

Monitoring Reports October 2005

POLICY TYPE: ENDS

POLICY TITLE: BARTON EXPERIENCE
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Availability of Instructional Programs

Annual: October 2005

<i>Availability of Instructional Programs</i>	2000-01	2001-02	2002-03	2003-04	2004-05
Total Number of Technical Programs Available	17	17	16	17	17
Total Number of Students Enrolled in Programs	590	581	489	537	508

Notes: - One year equals July 1 through June 30.

- Number of students enrolled in programs represents the total unduplicated number of students enrolled in the available programs.

- Figures are obtained from Vocational Education Report generated from the Associate Dean of Technical Education Office.

Response: The data appears to indicate a slight decrease (1.06%) in technical program enrollment.

Fiscal Report – Community Education

Annual: October 2005

	2003-04	2004-05
REVENUE		
Gross Income	\$1,366,067.01	\$1,404,115.11
Silver Cougar Club		3,630.31
EXPENDITURES		
Gross Direct Expenses	504,844.70	541,118.74
OPERATING REVENUE	861,222.31	866,626.68
ADDITIONAL EXPENSES		
Staff Salaries	336,152.75	342,640.12
Staff Benefits	73,326.61	75,380.83
Administrative Expenses	16,056.85	18,496.65
ABLE Facility Costs	768.90	804.91
NET INCOME	\$434,917.20	\$429,304.17

Budget Comments:

- Kansas Department on Aging Grant Award for Adult Health Care Classes
- Improved Response to Adult Health Care Coursework (CNA/CMA) – Minimal Cancellations & Frequent Double Clinicals
- Increased Enrollment in College Advantage Program at Hays High School
- Increased Enrollment in BASICS Program at Ellsworth Correctional Facility
- Increased Membership in Silver Cougar Club – Separate Fund for Club. Revenue Reported is Net Revenue.
- Steady Decline in Outreach Programs
- Continued Decline in Continuing Nursing Education Enrollment

Prepared by Elaine Simmons, Associate Dean of Community Education 10/4/05

Student Persistence to Completion of Stated Goal / Length of Time to Complete Degree

Annual: October 2005

Information on completion rates (persistence to completion of stated goals) used for this report was obtained from IPEDS Graduation Rate Survey data for Barton and a set of Barton peer community colleges (data from IPEDS spring 2005 submissions to report on graduation rates for the fall 2001 cohort of first-time, full-time, degree/certificate-seeking students). Also, statistics on length of time to complete degree were obtained from statistics compiled for Barton graduates during 2004-05 in a report generated annually by the Office of Institutional Research & Records following spring graduation.

IPEDS Graduation Rate Survey (GRS) Data:

Like other institutions of higher education, Barton is required to report graduation rates to the federal government as part of the Integrated Post-secondary Educational Data System (IPEDS) in one of several reports entitled the Graduation Rate Survey (GRS). Graduation rates are calculated as the percentage of students in a fall, first-time, full-time, degree/certificate-seeking cohort that graduates within 150% of the time required for the degree (i.e., a three-year graduation rate for community college students seeking the two-year associate degree). A comparison of Barton graduation rates with the average graduation rates reported by peer institutions was used to assess Barton's success in student persistence to complete the associate degree. For this comparison, Barton peer institutions were identified as Butler County, Dodge City, Garden City, Hutchinson, and Pratt Community Colleges. Using the most recent GRS data available from the IPEDS Peer Analysis System (i.e., spring 2005 GRS Survey results reporting on graduation rates for the cohort of first-time, full-time, degree/certificate-seeking students that entered in fall 2001), Barton's graduation rate was 40.7%, while the average graduation rate for Barton's five peers was 31.0%. Moreover, among the six institutions included in this analysis, Barton had the highest graduation rate (range of the six graduation rates was 28.3% to 40.7%). Thus, Barton continues to graduate students at relatively high rates as compared to other community colleges.

Length of Time to Degree

The Barton Office of Institutional Research & Records continues to summarize statistics for graduates in July of each year for those students who completed associate degree graduation requirements during the preceding 12-month period (July 1 – June 30). Statistics are summarized for both the Barton County Campus and the Fort Riley Campus graduates, as well as for all graduates at both locations, collectively.

Summary statistics for 2004-05 graduates were as follow:

Years to Complete Degree, 2004-05	# Graduates	Average	Median	Range
Barton County Campus	236	5.0 years	2.8 years	0.6 years – 35.8 years
Fort Riley Campus	240	3.9 years	2.8 years	0.5 years – 15.8 years
Overall	476	4.5 years	2.8 years	0.5 years – 35.8 years

Because the “years to complete degree” data were skewed, the median value provided the best measure of central tendency for “length of time to degree.” Using median values, the average student to graduate from Barton in 2004-05 required almost three years (2.8 years, overall) to accomplish that goal.

