

## **POLICY TYPE: EXECUTIVE LIMITATIONS**

### **POLICY TITLE: GENERAL EXECUTIVE CONSTRAINT**

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The President shall act at all times in an exemplary manner consistent with the responsibilities and expectations vested in that office. The President shall act in a manner consistent with Board policies and consistent with those practices, activities, decisions, and organizational circumstances which are legal, prudent, and ethical.

Accordingly, the President may not:

1. Deal with students, staff, or persons from the community in an inhumane, unfair, or undignified manner.

**Response:** All dealing has been done in a proper manner.

2. Make decisions except by a process where openness is maintained.

**Response:** Decision making involves those who are directly affected by the decision.

4. Provide information to the community, Board, or College constituencies which is untimely, inaccurate, or misleading.

**Response:** Honesty and integrity in communication is being maintained.

5. Permit conflict of interest in awarding purchases or other contracts or hiring of employees.

**Response:** Every attempt is made to insure that no conflict of interest occurs.

7. Manage the College without adequate administrative policies for matters involving instructional services, administrative and financial services, human resources, marketing and economic development, enrollment management, and student services.

**Response:** Administrative policies are being reviewed and changed when necessary.

8. Allow any violation of any laws, rules or regulations, or of any breach of Board policies.

**Response:** No violations are allowed and processes are in place to attempt to prevent breaches or violations.

9. Allow assets to be unprotected, inadequately maintained, or unnecessarily risked.

**Response:** We believe all assets are adequately maintained and protected.

10. Inform fewer than two administrators of President and Board issues and processes.

**Response:** Members of the administrative team are informed as appropriate.

## **POLICY TYPE: EXECUTIVE LIMITATIONS**

### **POLICY TITLE: FINANCIAL CONDITION**

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The President shall administer the Board approved budget without material deviation from Board priorities in ENDS policies, and shall protect the College from financial risk.

It is material deviation to:

3. Make any purchase without prudent protection against conflict of interest or over \$50,000 without seeking at least three competitive quotes or sealed bids, submitted on prepared specifications. No purchase shall be made except on the basis of quality, cost, and service. Preference shall be given to local vendors who can provide like quality products and services, and who meet bid specifications within 5%. Any purchase of \$50,000 or more requires Board approval.

**Response:** All purchases are made in the best interests of the College, according to this policy.

6. Fail to maintain cash reserves for positive cash flow and contingencies equal to at least 10% of the unrestricted operating budget.

**Response:** Cash reserves equal to 10% or more of the unrestricted operating budget are being maintained.

7. Knowingly jeopardize aid from state, federal, or other funding sources before, during, or after the aided activity.

**Response:** We do not jeopardize aid from any source.

8. Fail to provide a monthly report of the College's current financial condition.

**Response:** Reports are provided each month.

9. Allow cash to drop below the amount needed to settle payroll and debts in a timely manner.

**Response:** Adequate cash is maintained.

10. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.

**Response:** Payments are made on time.

## **POLICY TYPE: EXECUTIVE LIMITATIONS**

### **POLICY TITLE: COMMUNICATION AND COUNSEL TO THE BOARD**

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The President shall keep the Board adequately informed.

Accordingly, the President shall not:

5. Fail to deal with the Board as a whole, except when: (a) fulfilling individual requests for information, or (b) responding to officers or committees duly charged by the Board.

**Response:** The President attempts to deal with the Board as a whole on all topics that have Board interest or responsibility.

6. Neglect to submit monitoring data required by the Board (see Board-President Relationship policy on Monitoring Executive Performance) in a timely, accurate, and understandable fashion, directly addressing provisions of the Board policies being monitored.

**Response:** Monitoring reports are submitted on schedule. The information is accurate and understandable. However, we continue to work on more directly addressing the provisions being monitored.

7. Fail to provide a mechanism for official Board, officer, or committee communications.

**Response:** I believe communication mechanisms are in place.

## POLICY TYPE: ENDS MEASUREMENTS

### POLICY TITLE: BARTON EXPERIENCE

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Students will "relish" their "Barton Experience."

