Monitoring Reports
September 2002

POLICY TYPE: ENDS

POLICY TITLE: ESSENTIAL SKILLS

Essential Skills
Students will have the essential skills appropriate for their chosen field of endeavor.

Response: Enclosed are a few reports providing an indication of efforts and success in helping students to develop essential skills.

Measuring the development of essential skills remains a challenge. However, Barton and other institutions around the country are devoting more and more effort to determining appropriate outcome measurements to indicate progress. This is an area where the Board and the public can expect to see continued change and growth as the College discovers more and better ways to indicate its performance. The Outcomes Assessment Team is grappling with how to effectively measure this issue and have been engaged in this topic during the past few years and have become increasing involved in it. This remains a key area of concentration in preparation for the North Central visit.

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 and while not assets in the traditional sense are none-the-less assets that need to be maintained.

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

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TYPE: HUMAN RELATIONS

The President shall create and sustain an environment for living, working, and teaching that supports the development and realization of human potential and promotes the College's core values. Treatment of and dealing with students, staff, and persons from the community, shall be humane, fair, and dignified.

Accordingly, the President may not:

Human Relations #1
Operate without policies/procedures, which set forth staff and student rules, provide for effective handling of grievances, ensure due process, and protect against wrongful conditions.

Response: A major and on-going project within the President's Office is the development of operational standards which replace the Board's and the College's old policy manual. Progress is about complete and will be ready prior to the Higher Learning Commission's visit. The policies and procedures will be electronic and linked either on the web or in the College's Exchange folders. The completion of the project will ensure that new/updated policies and procedures are in place for students and staff. This project has permitted the a full review of policies and procedures.

Human Relations #2
Discriminate against anyone for expressing an ethical dissent.

Response: I would hope that no one within the employ of Barton would feel that they have been discriminated against for having expressed an ethical dissent, or discriminated against for any reason. Quite the contrary, it is my hope that staff would feel encouraged to express their views in order to help myself and others be certain we have accurately assessed situations which impact them. It is my impression that many staff do feel they can approach either their supervisor or myself with concerns as this occurs on a regular basis and does provide valuable input.

Human Relations #3
Fail to comply with all laws, rules, and regulations pertaining to employees and students, including those pertaining to:

Discrimination
Equal Opportunity
Sexual Harassment
Rights of Privacy

Response: No issues of failure to comply have occurred. To the contrary, a number of revised operational policies have been developed. Continuous discussions are held and encouragement is provided to staff in order to ensure equal opportunity and avoid discrimination. A standard for the employment of personnel has been adopted and reviewed by legal counsel. The policy addresses discrimination and equal opportunity in employment practices. No accusations of discrimination at any level have been lodged during this past year.

Efforts continue to occur to address Title IX compliance. The topic is important ethically and legally. It is something that we will continue to monitor during the year and as part of annual reports that must be completed by the athletic department. Effort has been extended to ensure that supporters of the athletic program are aware of the challenges this federal regulation presents.

Human Relations #4
Prevent students and staff from using established grievance procedures.

Response: Grievances have not been discouraged in anyway. During the course of this year, with the support of legal counsel, we have revised a policy to deal with problems and their resolution (grievance procedure).

Human Relations #5
Fail to acquaint students and staff with their rights and responsibilities.

Response: Efforts to ensure staff and students are aware of their rights are provided through institutional publications and direct communication from supervisors as the situation warrants. Changes in the office and functions of Student Development and a new policy and procedure in handling student

discipline ought to provide a better support process for students who face disciplinary action.

Human Relations #6
Fail to maintain confidentiality where appropriate.

Response: To my knowledge confidential matters have been held in confidence and no policy exceptions have occurred.

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 #4
It is material deviation to: Accept gifts or grants which obligate the College to make future expenditures of funds or human resources other than those created by the gift or grant without Board approval.

Response: Grants are routinely reviewed to ensure they support institutional mission and direction. They are consistently brought to the Board for approval prior to submission, if the grant requires resources that exceed the spending limitations provided to the President through Policy Governance. Additionally, should the College be successful in receiving the grant award, this notification is also brought to the Board for acceptance.

To date, no gifts have been received that obligate the College to make future expenditures – should this occur, the gifts would also be brought to the Board for action.

Financial Condition #5
It is material deviation to: Accept gifts or grants, which are not in the best interest of the College.

Response: As outlined previously, prior to application, grants are reviewed to ensure they are in support of the College's mission and will further the institution's ability to meet its strategic goals.

Financial Condition #6
Fail to maintain adequate reserves which allows the College cash reserve to drop below 8% of its annual budget, working toward a goal of 16%.

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

Financial Condition #8
Fail to provide a monthly report of the College's current financial condition.

