

Meeting of the Board of Trustees  
Barton County Community College

**October 25, 2005**

4:00 p.m. – Room U-219 (upper level of Student Union)

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE**

The Chairman will call the meeting to order

2. **INTRODUCTION OF GUESTS AND NEW EMPLOYEES**

The President will provide introductions

3. **PUBLIC COMMENT**

The Chairman will invite public comments

4. **MONITORING REPORTS**

The President will address organizational performance against Board policy on ENDS and EXECUTIVE LIMITATIONS. The ENDS monitoring reports have traditionally been presented to the Board in partial fulfillment of the Board's governance policy. As we move toward monitoring our ENDS in terms of what benefit; for what people; at what cost, these reports will be modified to answer those three questions. I am pleased that the President's Staff recently spent a full day reviewing the ENDS and discussed measures that directly apply. We are in the next stage of refining those measures and should have them to the Board in the near future.

5. **ENDS DISCUSSION**

The Board will review College ENDS in terms of:

- (a) what good or benefit will we provide,
- (b) for what people,
- (c) at what cost?

6. **CONSENT AGENDA**

Routine items are presented for action in one motion. Any Trustee may remove an item from the consent agenda for individual discussion and action.

**Recommendation:** It is recommended that the Board approve the Consent Agenda as presented:

- Minutes of the regular meeting of the Board of Trustees, held on September 20, 2005
- Personnel (note: there were no personnel items to be included this month)
- Financial Report
- Employee Health Insurance

7. **ACTION ITEMS**  
Selection of Presidential Search Committee

8. **INFORMATION**

**KACCT/KBOR REPORT**

Mike Johnson and Dr. Maier will update the Board concerning Kansas Association of Community College Trustees and Kansas Board of Regents activities.

**Please note:** The Kansas Association of Community College Trustees (KACCT) and Council of Presidents (COP) will hold their December meetings on December 4-5 at Fort Scott Community College. If you wish to attend, please contact Marilyn at 792-9302 so she may make your travel and motel arrangements.

**NOVEMBER BOARD MEETINGS/ACTIVITIES**

**Wed., Nov. 2**      **Board Study Session – 12:00 noon, room U-219**  
(upper level of Student Union)

**Tuesday, Nov. 16** **Regular Board Meeting – 4:00 p.m., room U-219**  
(upper  
level of Student Union)

***Please Note: The College will be closed November 23 through  
November 27 for Thanksgiving break.***

9. **EXECUTIVE SESSION**  
An executive session may be required.

**Recommendation:** It is recommended that the Board recess to executive session, should it be deemed necessary, in compliance with the Kansas Open Meetings Act.

10. **NOTICES AND COMMUNICATIONS**
- “Good Words About Barton” Memo from Steve Tustin:

**From:** Tustin, Steve  
**Sent:** Wednesday, October 05, 2005 9:19 AM  
**To:** Gabelmann, Gillian  
**Subject:** Good words about Barton

Dr. Gabelmann,  
I attended the K-State Alumni/Student dinner last night, and you'll be pleased to know that the K-State reps only had good things to say about Barton. Jennifer Pfortmiller talked up the continuing ed program, and then Dr. Pat Bosco (Associate Vice President for Institutional Advancement and Dean of Student Life) touted KSU's strong relationship w/ Barton, talked up Barton in general, and even encouraged the students to come here. He also talked about the Ft. Riley Partnership. I don't know if you've ever heard Dr. Bosco speak, or spoken too him, but he's a very enthusiastic speaker. I was impressed that they would make that strong of a pitch.

Just thought you would like to hear about that.

11. **ADJOURNMENT**  
At the conclusion of the meeting, the Board will adjourn.

# Monitoring Reports October 2005

## *POLICY TYPE: ENDS*

<b>POLICY TITLE: BARTON EXPERIENCE</b>
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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
<b>REVENUE</b>		
Gross Income	\$1,366,067.01	\$1,404,115.11
Silver Cougar Club		3,630.31
<b>EXPENDITURES</b>		
Gross Direct Expenses	504,844.70	541,118.74
<b>OPERATING REVENUE</b>	861,222.31	866,626.68
<b>ADDITIONAL EXPENSES</b>		
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
<b>NET INCOME</b>	<b>\$434,917.20</b>	<b>\$429,304.17</b>

**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
<b>Overall</b>	<b>476</b>	<b>4.5 years</b>	<b>2.8 years</b>	<b>0.5 years – 35.8 years</b>

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.

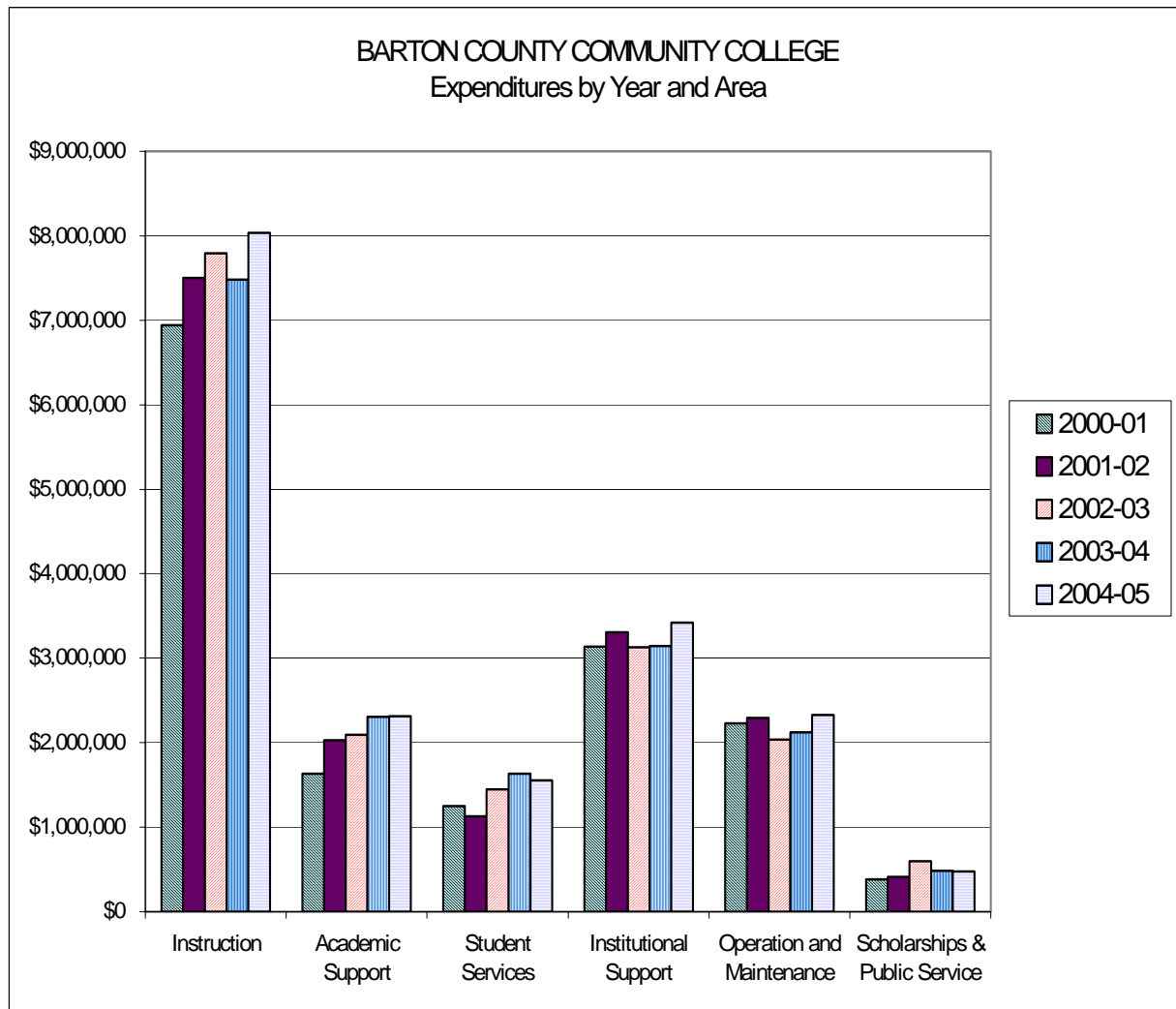
**Response:** Using both of these measures (IPEDS Graduation Rate Surveys and Barton statistics on recent graduates), Barton students are relatively successful with attainment of their educational goals.

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



*POLICY TYPE: ENDS*

<b>POLICY TITLE: ESSENTIAL SKILLS</b>
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**Student Performance on Nationally "Normed" Exams**

Annual: October 2005

<b>Nationally "Normed" Exam</b>		2000-01	2001-02	2002-03	2003-04	2004-05
<b>ACT - Composite</b>	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.

<b>Nationally "Normed" Exam</b>			2000-01	2001-02	2002-03	2003-04	2004-05
<b>ASSET*</b>	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.

