

# Monitoring Reports January – February 2003

## POLICY TYPE: ENDS MEASUREMENTS

<b>POLICY TITLE: BARTON EXPERIENCE</b>
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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** as part of the application. 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)** administered routinely to a sample of students enrolled at Main Campus, Ft. Riley and other Outreach Sites. (Reference results of the most recent SSI in the Student, Alumni, Parent, and Client Satisfaction section of this Monitoring Report.)

### **Graduation Exit Survey – Main Campus:**

According to the 2002 **Graduation Exit Survey** at main campus (N = 176 surveys completed by 247 students who applied for graduation), 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 60%, and seven of the eight had combined ratings in excess of 70%. Service areas/functions that rated highest using combined ratings (above "Average") included "Advisors" (87.1%), "Faculty" (84.3%) and "Student Support Services" (80.7%).

**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
<b>Admissions</b>	142	33.8%	36.6%	26.8%	2.8%	0.0%
<b>Business Office</b>	147	31.3%	38.8%	27.9%	0.7%	1.4%
<b>Advisor</b>	155	58.7%	28.4%	11.6%	0.0%	1.3%
<b>Student Services</b>	114	47.4%	33.3%	15.8%	3.5%	0.0%
<b>Administration</b>	68	41.2%	33.8%	25.0%	0.0%	0.0%
<b>Financial Aid</b>	132	37.1%	31.1%	30.3%	1.5%	0.0%
<b>Enrollment Services</b>	130	36.9%	39.2%	23.1%	0.8%	0.0%
<b>Faculty</b>	140	45.0%	39.3%	15.7%	0.0%	0.0%
<b>Housing</b>	79	31.6%	25.3%	35.4%	2.5%	5.1%
<b>Food</b>	34	17.6%	26.5%	35.3%	14.7%	5.9%

In response to a general question about their overall rating of satisfaction with their entire “Barton Experience” at Main Campus, 59% of 170 respondents reported their experience to be “Rewarding” (up from 45% in the previous year). Of the remainder, 21.2% reported “Above Average,” and 18.2% reported “Average.” Only 1.8% rated their experience to be “Below Average,” and none marked “Disappointing.”

**Graduation Exit Survey – Fort Riley:**

Using a similar **Graduation Exit Survey** at Fort Riley, 190 survey respondents of 217 students who had applied for graduation also reported high levels of satisfaction in all service areas/functions evaluated. Specifically, combined “Rewarding” and “Above Average” ratings for all areas/functions, except “Financial Aid” (71.4%), exceeded 80%.

**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	98	59.2%	12.2%	28.6%	0.0%	0.0%
Business Office	125	68.0%	20.8%	10.4%	0.8%	0.0%
Instruction	143	62.9%	22.4%	14.7%	0.0%	0.0%
BCCC Advisors	152	65.1%	19.7%	14.5%	0.7%	0.0%
Registration	155	63.2%	18.7%	16.8%	1.3%	0.0%
Transcripts	151	66.9%	17.2%	15.2%	0.7%	0.0%

In response to a general question about their overall rating of satisfaction with their entire “Barton Experience” at Fort Riley, 80.4% of the respondents reported their Barton experience to be “Rewarding,” 11.1% reported “Above Average,” 8.5% reported “Average,” and none reported their experience to be “Below Average” or “Disappointing.”

**Mission #2**

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

**Response:**

The following sample comments in the main campus **Graduation Exit Survey** represented student satisfaction with their faculty and staff interactions.

My experience at BCCC has been a wonderful one. I originally came here following my boyfriend who plays baseball, and I have enjoyed all of my classes as well as the school as a whole. The teachers/professors here sincerely care about each and every student that they come in to contact with in and out of school. Thanks for a great 2 years!

I enjoyed the small classes and the faculty members who were always willing to help.

I feel strongly that the outreach sites through Barton need to be monitored closer. I think many times they get overlooked in terms of importance. I feel the outreach sites are vital to those who need to continue to work while attending school. I know I benefited greatly from Barton's outreach program.

I did not receive the quality of help I expected from the Veterans office. I have been trying for months to get my GI bill payments fixed and have had no luck. All I have been given is a phone number to call and an email address and neither have gone very far. This may be because getting something fixed with the government is always a pain, but I think the Vet Rep from the college should be fixing this instead of making me try to do it. She has much more experience with the GI bill than I do and would most likely be much more efficient at getting things done than I would.

The faculty at BCCC has been absolutely fantastic. I have had close relationships with many of the teachers. They have been supportive both academically and personally. I truly appreciate Linda McCaffery and Scott Richardson for all their help. Linda has been a blessing with all the dealings with Newman University. It also would never have been possible for me to pass the PPST test without Mr. Richardson's wonderful teaching and extra effort.

I enjoyed Barton County CC so much. I just want to thank everybody who helped me get this far.

This college has other students attending than athletes. More emphasis should be put on academic work!

The overall experience has been great, but I find it disappointing that they are always trying to find ways to fine us in housing. We are adults let us run some of our life. I agree that you would fine for some things, but others I think you should just let go.

I didn't like the run around all the time in the business office. And if someone did help you they said they would "take care of it" but when you go back they still haven't done anything yet. All they do is put more stress on us. Another thing that bothers me is that when we (baseball players) have to wake up at 5:30 in the morning for weights we have room checks. To some people those don't wake them up, but for those that do, they can't go back to sleep. Finally I don't like the idea of having to pay to come here and having to pay to leave, especially since I'm not going to be here for the ceremony. We students are barely scrapping by as it is and you all keep wanting more and more from us.

I enjoyed being a student at BCCC. It was a great experience everyone was very helpful while attending here. The faculty/staff are all very nice and make Barton a wonderful place. I have learned a lot from Barton, which I will take with me throughout the rest of my life.

Student Support Services shouldn't be based on how much money your parents make and if they both went to college and graduated. Both my parents make too much money and they both graduated from college, but I would have really liked to be in student support just for the different activities but I couldn't because I didn't qualify.

I am a non-traditional student and did not understand all of the problems it took to come back to school. I would like to thank financial services and enrollment services for all of their help.

I feel that you should be more timely with all of the military personnel who are schooling here because we never know when we may be called up for duty. Take your advertisement on the college channel for example. The ones who were sent off to do their active duty to keep our country safe may not know about you needing orders. I know of some families who have not heard from their relatives since September 12, 2001, and may not get to hear from them until someone knocks with bad news or calls to say come get me from the airport.

Thanks for the opportunity to go to college. If it wasn't for BCCC I wouldn't have been able to attend college. You have a great security team!