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

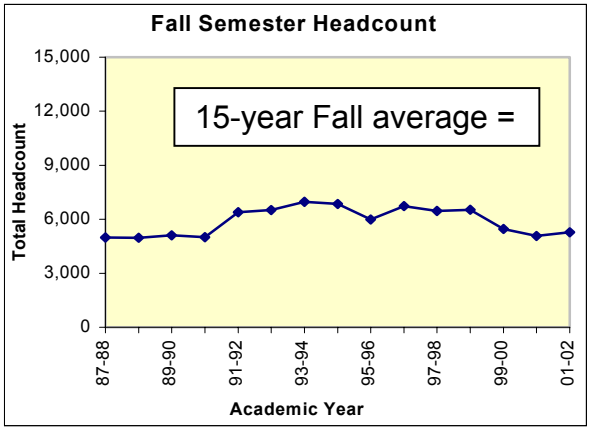
POLICY TYPE: ENDS

POLICY TITLE: MISSION

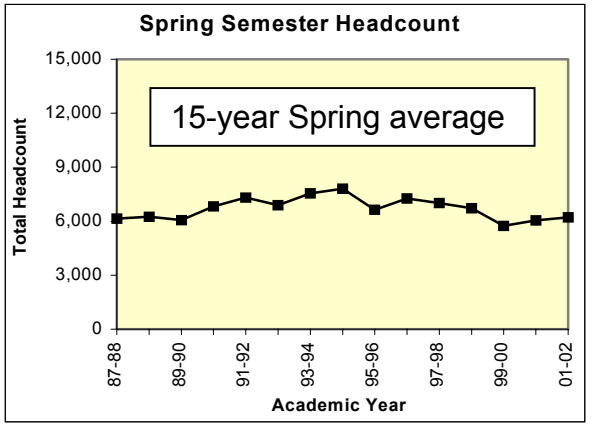
ENROLLMENT COMPARISONS

Annual: September 2002

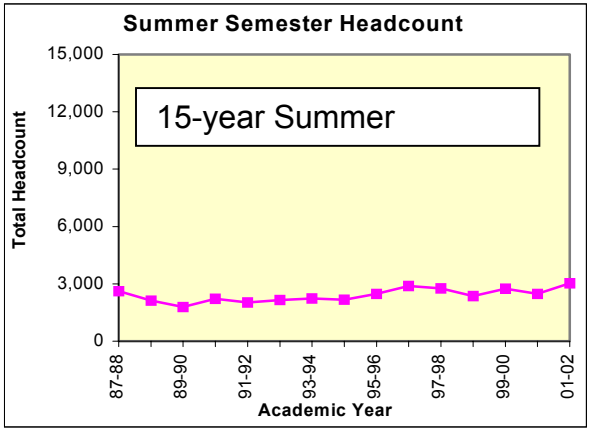
Year	Head Count
87-88	4,992
88-89	4,968
89-90	5,113
90-91	5,005
91-92	6,400
92-93	6,517
93-94	6,962
94-95	6,842
95-96	5,990
96-97	6,725
97-98	6,460
98-99	6,528
99-00	5,465
00-01	5,074
01-02	5,275



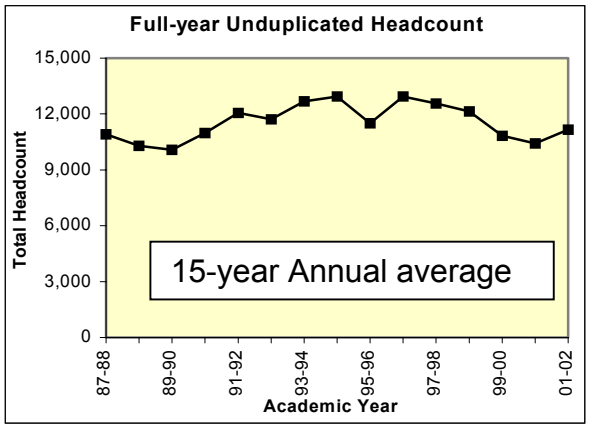
Year	Head Count
87-88	6,145
88-89	6,254
89-90	6,064
90-91	6,817
91-92	7,310
92-93	6,889
93-94	7,552
94-95	7,806
95-96	6,641
96-97	7,266
97-98	7,003
98-99	6,713
99-00	5,743
00-01	6,043
01-02	6,217