<b>Nationally "Normed" Exam</b>			2003-04	2004-05
<b>Accuplacer*</b>	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

<b>Writing Skills</b>				
<b>Course Recommendations by Faculty</b>	<b>ACT English Scores</b>	<b>Accuplacer Sentence Skills Scores</b>	<b>ASSET Writing Skills Scores</b>	<b>COMPASS Writing Skills Scores</b>
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

<b>Reading Skills</b>				
<b>Course Recommendations by Faculty</b>	<b>ACT Reading Scores</b>	<b>Accuplacer Reading Skills Scores</b>	<b>ASSET Reading Skills Scores</b>	<b>COMPASS Reading Skills Scores</b>
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

<b>Math Skills</b>				
<b>Course Recommendations by Faculty</b>	<b>ACT Math Scores</b>	<b>Accuplacer Math Scores</b>	<b>ASSET Math Skills Scores</b>	<b>COMPASS Math Skills Scores</b>
		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

<b>Nationally "Normed" Exam</b>			
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)

<b>Nationally "Normed" Exam</b>			
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.

## **ENDS DISCUSSION**

It is important that when the Board reviews the ENDS that it considers exactly what it wants to achieve, in a clear and measurable statement. That will allow the President to structure effective College activities and services, and the appropriate monitoring reports.

At the October 5 Board study session, a suggested change to a current ENDS statement was provided. That suggestion reflects the need to have ENDS that the Board clearly understands and reflect what it is the Board expects the College to achieve. As you review the ENDS (what it is you expect the College to achieve... what good, for what people, at what cost, consider the clarity and specificity of the statement to truly reflect your intentions. The attached articles from John Carver's "Board Leadership" quarterly publication dated Mar. – Apr. 2001 may help you.

### **POLICY TITLE: PERSONAL ENRICHMENT**

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As the staff considered metrics to describe and measure our success in achieving the ENDS, we struggled with this one. As a result, we developed a different and, we believe, more comprehensive statement, for your consideration:

**Current:** Recipients pursuing individual interests will be personally enriched.

**Suggested:** Stakeholders will experience personal enrichment and growth through involvement with Barton.

**Rationale:** We had some difficulty with the apparent limitation by the use of the words "recipient, individual interests, and personally enriched." We thought we should broaden the concept to include everyone with a relationship to Barton and not just those choosing to use the College. Likewise, we suggest the concept be broadened to personal growth as well as enrichment. Finally, I think there is a little more responsibility placed back on the College for this growth and enrichment than on the individual who is pursuing his/her own interests.

### **POLICY TITLE: ESSENTIAL SKILLS**

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

## **POLICY TITLE: WORK PREPAREDNESS**

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Students will be prepared for success in the workplace.

1. Students will have the skills and knowledge required for successful entry into the workplace.
2. Students will have the work ethics, discipline, and collaborative skills necessary to be successful in the workplace.
3. Students will have the skills and knowledge necessary to maintain, advance, or change their employment or occupation.

## **POLICY TITLE: ACADEMIC ADVANCEMENT**

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Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.

1. Students will have the academic prerequisites sufficient for successful transfer.
2. Students will have appropriate knowledge of transfer requirements.

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

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Students will "relish" their "Barton Experience."

1. In exit surveys and other feedback report mechanisms, students will speak highly and positively of their experiences at Barton.
2. Students will cite individual, personal, caring attention from faculty and staff as a significant factor in how they perceive their experience at Barton.



# BOARD LEADERSHIP

POLICY GOVERNANCE IN ACTION

*John Carver*  
Executive Editor

NUMBER 54, MAR.-APR. 2001

*"We've got the report—now what are we supposed to do with it?"*

## Meaningful Monitoring: The Board's View

by Jannice Moore

*In the last issue of Board Leadership, governance consultant Jannice Moore described how CEOs can create useful reports that would provide evidence of compliance with board policies. In this issue, she looks at monitoring from the board's perspective.*

ONE OF THE THREE vital contributions that a governing board using Policy Governance makes to an organization is assuring CEO performance by monitoring compliance with both ends and executive limitations policies. Most boards choose to monitor a majority of policies using the "internal monitoring report"—a written report from the CEO that provides evidence of policy compliance. How can boards use these reports effectively? In this article, I address a number of questions designed to help boards get the most out of monitoring reports.

### ALSO IN THIS ISSUE

**POLICY REVIEW**..... 4  
What a Well-Worded Ends  
Policy Looks Like

**A "REASONABLE INTERPRETATION  
OF ENDS": WHAT EXACTLY  
DOES IT MEAN?** ..... 6

### How Often Should We Monitor?

There is no magic answer to this question. The frequency with which a board monitors CEO performance will vary, depending on a number of factors.

How often does the board need to see evidence that unacceptable situations have not occurred? One of the reasons for monitoring compliance with executive limitations policies is to demonstrate that "due diligence" has been shown by the board with respect to its fiduciary responsibilities. The nature of your organization, the degree of material risk associated with specific policies, and the board's level of confidence in the CEO all play a part in determining frequency. For example, if you have a new CEO who has not yet established a track record with your board, you may wish to monitor more frequently than if your CEO has been with you for a number of years.

How often will the information generated in a monitoring report be likely to change? Suppose you have requested

*(continued on page 2)*

### ON A PERSONAL NOTE

#### POLICY GOVERNANCE GOES TO COLLEGE

DESPITE MY DOCTORAL graduate work, the inception and development of the Policy Governance model has occurred completely, as the academics would say it, "in the field." I have in the distant past held adjunct and visiting faculty positions at Tulane University's School of Public Health, the University of Tennessee Space Institute, the University of Texas School of Public Health, and the University of Minnesota's health care administration, but except for the last one, those affiliations had little to do with governance.

Consequently, my career in governance theory and consulting to this point has been, by conscious intent, outside the academic environment and largely outside any academic influence. Although I value research quite highly, my creation of the Policy Governance model was not based on research. It could not have been. Research is good at testing what is but it is less useful for creating what isn't. The Policy Governance model was a leap of insight, a philosophical

*(continued on page 5)*

# Monitoring

(continued from front page)

a monitoring report "monthly." After the first few reports, you notice that the same information is being repeated month after month. You might question whether the nature of the policy is such that information would not be expected to change more than once or twice a year. Perhaps you are monitoring too frequently. Particularly with ends monitoring, requesting reports too frequently may be counterproductive. Ends in many organizations may be of a long-term nature—it may not be possible to demonstrate evidence of achievement in one month or one quarter. It may reasonably take a year or more before progress can be shown. Requiring reports too frequently means that the CEO must use valuable time to produce reports that cannot be expected to show significant achievement.

From a logistical perspective, it is a good idea to create a staggered approach to monitoring. One idea is to monitor some policies at each board meeting, rather than lumping them all together at one time. This has two advantages—it does not overload any one meeting with too much emphasis on monitoring (besides, monitoring should take *very minimal* meeting time). It also evens out the workload for the CEO and staff delegated by the CEO to produce the monitoring reports.

## "But We Just Want Information..."

Boards often have a difficult time letting go of old habits, particularly the habit of receiving voluminous "activity reports" from staff. Sometimes they will say, "We just want that information so that we know what is going on." The danger here is that this information might inappropriately influence the board members' views of the CEO's performance, even if they don't officially include it in the formal evaluation. While it is true that a board has the right to receive any information it requests, it does *not* have the right to use just any information to *monitor*. Beware the trap of asking for

## CARVER POLICY GOVERNANCE® SEMINARS 2001

**Introductory Training in Policy Governance**—Sept. 21–22. No prior knowledge of the Policy Governance model required. Conducted by John and Miriam Carver.

**Management Implications of the Policy Governance Model**—Apr. 23–24 and Oct. 22–23. For CEOs, other executives, and consultants. Prior knowledge of Policy Governance model recommended but not required. Conducted by John Carver.

**Ends Policy Development**—Sept. 23–24. Special workshop for boards and CEOs using the Policy Governance model. Participants will submit examples of ends policies. Conducted by John and Miriam Carver.

All trainings are in Atlanta. Please contact Ivan Benson by phone 404-728-9444, fax 404-728-0060, or e-mail polgov@aol.com, or write to Carver Governance Design, Inc., P.O. Box 13007, Atlanta, GA 30324-0007.

"nice to know" information and then trying to use it to monitor the CEO's performance. Monitoring must be strictly based on evidence related to the specific criteria in the board's ends and executive limitations policies. Using extraneous information to monitor anything that was not previously stated in board policy is unfair to the CEO. Keep in mind as well that complying with board requests for "information" that is not for monitoring or decision making consumes a significant amount of staff time that could be put to better use actually achieving the ends instead of writing reports for the board that have no specific governance purpose.

## Starting from Here

The story is told of a visitor to Ireland asking a local, "How do I get to Tipperary?" The response was, "Well,

if I were going, I wouldn't start from here!" The reality of initial ends monitoring, however, is that one has to start from "here"—wherever the organization is at the moment. Preparing the very first monitoring report for an ends policy is challenging for the CEO. Because a focus on ends will be new to the organization, it is entirely possible that no data will initially exist or that data have not been collected in a form usable to produce an ends monitoring report. The board should establish realistic time frames for initial baseline monitoring reports on ends and should expect that data for the first report may not be perfect. (John Carver has often said that a crude measure of the right thing is better than a precise measure of the wrong thing.) The first report will, however, provide a starting point, from which future progress can be measured. Allow the CEO a reasonable time frame in which to collect initial information, but don't be prepared to wait forever. "We haven't got around to it yet" can become an easy refrain for busy CEOs to sing.

