

## Monitoring Reports September 2004

### ***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, is the institution's fiscal position. In meeting our projected budget's expenditure plan we can continue to expect difficult and frugal decisions. We are at a point that in order to maintain our comprehensive nature and services we will have to regularly seek local and consistent tax support or eliminate services and programs.

### ***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 continues. The policies and procedures will be electronic and are linked from the College's home page on the web. The completion of the project will ensure that new/updated policies and procedures are in place for students and staff. This project has permitted 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 continuously monitor and is a part of the 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 any way. A revised policy to deal with problems and their resolution (grievance procedure) is in place.

### **Human Relations #5**

Fail to acquaint students and staff with their rights and responsibilities.

**Response:** Efforts to ensure that students and staff 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 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. We are discussing with the Board how they would like to handle routine expenditures that, when totaled at the end of the year, exceed \$10,000.

#### **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 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 additional progress toward this goal was made over the course of the past year. The cash reserve is much nearer its goal than it was in the mid to late 1990s. As you are aware, the reserve – though we had projected the need to use some of it this past year – has actually grown because the state did not make some of the cuts we had anticipated. This is the fourth or fifth year in a row we have seen growth in the reserves, in spite of some extreme fiscal difficulties. It is my impression that the reserves have grown on the sacrifices of our employees.

**Financial Condition #8**

Fail to provide a monthly report of the College's current financial condition.

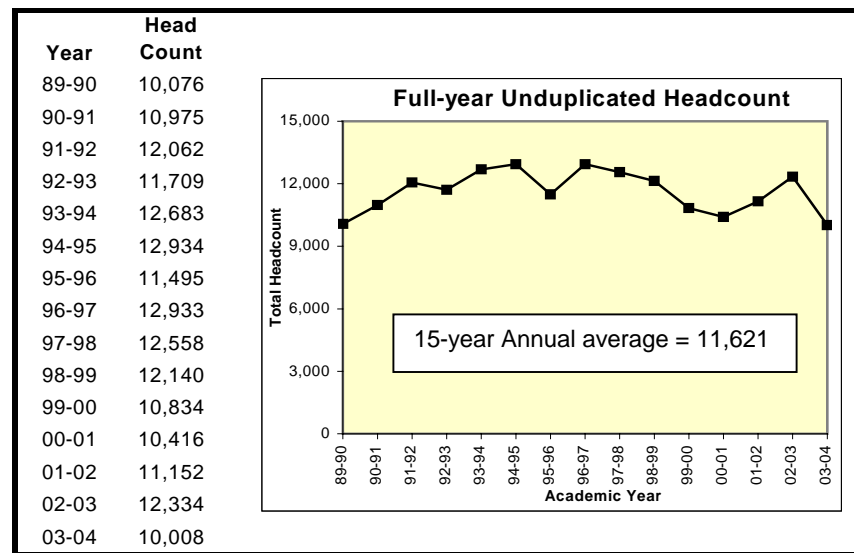
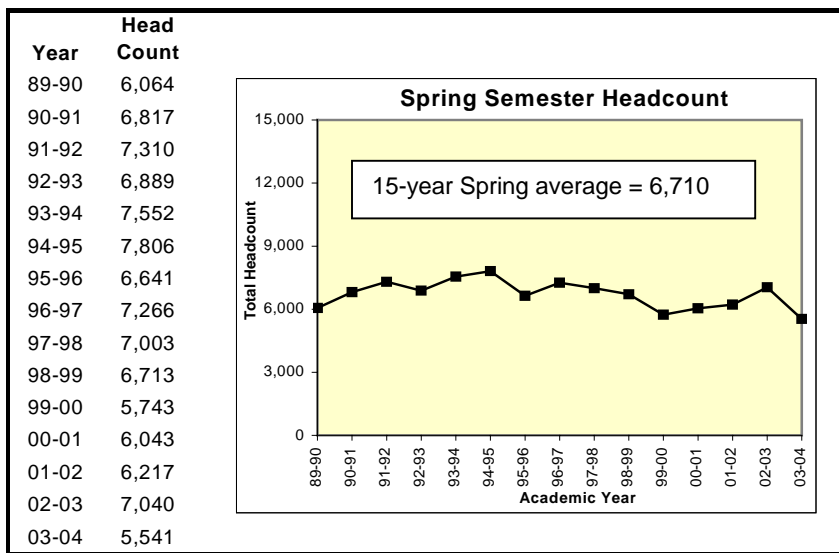
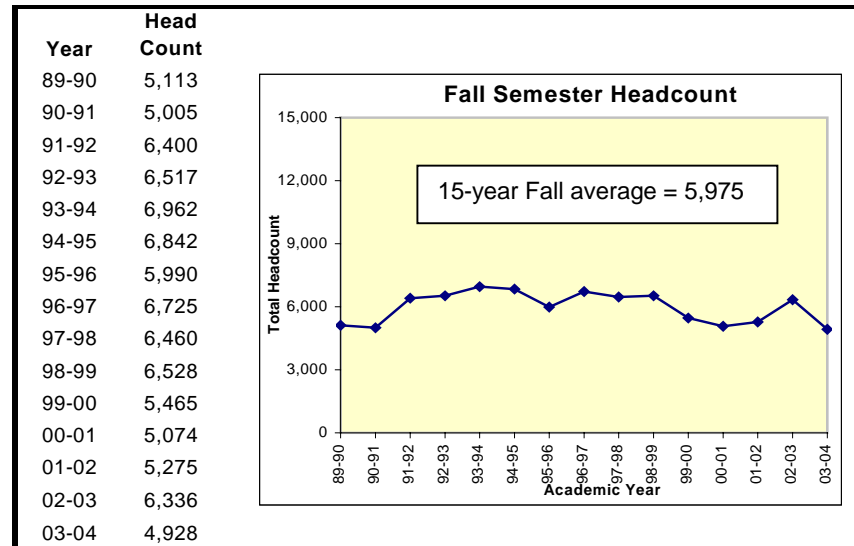
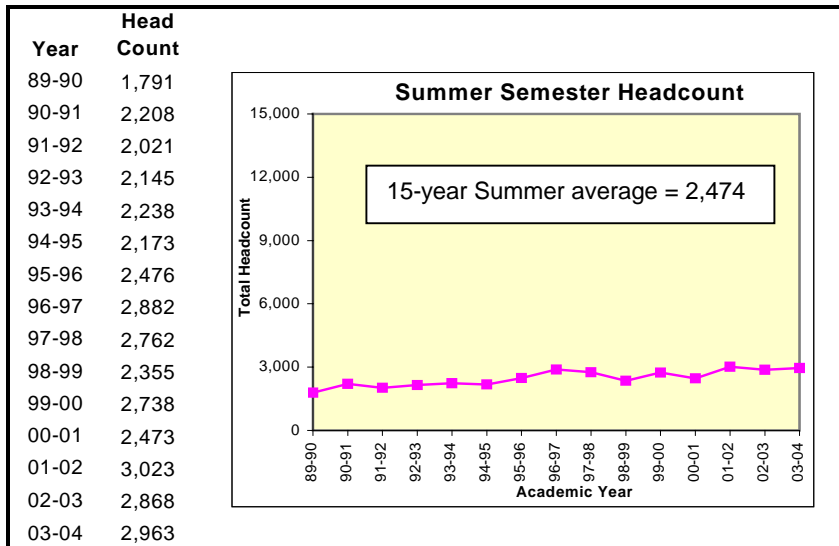
**Response:** Each month, as part of the Board's agenda, "Claims" and "Financial Reports" are presented for the Board's review and action. The reports accurately reflect the fiscal condition of the institution. Further, information regarding the Foundation's fiscal condition is provided to the Trustees 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

