

# GARDEN CITY COMMUNITY COLLEGE

801 Campus Drive • Garden City, Kansas 67846 • (620) 276-7611 • FAX (620) 276-9573 • [www.gccks.edu](http://www.gccks.edu)

November 3, 2010

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

Dear Trustees:

The Board of Trustees will meet in regular session on **Wednesday, November 10, 2010**. The meeting will be held in **the Endowment Room of the Beth Tedrow Student Center**, Garden City Community College Campus.

5:15 PM                                      Go through regular cafeteria line for dinner  
5:45 PM                                      Regular Board Meeting called to order in the Endowment Room

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## AGENDA

### **CALL TO ORDER:**

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

### **CONSENT AGENDA:**

- A. Approval of minutes of previous meetings (October 13, 2010)
- B. Submit financial information to the auditor
  - B-1 Financial information – Revenues
  - B-2 Financial information – Expenses
  - B-3 Financial information – Cash in Bank
- C. Checks processed in excess of \$10,000
- D. Approval of purchase orders over \$20,000
  - D-1 Dishwasher purchase
- E. Approval of personnel actions
  - E-1 Adjunct Instructor Contracts

### **POLICY REVIEW:**

- A. Monitoring Reports and ENDS
  - A-1 Monitoring Report – Quarterly #5 # 9, #10
- B. Board Process and Policy Governance Review
  - B-1 Review of Policy EL-8 Treatment of People (oral)

### **OTHER:**

- A. Presidential Search Discussion
- B. Negotiated Agreement (memo & 1 document)
- C. Shriver Trust Discussion (memo & 2 documents)

### **REPORTS:**

- A. President's Report
  - A-1 Incidental Information

- A-2 FISAP Summary
- A-3 Default Study
- A-4 AQIP Action Plan Annual Update (memo & 2 documents)
- A-5 Departmental Cost Per Credit Hour
  - A-5a Revenue by Department
  - A-5b Three Year Comparison
- A-6 Program Review
  - A-6a Information Services
- B. Report on ACCT 41st Annual Community College Leadership Congress-Toronto, Canada (oral)
- C. Report from Finney County Economic Development Corporation (oral)

**Upcoming calendar dates:**

<u>Nov.8</u>	Legislative Dinner/Southwind Country Club/Reception 7:00 PM, Dinner 7:30 PM
<u>Nov.10</u>	WW II Navajo Code Talker, Samuel Tom Holiday, 11:00 AM – 12:30 PM, Fine Arts Auditorium
<u>Nov. 10</u>	Regular monthly meeting at 5:30 PM in the Endowment room of the Beth Tedrow Student Center
<u>Nov. 11</u>	Veteran's Day
<u>Nov. 11-13</u>	Pepsi Classic
<u>Nov. 17</u>	Exploration Day, 9:00 AM – 1:00 PM
<u>Nov. 18</u>	Tobacco Free Campus day 9:00 AM, Noon in the cafeteria lobby
<u>Nov.18</u>	GCCC Jazz Band Concert, 7:30 PM, Pauline Joyce Fine Arts Building Auditorium
<u>Nov.18</u>	Endowment Association Annual Meeting, Southwind Country Club, Social 6:30 PM, Dinner 7:00 PM, Program 8:00 PM
<u>Nov. 24-26</u>	Thanksgiving Break – NO CLASSES – OFFICES CLOSED
<u>Nov. 26-27</u>	Thanksgiving Day Classic
<u>Nov. 30</u>	Joint Board Dinner/Meeting – Dodge City Community College
<u>Dec. 4</u>	Practical Nursing Pinning, 2:00 PM Church of the Nazarene
<u>Dec.8</u>	Regular monthly meeting at 5:30 PM in the Endowment room of the Beth Tedrow Student Center
<u>Dec 13-15</u>	Final Exams
<u>Dec. 20-31</u>	Christmas Holiday – NO CLASSES – OFFICES CLOSED
<u>Jan. 10, 2011</u>	Faculty Report – In-Service
<u>Jan. 12</u>	Regular monthly meeting at 5:30 PM in the Endowment room of the Beth Tedrow Student Center
<u>Jan. 12</u>	Classes begin

**Executive Session**

**Adjournment**

Sincerely,

William S. Clifford MD, Chair

Joseph W. Emmons Ed.D. Interim 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  
October 13, 2010**

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

Trustees Absent: Steve Sterling

Others Present:

Debra Atkinson, Deputy Clerk  
Kevin Brungardt, Dean of Academics  
Tom Brungardt, Welding Instructor  
Dr. Joseph Emmons, Interim President  
Jeanie Ferguson, ESL Instructor  
Donna Gerstner, Garden City Recreation  
Tim Hamilton, Assistant City Planner, City of Garden City  
Larry Johnston, Director of Physical Plant  
Deanna Mann, Dean of Institutional Effectiveness & Enrollment Services  
Cathy McKinley, Dean of Continuing Education and Community Services  
Doris Meng, English Instructor  
Marc Najera, President, Student Government Association  
Doug Peters, Network Manager  
Steve Quakenbush, Director of Information Services and Publications  
Ryan Ruda, Dean of Student Services  
Cricket Turley, Director of Human Resources  
Jerome Curry, *Garden City Telegram*  
Dee Wigner, Executive Dean of Administrative Services  
Clay Wright, Vocal Music Director

**REPORT FROM FACULTY SENATE:**

Doris Meng, English Instructor, was present to give a Faculty Senate presentation about services provided for the faculty by the GCCC Teaching and Learning Center.

Meng reported that the TLC exists to provide a means for faculty to improve their teaching effectiveness, to help faculty and staff be more productive with technology, and to provide valuable feedback for the college via online surveys. Faculty Senate provides \$1,000 to \$2,000 in funding, with which supplies and an online survey subscription is purchased.

The TLC offers various training and equipment for check out, hosts webinars, advertises Starlink webinars that the Kansas Board of Regents provide, and offers one-on-one assistance.

Since the TLC opened in May of 2008, to August of 2010, visits have increased from 115 to 407. The TLC continues to look for other opportunities in which they may be of service to faculty and staff.

Chair Clifford expressed thanks and appreciation to Meng for the preparation and presentation of the TLC information.

**COMMENTS FROM THE CHAIR:**

Chair Clifford called the regular session to order at 5:46 P.M. and made the following comments:

- Chair Clifford congratulated Marlene Rivera and Daniel Gutierrez, who were named 2010 GCCC homecoming queen and king.
- Endowment Association Phonathon began on October 4 and will continue through October 14.

- Good Luck to GCCC 2010 Meats Team as they compete in the American Royal contest on October 17.

### **REPORT FROM STUDENT GOVERNMENT ASSOCIATION:**

SGA President Marc Najera reported the following:

- September 9 95 students participated in Bowl-Mania
- September 16 Approximately 100 students enjoyed Clearly you Crystals, offering faces etched in a 3D Crystal.
- September 21 50 students attended Breakfast Bingo; lots of prizes were given away.
- September 30 Homecoming Bonfire, including on-site music, and a hot dog eating contest, drew a large campus and community crowd.
- October 2 SGA helped coordinate the homecoming ceremonies.
- October 7 There was a good turnout for Blizzard of Bucks and Mind Tripping.
- October 15 Last day to bring books for the Kansas Children Service League book drive. Books may be dropped off in the BTSC.
- October 20 SGA will kick off the “Trick or Treat so Others Can Eat”, canned food drive with all collected food going to Emmaus House. The organization/club with the most non-perishable food items collected will win \$150 towards their group’s fund.
- October 28 Casino Night, with games of Black Jack, Roulette and Texas Hold’em, plus \$700 in prizes, will take place. Food and drink will be provided.

Najera told board members that the SGA will soon be proposing GCCC’s adoption of a tobacco-free campus policy. Najera shared an early draft of the plan, which would apply to all tobacco usage, not just smoking. SGA hopes that such a plan could be implemented August 1, 2011. Survey information was also reported indicating that of 188 students, 130 indicated they were non-smokers and 100 favored a tobacco-free campus. Institutions from Oklahoma to Florida have also established tobacco-free policies, as have some universities in Kansas. (Supporting document filed with official minutes)

Garrett Love, newly nominated Republican state representative candidate, has been invited by SGA to visit GCCC and talk about his election experience. He is unopposed in the Nov. 2 general election.

Board members thanked Najera for his report and commended SGA for taking on the tobacco-free campus project.

### **OPEN COMMENTS FROM PUBLIC:**

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

### **CONSENT AGENDA**

Chair Clifford asked if Trustees wished to pull any items from the consent agenda for discussion; no one did. Chair Clifford then asked for a motion approving the consent agenda.

### ***Motion:***

***Schwartz, moved, seconded by Worf, that the Consent Agenda items be approved as presented.***

Executive Dean of Administrative Services Dee Wigner briefly explained that revenues and expenditures are watched closely, in addition to financial trends, so that budget modifications can be made if necessary. Wigner said she is also in close communication with the Finney County Treasurer regarding tax collections and revenue projections for the year.

Board members expressed appreciation for all that is accomplished on a limited budget.

***Motion carried 5-0***

Approved actions follow:

**(A) APPROVED MINUTES** of previous meeting (September 8, 2010).

(Supporting documents filed with official minutes.)

**(B) APPROVED SUBMITTED FINANCIAL INFORMATION TO THE AUDITOR**

(Supporting documents filed with official minutes.)

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

(Supporting documents filed with official minutes.)

**(D) APPROVED PERSONNEL ACTIONS/CONTRACTS**, as presented

(Supporting documents filed with official minutes.)

**(E) APPROVAL PURCHASE ORDER OVER \$20,000**, as presented

Vendor: Garden City Telegram

For: 2010-2011 Advertising Contract

Amount: \$40,000.00

(Supporting documents filed with official minutes.)

## **POLICY REVIEW:**

### **MONITORING REPORTS and ENDS REPORTS:**

Chair Clifford noted that monitoring and ends reports give a look backward at what has happened, while the job of the Board of Trustees is to focus on the future and insure that due care is exercised in carrying out the GCCC mission of existing to produce positive contributors to the economic and social well-being of society. Chair Clifford requested that Trustees individually become over prepared in the area of monitoring and ends reports, and be prepared to accept or reject said reports at the scheduled board meetings.

Chair Clifford suggested that ends reports be spread out throughout the year so that information provided can be more thoroughly reviewed.

Trustees then reviewed monitoring reports (quarterly and annual (treatment of people). Trustees also reviewed Semi-Annual Ends reports for Essential Skills, Work Preparedness, Personal Enrichment and Workforce Development. The reports covered statistics, comparisons and narratives on a wide range of programs and activities.

Among primary highlights:

- The board noted that new grade reports from Emporia State, Kansas State and Wichita State Universities indicated again that GCCC transfer students at those institutions tend to equal or out-perform their non-transfer classmates.
- The GCCC Adult Learning Center, served 426 people attending during the spring semester of 2010. Those included immigrants and other men and women working toward Kansas GED high school equivalency diplomas or learning English as a second language.
- The work preparedness report covered ALC and college students, including those enrolled in technical programs and the Career Learning System of Finney County; services of the GCCC-based Kansas Small Business Development Center and Southwest Kansas Regional Prevention Center; Project Destiny and Project KANCO, both of which support education for migrant families.
- 74 children participated during GCCC's 10th Annual Kids' College class series during the summer of 2010, along with more than 80 individuals registering in other personal enrichment learning sessions for adults during the year.
- 551 people and 74 businesses participated in training provided by the GCCC Business and Industry Institute.

Chair Clifford asked for a motion affirming that the monitoring and ends reports had been read and provide a reasonable interpretation of the policy and evidence of compliance and with the reasonable interpretation.

***Motion:***

***Schwartz, moved, seconded by Brandenburger, to accept the monitoring and ends reports as presented.***

***Motion carried 5-0***

(Supporting documents filed with official minutes.)

**OWNERSHIP LINKAGE**

One piece of correspondence was received from Community Mexican Fiesta Association of Garden City; expressing appreciation for GCCC's continued support and sponsorship of the annual Fiesta.

Citizen concerns were shared with Trustees relating to campus illumination after dark, in addition to medical treatment of an injured GCCC athlete. Dr. Emmons will inspect the campus area regarding lighting and determine what can be done. Trustee Douglass contacted medical staff that had treated the athlete and is assured that the athlete received the proper treatment. Douglass has relayed this information to the concerned citizen.

**BOARD PROCESS AND POLICY GOVERNANCE REVIEW:**

Trustee attention turned to the revised Monitoring Report Calendar they received as part of their electronic board packet. The calendar, developed by Deanna Mann, Dean of Institutional Effectiveness & Enrollment Services, is a working document that will continue to define when and what reports are due.

(Supporting documents filed with official minutes.)

**OTHER:**

***Interlocal Agreement with the City of Holcomb:***

A proposed program, running through the end of 2013, creates tax rebates for neighborhood revitalization improvements in Holcomb. GCCC was asked to enter an agreement on the plan because the Finney County community is included in the college's county-wide taxing district.

Cathy McKinley, Dean of Continuing Education and Community Services, who also serves in the chair position for the Finney County Economic Development Corporation, recommended the action.

While the plan won't reduce property tax revenue to the college, it will allow home and business owners to receive 95 percent tax rebates when their valuation increases due to improvements they make to their property. The rebates, designed to encourage positive economic development, apply only to the increase in valuation and last for a set number of years.

Tim Hamilton, Garden City assistant city planner told trustees that a similar program has been in place in designated zones in Garden City for 10 years. This is the first time that the City of Holcomb will be initiating this program.

***Motion:***

***Schwartz, moved, seconded by Douglass, to approve the interlocal agreement with the City of Holcomb as presented.***

***Motion carried 5-0***

(Supporting documents filed with official minutes.)

**Report Finney County Economic Development Corporation:**

**Project/Prospect Update**

**New Businesses/Expansions**

- New tractor supply business, proposed location, east of Wal-Mart off of Jennie Barker Road
- Lang Diesel, will be located off of US 50 west of Clark Motorsports. The company will be a parts and repair store for large diesel motors.
- The FCEDC is working with the Kemper Family Trust to develop a two-acre property west of Target. FCEDC is currently working with Target to allow access through the Target parking lot.

- Golden Plains Credit Union will host a groundbreaking ceremony to celebrate the construction of \$10 million facility on October 21 at 11:00 PM.
- The FCEDC hosted the SW Kansas Brownsfields Workshop October 7.
- FCEDC Is working with community volunteers to participate in a Community Development Academy, a workshop that engages volunteer teams in the development of community improvements strategies.
- KDHE final public hearing regarding the Sunflower Holcomb power station expansion will take place in Topeka on October 25; FCEDC will be attending on behalf of Finney County.
- Prospect 2-10, manufacturing and food processing. Initial contact has been made and a local real estate agent is working toward meeting needs of prospect's acreage request. Prospect has been advised of access to a new rail spur adjacent to possible acreage.
- Prospect 5-10, retail/restaurant. Prospect continues to review demographic and site locations for final determination.
- Prospect 1-10, manufacturing and research/development. FCEDC is working with site consultant to determine prospect request for 2-3 acres and 25,000 square foot building with access to major highway. Prospect could employ approximately 50 employees first year and additional 50 employees within the following three years. FCEDC worked with KDOC and KBA to develop state incentive funding.

#### Presidential Search:

Interim president, Dr. Joseph Emmons, told Trustees that GCCC has placed print and Internet-based advertising with the Chronicle of Higher Education and an online educational recruitment website called HigherEdJobs.com, as well print and online advertising with Hispanic Outlook in Higher Education. The Chronicle is the leading publication read by professionals serving at U.S. colleges and universities, and GCCC's online posting with the Chronicle appeared Monday for a 60-day run, with the print ad to appear in the publication's paper edition October 15.

The online listing at the HigherEdJobs website began October 5, and three applications have already arrived. The online advertising with Hispanic Outlook began October 8, and will be followed November 1 by the print edition.

In addition, Emmons has also contacted 20 community college leaders throughout the state and more than 60 elsewhere in the Central U.S., soliciting nominations for the vacancy. A presidential search packet has been posted on the college website, [www.gcccks.edu](http://www.gcccks.edu), to outline the opportunity, list requirements and provide applicants with a profile of the institution. The packet also incorporates the president's job description, as well as the position ad that is appearing nationally.

#### Tax Credit Initiative:

Emmons updated the board on efforts to obtain contributions through a state tax credit program designed to help community colleges make needed improvements in facilities and infrastructure.

The Kansas Legislature created the program three years ago in order to give community colleges an opportunity to make necessary campus capital improvements. Individuals or businesses that make donations may receive credits of 54 percent on their state income taxes, and may also be eligible to receive charitable donation deductions of 46 percent on their federal taxes.

GCCC has set minimum contributions at \$1,000, and can receive up to \$347,055 this year. Funds will be used to upgrade laboratories, make classroom and lecture hall improvements, and boost energy efficiency by replacing windows and entryways, as well as by modernizing lighting. In addition, funds are being used to comply with requirements of the Americans with Disabilities Act.

The president and Dee Wigner, Executive Dean of Administrative Services, are in the process of contacting potential contributors now. Donors who want to help the college and take advantage of the program would need to make their gifts effective by the end of the calendar year.

Chair Clifford, noted that specifics on the program are posted on the college website. He also said at least two of the six board members are already planning to make contributions, and encouraged each of the others to follow suit.

## **REPORTS:**

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

- **Incidental Information:**

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

Primary highlights:

- Dr. Emmons noted the number of tutor certifications that students have acquired.
- American Counts and America Reads are programs designed to allow promising young future educators to tutor elementary students in reading and math. Shelley Meier is coordinating the two programs.
- Dr. Emmons drew Trustee attention to transfer information that had been handed out. GCCC students do very well.
- Dr. Emmons attended the “Crucible” and enjoyed the play.

(Supporting documents filed with official minutes.)

- **Program Review**

Campus Child Care:

GCCC Campus Child Care Center has been part of the college campus since 1986. The Center is licensed by the State of Kansas and is approved to care for twenty children and provides affordable child care for student, faculty and staff. The Center also serves as a learning facility for GCCC education majors in the field of early education as well as students in the nursing program.

(Supporting documents filed with official minutes.)

Physical Plant Department:

The Physical Plant operations enable the college to meet the institution’s missions and goals. It provides the services necessary to maintain facilities and provides construction services on smaller renovations or remodeling projects. In addition, it provides services to clean, disinfect, remove trash, and maintain a well-kept campus.

Great Western Dining Services:

On July 1, 2008 the college entered into a five-year contract with Great Western Dining Services (GWD) for on-campus food services. The third year under that agreement began this year. The college receives a commission of 15% from outside catering and 10% of casual meal sales. Commission revenues for FY 10 were \$2,810.01, compared to revenues for FY09 which were \$5,494.34. The Broncbuster Bistro continues to struggle. A Food Service Committee comprised of students, staff and faculty will begin meeting this month. Topics to be discussed will include menus, the pros and cons of “going trayless”, ways to improve the dining experience, and ideas for promoting the Bistro.

Safety and Security-Campus Crime Statistics:

This is an annual report listing 22 standard incident areas required by federal law. These areas range from the categories of robbery, burglary and assault to sex offenses and liquor law violations or referrals. For FY 09 GCCC had reports in only six of the 22 areas, including 36 burglary reports and seven liquor law arrests.

- **EduKan Report:**

Kevin Brungardt, Dean of Academics told Trustees that the six-school EduKan online college consortium has enrolled students in 80,000 hours of credit since launching in 1999, including 13,431 GCCC credit hours.



**REPORT KACCT/COP ANNUAL MEETING-HUTCHINSON COMMUNITY COLLEGE:**

- House Speaker Mike O’Neal gave a brief outlook of his expectations of the coming session. O’Neal is cautious about the economy recovering to the previous level.
- O’Neal advised that the legislature supports community colleges.
- Sales tax numbers indicated a 1% increase in tax income though not spendable income.
- O’Neal cautioned that more budget cuts could be expected.
- A legislative luncheon in Topeka is planned for early in the session.
- Working to get more legislative functions held on GCCC campus.

There was a brief discussion on the history of the Kansas Technical Education Authority funding model, in which college operating grants would be separated from technical program funding. However, Council of Presidents & Kansas Association of Community College Trustee leaders now feel that it is in our best financial interest to keep operating grants and technical funding together.

**EXECUTIVE SESSION:**

*Brandenburger moved, seconded by Worf that the board recess at 8:30 PM for short break and reconvene into a 20 minute executive session at 8:40 PM for the purpose of discussing non-elected personnel, No action will be taken.*

Motion:

Brandenburger moved, seconded by Worf to adjourn the meeting.

Motion carried 5-0

No official action was taken, and the meeting adjourned at 9:05 PM.

**UPCOMING CALANDAR EVENTS:**

<u>Nov. 10</u>	Regular monthly meeting at 5:30 PM
<u>Nov. 24-26</u>	Thanksgiving Break – NO CLASSES – OFFICES CLOSED
<u>Dec.8</u>	Regular monthly meeting at 5:30 PM
<u>Dec. 13-15</u>	Final Exams
<u>Dec. 20-31</u>	Christmas Holiday – NO CLASSES – OFFICES CLOSED
<u>Jan. 10, 2011</u>	Faculty Report – In-Service
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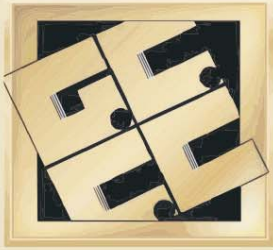
Debra J. Atkinson  
Deputy Clerk

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Joseph W. Emmons, Ed.D.  
Secretary

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William S. Clifford MD  
Chair of the Board



## Garden City Community College Faculty Senate

801 Campus Drive  
Garden City, KS 67846

**2010-2011**

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

### Faculty Senate Report November 10, 2010 Faculty News and Report

In addition to the normal class activities, the following has been reported by faculty for this report to the Board of Trustees.

**Drama – Philip Hoke.** Jordan Partin and Mathew Ellis were nominated for the Irene Ryan Scholarship Competition through our participation with the Kennedy Center American College Theatre Festival. They along with two other students who have yet to be identified will travel to Aimes, Iowa in January to compete in the Region 5 festival.

**Automotive - Nathan Steinle.** The Automotive Department hosted the Carquest Training Institute's Enhanced Scantool Diagnostics seminar on October 27 & 28, 2010. Over 40 local shop owners and technicians attended the seminar on the 28<sup>th</sup>. Even with budget cuts and personnel reductions, the automotive department is working to overcome this program's challenges.

**English Department - Eugenia Eberhart.** Fall 09/Spring 10: After several conferences with Hector Martinez and instructors, completed English curriculum revision for GED/AEC programs through KanGO grant aimed at transitioning students from the program to GC enrollment with particular emphasis on bypassing Basic/Intermediate courses for success in English 101.

February 2010: Third annual African-American read-in to coincide with Black History Month, and dedicated to Kevin Wilson, who was one of my English I students at the time of his death. Attendance increased by 12% from first and second read-ins. Reports are sent to NCTE (National Council of Teachers of English), who administers that endeavor internationally. Goal is to surpass the attendance and participation each (subsequent) year, and perhaps be able to invite and pay stipend to a guest author from the African-American Diasporas.

Thanks to faculty members, GC library, and other community members, collected and delivered over one-thousand (1000) books of various genres (textbooks, novels, biographies, etc) to Adult Education Program to facilitate book ownership by under-served people in our community, especially those persons enrolled in the program(s).

### **Choral Music Department 2010 - Clay Wright**

1. Performed a Valentine Concert at GCCC Pauline Joyce Auditorium with the GCCC Choirs on Feb 11, 2010.
2. Participated as Adjudicator in the Santa Fe Trail League Music Festival in Deerfield on March 2, 2010.
3. Sent 8 singers to the ACDA Convention at the end of February to participate in the ACDA collegiate honor choir under the direction of Dr. Craig Jessop, former conductor of the Mormon Tabernacle Choir.
4. Adjudicated a Regional Solo and Small Ensemble Music festival in Dodge City on Saturday, April 10, 2010.
5. Adjudicated a State Large Group Music Festival in Colby on April 15, 2010.
6. Conducted a performance of Handel's *Messiah* with GCCC Choirs, Community Choirs and Orchestras from Garden City and Dodge City on 3/27/10 at Clifford Hope Auditorium.

7. Conducted a performance of Handel's *Messiah* with GCCC Choirs, Community Choirs and Orchestras from Garden City and Dodge City on 3/28/10 at Windthorst Cathedral in Ford County.
8. Presented a "Pops" concert for choir and strings on May 13, 2010 in the GCCC Pauline Joyce auditorium.
9. Increased the size of the GCCC Choir from 30 to 40 members in the fall of 2010.
10. Performed at endowment association appreciation event and Dr. Emmons reception in the fall of 2010.

**Phi Theta Kapp – Shelia Hendershot.** November 6-7, 2010: Phi Theta Kappa hosted the Kansas Regional Honors in Action Conference. Over 100 members from across Kansas registered to attend. Our theme is "Democratization of Information". Friday we will be Making books about our chapters, Saturday we have the same guest speaker that we heard at the in-service last Aug, Detective Bradley from GC Police Dept. and also Brian Nelson speaking to the group about the Windsor Hotel. Saturday afternoon as a service project, we are removing carpet from the ground floor at the Windsor. Sunday we have a GCCC Alumni and Past PTK President Don Wasleski speaking to us about the government and the information they can share and cannot. All of the workshops and breakouts and meals are being served on the GCCC Campus.

**Nursing – Lorilynn Landgraf.** I qualified for the Cheryl Berg Nursing Faculty Scholarship last week. It is provided by the Kansas Council of Associate Degree Nurse Educators and will be used to defray costs for my educational pursuits at Fort Hays State University. To qualify for this scholarship I need to be teaching in a nursing program located in a rural area of less than 50,000 people.

### **Business Department – Rene Harbin**

- Signed five 2+2 agreements with FHSU
- Transitioning the Finnap Lab and currently working with 152 students
- Revamping the CSCI program and courses

### **Department of Public Safety.** Larry Pander, Linda Morgan, David Rupp, Jerrad Webb, Brad Sisk

- Larry Pander has been reappointed by Governor Parkinson to the State Fire Commission representing KS Community College
- David Rupp was appointed to the Kansas Peace Officers' Association Legislative Committee
- David Rupp serves as a 3-I Chairman and is the Chairman of the Garden City Housing Authority
- Linda Morgan was re-appointed Chairman of the Kansas Peace Officers' Association Training Committee.
- Jerred Webb serves as Deerfield Mayor and Board of Education President for USD 216.

### **Weekend and Seminar Classes (Credit and Non-credit)**

*CCHL & Civilian Handgun Courses-* DPS held 7 Concealed Classes to date in 2010 for a total of 85 enrolled and completed. 2 more classes are scheduled for November and December. (DPS has 9 Certified KS CCHL Instructors and legal instructors who teach the courses). Women on Target. One handgun course for women was offered and highly successful. CCHL and NRA Firearms instructors taught the course. CCHL courses are scheduled for Spring 2011 with another Women on Target also planned for 2011.

Other seminar and/or weekend classes are Rappelling (Beginning, Intermediate and Advanced); Emergency Driving and Defensive Driving Classes, EMS and Fire certifications, live burns and lab classes. DPS instructors teach many of these classes with the help of numerous adjuncts and lab assistants.

The purchase of the Arizona Vortex (Perkins) has been instrumental in moving the rope rescue program to state levels and beyond. We are currently the only college in Kansas that has this piece of rescue equipment and the only college in KS that offers IFSAC accredited rope rescue classes.

*DPS Special Seminars.* DPS has or will be hosting the following for this fall with other hosted classes being scheduled for Spring 2010

1. Nov 2-7, 2010. KU Fire and Rescue's HazMat Trailer from Instruction and testing for area firefighters and students will be on-going throughout this week.

2. November 20, 2010 KU Fire and Rescue seminar “Positive Rescue Ventilation”

### **Challenge Course**

1. Approximately 80 DPS and Cosmetology students completed the Strategic Team Building Class on Sept 11-12, 2010. This is the major teambuilding effort using the Challenge Course and culminates in each team completing a community service project together. 8 DPS adjunct instructors, assistants and DPS staff worked with this program.
2. The Challenge Course successfully passed (with minor repairs) the 2010 inspection in Spr 2010.
3. With the USD 457 and GCCC, approximately 800 students and participants used the Challenge Course last year.

### **Recruiting Efforts – Fall 2010**

1. Nov 2-3, 2010 GEMS - Fire participated in the GEMS program
2. Nov 17, 2010 Exploration Day – all three disciplines will be active with this program on Nov 17<sup>th</sup>.
3. January 29, 2011 (Sat). DPS will host the Western Kansas Girl Scouts’ Winter Camp Out with a hands-on program on Emergency Responders – 101.

**CJ Competition Team.** The CJ competition team returned from Regional Competition in Olathe, KS in Oct with a number of awards including Firearms Team Competition-1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> places; Firearms Individual-1<sup>st</sup>, 2<sup>nd</sup> and (2) 3<sup>rd</sup> places; Crime Scene Investigation- 1<sup>st</sup> and 3<sup>rd</sup> places; Written Exams-1<sup>st</sup> and 3<sup>rd</sup> places; Physical Agility-1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> places.

**Community Service:** DPS majors have documented 273 hours of community service since July 1, 2010. These hours include assisting the Garden City Police Department, Finney County Humane Society, Tumbleweed Festival and numerous other events in and around Garden City.

### **Faculty Challenges:**

- Upgrading, repairing and replacing aging equipment (computers, labs, program equipment, classroom resources) is an on-going challenge. Seeking partner support, grants and other external funding sources is on-going.
- Juggling schedules and class sizes in efforts to best use limited lab and classroom space. Issues are particularly acute in technical program areas.
- Facilitating and locating secure storage space for equipment and lab equipment. Issues are particularly acute in technical program areas.
- Recruiting and locating qualified adjuncts, particularly in specialized fields, is an on-going challenge. GCCC’s location Western Kansas increases this challenge. Additionally, rotating schedules and full-time jobs for adjuncts limit scheduling flexibility for class offerings.