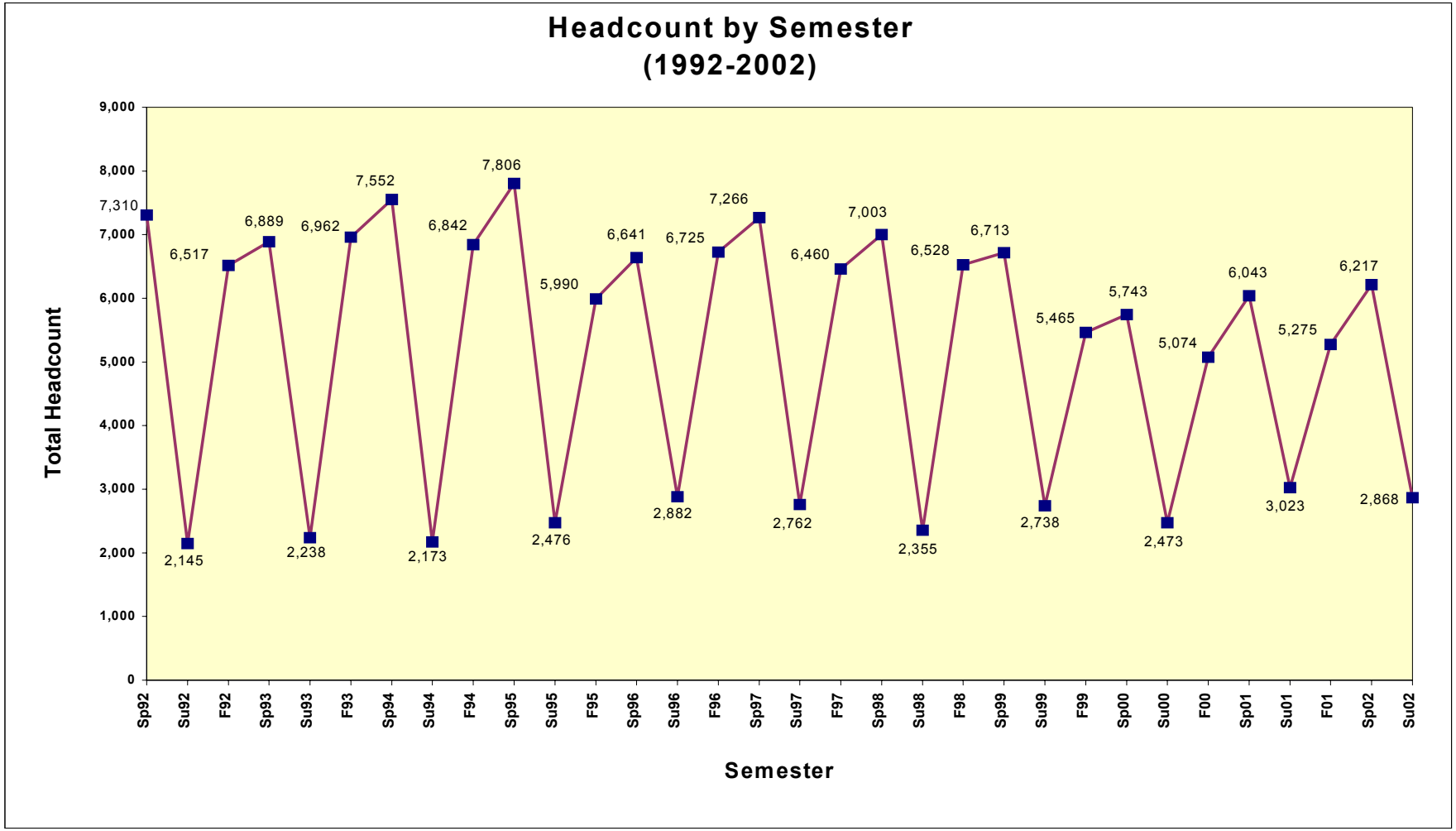
Year	Head Count
87-88	2,621
88-89	2,124
89-90	1,791
90-91	2,208
91-92	2,021
92-93	2,145
93-94	2,238
94-95	2,173
95-96	2,476
96-97	2,882
97-98	2,762
98-99	2,355
99-00	2,738
00-01	2,473
01-02	3,023



Year	Head Count
87-88	10,906
88-89	10,296
89-90	10,076
90-91	10,975
91-92	12,062
92-93	11,709
93-94	12,683
94-95	12,934
95-96	11,495
96-97	12,933
97-98	12,558
98-99	12,140
99-00	10,834
00-01	10,416
01-02	11,152



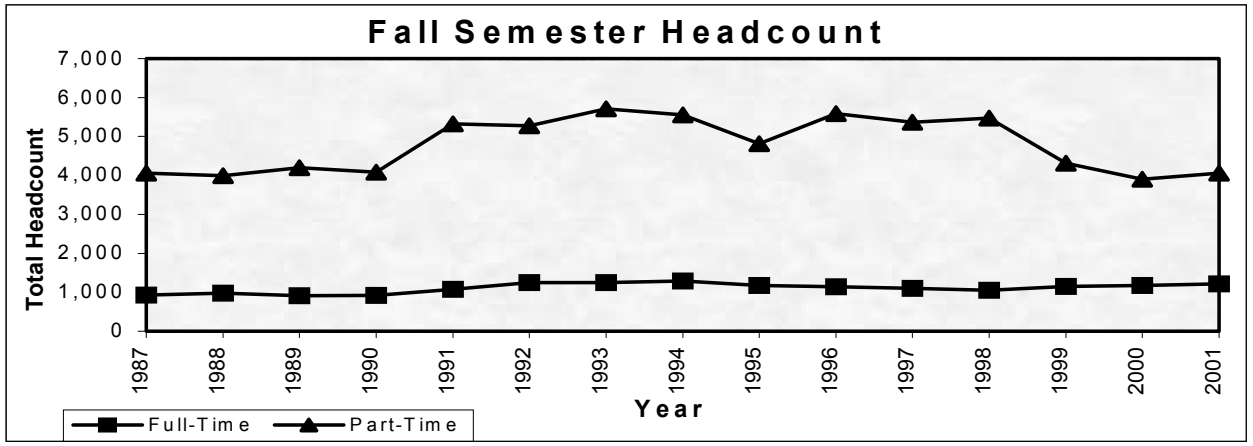
One Academic Year = Summer, Fall & Spring sequence of terms



