

Monitoring Reports February 2005

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE: GENERAL EXECUTIVE CONSTRAINTS
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The President shall act at all times in an exemplary manner consistent with the responsibilities and expectations vested in that office. The President shall act in a manner consistent with Board policies and consistent with those practices, activities, decisions, and organizational circumstances, which are legal, prudent, and ethical.

Accordingly, the President may not:

General Executive Constraint #1

Deal with students, staff, or persons from the community in an inhumane, unfair, or undignified manner.

Response: To my knowledge, there have been no cases where the above constraint has been violated. In every regard, I have attempted to be more than fair in both my interactions with individuals as well as decisions, which would impact them.

General Executive Constraint #2

Make decisions except by a process where openness is maintained.

Response: All institutional business has been conducted in open meetings. Executive sessions have been held and have been in compliance with the Open Meetings law. More importantly, and whenever possible, I have attempted to be inclusive of the campus and those impacted by decisions. There are times that this slows down implementation, but in my opinion it provides greater potential for success.

General Executive Constraint #4

Provide information to the community, Board, or College constituencies, which is untimely, inaccurate, or misleading.

Response: To the best of my ability, I have tried to not only provide timely and accurate information, but have attempted to ensure that the communication is ethical and forthright. Managing the flow of information in a large organization is challenging, but I feel that progress continues to be made. I also recognize that everyone looks at what is communicated, and when it is communicated, a bit differently. My efforts have been to try to anticipate what the majority would need to know and should know at the appropriate time. I have done this while trying to balance personal communication with individuals.

General Executive Constraint #5

Permit conflict of interest in awarding purchases or other contracts or hiring of employees.

Response: To my knowledge, no conflict of interest regarding purchases, contracts or hiring has occurred. I believe institutionally, we continue to demonstrate that our purchasing processes provide fairness, preference to local business whenever possible and encourage competition so the taxpayers receive the most for their money. Additionally, we continue to use personnel screening and selection processes that encourage qualified and quality applicants and fairness in appointments. As it relates to this last item, we maintain processes that allow us to expeditiously make appointments when it is thought to be in the best interest of the College.

General Executive Constraint #7

Manage the College without adequate administrative policies for matters involving instructional services, administrative and financial services, human resources, marketing and economic development, enrollment management and student services.

Response: Institutionally, adequate policies and procedures exist to guide administrative matters. However, this is an area where we continually try to improve. Many of the dated policies and procedures have been revised and brought into compliance with the Policy Governance Model the Board adopted. The revision effort is not yet complete, but is continuing to be addressed by the Assistant to the President. Many revised policies are now available on the web, which makes for much better control and security of content while providing improved access for employees.

General Executive Constraint #8

Fail to take prompt and appropriate action when the President becomes aware of any violation of any laws, rules or regulations or of any breach of Board policies.

Response: No violations of laws, rules, regulations or Board policies have occurred which have not been brought promptly to the Board's attention. With legal assistance, we have tried to be proactive in making sure that an inadvertent violation does not occur.

General Executive Constraint #9

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

Response: To my knowledge, all assets are protected 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 you 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. This has the potential to risk assets, human resources, etc.

General Executive Constraint #10

Inform fewer than two administrators of President and Board issues and processes.

Response: Issues of a critical nature have been shared with at least two administrators. I use the President’s Staff meetings to inform and receive issues of an operational nature. PIC deals with issues and functions of a strategic nature.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE: FINANCIAL CONDITIONS

The President shall administer the Board approved budget without material deviation from Board priorities in ENDS policies, and shall protect the College from financial risk.

Accordingly, the President may not:

Financial Condition #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 it would like to handle routine expenditures that, when totaled at the end of the year, exceed \$10,000.

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.

Financial Condition #7

Knowingly jeopardize aid from state, federal, or other funding sources before, during, or after the aided activity.

Response: To my knowledge, I am in compliance with this limitation. In fact, all of us associated with the College have been proactive in trying to protect the aid we receive and this has occurred throughout the state's higher education reorganization and funding process.

Financial Condition #8

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

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

POLICY TYPE: ENDS MEASUREMENTS

POLICY TITLE: COMMUNICATION & COUNSEL TO THE BOARD

The President shall keep the Board adequately informed.

Accordingly, the President shall not:

Communication & Council Constraint #5

Fail to deal with the Board as a whole, except when: (a) fulfilling individual requests for information, or (b) responding to officers or committees duly charged by the Board.

Response: I have attempted to deal with the Board as a whole and have encouraged staff to do the same. If there are improvements the Board can suggest, they would be most welcome.

Communication & Council Constraint #6

Neglect to submit monitoring data required by the Board (see Board-President Relationship policy on Monitoring Executive Performance) in a timely, accurate, and understandable fashion, directly addressing provisions of the Board policies being monitored.

Response: We have attempted to provide complete monitoring reports; however, we continue to find that we have had to postpone some reports

because data was not yet available, and/or because we have been unable to get the data indicated for use by the report. I perceive this to be an issue of constant learning and refinement.

Communication & Council Constraint #7

Fail to provide a mechanism for official Board, officer, or committee communications.

Response: To encourage communications Study Sessions are held regularly, as are retreats. The agendas for these meetings are intended to allow for communications among Board members and among Board members and staff. If the Board has other suggestions, I would encourage those ideas to be shared.

