

Meeting of the Board of Trustees  
Barton County Community College

May 18, 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**

Meeting of the Board of Trustees  
Barton County Community College

May 18, 2004

**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:**

Jennifer Birney will present a staff report on the Silver Cougar Club.

### **ACTION ITEMS**

Honorary Degree Recipient

Extension of Military Leave

Parking Lots and Road Repairs

Roof Replacement – Technical Building Section 3

Grant Application Requests

- Public Access Defibrillation Demonstration Project
- Rural Emergency Medical Service Training & Equipment Assistance Program
- Regional Non-Traditional Centers in Kansas
- Adult Education Program Grant

Meeting of the Board of Trustees  
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**HONORARY DEGREE RECIPIENT**

**Detail:** At its April 15, 2004 regular meeting, the Board approved the Honorary Degrees Policy. The purpose of the policy was to recognize individuals who have made outstanding achievements and contributions to the Institution, to the State of Kansas, to an academic discipline and/or to society.

**Recommendation:** In accordance with the Honorary Degrees Policy and supporting procedures, the Honorary Degree Committee met on May 11, 2004 and presented its recommendation to the President that former Barton student, Uday Singh, be awarded an Honorary Associates of Arts Degree. The Committee further recommended that the honorary degree be approved expeditiously so that it may be presented at the graduation ceremony at Fort Riley on June 10, 2004. The following is submitted as justification for the recognition.

Singh was an immigrant from India. When he immigrated to the United States, one of his major personal goals was to obtain a college education. However, because he was poor and an immigrant, he lacked the financial resources to attend college immediately. So, after investigating his options, Singh enlisted in the US Army in hopes of obtaining not only the education benefits the Army offers, but to obtain his US citizenship as well.

After his basic training, Singh was stationed at Fort Riley, where he began working towards his dream of obtaining a college education with Barton. Singh was a Barton student from the summer of 2001 until the spring of 2003. He completed 35 hours at Barton and received 4 more credits for military training – for a total of 39 credits towards his AA Degree. He was an exemplary student with a genuine thirst for knowledge as evidenced by his 3.77 GPA. Singh's education was interrupted in February 2003 when he was deployed to Iraq with his unit in support of Operation Iraqi Freedom.

Unfortunately, Singh was killed in action in Iraq in November 2003. Although Singh's dreams of a better life here on earth ended with his death, his dream of obtaining a college degree does not have to end. While it is not within our power to bring Singh back, it is within our power to honor Singh by awarding him posthumously the degree he so fervently desired in life. We believe it is not only fitting but also a moral imperative to award this young immigrant, who sacrificed his life for the United States, an honorary degree.

**Action:** Dean of Learning and Instruction

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

**Detail:** At its regular meeting on February 17, 2004, the Trustees approved an extension of Jerry Treaster's military leave of absence through April 30, 2004. Our office has been notified that Mr. Treaster's military tour of active duty has been extended through June 30, 2004.

**Recommendation:** It is recommended that the Board of Trustees approve the extension of Jerry Treaster's military leave of absence through June 30, 2004 or until his date of release, if sooner than July 1.

**Action:** President

Meeting of the Board of Trustees  
Barton County Community College

May 18, 2004

**PARKING LOT AND ROAD REPAIRS**

**Detail:** Many of the College parking lots and roads are in need of repair. A capital plan has been developed which will address these needs over a number of years. Requests for proposals were sent to five different contractors for the repair of the south Classroom/Union (#7) and the south F/A-Union (#8) parking lots. All contractors were asked to provide bids to patch the lots, apply a coal tar sealant and to stripe the two parking lots. In addition, the contractors were requested to provide an alternate slurry seal bid in lieu of the coal tar application. The following were the results of the requests for proposals:

	<b>Coal Tar Seal</b>	<b>Slurry Seal</b>
<b>Inland Paving (Norwich):</b>	No Proposal	\$24,152.75
<b>Venture Corporation:</b>	\$29,658.23	\$34,007.80
<b>Stripe &amp; Seal (Hays):</b>	\$33,750.00	No Proposal
<b>Parking Lot Maintenance (Wichita):</b>	No Proposal	No Proposal
<b>Paving Construction Inc. (Wichita):</b>	No Proposal	No Proposal

Both the Inland Paving and the Stripe & Seal Proposals include an additional \$2,750 for concrete gutter repair. Venture included this amount in their proposal. The lower bid for the Slurry Seal method is within our estimated planning for the year.

**Recommendation:** Although the College gives preferential consideration to bids received from local contractors, it is noted that the bid received from the local vendor, Venture Corporation, is \$9,855.05 higher than the next lowest bid. The College recognizes the many donated contributions that Venture Corporation has provided over the years. This support is much appreciated and makes balancing a recommendation that is considerate of providing local preference whenever possible with continuing to be good stewards of taxpayer dollars most difficult. Because of the bid differential, it is recommended that the Board of Trustees accept the low proposal for Slurry Seal from Inland Paving, in the amount of \$24,152.75.

**Action:** Director of the Physical Plant

Meeting of the Board of Trustees  
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May 18, 2004

**ROOF REPLACEMENT – TECHNICAL BUILDING SECTION 3**

**Detail:** Section 3 of the Technical Building is in need of roof replacement. This is an original roof to the “shop addition” that was built in 1977. Requests for proposals were sent to four contractors. The results of the proposals were:

**Washington Roofing (Great Bend):** \$53,048 (polyurethane roof)

**Garden City Roofing:** \$53,750 (polyurethane roof)

**High Plains Roofing (Hays):** \$59,980 (EPDM roof)

**R&R Roofing (Great Bend):** No Proposal

The low bid is within the budget plan for the year.

**Recommendation:** It is recommended that the Board accept the low proposal from Washington Roofing in the amount of \$53,048.

**Action:** Director of the Physical Plant

Meeting of the Board of Trustees  
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**GRANT APPLICATION REQUESTS**

**Detail:** Attached for the Board's review are four grant application requests: (1) Public Access Defibrillation Demonstration Project (PADDP) in the funding range of \$300,000; (2) Rural Emergency Medical Service Training and Equipment Assistance Program in the funding range of \$120,000; (3) Regional Non-Traditional Centers in Kansas in the funding range of \$37,500; and (4) Adult Education Program in the funding range of \$140,000.

**Recommendation:** It is recommended that the Board authorize the President to approve applications for the Public Access Defibrillation Demonstration Project (PADDP), Rural Emergency Medical Service Training and Equipment Assistance Program, Regional Non-Traditional Centers in Kansas and Adult Education Program as presented. The Board may either act upon these grant application requests in one action or, if it prefers, the grants may be considered and acted upon independently from one another.