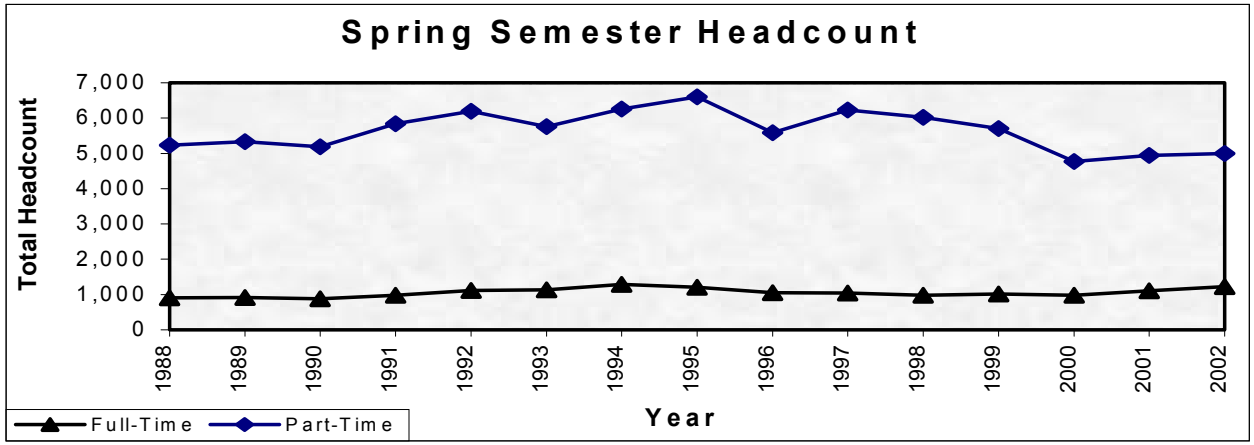
Response: For any academic year, the highest headcount always occurred during the Spring semester. In addition, headcount always increased from Fall to Spring semester.

Periodic enrollment reports containing more detailed elements provide the administration with snapshots of semester trends.

Year	Full-Time	Part-Time
1987	930	4,062
1988	977	3,991
1989	914	4,199
1990	920	4,085
1991	1,080	5,320
1992	1,245	5,272
1993	1,250	5,712
1994	1,288	5,554
1995	1,177	4,813
1996	1,139	5,586
1997	1,100	5,365
1998	1,054	5,474
1999	1,149	4,316
2000	1,173	3,901
2001	1,217	4,058



Year	Full-Time	Part-Time
1988	910	5,235
1989	918	5,336
1990	876	5,188
1991	976	5,841
1992	1,118	6,192
1993	1,134	5,755
1994	1,292	6,260
1995	1,203	6,603
1996	1,054	5,587
1997	1,040	6,226
1998	983	6,020
1999	1,012	5,701
2000	977	4,766
2001	1,102	4,941
2002	1,221	4,996



A Full-time student takes 12 or more credit hours.

Response: For Fall and Spring semesters, there is greater stability in the number of full-time students attending Barton compared with part-time students.

The greatest increase in full-time enrollments occurred from Fall 1990 to Fall 1991 (17% increase). The greatest decrease in full-time enrollments occurred from Spring 1995 to Spring 1996 (12% decrease).

