

Monitoring Reports October 2002

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 #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 begun measures to place the College in a position of being able to weather the state's fiscal difficulties and continue the Board's ENDS. As the Board is aware to help us address the uncertainty of state financing for this coming year we have taken the following measures.

- 1) In the arena of cost avoidance salaries have been frozen for this year and a recommendation has been provided that a pool of dollars for salary increases not be provided 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 has been increased by 13%. This has pushed the cost of attendance up \$6.00 a credit hour, meaning that our students now are providing roughly 20.2% of the College's budget as compared with what appears to be the state standard of 20%. 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 will generate \$150,000.

- 5) We are presently working through a cost efficiency and effectiveness analysis for all instructional programs that will conclude in November with recommendations for the Board.
- 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 next 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 by the end of the calendar year. 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 planed, unless there is an extreme state emergency will maintain the small reserve that the Board has mandated be maintained.

Based on the above no immediate condition exists which would portray fiscal jeopardy or compromise Board ENDS priorities. For the current year’s budget, we are tentatively projecting a modest enrollment growth, which we hope will continue to have a positive fiscal impact.

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

Failure 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.

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Accordingly, the President may not:

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 #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.

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 #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 in stretching 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 #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: ENDS

POLICY TITLE: MISSION

Student Persistence to Completion of Stated Goal / Length of Time to Degree

Annual: October 2002

Student Persistence to Completion of Stated Goal:

Two sources of information on completion rates (persistence to completion of stated goals) were used for this report -- the (1) Kansas Post-secondary Core Indicators of Effectiveness Report for Barton (Spring 2002) and statewide average data for comparisons, and (2) IPEDS Graduation Rate Survey (Spring 2002 for the Fall 1998 cohort of entering students).

Kansas Post-secondary Core Indicators Data:

The Kansas Post-secondary Core Indicators Project requests community colleges and technical schools statewide to report completion rates for the following categories of "Attainment of Educational Goal":

- (1) Seeking Degree/Certificate and Planning to Transfer,
- (2) Seeking Degree/Certificate with No Plan to Transfer,
- (3) Planning to Transfer without any Intent of Seeking a Degree/Certificate,
- (4) Seeking to Upgrade in Current Skills,
- (5) Seeking Self-Improvement, and
- (6) Acquiring Technical or Occupational Skills.

Student Persistence to Completion of State Goal data are reported for each of these Core Indicators in sequence:

- (1) **Seeking Degree/Certificate and Planning to Transfer**
Using a Fall 1998 Cohort of N = 271 First-time, Full-time students who purportedly intended to seek a degree/certificate and then transfer, a total of 134 completed their degree/certificate by 15 August 2001. This represented a completion rate of **49.4%** for this segment of the Fall 1998 cohort who persisted to complete their goal. In contrast, preliminary statewide Core Indicators data revealed a statewide average completion rate of only **38.6%** for 18 community colleges and technical schools that reported the indicator (i.e., Barton's average exceeded the statewide average by 10.8%).
- (2) **Seeking Degree/Certificate with No Plan to Transfer**
Using a Fall 1998 Cohort of N = 20 First-time, Full-time students who purportedly intended to seek a degree/certificate but not transfer, a total of 14 completed their degree/certificate by 15 August 2001. This represented a completion rate of **70.0%** for this segment of the Fall 1998 cohort who persisted to complete their goal. In contrast, preliminary statewide Core Indicators data revealed a statewide average completion rate of only **49.5%** for 21 community colleges and technical schools that reported the indicator (i.e., Barton's average exceeded the statewide average by 20.5%). (Note, however, that the Barton average was based on a relatively small sample size.)
- (3) **Planning to Transfer without any Intent of Seeking a Degree/Certificate**
Similar to most of the other community colleges and technical schools, Barton did not report on this indicator, because accurate data were

relatively unavailable for this category of educational goal for students who entered in Fall 1998 (only nine other institutions were able to report on this indicator). As is true for the other of those institutions that were unable to report, Barton is in the process of collecting accurate data to represent this category of educational goal.

(4) Seeking to Upgrade in Current Skills

Using part-time students who sought to “upgrade current skills” in Fall 2000 and Spring 2001 (N = 100 and 150 students, respectively), attainment of this educational goal (as defined by achieving a semester GPA of 2.0 or better) was **88.0%** in Fall 2000 and **88.7%** in Spring 2001. In contrast, the statewide average rates for 22 community colleges and technical schools that reported on the indicator were **77.8%** (Fall 2000) and **77.9%** (Spring 2001). Thus, Barton’s averages exceeded the statewide averages by about 11% for each of the two semesters.