#### ***Mission #1***

In exit surveys and other feedback report mechanisms, students will speak highly and positively of their experiences at Barton.

**Response:** Several survey instruments currently are being used to determine levels of student satisfaction. As part of the Application for Graduation, students are asked to complete a Graduation Exit Survey when they apply for graduation. The survey asks students about their levels of satisfaction relative to several different service areas or institutional functions. In addition, students are asked to respond to questions about their personal growth and their overall level of satisfaction with their "Barton Experience." Another measure of student satisfaction involves the use of the Noel-Levitz Student Satisfaction Inventory (SSI), which Barton uses on alternating years with the Community College Survey of Student Engagement (CCSSE). (Reference selected SSI results in the Student Satisfaction Report in the Student, Alumni, Parent, and Client Satisfaction section of this Monitoring Report.)

#### **Graduation Exit Survey – Barton County Campus:**

According to the 2004-05 Graduation Exit Survey at Barton County Campus (N = 212 exit interviews completed by students that applied for graduation in Summer 2004, Fall 2004 or Spring 2005), levels of satisfaction were relatively high for most areas evaluated. For example, with the exception of "Housing" and "Food," all eight other service areas/functions had "Rewarding" and "Above Average" combined ratings in excess of 70%, and two of the eight had combined ratings in excess of 80%. Service areas/functions that rated highest using combined ratings of "Rewarding" and "Above Average" included "Advisors" (87.5%) and "Faculty" (81.6%).

#### **I have used the following offices or services and found them to be:**

Service Area/Function	# Responses	Percentage of Responses for Each Level of Satisfaction:				
		Rewarding	Above Average	Average	Below Average	Disappointing
Admissions	181	29.3	48.1	22.1	0.6	0.0
Business Office	196	34.7	37.2	23.0	3.6	1.5
Advisor	200	65.0	22.5	11.5	1.0	0.0
Student Services	143	47.6	25.9	25.9	0.0	0.7
Administration	131	35.1	38.2	23.7	3.1	0.0
Financial Aid	174	39.7	31.0	24.1	4.6	0.6
Enrollment Services	183	33.9	43.2	20.8	2.2	0.0
Faculty	169	42.0	39.6	16.6	1.8	0.0
Housing	86	23.3	16.3	50.0	8.1	2.3
Food	107	13.1	14.0	42.1	20.6	10.3

In response to a general question about their overall rating of satisfaction with their entire “Barton Experience” at the Barton County Campus, 68.1% of 210 respondents reported their experience at Barton to be “Rewarding”. Of the remainder, 17.6% reported “Above Average” and 13.8% reported “Average.” Only 0.5% rated their experience to be “Below Average” or “Disappointing.”

**Graduation Exit Survey – Fort Riley Campus:**

Using a similar **Graduation Exit Interview Survey** at Fort Riley Campus (N=135 exit interviews completed by students that applied for graduation in calendar year 2005), high levels of satisfaction were also reported in all service areas/functions evaluated. Specifically, the combined “Rewarding” and “Above Average” ratings for all areas/functions exceeded 84%.

**I have used the following offices or services and found them to be:**

Service Area/Function	# Responses	Percentage of Responses for Each Level of Satisfaction:				
		Rewarding	Above Average	Average	Below Average	Disappointing
Financial Aid	85	57.6%	30.6%	10.6%	1.2%	0.0%
Business Office	84	53.6%	32.1%	13.1%	1.2%	0.0%
Instruction	93	47.3%	38.7%	14.0%	0.0%	0.0%
BCCC Advisors	109	54.1%	34.9%	9.2%	0.9%	0.9%
Registration	110	56.4%	30.0%	13.6%	0.0%	0.0%
Transcripts	99	57.6%	27.3%	14.1%	0.0%	1.0%

In response to a general question about their overall rating of satisfaction with their entire “Barton Experience” at Fort Riley Campus, 63.7% of the respondents reported their Barton experience to be “Rewarding,” 31.1% reported “Above Average,” 5.2% reported “Average,” and none reported their experience to be “Below Average” or “Disappointing.”

