

Meeting of the Board of Trustees
Barton County Community College

February 17, 2004

OFFICIAL BOARD MEETINGS

Comments: All official Board meetings are open to the public except executive sessions, which are convened in compliance with State law. The Board of Trustees welcomes the attendance and participation of citizens in regular meetings and upon recognition by the Chairman, encourages questions or comments pertaining to items on the agenda. Persons having other matters to be brought before the Board should submit these matters in writing to the President at least 72 hours in advance of the meeting, in order that items may be placed on the agenda. In accordance with time requirements, the Chairman reserves the right to limit comments, both in content and length of presentation.

1. No comments will be heard on matters which are not on the agenda without the consent of the Board.
2. Persons wishing to speak will identify themselves to the Chairman and state whether or not they represent the opinion of a group.
3. Each person may speak no longer than five (5) minutes.
4. Presentations containing information or comments related to College personnel or students may be referred for consideration in executive sessions.
5. The Chairman reserves the right to stop the proceedings and poll the Board to determine if a speaker may continue.

Please Note: Barton County Community College Trustees routinely hold a monthly Board study session for the purpose of setting goals, Board development, and future planning; discussion is informal and no votes are taken. Both the regularly scheduled monthly Board meeting and the monthly study session are subject to the Kansas Open Meetings Act and are open to the public.

Information Only

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CALL TO ORDER

COMMENTS FROM CHAIRMAN:

The Chairman will address the assembly.

PUBLIC AND/OR EMPLOYEE COMMENT:

No requests for public and/or employee comment have been received.

INTRODUCTION OF GUESTS:

The President or his designee will introduce guests, including new employees.

STAFF REPORT:

Becky Newell will present a staff report on the Upward Bound Program.

ACTION ITEMS

Extension of Military Leave of Absence
College External Audit

Meeting of the Board of Trustees
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EXTENSION OF MILITARY LEAVE OF ABSENCE

Detail: As the Board may recall, at its regular meeting of October 15, 2002, the Trustees approved a military leave of absence for Jerry Treaster. An extension of Mr. Treaster's military leave was approved by the Board at its regular meeting on September 16, 2003.

Our office has been notified that Mr. Treaster's military tour of active duty has been extended through April 30, 2004.

Recommendation: It is recommended that the Board of Trustees approve the extension of Jerry Treaster's military leave of absence through April 30, 2004.

Action: President

Meeting of the Board of Trustees
Barton County Community College

February 17, 2004

COLLEGE EXTERNAL AUDIT

Detail: Ron Vratil, Dean of Business Services, has solicited bids for the College's external audit for the fiscal years ending June 30, 2004, 2005 and 2006. Bid specifications were mailed to Barton County Certified Public Accountant firms and individuals. Mr. Vratil received two responses from this mailing. They are as follows:

Adams, Brown, Beran & Ball, Chartered	
June 30, 2004	\$33,000.00
June 30, 2005	34,650.00
June 30, 2006	36,382.50

	\$104,032.50
David Folkerts CPA, Chtd.	
June 30, 2004	\$19,500.00
June 30, 2005	19,900.00
June 30, 2006	20,550.00

	\$59,950.00

Both firms meet the qualifications from the bid specifications and are capable of performing the audit work.

Recommendation: The Administration recommends that the Board accept the lowest bid, submitted by David Folkerts for the three-year period.

Action: Dean of Business Services

KACCT/KBOR REPORT

Mike Johnson and Dr. Law will update the Board concerning Kansas Association of Community College Trustees and Kansas Board of Regents activities.

INFORMATION/DISCUSSION ITEMS

Monitoring Reports
March Board Activities
President's Report of Monthly Activities

Monitoring Reports January – February 2004

POLICY TYPE: ENDS MEASUREMENTS

POLICY TITLE: BARTON EXPERIENCE
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Students will "relish" their "Barton Experience."

Mission #1

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

Response:

Several survey instruments currently are being used to determine levels of student satisfaction. As part of the **Application for Graduation**, students are asked to complete a **Graduation Exit Survey** when they apply for graduation. The survey asks students about their levels of satisfaction relative to several different service areas or institutional functions. In addition, students are asked to respond to questions about their personal growth and their overall level of satisfaction with their "Barton Experience." Another measure of student satisfaction first instituted by Barton in 2003 is the Community College Survey of Student Engagement (CCSSE), which Barton uses on alternating years with the Noel-Levitz Student Satisfaction Survey. (Reference selected CCSSE survey results in the Student Satisfaction Report in the Student, Alumni, Parent, and Client Satisfaction section of this Monitoring Report.)

Graduation Exit Survey – Main Campus:

According to the 2002-03 **Graduation Exit Survey** at Main Campus (N = 235 exit interviews completed by students that applied for graduation in Summer 2002, Fall 2002 or Spring 2003), levels of satisfaction were relatively high for most areas evaluated. For example, with the exception of "Food," all nine other service areas/functions had "Rewarding" and "Above Average" combined ratings in excess of 60%, and five of the nine had combined ratings in excess of 70%. Service areas/functions that rated highest using combined ratings of "Rewarding" and "Above Average" included "Advisors" (84.5%) and "Faculty" (82.2%).

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

Service Area/Function	# Responses	Percentage of Responses for Each Level of Satisfaction:				
		Rewarding	Above Average	Average	Below Average	Disappointing
Admissions	208	26.0%	44.7%	28.8%	0.5%	0.0%
Business Office	210	28.1%	42.4%	25.6%	2.9%	1.0%
Advisor	221	51.5%	33.0%	11.8%	2.3%	1.4%
Student Services	165	28.5%	36.4%	31.5%	2.4%	1.2%
Administration	169	23.1%	40.2%	32.5%	2.4%	1.8%
Financial Aid	190	33.6%	35.8%	27.9%	1.6%	1.1%
Enrollment Services	203	27.6%	44.3%	27.1%	0.5%	0.5%
Faculty	202	40.6%	41.6%	17.3%	0.0%	0.5%
Housing	111	27.0%	35.1%	28.9%	7.2%	1.8%
Food	119	8.4%	17.7%	48.7%	15.1%	10.1%

In response to a general question about their overall rating of satisfaction with their entire “Barton Experience” at the Great Bend Campus, 51.2% of 215 respondents reported their experience at Barton to be “Rewarding” (intermediate between 59% the previous year and 45% two years previous). Of the remainder, 28.4% reported “Above Average” and 20.0% reported “Average.” Only 0.5% rated their experience to be “Below Average,” and none marked “Disappointing.”

