by other institutions. The discussions and team planning time helped provide the method with which to finalize the discussions and implement common learning objectives. During the conference, the attending committee members were able to put together a plan to gather and analyze data and to report the analysis to faculty for use in final decision-making on improving student learning. During the Fall 2009 semester, this plan will be presented to the full committee and utilized to continue to move forward.

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

People were involved in this Action Project in the following ways:

- Broad-based representation on the committee of academic disciplines in general education, technical education, developmental education and the assessment coordinator
- Feedback requested from faculty in each discipline regarding current program-specific assessment tools and usage.

### **3. Describe your planned next steps for this Action Project.**

During the 2008-2009 academic year several steps are scheduled to occur. One of the first will be to seek additional members on the committee to represent additional disciplines. Additionally, the committee members that attended the HLC Assessment Conference will present their plan to the committee for modification and adoption as a working tool.

The assessment committee will be engaging faculty, staff, and administration in focus groups to help define each of the common learning objectives, set minimum standards, set benchmarking targets, and determine what data can be used to measure achievement of the minimum standards and benchmark targets. The focus groups will also determine how the data will be analyzed and distributed to help improve student learning.

With the plan in place to move forward, focusing on common learning objectives, minimum standards of achievement, and benchmarking targets, the committee plans to have these goals completed during the 2008-2009 academic year.

### **4. Describe any “effective practice (s)” that resulted from your work on this Action Project.**

Since achievement of the overall action project goals are progressing at a slower pace than anticipated, effective practices have not been established yet.

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

The biggest challenge of this action project is developing definitions that are understandable, applicable, and meaningful for all disciplines for the common learning objectives. This became apparent during the discussions that occurred during this past year.

**Garden City Community College**  
**Action Project Worksheet**  
**Understanding Students' and Other Stakeholders' Needs**  
**Retention**  
**Category 3**

**Timeline:**

Start Date: July 1, 2007

Target Completion Date: June 30, 2009

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

Increase Retention through Implementation of a Student Retention Program

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

The goal of this action project is to implement an institution-wide retention plan that will:

- Develop a comprehensive, integrated system using data to identify retention/attrition rates both campus-wide and in program areas
- Identify specific areas for improvement as well as areas of strength
- Identify tools to use for benchmarking retention rates and student satisfaction and develop regular system for collecting, disseminating, and analyzing data
- Design strategies to increase both institution-wide and program-specific retention
- Increase both faculty and staff involvement in student retention

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

Understanding Student's and Other Stakeholders' Needs

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

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

**E) List the organizational areas – Institutional departments, programs, divisions, or units – most affected by or involved in this Action Project:**

Retention Committee  
Strategic Enrollment Management Committee  
Academic Division Directors  
Counseling and Advising

Student Services  
Academic Advisors  
Technical Program Leaders  
Institutional Research

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

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

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

### **2007-2008**

- Form Retention Committee
- Begin analysis of institutional and program-specific attrition and retention rates
- Collect benchmarking data using regional and national comparisons
- Establish definitions and revise institutional forms to collect student goal and attainment
- Determine target goals for retention rates using data collected
- Examine current tools used to collect student satisfaction data and additional tools available
- Submit recommendation of student satisfaction tools through Administrative Cabinet and planning process for funding
- Design formal process for systematic collection of student satisfaction data annually
- Determine target goals for increasing student satisfaction in areas that are indicated as high importance to students

### **2008-2009**

- Collect student satisfaction data and analyze results against baseline data established in 2007-2008
- Collect retention and goal-attainment rates and compare against baseline data established in 2007-2008
- Publish results of data and comparisons to stakeholders
- Collaborate with administration and faculty leadership to tie retention plan to overall strategic planning and budgeting process
- Design and develop training specific to programs and departments to assist with meeting institutional and program-specific retention rates

### **Annually**

- Collect student satisfaction data and analyze results against trend and benchmarking data
- Collect retention and goal-attainment rates and compare against trend and benchmarking data
- Publish results of data and comparisons to stakeholders
- Review institutional and program-specific goals and revise as appropriate
- Adapt training and mentoring to address changing needs

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

- Coordinated efforts among the members of the retention committee
- Meeting timelines established for action project
- Creation of definitions for student goal attainment

- Baseline and benchmarking data collected and analyzed within first year
- Development and implementation of retention strategies by end of project
- Successful funding of student satisfaction tool through the budgeting process
- Evaluation of retention strategy results

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

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

J) Other Information (i.e. publicity, sponsor or champion, etc)

## **AQIP ANNUAL UPDATE**

### **Submitted September 14, 2008**

#### **Action Project #2 - Understanding Student and Stakeholder Needs: Retention**

##### **1. Describe the past year's accomplishments and the current status of this Action Project.**

This past year was spent collecting and analyzing data to assist in the development of an institutional retention plan. Beginning in September, the retention committee began discussion on data analysis and outlining a retention plan. Retention data was collected on all students from Fall-to-Spring and Fall-to-Fall semesters for the last three years. Upon analyzing this data, it was determined that the best course of action was to initially narrow the scope and concentrate on a smaller, high-risk population. By doing so, the impact of the retention plan could be closely monitored and accurate data collected. The retention plan is set to focus on students on academic probation.

Currently there is no additional support provided for students placed on academic probation. The committee, with assistance from Institutional Research, analyzed the number of students placed on academic probation over the last three years and determined that approximately 5-15% of the total student population are placed on academic probation each semester.

The first phase of the retention plan limits the number of credit hours students are able to enroll in during their probation semester. Additionally they will be required to enroll in an Academic Recovery course focusing on their strengths, time management, resources and graduation requirements. The committee also determined that students transferring into Garden City Community College on probation will follow the same stipulations.

Additionally, a change to the GPA standards for academic probation is recommended by the committee. Currently, academic probation is based solely on semester GPA. The retention committee recommends including the cumulative GPA as well, on an incremental scale. The closer students are to the 64 hour graduation requirement, the closer they must be to the 2.0 cumulative GPA required for graduation in order to remain in good academic standing.

Currently, the retention plan is going through the college committee structure for approval and anticipating implementation in Spring 2009.

Along with the retention plan, the committee has also been working at streamlining methods for data collection. The College has not previously had a standard method for collecting and effectively analyzing student satisfaction and retention data. The committee is considering recommendations on effective assessment tools, a timeline for administering them, and how the information will be disseminated and analyzed.