## "But We Don't Know How to Measure It!"

Boards frequently get caught up in trying to figure out how to measure achievement of an end. That's not their job! Once the board has stated its ends, it is up to the CEO to determine an appropriate way to provide evidence of achievement. However, boards new to Policy Governance may start out making their ends too broad. Initially, they may say, "Yes, we are willing to let the CEO make any reasonable interpretation of this end." But before long, they find themselves trying to decide "How will we measure success?" Success is achievement of the end! If the end is large or long-term, unless the board is truly willing to accept *any reasonable CEO interpretation*, it should further interpret the end so that it is clear what degree of achievement in the shorter term will be acceptable. *How much* result is to be achieved? *By when* is it to be achieved? Such interpretation is legitimate board work. Struggling to find "measurements" is not.



## THE POLICY GOVERNANCE MODEL

For example, a school board might originally develop an end such as "Students will have skills to pursue life goals." An ends statement like this gives the CEO a lot of scope for reasonable interpretation. For example, "skills" could mean academic skills, social skills, or vocational skills. "Pursue life goals" could mean the ability to continue their education or get a job. At first blush, the board might decide that it is willing to allow the CEO to make any reasonable interpretation of this end. But if, when it comes time to monitor achievement, the board finds itself trying to determine how success in achieving the end will be measured, it means that the board needs to spend time defining more specifically what it means by the end rather than focusing on "measurement." In this example, the board might do well to further interpret the large end statement to mean "By 2002, 95 percent of graduating students will meet or exceed the entrance requirements for the further education or vocational training of their choice." Then the board should leave it to the CEO to determine how to measure achievement of the end and report it to the board in a monitoring report.

Giving the monitoring report a casual glance and pronouncing everything "A-OK" is not showing due diligence. When board members receive the CEO's monitoring report (in writing, in advance of the board meeting), they should read it carefully, with an eye to a number of particulars. First, has the CEO provided evidence for all parts of the policy, not just selected portions? Most commonly omitted is evidence for the opening statement of the policy (the biggest "bowl"), which may have been further interpreted by additional board statements. However, simply providing evidence for all of the substatements while omitting evidence for the largest statement does not constitute a complete monitoring report. To summarize the example used in the previous issue of *Board Leadership*, if the board policy states, "The CEO shall not cause or allow working conditions for staff or volunteers that are unfair, undignified, or unsafe," and if the monitoring report

addresses only fairness and dignity but does not provide evidence that unsafe conditions have been avoided, the report is incomplete. Boards that accept incomplete reports are not doing a thorough job of monitoring.

Similarly, don't accept "trust me" statements as monitoring evidence. If the monitoring report says, "You told me not to do that, and I didn't," the underlying message is "Trust me—but don't ask me for evidence." Don't fall for it.

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Boards that accept incomplete reports are not doing a thorough job of monitoring.

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Also, don't accept "wing flaps" (activity reports) in the place of ends monitoring reports. Being vigilant in this area is difficult for many boards because they have been conditioned to receiving activity reports rather than evidence of achievement of results. It can be easy to scan a report that documents the flapping of wings and think, "That sounds great—what a good job!" but never find out if the bird actually arrived at its intended destination. Be particularly cautious not to accept reports of what *activities* were done in place of what was actually accomplished.

If a monitoring report indicates non-compliance or partial compliance with a policy, the board should call for a commitment as to when compliance can be expected. The board must also decide whether or not there are sound reasons for accepting a limited period of non-compliance.

### The Crowded Corral

The board's executive limitations policies place boundaries around the methods that the CEO may use in achieving ends. In effect, they put the CEO in a

(continued on back page)

**B**OARD LEADERSHIP requires, above all, that the board provide vision. To do so, the board must first have an adequate vision of its own job. That role is best conceived neither as volunteer-helper nor as watchdog but as trustee-owner. Policy Governance is an approach to the job of governing that emphasizes values, vision, empowerment of both board and staff, and the strategic ability to lead leaders.

Observing the principles of the Policy Governance model, a board crafts its values into policies of the four types below. Policies written this way enable the board to focus its wisdom into one central, brief document.

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#### ENDS

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The board defines which human needs are to be met, for whom, and at what cost. Written with a long-term perspective, these mission-related policies embody most of the board's part of long-range planning.

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#### EXECUTIVE LIMITATIONS

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The board establishes the boundaries of acceptability within which staff methods and activities can responsibly be left to staff. These limiting policies, therefore, apply to staff means rather than to ends.

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#### BOARD-EXECUTIVE LINKAGE

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The board clarifies the manner in which it delegates authority to staff as well as how it evaluates staff performance on provisions of the Ends and Executive Limitations policies.

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#### BOARD PROCESS

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The board determines its philosophy, its accountability, and specifics of its own job.

## Monitoring

(continued from page 1)

“corral.” Within the corral, the CEO has freedom to use any method, but the CEO does not have freedom to jump out of the corral. However, I have seen many boards who erroneously think that they have freedom to jump into the corral with the CEO. One way this occurs is when the board receives a monitoring report, and instead of asking, “Does this report provide evidence that the CEO has not contravened the policy?” (in other words, is the CEO still in the corral?), the board makes comments like “Why did you do that? I would have . . .” or “Explain in detail *how* . . .” or “We’re not happy with the way you did it. We want you to do it this way. . . .” Such an approach effectively puts the board in the corral with the CEO, making for very crowded conditions and hampering the CEO’s ability to get the job done—to say nothing of the effect it has on the CEO’s willingness to believe that the

board really meant what it said when it delegated authority to use any means except those prohibited in the executive limitations.

To sum up, boards should determine a monitoring schedule that allows them to feel that they have shown due diligence in their governance responsibilities. They should be particularly cautious not to confuse incidental or “nice to know” information about activities with real monitoring information. Expectations should be reasonable, in particular when starting out with ends monitoring. Ends should be developed to a sufficient degree of detail that the board is willing to accept any reasonable CEO interpretation. Boards should assess monitoring reports thoughtfully, looking for real evidence, not details of activities. They should be cautious not to use monitoring reports as excuses to meddle in means. Monitoring is an important contribution of the board, but it should take minimal meeting time, so that the focus can be placed on the future. □

## Interpretation

(continued from page 7)

morph into “Individuals with disabilities will reside in safe, affordable, well-maintained, and attractive housing” or “Individuals with disabilities will reside in settings appropriate for their needs and consistent with their preferences.” Even further interpretation is given to such matters as level of safety, affordability, maintenance, aesthetic appeal, support, and choice.

At a follow-up session, staff discuss and decide which monitoring data would best demonstrate progress toward the ends. This time lapse provides for a clear distinction between reasonable interpretation (part of *making* policy) and data determination (part of *monitoring* policy). We have found this helpful to avoid premature or dominant focus on the measurement indicators portion of the discussions. Monitoring data are then provided to

the board, along with interpretations according to a preestablished schedule.

### The Value of Applying the “Reasonable Interpretation” Standard

Even in these two tenured and well-functioning organizations, the boards will ask, from time to time, “Would we have made the same decision as the staff did?” This is particularly true when the staff’s decision becomes controversial or makes the front page in a less than flattering manner (which is not uncommon in public organizations!). Still, “Was this the decision we would have made?” is a different question from “Was the decision a reasonable interpretation of what we said?” The first compares CEO performance to an unstated standard, for there is no way any CEO could reasonably anticipate what an entire board or any particular board member might decide in any single instance. The latter criterion, however, compares CEO per-

## BOARD LEADERSHIP

POLICY GOVERNANCE IN ACTION  
JOHN CARVER, Executive Editor

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To Create a New Standard of  
Excellence in Governance

BOARD LEADERSHIP (ISSN 1061-4249)

JOHN CARVER, PH.D., is widely regarded as the world’s most provocative authority on the governing board role. He has consulted on five continents with a wide variety of organizations and has published more on governance than anyone else worldwide. Carver is creator of the Policy Governance® model of board leadership, arguably the only conceptually coherent, universally applicable model of governance available. Policy Governance is not a set structure, but a paradigm of concepts and principles that enable accountability, leadership, and productive relationships among boards, their constituencies, and their managements. Carver is author of *Boards That Make a Difference* (Jossey-Bass, 1997), the audio program *Empowering Boards for Leadership* (Jossey-Bass, 1992), the video program *John Carver on Board Governance* (Jossey-Bass, 1993), and with his wife, Miriam Carver, *Reinventing Your Board* (Jossey-Bass, 1997).

Managing Editor: Paula Stacey

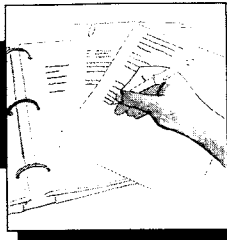
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formance to a group expectation that had been previously adopted and very clearly communicated. It is this latter question that Policy Governance demands and that the “reasonable interpretation” process provides. □



## POLICY REVIEW

*John Carver critiques the policy of a fictional organization*

# What a Well-Worded Ends Policy Looks Like

FOR THIS ISSUE, I will critique the ends policy of a fictional organization. I have developed this policy by drawing from the policies of several different organizations. The purpose is to illustrate what a well-worded ends policy looks like. In the next issue, I will review a governance process policy of the same organization. I'm calling the organization the American Association of Trekking Outfitters. There is, to my knowledge, no such trade association as AATO—a membership organization composed of manufacturers and retailers supplying hiking and lightweight camping gear to the sport of long distance walking.

