

## I - Business and Business Related Programs

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Using the Table found under the Evidence File tab above and (shown below), list all business or business-related programs (including those with designations in the degree or major title such as “business,” “industrial,” “administration,” “management,” or “organizational”).

Indicate with “yes” or “no” whether the program is administered by the business unit.

Indicate with “yes” or “no” whether the program is to be accredited by ACBSP. If “no”, provide justification explaining why the program should be excluded from the accreditation process.

Indicate number of degrees conferred during self-study year.

Column A: List all business or business-related programs (including those with designations in the degree or major title such as “business,” “industrial,” “administration,” “management,” or “organizational.”)

Column B: Indicate with “yes” or “no” whether the business unit administers the program.

Column C: Indicate with “yes” or “no” whether the program is to be accredited by ACBSP.

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited

Column D: Indicate number of degrees conferred during self-study year

### Self-Study

Status: Completed | Due Date: 8/15/2015

**Assigned To**  
Jared McGinley

### Institution Response

Business or Business Related Programs	Program in Business Unit	To be Accredited by ACBSP	Number of Degrees Conferred During Self-Study Year
Accounting & Bus Admin Program	Yes	Yes	63
Business Systems Tech Program	Yes	Yes	11
Marketing & Management Program	Yes	Yes	7
Hospitality & Culinary Arts Program	No	No	13
Agribusiness AS	No	No	3
Farm & Ranch Mgmt AAS	No	No	2
Livestock Mgmt & Merch	No	No	0

AAS			
Database Administration AAS	No	No	3
Internetworking Mgmt AAS	No	No	11
Windows Administration AAS	No	No	8

COMMENT: While all of the above programs/degrees are a part of our Career and Technical Education Division, for the purposes of ACBSP accreditation, we operate as a “Business Unit” in terms of only the 3 accredited programs (Accounting & Business Administration; Business Systems Technology; and Marketing & Management). The Hospitality & Culinary Arts Program decided to pursue more “culinary” specific accreditation, and the others are not “business” programs per se. Our accredited programs are clearly identified by the use of the official ACBSP logo on both our program websites and our Catalogs.

## Sources

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*There are no sources.*

## II - Overview and Organizational Profile for Accreditation

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This section of the self-study document is used to provide general information about the institution and its business program.

### Institution Response:

- A. Self-Study Preparers: Identify those individuals who prepared the self-study.
- B. Self-Study Purpose: State your institution's purposes for the self-study.
- C. Self-Study Timeline: Include the timeline used for the self-study.
- D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.
- E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.
- F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.
- G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.
- H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).
- I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.
- J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.
- K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.
- L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.
- M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.
- N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)
- O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.
- P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

**Self-Study**

**Status:** Completed | **Due Date:** 8/15/2015

**Assigned To**  
Jared McGinley

## Institution Response

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Institution Response:

A. Self-Study Preparers: Identify those individuals who prepared the self-study.

Jared McGinley - ACBSP Champion / Lead Instructor in Marketing & Management  
 Janice Akao - Lead Instructor for Accounting & Business Administration  
 Karen Waddell - Lead Instructor for Business Systems Technology  
 Connie Belden - ACBSP Co-Champion / Professor in Accounting & Business Administration  
 Mike Rose - Professor in Accounting & Business Administration  
 Karen Wright - Professor in Business Systems Technology  
 Patrick Nance - Professor in Accounting & Business Administration  
 Lisa Schmidt - Professor in Business Systems Technology  
 Beth Cunningham - Professor in Business Systems Technology

B. Self-Study Purpose: State your institution's purposes for the self-study.

The Business Programs at Butler seek re-affirmation of our accreditation to offer the following benefits:

### **Benefits for Butler and the Business Programs:**

- Reinforces Butler's commitment to continuous improvement, innovation, and scholarship.
- Provides credibility when seeking funding resources from donors, foundations, government.
- Enhances ability to recruit students.
- Allows Butler to provide local employers with students exposed to a comprehensive and relevant curriculum.
- Provides a forum for review and analysis of the Business Programs.

### **Benefits for Students**

- Requires an ongoing effort to provide excellent equipment, software, and learning resources for students.
- Allows students to refer to accreditation status on resumes and in employment interviews.

### **Benefits for Faculty**

- Provides leverage when seeking on-campus resources.
- Provides opportunities to keep current via conferences.
- Provides professional development and leadership opportunities for faculty and administrators in development of outcome assessments and conducting site visits to other institutions.
- Validates quality of work in the Business Programs.

C. Self-Study Timeline: Include the timeline used for the self-study.

The Self Study covers the 2013-2014 academic year.

Ongoing	Data Collection, Attendance at ACBSP Conferences
Spring 2005	Initial Self-Study Submitted; Site Visit
Fall 2005	Granted ACBSP Accreditation
Fall 2006	Submission of QA Report; Report accepted by board
Fall 2008	Submission of QA Report; Report accepted by board
Fall 2010	Submission of QA Report; Report accepted by board
Fall 2012	Submission of QA Report; Report accepted by board
Fall 2014	Butler ACBSP Committee meetings, Self-Study writing begins
Spring 2015	Self-Study sections submitted by Butler's ACBSP Committee members
Summer 2015	Self-Study submitted to ACBSP
October 2015	ACBSP Site Team Visit

D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

Butler is accredited through the Higher Learning Commission. Our most recent Reaffirmation of Accreditation was for the 2010-2011 academic year. [Letter of reaffirmation.](#)

E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.

Name: Butler Community College  
 Location: El Dorado, Butler County, Kansas [Map](#).  
 College Opened In: 1927  
 Official Mascot: Grizzly Bear  
 Current President: Dr. Kim Krull (Serving Since 2013)  
 Official School Colors: Purple and Gold  
 Number of Students Enrolled: 7,597 Full Time; 8,158 Part Time  
 Male to Female Ratio: 1:1.4  
 Demographic Breakdown: American India/Alaskan Native: 285; Asian: 1,098; Black/non-Hispanic: 1,797;  
 Caucasian/White: 14,446; Hispanic: 2,031; Mixed Race: 481; Pacific Islander/Hawaiian: 12; Not Reported: 1,740  
 Faculty to Student Ratio: 18:1  
 Learning Centers: Main Campus in El Dorado  
 Satellites in Andover, McConnell, Council Grove, Rose Hill, Marion, and Online  
 Accredited With the Following: Higher Learning Commission  
 Dorm Capacity: 377 Students

(Source: Butler Annual Data Reports)

The "Business Unit" is comprised of 3 distinct programs within the Career and Technical Education Division. Those programs are Business Administration and Accounting (Department Chair Janice Akao); Business Systems Technology (Department Chair Karen Waddell); and Marketing and Management (Department Chair Jared McGinley)

The Business Unit enables students to acquire basic knowledge and skills in business and technology fields. Program offerings fill the elective and specific programmatic needs of college transfer students, as well as specific needs of students entering the field of business or business technology after completing a two year degree. In the business programs area, there are 3 Associates in Science Degrees offered and 6 Associates in Applied Science.

F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.

[Butler CC Organization Charts](#)

G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.

Butler Community College has legal authorization to grant its degrees, and it meets all of the legal requirements to operate as an institution of higher education wherever it conducts its activities. Butler is authorized to confer certificates and degrees under the Kansas Statutes Annotated, Section 71-120. The Kansas Department of Education developed the State Plan for Kansas Community Colleges that regulated the operation of Butler until January 1, 2000. On that date the responsibility for oversight of Butler and the other eighteen community colleges in Kansas passed to the Kansas State Board of Regents.

H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

The Board of Trustees is the governing body of Butler Community College. The Board delegates authority to the President of the college subject to Board approval over all personnel, educational, financial and business matters pertaining to the operation of the college.

The Board of Trustees holds regular meetings once a month. This meeting is held the second Tuesday of each month. The board is also subjected to the rules and regulations of the Kansas Board of Regents.

The Butler Community College Board of Trustees is composed of seven members. Butler County is divided into three districts. There are two trustees who represent each district, and the one at-large position. The districts have elections to vote for the trustees. The trustees must have their residence in the district from which they are running. The at-large position represents the entire county of Butler so all Butler County residences vote on that position. The term for each trustee is four years. The terms begin on the first day of July following the election.

The members on the Butler Community College Board of Trustees are:

Jim Howell - Chair  
District 1, Position 4

Ron Engelbrecht  
District 1, Position 1

JoAnn Craven - Secretary  
District 2, Position 5

Eileen Dreiling  
District 2, Position 2

Dr. Greg Joyce  
District 3, Position 3

Tom McKibban

District 3, Position 6

Ken Bohon - Vice-Chair  
At Large

I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

Butler's statements of Mission, Vision, as well as our Strategic Priorities are listed on page 2 of the 2013-2014 Catalog.

### **Mission**

Butler Community College exists to develop responsible, involved lifelong learners and to contribute to the vitality of the communities it serves.

### **Vision**

Butler will be the Learning College of Choice for the Region, engaging students and other stakeholders in exceptional instructional programs and services that directly relate to their needs and prepare them for success.

### **Timeless Institutional Values**

Quality  
Integrity  
Service  
Caring

### **PACT - College Learning Outcomes**

The nationally recognized Butler Learning PACT is the instructional approach which Butler, as a Learning College, uses to facilitate the preparation of students to function as principled, productive individuals who are responsible, involved lifelong learners. The Learning PACT promotes a group of skills and knowledge that learners develop during their Butler experience. These Learning PACT skills and knowledge are vital for any adult to function successfully in the ever changing world of the 21st century. A learning outcome is a body of knowledge or a set of skills which a student masters through doing coursework. If the student masters that learning outcome through the coursework then he/she is equipped to make use of that body of knowledge or set of skills in the future. The Learning PACT is the list of the college wide learning outcomes which are the foundation for General Education at Butler. A faculty-driven process which used input from all segments of Butler stakeholders and a wide array of other American community college personnel and members of the regional and national business world formulated the list of Learning PACT skills. The Learning PACT is integrated throughout all of the college's academic and student life programs in coursework, co-curricular activities, and all other learning opportunities.

The Learning PACT skills fall into four categories:

P = Personal Development Skills  
(personal management, interpersonal interaction)

A = Analytical Thinking Skills  
(critical thinking, problem solving)

C = Communication Skills  
(creation and delivery of messages, reception and interpretation of messages)

T = Technological Skills  
(general computer use, discipline-specific technology)

J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.

### **Accounting and Business Administration**

The Accounting and Business Administration program facilitates learning through collaborative methods using critical thinking, small and large groups, and discipline specific technology for students in the region. This dynamic program prepares students to enter the workforce, pursue entrepreneurial endeavors or transfer to a four year university.

### **Business Systems Technology**

The Business Systems Technology Program seeks to:

- Prepare students for transfer to colleges and universities.
- Prepare students with the skills necessary to have a competitive edge in the workforce.
- Prepare students to pass the Microsoft Office Specialist (MOS) certification exams.
- Prepare students to obtain national coding certification.

### **Marketing and Management**

The Marketing & Management Program seeks to:

- Prepare students for transfer to colleges and universities
- Prepare students for job placement in the fields of advertising, retail and wholesale management, sales, marketing management and as entrepreneurs
- Provide marketing and management experiences and training
- Provide instruction in personal interest areas

All three of the business programs are compatible with the institution's mission by way of incorporating the Learning PACT across the curriculum and implementing strategies to align with the school's strategic goals and objectives. Those strategies appear in Section 2 of this document. In addition, we contribute to the mission by preparing our students to be lifelong learners. Since new technologies emerge every day, we teach our students to transfer and adapt their knowledge to a variety of situations and environments that are constantly changing.

K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

The 3 business programs that have been accredited by the ACBSP previously and file regular Quality Assurance Reports will again be seeking accreditation:

Accounting and Business Administration – Department Chair: Janice Akao  
Business Systems Technology – Department Chair: Karen Waddell  
Marketing and Management – Department Chair: Jared McGinley



### [Department Chairs](#)

During our initial accreditation, Butler's Hospitality Management program was also included and accredited. However in 2008 the program decided not to seek reaffirmation with the intention to pursue more hospitality/culinary specific accreditation.

L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

#### **Accounting & Business Admin**

<b>Degree</b>	<b># Conferred</b>
AS Accounting	21
AAS Accounting Assistant	4
AS Business Administration	33
Certificate in Accounting Assistant	5

#### **Marketing & Management**

<b>Degree</b>	<b># Conferred</b>
AAS Advertising	0
AS Marketing & Management	2
AAS Marketing & Management	5
Certificate in Entrepreneurship	0

#### **Business Systems Technology**

<b>Degree</b>	<b># Conferred</b>
AAS Business Admin Technology	3
AAS Medical Specialist	8
AAS Physician Coding	0
Certificate in Business Adm Tech	0
Certificate in Business Med Spec	0
Certificate in Physician Coding	0

All business classes are offered online, with a couple of exceptions. All of the Accounting and Business Administration courses are offered online. All but one of the Marketing and Management courses are offered online. Computer Advertising Design has not been, due to its use of an on campus computer lab and software. The current strategic plan has that class being offered online next academic year, after a pilot of the use of "freeware" programs proved to be successful this past spring semester. 4 of the Business Systems Technology courses are offered only face-to-face. Thus, 42 of the 48 (88%) courses offered in the business unit during the self-study year were available online.