##### ***AQIP Review (09-22-08):***

This project incorporates AQIP Categories (7) Measuring Effectiveness, (1) Helping Students Learn, and (3) Understanding Students' and Other Stakeholders' Needs. The process of gathering and analyzing data was a great start to outline a plan. Also, how this process helped narrow the scope of the retention program is helpful for focus and implementation. It is easier to foster a culture of retention at an institution when there is a limited group of students to focus on and then move from there forward. It seems as well that the high-risk students on academic probation are still a significant number of students which will help in evaluating the implementation of the retention plan. It is unclear if the plan is to help students only during the semester they are on academic



probation and then monitor them afterwards or continue help after they are off of academic probation. A clear process of helping students and then easing them back into individual study could be beneficial. In terms of effective assessment tools, it may be beneficial to examine some reviews of assessment tools in the Mental Measurements Yearbook.

## **2. Describe how the institution involved people in work on this Action Project.**

The retention committee consists of a solid cross-section of the campus. It includes representatives from administrative services division, learning services, student services, athletics, residential life as well as students. The committee members receive input from their respective divisions and bring information back to each meeting. The committee has been extremely motivated by the work on retention due to the decreasing trend in enrollment over the last two years. The committee's motto is that "it is much easier to keep the students you have than to go out and recruit new ones." With this motto in mind, the committee worked during the last year to address measures to improve retention and student satisfaction.

### ***AQIP Review (09-22-08):***

This project is an example of AQIP Principles of Collaboration and Involvement. The wide membership which is wonderful to read about and the motivation is important to continued success. However, it is important to get little wins along the way to keep the motivation up and avoid burn-out especially since the enrollment has declined. See Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press, for ideas. If it continues to decline, are there measures or incentives to keep the committee motivated through the process? Also, I am sure that part-time and full-time faculty are involved in the process, but it is unclear.

## **3. Describe your planned next steps for this Action Project.**

The first step that the committee is taking during the 2008-09 academic year is to gain approval of the recommended plan through the internal governance process and begin implementation. Approval is expected by the end of October 2008. Once approval is received, development of the Academic Recovery course will begin for an initial start in Spring 2009. Steps will also be taken to educate faculty, staff and students on the changes.

### ***AQIP Review (09-22-08):***

The development of the course is an excellent next step. It is unclear if there will be training provided prior to course implementation or professional development for teachers of the course as that may help the implementation and student retention. Also, what steps will be taken to continue to foster a culture of retention?

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

The most important first step when working with retention is identification of the issue. The who, how, where, when and why in retention must be identified in order to bring focus to the real issues and determine where to start. The committee's first steps were collecting and analyzing data and determining the scope of the retention plan. Rather than initially trying to tackle a global retention

plan, which is multi-faceted with unique issues within each area, it made more sense to focus on one specific student population, develop a viable plan, analyze results, and then move out to additional student populations.

*AQIP Review (09-22-08):*

Some of the text is missing from this response but it shows a great attitude and clear identification process of the issue which helped narrow the focus. It may be beneficial in this conversation to determine through collegial dialogue what makes a successful student for the institution as definitions and plans can be created off of this concept and buy-in fostered.

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

The challenge and one of the driving forces behind this particular project was the necessity for a uniform data collection method. Until the last 2-3 years, the College has not collected information pertinent to institutional retention. Additionally, there has not been a structure in place to guide when and how student satisfaction, advising and retention are measured. It was the committee's intent to develop a structure and outline of the tools to be utilized, how and when they would be administered, and how the data would be disseminated and analyzed across campus. The committee's challenge was to identify which tools were available and what fit GCCC's needs the best. A great deal of time was spent evaluating various assessment tools in order to develop our plan.

*AQIP Review (09-22-08):*

Uniform data collection methods could be its own action project so it behooves the institution to be careful not to take on too much. However, it is important to have access to necessary data and track students to evaluate the retention project. It may be beneficial to evaluate the current processes and data collection points in terms of high-risk students which would narrow the potential broad scope. Also, time spent on the foundation is important to keep the project strong and solid, so it should not be perceived as a problem that large amounts of time was spent evaluating assessment tools.



# Pittsburg State University

ADMISSION AND ENROLLMENT SERVICES

1701 South Broadway  
Pittsburg, KS 66762-7520  
620/235-4251 1-800-854-PITT  
fax: 620/235-6003  
psuadmit@pittstate.edu

September 8, 2008

Dr. Carol Ballantyne  
Garden City Community College  
801 Campus Drive  
Garden City, KS 67846-6399

Dear Dr. Ballantyne:

On behalf of the Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO), I would like to thank you for the support that Nancy Unruh has given our association by serving as Local Arrangements Co-Chairperson and as an Executive Board member for 2007-2008. The Executive Board has been a very active group, and contributes to the advancement of higher education in Kansas, and nationally, through the professional development of its members and the use of high standards of professional ethics.

Nancy's service to KACRAO is greatly appreciated, as is the willingness of your institution to provide time for those endeavors. Her hard work and dedication to the profession and KACRAO is commendable and is a positive reflection of the commitment and leadership of Garden City Community College.

Sincerely,

Melinda Roelfs  
KACRAO President 2007-2008



# Pittsburg State University

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September 8, 2008

Dr. Carol Ballantyne  
Garden City Community College  
801 Campus Drive  
Garden City, KS 67846-6399

Dear Dr. Ballantyne:

On behalf of the Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO), I would like to thank you for the support that Nikki Geier has given our association by serving as Local Arrangements Co-Chairperson and as an Executive Board member for 2007-2008. The Executive Board has been a very active group, and contributes to the advancement of higher education in Kansas, and nationally, through the professional development of its members and the use of high standards of professional ethics.

Nikki's service to KACRAO is greatly appreciated, as is the willingness of your institution to provide time for those endeavors. Her hard work and dedication to the profession and KACRAO is commendable and is a positive reflection of the commitment and leadership of Garden City Community College.