**Action:** Director of Grants



**BARTON COUNTY COMMUNITY COLLEGE  
GRANT APPLICATION REQUEST  
(Funding range over \$10,000)**

<b>Grant</b>	Public Access Defibrillation Demonstration Project (PADDP)
<b>Funding Agency</b>	HRSA
<b>Summary</b>	The Public Access Defibrillation Demonstration Project (PADDP) is designed to assist both urban and rural communities, businesses, and schools in increasing survivability from sudden cardiac arrest. This program provides funding for the purchase, placement, and training in the use of automated external defibrillators within Barton's service area.
<b>Services</b>	<ul style="list-style-type: none"> <li>• Provide AED's to interested parties within our service area</li> <li>• Provide support in AED placement</li> <li>• Provide onsite AED training</li> <li>• Provide assistance in the development of Public Access AED protocols for local and state agencies</li> <li>• Promote a stronger relationship between industry and schools with our college and the local EMS agencies within our service area</li> </ul>
<b>Relationship to College Mission</b>	The project will enable the College to provide business and industry within our service area with the needed equipment and skills to help victims of sudden cardiac arrest.
<b>Target Population</b>	All businesses, industries, and schools within our service area
<b>Funding Range</b>	\$300,000
<b>Indirect Cost Reimbursement</b>	None
<b>Funding Period</b>	3 Years
<b>Institutional Obligation</b>	25% Match
<b>Cash</b>	
<b>In-Kind</b>	
<b>Personnel Required</b>	
<b>Existing</b>	Emergency Services Education Coordinator – AHA Instructors
<b>New</b>	
<b>Due Date</b>	June 10 <sup>th</sup> , 2004

**Presidential Review**

I have reviewed this request and it is in concert with the mission and vision of Barton County Community College. I support the request and recommend that the Board of Trustees authorize the College to proceed with the preparation of the grant application, which is in excess of the funding range for which I am authorized to approve.

\_\_\_\_\_  
President's Signature

\_\_\_\_\_  
Date

**BARTON COUNTY COMMUNITY COLLEGE  
GRANT APPLICATION REQUEST  
(Funding range over \$10,000)**

<b>Grant</b>	Rural Emergency Medical Service Training & Equipment Assistance Program
<b>Funding Agency</b>	HRSA
<b>Summary</b>	This grant program provides funding for innovative solutions to continuing education, initial provider licensure, skill retention, and expanding scopes of practice to support paramedicine as a source of primary care in rural and frontier communities.
<b>Services</b>	<ul style="list-style-type: none"> <li>• Will provide funding for expensive but needed equipment for EMS Education</li> <li>• Allows our students to work with equipment they most likely will encounter upon graduation from our program</li> <li>• Allows us to upgrade our current equipment that is well used and worn out</li> </ul>
<b>Relationship to College Mission</b>	The project will enable the College to improve our educational services to learners while maintaining current local, state, and national expectations
<b>Target Population</b>	All state and local EMS agencies and Fire Departments – All students who in enroll in a CPR, ESE Continuing Education, EMT, EMT-Intermediate, First Responder, or Paramedic course
<b>Funding Range</b>	\$120,000
<b>Indirect Cost Reimbursement</b>	None
<b>Funding Period</b>	September 30 <sup>th</sup> , 2004 – August 31 <sup>st</sup> , 2007
<b>Institutional Obligation</b>	Mandatory 25% match (\$30,000)
<b>Cash</b>	
<b>In-Kind</b>	
<b>Personnel Required</b>	
<b>Existing</b>	Emergency Services Education Coordinator
<b>New</b>	
<b>Due Date</b>	June 10 <sup>th</sup> , 2004

**Presidential Review**

I have reviewed this request and it is in concert with the mission and vision of Barton County Community College. I support the request and recommend that the Board of Trustees authorize the College to proceed with the preparation of the grant application, which is in excess of the funding range for which I am authorized to approve.

\_\_\_\_\_  
President's Signature

\_\_\_\_\_  
Date

**BARTON COUNTY COMMUNITY COLLEGE  
GRANT APPLICATION REQUEST  
(Funding Range Over \$10,000)**

<b>Grant</b>	Regional Non-Traditional Centers In Kansas
<b>Funding Agency</b>	Kansas Board of Regents
<b>Summary</b>	The grant will establish the southwest Kansas component of a statewide system for technical assistance, resources and marketing strategies for non-traditional training programs and occupations.
<b>Possible Services</b>	<ul style="list-style-type: none"> <li>• Development and dissemination of materials to promote non-traditional training programs and occupations.</li> <li>• Establishment of a regional advisory council to promote non-traditional training programs and occupations.</li> <li>• Provide technical assistance to target population.</li> </ul>
<b>Target Population</b>	<ul style="list-style-type: none"> <li>• Students in grades 7-14, counselors, instructors/teachers, administrators, employers, and the general public in 33 southwest Kansas counties.</li> </ul>
<b>Funding Range (Approximate)</b>	\$37,500
<b>Indirect Cost Reimbursement</b>	0
<b>Funding Period</b>	07/01/04 – 06/30/05
<b>Institutional Obligation</b>	
<b>Cash</b>	\$1,442
<b>In-Kind</b>	Office Space, Furniture, Business Office and Accounting Support, Grant Monitoring, Transportation
<b>Personnel Required</b>	
<b>Existing</b>	NTO Coordinator
<b>New</b>	
<b>Application Deadline</b>	05/15/04

**Presidential Review**

I have reviewed this request and it is in concert with the mission and vision of Barton County Community College. I support the request and recommend that the Board of Trustees authorize the College to proceed with the preparation of the grant application, which is in excess of the funding range for which I am authorized to approve.