***Mission #2***

Students will cite individual, personal, caring attention from faculty and staff as a significant factor in how they perceive their experience at Barton.

**Response:** The vast majority of comments students proffered on the Barton County Campus and Fort Riley Campus **Graduation Exit Interview Surveys** were positive (>83%). The following comments are examples of those that students cited on their surveys that specifically reflected the “individual, personal, caring attention” that students experienced with faculty and staff.

**Barton County Campus Comments:**

- I have enjoyed my two years here at Barton. Thanks to my coach who believed in me and helped me to be a better athlete and person.

- My hat is off to the Business Office. I have never met a group of people that made feel that good about myself and would bend over backwards to help you in any way they could.
- I have really enjoyed the Barton experience and look forward to moving on to a four-year school.
- I have really enjoyed attending Barton County. It has been an awesome experience. Who would have guessed that I would have made it in the “Dean’s List” book. I am glad to have had the opportunity to receive a degree from Barton County. Thank you.
- My advisor is outstanding! I am very grateful for his help!
- I really enjoyed my time here at Barton, and I will strongly recommend this school to anyone.
- I like every thing and every one here.
- All of my classes were taken online; through Bartonline and Edukan. It was an excellent opportunity and a very rewarding experience. I hope Barton County will continue to offer and support these classes. Thanks!
- I believe Barton County Community College is an excellent college and will recommend it to my younger peers. Additionally, I believe anyone who prefers not to go to university should strongly think about coming to Barton.
- Barton has great athletic programs and they have been very rewarding.
- I am proud to be graduating from Barton and have greatly enjoyed my experience here.
- I believe that the college did an excellent job of furthering my education. I also think that starting here will help me to continue on at the University of Kansas.
- I thought my experience at Barton was very fulfilling. I had no problems with anything. I was very impressed with the College.
- I have really enjoyed my experience at Barton. I’ve met a lot of interesting people and learned more than I expected.

- I am very pleased and proud to be graduating from Barton County Community College. My only regret is that I didn't do it sooner. I will miss the instructors I have come to know and the classmates that have become friends. I intend to continue taking classes at Barton in the future as I have time.
- I feel that my time at Barton has been well spent and worth the money.

**Fort Riley Campus Comments:**

- The people in the Business Office were very helpful.
- It has been a very challenging but rewarding couple of years. Thanks for all the support.
- Personnel of specific areas have a good grasp on their job responsibilities and are very thorough and courteous.
- I am very thankful for all that Barton has offered me. Several of my soldiers and friends have signed up also. Thank you.
- Thanks!
- Thank you so much for all of your help.
- The on-line courses proved to be extremely helpful during the last year.
- I have found the online courses very helpful to complete my degree, especially once I left the state.
- I have really enjoyed the college classes thru Barton; I have been recommending them to everyone.



**Availability of Financial Aid**

Annual: February 2006

<b>Availability of Financial Aid</b>	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	<b>Number of Awards</b>	<b>Dollar Amount</b>	<b>Number of Awards</b>	<b>Dollar Amount</b>	<b>Number of Awards</b>	<b>Dollar Amount</b>	<b>Number of Awards</b>	<b>Dollar Amount</b>
<b>Federal Financial Aid</b>	1,794	\$2,982,838	1,805	\$3,227,734	1,815	\$3,460,709	1,860	\$3,470,281
<b>Institutional Financial Aid</b>	507	352,484	799	433,071	799	354,162	641	384,334
<b>State Financial Aid</b>	11	27,000	7	23,500	6	18,250	16	44,750
<b>Misc. Community Scholarship</b>	271	115,184	265	114,864	170	68,798	268	151,858
<b>Total Financial Aid</b>	<b>2,583</b>	<b>\$3,477,506</b>	<b>2,876</b>	<b>\$3,799,169</b>	<b>2,790</b>	<b>\$3,901,919</b>	<b>2,785</b>	<b>\$4,051,223</b>

-Please note that a portion of the Institutional Financial Aid (Athletic, Cheer, Dance, Cougarette, Trainer) includes book/tuition scholarships.