Sincerely,

Melinda Roelfs  
KACRAO President 2007-2008



Pittsburg State University

1701 South Broadway  
Pittsburg, KS 66762-7520  
620/235-4251 1-800-854-PITT

September 8, 2008

Dr. Carol Ballantyne  
Garden City Community College  
801 Campus Drive  
Garden City, KS 67846-6399

Dear Dr. Ballantyne:

On behalf of the Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO), I would like to thank you for the support that Jayre Lee has given our association by serving as Professional Development Chairperson and as an Executive Board member for 2007-2008. The Executive Board has been a very active group, and contributes to the advancement of higher education in Kansas, and nationally, through the professional development of its members and the use of high standards of professional ethics.

Jayre's service to KACRAO is greatly appreciated, as is the willingness of your institution to provide time for those endeavors. Her hard work and dedication to the profession and KACRAO is commendable and is a positive reflection of the commitment and leadership of Garden City Community College.

Sincerely,

Melinda Roelfs  
KACRAO President 2007-2008

September 9, 2008

RE: Law Enforcement Assistance

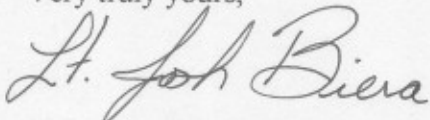
Attention: Carol Ballantyne and Larry Johnston

I am writing this letter in appreciation for two of your Garden City Community College campus security officers that offered much needed assistance on August 31, 2008 at approximately 01:55 am, to Trooper Reed Sperry of the Kansas Highway Patrol.

At this time, Trooper Sperry had been involved in a high-speed pursuit and the suspect ended up having a vehicle collision and rolled his vehicle. The collision occurred on the 400 block of north Campus Drive in Garden City. The two GCCC security officers came to assist the Trooper and helped secure the scene and prevent any other injuries to the motoring public.

Please extend my personal thank you to both Clyde L. Blood and Hector Morillo, for showing the initiative and professionalism while assisting Trooper Sperry.

Very truly yours,



Josh Biera, Lieutenant  
Kansas Highway Patrol  
Troop E, Garden City

Gail Dunford  
1705 Old Manor Rd.  
Garden City, KS 67846  
620-276-6912  
[gdunf1@cox.net](mailto:gdunf1@cox.net)

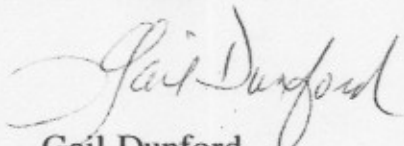
September 4, 2008

Ms. Lenore Cook, Director  
GCCC School of Nursing  
801 Campus Drive  
Garden City, KS 67846

Dear Ms Cook:

I was recently a patient on 4N at St. Catherine Hospital and had the good fortune to be cared for by one of your students, Miss DeLisa Olson. I wanted you to know what fine representation she provides for your school and staff. Her skills were top-notch and her compassion was real. She was, without a doubt, the most professional of all those I encountered during my stay. I hope that she will have continued success in her pursuit of a career in Nursing. She will truly be an asset to the profession.

Sincerely,

  
Gail Dunford

**Incidental Information  
GCCC Board of Trustees  
October, 2008**

The **new simulators**, purchased with Title V funds, have been temporarily installed in the current practical skills lab. Simulators have **supported ADN freshman** in their study of vital signs; and learning different types of lung sounds. **Practical Nursing students** were given the opportunity to practice patient assessment and work through a Diabetic Ketoacidosis scenario. To simulate the fruity smelling breath, a cotton ball saturated with pear body spray was placed in the side of the simulators oral cavity. As the students did their assessment they noticed it and documented it in their charting. The students were excited about their experience and the faculty was pleased with their performance. **ADN Sophomores**, who were studying the maternal-child content, were given the opportunity to assess the Noelle during the birthing process. There are 7 more scenarios planned this year. Faculty will formally evaluate the simulated experiences as a part of the program evaluation plan. The Title V funds have allowed the college to establish an on-campus simulation training lab in addition to the lab that has been established at St. Catherine Hospital.

**M&M Systems has donated an Electronic Control Panel, valued at \$38,000** to update the controls on the GCCC System A Single Stage Freezer training system. The M&M hardware and software controls automate the process of freezing of water.

M&M supervisors and operators attended class last year and recognized that GCCC needed to upgrade its system controls to align with today's industry practices. The new control panel upgrade will improve graphics and control communication between frequency drives and compressor motors, condenser fans and pumps.

Congratulations are in order for **Dr. Lauren Welch who has been appointed to serve as a site visitor** for the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP), the accreditation body that accredits all Paramedic programs across the nation. His leadership and commitment to program excellence was invaluable to GCCC during the years that he served as our Paramedic Medical Director.

The **roof replacement** on the Fouse Science and Math Building has been completed. We are working with the insurance adjustor to finalize the claims on other campus buildings. Once payment has been received, a timeline will be developed for repairs and requests for proposals will be distributed to local vendors.

Exterior lettering has been installed at the **Gary E Jarmer Technical Annex**. For better security, one-half of the women's apartments interior doors and wood jambs were replaced with steel jambs and solid core wooden doors. There is some minor work yet to be done in the welding lab, but it is operational.

The **Penka addition** is underway. Trenching for footers and temporary electrical work has been completed.



The **tennis courts** have been prepped and one net was replaced for two tournaments that took place this past month. Work continues on **Tangeman Fields** with the removal of sod along the outfield fence so that the warning track can be installed. The crushed red cinders should arrive soon so that this project can be completed.

**Direct deposit** for paychecks is now available to all full-time, part-time and student employees. Employees choosing this option can obtain their pay information via an online pay advice function that is available on the college website.

As a result of the 27.66% rate increase on our **group health insurance plan**, approximately 25 full-time employees (12%) made changes to their health insurance coverage.

The **Print Shop** printed 500 Carpe Verbum Literary Magazines and 25 photos for the Mercer Gallery Exhibition.

The **GCCC Meats Team** had a good day in Beef Grading at the 21<sup>st</sup> Annual Beef Empire Days Meats Contest, which was held yesterday at Tyson Fresh Meats. The team had the highest score in Beef Grading in many years; falling just 9 points shy of the school record which had stood since 1998. All four members of the team were in the top 10 in Beef Grading, which is a very hard feat to accomplish.