(5) Seeking Self-Improvement

Using part-time students who sought “self-improvement” in Fall 2000 and Spring 2001 (N = 309 and 278 students, respectively), attainment of this educational goal (as defined by achieving a semester GPA of 2.0 or better) was **89.6%** in Fall 2000 and **87.1%** in Spring 2001. In contrast, the statewide average rates for 23 community colleges and technical schools that reported on the indicator were **79.7%** (Fall 2000) and **80.5%** (Spring 2001). Thus, Barton’s averages exceeded the statewide averages by about 7-10% for the two semesters.

(6) Acquiring Technical or Occupational Skills

Using part-time students who sought “self-improvement” in Fall 2000 and Spring 2001 (N = 18 and 49 students, respectively), attainment of this educational goal (as defined by achieving a semester GPA of 2.0 or better) was **94.4%** in Fall 2000 and **83.7%** in Spring 2001. In contrast, the statewide average rates for 22 community colleges and technical schools that reported on the indicator were **84.3%** for both Fall 2000 and Spring 2001. Thus, Barton’s average for Fall 2000 exceeded the statewide averages by about 10% and for Spring 2001 Barton’s average as about equal to the statewide average. (Note, however, that the Barton averages were based on relatively small sample sizes.)

IPEDS Graduation Rate Survey (GRS) Data:

Beginning with the Spring 2000 IPEDS Graduation Rate Survey (GRS), Barton has reported on graduation rates for cohorts of students who entered three years previously. Up until the Spring 2000 GRS (i.e., the survey that reported on graduation rates for the Fall 1996 cohort of entering students), Barton was unable to identify cohorts of students accurately (since 1996, Banner has permitted more accurate tracking of student cohorts). The graduation rates for the cohorts of first-time, full-time students at Barton for the past three years of IPEDS Graduation Rate Surveys has been 34.4% (Spring 2000 report), 31.4% (Spring 2001 report) and 39.3% (Spring 2002 report), for a three-year average of

35.0% rate of graduating students. For comparison, GRS data for a group of Barton ‘peer institutions’ in Kansas (Butler County, Dodge City, Garden City, Hutchinson and Pratt Community Colleges) were obtained from the IPEDS Online Peer Analysis Report System for IPEDS reports from Spring 1998 to Spring 2000. Barton’s three-year average graduation rate of 35.0% exceeded the peer institution three-year average of 29.1% by about six percentage points.

Length of Time to Degree:

The Barton Office of Institutional Research & Records continues to summarize statistics for graduates in June of each year for those students who completed associate degree graduation requirements during the preceding 12-month period. Statistics are summarized for both Main Campus and Ft. Riley/Junction City graduates, as well as for all Barton graduates collectively.

Summary statistics for 2001-02 graduates are as follow:

Campus 2001-02	Number of Graduates	Average Years to Complete Degree	Median Years to Complete Degree	Range in Years to Complete Degree
Main Campus	209	4.6 years	2.4 years	0.2 years – 30.4 years
Ft. Riley/Junction City	203	3.8 years	2.9 years	0.5 years – 18.4 years
Total	412	4.2 years	2.8 years	0.2 years – 30.4 years

Because the data are skewed, the median value provides the best measure of central tendency for “length of time to degree.” Using median values, the typical student at Barton who graduates requires nearly three years (2.8 years) to graduate, and Main Campus graduate typically require slightly less time to graduate as compared to graduates at Ft. Riley/Junction City.

Response:

The success of Barton students in attainment of virtually all education goals as reported in the Kansas Core Indicators exceeds statewide averages. Also, most Barton graduates are able to complete their associate degrees in less than three years since first enrollment.

Availability of Instructional Programs

Annual: October 2002

Availability of Instructional Programs	1998-99	1999-00	2000-01	2001-2002
Total Number of Technical Programs Available	17	17	17	17
Total Number of Students Enrolled in Programs	589	655	590	581

Note: -One year equals July 1 through June 30.

-Number of students enrolled in programs represent the total unduplicated number of students enrolled in the available programs.

-Figures are obtained from Vocational Education Report generated from the Associate Dean of Technical Education Office.

Response:

The data appears to indicate a slight decline (1%) in technical program enrollment. However, it should be pointed out that several programs experienced a significant decrease in enrollment (i.e., OTA, MICT, Law Enforcement, and Dietetic Assistant), while the enrollment in other technical programs offset the loss with significant growth (i.e., Business Management and Leadership and Med Lab Tech).