It is possible to complete the Accounting Assistant certificate entirely online as well as the AAS Accounting Assistant. The AS Accounting and the AS Business Administration degrees could be completely entirely online with the exception on one course (MA148 Calculus with Applications) which is not available online.

In addition to online, most all of the Business Program classes are offered at the two main campus locations, El Dorado and Andover, though not each semester. In addition, they are taught by both adjunct and full-time instructors, during the daytime as well as evening.

M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

The most common delivery format of courses in the Business Programs is lecture-based classroom instruction for 15 weeks, (55 minutes per MWF meeting, 85 minutes per TR or MW meeting) and 1 week for finals. For a few select courses, our schedule also includes some shorter time frames, such as 8 week courses during the spring and fall semesters, as well as abbreviated course run times for the summer. Recently becoming our third largest "campus" is our online offerings. Through Canvas, Butler offers many courses online.

Regardless of the delivery format or length of course, all courses are subject to the same content, learning objectives, competencies, syllabus, and textbook requirements. The course outlines integrate with our "Learning PACT" and we have a standardized syllabus format.

Course outlines will be provided in the Site Visit Team's Resource Room.

N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

Our business courses are delivered in several different ways. The traditional face to face course is still the majority of the credit hours that we teach. The online is the fastest growing delivery modality for Butler Community College. Our school is working towards an online element in every class. We refer to this as a web enhanced course. Beginning in 2014, Canvas was made available to all faculty as a home for an electronic syllabus and gradebook. Beginning in Fall 2015, this will be mandatory for all classes. We believe this will enhance, and enrich the learning environment, as well as make collaborative learning much easier for our students. In addition, it helps to meet ADA requirements.

O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.

We award credit hours on a semester system. They are calculated in accordance with the Standards for Determining Credit Hours for Courses, published in the Kansas Board of Regents Policy and Procedures Manual. We do not differentiate between courses taught in a traditional "face-to-face" delivery method or those taught at a distance. Online classes adhere to the same course outlines and competencies.

P. Student Communication: Identify how and where the business program requirements, tuition and fees, student

policies, and academic credentials of the faculty are communicated to students.

Program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to the students through Butler publications and the college website [www.butlercc.edu](http://www.butlercc.edu). The printed catalog is updated every year, and each department's website is updated on an ongoing basis. The 2013-2014 Catalog can be found online at <http://www.butlercc.edu/downloads/file/89/2013-2014-course-catalog>

Items of importance in the Butler 2013-2014 Catalog and the pages on which they can be found:

Degree and Graduation Requirements – pp. 4-9

Business Program Requirements- pp. 25-29, 32-28 & 94-97

Course Descriptions – pp. 114-172

Tuition and Fees – pp. 193

Student Policies – pp. 186-193

Academic Credentials of Faculty, Administration and Staff – pp. 213-220

## Sources

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- Butler Map
- Butler Organization Chart
- Department Chairs
- Higher Learning Commission Letter

## 1 - Standard 1: Leadership

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Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

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#### Assigned To

Jared McGinley

### Institution Response

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### Sources

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*There are no sources.*

## 1.1 - Criterion 1.1 Leadership Strategies

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A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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Criterion 1.1 - Leadership Strategies

#### Institution Response

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

Business unit leadership starts at the top with our school's Executive Council, a group made up of college administrators, which meets weekly to provide strategic guidance for the college. Members of Butler's Executive Council include:

Dr. Kimberly Krull – President  
 Kent Williams - Vice President of Finance  
 Dr. Karla Fisher - Vice President of Academics  
 Stacy Cofer - Vice President of Advancement  
 Tom Erwin - Vice President of Information Services/CIO  
 Bill Rinkenbaugh - Vice President of Student Services  
 Dr. Gene George - Associate Vice President of Research & Institutional Effectiveness  
 Vicki Long - Director of Human Resources  
 Grayson Barnes - President, Butler Community College Education Association

In addition, Butler has an Administrative Council, which serves as a vehicle for the dissemination of information to employees regarding departmental activities and events throughout the college. It also is used as the means to communicate internal and external decisions, which affect the college as a whole. For example, Board of Trustee discussion and actions are disseminated to this body following each Board meeting and updates are provided regarding activities at the state level. On occasion this group is gathered for pertinent in-service activities and training. This group meets on the Friday following each regular Board meeting of September, October, November, February, March, and April unless otherwise scheduled.

Next, Butler' Dean's Council serves to share information and decision-making for consistent understanding and implementation of institutional policies and processes, particularly as they relate to the activities of the college's academic divisions, i.e., budgeting, class scheduling, assessment, program and curriculum development, and so forth. Additionally, the Deans' Council reviews and approves/disapproves new and revised courses and programs of study recommended by the Faculty Curriculum Committee. Meetings take place every other Tuesday.

The Dean of the Career and Technical Education Division holds monthly meetings with the entire division to

communicate administrative objectives and action plans, as well as to work with Department Chairs about specific program needs. In addition, the Dean maintains an open door policy and regularly works closely with Department Chairs to achieve strategic objectives. Issues dealt with include new programs and modifications, new courses, scheduling, evaluation and assessment, and effective financial planning and budget management.

The above processes provide strong leadership and guidance to avoid ambiguity and ensure the business programs are in step with the schools priorities. The business programs maintain close relationships with faculty, meeting regularly on a formal as well as informal basis. Faculty are encouraged to improve the skills and stay current on trends by attending faculty development opportunities as well as attendance at conferences. To pay for travel, registration fees, etc., Department Chairs utilize their program's budgets as well as work to secure other sources of funds such as grants. Connie Belden, a Professor in the Accounting and Business Administration program, heads up the CTE Division's Carl Perkins efforts and works very closely with Department Chairs to maximize opportunities.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

In addition to the division meetings held by the Dean, each program has a meeting in the evening each semester prior to the start of classes. Dinner is provided and the Department Chairs communicate school, division, and program announcements and policies. In addition, the faculty are encouraged to participate in creating and delivering the agenda. In the past, part-time faculty have been invited to lead discussions on topics of interest to the group, from pedagogy to technology.

When hiring takes place, such as a new Dean, many faculty are invited and encouraged to be a part of the hiring committee to help select new administrators.

Also, the Department Chairs make use of our Canvas Learning Management System via a group page, as well as use of email, use of Outlook for meeting invitations and reminders, access to others' schedules to help plan appropriate meeting times, and of course an open door policy.

In addition, all full-time, as well as some part-time, business unit faculty are invited and are active participants at program Advisory Board meetings.

## Sources

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*There are no sources.*

## 1.2 - Criterion 1.2 Leadership Measures of Performance

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Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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For in-class teaching performance of instructors and students, the Dean of the CTE Division, along with 2 full-time faculty, maintain faculty performance evaluations according to the school schedule. In addition, students are given the opportunity to evaluate their instructor. Also, with the assistance of the office of Academic Support and Effectiveness, Department Chairs select courses to conduct assessment on, create assessment tasks, create rubrics, collect the data, and disseminate the results. The Student Success Team, of which the Department Chair of Marketing and Management is on, is charged with assisting the office of Academic Support and Effectiveness with creating a manageable and effective process for assessment. Towards this end, for the past 3 years, a web-based management system called LiveText was utilized. Faculty performing assessments were trained on LiveText and used it to enter assessment tasks, rubrics, student work, and results. Reports could then be generated by the Department Chair anytime, and structured any way they wanted it. Due to difficulties with the system, Butler has now moved, as of 2015, to an in-house system and piloting that effort.

For evaluating administration, annual evaluations are conducted by the office of Human Resources to give faculty a chance to give feedback on the Dean's performance.

Information regarding business unit strategies and results are collected by the Dean and included in a divisional report which goes to the Board of Directors.

### Sources

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*There are no sources.*

## 1.3 - Criterion 1.3 Leadership and Community

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Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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The faculty in the business unit are actively involved in the community as Butler representatives.

The Department Chair for Accounting and Business Administration is the advisor for Phi Beta Lambda, which conducts various community service projects such as “Blue Jeans for Babies”, and annual fundraiser for the March of Dimes. In addition, she serves as the State Advisor for PBL Kansas.

The Collegiate DECA student organization has had student members participate in, and serve as judges for, area high school DECA conferences and competitions. This not only acts as community involvement, but builds relationships between Butler and those area high schools and serves as a pipeline for recruiting outstanding business students who want to continue with DECA in college.

The ACBSP Committee sponsors the ACBSP Business Student Leadership Award, given annually. The committee solicits and reviews nominations from faculty across the business unit. The award was created 6 years ago to recognize talented and hard-working Butler business students. The student receives a plaque, and their name is added to a perpetual plaque hanging in the student union.

All full-time business unit faculty are actively involved in their program’s advisory boards, putting them in contact with local business and organization leaders.

Several faculty also serve on other area advisory boards, such as USD 259 Wichita’s Marketing and Accounting Advisory Boards, and USD 385 Andover and USD 205 Bluestem Business Programs Advisory Boards.

A number of business faculty also make themselves available as Subject Matter Experts to Butler’s BETA (Business Education and Training Analysis) non-credit division.

In addition, business unit faculty are the main contact for students and businesses seeking internship opportunities. They work together to create internships, recruit appropriate candidates, and manage the process.

### Sources

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*There are no sources.*



## 1.S - Summary of Standard 1 - Leadership

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Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Summary

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The strengths of the business unit leadership include an administration that takes leadership and strategy seriously, sets a good example, and monitors results. Also, the school is very supportive of communications by providing meeting times, spaces, and meals to encourage and support participation. It also provides necessary tools such as our Canvas Learning Management System, Qualtrics for assessment management, and a host of academic support personnel. Finally, the business unit staff are actively engaged in leadership opportunities such as service on various committees, and participation in strategic planning.

Opportunities for improvement include the fact that the Dean of the Career and Technical Education Division resigned in the summer of 2015, and we are in the process of hiring a replacement. Currently, the Associate Dean, Michelle Ruder, is acting as Interim Dean. She is very supportive of the faculty of the business unit.

### Sources

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*There are no sources.*

## 2 - Standard 2 Strategic Planning

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The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

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#### Assigned To

Jared McGinley

### Institution Response

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### Sources

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*There are no sources.*

## 2.1 - Criterion 2.1 Strategic Planning Process

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A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

D. Describe how the business unit evaluates and improves the strategic planning process.

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

The Business Unit's strategic planning takes its lead from Butler's overall strategic planning process. Butler's strategic planning framework defines an approach to performance measurement, deep analysis, goal setting, resource allocation and coordination of essential work that is grounded in a constant focus on four enduring Strategic Priorities – Ensure Student Success, Contribute to our Communities, Invest in Employee Success and Advance Institutional Effectiveness. Key Performance Indicators help ensure that progress toward goals is being made. Planning follows a broad annual cycle, but is also fluid so that as priorities or needs shift, the college can pivot and respond. The college plans for change and through this process, the administration is able to define how Butler needs to adapt to remain an effective institution of higher education in its market.

The four key Strategic Priorities are communicated with all faculty by our administration at the beginning of each semester. At that time, and at others, divisions and programs are invited to tailor their own strategic planning to be in step with the school's, and provided with the time, tools, and guidance to do so. Thus, as we prepare our program strategies, we keep in mind the school's priorities, benchmarks, resources, etc.

B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

The Business Unit programs take their lead regarding strategic initiatives from the school's overall strategic priorities which are:

#### **Ensure Student Success**

Focus on student completion

"Students Finish What They Start"

#### **Contribute to our Communities**

Focus on Partnerships for Economic Development and Community Service

"We'll Get There Together"

**Invest In Our Employee's Success**

Focus on Performance Excellence

"High Standards Drive Our Work"

**Advance Institutional Effectiveness**

Focus on Strengthening the Fundamentals of our Business

"We Act On Fact"

In addition, we continually seek counsel from our advisory boards, faculty, and students.

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

The business unit's full-time faculty meet at least once per semester at in-service meetings to work on program planning. In addition, mandatory spring and fall in-service meetings are held by each program for all of the faculty teaching in those programs. A copy of in-service minutes will be available to the site-visit team in the resource room.

The CTE Division holds monthly meetings for all full-time faculty.

Advisory Board meetings are held each semester to communicate and elicit feedback on strategic plans.

Also, group pages have been created in Canvas, our online learning management software, to aid in communication and as a repository for files and information for the programs' faculty. Such a group page exists for the ACBSP Committee as well.

Finally, ACBSP Committee meetings serve to tie these meetings back to our ACBSP responsibilities.

D. Describe how the business unit evaluates and improves the strategic planning process.

Throughout the year, the Office of Institutional Research and Effectiveness, the CTE Dean's office, and Office of Academic Support and Effectiveness provide reports to compare actual outcomes with planned objectives. This information is reviewed by each program as a component of continuous improvement. In addition, the information is analyzed as part of the ACBSP Quality Assurance process. This process helps to evaluate success of prior strategic planning, as well as start the process of planning for the next academic year.

## Sources

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*There are no sources.*

## 2.2 - Criterion 2.2 Current Strategic Plan

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- A. Describe the business unit's key strategic objectives.
- B. Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.
- C. Describe the performance measures used to assess the business unit's action plans.