After some glitches with the “human” grading system, we actually finished just 2 points out of 3<sup>rd</sup> place (but still are some lingering questions about what our overall score really is). As they stand now, the team finished **3<sup>rd</sup> overall**, 1<sup>st</sup> in Beef Grading (by 41 points!), 4<sup>th</sup> in Lamb Judging, 3<sup>rd</sup> in Pork Judging, 4<sup>th</sup> in Beef Judging, 2<sup>nd</sup> (by only 17 points) in Total Beef, 5<sup>th</sup> in Placings and 4<sup>th</sup> (tied for 3<sup>rd</sup>) in Questions. The team put up 3674 points, which ranks 8<sup>th</sup> all time in GCCC scoring history. For the **individuals**, Justin Bremer (Holcomb) had a great day placing 6<sup>th</sup> (tied for 5<sup>th</sup>) and was 4<sup>th</sup> in Placing Classes, 9<sup>th</sup> in Pork Judging and 10<sup>th</sup> in Beef Grading (tied for 9<sup>th</sup>) scoring 930 points. Ashley Rupp (Eustis, NE) also had a great day scoring 927 points placing her 9<sup>th</sup> overall as well as being 3<sup>rd</sup> in Questions, 4<sup>th</sup> in Lamb Judging and 7<sup>th</sup> in Beef Grading. Jeff Conway (Holcomb) had a monster day on the Beef Grading rails, tying a school record with 263 points (142 points on Quality Grading, 121 points on Yield Grading; both out of 150 points) placing 1<sup>st</sup> in Beef Grading, 1<sup>st</sup> in Total Beef (3<sup>rd</sup> all time score at GCCC) which put Jeff in 11<sup>th</sup> overall. Britney Holden (Garden City) was 24<sup>th</sup> overall, placing 8<sup>th</sup> in Beef Grading and 10<sup>th</sup> in Placing Classes while scoring 893 points.

The Natural Resources Conservation Service conducted an all-day workshop at **Bryan Education Center with 29 participants**, generating \$85 in fees. JoAnn Garrier, GCCC counselor, assisted College Skills Development students with Individual Education Plans. A personal enrichment class, “Creating Web Pages: the Basics,” was held with six participants, generating \$210 in fees.

The **Lee Richardson Zoo contract training** concluded this month with its third training in the area of employee soft-skills. The fourth in a series of five “Business Promotion Series” was well attended at the Chamber of Commerce office with a volunteer from the City, Tanner Lucas, teaching. In partnership with Finney County Economic Development, Chamber of Commerce,

and Kansas Works, a Fall Job Fair was provided with more than 40 businesses and 150 job seekers participating. “Work Habits” and “Effective Time Management” were short training sessions that were largely attended by GCCC employees. Forklift Safety, taught by Kent Kolbeck of the John Deere program, drew 14 participants.

Community Services/Personal Enrichment classes started the end of September and as always, Jewelry has proven to be a favorite. Beginning Jewelry II had five participants and Cake Decorating I had eight participants.

Finney County Young Professionals (FCYP) hosted its **Monthly Mingle** at Lonestar on Sept. 4 and eight new potential young professionals show up and mingle. A membership drive took place on Sept. 25 at Jax Sports Bar and Grille. Jax provided FCYP with two free appetizer plates and ran drink specials all night long. Twelve new members joined FCYP that night.

As of Sept. 3, 2008, Educational Talent Search 2008 graduates received \$277,952 in scholarships. This is more than **double the amount of scholarships** ever received before in a year by ETS students. Also, ETS high school graduates are attending the following colleges: Garden City Community College-47; Kansas State University-10; University of Kansas-4; Creighton University-2; James River Masters (Ozark, Mo)-1; Merchant Marine Academy (New York)-1; University of Northern Colorado-1; Kansas Wesleyan University-1; Columbia College (Chicago)-1; Pittsburg State University-1; Bethel-1; Fort Hays State University-1; Dodge City Community College-1; Wichita State University-1.

Submissions were made to **University of Washington Trio Thinkquest Contest for Trio students**. These included:

1. ThinkQuest Web Design (Dreamweaver, Photoshop, flash, keyboarding)
2. Crazy Brains – Noe Garcia, Marco Reyes, Bianca Martinez, Michelle Hernandez
3. MediaQuest (3-minute movie: mediaquest, editing, keyboarding)
4. Public Service Announcement Category – Dangers of Underage Drinking – Noe Garcia, Michelle Hernandez, Jairo Garcia
5. Creative Movie – “The Road Trip” – Kristen Johnson, Jessica Delgado, Marisol Torres, Alisa Morillo, Kailie Bolin, Oday Amphonphong
6. PhotoEssay (computer skills: Photoshop; keyboarding; digital camera – downloading to computer; editing)
  - a. “Behind this Smile” – Ana Aldama
  - b. “My Beautiful Michoacan” – Ivone Damian
  - c. “Friend of Mine” – Jairo Garcia
7. Oracle International Thinkquest issued Certificates for the following ETS students:
  - a. Noe Garcia, Brandy Siebert, Khahn Hoang -- Medical Technology web site
  - b. Long Tran, Maria Espinosa, Adilene Martinez, and Alma Martinez -- Global Fashion web site
  - c. Ivonne Damian, Vanessa Rodriguez and Luis Lopez -- Blue Gold Rush web site
  - d. All three websites reached the finals of the judging and can be found in the library on the Oracle International website found at <http://www.thinkquest.org/library/>

Dawna Coulter received one of the three Finnup scholarships offered to Finney County students. Dawna is attending Garden City Community College. She plans to study pre-medicine and eventually practice OB/GYN. Carly Champlin and Makenzie Gottsponer received the 2008-09 Golden Plains scholarships. Carly is attending KSU majoring in physical therapy. Makenzie is attending Pittsburg State University majoring in chemistry.

Charles O. Stones Honor Roll:

A honor roll sixth grade - Oday Amphonphong

B honor roll sixth grade - Nykea Baquera, Tionna McKee, Kayla Munoz

Project Destiny is closing its **second grant year** with a group of students graduating from sites in Ulysses, Scott City and Garden City. The graduation rate has been 40%. The contract for Year Three has been received from KSU, approved and signed. The new year officially began Oct. 1.

Recruitment efforts in Syracuse and Lakin have brought good results after attending **Open Houses in both sites and Parent/Teacher Conferences** in Syracuse. Sixteen people are interested in the program in Lakin and 14 in Syracuse.