**Response:** The number of students receiving aid and the amount awarded continues to increase steadily. The percentage breakdown of the sources has remained consistent. These trends appear to be caused by more student demand as well as minor increases in funding from the various sources. The Financial Aid Office is currently leading a College effort in search of improved means to measure the effectiveness of financial aid both for Barton students and for the College.

**College-wide Retention Rates**

Annual: February 2006

<b>College-wide Retention Rates</b>	<b>First-time, Full-time Student Cohort Summaries</b>									
	<b># of Students in Cohort Enrolled</b>	<b>Retention Rates</b>		<b># of Students in Cohort Enrolled</b>	<b>Retention Rates</b>		<b># of Students in Cohort Enrolled</b>	<b>Retention Rates</b>		
<b>Fall 2002</b> (Entire Cohort)	315	-		<b>Fall 2003</b> (Entire Cohort)	364	-		<b>Fall 2004</b> (Entire Cohort)	446	-
<b>Spring 2003</b> (Fall 2002 to Spring 2003 Retention)	275	87.3%		<b>Spring 2004</b> (Fall 2003 to Spring 2004 Retention)	289	79.4%		<b>Spring 2005</b> (Fall 2004 to Spring 2005 Retention)	367	82.3%
<b>Fall 2003</b> (Fall 2002 to Fall 2003 Retention)	199	63.2%		<b>Fall 2004</b> (Fall 2003 to Fall 2004 Retention)	206	56.6%		<b>Fall 2005</b> (Fall 2004 to Fall 2005 Retention)	274	61.4%

**Response:** The National Information Center for Higher Education Policymaking and Analysis reports a national fall-to-fall retention rate of 54.8% for first-time, full-time students at public two-year community colleges. Consequently, Barton has slightly higher retention rates as compared to the national average cited above for retention from fall 2003 to fall 2004. However, Barton does have a significantly higher rate as compared to the national average for fall 2002 to fall 2003 and fall 2004 to fall 2005.

## National Awards/Recognition for Personnel/Programs      Annual: February 2006

**Faculty / Staff**      The following faculty and/or staff members received awards and recognition in 2005.

Employee	Award and/or Recognition Received
Steve Dudek	Art Instructor Steve Dudek was accepted in the 25th Annual San Diego International Watercolor Society's 2005 exhibition in October. Dudek's watercolor painting, "Blue Stripe Koi," was one of 100 paintings chosen by Juror Betsy Dillard Stroud from the 800 paintings entered in the exhibition. During the judging for prizes, the juror chose Dudek's painting for the Captain and Mrs. Edward B. Rogers Jr. Cash Award and the Donald N. McDonald DDS Purchase Award. Dudek made the painting from a digital photograph of Christina Lamoureux's koi fish pond in Hoisington last summer.
Darylee Flynn	Darylee Flynn, then Coordinator of the Center for Adult Education, was awarded the 2004-2005 Service Award as president of the Kansas Adult Education Association at the Missouri Valley Adult Education Association Conference March 16-18 in Overland Park.
Ruth Moritz	The National Association of Developmental Educators accepted the proposal of English Instructor Ruth Moritz for presentation at its March 9-13 national conference in Albuquerque. The title of her session was "Understandable Static: The Student Draft as Text, as Test."
Randy Allen, Rick Bealer, Kathy Boeger, Jamee Dannebohm, Jackie Elliott, Karole Erikson, Glenna Gaunt, LaVonne Gerritzen, Stephannie Goerl, Kathy Heidrick, Ken Henderson, Jane Howard, Nellene Kenyon, Ron Kirmer, Shanna Legleiter, Linda McCaffery, Evelyn Parker, John Simmons, and Angie Sullivan	Barton students nominated 19 Barton instructors for inclusion in <i>Who's Who Among America's Teachers, 2005</i> .