POLICY TYPE: ENDS MEASUREMENTS

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

Mission #1

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

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

Graduation Exit Survey – Barton County Campus:

According to the 2003-04 **Graduation Exit Survey** at Barton County Campus (N = 190 exit interviews completed by students that applied for graduation in Summer 2003, Fall 2003 or Spring 2004), levels of satisfaction were relatively high for most areas evaluated. For example, with the exception of “Housing” and “Food,” all eight other service areas/functions had “Rewarding” and “Above Average” combined ratings in excess of 60%, and five of the nine had combined ratings in excess of 70%. Service areas/functions that rated highest using combined ratings of “Rewarding” and “Above Average” included “Faculty” (84.1%) and “Advisors” (81.3%).

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

Service Area/Function	# Responses	Percentage of Responses for Each Level of Satisfaction:				
		Rewarding	Above Average	Average	Below Average	Disappointing
Admissions	168	33.3%	41.1%	23.8%	1.2%	0.6%
Business Office	175	30.9%	39.4%	28.6%	1.1%	0.0%
Advisor	182	60.4%	20.9%	14.8%	3.3%	0.6%
Student Services	139	40.3%	28.1%	26.6%	3.6%	1.4%
Administration	136	30.9%	33.8%	31.6%	3.7%	0.0%
Financial Aid	159	35.8%	27.7%	28.3%	5.1%	3.1%
Enrollment Services	162	36.4%	37.0%	24.1%	1.9%	0.6%
Faculty	163	50.3%	33.8%	15.3%	0.6%	0.0%
Housing	82	25.6%	31.7%	36.6%	2.4%	3.7%
Food	89	9.0%	22.5%	36.0%	21.3%	11.2%

In response to a general question about their overall rating of satisfaction with their entire “Barton Experience” at the Barton County Campus, 62.4% of 181 respondents reported their experience at Barton to be “Rewarding”. Of the remainder, 26.5% reported “Above Average” and 8.9% reported “Average.” Only 2.2% rated their experience to be “Below Average” or “Disappointing.”

Graduation Exit Survey – Fort Riley Campus:

Using a similar **Graduation Exit Interview Survey** at Fort Riley Campus (N=204 exit interviews completed by students that applied for graduation in calendar year 2004), high levels of satisfaction were also reported in all service areas/functions evaluated. Specifically, the combined “Rewarding” and “Above Average” ratings for all areas/functions exceeded 85%.

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

Service Area/Function	# Responses	Percentage of Responses for Each Level of Satisfaction:				
		Rewarding	Above Average	Average	Below Average	Disappointing
Financial Aid	110	62.7%	29.1%	7.3%	0.0%	0.9%
Business Office	139	51.1%	35.3%	12.9%	0.7%	0.0%
Instruction	155	54.8%	37.4%	7.8%	0.0%	0.0%
BCCC Advisors	175	55.4%	32.5%	10.9%	0.6%	0.6%
Registration	172	48.2%	40.7%	11.1%	0.0%	0.0%
Transcripts	149	52.3%	38.3%	9.4%	0.0%	0.0%

In response to a general question about their overall rating of satisfaction with their entire “Barton Experience” at Fort Riley Campus, 72.1% of the respondents reported their Barton experience to be “Rewarding,” 19.9% reported “Above Average,” 8.0% reported “Average,” and none reported their experience to be “Below Average” or “Disappointing.”

Mission #2

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

Response: The vast majority of comments students proffered on the Barton County Campus and Fort Riley Campus Graduation Exit Interview Surveys were positive (>87%). The following comments are examples of those that students cited on their surveys that specifically reflected the “individual, personal, caring attention” that students experienced with faculty and staff.

Barton County Campus Comments:

My advisor really helped me in obtaining my degree. She showed an interest in how I was doing in classes. One of my instructors was fun to work for plus she makes classes interesting.

I found my experience at BCCC extremely rewarding. Thank you for helping me to achieve my degree.

I have acquired a great education and experience while at Barton County. I felt the faculty built my self-esteem as an athlete as well as a student.

All the teachers I had were wonderful. They made class worth coming to and I am glad I chose to come to BCCC.

My experience here at Barton has helped to make a big difference in my life. All the teachers in the music department have been very helpful and supportive. I have gained a lot of knowledge from each of them and would highly recommend this music department. One teacher in particular went out of his way to help me learn. He is an awesome teacher who knows his material well. I feel like I can confidently move on to the next phase of my life due to the excellent education I have received.

Everyone has been so helpful and has made this an enjoyable experience. I have gained confidence in my abilities. Without the support, kind words and encouragement of the people at BCCC this would not have been possible. Thank you so much.

I feel that my time at Barton was extremely rewarding. The instructors are all very great and my advisor was very helpful. I loved my two years at Barton and I wish that it was a four year college so I could stay. I loved it here and I would definitely recommend this college to anyone.

I'd like to thank Barton for the opportunities it's going to bring for me, and the faculty and staff at Barton made it easier for me to excel. I'd like to especially thank my advisor. It was her first year as an advisor and she did a tremendous job keeping me on track to fulfill my educational goals. Thank you.

I want to say that Barton was a great start for my future. I have become independent and responsible. I feel like I can accomplish anything! Thanks for that feeling!

While in attendance at Barton County Community College, I feel that I have grown in ways that I cannot describe at this moment in time. However I believe that if it was not for BCCC I would not be the man I am today.