Also, Director Itzel Rodriguez joined efforts with Consuelo Sandoval from Mexican-American Ministries to present “**Hakuna Matata**” – a **diversity workshop** during the KACRAO Conference hosted by GCCC the last part of September.

The Southwest Kansas Regional Prevention Center has been working steadily to build capacity in the two **Strategic Prevention Framework** grants in Liberal and Garden City. These coalitions are entering the final stages of planning and are anticipating the implementation of community-specific plans to combat underage drinking. The Coalition for the Youth of Dodge City met and is also working on a community program, with collaboration between the school district, the judicial district, community corrections, and local citizens. The Prevention Center will be hosting three open trainings for LifeSkills presenters at GCCC in October. Prevention Center Staff attended a seminar on complex change in communities by Omega Point International in September, honing their skills in managing complex change.

Black Student Union (BSU) assisted **Downtown Vision** with selling NASDUCK tickets for Marketfest and also had a booth at Marketfest. Community Service, Art students, rodeo, cheerleaders etc had booths at Marketfest.

Big Brothers & Big Sisters has asked BSU to hold a monthly event for all of the **children who are unmatched** each month. We held our first event and had 28 BSU member and 17 little brothers and sister participate. They played Frisbee golf and alleyball on the GCCC campus. Our October event will include pumpkin painting and attending the October 18<sup>th</sup> GCCC football game.

Downtown Vision has also asked BSU to put up the **Christmas lights** for the Downtown Merchants again this year.

One more item regarding BSU: **Jared Wilkes, former GCCC student** who graduated last May, is currently a student at the University of Kansas and is involved in SGA and BSU on the KU campus. He has been selected as a Big 12 delegate! While at GCCC, Jared was BSU Vice President, Sophomore SGA Officer, and participated in football. He was one of the young men who spoke at the Board meeting last year regarding BSU's trip to the Big 12 Conference.

**Pat Veasart, Regional Director of the GCCC Small Business Development Center**, was recently selected as the 2008 State Star of the Kansas Small Business Development Center Network! The State Star award recognizes individuals who demonstrate excellence in work performance, initiative and/or creativity that results in improved operating efficiency, exceptional assistance to clients and an effort to enhance the image of the KSBDC Network through community relations and programs that bring distinction to the Network.

The **Financial Aid Department** has completed the initial review of students for the Academic Competitiveness Grant (ACG). The ACG is a need-based award and along with other aid that the student receives cannot exceed their cost of attendance. Of the 255 Pell-eligible, degree-seeking, full-time US citizens that were evaluated, there were 72 eligible for the grant based on their rigorous high school curriculum, making 28.24% of them eligible for the award. The award totals as of 9-18-08 are:

ACG1	58 students	\$43,211	Max. annual award \$750 each
ACG2	<u>14 students</u>	<u>\$17,430</u>	Max. annual award \$1,300 each
TOTAL	72 students	\$60,641	

## Great Western Dining Services - Food Service Report -

On July 1, 2008, the college contracted with Great Western Dining Services (GWD). The five-year agreement includes \$50,000 capital investment for dining enhancements.

Dan Karczewski is the Food Services Manager and Josh Hatcher is the chef. GWD hired several of the previous food service workers and have hired new staff as well.

The transition to GWD has been very smooth. With approximately 300 students living in the dorms, the cafeteria has been a very busy place. The student and staff response to GWD has been very positive. The menu has expanded and the GWD staff work very hard to see that the food is visually appealing and delicious.

### Comparative data:

	2008-09	2007-08
<i>Dorm Students:</i>		
19 meal plan	239	188
15 meal plan	41	42
10 meal plan	17	22
<i>Off campus purchases:</i>		
19 meal plan	10	3
15 meal plan	2	1
10 meal plan	1	
<i>Punch cards:</i>		
15 meal	39	57
10 meal	16	20
<i>Bistro Bucks for dorm students:</i>		
Cost for fall semester	\$7,900 .00	\$6,375.00
Amount used to date	\$3,256.11	\$2,679.87
<i>Declining Balance Used to Date</i>	\$128.32	

The following information was submitted by the Food Service Manger:

Great Western Dining is proud to be the food service provider for Garden City Community College. The transition period has been a good one, it has been rocky at times, but we are on a continuous improvement plan. Some of the ways that we keep improving are our comment cards that the students, actually anyone, can fill out are being used. We started out the school year with the deli bar in by the main serving line. I had many requests via comment card and students actually asking if the deli could be moved out by the salad bar. Currently, the deli bar is out in the dining room by the salad bar.

One main feature of GWD I would like to comment on is the reciprocal meal program we offer to all of our clients. In a nut shell, this is a program where any of our students who travel for a college sponsored event--if they want to eat during normal serving hours at another school that GWD is the food provider for, they can at no cost if they are on a meal plan here. Already this year, our Football and Cross Country teams have taken advantage of this.

We are working up a new menu for the Bistro. We have added some grab and go items like cheese cubes and crackers. Desserts on the go are also a hit over there. Other items to look for in the future are sub sandwiches and gourmet salads. We are also looking into setting up a delivery one day a week out of the Bistro for lunch. I am very excited to have a snack bar on campus--it gives me the opportunity to show more diversity in our food program.

On the training front, I am working closely with my assistant manager to train our staff on proper food handling procedures and sanitation issues. The kitchen area has vastly improved in my short time here in the area of cleanliness and sanitation. Also the skills of the cooking staff are improving. We still have many challenges here. We need some equipment and some cosmetic changes. We are moving forward and putting out fresh hot food.