\_\_\_\_\_  
President's Signature

\_\_\_\_\_  
Date

**BARTON COUNTY COMMUNITY COLLEGE  
GRANT APPLICATION REQUEST  
(Funding range over \$10,000)**

<b>Grant</b>	Adult Education Program Grant
<b>Funding Agency</b>	Workforce Investment Act: Title II Adult Ed and Family Literacy
<b>Summary</b>	Kansas adult education is guided by a four-year state plan developed and approved by the Kansas Board of Regents and the US Department of Ed. The Kansas four-year state plan was developed cooperatively with adult education center directors who provide services to citizens in Kansas. The grant is funded through two-year sub-grants and centers maintain funding on the basis of performance on eight outcomes and on measures of quality indicators set by the state.
<b>Possible Services</b>	<ul style="list-style-type: none"> <li>• Students, ages 16 and older, seeking a Kansas State High School Diploma (GED)</li> <li>• Students, ages 16 and older, seeking math and reading skills to improve employability</li> <li>• Students, ages 16 and older, desiring to learn English as a second language and/or gain citizenship skills</li> </ul>
<b>Target Population</b>	<ul style="list-style-type: none"> <li>• 18 and older Kansas residents without a high school diploma</li> <li>• 18 and older Kansas residents who don't speak English</li> </ul>
<b>Funding Range (Approximate)</b>	\$140,000
<b>Indirect Cost Reimbursement</b>	NA
<b>Funding Period</b>	7/01/04 to 6/30/05
<b>Institutional Obligation</b>	
<b>Cash</b>	\$ 13,000 (Required by State)
<b>In-Kind</b>	\$ 25,000
<b>Personnel Required</b>	
<b>Existing</b>	7
<b>New</b>	
<b>Application Deadline</b>	May 22, 2004

**Presidential Review**

I have reviewed this request and it is in concert with the mission and vision of Barton County Community College. I support the request and recommend that the Board of Trustees authorize the College to proceed with the preparation of the grant application, which is in excess of the funding range for which I am authorized to approve.

\_\_\_\_\_  
President's Signature

\_\_\_\_\_  
Date

## **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  
June Board Activities  
President's Report of Monthly Activities

## **POLICY TYPE: ENDS MEASUREMENTS**

### **POLICY TITLE: BARTON EXPERIENCE**

#### **Learning Organization Survey**

**Biennial: May 2004**

#### **Introduction & Methods:**

Beginning in 1998, a survey of all full-time and fixed part-time employees was initiated on a biennial basis to monitor the extent to which the College continues to pursue its goal of becoming a learning organization. This report provides results of the first three years the survey was administered (1998, 2000 and 2002), combined with results from January 2004.

The survey instrument was adapted from one included in a publication on learning organizations (Peter Kline & Bernard Saunders, *Ten Steps to a Learning Organization*, Great Ocean Publishers, Arlington, VA, 1993). It consists of 36 survey items (statements) to which employees are asked to rate their level of agreement using a five-point Likert scale (1 = Not at all; 2 = To a slight extent; 3 = To a moderate extent; 4 = To a great extent; and, 5 = To a very great extent).

Survey results were analyzed for each of the 36 individual survey items, as well as for subsets of items that represent ten general measures, or characteristics, of learning organizations (see descriptions of the ten characteristics, further below). Average employee responses for each survey item and learning organization characteristic were compared among years for employees as a whole and for subsets of employees by employee group (Faculty/Coaches, President's Staff, and Other Staff [for some analyses, these latter two groups were combined into Staff, generally) and location (Main Campus and Ft. Riley). One-way Analysis of Variance (ANOVA) was used to test for differences among years, and if significant, Scheffe's multiple pair-wise comparison tests were used to determine the particular comparisons that contributed to the overall significance. Pair-wise comparisons include three 2-year comparisons (1998 to 2000, 2000 to 2002 and 2002 to 2004), two 4-year comparisons (1998 to 2002 and 2000 to 2004), and one 6-year comparison (1998 to 2004). One-way ANOVA also was used to evaluate differences among three groups (Faculty/Coaches, President's Staff, and Other Staff), and differences between campuses (Main Campus versus Ft. Riley) and between the two employee groups (Faculty/Coaches versus Staff) were tested by comparing means with *t*-tests. Finally, factorial ANOVA was used to test for the significance of any interaction between Employee Group and Campus Location within each of the four years the survey had been administered. All tests for significant differences were set at the *alpha* = 0.05 level of significance.

#### **Results:**

Survey Return Rates. Return rates were highest the first year the Learning Organization Survey was administered (overall return rate in 1998 was 73.6%), and they have hovered around 62% to 66% during the three subsequent years (2000, 2002 and 2004; see table, below). By employee group, response rates consistently have been highest for President's Staff (4-year average of almost 77%), followed next by Faculty/Coaches (69%) and then Other Staff (65%). Although 100% response rates would be ideal and would provide for comparisons without statistical testing (i.e., due to measurement of the entire population), return rates on the order of 65% to 75% generally are quite high for this kind of survey. Also, as related to the measurement of a majority of the population, the results of statistical tests used for comparisons in this report are

conservative, as no adjustments were made for high rates of sampling (i.e., there may exist more differences than reported herein).

Survey Return Rates:	Year				4-Year Averages
	1998	2000	2002	2004	
# surveys mailed	277	281	298	267	<b>280.8</b>
# surveys returned	204	186	185	175	<b>187.5</b>
<b>Overall Return Rates</b>	<b>73.6%</b>	<b>66.2%</b>	<b>62.1%</b>	<b>65.5%</b>	<b>66.9%</b>
<b>Return Rates by Employee Group:</b>					
Faculty/Coaches	73.2%	75.0%	61.8%	65.6%	<b>68.9%</b>
President's Staff	83.3%	81.8%	66.7%	75.0%	<b>76.7%</b>
Other Staff	73.2%	61.0%	62.0%	64.8%	<b>65.3%</b>

Highest and Lowest Rated Survey Items. All 36 survey items were ranked by average score (all employees at both campuses, combined) using 2004 results to identify those items that employees most recently rated highest and lowest.

The six highest ranked items included:

**Learning is encouraged across all levels of the college: faculty, staff, students and management** (Ranked #1 in 2004, average = 3.44; ranked #1 also in 2002, 2000 and 1998).

**People feel free to speak their minds about what they have learned with no fear, threat or repercussion for disagreeing** (#2 in 2004, average = 3.41; ranked also #2 in 2002, but ranked #12 in 2000 and #6 in 1998).

**Open productive dialog is encouraged** (#3 in 2004, average = 3.36; ranked also #3 in 2002 and 1998, but #2 in 2000).

**There is a general feeling that it's always possible to find a better way to do something** (#4 in 2004, average = 3.30; ranked also #4 in 2002 and 1998, but #3 in 2000).

**Supervisors enable their employees to self-develop in order to learn how to improve their performance** (#5 in 2004, average = 3.20; ranked #6 in 2002, #8 in 2000 and #11 in 1998).

**Innovation is not only encouraged but is a way of doing things** (#6 in 2004, average = 3.16; ranked one step higher [#5] in 2002, 2000 and 1998).