I feel my experience at Barton County has been extremely rewarding. Student senate was a very rewarding experience for me and it allowed me many opportunities. Barton is a great starter college in which I would recommend to many!

I have met some terrific people while at Barton. They were always helpful and willing to assist or answer any questions I had. I felt I learned a lot while here at Barton.

I really enjoy BCCC. I attended Washburn for about three years and I feel more at home here than I ever did there!

Barton was a very good choice for me. Coming from a small school this was a nice adjustment. Also the people are all very friendly and wonderful help. I enjoyed all of my two years here at Barton.

I have really enjoyed my experience at Barton County Community College. I am very glad I decided to go to a community college instead of a university because I feel better prepared for my junior and senior year at a larger school.

My three daughters also graduated from BCCC. We encourage young people to take advantage of our local institution! The experiences of my family and myself are all positive.

Fort Riley Campus Comments:

The studying process was easy to follow; instructors for the most part were available and helpful; I enjoyed taking classes at BCCC.

Excellent and helpful staff at BCCC. Very knowledgeable instructors.

The Registrar's Office and the Enrollment Services departments had cheery, friendly, and caring people who tried to help all they could.

Loved it (except for the tests!)

I was very happy with my experience at Barton. I found the counselors helpful and I loved the teachers. I think LSEC classes have a lot to offer and is a very rewarding program.

My experience at BCCC has been good. Thanks!

The staff at Barton have been incredibly helpful and accessible. Whenever I had questions regarding my education, the staff at Barton was always available.

Good job and thanks for your support!

Thank you so much. I could not have done this without you. I have and will continue to tell anyone looking to continue their education about you.

Great staff to work with.

I loved my online experience with Barton and I feel as though the "bar" has been set extremely high. Thanks for everything!

I recommend all my soldiers to enroll in BCCC. Barton is an extremely professional institution.

BCCC is one of the best colleges I can recommend for most college students. The teachers are good and really encourage their students, they are very helpful.

Very helpful staff. Great educational experience.

Availability of Financial Aid

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Availability of Financial Aid	2000-01		2001-02		2002-03		2003-04	
	Number of Awards	Dollar Amount						
Federal Financial Aid	1,382	\$2,406,325	1,794	\$2,982,838	1,805	\$3,227,734	1,815	\$3,460,709
Institutional Financial Aid	1,084	540,628	507	352,484	799	433,071	799	354,162
State Financial Aid	21	52,000	11	27,000	7	23,500	6	18,250
Misc. Community Scholarship	243	86,953	271	115,184	265	114,864	170	68,798
Total Financial Aid	2,730	\$3,085,906	2,583	\$3,477,506	2,876	\$3,799,169	2,790	\$3,901,919

-Please note that a portion of the Institutional Financial Aid (Athletic, Cheer, Dance, Cougarette, Trainer) includes book/tuition scholarships.

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

College-wide Retention Rates

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College-wide Retention Rates	First-time, Full-time Student Cohort Summaries							
	# of Students in Cohort Enrolled	Retention Rates		# of Students in Cohort Enrolled	Retention Rates		# of Students in Cohort Enrolled	Retention Rates
Fall 2001 (Entire Cohort)	410	-	Fall 2002 (Entire Cohort)	315	-	Fall 2003 (Entire Cohort)	364	-
Spring 2002 (Fall 2000 to Spring 2001 Retention)	330	80.5%	Spring 2003 (Fall 2001 to Spring 2002 Retention)	275	87.3%	Spring 2004 (Fall 2002 to Spring 2003 Retention)	289	79.4%
Fall 2002 (Fall 2000 to Fall 2001 Retention)	228	55.6%	Fall 2003 (Fall 2001 to Fall 2002 Retention)	199	63.2%	Fall 2004 (Fall 2002 to Fall 2003 Retention)	206	56.6%

Response: The National Information Center for Higher Education Policymaking and Analysis reports a national fall-to-fall retention rate of 54% for first-time, full-time students at public two-year community colleges. Consequently, Barton has slightly higher retention rates as compared to the national average cited above for fall 2001 to fall 2002 and fall 2003 to fall 2004. However, Barton has a significantly higher rate as compared to the national average for fall 2002 to fall 2003.

National Awards/Recognition for Personnel/Programs Annual: February 2005

Faculty / Staff The following faculty and/or staff members received awards and recognition in 2004.