Dan Karczewski  
F.S.D. Great Western Dining  
GCCC

**Continuing Education & Community Services  
October 2008  
Classes & Events**

- |  |  |   |
|--|--|---|
| <p><b>1 ALC</b> – ESL &amp; GED Orientation, 9:00a – 12:00p &amp; 6:00p – 9:00p, SCSC Basement &amp; 2<sup>nd</sup> Floor</p> <p><b>1 SWKRPC</b> – Youth Pastors Meeting, ABC Pregnancy Center</p> <p><b>1 Scott City</b> – NRCS all day Meeting</p> <p><b>2 HEP</b> – Potential students will be tested with TABE, Results &amp; Counseling at 6:00p, St. Anthony’s Church; Lakin</p> <p><b>2 Scott City</b> – Basic Computer Skills one credit hour course Begins, 6:30p</p> <p><b>2 CS</b> – The Art of Floral Design, 6:30p – 9:00p, PENK 1037</p> <p><b>2 SWKRPC</b> – Seeds of Hope Jail Ministry Meeting, 7:00p, Cornerstone Church; Garden City</p> <p><b>6 ALC</b> – ESL &amp; GED Classes Begin, 9:00a – 12:00p &amp; 6:00p – 9:00p, SCSC Basement &amp; 2<sup>nd</sup> Floor</p> <p><b>6 CS</b> – Bake it, 6:00p – 9:00p, PENK 1037</p> <p><b>6 Scott City</b> – College Planning Conference at SCHS</p> <p><b>6-15 B &amp; I</b> – Spanish for the Workplace, 6:00p – 8:00p, SCSC 2023</p> <p><b>6 &amp; 8 CS</b> – MS Word 2007, 6:30p – 8:30p, SCSC 2022</p> <p><b>7 SWKRPC</b> – LifeSkills Presenter Training Workshop, 8:00a – 4:00p, GCCC Endowment Room</p> <p><b>7 Scott City</b> – Scott County Extension Lunch n Learn Program, 12:00p</p> <p><b>7 SWKRPC</b> – LACF Coalition Meeting, 9:00a, Southwest Guidance Center; Liberal</p> <p><b>7 CS</b> – Beginning Jewelry, 6:30p – 9:00p, JOYC 1005</p> <p><b>8 B &amp; I</b> – Do-It Yourself Page Layout, 7:45a – 9:00p, SCSC 2022</p> <p><b>8 HEP</b> – Potential students will learn about Project Destiny, 10:00am (MT), First Presbyterian Church; Syracuse</p> | <p><b>9 Scott City</b> – KPERS all day workshop</p> <p><b>9 SWKRPC</b> – CHOC Coalition Meeting, 12:00p, Haskell County Hospital; Satanta</p> <p><b>9 CS</b> – Beginning Jewelry II, 6:30p – 9:00p, JOYC 1005</p> <p><b>11 Scott City</b> – Scott Community Wellness Fair, 7:00a</p> <p><b>11 ALC</b> – CIVICS Class, 9:00a – 1:00p, SCSC 0012</p> <p><b>11 &amp; 18 B &amp; I</b> – Backflow Prevention/ Cross Connection Cert. &amp; Recert, 8:30a – 5:00p, SCSC 2024</p> <p><b>13 &amp; 15 CS</b> – Selling on eBay, 6:30p – 9:00p, SCSC 2022</p> <p><b>14 Scott City</b> – Scott County Partners for Youth meeting, 4pm</p> <p><b>15 Scott City</b> – PSAT tests, 8:00a</p> <p><b>15 SWKRPC</b> – LifeSkills Presenter Training Workshop, 8:30a – 4:00p, Broncbuster Room</p> <p><b>15 ALC</b> – GED Official Test</p> <p><b>15 SBDC</b> – State Small Business Tax Workshop, 1:00p – 4:00p, SCSC 2024</p> <p><b>15 SBDC</b> – Contractors Tax Workshop, 6:00p – 8:00p, SCSC 2024</p> <p><b>16 SBDC</b> – Steps to Startup, 1:30p – 4:30p &amp; 6:30p – 9:30p, SCSC 2023</p> <p><b>16 HEP</b> – A new class will start where new students will be introduced to the program. They will also receive supplies &amp; offered an orientation; Lakin</p> <p><b>16 CS</b> – Home Beauty Remedies, 6:30p – 9:00p, PENK 1037</p> <p><b>18 ALC</b> – Staff Training, 9:00a – 12:00p, SCSC 0017</p> <p><b>18 SWKRPC</b> – ECHO Coalition Meeting, 12:00p, Edwards Co. Health Dept; Kinsley</p> <p><b>18 CS</b> – Jewelry Bonanza, 9:00a – 12p --- 1:30p - 4:30p, SCSC 2025</p> <p><b>18 CS</b> – Wine Forum, 7:00p – 9:00, Downtown Vision Center</p> | <p><b>20 CS</b> – Handy Handbags, 6:30p – 8:30p, PENK 1037</p> <p><b>20 – 11/12 CS</b> – Conversational Spanish, 6:30p – 8:30p, SCSC 2023</p> <p><b>21 CS</b> – Easy &amp; Economical Comfort Foods, 6:00p – 9:00p, PENK 1037</p> <p><b>21-23 B &amp; I</b> – Insurance Agents CEUs, 8:00a – 5:00p, SCSC 2023</p> <p><b>21-27 ETS</b> – Student Leadership Conference &amp; College visits, Chicago</p> <p><b>22 Scott City</b> – PLAN tests, 8:00a</p> <p><b>22 HEP</b> – Potential students will be tested with TABE, Results &amp; Counseling at 10:00p, St. Anthony’s Church; Syracuse</p> <p><b>23 Scott City</b> – ASUAB tests, 8:00a</p> <p><b>23 SWKRPC</b> – LifeSkills Presenter Training Workshop, 8:00a – 4:00p, GCCC Endowment Room</p> <p><b>24 SWKRPC</b> – CYDC Coalition Meeting, 1:00p, School District Office; Dodge City</p> <p><b>25 Scott City</b> – ACT exam, 8:00a</p> <p><b>25 ALC</b> – CIVICS Class, 9:00a – 1:00p, SCSC 0012</p> <p><b>25 SWKRPC</b> – Seeds of Hope Jail Ministry Meeting, 7:00p, Cornerstone Church; Garden City</p> <p><b>27 Scott City</b> – Scott Community Foundation meeting, 3:00p</p> <p><b>27 &amp; 29 CS</b> – MS Word 2007, 6:30p – 8:30p, SCSC 2022</p> <p><b>28 Scott City</b> – ITED tests, 8:00a</p> <p><b>28 SWKRPC</b> – Community Service Counsel Meeting, 10:00a, CASA Office, 603 N. 8<sup>th</sup>; Garden City</p> <p><b>28 CS</b> – Indian Jewelry, 6:30p – 9:00p, SCSC 2023</p> <p><b>29 HEP</b> – Open House &amp; Celebration of our first group of Graduates, First Presbyterian Church; Syracuse</p> <p><b>30 Scott City</b> – ITED tests, 8:00a</p> |
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**On Going** – CIVICS Classes, 9:00a – 1:00p, SCSC 0012; Sat.