I have found Barton to be extremely fun and rewarding. I've received nothing but nice helpful people in the financial aid office and lots of help and encouragement from my advisor, Steve Dudek. BCCC is an excellent community college. Too bad you can't get your bachelor's degree here.

I am pregnant and due in June. After I have my baby I plan to return back to school online. I am currently taking my final class at BCCC and I love it. Carol Dellinger is a wonderful person. She always returns my calls and has helped me through all of my problems. BCCC is a wonderful college and the best online experience. I am so excited about graduating in May!

**POLICY TYPE: ENDS MEASUREMENTS**

**POLICY TITLE: BARTON EXPERIENCE**

**Availability of Financial Aid**

**Annual: January 2003**

<b>Availability of Financial Aid</b>	<b>1998-99*</b>		<b>1999-00*</b>		<b>2000-01*</b>		<b>2001-02*</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>	1,319	\$2,083,124	1,336	\$2,233,664	1,382	\$2,406,325	1,794	\$2,982,838
<b>Institutional Financial Aid</b>	867	500,163	940	550,443	1,084	540,628	507	352,484
<b>State Financial Aid</b>	13	18,750	22	37,603	21	52,000	11	27,000
<b>Misc. Community Scholarship</b>	134	82,687	161	75,644	243	86,953	271	115,184
<b>Total Financial Aid</b>	<b>2,333</b>	<b>\$2,684,724</b>	<b>2,459</b>	<b>\$2,897,354</b>	<b>2,730</b>	<b>\$3,085,906</b>	<b>2,583</b>	<b>\$3,477,506</b>

\*Beginning with the academic year 1997-98, a portion of the Institutional Financial Aid (Athletic, Cheer, Dance, Cougarette, Trainer) included book/tuition scholarships.

**Response:** The total number of students receiving financial aid has remained steady and the total dollars awarded has steadily increased over the last four years. Considering that 760 students currently at Barton are full-time, the data reflects a large portion of our students receiving some sort of financial aid.

**College-wide Retention Rates**

**Annual: January 2003**

<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 1999</b> (Entire Cohort)	405	-	<b>Fall 2000</b> (Entire Cohort)	434	-	<b>Fall 2001</b> (Entire Cohort)	410	-
<b>Spring 2000</b> (Fall 1999 to Spring 2000 Retention)	324	80.0%	<b>Spring 2001</b> (Fall 2000 to Spring 2001 Retention)	348	80.2%	<b>Spring 2002</b> (Fall 2001 to Spring 2002 Retention)	330	80.5%
<b>Fall 2000</b> (Fall 1999 to Fall 2000 Retention)	224	55.3%	<b>Fall 2001</b> (Fall 2000 to Fall 2001 Retention)	244	56.2%	<b>Fall 2002</b> (Fall 2001 to Fall 2002 Retention)	228	55.6%

**Response:** In its 1997 Findings Report, USA Group Noel-Levitz posts a national fall-to-fall retention rate of 53% for first-time, full-time students at public two-year community college students. Consequently, Barton has slightly higher retention rates as compared to the national average cited by Noel-Levitz.

**POLICY TYPE: ENDS MEASUREMENTS**

**POLICY TITLE: MISSION**

**Availability of Academic Classes**

**Annual: January 2003**

<b>Availability of Academic Classes</b>	<b>Fall 2001</b>		<b>Fall 2002</b>	
	<b># Classes</b>	<b># Enrolled</b>	<b># Classes</b>	<b># Enrolled</b>
<b>Traditional Delivery</b>				
Daytime, On-Campus	215	3,506	208	3,532
Evening, On-Campus	70	668	73	746
Outreach, 17 locations	34	196	41	232
College Classes in High School, 17 locations	58	575	50	511
<b>Flexible Delivery</b>				
Video Classes	6	29	0	0
Independent Study/Arrg.	63	568	66	595
EduKan Internet	42	119	48	209
<b>BartON</b> line Internet	48	315	89	782
BCCC Web	1	2	1	1
<b>Fort Riley</b>				
LSEC	81	1,603	103	2,006
FAST	26	296	55	846
College Programs	41	404	42	499
TROOP School	12	213	12	175
<b>Totals</b>	<b>697</b>	<b>8,494</b>	<b>788</b>	<b>10,134</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, three universities provide classes on the BCCC campus for baccalaureate and masters degree completion. Those currently on campus include: Fort Hays State University, Newman University, and Friends University.

**Response:**

The above data demonstrates the breadth and accessibility of BCCC's academic curriculum both on and off campus.

**Professional State License Pass Rates**

**Annual: February 2003**

<i>Professional License Program</i>		1997-98	1998-99	1999-00	2000-01	2001-02
<b>NursingADN*</b>	# Attempted	36	14	17	19	18
	# Passed	33	14	17	18	16
<b>Practical Nursing Certificate</b>	# Attempted	20	23	26	20	18
	# Passed	20	22	26	20	17
<b>Occupational Therapy</b>	# Attempted	45	19	21	20	18
	# Passed	45	19	20	17	14
<b>Certified Nurses Aide</b>	# Attempted	197	135	144	86	240
	# Passed	188	132	142	86	225
<b>Home Health Aide</b>	# Attempted	27	12	17	4	10
	# Passed	26	12	15	4	10
<b>Certified Medical Aide</b>	# Attempted	41	51	44	40	73
	# Passed	35	49	41	30	63
<b>Medical Laboratory Technician</b>	# Attempted	4	6	5	0	5
	# Passed	3	4	5	0	3
<b>Emergency Medical Training-Basic</b>	# Attempted	NA	NA	NA	NA	18
	# Passed	NA	NA	NA	NA	18
<b>EVS Education Paramedic</b>	# Attempted	NA	NA	NA	NA	7
	# Passed	NA	NA	NA	NA	6

**Notes:** -One year equals July 1 through June 30.  
 -EMT information for 1997-2001 is not available.

**Response:**

Students at Barton County Community College have consistently performed well on licensure exams.





## *POLICY TYPE: ENDS MEASUREMENTS*

### **POLICY TITLE: ESSENTIAL SKILLS**

#### **Assessment (pre and post) Results**

**Annual: February 2003**

**Response:** The College has made significant and notable progress in the past year (AY 2002-03) with respect to the assessment of student learning, specifically, the assessment of essential skills. Ultimately, our goal was to begin the implementation of the Outcomes Assessment Team's Assessment Plan (which, among other things, called for the assessment of essential skills). To effect this objective, a great deal of planning has been underway – which began in the Outcomes Assessment Team more than a year ago – to prepare for the assessment of English, math, and reading skills in Fall 2002.