These items relate to areas in which employees feel the College is doing a relatively better job (strengths). The first of these relates to the College's support for learning in general; the second and third deal with employee comfort relative to openness of communication; the fourth and sixth potentially deal with attempts to experiment toward improvement; and, the fifth relates to support by supervisors for self-development by their supervisees.

The lowest six survey items (ranked in reverse) included:

**There is sufficient time scheduled to step back from day-to-day operations and reflect on what is happening in the college** (Ranked #36 in 2004, average = 2.08; also ranked lowest in 2000 and 1998, but next to lowest in 2002).

**Cross-functional learning opportunities are expected and organized on a regular basis, so that people understand the functions of others whose jobs**

**are different, but of related importance** (#35 in 2004, average = 2.20; ranked also #35 in 2000, but #34 in 2002 and #33 in 1998).

**There are clear and specific expectations of each employee to receive a specified number of hours of training and education annually** (#34 in 2004, average = 2.30; ranked also #34 in 2000, but #32 in 2002 and #35 in 1998).

**Current management practices, operations, policies and procedures hinder the continued growth of college employees** (#33 in 2004, average = 2.34; ranked slightly lower [#34 and #36] in 1998 and 2002, respectively, and slightly higher [#32] in 2000).

**There is a formal, on-going education program to prepare supervisors in their roles as teachers, coaches, and leaders** (#32 in 2004, average = 2.34; ranked also #32 in 1998, but #33 in both 2000 and 2002).

**Workers at all levels are specifically directed towards relevant and valuable training and learning opportunities -- inside and outside the college** (#31 in 2004, average = 2.50; ranked also #31 in 1998 and 2000, but slightly higher [#26] in 2002).

These items relate to areas for greater improvement by the College (weaknesses/opportunities). The first (ranked the lowest) relates to employees continuing to feel the demands in time/effort required for their jobs; the second, third, fifth and sixth relate to training; and the fourth may relate to a need to further streamline operations, policies, procedures and practices.

Changes Over Time. Between 1998 and 2000 there were significant differences (all decreases) for 2 of the 36 survey items for some segments of college employees (segments included one or more employee groups and/or one or both campuses), and 1 of the 2 decreases were college-wide (all employees at both campuses, combined). From 2000 to 2002, significant gains (increase in average values) were seen for 6 of the 36 survey items, and 5 of the 6 increases were college-wide. However, most recently (2002 to 2004), the trend reversed from the previous two-year period, and there were significant decreases for nearly one-third (11 of 36) of the survey items. Moreover, of the 11 survey items that decreased from 2002 to 2004, 9 were college-wide. Taking into account all 36 survey items simultaneously (i.e., overall average of the 36 survey items), there was no significant change from 1998 to 2000, no significant change from 2000 to 2002, but a significant decrease from 2002 to 2004.

Considering changes over longer periods of time (four-year and six-year changes), from 1998 to 2002 there were significant increases for six survey items (3 of the 6 were college-wide increases) and only one significant decrease, which was college-wide and which involved Survey Item #9, **"The quality of work life in our college is improving."** For the more recent four-year period (2000 to 2004), there were only two significant decreases (one of which was Item #9), but both of those decreases were significant only at the Ft. Riley campus (one was Item #9). In addition to those two significant decreases from 2000 to 2004, there was one significant increase (a college-wide increase). There was no significant change in the overall averages for either of these two four-year periods. Finally, for the six-year period (1998 to 2004), there was no significant change in the overall average, although there was a significant decrease for three individual survey items, all three involved college-wide decreases, and one of those items was Item #9. Therefore, considering changes that have occurred since 1998, it appears (1) the College currently is positioned about the same as it was in 1998; but, (2) one of a few exceptions to this general lack of long-term change has involved a continual decline in employee perception to Item #9 (related to "the quality of work life"), and, (3) any gains that occurred in the earlier part of



the 1998 to 2004 period largely have been ameliorated by declines in the past two to three years.

Differences Between Campuses and Among Employee Groups. Considering either all employees or particular employee groups, in 1998, there were significant differences between the two campuses for 3 of the 36 survey items. Also, for 2 of the 3 items, Ft. Riley had higher averages. By 2000, differences between the campuses seemed to have grown, as there were significant differences for 7 of the 36 survey items, and again Ft. Riley averages were higher for the majority (6 of 7) of those differences. In 2002, again there were significant differences for 7 of the 36 survey items, and again Ft. Riley was higher (for all 7). Moreover, the only significant difference between campuses using the overall average was in 2002, when Ft. Riley averaged higher than Main Campus. However, by 2004, there was a reversal in the status of the two campuses; significant differences existed for 5 of the 36 survey items between campuses, but it was Main Campus that averaged higher than Ft. Riley (for all 5).

Generally, the differences between or among employee groups has changed over the six-year period, which was characterized by a general divergence among groups up to 2002, followed by convergence in the past two years. For example, 5 survey items differed among groups in 1998 and 4 survey items differed among groups in 2000, but 8 survey items differed among groups in 2002; then, by 2004, only 2 survey items differed among employee groups. A large part of the divergence (as reflected by the figures in the next section) related to a departure of President's Staff from Other Staff and Faculty/Coaches up to 2002, followed by President's Staff declining somewhat to become more similar to the other two groups by 2004.

Learning Organization Characteristics. The remainder of this Monitoring Report presents results from the four years the survey was administered using average ratings for subsets of survey items related to ten areas, or characteristics, of Learning Organizations. The ten characteristics are interrelated and include:

- 1) "Assess Your Learning Culture" – composite of nine statements that attempted to capture a picture of the current reality of the organization covering an array of learning organization principles.
- 2) "Promote the Positive" – composite of ten statements centered on endeavors that change the attitudes of people in the college so they learn to think in a positive manner.
- 3) "Make the Workplace Safe for Thinking" – composite of 15 statements reflecting a climate that encourages employees to feel free about looking for better ways to do their job.
- 4) "Reward Risk-Taking" – composite of 13 statements relating to a climate that supports taking risks with an almost complete absence of fear of consequences, should failure occur.
- 5) "Help People Become Resources for Each Other" – composite of 14 statements providing insight to how employees view their collaborative working relationship with others.
- 6) "Put Learning Power to Work" – composite of 19 statements providing an assessment of the potential for everyone at the College to become "learners" for the betterment of the institution.
- 7) "Map Out the Vision" – composite of six statements indicating the extent to which employees are involved in creating a shared vision for the College.