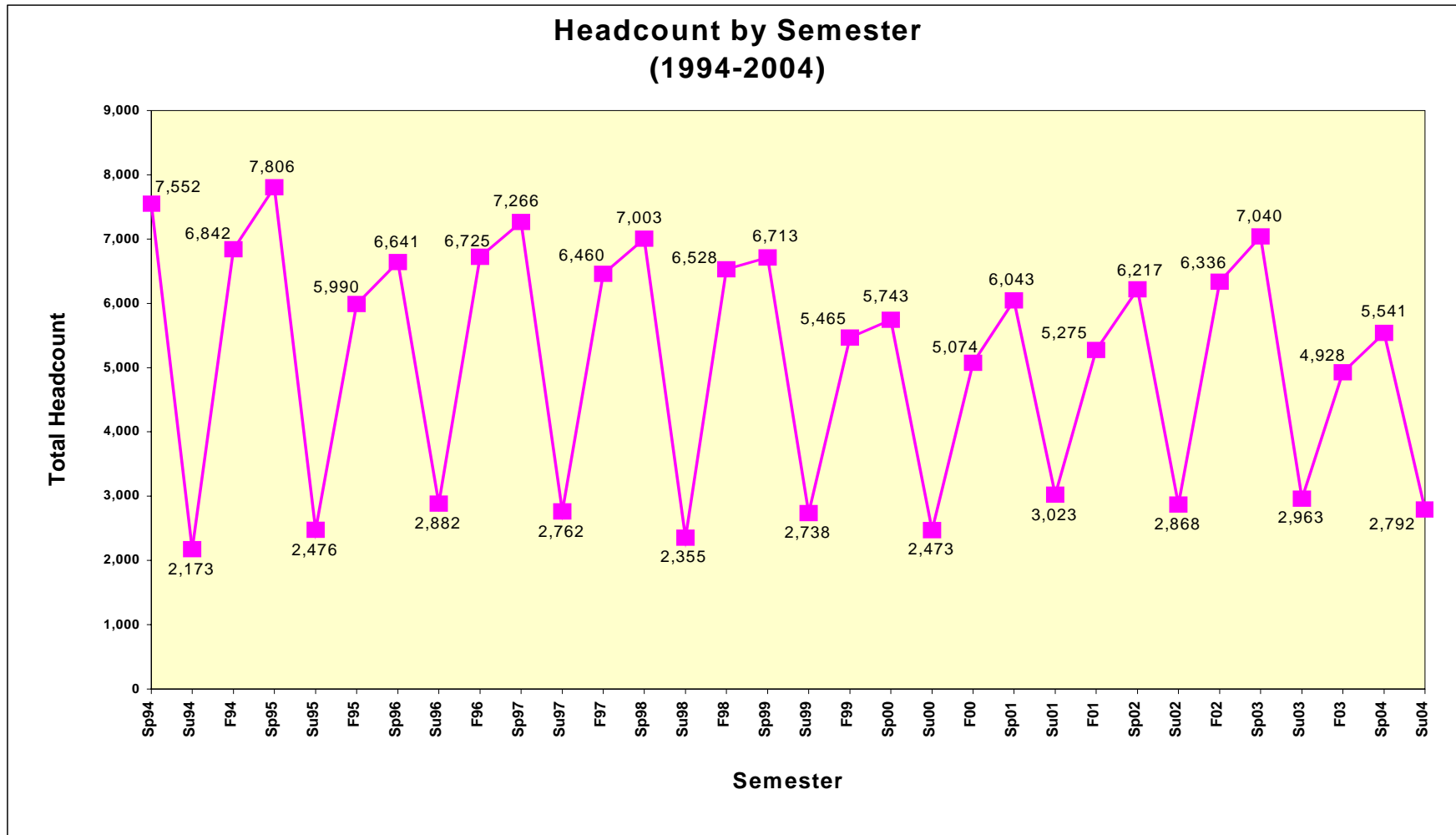
### POLICY TITLE: MISSION

#### Enrollment Comparisons

Annual: September 2004



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



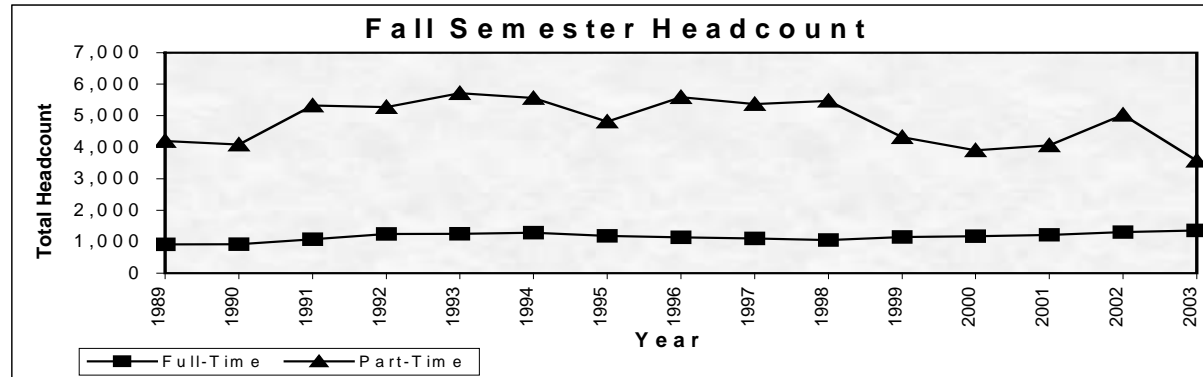
**Response:** For any academic year, the highest headcount always occurred during the Spring semester. In addition, headcount always increased from Fall to Spring semester.

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

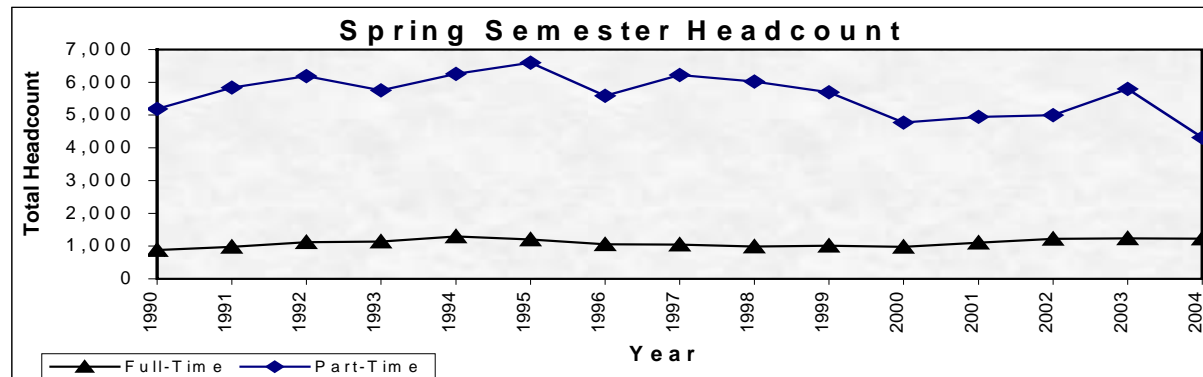
Enrollment Comparisons, (cont.)