Employee	Award and/or Recognition Received
Steve Dudek	Art Instructor Steve Dudek was accepted into the Watercolor USA 2004 Exhibition at the Springfield Art Museum in Springfield, Mo. The show is one of three main national watercolor shows in the United States. Dudek won a Patron Purchase Award for his work, a painting of a water lily.
Dr. Gillian Gabelmann	Dean of Learning and Instruction Dr. Gillian Gabelmann received certification as a Developmental Education Specialist from the Kellogg Institute for the Training and Certification of Developmental Educators. She was one of 43 educators selected from across the United States to participate in the Kellogg Institute and its certification process during the 2003-04 academic year.
Linda McCaffery	History Instructor Linda McCaffery was selected to serve as a history consultant for a Smoky Hills Public Television documentary about the Great Depression and the Dust Bowl. The documentary will be aired in spring 2005.
Chy Miller	Coordinator of Emergency Services Education Chy Miller was appointed to serve a four-year term on the Region III EMS Board of Directors. This appointment on the regional level of emergency services education gave him a voice in how students are tested and the process they go through for certification.
Ruth Moritz	A presentation proposal by English Instructor Ruth Moritz was selected for inclusion in the National Association for Developmental Education's 28 th Annual Conference March 10-14 in St. Louis. The title of her presentation was "Idea Images: Pictures as Triggering Devices for the Written Word."
Bill Nash	Director of Military Programs at Fort Riley Bill Nash was elected chair of the 10-state North Central Partnership for Environmental Technology Education (PETE).
Rick Peters	Art Appreciation Instructor Rick Peters' artwork in pen and ink was chosen for the cover of a book of short stories by author Troy Boucher. Boucher's recently published work is a collection of short stories titled "The Last Kansas Exit."
John Truitt	Military Training Coordinator John Truitt was elected Kansas representative for the North Central Partnership for Environmental Technology Education (PETE) Steering Committee.
Rita Williamson	Student Support Services Evening Instructional Specialist Rita Williamson won third prize in the International Amateur Open Poetry Contest sponsored by Poetry.com for her poem, "The Price of Vanilla." In addition, the poem was chosen for the Editor's Choice Award and will be published in a volume also sponsored by Poetry.com.
Randy Allen, Rick Bealer, Cheryl Berg, Mike Compton, Jamee Dannebohm, Steve Dudek, Jackie Elliott, Kathy Heidrick, Jane Howard, Barbara Jordan, Nellene Kenyon, Ron Kirmer, Evelyn Parker, Steve Pottorff, Dr. John Simmons	Barton students nominated 15 Barton instructors for inclusion in <i>Who's Who Among America's Teachers 2004, 9th Edition</i> .

Students The following Barton students received awards and recognition in 2004.

Student	Award and/or Recognition Received
Asha Friesen and Ashlea Rissmiller	Barton sophomores Asha Friesen and Ashlea Rissmiller were selected to represent Barton on the Phi Theta Kappa 2005 All-Kansas Academic Team.

Programs The following programs received recognition in 2004.

Program	Award and/or Recognition Received
Nursing Program	The Kansas Board of Nursing presented two Certificates of Excellence to Barton's Nursing Program.
Jack Kilby Science Day	The College hosted Jack Kilby Science Day attended by 171 area junior and senior high school students.

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

Athletics

The following athletic teams received awards and recognition in 2004.

Team	Award and/or Recognition Received
Men's Basketball	◆ Overall Record: 25-9; Conference Record: 10-6; Tied for 3rd in KJCCC Jayhawk Western Conference; Region VI Tournament Finalist (at Salina); JP Batista -- NJCAA All-American, 2nd Team
Women's Basketball	◆ Overall Record: 14-17; Conference Record: 4-12; 8th in KJCCC Jayhawk Western Conference
Men's Indoor Track	◆ NJCAA National Champions (at Kansas State/Manhattan); Region VI Champion (at Kansas State/Manhattan); KJCCC Western Division Champion; 25 NJCAA All-American Performances; 6 National Champion Performances
Women's Indoor Track	◆ NJCAA National Champions (at Kansas State/Manhattan); Region VI Champion (at Kansas State/Manhattan); KJCCC Western Division Champion; 36 NJCAA All-American Performances; 8 National Champion Performances; Lyles Lashley named NJCAA "Coach of the Meet"
Men's Outdoor Track	◆ NJCAA National Champions (at Levelland, Texas); Region VI Champion (at Cowley County/Arkansas City); KJCCC Western Division Champion (at Cowley County/Arkansas City); 21 NJCAA All-America Performances; 5 National Champion Performances; Lyles Lashley named NJCAA "Coach of the Meet"
Women's Outdoor Track	◆ NJCAA National Champions (at Levelland, Texas); Region VI Champion (at Cowley County/Arkansas City); KJCCC Western Division Champion (at Cowley County/Arkansas City); 32 NJCAA All-America Performances; 9 National Champion Performances; Lyles Lashley named NJCAA "Coach of the Year"; Lyles Lashley named NJCAA "Coach of the Meet"
Baseball	◆ Overall Record: 37-20; Conference Record: 20-10; Tied for 2nd in KJCCC Western Division; Ryan Phillips – 1st Team All-Region VI; Ryan Phillips – 11th round draft choice Boston Red Sox
Softball	◆ Overall Record: 25-27; Conference Record: 12-4; Tied for 1st in KJCCC Western Division; Tom Curtis – Jayhawk West Coach of the Year; Karina Ramirez – 1st Team Jayhawk West
Golf	◆ 16th in NJCAA National Tournament (at Scottsdale, Ariz.); 2nd in District III Tournament (at Garden City, Kan.); 6th in final KJCCC Conference Standings
Men's Tennis	◆ 5th in NJCAA Tournament (at Tyler, Texas); 1st in Region VI Tournament (at Wichita)
Women's Tennis	◆ 5th in NJCAA Tournament (at College Station, Texas); 2nd in Region VI Tournament (at Wichita)
Cheer Squad	◆ 4th in Junior College Division of NCA championship (at Daytona Beach, Fla.)
Dance Line	◆ 7th in Dance Division II of NCA championship (at Daytona Beach, Fla.)
Men's Cross Country	◆ Jake Raines -- All-American (2nd at NJCAA National meet)
Volleyball	◆ Overall Record – 18-9; Jayhawk West – 6-2 (2nd place)
Men's Soccer	◆ Overall Record – 9-9-1; Jayhawk Conference Record – 8-2 (Regular season champs)
Women's Soccer	◆ Overall Record – 6-11-2; Conference Record – 3-5-1; Region VI Semifinalist

Response: The College's list of accomplishments remains impressive indicating recognition and contributions to the community, the College, and the profession.