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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The business unit's key strategic objectives are tied to the school's strategic priorities:

#### Priority:

Ensure Student Success  
Focus on student completion  
"Students Finish What They Start"

#### Business Unit Objectives, Action Plans, and Performance Measures:

- Provide courses with a variety of delivery options
  - Almost all courses within the business unit are offered on our three main campuses: El Dorado, Andover, and Online
    - 88% of the courses within the business unit are offered online for maximum flexibility for students.
- Prepare students for job placement in their field of study
  - Assess learning outcomes
    - Each program within the business unit assesses at least one course at least once per academic year. Results are reported in Figure 4.1.
  - Focus on student engagement and retention
    - The business unit instructors work with the school's Retention Specialist on a monthly report to identify and assist students who are identified as struggling or failing to attend class.
    - To assess student satisfaction with our courses, we track class persistence rates to determine the percentage of students that begin the course and complete it. Results are reported later in Figure 3.4.
    - Our college is undergoing training to discover different AVID strategies to enhance student engagement in our classrooms. Each faculty member in the Business Systems Technology department is going to implement at least one strategy in one class this coming semester. We



preparedness. This is an opportunity for improvement discussed later in this self-study.

- Provide Service Learning opportunities to pair student work with local community organizations' needs
  - Business unit instructors work to identify local organizations that have a need that may be able to be met by student work as part of a business course. Those "community partners" work with the selected course by way of speaking to the students, having the students visit their site, communicating during the semester through the instructor, and being present for a presentation of the students' final solutions.
    - The goal is to work on one service learning project per semester. For example, during the last academic year, students in the Marketing and Management program created and presented marketing plans for local organizations including El Dorado KidzFest, a non-profit organization with the goal of raising community awareness of available social programs. Also, the Business Systems Technology program worked with another local non-profit, LunchBox El Dorado, to create various graphics, logos, etc.
- Effectively communicate with our stakeholders
  - Provide stakeholders with electronic access to progress toward stated goals.
    - Division leadership along with the Office of Institutional Research and Effectiveness has provided access to a database of various reports including student success data, employer surveys, etc. This information also greatly helps Department Chairs in their planning process.
    - The business unit programs make their annual ACBSP Quality Assurance Reports available on the school website.
- Partner with the community
  - Serve on area boards and committees.
    - For example, Professor Jared McGinley serves on the Wichita Chamber of Commerce Entrepreneurship Task Force; Professor Lisa Schmidt serves on a Butler Team for Vision 20/20 with USD 490 as a lead mentor; Professor Janice Akao serves on the KCWE Board and on Douglass High School's CTE Advisory Board; Professor Patrick Nance serves on the USD259 Wichita Accounting Advisory Board; and Professor Connie Belden serves on as a TACTYC Board Member and Scholarship Chair and the IT Institute Advisory Board for Butler Community College.

#### **Priority:**

Invest In Our Employee's Success  
Focus on Performance Excellence  
"High Standards Drive Our Work"

#### **Business Unit Objectives, Action Plans, and Performance Measures:**

- Provide communication and direction to full-time and part-time faculty
  - Business unit department chairs host meetings every semester during in-service.
    - There is at least one meeting for full-time faculty and one meeting for both full-time and part-time faculty together. The later is held in the evening the week before classes start, dinner is provided, and business unit objectives, action plans, and performance measures are reviewed. Attendance is tracked, and part-time faculty earn faculty development points for attendance.
- Encourage faculty to take advantage of Butler's training resources

- Butler's Faculty Development group, as well as our Online department, offer a number of opportunities for faculty to improve themselves. These opportunities are identified and promoted at faculty meetings
  - To teach online for Butler, an instructor must take introduction to online teaching courses through the school. This is monitored to ensure that there are enough qualified instructors to meet the demands of online students. Results are reported later in Figure 4.2.

**Priority:**

Advance Institutional Effectiveness  
 Focus on Strengthening the Fundamentals of our Business  
 "We Act On Fact"

**Business Unit Objectives, Action Plans, and Performance Measures:**

- Align all courses in the business unit with the Butler Learning PACT skills
  - All business course outlines and their assessments are tied to the Learning PACT skills
    - PACT Skills are assessed along with course specific learning outcomes as part of the formal assessment process.
- Maintain third party affirmation
  - The business unit actively works toward maintaining ACBSP accreditation.
    - The business unit was reaffirmed following their last Quality Assurance Report in 2012.
- Business Unit faculty should work to strengthen Butler Community College
  - Business unit faculty are to serve on Butler committees.
    - All business unit faculty are to serve on at least one Butler committee.
- Develop and implement an integrated system for workforce development that is forward thinking, flexible, and multi-faceted and that is driven by business needs.
  - The business programs work with and serve as Subject Matter Experts for Butler's non-credit business training program, BETA.
  - The business programs work with Butler's Internship Program to develop opportunities for internships with local businesses and helps to select the best candidates for those positions.
- Develop guidelines and an implementation plan for engaging, state-of-the-art learning spaces.
  - An Accounting and Business Administration Instructor works to keep the business classes state-of-the-art.
    - Instructors and students have access to tablets and Apple TV.
- Foster an entrepreneurial mindset across the institution through education and training that demonstrates and teaches innovation, entrepreneurship and responsible risk taking.
  - The business programs work to develop business courses, certificates and degrees that align with other Butler programs' objectives.
    - Business courses, for example entrepreneurship, are now required for a number of non-



business degrees such as IT courses, welding, auto-body, etc.

## Sources

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*There are no sources.*

## 2.3 - Criterion 2.3 Finances

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Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

A. Describe how the business unit links finances to strategic planning.

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.
2. The business unit budget and actual expenditures.
3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe how the business unit links finances to strategic planning.

The business unit's current financial budgeting process is tied to strategic planning in that Department Chairs, who do have budget authority, work with the Dean to submit an annual budget based on need. The Chairs provided evidence of need for each line item.

The Chairs are then able to monitor their budgets via our internal Banner system. Administrative Assistants in the Dean's office work closely with the Chairs to correctly handle expenditures and paperwork.

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.

Year	Institution	Act/Bus Adm	Bus Sys Tech	Mktg/Mgmt
13/14	186,044	5,109	4,737	2,181
12/13	196,491	5,571	5,178	2,202
11/12	204,515	6,633	5,214	2,109

[Business Program Credit Hours Vs Butler Total for 211/2012, 2012/2013, 2013/2014](#)

2. The business unit budget and actual expenditures. (See below.)
3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures. (See below.)

### [Business Unit 3 Year Budgets](#)

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

The business unit programs have been strongly supported financially over the last several years, despite budget crunches in state government. The school has a history of conservative spending and planning that makes this possible. As a result, any personnel need has been met, and non-personnel budgets have remained consistent and adequate to continue to serve our needs. Travel and student organizations also continue to be adequately supported. The business unit programs strive to be good stewards of their resources, and have even shared money between themselves as situations warranted. In addition, the Dean's office has been willing to help when additional money has been requested and justified.

## Sources

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- Business Program Credit Hours vs Butler 14 13 12 Graph
- Business Unit 3 Year Budgets

## 2.4 - Criterion 2.4 Facilities

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The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

A. Describe how the business unit links facility planning to strategic planning.

B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe how the business unit links facility planning to strategic planning.

Facility needs are considered as part of the process of course scheduling, which happens at the beginning of the semester prior to the semester being planned for, allowing for 5 months of lead time, planning, and preparation.

The Lead Faculty for each Business Program works with the Dean of the CTE Division, our IT group, as well as other divisions, to ensure access to the classrooms needed and to make sure the equipment inside them is up to date and sufficient to meet our needs. Each semester, members of the Dean's Council meet to iron out any unmet classroom needs.

In addition, online classes add an additional flexibility. If a class fills up prior to the start of the semester, another can be added to the online course schedule. During the self-study year the business unit piloted 12 week courses for just such scenarios, and they have proven to be quite popular.

B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

The faculty and students at Butler Community College are proud of the buildings and classrooms we have to work in, including the constant building and renovation that takes place on both of the 2 major campuses.

For faculty, each faculty member's office is equipped with a desk, filing cabinet, bookcase, computer (new within the last 3 years including Office 2015), a printer, and a telephone with 24-hour messaging capabilities.

Faculty offices are located central to where the majority of the instructor's classes are. All of the Business Program classrooms are "smart" classrooms, featuring wi-fi and network high speed Internet connection capable of handling streaming video, projection equipment, and DVD playback ability. Several of the classes also contain full computer labs. Additional equipment can be reserved to be brought in via a cart through our Media Resources Center. There are also a few select classrooms with iPads for the classroom rather than computers.

Whenever possible, faculty's classes are assigned to the same classroom semester to semester, which has resulted in most faculty being able to "customize" their classrooms to fit their instructional style.

In addition, facilities are ADA compliant.

More than anything else, our facilities meet the needs of the student by being a comfortable learning environment for the students. Our labs offer computers loaded with any software required for the class, as well as any browsers or other tools. Our office space has room for the student to come and sit and discuss assignments, grades or any other academic issue they might run into.

## Sources

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*There are no sources.*

## 2.5 - Criterion 2.5 Equipment

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Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

A. Describe how the business unit links equipment planning to strategic planning.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment that reflects current technology.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

**Assigned To**  
Jared McGinley

### Institution Response

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A. Describe how the business unit links equipment planning to strategic planning.

One of our strategic planning goals for the business unit is to ensure that our students are prepared for the real world when they leave. We plan our facilities and equipment in a way that aids in this by exposing our students to the devices, software and equipment that they will both see and use in the business world. For us, this means that when we are planning our facilities, we do our best to make them conducive to the technology that we will be teaching with both currently, and as best we can, in the future. In addition, Advisory Boards are consulted regarding any major purchases for approval.

Toward that end, Butler has incorporated a "learning spaces" concept into several of their classrooms as a pilot project. The concept behind learning spaces is that the more engaged students are, the more success they have. The learning spaces encourage student engagement in several ways. First, the students sit around round tables to encourage greater interaction with each other. In order to assure every student can still see any material on screens, several are placed around the room, viewable from every seat. Also, the table as well as the chairs are easily movable. This leads to increased interaction and question asking, another component of student engagement. The writing boards are on a rail system, allowing great mobility for them as well. Aesthetics are also considered, as the classrooms have a very contemporary look and feel. This is also based on research findings, as natural elements are shown to help build engagement. The spaces are brightly colored and feature images of local nature such as the scenic Flint Hills. Similar concepts were used in the design of the student union on the Andover campus.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment which reflects current technology.

The Business Programs are blessed with an administration that places a high value on staying up with the fast pace of change in technology as it relates to our instructional missions. To begin with, all computer equipment is on a four year replacement cycle. Thus, once equipment has been obtained, it is kept up to date. An example of this would be one of our intro to business classrooms. 30 iPads were obtained through Carl Perkins funding to enable the students to work on mobile devices, as we anticipate they will need this skill in the workplace.

The Media Resource Center delivers audiovisual, graphic, video production and transmission services to students, college personnel and community organizations. The Technical Service staff provides maintenance installation and repair of the audio visual and video equipment used by the college. Teleconferencing is provided through the department's distance educational technologies of ITFS and satellite reception equipment.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

Students have access to computers on campus in a variety of ways. They have access in classes, all dorm rooms are wired for high speed Internet access, the dorms feature open labs for students without their own computers, and there are open labs at all Butler campuses.

Butler features 54 open and instructional computer labs, with an average of 18 computers each. This count includes mobile laptop carts as well.

Computers are updated on a 4 year schedule, ensuring that they are kept up to date.

In El Dorado there are open labs in the Nixon Library, the 300 Building, the 1500 Building, the 200 Building, and of course the dorms. In Andover there are open labs in the two largest buildings. In Marion and Council Grove there is a lab that is open to students when an advisor is present.

All full time business faculty have a computer and printer in their office. Part time faculty have access to labs as well as adjunct office space, including computers, printers, and copiers. All campus computers feature the Microsoft Office Suite.

To help support this technology, the Information Services Division employs the Technology Enrichment Cooperative Employee (TEC-E) program. The TEC-E Program has two objectives: to provide an enriched learning environment for the TEC-E students moving from high school to Butler and to help meet the service and support needs of the faculty and students utilizing the computer, software, and network services provided. It consists of a one week (40 hours) paid summer institute that provides hardware/software and network support training specific to the IS environment at the college. Thereafter the TEC-E students agree to provide a variety of IS services during their four semesters of enrollment at Butler, earning a differential student pay rate with regular increases as their experience grows. There are currently 16 students in the program, and 3 full time employees.

The TEC-E Help Desk can be contacted by phone (8:00 a.m. to 8:00 p.m. Monday – Friday) or by a link on the Butler website's home page. Once a call is logged, you can check its progress via Help Desk's website, and they email updates as changed happen. When a TEC-E has investigated and corrected the issue, the user will be notified.