Remember that in Policy Governance, the ends concept captures what an organization is *for*, not what it *does*. The distinction is important because the proof that an organization makes the difference it should be making can be found not in its activities, however exemplary they may be, but in its cost-effective results for the intended beneficiaries. The "difference it should be making" is determined by the board acting on behalf of (and, ideally, with extensive input from) the ownership. In the case of a trade association, the members are obviously the owners. While the owners (let's say AATO has 450 separate member organizations) have distinct disagreements about what AATO should accomplish, there is enough overlap and agreement for the association to be viable and for the board to sift through, debate, and decide what ends to pursue.

It is not up to the staff, headed by the CEO, to determine AATO's ends, at least

not at the "first cut." It is up to the owners, who speak to and through their board. The staff play two roles in this process. First, they help the board with any technical information and opinion the board can use in gathering wisdom for its decisions. Second, they use the board's decision, once made, as their point of departure in making further interpretations (for the board's decision may be couched in broad language) and

proceeding to implementation, which is to say realization of the board's will. In this article, I will ignore the staff's important role in order to focus on the format and content of the board's policy.

The AATO board has, in the manner of Policy Governance policymaking, first stated in the broadest possible way the desired results, the intended recipients or beneficiaries of those results, and the worth of those results. This master ends statement, then, describes success and, consequently, the chief charge to the operational organization. It is "to produce strong demand for member services and products in exchange for dues comparable to those of similar trade associations." It is as if the board is the membership's purchasing agent and has just identified what it wants to buy, for whom, and at what price.

The board could have stopped at this point and allowed the CEO to use any reasonable interpretation of those words and then later evaluated his or her performance against whatever reasonable interpretation is chosen. But the AATO board chose to give further definition to

### AMERICAN ASSOCIATION OF TREKKING OUTFITTERS

Policy Title: Purpose

Policy Type: Ends

The intended effect of AATO is a strong demand for member services and products in exchange for dues comparable to those of similar trade associations.

Interpretation of this intention must include:

1. Sustainable growth in participation
  - a. Continually higher number of participants
  - b. Doubling of under-18 participants every five years
  - c. Higher market share for trekking versus all recreation
2. Capable industry—50 percent of total importance
  - a. Access to venues for information and product exchange
  - b. Accessible information and business tools
    - i. Index of annual changes in stakeholder groups
    - ii. Demographic trends
    - iii. Consumer characteristics
    - iv. Market share, trekking versus all recreation
  - c. Professional, skilled membership
3. Public is aware of trekking and has a favorable image of the sport—20 percent of total importance
4. Safe and pleasant trekking environment
5. Favorable regulatory environment
6. Dues for the years 2001–2006: \$1,500 per annum

its broad statement by adding five items: addressing growth in trekking participation, industry capability, public awareness, trekking environment, and favorable regulations (see sidebar).

The board was willing to allow the CEO to determine the relative priorities of only four of these subordinate outputs, deciding that industry capability would be the major focus (50 percent), followed by favorable public awareness (20 percent). Notice that other issues of priority, including the priorities of within-industry capability and public awareness, have been left to the CEO's interpretation. As long as the CEO uses a reasonable interpretation, his or her choice stands. Notice also that the percentages used by the board are themselves open to interpretation. Do they mean percentage of effort, of resources expended, of personnel assigned? Again, as long as the board does not say how to interpret them, the CEO can use any reasonable interpretation he or she chooses.

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As long as the board does not say how to interpret [ends], the CEO can use any reasonable interpretation he or she chooses.

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But I have not mentioned the final subpoint, the specific dues figure. Let me first explain something about the level-by-level phenomenon in Policy Governance. Policy Governance theory states that everything is open to interpretation and that by observing gradations of interpretation, beginning from the broadest level, a board can create a clear board-staff distinction of roles. Since ends issues include designations of results, of recipients, and of worth, then further levels after the first can expand on any one or all three of these elements. When the subordinate levels focus on expanded definitions of results, they appear to be subproducts, product lines, or in the parlance that has

grown up among Policy Governance users, "subends." But subordinate levels can deal with other parts of the further interpretation as well, such as item 6 here, which gets far more specific about "dues comparable to those of similar trade associations." (It is possible that the board decided not to leave this to CEO interpretation for political reasons. Memberships have a hard time delegating the establishment of dues to the board, much less to the staff! But there is no governance theory reason why dues should not be set by staff. Setting dues is as delegable as anything else.) Another example is found in the reference to young participants—an expectation expressed at the third level (item 1b) so demanding that it is bound to soak up much of whatever resources are left over after the 70 percent explicitly assigned by the board to items 2 and 3. One must assume that the board made that decision thoughtfully.

Would a board like AATO's later want to be more specific about parts of this policy? Perhaps. Or it might shrink the

policy so as to put even more concentrated effort into the most critical outputs. All sorts of flexibility await the shifting wisdom. For example, it seems here that the board decided not to focus much of its scarce national resources on the regulatory environment. Why? Maybe the board decided that state-by-state regulations affect the sport more than federal ones, so the matter would be best left to state associations or individual members. This discussion might continue over the next few years until "favorable regulatory environment" is amended to read "materials and data useful to state actions toward favorable regulatory environments." In other words, although the philosophical interest is the same, the association's product is slightly different. At this stage of policy development, however, it is obvious that members pay their dues to receive greater demand for their products—of all the possible things that might mean, greater capability and positive public awareness are clearly the primary ones. □

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## Personal Note

*(continued from front page)*

endeavor, not a research finding. The Policy Governance model was not discovered; it was invented, just as word processing was not developed as a result of research on typewriters.

But once invented, any new paradigm must stand the test of research and pragmatics. I have written on this before in *Board Leadership* ("Is Policy Governance the One Best Way?" Issue 37, May-June 1998, and "Watch Out for Misleading Interpretations of Governance Research," Issue 40, Nov.-Dec. 1998). I have been critical of research done so far to test the utility of the model. Not only is there very little of it, but much of what has been published is grossly flawed.

Now I can say those things from the inside instead of from the outside. The brand-new University of Georgia Institute for Nonprofit Organizations ([www.gactr.uga.edu/conferences/2001/Feb/02/nonprofit.phtml](http://www.gactr.uga.edu/conferences/2001/Feb/02/nonprofit.phtml) and [www.jag.itos.uga.edu/nonprofitinst](http://www.jag.itos.uga.edu/nonprofitinst))

has offered me a position as adjunct professor and member of its advisory panel, and I have accepted. The graduate-degree-granting institute—led by Professors Tom Holland (who has published widely on nonprofit governance) and Jeff Brudney (who has done extensive research in voluntarism)—is a joint creation of the School of Social Work and the Department of Political Science. The institute will focus on improving the leadership and effectiveness of nonprofit organizations. My interest, of course, is the role the institute might play in transforming the quality of research in governance.

This is a new twist in my own career—adding a university role to my ongoing writing and consulting. I do not enter upon this endeavor with the answers to formidable difficulties presented by governance research. I bring only a commitment to support work on addressing those difficulties, drawing on whatever insights more than two decades of Policy Governance endeavors have to offer. □

## **CONSENT AGENDA**

### **Regular Meeting of the Board of Trustees Barton County Community College September 20, 2005**

#### **ATTENDANCE**

Trustees Present: Robert Feldt, Mike Johnson, Don Learned, Dr. Paul Maneth, Judy Murphy, and J.B. Webster.

Trustees Absent: None

Other Attendees: Dick Wade, Ron Vratil, Susan Thacker representing the Great Bend Tribune, Mike Dawes, Dr. Gillian Gabelmann, Darnell Holopirek, Becky Seib representing the Student Senate and Interrobang, Brooke Burton representing the Student Senate, Leonard Bunselmeyer, Jane Howard, Karla Perrotta, Randall C. Henry, Charles Perkins, Dr. Steve Maier and Marilyn Beary.

#### **CALL TO ORDER AND PLEDGE OF ALLEGIANCE**

Chairman Webster called the meeting of the Board of Trustees of Barton County Community College to order at 4:00 p.m., September 20, 2005 in room U-219 of the Student Union. He then led in the Pledge of Allegiance.

#### **INTRODUCTION OF GUESTS AND NEW EMPLOYEES**

Stephannie Goerl introduced Kristen Hathcock, newly appointed Mathematics Instructor.

#### **PUBLIC COMMENT**

Chairman Webster invited public comments. There were none offered.

#### **MONITORING REPORTS**

Dr. Maier addressed organizational performance against Board policy on ENDS and Executive Limitations.

#### **CONSENT AGENDA**

The following were included in the consent agenda for Board consideration (there were no personnel items that required Board approval this month):

- Minutes of the Budget Hearing and regular meeting of the Board of Trustees, held on August 9, 2005
- Financial Report

*Trustee Johnson moved that the consent agenda be approved as presented. The motion was seconded by Trustee Learned. Following discussion, the motion carried 6-0.*

#### **ACTION ITEMS**

**Memorandum of Understanding with USD #428** – The Board reviewed a MOU between USD #428 and the College to extend their partnership in the Automotive Program through June 30, 2008.

*Trustee Murphy moved that the Board authorize the Interim President to execute the Memorandum of Understanding between USD #428 and Barton County Community College for the continuation of the joint automotive program through June 30, 2008. The motion was seconded by Trustee Feldt. Following discussion, the motion carried 6-0.*

**October Board Meeting** – Due to a scheduling conflict, the Board was requested to consider moving its monthly meeting from October 18 to October 25, 2005.