Student, Alumni, Parent, Client Satisfaction

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Student Satisfaction

In Spring 2004, the Noel-Levitz Student Satisfaction Inventory (SSI) was administered to a representative sample of 424 BCCC students enrolled in courses at that time. The breakdown in students sampled at three major instructional sites was as follow: N = 198 students at Barton County Campus, N = 225 at Ft. Riley and Outreach sites (one respondent did not respond to the survey item relative to their primary instructional site).

Responses of Barton students were compared to responses of students at 2-year colleges nationwide (National Comparison Group, N = 259,493 student records for junior colleges in the United States) and in Kansas (Kansas Comparison Group, N = 7,069 student records in Kansas) relative to Institutional Scales determined by Noel-Levitz.

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

(Average values computed from ratings on scale of 1 = "Not Satisfied at All" to 7 = "Very Satisfied.")

Institutional Scale	Barton	Kansas Comparison Group	National Comparison Group
Academic Advising / Counseling	5.39	5.25 *	5.10 ***
Academic Services	5.39	5.25 *	5.30
Admissions and Financial Aid	5.26	5.14 *	5.00 ***
Campus Climate	5.35	5.22 *	5.19 **
Campus Support Services	4.97	4.83 *	4.85 *
Concern for the Individual	5.37	5.21 **	5.13 ***
Instructional Effectiveness	5.50	5.33 **	5.31 ***
Registration Effectiveness	5.54	5.38 **	5.31 ***
Responsiveness to Diverse Populations	5.51	5.37 *	5.37 *
Safety and Security	4.98	4.90	4.81 **
Service Excellence	5.32	5.18 **	5.13 ***
Student Centeredness	5.41	5.30	5.26 **

Levels of significance for differences between average values for students in Comparison Groups versus those at Barton: * = "significant," $P < 0.05$; ** = "highly significant," $P < 0.01$; and *** = "very highly significant," $P < 0.001$.

Students at Barton averaged higher levels of satisfaction on each of the institutional scales, both in comparison to the National Comparison Group and to the Kansas Comparison Group.

Alumni Satisfaction

A formal process to inventory the satisfaction of BCCC alumni was initiated in Spring 2001 as part of the NCA Self Study process; the surveys since have become a routine part of Barton's efforts to monitor institutional effectiveness. In these surveys, both graduates from the previous calendar year ("Recent Alumni") and graduates from five years earlier ("5-Year Alumni") are surveyed to determine, among other things, their level of satisfaction with BCCC and their educational experiences at BCCC.

This Monitoring Report contains summary information from the Spring 2004 "Recent Alumni Survey." Surveys were sent to all recent alumni (associate degree graduates who received degrees in 2003), excluding those with Fort Riley addresses as legal address, because of difficulties having mail forwarded to military personnel who move. A total of 221 surveys were mailed and 49 were completed and returned yielding a response rate of 22.2%.

Alumni were asked to rate their perception of the quality of Barton, as well as that of any transfer institutions they had attended relative to the selected Institutional Characteristics (33 of the 49 respondents indicated they had transferred to a college or university following graduation from Barton). Ratings were based on a 5-point Likert scale (levels of quality ranging from 1 = "Very Poor" to 5 = "Very Good"). Average rating for Barton was higher than average rating for Transfer Institutions for 10 of the 11 characteristics, although no tests for significance of difference were conducted. The greatest differences in positive mean

Alumni Satisfaction, continued:

values (i.e., where Barton was rated higher than Transfer Institution) were for Customer Service (0.70), Academic Advisement (0.58), Availability of Financial Aid (0.53), Student Support Services (0.48), and Enrollment Process (0.47). The only institutional characteristic that had a difference with a negative mean value (Transfer Institution rated higher than Barton) was for Appearance of Campus (-0.19).

Institutional Characteristic	Average Ratings		Difference (BCCC minus Transfer Institution)
	Barton ^a	Transfer Institution(s) ^b	
Enrollment Process	4.33	3.86	0.47
Customer Service	4.31	3.61	0.70
Student Housing	4.13	4.00	0.13
Student Activities	4.21	4.19	0.02
Academic Advisement	4.10	3.52	0.58
Quality of Instruction	4.35	3.93	0.42
Classroom Facilities	4.22	4.04	0.18
Appearance of Campus	4.42	4.61	-0.19
Availability of Financial Aid	4.26	3.73	0.53
Student Support Services	4.32	3.84	0.48
Graduation Process	4.50	4.29	0.21

^a Mean sample sizes for all eleven characteristics for Barton ratings was N = 41.9.

^b Mean sample sizes for all eleven characteristics for Transfer Institution ratings was N = 23.4.

Top Reasons for Attending Barton? When asked, “*What was the primary reason why you chose to attend Barton?*”, the following top reasons were indicated.

Primary Reason	% of Responses
BCCC was close to my home	21.3%
Desired program of study was available	15.2%
Received adequate financial aid	14.6%

Single Most Influential Recruitment Factor? When asked “*What was the single most influential recruitment factor that led you to attend Barton?*”, the following top reasons were indicated.