## Sources

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*There are no sources.*

## 2.S - Summary of Standard 2 - Strategic Planning

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Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Summary

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The focus on “intentional” strategic planning is well entrenched at Butler, and the concept of continuous improvement is evident as we continue to search for the best ways to incorporate it. Department Chairs are given great “ownership” for their programs, and are encouraged to be entrepreneurial, while still taking their lead for overall priorities from administration. Administration does an outstanding job of setting and communicating those priorities, and providing the framework and tools for programs to chart their own direction accordingly. The move to Department Chair from “Lead Instructor” has just taken place in 2015, with the key difference being that Chair’s will be conducting instructor assessments instead of the Dean’s office.

The Department Chairs are supported by several offices in this effort. The Dean’s office provides consistent communication and support via monthly meetings. The Office of Academic Support and Effectiveness provides tools such as LiveText, Academic Unit Performance (UPM) models, as well as tremendous support. In addition, the Office of Institutional Research and Effectiveness does an outstanding job of collecting and providing data to support decision making. Examples of this include surveys of completers, employers, data on enrollment, market data, etc.

In addition, the business unit is fully supported, including financially, to continue to satisfy its goals. Examples of this include our vibrant student organizations, travel to and attendance at conferences for both students and faculty, a focus on service learning, and up to date equipment and facilities. In 2015, a complete inventory of each classroom was taken by our Associate VP of Academic Affairs, in which a database was created that lists each classroom and all it contains, not just the number of seats. This will help in classroom planning in the future. In the fall of 2015, the El Dorado campus will feature new bleachers being installed in the gym, the A&P Lab in Andover being completed, Advising and a few classrooms getting updated, new paint and carpet, remodeling of the student apartments, and the total renovation of the El Dorado Student Union. We also will be adopting additional security measures, featuring mandatory wearing of photo ID by faculty and staff.

Butler does also have opportunities for improvement as well. While we are provided outstanding data for decision making, it has always proven difficult to obtain information from program completers and their employers. Over the years we have tried a number of strategies, and are still trying to find the best option.

Identifying students in our program is a challenge due to several issues. When students enroll, they may not know what their major is, and they therefore may not list a business program at that time. Identifying students who appear to be in the program, but are not listed as such, has been a focus. Prior strategies included identifying every student who had taken 12 or more hours in a specific area and reaching out to them. For the next academic year, the CTE Division is working with a faculty member to lay out a strategy within each department to have a more intentional focus. Any student taking a business class will be contacted to see if they are indeed intending to be a part of the program as a whole. A spreadsheet will be maintained on an ongoing basis, and we will attempt to build relationships as much as possible with students identified as program students, in hopes that they will respond to future attempts at collecting information.

Similar issues apply to obtaining data from employers. If we do not have a solid relationship, not just with the student, but with the employer as well, we are not likely to get much information. We are considering therefore, going



forward, on establishing an “advisory board” of sorts with membership made up of some of our larger employers. It is felt that rather than reach out to a large number of employers with little success, and at great expense and time commitment, we would be better off focusing our efforts on a small pool of employers with which we can build a strong relationship with.

Another opportunity for improvement is increasing transfer relationships with four year institutions. We have had relatively good luck in some areas, and the Accounting and Business Administration program has several outstanding opportunities for students. However, we would like to increase our options for students further across the entire business unit. Universities in the Regents system allow for some courses to be transferred, but we would like to see them take more, allowing for a student obtaining an AS degree in business to transfer seamlessly. As it stands, many of those classes are considered by universities to be 300 level and they and their accrediting bodies prefer those classes to be taken at the university itself. They transfer those classes in as “business elective”, of which a limited number is needed by the student, which could cause them to take additional credit hours. Representatives from schools like Emporia State, Pittsburgh State, and Fort Hays State have worked out solutions or are open to continued dialogue, and we are hopeful this will continue.

## Sources

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*There are no sources.*

### 3 - Standard 3 Student, Stakeholder, and Market Focus

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The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

#### Self-Study

**Status:** Not Started | **Due Date:** Not Set

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#### Assigned To

Not Assigned

#### Sources

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*There are no sources.*

## 3.1 - Criterion 3.1 Stakeholders

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- A. List the business unit's key stakeholders.
- B. Explain how the business unit determines key stakeholder requirements and expectations.

### Self-Study

Status: Completed | Due Date: 8/15/2015

**Assigned To**  
Jared McGinley

### Institution Response

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- A. List the business unit's key stakeholders.

The stakeholders of Butler Community College's Business Programs include:

- Butler students planning on obtaining a degree or certificate in business from Butler
- Butler students planning on obtaining a liberal arts degree from Butler, but plan on obtaining a bachelor's degree from a 4 year institution
- Butler students who may take a business class out of interest
- Butler business program graduates
- Other Butler programs such as Automotive Tech, Welding, etc.
- The greater Butler County area's residents
- The greater Butler County area's businesses
- The greater Wichita MSA residents and businesses

- B. Explain how the business unit determines key stakeholder requirements and expectations.

Contact and communication with each stakeholder group is maintained each semester. The Lead Instructors for each Business Program do so by:

- Maintaining contact with Butler academic advisors regarding student needs and expectations
- Serving on Advisory Boards with both area high school and area universities
- Maintaining our own Advisory Boards with area business people and holding meetings at least once per semester
- Surveying students periodically
- Meeting with other Butler program Lead Instructors at college wide and divisional meetings
- Serving on area boards, such as the Wichita Chamber of Commerce Entrepreneurship Task Force

### Sources

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*There are no sources.*

## 3.2 - Criterion 3.2 Stakeholder Satisfaction

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- A. Explain how the business unit builds relationships to attract and retain students.
- B. Explain how the business unit delivers services that satisfy students and stakeholders.
- C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.
- D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

**Assigned To**  
Jared McGinley

### Institution Response

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- A. Explain how the business unit builds relationships to attract and retain students.

The Business Programs build relationships in several ways.

- Each semester an articulation meeting is held where area high school business instructors visit campus and hold face-to-face discussions with our business faculty.
- Each semester, area high school students and their families are invited to the both the Andover and El Dorado campuses for a "student fair" to visit with department faculty.
- The CTE Division hosts its own specific student day on campus as well.
- Business unit faculty serve on area high school business advisory boards.
- Business unit faculty attend and interact at area high school business club meetings and competitions, such as DECA.
- Business unit faculty regularly entertain area high school students and their families as part of on campus visits arranged by the admissions office.
- The Business unit faculty serve as advisors for business clubs such as Collegiate DECA and Phi Beta Lambda.

- B. Explain how the business unit delivers services that satisfy students and stakeholders.

The business unit curriculum and services offered are determined with feedback from our stakeholders. Courses, certificates, and degrees are designed to meet the varied needs of our stakeholder groups. We offer courses, 1 year certificates, 2 year AS degrees for transfer students and 2 year AAS degrees for students looking to enter the workforce. We are careful to offer these options at multiple campuses, at multiple times of the day, online, and with access to a variety of faculty, including full time faculty.

- C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

The Office of Institutional Research conducts research and reports these results back to the Lead Instructors. This

information includes items such as students' satisfaction, student preparedness, and employer satisfaction. Obtaining this feedback is always a challenge, and some semesters the information is scant. The Office of Institutional Research and Effectiveness is working on alternative approaches to compile employer feedback information for the future.

In addition, surveys of the Butler students are given as part of the normal instructor review process. These results are then shared with instructors, and if necessary a meeting takes place between the Dean and the instructor. In the fall of 2015, Butler has moved to a Department Chair model, allowing program heads more involvement with this process.

Butler also participates in nationally recognized student surveys. These include the Noel-Levitz Student Satisfaction Inventory, which measures the gap between students' expectations and satisfaction levels on a number of areas and the Community College Survey of Student Engagement, which measures the perceived frequency of students' involvement with activities that are highly associated with learning and engagement. The samples for these surveys are generated randomly from all lecture-based courses at the college, and students in business-related programs are represented in this sampling process. The overall satisfaction scores for the self-study year for each of these surveys are provided under Criterion 3.4 B.

D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

Each Business Unit Program has an active advisory board, which meets every semester, and it is their responsibility to recommend and approve curriculum, equipment, facility, and technology changes. Student feedback is sought formally via student surveys, as well as via informal relationships built with faculty. We also monitor and benchmark against peer institutions in the state and nation. Through attendance at conferences and monitoring other programs, we are able to stay up to date on trends. Our faculty's involvement on area high school advisory boards also helps determine needs, as does our meeting with high school faculty every semester at articulation meetings. Feedback from the Advising office is also sought and towards that end, each program has its own "liaison" with Advising, whom we work closely with each semester to educate and inform each other of trends and changes.

## Sources

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*There are no sources.*

## 3.3 - Criterion 3.3 Student Support

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- A. Describe the support services available to business students, including admissions, financial aid, and advising.
- B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

**Assigned To**  
Jared McGinley

### Institution Response

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- A. Describe the support services available to business students, including admissions, financial aid, and advising.

**Admissions:** Butler takes students on personal tours of the campus, advises students on how to turn goals into a course of study, and helps with Financial Aid and academic scholarships, enrollment, and housing options.

**Academic Advising:** As students move through their degree programs, they academic advisors help them stay on track or modify plans if students decide on a different direction. They can also connect students with other resources that can enrich their learning experience. Butler advisors assist students in the process of making decisions about their goals and planning their education and/or career path by supplying accurate, reliable information about colleges and educational programs. Advisors are available on all campuses, and are available to discuss issues which affect their academic progress.

As part of this process, Butler has implemented a online, real-time, academic management system called GPS. GPS allows the student, advisors, and Department Chairs to see the student's transcript, as well as courses needed to complete their course of study, and any notes, comments, or exceptions that have been made along the way. This increases the speed and accuracy of helping the students move along toward their academic goals and has been very well received.

Other activities and strengths of advising include:

- Specific Financial Literacy & SALT services.
- Conduct financial aid presentations at high schools. These are often conducted in the evenings, when it is most convenient for parents and students to attend.
- Host "FAFSA Frenzies" at the El Dorado and Andover locations, where we have staff available to assist with completing the FAFSA for the upcoming year; partner with SGA for snacks.
- Conduct TRIO presentations regarding financial aid and financial literacy.
- Present at Early Enrollment Days.
- Faculty presentations during Professional Development week.
- Strong emphasis on customer service.

**Financial Aid:** Our financial aid counselors work with each of our students to help them receive federal funding like grants and direct loans. Some funds are available based on financial need as established by the Free Application for Federal Student Aid (FAFSA). Students may also qualify for scholarships based on academic, activity or athletic qualifications. There are also work-study employment opportunities. Butler makes every effort to help them defray some of the expenses they face while in school.

Other support services available to students includes:

The Information Technology Division which provides computer and network support. This office provides support to students in terms of accessing their GPS account, email, online enrollment, online classes in Canvas, etc. With our transition to "web enhanced" class structure, students then have 24 hour access to electronic gradebooks, syllabi, etc. We truly have phenomenal technology, tools and support.

The Media Resource Center provides Audio Visual equipment and support.

Student Career & Employment Services helps students develop resumes, job search skills, interviewing skills through mock interviews, sponsors employment fairs, and helps find and develop internships and assist with our Cooperative Education program.

Butler also features an entire division dedicated to student support services, the Division of Academic Support. This division provides peer tutoring programs on multiple campuses, make-up testing services, and both college level and developmental level classes. In addition, Butler offers students CLEP testing services, GED prep and testing, English placement, and math placement testing.

B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

Butler has an open door policy with their instructors and Dean's Office. Instructors are required to be available to student consultations for a minimum of 10 hours per week. The instructor's schedule is required to be posted on their office door, and their syllabi, which are now electronically available to the students via Canvas.

In addition, Butler has a Student Review and Appeals Committee to deal with issues where the student is still not satisfied after meeting with the instructor or Dean.

If a student does not agree with a grade assignment or disputes allegations of academic misconduct, the following procedures will be followed to ensure an appropriate resolution.

A written appeal is initiated with the appropriate academic dean, associate dean or site director. If the student is not satisfied with the decision of the academic dean, associate dean or site director, he or she can appeal this decision within 10 days with the Student Review and Appeals Committee.

The appeal must be made in writing to the Vice President for Student Services. The student should indicate the initial concern, the decision by the academic dean, associate dean or site director, and the reason this decision is not satisfactory. The Student Review and Appeals Committee will request information from the academic dean, associate dean or site director regarding the basis for their decision. Once all documents are received, the committee will review the information and notify the student of the committee's decision by certified mail. Should the student wish to appeal this decision, he or she may do so to the Vice President of Academics within 10 days of receipt of the committee decision. The decision by the Vice President of Academics is final.

For appeals regarding any other academic concerns, such as differences of opinion on assignments, classroom procedures or related issues, the following procedures are followed:

The student should attempt to resolve the issue with the faculty member by requesting a meeting and discussing the issue.

If the issue cannot be resolved, the student has the right to appeal in writing, with summary of the situation and any supporting documentation. The academic dean, associate dean, or site director will notify the student his or her decision in writing.

If they are not satisfied with the decision of the academic dean, associate dean, or site director, they may appeal this decision within 10 days with the Student Review and Appeals Committee. The appeal must be made in writing to the Vice President for Student Services. The Student Review and Appeals Committee may request additional information from the instructor, academic dean, associate dean, site director, or others. Once all documents are

received, the committee will review the information and notify the student of the committee's decision in writing.