COMMUNITY EDUCATION FISCAL REPORT

Annual: September 2002

BARTON COUNTY COMMUNITY COLLEGE

Comunity Education Operations

BUDGET CATEGORY	CREDIT/NON-CREDIT	DATE	CREDIT HOURS	NUMBER ENROLLED	FTE	GROSS INCOME	TOTAL DIRECT EXP.	TOTAL ADDITONAL EXP	INDIRECT EXPENSE	NET INCOME(LOSS)
ABLE/Leadership	Credit	6/30/01	2	99	6.60	$ 63,177.77	$ 22,047.81	$ 16,682.00	$ 14,698.54	$ 9,749.42
ABLE/Leadership	Non-Credit	6/30/01	0	290	0.00	$ 6,939.00	$ 2,832.00	$ 900.00	$ 1,888.01	$ 1,318.99
Adult Health Care	Credit	6/30/01	185	438	92.20	$ 203,268.66	$ 78,376.79	$ 3,977.00	$ 52,251.16	$ 68,663.71
Adult Health Care	Non-Credit	6/30/01	0	74	0.00	$ 4,343.00	$ 2,422.72	$ 767.05	$ 1,615.14	$ (461.91)
Cancellations	Credit/Non-Credit	6/30/01	0	0	0.00	$ 1,500.00	$ 3,767.11	$ -	$ 2,511.53	$ (4,778.64)
Computer	Credit	6/30/01	11	124	8.27	$ 20,251.52	$ 7,789.00	$ 168.00	$ 5,192.52	$ 7,102.00
Computer	Non-Credit	6/30/01	0	211	0.00	$ 13,060.00	$ 7,058.27	$ -	$ 4,705.53	$ 1,296.20
Customized	Credit	6/30/01	84	653	62.70	$ 205,029.20	$ 85,212.28	$ 1,954.00	$ 57,233.06	$ 60,629.86
Customized	Non-Credit	6/30/01	0	35	0.00	$ 1,920.00	$ 571.70	$ -	$ 381.14	$ 967.16
College Advantage	Credit	6/30/01	105	844	165.40	$ 368,633.95	$ 78,520.67	$ -	$ 52,347.06	$ 237,766.22
Lifelong Learning	Credit	6/30/01	22	216	17.60	$ 33,238.66	$ 8,997.67	$ 2,912.00	$ 5,998.43	$ 15,330.56
Lifelong Learning	Non-Credit	6/30/01	0	93	0.00	$ 54,192.00	$ 1,359.09	$ 11,818.75	$ 26,541.56	$ 14,472.60
Meetings/Trainings	N/A	6/30/01	0	130	0.00	$ -	$ 791.76	$ -	$ 527.84	$ (1,319.60)
Outreach Evening	Credit	6/30/01	84	575	119.27	$ 251,427.57	$ 117,259.74	$ 3,778.92	$ 78,173.15	$ 52,215.76
Professional Cont. Ed	Credit	6/30/01	149	1806	224.13	$ 516,209.49	$ 60,350.87	$ 119,557.00	$ 40,234.03	$ 296,067.59
Professional Cont. Ed	Non-Credit	6/30/01	0	354	0.00	$ 20,122.00	$ 5,525.89	$ 1,045.98	$ 3,683.92	$ 9,866.21
Videocourse	Credit	6/30/01	11	71	12.40	$ 34,393.63	$ 16,341.37	$ -	$ 10,894.25	$ 7,158.01
Grand Total 6/30/01			653	6,013.00	708.57	$ 1,797,706.45	$ 499,224.74	$ 163,560.70	$ 358,876.87	$ 776,044.14
minus Outreach/College Advantage/Video										$ 478,904.15
Campus Development	Credit	4/30/01	2	15	1.00	$ 1,876.95	$ 840.00	$ 492.00	$ 560.00	$ (15.05)
Campus Development	Non-Credit	4/30/01	0	0	0.00	$ -	$ -	$ -	$ -	$ -

COMMUNITY EDUCATION
FISCAL YEAR COMPARISONS

BUDGET CATEGORY	***00-01***	***01-02***
ABLE/Leadership – Credit	**9,749.42**	**16,274.13**
ABLE/Leadership – Non-Credit	**1,318.99**	**1,737.96**
Accelerated Degree		**28,747.30**
Adult Health Care – Credit	**68,663.71**	**66,657.24**
Adult Health Care – Non-Credit	(461.91)	143.20
Cancellations	**(4,778.64)**	**(7,931.37)**
Computer – Credit	**7,102.00**	**4,856.12**
Computer – Non-Credit	**1,296.20**	**1,172.79**
Customized – Credit	**60,629.86**	**30,446.80**
Customized – Non-Credit	**976.16**	**16.49**
College Advantage	**237,766.22**	**302,168.31**
Lifelong Learning – Credit	**15,330.56**	**7,253.76**
Lifelong Learning – Non-Credit	**14,472.60**	**4,117.00**
Outreach	52,215.76	73,341.93
Professional Cont. Education – Credit	296,067.59	250,431.70
Professional Cont. Education – NC	9,866.21	5,486.98
Videocourses	7,158.01	1,213.11

GRAND TOTALS	***00-01***	***01-02***
Gross Income	1,797,706.45	1,840.336.77
Direct Expenses	499,224.74	502,370.10
Additional Expenses	163,560.70	218,559.31
Indirect Expenses	358,876.87	333,268.91
Net Income	776,044.14	786,138.45
Gross Margin	43%	43%
Cancellation Rate	25%	32%