REVENUES

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Fiscal Year: 2011

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
11-00-0000-00000-4001 TUITION IN STATE :	0.00	4,773.00-	772,194.00-	1,692,900.00-	920,706.00-	54.39
11-00-0000-00000-4002 AMMONIA REFG COURS	0.00	45,772.00-	144,233.00-	310,000.00-	165,767.00-	53.47
11-00-0000-00000-4003 AUTOMATION ELECT C	0.00	1,472.00-	8,388.00-	20,000.00-	11,612.00-	58.06
11-00-0000-00000-4004 TUITION OUT OF STA	0.00	8,255.00-	185,315.00-	440,000.00-	254,685.00-	57.88
11-00-0000-00000-4005 ACAD COURSE FEE :	0.00	100.00	78,484.00-	150,000.00-	71,516.00-	47.68
11-00-0000-00000-4006 OUTREACH CREDIT HO	0.00	374.00-	31,649.00-	70,000.00-	38,351.00-	54.79
11-00-0000-00000-4007 TECHNOLOGY FEE-C :	0.00	1,296.00-	113,688.00-	230,000.00-	116,312.00-	50.57
11-00-0000-00000-4008 TECHNOLOGY FEE-O :	0.00	132.00-	11,166.00-	27,500.00-	16,334.00-	59.40
11-00-0000-00000-4011 MISC STUDENT BILL	0.00	1,100.54-	4,183.40-	45,000.00	49,183.40	109.30
11-00-0000-00000-4102 PRIVATE GIFTS/GRAN	0.00	0.00	0.00	18,000.00-	18,000.00-	100.00
11-00-0000-00000-4501 BUILDING/ROOM RENT	0.00	325.00-	4,090.00-	10,000.00-	5,910.00-	59.10
11-00-0000-00000-4512 VENDING MACHINES :	0.00	961.62-	2,552.17-	12,000.00-	9,447.83-	78.73
11-00-0000-00000-4601 STATE OPERATING GR	0.00	0.00	1,267,015.00-	2,559,826.00-	1,292,811.00-	50.50
11-00-0000-00000-4803 AD VALOREM PROPERT	0.00	0.00	0.00	8,210,501.00-	8,210,501.00-	100.00
11-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	70,084.04-	333,641.89-	690,365.00-	356,723.11-	51.67
11-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	1,189.63-	5,772.37-	9,972.00-	4,199.63-	42.11
11-00-0000-00000-4807 DELINQUENT TAX : G	0.00	24,130.17-	92,349.74-	178,540.00-	86,190.26-	48.28
11-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	167.33-	167.33-	71,814.00-	71,646.67-	99.77
11-00-0000-00000-4810 16/20 M TAX : GENE	0.00	5.09-	1,413.62-	20,278.00-	18,864.38-	93.03
11-00-0000-00000-4811 TAX IN PROCESS : G	0.00	227.44	134,547.34-	250,000.00-	115,452.66-	46.18
11-00-0000-00000-4902 INTEREST INCOME :	0.00	23,511.29-	8,903.03-	100,000.00-	91,096.97-	91.10
11-00-0000-00000-4905 ADMINISTRATIVE ALL	0.00	2,754.73-	55,030.99-	90,000.00-	34,969.01-	38.85
11-00-0000-00000-4907 MISCELLANEOUS INCO	0.00	2,626.65-	6,920.96-	25,000.00-	18,079.04-	72.32
11-00-0000-00000-4912 TRANSCRIPTS : GENE	31.66-	833.79-	5,148.99-	15,000.00-	9,819.35-	65.46
=====						
Totals for FUND: 11 - GENERAL	31.66-	189,436.44-	3,266,853.83-	15,156,696.00-	11,889,810.51-	78.45

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Garden City Community College  
 Annual Budget Report Ending 10/31/2010  
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Fiscal Year: 2011

FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
61-00-0000-00000-4103 TAX CREDIT DONATIO	0.00	1,200.00-	11,200.00-	347,055.00-	335,855.00-	96.77
61-00-0000-00000-4803 AD VALOREM PROPERT	0.00	0.00	0.00	462,488.00-	462,488.00-	100.00
61-00-0000-00000-4805 MOTOR VEHICLE PROP	0.00	3,785.44-	18,020.95-	43,602.00-	25,581.05-	58.67
61-00-0000-00000-4806 RECREATIONAL VEHIC	0.00	64.24-	311.78-	630.00-	318.22-	50.51
61-00-0000-00000-4807 DELINQUENT TAX : G	0.00	1,336.78-	5,094.53-	5,274.00-	179.47-	3.40
61-00-0000-00000-4808 PAYMENTS IN LIEU O	0.00	9.51-	9.51-	4,536.00-	4,526.49-	99.79
61-00-0000-00000-4810 16/20 M TAX : GENE	0.00	0.25-	80.33-	1,281.00-	1,200.67-	93.73
61-00-0000-00000-4811 TAX IN PROCESS : G	0.00	12.66	7,472.94-	8,348.00-	875.06-	10.48
=====						
Totals for FUND: 61 - CAPITAL OUTLAY	0.00	6,383.56-	42,190.04-	873,214.00-	831,023.96-	95.17

EXPENSES

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Garden City Community College  
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Fiscal Year: 2011

FUND: 11 - GENERAL

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 11005 - INSTRUCTION SALARY	0.00	0.00	0.00	3,281.70	3,281.70	100.00
DEPARTMENT: 11010 - BUSINESS & ECONOMI	0.00	10,424.01	27,674.50	149,699.00	122,024.50	81.51
DEPARTMENT: 11020 - HUMANITIES	0.00	1,743.93	13,338.49	31,386.00	18,047.51	57.50
DEPARTMENT: 11021 - ENGLISH	0.00	31,330.42	89,041.13	373,907.00	284,865.87	76.19
DEPARTMENT: 11022 - SPEECH	0.00	5,354.47	5,354.47	72,717.00	67,362.53	92.64
DEPARTMENT: 11023 - PHILOSOPHY	0.00	505.96	505.96	0.00	505.96-	0.00
DEPARTMENT: 11024 - PHOTOGRAPHY	0.00	352.35	704.70	2,692.00	1,987.30	73.82
DEPARTMENT: 11025 - JOURNALISM	0.00	5,874.32	16,916.07	66,370.00	49,453.93	74.51
DEPARTMENT: 11026 - BROADCASTING	0.00	60.07	240.28	9,882.00	9,641.72	97.57
DEPARTMENT: 11030 - ART	884.00-	13,137.96	42,695.24	151,502.00	109,690.76	72.40
DEPARTMENT: 11031 - DRAMA	2,959.26	7,126.84	21,835.75	67,685.00	42,889.99	63.37
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	6,609.53	20,663.11	75,401.00	54,737.89	72.60
DEPARTMENT: 11033 - INST MUSIC	454.00	14,245.24	37,424.50	156,984.00	119,105.50	75.87
DEPARTMENT: 11040 - SCIENCE	414.31	38,455.48	112,061.97	459,524.30	347,048.02	75.52
DEPARTMENT: 11050 - MATH	0.00	26,830.09	71,141.76	313,939.00	242,797.24	77.34
DEPARTMENT: 11060 - SOCIAL SCIENCE	0.00	44,718.45	128,345.37	605,195.00	476,849.63	78.79
DEPARTMENT: 11070 - HEALTH & PHYSICAL	0.00	15,169.88	52,661.74	162,916.00	110,254.26	67.68
DEPARTMENT: 11071 - WELLNESS-SUPER CIR	0.00	9,057.89	26,735.23	100,592.00	73,856.77	73.42
DEPARTMENT: 11080 - ESSENTIAL SKILLS	87.19	1,749.10	1,900.03	700.00	1,287.22-	183.88-
DEPARTMENT: 11081 - READING	0.00	6,080.19	18,510.00	81,204.00	62,694.00	77.21
DEPARTMENT: 11082 - ESL	2,550.00	6,247.45	17,761.34	70,533.00	50,221.66	71.20
DEPARTMENT: 11083 - COLLEGE SKILLS	0.00	3,058.16	7,487.22	20,765.00	13,277.78	63.94
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	0.00	600.00	5,000.00	4,400.00	88.00
DEPARTMENT: 11095 - FORENSICS COMPETIT	0.00	0.00	0.00	11,270.00	11,270.00	100.00
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	1,383.50	13,308.61	137,911.04	230,000.00	90,705.46	39.44
DEPARTMENT: 12011 - MID-MANAGEMENT	0.00	2,414.84	7,245.41	33,080.00	25,834.59	78.10
DEPARTMENT: 12012 - MCSE/CISCO	0.00	3,415.93	10,246.72	44,508.00	34,261.28	76.98
DEPARTMENT: 12013 - OFFICE EDUCATION	0.00	4,415.78	13,246.98	56,378.00	43,131.02	76.50
DEPARTMENT: 12014 - FINNUP LAB	11.81-	1,632.88	3,702.38	10,601.00	6,910.43	65.19
DEPARTMENT: 12090 - BSIS COMPETITION T	0.00	0.00	0.00	1,000.00	1,000.00	100.00
DEPARTMENT: 12200 - ADN PROGRAM	1,447.27	31,724.12	97,266.50	423,160.00	324,446.23	76.67
DEPARTMENT: 12201 - LPN PROGRAM	811.35	13,796.52	46,369.33	181,323.00	134,142.32	73.98
DEPARTMENT: 12202 - EMT	2,102.76-	12,130.17	37,791.53	147,095.00	111,406.23	75.74
DEPARTMENT: 12203 - ALLIED HEALTH	1,602.70-	25,786.96	55,349.11	199,725.00	145,978.59	73.09
DEPARTMENT: 12210 - AGRICULTURE	0.00	3,480.35	10,440.60	52,600.00	42,159.40	80.15
DEPARTMENT: 12211 - MEAT JUDGING	859.05-	16,177.05	39,402.66	95,383.00	56,839.39	59.59
DEPARTMENT: 12220 - AG EQUIPMENT & MEC	1,430.80	16,025.76	57,055.34	186,680.00	128,193.86	68.67
DEPARTMENT: 12230 - AUTO MECHANICS	828.55	5,467.24	14,098.82	59,511.00	44,583.63	74.92
DEPARTMENT: 12240 - CRIMINAL JUSTICE	404.75	22,547.20	42,821.99	188,661.00	145,434.26	77.09
DEPARTMENT: 12241 - FIRE SCIENCE	925.73-	5,311.07	16,269.01	70,327.00	54,983.72	78.18
DEPARTMENT: 12242 - CHALLENGE COURSE	0.00	538.25	538.25	1,887.00	1,348.75	71.48
DEPARTMENT: 12250 - COSMETOLOGY	0.00	10,621.37	31,024.39	121,821.00	90,796.61	74.53
DEPARTMENT: 12260 - DRAFTING	0.00	968.85	968.85	7,951.00	6,982.15	87.81
DEPARTMENT: 12270 - AMMONIA REFRIGERAT	10,272.36	24,223.80	94,673.19	310,000.00	205,054.45	66.15
DEPARTMENT: 12271 - AUTOMATION ELECTRI	1,154.58	5,706.52	18,631.05	79,017.00	59,231.37	74.96
DEPARTMENT: 12272 - INDUSTRIAL MAINTEN	1,359.00	7,431.12	19,962.87	82,168.00	60,846.13	74.05
DEPARTMENT: 12273 - WELDING	944.73-	12,142.30	48,383.48	160,729.00	113,290.25	70.49
DEPARTMENT: 12290 - FINNEY COUNTY LEAR	0.00	6,159.49	24,700.74	37,508.00	12,807.26	34.15
DEPARTMENT: 21100 - INSTITUTIONAL RESE	0.00	6,600.09	26,271.35	80,203.00	53,931.65	67.24
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	895.03	895.03	8,235.00	7,339.97	89.13
DEPARTMENT: 32000 - BUSINESS & INDUSTR	0.00	4,883.83	24,980.60	58,865.00	33,884.40	57.56

DEPARTMENT: 41000 - LIBRARY	22,815.68-	13,497.95	75,239.41	176,980.00	124,556.27	70.38
DEPARTMENT: 41009 - COMPREHENSIVE LEAR	0.00	7,095.60	20,857.69	94,229.00	73,371.31	77.86
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	2,587.79	7,763.65	0.00	7,763.65-	0.00
DEPARTMENT: 42001 - DEAN OF ACADEMICS	27,373.77-	43,074.11	94,598.79	348,196.00	280,970.98	80.69
DEPARTMENT: 42002 - OUTREACH	0.00	1,624.46	32,316.34	82,350.00	50,033.66	60.76
DEPARTMENT: 42003 - FACULTY SENATE	304.30	360.47	466.40	29,455.00	28,684.30	97.38
DEPARTMENT: 42005 - DEAN OF TECHNICAL	0.00	11,564.26	53,037.29	217,621.28	164,583.99	75.63
DEPARTMENT: 42006 - DEAN OF CONT ED CO	201.00-	9,494.23	37,456.47	125,132.00	87,876.53	70.23
DEPARTMENT: 42007 - BRYAN EDUCATION CE	0.00	229.46	7,501.45	4,442.00	3,059.45-	68.87-
DEPARTMENT: 43000 - TRANSITION	0.00	3,222.57	12,953.05	38,944.00	25,990.95	66.74
DEPARTMENT: 50000 - DEAN OF STUDENT SE	290.26	12,235.54	36,158.54	154,232.00	117,783.20	76.37
DEPARTMENT: 50001 - STUDENT SUPPORT SE	0.00	0.00	0.00	28,395.00	28,395.00	100.00
DEPARTMENT: 50002 - EDUCATIONAL TALENT	0.00	2,693.29	10,781.62	44,309.00	33,527.38	75.67
DEPARTMENT: 50010 - COUNSELING & GUIDA	24.49	12,164.81	50,082.10	166,687.00	116,580.41	69.94
DEPARTMENT: 50011 - ASSESSMENT/TESTING	0.00	3,290.62	14,216.21	52,651.00	38,434.79	73.00
DEPARTMENT: 50020 - FINANCIAL AID OFFI	805.00-	21,162.08	77,462.55	276,052.00	199,394.45	72.23
DEPARTMENT: 50030 - ADMISSIONS	0.00	15,362.26	60,653.84	197,034.00	136,380.16	69.22
DEPARTMENT: 50040 - REGISTRAR'S OFFICE	132.48	11,606.12	45,719.74	140,144.00	94,291.78	67.28
DEPARTMENT: 50050 - STUDENT HEALTH SER	0.00	4,058.61	12,742.83	49,958.00	37,215.17	74.49
DEPARTMENT: 50100 - DEAN OF IE/ES	12.74	6,273.10	25,551.35	83,003.00	57,438.91	69.20
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	1,376.87	18,674.75	213,977.28	421,732.52	206,378.37	48.94
DEPARTMENT: 55001 - MEN'S BASKETBALL	2,467.00	9,741.17	44,970.69	115,002.00	67,564.31	58.75
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	757.95	6,442.92	36,298.31	100,246.00	63,189.74	63.03
DEPARTMENT: 55003 - MEN'S TRACK	262.97-	3,740.26	16,194.09	40,103.00	24,171.88	60.27
DEPARTMENT: 55004 - WOMEN'S TRACK	19.98-	3,712.57	14,521.20	38,616.00	24,114.78	62.45
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	2,359.25	3,817.23	19,822.58	57,008.00	34,826.17	61.09
DEPARTMENT: 55006 - FOOTBALL	235.01	38,247.83	126,506.53	275,811.00	149,069.46	54.05
DEPARTMENT: 55007 - BASEBALL	1,662.64	9,904.68	34,271.77	101,644.00	65,709.59	64.65
DEPARTMENT: 55008 - VOLLEYBALL	1,624.51-	5,419.10	21,527.36	53,227.00	33,324.15	62.61
DEPARTMENT: 55009 - WOMEN'S SOCCER	3,088.84-	4,429.25	30,709.94	50,442.48	22,821.38	45.24
DEPARTMENT: 55010 - MEN'S SOCCER	4,176.25-	4,238.95	32,371.96	57,113.00	28,917.29	50.63
DEPARTMENT: 55012 - CHEERLEADING	0.00	1,365.36	8,359.92	18,691.00	10,331.08	55.27
DEPARTMENT: 55014 - RODEO TEAM	1,552.24-	10,512.85	45,978.14	114,730.00	70,304.10	61.28
DEPARTMENT: 55018 - INTRAMURALS & STUD	0.00	1,215.69	1,805.10	0.00	1,805.10-	0.00
DEPARTMENT: 55019 - ATHLETIC TRAINING	82.50	8,381.46	50,516.92	122,250.00	71,650.58	58.61
DEPARTMENT: 61000 - PRESIDENT	27,182.00	18,037.61	45,580.48	374,729.00	301,966.52	80.58
DEPARTMENT: 61001 - BOARD OF TRUSTEES	3,855.90	700.49	5,616.42	99,840.00	90,367.68	90.51
DEPARTMENT: 61005 - ATTORNEY	1,004.12-	1,011.00	3,666.56	20,250.00	17,587.56	86.85
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	28,870.80	104,407.57	299,111.85	1,298,194.00	970,211.35	74.74
DEPARTMENT: 62010 - HUMAN RESOURCES	2,530.84-	8,893.82	37,783.69	149,717.00	114,464.15	76.45
DEPARTMENT: 62011 - ADA COMPLIANCE	3,400.00-	3,826.35	17,569.90	59,034.00	44,864.10	76.00
DEPARTMENT: 62012 - LEADERSHIP DEVELOP	16.96	16.96	33.92	1,935.00	1,884.12	97.37
DEPARTMENT: 62050 - ONE-TIME PURCHASES	1,943.00-	0.00	1,943.00	52,944.00	52,944.00	100.00
DEPARTMENT: 63000 - INFORMATION SERVIC	2,444.68-	10,268.10	101,942.29	229,285.00	129,787.39	56.61
DEPARTMENT: 64000 - INFORMATION TECHNO	1,483.23	43,139.22	260,222.78	623,912.00	362,205.99	58.05
DEPARTMENT: 65000 - CENTRAL SERVICES	2,221.31-	16,979.79	48,694.69	147,729.00	101,255.62	68.54
DEPARTMENT: 70000 - PHYSICAL PLANT ADM	4,480.68-	6,996.16	32,577.82	109,479.00	81,381.86	74.34
DEPARTMENT: 71000 - BUILDINGS	2,548.55	46,754.63	145,189.28	353,750.72	206,012.89	58.24
DEPARTMENT: 71005 - SCOTT CITY BLDG MA	130.03-	573.94	7,409.60	1,625.00	5,654.57-	347.96-
DEPARTMENT: 71009 - RENTAL PROPERTY MA	0.00	0.00	0.00	1,690.00	1,690.00	100.00
DEPARTMENT: 72000 - CUSTODIAL SERVICES	2,657.93	40,011.26	158,406.37	470,063.00	308,998.70	65.74
DEPARTMENT: 73000 - GROUNDS	11,693.88-	14,398.26	65,366.74	192,003.00	138,330.14	72.05
DEPARTMENT: 73001 - ATHLETIC FIELDS	775.40-	4,041.00	9,928.86	34,545.00	25,391.54	73.50
DEPARTMENT: 74000 - VEHICLES	374.63-	21,246.58	53,191.81	213,224.00	160,406.82	75.23
DEPARTMENT: 75000 - CAMPUS SECURITY	30.00	12,670.04	44,733.44	149,989.00	105,225.56	70.16
DEPARTMENT: 76000 - INSURANCE	0.00	9,056.97	104,264.09	306,928.00	202,663.91	66.03
DEPARTMENT: 77000 - UTILITIES	44,656.12-	55,703.03	196,092.00	688,300.00	536,864.12	78.00
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	115,950.40	624.33-	62,000.00	62,624.33	101.01
DEPARTMENT: 81001 - TUIT WAIVER SEN CT	0.00	0.00	1,333.00	9,020.00	7,687.00	85.22

DEPARTMENT: 81002 - TUIT WAIVER EMPL/D	0.00	0.00	9,804.00	33,087.00	23,283.00	70.37
DEPARTMENT: 81003 - STATE MANDATED WAI	0.00	0.00	6,831.00	3,000.00	3,831.00-	127.69-
DEPARTMENT: 81004 - TUIT WAIVER CTZ IN	0.00	114.00	74,440.00	151,575.00	77,135.00	50.89
DEPARTMENT: 81005 - TUIT WAIVER FCHS	0.00	0.00	12,556.00	0.00	12,556.00-	0.00
DEPARTMENT: 81006 - TUIT WAIVER FINE A	0.00	43.00	21,165.00	49,938.00	28,773.00	57.62
DEPARTMENT: 94000 - STUDENT CENTER	690.30	1,433.39	12,886.86	50,589.00	37,011.84	73.16
DEPARTMENT: 98001 - CHILD CARE	3,794.70-	7,013.99	17,529.28	42,867.00	29,132.42	67.96

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FUND: 11 - GENERAL	46,102.33-	1,360,665.88	4,762,483.59	15,779,233.00	11,062,851.74	70.11
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Garden City Community College  
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FUND: 14 - ADULT SUPPLEMENTARY ED

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	6,043.90-	14,616.98	45,691.97	151,940.00	112,291.93	73.91
DEPARTMENT: 55006 - FOOTBALL	0.00	0.00	3,165.89	15,000.00	11,834.11	78.89
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	107.79	193.33	1,050.00	856.67	81.59
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	1,000.00	1,087.75	20,000.00	18,912.25	94.56
DEPARTMENT: 55012 - CHEERLEADING	226.03	1,685.70	2,236.08	3,500.00	1,037.89	29.65
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	2,493.40	25.00	4,645.92	8,000.00	860.68	10.76
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	755.99	3,977.67	59,005.38	55,027.71	93.26
DEPARTMENT: 55007 - BASEBALL	0.00	359.02	3,359.02	20,000.00	16,640.98	83.20
DEPARTMENT: 11031 - DRAMA	91.09	0.00	225.00	7,350.00	7,033.91	95.70
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	112.40	1,872.40	7,153.00	5,280.60	73.82
DEPARTMENT: 55013 - DANCE TEAM	0.00	344.48	344.48	645.04	300.56	46.60
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	1,073.69	1,668.40	40,000.00	38,331.60	95.83

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FUND: 14 - ADULT SUPPLEMENTARY ED	3,233.38-	20,081.05	68,467.91	333,643.42	268,408.89	80.45
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Fiscal Year: 2011

FUND: 16 - AUXILIARY ENTITIES

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	212.00	79.96	84.29	9,000.00	8,703.71	96.71
DEPARTMENT: 94000 - STUDENT CENTER	1,081.89	7,139.43	56,959.18	180,700.00	122,658.93	67.88
DEPARTMENT: 95000 - STUDENT HOUSING	77,014.29-	149,800.61	415,335.53	1,438,395.00	1,100,073.76	76.48
DEPARTMENT: 95001 - DIRECTOR'S APARTME	0.00	147.00	147.00	10,000.00	9,853.00	98.53
DEPARTMENT: 98000 - COSMETOLOGY	2,531.40	32,121.45	51,037.45	113,955.00	60,386.15	52.99
DEPARTMENT: 98001 - CHILD CARE	312.25-	1,927.54	5,733.38	44,406.00	38,984.87	87.79

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FUND: 16 - AUXILIARY ENTITIES	73,501.25-	191,215.99	529,296.83	1,796,456.00	1,340,660.42	74.63
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FUND: 21 - FEDERAL STUDENT AID

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50020 - FINANCIAL AID OFFI	0.00	394,096.30	2,053,694.34	98,350.00	1,955,344.34-	988.14-
=====						
FUND: 21 - FEDERAL STUDENT AID	0.00	394,096.30	2,053,694.34	98,350.00	1,955,344.34-	988.14-

Fiscal Year: 2011

FUND: 22 - RESTRICTED GRANTS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 50000 - DEAN OF STUDENT SE	7,447.00	0.00	0.00	0.00	7,447.00-	0.00
DEPARTMENT: 71000 - BUILDINGS	80,911.75-	0.00	80,911.75	0.00	0.00	0.00
DEPARTMENT: 11100 - TECHNOLOGY--INSTRU	0.00	0.00	0.00	17,027.00	17,027.00	100.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	13,102.88	69,726.16	153,401.74	83,675.58	54.55
DEPARTMENT: 50000 - DEAN OF STUDENT SE	2,086.24	4,685.07	162,301.81	186,034.55	21,646.50	11.64
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	35,580.69	13,704.90	65,339.81	158,455.63	57,535.13	36.31
DEPARTMENT: 45011 - SCIENCE LAB ACTIVI	23,892.78	5,403.06	5,403.06	29,416.22	120.38	0.41
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	270,000.00	270,000.00	0.00	0.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	19,843.48	22,059.50	2,216.02	10.05
DEPARTMENT: 11040 - SCIENCE	7,089.33	1,383.93	14,149.48	23,522.79	2,283.98	9.71
DEPARTMENT: 31000 - COMMUNITY SERVICE	238.97-	0.00	238.97	0.00	0.00	0.00
DEPARTMENT: 42005 - DEAN OF TECHNICAL	147.66-	0.00	147.66	0.00	0.00	0.00
DEPARTMENT: 42000 - DEAN OF LEARNING S	553.80	3,896.80	38,933.45	51,897.12	12,409.87	23.91
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	15,265.68	0.00	15,265.68-	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	0.00	538.25	5,000.00	4,461.75	89.24
DEPARTMENT: 00000 - GENERAL	0.00	0.00	0.00	28,935.00-	28,935.00-	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	396.18	20,393.06	35,194.43	313,024.00	277,433.39	88.63
DEPARTMENT: 00000 - GENERAL	0.00	0.00	0.00	11,907.00-	11,907.00-	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	13,275.00	24,823.34	250,041.00	225,217.66	90.07
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	0.00	9,176.95	9,176.95	304,708.00	295,531.05	96.99
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	0.00	270,000.00	270,000.00	100.00
DEPARTMENT: 42000 - DEAN OF LEARNING S	250.00	3,477.51	8,161.79	42,910.40	34,498.61	80.40
DEPARTMENT: 31000 - COMMUNITY SERVICE	155.85	16,492.97	61,878.76	191,360.00	129,325.39	67.58
DEPARTMENT: 11040 - SCIENCE	0.00	3,098.56	3,098.56	35,204.00	32,105.44	91.20
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	2,767.24	6,908.10	51,150.00	44,241.90	86.49
DEPARTMENT: 42005 - DEAN OF TECHNICAL	10,565.60	10,372.30	40,501.79	115,912.00	64,844.61	55.94
DEPARTMENT: 42000 - DEAN OF LEARNING S	429.25	9,011.61	9,011.61	190,035.00	180,594.14	95.03
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	14,425.45	32,368.91	179,111.43	146,742.52	81.93
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	0.00	0.00	0.00	30,000.00	30,000.00	100.00
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	8,680.80	8,680.80	100.00
DEPARTMENT: 45010 - ALLIED HEALTH ACTI	0.00	0.00	0.00	6,836.00	6,836.00	100.00
DEPARTMENT: 12270 - AMMONIA REFRIGERAT	0.00	0.00	0.00	2,429.81	2,429.81	100.00
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FUND: 22 - RESTRICTED GRANTS	7,148.34	144,667.29	973,923.80	2,867,374.99	1,886,302.85	65.79

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FUND: 23 - OTHER RESTRICTED FUNDS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	243.49	481.73	6,970.00	6,488.27	93.09
DEPARTMENT: 50000 - DEAN OF STUDENT SE	1,952.50-	0.00	1,753.00	3,110.50	3,310.00	106.41
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	0.00	7,000.00	7,000.00	100.00
DEPARTMENT: 63000 - INFORMATION SERVIC	0.00	0.00	0.00	1,000.00	1,000.00	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	15,150.00	528.80	9,200.90	25,389.90	1,039.00	4.09
DEPARTMENT: 71000 - BUILDINGS	0.00	0.00	0.00	210.60	210.60	100.00
DEPARTMENT: 50000 - DEAN OF STUDENT SE	766.50-	0.00	766.50	233.50	233.50	100.00
=====						
FUND: 23 - OTHER RESTRICTED FUNDS	12,431.00	772.29	12,202.13	43,914.50	19,281.37	43.91

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Fiscal Year: 2011

FUND: 24 - ADULT EDUCATION

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 13305 - ADULT ED - STAFF D	0.00	227.95	430.45	6,000.00	5,569.55	92.83
DEPARTMENT: 13301 - ADULT ED - INSTRUC	1,035.00-	0.00	1,035.00	0.00	0.00	0.00
DEPARTMENT: 13305 - ADULT ED - STAFF D	120.08-	0.00	120.08	0.00	0.00	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	6,861.43-	1,950.00	12,076.87	7,062.99	1,847.55	26.16
DEPARTMENT: 13302 - ADULT ED - TECHNIC	0.00	0.00	0.00	0.51	0.51	100.00
DEPARTMENT: 13303 - ADULT ED - SUPPORT	355.75	0.00	5,796.00	10,597.00	4,445.25	41.95
DEPARTMENT: 13301 - ADULT ED - INSTRUC	4,381.03-	12,455.59	65,874.79	194,497.31	133,003.55	68.38
DEPARTMENT: 13305 - ADULT ED - STAFF D	326.00	0.00	626.99	6,633.00	5,680.01	85.63
DEPARTMENT: 13301 - ADULT ED - INSTRUC	99.91	1,859.04	1,859.04	35,546.00	33,587.05	94.49
DEPARTMENT: 13305 - ADULT ED - STAFF D	0.00	0.00	0.00	1,777.00	1,777.00	100.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	8,049.44	22,535.21	174,300.62	151,765.41	87.07
DEPARTMENT: 00000 - GENERAL	0.00	0.00	0.00	32,500.00-	32,500.00-	100.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	260.98	17,915.93	43,150.58	272,096.00	228,684.44	84.05
DEPARTMENT: 31000 - COMMUNITY SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 13301 - ADULT ED - INSTRUC	0.00	4,812.90	25,869.69	33,322.86	7,453.17	22.37
=====						
FUND: 24 - ADULT EDUCATION	11,354.90-	47,270.85	179,374.70	709,333.29	541,313.49	76.31

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FUND: 61 - CAPITAL OUTLAY

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 71000 - BUILDINGS	14,113.75-	53,193.47	81,936.07	873,214.00	805,391.68	92.23

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FUND: 61 - CAPITAL OUTLAY	14,113.75-	53,193.47	81,936.07	873,214.00	805,391.68	92.23
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Fiscal Year: 2011 FUND: 63 - DEBT RETIREMENT FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
-----						
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	0.00	44,240.00-	0.00	44,240.00	0.00
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	0.00	0.00	0.00	0.00
DEPARTMENT: 62000 - DEAN OF ADMIN SERV	0.00	0.00	10.06	0.00	10.06-	0.00
DEPARTMENT: 71000 - BUILDINGS	0.00	62,525.72-	62,525.57-	0.00	62,525.57	0.00
=====						
FUND: 63 - DEBT RETIREMENT FUND	0.00	62,525.72-	106,755.51-	0.00	106,755.51	0.00

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Fiscal Year: 2011 FUND: 64 - DEBT PROJECT FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
-----						
DEPARTMENT: 55000 - DIRECTOR OF ATHLET	0.00	0.00	30,077.00	0.00	30,077.00-	0.00
DEPARTMENT: 71000 - BUILDINGS	567,072.93-	165,139.35	822,247.18	0.00	255,174.25-	0.00
=====						
FUND: 64 - DEBT PROJECT FUND	567,072.93-	165,139.35	852,324.18	0.00	285,251.25-	0.00

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Fiscal Year: 2011 FUND: 71 - ACTIVITY/ORGANIZATION FD

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
-----						
DEPARTMENT: 50000 - DEAN OF STUDENT SE	5,501.50-	13,298.70	60,532.06	277,484.85	222,454.29	80.17
DEPARTMENT: 94000 - STUDENT CENTER	0.00	1,418.37	5,676.08	0.00	5,676.08-	0.00
DEPARTMENT: 99001 - STUDENT NEWSPAPER	1,683.00	750.40	787.90	37,800.00	35,329.10	93.46
DEPARTMENT: 99002 - STUDENT MAGAZINE	0.00	35.98	113.01	31,200.00	31,086.99	99.64
DEPARTMENT: 50000 - DEAN OF STUDENT SE	0.00	35.00	35.00	14,800.00	14,765.00	99.76
=====						
FUND: 71 - ACTIVITY/ORGANIZATION FD	3,818.50-	15,538.45	67,144.05	361,284.85	297,959.30	82.47

Fiscal Year: 2011

FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 55001 - MEN'S BASKETBALL	0.00	0.00	8,505.00	0.00	8,505.00-	0.00
DEPARTMENT: 55002 - WOMEN'S BASKETBALL	0.00	0.00	5,713.00	0.00	5,713.00-	0.00
DEPARTMENT: 55003 - MEN'S TRACK	0.00	0.00	4,854.00	0.00	4,854.00-	0.00
DEPARTMENT: 55004 - WOMEN'S TRACK	0.00	0.00	3,952.00	0.00	3,952.00-	0.00
DEPARTMENT: 55005 - WOMEN'S SOFTBALL	0.00	0.00	5,713.00	0.00	5,713.00-	0.00
DEPARTMENT: 55006 - FOOTBALL	0.00	43.00-	55,155.00	0.00	55,155.00-	0.00
DEPARTMENT: 55007 - BASEBALL	0.00	0.00	7,732.00	0.00	7,732.00-	0.00
DEPARTMENT: 55008 - VOLLEYBALL	0.00	0.00	5,326.00	0.00	5,326.00-	0.00
DEPARTMENT: 55009 - WOMEN'S SOCCER	0.00	0.00	12,382.00	0.00	12,382.00-	0.00
DEPARTMENT: 55010 - MEN'S SOCCER	0.00	0.00	1,976.00	0.00	1,976.00-	0.00
DEPARTMENT: 55012 - CHEERLEADING	0.00	0.00	4,768.00	0.00	4,768.00-	0.00
DEPARTMENT: 55014 - RODEO TEAM	0.00	0.00	5,927.00	0.00	5,927.00-	0.00
DEPARTMENT: 55019 - ATHLETIC TRAINING	0.00	0.00	5,627.00	0.00	5,627.00-	0.00
DEPARTMENT: 11025 - JOURNALISM	0.00	0.00	1,933.00	0.00	1,933.00-	0.00
DEPARTMENT: 11030 - ART	0.00	0.00	2,985.00	0.00	2,985.00-	0.00
DEPARTMENT: 11031 - DRAMA	0.00	0.00	12,457.00	0.00	12,457.00-	0.00
DEPARTMENT: 11032 - VOCAL MUSIC	0.00	0.00	13,176.00	0.00	13,176.00-	0.00
DEPARTMENT: 11033 - INST MUSIC	0.00	0.00	9,030.00	0.00	9,030.00-	0.00
DEPARTMENT: 11090 - ACADEMIC CHALLENGE	0.00	0.00	2,058.00	0.00	2,058.00-	0.00
DEPARTMENT: 12211 - MEAT JUDGING	0.00	0.00	6,787.00	0.00	6,787.00-	0.00
=====						
FUND: 72 - ACTIVITY FEE - SCHOLARSHIPS	0.00	43.00-	176,056.00	0.00	176,056.00-	0.00

Fiscal Year: 2011

FUND: 73 - EDUKAN CONSORTIUM FUND

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 42000 - DEAN OF LEARNING S	0.00	54,589.05	131,074.20	437,625.00	306,550.80	70.05
=====						
FUND: 73 - EDUKAN CONSORTIUM FUND	0.00	54,589.05	131,074.20	437,625.00	306,550.80	70.05

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FUND: 89 - OTHER

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	Annual Budget	Available	% Avail
DEPARTMENT: 81000 - BOOK SCHOLARSHIPS	0.00	0.00	121,500.00-	0.00	121,500.00	0.00
DEPARTMENT: 00000 - GENERAL	0.00	12,517.78	47,985.32	0.00	47,985.32-	0.00
=====						
FUND: 89 - OTHER	0.00	12,517.78	73,514.68-	0.00	73,514.68	0.00

As of 10/31/2010

		Amount	% Rate
Cash in Bank:	Commerce Bank	\$455,566.55	0.0000%
	State Municipal Invest. Pool	\$ 203,220.22	0.0790%
	Landmark National Bank	\$ 3,280,524.72	0.1900%

Investments:

Institution	Type	Amount	% Rate	Beg. Date	End Date
Commerce Bank	CD	\$ 2,000,000.00	0.3990%	4/29/2010	11/1/2010
First National Bank	CD	\$ 1,000,153.42	0.8000%	5/6/2010	11/4/2010
Commerce Bank	CD	\$ 2,000,000.00	0.8560%	4/29/2010	4/29/2011
First National Bank	CD	\$ 1,004,042.27	0.9500%	5/6/2010	5/5/2011

## CHECKS PROCESSED IN EXCESS OF \$10,000 OCTOBER 2010

### Purchases over \$10,000 requiring bid sheet:

- Check #201583 to CDW Government Inc, fir \$16,205.37 for various invoices. Bid sheet indicated lowest price selected.
- Check #201615 to Marianna Industries for \$20,590.08 for cosmetology student kits. The Board approved this purchase at the September 8, 2010 Board meeting.
- Check #201619 to Office Solutions for \$28,138.19 for various invoices including furniture for faculty offices in Fine Arts. The Board approved this purchase at the May 12, 2010 Board meeting.