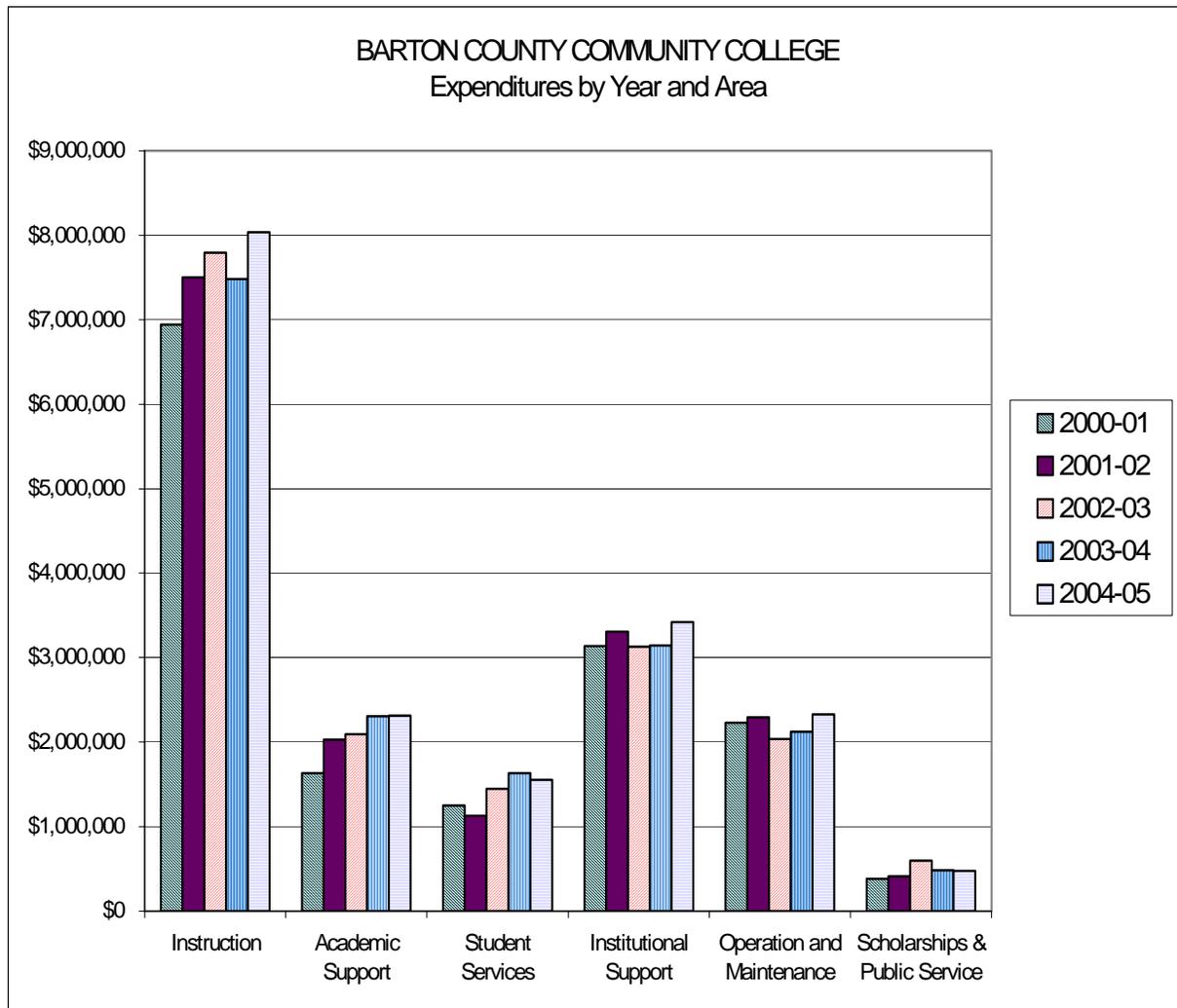
Response: Using both of these measures (IPEDS Graduation Rate Surveys and Barton statistics on recent graduates), Barton students are relatively successful with attainment of their educational goals.