**On Going** – Project Destiny Math workshops for area students,  
10:00a – 2:00p, SCSC 0012; Fri.

**ALC** – Adult Learning Center *Hector Martinez, #365 or  
Betsy Steckel, #600* [www.gc-alc.org](http://www.gc-alc.org)

**BSC** – Broncbuster Senior Club *Diana Machotka, #232*  
[www.broncbusterseniorclub.net](http://www.broncbusterseniorclub.net)

**B & I** – Business & Industry *Jean Warta, #532 or  
Jody Ledford, #279* [www.gcccb-i.com](http://www.gcccb-i.com)

**CS** – Community Services *Diana, #232 or Tara Keasler, #647*  
[www.gcccks.edu/learningopp/communitvserv.html](http://www.gcccks.edu/learningopp/communitvserv.html)

**C4L** – College for Life *Diana Machotka, #232*

**FCYP** – Finney County Young Professionals  
*Diana Machotka, #232* [www.fcyp.net](http://www.fcyp.net)

**HEP** – Project Destiny *Itzel Rodriguez, #284*

**KC** – Kids' College *Diana #232 or Tara Keasler #647*

**SBDC** – Small Business Development Center  
*Kathy Nance, #632* [www.swksbdc.com](http://www.swksbdc.com)

**SWKRPC** – SW KS Regional Prevention Center,  
*Becky Thomas, #648* [www.ksrpc-southwest.org](http://www.ksrpc-southwest.org)

**Scott City** – Personal Enrichment Outreach, *Bryan Education  
Center, Vicki Krehbiel, (620)872-2155*

**TS** – Talent Search *Rebekah Fitzpatrick, #515*  
[www.gcccks.edu/studenterv/Triotalent/index.html](http://www.gcccks.edu/studenterv/Triotalent/index.html)

**CJ** – Team-T/ Concealed Carry Handgun Classes,  
*Lita Paulson, #629* [www.team-t.org](http://www.team-t.org)



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**MEMORANDUM**  
**Garden City Community College**  
**Office of the President**

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**TO:** GCCC Board of Trustees

**FROM:** Carol E. Ballantyne, Ph.D.

**DATE:** September 30, 2008

**RE:** Public Entities Common Goals

Based on the meetings held by the boards of Finney County, City of Garden City, City of Holcomb, USD #457, USD #363 and Garden City Community College, five common goals were set for the public. The CEOs have met and discussed them. Each was outlined with possible solutions and means of accomplishing them. Before we go much further, I wanted to check to ensure that we were approaching these goals in the manner that the GCCC Board of Trustees anticipated.

## **PUBLIC ENTITY COMMON GOAL ANALYSIS: "Beautification"**

**Scope of the Issue:** Determine means for the whole community to 1.) Take "ownership" pride in the community 2.) Provide leadership in the area of beautifying the community 3.) Organize the efforts already being exerted and 4.) Communicate the efforts of the beautification volunteers to other entities.

**Methodology:** Contact all the groups and organizations that are currently involved in some form of beautification. Consider new recruits.

**Challenge:** The City of Garden City, Finney County, individual businesses and other the public entities have difficulty with keeping "Beautification" at the heart of all of our community involvement. Each entity also needs to support the efforts currently being undertaken by communicating the efforts, helping find volunteers and seeking areas of the community where beautification efforts are falling short.

**Outcome:** The final product will not only be a more beautiful community, but one that will draw new citizens, one that will draw visitors and others to work, live and play in Garden City and Finney County.

### **The Plan:**

**A.** Revitalize the Chamber of Commerce's "Beautification Committee" to host semi-annual meetings of all organizations currently involved with cleaning or beautifying the community.

- 1) Approval of plan by the Chamber's Beautification Committee
- 2) Approval of plan by the Chamber Board of Directors at upcoming Retreat
- 3) Identify the community organizations currently involved with some form of beautification including:
  - Lions Club
  - Historical Society
  - Horticultural Club
  - Master Gardener Program
  - City Parks and Recreation, Alan Geier
  - Tree Board
  - Nature Conservancy
  - Pond Owners Association
  - City/County Community Development Department
- 4) Select semi-annual dates to hold semi-annual organizational & Communicational meetings
- 5) Obtain contact information and mail the above groups to meet semi-annually
- 6) Require the groups to bring their activity's calendar of events to share with others
- 7) Establish & publish a community-wide beautification calendar of events
- 8) Identify from this list what community efforts and/or areas are NOT being addressed
- 9) Establish a plan to address efforts in #8

**B. Committee to monitor the activities of all the beautification groups and organizations.**

- 1) Monitor, adapt and plan new activities to address the new challenges
- 2) Continue annually

**Stakeholders:**

City of Garden City

City of Holcomb

Finney County

Garden City Community College

USD #457

USD #363

Chamber of Commerce and local businesses

Downtown Vision

All the citizens of the City of Garden City, Finney County and all visitors

Specific objectives and timelines will be developed by the committee designated to lead this effort.

## **PUBLIC ENTITY COMMON GOAL ANALYSIS – PUBLIC SAFETY**

### **SCOPE OF ISSUE**

The topic of Public Safety is addressed directly and indirectly in several of the entities' strategic plans, primarily as it relates to youth issues. There does not appear to be any specific concern about public safety as it relates to the performance of local law enforcement agencies. However, entities have identified issues that can be evaluated for possible opportunities to improve. The school districts identify facility safety and security as issues and the City of Garden City and Finney County identify nuisance abatement policies and procedures as a concern. Finney County specifically addresses gang intervention and prevention. School safety and security, safe neighborhoods, and a proactive program of youth development and gang prevention are all related to the community's sense of security and public safety. There are several links among these issues so that addressing one will likely have a positive impact on the others. In that regard, the implementation activities listed below should be considered for action by the joint public entities.

### **PROPOSED IMPLEMENTATION ACTIVITIES**

#### **Safe Neighborhoods**

- A. Provide an analysis of existing public safety services and costs

RESPONSIBLE: City Manager and County Administrator

- B. Establish Staff committee to review nuisance abatement regulations and enforcement procedures.