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

- Check #201574 to American Seating for \$210,528.84 for fixed seating and tables for Fouse and Academic Building. The Board previously approved these projects.
- Check #201577 to Blue Cross and Blue Shield of Kansas for \$96,280.06 for October health insurance premium.
- Check #201579 to Broncbuster Bookstore for \$115,839.51 for Fall 2010 book vouchers.
- Check #201904 to City of Garden City for \$55,817.21 for utilities.
- Check #201919 to GMCN Architects for \$12,877.19 for professional services on Fouse and Academic Building. The Board previously approved these projects.
- Check #201921 to Great Western Dining for \$60,956.46 for various invoices.
- Check #202279 to EduKan for \$51,875.00 for Fall 2010 Session I EduKan courses.
- Check #202286 to Great Western Dining for \$67,489.50 for various invoices
- Check #202065 to Commerce Bank for \$27,390.49 for purchase card charges.
- Check #202323 to Blue Cross and Blue Shield of Kansas for \$94,694.93 for November health insurance premiums.

November 3, 2010

TO: Dr. Joseph Emmons  
FROM: Dee Wigner  
RE: Dishwasher

The dishwasher in the campus kitchen is 28 years old. The dishwasher has been repaired numerous times and due to its age, it is becoming difficult to find replacement parts. Recent health inspections have concluded that the machine is not able to maintain adequate water temperature required by state health regulations, and it has become apparent that the machine needs to be replaced.

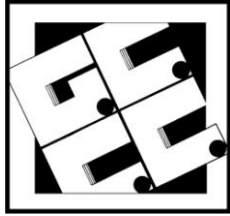
The current machine is a Hobart brand, which is a very reliable, well-built machine. We plan to replace the machine with the same brand. Larry Johnston released bids this summer requesting prices for the machine and installation. We received one response which was for \$37,147.90, which was much higher than anticipated.

Larry recently re-bid the dishwasher including a kitchenware electric dryer to facilitate drying the cleaned ware leaving the dishwasher and without installation. Bids were received as follows:

Hockenbergs Food service Equipment and Supply Co.	\$33,480.00
Sunflower Restaurant Supply Inc.	\$36,556.00
US Foodservice	\$36,069.72

The cost of the machine and installation will be paid out of Residential Life auxiliary funds. I recommend the Board approve the purchase of a Hobart Model No. CLPS76+BUILDUP Packed and a San-Aire Model No. PD-100-M Kitchenware Dryer with the winning bid from Hockenbergs in the amount of \$33,480.00.





# Garden City COMMUNITY COLLEGE

November 3, 2010

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

## New Hire

Megan Kinney, ETS Educational Advisor, effective November 16, 2010

## Separations

Janelle Dugan, Educational Talent Search Assistant Director, effective October 22, 2010  
Rae Brungardt, Central Services, effective October 13, 2010  
Mike Cruz, Grounds Supervisor, effective October 19, 2010  
Rebecca Upshaw, SWKRPC Consultant, effective November 5, 2010

## Retirement

## Transfers/Promotions

Dwa Tho, Refugee Caseworker, effective November 1, 2010. Change from part time to full time

## Vacancies

ETS Advisor  
Comptroller  
Cashier  
Director of IT  
Sr. Programmer  
DPAC Building Secretary  
SSS Academic & Retention Advisor  
Adjunct Fire Science Instructor  
Adjunct Biology Instructor  
Adjunct Anatomy & Physiology Instructor  
Director, Physical Therapist Assistant Program

## Diversity Recruitment Opportunity

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

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

(Presented to Board of Trustees for Approval 11/10/10)

<b>INSTRUCTOR</b>	<b>CLASS</b>	<b>AMOUNT</b>
Craig, Ada	Academic Recovery & Success (PCDE-110-05) (Team teaching w/ K. Munoz & R. Ruda) 0.33 FLC x \$470.00/FLC (8 students) 11-00-0000-11080-5260 10/18 - 12/16/10	\$ 155.10
Hornbeck, Debra	Strategic Team Building I (CRIM-165-06) 1.00 FLC x \$500.00/FLC (12 students) 11-00-0000-12240-5260 9/11 - 10/22/10	\$ 500.00
Hunter, Marian	Certified Nurse Aide (HELR-1023-90) 3.00 FLC x \$470.00/FLC (7 students) 11-00-0000-12203-5260 9/8 - 10/29/10	\$ 1,410.00
Hunter, Marian	Certified Nurse Aide Lab (HELR-102L-90) 2.01 FLC x \$470.00/FLC (7 students) 11-00-0000-12203-5260 9/8 - 10/29/10	\$ 944.70
Kasriel, Micah	College Skills Development (PCDE-101-15) 1.00 FLC x \$400.00/FLC (21 students) 11-00-0000-11083-5260 10/18 - 12/16/10	\$ 400.00
Lamb, Tracy	Nursing Home Med. Aide Lab (HELR-103L-50) 3.35 FLC x \$470.00/FLC (1 students) 11-00-0000-12203-5260 9/6 - 11/1/10	\$ 1,574.50
Lamb, Tracy	Certified Nurse Aide Lab (HELR-102L-50) 2.01 FLC x \$470.00/FLC (7 students) 11-00-0000-12203-5260 9/13 - 10/11/10	\$ 944.70
Landgraf, Jeffery	First Responder (EMIC-107-01) 6.23 FLC x \$470.00/FLC (12 students) 11-00-0000-12202-5260 8/20 - 12/16/10	\$ 2,928.10
Landgraf, Jeffery	Medical Terminology (EMIC-104-01) 3.00 FLC x \$470.00/FLC (18 students) 11-00-0000-12203-5260 8/18 - 12/16/10	\$ 1,410.00
McClure, Timmey	Gangs (CRIM-210-90) 3.00 FLC x \$470.00/FLC (18 students) 11-00-0000-12240-5260 8/18 - 12/16/10	\$ 1,410.00
Munoz, Kellee	Academic Recovery & Success (PCDE-110-05) (Team teaching w/ A. Craig & R. Ruda) 0.33 FLC x \$400.00/FLC (8 students) 11-00-0000-11080-5260 10/18 - 12/16/10	\$ 132.00
Pauley, Paul	Strategic Team Building I (CRIM-165-02) 1.00 FLC x \$470.00/FLC (7 students) 11-00-0000-12240-5260 9/11 - 10/22/10	\$ 470.00
Routon, Timothy	Applied Music: Instr 1 - Guitar (MUSC-1021-16) 4.02 FLC x \$400.00/FLC (2-8 students) (combined with two MUSC sessions for Fall '10) 11-00-0000-11033-5260 8/18 - 12/16/10	\$ 1,608.00

Ruda, Ryan	Academic Recovery & Success (PCDE-110-05) (Team teaching w/ A. Craig & K. Munoz) 0.33 FLC x \$470.00/FLC (8 students) 11-00-0000-11080-5260 10/18 - 12/16/10	\$ 155.10
Schneider, Jane	Strategic Team Building I (CRIM-165-03) 1.00 FLC x \$500.00/FLC (8 students) 11-00-0000-12240-5260 9/11 - 10/22/10	\$ 500.00
Schneider, Mitch	Strategic Team Building I (CRIM-165-04) 1.00 FLC x \$500.00/FLC (9 students) 11-00-0000-12240-5260 9/11 - 10/22/10	\$ 500.00
Smith, Marci	Strategic Team Building I (CRIM-165-08) 1.00 FLC x \$470.00/FLC (8 students) 11-00-0000-12240-5260 9/11 - 10/22/10	\$ 470.00
Unruh, Brandy	Strategic Team Building I (CRIM-165-01) 1.00 FLC x \$500.00/FLC (7 students) 11-00-0000-12240-5260 9/11 - 10/22/10	\$ 500.00
Welch, Shannon	Automobile Mechanics I (AUTO-102-01) 3.00 FLC x \$435.00/FLC (9 students) 11-00-0000-12230-5260 8/18 - 12/16/10	\$ 1,305.00
<b>OUTREACH FACULTY</b>		
Hoover, Kevin	Nursing Home Med. Aide (HELR-1033-LK) 3.33 FLC x \$470.00/FLC (9 students) 11-00-0000-12203-5220 10/25 - 12/16/10	\$ 1,565.10
Hoover, Kevin	Nursing Home Med. Aide Lab (HELR-103L-LK) 3.35 FLC x \$470.00/FLC (9 students) 11-00-0000-12203-5220 10/25 - 12/16/10	\$ 1,574.50
Jorgensen, Eric	Lifetime Fitness (HPER-121-LK) 2.00 FLC x \$400.00/FLC (10 students) 11-00-0000-11070-5260 9/7 - 10/26/10	\$ 800.00
Kasselman, LaLani	Certified Nurse Aide Lab (HELR-102L-SC) 2.01 FLC x \$470.00/FLC (9 students) 11-00-0000-12203-5220 8/23 - 12/10/10	\$ 944.70
Kasselman, LaLani	Certified Nurse Aide (HELR-1023-SC) 3.00 FLC x \$470.00/FLC (9 students) 11-00-0000-12203-5220 8/23 - 12/10/10	\$ 1,410.00
<b>TOTAL ADJUNCT/OUTREACH FACULTY CONTRACTS</b>		<b>\$ 23,611.50</b>

**GARDEN CITY COMMUNITY COLLEGE  
SERVICE CONTRACTS  
FOR OUTREACH/ONLINE CLASSES**

(Presented to Board of Trustees for Approval 11/10/10)

<b>PROVIDER/INSTRUCTOR</b>	<b>CLASS</b>	<b>AMOUNT</b>
Cline, Lynn (We Care Online LLC)	Home Health Aide (online) (HELR-107-50) 1.69 FLC x \$470.00/FLC (Online class Ext. amt: 0.136 x \$470 x 2 cr. Hr = \$127.84) 11-00-0000-12203-6605 10/11 - 10/25/10	\$ 922.14
Fischer, Melanie (We Care Online LLC)	Certified Nurse Aide (online) (HELR-1023-50) 3.00 FLC x \$470.00/FLC (Online class Ext. amt: 0.136 x \$470 x 3 cr. Hr = \$191.76) 11-00-0000-12203-6605 9/13 - 10/11/10	\$ 1,601.76
Fischer, Melanie (We Care Online LLC)	Nursing Home Med. Aide (online) (HELR-1033-50) 3.33 FLC x \$470.00/FLC (Online class Ext. amt: 0.136 x \$470 x 3 cr. Hr = \$191.76) 11-00-0000-12203-6605 9/6 - 11/1/10	\$ 1,756.86
Thompson, Kevin (U.S.D. 215)	English I (ENGL-101-LK) 3.75 FLC x \$375.00 - USD Rate Pro-rated: 7/8 x \$375 x 3.75 = \$1,230.47 11-00-0000-11021-6610 8/19 - 11/12/10	\$ 1,230.47
<b>TOTAL SERVICE CONTRACTS</b>		<b>\$ 5,511.23</b>

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

(Presented to Board of Trustees for Approval 11/10/10)

<b>INSTRUCTOR</b>	<b>CLASS</b>	<b>AMOUNT</b>
Baker, Paula S.	Word 2007: Intermediate (COMP202-03) 8 contact hour(s) @ \$30.00/hour ( students) 11/9 - 11/18/10, T-Th, 6:00 - 8:00 p.m. 14-00-8004-31000-5270	\$ 240.00
Falor, Danielle	Halloween Treats (CONT951-02) 2 contact hour(s) @ \$25.00/hour ( students) 10/14/10, Th, 6:00 - 8:00 p.m. 14-00-8006-31000-5270	\$ 50.00
Falor, Danielle	Holiday Meals (CONT951-03) 4 contact hour(s) @ \$25.00/hour ( students) 11/4 - 11/18/10, Th, 6:00 - 8:00 p.m. 14-00-8006-31000-5270	\$ 100.00
Glunt, Fern	CNA Refresher Course (ASAH101-9) 10 contact hour(s) @ \$30.00/hour (13 students) 10/1 - 10/2/10, F-S, Varies 14-00-8001-31000-5270	\$ 300.00
Hutcheson, Tammy M.	Conflict Management (PROF122-02) 4 contact hour(s) @ \$30.00/hour ( students) 10/27/10, W, 1:00 - 5:00 p.m. 14-00-8004-31000-5270	\$ 120.00
Hutcheson, Tammy M.	Leading Change (PROF127-01) 4 contact hour(s) @ \$30.00/hour ( students) 10/19/10, T, 1:30 - 5:30 p.m. 14-00-8004-31000-5270	\$ 120.00
Lappin, Jerry	KS Carry Concealed Handgun (8 Hour Class) (CRMJ300-58) 10 contact hour(s) @ \$30.00/hour ( students) 10/23/10, S, 7:00 a.m. - 6:00 p.m. (Lead Instructor) 14-00-8033-31000-5270	\$ 300.00
Machotka, Diana E.	Kicked-Up Customer Service (PROF121-04) 4 contact hour(s) @ \$30.00/hour ( students) 11/3/10, W, 1:00 - 5:00 p.m. 14-00-8004-31000-5270	\$ 120.00
Morphew, Jamie	QuickBooks Pro 2009 Advanced (COMP703-19) 8 contact hour(s) @ \$25.00/hour ( students) 10/26 - 10/28/10, T-Th, 8:00 a.m. - 12:00 p.m. 14-00-8004-31000-5270	\$ 200.00
Prieto, Lizet	Photoshop Basics (COMP105-10) 7.5 contact hour(s) @ \$25.00/hour ( students) 11/9 - 11/16/10, T-Th, 6:00 - 8:30 p.m. 14-00-8006-31000-5270	\$ 187.50
Soldner, Jerry	KS Carry Concealed Handgun (8 Hour Class) (CRMJ300-58) 3 contact hour(s) @ \$30.00/hour ( students) 10/23/10, S, 9:00 a.m. - 12:00 p.m. (Legal) 14-00-8033-31000-5270	\$ 90.00
Sosa, Elizabeth	Basics of Comm. In the Workplace (PROF124-02) 2 contact hour(s) @ \$30.00/hour ( students) 11/10/10, W, 1:00 - 3:00 p.m. 14-00-8004-31000-5270	\$ 60.00

Tho, Dwa	Driver's Education - Burmese (CONT952-01) 3 contact hour(s) @ \$20.00/hour ( students) 10/29/10, F, 9:00 a.m. - 12:00 p.m. 14-00-8004-31000-5270	\$ 60.00
Williams, Doug	KS Carry Concealed Handgun (8 Hour Class) (CRMJ300-58) 4 contact hour(s) @ \$30.00/hour ( students) 10/23/10, S, 1:00 - 5:00 p.m. (Range Officer) 14-00-8033-31000-5270	\$ 120.00

**TOTAL NON-CREDIT FACULTY CONTRACTS \$ 2,067.50**

14-00-8001-31000-5270	\$ 300.00	(Allied Health)
14-00-8004-31000-5270	\$ 920.00	(Business & Industry)
14-00-8006-31000-5270	\$ 337.50	(Personal Enrichment)
14-00-8033-31000-5270	\$ 510.00	(Public Safety)

# NOVEMBER 2010 MONITORING REPORT

## EXECUTIVE LIMITATIONS

QUARTERLY

General Executive Constraints #9

Page 7

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

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

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

During the months of August, September and October, the following purchases were made.

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

8/20/10	CK #199907	\$444.18
9/17/10	CK#20688	\$870.58
10/14/10	CK#202061	\$510.80

DV Douglass Roofing Inc. – payment for repairs to hail damaged roof. Board approved this company as low bid. Trustee Douglass recused herself from the vote.

9/3/10	CK#200145	\$3,220.00
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AmericInn Lodge & Suites – hotel rooms for guest speaker and Interim Presidential candidates.

8/5/10	CK#199900	\$614.80
8/20/10	CK#199687	\$238.50

**EXECUTIVE LIMITATIONS****QUARTERLY****General Executive Constraints #10****Page 7**

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

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

**Data directly addressing the CEO's interpretation:** Bid sheets were reviewed to assure that the college purchases from local vendors whenever possible.

**EXECUTIVE LIMITATIONS****QUARTERLY****Asset Protection****#5****Page 12**

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

**CEO's Interpretation and its justification:** Unless purchases are made under contract or through exclusive providers such as City of Garden City, bid sheets are required on all purchases over \$2,500.

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



November 3, 2010

To: Dr. Emmons

From: Dee Wigner

RE: Changes to the Negotiated Agreement

The 2010-2011 Negotiated Agreement follows this cover memo. The agreement has been approved by faculty and is being presented for Board approval. Changes to the agreement are identified below:

- Grammatical and formatting corrections were made through the agreement
- The definition of W. Course Approval was revised to more clearly define the process
- Supplemental Assignments section was revised to eliminate assignments no longer active and to add new assignments
- Course FLC section was expanded to add Organic Chemistry I & II, Intermediate Algebra with Review, and several literature courses. It was agreed that FLC for Band, Jazz Ensemble, Orchestra and Choir were to remain at 2 FLC.
- Article III. Section O. was rewritten to more clearly define requirements and process for vertical and horizontal advancement. Faculty are now given vertical advancement for years of teaching experience at GCCC.
- Article V. Amounts of Work Section A. was revised to include the FLC formula which is used to calculate course FLC based on contact hours and credit hours. Reference to lab and lecture was eliminated.
- Article VIII. Early Retirement Program Section 3. Was revised to reflect a maximum of \$400 per month per retiree to be used toward employee only group health insurance.
- Article IX. Insurance Benefits Section D. was revised to reflect \$400 per month per employee to be used toward group health insurance.
- Article XI. Non-renewal and Termination of Contracts Section C. Reduction in Force was rewritten to more clearly define the process in which faculty are terminated due to RIF.
- Appendix B. was rewritten to define Criteria for Placement.
- Appendix C. Criteria for Advancement on the Salary Schedule was added. Level advancement at Level IV and Level V for years of teaching service at GCCC was added.
- Appendix D. Faculty FLC Phase Out was added to allow a 2-year phase out of the reduction of FLC for specific instructors teaching specific courses. Application of the new FLC formula reduced the FLC for some courses. The Phase Out allows the instructor time to adjust to the reduction if compensation.

# Negotiated Agreement

Approved by  
The Board of Trustees of The Garden City Community College  
and  
The Garden City Community College Higher Education Association

For the school year 2010-2011

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**ARTICLE I : DEFINITIONS**

- A. ADMINISTRATION Any employee so designated by the Board of Trustees as employed in an administrative capacity.
- B. ASSOCIATION The Garden City Community College Higher Education Association, affiliated with Kansas-National Education Association.
- C. BOARD The Board of Trustees of Garden City Community College, Finney County, Kansas.
- D. PRESIDENT President of Garden City Community College.
- E. COLLEGE Garden City Community College (Kan.)
- F. K-NEA Kansas-National Education Association
- G. NEA National Education Association
- H. PROFESSIONAL EMPLOYEE "Professional Employee", as defined by K.S.A. 72-5413 will hereinafter be referred to as "faculty" or "faculty member".
- I. BARGAINING UNIT The Bargaining Unit is defined as including full-time and part-time employees hired in an instructional capacity.
- J. FULL TIME INSTRUCTOR A professional employee whose contract is ten-tenths (10/10) of a base contract year.
- K. PART TIME INSTRUCTOR A Professional Employee whose contract is prorated from greater than 0.5 and less than 1.0 of base contract years and who has served more than six consecutive semesters. Part-time instructors are eligible for benefits provided under this agreement. Life insurance and contributions to a 403(b) plan will be paid at 100%. All other benefits will be pro-rated at the same percentage of the employee's contract.
- L. TEMPORARY INSTRUCTOR An employee not on continuing contract; hired only as needed and paid a flat rate per credit hour taught.
- M. SALARY SCHEDULE A matrix, consisting of various levels and ranges, used to facilitate initial salary placement of new instructors as well as guide the advancement of existing faculty. The values in the salary schedule will represent a generic 172-day contract.

## N. CONTRACT YEAR

The contract year for most instructors, other than those designated as Part Time, is composed of one hundred seventy two (172) days. At least two (2) days will be set aside for in-service. If a program includes classes only offered in the summer semester and the program instructor(s) are expected to teach; their annual FLC is 38 and their contract year will be:

<u>Designated Program</u>	<u>Contract Days</u>
Ammonia Refrigeration	222*
Welding	222
Paramedic	222

The following programs include administrative assignments with a base teaching load of 33 FLC per year:

John Deere	222
Practical Nursing	212

Administrative Assignment (not subject to 38 annual FLC):

Division Director	182
RN	192

Days over 172 will be paid as indicated in Article III, Section B.

\*Any Ammonia Refrigeration instructor hired after 1-1-10 will be on a 172-day contract.

## O. IN-SERVICE DAY

An in-service day is recognized as part of the Professional Employee's contracted days of work during which no classes are conducted. Garden City Community College employees will come together on these days to participate in college-directed activities.

## P. DIVISION WORKDAY

A division workday is recognized as part of the Professional Employee's contracted days of work during which no classes are conducted. Each division will determine the agenda for division workdays, which may include a Professional Employee's workday at the discretion of the division director.

## Q. FACULTY WORKDAY

A workday is recognized as part of the faculty member's contracted days of work during which no classes are conducted. The work tasks accomplished will be at the discretion of each faculty member. Faculty will be available to students for advising.

## R. FACULTY LOAD CREDIT

Faculty Load Credit (FLC) will be used to calculate faculty load each semester. Each class will be given an FLC rating based on the number of contact hours and credit hours. FLC will be used in determining an instructor's base load, overload, summer pay over base contract load, or any contracted supplemental work.

## S. STUDENT HEAD COUNT

Student Head Count (SHC) will only be calculated for those courses with an FLC equal to one per credit hour. The intent of this calculation is to compensate instructors for accommodating student needs; it is not intended to encourage individual recruitment to the detriment of other instructors.

## T. MAXIMUM STUDENT ENROLLMENT

The number of students placed in a class that protects the integrity of the classroom, the needs of the student and the workload of the instructor. Maximum student enrollment for SHC calculation will be based on the calculation in Article V, Section A, #5.

- U. FACULTY AND DEPARTMENTAL EXPECTATIONS While every discipline has its own job expectations that are specific to the discipline, the expectations of every faculty member is to work with his/her department to meet the Departmental Teaching, Leadership and Service Expectations. See Appendix A for Faculty Job Expectations document.
- V. FAIR MARKET VALUE A percentage value added to normal base salary. Should the Administration/Board decide that is necessary to establish a salary greater than that determined by the salary schedule, then a percentage value will be applied to the salary that will result in the new salary. The President will determine fair market value by researching industry wages and regional wages for similar positions.
- For advancement purposes, the employee will be deemed to have been placed on the salary schedule using the guidelines established in this contract. The Fair Market Value factor will be applied as described in this agreement.
- W. COURSE APPROVAL The Curriculum Committee, made of up of a majority of faculty, along with the appropriate instructional deans will meet to discuss any additions, deletions or changes in credit programs and classes by following the Course Approval procedure.
- X. OVERLOAD For faculty working less than a 212-day contract year, any overload consists of any FLC exceeding 30 per academic year. For faculty working on a contract year of at least 212 days, overload consists of any FLC exceeding the designated amount as outlined in Article I. Section O. Instructors may request overload to be calculated by either the semester or annually.

## **ARTICLE II - GENERAL PROVISIONS**

### **Section A. Savings Clause**

In the event any provision of this Agreement is finally ruled invalid under any appropriate State or Federal law or regulation, the balance of the Agreement not affected by such ruling shall remain in full force and effect. The Board shall have the right to determine and implement necessary provisions to correct such invalidity and the same shall be subject to negotiation upon request the following February 1.

### **Section B. Retained Rights**

The Board shall operate and manage the College. It is understood that the rights of the Professional Employees are set forth throughout the balance of this Agreement. Such rights shall not be abridged by this Retained Rights clause. However, subject only to the express limitations set forth elsewhere in this Agreement, the Board shall continue to hire, transfer, promote and demote employees; to discipline, reprimand, suspend or discharge employees for just cause; to lay off and recall employees; to determine workload, office hours, qualifications for advancement, assignment of work; to select Professional Employees (including Division Directors and -appropriate dean following the review of recommendations, if any, from concerned faculty); to conduct administrative evaluation of employees; to extend contracts; to determine the number of employees to be used in any classification or activity; to prepare, enter into and execute employment contracts between any Professional Employee and the Board which shall include by reference this Agreement; to determine the period, curriculum and content of any school term or course; to establish or modify rules, regulations and practices, but which shall not set aside other terms of this Agreement; to grant sabbatical leaves on such terms and to such persons as the Board may from time to time determine necessary or desirable; to close down or move the College or any part thereof or to curtail operations; to establish new departments or operations and to discontinue existing departments or operations, in whole or in part; to purchase or acquire and to sell or dispose of any assets; to control, maintain and regulate the use of buildings, equipment and other property of the College; to introduce new or improved methods or equipment; to subcontract work as the Board deems necessary or desirable; to determine the number and location of operations, services and courses; and otherwise, generally to manage the College and direct the employees. The above rights are not all inclusive but enumerate by way of illustration the type of rights which belong to the Board. All other rights, powers or authority which the Board had prior to the signing of this Agreement are retained by it, except those which have been specifically abridged, delegated or modified by this Agreement. It is understood that nothing in this Agreement shall restrict or modify the rights and duties of the Board as provided by law.

### **Section C. Academic Freedom**

The Board and the Association agree that academic freedom is essential to the fulfillment of the purposes of the college. They acknowledge the fundamental need to protect from any censorship or restraint the status of Professional Employees, which might interfere with their obligation to pursue truth in performance of their functions.



## **ARTICLE III - SALARIES AND WAGES**

### **Section A. Salary Schedule Regulations**

- 1) Minimum Qualifications for Initial Placement on the Salary Schedule.
  - a) Degreed and Non-degreed Personnel Initial Placement - The Administration will determine the amount of teaching experience and academic qualification of New Professional Employees to be acknowledged for placement on the salary schedule. The President, with approval of the Board, shall determine the initial step on which each new Professional Employee will be placed on the salary schedule. Once a new Professional Employee has been placed on the salary schedule, he/she shall meet the same requirements and shall advance on the salary schedule with other Professional Employees.
    1. The criteria used to determine initial placement can be found in Appendix B.
- 2) Credit for Attendance at Approved Workshops/Seminars - Professional Employees may request that attendance at approved workshops/seminars be considered for advancement on the salary schedule. Credit for these approved workshops/seminars may be treated as credit for salary schedule advancement purposes. The following provisions will govern all requests:
  - a) The proper application form must be completed and submitted to the Division Director, Dean and President at least ten (10) days in advance of the workshop/seminar.
  - b) If the credit is to be granted for attendance at an approved workshop/seminar, approval must be given by the President or his/her designee in advance of the employee's attendance at said workshop/seminar.
  - c) Credit for approved workshop/seminar attendance will be considered on the basis of clock hours. Fifteen (15) clock hours of attendance will be considered as the equivalent of one credit hour.
  - d) Clock hours will be accumulative with thirty (30) equivalent credit hours earned through non-credit workshop/seminar attendance allowed toward any of the thirty (30) credit hours necessary to advance horizontally from one level on the salary schedule to the next.
  - e) Only those workshops/seminars, which relate to the employee's teaching field or at the request of the college, will be considered for approval.
  - f) Verification of attendance must be presented to receive credit.
- 3) Should a Fair Market Value Factor be applied to hire a new instructor, the president of HEA shall be informed, and the salaries of current instructors in the department shall be reviewed using the same criteria. If that review results in an increase in the current instructor's salary, that instructor shall be placed accordingly, both in terms of salary schedule placement and Fair Market Value factor.
- 4) See Appendix E for Salary Schedule.
- 5) Special Provision:

Funds for increases in faculty salaries shall be allocated as follows:  
Movement on the salary scale due to professional development is funded first, movement due to years of service is funded second and the remainder is applied to the base. For 2010-2011, all approved applications for advancement on the salary schedule will be funded.

### **Section B. Salary Schedule-Contracts longer than 172 days**

For those instructors having a contract greater than 172 days, the days in excess of 172 will be paid from the salary schedule, including any Fair Market Value (FMV) factor per day. The daily rate is calculated as follows. Daily Rate = (Salary Schedule \* FMV) / 172.