POLICY TYPE: ENDS

POLICY TITLE: ESSENTIAL SKILLS

Student Performance on Nationally "Normed" Exams

Annual: October 2002

Nationally "Normed" Exam		1998-99	1999-00	2000-01	2001-2002
ACT - Composite	BCCC Average	19.2	18.9	19.1	19.1
	State Average	21.5	21.6	21.6	21.6
	National Average	21.8	21.7	21	20.8

Notes: -The ACT assessment is not required for admission to BCCC. The composite score is based upon the student's performance in four testing areas: Math, English, Social Studies, and Science.

-One year equals July 1 through June 30.

-Figures are obtained from reports generated by ACT.

Nationally "Normed" Exam		1998-99	1999-00	2000-01	2001-02	
ASSET*	English Skills	Fall	42.47	41	40.5	41.56
		Spring	41.16	40.15	40.97	40.66
	Reading Skills	Fall	41.75	40.69	40.47	40.66
		Spring	40.3	40.36	40.72	40.33
	Numerical Skills	Fall	39.62	37.84	37.35	37.46
		Spring	37.94	38.6	38.28	36.94
	Elementary Algebra	Fall	34.77	32.22	32.48	31.54
		Spring	31	34.17	33.84	31.47
	Intermediate Algebra	Fall	38.87	34.07	41.59	41.4
		Spring	46.5	35.5	41.46	43.13
	College Algebra	Fall	34.34	31.77	38.43	38
		Spring	36	0	39	34.5
	Geometry	Fall	0	0	0	0.43
		Spring	0	0	0	0

*See ASSET Chart

Note: -Asset assessment is used for entry placement of all full-time students and those part-time students enrolling in English and Math courses.

Asset Chart

I. Writing Skills

ASSET Scores	ACT Writing Scores	Course Recommendations by Faculty
23-29	1-10	ENGL 1190 Basic English
30-39	11-16	ENGL 1194 Intermediate English
40-49	17-36	ENGL 1204 English Comp. I

II. Reading Skills

ASSET Scaled Scores	ACT Reading Scores	Course Recommendations by Faculty
23-29	1-10	READ 1108 Basic Reading (required)
30-37	11-15	READ 1109 Intermediate Reading (required)
38-55	16-36	READ 1111 College Reading Skills (optional)

III. Math Skills

ASSET Scaled Scores	ACT Math Scores	Course Recommendation by Faculty
Numerical Scores		
23-32	1-13	1805 Basic Math Skills
33-39	14-16	1811 Prep Math
40-55	17-20	1821 Basic Algebra, 1806 Tech Math, or 0726 Business Math
Elementary Algebra		
23-38		Use <u>Numerical Skills Recommendation</u>
39-55	21-22	1823 Fundamentals of Math or 1824 Intermediate Algebra
Intermediate Algebra		
23-38		Use <u>Elementary Algebra Recommendations</u>
39-55	23-25	1828 College Algebra
College Algebra		
23-37		Use <u>Intermediate Algebra</u>

		Recommendations
38-55	23-36	1832, 1831, 1830, 1829, 0609

Student Performance on Nationally "Normed" Exams, Continued

*National Mean of first-time examinees (National Mean of all examinees)

Nationally "Normed" Exam			
	Exam Period	Program Mean	National Mean*
MLT	Oct-Dec 01	419	462(437)
	Jul-Sep 01	414	479(463)
	Apr-Jun 01	NA	NA
	Jan-Mar 01	NA	NA
	Oct-Dec 00	NA	NA
	Jul-Sep 00	NA	NA
	Apr-Jun 00	NA	NA
	Jan-Mar 00	NA	NA
	Oct-Dec 99	NA	NA
	Jul-Sep 99	545	482(470)
	Apr-Jun 99	436	488(459)

Note: -MLT Program was not allowed to have any new students accepted in the Fall 1999 semester; therefore, no students took the exam in 1999-2001.

Nationally "Normed" Exam			
	Exam Period	Program Mean	National Mean
Occupational Therapy	Fall 2001	483.62	482.11
	Spring 2001	465	477.31
	Fall 2000	486.67	493.46
	Spring 2000	482.38	488.63
	Fall 1999	506.05	513.06
	Spring 1999	NA	NA
	Fall 1998	515.88	508.39
	Spring 1998	516.44	503.52

Note: -State averages do not exist because currently, Barton County Community College has the only Occupational Therapy program in the state.

Nationally "Normed" Exam			
	Exam Period	Program Mean	National Mean
Nurse Entrance Exam	Fall 2001	69.9	64
	Fall 2000	63.4	64
	Fall 1999	64	64
	Fall 1998	68	64

Note: -Scores are composite from Nurse Entrance Exam.