**Students**      The following Barton students received awards and recognition in 2005.

Student	Award and/or Recognition Received
Asha Friesen and Ashlea Rissmiller	Barton sophomores Asha Friesen and Ashlea Rissmiller were selected to represent Barton on the Phi Theta Kappa 2005 All-Kansas Academic Team.

**Events and/or Programs**      The following events and/or programs received recognition in 2005.

Program	Award and/or Recognition Received
Midwest Utility and Pipeline Training Center	Barton's Midwest Utility and Pipeline Training Center opened in 2005 fulfilling training needs for utility and pipeline industries representing eight states. Barton hosted the 20th Annual Kansas Section of NACE Corrosion Control Seminar in the new training center in February 2005. In the fall, the College utilized the training center for a Gas Leak Detection Training Seminar in partnership with the Southern Cross Corporation of Norcross, Ga.
Jack Kilby Science Day	Barton hosted the second annual Jack Kilby Science Day attended by 189 area high school juniors and seniors on Oct. 18, 2005.
Paramedic Program	Barton's Paramedic Program earned full accreditation from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession in November 2005.
Thelma Faye Harms Wellness Center	Courses were offered for the first time in Barton's new Thelma Faye Harms Wellness Center in January 2005.

## National Awards & Recognition for Personnel/Programs, (Cont.)

### Athletics

The following athletic teams received awards and recognition in 2005.

Team	Award and/or Recognition Received
Men's Basketball	◆ Overall Record: 13-17; Conference Record: 8-8; Tied for 3rd in KJCCC Jayhawk Western Conference
Women's Basketball	◆ Overall Record: 22-12; Conference Record: 9-7; Tied for 4th in KJCCC Jayhawk Western Conference; Region VI Finalist
Men's Indoor Track	◆ NJCAA National Champions (at Charleston, Illinois); Region VI Champion (at Kansas State/Manhattan); KJCCC Western Division Champion; 20 NJCAA All-American Performances; 3 National Champion Performances
Women's Indoor Track	◆ NJCAA National Champions (at Charleston, Illinois); Region VI Champion (at Kansas State/Manhattan); KJCCC Western Division Champion; 36 NJCAA All-American Performances; 8 National Champion Performances; Lyles Lashley named NJCAA "Coach of the Meet"
Men's Outdoor Track	◆ NJCAA 3rd place finish (at Levelland, Texas); Region VI Champion (at Coffeyville); KJCCC Western Division Champion (at Coffeyville); 22 NJCAA All-America Performances; 2 National Champion Performances
Women's Outdoor Track	◆ NJCAA National Champions (at Levelland, Texas); Region VI Champion (at Coffeyville); KJCCC Western Division Champion (at Coffeyville); 32 NJCAA All-America Performances; 10 National Champion Performances; Lyles Lashley named NJCAA "Coach of the Year"; Lyles Lashley named NJCAA "Coach of the Meet"
Baseball	◆ Overall Record: 28-25; Conference Record: 17-15; 5th in KJCCC Western Division
Softball	◆ Overall Record: 30-36; Conference Record: 6-10; 5th in KJCCC Western Division
Golf	◆ 17th in NJCAA National Tournament (at Dodge City); 3rd in District III Tournament (at McCook, Neb); 6th in final KJCCC Conference Standings
Men's Tennis	◆ 6th in NJCAA Tournament (at Plano, Texas); 1st in Region VI Tournament (at Wichita)
Women's Tennis	◆ 6th in Region VI Tournament (at Wichita)
Men's Cross Country	◆ Did not field a full team
Women's Cross Country	◆ Did not field a full team
Volleyball	◆ Overall Record – 36-11; Jayhawk West – 7-1 (2nd place); Region VI Finalist
Men's Soccer	◆ Overall Record – 16-1-2; Jayhawk Conference Record – 8-0-1 (Regular season champs); Region VI Finalist; Craig Ratanamorn – 1st Team NJCAA All-American; Bruno Conceicao – 2nd Team NJCAA All-American; Joe Burger – NSCAA North Region Coach of the Year
Women's Soccer	◆ Overall Record – 8-7-1; Conference Record – 6-2-1

**Response:** The College's list of accomplishments remains impressive indicating recognition and contributions to the community, the College, and the profession.