Annual: September 2004

Year	Full-Time	Part-Time
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
2002	1,304	5,032
2003	1,358	3,570



Year	Full-Time	Part-Time
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
2003	1,239	5,801
2004	1,227	4,314



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 Giving In Support of the Foundation**

**Annual: September 2004**

<i>Foundation Operations</i>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>Total Cash &amp; Investments</b>	\$3,767,185	\$3,729,618	\$3,340,940	\$3,599,395
<b>Other Assets</b>	\$547,948	\$613,004	\$618,319	\$988,398
<b>Total Assets*</b>	\$4,315,133	\$4,342,622	\$3,959,259	\$4,587,793
<i>Foundation Scholarships</i>	<b>2001-02 Year</b>	<b>2002-03 Year</b>	<b>2003-04 Year</b>	
<b>Annually Funded Scholarships*</b>	\$21,050	\$4,000	\$8,500	
<b>Employee Development Fund</b>	\$6,783	\$5,400	\$6,000	
<b>Endowed</b>	\$128,158	\$95,000	\$100,150	
<b>Foundation GPA Awards*</b>	\$69,900	n/a	n/a	
<b>Gifts and Grants</b>	\$22,043	\$25,029	\$24,113	

**\*Total Assets Notes:** Total assets include cash and investments, common stock, oil and gas royalties, and real estate. The goal of the Foundation is to maintain the fiduciary responsibility mandated by its founders in 1967 by ensuring upward growth to support Barton's mission.

**\*Annually Funded Scholarships Notes:** The 2002-2003 lower amount is due to:

- The AEF campaign was moved to the spring of each year resulting in funds not being received in time for disbursement for the 2002-2003 school year
- Policy change of not awarding scholarships until money is received from the donor
- Students did not meet donor-specified criteria
- Due to a breakdown in communications, donors were not contacted and invoiced

**\*Foundation GPA Awards Notes:** From 2002-2003 forward, the GPA Awards category is no longer applicable. All foundation-awarded scholarships are based on GPA levels and funded from the other categories listed above.

**Mission:** *“The Barton County Community College Foundation exists to produce private support for enhancing the quality of the College’s service in fulfilling its mission. The Foundation will coordinate fund raising activities for scholarships and other academic endeavors, and will foster strong community relationships, recognize donors for their support to the College, and will seek to educate the community about the benefits of charitable giving.”*



**Alumni Contributions**

**Annual: September 2004**

<b>Annual Enrichment Fund</b>		
<b>Donations</b>	<b># of Donors</b>	<b>Gift Value</b>
AEF Pledge Drive	170	\$25,479.57
Land Income - Frank & Leila Smith	1	\$1,193.56
Gifts & Grants	1	\$285.37
Donations to endowed scholarships	13	\$12,680.50
Annually funded scholarships	10	\$7,100.00
Miscellaneous Scholarship Fund	48	\$945.00
<b>Totals</b>	<b>243</b>	<b>\$47,684.00</b>

<b>Special Gifts</b>		
<b>Donations</b>	<b># of Donors</b>	<b>Gift Value</b>
<i>Cash donations for reimbursements</i>	<b>8</b>	<b>\$2,380.72</b>
<i>Non-Auction Gift-in-Kind</i>	2	\$5,190.00
Gifts & Grants	2	\$25,000.00
Monica Bell Reser Scholarship	1	\$125.00
Gifts & Grants - Fischer House	45	\$1,655.00
<b>Totals</b>	<b>58</b>	<b>\$34,350.72</b>

<b>Employee Development Fund</b>		
<b>Donations</b>	<b># of Donors</b>	<b>Gift Value</b>
Payroll Deduction Pledged by Employees	<b>88</b>	<b>\$4,679.00</b>

<b>Memorial Funds</b>		
<b>Memorials</b>	<b># of Donors</b>	<b>Gift Value</b>
Memorial Endowment	4	\$905.00
Misc. Scholarship - Jerie L Davis	1	\$3,000.00
Landon Unruh Memorial	2	\$5,082.65
Glenn Schuetz Memorial Fund	1	\$10,050.00
Monica Bell Reser Scholarship	6	\$619.00
Jeannette Haak Memorial	1	\$1,000.00
<b>Totals</b>	<b>15</b>	<b>\$20,656.65</b>