**Section C. Supplemental Pay Schedule**

Conditions that govern the supplemental pay schedules are as follows:

1. The College retains the right to add new supplemental assignments. The President of the Association will be consulted before the addition.
2. To be eligible for the following supplemental assignments a faculty member must be teaching at least 12 Faculty Load Credits per semester. Supplemental assignments may require work outside the base contract.

Activity	Annual FLC
Head Athletic Coach	21 FLC
Division Director	12 FLC
Gallery Director	7 FLC
Head Coach/Sponsor – Competition Team & Honor Society (CJ, Academic Challenge, Forensic, Meats, PTK)	7 FLC
Assistant Coach/Sponsor – Competition Team & Honor Society (CJ, Academic Challenge, Forensics, Meats & PTK)	4 FLC
Head Sponsor (SIFE/DECA/BPA)	3 FLC
Mentor (per mentorship, per semester)	1 FLC
IG Core Chair, Vice-Chair, Recorder	2 FLC
IG Committee Chair	1 FLC
AQIP Project Chair	1 FLC
Faculty Senate President	6 FLC
Program Leader – Technical Division (per instructor)	1 FLC
Leadership Academy Coordinator(s)	1 FLC
Carpe Verbum	3 FLC
Science Olympiad	1 FLC
Pep Band	4 FLC
Pianist for Fine Arts	2 FLC
Drama Director for Musical Production	6 FLC
Pit Director for Musical Production	3 FLC
Pianist/Organist for Musical Production	3 FLC
Vocal Director for Musical Production	2 FLC
Choreographer for Musical Production	1 FLC
Jazz Festival	1 FLC
Piano Festival	1 FLC

3. The following FLC are in addition to the course FLC for the instructor of record:

Course FLC	FLC
CHEM206 Organic Chemistry I	.70 FLC
CHEM207 Organic Chemistry II	.70 FLC
DRAM144 Tech Theater I	2 FLC
ENGL091 Basic English	.75 FLC
ENGL101 English I	.75 FLC
ENGL102 English II	.75 FLC
JRN111 Magazine	4 FLC
JRN113 Newspaper	4 FLC
JRN118 TV Production I	4 FLC
JRN119 TV Production II	4 FLC
JRN120 Radio Production I	4 FLC
LITR240 Creative Writing	.75 FLC
LITR242 Advanced Creative Writing	.75 FLC
MATH107R Intermediate Algebra w/Review	.67 FLC
MUSC120 Band I	2 FLC
MUSC124 Jazz Ensemble	2 FLC
MUSC128 Beg. String Orchestra	2 FLC
MUSC130 Choir I	2 FLC
MUSC130 Accompanist	2.51 FLC
MUSC132 Vocal Ensemble	2 FLC
MUSC132 Accompanist	2.09 FLC

**Section D. Overload Pay**

Overload will be paid at the rate of \$550 per FLC over the instructor’s base contract FLC requirement.

**Section E. Summer School Classes**

Summer Salary Schedule

Level	One	Two	Three	Four	Five
	\$570	\$675	\$750	\$850	\$950

Unless summer classes are needed to meet the base contract, they will be paid as summer school.

**Section F. ITV Classes/Polycom Classes**

Instructors will be paid an additional 0.136 FLC per credit hour when teaching classes over the interactive television system or via Polycom.

**Section G. Pay for Activity Responsibility**

Pay of \$15 per each separately completed intercollegiate athletic event (game, match, meet or tournament session) will be paid to those who assist with athletic activities assigned by the athletic director.

Professional employees will receive first consideration for these assignments if accepted within a reasonable period of time.

**Section H. Professional Growth**

Upon approval by the President, or his/her designee, any Professional Employee attending professional meetings, shall receive actual expenses of transportation, lodging, meals, and registration fees in accordance with school policy. In the event College provided transportation is not available, the Professional Employee upon approval by the President, or his/her designee, shall receive expenses for use of a personal vehicle at a mileage rate not less than that paid by the State of Kansas to its employees. Exception: This section does not apply to attendance at meetings conducted by the State Teachers' Convention of the Kansas National Education Association.

**Section I. Tuition Waiver**

Full-time Professional Employees, their dependent children, and their wives/husbands, have the privilege of attending credit courses at Garden City Community College on a tuition free basis if they meet the requirements for admission, but they will have the obligation to pay all required college fees. To be eligible for tuition waiver, the classes must be taken for credit (including pass/fail option.) "Dependent children" shall be defined as children (of a full-time Professional Employee) who are 21 years of age or younger or who are eligible to be reported as a dependent of the Professional Employee for tax purposes.

**Section J. Pay For Workshops and Seminars**

College instructors who handle workshops/seminar under the non-credit with credit option or solely for non-credit in addition to their normal base load must declare in advance of offering the workshop/seminar that they desire to be paid \$30 per contact hour (hours in the formal workshop/seminar presentation with all participants present) or that they desire to be paid 85 percent from participant fees after direct costs have been deducted. Direct costs include, but

are not limited to, the following: tuition and fees, meals/refreshments, textbooks, sales tax; usable materials; printing; advertising, & postage; transportation/mileage; custodial, secretarial, & security services as utilized; technician fees. The employer's share of employment taxes will be considered a direct cost if the workshop is offered solely for non-credit. For workshops and seminars that include both credit and non-credit enrollments, the employer's share of payroll taxes will be prorated accordingly.

### **Section K. Direct Deposit Regular Monthly Payroll**

A Professional Employee shall receive payment by the end of the month. The direct deposit is deposited at a financial institution selected by the individual. Payment is usually on the 25<sup>th</sup> of each month. Should the 25<sup>th</sup> of the month fall on a Saturday or a Sunday, or any other legal holiday, the payment will usually be made on the last full working day of the college, immediately preceding the 25<sup>th</sup>. The final check received by the Professional Employee who will no longer be employed by the college may be by manual check. Statements of earnings are provided the Professional Employees on payday.

### **Section L. College Activities Pass**

All Professional Employees will receive a pass for each family member good for all College sponsored activities.

### **Section M. Wellness Facilities**

All Professional Employees will have access to wellness facilities at the college including Super Circuit. Use of the facility during normal work hours will be with the permission of the division director or the appropriate dean. Access to Super Circuit will require that employees complete a pre- and post-assessment each semester of participation.

### **Section N. Internet Instruction for Non-EduKan Courses**

1. Development Fee for Non-EduKan Courses. An instructor who receives approval from the appropriate Dean for Internet course delivery will receive a one-time first-time development fee of 1.09 FLC per credit hour upon successful implementation of the course.
2. Course Delivery. Beginning January 2009, an instructor who teaches an Internet course as part of the regular workload will receive an additional 0.136 FLC per credit hour and flex-time equivalent to one hour per semester credit hour per week.
3. Conditions. One-third of the development fee will be payable upon approval of the course. The remaining two-thirds of the development fee will be paid upon completion of course development.

## **Section O. Advancement on Salary Schedule**

It is the responsibility of the faculty member to request both vertical and horizontal movement on the salary schedule. Advancement for any reason will be considered only upon the request of the faculty member through established procedure.

### **Vertical Advancement**

1. Each vertical step on the salary schedule may be attained by accomplishing six (6) hours of approved credit or professional development.
2. Following June 30, 2011, each faculty member will be eligible to move one vertical step when his/her years of service are evenly divisible by 3. Partial years do not count as a year of service. Advancement will be effective with the beginning of the next year's contract. In the event of a break in service, the years of service will start over. Approved sabbatical leave does not constitute a break in service.
3. No more than two (2) vertical steps may be taken in one year.
4. Any approved, unfunded vertical steps may be carried forward at a rate of no more than two steps per year until funding becomes available. When funding becomes available, oldest unfunded requests will be funded first.

### **Horizontal Advancement**

1. Once the qualifications for the next level on the Advancement Schedule have been met, the faculty member will be eligible to apply to move to that level.
2. Horizontal advancement will be to the same salary amount at the next level or, if that salary does not exist, the first line of the next level.
3. Hours of approved credit used for horizontal advancement may not be used for vertical advancement at the higher level.

**ARTICLE IV - HOURS OF WORK**

**Section A. Academic Year Contract**

The academic year is defined under Article I. At least two (2) days will be set aside for professional staff development. The calendar shall include the following holidays and the minimum number of days as indicated for each holiday.

Labor Day .....	1 weekday
Fall Break .....	1 weekday
Thanksgiving .....	3 weekdays
Winter Break.....	15 weekdays
Presidents' Day .....	1 weekday
Spring Break .....	5 weekdays
Easter Break .....	2 weekdays

Some Professional Employees shall be contracted to work over the 172-day contract. The contract will state how many days the Professional Employee will work, along with the duties to be performed (including teaching), the length of the work year, and the yearly compensation.

**Section B. Overload Classes**

Overload classes are those classes that are in addition to regular teaching assignments.

Overload teaching by full-time Professional Employees during the regular school year shall be limited to a maximum of six (6) FLC per semester, or two (2) classes totaling six (6) FLC or less per semester, unless otherwise recommended by the Administration and with mutual consent of the Professional Employee involved. It is not intended that overload classes diminish the teaching effectiveness of the instructor.

**Section C. College Classes During College Workday**

Professional Employees may take College classes during the College workday with the permission of the division director or appropriate dean.

**ARTICLE V - FACULTY LOAD**

**Section A. Professional Workload**

- 1) FLC Formula  
FLC will be calculated as follows for current and proposed courses:

For courses with semester Contact Hours LESS THAN 30 per Credit Hour

$$0.67 * Cr Hr + .33 * (Contact Hr / 15)$$

For courses with semester Contact Hours GREATER THAN or EQUAL TO 30 per Credit Hour

$$(Contact Hour * 0.67) / 15$$

- 2) 30 FLC hours shall be considered a normal load for 172 day full time Professional Employees, divided between the Fall and Spring semesters at 15 FLC each. The 15 FLC expected in each semester may be adjusted by the appropriate dean for programs in which Course Credit Hours are limited by outside agencies. Employees with base contracts greater than 172 days may require more than 30 FLC per year.

Appendix D identifies additional course FLC for specific instructors teaching specific courses. The instructor will receive the additional FLC listed for the 2010-2011 school year. Effective July 1, 2011, the additional FLC will be reduced by 50%. Effective July 1, 2012, the additional FLC will no longer be funded.

The following positions will have the FLC as indicated below and are not eligible for SHC:

Cosmetology Instructor .....	50 FLC
Coordinator/Instructor Finnup Lab.....	30 FLC
Director of Super Circuit.....	30 FLC

- 3) Preparations - In addition to the FLC stipulation for the professional workload, a Professional Employee normally should have no more than 4 different academic preparations per semester and shall have no more than 4 different academic preparations if 3 or more of the preparations require accompanying laboratories in addition to the regularly scheduled times for recitation. Any courses taught concurrently will be counted as one preparation. If this guideline is exceeded, the instructor will receive 1 FLC of overload per academic preparation over 4 (excluding overloads). Administration determines which courses comprise the base contract workload.
- 4) Administrative assignments are calculated at 0.5 FLC per 15 contact hours.
- 5) Student Headcount Credit will be computed using the following process:
1. For this calculation, a maximum class size of 25 students is used (maximum student load per instructor is 125 students in five classes)
  2. Subtract 125 from the total number of students in all base contract classes as of the 20<sup>th</sup> day (certification).
  3. Take that difference and divide by 25 (maximum number of students per class)
  4. Multiply that factor by the overload rate
  5. The result will be the additional compensation for SHC
- 6) Overload - In the event a Professional Employee, on a 172-day contract, has an adjusted professional workload exceeding 15 FLC during a semester or 30 FLC per year, the Professional Employee shall qualify for overload pay. In order that effectiveness of teaching not be sacrificed, the assigned overload will not be excessive. Should an overload be necessary, the assignment will



be made by the appropriate Dean only after consultation with the Division Director and the Professional Employee involved. Overload pay shall be determined each semester and paid at the end of each semester or in equal monthly installments unless instructors request that their loads be adjusted on a contract year basis; in that case, overload pay will be determined and paid only at the end of the spring semester.

- 7) In the event the workload of a Professional Employee does not meet the minimum FLC for a fall or spring semester as defined in paragraph 1, the Professional Employee may be assigned other classes and/or other duties. When this becomes necessary, the assignment will be made by the appropriate Dean after consultation with the Division Director and Professional Employee involved. Immediately after the assignment is made, the Professional Employee shall submit in writing a proposed work schedule, to be approved by the Division Director and appropriate Dean. The proposed schedule can be adjusted by the Division Director and appropriate Dean if necessary. A Professional Employee assigned an off campus class shall be compensated for use of personal vehicle to and from said class at a mileage rate not less than that paid by State of Kansas to its employees.
- 8) A student assistant may be requested by the Professional Employee should the workload exceed 18 FLC per semester. The student assistant must meet the requirements established by the Professional Employee. The actual assignment of a student assistant shall be subject to administrative approval.
- 9) In all departments the maximum class size shall be decided for each individual course by the appropriate Dean after conferring with the Division Director and the Professional Employee. Every effort shall be made to keep the class size at the recommended maximum. No new sections of a class or subject area will be opened at enrollment time as long as it appears that scheduled sections of the same course or subject areas are still open.

#### **Section B. Load Credit - Workshops and Seminars**

A full-time college instructor may use a non-credit workshop/seminar for load credit, if approved in advance by the appropriate Dean and the President, only if said instructor's teaching load has not made during the semester in question. If an instructor uses a non-credit workshop/seminar for approved load credit, he/she shall not receive pay for the participation/enrollment/tuition charges paid by participants. Load credit for full-time college instructors will be computed on the basis of one (1) hour of load credit for fifteen (15) hours of contact in presenting a particular workshop/seminar to all participants enrolled in the workshop/seminar. The appropriate FLC factor will be established and entered as that Professional Employee's load.

## **ARTICLE VI - FACULTY EVALUATION**

### **Section A. Non-Probationary Employee**

All full-time instructors will be evaluated on a three-year rotation through the use of the following instruments: a classroom visitation, a self-evaluation, a peer exchange, an advising evaluation and an administrative evaluation. In addition, each full-time instructor will conduct a student evaluation each semester. Guideline for the implementation and administration of these evaluations are as follows:

#### **1) Student Evaluations**

Each semester, every instructor will conduct an in-class student evaluation either by pencil/paper or by taking the students to a computer lab to complete the student evaluation on-line. Instructors will also announce to all students the availability of the on-line evaluation in all of their classes along with step-by-step instructions on how to access the evaluation. Student evaluations will be sent to the appropriate dean who will then distribute them back to the respective instructor, and division director or program leader. Student evaluations will be provided to the faculty member in a timely manner, but no later than February 1 for the previous fall semester evaluation and July 1 for the previous spring semester evaluation.

#### **2) Three-year rotation schedule**

- a. Classroom Visitation—The appropriate dean will contact the faculty member to schedule a class visitation. At the scheduled visitation, the appropriate dean will observe the faculty member. After the visitation, the dean will meet with the faculty member to review the classroom visitation evaluation. Two copies of the evaluation shall be signed by the dean and the faculty member with one copy being retained by the faculty member and the other copy being submitted to the Human Resources Office to be placed in the faculty member's file. The instructor may attach comments to the evaluation and those comments will be included with the evaluation in the employee's permanent file. The comments must be submitted to the appropriate dean within 10 working days of the review of the visitation evaluation.
- b. Self-Evaluation—The self-evaluation will be completed as a part of the administrative evaluation. The self-evaluation shall include but not be limited to the review of teaching load, college-related responsibilities, professional activities, community service and activities. The self-evaluation will be submitted to the appropriate dean for review. The evaluation will then be signed by the dean. Once signed, the evaluation will be submitted along with the administrative evaluation to the Human Resources department for inclusion in the faculty member's file.
- c. Advising Evaluation— The Dean of Student Services will conduct the advising evaluation. A final copy of this evaluation will be placed in the instructor's personnel file along with the administrative and self-evaluations.
- d. Peer Evaluations—Peer evaluations will be organized and conducted through Faculty Senate. Faculty members will be grouped with two instructors from outside their content area. Each instructor will conduct a class visit and will write an evaluation of the instructor from that class. The instructor will then meet to discuss teaching strategies and the evaluation. The peer evaluation will not be included in the instructor's personnel file unless that instructor requests that it be added to their file.
- e. Administrative Evaluation—The administrative evaluation will be conducted and written by the appropriate dean in conjunction with program leaders and division directors. The administrative evaluation will include overview of the classroom evaluation, advising evaluation, self-evaluation and peer exchange (if requested by instructor). The administrative evaluation will be reviewed with

the faculty member by the dean and division director. The administrative evaluation will then be filed in the faculty member's file in Human Resources.

- f. All faculty evaluative forms are subject to review or revision by the Advising Committee or Curriculum Committee upon written request by the HEA President or the appropriate dean.

### **Section B. Probationary Employees**

Probationary Employees will take part in the evaluation process each year in accordance with Kansas law.

## **ARTICLE VII - LEAVES**

### **Section A. Sick Leave**

Each Professional Employee shall receive ten (10) days of sick leave (with pay) each year to be used for his/her sickness or sickness in his/her immediate family. Sick leave may be accumulated to a total of sixty (60) days. In the event an employee suffers an extended illness, the President may extend those sick leave days with the approval of the Board.

In all cases, unused accumulated sick leave will be canceled when the employment with the College is terminated and will not be compensated for in terminal pay.

### **Section B. Workers Compensation**

Persons injured on the job must file Workers' Compensation Forms with the Human Resources Office, and if an examination is required, the examination must be made by a doctor designated by the college administration. The college will participate in workers' compensation as required by current statute. The combined workers' compensation benefits and salary received under allowed sick leave, or other available leave, shall not exceed one full day's pay.

All employees of the college shall be covered by workers' compensation. Workers' compensation coverage is provided for all employees regardless of assignment, length of assignment, and/or hours worked per day. Benefits are for personal injury from accident or industrial diseases arising out of and in the course of employment with the college. The workers' compensation plan will provide coverage for medical expenses and wages to the extent required by statute to those employees who qualify; however, the amount of workers' compensation benefits and sick leave benefits shall not exceed a regular daily rate of pay. An employee on workers' compensation may use sick leave as a supplement in order to receive one full day's pay. The employee will be charged for one full or partial day of sick leave, as provided for in the sick leave policy of the negotiated agreement, for each day of absence until the employee's sick leave is exhausted. Any employee who is off work and drawing workers' compensation shall be required to provide the college with a written doctor's release before the employee is allowed to return to work. In addition, should the employee be released to return to work by a doctor and fail to do so, all benefits under sick leave shall be ended and those benefits under workers' compensation shall be restricted as provided by current statute.

### **Section C. Bereavement**

In case of bereavement, the number of days of leave will be those deemed necessary as determined by the President or, in his/her absence, the President's designee.

### **Section D. Leave of Absence With Pay**

Employees may use two (2) days of annual sick leave for personal leave each contract year at their discretion. Except in cases of extreme emergency, request for such leave shall be made in writing five (5) days prior to the requested date(s) of the absence.

Professional Employees required to fulfill military service obligations shall be granted benefits provided under the Federal Government Universal Military Training and Service Act and its subsequent amendments.

### **Section E. Leave of Absence Without Pay**

1. A leave of absence shall be available to all Professional Employees upon completion of probationary status. A Professional Employee may be granted leave without pay for personal reasons. In the event of a long-term absence, such leave shall be conditioned upon determination by the President and Board that a suitable replacement has been hired.
2. Any Professional Employee granted a leave will be returned to a position on the College staff within the division served by the employee at the time the leave was granted. The employee will sign a contract for the ensuing academic year at the same time as other faculty members, or the right to return will be forfeited.
3. The personnel hired to fill the position of the Professional Employee granted leave of absence without pay shall, unless otherwise agreed in writing between the Board and said replacement, be on probationary status with the College, and shall not be guaranteed a permanent position on the College staff. The replacement personnel will not receive contract renewal unless through independent determination by the Board following the first year's service.
4. The final terms and conditions of the leave of absence granted to any Professional Employee shall be governed exclusively by mutual agreement of the Board and the Professional Employee, with the written agreement reflecting terms and conditions of the leave of absence without pay. The written agreement will be signed by both the Board Chairman and the Professional Employee.

### **Section F. Medical (Including Maternity) Leave**

A medical leave of absence with sick leave benefits while applicable to the leave and thereafter without pay may be granted upon written request for a reasonable period of time (not to exceed the then current school year or the next succeeding school year if the Professional Employee has signed a contract for said school year) to any Professional Employee who because of illness, accident, or other medical reason (including childbearing by the Professional Employee), is physically unable to perform normal teaching assignments, provided the employee intends to return to work at the end of the leave. Such leave will be granted only after approval by the President and the Board. For the purposes of such leave, "physical inability to perform the normal teaching assignments" shall be shown by medical certification from the employee's physician and, at the Board's option, from the Board's physician.

Many of the specific terms of medical leave involving childbearing of the Professional Employee shall be negotiated by the individual employee and the President. Such negotiations shall be subject to the approval of the Board.

### **Section G. Paid Sabbatical Leave**

The Board may grant sabbatical leave for any activity, which, in its judgment, will contribute to the personal and professional growth of the applicant as well as enhance the ability of the institution to perform its stated mission and goals. Sabbatical leave may be granted in accordance with the following provisions:

1. **Eligibility for Paid Sabbatical Leave -**  
Faculty members shall be eligible for two semesters of sabbatical leave after six years of full-time continuous service. Those eligible must submit an application for sabbatical leave to the sabbatical leave committee according to dates established in Part 3 of this Section - Application Process. Sabbatical leave is not cumulative. In other words a faculty member with 12 years of service is not eligible for two consecutive sabbatical leaves. Any faculty member taking sabbatical leave for any duration will not be eligible for consideration for another sabbatical leave for six years following completion of the current sabbatical leave.

2. Considerations in the granting of Paid Sabbatical Leave -  
The Board reserves the right to deny any or all applications for sabbatical leave.

The Sabbatical Screening (or Professional Development) Committee will review and recommend applications to the Board. Potential value to the institution and seniority in service shall be given greatest weight in the selection process.

In general, Sabbatical Leaves will be considered for a faculty member to pursue an approved degree program or other appropriate study, to do research and/or publication, to pursue appropriate post-doctoral work, to travel in areas related to the faculty member's teaching assignments, or to participate in approved work experience.

3. Application Process -  
Applications for sabbatical leave for the full academic year or for the fall semester of an academic year shall be submitted by the preceding October 1st and applications for leave for the spring semester of an academic year shall be submitted by the preceding February 1st. Applications shall be in writing and submitted through the appropriate dean to the Faculty Senate. A copy of the application shall be submitted to the President. The Faculty Senate shall establish a Sabbatical Screening Committee. The applications will be forwarded to the Sabbatical Screening Committee composed of six members, three faculty members elected by the faculty senate, the designee of the President, and the appropriate Deans. The division chairperson(s) of each applicant will be ex-officio members of the committee. The committee shall elect a chairperson.

Within thirty (30) days after close of dates for receipt of application(s) for sabbatical leave, the sabbatical screening committee shall approve or disapprove the same. An application(s) approved by the sabbatical screening committee shall be submitted to the President of the college for presentation to the Board. The Board shall act upon requests for sabbatical leave at its meeting held immediately following approval of request(s) by the sabbatical screening committee and shall promptly notify the faculty member(s) of approval or disapproval. The faculty member(s) shall have thirty (30) days after board approval to make a final commitment in writing to the President, appropriate dean and division chairperson for sabbatical leave. If the faculty member(s) fail to accept or rejects sabbatical leave in writing to the proper administrators within such thirty-day period, the sabbatical position shall become open to other faculty applicants.

4. Terms of the Sabbatical Leave -  
A sabbatical leave may last one or two consecutive semesters but shall not exceed two (2) consecutive semesters.

The applicant granted a paid sabbatical leave will be required to sign a contract. The contract will specify that the applicant is obligated to serve the college on return from sabbatical leave for four (4) consecutive semesters. Breach of this contract will obligate the applicant for repayment of salary and fringe benefits paid during the leave period plus interest at the rate of six (6) percent per annum. In the event that the Professional Employee voluntarily leaves the employment of the College at any time prior to or during the four (4) semester period, the employee will be required to make repayment prorated on a semester basis according to the amount of the four semesters remaining. The employee will have no obligation to repay any remaining fractional portion of the four semesters if terminated or non-renewed by the Board.

Compensation for a two-semester sabbatical shall be 0.5 times the annual contract rate and for a single semester sabbatical 1.0 times one semester's rate based on the applicant's level and step. The compensation will be distributed monthly during the duration of the leave.

Life insurance, health insurance, and disability insurance and other section 125 options will

continue during the sabbatical leave on the basis of the regular base salary to the extent permitted by the insurance carrier, IRS tax codes and as provided by the college for members of the bargaining unit.

If a faculty member on leave qualifies for a more advanced column the semester the applicant returns to teaching, the contract will be adjusted at the time adjustments are made for other faculty.

If a faculty member is on sabbatical during one semester and teaches at the college during the other semester of an academic year, the half year taught will count in determining number of years of teaching experience.

A Professional Employee on paid sabbatical leave who accepts gainful employment during the leave period shall have the amount of compensation received from such employment deducted from the sabbatical pay. Assistantships, grants and scholarships will not be considered gainful employment.

## **ARTICLE VIII - EARLY RETIREMENT PROGRAM**

### **Section A. Group Health Care Benefits for Retirees**

An employee of Garden City Community College who may find it necessary or desirable to retire from employment with the college prior to normal retirement age may elect to retire under the terms and conditions hereinafter specified. Early retirement is voluntary and at the discretion of an eligible employee.

1. Eligibility - an employee is eligible for early group health care benefits if such employee:
  - a. currently works under a full-time contract;
  - b. is less than 65 years old at effective date of retirement;
  - c. has completed 10 years or more of full-time service with the college;
  - d. currently has 5 years of continuous health coverage through the group health plan sponsored by GCCC.
  - e. is eligible for unreduced KPERS benefits and will participate in KPERS retirement.

Eligibility in accordance with (a) - (e) above will be determined by the President of the college. An employee applying for early group health care benefits shall have the responsibility to provide all facts and information necessary to prove eligibility.

2. Application - An employee may apply for early group health care benefits by giving written notice to the President of the college. Such written notice by the employee shall be submitted on or before the first day of February preceding the anticipated retirement date, and the notice shall include the following information:
  - a. a statement of the applicant's desire to take early retirement;
  - b. the anticipated date of retirement;
  - c. the applicant's birth date, and age on the effective date of retirement;
  - d. the current mailing address and telephone number of the applicant;
  - e. the number of years the applicant has been employed full-time by GCCC;
  - f. the number of years the applicant has been continuously covered by the group health insurance plan sponsored by GCCC.

Following final action by the Board on any application for early retirement, the President of the college shall notify the applicant in writing of early group health care benefits to be paid by the college for the college sponsored group health insurance plan.

3. Early Group Health Care Benefit – Effective September 1, 2010, an eligible employee who takes early retirement will be entitled to receive the equivalent of low option single health insurance coverage up to a premium amount not to exceed \$400.00 per month until the retiree reaches age 65. This amount is available exclusively to apply toward the purchase of health insurance through the group plan sponsored by Garden City Community College.
4. Terms and Conditions -
  - a. The Board retains the right to adopt the early group health care incentive program on a year-to-year basis. Should the Board choose to discontinue the program, notification shall be given to the employees in the period between July 1 and August 15, one year prior to discontinuing the program.
  - b. Should the Board decide not to adopt the early group health care incentive program in any given year, all employees who were on the program prior to the non-adoption will continue on the program until the employee reaches age 65.
  - c. After the early retiree reaches age 65 the early retired employee will be allowed to keep spouse insured through the college's plan for an additional 36 months (COBRA).



- Additional premiums required to maintain spouse's coverage will be paid by the retiree.
- d. An employee who waives continuing participation in the college sponsored group health insurance plan after the effective date of retirement shall not be eligible to participate at a later date.
  - e. Failure of the retired employee to pay any required monthly health insurance premiums above and beyond the college contribution will terminate the retired employee's right of continued participation in the college sponsored group health insurance plan.
  - f. An employee who takes early retirement shall have the responsibility to keep the college informed of his/her current mailing address and telephone number.
  - g. The group health insurance provided by the early group health care incentive benefit may not be converted to cash or other benefits.
  - h. Death of the retiree prior to the date of retirement nullifies the responsibility of the Board.
  - i. Early group health care benefits shall cease upon the death of the retired employee.
  - j. If the early retiree takes other employment and is eligible for group health insurance with that employer, the early retiree will notify the college and the early group health care benefit offered by Garden City Community College will be terminated.
  - k. If any provision of the early group health care incentive plan is determined to be in violation of Federal or Kansas State laws or insurance company regulations, the plan shall then immediately be terminated by Board action and shall not be in further force or effect unless re-adopted by the Board.

#### **Section B. Tuition Waiver**

All full-time professional employees who have retired from GCCC are eligible to receive a Tuition Waiver for Garden City Community College courses. Retirees taking classes through EduKan will receive a waiver equal to the GCCC in-state per credit hour tuition rate. All classes must be taken for credit (including pass/fail option). The waiver is for tuition only; the retired employee is required to pay all fees.

## **ARTICLE IX - INSURANCE BENEFITS**

### **Section A. Salary Reduction Plan**

The Board establishes an IRC Section 125 Cafeteria Salary Reduction Plan whereby each eligible Professional Employee has the right to reduce his/her compensation in the amount necessary to purchase from those nontaxable benefits contained in the plan and selected by the employee.

The nontaxable benefits contained in the plan are health (hospitalization) insurance, cancer insurance, short-term disability (salary protection) insurance, medical expense reimbursement, and dependent (child) care.

At his/her discretion an eligible Professional Employee may forego any reduction in compensation for the purchase of nontaxable benefits and take the total compensation as salary - cash.

All full-time and part-time Professional Employees are eligible to participate. Temporary or substitute Professional Employees are excluded from participation.

If a participant ceases to be an employee, participation in the plan shall terminate unless the participant continues to receive compensation from the College.

### **Section B. Group Term Life Insurance (Full-time Professional Staff)**

The Board will provide for each Professional Employee \$15,000 in group term life insurance coverage which will remain in force while the Professional Employee remains in the employ of the College.

### **Section C. IRC 403-B Contribution Package**

Professional Employees may at their individual discretion take part in a matching Tax Sheltered Plan as generally outlined by the following:

1. A requirement of a \$50 contribution by the employee.
2. The college will match the \$50 contribution of the employee.
3. To receive matching funds, all employees are required to invest in the Garden City Community College Employee Employer sponsored plan.

Each Professional Employee, in addition to the base salary, and if appropriate, from other types of salaries, will receive \$50 per month towards the purchase of a 403-B account.

### **Section D. Health Insurance**

Each Professional Employee, in addition to the base salary, will receive a health insurance benefit available exclusively to apply toward the purchase of health insurance through the group health insurance plan sponsored by Garden City Community College. The health insurance benefit will be single, low option, not to exceed \$408.67 per month through August 2010. Effective September 2010, faculty will receive a monthly benefit of \$400.00 to be used toward college sponsored health insurance coverage. There is no cash option and the amount can be applied toward other college sponsored health insurance options or enrollment levels.

## **ARTICLE X - GRIEVANCE PROCEDURE**

### **Section A.**

Grievances of a Professional Employee with respect to the interpretation or application of this Agreement (excluding matters which have separate procedures for hearings and determination set forth in this Agreement) shall be handled as follows:

1. The Professional Employee shall request an informal conference with his Division Director within ten (10) days after the employee is aware of possible violations of the Agreement and discuss such issues with his Division Director.
2. If the matter is not resolved through the Informal Procedure set forth in Step 1, the Professional Employee may file a formal grievance in writing stating in detail the facts of which he complains and the provisions of the Agreement which are deemed to have been violated; provided, no grievance shall be filed or processed based on facts or events which have occurred more than thirty (30) days before the grievance is filed. Grievances shall be deemed filed when delivered in writing to the appropriate Dean. All grievances shall be carbon-copied to the appropriate Division Director.