*Trustee Learned moved that the Board of Trustees move its monthly meeting from October 18, 2005 to October 25, 2005 beginning at 4:00 p.m. in room U-219 of the Student Union. The motion was seconded by Trustee Maneth. Following discussion, the motion carried 6-0.*

### **REVISIONS TO CURRENT STATEMENT TO THE PUBLIC**

The Board was requested to review its timeframe for submissions of written agenda items to the President and amend it to allow additional time for preparing, publishing and mailing the monthly Board book.

*Trustee Johnson moved that the Board statement to the public be amended to indicate that matters to be brought before the Board should be submitted in writing to the President no later than 5:00 p.m. on Wednesday of the week prior to the Board meeting. The motion was seconded by Trustee Murphy. Following discussion, the motion carried 6-0.*

### **EXECUTIVE LIMITATIONS REVISIONS**

The following Executive Limitations policies were presented to the Board for possible revisions:

#### **Proposed Revisions to General Executive Constraint Policy:**

“Accordingly, the President may not:

8. ~~Fail to take prompt and appropriate action when the President becomes aware of~~ **ALLOW** any violation of any laws, rules or regulations, or of any breach of Board policies.”
12. (new policy) **“Implement new programs without Board approval.”**

Dr. Maier indicated that the revised wording came about as a result of discussions held at the recent Board Governance Retreat. In referencing #8 above, Trustee Feldt shared that the revision states clearly the principle of accountability on the part of the President within accepted standards of conduct. Dr. Maier advised that the addition of #12 above was due to recent mandates from the Kansas Board of Regents.

*Trustee Feldt moved that the Board amend the Executive Limitations as set out in pages 57 & 58. The motion was seconded by Trustee Murphy. Following discussion, the motion carried 6-0.*

#### **Proposed Revisions to Financial Condition Policy:**

“Accordingly, the President may not:

3. Make any purchase: ~~(a) without prudent protection against conflict of interest; (b) over \$10,000 without Board approval; (c) or over \$10,000~~ **\$30,000** 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~~ **Preference** shall be given to local vendors who can provide like quality products and services, and who meet bid specifications **within 5%.**

Trustee Feldt suggested that in keeping with policy governance, the monetary limitation be removed from this policy. There was also discussion regarding the proposed 5% limitation given to local vendors and whether that percentage should be increased.

Trustee Murphy moved that the Board amend this policy to read, "Accordingly, the President may not:

4. ~~Make any purchase: (a) without prudent protection against conflict of interest; (b) over \$10,000 without Board approval; (c) or over \$10,000 \$30,000~~ **\$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. ~~Consideration~~ **Preference** shall be given to local vendors who can provide like quality products and services, and who meet bid specifications **within 5%.**"

The motion was seconded by Trustee Learned. Following discussion, the motion carried 6-2 with Trustees Feldt and Maneth voting in the negative.

### **ENDS CHANGES**

Upon review of the current ENDS, it was recommended that the Board consider removing the "Mission" and "Shared Values" from the Board ENDS.

Trustee Learned moved that the "Mission" and "Shared Values" be removed from the Board's ENDS as recommended. The motion was seconded by Trustee Johnson. Following discussion, the motion carried 6-0.

### **INFORMATION**

The following informational items were shared with the Board:

- Mike Johnson reported on the recent KACCT meeting and activities
- Dr. Maier reported on the recent Kansas Board of Regents meeting
- October Board Meetings/Activities

### **EXECUTIVE SESSION**

The Board did not require an executive session.

### **NOTICES AND COMMUNICATIONS**

The Board was presented with the following:

- Congratulatory memo from Dr. Maier to Todd Moore concerning the Labor Day parade
- Congratulatory memo from Neil Elliott concerning Academic All-Americans
- Letter from Dr. Fred J. Rodriguez, Director of Education Services, Department of the Army
- Thank you note from the family of Calvin E. Smith
- Thank you note from Jean Rumble, Barton Retiree

### **PRESIDENTIAL SEARCH**

Chairman Webster announced that the Board met earlier in the day with Dr. Narcisa Polonio (Vice President of Board Leadership Services for the Association of Community College Trustees) in preparation of the upcoming national presidential search. It was determined that Trustees Johnson and Murphy would assist the Board in soliciting community members to serve on search committee. It was also determined that Trustees Feldt and Maneth would serve on the search committee as representatives of the Board. Chairman Webster advised that the Board would soon be asking for applications to be complete and submitted from current employees who may have an interest in serving on the committee. Finally, he stated that the Board would provide updates as this process moves forward.

**FUTURE PLANNING**

Dr. Maier asked the Trustees for suggestions for topics they would like to have brought before them in the future. The following were offered:

- The Board would like to meet with local school boards on a fairly regular basis
- Fort Riley campus – Dr. Maier indicated that he would share with the Trustees a report on the future direction of the military and expanded programs soon in the future
- Report on transportation – Dr. Maier indicated that the College was in the process of developing a transportation plan which would be brought to the Board in the near future

**ADJOURNMENT**

The meeting adjourned at 5:16 p.m.

---

J.B. Webster, Chair

---

Mike Johnson, Secretary

Recorded by Marilyn Beary



BARTON COUNTY COMM COLLEGE  
Statement of Revenues and Expenditures  
AS OF 30-SEPTEMBER-05

1111 GENERAL FUND

YEAR TO DATE  
ACTUAL

REVENUES:

FALL TUITION	1,019,287.00
SPRING TUITION	0.00
SUMMER TUITION	42,097.50
FALL OUT OF STATE TUITION	131,376.00
SPRING OUT OF STATE TUITION	0.00
SUMMER OUT OF STATE TUITION	5,576.00
ON LINE TUITION	203,128.00
INTERNATIONAL TUITION	47,443.00
UNDOC RES ALIEN TUITION	564.00
GENERAL STUDENT FEES	0.00
LAVTR	0.00
STATE GRANTS	0.00
STATE OPERATING GRANT	2,515,048.00
COUNTY OUT DISTRICT TUITION	26,931.00
BARTON COUNTY AD VALOREM TAX	121,520.27
MOTOR VEHICLE TAX	317,722.89
RECREATIONAL VEHICLE TAX	4,181.68
NEIGHBORHOOD REVIT PRG	1,311.67
DELINQUENT TAXES	20,675.05
TAXABLE SALES	131.56
INTEREST-GENERAL	17,084.65
MISCELLANEOUS REIMBURSEMENTS	69,818.86
INSURANCE REIMBURSEMENTS	(9,733.44)
GENERAL MISCELLANEOUS	20,072.61
MISCELLANEOUS SALE OF PROPERTY	0.00
TRANSCRIPT REVENUE	9,962.00
MISCELLANEOUS ELECTRONIC DEPT REV	63.95
DONATIONS	0.00
FARM HOUSE RENTALS	1,800.00
FARM LEASE/CROP SALES	0.00
PAYMENT PLAN FEES	11,790.00
CAREER CENTER REVENUE	0.00
EVALUATION FEES	50.00
ITV REVENUE	0.00
INTERNATIONAL STUDENT FEE	2,100.00
GAIN ON SALE	0.00
REFUNDS-GENERAL	60.33
ROOM RENTAL-GENERAL	3,265.00
	-----
TOTAL REVENUES	4,583,327.58

BARTON COUNTY COMM COLLEGE  
Statement of Revenues and Expenditures  
AS OF 30-SEPTEMBER-05

1111 GENERAL FUND

YEAR TO DATE  
ACTUAL

EXPENDITURES:

INSTRUCTION	999,483.41
PUBLIC SUPPORT	4,638.19
ACADEMIC SUPPORT	525,157.95
STUDENT SERVICES	197,015.84
INSTITUTIONAL SUPPORT	841,252.79
PHYSICAL PLANT OPERATION	464,527.11
STUDENT FINANCIAL SUPPORT	121,950.50
AUXILIARY SERVICES	31.97

TOTAL EXPENDITURES	3,154,057.76
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TRANSFERS AMONG FUNDS:

TRANSFERS TO ABE FUND	0.00
TRANSFERS TO ATHLETIC FUND	400,000.00
TRANSFERS TO ATHLETIC ACTIVITY FUND	72,000.00
TRANSFERS TO STUDENT ACT ACTIV FUND	26,000.00

TOTAL TRANSFERS AMONG FUNDS:	498,000.00
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NET INCREASE/DECREASE IN NET ASSETS	931,269.82
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BARTON COUNTY COMM COLLEGE  
Statement of Revenues and Expenditures  
AS OF 30-SEPTEMBER-05

1112 VOCATIONAL FUND

YEAR TO DATE  
ACTUAL

REVENUES:

STATE OPERATING GRANT	1,022,184.00
BARTON COUNTY AD VALOREM TAX	0.00
MOTOR VEHICLE TAX	0.00
RECREATIONAL VEHICLE TAX	0.00
DELINQUENT TAXES	0.00
PRIVATE SOURCE GRANT REVENUE	0.00
REFUNDS-GENERAL	672.64
	-----
TOTAL REVENUES	1,022,856.64

EXPENDITURES:

INSTRUCTION	515,669.07
PUBLIC SERVICE	0.00
ACADEMIC SUPPORT	67,046.95
STUDENT SERVICES	0.00
INSTITUTIONAL SUPPORT	0.00
PHYSICAL PLANT OPERATION	0.00
AUXILIARY SERVICES	0.00
	-----
TOTAL EXPENDITURES	582,716.02
NET INCREASE/DECREASE IN NET ASSETS	440,140.62

BARTON COUNTY COMM COLLEGE  
Statement of Revenues and Expenditures  
AS OF 30-SEPTEMBER-05