<b>Shafer Art Gallery</b>		
<b>Donations</b>	<b># of Donors</b>	<b>Gift Value</b>
<i>Gift-in-Kind -- Art</i>	1	\$800.00
Cash Reimbursements	2	\$3,370.00
Donations to Friends of the Gallery	13	\$970.00
Cash Donations	2	\$298.05
<b>Totals</b>	<b>18</b>	<b>\$5,438.05</b>

## Alumni Contributions (cont.)

Big Benefit Auction		
Donations	# of Donors	Gift Value
<i>Auction Donors – Gift-in-Kind</i>	135	\$28,556.64
Auction Donors – Purchasers at Auction	80	\$18,307.00
Jim & Jo Heaton Honorarium	67	\$11,215.00
Auction Underwriters – Cash Donations	65	\$10,080.78
Donations to Title IV Scholarship	4	\$828.00
<b><i>Ticket sales (268 tickets holders)</i></b>	<b>88</b>	<b>\$5,360.00</b>
<b>Totals</b>	<b>439</b>	<b>\$74,347.42</b>

MUPTC			
Donations	# of Donors	# of Donors	Gift Value
<i>Gifts &amp; Grants (Gas Over Pan)</i>	1	1	\$1,369.00
<i>Plus Sen Stock &amp; Dick H. Evans Scholarship</i>	1	1	\$2,600.00
<b>Totals</b>	<b>2</b>	<b>2</b>	<b>\$143,769.00</b>

Ethnic Opportunities Fund		
Donations	# of Donors	Gift Value
LaOportunidad Fund	3	\$6,318.54

- Grand Total of all Funds Generated for 2003-2004 fiscal year: \$ 345,410.58
- All items in regular font indicate actual cash.
- All items in *italics* indicate gifts in kind that remain an asset of the Foundation or services which were offered at a discount that translated into a fiscal savings to the college or gifts in kind that were donated to the auction and then sold so that they no longer remain with the college or foundation as an asset, but which generate the cash total for the auction.
- All items in ***bold italics*** indicate either a cash reimbursement or money for tickets sold where value of ticket was spent on food (Auction). Although these items show cash coming in, they equaled an amount of expense paid out therefore creating a wash.
- This year the money received from the auction was divided into two categories: those that purchased items and those that had underwritten the auction with cash donations either as an outright gift or to purchase ads in the auction catalog. If lines 2 and 4 under the auction are added together, the total is very close to last year's combined figure.

## Alumni Contributions (cont.)

- To determine the actual monetary value raised, all Gift in Kind donations would need to be deducted from the Grand Total as well as any expenses incurred during any of the above mentioned campaigns.
- When reviewing the total number of donors to the Big Benefit Auction please be aware that the number will be somewhat inflated, because the same individual or business may be included in more than one category of giving. For example, someone could donate a gift-in-kind item, buy tickets, and also purchase items at the auction, and therefore would be included as a donor in all three categories.

Special Note: In comparing this report to last year's report, please be aware that this year we began recording gifts differently and set up campaigns to more accurately reflect what each category generated. This resulted in reductions in some categories and increases in others. The fund most affected by this change is the Annual Enrichment Fund (AEF) Campaign. In the past, many gifts were recorded under the umbrella of this campaign. This year the only funds recorded in this campaign are funds that were acquired either by direct or mail solicitation from the donors during solicitation for the AEF Campaign. Others funds received during the fiscal year were attributed to campaigns set up to meet the specific purpose for which those funds were donated.

### Total Degrees & Certificates Awarded by Level

Annual: September 2004

<i>Award Level</i>	1999-00	2000-01	2001-02	2002-03	2003-04
Certificates of Less than 1 academic year (ex. EMT, Dietary Manager)	313	346	562	394	338
Certificates of at least 1 but less than 2 academic years (ex. Nursing - LPN Training)	59	65	51	65	80
Associate Degrees (ex. Nursing - RN Training)	441	428	421	450	498

Note: One year equals July 1 through June 30.

**Response:** The total number of certificates and degrees awarded appears to have remained relatively constant over the past several years, with an exceptional year in 2001-02 for CERT-1 awards when the numbers of Adult Health Care and EMT certificate awards were unusually high.