- 8) “Bring the Vision to Life” – composite of nine statements that translate ideas and goals into actions towards doing things better.
- 9) “Connect the Systems” – composite of nine statements reflecting the degree of the “inter-connectedness” of various components of the campus community.
- 10) “Getting the Show on the Road” – composite of six statements focusing on “putting it all together” and assessing the ability of the institution to step out in new ways.

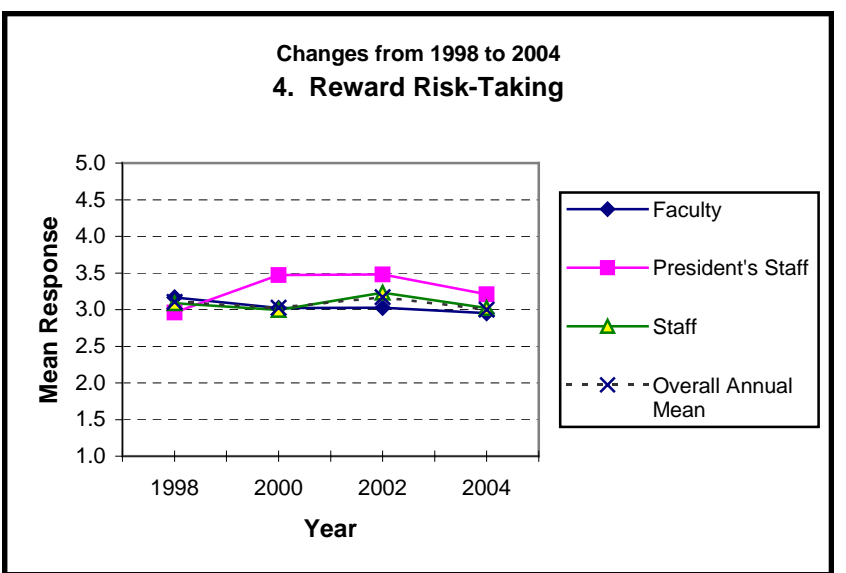
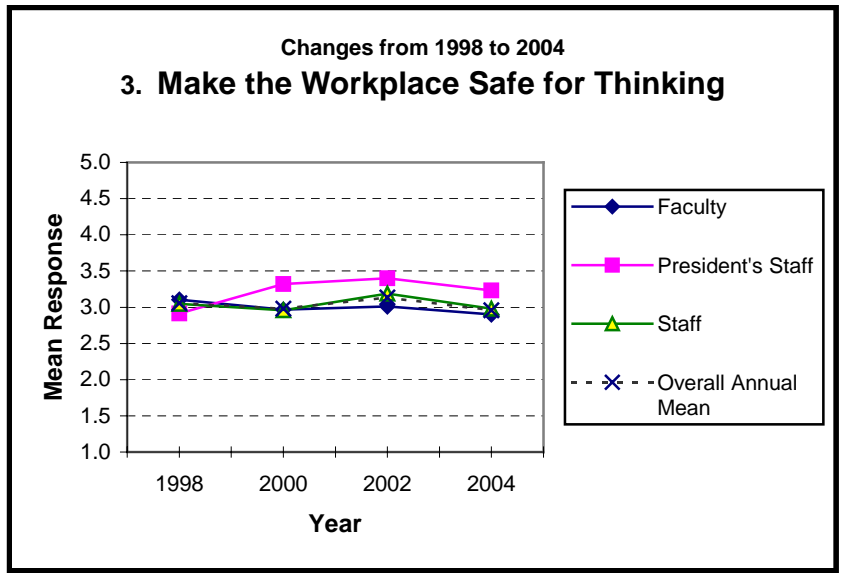
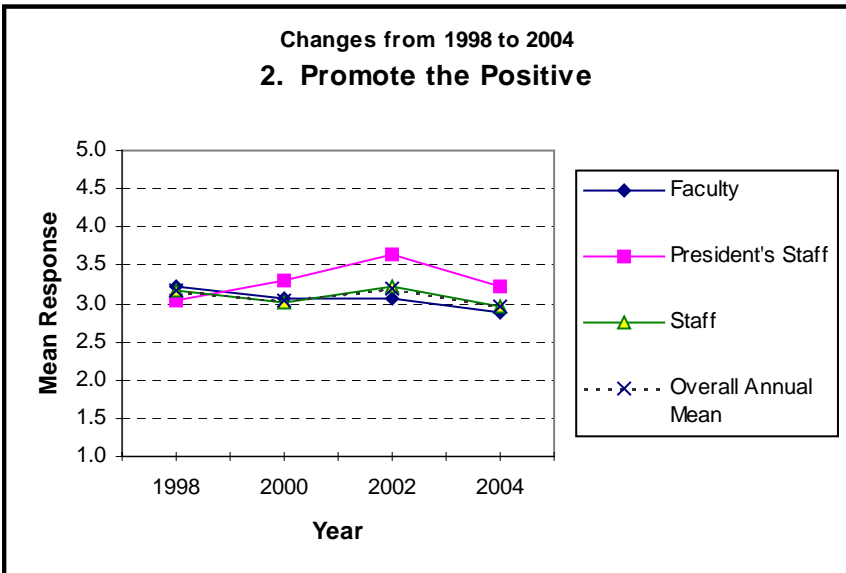
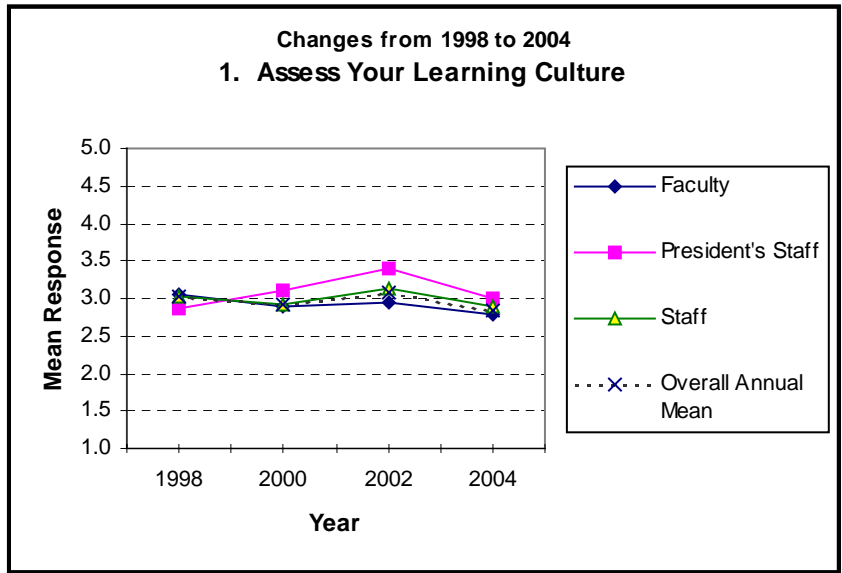
Changes Over Time. Results for each learning organization characteristic and average of all 10 characteristics are plotted for the three employee groups and employees overall in Figures 1 through 11, and significant differences between years for employees overall and/or particular employee groups and by campus are illuminated as follow: From 1998 to 2000, there was no significant change for any of the 10 characteristics. From 2000 to 2002, the only significant difference detected was an increase in staff perception relative to Characteristic #6 (“Putting Learning Power to Work”). However, from 2002 to 2004, declines were noted for 5 of the 10 characteristics, and 4 of the 5 decreases were for all employees at both campuses, combined. Further, there was a significant decrease in the overall group average of the 10 characteristics for Staff and employees as a whole from 2002 to 2004. The only significant four-year change noted was an increase in Characteristic #6 (“Put Learning Power to Work”) from 1998 to 2002, and this difference related only to Staff. Finally, the only change noted for the six-year period (1998 to 2004) was a college-wide decrease (all employees at both campuses combined) for Characteristic #2 (“Promote the Positive”).