1115 EMPLOYEE BENEFIT FUND

YEAR TO DATE  
ACTUAL

REVENUES:

BARTON COUNTY AD VALOREM TAX	0.00
MOTOR VEHICLE TAX	0.00
RECREATIONAL VEHICLE TAX	0.00
DELINQUENT TAXES	0.00
MISCELLANEOUS REIMBURSEMENTS	0.00
	-----
TOTAL REVENUES	0.00

EXPENDITURES:

INSTRUCTION	220,759.59
PUBLIC SERVICE	28,075.58
ACADEMIC SUPPORT	90,632.14
STUDENT SERVICES	56,948.00
INSTITUTIONAL SUPPORT	108,913.25
PHYSICAL PLANT OPERATION	31,309.25
AUXILIARY SERVICES	14,876.15
	-----
TOTAL EXPENDITURES	551,513.96

NET INCREASE/DECREASE IN NET ASSETS	(551,513.96)
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BARTON COUNTY COMMUNITY COLLEGE  
GENERAL, VOCATIONAL, AND EMPLOYEE BENEFITS  
FUNDS FLOW ACTIVITY  
PERIOD ENDED SEPTEMBER 30, 2005

	2005-06 BUDGET	PERIOD ENDED 9/30/05	YTD AVAILABLE	% AVAILABLE
Fund Balance, Beginning	\$4,585,281.00	\$4,585,281.00		
<hr/>				
Tuition-Out Of State	300,000.00	184,395.00	115,605.00	38.54%
Tuition-In State	4,077,000.00	1,265,077.00	2,811,923.00	68.97
Tuition-Out District	260,000.00	26,931.00	233,069.00	89.64
State Aid	6,759,000.00	3,537,232.00	3,221,768.00	47.67
Property Taxes	5,267,000.00	147,689.00	5,119,311.00	97.20
Other Taxes	830,000.00	317,723.00	512,277.00	61.72
Interest Income	90,000.00	17,085.00	72,915.00	81.02
Other	2,097,000.00	110,052.00	1,986,948.00	94.75
<hr/>				
Total Revenue	19,680,000.00	5,606,184.00	14,073,816.00	71.51
<hr/>				
Expenditures:				
Academic Salaries	6,778,000.00	1,359,281.00	5,418,719.00	79.95
Support Salaries	3,690,000.00	901,999.00	2,788,001.00	75.56
Supplies	4,079,000.00	936,209.00	3,142,791.00	77.05
Equipment	87,000.00	46,702.00	40,298.00	46.32
Advertising	50,000.00	28,452.00	21,548.00	43.10
Transfers & Other	460,000.00	400,000.00	60,000.00	13.04
Employee Benefits	2,323,000.00	551,514.00	1,771,486.00	76.26
General Insurance	230,000.00	3,985.00	226,015.00	98.27
Utilities	605,000.00	135,072.00	469,928.00	77.67
In County Scholarships	130,000.00	100,008.00	29,992.00	23.07
Capital Outlay	859,000.00	104,003.00	754,997.00	87.89
Maintenance	484,000.00	219,063.00	264,937.00	54.74
<hr/>				
Total Expenditures	19,775,000.00	4,786,288.00	14,988,712.00	75.80%
<hr/>				
Fund Balance, Ending	\$4,490,281.00	\$5,405,177.00		
<hr/> <hr/>				

BARTON COUNTY COMMUNITY COLLEGE  
GENERAL, VOCATIONAL AND EMPLOYEE BENEFITS  
FUNDS FLOW ACTIVITY  
PERIOD ENDED SEPTEMBER 30, 2005 & 2004

	YEAR ENDED		NET CHANGE	%
	09/30/05	09/30/04	INCREASE (DECREASE)	CHANGE
Fund Balance, Beginning	\$4,585,281.00	\$4,363,507.00	\$221,774.00	5.08%
Tuition-Out Of State	184,395.00	138,359.00	46,036.00	33.27
Tuition-In State	1,265,077.00	1,277,973.00	(12,896.00)	-1.01
Tuition-Out District	26,931.00	24,210.00	2,721.00	11.24
State Aid	3,537,232.00	2,917,505.00	619,727.00	21.24
Property Taxes	147,689.00	116,164.00	31,525.00	27.14
Other Taxes	317,723.00	315,249.00	2,474.00	0.78
Interest Income	17,085.00	14,012.00	3,073.00	21.93
Other	110,052.00	204,559.00	(94,507.00)	-46.20
<b>Total Revenue</b>	<b>5,606,184.00</b>	<b>5,008,031.00</b>	<b>598,153.00</b>	<b>11.94</b>
Expenditures:				
Academic Salaries	1,359,281.00	1,336,303.00	22,978.00	1.72
Support Salaries	901,999.00	857,650.00	44,349.00	5.17
Supplies	936,209.00	1,068,066.00	(131,857.00)	-12.35
Equipment	46,702.00	4,698.00	42,004.00	894.08
Advertising	28,452.00	34,096.00	(5,644.00)	-16.55
Transfers & Other	400,000.00	400,000.00	0.00	0.00
Employee Benefits	551,514.00	428,469.00	123,045.00	28.72
General Insurance	3,985.00	139,296.00	(135,311.00)	-97.14
Utilities	135,072.00	146,925.00	(11,853.00)	-8.07
In County Scholarships	100,008.00	29,259.00	70,749.00	241.80
Capital Outlay	104,003.00	367,132.00	(263,129.00)	-71.67
Maintenance	219,063.00	179,849.00	39,214.00	21.80
<b>Total Expenditures</b>	<b>4,786,288.00</b>	<b>4,991,743.00</b>	<b>(205,455.00)</b>	<b>-4.12</b>
Fund Balance, Ending	\$5,405,177.00	\$4,379,795.00	\$1,025,382.00	23.41%

BARTON COUNTY COMMUNITY COLLEGE  
AUXILIARY FUNDS  
FUNDS FLOW ACTIVITY  
PERIOD ENDED SEPTEMBER 30, 2005

	STUDENT UNION	DORMITORIES	ATHLETICS	CAMP ALDRICH	THREE MONTH ACTIVITY	2005-06 BUDGET	YTD AVAILABLE	% AVAILABLE
Fund Balance, Beginning:	376,521	437,385	98,798	88,952	1,001,656	1,001,656		
<hr/>								
Revenues:								
Vending	387				387	2,000	1,613	80.65
Bookstore	344,949				344,949	800,000	455,051	56.88
Food service	32,128			0	32,128	482,000	449,872	93.33
Fees	0			0	0	200,000	200,000	100.00
Supplies & Services		11,584			11,584	28,000	16,416	58.63
Housing Rental		531,260		20,770	552,030	1,000,000	447,970	44.80
Transfers			400,000	0	400,000	500,000	100,000	20.00
Revolving					0	0	0	
Misc.	1,006				1,006	4,000	2,994	74.85
Entry Fees & Other			175	0	175	16,000	15,825	98.91
<hr/>								
Total Revenues	378,470	542,844	400,175	20,770	1,342,259	3,032,000	1,689,741	55.73
<hr/>								
Expenditures:								
Salaries	21,745	30,237	745	21,904	74,631	285,000	210,369	73.81
Books & Supplies	304,386				304,386	725,000	420,614	58.02
Maintenance	8,347	33,440		3,373	45,160	110,000	64,840	58.95
Food	124,808	8,680		0	133,488	890,000	756,512	85.00
Utilities	1,521	21,424		8,694	31,639	185,000	153,361	82.90
Lease payments & Int	0	21,455			21,455	202,000	180,545	89.38
Travel & Recruiting			52,640		52,640	138,000	85,360	61.86
Officials			9,360		9,360	30,000	20,640	68.80
Training Supplies			7,479		7,479	17,000	9,521	56.01
Insurance			67,958		67,958	85,000	17,042	20.05
Equipment	0	119,283	46,667	0	165,950	200,000	34,050	17.03
Clinics & Awards			1,053		1,053	10,000	8,947	89.47
Transfers & Refunds		0	0		0	1,000	1,000	100.00
Revolving					0	0	0	
Nationals & Fees			795		795	40,000	39,205	98.01
Supplies	4,313	2,031	23,200	0	29,544	110,000	80,456	73.14
Misc.		0			0	1,000	1,000	100.00
<hr/>								
Total Expenditures	465,120	236,550	209,897	33,971	945,538	3,029,000	2,083,462	68.78
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Fund Balance, Ending	289,871	743,679	289,076	75,751	1,398,377	1,004,656		
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BARTON COUNTY COMMUNITY COLLEGE  
STUDENT UNION  
FUNDS FLOW ACTIVITY  
PERIOD ENDED SEPTEMBER 30, 2005 AND 2004

	PERIOD ENDED		NET CHANGE	%
	09/30/05	09/30/04	INCREASE (DECREASE)	CHANGE
Fund Balance, Beginning	376,521	473,710	(97,189)	(21)
<hr/>				
Revenues:				
Vending	387	391	(4)	(1)
Bookstore	344,949	314,711	30,238	10
Food service	32,128	39,524	(7,396)	(19)
Fees & Misc.	1,006	0	1,006	
<hr/>				
Total Revenues	378,470	354,626	23,844	7
<hr/>				
Expenditures:				
Salaries	21,745	17,874	3,871	22
Books & Supplies	304,386	291,666	12,720	4
Maintenance	9,868	6,449	3,419	53
Food	124,808	119,439	5,369	4
Lease payments & Int.	0	0	0	
Equipment	0	0	0	
Supplies	4,313	3,978	335	8
<hr/>				
Total Expenditures	465,120	439,406	25,714	6
<hr/>				
Fund Balance, Ending	289,871	388,930	(99,059)	(25)
<hr/> <hr/>				