## Student, Alumni, Parent, Client Satisfaction

Annual: February 2006

### Student Satisfaction

In Spring 2005, the Noel-Levitz Student Satisfaction Inventory (SSI) was administered to a representative sample of 491 Barton students enrolled in courses at that time. The breakdown in students sampled at three major instructional sites was as follow: N = 236 students at Barton County Campus, N = 190 at the Fort Riley Campus, and N = 65 students at various Outreach sites.

Responses of Barton students were compared to responses of students at 2-year colleges nationwide (National Comparison Group, N = 248,307 student records for community colleges in the United States) and in Kansas (Kansas Comparison Group, N = 5,743 student records in Kansas) relative to Institutional Scales determined by Noel-Levitz.

Just how satisfied are Barton students compared to students at other 2-year colleges?

(Average values computed from ratings on scale of 1 = "Not Satisfied at All" to 7 = "Very Satisfied.")

Institutional Scale	Barton	Kansas Comparison Group	National Comparison Group
Academic Advising / Counseling	5.30	5.36	5.13 **
Academic Services	5.29	5.30	5.34
Admissions and Financial Aid	5.14	5.20	5.03 *
Campus Climate	5.21	5.31 *	5.21
Campus Support Services	4.94	4.85	4.88
Concern for the Individual	5.29	5.30	5.15 **
Instructional Effectiveness	5.44	5.42	5.33 *
Registration Effectiveness	5.49	5.45	5.32 ***
Responsiveness to Diverse Populations	5.49	5.44	5.39
Safety and Security	4.82	4.90	4.84
Service Excellence	5.21	5.27	5.16
Student Centeredness	5.30	5.40	5.28

Levels of significance for differences between average values for students in Comparison Groups versus those at Barton: \* = "significant,"  $P < 0.05$ ; \*\* = "highly significant,"  $P < 0.01$ ; and \*\*\* = "very highly significant,"  $P < 0.001$ .

Students at Barton averaged higher levels of satisfaction on all but two of the institutional scales in comparison to the National Comparison Group.

### Alumni Satisfaction

A formal process to inventory the satisfaction of Barton alumni was initiated in Spring 2001 as part of the NCA Self Study process; the surveys since have become a routine part of Barton's efforts to monitor institutional effectiveness. In these surveys, both graduates from the previous calendar year ("Recent Alumni") and graduates from five years earlier ("5-Year Alumni") are surveyed to determine, among other things, their level of satisfaction with the College and their educational experiences at Barton.

This Monitoring Report contains summary information from the Spring 2005 "Recent Alumni Survey." Surveys were mailed to all recent alumni (associate degree graduates who received degrees in 2004), excluding those with Fort Riley addresses as legal address, because of difficulties having mail forwarded to military personnel who move. A total of 243 surveys were mailed and 82 were completed and returned yielding a response rate of 33.7%.

Alumni were asked to rate their perception of the quality of Barton, as well as that of any transfer institutions they had attended relative to the selected Institutional Characteristics (43 of the 82 respondents indicated they had transferred to a college or university following graduation from Barton). Ratings were based on a 5-point Likert scale (levels of quality ranging from 1 = "Very Poor" to 5 = "Very Good"). Average rating for Barton was higher than average rating for Transfer Institutions for 10 of the 11 characteristics. The greatest differences in positive mean values (i.e., where Barton was rated higher than Transfer

## Alumni Satisfaction, (Cont.)

Institution) were for Enrollment Process (0.62), Availability of Financial Aid (0.52), and Academic Advisement (0.50). The only institutional characteristic that had a difference with a negative mean value (Transfer Institution rated higher than Barton) was for Classroom Facilities (-0.11).