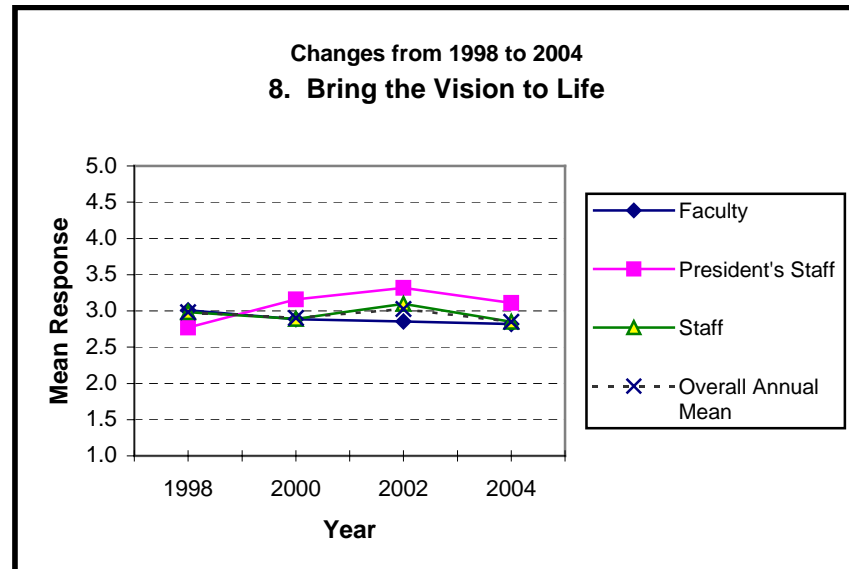
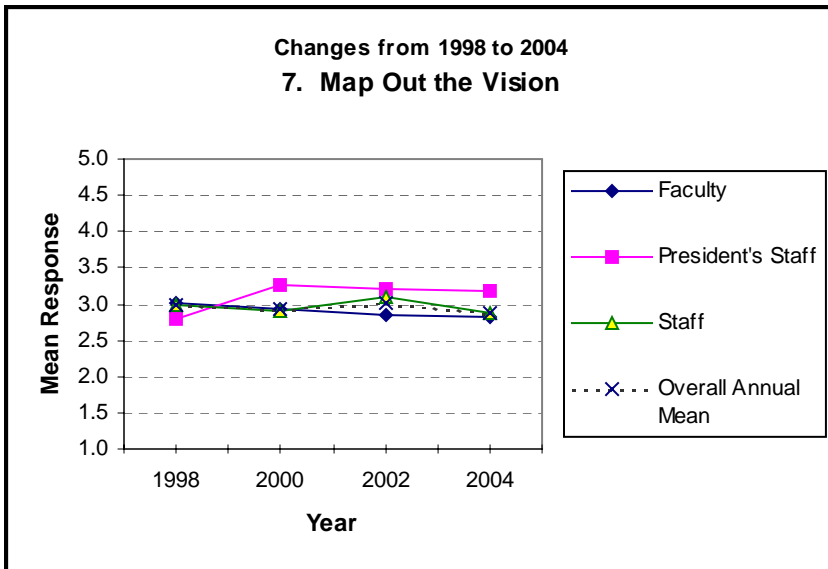
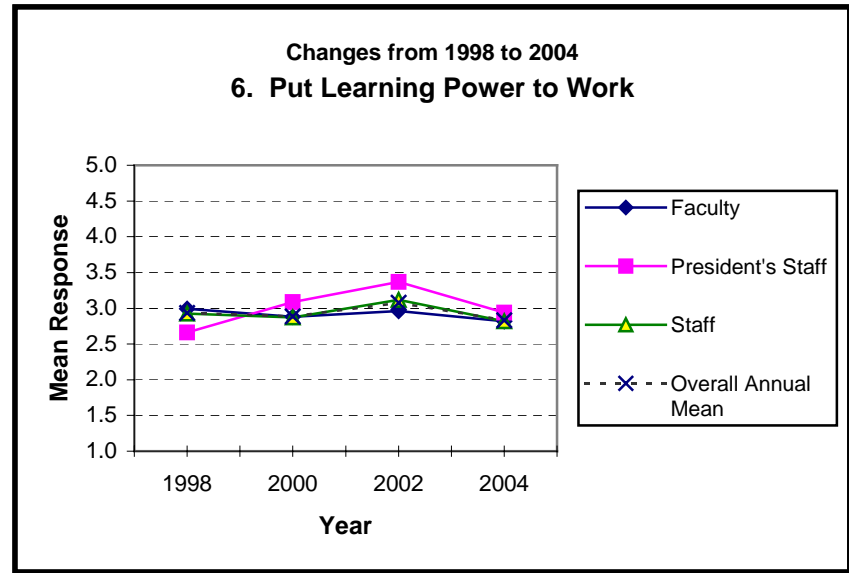
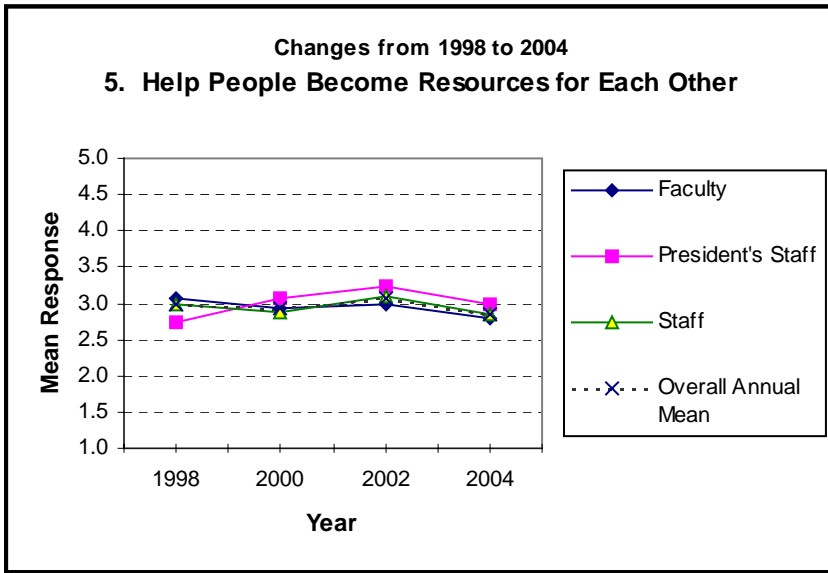
**Summary:**