BARTON COUNTY COMMUNITY COLLEGE  
DORMITORIES  
FUNDS FLOW ACTIVITY  
PERIOD ENDED SEPTEMBER 30, 2005 AND 2004

	PERIOD ENDED		NET CHANGE	%
	09/30/05	09/30/04	INCREASE (DECREASE)	CHANGE
Fund Balance, Beginning	437,385	449,791	(12,406)	-3%
<hr/>				
Revenues:				
Supplies & Services	11,584	8,233	3,351	41
Rental & Other	531,260	481,468	49,792	10
<hr/>				
Total Revenues	542,844	489,701	53,143	11
<hr/>				
Expenditures:				
Salaries	30,237	17,270	12,967	75
Maintenance	33,440	15,760	17,680	112
Food	8,680	11,970	(3,290)	(27)
Utilities	21,424	22,753	(1,329)	(6)
Lease payments & Int.	21,455	64,935	(43,480)	(67)
Equipment	119,283	0	119,283	
Transfers & Refunds			0	
Supplies	2,031	2,392	(361)	(15)
Misc.			0	
<hr/>				
Total Expenditures	236,550	135,080	101,470	75
<hr/>				
Fund Balance, Ending	743,679	804,412	(60,733)	-8%
<hr/> <hr/>				

BARTON COUNTY COMMUNITY COLLEGE  
ATHLETICS  
FUNDS FLOW ACTIVITY  
PERIOD ENDED SEPTEMBER 30, 2005 AND 2004

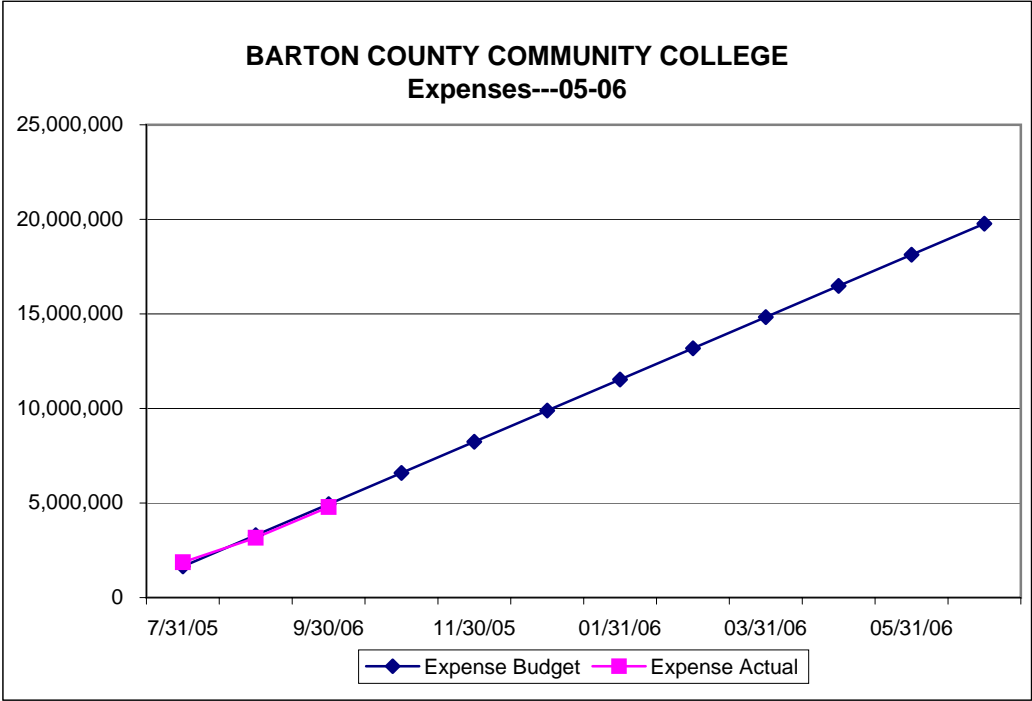
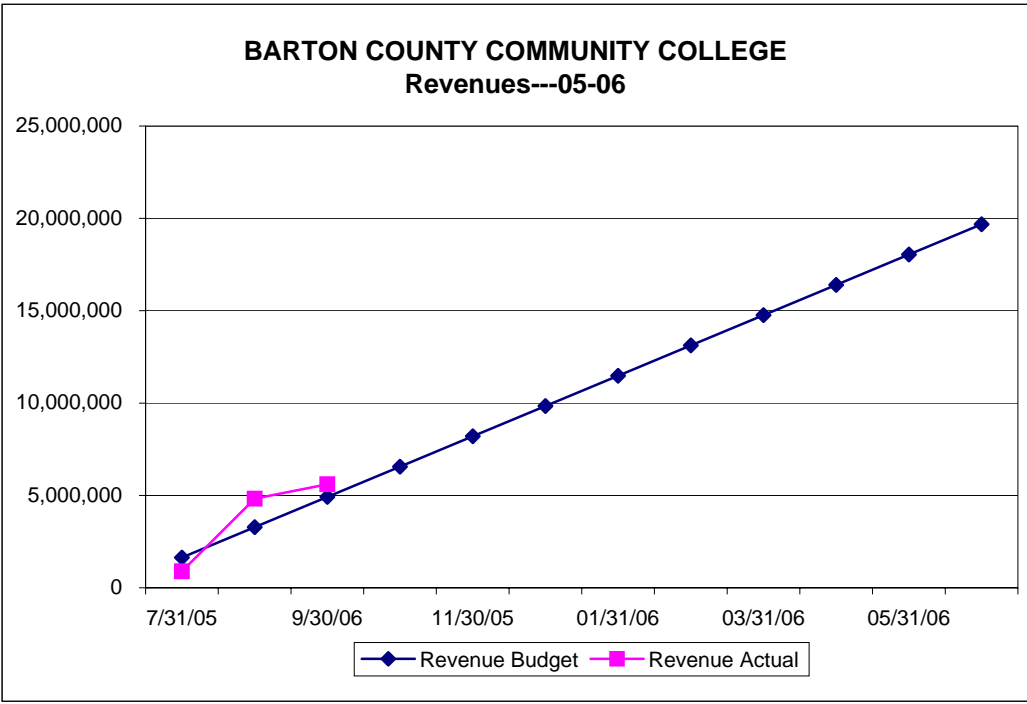
	PERIOD ENDED		NET CHANGE	%
	09/30/05	09/30/04	INCREASE (DECREASE)	CHANGE
Fund Balance, Beginning	98,798	38,707	60,091	155%
<hr/>				
Revenues:				
Transfers	400,000	400,000	0	0
Revolving	0	0	0	
Gate Receipts	0	0	0	
Entry Fees & Other	175	2,290	(2,115)	(92)
<hr/>				
Total Revenues	400,175	402,290	(2,115)	(1)
<hr/>				
Expenditures:				
Salaries	745	50	695	1,390
Travel & Recruiting	52,640	25,220	27,420	109
Officials	9,360	8,215	1,145	14
Training Supplies	7,479	9,751	(2,272)	(23)
Insurance	67,958	50,975	16,983	33
Equipment	46,667	32,084	14,583	45
Clinics & Awards	1,053	378	675	179
Transfers	0	0	0	
Nationals & Fees	795	0	795	
Supplies	23,200	19,650	3,550	18
<hr/>				
Total Expenditures	209,897	146,323	63,574	43
<hr/>				
Fund Balance, Ending	289,076	294,674	(5,598)	-2%
<hr/>				