Members of the Outcomes Assessment Team (including faculty, associate deans, and the dean of learning and instruction) worked cooperatively to accomplish the following: (1) shift the focus of assessment activities from norm-referenced activities (i.e., CAAP) to “in house” assessment activities designed to produce more informative data regarding students' skills in the areas of English, math, and reading/critical thinking; (2) research and develop an appropriate instrument for the measurement of English, critical thinking, and math skills; (3) plan an implementation strategy which gave us the best opportunity to ‘sample’ student skills in these areas; (4) recommend and approve a methodology (in class assessment); (5) identify training needs for faculty and staff participating in the evaluation of assessment instruments; (6) work cooperatively with on-going assessment efforts in the career/technical area; and (7) report the results for each of the essential skill areas (English, critical thinking, and math). The information (below) briefly describes the results of that day's events.

#### **Math and English Assessment– Assessment Day, Fall 2002**

Barton took a quantum leap forward with assessment on September 17, 2002 -- Assessment Day, Fall 2002. It was the first time, ever, that an entire day was devoted to assessing student learning within classes at the Great Bend campus. This was done in the spirit of improving student learning. Although classroom and departmental assessment activities occurred to some extent that day, it was really the assessment of Barton's general education program that was most significant. The Career & Technical Education Division spearheaded WorkKeys assessment activities, while many students took math and English assessments that had been developed by faculty in the Math, English & Essential Skills (MEES) Division. The assessment instruments and scoring rubrics all had been developed in-house by faculty during the preceding weeks. The focus of the math and English assessment was students who were enrolled in 10:00 classes the morning of Assessment Day. The result -- a total of 252 students were assessed with the English instrument and 191 were assessed with the math instrument.

This report is intended to provide brief overview of the math and English assessment results obtained on Assessment Day during the past fall. Faculty who teach math and English skills in their courses currently are in the process of exploring in detail assessment results to learn better how to (1) enhance student learning in math and English and (2) improve similar assessment efforts that will occur in the near future. A more complete set of Assessment Day results will appear in the 2002-03 Annual Report of Assessment slated for publication this summer.

### **Demographics of Students Assessed**

A comparison of demographic data for students who took the math and English assessments suggests the two groups of students were quite similar. For example, both groups were about the same in average age, average credit hours attempted, average overall GPA, male-female ratio, and percentages of vocational majors and first-time students (Table 1). However, the groups differed slightly relative to ethnicity (19% and 14% non-white minorities, respectively, for student assessed with the English versus math instrument), as well as percentage of student athletes (48% versus 36%, respectively).

Ideally, students assessed on Assessment Day should be representative of the entire student population, at least the student population at the Great Bend campus. However, because the math and English assessments were administered primarily in late morning classes, and because vocational students were excused if they had taken the WorkKeys assessment earlier in the day, some bias in the samples was expected. Indeed, both the percentage of student athletes and the percentage of first-time, first-year students were somewhat over-represented in the sample of students assessed, and the percentage of vocational majors was under-represented (due to them taking WorkKeys), as compared to the make-up of the Great Bend campus student population at-large (Table 1). In spite of these minor differences, though, a comparison of other demographics revealed that the make-up of students that were assessed roughly mirrored the student population at Great Bend for one or both groups of students assessed with the math/English instrument. For example, average age, ratio of males-to-females, and ethnicity roughly mirrored the composition of the Great Bend campus population.

Generally, statistics such as these need to be taken into account when future assessments are conducted. Even if representative samples of the student population may not be possible when similar assessments are conducted in the future, the longitudinal comparison of assessment results still might be valid if samples of students are similar demographically.

### **Math Assessment Results**

The math assessment instrument consisted of a combination of problem-solving, algebraic and interpretive questions. A total of 21 scores were assigned to each student artifact during scoring, and scores either were assigned to a single student response (i.e., answer to a single question) or sets of student responses (sets of questions). Mathematics faculty members classified subsets

of assessment questions that related to five different math skill areas -- algebraic, problem-solving, basic math (e.g., fractions), probability and statistics (e.g., graphical interpretation), and mathematical functions skills. Subsets of scores for each skill area were averaged to yield math skill area sub-scores. Sub-scores for all math skill areas then were combined (as weighted averages) to yield an overall math assessment score for each student.

Faculty who emphasize mathematics in their courses (e.g., math, science and other faculty, as determined from syllabus analyses) soon will begin to explore in detail the math assessment results. They will use an analytical database prepared by the Office of Institutional Research & Records to evaluate student performance based on a variety of student demographics and academic history parameters and make selected comparisons of math assessment scores between student groups. As one example of such analyses, assessment results were compared between students who needed developmental math (e.g., Basic Algebra) versus those who did not need developmental math (Table 2). Developmental students consistently scored lower than non-developmental students. Also, students in both groups scored highest in “Basic Math Skills” and lowest in “Functions Skills.” Finally, the greatest difference in average sub-scores for the two groups was for algebraic and functions skills.

### **English Assessment Results**

The English assessment instrument consisted of an essay that students were instructed to compose, based on a reading assignment. The reading assignment and essay composition related to the student’s choice of one of two models of vehicles they might choose to purchase relative to features of the two models and their personal preferences and needs. Essays were scored using two rubrics – one that was used to judge writing abilities and another that evaluated evidence for reading and critical-thinking. The writing rubric assigned sub-scores for six characteristics of the written essay to evaluate how well the essay conformed to a 5-paragraph format, had error-free writing, was readable and understandable, was effectively organized, contained well-developed and supported ideas, and addressed a stated audience (a loan officer). The reading/critical-thinking rubric assigned a single score to each essay. Similar to math scores, the six writing sub-scores and single reading/critical-thinking sub-scores were combined (weighted average) into a single English assessment score for each student.

Similar to the math assessment results, the English assessment results will be explored in detail by faculty who teach English skills in their courses using the analytical database prepared by the Office of Institutional Research & Records. However, for the purpose of this report, a parallel comparison to the one reported above for math (i.e., a comparison of assessment results between students classified as developmental in English versus those not in need of developmental English) is included here (Table 3). The highest average sub-scores for both groups (developmental and non-developmental students alike) were for students conforming to a five-paragraph essay format; the lowest average sub-scores were for students’ abilities to compose a well-developed text and address the

specified audience. Furthermore, non-developmental students had higher average sub-scores than developmental students for all seven sub-scores and overall score. Finally, the greatest difference in average sub-scores between the two groups was for student ability to use the 5-paragraph essay format and error-free writing.