The grievant may discuss the problem with the appropriate Dean and may present information or oral argument in support of the same. The appropriate Dean may also hear other information or oral argument. The appropriate Dean or grievant may request an advisory opinion from the Faculty Senate as to any matter in dispute. Such advisory opinion shall be rendered in writing within ten (10) days of the delivery of the formal grievance to the appropriate Dean. The appropriate Dean shall make known to the grievant his recommendation in writing within ten (10) days after delivery of the written grievance.

3. If a solution satisfactory to the grievant and the appropriate Dean has not been reached in Step 2, the grievant may appeal the same in writing to the President within ten (10) days after the recommendations of the Dean have been delivered in writing.

The President will review the grievance and record of the above proceedings, together with any additional information or oral argument presented by the grievant. The President may also hear other information or oral argument. Within ten (10) days after the grievance is appealed to him/her, the President shall render his/her written decision.

4. If a solution satisfactory to the grievant and the administration has not been reached through the above procedures, the grievant may appeal the same in writing to the Board within ten (10) days after delivery of the President's decision. The Board will review the grievance and the record of the above procedures and hear the matter in dispute. Any pertinent evidence or argument which the grievant desires to submit or which the Board deems necessary may be presented at such hearing. The Board will thereafter render its decision and submit a copy of the same in writing to the grievant within twenty (20) days following the next regularly scheduled Board meeting.

### **Section B.**

Grievance shall be processed according to the following rules:

1. If at any stage of the grievance procedure, the grievant does not take the next step within the time allotted, the grievance shall be settled in the manner recommended or decided at the last step taken by the grievant.

2. All reference to number of days in this procedure shall be determined to mean working school days. In the event grievances are not filed or processed in the manner and within the times set forth above, they shall be forever barred.
3. Grievances shall be processed as rapidly as possible. The number of days indicated in each step shall be considered a maximum and every effort shall be made to expedite the process in a shorter period of time.
4. The parties may mutually agree in writing to extend any of said time periods.
5. It is agreed that the grievant may request information in the possession of the Board necessary for the processing of said grievance. The Board shall consider all such requests in good faith.
6. The grievant may withdraw the grievance at any step.
7. All parties shall have the right to have counsel present in the formal grievance procedure.
8. It is agreed that nothing in the above procedure shall be interpreted in such a way as to modify or reduce the rights guaranteed under the Constitution and laws of the United States and the Sovereign State of Kansas.

## **ARTICLE XI - NON-RENEWAL AND TERMINATION OF CONTRACTS**

### **Section A. Non-Probationary Employee**

1. Grounds - The grounds for the non-renewal of a Professional Employee's contract after such employee has completed probationary status, and the causes for terminating a Professional Employee's contract, except in the case of reduction in force, shall be as follows:
  - a. Conviction of a felony crime;
  - b. Incapacity or continuing illness after exhaustion of leave;
  - c. Incompetency, insubordination, inefficiency, neglect of duty, dishonesty, or other unprofessional conduct on campus, or in connection with job-related responsibilities, including failure to perform assigned duties and responsibilities;
  - d. Failure to comply with reasonable requirements of administration or Board, pertaining to professional duties after notice of same;
  - e. Failure to cooperate with fellow Professional Employees or administration, when such failure interferes with overall learning atmosphere and professional effectiveness of employee;
  - f. Violation of Federal and/or state laws covering all forms of discrimination and sexual harassment; and
  - g. Other good and just cause.
2. Procedures - The procedures for the non-renewal and termination of the contracts of Professional Employees provided in K.S.A. 1976 Supp. 72-5436, et seq., as amended, shall be incorporated into this Agreement by reference.

### **Section B. Probationary Employee**

The annual contract for a probationary Professional Employee may be or may not be renewed as the Board of The Garden City Community College sees fit. In the event of non-renewal, the Board, or its authorized representative, shall notify said probationary employee in writing of said non-renewal of contract pursuant to the provisions of K.S.A. #72-5437 and 72-5445. A Member of the professional staff serving on a probationary appointment is entitled to the same fringe benefits that are provided for other members of the professional staff. During each year that a member is on probationary status, he will be evaluated by his Division Director and appropriate Deans. Such evaluation shall be discussed by the Division Director, appropriate Deans, and employee on probation. The evaluation report will be signed by the Division Director, the appropriate Dean, and the staff member.

### **Section C. Reduction in Force**

1. Reduction in Force - The categories affected by priority are as follows: 1) temporary instructors, 2) part-time instructors, and 3) full-time instructors. In the event financial circumstances require the Board to reduce the number of non-probationary Professional Employees the appropriate Dean and Division Director shall use the following procedure to determine recommendations for RIF.
  - a. If certain courses or programs are eliminated, Professional Employees who are not properly qualified to teach the remaining courses shall be released first. That Professional Employee's credentials will be reviewed to determine if he/she is qualified to teach in another area. In the event two or more Professional Employees are qualified, then the summation of the following criteria will be used to determine retention:
    - i. the length of service with the College, computed from the employees last date of hire, excluding any prior reductions in force, not to exceed 16 months as set forth in subsection Recall, below. This shall be computed at one point per each year of service at GCCC.
    - ii. the highest earned degree and/or industry certifications within the instructional area from an accredited institution and/or industry certification agency; This shall be computed as follows: 1 point for an Associate's degree; 2 points for each industry certification that is specific to the individual's discipline; 4 points for Bachelor's degree; 6 points for Master's degree; 8

- points for MFA or doctorate degree.
    - iii. the highest number of graduate credit hours and/or approved workshops or certifications beyond the degree, in the teaching area of the respective Professional Employee; 1 point for each 15 graduate credit hours or 225 workshop clock hours.
  - b. If the above summation results in a tie, the appropriate Dean and Division Director will base their recommendation on administrative assessment of the faculty being considered for RIF.
- 2. Service and Benefits - Professional Employees shall retain credit for their length of service up to the time of the reduction in force, but shall not be entitled to earn additional credit for service or receive benefits during the reduction in force.
- 3. Recall - Professional Employees shall retain the right to recall until sixteen (16) months after the day the employee's last regular contract was scheduled to terminate. If the Board decides additional Professional Employees are needed during this time, those on release shall be eligible for reinstatement, before other applicants are considered, using the criteria as were used to determine retention from the reduction. Any Professional Employees who are not recalled during this period shall be considered terminated at that time without liability to either party.

The procedures for the non-renewal and termination of the contracts of the Professional Employees provided in K.S.A. 1976 Supp. 72-5436, et seq., as amended, shall be incorporated into this Agreement by reference.

**Section D. Cancellation of Contract**

Any instructor who is under contract with the College will be released from that contract only by formal action of the Board of Trustees when the resignation is deemed to be in the best interest of the College. The instructor requesting the release shall make application in writing to the President of the College stating the specific reasons for the requested release. Each such request will be judged on its own merits, with consideration given to the reason for the request, difficulty in promptly filling a vacated position, disruption to the education process caused by the resignation, and any diminution of the quality of education provided to students. The Board of Trustees shall not be required to release an instructor from contract.

The Board may assess liquidated damages for a resignation after May 15 or a failure to complete the full term of a contract according to the following schedule:

May 16 through June 30 .....	\$ 500.00
July 1 through July 31 .....	\$1,000.00
August 1 through the end of the school year .....	\$2,000.00

All liquidated damages, based on the schedule above, are due when the request for release is presented to the Board.

At the same time the instructor requests a release from his or her contract, he/she may request that the liquidated damages be waived by making an application in writing to the President of the College stating the specific reasons for the requested waiver. Each such request will be judged on its own merits, and a hearing will be held before a panel of two instructors appointed by the Association and two administrators appointed by the President. The hearing will be held within five working days after being received by the President. The instructor shall be notified of the date, time and place of the hearing and shall have the opportunity to address the Appeals Panel. The Appeals Panel will make a recommendation to the Board at their next regularly scheduled meeting. The Board may choose to accept or reject the recommendation of the Appeals Panel. An instructor not released from contract will be expected to continue discharge of duties until the end of a contract term or any subsequent action of the Board releasing the instructor.

An instructor currently under contract shall be determined to be under contract for the next teaching year unless a resignation is submitted on or before May 15 of the current contract year. New instructors shall be determined to be under contract once a signed contract has been received by the College.

Any instructor who is not released from his/her contract by Board action shall fulfill the terms of such contract and any action by the instructor resulting in a failure to fulfill the terms of the contract shall amount to a breach of contract and will subject the instructor to any and all legal remedies available to the Board of Trustees. In the event of a breach of contract by the instructor, appropriate notation of the same will be placed in the instructor's personnel file.

**ARTICLE XII – PROBATION PERIOD**

**Section A. Probationary Employment**

All Professional Employees shall be probationary pursuant to the provisions K.S.A. 72-5445.



**DURATION OF AGREEMENT**

The Board of Trustees of The Garden City Community College (hereinafter referred to as the "Board") and The Garden City Community College Higher Education Association, as representative of the Professional Employees (as defined in K.S.A. #72-5413) of The Garden City Community College, enter into the Agreement covering the terms and conditions of professional service for the school year 2010-2011. During this period, the Agreement may only be reopened by or amended by the written consent of both parties.

ATTEST:

DATED at Garden City, Kansas, this 2nd day of November, 2010.

THE GARDEN CITY COMMUNITY COLLEGE  
HIGHER EDUCATION ASSOCIATION

By \_\_\_\_\_  
Larry Pander, Chief Negotiator

THE GARDEN CITY COMMUNITY COLLEGE  
BOARD OF TRUSTEES

By \_\_\_\_\_  
Dr. William Clifford, chair

## **APPENDIX A – JOB EXPECTATIONS FOR FULL-TIME FACULTY**

These descriptions serve as a guide for the types of activities expected of full-time faculty. They are not inclusive or restrictive, but serve as a guide.

### Teaching

Curriculum development  
Assessment  
Counsel students about academic progress  
Counsel students who have academic problems  
Grading  
Textbook and instructional materials  
Course development and preparation  
Teaching load  
Meet classes for appropriate time lengths

### Service to Students

Support college activities  
Establish, post and maintain at least 10 hours per week for student consultation  
Advising  
Degree audit  
Contacting returning students (follow up, retention)  
Club sponsorship  
Work with accommodations person to meet the needs of special population students  
Make appropriate student assistance referrals

### Educational Leadership

Professional development  
State-wide/regional/national leadership on committees  
Chair college committees  
Participate in evaluation process

### Service to College

Participate in planning and budgeting process  
Attend and participate in department meetings  
Participate in committee meetings (faculty, internal governance, planning, etc.)  
Meet all deadlines for scheduled reports  
Recruiting  
Support Endowment activities  
Collaborating with colleagues  
Keep abreast of technological change

### Service to Community

Work with K-12 colleagues  
Work with business/industry related to teaching field  
College promotional activities  
Participate in community service clubs  
Participate in service learning

## **APPENDIX B – CRITERIA FOR PLACEMENT ON THE SALARY SCHEDULE**

### Minimum Qualifications for Placement on the Salary Schedule

#### **1. Level I**

- a. Bachelor's degree, OR
- b. For Specialized Career Fields only:
  - i. Industry certification

#### **2. Level II**

- a. Bachelor's degree plus thirty (30) graduate credit hours in the subject or related field, OR
- b. Master's degree in the subject field or related field, OR
- c. For Specialized Career Fields Only:
  - i. Industry certification and fifteen (15) years full-time related work experience

#### **3. Level III**

- a. Master's degree plus thirty (30) graduate credit hours in the subject or related field, OR
- b. MFA degree, OR
- c. An earned doctorate in the subject or related field, OR
- d. For Specialized Career Fields Only:
  - i. Bachelor's degree with major in subject or related field plus five (5) years full-time college teaching experience or five (5) years full-time related work experience

#### **4. Level IV**

- a. Master's degree plus sixty (60) graduate credit hours in the subject or related field, OR
- b. MFA degree plus ten (10) years full-time college teaching experience or ten (10) years full-time related work experience, OR
- c. An earned doctorate in the subject field or related field plus ten (10) years full-time college teaching experience or ten (10) years full-time related work experience, OR
- d. For Specialized Career Fields Only:
  - i. Bachelor's degree in subject or related field plus fifteen (15) years full-time related work experience, OR
  - ii. Bachelor's degree plus fifteen (15) graduate credit hours in the subject or related field and ten (10) years of full-time related work experience or ten (10) years full-time college teaching experience, OR
  - iii. Master's degree

#### **5. Level V**

- a. MFA degree plus twenty (20) years full-time college teaching experience or twenty (20) years full-time related work experience, OR
- b. An earned doctorate in the subject or related fields plus twenty (20) years full-time college teaching experience or twenty (20) years full-time related work experience, OR
- c. For Specialized Career Fields:
  - i. Bachelor's degree plus thirty (30) graduate credit hours in the subject or related field and twenty (20) years of related work experience or twenty (20) years full-time college teaching experience, OR
  - ii. Master's degree plus twenty (20) years' full-time related work experience or twenty (20) years full-time college teaching experience

**NOTES:**

- Experience in excess of minimum requirement for each level can be counted toward vertical line placement. Up to ten (10) years of prior full-time teaching or work experience may be considered for initial step placement.
- The following ratios of service steps to years of work experience will be used for vertical line placement. The sum of all credits will be rounded to the nearest whole number, with any figure ending in 0.5 being rounded up.

1.0 : 1.0 for post-secondary experience as a Faculty Member in the appropriate field

0.75 : 1.0 for secondary experience as a Faculty Member in the appropriate field

0.5 : 1.0 for graduate assistantship in the appropriate field

0.5 : 1.0 for work related experience

- Quarter hours are calculated at 0.67 per credit hour

Credit for completed graduate hours may be allowed toward vertical placement at the rate of six (6) credit hours per one step at the discretion of the appropriate dean.

## **APPENDIX C – CRITERIA FOR ADVANCEMENT ON THE SALARY SCHEDULE**

### Minimum Qualifications for Advancement on the Salary Schedule

#### **1. Level II**

- a. Bachelor's degree plus thirty (30) graduate/approved credit hours in the subject or related field or 30 approved equivalent credit hours of professional development OR
- b. Master's degree in the subject field or related field, OR
- c. For Specialized Career Fields Only:
  - i. Industry certification plus fifteen (15) approved credit hours in the subject or related field or fifteen (15) approved equivalent credit hours of professional development

#### **2. Level III**

- a. Master's degree plus thirty (30) graduate/approved credit hours in the subject or thirty (30) approved equivalent credit hours of professional development OR
- b. MFA degree, OR
- c. An earned doctorate in the subject or related field, OR
- d. For Specialized Career Fields Only:
  - i. Bachelor's degree with major in subject or related field

#### **3. Level IV**

- a. Master's degree plus sixty (60) graduate/approved credit hours in the subject or related field or sixty (60) approved equivalent credit hours of professional development OR
- b. MFA degree/earned doctorate in the subject field or related field plus fifteen (15) approved equivalent credit hours of professional development, OR
- c. MFA degree/earned doctorate in the subject field or related field plus ten (10) years full-time teaching experience at GCCC, OR
- d. For Specialized Career Fields Only:
  - i. Bachelor's degree in subject or related field and fifteen (15) approved graduate credit hours in the subject or related field or fifteen (15) approved equivalent credit hours of professional development, OR
  - ii. Bachelor's degree in subject or related field and fifteen (15) teaching experience at GCCC, OR
  - iii. Master's degree

#### **4. Level V**

- a. Master's degree plus sixty (60) graduate/approved credit hours in the subject or related field and twenty (20) years full-time teaching experience at GCCC, OR
- b. MFA degree/earned doctorate in the subject or related fields and thirty (30) approved equivalent credit hours of professional development, OR
- c. MFA degree/earned doctorate in the subject or related fields and twenty (20) years full-time teaching experience at GCCC, OR
- d. For Specialized Career Fields:
  - i. Master's degree and thirty (30) approved equivalent credit hours of professional development, OR
  - ii. Master's degree and twenty (20) years full-time teaching experience at GCCC

#### **NOTES:**

- Quarter hours are calculated at 0.67 of a credit hour
- This criterion shall not cause a reduction in level or step for any current faculty member who moved due to approved credit hours, professional development, degree completion or years of experience.
- This criterion shall not cause a change in original placement of faculty by administration

## **APPENDIX D – FACULTY FLC PHASE OUT**

<b>Faculty</b>	<b>Course Number</b>	<b>Course Name</b>	<b>FLC</b>
Hoke, Philip	DRAM 144	Technical Theatre I	.33
Kolbeck, Kent	JDAT 102	Agricultural Power Trains I	.40
	JDAT 103	Agricultural Hydraulics I	.21
	JDAT 109	Harvesting Equipment	.52
	JDAT 202	John Deere Engine Systems	1.98
	JDAT 212	Agricultural Power Trains III	.21
	JDAT 213	Agricultural Hydraulics III	.21
Lee, Terry	BIOL 1102	Special Topics: Human Dissection	.33
McAllister, James	MUSC 120	Band I	1.00
	MUSC 124	Jazz Ensemble I	1.00
Morgan, Linda	CRIM 106	Supervised Police Training	.34
	CRIM 121	Police Firearms I	.17
	CRIM 222	Police Firearms II	.17
	CRIM 223	Police Firearms III	.17
Rupp, David	CRIM 106	Supervised Police Training	.34
	CRIM 121	Police Firearms I	.17
	CRIM 222	Police Firearms II	.17
	CRIM 223	Police Firearms III	.17
Schmidt, Roger	JDAT 102	Agricultural Power Trains I	.40
	JDAT 103	Agricultural Hydraulics I	.21
	JDAT 109	Harvesting Equipment	.52
	JDAT 202	John Deere Engine Systems	1.98
	JDAT 212	Agricultural Power Trains III	.21
	JDAT 213	Agricultural Hydraulics III	.21
Schafer, John	BIOL 213	Microbiology	.19
Wright, Clay	MUSC 130	Choir I	1.00
	MUSC 132	Vocal Ensemble I	1.00

**PPENDIX E – SALARY SCHEDULE**

Salary Matrix (2010-2011)

	Level One	Level Two	Level Three	Level Four	Level Five
1	33,810.47				
2	34,439.74				
3	35,069.01				
4	35,698.28				
5	36,327.55				
6	36,956.82				
7	37,586.09	37,586.09			
8	38,215.36	38,215.36			
9	38,844.63	38,844.63			
10	39,473.90	39,473.90			
11	40,103.17	40,103.17			
12	40,732.44	40,732.44			
13	41,361.71	41,361.71			
14		41,990.98	41,990.98		
15		42,620.25	42,620.25		
16		43,249.52	43,249.52		
17		43,878.79	43,878.79		
18		44,508.06	44,508.06		
19		45,137.33	45,137.33		
20		45,766.60	45,766.60		
21			46,395.87	46,395.87	
22			47,025.14	47,025.14	
23			47,654.41	47,654.41	
24			48,283.68	48,283.68	
25			48,912.95	48,912.95	
26			49,542.22	49,542.22	
27			50,171.49	50,171.49	
28			50,800.76	50,800.76	
29			51,430.03	51,430.03	
30				52,059.30	52,059.30
31				52,688.57	52,688.57
32				53,317.84	53,317.84
33				53,947.11	53,947.11
34				54,576.38	54,576.38
35				55,205.65	55,205.65
36				55,834.92	55,834.92
37				56,464.19	56,464.19
38				57,093.46	57,093.46
39					57,722.73
40					58,352.00
41					58,981.27
42					59,610.54
43					60,239.81
44					60,869.08
45					61,498.35
46					62,127.62
47					62,756.89
48					63,386.16
49					64,015.43

November 2, 2010

TO: Board of Trustees  
FROM: Dee Wigner  
RE: Hazel Shriver Charitable Trust

In response to the Board of Trustee's request for proposals for the Shriver Trust donation, the IT Department and I are submitting two proposals. The trust document indicated the money should be used for improvements and replacements of existing equipment or purchases of new equipment by Academic Departments. From previous conversations, I sensed the Board was looking for a project that would upgrade or modernize instructional technology or expand wireless access on the GCCC campus. I believe our proposals meet the Board's expectations.

The trust provided the college with \$299,530.30. Although the cost estimates for our proposals are preliminary, we believe the trust could fund both proposals. Specific information regarding the proposals follow this memo.



# MEMORANDUM

**To:** GCCC Board of Trustees

**From:** IT

**Date:** October 1, 2010

**Subject:** Proposal for Hazel Shriver Trust – infrastructure and wireless connectivity

We are recommending a preliminary proposal to upgrade infrastructure to meet federal requirements and to support state of the art instructional equipment as well as implement a wireless solution for the campus. Currently, the college is not in compliance with new federal regulations regarding illegal downloading and file sharing of copyrighted material and has very little to no wireless connectivity.

The network infrastructure is the backbone for all communications on the network and has to be in place before federal requirements can be met or before any wireless solution can be implemented on campus. We recommend the purchase of the remaining infrastructure and wireless access points to establish wireless communications in our public areas and specific classroom/shop areas that will accommodate the students and faculty on this campus. In addition, the infrastructure would allow us reduce or block illegal file sharing as per federal regulations. This not only will give the student and the faculty wireless capabilities, but it will also bring a Gigabit connection to the desktops that are currently in place. With the 10 Gigabit backbone the data will have less latency and less room for network failures. The proposed solution is to purchase the remaining network infrastructure to complete the backbone. We are also requesting to purchase the wireless controller and 45 indoor/outdoor wireless access points to cover the public areas of the campus. These public areas are:

1. **Courtyard**- 4 access points will be used to ensure a total meshed area.
2. **Library**- 4 access points will be used to give proper coverage in the entire library.
3. **Cafeteria/Portico** – 4 access points that will allow coverage from the residential life office to the Student Union.
4. **Student Union** – 2 access points in the upstairs to support the Bistro and the entire upper floor of the Union. 1 access point in the basement that will support the theatre, and commons areas of the Student Union basement.
5. **John Deere Program** – 3 access points that will cover the classroom and the shop areas so that the students will be able to expand the Deere Tech software as they are working on the machinery.
6. **Nursing Program** – 4 access points will give the proper coverage to allow the wireless notebooks that the program currently has, to be able to access the live data from the Sim Man without losing connectivity to the network. This will give the students and the faculty the mobility in the classroom and building and remove the current restrictions.

7. **CECS** – 1 access point that will span over the three classrooms. Since these classrooms are divided by fiber hanging walls, the signal will be strong enough to handle the individuals that are in the class and would remove the cables that run across the floor.
8. **ALC** – 2 access points to cover the basement labs and some of the classrooms.
9. **Humanities and Fine Arts courtyard and front commons area** – 1 access point that will span over the courtyard and the front commons area that will allow students and faculty the ability to access the internet and data with ease.
10. **Penka Building** – 1 access point that will help supplement the nursing program. This will provide a small commons area that will allow access which doesn't require the student to be within the nursing program area.
11. **Dorms** – 2 access points that will cover the commons area in the front of the west dorms and 1 access point that will cover the back commons area of the west dorms.
12. **ACAD Labs** – 2 access points that will supplement the open labs and give the students some freedom in those labs to connect to the internet and do homework via their notebooks.
13. **DPAC** - 8 access points to include Hall of Fame, gymnasiums for media transmission, athletic training, and classrooms.
14. **Fouse Building** – 5 access points to cover hallways and Lecture Hall.

## Projected Costs

QTY	EQUIPMENT	COST
33	Enterasys 48 port switch	\$92,400.00
5	Enterasys 24 port switch	\$9,500.00
33	Short stack cables to connect switches to each other for 10gig backplane.	\$2,475.00
10	Long stack cables to connect switches to each other for the 10gig backplane.	\$950.00
1	Enterasys 50 AP Controller	\$8,500.00
1	Enterasys Control Manager	\$2,500.00
1	Enterasys C20 License	\$1,200.00
45	Enterasys AP	\$22,275.00
1	Enterasys Domain Forrest connector	\$9.00
1	Enterasys Supportnet s11	\$1,984.00
1	Enterasys Supportnet S05	\$554.00
1	Enterasys Supportnet S01	\$338.00
	<b>Totals</b>	<b>\$142,685.00</b>

# MEMORANDUM

**To:** GCCC Board of Trustees

**From:** IT

**Date:** October 1, 2010

**Subject:** Proposal for Hazel Shriver Trust – state of the art instructional equipment

We present a preliminary proposal to purchase new equipment for faculty, classrooms and student computer labs. Some of the smart classrooms will receive new projectors and new sound for multimedia playback. Upgraded equipment will replace outdated equipment in student computer labs and classrooms.

Currently, the computers and monitors used by faculty and students range from 3 years to 10 years old. Many classroom projectors were installed 5 years ago and are no longer repairable. Classroom sound systems have failed creating distorted sound or no sound at all.

This proposal includes new computers and monitors for every full time faculty member, approximately 70 machines. Approximately 50 computers and monitors, located in student computer labs across campus also need to be replaced. The computer we recommend is an HP ultra slim, which will reduce the desktop or floor space by 20 to 30 percent. The machines are also low power consumption computers, which should reduce campus utility costs.

The replacement of sound in the smart classrooms would be accomplished with the purchase of new cables, amplifiers and speakers. This will give the classroom enough sound for music, video and any other audio video playback that the faculty will need to teach the class. We have a total of 40 smart classrooms that need to have the sound upgraded or installed.

## Projected Costs

QTY	EQUIPMENT	COST
40	Wall or Ceiling mount speakers	\$2,200.00
40	40 watt amplifiers	\$7,400.00
40	50ft 3.5mm stereo jack to connect amps to projectors	\$800.00
121	HP 8000 ultra slim desktop computers	\$87,725.00
168	Acer 22" monitors	\$26,376.00
21	Epson Powerlite +84 projectors	\$15,288.00
21	Epson universal projector mounts	\$1,848.00
1	Shipping	\$2,500.00
	<b>Totals</b>	<b>\$144,137.00</b>

## INCIDENTIAL INFORMATION

November 2010

### **Steve Quakenbush-Director of Information Services**

#### **Incidental Information, November 2010**

#### **Steve Quakenbush, Information Services and Publications**

GCCC was represented Oct. 13 at the Seventh Annual Garden City Community Diversity Breakfast by students, employees and trustees, and earned Best Table honors for displays of flags representing the countries of origin of our students. Those representing GCCC included Hassan Gelle, Diego Ramos Perez, Rodo Elmi, Halima Barow and Dwa Tho, students; Ron Schwartz and Della Brandenburger, trustees; Tessy Thykkuttathil, Greg Thomas, Debbie Berkley, Hector Martinez, Linda Miller and Velia Mendoza, employees. Other GCCC employees also attending included Cathy McKinley, Tammy Haines and Ron Smith.

World War II Navajo code talker Samuel T. Holiday is speaking in a campus and community Veteran's Day program at 10 a.m. Nov. 10 in the fine arts auditorium, and the GCCC Student Government Association is using the occasion to accept contributions for the Garden City Honor Flight that will take Southwest Kansas veterans to visit the National World War II Memorial in Washington, DC. Mr. Holiday is one of 280 Navajo soldiers who served with the U.S. Marine Corps and used their language to communicate vital radio messages that were undecipherable by the Japanese military. He was injured in combat, credited with going behind enemy lines to help destroy an enemy artillery battery on Iwo Jima and assisting in the sinking of an entire enemy convoy. After the war, he was awarded the Silver Congressional Medal of Honor.

Production is under way on the spring edition of "Inside GCCC," the college newsletter and course schedule tabloid, which will be mailed to all homes in the college service area prior to Registration Day in January. In addition, the college will be launching a spring term enrollment advertising campaign when spring semester registration opens to the public this month. The campaign will continue until Christmas break, and resume with the re-opening of the campus in early January. The size of "Inside GCCC" has been reduced by four to eight pages, because of budget constraints, and the circulation has been reduced from 38,000 to 28,000 for the same reason.

The 2009-2010 GCCC Annual Report was published Oct. 25, with copies of the four-page document inserted in the full circulation of the Garden City Telegram. The report is also posted in PDF format on the Trustee page of the GCCC website, and copies are available to the public at the President's Office and Information Services Office.

GCCC's Alpha Xi Upsilon Chapter of Phi Theta Kappa was scheduled to host the 2010 Kansas Regional Honors in Action Leadership Conference Nov. 5-7, drawing approximately 100 top community college scholars from around the state to focus on the topic of Democratization of Information. In addition to presentations, research and discussions, the conference schedule also included a community service project, involving removal of carpeting as part of preservation efforts at Garden City's historic Windsor Hotel.

When the GCCC Victory bell rolls up Main Street the evening of Dec. 11 in Garden City's annual Christmas season parade, it will mark the 85<sup>th</sup> consecutive community parade in which the college has participated. GCCC staff and faculty volunteers ride the bell trailer each year in parades not only for the holiday season, but also Cinco de Mayo, Beef Empire Days, Independence Day, the Community Mexican Fiesta and Veteran's Day.

The Information Services and Publications Office receives and responds to numerous public and news media questions and requests each week, on a variety of topics pertaining to the college. However, one

recent question about GCCC history has stumped us. A local alumnus who is writing an autobiography contacted us to ask what the rate was for GCCC tuition in 1950, and so far, we haven't been able to locate any records or information.

American composer Brian Balmages, Baltimore, Md., conducted a two-day music residency Oct. 29-30 at GCCC, working with our own band musicians and those from Panhandle State University of Goodwell, Okla., as well as high school band students from Cimarron, Cheney and Garden City. The visit concluded Oct. 30 with a public concert of selections written by Mr. Balmages, including the debut performance of a new piece commissioned for the workshop, entitled "The Temple of the Murals." The concert also featured a guest horn performance by University of Kansas Assistant Professor of Music Paul Stevens.

Mercer Gallery is hosting an art exhibition entitled "Four from Lindsborg," featuring a series of paintings, lithographs and etchings by Lee Becker; a group of stoneware pieces by Ron Michael; a collection of paper images by David Olson; and a number of ceramic forms by Sunny Schultz. The art show, which opened Oct. 31, is scheduled to conclude with a public reception for the artists from 1 to 3 p.m. Nov. 21. Ms. Schultz, a Lindsborg resident since 2006, was born and raised in South Korea. The other three artists are Kansas natives, each with connections to Bethany College.

### **Bob Larson-Athletic Director-Dennis Perryman Athletic Complex**

#### Volleyball

The volleyball team did not have the season that they were hoping for as they finished with a record of 2 wins and 28 losses. Coach Jay did a solid job of coaching the team that she had, but a stronger recruiting effort must be made for the 2011 season. The girls and Coach Jay should be commended for their effort throughout the year as they competed hard until the end. We are in the process of requesting to be removed from probation, which should be granted. Coach Jay is out recruiting for next year already and has already had three prospective student-athletes on campus visits.

#### Women's Soccer

The women's soccer team finished with a school record for wins in a season as they had a record of 9 wins, 7 losses, and 2 ties. The team also qualified for the Region VI tournament, losing to eventual champion Hutchinson CC. They will return a bulk of their team for the next season. They had a 2<sup>nd</sup> team all-conference player and two honorable mention all-conference players. Coach Andrea Gorton is now back on the recruiting trail looking to build even more for next year.

#### Men's Soccer

The men's soccer team finished in a tie for second place in the Jayhawk Conference and also finished as Region VI runner-up. They had a final record of 14 wins, 3 losses, and 2 ties. Whitney Browne was named offensive player of the year in the conference. In addition to Browne, the Busters placed four more players as first team all-conference, three were named second team all-conference, and one was named honorable mention all-conference. Coach Stephen Gorton is out looking to recruit more quality players to GCCC as they try to get back to winning the conference and the region in 2011.