If the student is not satisfied with the decision of the Student Review and Appeals Committee, they may appeal this decision within 10 days with the Vice President of Academics. Once all documents are received, the Vice President of Academics will review the information and notify the student of his or her decision in writing. The decision by the Vice President of Academics is final.

## Sources

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*There are no sources.*



## 3.4 - Criterion 3.4 Stakeholder Results

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A. Describe how the business unit measures student utilization of offerings and services.

B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

- Course evaluations
- Student satisfaction surveys
- Alumni satisfaction surveys
- Employer satisfaction surveys
- Other student/stakeholder measures

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe how the business unit measures student utilization of offerings and services.

Department Chairs utilize a number of different sources of information. First, class enrollment data is analyzed prior to the start of each semester to determine if additional courses need to be offered, or in some cases canceled. Every effort is made to avoid cancelling classes due to low enrollment, and students are notified as early as possible, with efforts made to get them into our sections of the same class. 12 week, and even 8 week courses have been added after the start of the semester to help meet additional demand. The Department Chairs track trends in class enrollment for future planning.

In addition, Department Chairs analyze course assessment data, results of surveys from course completers and employers gathered by our Office of Institutional Research and Effectiveness, advice from our Advisory Boards, CCSSE data, and Noel-Levitz survey data to aid in decision making.

B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

- Course evaluations
- Student satisfaction surveys
- Alumni satisfaction surveys
- Employer satisfaction surveys
- Other student/stakeholder measures

#### Course Evaluations

Faculty evaluations are discussed in depth under Criterion 5.6 Faculty Evaluation. Results for individual faculty and courses are not made public, however general results are included in our CCSSE survey results. Course outcomes assessment data is reported under Standard 4 Figure 4.1.

### Student Satisfaction Surveys

Program completers' satisfaction is measured by our Office of Institutional Research and Effectiveness in their annual Career and Technical Education (CaTers) Report, and elements of that are included in Figure 3.4 Student and Stakeholder Focused Results in the link below. Additionally, Butler administers surveys such as the Noel-Levitz Student Satisfaction Inventory and the Center for Community College Student Engagement survey with the most recent results below.

Survey Instrument	Measure	Scale	Mean Score
Noel-Levitz SSI	College meeting students' expectations	1 (much worse than expected) to 7( much better than expected)	5.40

### 2015 Benchmark Summary Report -Butler Community College [Weighted]

Benchmark	Score
Active and Collaborative Learning	49.3
Student Effort	47.6
Academic Challenge	45.5
Student-Faculty Interaction	49.2
Support for Learners	48.3

### 2013 Benchmark Summary Report -Butler Community College [Weighted]

Benchmark	Score
Active and Collaborative Learning	46.4
Student Effort	46.3
Academic Challenge	47.6
Student-Faculty Interaction	50.6
Support for Learners	49.1

### Alumni Satisfaction Surveys

Results from alumni satisfaction surveys is collected by our Office of Institutional Research and Effectiveness. Pertinent 3 year data is provided in Figure 3.4 including preparedness for the workforce and quality of curriculum in the link below.

### Employer Satisfaction Surveys

As mentioned under our Opportunities For Improvement under our summary of Standard 2 – Strategic Planning, as

well as Student and Stakeholder Focused Results, data from employers of business unit graduates has been scant the past 3 years. We are currently working on two new initiatives to correct this. One approach involving a more hands on approach, the second involving creating an employer “advisory board”.

#### Other Student/Stakeholder Measures

Some business unit advisory board survey results are shared in Figure 3.4 below. In addition, results from the Marketing and Management Student Service-Learning Survey are below. The survey was started in 2012 and is conducted every fall only, due to time constraints in the spring. Initially the survey was paper based, handed out in class at the conclusion of the project. Tabulation was tracking was time intensive, so a move to emailed surveys followed, but this cause a drop in submissions. The survey was also expanded from 6 questions to 22, which may have accounted for some of the drop in submissions. We are looking at moving to an online survey system for the fall of 2015. Copies of individual surveys will be available in the resource room for the site-visit team. Below are the results to the survey question “I learn course content best when connections to real-life situations are made.” The scale is 1-4, with 1 being “Strongly Disagree” and 4 being “Strongly Agree”.

[Standard 3 - Figure 3.4](#)

[Service Learning Survey.](#)

## Sources

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- Service Learning Survey
- Table for Standard 3 - Fig 3.4

## 3.5 - Criterion 3.5 Business/Industry Relations

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Each academic unit must demonstrate linkages to business practitioners and identify organizations that are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

B. Describe the impact or results of business and industry linkages.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

Each program within the Business Unit has an active Advisory Board made up of members of the local business and academic community. The boards meet once a semester (or more, if needed). Our boards are crucial in helping us determine our curriculum needs. In addition, we have occasionally held meetings at the members' locations to allow them to educate the board members on the business. Members of the boards include:

#### Accounting and Business Administration

- Tanza Bauer, Instructional Coordinator – Baker University
- Ron Bazzell, Director of Accounting – Fugate Enterprises
- Andrew Eck, Manager of College Relations – Koch Industries
- Monty Melugin, CPA – All American Accounting
- Randall Moss, A/R Manager – Butler Community College
- Marilyn Murphy, Staffing Specialist – The Arnold Group
- Julie Ramsdale, HR Manager – Wescon Plastics
- Julie Omundsen, Assurance Depart. Supervisor – Allen, Gibbs & Houlik
- Karen Schauf – Cornejo and Sons

#### Business Systems Technology

- Sue Houser, Senior Executive Assistant—Spirit AeroSystems
- Darrel Moore, Certified Coder—Via Christi
- Denny Hartman, Provider Consultant-Institutional Relations—Blue Cross/Blue Shield
- Kent Williams, Area Manager—Manpower
- Donna Farthing, Deputy Treasurer—Butler County Court House

- Diane Walters, Executive Legal Assistant—Cessna Aircraft Company
- Tammy Martinson, Certified Coder and Instructor—Integrity Medical Billing
- Cyndi Mullens, Office Manager—Spirit AeroSystems

#### Marketing and Management

- Bryan Malone, Principal/Co-Creative Director – Howerton + White
- Kaden Miller, Student and Collegiate DECA President – Butler Community College
- Earl Shellner, Financial Advisor - Cooper Malone & McClain
- Jerry Treat, Instructor – Rose Hill High School
- Mark Yearout, General Sales Manager – Entercom Wichita

We also have active student organizations. In the Accounting & Business Administration area we have Phi Beta Lambda (PBL), and in the Marketing & Management area, we have Collegiate DECA. In these organizations, students serve as an officer team and are responsible, along with the advisors, of planning, scheduling, and conducting meetings and preparing for competition. Students then compete at the state and national level in various business related events. The events are judged by business individuals. In addition, other events occur, such as fundraising events, and community service events. For example, PBL hosted a campus wide financial workshop in October 2014 led by representatives from Mid-America Credit Union. The event was free to Butler students and attracted a large number who were interested in learning more about how to maintain their personal financial health.

The previously mentioned Service Learning projects that take place also link us to business in the community.

The Business Systems Technology Program has performed Service Learning Projects for the following:

- Kids Need 2 Eat
- El Dorado Lunch Box
- The ARC of Butler County
- Special Olympics
- Sedgwick County Sherriff's department
- Homeless Initiative of Butler County
- Numana
- Grizzly Give Back Day

The Marketing and Management Program has performed Service Learning Projects for the following:

- The Purple Cow Farm
- Flint Hills Therapeutic Riding Center
- Red Cross of El Dorado
- The Drug Endangered Children's Protocol
- El Dorado Broncos Baseball Club
- El Dorado KidzFest
- El Dorado Lunch Box
- Numana
- World War II History Museum
- Circle Gallery Frame Shop

[Service Learning Thank You](#)

In addition, the Business Unit faculty serve on the various Advisory Boards in the area. One serves for Wichita Public Schools (USD 259) for their Accounting board, one serves for Wichita Public Schools as the Chair of their Marketing board, one serves on the board for Business for Bluestem Public Schools (USD205), and another full-time faculty member serves of the Advisory Board for Douglass Public Schools (USD396).

The Lead Faculty in all 3 Business Unit programs also meet twice a year with area high schools to review and approve high school business curriculum for articulation credit at Butler.

B. Describe the impact or results of business and industry linkages.

The advisory boards have helped us keep our Business Unit programs current. Based on their input, we have incorporated a number of new ideas into the classroom, including the use of Excel in our accounting classes. In FY 12/13, we adopted a new accounting text, Accounting Using Excel for Success. In addition, one of the companies on our Boards partnered with us to create an internship program for Spring 15 during tax season.

Being a part of the student organizations, students have developed their leadership skills, employment skills and networking skills. The students have learned to plan and advertise community service projects and fund raising events. Also, many of the student members have placed nationally at business-related competitions.

Other benefits of the student organizations include providing a recruitment pipeline of students engaged in high school business organizations such as DECA and BPA, providing extracurricular activities to our business students, providing an opportunity for students to synthesize solutions outside of class based on what they have learned in class, and providing access to additional scholarship opportunities for students.

### [Student Organizations](#)

Completing service learning projects for area community partners gives our students real-world experience with various office projects. Students state that they learn more from those activities than all the book work that they do throughout the semester. In addition, it allows us to use our resources to benefit the community.

Regarding outside advisory boards, by serving on advisory boards for post-secondary schools, our faculty members are developing a good relationship with the schools that provide students to us. We are able to have input into their program to help the students be successful at Butler.

## **Sources**

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- Service Learning Thank You
- Student Organizations

## 3.S - Summary of Standard 3 - Student, Stakeholder, and Market Focus

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Complete Table I Student and Stakeholder-Focused Results for Standard 3 (See Excel table found in the Evidence file tab).

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Summary

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Faculty in the business unit do an outstanding job of managing a host of relationships with students, business leaders, are high school and college representatives and others. A lot of time and effort go into maintaining those relationships, and the school is very supportive, providing personnel and money to support those efforts. Examples include our Advisory Board luncheons, high school articulation meetings which feature lunch and the support of several staff members outside of the business unit, etc. Also, our Office of Institutional Research and Effectiveness provides a wealth of information to support our decision making. In addition, our students receive tremendous support from advising, financial aid, and other offices across campus.

Our biggest opportunity for improvement from this section probably is the low scores we receive from students on the CCSSE survey regarding the questions of student effort and academic challenge. Those numbers have historically trailed other areas, indicating that we need to consider if our programs are rigorous enough to prepare students for transfer to four year institutions and for the workplace.

### Sources

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*There are no sources.*

## 4 - Standard 4 Measurement, Analysis, and Knowledge Management

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The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

### Self-Study

**Status:** Not Started | **Due Date:** Not Set

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#### Assigned To

Not Assigned

### Sources

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*There are no sources.*



## 4.1 - Criterion 4.1 Student Learning Outcomes Assessment

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Institution Response:

**A. Describe the current student learning outcomes assessment plan.**

**B. Describe the student learning outcomes assessment process and include information about the following:**

1. What student learning data is collected and why
2. How the business unit uses student-learning data to improve the business program and enhance student learning
3. How comparative or benchmark data is used to enhance and improve of student learning
4. How the business unit improves, refines, or enhances the student outcomes assessment process

**C. List the student learning outcomes for each program seeking accreditation or re-affirmation.**

**D. Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation, including three tables for each program.**

- Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments
- Three to five data points of trend data including the self-study year (Candidates with less than three data points are eligible for accreditation with conditions.)

**E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.**

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe the current student learning outcomes assessment plan.

The assessment of student learning begins with a commitment to our vision and mission statements and works through the Learning PACT. The Butler Learning PACT lists skills critical to the 21st century workplace. These skills are used in the college's institution-wide assessment of student achievement of General Education learning outcomes. Our faculty, staff and administration participate in an ongoing learning assessment program to continually improve teaching and learning.

As one of Butler's Strategic Goals, Student Success Data Team and Curriculum Team working with the Deans Council and the faculty integrate the PACT outcomes into all the courses offered by the college. All courses

accepted for General Education degree requirements will develop and document one of the two Analytical Thinking outcomes and two of the following: one of the Personal Development outcomes, one of the Communication outcomes, and/or one of the Technology outcomes. All other courses will develop and document at least one of the PACT outcomes. Faculty assess these outcomes on an annual college wide basis by sampling

At the time of our last ACBSP self-study, Butler was transitioning away from a jury system of assessment, to one based on integrating our new Learning PACT across all courses of the college. We now have 100% of our courses, including those in the business unit, with embedded PACT skills identified in the course outline. Additionally, each course outline lists the appropriate learning outcomes, as well as the Major Summative Assessment Task (MSAT) to be used as part of the assessment process.

Each program's Department Chair is to select 1 course from their program each year to assess. Assessment usually takes place in the spring semester. Department Chairs usually assess the same course several years in a row to develop trend data, and then select another course, though some continue to assess particular capstone courses.

Learning assessment leads to improvement in student learning in that it affects the decisions of our entire institution.