Graduation Exit Survey – Fort Riley:

Using a similar **Graduation Exit Interview Survey** at Fort Riley, 170 survey respondents who had applied for graduation during the 2003 calendar year also reported high levels of satisfaction in all service areas/functions evaluated. Specifically, the combined “Rewarding” and “Above Average” ratings for all areas/functions 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	88	62.5%	25.0%	11.4%	1.1%	0.0%
Business Office	117	53.0%	35.9%	11.1%	0.0%	0.0%
Instruction	120	55.8%	33.4%	10.8%	0.0%	0.0%
BCCC Advisors	137	54.0%	36.5%	9.5%	0.0%	0.0%
Registration	145	55.2%	33.8%	11.0%	0.0%	0.0%
Transcripts	130	51.5%	37.7%	10.0%	0.8%	0.0%

In response to a general question about their overall rating of satisfaction with their entire “Barton Experience” at Fort Riley, 68.2% of the respondents reported their Barton experience to be “Rewarding,” 24.1% reported “Above Average,” 7.6% reported “Average,” and none reported their experience to be “Below Average” or “Disappointing.”

Mission #2

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

Response:

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

Great Bend Campus Comments:

Barton has provided me with a sound first two years of college. I have benefited from the many one-on-one relationships I’ve had with the faculty and staff. My focus is to now use the experiences I’ve gained at Barton to finish my

4-year degree. I couldn't have picked a better college for my first two years. It's been a very rewarding experience for me. Thanks!

Attending Barton has been an excellent experience for me. I have succeeded very well here and really enjoy the one on one relationship you get with a professor.

I enjoyed the experience with Barton and the support and understanding from the faculty staff.

I greatly enjoyed the opportunity to study under my wonderful OTA instructors. The knowledge I gained from them and my classmates is priceless. Thank you for the opportunity I have had.

The EOC helped me start on the path to a different career and I feel that it is a great program that needs the support of college so that they (EOC) can help make a difference in more people's lives.

The first advisor I had at BCCC did a good job. When I changed majors however I spoke with one advisor who never seemed to have enough time to talk to me. Now I have a third advisor and she is wonderful! She has taken time to talk to me and assist me in making the right educational choices relevant to my future!

Attending Barton County Community College has been very rewarding for me. They have been very helpful and I would recommend this school to anyone! Thank you to the staff and employees of BCCC for helping me to achieve my goal. And, a special thanks to Jane Howard for helping me get the correct classes – even when I changed my major. Thank you very much!

Advisor number rating – My first year advisor was very unpleasant and not beneficial. She was entirely too busy and had no time to PROPERLY advise and enroll her students. However, I changed my advisor in my second year and she was VERY beneficial and aided greatly in my final year here at Barton.

The opportunity to attend BCCC has helped me achieve a life long dream/goal as a non-traditional student. Over the years I have attended numerous institutions of higher learning however, none can compare to the high level of quality faculty at BCCC and their concern for students. I'm especially grateful to the nursing department faculty and staff with whom I hold the highest regard with appreciation; they give countless kind hours of encouragement and learning. BCCC is a powerful place of opportunity and I will encourage anyone to get out there and make their dreams a reality with education that will open bigger and better doors for their future.

The teachers and faculty I encountered at BCCC helped me stay on track and encouraged me to work hard to meet my personal goals.

I attended Barton County for two reasons; to get an Associates and because it was close to my house. But I feel as if my time at BCCC has been extremely beneficial to my life and hopefully me after Barton. I just hope when my kids are old enough for college the personnel is as wonderful as Barton County's now.

The support I have received has been outstanding. The staff has helped me with all aspects of my education, including housing and financial aid. I would recommend BCCC to anyone pursuing a college degree.

One staff member in Enrollment Services was very helpful. She took the time to help me and returned all my phone calls. Thank you.

I feel that BCCC is a great school. I have found that all the instructors and office staff to be friendly and helpful.

I have really enjoyed my education and experience at Barton County Community College. The memories I have made here will last me a lifetime. Keep up the exceptional work so future students will have as wonderful a time as me.

The faculty members here at BCCC are wonderful. They truly care about each student as an individual.

I was thankful for the student support services and academic system. I have learned a lot since I came to Barton. I learned how to accept the good and the bad. I hope that my future career will be successful as I move on to a four-year school.

I'm from Ellinwood and went to OSU last year. I was afraid that I wouldn't get the same experience, freedom or teachers. I found that I've experienced more with the variety of students and faculty that are so friendly here. I love it!

The Technical Department at Barton was great.

Fort Riley Comments:

The Fort Riley Barton Office is the most courteous and helpful office on post.

The teachers and staff have been very helpful.

BCCC offered me the personal one-on-one guidance that I did not receive at other schools. This made the difference in helping me decide to go back to school and finish my education.

Very well run, with most of the faculty understanding the military's ever changing lifestyles. Thank you very much!

Thank you so much for the personal help every time I called your campus. The online process has been totally new for me & your help has been great.

The Fort Riley office was very helpful. I had a 10-year break between starting & finishing at BCCC. When I called the office back they reactivated my file in a matter of a couple of days. They were very efficient. Thanks.

I had a fun time & surprised myself in how well I did in my classes, but that was because of all the great teachers I had! Thanks.

Super, outstanding teachers & office personnel.