Recruitment or Marketing Activity	% of Responses
Participated in Campus Visit of BCCC	22.8%
Received a letter from the Admissions Office	19.6%
Received other mailings from Admissions	18.5%
Received a BCCC View Book	15.2%
Spoke with a BCCC Admissions Representative	14.1%

When asked, “***How well do you feel BARTON prepared you for employment in your field of study and/or for transfer?***”, responses were as follow: “Very Well” (28.6%), “Well” (55.1%), “Fair” (14.3%), “Poorly” (2%), and “Very Poorly” (0%).

When asked, “***If you had to do it all over again, would you attend BARTON?***”, 87.8% responded “Yes,” 10.2% responded “Maybe,” and 2% responded “No.”

When asked, “***Would you recommend BARTON to anyone else who might consider attending a community college?***”, 89.8% responded “yes,” 10.2% responded “Maybe,” and 0% responded “No.”

Parent Satisfaction

As part of Barton’s on-going efforts to annually monitor Parent Satisfaction, a survey was sent to a sample of parents who had one or more children of traditional age (18-22 years) enrolled (full-time students) at the Great Bend Campus during the 2003-04 school year. Surveys were mailed to 400 addresses randomly sampled from a pool of 990 addresses available (sampling rate of 40.4%). A total of 87 surveys were returned by parents yielding a return rate of 21.8%.

The typical respondent (i.e., parent of student) was a Kansas resident (92%), 41% of whom were Barton County residents. Also, most were married (82%), female (70%), middle-aged (average age = 46.9 years), white (92%), and had an average of 2.9 children in the family, including 1.6 on average who were of college age (18-22 years). Overall, 53% of one or both parents also had attended Barton, and for the 44 respondents who reportedly resided in the BCCC Service Area, this statistic was 84%. For respondents in the BCCC Service Area who possessed one or more college degrees/certificates, 29% had earned their degree/certificate from Barton. Most respondents (95%) indicated that their child/children needed some amount of parental financial support, including 28% whose children were totally dependent on parents for financial support. Of the others, 29% were heavily dependent and 43% needed just some financial support. On average, parents of students reported visiting their children at the Barton campus 3.0 times per year (range, 0 to 15 visits annually; N=85).

Based upon the perceptions of parents as they responded to the following statements using a 5-point Likert scale (levels of agreement ranging from 1 = “Strongly Disagree” to 5 = “Strongly Agree”), parents overall showed average or higher than average levels of agreement (average of 3 = “Agree”) in their satisfaction with the College. In particular, parents were particularly impressed with the physical appearance of the campus (3.7), the economical nature of a Barton education (3.4), and the safe environment provided by the Barton campus (3.3).

Statement	Average Rating
Barton is the finest community college in Kansas.	2.1
The quality of instruction my child receives at Barton is outstanding.	3.1
The Barton campus always appears neat, clean and well kept.	3.7
I am confident that the Barton campus is a safe environment for my child.	3.3
Barton employees are always friendly, helpful and willing to serve.	3.1
Financial aid is readily available and adequate to support my child's education.	2.9
The cost of an education at Barton makes it an exceptionally good deal.	3.4

When asked, “If their child ‘had it to do all over again,’ would they hope or wish their child again would select Barton to pursue a college education?”, 66.7% of 87 respondents answered “Yes” and only 1% responded “No.” An even higher percentage of respondents (70.1%) indicated they would “recommend Barton to any other parent whose child was looking to receive a college education,” whereas no respondent indicated they would not recommend Barton to other parents.

Client Satisfaction

In 2004, Community Education offered customized training for employees of 11 clients including seven service area businesses, two businesses representing multiple states, and two associations representing professionals located throughout the state. A total of 390 participants benefited from customized training that took place in 73 classes. This includes both credit and non-credit course work. Customized training programs included:

Welding, Hydraulics/Pneumatics, Troubleshooting Electrical

- North American Salt Plant
- Great Plains Inspection
- Great Bend Packing

Computer Training

- Larned State Hospital
- Northern Natural Gas Co.
- Western Kansas District Dietetic Association

Workforce Spanish

- Kansas Association of Court Service Officers
- Rehabilitation Services at Central Kansas Medical Center

Serving Safe Food

- McDonalds of Great Bend, Liberal, Garden and Dodge City

Customized Medication Aide Certification

- Countryside Living in Ellinwood

Utility and Pipeline Training

- Northern Natural Gas Company

Repair of Equipment, Tractor Systems, Planting, Combine Electrical, Etc.

- CASE New Holland

Pension Administration Course Work

- CPI Qualified Plan Consultants

Clients continue to show high levels of satisfaction with the customized training experiences made available through Barton's Community Education Department. Clients and their employees frequently express positive comments about the trainers as well as the staff that coordinates the customized training projects.

Clients who request customized training are given the opportunity to help develop the training programs. Often, employers meet with the identified trainer to ensure that the training is customized to their needs. Client's are given the opportunity to evaluate the training as well as the student employees.

Response: Students continue to show high levels of satisfaction with their experiences at Barton, in some cases statistically higher levels as compared to the satisfaction of students at similar institutions (i.e., two-year colleges). Students also frequently express positive comments about Barton faculty and staff from the standpoint of their experiences at the College in graduation exit interviews. Moreover, both parents of current students and alumni display relatively high levels of satisfaction with Barton. Finally, students trained with customized training provided by Barton to local business and industry also continue to be highly satisfied with the training they received in the past year.