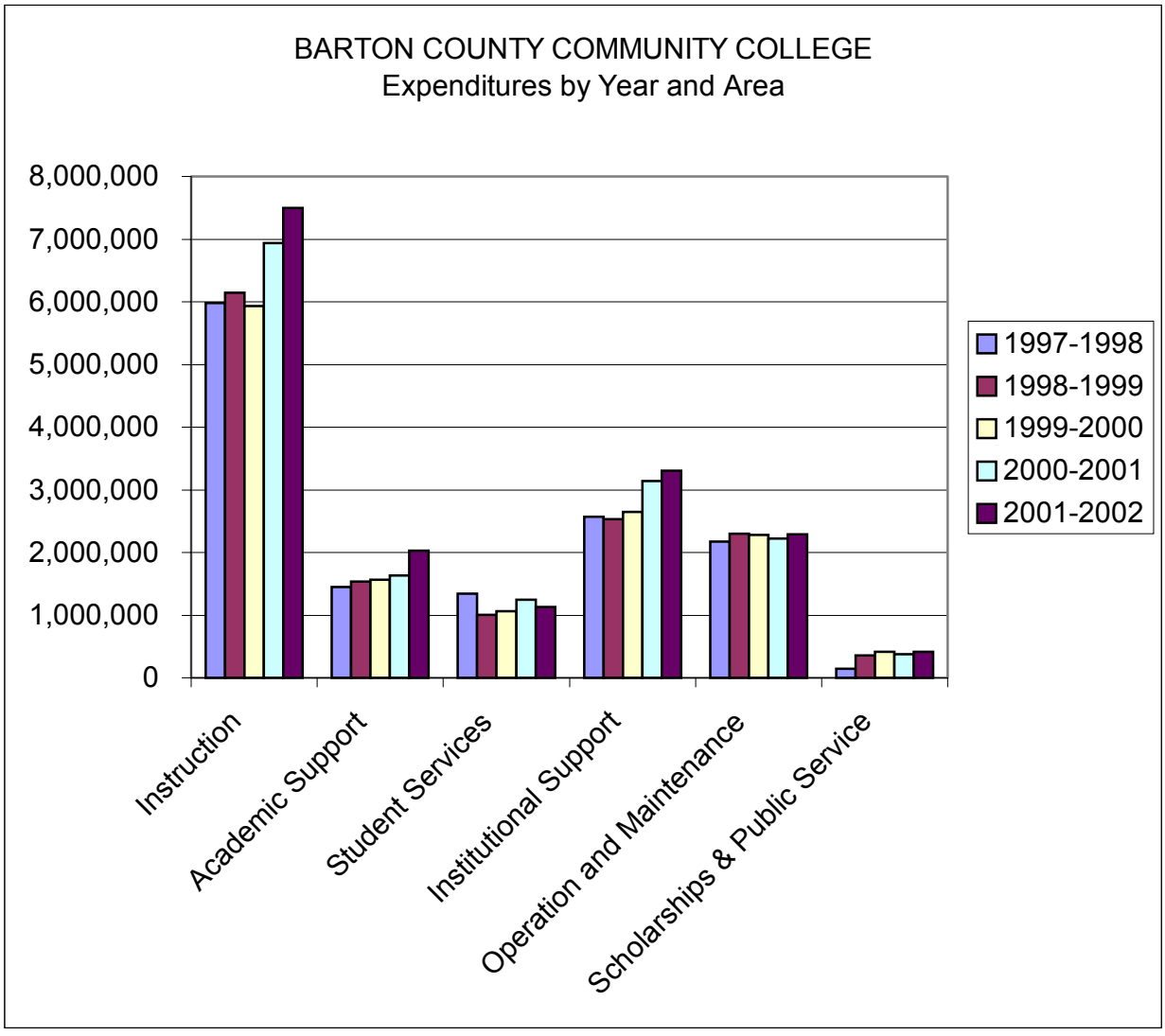
COLLEGE CONTRIBUTIONS	***00-01***	***01-02***
Net Profit	776,044.14	786,138.45
Less Employee Salaries	298,074.62	362,695.79
Less Employee Benefits	65,026.43	79,133.07
Sub-Total	412,943.09	344,309.59
Collected Indirect Expenses	358,876.87	333,268.91
Total College Contributions	771,819.96	677,578.50

POLICY TITLE: WORK PREPAREDNESS

Sustained Financial Commitment to Instruction Annual: September 2002

Barton County Community College
Cash Budget Operations

	1997-98	1998-99	1999-00	2000-01	2001-02
Instruction	5,975,870	6,147,574	5,936,859	6,938,838	7,500,444
Academic Support	1,453,681	1,540,615	1,564,455	1,635,390	2,033,176
Student Services	1,343,325	1,003,242	1,059,324	1,247,621	1,130,699
Institutional Support	2,569,440	2,527,097	2,650,501	3,137,898	3,306,550
Operation and Maintenance	2,176,979	2,301,636	2,282,381	2,225,730	2,290,702
Scholarships & Public Service	141,317	353,599	416,922	380,714	411,363
	13,660,612	13,873,763	13,910,442	15,566,191	16,672,934



POLICY TYPE: ENDS

POLICY TITLE: BARTON EXPERIENCE

Student Right-to-Know & Campus Security Act

Annual: September 2002

Student Right-to-Know

In compliance with the Student Right-to-Know/Campus Security Act and the Jeanne Clery Disclosure of Campus Security Policy/Campus Crime Statistics Act, it is the policy of Barton County Community College to make readily available to all prospective/current students and college staff the following information on an annual basis concerning:

- The completion or graduation rate of all full-time, first-time certificate or degree seeking undergraduate students, as well as the average completion or graduation rate of students who have received athletically-related student aid (below), and
- The disclosure of crime statistics within specific classifications and arrests indicating reported incidents as required by law (next page).

Graduation Rates

Disclosure of Graduation Rates of All Full-time, First-time Students
The completion or graduation rate for all first-time students who entered Barton County Community College on a full-time basis in the Fall of 1998 is 39.3%.