**Grants Enhancing the College Mission**

**Annual: September 2004**

Grants Ending in FY 04					
Grant	Agency	Amount	Program Year	Duration	Target Population
RSVP	CNS	\$58,888	01/01/04-12/31/04	1 Year	Barton County
RSVP	CNS	\$3,500	01/01/04-12/31/04	6 months	Barton County
Kansas Arts Council	KAC	\$4,801	07/01/03 - 06/30/04	1 Year	Art Gallery
Upward Bound	USDE	\$234,624	09/01/03 - 08/30/04	1 Year	50 HS Students
Student Support Services	USDE	\$285,353	09/01/03 - 08/30/04	1 Year	200 Students
ABE/GED/Staff Develop	KSDE	\$113,248	07/01/04 - 06/30/04	1 Year	ABE/GED Students
EOC	USDE	\$255,385	09/01/03 - 08/30/04	1 Year	1,000 Participants
Technology Grant	KBOR	\$21,000	07/01/03 - 06/30/04	1 Year	Academic Programs
Non-Traditional Occupations	KBOR	\$37,500	07/01/03 - 06/30/04	1 Year	33 SW Kansas Counties
Carl Perkins	KBOR	\$211,741	07/01/03 - 06/30/04	1 Year	Barton Vocational Programs
English Literacy/Civics	KBOR	\$25,900	07/01/03 - 06/30/04	1 Year	ESL Students at CAE
RUS Grant	USDA	\$6,753	07/01/03 - 06/30/04	Final	ITV Network
Tech Prep	KBOR	\$50,000	07/01/03 - 06/30/04	1 Year	BCCC/Barton Cnty Schools

\* One Year amount only - additional years not specified at this time.

Grants Funded for FY 05 - As of 09/01/2004					
Grant	Agency	Amount	Program Year	Duration	Target Population
Upward Bound	USDE	\$234,624	09/01/04 - 08/30/05	1 Year	50 HS Students
Student Support Services	USDE	\$285,353	09/01/04 - 08/30/05	1 Year	200 Students
ABE/GED/Staff Develop	KBOR	\$98,846	07/01/04 - 06/30/05	1 Year	ABE/GED Students
EOC	USDE	\$255,385	09/01/04 - 08/30/05	1 Year	1,000 Participants
Technology Grant	KBOR	\$21,000	07/01/04 - 06/30/05	1 Year	Academic Programs
Non-Traditional Occupations	KBOR	\$37,500	07/01/04 - 06/30/05	1 Year	33 SW Kansas Counties
Perkins Improvement	KBOR	\$180,255	07/01/03 - 06/30/04	1 Year	Barton Vocational Programs
Kansas Arts Council	KAC	\$4,662	07/01/04 - 06/30/05	1 Year	Art Gallery
Workforce Enhancement	KDA	\$88,000	09/01/04 - 05/31/05	8 Mos.	Nursing Facilities (Comm. Ed.)
English Literacy	Walmart	\$1,250	07/01/04 - 06/30/05	1 Year	GED Scholarships
Kan-ed 1 Barton	KBOR	\$24,525	07/01/04 - 12/31/04	6 Mos.	Barton ITV Network
Kan-ed 2 Junction City	KBOR	\$23,313	07/01/04 - 12/31/04	6 Mos.	Barton ITV - Junction City Site
Kan-ed 3 ECF	KBOR	\$7,767	07/01/04 - 12/31/04	6 Mos.	Barton ITV - ECF Site
Early Childhood Curriculum	KBOR	\$3,350	07/01/04 - 06/15/04	1 Year	Early Childhood Courses
PATH (RSVP)	KSU	\$1,500	01/15/04 - 12/31/05	1 Year	Intergenerational Activities
Missouri Valley Adult Ed.	MVAE	\$1,500	07/01/04 - 06/15/04	1 Year	Instructor Recognition
Tech Prep	KBOR	\$60,000	07/01/04 - 06/30/05	1 Year	BCCC/Barton Cnty Schools

\* One Year amount only - additional years not specified.

**Response:** Additional funding through grants enables a variety of students to improve their economic and social life through coursework, additional student services and community enhancement.

**POLICY TYPE: ENDS**

**POLICY TITLE: BARTON EXPERIENCE**

**Student Right-to-Know & Campus Security Act**

**Annual: September 2004**

**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.

**Graduation Rates**

**Disclosure of Graduation Rates of All Full-time, First-time Students**

For comparative purposes for the athletic programs below, the graduation rate (IPEDS Graduation Rate Survey) for all first-time students who entered Barton County Community College on a full-time basis in the Fall of 2000 was 39.6%.

**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	3	1	33.3%			
American Indian or Alaskan Native						
Asian or Pacific Islander						
Hispanic	1	0	0.0%			
White, non-Hispanic	2	1	50.0%	7	7	100.0%
<b>TOTALS</b>	<b>6</b>	<b>2</b>	<b>33.3%</b>	<b>7</b>	<b>7</b>	<b>100.0%</b>

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	1	100.0%			
White, non-Hispanic	10	6	60.0%			
<b>TOTALS</b>	<b>11</b>	<b>7</b>	<b>63.6%</b>			

Cross-Country/Track	MALE			FEMALE		
	Initial Cohort	Completers	Graduation Rate	Initial Cohort	Completers	Graduation Rate
Non-Resident Alien	1	0	0.0%	1	0	0.0%
Black, non-Hispanic	12	8	66.7%	10	6	60.0%
American Indian or Alaskan Native	1	0	0.0%			
Asian or Pacific Islander						
Hispanic	2	1	50.0%			
White, non-Hispanic	5	2	40.0%	4	2	50.0%
<b>TOTALS</b>	<b>21</b>	<b>11</b>	<b>52.4%</b>	<b>15</b>	<b>8</b>	<b>53.3%</b>