#### Cross Country

The men's cross-country team is still competing as they are preparing for the NJCAA National Meet in Spartanburg, SC. The women's cross country team finished fourth in the Jayhawk West and seventh in Region VI at the Region VI championship meet on Monday. The men's cross country team won the Jayhawk West and took second in the region behind Cowley College who is ranked #1 in the nation. They will continue to train as they prepare for nationals.

#### Football

The Broncbuster Football team struggled this year as they posted a 3 win and 6 loss record. They had an outstanding defense, but the offense faltered during the season. Throughout the season we had three different player named the KJCCC player of the week. Voting for all-conference honors will be coming next week. Head Coach Lucas Aslin has decided to resign his position following the year, so we are in the process of looking for a new head coach.

### **Kevin Brungardt-Dean of Academics**

Training was held on the 3<sup>rd</sup> and 4<sup>th</sup> of this month for the eCompanion platform for on-line supplemental and hybrid instruction. We are moving from the BlackBoard platform we were using to eCompanion for a variety of reasons. Previously, much of the clerical work associated with BlackBoard – training, troubleshooting, and setting up course shells – was completed by a faculty member who was paid additional FLC for her work. That person has since retired. Also, the server housing the BlackBoard platform was housed on campus which created additional problems with bandwidth. The server for eCompanion is hosted off campus which should open bandwidth somewhat.

The eCompanion platform is a product of eCollege which is the platform used by EduKan. Because we are already involved with eCollege, we can get eCompanion for a price comparable to what BlackBoard was costing us. Projected price increases by BlackBoard over the next few years should ultimately result in saving money for the college in the long run.

The training sessions were held on two days. The first was a train-the-trainer session in which 10 faculty volunteers received training to be able to help their colleagues who may later want to start developing shells or who miss the training on the 4<sup>th</sup>. The faculty currently using BlackBoard in their classes received training on the 4<sup>th</sup>. Now faculty are working on converting the shells they were using with BlackBoard over to the eCompanion platform.

During the Christmas break this year, three hybrid classes will be offered to students needing classes for eligibility and other purposes. We have noticed that some of our students were looking elsewhere for on-line classes over the break and decided to develop some classes for them to take through GCCC. In this manner we can control the content of the courses to ensure quality educational opportunities while meeting student needs at the same time.

A group of four instructors, two technical and two academic, have recently begun meeting to create a campus-wide assessment program. This committee is currently defining what we want from assessment data and will be working with all disciplines on campus soon to define learner outcomes and appropriate assessment pieces for each area very soon. Ultimately, we are looking to create a comprehensive assessment program that will cover all levels of instruction from the individual class level to the college level.

Three faculty are working on the College Skills curriculum in an effort to prescribe specific changes to the program to better meet the needs of students. At the present time, curriculum needs to be aligned and standardized to some extent. Also, a training program for instructors new to the College Skills class is being devised. This committee will also address such issues as college wide standardized assessment, guest speakers from library services and financial aid, and timeliness of when the classes are offered.

The faculty working to develop the Visual Communications program have been working on identifying the appropriate curriculum for the program. We have met with an advisory council consisting of representatives from the city, Cox Communications, the GC Telegram, the Chamber of Commerce, and a couple of businesses in town that deal with the kinds of skills this program will be designed to teach. The faculty members will be meeting again soon to discuss progress and to identify needs. Overall, we plan to meet one more time with the advisory council in February or March to show them what we are working on and to make sure the group is on the right track.

Two faculty from the computer science department are working on developing the syllabus for the essential computer skills class. The overall plan is to make this a class required of all full-time degree-seeking students with options to either test out of the class or to take a suitable replacement class which will cover all of the competencies of the essential skills class. This move is designed to meet the board ENDS that all students have essential computer skills.

Various divisions on campus are in need of adjunct instructors for the spring semester. Primarily the need is in science, math, and English classes. An ad was placed in the Telegram recently to which we received no credible replies. The division directors are currently working on identifying alternate means of recruiting qualified adjuncts.

**Lenora Cook-Dean of Technical Education**

The GCCC meats team took 2<sup>nd</sup> in lamb judging, 3<sup>rd</sup> in beef grading and judging, and 4<sup>th</sup> overall in the High Plains Contest

Congratulations to:

Brooke Giles (Gustine, CA) who was named as a 1<sup>st</sup> Team All-American by the American Meat Science Association for 2010. She was also named National Champion in Beef Judging, Beef Grading and Total Beef

Michael Jack (Eustis, NE) who was selected as the Rachel Hamilton Memorial Team Spirit Award Winner for GCCC for his dedication and commitment to the 2010 Meats Team

**Cathy McKinley-Dean of Continuing Education & Community Service  
Adult Learning Center**

Business & Community Education

GCCC’s personal enrichment *College for Life* partnership with Mosaic recently was featured in the national magazine, “Course Trends,” which is published monthly by the Learning Resource Network (LERN). Business & Community Director Jean Warta customized College for Life programming which includes 24 classes throughout the year. The magazine article can be viewed at [http://www.lern.org/library/Archives/CT/CT\\_Vol28\\_No6.pdf](http://www.lern.org/library/Archives/CT/CT_Vol28_No6.pdf).

Challenges and solutions

- *Challenges:*
  1. Improve and grow community programming with less staff members
- *Solutions:*
  1. Attending LERN conference for possible solutions

OCT 2010	Course	Enrollments	Hours of Instruction
<b>Contract Trainings</b>	Making Halloween Treats – Mosaic	8	2
	Rules of the Road (Burmese) – ALC	12	3
	Become a Career Woman – Women of Purpose	10	4
	Challenge Course – USD 457	23	8
<b>Open Enrollment</b>	Osher: Cowboy Culture of Kansas	28	6
	Basics of eBay	6	4
	Discover E-Mail	5	4

	Insurance CEUs	41	3
	Lead Safe	9	8
	Insurance CEUs for Bankers	9	8
	Leading Change Seminar	3	4
	Conflict Management	3	4
<b>Online</b>	Ed2Go - Misc. programs	1	n/a
	Insurance CEUs	2	24
	PHR Certification – partnership with Wichita Area Tech	2	8
	<b>TOTALS</b>	<b>162</b>	<b>94</b>

### **Project Destiny – Year 5**

Project Destiny has begun its fifth year of the grant and is working on a proposal for renewal in 2011. So far this year, the program has started a new class in Syracuse where 15 students who qualified as migrants are participating the High School Equivalency Program (HEP) in Spanish.

*Challenge:* A new administration at Mary Queen of Peace in Ulysses where classes are offered on Tuesdays has requested Project Destiny to comply with a contract, a deposit for the use of a key and insurance as part of the new restructuring of the church and to have better control of different groups and organizations using its building.

*Solution:* Staff met with Janie Belt, Mary Queen of Peace secretary and member of the Church Council, in Ulysses to meet all the requirements with the help of the GCCC Business Office.

### **Project KANCO – Year 2**

Recruitment is ongoing for next year’s KANCO participants. The staff was able to participate in several school conferences with Admissions Representatives including visits to Ingalls, Montezuma, Ulysses, Syracuse and Dodge City.

The program also has developed a waiting list where the siblings of current and past KANCO participants have been referred and are waiting to graduate from high school. The list already has “potential candidates” for the school year 2012.

The weekly meetings held with KANCO students by the KANCO Assistant Coordinator to help students with their personal and academic challenges went up to 65% participation.

*Challenge:* As the staff goes out to different area high schools to recruit new students to participate in Project KANCO, it has become important to educate the public on the requirements of this scholarship program.

*Solution:* The KANCO staff is taking the steps to educate school officials, students and parents about what migrant families and how applicants need to show their Certification of Eligibility – better known as **COE** through the state of Kansas or any other state where the family has been certified by the agricultural based job they have worked on.



The Payroll Office manages the leave request recording process. After a thorough, triple proof of each leave record, copies of leave and comp time records were distributed to the full time employees. This process is done twice a year in October and April.

Dallas Crist, payroll coordinator, participates in the new employee orientations provided by Human Resources. An explanation is given of payroll office functions and procedures and how the new employees' pay is calculated. Open enrollments and benefit changes are discussed and the new employees are encouraged to make inquiries of payroll related issues that are not clear to them. The Payroll Office uses this as a mean of helping students learn, one of the AQIP criteria, and to hopefully alleviate any concern an employee might have concerning their compensation at GCCC. This additional attention to employee needs could translate to higher quality instruction and service to our students. Maintenance has been checking all outdoor lighting and replacing light bulbs as needed. Improvements made to the Baseball Academy include new nets and exterior doors. Improvements continue at the softball field with carpentry work being done on the dugouts.

Several college employees went to Scott City to take inventory of equipment and furniture. A plan was devised to distribute the items to those in need across campus. As per the agreement with Melinda Harrington, college property will be removed by November 15 and the utilities will be transferred to the Endowment Association.

JT Kent is busy in Central Services. He is quickly learning the copy machines, printing process and central supply. Due to the elimination of one position in this department, the morning mail delivery route has been eliminated. Mail, freight and copy work is now delivered once daily beginning at 1:30. Jeff Southern was able to write a program that allows BJ Kemper, switchboard operator, to change telephone extension assignments within our phone system. This allows the telephone caller ID function to be updated as necessary. In the past, the updates were entered by United Communications when they were on campus for a service call. The process now happens much faster and we do not incur a labor charge for the time it takes to enter the data.

Letters regarding the tax credit program are being mailed to over 300 individuals and businesses in southwest Kansas. The letters will be followed up with phone calls to answer any questions and to schedule meetings with those interested in participating. To date, two donors have contributed \$11,200. Only \$ 335,855 left to collect!

### **Deanna Mann – Dean of Institutional Effectiveness & Enrollment Services**

#### **Ryan Ruda-Dean of Student Services**

##### Student Support Services

Student Support Services is emphasizing transfer opportunities for SSS participants after they graduate from GCCC. We will be taking our participants to the University of Kansas Multicultural Conference, the Kansas State University Tips Day, and a one day trip to Fort Hays State University to help them learn more about opportunities for them to complete a Bachelor's degree. A Lunch and Learn was held on Friday, October 22, 2010. The topic "Transfer Orientation" was designed to assist students in gaining the knowledge they will need in order to make a smooth transfer to a four year school.

##### Health Services

As of 10/28/10, Janice Nunn, GCCC nurse, has given or scheduled 90 influenza vaccinations and has an additional 30 available. She has been monitoring the 338 residences and with only 4 left to obtain Tuberculin Skin Test, the Residential Life Immunization Compliance 99% complete.

##### Counseling/Advising

The National Mental Health Screening Day was held on October 7<sup>th</sup>. The 107 students who participated were screened for the following areas: Depression, Mood Disorder, Anxiety Disorder, and PTSD. Counselors followed up with recommendations, information and referrals.

### Residential Life

The numbers of residents for Fall 2010 has fluctuated slightly from the beginning of school, from 333 in August to 338 in October. All the overflow rooms still have students in them, some of the apartments have a fourth bedroom (the living room), we have a few rooms that are tripled up, and there are currently 20 students still housed at the Rodeway Inn. We started with 16 students housed at the hotel, and on October 18<sup>th</sup> added 11 more when the John Deere Ag students returned from internship. We have been able to move 7 students back to campus due to student attrition and will continue to move additional students back as we have appropriate space available. We will continue to house students at the hotel until the end of the fall semester, but plan to bring them back to campus for the spring.

Students at the hotel have endured numerous events including no heat or air periodically, no hot water, noise, close quarters, complaints, and the inconvenience of having to eat meals at the cafeteria when you live at the hotel. The students for the most part have been real troopers and worked with the hotel management to adjust to minor difficulties. The hotel has always been very willing to make it a good place for the students to be when they (the students) work with them.

We had some difficulties getting a hot water heater installed but worked with the hotel manager and the property company that owns the hotel to come to a resolution for the replacement. This did cause some issues but the manager here was very helpful and we do have hot water for everyone now. During the interim when students were without hot water in their rooms, we made sure they had access to a shower with hot water in a room with a large walk-in shower and no more than five people sharing these large showers.

The group of students is currently being supervised by Matt Quint, the assistant baseball coach who will move back to campus when the hotel is empty. Campus Security and Ron German, Residence Hall Supervisor, frequently patrol the lot and visit the students at the hotel.

### Student Activities and Intramurals

As of September 23<sup>rd</sup>, Intramurals is now under the direction of Micah Kasriel, Student Activities Coordinator. Her first scheduled intramural event was a Madden (video game) tournament & pizza party held Thurs. Oct. 21st. The event was a success with 21 students participating and lots of free pizza consumed. The tournament ran until the Student Center closed at 11p.m., however there were so many students signed up that they were unable to complete the tournament that evening and had to schedule the final rounds to be played the following Monday night. The next intramural event will be free massages for faculty & staff on Fri. Dec. 17<sup>th</sup>.

Below is the timeline that has been followed for Web Registration training and implementation for advisors. As of Fall 2010, all advisors will have the ability to utilize Web Registration for enrollment and be able to register students on-line from their offices. This will enhance the registration process and increase efficiencies for advisors and students.

<b>WEB</b>	<b>REGISTRATION</b>	<b>TIMELINE</b>
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**Spring 2009**

**Development and Testing**

- Registrar and Dean of Student Services worked with IT

**Fall 2009**

**Testing, Customization and Training**

- Pilot Group Selected
  - Counseling and Advising staff members
  - Student Support Services staff members
  - Faculty Advisors
- Enhancement Suggestions
  - Registrar and Dean worked with IT

**Spring 2010**

**Testing, Customization and Training (continued)**

- Additional Advisors Included
  - Launched web enrollment for Summer and Fall 2010 semesters
    - Summer 2010: 14 registrations
    - Fall 2010: 36 registrations

**Fall 2010**

**Training and Additional Enhancements**

- Additional Advisors Included

**Spring 2011**

**Fully Implemented**

## FISCAL OPERATIONS REPORT AND APPLICATION TO PARTICIPATE (FISAP)

AWARD PERIOD	2006-2007	2007-2008	2008-2009	2009-2010
Number of Students (Undup Headcount)	3,371	3,251	3,249	3,268
Tuition and Fees	\$2,584,744	\$2,567,960	\$2,651,656	\$2,870,252
Pell Grant Expenditures	\$1,490,488	\$1,565,103	\$1,851,188	\$3,000,231
Academic Competitiveness Grant (ACG)**	\$28,862	\$75,898	\$73,630	\$124,904
State Grants & Scholarships	\$27,895	\$25,426	\$22,046	\$25,658
Eligible Aid Applicants	1,198	1,156	1,226	1,462
Number of FSEOG Recipients	147	161	117	123
FSEOG funds paid to recipients	\$52,230	\$55,439	\$42,364	\$44,300
Number FWS Recipients	79	68	87	73
FWS Earned Compensation	\$67,378	\$69,168	\$82,167	\$86,368
FWS Students Employed in Comm. Serv. Activities	9	12	11	16
FWS Share of Comm. Serv. Earned Compensation*	\$8,096	\$12,127	\$13,475	\$12,519

FSEOG = Federal Supplemental Education Opportunity Grant

FWS = Federal Work Study

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

## DEFAULT STUDY 2008

### A. REPORTED DATA AND HISTORY

1. Borrowers in Default: 15  
 Borrowers in Repayment: 275  
 Dollars in Default: \$38,667  
 Dollars in Repayment: \$773,876  
 FY 2008 Default Rate: 5.4%

2.

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

3. Year of Loan:
  - 2002-03 \_\_\_\_\_ 5
  - 2003-04 \_\_\_\_\_ 8
  - 2004-05 \_\_\_\_\_ 5
  - 2005-06 \_\_\_\_\_ 11
  - 2006-07 \_\_\_\_\_ 3
 (Some students had more than one loan)

### B. STUDENT CHARACTERISTICS

1. Enrollment Status:

Full-Time \_\_\_\_\_ 15  
 Part-Time \_\_\_\_\_ 0

2. Educational Background:

High School Graduate \_\_\_\_\_ 12  
 G.E.D \_\_\_\_\_ 2  
 Students Transferring Hours \_\_\_\_\_ 5  
 Ability to Benefit \_\_\_\_\_ 1

3. Age Status:

Traditional \_\_\_\_\_ 13  
 Non-Traditional \_\_\_\_\_ 2

4. Residency Status:

In-State, In-County \_\_\_\_\_ 1  
 In-State, Out-of-County \_\_\_\_\_ 4  
 Out-of-State \_\_\_\_\_ 7  
 Rollover \_\_\_\_\_ 3

5. Exit Status:

Graduates of GCCC \_\_\_\_\_ 4  
 Non-Graduates of GCCC \_\_\_\_\_ 11

6. Exit Grade Point Average:

3.50 - 4.00 \_\_\_\_\_ 0  
 3.00 - 3.49 \_\_\_\_\_ 1  
 2.50 - 2.99 \_\_\_\_\_ 4  
 2.00 - 2.49 \_\_\_\_\_ 5  
 1.50 - 1.99 \_\_\_\_\_ 2  
 1.00 - 1.49 \_\_\_\_\_ 1  
 0.50 - 0.99 \_\_\_\_\_ 1  
 0.00 - 0.49 \_\_\_\_\_ 1

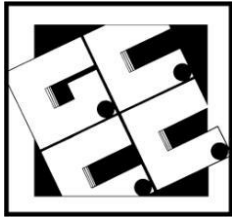
7. Major Area of Study:

Cosmetology _____ 1	Health, PE _____ 1
Business _____ 2	General Studies _____ 8
Criminal Justice _____ 1	Industrial Production _____ 0
Education _____ 1	Nursing _____ 1

8. Campus Activities Involvement:

None _____ 4	Student Support Services _____ 4
Basketball (Men's) _____ 2	Track (Men's) _____ 2
Football _____ 6	Track (Women's) _____ 0
Rodeo _____ 0	Volleyball _____ 0

(Some students had more than one involvement)



# Garden City COMMUNITY COLLEGE

**To:** Dr. Joseph Emmons, Interim President

**From:** Deanna Mann, Dean of Institutional Effectiveness

**Date:** November 2, 2010

**Re:** Accreditation

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Garden City Community College uses the Academic Quality Improvement Program (AQIP) as our method of accreditation. 2010 marked our seventh year of involvement in AQIP and completion of a comprehensive cycle of processes. Following a site visit in 2009 and reaffirmation of accreditation, GCCC has been granted continued accreditation through 2016-2017. However, as AQIP focuses on continuous quality improvement, much work has continued since the reaffirmation of accreditation. The college annually works on action projects and this year the college was required to submit its second Systems Portfolio as well as action project annual updates. The following is a brief description of each process and required documentation.

**Action Projects:** Each organization concentrates its energies on three or four Action Projects that will significantly advance its goals, and at least one must relate directly to Helping Students Learn. All Action Projects are entered on the AQIP website in a directory and are available to the public.

**Annual Update:** Organizations participating in AQIP file Annual Updates on the progress or completion of their active Action Projects. Updates provide feedback, recognition, and assistance if needed.

**Systems Portfolio:** The Systems Portfolio is a 100-page or 50,000 word document that explicates each of the major systems employed to accomplish an organization's mission and objectives. The organization answers specific questions for each of the nine AQIP Categories. For each system, the questions deal with context for analysis, processes, results, and improvement. The Organizational Overview presents a capsule picture that helps readers understand the organization's key strengths and ambitions, as well as the challenges and conflicts it faces.

The annual updates were submitted in September and feedback was received in October for each of the three active action projects. These are included for your review. At this time, the college is planning to retire the Assessment Action Project and launch a new project that focuses on Reading assessment and success. The other two action projects will remain in place through September 2011.

On November 1, 2010, GCCC's second Systems Portfolio was submitted. It is currently available on the GCCC website and I am having several printed copies made that will be available to faculty, staff and the Board of Trustees. I plan to have the copies for the Board at the November 10<sup>th</sup> meeting. The college should receive feedback from AQIP reviewers in February 2011, in the form of a Systems Appraisal. This information will be reviewed, made available to the BOT, published on the GCCC website, and will provide the basis for new action projects.

## **Garden City Community College Action Project Worksheet**

### **Timeline:**

Start Date: August 2007

Target Completion Date: June 2010

### **Brief Title**

Implement a Data-Enhanced Assessment of Learning

### **Brief Description**

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.

### **Reasons for undergoing this Action Project**

Feedback from our first 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.

### **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



**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)

**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

# 2010 Annual Update and Review Details

## 1. Project Accomplishments and Status

### GCCC Answer:

In the past year the committee worked with a variety of campus faculty to narrow the scope of the project in order to better establish a clear assessment direction for the college to take. Since the Assessment Committee decided that the essential learning objectives of writing, speaking, listening, math, and reading skills would provide the focus of our initial assessment initiative, the committee worked to establish and refine the definitions of each area. Definitions were created that are concise yet comprehensive in four of the five areas with the fifth still in progress.

The Board of Trustees has also established a new END providing that all students will possess essential computer skills. The committee added this general learning objective to their list and was able to create a good working definition to add to the overall general direction they wanted assessment to take.

Funding was established to implement the goal of providing the WorkKeys standardized assessments in the areas of reading, math, and locating information to all incoming students as well as all graduating students. This was a key goal for the committee so that reliable comparative data can now be collected and analyzed. In turn, the data should aid in directing curriculum revision and addition. An added benefit to this change in testing is students are now eligible to receive Work Ready certification on three levels which should aid in their marketability as employees.

A final accomplishment for the committee was the make-up of the committee itself. Goals were established to make the committee more faculty-driven with less top-down intervention in an effort to create interest and buy-in from the faculty at large. While some of the goals set forth by the committee during the previous year were accomplished in the reorganization of the group, it is a work in progress that will be discussed in more detail later in this report.

### Reviewer's Response:

The institution appears to have made little progress toward the action project and the original goal of improving processes for integrated common learning objectives, improved communication and collaboration, systematic collection and use of data, and faculty development. This action project concluded in June of 2010, and it appears that only a few measurable outcomes have been achieved of which include learning objective definitions for four objectives, a Board END statement regarding computer skill attainment, the implementation of Work Keys, and committee representation (AQIP Category (1) Helping Students Learn). While these accomplishments are notable and support the objectives, it is not apparent that the overall objectives have been met or how action project effectiveness has been measured and evaluated (AQIP Information and Learning Principle). For example, one objective was to develop consistent, applied institutional definitions of student achievement of common learning objectives and although definitions were established for four of the five, it is not clear how the institution determined and measured consistency and application. Further, it is not clear how improved communication was assessed and evaluated to determine effectiveness of the action project objective. While faculty development opportunities were noted as an objective, it is not evident what opportunities were systematically implemented and deployed as a process designed to enhance

teaching and learning (AQIP Learning Principle). Although the implementation of Work Keys will provide data and information, it is not clear how this tool aligns with current data collection and analyzing processes or how data is used systematically to determining effective learning strategies (AQIP Category (1) Helping Students Learn, AQIP Category (7) Measuring Effectiveness, and AQIP Category (8) Planning Continuous Improvement). Since this action project is completed and the institution has indicated that the next steps include reviewing data and determining appropriate assessment methods, establishing a systematic approach for aligning data and information to programs, services, and processes may enable the institution to effectively measure outcomes and demonstrate success (AQIP Learning Principle).

## **2: Institution Involvement**

### **GCCC Answer:**

The GCCC Assessment Committee is made up of faculty from a variety of teaching disciplines across campus and it is currently faculty-driven. The committee itself is a subcommittee of the Instructional Resources Core Committee which is, in turn, a part of the five major committees made up of faculty and staff that is used to drive policy on campus.

The Assessment Committee kicked off the spring 2010 semester with a breakout session at the college's spring in-service which all faculty members attended. During the session, a variety of strategies were used to develop ideas towards an overall assessment goal for the institution. The intent of gathering these ideas was to use them to define and shape a campus-wide assessment policy, to find out what the faculty community wanted assessment to look like, and to encourage faculty buy-in to the concepts discussed.

From there, the committee met as time would allow and discussed groupings of ideas, where some fit, and eliminated some. Finding common meeting times made it difficult to get the people making up the nucleus of the committee together at the same time. The members did as much work on it as they could within the time constraints with which they dealt. In doing so, they soon realized that more help was needed in refining the ideas gathered at the spring in-service session. Focus groups were established and surveys were sent out to select faculty sub-groups. The input gathered from these groups and surveys helped the committee hone the definitions.

### **Reviewer's Response:**

The participation of faculty from a variety of teaching disciplines on the Assessment Committee and the inclusion of all faculty in gathering feedback demonstrates a commitment to involvement (AQIP Involvement Principle). It is not clear how other stakeholders including staff, students, and partners were involved in the process or how information from such constituents was solicited and/or used in the action project planning and implementation. Establishing and developing a method to coordinate and diversify participation, including a variety of internal and external stakeholders, in future project planning may enable the institution to further demonstrate shared focus on student success (AQIP Collaboration and Involvement Principles, AQIP Category (9) Building Collaborative Relationships).

### **3: Next Steps**

#### **GCCC's Answer:**

The most important step for the success of the project at the present time is further reorganization of the make-up of the committee's function and personnel. Once this is done, the committee needs to focus its efforts in two opposite directions. One direction is to continue the path toward very specific standardized assessment. Some of this will be aimed at analyzing data gathered from the WorkKeys testing in order to compare the effectiveness of instruction at GCCC with other two and four year institutions. This will tell us how we measure up with other schools trying to reach similar goals for their students. In turn, it will direct our focus toward either fixing what isn't working through research and innovation or toward maintaining and improving a system that is working well. In either case, it will mean the beginning of a culmination of assessment development efforts by bringing the data full circle and thereby giving meaning and credence to this portion of the college's assessment initiative.

Along with the specific data gathered from standardized testing and following a similar path, the committee must decide which non-standardized assessments are needed so that the school can begin to take an introspective look at itself. This will have more to do with evaluating classes and programs for teaching effectiveness than with assessing the learning of the student placed in those classes. Assessments of programs and the classes within those programs will provide a better look at the core of education and learning at GCCC and thus will take us where standardized testing is not designed to go. The assessment of classes within programs will be a very different and new step for Garden City Community College that will involve several steps to bring it to full circle.

The first of these steps will be to identify the data needed for close analysis in order to set clear benchmarks and goals in the specific areas mentioned above. These will need to be established on the program level, the division level, and finally on the entire academic and technical levels as well. This kind of global information will eventually let us know if our efforts are paying off, need to be redirected, or should be abandoned and rethought. That is when assessment as an introspective piece will align itself with our efforts at gathering the kind of information we can receive from standardized testing. Each direction has an important role to play in an overall comprehensive assessment package that will be designed to facilitate effective learning strategies at the college.

#### **Reviewer's Response:**

Garden City Community College has identified appropriate next steps such as evaluating committee structure, determining standardized assessment strategies, gathering and analyzing pertinent data, benchmarking performance, and identifying effective practices (AQIP Category (1) Helping Students Learn, AQIP Learning and Information Principles). Although these next steps will provide important information, the institution may also benefit from the development of a comprehensive action project evaluation plan which would demonstrate institutional commitment to continuous and broad based learning for improvement (AQIP Learning Principle and AQIP Category (8) Planning Continuous Improvement).

### **4: Resulting Effective Practices**

#### **GCCC Answer**

No effective practices have been initiated at this point. However, once the assessment initiatives are finalized and utilized, the information garnered from data collection and analysis will drive effective practices across campus. As each discipline is able to review results, it will be incumbent upon them to discuss the findings in an attempt to analyze the effectiveness of instruction in their area and develop strategies to meet the challenges posed by the data. Many of these strategies will eventually become effective practices.

#### **Reviewer's Response:**

The institution has not identified potential effective practices from this project. Because this project has been active for three years, it may benefit the institution to evaluate the action project to identify perceived strengths, weaknesses, opportunities and threats of the overall action project process. Conducting such an evaluation, may enable the institution to identify potential effective practices that have emerged as a result of the action project (AQIP Category (7) Measuring Effectiveness). While the institution has noted that the implementation of assessment initiatives will drive effective practices including use of data to evaluate instruction, expanding this practice to comprehensively evaluate the effectiveness of all key processes may enable the institution to demonstrate a continuous quality improvement culture (AQIP Categories (7) Measuring Effectiveness and (8) Planning Continuous Improvement, and AQIP Information and Learning Principles).

#### **5: Project Challenges:**

#### **GCCC Answer:**

It has become obvious that the Assessment Committee is not an entirely effectively functioning unit under the current system of management. While the changes made to its operations has helped streamline it, as a subcommittee of a central Core Committee, the members serve a term of membership that is too short to allow for good continuity. Just about the time faculty become familiar with the workings and demands of effective assessment, they are retired from the committee and the entire process has to be re-established. Also, even though the members of the last year were enthusiastic about putting together an effective assessment program for the college, the make-up of the committee during the past year consisted of faculty whose schedules were not conducive to finding common meeting times and many of the members were not available during the summer months to sustain any progress the committee made. For these reasons, the Assessment Committee needs to become an operational committee free from the structure of the Instructional Resources Committee to which it answers.

The Assessment Action Project expired in June of this year; however, it is essential that the college establishes a "regroup" mindset concerning this project. At the present time, the school is undergoing a change in leadership. Once a new president is in place, changes in the culture of the college are bound to occur. The Assessment Committee, however, cannot wait to see what cultural fluctuations will take place as this could cost precious momentum that the previous team worked hard to create and maintain. For all practical purposes, the current group needs to be disbanded and a new committee must be selected based less on randomness and more on interest and the ability to find a common meeting time as well as devote outside time to working on this project.

The committee also needs more administrative intervention in order to keep the project on task and productive. In our effort to make assessment faculty driven and thereby encourage buy-in from the faculty as a whole, we managed to go too far in the opposite direction from where we were. In short, a balance needs to be sought that will allow for a bottom-up approach while allowing for a more global view of the large variety of educational programs that administration can provide.

The group then needs to research the assessment tools used by other institutions. In our attempt to make assessment meet the needs of Garden City Community College, we may very well find that we have been trying to reinvent a wheel that will meet our needs. We now realize that we do not necessarily have to make our assessment a mirror image of somebody else's, but there are good ideas that could be effectively incorporated into our system.

**Reviewer's Response:**

It is apparent that the institution has a clear understanding of the challenges and needed improvements. For example, the identification of membership turnover and lack of administrative leadership as a factor contributing to committee ineffectiveness demonstrates an understanding that alignment of systems and process with institutional goals and allocation of appropriate resources will allow the College to accomplish its goals (AQIP Leadership Principle).

## Garden City Community College Action Project Worksheet

### **ACTION PROJECT OVERVIEW**

#### **Timeline:**

Start Date: August 2009

Target Completion Date: July 2011

#### **Brief Title**

**Expand Crisis Management and Improve Campus Safety and Accessibility**

#### **Brief Description**

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

#### **Reasons for undergoing this Action Project**

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

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

#### **Campus Safety**

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

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

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

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

**911 Dispatch** – The College will work closely with the police department, sheriff's office and fire department in relation to the upgrades to the Phone System and Fire Alarm system. As the phone upgrades are completed, each number will tie directly into the 911 dispatch system so that public safety

personnel can be dispatched directly to a building and room in an emergency and similar detection will be possible for fire alerts.

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

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

### **ADA Compliance Upgrades**

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

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

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

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

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

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

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

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

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



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

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

**Fall 2009** - all instructional buildings will be reviewed and renumbered

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

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

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

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

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

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

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

# 2010 Annual Update and Review Details

## 1: Project Accomplishments and Status

### GCCC Answer:

Much has been accomplished during the inaugural year of this action project to address campus safety issues, accessibility, and to set the foundation for a robust crisis management plan. The action plan is on track with the initial timeline that was set forth.

Last year's accomplishments include the following:

#### **Campus Safety:**

A "No Trespass" notification was installed on the administrative database system informing a campus employee if they are working with someone who has been banned from campus. The notification includes phone numbers to call for assistance.