### Where Do We Go From Here?

The assessment of general education at the institutional level still is in its relative infancy at Barton. We continue to learn how we can best use recent Assessment Day results to improve student learning in math and English. At the same time, we are in the process of refining, improving, and adapting the assessment instruments recently used for math and English to assess learning in other areas of general education – in preparation for Assessment Day, Spring 2003 and beyond. Although it is expected to be a long journey, our recent experiences suggest that we are well on our way towards making the assessment of general education at Barton a more meaningful process to improve student learning in our classrooms.

Table 1. Comparison of student demographics for those assessed with the math and English instruments on Assessment Day (Fall 2002) relative to the composition of the main campus student population overall.

Demographic Parameter	Statistic for Students who Took:		Main Campus Population Overall <sup>a</sup>
	Math Assessment	English Assessment	
Students Assessed (N)	191	252 <sup>b</sup>	1,382 <sup>1</sup>
Average Age (yrs)	21.3	21.6	22.1 <sup>2</sup>
Average Cr Hrs Attempted	25.9	25.1	-- <sup>4</sup>
Overall Average GPA	3.04 (N=148)	3.01 (N=176)	-- <sup>4</sup>
% Female : % Male	59% : 41%	58% : 42%	58% : 42% <sup>1</sup>
% Minority (non-White)	14%	19%	20% <sup>2</sup>
% Vocational Majors	20%	21%	34% <sup>3</sup>
% Student Athletes	36%	48%	20% <sup>3</sup>
% First-time, First-Year	40%	43%	30% <sup>1</sup>

<sup>a</sup> Data for the main campus student population overall were obtained from Fall 2002 End-of-Term Enrollment Report<sup>1</sup>, Unduplicated Annual Headcount Database<sup>2</sup>, 2001-02 Fiscal Review Database<sup>3</sup>, or were not determined<sup>4</sup>.

<sup>b</sup> Although 252 students were assessed with the English instrument, five artifacts could not be linked to academic history, resulting in a total of 247 that were available for complete analysis.

Table 2. Comparison of math assessment scores between students who were classified as developmental (Dev.) and non-developmental (Non-dev.) in math.<sup>a</sup>

Math Skill Area	Average Score	
	Dev. <sup>a</sup>	Non-Dev. <sup>a</sup>
Algebraic Skills	2.79	3.64
Problem-solving Skills	2.99	3.48
Basic Math Skills	3.32	3.85
Probability & Statistics Skills	2.89	3.33
Functions Skills	2.12	2.95
<b>Overall Score (weighted)<sup>b</sup></b>	<b>2.81</b>	<b>3.41</b>

<sup>a</sup> Developmental (Dev.) students (N=94) were those that assessed into Basic Algebra or lower, while non-developmental (Non-Dev.) students (N=86) were prepared for college-level math.

<sup>b</sup> Weighting factors included: Algebraic Skills (0.8), Problem-solving Skills (0.8), Basic Math Skills (1.0), Probability & Statistics Skills (0.7) and Functions Skills (0.6).

Table 3. Comparison of English assessment scores between students who were classified as developmental (Dev.) and non-developmental (Non-dev.) in English/Reading.<sup>a</sup>

English Subscore Criterion	Average Score	
	Dev. <sup>a</sup>	Non-dev. <sup>a</sup>
5-Paragraph Format	3.43	4.46
Error-free Writing	2.72	3.68
Readability	2.95	3.83
Effectively Organized	2.74	3.65
Well-developed Text	2.70	3.63
Addressed Audience	2.74	3.59
Reading/Critical-thinking	2.94	3.74
<b>Overall Score (weighted)<sup>b</sup></b>	<b>2.88</b>	<b>3.77</b>

<sup>a</sup> Developmental (Dev.) students (N=108) were those that assessed into Intermediate English/Reading, while non-developmental (Non-Dev.) students (N=124) were prepared for college-level English.

<sup>b</sup> Weighting factors included: 5-Paragraph Format (0.3), Error-free Writing (0.5), Readability (0.8), Effectively Organized (0.8), Well-developed Text (0.7), Addressed Audience (0.3) and Reading/Critical-thinking (0.8).

## National Awards/Recognition for Personnel/Programs

Annual: January 2003

### Faculty

The following faculty members received awards and recognition in 2002.

Faculty Member	Award and/or Recognition Received
Lance Brauman	Was named Coach of the Meet and National Coach of the Year at both the men's and women's national track championships in Odessa, Texas. Brauman also was named Coach of the Meet at the men's and women's Region VI championships in Coffeyville.
Bill Forst	Was invited and accepted to serve on a national advisory panel for Exhibits USA, a national division of Mid-America Arts Alliance with the Kansas Arts Commission. Forst's role on the panel is to provide professional comment on suitability and affordability of exhibitions in the planning stages.
Vern Fryberger	Was honored as Barton's Distinguished Instructor at the May 2002 Honors Brunch and 32 <sup>nd</sup> commencement ceremony.
Ken Henderson	Recently received a certificate and pin commemorating 25 years as a member of the National Athletic Trainers' Association.
Evelyn Parker	Was awarded a grant to attend the End of Life Nursing Education Consortium offered in mid-January 2002 in California by the American Association of Colleges of Nursing.
Mike Warren	Was named Jayhawk West Coach of the Year for his team's record-setting 42-12 season. The 42 wins broke the old mark of 38 wins set in 1996.
Darcy Wedel & Ron Kirmer	Were recently recognized for their work in completing the Automotive Technology Program's re-certification requirements with the National Institute for Automotive Service Excellence. They were commended for maintaining their program's standards and continuing to meet the criteria for all eight areas of ASE re-certification.
Larissa Adams, Mary Barrows, Rick Bealer, Steve Dudek, Jackie Elliott, Greta Foster, Vern Fryberger, Ken Henderson, Jane Howard, Ed Johnson, Tim Kimmel, Ph.D., Barbara Kious, Karen Kratzer, Linda McCaffery, Steve Oelke, Steve Pottorff, Rita Schmidt and Debbie Warren	Were nominated by individual students for inclusion in Who's Who Among America's Teachers 2002, 7 <sup>th</sup> Edition.

### Staff

The following staff members received awards and recognition in 2002.