I use to have a "chip" on my shoulder about community colleges, however Barton exceeded all my expectations. In the classroom, the teachers were experienced in their field of study, and I never had to wait for a counselor, they always had an answer for my questions.

Thank You! Everyone at Barton, from counselors to instructors were absolutely excellent!

POLICY TYPE: ENDS MEASUREMENTS

POLICY TITLE: BARTON EXPERIENCE

Availability of Financial Aid

Annual: January 2004

<i>Availability of Financial Aid</i>	1999-00*		2000-01*		2001-02*		2002-03*	
	Number of Awards	Dollar Amount	Number of Awards	Dollar Amount	Number of Awards	Dollar Amount	Number of Awards	Dollar Amount
Federal Financial Aid	1,336	\$2,233,664	1,382	\$2,406,325	1,794	\$2,982,838	1,805	\$3,227,734
Institutional Financial Aid	940	550,443	1,084	540,628	507	352,484	799	433,071
State Financial Aid	22	37,603	21	52,000	11	27,000	7	23,500
Misc. Community Scholarship	161	75,644	243	86,953	271	115,184	265	114,864
Total Financial Aid	2,459	\$2,897,354	2,730	\$3,085,906	2,583	\$3,477,506	2,876	\$3,799,169

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

College-wide Retention Rates

Annual: January 2004

<i>College-wide Retention Rates</i>	First-time, Full-time Student Cohort Summaries							
	# of Students in Cohort Enrolled	Retention Rates		# of Students in Cohort Enrolled	Retention Rates		# of Students in Cohort Enrolled	Retention Rates
Fall 2000 (Entire Cohort)	434	-	Fall 2001 (Entire Cohort)	410	-	Fall 2002 (Entire Cohort)	315	-
Spring 2001 (Fall 2000 to Spring 2001 Retention)	348	80.2%	Spring 2002 (Fall 2001 to Spring 2002 Retention)	330	80.5%	Spring 2003 (Fall 2002 to Spring 2003 Retention)	275	87.3%
Fall 2001 (Fall 2000 to Fall 2001 Retention)	244	56.2%	Fall 2002 (Fall 2001 to Fall 2002 Retention)	228	55.6%	Fall 2003 (Fall 2002 to Fall 2003 Retention)	199	63.2%

Response: In its 1997 Findings Report, USA Group Noel-Levitz posted a national fall-to-fall retention rate of 53% for first-time, full-time students at public two-year community colleges. Barton had slightly higher retention rates as compared to that national average for retention from Fall 2000 to Fall 2001 and Fall 2001 to Fall 2002. Further, Barton's Fall 2002 to Fall 2003 retention rate was considerably higher than the national average cited by Noel-Levitz.

POLICY TYPE: ENDS MEASUREMENTS

POLICY TITLE: MISSION

Availability of Academic Classes **Annual: January 2004**

<i>Availability of Academic Classes</i>	Fall 2002		Fall 2003	
	# Classes	# Enrolled	# Classes	# Enrolled
Traditional Delivery				
Daytime, On-Campus	208	3,532	203	3,447
Evening, On-Campus	73	746	90	937
Outreach, 17 locations	41	232	33	201
College Classes in High School, 17 locations	50	511	58	608
Flexible Delivery				
Video Classes	0	0	0	0
ITV Courses	0	0	28	188
Independent Study/Arrg.	66	595	129	1,124
EduKan Internet	48	209	51	191
BartON/line Internet	89	782	102	1,090
BCCC Web	1	1	1	5
Fort Riley				
LSEC	103	2,006	98	1,947
FAST	55	846	35	243
College Programs	42	499	52	444
TROOP School	12	175	2	18
Totals	788	10,134	882	10,443

- Notes:**
- The above data do 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 demonstrate the breadth and accessibility of Barton's academic curriculum, both on- and off-campus.

POLICY TYPE: ENDS MEASUREMENTS

POLICY TITLE: ESSENTIAL SKILLS

Assessment of Student Learning

Annual: February 2004

Based on the NCA accreditation visit (October 2002) and revision of the College Assessment Plan (Summer 2003), the College's assessment efforts have been refined and strengthened in the past year. Assessment activities occur at the following levels: (1) classroom, (2) course, (3) department/program, and (4) degree. As recommended by NCA, assessment efforts are led by the following: Two assessment coordinators (Stephannie Goerl and Dr. Christine Abbott), the Outcomes Assessment Committee, and the Dean of Learning & Instruction (formerly, Dr. Karen Clos, and currently, Dr. Gillian Gabelmann).

2003-04 Assessment Plan – Evidence of Implementation

1. Classroom Level: Faculty members continue to use Classroom Assessment Techniques (CATs) to help enhance student learning and direct curricular and instructional changes. Faculty members at the Great Bend Campus have been documenting the use of CATs since AY 2001-02 using a CAT Form. To involve faculty who teach throughout Barton's teaching venues, Outreach and College Advantage joined Main Campus faculty in completing CAT Forms in fall 2002. That semester, a total of 82 faculty documented CAT activities in fall 2002 (53 Main Campus, 17 Traditional Outreach, and 12 College Advantage), and 59 documented CAT activities in spring 2003 (40 Main Campus, 11 Traditional Outreach, and 8 College Advantage). More recently (fall 2003), Fort Riley faculty began using the CAT Form to document classroom assessment techniques in use at that campus. In fall 2003, the Office of Institutional Research & Records borrowed compilations of completed CAT Forms for AY 2002-03 from associate deans. The purpose was to summarize the extent of use of various CATs by instructors during the year. Dozens of different CATs were reportedly used, and the Office of Institutional Research & Records classified them into the general types listed in the following table:

General Classification of CATs Reportedly Used in 2002-03

General Type of CAT	#	%
Pre- & Post-test	29	17.4%
One-minute Paper	27	16.2%
Muddiest Point(s)	15	9.0%
Written Paper	15	9.0%
Post-test	12	7.2%
Pre-Test/Knowledge Probe	11	6.6%
Most Important Point(s)	9	5.4%
Assignment Activity	8	4.8%
Empty Outline/Diagram	5	3.0%
Problem-solving Scenario/Activity	4	2.4%
Peer Review	3	1.8%
Self-evaluation	3	1.8%
Skill Recognition	3	1.8%
Group Project	2	1.2%
Oral or Performance Presentation	2	1.2%
Pro/Con Matrix or Paper	2	1.2%
Rubric	2	1.2%
Other*	15	9.0%
Total	167	100.0%

* "Other" included one each of the following: Application Cards, Diary, Evaluation of Student Class Notes, Games/Role-playing, Graphical Organization, Instructor/Course Evaluation by Student, Memory Matrix, Most Important and Muddiest Points, Pascal's Triangle, Portfolio, Poster, Practice Quiz/Exam, Quiz, Skit, and Unit Preview.

2. Course Level: In fall 2003, Course Coordinators were identified to facilitate assessment at the course level to ensure consistency of learning in selected courses offered at the various venues (Great Bend campus, Fort Riley, ITV, on-line, Outreach, etc.) Working collaboratively, instructors for most of these courses designed common assessment instruments to be administered to students enrolled in the courses beginning in spring 2004. Faculty who teach the selected courses will use assessment results to direct curricular and instructional improvements. The following ten courses were selected (Course Coordinators -- Campus in parentheses):

- English Composition II (Mary Barrows – Great Bend)
- College Algebra (Kathi Dewey – Great Bend)
- Introduction to Sociology (Ed Johnson – Great Bend)
- Western Civilization (Linda McCaffery – Great Bend)
- General Psychology (Rick Bealer – Great Bend)
- Introduction to Philosophy (Charles Davis – Fort Riley)
- Word Processing (Shanna Legleiter – Great Bend)
- Website Construction (Dana Allison – Great Bend)
- Spreadsheet Applications (Brenda Siebold – Fort Riley)
- MicroComputer Repair and Upgrade (Doug Polston – Great Bend)

All Course Coordinators scheduled meetings with other faculty who teach these courses, and those who participated reached consensus on course descriptions and outcomes. For all but one of the courses, faculty completed the assessment instruments for implementation this spring semester; those who planned to administer pre-/post-tests have already given the pre-test.

Ten courses (and Course Coordinators) were selected for development of common course assessments this spring (for implementation in fall 2004). They included:

- English Composition I (Ruth Moritz – Great Bend)
- Introduction to Literature (Stone Lamb – Fort Riley)
- Public Speaking (Bob Loss – Great Bend)
- Physical Science (Tim Folkerts – Great Bend)
- Introduction to Music (Gretchen Lewis – Fort Riley)
- World & Regional Geography (Gerald Butler – Fort Riley)
- General Accounting (Mark Shipman – Fort Riley)
- Business Law (Kathy Boeger – Great Bend)
- Income Tax Preparation (Renelle Mooney – Great Bend)
- Medical Terminology (Karen Kratzer – Great Bend)

3. Department/Program Level: In spring 2003, eight Career and Technical Department programs administered departmental assessments. They included Automotive Technology, Networking Specialist, Graphic Design, Child Care & Guidance, Agriculture, Criminal Justice, Business/Accounting, and Computer Science and Office Technology (Microcomputer Applications I and Introduction to Computer students). These assessments covered such topics as ethics, math, English/communications, science and social studies. Each departmental assessment tool measured at least two of these topics. Data from these assessments will be used to establish benchmarks for future departmental assessment comparisons. Also, Nursing and Medical Laboratory Technology (MLT) administered standardized tests, as follows:

Nursing: Prospective nursing students were given the Nurse Entrance Test (NET) that evaluates math, English and critical thinking skills, stressors, learning styles, and reading and test-taking abilities. Students scoring 64% or higher on the NET are eligible for acceptance into the nursing program. Also, in their freshman year (fall

semester), nursing students are given the Critical Thinking Test (as a pre-test) that evaluates five levels of critical thinking. The PN exam is given at the end of their first year and the GN exam is given at the end of their second year. Both of these exams help students prepare for the State Nursing Exams at LPN and RN levels. At the end of their second year, nursing students again take the Critical Thinking Test (as a post-test).

MLT: First year MLT students are given Health Occupations Basic Entrance Test (HOBET) that evaluates essential math skills, reading for science textbooks, reading rate, critical thinking appraisal, test-taking skills, stress levels, social interaction profile, and learning styles. Due to the nature of the delivery method of many MLT courses (i.e., on-line), many MLT students were not able to participate in campus-wide Assessment Day activities. But, on another day when all students are on campus, they were given three WorkKeys tests: Listening, Observation, and Writing.

Academic units defined as “departments” in the Assessment Plan are developing in-depth assessment plans. These assessment plans will be revised and updated on a three-year rotational basis. Departments identified for development of assessment plans in 2003-04 included BSEP, Nursing, Emergency Medical Services (EMT), and Criminal Justice.

4. Degree Level: Assessment of student learning at the degree level focus on broad, overarching learning objectives, and assessment activities at this level in fall 2003 focused on two areas (as outlined in the 2003-04 Assessment Plan): Writing and Ethics/Values. Selected faculty worked with the Outcomes Assessment Committee to develop a single assessment instrument to determine the extent to which students make ethical/moral decisions and their ability to communicate in writing. The instrument was administered during Assessment Day early in fall 2003, and results of the assessment presently are being generated for faculty discussions to be held this spring..

Outcomes Assessment Committee Activity

Current Committee members include ten faculty members, two of whom serve as part-time assessment coordinators and facilitators for the team, two students, the Dean of Learning and Instruction and the associate deans, the Director of Institutional Research & Records, and Barton’s Academic and Vocational Paraprofessional. Recently, one of the student members was deployed to Afghanistan, and the team currently is seeking a replacement. Three of the ten faculty members teach at Fort Riley and attend Outcomes Assessment Committee meetings via ITV.