B. Describe the student learning outcomes assessment process and include information about the following:

- What student learning data is collected and why.
- How the business unit uses student-learning data to improve the business program and enhance student learning
- How comparative or benchmark data is used to enhance and improve of student learning
- How the business unit improves, refines, or enhances the student outcomes assessment process

The office of Academic Support and Effectiveness, supported by the Student Success Team, oversee and support the assessment process. They provide training and assistance to any faculty needing help. They also are the repository for assessment information. They help to collect the data and report it. For the past several years, we have been using LiveText, an online assessment management database system, to assist in the process. This tool, while giving instructors an ability to score rubrics online and retrieve information easily, didn't keep up with the complexity of our efforts. This past academic year we have moved to using Qualtrics, an online survey software that our Office of Institutional Research and Effectiveness has experience with.

Assessment revolves around course specific learning outcomes and skills associated with the previously mentioned Learning PACT.

The assessment process involves the following procedures:

- The documentation of PACT skills occurs in all courses which are accepted for General Education credit at Butler and elective courses, such as most of our business courses, which focus on the development of Learning PACT skills at a more advanced level than the General Education courses.
- Each course accepted for General Education credit designates at least one of the PACT skills which are documented in that course.
- Each Learning PACT General Education and elective course has embedded major summative assessment tasks which would document the student's achievement of the PACT skills focal to that course.
- Major summative assessment tasks in any given course which are intended to assess and document the student's achievement of specific Learning PACT outcomes utilize faculty generated departmental standardized scoring rubrics which clearly establish the relationship between those assessment tasks and the Learning PACT outcomes.
- Faculty administer major summative assessment tasks which assess student achievement of at least one Learning PACT and then sample student work on those major summative assessment tasks.
- Faculty/staff at the course, department, division, and college wide level process and analyze the sampled student work so as to generate data.

- The college then uses that data to facilitate the planning and implementation of improvements which will expand student learning.
- The documentation of many P skills occurs through a varied structure of assessment experiences.
- A great deal of “P” skill assessment takes place outside of traditional classroom/course settings and incorporates student self-assessment combined with assessment by faculty.

The following are some of the assessment methods used by the departments seeking accreditation:

### **Business Administration / Accounting**

#### Accounting I

- In this course, the students complete a project that measures the student’s ability to solve problems related to Financial Accounting I functions, including journal entries through the financial statements of the accounting cycle.

#### Accounting II

- In this course the students complete a project that measures the student’s ability to journalize corporate business transactions in accordance with generally accepted accounting principles (GAAP) and to prepare financial statements.

#### Managerial Accounting

- The students complete a standard departmental project that measures the student’s ability to solve problems related to managerial accounting functions, including revenue expectation, cost controls, budgets, and various analysis

#### Intro to Business

- Students in this course complete a project that analyzes and applies various successful business principles to a selected business.

### **Business Systems Technology**

#### Records Management

- Students complete a simulation activity that measures the student’s ability to apply filing rules learned to organize and manage paper and computer records accurately so that anyone using the system can retrieve the record.

#### Business Procedures

- Participating in a service learning project with a community partner and documenting the experience in a reflection paper.

### **Marketing / Management**

#### Principles of Management

- A major case is given as an assignment at the end of the semester, meant as a summative assessment of many of the different learning outcomes from the entire course. The idea is for the students to have to synthesize solutions based on a “real world scenario”.

#### Introduction to Marketing

- Form marketing, the assessment model ties into the Service Learning project. Every semester, students are required to submit a complete marketing plan, based on our community partner’s organization, and give an oral presentation to support the plan (excepting online classes). In addition, the students work in groups. The marketing plan allows for the whole of the knowledge of the course to be applied to a real-world situation, requiring creativity and synthesis on the part of the students.

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

The Butler business unit programs do not have program wide student learning outcomes, but rather have course specific ones. An example of the outcomes listed on a specific course outline is below, from our Introduction to Business outline.

#### *Butler Assessed Outcomes*

*The intention is for the student to be able to:*

1. *Demonstrate an understanding of the foundational areas of business.*
2. *Demonstrate an understanding of key elements necessary for a successful business.*

*Learning Outcomes The intention is for the student to be able to:*

1. *Demonstrate an understanding of global competition.*
2. *Identify success management techniques to motivate employees and improve employee morale.*
3. *Identify ways the internet has changed marketing and business practices.*
4. *Demonstrate an understanding of the stock market.*
5. *Identify ways to market a product or service successfully to a target market and obtain customer satisfaction.*

*Learning PACT Skills that will be developed and documented in this course :*

*Through involvement in this course, the student will develop ability in the following PACT skill area(s):*

#### *Analytical Thinking Skills*

1. *Critical thinking*

*By applying business principles to various business situations, the student will develop critical thinking skills.*

#### *Major Summative Assessment Task(s)*

*These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:*

1. *Completing a project that analyzes and applies various successful business principles to a selected business.*

#### *Course Content*

*I. Skills or Competencies – Actions that are essential to achieve the course outcomes:*

- A. Analyze techniques for starting and managing a successful business*
- B. Explain how social responsibility and ethical behavior are implemented in a business*
- C. Develop successful techniques to use for employee communications and customer satisfaction*

In addition, selected student learning outcomes for each of the business unit programs are presented in the Standard 4 - Figure 4.1, Student Learning Results link below.

D. Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation.

- Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments

- Three to five years of trend data—two to four years plus the self-study year  
(Candidates with less than three years of data are eligible for accreditation with conditions.)

See the Standard 4 - Figure 4.1, Student Learning Results link below.

E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

For our Business Systems Technology, our Advanced Computer Applications class has a prerequisite of the beginning level Word, Excel, and Access classes. It is offered online in the fall semesters and face-to-face in the spring semesters. Below is a chart in which you will notice that there is not much difference in the success rates except for the Word portion. In Word, the face-to-face section performed better.

Also, for the Marketing and Management Program, below is a chart comparing 3 Principles of Management course sections. This course was selected because it is taught by the same instructor during the fall semester of each year, both online and face-to-face, both 16 week and 12 week. Though a sample of only 2 years, since we began the 12 week courses, it shows a striking difference in the GPA of the 12 week class vs the 2 16 week classes. While there is a consistent difference between the online and face-to-face 16 week courses, with the online GPA being slightly higher, the GPA for the 12 week online class is noticeably lower both years. Another reason this course was selected was that the instructor had noticed the lower grades in the 12 week class. While we have not yet studied the reason for the difference, the hypothesis is that students enrolling in the 12 week class were more likely to be late enrolling than students in the 16 week class, as the 12 week class starts during the 4th week of the semester. Monitoring of achievement of these students will continue for the fall of 2015.

Finally, for our Accounting and Business Administration Program, below is a chart showing the difference between online and face-to-face Accounting II sections, this time based on course assessment scores.

[Face-to-Face vs Online Success](#)

[Table for Standard 4 - Figure 4.1](#)

## Sources

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- Face to Face vs Online Success
- Table for Standard 4 Fig 4.1 PDF

## 4.2 - Criterion 4.2 Program Evaluation

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A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

A. Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)

B. Describe faculty involvement in the program evaluation process.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

E. Describe the improvements that have been implemented as a result of the program evaluation.

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)

Prior to 2010, Butler Community College required each program to conduct a Program Review. For the business programs, many of the elements of the review were similar to the elements of the ACBSP Self-Study and Quality Assurance reports. Based on this, the college decided to allow those accreditation reports to stand for the program reviews. Thus, the last required Program Reviews for the business programs were the reports submitted in 2010. In addition to these reports, there are still a number of required reports required of the business units in an ongoing basis. These include reports to satisfy requirements of Carl Perkins funding, Unit Performance Management, CTE Division Reports for the Board of Directors, service learning issues, specific college initiatives, etc.

B. Describe faculty involvement in the program evaluation process.

Since all full-time faculty within the business programs are involved in the creation of the ACBSP accreditation reports, all full-time faculty are involved in the "program review" process as well. Each full-time faculty member is responsible for various sections of those reports. In addition, faculty (full and part-time) are involved in various other ways. For example, each semester a meeting is held for each business program to communicate with all part-time and full-time faculty. Also, all full-time faculty are members of each program's Advisory Board, and regularly attend those meetings. Any curriculum change requires discussion and approval from the Advisory Board, thus including faculty by default. Faculty are also involved in monthly divisional meetings, and of course various college wide meetings. Part-time faculty are invited, and occasionally attend as well. The Advisory Boards also contain part-time faculty representation. Finally, faculty are involved in various ACBSP specific meetings, and all full-time business faculty serve on our ACBSP Accreditation Committee.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

Since we use ACBSP accreditation reports to serve as program review reports, the data included within this very report is representative.

A variety of data is used in assessing the effectiveness of the courses and program/options in terms of the educational objectives and professional achievements of graduates.

All graduates of the business programs are surveyed by the Office of Institutional Research and Effectiveness.

### [CaTers Survey Form](#)

Additionally, from the information gathered on the student survey, an employer survey is then conducted as well.

Periodic surveys are made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Students in the vocational programs participate in the CCSSE (Community College Survey of Student Engagement) on an annual basis. CCSSE's contents are based on the best research available about the institutional practices and student behaviors that lead to persistence and meaningful learning. Using the benchmarks of effective educational practice, we can identify and address potential weaknesses, and locate and learn from "best practice" partners at other institutions; policymakers and system heads can establish goals for performance and chart progress; and parents and potential students can research their educational options and be prepared to ask the right kinds of questions about an effective college experience.

If a new program is considered, an advisory committee is formed to work through the new program approval process that has been established by the Kansas Board of Regents. As a part of this process, surveys must be conducted of the potential student base and the potential employer base.

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

All ACBSP Self-Studies and Quality Assurance reports are shared with administration and all faculty. In addition, as per ACBSP suggestions, those reports are publicly available in hard copy form, and electronically via our school's website. Each business program has a link to the most current report in its specific web page.

E. Describe the improvements that have been implemented as a result of the program evaluation.

From the Marketing and Management program, one of the changes that has resulted from program evaluation is renaming of courses such as Cyber Marketing to Internet Marketing, Small Business Management to Entrepreneurship, and Merchandising to Retail Management. In addition, we are currently considering changing the name of the Marketing and Management program to Management, Marketing and Entrepreneurship to more clearly define the program's direction. In addition, cross-program curriculum has been implemented that brings business classes into programs that didn't previously require them, such as our Automotive Technology program now listing several business courses as related electives.

The Accounting and Business Administration Program adopted a new accounting textbook which incorporates the use of Excel. This is based on feedback from the advisory board indicated that excel is a vital skill in the accounting field.

Also, we've created an algorithmic version of the Accounting I assessment which allows faculty to assign different versions of the assessment to each student. The purpose was to reduce/discourage unauthorized collaboration among students on this project. In addition, the project can now be completed by students using Excel which will allow the students to continue to utilize their excel skills.

In addition, we have installed LanSchool software in both accounting labs. This software allows faculty to view each student's computer screen, limit access to features, send files, etc. One reason for using is software was to allow for computerized testing. We can now shut down access to the Internet while the testing is going on. In addition, we

can have send the students excel template files to be used during the test which continues with our objective of integrating excel use in our accounting courses.

Finally, we have renamed our microcomputer accounting course to Computerized Accounting and added this course to our Fall schedule. It previously had only been offered in the Spring. Now, students pursuing an accounting assistant certificate or an AAS - accounting assistant are able to have more flexibility in their course scheduling.

In the Business Systems Program, a new Digital Office Technology course. This course will enable students to utilize various new digital technologies used in the business office.

Also, for all of the business programs, through collaboration with the business unit Advisory Boards, new internship opportunities have been developed.

## Sources

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- CaTers Survey Form



## 4.3 - Criterion 4.3 Student Assessment

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Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance and degree satisfaction.

- A. Explain the process for identifying student needs for developmental assistance.
- B. Explain the process for determining and awarding advanced placement, if applicable.
- C. Explain the student advisement process, including the use of remedial assessment information.
- D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

**Assigned To**  
Jared McGinley

### Institution Response

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- A. Explain the process for identifying student needs for developmental assistance.

#### Special Needs

Butler strictly adheres to the Americans with Disabilities Act of 1992, the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 and is committed to providing reasonable accommodations and equal access for students, faculty, staff and guests with disabilities that limit their life functioning.

Academic accommodations and other services are provided on an individual basis determined by documented need. Some of the accommodations and services available to qualified students include: Letters to faculty, test accommodations, such as extended time, readers or scribes, note takers, alternate formats, registration assistance, interpreters for the deaf, accessibility information, proofreading/writing help, tutors, mobility guides, and coordination with instructors.

Services are provided at all Butler locations and are coordinated through the Disability Services office at either Butler of El Dorado or Butler of Andover. The staff comprises a full-time Director, one full-time Accommodation Specialist and two 28 hour Accommodation Specialists.

In addition, to aid student success, Butler coordinates Peer Tutoring and with faculty by appointment.

**ALP**

Piloted in the spring of 2013, Butler has adopted the Accelerated Learning Program in English, a new and challenging approach designed for students enrolling in developmental writing courses. Butler instructors have attended conferences to be specially trained in ALP teaching methods.

ALP is a proven approach to developmental writing originally developed at the Community College of Baltimore County. At Butler, research has documented that ALP students pass their classes at higher rates than conventional English students at the same levels. Nationally, ALP is considered one of the most effective models in developmental English.

**Some ALP Basics**

- ALP students enroll in the English class in which they place and the next English class in the sequence.
- ALP classes meet back-to-back and are taught by the same teacher
- ALP students who pass both levels earn a passing grade in the higher course.