Sustained Financial Commitment to Instruction

Annual: October 2005

BARTON COUNTY COMMUNITY COLLEGE CASH BUDGET OPERATIONS

	2004-05	2003-04	2002-03	2001-02	Adjusted 2000-01
Instruction	\$8,035,836	\$7,481,645	\$7,795,025	\$7,500,444	\$6,938,838
Academic Support	2,312,582	2,310,091	2,094,287	2,033,176	1,635,390
Student Services	1,556,379	1,635,488	1,447,409	1,130,699	1,247,621
Institutional Support	3,419,899	3,147,431	3,131,052	3,306,550	3,137,898
Operation and Maintenance	2,330,706	2,125,266	2,039,658	2,290,702	2,225,730
Scholarships & Public Service	472,472	480,503	598,466	411,363	380,714
	\$18,127,874	\$17,180,424	\$17,105,897	\$16,672,934	\$15,566,191



POLICY TYPE: ENDS

POLICY TITLE: ESSENTIAL SKILLS

Student Performance on Nationally "Normed" Exams

Annual: October 2005

<i>Nationally "Normed" Exam</i>		2000-01	2001-02	2002-03	2003-04	2004-05
ACT - Composite	BCCC Average	19.1	19.1	18.8	19.1	19.8
	State Average	21.6	21.6	21.5	21.6	21.7
	National Average	21	20.8	20.8	20.9	20.9

Notes: -The ACT assessment is not required for admission to BCCC. The composite score is based upon the student's performance in four testing areas: Math, English, Social Studies, and Science.
 -One year equals July 1 through June 30.
 -Figures are obtained from reports generated by ACT.

<i>Nationally "Normed" Exam</i>			2000-01	2001-02	2002-03	2003-04	2004-05
ASSET*	English Skills	Fall	40.5	41.56	39.54	42.09	42.09
		Spring	40.97	40.66	40.78	43.17	42.68
	Reading Skills	Fall	40.47	40.66	40.41	39.7	40.47
		Spring	40.72	40.33	42.31	39	42.44
	Numerical Skills	Fall	37.35	37.46	37.08	38.44	37.67
		Spring	38.28	36.94	38.27	38.63	38.38
	Elementary Algebra	Fall	32.48	31.54	32.88	38.7	39.16
		Spring	33.84	31.47	31.7	40.27	37.64
	Intermediate Algebra	Fall	41.59	41.4	30.24	42.65	42.35
		Spring	41.46	43.13	31.75	42.49	41.88
	College Algebra	Fall	38.43	38	29.17	35.25	37.33
		Spring	39	34.5	0	33.33	36.5
	Geometry	Fall	0	0.43	0	0	0
		Spring	0	0	0	0	0

*See ASSET Chart

Note: Asset assessment is used for entry placement of all full-time students and those part-time students enrolling in English and Math courses.

<i>Nationally "Normed" Exam</i>			2003-04	2004-05
Accuplacer*	Sentence Skills	Fall	75.44	75.65
		Spring	76.94	76.97
	Reading Comprehension	Fall	70.67	67
		Spring	70.45	70.74
	Arithmetic	Fall	49.22	44.96
		Spring	45.13	45.63
	College Level Math	Fall	30.51	27.75
		Spring	30.14	29.79

* See Testing Chart

Note: Accuplacer assessment is used for entry placement of full-time students and those part-time students enrolling in English and math courses. This is the second year that Accuplacer has been extensively used to assess students.

Student Performance on Nationally “Normed” Exams, Continued

Writing Skills				
Course Recommendations by Faculty	ACT English Scores	Accuplacer Sentence Skills Scores	ASSET Writing Skills Scores	COMPASS Writing Skills Scores
ENGL 1190 Basic English	1-10	1-39	23-29	1-22
ENGL 1194 Intermediate English	11-16	40-68	30-39	22-64
ENGL 1204 English Composition I (Prerequisite: READ 1109 Intermediate Reading with a grade of C or better or ACT reading score of at least 18 or Accuplacer reading score of at least 69 or ASSET reading skills score of at least 40 or COMPASS reading skills score of at least 75)	17-36	69-120	40-54	65-100

Reading Skills				
Course Recommendations by Faculty	ACT Reading Scores	Accuplacer Reading Skills Scores	ASSET Reading Skills Scores	COMPASS Reading Skills Scores
READ 1108 Basic Reading	1-13	1-53	23-34	1-58
READ 1109 Intermediate Reading	14-17	54-68	35-39	58-74
Adequate Reading Skills	18-36	69-120	40-54	75-100