Disclosure of Graduation Rates of Full-time, First-time Athletes by Sport

Basketball	MALE			FEMALE		
	Initial Cohort	Completers	Graduation Rate	Initial Cohort	Completers	Graduation Rate
Non-Resident Alien						
Black, non-Hispanic	4	1	25.0%	2	1	50.0%
American Indian or Alaskan Native						
Asian or Pacific Islander						
Hispanic						
White, non-Hispanic	3	3	100.0%	4	4	100.0%
TOTALS	7	4	57.1%	6	5	83.3%

Baseball	MALE			FEMALE		
	Initial Cohort	Completers	Graduation Rate	Initial Cohort	Completers	Graduation Rate
Non-Resident Alien						
Black, non-Hispanic						
American Indian or Alaskan Native						
Asian or Pacific Islander						
Hispanic	1	0	0.0%			
White, non-Hispanic	13	3	23.1%			
TOTALS	14	3	21.4%			

Cross-Country/Track	MALE			FEMALE		
	Initial Cohort	Completers	Graduation Rate	Initial Cohort	Completers	Graduation Rate
Non-Resident Alien						
Black, non-Hispanic	17	10	58.8%	10	8	80.0%
American Indian or Alaskan Native						
Asian or Pacific Islander						
Hispanic	1	1	100.0%			
White, non-Hispanic	3	3	100.0%			
TOTALS	21	14	66.7%	10	8	80.0%

All Other Sports Combined	MALE			FEMALE		
	Initial Cohort	Completers	Graduation Rate	Initial Cohort	Completers	Graduation Rate
Non-Resident Alien						
Black, non-Hispanic	1	0	0.0%			
American Indian or Alaskan Native						
Asian or Pacific Islander	1	1	100.0%	1	0	0.0%
Hispanic	1	0	0.0%	1	1	100.0%
White, non-Hispanic	8	5	62.5%	15	8	53.3%
TOTALS	11	6	54.5%	17	9	52.9%

Student Right-to-Know and Campus Security Act, (cont.)

Crime Statistics

The Barton County Community College Security Department is also responsible for arrest summaries for the previous year(s) and is responsible for the publishing of those statistics. The following is a summary of crimes reported for the calendar years indicated:

Number of Occurances	1999	2000	2001
Aggravated Assault	0	1	0
Arrest/Warrants	0	1	1
Arson	0	0	0
Auto Theft	0	0	0
Battery	1	1	3
Battery of Law Officer	0	0	0
Burglary	6	5	2
Criminal Damage	5	6	5
Criminal Threat	1	0	0
Criminal Trespass	1	0	0
Forgery	0	1	0
Hate Crimes	0	0	0
Larceny/Theft	14	19	14
Lewd and Lascivious Behavior	0	0	1
Liquor Law Arrest	0	0	0
Liquor Law Violation	4	1	28
Manslaughter - Voluntary	0	0	0
Manslaughter - Involuntary	0	0	0
Murder	0	0	0
Narcotics Arrest	0	0	0
Narcotics Violation	1	2	1
Robbery	0	0	0
Sexual Assault - Forcible	0	1	1
Sexual Assault - Non-forcible	0	0	1
Vandalism	2	3	2
Weapons Possession	1	0	0

In addition to the above, Security Personnel responded to the following:

Arrests on Warrants	0	1	1
Obscene Material	0	0	0
Arguments/Fights	9	10	6
Emergency Calls (People hurt, Ambulance needed, etc.)	11	6	7
Remove Student from Housing or Classroom	0	1	0
Storm Damage to Vehicle	0	0	0
Recovery of Stolen Property	0	2	1
Vehicle Accidents	3	5	5
Vehicle Jump Starts	56	61	39
Keys Locked in Vehicle	46	50	23
Flat Tires	18	6	6
Other Mechanical Assistance	1	1	1

Student / Faculty Ratio — Annual: September 2002

Student / Faculty Ratio		Fall 2000	Spring 2001	Fall 2001	Spring 2002
Main Campus	Total Number of Students	1,766	2,018	1,773	2,189
	Total Number of Faculty	164	187	176	202
	Student/Faculty Ratio	10 to 1	10 to 1	10 to 1	10 to 1
Outreach	Total Number of Students	915	1,215	1,134	1,352
	Total Number of Faculty	103	108	106	118
	Student/Faculty Ratio	8 to 1	11 to 1	10 to 1	11 to 1
Fort Riley	Total Number of Students	2,393	2,774	2,368	2,676
	Total Number of Faculty	61	59	54	57
	Student/Faculty Ratio	39 to 1	47 to 1	43 to 1	46 to 1

Note: The higher ratio at Fort Riley is explained by the fact that there are two class cycles per semester, thus doubling the contact per instructor per semester.

Response:

Students have the opportunity to work directly with their faculty members due to the excellent student to faculty ratio. This helps to ensure greater opportunities for the individual student to master essential skills.

Courses Taught by Full-time and Part-time Faculty — Annual: September 2002

Courses Taught by Full & Part-time Faculty		Fall 2000		Spring 2001		Fall 2001		Spring 2002	
		# Courses Taught	%	# Courses Taught	%	# Courses Taught	%	# Courses Taught	%
On Campus	Full-time Faculty	393	55.8%	406	50.6%	395	59.1%	415	55.6%
	Part-time Faculty	311	44.2%	396	49.4%	273	40.9%	332	44.4%
	Total # Courses	704	100.0%	802	100.0%	668	100.0%	747	100.0%
Out Reach	Full-time Faculty	10	4.7%	15	7.1%	25	11.3%	23	9.8%
	Part-time Faculty	202	95.3%	197	92.9%	196	88.7%	211	90.2%
	Total # Courses	212	100.0%	212	100.0%	221	100.0%	234	100.0%
Fort Riley	Full-time Faculty	150	48.2%	174	47.9%	159	53.9%	175	52.4%
	Part-time Faculty	161	51.8%	189	52.1%	136	46.1%	159	47.6%
	Total # Courses	311	100.0%	363	100.0%	295	100.0%	334	100.0%
Total	Full-time Faculty	553	45.1%	595	43.2%	579	48.9%	613	46.6%
	Part-time Faculty	674	54.9%	782	56.8%	605	51.1%	702	53.4%
	Total # Courses	1,227	100.0%	1,377	100.0%	1,184	100.0%	1,315	100.0%

Note: The significant role played by adjunct instructors is evident in outreach, summer sessions on campus, and at Fort Riley. However, the on-campus day and evening programs enjoy the stability of our full-time teaching staff.