- A detailed threat assessment process was developed to identify students with suspicious activity or mannerisms.
- A new library security system was installed to alleviate theft
- The campus-wide phone system was upgraded as one of the first steps in tying the campus room numbers to the 911 dispatch system for faster response during an emergency.
- A video surveillance system was installed at strategic points across campus for student and stakeholder safety and security. Approximately 120 internal and external cameras were installed with video feed and recordings available to security.
- All of the residence hall rooms in the oldest building were installed with new core locks to replace those that have been in place for a number of years.
- Tornado maps have been posted in all buildings.
- Room numbers have been assigned to all campus buildings to assist with the 911 dispatch and new ADA compliant signage will be installed
- Outside lock boxes have been installed that contain keys to each building so that first responders have immediate access.
- The fire alarm systems in four campus buildings have been upgraded to be compatible with centralized system capabilities.
- The Emergency Operating Procedures manual was finalized.
- An Emergency Procedure Resource flip chart was created which addresses 24 crisis situations and proper procedures to follow. Crises included range from bomb threats and hostage situations to tornados. This flip chart is being distributed to all GCCC employees and was reviewed at the Fall 2010 Inservice.
- Testing and implementation was completed for emergency notification via EventLink, an Internet-based system that delivers messages via email, text and telephone.
- Each building has a designated monitor for emergency procedures. Training was conducted with these individuals regarding crisis procedures
- The Crisis Team met with the Finney County Emergency Preparedness Center and reviewed the GCCC emergency response plan. The Center includes representation from the Garden City Police Department, the Finney County Sheriff's Office, and St. Catherine's Hospital, among others. Initial discussion has begun on creating mock scenarios for training purposes.

#### **ADA Accessibility**

- ADA upgrades to five campus buildings include:
- ADA standards were met in building bathrooms
- Airlock entrances were installed in two buildings
- ADA standards were met in upgraded classrooms, science laboratories, and lecture halls across campus

- Classroom doorways were widened in one building
- A handicap door opener was installed on main door library
- An ADA transition plan developed for students needing accommodations
- A sidewalk was installed by the athletic center to provide direct access from the door to the city bus transit

### **Reviewer's Response:**

This project appears to be on track. The time limitations (fitting in work as student use and budget allow) are understandable. Even so your team is making great progress. The project is a good example of work done toward AQIP Category (6) Supporting Institutional Operations as it should lead to a learning environment that is safe, accessible, and supportive of learning.

Only one thing is unclear from your update: Your team has *assigned* room numbers to all desired buildings, but it is difficult to tell whether or not that also means the numbers have been *installed* in the buildings.

## **2: Institution Involvement**

### **GCCC Answer:**

Due to the magnitude of this project, a wide variety of people were involved in one or more aspects of planning or implementing this action project. Representatives from the following areas were involved – Administration, ADA office, Physical Plant, Security, Student Services, Human Resources, Residential Life, Maintenance, Business Office, Library, Information Technology, Switchboard, Student Security and Students.

### **Reviewer's Response:**

Your team has done well in involving those areas whose input is critical (Physical Plant, Security, ADA) as well as those areas that have immediate interest in this project. While input is useful, it is understood that many aspects of the projects are ruled by codes and policies that effect building, security, and access.

## **3: Next Steps**

### **GCCC Answer:**

If the action plan continues to progress as planned, during the next year, the plan should wrap up with:

- The purchase of a second set of key cores for residential life, allowing the room locks to be switched every year for an added layer of safety for students
- The fire alarm system in the East Unit residence hall will be upgraded
- Development of a full implementation plan for the centralized fire alarm system, including budget – this plan will most likely span 2-3 years for full implementation
- Room signage will be completed meeting ADA standards, including Braille
- Implementation of an on-going assessment plan schedule addressing the obstacles encountered by students needing accommodations during their educational pursuits
- Finish the internal lock box installation
- Preparation and deployment of a campus-wide mock scenario training for disaster
- Development of a disaster recovery system for IT
- Analysis of the video surveillance system to determine adequacy and if expansion is needed including formalized procedures for accessibility and data review
- Replacement of main entrance doors on the Health, Physical Education and Recreation building to for ADA compliance
- Replace out-dated handicap doors apparatus on two additional buildings

### **Reviewer's Response:**

Here, as in (1) Project Accomplishments and Status, your team is on track to complete project goals on the timeline that you set at the project's beginning. It is impressive how much this project team has thought through and researched the many changes and upgrades necessary to make this institution completely and continually (ongoing plan to meet ADA standards) accessible and safe for students. In addition, it is good to see a team that works so well with the surrounding community public service networks (fire, 911, police).

### **4: Resulting Effective Practices**

#### **GCCC Answer:**

One significant practice that has initiated from this project is the in-depth review of several of the college's safety factors. The project was fairly wide in scope in the aspect that it addressed safety from several angles – from threat to ADA standards to natural disasters. However, each of these areas needed addressed for the college to be proactive in the overall safety of our stakeholders. The continuous review and modification of the plans are now inherent to the plans themselves.

A second effective practice that has proven very valuable has been working directly with the Emergency Response Teams of Garden City and Finney County. The working effort of these teams with the GCCC Crisis Response team has resulted in a strong commitment to emergency preparedness and safety. Additional projected outcomes that, once implemented, should be effective practices include: annual training scenarios involving local emergency responders, routine reviews of incident response and crisis plan, specific timelines for video surveillance review and upgrading fire alarm systems, implement a safety committee and develop objectives, and form student focus groups to determine additional student safety and security needs.

#### **Reviewer's Response:**

Of these effective practices, one stands out as particularly useful long-term. That is the last one, wherein this team has an eye to continuous improvement in its annual training of staff; routinely reviews of crisis plans; and establishes a safety committee and student focus groups to continually monitor and provide input as to the security needs of those who work at and study on campus.

### **5: Project Challenges**

#### **GCCC Answer:**

The biggest challenges for many of the projects that need to be addressed will be funding, closely followed by time restraints and limited manpower. While the college would ideally be able to upgrade all buildings and systems immediately, it simply isn't possible. However, designing and implementing methodical plans for improvements, as this project has initiated, will get us to the end result of a safer campus for our students and staff.

#### **Reviewer's Response:**

This team has proven thus far that their "methodical" approach to this large-scale project will lead to its overall and, perhaps most importantly, its long-term success. You have shown that you are able to get a lot done in small windows of time and you have made good use of your non-construction time in conducting research that will inform your next steps in the project. Taking a bit longer and acting on information and research is always preferable to meeting short deadlines with inadequate information.

## **Garden City Community College Action Project Worksheet**

### **Timeline:**

Start Date: August 2009

Target Completion Date: July 2011

### **Brief Title**

Design and Implement a System for Monitoring and Improving Student Satisfaction

### **Brief Description**

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

### **Reasons for undergoing this Action Project**

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

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

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

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

A process for collecting, analyzing, utilizing, and disseminating student satisfaction data will be designed. The results of the data collections will be analyzed to determine areas of opportunities to strengthen

satisfaction and also to determine common factors that correlate between dissatisfaction and attrition. Procedures will be developed to address areas that need improvement.

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

The first year will include:

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

The second year will include:

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

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

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

# 2010 Annual Update and Review Details

## 1: Project Accomplishments and Status

### GCCC Answer:

Several key accomplishments have been attained this year. Measures have been enacted to streamline data collection, formalize the process for which target populations to distribute surveys to for a random sampling, and determine target goals and action plans for the goals to increase student satisfaction based upon the data collected.

The first goal of the action project was to define which assessments would best provide GCCC with the data needed to determine student satisfaction and at what frequency the data would be collected. The retention committee reviewed several options for gathering this data and ultimately determined that alternating the Noel-Levitz Student Satisfaction Survey with the ACT Advising Survey on an annual basis would provide the most complete data for our purposes with within tight budgetary constraints. The Noel-Levitz Student Satisfaction Survey will provide feedback from students regarding various facets of the campus, and whether they are important as well as students' overall satisfaction. This provides a "snapshot" of the GCCC campus through the eyes of the students. The ACT Advising Survey will provide information on our advising system, which is at the core of our learning system for degree-seeking and transfer students. This information is integral to student persistence, retention, and success. The rotating schedule allows the college to receive feedback on each of the surveys at least once from associate degree-seeking students. The rotation began in Spring 2010 with the Noel-Levitz Student Satisfaction survey.

Another accomplishment that was attained this year was securing funding for the collection and analysis of the annual survey. Funding was secured through resources that were endowed to the college for the purpose of student advising and retention. Securing this funding allowed this project to move forward without having to budget for these surveys through the general fund during fiscally lean years.

A third achievement that was realized was designing an initial process for systematic data collection. It is extremely critical that a solid random sample be obtained for reliability and validity, however it was absolutely critical to instructors that class time not be infringed upon in order to collect the data. After lengthy conversations, it was ultimately determined these surveys would be a requirement for graduation and students would complete them along with the outcomes assessments. Additionally, all advisors disseminate the surveys to advisees during the spring advising/enrollment sessions. Student groups also complete the surveys during meeting times to assist in collection. The spring collection cycle had a return rate of 75%, accounting for approximately 15% of the overall student population. Plans are to continue to modify and adapt the sampling process, but will continue with utilizing many of the same methods mentioned above.

Finally, during the past year, the data from the 2009 student satisfaction surveys was reviewed. Areas documented as high importance but low satisfaction by students was noted. This data will be referenced against the 2010 results for trends that will assist in moving toward solutions to satisfaction issues. The plan is to use the 2009 and 2010 data jointly to begin developing baseline data and working with departments to develop plans for improvements.

We are beginning to celebrate some of the successes that have been found from the student surveys as well. Data has been shared with the board of trustees and with stakeholders through the college annual report that highlight the areas of high student satisfaction including the advising system at GCCC, the accessibility of instructors, and the class sizes.

### **Reviewer Response:**

Garden City Community College (GCCC) has made significant progress with this action project in its first year. The college's efforts to measure student satisfaction in the context of student persistence, retention and success demonstrates a strong commitment to AQIP Category 3 - Understanding Students' and Other Stakeholders' Needs. Moreover, the college's focus on identifying specific assessments that would provide the most meaningful data with respect to student satisfaction and its commitment to designing effective processes for collecting data at appropriate intervals and from a meaningful sample of its student population is in alignment with AQIP Category 7 - Measuring Effectiveness. The college is encouraged to continue its important work in measuring student satisfaction, as well as to expand its efforts by analyzing results, identifying opportunities for improvement, and setting targets for improvement.

### **2: Institution Involvement**

#### **GCCC Answer:**

Many integral committees and departments have been involved in the discussion surrounding student satisfaction. The retention committee consists of faculty, staff, athletic personnel, students and administrators and is charged with providing oversight to this action project. Through this committee, discussion and proposals brought forward to the campus and ultimately to President's Cabinet for approval and implementation.

### **Reviewer Response:**

While the retention committee is a good starting point for discussions surrounding student satisfaction, it will be important for the college to recognize and visibly demonstrate that **everyone** at the institution has a role to play in terms of improving the student experience. As the work of the action project matures, the college is encouraged to identify ways to involve all employees in meaningful dialogue about opportunities to improve student satisfaction. This level of employee engagement would demonstrate a number of the principles of high performing organizations, including focus, collaboration and involvement.

### **3: Next Steps**

#### **GCCC Answer:**

The next steps for this project include the Retention Committee beginning to analyze the 2010 data for importance, satisfaction and performance gap and to develop the baseline data. Additionally, action steps and processes will be developed with appropriate campus departments to assist in improvement. It is imperative that the student data begin to be shared with campus departments and strategies implemented for improving student satisfaction.

Also, the retention committee will coordinate efforts with the Student Government Association on campus to develop student focus groups. These focus groups will meet weekly with directed conversations on the topics of retention efforts and specific areas that have been listed on past satisfaction surveys as areas for improvement including campus safety/security, aesthetics/campus appearance and maintenance, and childcare. The focus groups will be critical to gathering additional information from students to glean insight into why the areas were listed as weaknesses and what the college may be able to do in order to address the issues. It will also give credence to the importance of these surveys and ultimately lead to strengthened student buy-in for taking the surveys.



Another planned action step is coordinating with our Public Relations department and student media outlets to begin exploring avenues of advertising and promotion. Promotion will begin with area that students have expressed as positive about the college through the surveys and focus groups. Sharing this information publicly demonstrates the strong commitment to students that the advising staff and faculty have. Celebrating these successes will lead to a positive reinforcement for our staff as well as a selling point to students entering GCCC. Additional areas that may be incorporated into advertising include the safety and security of campus.

#### **Reviewer Response:**

After its diligent efforts in the first year of this action project to thoughtfully collect data related to student satisfaction, the college is well-poised to identify opportunities for improvement with respect to student retention, persistence, and success. The second year of the action project will be of critical importance, as it will provide GCCC the opportunity to demonstrate the authenticity with which it has committed to improving student satisfaction. While many institutions often falter by collecting significant amounts of data and then not communicating results nor using the data in any meaningful way, GCCC is well-positioned to commit to the "action" of this action project by analyzing the data and exploring opportunities for improvement in non-threatening ways in which employees and students alike are invited to participate in a collaborative dialogue which focuses on ways to improve the student experience in the future without assigning blame for the past. GCCC is encouraged to proceed with its plans to "close the loop" with respect to the data that it has collected, including conducting a thorough analysis of the data, using the analysis to identify opportunities for improvement, implementing those improvements, and measuring and communicating results. As opportunities for improvement emerge from the data and the dialogue, GCCC may find the AQIP Action Project Directory a useful resource to explore how other colleges have addressed similar challenges in order to improve the student experience.

#### **4: Resulting Effective Practices**

##### **GCCC Answer:**

Work needs to continue on this project before definitive "effective practices" can be determined. Effective strategies will evolve from data-enhanced decisions and keeping students the center of all decisions that are made.

##### **Reviewer Response:**

As the action project was initiated this year, it is still early to identify effective practices as a result of the work. However, as GCCC analyzes its student satisfaction data, identifies opportunities for improvement, and designs systems and processes to increase student retention, persistence, and success, the college is encouraged to document and share its resulting effective practices.

#### **5: Project Challenges**

##### **GCCC Answer:**

No significant challenges have existed throughout this project. One initial constraint was funding. This issue was resolved through endowed funds specified for students.

##### **Reviewer Response:**

The institution is making reasonable progress toward completion of the project and development of an institution-wide continuous quality improvement culture.

**Cost per Credit Hour  
2009-2010**

Department	Cr. Hrs	Instate Rev. (80.4%* \$115.43*B)	Outstate Rev (19.6%* \$65*B)	Marg of Err EduKan, no- shows etc \$6.44/ cr. hr. (B*\$6.44)	Total Revenue (C+D+E)	Amount Dis- counted (F*8.11%)	Initial Net Revenue Generated (F-G)	Dept Expenses	Cost per Cr. Hr. (I/B)	Net Revenue Generated (H-I)	Net Rev. per Cr. Hr. (K/B)
ACCT/BSAD/ CSCI/MIDM	2,231	\$207,050	\$28,423	\$14,367	\$249,839	\$20,262	\$229,577	\$225,300	\$100.99	\$4,277	\$1.92
Ag/AgEcon/Ag- Busi, Agro	347	\$32,204	\$4,421	\$2,235	\$38,859	\$3,151	\$35,707	\$49,894	\$143.79	-\$14,187	-\$40.88
Allied Health	1,459	\$135,404	\$18,588	\$9,395	\$163,386	\$13,251	\$150,136	\$200,519	\$137.44	-\$50,384	-\$34.53
Ammonia Refrigeration		\$0	\$0	\$0	\$0	\$0		Calculated on Fiscal Year--See Below			
Animal Science	480	\$44,547	\$6,115	\$3,091	\$53,753	\$4,359	\$49,394	\$102,716	\$213.99	-\$53,322	-\$111.09
Art	996	\$92,434	\$12,689	\$6,414	\$111,537	\$9,046	\$102,492	\$148,585	\$149.18	-\$46,094	-\$46.28
Automotive	466	\$43,247	\$5,937	\$3,001	\$52,185	\$4,232	\$47,953	\$129,944	\$278.85	-\$81,991	-\$175.95
Broadcasting	14	\$1,299	\$178	\$90	\$1,568	\$127	\$1,441	\$46,248	\$3,303.46	-\$44,808	-\$3,200.55
Bus. Sys. & NT	78	\$7,239	\$994	\$502	\$8,735	\$708	\$8,026	\$12,240	\$156.93	-\$4,214	-\$54.02
College Skills	744	\$69,047	\$9,479	\$4,791	\$83,317	\$6,757	\$76,560	\$28,598	\$38.44	\$47,962	\$64.46
Cosmetology	1132	\$105,056	\$14,422	\$7,290	\$126,767	\$10,281	\$116,486	\$126,344	\$111.61	-\$9,858	-\$8.71
Drafting	63	\$5,847	\$803	\$406	\$7,055	\$572	\$6,483	\$4,554	\$72.28	\$1,929	\$30.62
Drama	105	\$9,745	\$1,338	\$676	\$11,758	\$954	\$10,805	\$81,761	\$778.68	-\$70,956	-\$675.77
Emergency Medical Tech	920	\$85,381	\$11,721	\$5,924	\$103,026	\$8,355	\$94,671	\$162,797	\$176.95	-\$68,126	-\$74.05
Engl/Litr/Reli	4529	\$420,317	\$57,699	\$29,164	\$507,181	\$41,132	\$466,049	\$406,040	\$89.65	\$60,008	\$13.25
ESL	360	\$33,410	\$4,586	\$2,318	\$40,315	\$3,270	\$37,045	\$62,166	\$172.68	-\$25,121	-\$69.78
Finnup Lab	272	\$25,243	\$3,465	\$1,752	\$30,460	\$2,470	\$27,990	\$61,403	\$225.75	-\$33,414	-\$122.84
Foreign Lang	167	\$15,499	\$2,128	\$1,075	\$18,702	\$1,517	\$17,185	\$7,150	\$42.81	\$10,035	\$60.09
HPER	2875	\$266,816	\$36,628	\$18,514	\$321,957	\$26,111	\$295,847	\$278,042	\$96.71	\$17,805	\$6.19
Humanities	51	\$4,733	\$650	\$328	\$5,711	\$463	\$5,248	\$14,432	\$282.99	-\$9,184	-\$180.08
Industrial Maintenance	583	\$54,106	\$7,427	\$3,754	\$65,287	\$5,295	\$59,993	\$125,066	\$214.52	-\$65,073	-\$111.62
John Deere	1102	\$102,272	\$14,039	\$7,096	\$123,408	\$10,008	\$113,399	\$190,352	\$172.73	-\$76,953	-\$69.83
Journalism	151	\$14,014	\$1,924	\$972	\$16,910	\$1,371	\$15,538	\$66,689	\$441.65	-\$51,151	-\$338.75
Math	4732	\$439,157	\$60,286	\$30,472	\$529,914	\$42,976	\$486,938	\$342,220	\$72.32	\$144,718	\$30.58
Motor Controls		\$0	\$0	\$0	\$0	\$0		Calculated on Fiscal Year--See Below			
Music	791	\$73,409	\$10,077	\$5,094	\$88,580	\$7,184	\$81,396	\$306,945	\$388.05	-\$225,548	-\$285.14
Nursing-RN Program	1,018	\$94,476	\$12,969	\$6,555	\$114,001	\$9,245	\$104,755	\$374,834	\$368.21	-\$270,078	-\$265.30

**Cost per Credit Hour  
2009-2010**

Nursing-LPN Program	465	\$43,155	\$5,924	\$2,994	\$52,073	\$4,223	\$47,850	\$162,575	\$349.62	-\$114,725	-\$246.72
Office Technology	39	\$3,619	\$497	\$251	\$4,367	\$354	\$4,013	\$22,359	\$573.32	-\$18,346	-\$470.41
Philosophy	291	\$27,006	\$3,707	\$1,874	\$32,588	\$2,643	\$29,945	\$20,341	\$69.90	\$9,604	\$33.00
Public Safety-Criminal Justice	1106	\$102,643	\$14,090	\$7,122	\$123,856	\$10,045	\$113,811	\$175,948	\$159.08	-\$62,137	-\$56.18
Public Safety-Fire Science	747	\$69,326	\$9,517	\$4,810	\$83,653	\$6,784	\$76,869	\$97,092	\$129.98	-\$20,224	-\$27.07
Reading	538	\$49,929	\$6,854	\$3,464	\$60,248	\$4,886	\$55,362	\$66,888	\$124.33	-\$11,526	-\$21.42
Science	4902	\$454,934	\$62,451	\$31,566	\$548,951	\$44,520	\$504,432	\$479,123	\$97.74	\$25,309	\$5.16
Social Science	7710	\$715,532	\$98,225	\$49,648	\$863,406	\$70,022	\$793,384	\$590,473	\$76.59	\$202,911	\$26.32
Speech	1651	\$153,222	\$21,034	\$10,632	\$184,888	\$14,994	\$169,893	\$99,284	\$60.14	\$70,610	\$42.77
Welding	497	\$46,124	\$6,332	\$3,200	\$55,657	\$4,514	\$51,143	\$143,137	\$288.00	-\$91,994	-\$185.10
<b>TOTALS</b>	<b>43,612</b>	<b>\$4,047,443</b>	<b>\$555,617</b>	<b>\$280,839</b>	<b>\$4,883,899</b>	<b>\$396,084</b>	<b>\$4,487,815</b>	<b>\$5,412,060</b>	<b>\$124.10</b>	<b>-\$924,245</b>	<b>-\$21.19</b>

**Programs calculated on Fiscal Year & Varying Fee Scale**

Department	Cr. Hrs	Total Revenue Generated	Dept Expenses	Cost per Cr. Hr.	Net Revenue Generated	Net Rev. per Cr. Hr.
Ammonia Refrigeration	957	\$370,718	\$286,527	\$299	\$84,191	\$87.97
Motor Controls	66	\$20,614	\$42,234	\$640	-\$21,619.65	-\$327.57

**Cost per Credit Hour  
3- Year Comparison**

Department	Credit Hours			Net Revenue Generated			Net Revenue per Credit Hour		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
ACCT/BSAD/ECON CSCI/MIDM	2,388	2,467	2,231	-\$29,814	\$34,705	\$4,277	-\$12.48	\$14.07	\$1.92
Ag/AgEcon/Ag- Busi, Agro., AgMech/Anim Science/Meat	125	201	347	-\$34,373	-\$17,302	-\$14,187	-\$274.99	-\$86.08	-\$40.88
Allied Health	1,002	1,422	1,459	\$1,772	-\$9,886	-\$50,384	\$1.77	-\$6.95	-\$34.53
Ammonia Refrigeration	1431	1179	0	Calculated on Fiscal Year Basis			Calculated on Fiscal Year Basis		
Animal Science	468	427	480	-\$36,904	-\$44,627	-\$53,322	-\$78.86	-\$104.51	-\$111.09
Art	1,056	906	996	-\$31,788	-\$36,706	-\$46,094	-\$30.10	-\$40.51	-\$46.28
Automotive	464	483	466	-\$55,958	-\$74,793	-\$81,991	-\$120.60	-\$154.85	-\$175.95
Broadcast		25	14		-\$57,954	-\$44,808		-\$2,318.16	-\$3,200.55
Bus. Sys. & NT	144	117	78	-\$17,379	-\$21,195	-\$4,214	-\$120.69	-\$181.15	-\$54.02
College Skills	486	586	744	\$40,257	\$48,483	\$47,962	\$82.83	\$82.74	\$64.46
Cosmetology	1184	1093	1,132	\$3,801	-\$12,958	-\$9,858	\$3.21	-\$11.86	-\$8.71
Drafting	75	48	63	-\$2,474	-\$2,201	\$1,929	-\$32.98	-\$45.84	\$30.62
Drama	158	254	105	-\$83,603	-\$78,395	-\$70,956	-\$529.13	-\$308.64	-\$675.77
Emergency Medical Tech	570	819	920	-\$62,561	-\$84,372	-\$68,126	-\$109.76	-\$103.02	-\$74.05
Engl/Litr/Reli	4199	4212	4,529	\$110,821	\$96,121	\$60,008	\$26.39	\$22.82	\$13.25
ESL	387	591	360	-\$19,570	-\$1,154	-\$25,121	-\$50.57	-\$1.95	-\$69.78
Finnup Lab	205	225	272	-\$37,129	-\$36,154	-\$33,414	-\$181.12	-\$160.69	-\$122.84
Foreign Lang	283	131	167	\$22,154	\$7,506	\$10,035	\$78.28	\$57.30	\$60.09
HPER	2615	2695	2,875	\$13,915	-\$10,403	\$17,805	\$5.32	-\$3.86	\$6.19
History	1323		0	\$81,123			\$61.32		
Humanities	56	75	51	-\$2,525	\$4,020	-\$9,184	-\$45.09	\$53.60	-\$180.08
Industrial Maintenance	220	108	583	-\$40,666	-\$54,808	-\$65,073	-\$184.84	-\$507.48	-\$111.62
John Deere	780	882	1,102	-\$86,943	-\$98,495	-\$76,953	-\$111.46	-\$111.67	-\$69.83
Broadcast/ Journ/ Photo	187	98	151	-\$102,716	-\$50,377	-\$51,151	-\$549.28	-\$514.05	-\$338.75
Math	4154	4554	4,732	\$156,038	\$163,001	\$144,718	\$37.56	\$35.79	\$30.58
Motor Controls	156	189		Calculated on Fiscal Year Basis			Calculated on Fiscal Year Basis		

Music	648	641	791		-\$183,157	-\$202,978	-\$225,548		-\$282.65	-\$316.66	-\$285.14
Nursing-RN Program	902	824	1,018		-\$264,012	-\$300,141	-\$270,078		-\$292.70	-\$364.25	-\$265.30
Nursing-LPN Program	322	457	465		-\$90,024	-\$105,348	-\$114,725		-\$279.58	-\$230.52	-\$246.72
Office Technology	129	86	39		-\$48,986	-\$49,370	-\$18,346		-\$379.74	-\$574.07	-\$470.41
Philosophy	333	276	291		\$23,314	\$10,736	\$9,604		\$70.01	\$38.90	\$33.00
Public Safety- Criminal Justice	1046	896	1,106		-\$71,157	-\$71,928	-\$62,137		-\$68.03	-\$80.28	-\$56.18
Public Safety-Fire Science	299	317	747		-\$45,720	-\$50,378	-\$20,224		-\$152.91	-\$158.92	-\$27.07
Reading	377	485	538		-\$26,970	-\$13,519	-\$11,526		-\$71.54	-\$27.87	-\$21.42
Science	4208	4305	4,902		\$47,170	\$6,502	\$25,309		\$11.21	\$1.51	\$5.16
Social Science	6245	7226	7,710		\$227,220	\$180,056	\$202,911		\$36.38	\$24.92	\$26.32
Speech	1771	1689	1,651		\$80,966	\$55,283	\$70,610		\$45.72	\$32.73	\$42.77
Upholstery	48	42			\$2,353	\$782			\$49.01	\$18.62	
Welding	198	308	497		-\$48,135	-\$64,802	-\$91,994		-\$243.11	-\$210.40	-\$185.10
Wood Production	174	159			\$3,369	\$3,490			\$19.36	\$21.95	
TOTALS	40,816	41,498	43,612		-\$591,287	-\$796,015	-\$924,245		-\$14.49	-\$19.18	-\$21.19

# **PROGRAM REVIEW**

## **GCCC Information Services and Publications Department**

*November, 2010*

The GCCC Information Services and Publications Department supports the college mission and serves as the public relations, marketing and public communications provider for the college.

With the director reporting directly to the college president, Information Services and Publications works to maintain and boost interest in college programs, and maintain GCCC's good name by: (1) providing accurate information to the public and the news media, through news releases and public service announcements; (2) managing college relations with the news media; (3) managing marketing efforts, including planning, designing and placing GCCC advertising for events, enrollment and faculty/staff positions; (4) developing and carrying out publicity plans for college events; (5) organizing and carrying out special projects and special events; (6) providing graphic design services for college publications produced internally and externally, as well as handling all aspects of publication outsourcing; (7) maintaining and updating information on the top two tiers of the college website; (8) providing news media exposure for students, faculty and staff.

The Information Services and Publications staff includes:

- Steve Quakenbush, director (*Full-time. Employed 22 years*)
- Tiffany Heit, graphic/web designer (*Full-time. Employed 10 years*)
- Peg Nally, public relations assistant (*Part-time. Employed one year*)

Please note survey results at the end of this review that help indicate the department's effectiveness in serving the campus and the news media.

### **NEWS RELEASES & PSAs**

We research, write and distribute news releases and public service announcements about college programs, events, developments and issues, as well as student accomplishments. These are distributed to local and area news media, as well as to regional news media, when appropriate; and to the hometown news media of students who achieve honors or awards. We also include GCCC student news media in all distributions.

<b>ITEMS ISSUED</b>	<b>2010-11 to date</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>
News Releases	121 (As of Oct. 25)	361	304	370
PSAs	50 (As of Oct. 25)	176	144	169

### **NEWS MEDIA RELATIONS**

Information Services and Publications serves as the primary liaison between the college and the news media. As such, we are the primary contact for questions from the local, regional and national news media, ranging from routine inquiries to questions pertaining to major and/or controversial issues. We don't log every question received from the local, regional and national news media, but respond to such inquiries on a daily basis. Examples of news media questions range from post-trustee meeting inquiries about board decisions, to assistance in finding subject-specific staff or faculty expertise, to the effect of national trends on local college enrollment.

## **Sampling of news media inquiry topics in recent weeks:**

- Accreditation
- B&I programming
- Diversity Day
- Enrollment figures
- Homecoming celebration
- Local folklore
- Rodeo team results
- Tax credits
- Theater production
- Past presidential tenure
- University connections
- Art exhibition
- Enrollment figures
- Employee status
- Governor candidate presentation
- Interim president
- Property tax levy
- Student demographics
- Technical education programs
- Partnership programs (in connection with White House summit)
- Presidential Search
- Upcoming events

We also serve as the primary requesting party when GCCC is seeking news media coverage. We ask individual college programs to seek publicity through us, rather than contacting the news media directly, since this helps treat all media equally/fairly, as well as reducing confusion and increasing consistency. However, we encourage faculty and staff to answer news media questions directly when contacted, if they are able and so inclined; or to refer news media questions to Information Services if they are not. The only exception is Athletics, since GCCC is also served by a sports information director. However, Information Services and Sports Information cooperate and share contacts and information on a frequent basis. Some insight into the relationship between Information Services and the news media is available in the media survey included with this report.

## **ADVERTISING**

We handle GCCC advertising in the areas of:

- Enrollment promotion
- Event promotion
- Faculty and staff vacancies
- Public awareness
- Program promotion
- Bid requests

In order to hold down costs, we negotiate rates and pre-purchase advertising when possible. For instance, we enter an annual agreement with the Garden City Telegram in which we receive significantly reduced column-inch rates, for both display and classified advertising, in exchange for agreeing to buy a minimum annual dollar amount of advertising. With most commercial radio stations in the Southwest Kansas market, we pre-purchase advertising for the year, which provides us with an annual inventory of commercials at a significantly reduced cost.

### **Enrollment advertising**

In promoting enrollment, we design and conduct three major advertising campaigns each year, employing radio, cable television, network television, print media and the Internet. We build each campaign on a specific theme, with individual enrollment as the call to action. These campaigns include:

- Fall semester
- Spring semester
- Summer semester

The fall semester campaign begins mid-June to early July and continues until Registration Day in August. The spring semester campaign begins when spring enrollment opens to the public, usually around Thanksgiving, continues until Christmas break, stops during the holidays and resumes shortly before the campus re-opens in the new year, concluding on Registration Day. The summer campaign, smaller in scope, launches shortly after commencement and concludes when the main summer term

begins in June. We have reduced the print components of each campaign in recent years, and boosted our broadcast presence. Most campaigns use a tagline, such as “GCCC – Higher Education...Lower Cost,” and feature voices and images of college students or faculty. Our campaign for the 2010 fall semester, as an example, included:

- 2,730 30-second radio commercials (60 percent of expenditure)
- 1,122 30-second cable television commercials (4 percent of expenditure)
- 238 30-second network television commercials (28 percent of expenditure)
- 28 two-column by eight-inch newspaper ads (8 percent of expenditure)
- 40 days online (GCCC home page, no additional expense)

We place our paid advertising by matching media listener/viewer/reader profiles with target demographics of GCCC students. Currently, we’re surveying our students to determine their preferences among social media and mass media, so we can better target recruitment advertising. The survey should also help determine the influence that friends, family members and others have on a student’s college choices, plus some of the factors that prompt students to select GCCC.