POLICY TYPE: ENDS MEASUREMENTS

POLICY TITLE: MISSION

Availability of Academic Classes Annual: February 2005

Availability of Academic Classes	Fall 2003		Fall 2004	
	# Classes	# Enrolled	# Classes	# Enrolled
Traditional Delivery				
Daytime, On-Campus	203	3,447	321	4,719
Evening, On-Campus	90	937	87	763
Outreach, 11 locations	33	201	26	177
College Classes in High School, 17 locations	58	608	60	562
Flexible Delivery				
Video Classes	0	0	0	0
ITV Courses	28	188	49	476
Independent Study/Arrg.	129	1,124	70	406
EduKan Internet	51	191	79	263
BartON/line Internet	102	1,090	185	1,577
BCCC Web	1	5	6	40
Fort Riley				
LSEC	98	1,947	132	2,297
FAST	35	243	25	263
College Programs	52	444	39	449
TROOP School	2	18	6	82
Totals	882	10,443	1,085	12,074

- Notes:**
- The above data does not include vocational courses.
 - Academic classes are offered primarily for the purpose of degree completion.
 - In addition to the undergraduate academic courses listed above, four universities provide classes on the BCCC campus for baccalaureate and masters degree completion. Those currently on campus include: Fort Hays State University, Newman University, Friends University, and Kansas State University.

Response: The above data demonstrates the breadth and accessibility of BCCC's academic curriculum both on and off campus.

POLICY TYPE: ENDS MEASUREMENTS

POLICY TITLE: ESSENTIAL SKILLS

Assessment of Student Learning

Annual: February 2005

Response: The College has continued the work outlined in the 2003-04 Annual Assessment Plan. The 2004-05 Annual Assessment Plan has been further refined and condensed. Supporting documents, including a detailed Assessment Calendar, revised Roles and Responsibilities, a 2003-04 Annual Report, and a Five-Year Strategic Plan have been created and are published on the Learning and Instruction website. The College's assessment efforts are facilitated by the following individuals/teams: two assessment coordinators, the Outcomes Assessment Committee (faculty and administrative leadership), and the Dean of Learning & Instruction. Moreover, the link between the Learning, Instruction, and Curriculum Committee and its sub-committee, the Outcomes Assessment Committee has been strengthened and clarified. The two standing committees meet biannually to report on assessment initiatives and progress.

The Higher Learning Commission of the North Central Association of Colleges and Universities (HLC-NCA) required the submission of a Monitoring Report on Barton's assessment effort. The Monitoring Report was submitted prior to its December 15, 2004 deadline. To date, HLC-NCA has not responded to the Report.

In partial fulfillment of the goals outlined in the 2004-05 Assessment Plan, we submit the following accomplishments as evidence of our progress:

1. Class Level: Faculty members (full-time as well as associate faculty) continue to use Classroom Assessment Techniques (CATs) to ensure that what they are teaching is what the students are learning, and curricular changes are being recommended and implemented as a result of the respective assessment activities.

As the following table illustrates, Barton faculty have increased their use of CATs.

PERCENTAGE OF FACULTY PARTICIPATION – CLASS LEVEL ASSESSMENT

	Barton Campus			Fort Riley	
	Full-Time	Part-time	Comm. Ed.	Full-time	Part-time
2002-03	81.13%	20.6%*	42%	0%	0%
2003-04	94.02%	28.30%	69%	60%*	20%*

- 2.

Course Level: During the 2003-04 academic year, nineteen courses were identified for the Course Assessment Project. Course faculty were selected to facilitate meetings with their course faculty and to assist faculty in gaining consensus on the course description and outcomes. After reaching consensus, faculty could begin the work of creating a common assessment instrument. During the 2004-05 academic year, faculty will review their syllabi, working to reach consensus on the course competencies. They will continue the work of designing/revising their assessment instruments, administering their chosen assessments, and evaluating the results so that improvements can be made where needed in curriculum and instruction. In addition to the nineteen courses already participating, American History, Microcomputer Applications, Principles of Biology, and Trigonometry have been added for 2004-05. The following chart shows each Course Assessment Project's progress:

COURSE ASSESSMENT PROJECT PROGRESS- COURSE LEVEL ASSESSMENT

Fall 2003 Courses	Assessment Instrument	Project Status
College Algebra	Common Final	2, 3, 7, 10, 12
English Composition II	Pre/post test	2, 6, 7
General Psychology	Pre/post test	2, 7, 9, 12
Introduction to Philosophy	Pre/post test	2, 3, 8, 9
Introduction to Sociology	Pre/post test	2, 7, 10, 11
Microcomputer Repair/Upgrade	Pre/post test	2, 8, 9
Spreadsheet Applications	Pre/post test	2, 3, 8, 10, 12
Website Construction	Common Final & Project	2, 5
Western Civilization to 1500	Essay	2, 5, 9
Word Processing	Pre/post test	2, 8, 10, 11
Spring 2004 Courses	Assessment Instrument	Project Status
Business Law	Pre/post test	2, 8, 9
English Composition I	Essay	1
General Accounting	Pre/post test	2, 5, 6, 10, 12
Income Tax Preparations	Pre/post test	2, 3, 6
Introduction to Music	Pre/post test	2, 7, 9
Medical Terminology	Common Final	2, 3, 5
Physical Science	Embedded questions on final	2, 3, 6, 7
Public Speaking	Speech	2, 3, 6, 7
World & Regional Geography	Pre/post test	2, 3, 7, 9, 11