**AMP**

Similar to ALP, but with a focus on math. Following the success of ALP, Butler created a Developmental Education Institute that involves ALP instructors joining those in other areas, such as reading and math, to extend those strategies where there is additional developmental need.

**AVID**

Another initiative at Butler is our use of Advancement Via Individual Determination (AVID). Butler is the only higher educational institution using AVID in the state of Kansas.

AVID supports college readiness and success for all students through learner-centered strategies that focus on AVID's Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) skills. Application of these skills makes learning a more expressive, focused, engaged, structured, and deeply informed activity. And for students who are excited by college yet hesitant to attend class, Butler also offers LS105 (Engaging in Higher Education), in which students are taught how to use AVID's WICOR strategies.

**AVID advantages**

- AVID students enrolled in LS105, Engaging in Higher Education, are paired with a personal advisor throughout their Butler career.
- AVID-trained tutors use Socratic methods to help students in tutoring labs.
- AVID WICOR skills will work in every educational discipline.

For students who have been part of an AVID program in high school, they find their transition to college level work less stressful.

AVID at Butler is made possible by a national educational effort to improve college persistence and graduation through the funding for the college completion project in ten colleges and universities across the U.S. This five-year, \$1.48 million grant was awarded by the Michael & Susan Dell Foundation to the AVID Center, which will implement the project based on the AVID for Higher Education Student Success Initiative (AHE SSI).

The colleges and universities include: Atlanta Technical College (GA); Butler Community College (KS); California State University (CSU) Dominguez Hills (CA); CSU San Bernardino (CA); CSU San Marcos (CA); Saddleback College (CA); Santa Monica (CA); Tougaloo College (MS); and the University of North Carolina - Asheville (NC).

B. Explain the process for determining and awarding advanced placement, if applicable.

**Accounting and Business Administration**

If students score 70% or above on the Accounting I pre-test then they can move to Accounting II.

### **Business Systems Technology**

In our intro computer classes, students are allowed to take a placement test or test out if they feel they have the necessary prerequisite skills to enroll in our advanced class. The student takes the test which is composed of: Windows, Word, Excel, Access and PowerPoint. If the student scores at least 70% on each section, then he or she has the choice to receive retroactive credit or test out credit. Choosing the test out will put a CR on transcript for the course. If not, the student is required to fill out a "retroactive credit" form stating that he or she will pay for the advanced course only and will receive the same grade for the intro course that is earned in the advanced course.

For all of the business programs, articulations are in place with area high schools to ensure that if students have studied material in high school at the appropriate depth (satisfied achievement of the same learning objectives as the college course) then that student receives credit for that course and would be able to move along to the next course in the curriculum.

C. Explain the student advisement process, including the use of remedial assessment information.

### **General Admissions**

Butler requires that an application for admission be filled out prior to admittance. Graduates from accredited high schools, individuals who have completed the General Education Diploma (GED) test, or any person who can benefit by a course or program of instruction, providing his/her high school class has graduated may be admitted into Butler. Individuals must have a high school diploma or a GED to be eligible to graduate from Butler.

Students must complete five steps to insure their admission process is successful. First the student must complete the application for admission. Then he/she must submit an official high school transcript or a GED test score certification. The applicant is responsible to make sure these records get forwarded to the Office of the Registrar. The applicant then needs to submit College Entrance Test Scores be it the ACT (American College Testing program) and the SAT (Scholastic Aptitude Test). Admission refusal will not be applied on the basis of these test scores, they are used for advising and class placement of a student. Students that do not have the College Entrance Test Scores or have not previously taken a college math or English class are required to take the ASSET placement test prior to enrolling in English or mathematics courses. These test scores are used to advise students into appropriate classes that they may be the most successful. Students are required to take the classes that are appropriate for them based on their ASSET score. The final step is Proof of Residency. This process is used to apply the correct tuition costs to each individual student based on the location they are currently residing. Residency status is determined by procedures consistent with Kansas statutes. If the applicant disagrees with their residency placement they may file a written appeal within 30 days with the Registrar's Office.

### **Specific Admissions Qualifications**

High school students may take courses for credit if they are classified as a junior or senior by the standards where the student attends college, have a permission letter signed by the high school principal certifying the student is at least a junior (which needs to be renewed every semester), or the student is classified as a gifted student in his/her freshman or sophomore level of high school. Students who are below the junior level or who do not have IEPs (Individual Education Programs) can only enroll in college courses for audit (noncredit).

### **International Student Admissions**

International students must have graduated from the equivalent of a U.S. high school (12 years of education) and must submit several documents to be accepted into Butler. International students are required to fill out the application for admission and have a \$75.00 processing fee before the student's documents can be processed. International students also need to turn in a transcript or an official copy of the work completed in secondary schools and if he/she wants their foreign college credits to apply to their graduation at Butler they must first have the credits evaluated by an independent agency such as World Education Services. The applicant must also have a statement from a sponsor showing financial support for the school year. If the international student's first language is not English, he/she must document their English proficiency by a minimum TOEFL (Test of English as a Foreign Language) score of 500 or above on the written test or 173 on the computer-based test, complete the Advanced II level or higher at Wichita State University's Intensive English Language Center, or have academic credit of 12 hours or more from a U.S. college or university. If the student is transferring within the U.S. they must complete a "transfer request form" from the previous institution. The applicant then must obtain a TB test after he/she enters the U.S. and results must be provided before he/she may enroll, and must complete a new TB test every year. International students are also required to have medical insurance and premiums are automatically billed to the student each semester and must be paid in full prior to the first day of class. All international students that attend Butler on a non-

immigrant visa are subject to international student tuition and fee rates. Guest students are allowed to enroll at Butler for one or two classes and must provide a letter of permission each year. A student with an immigrant visa may establish residency in the same manner as a U.S. citizen and must present their resident alien card.

**Remedial:**

The Kansas Board of Regents (KBOR) policy and procedure manual states the following regarding HS concurrent enrollment: “Remedial/developmental course work or course work that does not apply to a Regents’ approved degree program at the postsecondary partner institution in a CEP agreement is not considered appropriate for college-level credit or eligible for financial reimbursement” (Ch IV, 8 (3) v). Based on this policy, Butler does not allow high school students to enroll in developmental courses. High school students include those enrolled in public and private institutions and those in home school. The Special Needs office provides accommodations for all students with a documented disability. Learning labs, paraprofessionals, and learning aides are provided to students to assist them with this disability.

Also, Butler has in place a Student Retention Specialist who makes contact on a monthly basis to work with instructors who have identified any student who may be experiencing difficulties or has stopped attending class. The Retention Specialist gets involved as much as the instructor and student wish her to be to help ensure student success.

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

One example of improved academic skills as a result of some of our developmental offerings comes from our use of ALP (Accelerated Learning Program).

Success rates (defined as students passing the class with a “C” or better) had increased 48% in ENG 052/060 and 28% in ENG 060/101.

[ALP Success Graphs](#)

E. Complete Table 3 – Organizational Performance Results. For each business program report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data —two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

F. Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Program Results: Such as what you report in Item E. above, graduation rates, retention rates, job placement, etc. How do you make the results public? If you provide a link to aggregate business student results please ensure the link goes directly to the results such as this link: [https://go.dmac.edu/student\\_services/Documents/gradereport.pdf](https://go.dmac.edu/student_services/Documents/gradereport.pdf)

All of our ACBSP reports, from the bi-annual Quality Assurance Reports to the Self-Study Reports, are available in hard copy on the El Dorado campus, as well as on the our business program websites.

Links to Program Websites:

[Accounting](#)

[Business Administration](#)

[Business Systems Technology](#)

### [Marketing and Management](#)

In addition, our Office of Institutional Research and Effectiveness provides a host of information on our school's performance in general, including scores on nationally normed surveys such as Noel-Levitz, as well as demographic information, information on campus safety, etc. Their website can be found at:

[Office of Institutional Research and Effectiveness](#)

## Sources

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- ALP Success

## 4.S - Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

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Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

### Self-Study

Status: Completed | Due Date: 8/15/2015

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#### Assigned To

Jared McGinley

### Institution Summary

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The business programs are blessed to have a strong and vibrant institution supporting them. Our Office of Academic Support and Effectiveness provides outstanding tools, guidance, and assistance regarding the always difficult task of assessment. In addition, our Advising office, and Office of Disability Services are second to none at supporting our students from the moment they step foot on campus. There are many support services and providers for students to avail themselves to. Our recent ALP, AMP, and AVID initiatives continue to improve these already stellar areas of the college. In addition, a decade after implementing the Learning PACT, those principles continue to guide the direction of the school and curriculum. Rather than a one-off initiative with no staying power, the PACT has proven its value.

Regarding opportunities for improvement, one would be the opportunity to develop business program specific student learning outcomes. While we have learning outcomes for individual courses, and we have program outcomes related to overall school strategy, we do not have specific outcomes regarding what we expect students to learn in a specific degree or certificate program. Certainly there are differences between programs such as an AS or an AAS in any given business field.

Additionally, while the creation of 12 week courses has helped enrollment and allowed students who were late to get enrolled in a regular 16 week course to gain entry, the prior information regarding grades is disconcerting. More data will need to be collected and reasons why this is the case need to be better understood.

Finally, student assessment is sometimes a time consuming and cumbersome process. While our office of Academic Support and Effectiveness does an outstanding job of helping instructors and providing tools in this area, assessment in the Marketing and Management area particularly could be more robust. Given that assessment takes place in the spring semester, which is usually busier at the end than the fall semester with unique year end activities, in addition to Collegiate DECA student travel, the Department Chair is considering moving assessment to the fall.

See [Standard 4 - Figure 4.2 - Measurement, Analysis and Knowledge Management](#) for a review of key indicators.

### Sources

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- Table for Standard 4 Fig 4.2 PDF

## 5 - Standard 5 Faculty and Staff Focus

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The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

### Self-Study

**Status:** Not Started | **Due Date:** Not Set

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#### Assigned To

Not Assigned

### Sources

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*There are no sources.*

## 5.1 - Criterion 5.1 Human Resource Planning

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- A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.
- B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.
- C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.
- D. Report evidence of business unit faculty and staff well-being and satisfaction.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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- A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

Recruiting and selecting faculty is done by posting all job openings on the internal and external website and developing relationships with area business professionals via faculty memberships in many different organizations and boards. A Master's degree is required for most faculty positions, with the exception of CTE division where technical experience may be accepted in lieu of professional training. The Business Programs keep recruit with an eye on our ACBSP "qualified" faculty goals, while maintaining flexibility in hiring the best instructor for the position based on many variables.

Human Resources uses a hiring schedule grid to determine starting salary, based on education and experience. This grid arises from work between Butler's administration and our faculty's Mutual Gains Bargaining team.

Butler utilizes a formal, people-centered approach to hiring; conducting a job analysis to identify the task and skill requirements, then creating and posting the job description to outline expectations and requirements for the job. Resumes are reviewed by the appropriate Lead Instructor for that Business Program as well as a hiring committee, and are scored on a common, Butler wide rubric to allow for a structured, unbiased process. Interviews are also structure, composed of a set of job-related questions touching on situational, job knowledge, and background questions. The same set of questions is asked of all interviewees, and is agreed upon by the hiring committee in advance. Interviewees are rated by each member of the hiring committee on a common rubric and those results are then discussed by the committee and a consensus reached.

#### Educational Advancement Pay

Educational advancement pay results from successful completion of specifically approved professional-development activities. Educational advancement pay is discussed in detail under Criterion 5.8: Faculty Instructional Development

- B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

Butler nurtures a people-centered work environment, an environment focused on building a true "family" feel. A



number of initiatives support this from a non-monetary point of view, including BEACIN (Butler Employees Assisting Colleagues in Need), which is a committee with the purpose of developing and implementing activities to foster a greater sense of family among all Butler employees, as well as provide financial and other types of assistance through a volunteer contribution and services fund to any Butler employee in need. The committee meets monthly and more frequently as needs dictate.

The earlier mentioned Faculty Development Team, Educational Advancement opportunities and Professional Development Plan all contribute to the business unit's compensation and career progression. These opportunities support the recruitment of a high performance faculty. The BCCEA (Butler Community College Education Association) represents the faculty at the Executive Council meetings in an effort to maintain a thriving workforce.

### **Professional Development**

Butler values the professional development of all employees, both full-time and part-time, because it is essential to our quest for excellence. Professional development is available internally through the Faculty Development Team, as well as externally through conferences and special training. These growth opportunities can be considered educational advancement and can be used towards salary increases.

All full- and part-time college employees are expected to complete a Professional Development Plan and update it annually. Adjunct faculty and advisors are provided a professional development program uniquely tailored for the adjunct situation and are strongly encouraged to participate.

The Professional Development Plan is a means for employees to identify their professional goals and ways of achieving them. Creating this plan affords employees an opportunity to discuss their career plans with their supervisors.