Staff Member	Award and/or Recognition Received
Darylee Flynn	Was elected vice president of the Kansas Adult Education Organization in February 2002. Following her 2002-2003 term as vice president, Flynn will become president-elect and organizer of the annual conference for 2003-04.
Karen Kratzer, Barbara Kious, Bruce Brazell, Jennifer Scharz, Doug Polston, Steve Oelke, Larissa Adams, Barbara Pae, Roma Murphy, Evelyn Parker, Cynthia Collier	Were named recipients of the NISOD Excellence Awards.
Ken Henderson	Was appointed to the National Athletic Trainers' Association's History and Archives Committee. He represents District 5, Mid-America Athletic Trainers Association, covering North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Iowa, and Missouri. The purpose of this committee is to collect, maintain and preserve the historical records of the association. His duties are to archive and catalogue the historical records and make historical documents available as appropriate to advance the purposes of the association.

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

### Athletics

The following athletic teams received awards and recognition in 2002.

Team	Award and/or Recognition Received
Men's Cross Country	♦ 3 <sup>rd</sup> in NJCAA championship, 2 <sup>nd</sup> in Region VI championship, 2 <sup>nd</sup> in KJCCC championship, 3 All-Americans: Jake Raines, Floyd Mayne, Murad Campbell
Women's Cross Country	♦ 8 <sup>th</sup> in NJCAA championship, 3 <sup>rd</sup> in Region VI championship, 3 <sup>rd</sup> in KJCCC championship
Volleyball	♦ Overall Record – 33-7, 5 <sup>th</sup> in NJCAA Tournament, No. 5 in final NJCAA poll, Jayhawk West Champions – 8-0, Region VI North Division Champion, Paula Koikopoulos – 1 <sup>st</sup> team All-American, and Paula Catan – 2 <sup>nd</sup> team All-American
Men's Basketball	♦ Overall Record – 22-10, Conference Record – 10-6, Region VI Tournament Quarterfinalist, 4 <sup>th</sup> in KJCCC Western Division, Robert Whaley – NJCAA All-American, 1 <sup>st</sup> team
Women's Basketball	♦ Overall Record – 10-21, Conference Record – 5-11, 7 <sup>th</sup> in Jayhawk Western Conference
Men's Indoor Track	♦ NJCAA Champion, Region VI Champion, KJCCC Western Division Champion, 27 NJCAA All-American Performances, 8 National Champion Performances, Lance Brauman named NJCAA "Coach of the Meet" & "Coach of the Year"
Women's Indoor Track	♦ NJCAA Champion, Region VI Champion, KJCCC Western Division Champion, 28 NJCAA All-American Performances, 7 National Champion Performances, Lance Brauman named NJCAA "Coach of the Meet" & "Coach of the Year"
Men's Outdoor Track	♦ NJCAA Championship, Region VI Champion, KJCCC Western Division Champion, 26 NJCAA All-American Performances, 9 National Champion Performances, Lance Brauman named NJCAA "Coach of the Meet" & "Coach of the Year"
Women's Outdoor Track	♦ NJCAA Championship, Region VI Champion, KJCCC Western Division Champion, 27 NJCAA All-American Performances, 7 National Champion Performances, Lance Brauman named NJCAA "Coach of the Meet" & "Coach of the Year"
Baseball	♦ Overall Record – 44-14, Conference Record – 23-9, 3 <sup>rd</sup> in KJCCC Western Division, 2-2 in Sub-Regional, Coach Mike Warren earned his 500 <sup>th</sup> career victory at Barton County & 600 <sup>th</sup> career victory
Softball	♦ Overall Record – 40-19, Conference Record – 13-3, 2 <sup>nd</sup> in KJCCC Western Division, Reached finals in Region VI District C Tournament
Golf	♦ 20 <sup>th</sup> in NJCAA National Tournament, 4 <sup>th</sup> in District III Tournament, 3 <sup>rd</sup> in final KJCCC Conference Standings
Men's Tennis	♦ 2 <sup>nd</sup> in NJCAA Tournament, 1 <sup>st</sup> in Region VI Tournament, Mario Ulloa 1 <sup>st</sup> team NJCAA All-American, Ndefwayl Muchinda named 2 <sup>nd</sup> team NJCAA All-American, Ulloa and Oleg Dyachenko named 1 <sup>st</sup> team NJCAA All-Americans in doubles
Women's Tennis	♦ 4 <sup>th</sup> in Region VI Tournament
Cheerleading Squad	♦ 4 <sup>th</sup> in Junior College Division of NCA Championship
Dance Line	♦ 15 <sup>th</sup> in Small College Division, 3 <sup>rd</sup> among two-year programs in NCA Championship
Men's Soccer	♦ Overall Record – 14-6-4, Region VI Record – 6-2, NJCAA Tournament Qualifier, No. 13 in final NJCAA poll, Central District Champions, Region VI Champion, Mario Ulloa – 3 <sup>rd</sup> team All-American
Women's Soccer	♦ Overall Record – 3-12-1, Conference Record – 3-5, Region VI semi-finalist
Booster Club	♦ Raised approximately \$ 90,000 to offset out-of-state scholarships and athletic department projects.

### 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: January 2003

### Student Satisfaction

In April 2002, the Noel-Levitz Student Satisfaction Inventory (SSI) was administered to a representative sample of 368 BCCC students enrolled in courses at that time. The breakdown in students sampled at three major instructional sites was as follows: N = 199 students at Great Bend Campus, N = 198 at Ft. Riley and Outreach sites (one respondent did not respond to the survey item relative to their primary instructional site).

Responses of Barton students were compared to responses of students at 2-year colleges nationwide (National Comparison Group, N = 292,877 student records for junior colleges in the United States) and in Kansas (Kansas Comparison Group, N = 8,479 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	5.53	5.19 ***	5.06 ***
Academic Services	5.48	5.16 ***	5.18 ***
Admissions and Financial Aid	5.36	5.07 ***	4.94 ***
Campus Climate	5.42	5.16 ***	5.13 ***
Campus Support Services	5.13	4.76 ***	4.80 ***
Concern for the Individual	5.49	5.16 ***	5.08 ***
Instructional Effectiveness	5.57	5.27 ***	5.26 ***
Registration Effectiveness	5.55	5.32 ***	5.25 ***
Responsiveness to Diverse Populations	5.52	5.31 **	5.31 **
Safety and Security	5.24	4.82 ***	4.81 ***
Service Excellence	5.40	5.12 ***	5.07 ***
Student Centeredness	5.52	5.24 ***	5.19 ***

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 each of the institutional scales, both in comparison to the National Comparison Group and to the Kansas Comparison Group. Moreover, for all but the comparisons for "Responsiveness to Diverse Populations" (which were "highly significant" differences,  $P < 0.01$ ) between Barton and each of the comparison groups, all other differences were "very highly significant" ( $P < 0.001$ ).