Project Status Legend:

- | | |
|--|---|
| 1 = Faculty in preliminary conversations | 7 = Instrument partially implemented |
| 2 = Course Description/Outcomes aligned | 8 = Instrument fully implemented (all venues, including online) |
| 3 = Course Competencies aligned | 9 = Data being analyzed |
| 4 = Instrument in development | 10 = Data analysis complete |
| 5 = Instrument developed and piloted | 11 = Faculty deciding on improvements |
| 6 = Instrument being revised | 12 = Curricular/Instructional improvements being implemented |

Barton faculty continue to work toward alignment of their course descriptions, outcomes, and competencies. Once they have accomplished that task, faculty involved in the Course Assessment Project will revise and/or implement their instruments, evaluate the results, and discuss changes that will improve student learning.

3. Department/Program Level: Program-level assessment occurs primarily in vocational-technical programs and involves all students enrolled in vocational programs and classes, including high school students. As outlined in the table below, the Career and Technical Education (CTE) Division has set up its assessment plan on a semester by semester cycle:

CTE ASSESSMENT PLAN CYCLES

Vocational Students-Semester	Name/Type of Assessment
High School-Fall	Wonderlic (Basic Skills: Verbal & Quantitative)
High School-Spring	WorkKeys (Reading & Math)
Freshman Year: Fall	WorkKeys-department dependant (Pre)
Freshman Year: Spring	General Education Assessment Tool
Sophomore Year: Fall	Departmental Assessment
Sophomore Year: Spring	WorkKeys-department dependent (Post)

Department-specific assessments taken by sophomore vocational students include topics related to their career path, such as ethics, writing, math, social studies and critical thinking. Vocational students enrolled in Agriculture, Automotive, Business, Child Care, Computer Science, Criminal Justice, Graphic Design, Office Technology, and Technical Accounting programs are assessed using these department-specific instruments.

Career and Technical Education faculty have set benchmarks (standards) for student performance on the assessments. Students who fail to meet the benchmark undergo remediation, such as math tutoring, in their area(s) of weakness.

The Nursing and MLT programs continue to use national certification exams to assess their students' learning. The MLT program changed from administering WorkKeys to administering a certification standard simulation test.

During the 2004-05 academic year, CTE faculty will Review Program/Department Assessment Plans and revise as needed.

4. Degree Level: Because Barton faculty continue to struggle somewhat with the idea of degree-level assessment, and to help clarify degree-level assessment planning, the Outcomes Assessment Committee commissioned a subteam to revisit degree-level assessment and gather more faculty input. This subteam is actively working on developing options for degree-level assessment to present to faculty.
5. Institutional Level: The fifth level of assessment involves assessment of the institution as a whole. This is being achieved in a variety of ways using national surveys and in-house data gathering.
- Levels of Implementation – this is an annual survey completed by employees of the College. Its purpose is to measure the climate of assessment at the College.

- Community College Survey of Student Engagement (CCSSE) was administered to a sample of students at the Barton County Campus, the Fort Riley Campus and some Outreach Sites.
- Noel-Levitz Student Satisfaction Inventory (SSI) data have been collected for several years including spring 2004. Longitudinal data from 1998 to 2002 are found in Appendix 14. In spring 2003, CCSSE data were collected. SSI and the CCSSE surveys are administered in alternate years.
- The institution collects data for a variety of internal monitoring reports on an annual basis. Data from these reports have been shared with the Board of Trustees, but little effort has been made to share the information with other constituents of the College. Board of Trustees' monitoring reports contain many elements that will be part of both degree and institutional assessment, including the results of surveys, placement data, student success, etc. In 2004-05 these reports will be reviewed by the OAC.

6. Outcomes Assessment Committee Activities: The OAC spent the better part of the spring and fall 2004 semesters preparing the HLC-NCA Monitoring report which was due in December 2004. In addition, the committee has accomplished the following:

- In summer 2004, an assessment web page was created as part of the Barton web-pages www.bartonccc.edu/learningandinstruction/assessment.htm
- Joint all-faculty meetings of Fort Riley and Barton County full-time and associate faculty were held during the fall 2004 and spring 2005 semesters. Faculty members met in discipline-specific groups as well as in larger forums to discuss assessment and related topics
- Spring Assessment Day was held in the Career and Technical Division on March 30, 2004, and fall Assessment Day was held on September 20, 2004
- CCSSE results were received and presented to the Board. These results are part of our institutional assessment and were discussed by faculty at the all faculty meeting in September 2004 and February 2005
- The Strategic Plan sub-committee created a 5-year Strategic Plan
- The OAC drafted an Assessment Calendar
- The Dean of Learning and Instruction published the 2003-04 Annual Assessment Report
- The College President affirmed that courses taught in multiple venues or by multiple instructors are to have common course descriptions, course outcomes, and course competencies
- The Outcomes Assessment Committee's relationship with its parent committee, the Learning, Instruction, and Curriculum Committee was clarified and strengthened with supporting documents and joint meetings
- The Coordinator of Instructional Research has been assigned to serve on the Outcomes Assessment committee; this assignment will expedite numerous assessment research projects