All Other Sports Combined	MALE			FEMALE		
	Initial Cohort	Completers	Graduation Rate	Initial Cohort	Completers	Graduation Rate
Non-Resident Alien	2	1	50.0%	2	2	100.0%
Black, non-Hispanic						
American Indian or Alaskan Native				1	0	0.0%
Asian or Pacific Islander						
Hispanic	1	0	0.0%	1	1	100.0%
White, non-Hispanic	7	3	42.9%	14	10	71.4%
<b>TOTALS</b>	<b>10</b>	<b>4</b>	<b>40.0%</b>	<b>18</b>	<b>13</b>	<b>72.2%</b>

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

### Crime Statistics

#### Offenses Reported to the Campus Crime & Security Survey

The Barton County Community College Security Department is responsible for reporting statistics on various offenses to the federal Campus Crime & Security Survey.

Number of Occurances	2001	2002	2003
Aggravated Assault	0	1	1
Arrest/Warrants	1	3	3
Arson	0	0	0
Auto Theft	0	0	0
Battery	3	4	4
Battery of Law Officer	0	0	0
Burglary	2	3	9
Criminal Damage	5	7	4
Criminal Threat	0	1	2
Criminal Trespass	0	3	1
Forgery	0	0	0
Hate Crimes	0	0	0
Larceny/Theft	14	7	21
Lewd and Lascivious Behavior	1	0	0
Liquor Law Arrest	0	0	0
Liquor Law Violation	28	48	21
Manslaughter - Voluntary	0	0	0
Manslaughter - Involuntary	0	0	0
Murder	0	0	0
Narcotics Arrest	0	0	0
Narcotics Violation	1	6	0
Robbery	0	0	0
Sexual Assault - Forcible	1	1	0
Sexual Assault - Non-forcible	1	0	0
Vandalism	2	3	2
Weapons Possession	0	0	0

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

Arrests on Warrants	1	1	3
Obscene Material	0	0	0
Arguments/Fights	6	9	2
Emergency Calls (People hurt, Ambulance needed, etc.)	7	9	8
Remove Student from Housing or Classroom	0	1	0
Recovery of Stolen Property	1	0	2
Vehicle Accidents	5	4	4
Vehicle Jump Starts	39	41	41
Keys Locked in Vehicle	23	44	28
Flat Tires	6	2	2

## 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 continues to grapple with how to effectively measure the development and access of essential skills. This remains a key area of concentration in preparing to respond to the required Higher Learning Commission report. The Board will recall Dr. Gabelmann and Ms. Goerl's recent Board report regarding Developmental Education.

#### Student / Faculty Ratio

Annual: September 2004

<i>Student / Faculty Ratio</i>		Fall 2002	Spring 2003	Fall 2003	Spring 2004
<b>Main Campus</b>	Total Number of Students	1,382	1,302	1,380	1,207
	Total Number of Faculty	123	123	126	136
	Student/Faculty Ratio	11 to 1	10 to 1	10 to 1	8 to 1
<b>Outreach</b>	Total Number of Students	1,254	1,705	1,064	1,425
	Total Number of Faculty	111	103	111	77
	Student/Faculty Ratio	11 to 1	16 to 1	9 to 1	18 to 1
<b>Fort Riley</b>	Total Number of Students	3,273	3,291	1,959	2,126
	Total Number of Faculty	61	58	58	54
	Student/Faculty Ratio	53 to 1	56 to 1	33 to 1	39 to 1
<b>Web-based Instruction</b>	Total Number of Students	720	1080	819	1066
	Total Number of Faculty	74	69	74	80
	Student/Faculty Ratio	9 to 1	15 to 1	11 to 1	13 to 1

Note: The higher ratio at Fort Riley is explained by the fact that there are multiple course cycles per semester, plus a larger percentage of part-time instructors at Fort Riley.