### Alumni Satisfaction

A formal process to inventory the satisfaction of BCCC alumni was initiated in Spring 2001 as part of the recent 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 BCCC and their educational experiences at BCCC.

This Monitoring Report contains summary information from the Spring 2002 Recent Alumni Survey. Surveys were sent to all Recent Alumni (associate degree graduates who received degrees in 2001). A total of 248 surveys were mailed and 43 were completed and returned (response rate of 17.3%).

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. 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 7 of the 11 characteristics, although no tests for significance of difference were conducted. The greatest differences in positive mean values (i.e., Barton rated higher than Transfer Institution) were for Student Housing (0.78), Classroom Facilities (0.24), Enrollment Process (0.13), Graduation Process (0.12) and Quality of Instruction (0.11). The greatest differences in negative mean values (Transfer Institution rated higher than Barton) were for Customer Service (-0.16), Student Activities (-0.21) and Academic Advisement (-0.11).



**Student, Alumni, Parent, Client Satisfaction (cont'd.)      Annual: January 2003**

Institutional Characteristic	Average Ratings		Difference (BCCC minus Transfer Institution)
	Barton <sup>a</sup>	Transfer Institution(s) <sup>b</sup>	
Enrollment Process	4.29	4.16	0.13
Customer Service	4.00	4.16	-0.16
Student Housing	4.64	3.86	0.78
Student Activities	4.04	4.25	-0.21
Academic Advisement	4.11	4.22	-0.11
Quality of Instruction	4.36	4.25	0.11
Classroom Facilities	4.35	4.11	0.24
Appearance of Campus	4.55	4.55	0.00
Availability of Financial Aid	3.91	3.94	-0.03
Student Support Services	4.00	3.93	0.07
Graduation Process	4.37	4.25	0.12

<sup>a</sup> Mean sample sizes for all eleven characteristics for Barton ratings was N = 34.8.

<sup>b</sup> Mean sample sizes for all eleven characteristics for Transfer Institution ratings was N = 15.7.

**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
BCCC was close to my home	35.9%
Desired program of study was available	20.5%
Quality of BCCC athletic programs	15.4%

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

Recruitment or Marketing Activity	% of Responses
Participated in Campus Visit of BCCC	31.4%
Received Other Mailings from Admissions	14.3%
Spoke with a BCCC Admissions Representative	5.7%
Received a letter from the Admissions Office	5.7%

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” (33.4%), “Well” (35.7%), “Fair” (21.4%), “Poorly” (7.1%), and “Very Poorly” (2.4%).

When asked, “*If you had to do it all over again, would you attend BARTON?*”, 83.7% responded “Yes,” 11.6% responded “Maybe,” and 4.7% responded “No.”

When asked, “*Would you recommend BARTON to anyone else who might consider attending a community college?*”, 87.8% responded “yes,” 9.8% 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 2001-02 school year. Surveys were mailed to 400 addresses randomly sampled from a pool of 680 addresses available (sampling rate of 59%). A total of 118 surveys were returned by parents (29.5% return rate).

The typical respondent (i.e., parent of student) was a Kansas resident (83%), 50% of whom were Barton County residents. Also, most were married (89%), female (71%), middle-aged (average age = 46.7 years), white (92.4%), and had an average of 3.0 children in the family, including 1.6 on average who were of college age (18-22 years). Overall, 41% of one or both parents also had attended Barton, and for the 50 respondents who reportedly resided in the BCCC Service Area, this statistic was 76%. For respondents in the BCCC Service Area who possessed one or more college degrees/certificates, 60% had earned their degree/certificate from Barton. Most respondents (97% of responses) indicated that their child/children needed some amount of parental financial support, including 28% whose children were totally dependent on parents for financial support. Of the others, 31% were heavily dependent and 38% needed some financial support. On average, parents of students reported visiting their children at the Barton campus 5.0 times per year (range, 0 to 30 visits annually; N=107).

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 higher than average levels of agreement (3 = “Agree”) in their satisfaction with the College. In particular, parents were impressed with the physical appearance of the campus (average rating = 4.1), the economical nature of a Barton education (3.9), and a perception of friendly and helpful Barton employees (3.9).

Statement	Average Rating	Respondents who Rated the Statement (%)
Barton is the finest community college in Kansas.	3.5	64%
The quality of instruction my child receives at Barton is outstanding.	3.5	89%
The Barton campus always appears neat, clean and well kept.	4.1	97%
I am confident that the Barton campus is a safe environment for my child.	3.4	92%
Barton employees are always friendly, helpful and willing to serve.	3.9	91%
Financial aid is readily available and adequate to support my child’s education.	3.6	92%
The cost of an education at Barton makes it an exceptionally good deal.	3.9	97%

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?”, 74% of 116 respondents answered “Yes” and only 6.0% responded “No.” An even higher percentage of respondents (76.9%) indicated they would “recommend Barton to any other parent whose child was looking to receive a college education,” whereas < 1% indicated they would not recommend Barton to other parents.

**Client  
Satisfaction**

During the Fall 2002 semester, Community Education conducted five different customized training programs (fourteen classes) for six clients throughout the Barton Service Area. Topics included the following:

- CASE IH Training
- Computer Training
- DOT Regulations
- Workforce Spanish
- OSHA General Industry Regulations

An evaluation survey was given to students at the conclusion of each program. Of the 112 students surveyed, 98 returned the completed survey (88% return rate). All respondents (100%) rated their customized training to be "Good" or better, and the vast majority of responses were very favorable -- 49 (50%) responded "Excellent," 44 (45%) responded "Very Good," and 5 (5%) responded "Good."

It was noted that Barton's customized training program in 2002 declined substantially from the previous year when 312 student had been trained. This decrease was attributed primarily to the slumping economy and to a related reduction in company funds budgeted for training of their employees.

**Response:** Students continue to show significantly higher levels of satisfaction with their experiences at Barton, as compared to students at similar institutions (i.e., two-year colleges) across the United States and in Kansas. Students also often express positive comments about Barton faculty and staff from the standpoint of their experiences at the College in graduation exit interviews. Furthermore, both parents of current students and alumni display relatively high levels of satisfaction with Barton. Finally, the vast majority of 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: EXECUTIVE LIMITATIONS*

**POLICY TITLE: GENERAL EXECUTIVE CONSTRAINTS**

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:

**General Executive Constraint #1**

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

**Response:** To my knowledge, there have been no cases where the above constraint has been violated. In every regard, I have attempted to be more than fair in both my interactions with individuals as well as decisions, which would impact them.