- **Assessment Day – Fall 2003**

Fall’s assessment day occurred on September 30, 2003 with two focuses: (1) The Career and Technical Education Division administered the WorkKeys assessment to in-coming freshmen vocational students and the Wonderlick assessment to high school students taking classes at the Great Bend Campus. Non-vocational students completed an assessment that focused on fundamental outcomes of written communication, ethics and values. A total of 683 students took the assessment. Although this was the third semester an Assessment Day was conducted, it was the first time that night, Outreach, and Fort Riley students were included.

- **Assessment Training Video**

With the success of the workshops presented to associate faculty in the summer of 2002, the Outcomes Assessment Committee decided to offer similar training to new faculty hires.

The Committee produced a video and is currently finalizing a handbook to accompany the video. This project should be complete by mid-spring 2004.

- **Levels of Implementation Survey**

Working with the Office of Institutional Research & Records, the Outcomes Assessment Committee has periodically administered the Levels of Implementation Survey, the latest

survey being given in fall 2003. The survey provides a gauge of the institution's progress in implementing assessment initiatives. Respondents indicate whether the institution is at the beginning, emerging, or maturing stages of implementation in such areas as institutional culture, shared responsibility, institutional support, and efficacy of assessment. The survey was administered to faculty, staff, and administration at both the Fort Riley Campus and the Great Bend Campus. Survey results reveal the College continues to make positive gains and is progress through the upper end of the emerging" stage and getting very close to the "maturing" stages of continuous improvement.

- **Strategic Planning Sub-Committee**

In fall 2003, the Outcomes Assessment Committee created a sub-committee charged with development of a five-year strategic plan. The plan will provide much-needed structure and stability to the current assessment plan.

Response:

The College continues to make substantial progress with the assessment of student learning and academic achievement at various levels, and the development and implementation of a sound Assessment Plan is evident. Although Barton, like many institutions, continues to face challenges to fully realize the value, benefits, and opportunities afforded by effective assessment processes, the progress that Barton had made (and continues to make) will hopefully satisfy expectations of NCA when the College submits its NCA Monitoring Report on assessment in December 2004.

National Awards/Recognition for Personnel/Programs

Annual: January 2004

Faculty

The following faculty members received awards and recognition in 2003.

Faculty Member	Award and/or Recognition Received
Jeana Brack, Mike Cox	Jeana Brack, Business Computer Management Instructor, and Mike Cox, Associate History and Leadership Instructor in Barton's Fort Riley Military Program, were named Distinguished Instructors at Barton's 33 rd commencement ceremony in May 2003.
Joe Burger	Head Soccer Coach Joe Burger was named Midwest Regional Coach of the Year by the National Soccer Coaches Association of America. Burger, who guided the Cougars to the NJCAA National Tournament last season, was one of four coaches honored as Regional Coach of the Year by the National Soccer Coaches Association of America at the NJCAA Division I level.
Cheyla Clawson	Dance Instructor Cheyla Clawson was commissioned to travel to Tokyo, Japan, to adjudicate a national dance competition Nov. 21-27. She also spent time in roundtable discussions with instructors, comparing the technical aspects of dance training in the United States and in Japan. She was chosen to judge the Tokyo competition after she spoke at a national dance coaches' conference in Washington, D.C., earlier this year.
Steve Dudek	Art Instructor Steve Dudek was one of only 15 artists selected for membership in the National Watercolor Society this year. To be selected for this honor, he was first accepted in the NWS show conducted Oct. 11-Dec. 14 in San Pedro, Calif.
Bill Forst	Shafer Gallery director Bill Forst served on the advisory panel of ExhibitsUSA March 12-14. The mission of ExhibitsUSA is to create access to an array of arts and humanities exhibitions, nurture the development and understanding of diverse art forms and cultures, and encourage the expanding depth and breadth of cultural life in local communities.
Ken Henderson	Athletic Trainer Ken Henderson was appointed to the National Athletic Trainers Association's History and Archives Committee, representing District 5 (Mid-America Athletic Trainers Association).
Linda McCaffery	History Instructor Linda McCaffery had an article published in the Ex-CBI Roundup chronicling the China-Burma-India Theatre of World War II. She wrote the article titled "The Fate of Major Charles Hansen's B-29 Crew" from the oral history of the only survivor, Virgil Belford of Great Bend (now deceased), the accident report, and interviews with the Chinese villagers who saved Belford's life.
Ruth Moritz	Ruth Moritz, English instructor in the Math, English and Essential Skills Division, was chosen as director of the annual Salina Spring Poetry Reading Series, which brings international, national and regional poets to read in the Midwest on Tuesday nights in April in downtown Salina. Moritz also initiated the New Voice Award in Poetry, presented in an annual statewide competition.
Bill Nash	Director of Fort Riley Military Programs Bill Nash was elected vice chair of the North Central Partnership for Environmental Technology and Education. He has been active in PETE for seven years, and after three years continues to serve as a steering committee member for the state of Kansas. His involvement in PETE helped Barton become one of eight pilot colleges in an energy services and technology program funded by a grant from the U.S. Department of Energy.
Owen Williamson	English Instructor Owen Williamson's translation of Chilean political activist Gladys Marín's article titled "Women and Globalization" was accepted for publication in the July 2003 issue of the journal <i>Political Affairs</i> . Williamson had two translations published: "Chicago rechaza 'Ley Patriota'" by Emile Schepers, translated into Spanish, and "A World of Light and Darkness" by Carlos Flanagan, translated into English. Both were published in the Oct 11-17, 2003, issue of the national bilingual alternative weekly, <i>People's Weekly World/Nuestro Mundo</i> .

