

MONITORING REPORTS

The President will address organizational performance against Board policy on ENDS and EXECUTIVE LIMITATIONS. The ENDS monitoring reports have traditionally been presented to the Board in partial fulfillment of the Board's governance policy. As we move toward monitoring our ENDS in terms of what benefit; for what people; at what cost, these reports will continue to be modified to answer those three questions.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE: GENERAL EXECUTIVE CONSTRAINTS
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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:

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.

General Executive Constraint #9

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

Response: To my knowledge, all assets are protected with no or minimal risk.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE: FINANCIAL CONDITION

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 \$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%.

Response: We attempt to make the most cost effective purchases while giving local preference.

Financial Condition #6

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

Response: I'm pleased to report that we plan to maintain reserves at 20% or more for FY 06. With the new State payment schedule, we need to have the reserves above 20%.

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.

Financial Condition #9

It is material deviation to allow cash to drop below the amount needed to settle payroll and debts in a timely manner.

Response: We do not anticipate an inability to meet payroll or address debts in a timely manner.

Financial Condition #10

It is material deviation to allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.

Response: The College has not received notice of any government-ordered payments that are due. The College's filings of reports have been timely and accurate.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE: COMMUNICATION AND COUNSEL TO THE BOARD

The President shall keep the Board adequately informed.

Accordingly, the President shall not:

Communication and Counsel to the Board #3

Present information in an inappropriate form that is inaccurate, incomplete, or misleading.

Response: To the best of my knowledge, reports and information provided to the Board have been in a form that is clear and the information has been accurate, complete and timely. Should the Board have suggestions as to how to improve the delivery of information, its suggestions would be most welcome.

POLICY TYPE: ENDS

POLICY TITLE: WORK PREPAREDNESS
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Work Preparedness

Students will be prepared for success in the workplace.

1. Students will have the skills and knowledge required for successful entry in the workplace.
2. Students will have the work ethics, discipline, and collaborative skills necessary to be successful in the workplace.
3. Students will have the skills and knowledge necessary to maintain, advance, or change their employment or occupation.

Response: At various times throughout the year, the Board receives a number of monitoring reports that reflect the College's commitment to assure its students are prepared to enter the workplace. These reports include, but are not limited to the following:

- Availability of Instructional Programs (October)
- Sustained Financial Commitment to Instruction (October)
- Professional License Pass Rates (March)
- Employer Satisfaction Survey Summaries (July)
- Placement of Students in Field of Study (July)
- Placement of Graduates [vocational] (July)

POLICY TYPE: ENDS

POLICY TITLE: ACADEMIC ADVANCEMENT

Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.

1. Student will have the academic prerequisites sufficient for successful transfer.
2. Students will have appropriate knowledge of transfer requirements.

Monitoring Reports:

Student Transfers as Compared with Stated Goal

Based on recent alumni surveys for 2004 graduates (33.7% return rate on 243 surveys mailed) and alumni surveys for 1999 graduates (33.9% return rate on 218 surveys mailed) for Associate of Arts or Associate of Science degree winners:

74% and 77.1% of the survey respondents reported having attended a baccalaureate institution after graduation from Barton.

In addition, the KBOR reported that approximately 375 students who were enrolled at Barton in the fall of 2003 had transferred to another Kansas postsecondary institution by the fall of 2004.

Student Success after Transfer

Overall, Barton students (not necessarily graduates) who transfer to one of the three Kansas universities who report do achieve a higher grade point average at Fort Hayes State and Wichita State Universities, and slightly lower grade point averages at Emporia State University than native students.

Student Evaluation of Advisement after Transfer

The same alumni surveys that were mentioned above rated academic advisement at both Barton and the transfer institution. Using a five point Likert scale where 1= very poor and 5= very good, the average rating at Barton was 4.13, while the average rating for transfer institution was 3.77, a statistically significant difference. This suggests that the respondents felt that the quality of advising at Barton was good and better than they found at their transfer institution, on average.

Transfer Students Completing a Baccalaureate Degree

Using the alumni survey and respondents who had graduated in 1999, 83.8% of the 37 respondents who attended a baccalaureate institution earned a bachelors degree or higher five years after graduating from Barton.

Team GPA's - Athletics

Annual: November 2005

Team GPA's - Athletics	Fall 2004				Spring 2005			
	Men's		Women's		Men's		Women's	
	# Athletes	GPA	# Athletes	GPA	# Athletes	GPA	# Athletes	GPA
Baseball	35	3.05	-	-	33	2.95	-	-
Basketball	16	2.65	17	3.15	14	2.80	16	3.04
Cross Country and Track & Field	37	2.56	25	2.80	31	2.33	24	2.62
Golf	12	3.03	5	3.21	10	2.98	5	3.16
Softball	-	-	20	3.20	-	-	19	2.99
Tennis	14	3.23	4	3.68	11	2.99	4	3.76
Soccer	24	2.69	16	3.35	21	2.44	16	3.27
Volleyball	-	-	14	3.22	-	-	12	3.19
Totals	138		101		120		96	
FY 2004 Graduates	0		0		33		32	
Area Athletes	57				55			
In-State	138				126			
Out-of-State	101				90			
Freshman	144				130			
Sophomore	95				86			

Response: The above report demonstrates that the College is providing an excellent opportunity for students to compete in intercollegiate athletics, and also that these students as a whole are performing successfully in the classroom. Based upon the cohort of first-time, full-time degree/certificate seeking **student athletes** that entered Barton in Fall 2001, their graduation rate was **49.1%**; whereas the **overall** institutional graduation rate was **40.7%**.

ENDS DISCUSSION

The Board will review College ENDS in terms of:

- (a) what good or benefit will we provide,
- (b) for what people,
- (c) at what cost?

ENDS are much like statements of purpose for the College. They should reference who is served, for what benefit, and at what cost? While there are similarities with the mission statement, the ENDS tend to be a bit more specific in dealing with the questions raised above. Still, there should be an obvious relationship between the mission statement and the ENDS.

The mission statement is the one overarching statement about *why the College exists*. The mission statement then sets up the ENDS that follow. The current mission statement is:

“Barton County Community College, as a learning college and as a learning organization, advances learning that improves not only the economic, social, and personal lives of individuals, but also their contributions to society.”

There is one more element to all of this that gives the College *direction for the future*. That is the vision statement. The current vision for Barton was adopted by the Board of Trustees (4/16/02) and says that Barton will become:

“As Central Kansas’ premier community college, Barton will consistently adapt and improve its culture, programs, and services so as to be regularly noted as a model learning organization.”

It may be helpful in determining ENDS, to first review and modify, if necessary, the vision and mission statements for the College. These two overarching statements should form the basis for what it is the Board of Trustees wants the employees, through the President, to achieve.

To reiterate, determine how you want the College to be described 5 – 10 years from now, (the vision). Then determine why the College exists (the mission). Finally, state what you want the College to achieve now... what benefits, for whom, at what cost?