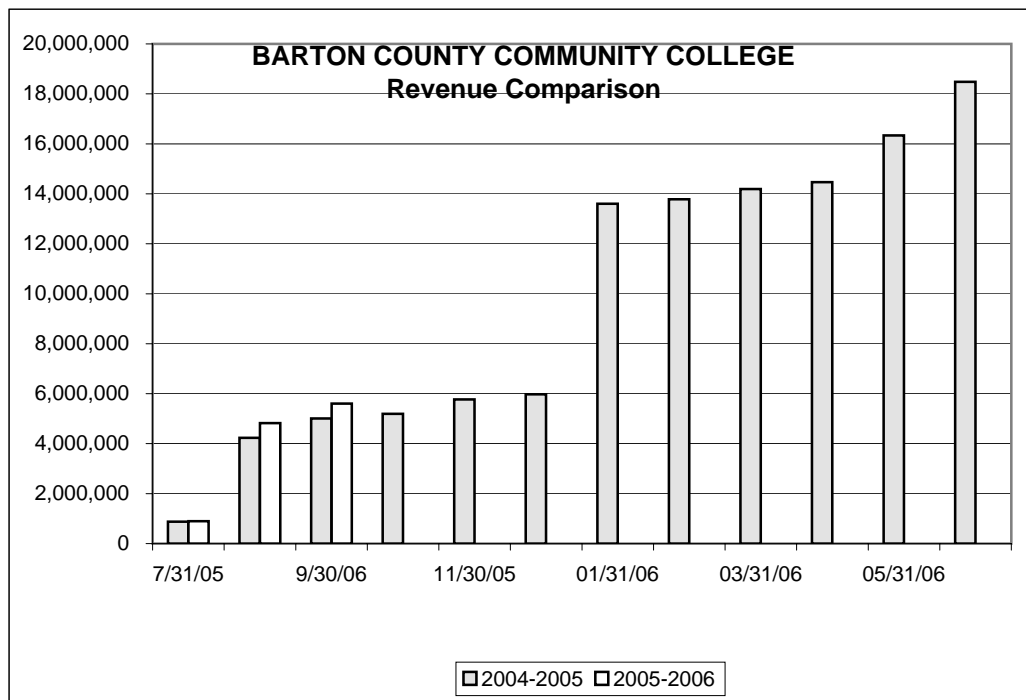
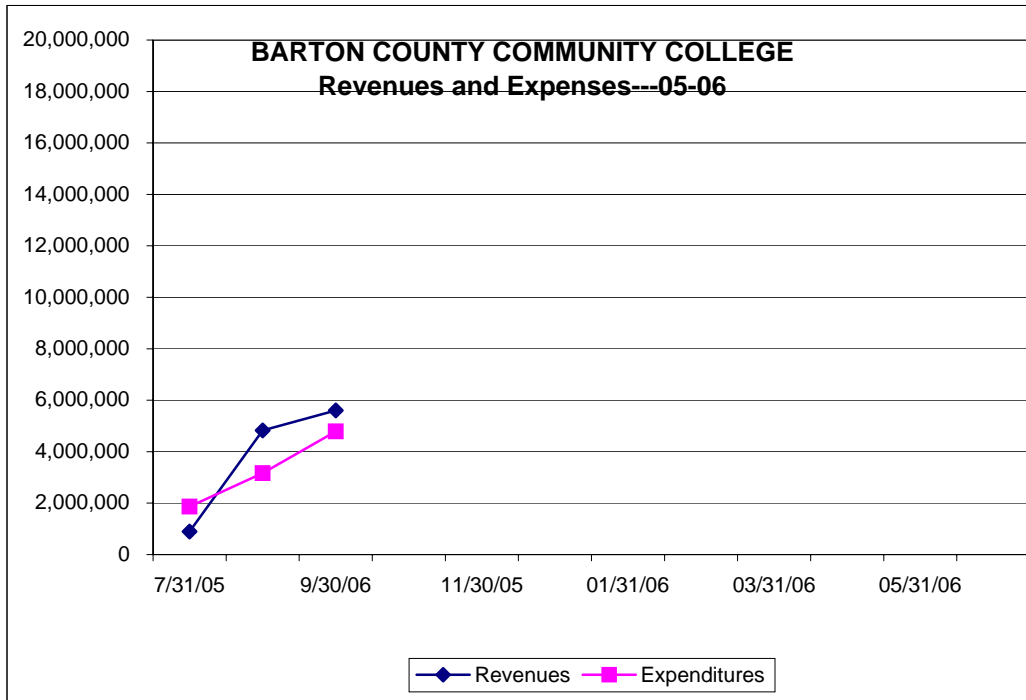
BARTON COUNTY COMMUNITY COLLEGE  
 CAMP ALDRICH  
 FUNDS FLOW ACTIVITY  
 PERIOD ENDED SEPTEMBER 30, 2005 AND 2004

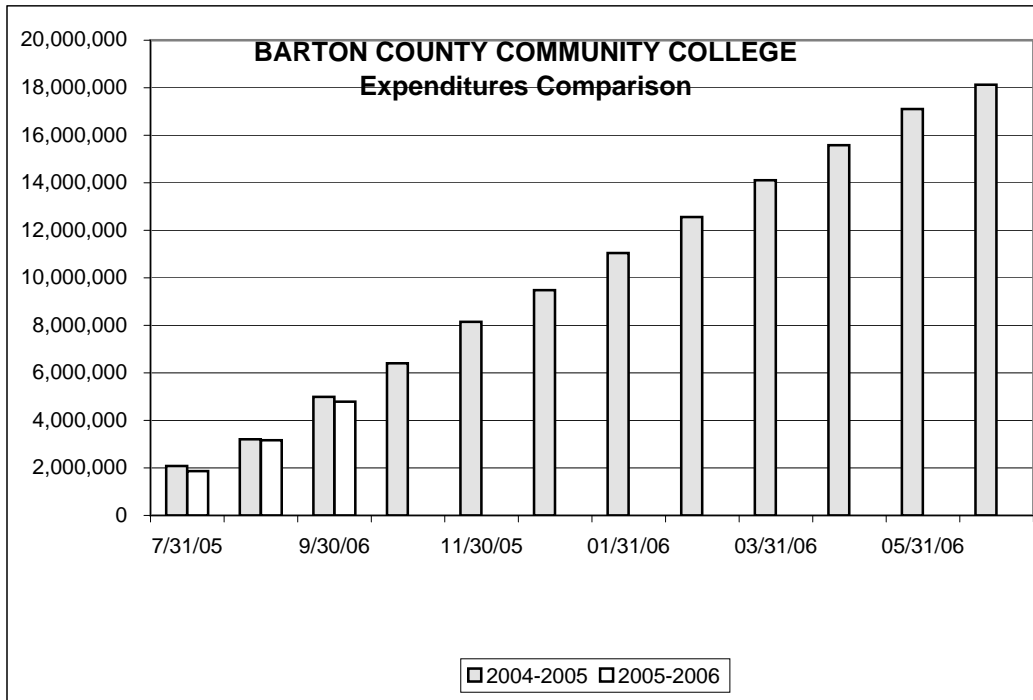
	PERIOD ENDED		NET CHANGE	%
	09/30/05	09/30/04	INCREASE (DECREASE)	CHANGE
Fund Balance, Beginning	45,978	45,978	0	0.00%
<hr/>				
Revenues:				
Food Service	0	0	0	
Housing Rental	20,770	16,161	4,609	28.52
Transfers	0	50,000	(50,000)	(100.00)
<hr/>				
Total Revenues	20,770	66,161	(45,391)	(68.61)
<hr/>				
Expenditures:				
Salaries	21,904	19,915	1,989	9.99
Food	0	0	0	
Utilities	8,694	6,978	1,716	24.59
Equipment	0	0	0	
Supplies	3,373	4,903	(1,530)	(31.21)
<hr/>				
Total Expenditures	33,971	31,796	2,175	6.84
<hr/>				
Fund Balance, Ending	32,777	80,343	(47,566)	-59.20%
<hr/> <hr/>				

BARTON COUNTY COMMUNITY COLLEGE  
 TREASURER'S REPORT  
 9/30/05

FUND-DESCRIPTION	BEGIN-BAL	MONTH-RCPT	MONTH-EXP	YTD RCPT	YTD-EXP	END-BAL	CHECKING	INVEST	CHANGE
GENERAL & VOC	4,179,231	1,342,077	1,397,269	4,618,110	4,329,173	4,468,168	4,074,068	350,000	44,100
EMPLOYEE BENEFITS	0	0	178,502	0	551,514	(551,514)	(551,514)	0	0
STUDENT UNION	376,521	50,645	142,387	378,470	446,936	308,055	207,055	100,000	1,000
DORMITORY	437,385	(1,222)	32,329	542,844	236,551	743,678	643,278	100,000	400
CAMP ALDRICH	88,952	3,735	9,063	20,770	33,971	75,751	75,751	0	0
ATHLETICS	98,798	175	85,109	400,175	208,898	290,075	290,075	0	0
	5,180,887	1,395,410	1,844,659	5,960,369	5,807,043	5,334,213	4,738,713	550,000	45,500







## **EMPLOYEE HEALTH INSURANCE**

**Detail:** The plan year for the College's employee health insurance through Benefit Management, Inc. expires on October 31, 2005. Costs for the new plan year starting November 1, 2005 have been computed and they are lower than expected for the year. The past year was an exceptionally high claim year. We are anticipating that our insurance reserve will increase because of our improved claims experience.

Benefit Management, Inc. researched underwriters for excess coverage for the next plan year. The current carrier, AUL continues to have the lowest fixed premium cost of all carriers submitting quotes. The aggregate claim level is calculated based on existing actual claims with a reserve and inflationary increase added.

The College is intending to change some plan components and use the existing reserve to maintain the rates for the employee paid family plans. The College will increase its investment in the reserve to help maintain continuity for the plan. The plan deductible will increase to \$700.00(two deductibles per family) from the existing \$500.00. In addition, the prescription drug deductible for name brand drugs will increase to \$100.00(two deductibles per family) from the existing \$45.00. We are also instituting a drug card with a \$10.00 co-pay for generic drugs to help entice users to increase use of generic drugs. The College will continue to pay the total premium for a single plan for all eligible employees.

**Recommendation:** The Administration recommends continuing the College's employee health insurance coverage with AUL and Benefit Management, Inc., and change the plan components as noted above.

**Action:** Dean of Business Services



## **ACTION ITEMS**

### **SELECTION OF PRESIDENTIAL SEARCH COMMITTEE**

The Trustees have been provided with the names of individuals who submitted completed application forms to serve on the Presidential Search Committee. The Board will now select those individuals who will serve on the President Search Committee and begin to prepare for the ACCT Search Consultant to travel to the Great Bend campus to meet with the Board (and possibly the Committee.) Two or three dates will be offered to the consultant in an attempt to avoid any possible conflicts, either on the part of ACCT or the Board of Trustees.