**Event advertising**

Each GCCC public concert, play, lecture, presentation, exhibition, open house and other event is advertised to the public as part of an individual publicity plan. While paid advertising for college events is limited by budget constraints, we work to place advertising that reaches the specific target audience for each event. For example, prior to a Mercer Gallery exhibition, a paid newspaper ad will appear three to five times in the Garden City Telegram. For the recent public reception for Dr. Emmons, a similar ad schedule ran in the newspaper. For theater productions, as another example, paid advertising is designed to coordinate with printed posters, postcards or other promotional publications.

**Faculty and staff vacancy (Help Wanted) advertising**

We work in partnership with the Human Resources Office to advertise each staff and faculty vacancy. Generally, we advertise each position with the Garden City Telegram, and on occasion in other daily newspapers, such as the Hutchinson News, Salina Journal or Wichita Eagle. In addition, faculty and professional staff positions are placed on a national website called HigherEdJobs.com. For positions in narrowly-defined fields, such as emergency medicine, information technology, nursing, welding or a number of others, we also use trade publications or trade-specific websites. In the past two years, much of our regional and national position advertising has migrated from the print media to the Internet, and all advertising directs applicants to the Employment Opportunity section of the GCCC website. All position advertising is based on the official vacancy notice produced for each position by the Human Resources Office. We are also assisting in the advertising process for the presidential vacancy.

<b>POSITION ADVERTISING</b>	<b>2010-11 to date</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>
Advertised positions	14 (As of Oct. 25)	29	36	59

In seeking greater diversity among employees, we have also begun using a supplement feature of HigherEdJobs.com, in which each of our web-based employment ads is directly e-mailed to a group of education professionals who have identified themselves as members of cultural or ethnic minorities. The size of the list varies frequently, but ranges from approximately 140,000 to 160,000 individuals.

GCCC Information Services and Publications also played a role in advertising the GCCC presidential vacancy, by working with the interim president, members of the board and GCCC Human Resources Office to:

- Develop the presidential job description
- Design/develop the presidential application packet
- Develop and place national online advertising
- Develop and place national print advertising



## **Bid advertising**

Periodically throughout the year the college needs to seek bids for services, or when buying or selling items or equipment. In conjunction with the executive dean of administrative services, or other appropriate administrator, we also design and place the necessary advertising in these instances. Bid advertising has been placed in 2009-2010/2010-2011 for the following:

- Insurance coverage
- Worker's compensation insurance
- Surplus property for sale
- Vehicle maintenance services

## **PUBLICITY PLANS**

We develop and carry out a scheduled plan of publicity for each major GCCC-sponsored public event through the year. Each plan includes public service announcements, news releases, news media contacts, broadcast or print media interviews, website postings, radio programs and other means. In some cases, particularly concerts, plays and art exhibitions, we also incorporate some limited paid advertising. The publicity plans vary by event, in order to take advantage of the media that best reach the intended audiences. Generally, we try to design each plan six to eight weeks in advance, and launch publicity efforts about 30 days before the event.

Publicity plans by year:

<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>	<b>2010-2011 to date</b> ( <i>As of Oct. 25</i> )
71	69	64	19

In organizing and carrying out publicity for college events, the two greatest challenges are limited funding for paid advertising, since we have reduced our advertising budget significantly over the past three years; and limited advance notice. For example, this fall we publicized one event with just 15 days of advance notice, and another with just four days of advance notice. We rely on individual departments and programs to help keep us abreast, and with limited notice we sometimes miss many of the available publicity opportunities.

Here is one publicity plan, as an example:

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### **PUBLICITY PLAN**

*GCCC Information Services and Publications Office*

#### **Early Childhood Education Child Care Center Renovation**

*Grant receipt March 1/Service project April 18*

#### **March 1**

- First set of news releases (emphasizing grant receipt) to local and area news media (Include photo of child activity in center)
- Special news releases to hometown newspapers of participating KNEA students

#### **March 2**

- First set of PSA requests to broadcast media (emphasizing grant receipt)
- Post notice about grant receipt and service project on home page of GCCC website, with link to news release

#### **March 15**

- Grant receipt included in monthly "Good News" items submitted to Kansas Board of Regents

**March 18**

- Second set of news releases (emphasizing grant receipt) to local and area news media

**March 25**

- Service project included in GCCC news media events calendar for April

**March 31**

- GCCC president's column in Garden City Telegram features grant and service project

**April 5**

- First set of news releases (emphasizing April 18 service project) to local and area news media
- PSA requests to broadcast media (emphasizing service project)
- Invite Garden City Telegram to write feature story and conduct podcast interview about grant receipt and project)

**April 12**

- Second set of news releases (emphasizing April 18 service project) to local and area news media

**April 15**

- Invite and remind news media to cover service project April 18

**TBA (Two weeks prior to ribbon cutting)**

- News releases to local and area media (emphasizing ribbon cutting)

**TBA (Three days prior to ribbon cutting)**

- Remind news media about ribbon cutting

**April 27-28**

- Grant and service project recounted on GCCC weekend radio show (KBUF AM and KSKL FM Radio)

**Aug. 2**

- GCCC course schedule/newsletter tabloid includes follow-up story and photo about grant and service project.
- 

**SPECIAL EVENTS**

Information Services and Publications is called on throughout each the year to organize and stage various special events, as well as public presentations or information campaigns. Some of these are annual opportunities to raise GCCC's profile in the community and area, and some are one-time events.

**Some one-time events in recent years have included:**

- The GCCC 90<sup>th</sup> Anniversary Celebration
- The Student and Community Services Center groundbreaking
- The Student and Community Services Center grand opening
- The "Front Door" election campaign for the Student and Community Services Center
- The Beth Tedrow Student Center grand opening
- The Residential Apartment Complex groundbreaking
- The Southwest Kansas Fire Training Center dedication

- The Gary Jarmer Technical Annex dedication
- The community welcome reception for the interim president
- GCCC's periodic hosting of monthly Chamber of Commerce membership breakfasts
- GCCC's presence at the Community Diversity Breakfast

**Annual events include:**

- GCCC's presence in all six of Garden City's annual parades  
*Cinco de Mayo, Beef Empire Days, Independence Day, Community Mexican Fiesta, Veteran's Day, Christmas/Winter Holiday*
- GCCC's presence in the Better Home and Better Living Show

**Additional projects:**

- Trustee PowerPoint presentation
- Assistance with tax credit promotion
- Community perception survey
- Assistance with presidential search

**NEWSPAPER COLUMN**

We produce a regular GCCC newspaper column that is published every other week on the Classtime page of the Garden City Telegram. Initiated in August of 2004, the column is sometimes authored by Steve Quakenbush and sometimes by the college president. Published 26 times per year, the column is generally submitted a few weeks in advance and usually includes 700 to 800 words, addressing GCCC programs, issues, questions or opportunities.

**Newspaper column topics over the past year:**

- Academic and technical learning opportunities
- Child care center renovation
- Commencement
- Economic development
- Electronic brochure
- Endowment Association phonathon
- GCCC mission and ends
- Interim president's arrival
- Legislative issues
- Property tax levy
- Student loan program changes
- Career preparation opportunities
- College Goal Sunday
- Demographics of student body
- EduKan consortium
- Endowment Association awards
- Enrollment opportunities
- GCCC 90<sup>th</sup> anniversary
- Kids' College
- Partnership programs
- Reduction in college workforce
- Tax credit program (twice)

**BROADCAST/PRINT MEDIA INTERVIEWS**

Throughout the year, we arrange various news media interviews for GCCC students and employees in publicizing events, programs and opportunities. In addition to regional news media, these frequently involve local news organizations including:

- The Garden City Telegram
- The Western Kansas Broadcast Center
- KPUK TV-13
- High Plains Public Radio
- KIUL AM Radio
- KSNG TV-11
- KBSD TV-6
- The Hutchinson News

Recent interview topics have ranged from the presidential transition and an SGA proposal on campus tobacco usage to enrollment opportunities, theater programming and minority student opportunities. Some interviews are sought by GCCC and some are initiated or sought by the news media.

In addition, we provide GCCC guests or programming for three weekly radio shows, including:

- A pre-recorded program airing at 10:45 a.m. Saturdays on KBUF AM and Sundays on KSKL FM Radio
- A live interview program airing at 7:35 a.m. Mondays on KIUL AM Radio.
- A recorded interview program produced at 8:30 a.m. Mondays on KBUF AM Radio.

The weekend shows, recorded with Steve Quakenbush's voice, air 52 times per year on KBUF and KSKL. The Monday shows, featuring a different GCCC staff or faculty guest each week, air 48 times per year on KIUL and KBUF, with segments of the KBUF interviews also packaged for broadcast on KSKL FM, Z-98 FM and KWKR FM. With some changes, this programming has been under way regularly since 1989.

## **GRAPHIC DESIGN**

Tiffany Heit works closely with the college printing operation (part of Central Services) and with internal customers campus-wide to design effective, functional, attractive printed items for most college programs and departments. Some of these are produced by the college print shop and some are outsourced to commercial printers.

**In-house publications (243 total) for which we have provided pre-press production and design services over the past year include:**

• Books/booklets/manuals	4	• Bookmarks	3
• Brochures/flyers/related pieces	84	• Cards/postcards	16
• Certificates	10	• Class Schedules	2
• Envelope orders	2	• Forms/questionnaires/worksheets	26
• Handouts	4	• Information sheets/flyers	13
• Invitations/letters	7	• Posters	29
• Programs	15	• Specialty items*	7
• Table tents	6	• Tickets	7
• Stationery	4 orders		

*\*Bidder paddle, checkbook insert, auction button, gallery piece, pocket guide, routing slip, KANCO agreement*

**Major outsourced publications for which we have provided pre-press production and design over the past year include:**

- Academic catalog, 2010-2010 (Online and print) (Print edition outsourced)
- Basketball poster
- Business and Industry Institute mailer
- CECS course catalog (Fall and spring editions)
- Endowment Association Annual Report
- Football program (Information and advertising sections printed in-house) (Cover outsourced)
- Football poster
- Inside GCCC (Fall and spring editions)
- GCCC Electronic Brochure (70-plus page online recruitment brochure, hosted off-site)
- Recruitment viewbook
- Recruitment preview booklet
- Student handbook/planner/calendar
- Trustee Annual Report
- Various GCCC print advertisements  
(*Phone directories, high school athletic programs, newspapers, magazines, etc.*)
- Kids' College catalog

### **Publication design provided for these programs/departments:**

- Admissions Office
- Assessment/Testing Center
- Baseball Program
- Basketball Program, women
- Board of Trustees
- Business Office
- Counseling Office
- Financial Aid
- Football Program
- Health Nurse
- Information Services Office
- KANCO Program
- Mercer Gallery
- Nursing/Allied Health Program
- Physical Plant
- President's Office
- Saffell Library
- Softball Program
- Student Government Association
- Technical Division
- Welding Program
- Art Program
- Athletic Director's Office
- Basketball Program, men
- Black Student Union
- Business/Information Systems Division
- Campus Security
- Endowment Association
- Fine Arts/Humanities Division
- Forensics Program
- Human Resources Office
- Instruction Office
- Meats Team
- Newman Club
- Phi Theta Kappa
- Piano Program
- Registrar's Office
- Soccer Program
- Southwest Kansas RPC
- Student Services Division
- Theater Program
- Volleyball Program

### **WEBSITE MANAGEMENT**

Maintenance of the GCCC website is a shared responsibility involving Information Services and Publications and Information Technology. In cooperation with Information Technology we designed and launched the revamped GCCC website in October of 2009. Information Technology is in charge of underlying website function, while Information Services is in charge of appearance of the website and maintaining the home page and other upper-tier pages, as well as Events, News and Local tabs/links. Tiffany Heit also assists various campus programs in developing, maintaining and updating their web-based information. Examples of some of these include Accreditation/AQIP, Employment Opportunities, Financial Aid, Internal Governance, news releases and various others.

The function and operation of the revamped website was developed by Information Technology. The appearance of the website was designed by Information Services.

Individual GCCC divisions, departments and programs are in charge of developing and maintaining their own presence on the college website. Training for this operation is coordinated through and provided by the Teaching and Learning Center. For each training, Information Services sets up master pages (templates) and directories.

### **INSIDE GCCC**

"Inside GCCC" is the college's public newsletter and class schedule. This is a tabloid, newspaper-style publication, issued approximately 10 days to two weeks prior to Fall and Spring Semester Registration Day.

This publication includes:

- A complete listing of each semester's on-campus classes
- A complete listing of each semester's Outreach Program classes

- Full enrollment instructions
- EduKan online class information
- A column from the college president
- GCCC news in the form of photographs, advertisements and stories
- Ad style information from the CECS Division and Business and Industry Institute
- Ad-style information on numerous GCCC programs, including these:  
*Allied Health, Aerobic Super Circuit, Student publications, Broncbuster Bookstore, Kansas Concealed Carry handgun classes, Finnup and Senior Citizen Computer Lab, Adult Learning Center, Phone enrollment and others. We also carry a paid page from Kansas State university and, in some editions, from Newman University.*

“Inside GCCC” is printed under contract by the Garden City Telegram, which also contracts with us to handle bulk mail distribution. In past years, the publication has included up to 36 pages per edition, and has been mailed to approximately 38,000 home addresses, including all seven counties in the college service area, plus communities in other Southwest Kansas counties. It was also produced three times annually, including a summer semester edition. In reducing budgets, we have scaled “Inside GCCC” back to:

- 24-28 pages, rather than 32-36
- Two editions rather than three
- Distribution to 28,000 homes (GCCC service area) rather than 38,000

While these measures have reduced distribution of the class schedule and college information to some communities that send students to GCCC, “Inside GCCC” remains the only means of making contact with every household in our service area.

## **AWARDS**

Information Services and Publications staff personnel have earned the following awards, going back to 2001:

### **Paragon (National) Award Series**

#### ***National Council for Marketing and Publications***

- Gold Paragon Award, Athletic/Sports Program Design

### **Medallion (Regional) Award Series**

#### ***National Council for Marketing and Publications***

- Gold Medallion Award, Feature/News Article
- Gold Medallion Award, Print Advertising
- Silver Medallion Award, News Writing
- Silver Medallion Award, Feature/News Article
- Silver Medallion Award, Print Advertising
- Bronze Medallion Award, Feature/News Article
- Bronze Medallion Award, Feature/News Article
- Bronze Medallion Award, Feature/News Article
- Bronze Medallion Award, Television Commercial

### **Dynamic Graphics Design Award Series**

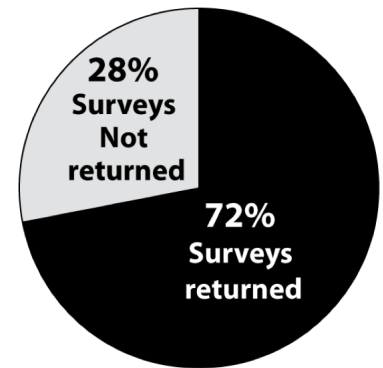
- Certificate of Excellence, Outstanding Graphic Design

**CAMPUS SURVEY**  
**GCCC Information Services and Publications**  
**(Conducted September-October, 2010)**

This six-question survey was designed to help us determine how effectively we're promoting GCCC events, programs, public performances, opportunities, accomplishments and other endeavors, in terms of providing:

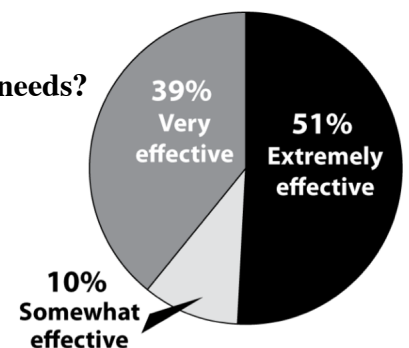
- Publicity
- News releases
- News media contacts and interviews
- Promotional items
- Other public information via the news media
- Promotion and assistance
- Public service announcements
- Advertising
- Graphic or web design services
- Other public information via the Internet

Questionnaires were sent to 57 individuals whose programs, departments or offices had sought or used our services in the past year. Responses were returned by 41 individuals. Respondents were asked to rate the effectiveness, willingness and level of professionalism of the services we provided, as well as how helpful we were in meeting their needs, with each area gauged by a Likert scale to provide objective results. Respondents were also asked to share their views by providing subjective comments on how we could do a better job, and what we did best in meeting their needs. Responses were confidential, though a few respondents elected to identify themselves.



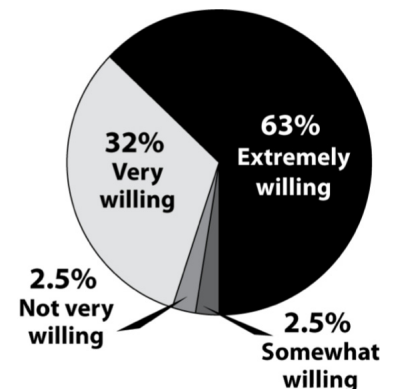
**1. How effective were we in serving your publicity and promotional needs?**

• Extremely effective	21
• Very effective	16
• Somewhat effective	4
• Not very effective	
• Not effective at all	
Total responses	41



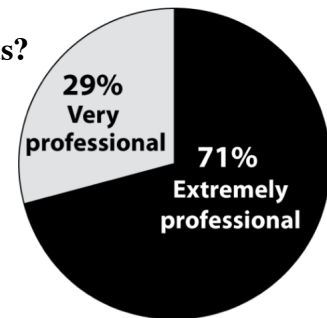
**2. How willing were we in addressing your publicity and promotional needs?**

• Extremely willing	26
• Very willing	13
• Somewhat willing	1
• Not very willing	1
• Not willing at all	
Total responses	41



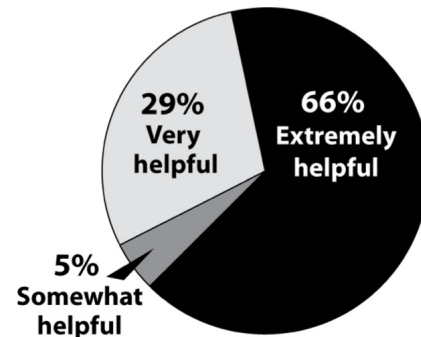
**3. How professional were we in meeting your publicity and promotional needs?**

• Extremely professional	29
• Very professional	12
• Somewhat professional	
• Not very professional	
• Not professional at all	
Total responses	41



**4. Overall, how helpful were we in meeting your publicity and promotional needs?**

• Extremely helpful	27
• Very helpful	12
• Somewhat helpful	2
• Not very helpful	
• Not helpful at all	
Total responses	41



**5. How could we do a better job of promoting your GCCC event, program, public performance, opportunity, accomplishment or other endeavor?**

- Given the funding issues, you're doing an awesome job.
- I can't really think of anything. I'm very pleased with the efforts of Information Services.
- It is I who need to do a better job of utilizing your services.
- Have office and job description more visible/offerings more visible.
- You do an awesome job and thank you!
- I can't think of a thing. Steve and staff have always provided outstanding service, from covering our program events to delivering hand-outs for our workshops. We appreciate everything they do.
- You do an excellent job.
- Possibly posters for contacts would be nice. Wouldn't have to be expensive. just simple Xerox 8-1/2 X 11 announcements posted around campus. More newspaper, radio, etc.
- By inventing some sort of medium that everybody had access to and relied upon solely for their news. Until that contraption comes along, I think you all do a fantastic job in getting the word out about our events.
- Continue to support our efforts as in the past.
- Spend more money.
- Let me see the press release before it goes out. I don't want to tell you how to write it, I just need to check miscommunication of potential issues. They may well be my fault, but only a problem if I don't catch them and it gets published.
- This is tough to say – perhaps we could look into partnering with other arts organizations throughout the state/county/city and publicize our events through them.
- I feel you are doing a great job promoting GCCC and all our programs.
- Promoting within, too. We don't always know what is happening at GCCC.
- Need to provide more help for Information Services!
- Can't think of how. You thought of it all.
- You are always proactive and stay on task with publicity for College Goal Sunday.
- I had no problem with any publicity, promotion or advertising.
- Allow me to know how to utilize your services better. Some divisions do not know how and what to have so you can help them.
- Help with advertising, promotional materials, talking to contacts in the community.



- You're open-minded and timely. I feel that those two qualities prepare you for any promotional needs that my dept. has. Thank you!
- Steve is awesome – full of ideas and suggestions.
- Not a thing.
- They do a great job.

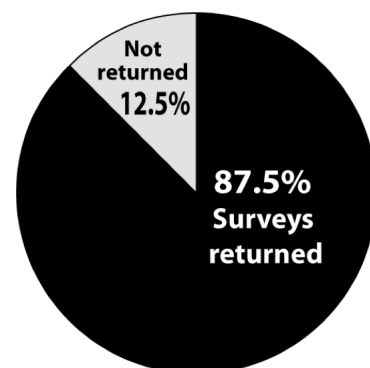
**6. What did we do best in promoting your GCCC event, program, public performance, opportunity, accomplishment or other endeavor?**

- Timeliness, ability to roll at the last minute at times. Information accuracy was great. Doing a great job. Thanks!
- Newspaper, radio, on-campus e-mail.
- I'm very grateful for the written and e-mailed reminders with clear instructions that always precede any event or announcement. Thank you for the great work you do.
- Handled promptly and efficiently.
- Never have I worked where I could count on such excellent public relations. You did things I hadn't even thought of. Great job every time.
- Thank you Tiffany. I really appreciate your willing attitude and cheerfulness. Very refreshing!
- Working with Fire Science to build a successful program!
- Everything.
- The quotes were accurate!
- Listening to our ideas and concerns and allowing us to be involved in planning process.
- (1) Contacted us on a timely basis to initiate the publicity plan (2) Used resources already available to GCCC to promote College Goal Sunday (3) Stayed with the plan from initiation to follow-up.
- Everything from front door election to Ninetieth anniversary – great job of organizing and carrying out. Thanks for all.
- I think the more promotion we can do online the better, not only to save money but because that is a primary source for students today.
- I think the Telegram and radio ads are great. Newspaper is still a very good tool to get information out to people. And the radio ads are fun/playful and very engaging.
- Thank you so much!
- Newspaper and radio schedules.
- PR in community.
- Good communication and fast turn around.
- Helping us with season outlooks for our program has been very helpful. Many people check out our season outlook page and I feel it is well written and makes us look good to recruits and fans. Thanks.
- Being on time.
- In all my years there, Steve and Tiffany helped so much in making our programs succeed.
- Steve and his staff are always prompt and willing to accommodate our needs.
- Got us so much press.
- Quality work but just need more exposure.
- Having that Spanish jingle – it stays on people's minds, thinking about GCCC.
- Willingness to help.
- Outside promotion, although some outside agencies are terrible. (Not your fault)
- Again, I thought all promotional activity done for us was fine.
- You do a great job – always willing to help and be positive. Thank you for all you do.
- Promptness and communication.

**NEWS MEDIA SURVEY**  
**GCCC Information Services and Publications**  
**(Conducted September-October, 2010)**

This survey of Southwest Kansas reporters, editors, news directors, publishers and general managers of news media organizations was designed to determine how effectively the GCCC Information Services and Publications Office serves the broadcast and print news media.

Questionnaires were sent to 16 individuals presently (or very recently) serving in the news media. Responses were returned by 14 individuals. Respondents were asked to rate the quality, timeliness, volume and value of our news releases and public service announcements, as well as the effectiveness of the services we provide, with each area gauged by a Likert scale to provide objective results. Respondents were also asked to share their views and suggestions by providing subjective comments on how our services could be improved, and on what we do best in interacting with the news media. Responses were confidential.

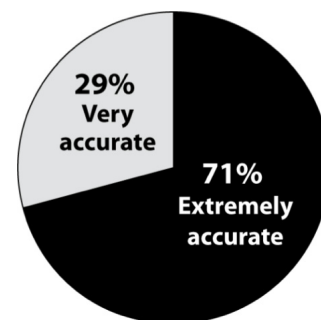


In addition to seeking input from the primary print and broadcast news media organizations in our area, we sought parallel input from the 18 community weekly newspapers located in Southwest Kansas. However, we received just one response from those 18, and incorporated that data into the primary news media survey results.

**GCCC news releases and public service announcements**

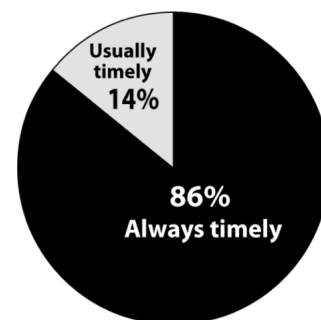
**How accurate are the news releases or public service announcements that you receive from the GCCC Information Services and Publications Office?**

• Extremely accurate	10
• Very accurate	4
• Accurate	
• Somewhat accurate	
• Inaccurate	
Total responses	14



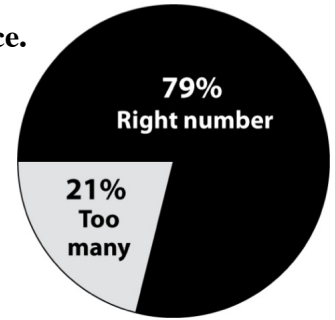
**How timely are the news releases or public service announcements that you receive from the GCCC Information Services and Publications Office?**

• Always timely	12
• Usually timely	2
• Sometimes timely	
• Rarely timely	
• Never timely	
Total responses	14



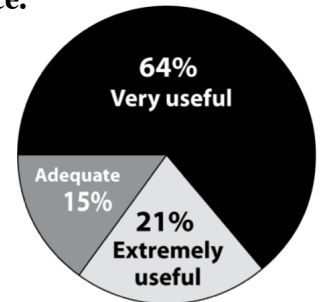
**Please rate the volume of news releases and public service announcements that you receive from the GCCC Information Services and Publications Office.**

• Far too many	
• Too many	3
• Right number	11
• Not enough	
• Never receive	
Total responses	14



**Please rate how useful and appropriate the news releases and public service announcements are that you receive from the GCCC Information Services and Publications Office.**

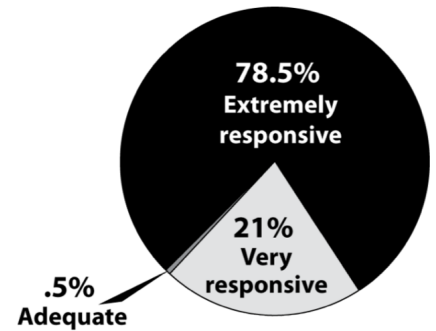
• Extremely useful and appropriate	3
• Very useful and appropriate	9
• Adequately useful and appropriate	2
• Somewhat inappropriate and not useful	
• Not at all appropriate or useful	
Total responses	14



**GCCC services to news media**

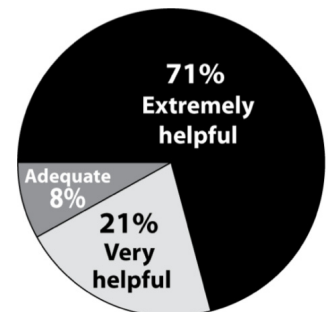
**How effective and responsive is the GCCC Information Services and Publications Office in answering questions and providing information that you need?**

• Extremely effective and responsive	11
• Very effective and responsive	3
• Adequately effective and responsive	1
• Somewhat ineffective and unresponsive	
• Completely ineffective and unresponsive	
Total responses	14



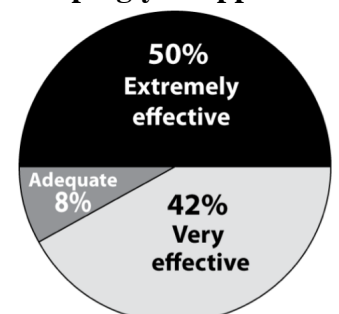
**How helpful is the GCCC Information Services and Publications Office in adapting to your needs, answering your questions, finding information that you request and putting you in touch with people you need to interview?**

• Extremely helpful	10
• Very helpful	3
• Adequately helpful	1
• Somewhat helpful	
• Not helpful	
Total responses	14



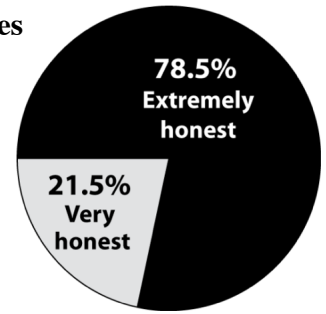
**How effective is the GCCC Information Services and Publications Office in keeping you apprised and updated on issues or developments pertaining to GCCC?**

• Extremely effective	7
• Very effective	6
• Adequately effective	1
• Somewhat ineffective	
• Not effective	
Total responses	14



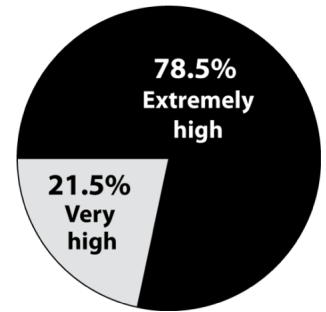
**Please rate the level of honesty and integrity the GCCC Information Services and Publications Office uses in dealing with the news media.**

• Extremely high	11
• Very high	3
• Average	
• Below average	
• Poor	
Total responses	14



**Please rate the overall level of service and assistance that you or your organization receives from the GCCC Information Services and Publications Office.**

• Extremely high	11
• Very high	3
• Average	
• Below average	
• Poor	
Total responses	14



**What could the GCCC Information Services and Publications Office do better in serving the news media?**

- Nothing. Does quite well.
- I think Info. Services should open a Twitter and/or Facebook account(s). Same with student media.
- Great job.
- You are simply the best in the business.
- Be 24/7 available!
- Keep up your good work. We appreciate all you do.
- Shorten releases for “non print” media.
- Send everything.
- I love that you send everything by e-mail. It is a huge time saver.
- Yes, you could advertise. I’m sure the ads you have on TV cost money. Why don’t you support newspapers with your advertising dollar?

*(NOTE: This response was from an area weekly newspaper, and was the only response received from 18 questionnaires sent to weekly newspapers in the area)*

**What does the GCCC Information Services and Publications Office do best in serving the news media?**

- 1. Availability and assistance for all stories – hard news and soft news. 2. Requests are always promptly addressed.
- Keeping the college, as well as the surrounding communities, informed on issues affecting campus and its entities.
- Understanding needs and deadlines of news professionals.
- Thank you for working with me.
- Thanks for writing in AP style and knowing what that is.
- Great job of getting me in contact with your campus experts and authorities, remembering that I work with extreme deadlines and, thankfully, actually putting out your stuff professionally and in Associated Press style.
- You send more than we can use, but I prefer that to receipt of too little, too late.
- If they’re having an event they make sure everyone knows about it.
- Providing info. quickly and accurately. Always easy to work with.

**What other comments would you like to share?**

- I wish all of my media/best-source relationships were similar to the one I have with GCCC. We each understand the other's role, which has developed a level of trust and respect, give and take.
- I wish we had more outlets, such as radio or TV. Too bad the broadcasting program was nixed, but better luck next time.
- You're honest. You save us time.
- Top flight operation. Nobody else does it so well.
- Day-before releases for radio would be awesome -- :30 sec. content, hitting the high points.
- Thanks for understanding our priorities and needs.
- The only thing we print is about local students and their accomplishments. We do not promote any colleges that do not advertise.

*(NOTE: This response was from an area weekly newspaper, and was the only response received from 18 questionnaires sent to weekly newspapers in the area)*