**General Executive Constraint #2**

Make decisions except by a process where openness is maintained.

**Response:** All institutional business has been conducted in open meetings. Executive sessions have been held and have been in compliance with the Open Meetings law. More importantly, and whenever possible, I have attempted to be inclusive of the campus and those impacted by decisions. There are times that this slows down implementation, but in my opinion it provides greater potential for success.

**General Executive Constraint #3**

Permit financial conditions which risk fiscal jeopardy, compromise Board ENDS priorities, or fail to show a generally acceptable level of foresight.

**Response:** In planning for the difficulties for the next two years we have taken measures to place the College in as positive a position as possible in order to weather the state's fiscal difficulties and continue to meet the Board's ENDS. As the Board is aware in addressing the uncertainty of the state financial position we have taken the following measures.

- 1) In the arena of cost avoidance salaries have been frozen for this year. The risk in making this recommendation is that this action will place Barton in the vulnerable position of potentially losing valuable personnel and/or falling further behind our regional peer institutions in providing competitive salaries.
- 2) In the arena of revenue generation tuition was increased by 13%. This has pushed the cost of attendance up \$6.00 a credit hour, meaning that our students now provide over 20.2% of the College's revenue budget. A small revenue enhancement will also come via fee increases. We continue to focus energy toward revenue growth through sound "business" decisions,

enrollment growth and new market development. The prospects provided by these actions remain difficult to measure, but we have seen revenue growth in certain programs.

- 3) Significantly, the administration has cut approximately \$750,000 from the operating budget. Reductions are primarily realized through reducing or not replacing support service positions and significant capital expenditure avoidance. Many other reductions are one time savings or cost avoidance, such as out of state travel, etc.
- 4) As a means of helping to round out the efforts of the College, administratively, though we disliked taking this action, a small inflationary cost-of-living type property tax increase was approved. The mil levy increase generated \$150,000.
- 5) A cost efficiency and effectiveness analysis for all instructional programs was reported to the board. Work is continuing in seeking efficiencies within programs.
- 6) Athletic expenditures, scholarships, and approaches to maximize “outside the general fund” support are being explored. Changes that are yet to be formulated will have bearing on any number of segments of the campus and larger community.
- 7) In part to address the above the Board has approved an out-of-state tuition change for all freshman students.

We anticipate similar difficult budget decisions this coming year. Beyond the actions listed above we will be looking carefully at the efficiency and effectiveness of all college programs, services and activities. The board can anticipate recommendations that will impact the expense side of next year’s budget, along with some small revenue enhancement recommendations. The Board can also anticipate that the recommendations provided will be controversial, as we have no areas to cut that will not negatively impact, current instructional programs, athletics, services to students and the public.

The budget planned, unless there is an extreme state emergency will maintain the reserve that the Board, through its policies, has directed be maintained.

One potential negative consequence that hasn’t been shared with the Board is that deployment of troops from Ft. Riley could have major repercussions on the College’s enrollment picture this spring. It is estimated that we could lose 45 to 50% of our normal spring Ft. Riley enrollment if troops are deployed.

Based on the above no immediate condition exists which would portray fiscal jeopardy or compromise Board ENDS priorities, with the exception of the uncertainty of troop deployment. Up until the potential of deployment the College was tentatively projecting a modest enrollment growth, which would have had some positive fiscal impact.

**General Executive Constraint #4**

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

**Response:** To the best of my ability, I have tried to not only provide timely and accurate information, but have attempted to ensure that the communication is ethical and forthright. Managing the flow of information in a large organization is challenging, but I feel that progress continues to be made. I also recognize that everyone looks at what is communicated, and when it is communicated, a bit differently. My efforts have been to try to anticipate what the majority would need to know and should know at the appropriate time. I have done this while trying to balance personal communication with individuals.

**General Executive Constraint #5**

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

**Response:** To my knowledge, no conflict of interest regarding purchases, contracts, or hiring has occurred. I believe institutionally, we continue to demonstrate that our purchasing processes provide fairness, preference to local business whenever possible, and encourage competition so the taxpayers receive the most for their money. Additionally, we continue to use personnel screening and selection processes that encourage qualified and quality applicants and fairness in appointments. As it relates to this last item, we maintain processes that allow us to expeditiously make appointments when it is thought to be in the best interest of the College.

**General Executive Constraint #6**

Allow the day-to-day operations to impede the vision or prevent the achievement of the ENDS of the College.

**Response:** While the daily activities of the institution are demanding, we continue to focus on the achievement of the goals and strategic priorities that support the College's ENDS. The Board's strategic priorities are administratively addressed through SILC. To further our efforts in this regard, the implementation of the Board's Strategic Goals and Objectives continue to be tracked.

**General Executive Constraint #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:** Institutionally, adequate policies and procedures exist to guide administrative matters. However, this is an area where we continually try to improve. Many of the dated policies and procedures have been revised and brought into compliance with the Policy Governance Model the Board adopted.

The revision effort is not yet complete, but is continuing to be addressed by Marilyn Beary. The revised policies are now available on the web, which makes for much better control and security of content while providing improved access for employees.

**General Executive Constraint #8**

Fail to take prompt and appropriate action when the President becomes aware of any violation of any laws, rules or regulations or of any breach of Board policies.

**Response:** No violations of laws, rules, regulations or Board policies have occurred which have not been brought promptly to the Board's attention. With legal assistance, we have tried to be proactive in making sure that an inadvertent violation does not occur.

**General Executive Constraint #9**

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

**Response:** To my knowledge, all assets are protected and with no or minimal risk. The only possible exception, of which the Board is already aware, has been created by the state's budget crisis. That exception is -- in meeting our projected budget's expenditure plan we have had to make the difficult decision to recommend no increases in salaries as well as delay significant capital expenditures. These two areas are significant assets and while not assets in the traditional sense are none-the-less assets that need to be maintained.

On both fronts we will monitor the reactions to the budget shortfall and bring to the Board's attention anything that might place these assets in further jeopardy.

**General Executive Constraint #10**

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

**Response:** Issues of a critical nature have been shared with at least two administrators. I use the President's Staff meetings to inform and receive issues of an operational nature. SILC deals with issues and functions of a strategic nature.

**POLICY TYPE: EXECUTIVE LIMITATIONS**

**POLICY TITLE: FINANCIAL CONDITIONS**

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.

Accordingly, the President may not:

**Financial Condition #1**

Indebt the organization in an amount greater than can be repaid by otherwise unencumbered revenues within the current fiscal year or can be repaid from accounts previously established by the Board for that purpose.