**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 2004

Courses Taught by Full & Part-time Faculty		Fall 2002		Spring 2003		Fall 2003		Spring 2004	
		# Courses Taught	%	# Courses Taught	%	# Courses Taught	%	# Courses Taught	%
On Campus	Full-time Faculty	326	63.3%	348	65.3%	337	63.2%	334	60.5%
	Part-time Faculty	189	36.7%	185	34.7%	196	36.8%	218	39.5%
	Total # Courses	515	100.0%	533	100.0%	533	100.0%	552	100.0%
Out Reach	Full-time Faculty	15	7.4%	17	10.1%	29	16.1%	29	20.6%
	Part-time Faculty	188	92.6%	152	89.9%	151	83.9%	112	79.4%
	Total # Courses	203	100.0%	169	100.0%	180	100.0%	141	100.0%
Fort Riley	Full-time Faculty	205	53.4%	191	48.1%	132	47.5%	180	51.6%
	Part-time Faculty	179	46.6%	206	51.9%	146	52.5%	169	48.4%
	Total # Courses	384	100.0%	397	100.0%	278	100.0%	349	100.0%
Web-Based	Full-time Faculty	55	30.1%	45	24.5%	88	25.8%	98	30.2%
	Part-time Faculty	128	69.9%	139	75.5%	253	74.2%	227	69.8%
	Total # Courses	183	100.0%	184	100.0%	341	100.0%	325	100.0%
Total	Full-time Faculty	601	46.8%	601	46.8%	586	44.0%	641	46.9%
	Part-time Faculty	684	53.2%	682	53.2%	746	56.0%	726	53.1%
	Total # Courses	1,285	100.0%	1,283	100.0%	1,332	100.0%	1,367	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 2004

Student Success/Completion in Remedial Courses	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Math	68.0%	61.0%	78.0%	83.0%
English	81.0%	79.0%	71.0%	71.0%
Reading	67.0%	58.0%	69.0%	70.0%

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 2004

Average Class Size		Fall 2002	Spring 2003	Fall 2003	Spring 2004
Main Campus	Average Class Size (Median)	17	15	17	14
	Average Class Size (Mean)	16	16	16	14
	Total Number of Classes	212	203	222	218
Out Reach	Average Class Size (Median)	10	9	9	7
	Average Class Size (Mean)	10	12	10	8
	Total Number of Classes	76	54	66	35
Fort Riley	Average Class Size (Median)	15	14	13	13
	Average Class Size (Mean)	15	14	15	14
	Total Number of Classes	332	339	223	261

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, which 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 2004

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.

<b>Course Success Rates</b>				
<b>Discipline</b>	<b>Fall 2002</b>	<b>Spring 2003</b>	<b>Fall 2003</b>	<b>Spring 2004</b>
ACCT	74%	75%	78%	72%
ADHC	100%	100%	100%	100%
AGRI	96%	95%	81%	87%
ANTH	79%	80%	74%	76%
ARTS	83%	88%	85%	85%
AUTO	NA	NA	93%	92%
BSTC	87%	82%	79%	74%
BUSI	87%	94%	89%	87%
CHEM	46%	85%	75%	92%
CHLD	96%	95%	92%	97%
COMM	80%	80%	82%	82%
CRIM	92%	95%	92%	94%
DANC	92%	92%	90%	95%
DIET	92%	94%	93%	91%
DRAF	90%	77%	87%	100%
DSEL	NA	NA	83%	NA
ECON	75%	72%	79%	79%
EDUC	79%	85%	76%	72%
ELEC	100%	100%	NA	NA
ELTR	NA	NA	83%	88%
EMTS	95%	93%	93%	94%
ENGL	81%	78%	79%	74%
FERT	NA	NA	NA	NA
FIRE	94%	80%	68%	NA
GRPH	NA	75%	82%	88%
HIST	82%	77%	73%	74%
HLTH	90%	94%	84%	84%
HOME	87%	88%	91%	91%
HZMT	93%	94%	88%	88%
JOUR	84%	77%	74%	76%
LANG	87%	89%	91%	93%
LEAD	67%	78%	70%	86%
LIFE	75%	80%	83%	76%
LITR	85%	82%	77%	75%
MACH	NA	NA	NA	NA
MATH	75%	70%	74%	70%
MLTC	84%	88%	82%	93%
MUSI	89%	89%	86%	80%
NAID	93%	91%	91%	100%
NRCE	100%	100%	100%	100%
NTWK	NA	NA	88%	90%
NURS	92%	91%	93%	94%
OFTC	NA	NA	67%	75%
OTAS	100%	NA	NA	NA
PETR	100%	96%	100%	97%
PHED	96%	95%	94%	94%
PHIL	74%	71%	69%	71%
PHSC	72%	72%	86%	80%
PHYS	33%	NA	83%	75%
POLS	75%	70%	66%	71%
POWR	90%	92%	NA	NA
PRGM	70%	66%	40%	47%
PSYC	79%	72%	73%	70%
READ	67%	58%	69%	59%
RELI	92%	75%	100%	87%
SOCI	78%	76%	79%	80%
THEA	91%	82%	87%	81%

## Course Success Rates by Discipline, (cont.)

Discipline	Fall 2002	Spring 2003	Fall 2003	Spring 2004
TRAD	98%	95%	94%	96%
WDWK	100%	100%	94%	96%
WELD	66%	NA	NA	100%

**\*Note:** The following subject codes were changed to better fit their area. New subject codes are in Bold.

POWR – **AUTO & DSEL**

BSTC – **BUSI, GRPH, NTWK, PRGM & OFTC**

JUST - **CRIM**

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