Institutional Characteristic	Average Ratings		Difference (Barton minus Transfer Institution)
	Barton <sup>a</sup>	Transfer Institution(s) <sup>b</sup>	
Enrollment Process	4.35	3.73	<b>0.62</b>
Customer Service	4.22	3.90	<b>0.32</b>
Student Housing	3.97	3.92	<b>0.05</b>
Student Activities	3.96	3.91	<b>0.05</b>
Academic Advisement	4.23	3.73	<b>0.50</b>
Quality of Instruction	4.30	4.00	<b>0.30</b>
Classroom Facilities	4.25	4.36	<b>-0.11</b>
Appearance of Campus	4.41	4.41	<b>0.00</b>
Availability of Financial Aid	4.08	3.56	<b>0.52</b>
Student Support Services	4.22	3.87	<b>0.35</b>
Graduation Process	4.35	4.00	<b>0.35</b>

<sup>a</sup> Mean sample sizes for all eleven characteristics for Barton ratings was N = 70.6.

<sup>b</sup> Mean sample sizes for all eleven characteristics for Transfer Institution ratings was N = 33.1.

**Top Reasons for Attending Barton?** When asked, “*What was the primary reason why you chose to attend Barton?*”, the following top reasons were indicated.

Primary Reason	% of Responses
Barton was close to my home	36.6%
Desired program of study was available	22.0%
Quality of Barton athletics programs	11.0%

**Single Most Influential Recruitment Factor?** When asked “*What was the single most influential recruitment factor that led you to attend Barton?*”, the following top reasons were indicated.

Recruitment or Marketing Activity	% of Responses
Participated in Campus Visit of Barton	30.9%
Spoke with a Barton Admissions Representative	13.6%
Received other mailings from Admissions	7.4%
Received a letter from the Admissions Office	6.2%
Received a Barton View Book	1.2%

When asked, “*How well do you feel BARTON prepared you for employment in your field of study and/or for transfer?*”, responses were as follow: “Very Well” (39.0%), “Well” (41.5%), “Fair” (17.1%), “Poorly” (2.4%), and “Very Poorly” (0%).

When asked, “*If you had to do it all over again, would you attend BARTON?*”, 86.6% responded “Yes,” 9.8% responded “Maybe,” and 3.6% responded “No.”

When asked, “*Would you recommend BARTON to anyone else who might consider attending a community college?*”, 92.7% responded “yes,” 4.9% responded “Maybe,” and 2.4% responded “No.”

**Parent  
Satisfaction**

As part of Barton’s on-going efforts to annually monitor Parent Satisfaction, a survey was sent to a sample of parents who had one or more children of traditional age (18-22 years) enrolled (full-time students) at the Great Bend Campus during the 2004-05 school year. Surveys were mailed to 400 addresses randomly sampled from a pool of 596 addresses available (sampling rate of 67.1%). A total of 172 surveys were returned by parents yielding a return rate of 43.0%.

The typical respondent (i.e., parent of student) was a Kansas resident (94.2%), 45.1% of whom were Barton County residents. Also, most were married (87.8%), female (67.4%), middle-aged (average age = 46.9 years), white (96.5%), and had an average of 3.0 children in the family, including 1.5 on average who were of college age (18-22 years). Overall, 55.2% of one or both parents also had attended Barton, and for the 95 respondents who reportedly resided in the Barton Service Area, this statistic was 83.2%. For respondents in the Barton Service Area who possessed one or more college degrees/certificates, 30.5% had earned their degree/certificate from Barton. Most respondents (93.6%) indicated that their child/children needed some amount of parental financial support, including 32.6% whose children were totally dependent on parents for financial support. Of the others, 23.8% were heavily dependent and 37.2% needed just some financial support. In all, 86.6% indicated that their child/children had received some kind of financial aid while at Barton. On average, parents of students reported visiting their children at the Barton campus 4.8 times per year (range, 0 to 30 visits annually; N=162).

Based upon the perceptions of parents as they responded to the following statements using a 5-point Likert scale (levels of agreement ranging from 1 = “Strongly Disagree” to 5 = “Strongly Agree”), parents overall showed average or higher than average levels of agreement (average of 3 = “Agree”) in their satisfaction with the College. In particular, parents were particularly impressed with the physical appearance of the campus (4.0), the economical nature of a Barton education (3.8), and the safe environment provided by the Barton campus (3.6).