1. Review City ordinances and County resolution to identify needed changes
2. Evaluate impact of increased enforcement on costs associated with existing Interlocal Agreement for planning and inspection services
3. Develop recommendations for consideration by governing bodies

RESPONSIBLE: City and County Staff w/Community Development Director coordinating

- C. Revitalize coordination of Gang Task Force activities.

1. Develop shared database with input from Youth Services and County Attorney
2. Monitor benefits of joint training for PD, SO, and Youth Services to determine potential for expanded training and implementation of best practices.

RESPONSIBLE: Youth Services Staff to facilitate initial discussion with stakeholders

## School Security

- A. Convene school security discussion among education and local law enforcement
  1. Identify mutual concerns and outline future improvements
  2. Evaluate "Communities that Care" data for relevancy to security issues
  3. Coordinate with Gang Task Force as appropriate

**RESPONSIBLE:** Chiefs of Police, Sheriff, School Superintendents, GCCC Security and Administration

## **PUBLIC ENTITY COMMON GOAL ANALYSIS: Retain and Recruit and Develop Talent**

**Scope of the Issue:** Determine means for the whole community to recruit workforce to Finney County. Consider people who have grown up here and new recruits. Individual businesses and the public entities have difficulty with finding a trained workforce without shifting the current workers from position to positions. Each entity also needs to retain the qualified staff we have.

A. Establish a committee to review possible strategies for drawing qualified employees to Garden City, Holcomb and Finney County.

- 1) Sell Garden City as a whole,- Just Plains Success
- 2) Send out questionnaire about internships etc, Find out what opportunities GC has to offer, use Universities to find students, invite them for a community visit, have people house them for a night, have a job fair here that they participate in, show them the sights, Bison Reserve, Zoo, schools have YP talk to them about opportunities
- 3) New employees not only attend reception where they meet other new employees, but invite them to participate in a series of informative sessions on how city/county run, what opportunities are here for arts and humanities, what the college and school district has to offer, meet the merchants, leadership opportunities etc.
- 4) Get employers to give them a day to meet people and learn about Garden City
- 5) Focus groups on what can we do to keep people in Garden City and Finney County
- 6) Set up a method for finding jobs for spouses for applicants for positions at the Entities.
- 7) Set up a committee to look at career exploration from K-12 including businesses

B. Establish a committee to look at positions salary and benefits, staff development activities and leadership programs in order to retain the qualified employees we already have.

- 1) Explore grow your own programs for advancement within the entity.
- 2) Explore internships for training

### **Stakeholders:**

City of Garden City

City of Holcomb

Finney County

Garden City Community College

USD #457

USD #363

Chamber of Commerce and other local businesses

Downtown Vision

Specific objectives and timelines will be developed by the committee designated to lead this effort.

## **PUBLIC ENTITY COMMON GOAL ANALYSIS: Youth Development**

**Scope of the Issue:** Statistics show that if students complete high school they average more income over their lifetime than students who drop out. This is also true of students who attend college. In order to grow our own qualified employees from within Finney County we need to connect students with employment opportunities and practice.

A. Support activities that deal with drug and alcohol prevention, graffiti, after school and summer programs and develop youth leaders to assist with programming. Develop a team to work on setting some goals, setting timelines and implementation schedules.

1. Keep children busy when out of school
2. Let parents know what opportunities there are for kids
3. Continue C-Tag
4. Drug and Alcohol prevention
5. Work with organizations to provide programs
6. Resource book on all the activities, who to contact and transportation directions
7. Get into the neighborhoods and try to find ways to entice parents and kids to participate

### **Stakeholders**

City of Garden City

City of Holcomb

Finney County

Garden City Community College

USD #457

USD #363

Chamber of Commerce and other local businesses

Downtown Vision

Specific objectives and timelines will be developed by the committee designated to lead this effort.

## **Public Entity Common Goal Analysis: Improving Public Access to Community Recreation Facilities**

### **Goal:**

Streamline the public's ability to reserve public recreation facilities, more clearly identify times and availability for open use, and improve our community's ability to host regional recreation activities.

### **Issue:**

From the perspective of the community voiced through the articulated goals of their elected officials, Garden City's outdoor and indoor recreational indoor and outdoor recreational facilities are appropriate in number, variety and quality, but cumbersome to use and reserve.

Contributing to the confusion is the fact that in Garden City these facilities are either owned or maintained by one of four different taxing entities (USD 457, GCCC, City of Garden City, or GCRC which is a component taxing unit of the City). Understandably, the staff people responsible for maintaining these facilities take pride in the product they present to the public and take steps to ensure safety and limit liability. Unfortunately, over time in doing so we've collectively either made it difficult to use the publicly funded facilities or discouraged their use.

At the Public Entity Meeting, the community's elected officials charged our group with creating a better system that is easier to use and covers a broader range of activities, while still maintaining high quality facilities that serve their original intended purpose.

### **Stakeholders:**

GC Recreation Programming staff  
GC Recreation Maintenance staff  
GC Parks staff  
USD 457 Athletic Department staff  
USD 457 Maintenance and Facilities staff  
GCCC Athletic Department staff  
GCCC Maintenance staff  
YMCA  
Youth Sports Directors and Coaches  
Adult Sports League participants  
USD 363  
City of Holcomb  
Holcomb Recreation



### **Proposed Implementation Activities:**

- I. Interview Stakeholders to analyze strengths, weaknesses, opportunities, threats.
  - a. Responsible: Matt (Public Entity rep.)
  - b. Timeline: September-October 10
- II. Develop Map of community recreation facilities identified by their level of public access and availability of use.
  - a. Responsible: Matt with GIS
  - b. Timeline: September - October 10
- III. Investigate logistics of joint scheduling/reservation system.
  - a. Responsible: GCCC rep., USD 457 rep., City rep., GCRC rep.
  - b. Timeline: October 1 – October 20
- IV. Develop draft marketing plan around Items II and III.
  - a. Responsible: Tanner
  - b. Timeline: October 20 – November 10
- V. Present findings and solutions to Stakeholders and gather feedback.
  - a. Responsible: Matt
  - b. Timeline: Before Thanksgiving
- VI. Edit based on Stakeholder feedback and repeat steps V and VI as necessary.
  - a. Responsible: Public Entity reps
  - b. Timeline: Before Thanksgiving
- VII. Present to the Elected Officials for final approval.
  - a. Responsible: Public Entity reps
  - b. Timeline: First Meetings in December
- VIII. Implementation.