**Response:** While our resources are stretched, appropriate safeguards are in place and Mr. Vratil closely monitors activity such that compliance with this constraint is met.

**Financial Condition #2**

Expend funds from reserves, restricted or designated accounts, except for the purposes for which the account was established, without prior Board approval.

**Response:** To the best of my knowledge, no inappropriate expenditure of funds from reserves, restricted, or designated accounts have occurred. Prudent action and review has permitted a small growth in the College's reserves.

**Financial Condition #3**

Make any purchase: (a) without prudent protection against conflict of interest; (b) over \$10,000 without Board approval; (c) over \$10,000 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. Consideration shall be given to local vendors who can provide like quality products and services, and who meet bid specifications.

**Response:** Following review of this constraint with the Dean of Business Services, I feel confident that the College is in compliance with the policy. We remain sensitive and judicious in balancing the need to support the local economy with making wise purchases as we stretch limited tax dollars.

**Financial Condition #6**

Fail to maintain adequate reserves which allows the College cash reserve to drop below 8% of its annual budget, working toward a goal of 16%.

**Response:** The Board has been apprised that progress toward this goal was made over the course of the past year. The cash reserve is above the 8% floor and we believe that this past year's budget has, for the second or third year in a row, helped us realize growth in the reserves. The reserves may in fact be of significant help as we face the fallout of the state's revenue crisis.



**Financial Condition #7**

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

**Response:** To my knowledge, I am in compliance with this limitation. In fact, all of us associated with the College have been proactive in trying to protect the aid we receive and this has occurred throughout the state’s higher education reorganization and funding process.

**Financial Condition #8**

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

**Response:** Each month, as part of the Board’s agenda, “Claims” and “Financial Reports” are presented for the Board’s review and action. The reports accurately reflect the fiscal condition of the institution. Further, information regarding the Foundation’s fiscal condition is provided to the Trustees from the Foundation Office each month. The clarifying questions asked by the Board are appreciated, as they help us to more fully discharge our accountability to the public.

*POLICY TYPE: EXECUTIVE LIMITATIONS*

**POLICY TITLE: ASSET PROTECTION**

The President shall cause assets to be adequately maintained and protected from unnecessary risk.

Accordingly, the President may not:

**Asset Protection #1**

Allow unbonded personnel access to material amounts of cash.

**Response:** Our cash is protected and all staff who have access to material amounts of cash are appropriately bonded.

**Asset Protection #2**

Permit plant and equipment to be subjected to improper wear and tear or inadequate maintenance.

**Response:** Mark Dean and his staff continue to do a marvelous job in keeping the College’s physical plant in tremendous condition. They exercise sound judgment in bringing forward issues, which require fiscal support and campus attention. Likewise, instructional equipment is in good repair and provides adequate instructional support. As in the past and as part of our study sessions we are planning on providing physical plant tours to keep the Board abreast of needs.

**Asset Protection #3**

Unnecessarily expose the College, the Board, or staff to claims of liability.

**Response:** There has been a concerted effort to reduce liability exposure. At the present there is nothing of which I am aware that should give the Board cause for review or concern that has not been reviewed in an appropriate executive session.

**Asset Protection #4**

Receive, process, or disburse funds under controls, which are not sufficient to meet the auditor's standards.

**Response:** The most recent audit report indicates that appropriate safe guards are in place and that they are being used in order to ensure the security of taxpayer resources.

**Asset Protection #5**

Invest funds in non-interest bearing accounts or in investments not permitted by Kansas law. Further, no investments shall be made without compliance with, in order of priority, the following principles: (a) Security of the investment; (b) receiving favorable consistent interest earned on the investment; (c) local financial institutions receiving favorable consideration where (a) and (b) are relatively equal.

**Response:** Mr. Vratil assures me that the College's investments meet the principles outlined above.

**Asset Protection #6**

Acquire, encumber, or dispose of real property without Board approval.

**Response:** No action has been taken on the part of the College's staff to acquire, encumber, or dispose of real property.

**Asset Protection #7**

Fail to protect property, information, and files from loss or damage.

**Response:** To the best of my knowledge property, information, and files are being judiciously protected from loss or damage. This is an individual and office responsibility, which is taken very seriously. Our information services office is particularly conscious of this issue as we become more and more dependent on technology for information storage and retrieval.

**Asset Protection #8**

Fail to protect the College's trademarks, copyrights, and intellectual property interests.

**Response:** To the best of my knowledge these interests are adequately protected.

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

The President shall keep the Board adequately informed.

Accordingly, the President shall not:

### **Communication & Counsel Constraint #1**

Fail to make the Board aware of relevant trends, anticipated adverse media coverage, actual or anticipated legal actions, or material external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established.

**Response:** All potential legal actions, material changes, and relevant trends have been shared with the Board. The Board has also been apprised of media coverage of those issues that may elicit calls from constituents. Personnel matters have been discussed through appropriate executive sessions. I continue to appreciate the Board's support of the strategic objectives that are being pursued which I believe has placed the College in a much stronger position, both fiscally and organizationally. I am personally pleased with the growth we have seen in enrollments and the positive contributions that our efforts on the web have made to our bottom-line. We have tried to anticipate and share the challenges that may need to be overcome in order to achieve the changes planned. The Board's understanding, support, and direction to move forward, regardless of the hurdles, is sincerely appreciated.

### **Communication & Counsel Constraint #2**

Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Relationship, particularly in the case of Board behavior, which is detrimental to the working relationship between the Board and the President.

**Response:** The Board's individual and collective desires to see the College improve and succeed remain most encouraging. There have been no situations where, in the President's opinion, the Board has not been in compliance with its policies. I appreciate the Board's efforts to clarify its desires and provide limitations as those have been deemed necessary.

### **Communication & Counsel Constraint #4**

Fail to report in a timely manner an actual or anticipated non-compliance with any Board policy.

**Response:** To my knowledge, there have been no non-compliance issues that need to be reported.

### **Communication & Council Constraint #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:** I have attempted to deal with the Board as a whole and have encouraged staff to do the same. If there are improvements the Board can suggest, they would be most welcome.

### **Communication & Council Constraint #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:** We have attempted to provide complete monitoring reports; however, we continue to find that we have had to postpone some reports because data was not yet available, and/or because we have been unable to get the data indicated for use by the report. I perceive this to be an issue of constant learning and refinement.

### **Communication & Council Constraint #7**

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

**Response:** To encourage communications Study Sessions are held regularly, as are retreats. The agendas for these meetings are intended to allow for communications among Board members and among Board members and staff. If the Board has other suggestions, I would encourage those ideas to be shared.