Statement	Average Rating
Barton is the finest community college in Kansas.	2.2
The quality of instruction my child receives at Barton is outstanding.	3.1
The Barton campus always appears neat, clean and well kept.	4.0
I am confident that the Barton campus is a safe environment for my child.	3.6
Barton employees are always friendly, helpful and willing to serve.	3.5
Financial aid is readily available and adequate to support my child’s education.	3.3
The cost of an education at Barton makes it an exceptionally good deal.	3.8

When asked, “If their child ‘had it to do all over again,’ would they hope or wish their child again would select Barton to pursue a college education?”, 78.8% of 170 respondents answered “Yes” and only 5.3% responded “No.” An even higher percentage of respondents (81.2%) indicated they would “recommend Barton to any other parent whose child was looking to receive a college education,” whereas only 2.9% indicated they would not recommend Barton to other parents.

**Client  
Satisfaction**

Between the months of July 2004 and June 2005 Community Education provided customized training for employees of seven organizations, including businesses throughout our seven county service area and two companies representing multiple states. A total of 409 participants benefited from customized training, which included 47 separate training sessions. These sessions included credit and non-credit training. Customized training programs were as follows:

**Pension Administration Course Work**

-CPI Qualified Plan Consultants

**Workforce Spanish**

-Kansas Probation Offices (multiple)

**Welding**

-North American Salt

**Computer Training**

-Wilson State Bank

-Larned State Hospital

**Utility and Pipeline Training**

-Northern Natural Gas Company

**Repair of Equipment, Tractor Systems, Planting Combine Electrical, etc.**

-Case New Holland

An increase in companies returning to Community Education for additional training is an indicator of client satisfaction. Growth in Customized Training is indicated by the addition of two new clients and an increase of 20 participants as compared to last year's numbers.

Clients are encouraged to assist in the development of training programs including the selection of instruction and establishment of training outcomes. All customized training sessions are evaluated by participants as well as employers.

**Response:** Students continue to show high levels of satisfaction with their experiences at Barton, in some cases statistically higher levels as compared to the satisfaction of students at similar institutions (i.e., two-year community colleges). Students also frequently express positive comments about Barton faculty and staff from the standpoint of their experiences at the College in graduation exit interviews. Moreover, both parents of current students and alumni display relatively high levels of satisfaction with Barton. Finally, students trained with customized training provided by Barton to local business and industry also continue to be highly satisfied with the training they received in the past year.

**POLICY TYPE: ENDS MEASUREMENTS**

**POLICY TITLE: MISSION**

**Availability of Academic Classes**

**Annual: February 2006**

<i>Availability of Academic Classes</i>	Fall 2004		Fall 2005	
	# Classes	# Enrolled	# Classes	# Enrolled
<b>Traditional Delivery</b>				
Daytime, On-Campus	231	3,614	215	3,609
Evening, On-Campus	59	580	49	473
Outreach, 11 locations	21	141	12	103
College Classes in High School, 17 locations	72	601	70	552
<b>Flexible Delivery</b>				
Video Classes	0	0	0	0
ITV Courses	15	224	14	234
Independent Study/Arrg.	51	322	28	227
EduKan Internet	64	211	68	301
<b>BartONline</b> Internet	131	1,327	157	1,384
BCCC Web	0	0	0	0
<b>Fort Riley</b>				
LSEC	99	1,861	89	1,406
FAST	25	263	24	216
College Programs	34	402	37	310
TROOP School	10	125	3	53
<b>Totals</b>	<b>812</b>	<b>9,671</b>	<b>766</b>	<b>8,868</b>

- Notes:**
- The above data does not include vocational courses.
  - Academic classes are offered primarily for the purpose of degree completion.
  - In addition to the undergraduate academic courses listed above, four universities provide classes on the Barton campus for baccalaureate and masters degree completion. Those currently on campus include: Fort Hays State University, Newman University, Friends University, and Kansas State University.

**Response:** The above data demonstrates the breadth and accessibility of Barton's academic curriculum both on and off campus.