The College obviously has experienced a flux (or change) in employee perceptions relative to values measured by the Learning Organization Survey over the past six years. There appeared to be some gains during the earlier part of the six-year period, but some of those gains were erased by declines in the past two to three years. Also, as a group, President’s Staff appeared to reflect this pattern (even though few of the apparent changes were significant due to particularly small sample sizes). If those apparent changes were real, it could have resulted in part from staff turnover within this very small group during the six-year period. A change that was significant related to Ft. Riley employees rating the College higher in the first four years of the six-year period, but then given declines at Ft. Riley by 2004, Main Campus employees then were rated significantly higher than at Ft. Riley.

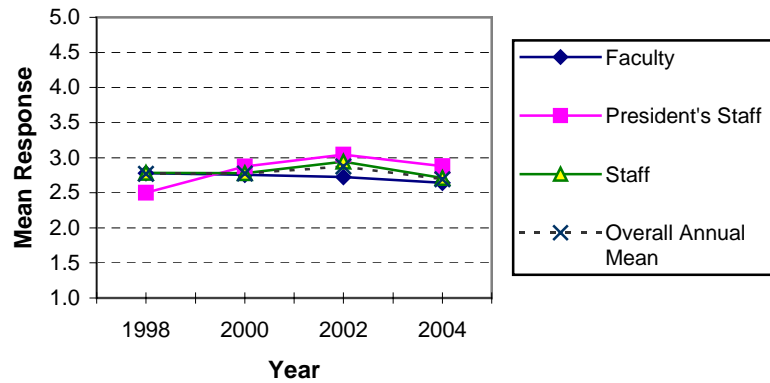
Several possible factors that may relate to these changes for employees collectively or by group and over time potentially include special events/issues the College has faced recently, financial challenges for the College during the past few years, a related reduction in the number of employees (at a time when certain segments of College business have increased, resulting in increased workload for at least some employees), a decline in training initiatives in recent years, a lack of salary increases for the past two years, etc.

Overall, the results of this Learning Organization Survey throughout the six-year period would suggest that the College continues to face particular challenges as it strives to become more clearly perceived as a learning organization by its employees. Hopefully, initiatives undertaken by the Planning Implementation Council (PIC) and President’s Staff and others in the past few months relative to Continuous Quality Improvement training and process management will reverse the recent downward trend and improve employee perception of the College’s efforts.

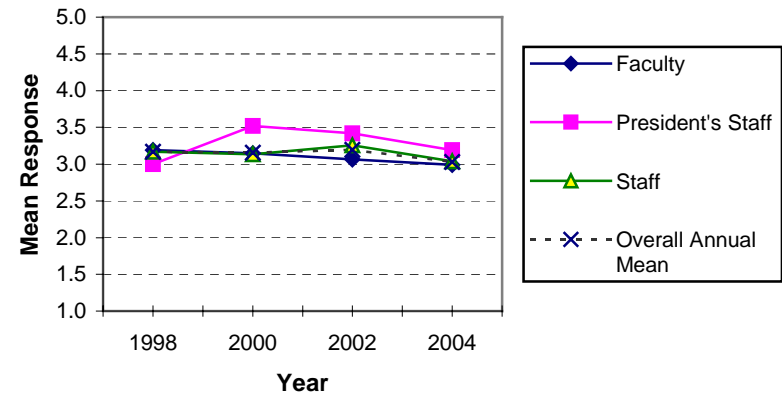




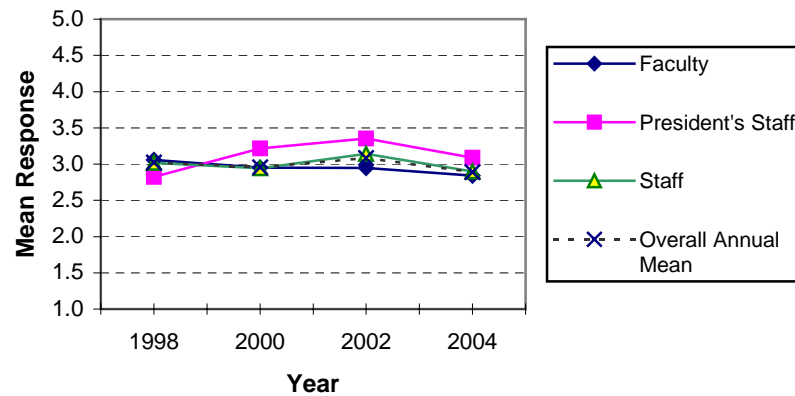
Changes from 1998 to 2004  
**9. Connect the Systems**



Changes from 1998 to 2004  
**10. Get the Show on the Road**



Changes from 1998 to 2004  
**Overall Averages for Groups**



***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 #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 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 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 #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 allow 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, were to be used this year as part of the budget expenditure plan as we face the fallout of the state's revenue crisis. However, in that anticipated further state reductions were not forthcoming I do not anticipate a reserve reduction this year. We should experience some growth that will help us through next year when our revenues are reduced because of enrollment declines at the Fort.

**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:** While we anticipated a difficult fiscal year and have had concerns about what the economy would bring and may yet bring next fiscal year, we do not anticipate an inability to meet payroll or address debts in a timely manner. In fact I perceive the planning and action taken have kept the College in a relatively positive position considering the obstacles we’ve had to face.