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

Faculty Member	Award and/or Recognition Received
Rita Williamson	Rita Williamson is co-author of an article published in <i>Proceeds of the Ocean Drilling Program, Scientific Results</i> , Volume 183, a publication of the Ocean Drilling Program in conjunction with Texas A&M University. The article examines the results of biostratigraphy of fossilized silicoflagellates on the ocean floor in two sites in the Australia-Antarctic basin of the Indian Ocean.
Gene Compton, Lisa Rainey, Russ Wilson	Troop school instructors in Barton's Fort Riley Military Programs, Russ Wilson, Lisa Rainey and Gene Compton received the Commander's Award for Public Service for exceeding the Army criteria of transitioning U.S. Army medics to 91W by 20 percent. The certificates and medals were presented Feb. 5 at Fort Riley.
Dana Allison, LaVerne Bitsie-Baldwin, Rick Bealer, Kathy Boeger, Leonard Bunselmeyer, Joe Burger, Linda Carson, Mike Compton, Sheri DeWerff, Greta Foster, Vern Fryberger, Virginia Fullbright, Nancy Gaskins, Amy Hansen, Alpha Hart, Ed Johnson, Barbara Jordan, Lyles Lashley, Angie Maddy, Linda McCaffery, Roma Murphy, Latisha Redfield, Doris Reile, Scott Richardson, Bill Robinson, Jennifer Schartz, Mark Shipman, Mandy Wiltse	Graduating Barton students nominated 28 Barton employees for <i>The Barton Difference 2003 Awards</i> recognizing employees who have made a positive impact on an individual student's experience at Barton.

Staff

The following staff members received awards and recognition in 2003.

Staff Member	Award and/or Recognition Received
Linda Dueser, Diane Engle, Connie Wagner	Communications Specialist Linda Dueser, Student Activities Coordinator Diane Engle, and Graphic Designer Connie Wagner were recipients of NISOD Excellence Awards given by the National Institute for Staff and Organizational Development at the University of Texas.

Programs

The following program received recognition in 2003.

Program	Award and/or Recognition Received
Fort Riley Medic Program	Due to the excellent working relationship between Barton, the Fort Riley Troop School and Irwin Army Community Hospital, the Fort Riley Medic Program exceeded 3.5 times the U.S. Army goal of having 20 percent of all assigned Army medics complete the program.

Athletics

The following athletic teams received awards and recognition in 2003.

Team	Award and/or Recognition Received
Men's Basketball	◆ Overall Record: 28-4, Conference Record: 14-2, Region VI Tournament Quarterfinalist (at Salina), KJCCC Western Division Champions, Robert Whaley -- NJCAA All-American, 2nd Team
Women's Basketball	◆ Overall Record: 11-21, Conference Record: 4-12, 8th in KJCCC Jayhawk Western Conference
Men's Indoor Track	◆ NJCAA National Champions (at Carbondale, Ill.), Region VI Champion (at Kansas State/Manhattan), KJCCC Western Division Champion, 17 NJCAA All-American Performances, 9 National Champion Performances, Lyles Lashley named NJCAA "Coach of the Meet"
Women's Indoor Track	◆ NJCAA National Champions (at Carbondale, Ill.), Region VI Champion (at Kansas State/Manhattan), KJCCC Western Division Champion, 28 NJCAA All-American Performances, 10 National Champion Performances, Lyles Lashley named NJCAA "Coach of the Meet"
Men's Outdoor Track	◆ NJCAA National Champions (at Levelland, Texas), Region VI Champion (at Johnson County/Overland Park), KJCCC Western Division Champion (at Johnson County/Overland Park), 21 NJCAA All-American Performances, 7 National Champion Performances, Lyles Lashley named NJCAA "Coach of the Meet"

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

Team	Award and/or Recognition Received
Women's Outdoor Track	◆ NJCAA National Champions (at Levelland, Texas), Region VI Champion (at Johnson County/Overland Park), KJCCC Western Division Champion (at Johnson County/Overland Park), 18 NJCAA All-America Performances, 4 National Champion Performances, Lyles Lashley named NJCAA "Coach of the Meet"
Baseball	◆ Overall Record: 32-22, Conference Record: 20-12, 3rd in KJCCC Western Division
Softball	◆ Overall Record: 30-31, Conference Record: 8-8, 6th in KJCCC Western Division
Golf	◆ 18th in NJCAA National Tournament (at Scottsdale, Ariz.), 4th in District III Tournament (at Gothenberg, Neb.), 2nd in final KJCCC Conference Standings
Men's Tennis	◆ 4th in NJCAA Tournament (at Tyler, Texas), 2nd in Region VI Tournament (at Wichita), Luis Ramirez – NJCAA Champion No. 6 singles
Women's Tennis	◆ 3rd in NJCAA Tournament (at College Station, Texas), 2nd in Region VI Tournament (at Wichita), Tetyana Bula – NJCAA National Champion No. 1 singles, Tetyana Bula/Kayci Davidson – 2nd in No. 2 singles at NJCAA Meet
Cheer Squad	◆ 2nd in Junior College Division of NCA championship (at Daytona Beach, Fla.)
Dance Line	◆ 8th in Dance Division II, 2nd among two-year programs in NCA championship (at Daytona Beach, Fla.)
Men's Cross Country	◆ 5th in NJCAA Championships (at Lawrence, Kansas), 3rd in Region VI Championships (at Great Bend), 4th in KJCCC West Championships (at Great Bend), Troy Jones (14th) All-American
Women's Cross Country	◆ 5th in NJCAA Championships (at Lawrence, Texas), 2nd in Region VI Championships (at Great Bend), 2nd in KJCCC West Championships (at Great Bend), Latosha Wallace (11th) All-American
Volleyball	◆ Overall Record – 34-1, NJCAA National Champions (at West Plains, Mo.), No. 1 in final NJCAA poll, Jayhawk West Co-Champions – 7-1, Region VI North Division Champion (at Hutchinson, Kan.), Paula Caten – 1st team All-American, Raquel Ferriera – 1st team All-American, Livia Salzano – 2nd team All-American, John Hunter – NJCAA Coach of the Year
Men's Soccer	◆ Overall Record – 16-7, Region VI Record – 10-0 (Regular season champs), Region VI Semifinalist (at Overland Park, Kan.)
Women's Soccer	◆ Overall Record – 10-8-4, Conference Record – 5-3-1, Region VI Semifinalist (at Overland Park, Kan.)