Math Skills				
Course Recommendations by Faculty	ACT Math Scores	Accuplacer Math Scores	ASSET Math Skills Scores	COMPASS Math Skills Scores
		Arithmetic	Numerical Skills	Pre-Algebra
MATH 1809 Basic Applied Mathematics	1-16	1-69	23-39	1-38
MATH 1806 Technical Mathematics MATH 1819 Business Mathematics MATH 1821 Basic Algebra	17-20	70-120	40-55	39-100 or Algebra 1-40
		College Level Math Skills	Elementary Algebra	Algebra
<u>Use Numerical Skills ASSET Scores</u>			23-38	
MATH 1824 Intermediate Algebra	21-22	1-44	39-55	41-64
			Intermediate Algebra	
<u>Use Elementary Algebra ASSET Scores</u>			23-38	
MATH 1828 College Algebra	23-25	45-85	39-55	65-100 or College Algebra 1-45
			College Algebra	College Algebra
<u>Use Intermediate Algebra ASSET Scores</u>			23-37	
MATH 1829 Elements of Statistics MATH 1830 Trigonometry MATH 1831 Business Calculus MATH 1832 Analytic Geometry - Calculus I (Prerequisite: MATH 1830 Trigonometry with a grade of C or better or high school equivalent)	26-36	86-120	38-55	46-100

Notes: - Kevin Haxton, Testing Coordinator, will evaluate SAT scores for placement on an individual basis.
 An Accuplacer Elementary Algebra assessment will recommend an Arithmetic or College Level Math assessment.
 - Accuplacer and COMPASS scores in BANNER will be shown as a 3-digit number, i.e., a writing score of 40 will display as 040.

Student Performance on Nationally "Normed" Exams, Continued

Nationally "Normed" Exam			
MLT	Exam Period	Program Mean	National Mean*
	Oct-Dec 04	452	491 (466)
	Jul-Sept 04	565	501 (491)
	Apr-Jun 04	435	513 (484)
	Jan-Mar 04	493	481 (458)
	Oct-Dec 03	462	463 (442)
	Jul-Sept 03	498	498 (486)
	Apr-Jun 03	482	484 (461)
	Jan-Mar 03	544	479 (440)
	Oct-Dec 02	544	458 (439)
	Jul-Sep 02	615	507 (494)
	Apr-Jun 02*	NA	NA
	Jan-Mar 02	551	463 (432)
	Oct-Dec 01	419	462(437)
	Jul-Sep 01	414	479(463)
Apr-Jun 01	NA	NA	
Jan-Mar 01	NA	NA	

*National Mean of first-time examinees (National Mean of all examinees)

Nationally "Normed" Exam			
Nurse Entrance Exam	Exam Period	Program Mean	National Mean
	Fall 2005	68	64
	Fall 2004	70.7	64
	Fall 2003	70.3	64
	Fall 2002	69.9	64
	Fall 2001	63.4	64
	Fall 2000	68	64

Note: -Scores are composite from Nurse Entrance Exam.

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 #3

Permit financial conditions which risk fiscal jeopardy, compromise Board ENDS priorities, or fail to show a generally acceptable level of foresight.

Response: The current budget and controls are designed to prevent these concerns. However, our funding is volatile, since so much of it depends on our Fort Riley programs. I do believe it is important for the College to better allocate its costs and plan its expenditures. Currently, we rely extensively on Fort Riley for core operating funds. Instead, we should wean ourselves from reliance on the volatile revenue stream and utilize it for one-time expenditures, particularly those that enhance future revenue. As we begin to plan the FY07 budget, I will try to move in that direction.

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.

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.

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 without prudent protection against conflict of interest or over \$50,000 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. Preference shall be given to local vendors who can provide like quality products and services, and who meet bid specifications within 5%.

Response: To my knowledge, Barton is in compliance with this policy.

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 projected cash revenue for 2005-2006 is just over 20% of the annual budget.

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, "Financial Reports" are presented for the Board's review. 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.

POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE: COMMUNICATION & COUNSEL TO THE BOARD

The President shall keep the Board adequately informed.

Accordingly, the President shall not:

Communication & Counsel Constraint #1

Fail to make the Board aware of relevant trends, anticipated adverse media coverage, actual or anticipated legal actions or material external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established.

Response: All anticipated legal actions, adverse media coverage, relevant trends, material internal or external changes are shared with the Board. There is a “reasonable” judgment as to what is important to the Board, so there will be times when too much or not enough information is received. I would appreciate the Board’s guidance when this occurs. The key principle is that there be no “surprises” to either party.

Communication & Counsel Constraint #2

Fail to advise the Board if, in the President’s opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Relationship, particularly in the case of Board behavior, which is detrimental to the working relationship between the Board and the President.

Response: We are all going through a learning process with regard to Board Policies. I have, on occasion, reminded Trustees of what I feel are inadvertent slips in policy compliance and I expect the Board will advise me when I do so as well.

Communication & Counsel Constraint #4

Fail to report in a timely manner an actual or anticipated non-compliance with any Board policy.

Response: To my knowledge, there have been no non-compliance issues that need to be reported.