**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, their suggestions would be most welcome.



## **JUNE BOARD MEETINGS/ACTIVITIES**

- Wed., June 2**                      **Board Tour of Facilities with Mark Dean – 10:30 a.m.**  
**(meet Mark in U-219)**
- Board Study Session – 12:00 noon – U-219 (upper level  
of the Student Union)
- Thurs., June 10**                      **Fort Riley Graduation – 1:00 p.m. (depart from the Great  
Bend Campus Admin. Bldg. at 8:45 a.m.)**
- Tues., June 15**                      **Regular Monthly Board Meeting – 4:00 p.m. – U-219**
- Fri., June 25 and  
Sat., June 26**                      **KACCT/COP Retreat – Dodge City Community College**  
**(complete travel schedule will be provided at a later date)**

**Note: Both the Great Bend and Fort Riley campuses will be closed on Monday, July 5 for the Independence Day holiday.**

**President's Monthly Activities**  
**April 1-30, 2004**

- April 1 Met with prospective BSA District Commissioner  
Met with Johnson Control representatives and Mark Dean regarding potential projects
- April 2 Held a meeting with Dr. Gabelmann, Lou Kottmann, and a faculty member
- April 6 Traveled to North Central Kansas Technical College in Beloit to meet with Dr. Mihel to discuss cooperative projects
- April 7 Facilitated President's Staff Meeting  
Attended the Special Board Meeting  
Attended the Board Study Session
- April 8 Attended Great Bend Chamber Coffee at Golden Belt One Stop  
Met with doctors at the Surgical & Diagnostic center regarding the College's Nursing Program
- April 9 – 12 Good Friday & Easter – College Closed
- April 13 Vacation
- April 14 Attended the Kansas Center for Community Economic Development (KCCED) Conference in Great Bend
- April 15 Attended KCCED conference in Great Bend and presented a session on the College's Strategic Planning efforts  
Attended LWIB Negotiations Meeting in Great Bend
- April 16 Participated in the Great Bend Adult Academy  
Along with other staff served students at the Spring Formal
- April 18 Attended the Phi Theta Kappa induction ceremony
- April 19 Met with Glenn Opie & Larry Kopke regarding the Morrison project  
Met with Mark Bretches, Great Bend Police Department  
Met with Dr. Dave Hietala, Barclay College  
Attended a Great Bend Campus Faculty Meeting
- April 20 Attended Presidential Scholars Luncheon  
Attended Board Meeting
- April 21 Facilitated President's Staff Meeting  
Attended LWIB Meeting  
Met with Midwest Utility Pipeline and Training Center partners

Met with Steve Mermis and Craig Anderson from UMB

April 22-27 Attended AACC in Minneapolis and represented the College on the Research Commission of AACC

April 28 Facilitated PIC Meeting  
Facilitated President's Staff Meeting

April 29 Attended Special Board Meeting  
Met with Interrobang editor

April 30 Attended Edu-Kan Annual Meeting in Dodge City  
Met with staff regarding funding for the Midwest Utility and Pipeline Training Center

## **NOTICES AND COMMUNICATIONS**

Letter from Paul Dornberger of Hoisington

Letter from the National Accrediting Agency for Clinical Laboratory Sciences

Letter from Jennifer Pfortmiller

Paul Dornberger  
353 W. 1st  
Hoisington, KS. 67544

**RECEIVED**  
**MAY 11 2004**  
PRESIDENT'S OFFICE  
BOCC

Board of Trustees  
245 No. E. 30 Rd.  
Great Bend, KS. 67530

### A Memorial for Sergeant Jacob Lee Butler

As a member of the armed forces and a student attending Barton County Community College, it is very important that Barton memorialize one of their own, Sgt. Jacob Lee Butler. Although Sgt. Butler did not attend the campus here, he did attend the Barton campus located at Ft. Riley, KS. This letter is a formal plea to the Board of Trustees at both the Barton County and Ft. Riley Campus, to remember Sgt. Butler in a manner other than just with words. Sgt. Butler gave his life for his country just a little over a year ago while serving in Iraq. He died an American hero and deserves a memorial to honor and remember him.

On April 26, 1978, Cynthia Butler, the wife of James Butler, gave birth to twin boys, Jacob L. and Justin M. Butler. James and Cynthia also had three other sons, James C. Butler Jr., Joshua M., and Robert J. Butler. The Butlers resided in Merriam, KS, a rural community located in the northeast part of Johnson County, KS. approximately eight miles from downtown Kansas City, Missouri. In 1990, the Butlers moved to Wellsville, KS, also a rural community located forty miles southwest of Kansas City, Missouri. Growing up, Jake enjoyed fishing, hunting, and raising cattle. According to his mother, he also enjoyed spending time with his family and friends. Upon graduating from Wellsville High in 1996, he spent the next two years working for Nolkes Cash

Service, prior to enlisting in the military.

Butler enlisted in the United States Army in November of 1998. He completed his basic and advanced individual training at Ft. Hood Texas as a Cavalry scout. He re-enlisted on March 23, 2001 and was transferred to Headquarters Company of the 1st Battalion, 41st Infantry Regiment at Ft. Riley, KS. During Butler's military career, he served two successful tours in Kuwait, the first in 1999 and the second in 2002. In March of 2003, Butler's unit was deployed on a third tour to Kuwait. On April 1, 2003, in as- Samawah, Iraq, the convoy Butler was in came under enemy fire. Butler was killed in action after he ordered his driver to provide protection for a disabled Humvee by pulling between it and the enemy fire. During his illustrious military career, Butler received several medals which included but were not limited to: the Army Commendation Medal with two oak leaf clusters, the Armed Forces Expeditionary Medal with service star, and the Purple Heart, which he earned on his last deployment.

Many people may feel that Sgt. Butler only died as a soldier, performing the duty he volunteered for and not as a hero. However, Jim Butler, Jacob's father, recalls a conversation between Jacob and himself some days before the deployment that took his son's life. While they were watching the movie We Were Soldiers, Jacob told his father about a dream in which a friend of the family who had died years ago tells him he would be in heaven soon. He also told his father what music he wanted played at his funeral.

"Why are you telling me this?" Jim Butler asked.

"Dad," Jacob said, "I know I'm going to die in Iraq."

Jim could not speak, could not breathe. Days later, Jake told his father once more about his dream; Jim Butler knew what to say this time.

"If anything happens to you, I will go to Iraq. I saw each of my five sons born into this





























