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 2004

Student Satisfaction

In Spring 2003, Barton initiated use of the Community College Survey of Student Engagement (CCSSE) instrument; a decision was made to administer CCSSE on alternating years (odd-year spring terms) with the Noel-Levitz Student Satisfaction Survey (SSI, even-year spring terms). In Spring 2003, the CCSSE survey was administered to a representative sample of Barton students enrolled in courses at various locations, excluding College advantage classes. Although the SSI is better suited to evaluating student satisfaction in comparison to CCSSE, several CCSSE survey items do relate directly to student satisfaction and are reported below for Barton students in comparison to results for students at other small colleges and all colleges nationally where CCSSE was administered in 2003.

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

CCSSE Survey Item & Institutional Scale	Average Student Response		
	Barton in 2003	Other Small Colleges in 2003	All Colleges in 2003
8(a) Quality of relationships with <u>other students</u> at the College (7-point scale, ranging from 1 = "unfriendly, unsupportive & sense of alienation" to 7 = "friendly, supportive & sense of belonging")	5.61	5.67	5.52
8(b) Quality of relationships with <u>instructors</u> at the College (7-point scale, ranging from 1 = "unavailable, unhelpful & unsympathetic" to 7 = "available, helpful & sympathetic")	5.83	5.81	5.70
8(c) Quality of relationships with <u>administrative personnel and offices</u> at the College (7-point scale, ranging from 1 = "unhelpful, inconsiderate & rigid" to 7 = "helpful, considerate & flexible")	5.19	5.12	4.94
10.2(a) How satisfied are you with <u>academic advising/planning</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	2.32	2.25	2.19 *
10.2(b) How satisfied are you with <u>career counseling</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	2.13	2.05	2.03
10.2(c) How satisfied are you with <u>job-placement assistance</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	1.83	1.89	1.85
10.2(d) How satisfied are you with <u>peer or other tutoring</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	2.10	2.11	2.11
10.2(e) How satisfied are you with <u>skill labs (writing, math, etc.)</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	2.31	2.22	2.22
10.2(f) How satisfied are you with <u>child care</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	1.85	1.89	1.84
10.2(g) How satisfied are you with <u>financial aid advising</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	2.25	2.24	2.17
10.2(h) How satisfied are you with <u>computer lab</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	2.41	2.45	2.45
10.2(i) How satisfied are you with <u>student organizations</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	1.99	1.96	1.93
10.2(j) How satisfied are you with <u>transfer credit assistance</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	2.16	2.08	2.06
10.2(kl) How satisfied are you with <u>services for people with disabilities</u> ? (3-point scale, ranging from 1 = "not at all" to 3 = "very satisfied")	2.07	2.11	2.09

* Statistically significant difference (t -test, $P < 0.001$) between value and Barton value.

Student Satisfaction, continued:

Also, when asked to respond to CCSSE Item #29 (“How would you evaluate your entire educational experience at this college?”) on a 4-point scale ranging from 1 = “poor” to 4 = “excellent,” the average Barton student response was 3.22, which compared to 3.15 at other small colleges where CCSSE was administered in 2003 (no significant difference with Barton value) and 3.12 at all colleges where CCSSE was administered (value differed significantly from Barton value; *t*-test, *P*<0.001).

Finally, when students were asked to respond to CCSSE Item #28 (“Would you recommend this college to a friend or family member?”), 93.0% of Barton students responded “yes,” which was just slightly lower than the percentage of students that responded similarly at other small colleges (94.5%) and all colleges where CCSSE was administered in 2003 (94.2%).

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 2003 “Recent Alumni Survey.” Surveys were sent to all recent alumni (associate degree graduates who received degrees in 2002), excluding those with Fort Riley addresses as legal address, because of difficulties having mail forwarded to military personnel who move. A total of 173 surveys were mailed and 33 were completed and returned yielding a response rate of 19.1%.

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 (22 of the 33 respondents indicated they had transferred to a college or university following graduation from Barton). Ratings were based on a 5-point Likert scale (levels of quality ranging from 1 = “Very Poor” to 5 = “Very Good”). Average rating for Barton was higher than average rating for Transfer Institutions for 9 of the 11 characteristics, although no tests for significance of difference were conducted. The greatest differences in positive mean values (i.e., where Barton was rated higher than Transfer Institution) were for Academic Advisement (1.05), Student Support Services (0.90), Enrollment Process (0.73), Student Housing (0.70), and Availability of Financial Aid (0.56). The greatest differences in negative mean values (Transfer Institution rated higher than Barton) was for Student Activities (-0.24).

Institutional Characteristic	Average Ratings		Difference (BCCC minus Transfer Institution)
	Barton ^a	Transfer Institution(s) ^b	
Enrollment Process	4.15	3.42	0.73
Customer Service	3.85	3.63	0.22
Student Housing	4.27	3.57	0.70
Student Activities	4.07	4.31	-0.24
Academic Advisement	4.42	3.37	1.05
Quality of Instruction	4.25	4.21	0.04
Classroom Facilities	4.05	4.11	-0.06
Appearance of Campus	4.50	4.44	0.06
Availability of Financial Aid	4.29	3.73	0.56
Student Support Services	4.44	3.53	0.90
Graduation Process	4.44	4.00	0.44

^a Mean sample sizes for all eleven characteristics for Barton ratings was N = 17.5.

^b Mean sample sizes for all eleven characteristics for Transfer Institution ratings was N = 15.5.