Response:

A majority of coursework provided by the College's full-time faculty occurs on campus; however, full-time faculty also mentor part-time faculty to ensure an integrated, consistent curriculum with similar standards. This helps ensure the development of essential skills.

Student Success/Completion in Remedial Courses **Annual: September 2002**

Student Success/Completion in Remedial Courses	Fall 2000	Spring 2001	Fall 2001	Spring 2002
Math	76.0%	63.0%	74.0%	63.0%
English	78.0%	76.0%	65.0%	67.0%
Reading	86.0%	85.0%	74.0%	78.0%

Notes: -The above figures are global for the entire College. Specific locations are not subdivided.
-Successful completion is obtaining a grade of "C" or better or "P" in the course.

Response:

At Barton County Community College, students needing to develop foundational skills have the opportunity to do so, and most are successful in their mastery of those essential skills.

Average Class Size – Daytime, Lecture **Annual: September 2002**

Average Class Size		Fall 2000	Spring 2001	Fall 2001	Spring 2002
Main Campus	Average Class Size (Median)	15	13	17	14
	Average Class Size (Mean)	16	15	16	15
	Total Number of Classes	N=202	N=203	N=214	N=209
Out Reach	Average Class Size (Median)	9	8	10	8
	Average Class Size (Mean)	9	9	10	9
	Total Number of Classes	N=70	N=57	N=77	N=56
Fort Riley	Average Class Size (Median)	14	14	14	13
	Average Class Size (Mean)	17	15	15	14
	Total Number of Classes	N=255	N=305	N=252	N=292

Notes: -The above figures are for daytime lecture and lecture/lab classes that meet prior to 3:00 p.m.
-Comparing values of median and mean class size indicates that there are a number of classes smaller than the institutional average. This allows for more opportunities of one-on-one instructor/student contact.

Response:

Students are provided with a learning environment that is conducive to personal attention, small group learning and an opportunity to work with and learn from their peers; thus promoting the acquisition of essential skills.

Course Success Rates by Discipline Annual: September 2002

The success rates are determined by the following grades: A, B, C, P. The success rates do not include the grades D, F, I, or W.

Course Success Rates

Discipline	Fall 2000	Spring 2001	Fall 2001	Spring 2002
ACCT	82%	81%	87%	81%
ADHC	100%	100%	97%	100%
AGRI	96%	89%	85%	93%
ANTH	85%	74%	79%	87%
ARTS	86%	83%	88%	87%
BSTC	83%	80%	81%	85%
BUSI	97%	99%	94%	96%
CHEM	67%	90%	72%	84%
CHLD	83%	91%	100%	89%
COMM	85%	80%	77%	80%
DANC	NA	NA	NA	100%
DIET	NA	64%	77%	93%
DRAF	100%	57%	100%	89%
ECON	82%	78%	85%	80%
EDUC	78%	91%	70%	81%
ELEC	NA	NA	100%	NA
ELTR	NA	NA	NA	100%
EMTS	98%	88%	92%	90%
ENGL	80%	83%	83%	81%
FERT	NA	100%	NA	NA
FIRE	100%	86%	89%	81%
HIST	82%	77%	77%	80%
HLTH	91%	94%	95%	91%
HOME	89%	92%	94%	93%
HZMT	93%	97%	94%	92%
JOUR	84%	70%	91%	88%
JUST	99%	98%	97%	96%
LANG	95%	94%	94%	90%
LIFE	81%	80%	79%	73%
LITR	78%	90%	85%	79%
MACH	NA	100%	NA	NA
MATH	74%	75%	73%	74%
MLTC	88%	77%	85%	80%
MUSI	91%	86%	88%	83%
NAID	98%	100%	100%	93%
NRCE	100%	100%	100%	99%
NURS	95%	93%	85%	96%
OTAS	96%	96%	98%	100%
PETR	90%	100%	92%	98%
PHED	96%	97%	96%	94%
PHIL	83%	78%	75%	82%
PHSC	83%	89%	86%	84%
PHYS	91%	100%	83%	100%
POLS	86%	89%	87%	77%
POWR	93%	83%	90%	85%
PRGM	79%	72%	78%	89%
PSYC	73%	76%	77%	75%
READ	86%	85%	74%	78%
RELI	91%	83%	100%	92%
SOCI	75%	78%	77%	76%
THEA	76%	80%	92%	89%
TRAD	95%	97%	94%	96%
WDWK	97%	98%	100%	93%

Response: The data seem to suggest that the vast majority of students attempting course work at the College receive productive grades.