Alumni Satisfaction, continued:

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
Quality of BCCC athletic programs	28.6%
Desired program of study was available	25.0%
BCCC was close to my home	17.9%

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	50.0%
Received a Barton View Book	25.0%
Spoke with a BCCC Admissions Representative	8.3%
Received a phone call from Admissions	8.3%
Received a letter from the Admissions Office	8.3%

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” (34.3%), “Well” (53.1%), “Fair” (6.3%), “Poorly” (6.3%), and “Very Poorly” (0%).

When asked, “*If you had to do it all over again, would you attend BARTON?*”, 81.8% responded “Yes,” 9.1% responded “Maybe,” and 9.1% responded “No.”

When asked, “*Would you recommend BARTON to anyone else who might consider attending a community college?*”, 87.9% responded “yes,” 9.1% responded “Maybe,” and only 3.0% 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 2002-03 school year. Surveys were mailed to 400 addresses randomly sampled from a pool of 980 addresses available (sampling rate of 41%). A total of 83 surveys were returned by parents yielding a return rate of 20.8%.

The typical respondent (i.e., parent of student) was a Kansas resident (89%), 43% of whom were Barton County residents. Also, most were married (89%), female (75%), middle-aged (average age = 47.3 years), white (95%), and had an average of 3.0 children in the family, including 1.5 on average who were of college age (18-22 years). Overall, 45% of one or both parents also had attended Barton, and for the 47 respondents who reportedly resided in the BCCC Service Area, this statistic was 72%. For respondents in the BCCC Service Area who possessed one or more college degrees/certificates, 39% had earned their degree/certificate from Barton. Most respondents (95%) indicated that their child/children needed some amount of parental financial support, including 31% whose children were totally dependent on parents for financial support. Of the others, 37% were heavily dependent and 32% needed just some financial support. On average, parents of students reported visiting their children at the Barton campus 4.3 times per year (range, 0 to 20 visits annually; N=81).

Based upon the perceptions of parents as they responded to the following statements using a 5-point Likert scale (levels of agreement ranging from 1 = “Strongly Disagree” to 5 = “Strongly Agree”), parents overall showed average or higher than average levels of agreement (average of 3 = “Agree”) in their satisfaction with the College. In particular, parents were particularly impressed with a perception of friendly and helpful Barton employees (average rating = 3.8), the physical appearance of the campus (3.7), and the economical nature of a Barton education (3.7).

Statement	Average Rating	Respondents who Rated the Statement
Barton is the finest community college in Kansas.	3.0	62%
The quality of instruction my child receives at Barton is outstanding.	3.3	92%
The Barton campus always appears neat, clean and well kept.	3.7	92%
I am confident that the Barton campus is a safe environment for my child.	3.4	93%
Barton employees are always friendly, helpful and willing to serve.	3.8	89%
Financial aid is readily available and adequate to support my child’s education.	3.4	84%
The cost of an education at Barton makes it an exceptionally good deal.	3.7	99%

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?”, 70% of 82 respondents answered “Yes” and only 8.5% responded “No.” An even higher percentage of respondents (73.5%) indicated they would “recommend Barton to any other parent whose child was looking to receive a college education,” whereas only 7.2% indicated they would not recommend Barton to other parents.

**Client
Satisfaction**

In 2003, Community Education offered four customized training programs that were provided for six clients in the Barton Service Area. A total of 259 students in 37 classes were served with this training. Customized training programs included:

- CASE IH Training
- Computer Training
- Workforce Spanish
- Utility & Pipeline Training

The Community Education Department is restructuring its reporting process for client satisfaction, so data were not available for client satisfaction related to these recent customized training classes. However, in the past, clients for these kinds of customized training programs consistently have rated their training to be “Excellent” (~ 50%) or “Very Good” (~ 45%).

Response: Students continue to show high levels of satisfaction with their experiences at Barton, in some cases statistically higher levels as compared to the satisfaction of students at similar institutions (i.e., two-year colleges). Students also frequently express positive comments about Barton faculty and staff from the standpoint of their experiences at the College in graduation exit interviews. Moreover, both parents of current students and alumni display relatively high levels of satisfaction with Barton. Finally, if recent customized training students would be considered typical of students who received training in the past, they also would have expressed very high levels of satisfaction with their training.

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 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 the last two years. The risk in this action is that it places 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. This has pushed the cost of attendance up \$6.00 a credit hour, meaning that our students now are providing roughly 29% of the College's budget as compared with what appears to be the state standard and goal 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 \$315,000 from this year’s operating budget. As you may recall, approximately \$765,000 in cuts from the operating budget were implemented during 2002-2003. 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) You will recall that the Trustees opted to hold the mil levy at last year’s rate. Property valuation will provide a modest increase in our budget.
- 5) We have completed working through a cost efficiency and effectiveness analysis for programs, services, and activities. This has resulted in budget recommendations for the coming year. As the Board knows these recommendations have program and personnel impact.

We anticipate similar difficult budget decisions for the next few years. The Board can anticipate recommendations that will impact the expense side of next year’s budget, along with revenue enhancement recommendations during the spring. The Board can also anticipate that the recommendations provided will create controversy, as we have no areas to cut that will not negatively impact current instructional programs, athletics, services to students and the public.

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

Based on the above, no immediate condition exists which would portray immediate fiscal jeopardy or compromise Board ENDS priorities; however, the Board can expect that its ENDS and Mission will be negatively impacted with this next year’s budget.

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 also 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, 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 PIC. 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. Many 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 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. PIC 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 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 third or fourth year in a row, helped us realize growth in the reserves. The reserves, as you are aware, will be used this year as part of the budget expenditure plan 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.

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 audit report for the fiscal year that ended in June 2003 was presented last month to the Board. As with past reports the auditor's findings indicate the College has in place appropriate safe guards and those safe guards are being used 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 TYPE: EXECUTIVE LIMITATIONS

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's chair has not been informed when it is perceived that the Board is not 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.