Butler recognizes that there are many paths to professional development. Common methods of self-directed improvement may include, but are not limited to:

- Attendance at professional conferences
- Internships and exchanges
- Participation in seminars and workshops, including those sponsored by Butler.
- Participation in committees and activities
- Affiliation with professional organizations
- Opportunities for enrollment in college credit and non-credit courses
- Professional consultations, presentations, and research
- Development or participation in special projects

Professional development activities may address one or more of the following goals:

- allow the employee to acquire and/or update professional knowledge and skills related to his/her position responsibilities as well as the mission and purpose of the college,
- promote and support innovation and creativity within the teaching field or area of responsibility of the employee,
- improve the quality of teaching, advising, or other service to students,
- enhance the employee's understanding of the needs of a diverse student population,
- enhance the employee's understanding of the role of the community college,
- assist the employee in transition from one area of teaching or current specialty to another (as required by changing needs of the college),
- assist the employee in acquiring and updating knowledge/skills related to assessment and/or institutional effectiveness, or assist the employee in acquiring and maintaining technology skills as necessary for the above.

### **Diversity**

Butler also has an Inclusion Team that focuses on diversity for both employees and students and strives for a diverse workforce and student population.

**Americans With Disabilities Act (ADA)**

To comply with Section 504 of the Rehabilitation Act and Title I - Employment, Title II - Public Services, and Title III - Public Accommodations of the ADA of 1990 and the ADA Amendments Act of 2008, Butler is committed to providing reasonable access and/or accommodations to all programs, services and facilities. Human Resources will consult with the Office of Disability Services Director regarding accommodations for employees with a documented disability.

Employment opportunities are and shall be open to all applications solely on the basis of education, experience, aptitudes and abilities.

C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

The business unit's work environment encourages satisfaction and motivation of the faculty and staff by supporting growth and development. The faculty have been given modest raises due to conservative management style. There is also money allocated from the business unit and Carl Perkins grant money to allow the faculty to attend conferences to support growth and maintain relevance in the quickly changing industry.

In addition, faculty are very involved in decision making in the business unit and the college as a whole, as evidenced by the committees they work on.

#### [Business Unit Faculty Committee Assignments](#)

D. Report evidence of business unit faculty and staff well-being and satisfaction.

Regular, periodic, written performance evaluations are an integral part of the continuing growth of Butler's administrative, institutional support and operational staff. At Butler, all of these employees receive a written evaluation ninety (90) days after starting a new position. Annual evaluations are performed during the spring semester and interim evaluations are performed during the fall semester. Evaluations are intended to help every employee become the best he or she can be, to foster strong communication between employees and their supervisors, and to give employees a greater sense of job satisfaction.

Several opportunities are available for faculty to express concerns, should they arise, including the BCCEA, MGB and Executive Council. These planning teams allow for concerns to be presented and addressed. There are several committees created by the FDT team in place to allow for faculty contributions. These teams are in place to allow for improvements wherever the faculty member sees a need, including teams for Inclusion, Technology, Teaching Strategies, Caring, AVID, ALP, and several others. An example of how the school encourages such improvement opportunities can be seen in the Summer Jam that the school hosts to help instructors learn about AVID techniques. Given the success we've seen with AVID and similar strategies at the school, we fully expect that those skills will be utilized across all departments.

In addition, an annual Administration Evaluation is conducted of Butler employees regarding their satisfaction with administration's performance from the previous year. Those results are shared with administrators, but as with individual instructor evaluations, for the purposes of this report are not made public.

## Sources

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- Business Unit Faculty Committee Assignments

## 5.2 - Criterion 5.2 Faculty Qualifications

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Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

### **DEFINITIONS:**

#### **Master's or Doctorate Degree Qualified**

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field— The institution must provide documentation.
2. Juris Doctorate— Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master's degree in teaching field— The institution must provide documentation.
5. Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level – The institution must provide documentation.
6. Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:
  1. In-field professional certification (national, regional, or state)—The institution must provide documentation.
  2. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
  3. Teaching excellence—The institution must provide documentation.
  4. In-field research and publication—The institution must provide documentation.
  5. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.—The institution must provide documentation.

#### **Professionally Qualified**

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas:

1. Professional certification (national, regional, or state)—The institution must provide documentation.
2. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
3. Teaching excellence—The institution must provide documentation.
4. In-field research and publication—The institution must provide documentation.
5. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

#### **Exceptions**

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified.

*Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree*

*Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.*

*Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.*

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Complete and attach **Table 4 – Faculty Qualifications** (found under the Evidence File tab above) for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.
- List the major teaching field for each faculty member.
- List courses taught during self-study year; do not duplicate if taught both fall and spring semesters.
- List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.
- For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master's or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.
- List the ACBSP qualification of each faculty member – Master's/Doctorate Degree, Professional, or Exception.

## Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

### Assigned To

Jared McGinley

## Institution Response

See the [Table for Standard 5, Figure 5.2, Full-Time and Part-Time Faculty Qualifications](#).

## Sources

- Table for Standard 5 Fig 5.2 PDF

## 5.3 - Criterion 5.3 Faculty Composition

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In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- Semester system: one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).
- Quarter system: one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).

A. Explain the business unit's method of calculating FTE teaching loads for full-time and part-time instructors.

B. Complete and attach Table 5 – FTE and Faculty Composition, found under the Evidence File tab above. List all full-time and part-time faculty members for the self-study year in alphabetic order.

C. Report the following:

\_\_\_\_\_ % Masters/Doctorate qualified

\_\_\_\_\_ % Professionally Qualified

\_\_\_\_\_ % Exceptions

D. If exceptions exceed 10 percent, provide a detailed plan to improve and meet Criterion 5.A.2.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Explain the business unit's method of calculating FTE teaching loads for full-time and part-time instructors.

Butler utilizes a semester system wherein one full-time (FTE) faculty equals 15 semester credit hours of teaching. FTE is calculated based on 30 semester credit hours of teaching in an academic year.

B. Complete and attach Table 5 – FTE and Faculty Composition, found under the Evidence File tab above. List all full-time and part-time faculty members for the self-study year in alphabetic order.

See [Table for Standard 5, Criterion 5.3 - FTE and Faculty Composition](#). Full time and part time faculty are grouped together. All faculty who taught for any of the 3 business programs for the self-study year are represented on the table.

C. Report the following:

<b>% of Total</b>	<b>Qualification</b>
82.9%	Masters/Doctorate Qualified
11.3%	Professionally Qualified
5.8%	Exceptions

According to the FTE Faculty Calculations, the Business Programs meet the standard with Masters or Doctorate qualified faculty teaching over 50% (82.9)% of total hours/FTE and 90% (94.2%) of total FTE taught by Professionally qualified instructors.

D. If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2.

Not applicable

## Sources

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- Table for Standard 5 Fig 5.3 PDF

## 5.4 - Criterion 5.4 Faculty Deployment

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Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

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**Assigned To**  
Jared McGinley

### Institution Response

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A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

The Business Programs are committed to offering courses in a variety of formats and at a variety of times and locations to meet the needs of the students. 100% of the business programs' full-time faculty teach either evening courses, courses at off-site locations, and/or online courses. These teaching assignments are at the request of the faculty, because they want to have an opportunity to instruct students who are attending Butler via the variety of delivery formats and schedules we offer. Each program has a minimum of one (1) full-time professionally qualified faculty member.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

Not applicable.

### Sources

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*There are no sources.*

## 5.5 - Criterion 5.5 Faculty Load

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Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments that exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution's ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- Scholarly activities
- Curriculum development activities
- Instructional technology efforts

A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

### Self-Study

Status: Completed | Due Date: 8/15/2015

**Assigned To**  
Jared McGinley

### Institution Response

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A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

The following lists some key policies/procedures related to full-time faculty load:

- A full load is considered to be 15 credit hours per semester (30 per year). Faculty may teach up to 21 credit hours per semester (six hours of overload). The Dean must approve any instructional load exceeding 21 credit hours per semester.
- The 30 credit hours and overload credit hours per year may be all lecture courses or a combination of online and lecture courses. This is based upon department need and student demand.
- Lecture and Online class have a maximum of 18-30 students, depending on the course.
- Instructors may have one to five different course preparations. The number of course preparations is not limited when making load assignments.
- Five (5) hours of office hours are to be regularly scheduled for student consultations. Another fifteen (15)



hours is required on campus for conferences, paper checking, supervision, committee or other meetings, and preparation. Off-campus instruction (online classes) may schedule off-campus/online office hours proportionate to the number of hours taught online.

- Summer instruction is optional at additional overload pay per credit hour.
- Release time or overload compensation are offered for program and course development with the approval of the Dean.
- Release time or overload compensation are offered for faculty sponsors of student organizations (such as DECA and PBL) with the approval of the Dean.
- Full time faculty developing online courses are compensated at a flat rate of \$1,000 for the initial development.
- All full-time faculty must be on at least one college committee.

See Article V, Section b on pp. 4-9 of the "Agreement Between the Butler County Community College and the Butler County Community College Education Association Appendix O" (Master Agreement) for more information regarding professional workloads. The Master Agreement will be available to the site-visit team in the resource room.

The following lists some key policies/procedures related to part-time faculty load:

- Part-time instructors may teach a maximum of 9 hours in fall, 9 hours in spring, and 6 hours in summer.
- Part-time faculty developing online courses are compensated at a flat rate of \$1,000 for the initial development.

See Employee Handbook page 77. The Employee Handbook will be available to the site-visit team in the resource room.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

Teaching loads exceed maximum teaching load for full time employees on occasion partially due to the size of the business programs and the effort to allow students at multiple locations to have access to full time instructors. Allowing the full-time faculty to teach overload allows students to connect with more full-time faculty members, and receive an excellent education from experienced and qualified instructors.

As a result of The Patient Protection and Affordable Care Act (PPACA), Butler Community College has made the decision to limit the number of credit hours taught by part-time adjunct instructors to a maximum of 9 hours in fall, 9 hours in spring, and 6 hours in summer. Exceptions are rarely made.

See Employee Handbook page 77.

For the self-study year, 7 full-time faculty exceeded a FTE of 1.0, there were no part-time faculty who did. The full-time faculty were:

<b>Faculty Member</b>	<b>Program</b>	<b>FTE</b>
Janice Akao	Actg/Bus Admin	1.2
Connie Belden	Actg/Bus Admin	1.5
Jared McGinley	Mktg/Mgmt	1.4
Patrick Nance	Actg/Bus Admin	1.3
Mike Rose	Actg/Bus Admin	1.3
Lisa Schmidt	Bus Syst Tech	1.6
Karen Waddell	Bus Syst Tech	1.5

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## Sources

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*There are no sources.*

## 5.6 - Criterion 5.6 Faculty Evaluation

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Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

- A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.
- B. Describe how the results of the evaluation are shared with the faculty member.
- C. Describe how the faculty evaluation is used in making decisions.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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- A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

Faculty teaching transfer courses must hold an approved graduate degree from an institution which has been accredited by an agency approved by the Council for Higher Education Accreditation. Faculty must have thirty (30) hours of relevant substantial study, including at least eighteen (18) semester hours in the teaching academic discipline.

Faculty teaching courses in career and technical programs must hold a graduate degree and/or possess equivalent occupational technical experience appropriate to the courses they are teaching.

Firmly committed to the statement of nondiscrimination and philosophy and purpose as printed in the College catalog, Butler maintains a program of continuous improvement of services and instruction. As part of this program, a procedure for evaluation of instructors has been developed. Involvement in evaluation is to be a professional growth experience with emphasis placed on self-improvement.

The evaluation for instructors shall include three parts:

- Student Rating - selected tool will be administered to all the individual instructor's students by the Division Dean or a person designated by the Dean.
- Classroom observation - performed by the Division Dean and/or Vice President or administrative person designated by the Division Dean. During the evaluation period, the Dean or his/her designee will observe the instructor in class at least once.
- Faculty Performance Plan - is to be completed in accordance with the Professional Employee's evaluation cycle.

#### Evaluation Timetable

- Instructors in their first and second years shall be evaluated one time per semester by not later than the sixtieth (60th) school day of the semester and shall include student and administrative evaluations, except that any employee who is not employed for the entire semester shall not be required to be evaluated.

- Instructors in their third and fourth years shall be evaluated at least one time each school year by not later than February 15 and shall include student and administrative evaluations. After the fourth year, instructors, counselors and academic advisors are regularly scheduled for evaluations every three years.
- Instructors in year 7, 10, 13, etc., shall be evaluated once during the school year by February 15 and shall include student and administrative evaluations.
- Any instructor may be scheduled for evaluation any semester either at his/her request or if the Division Dean or Director and the Vice President agree it should be done.
- If the evaluations appear to identify some concern(s), the instructor should be notified as soon as possible, but not later than ten days after the student or classroom evaluation.
- Evaluation results will be reported to and discussed with the instructor within the semester of the evaluation or soon thereafter.
- If the instructor is dissatisfied with the evaluation by the Division Dean or Director, he/she may request in writing another evaluation by the Division Dean, Director and/or by the Vice President.

Copies of the forms used in these evaluations will be available for the Site Visit Team in the Resource Room. Also, see [Employee Handbook](#) pages 173-174 for more information.

B. Describe how the results of the evaluation are shared with the faculty member.

The Dean meets with the instructor (or the individual designated by the dean who conducted the classroom observation) to go over the classroom evaluations and the student evaluations. Evaluation results will be reported to and discussed with the instructor within the semester of the evaluation or soon thereafter. The student evaluations of the instructor are not shared with the instructor until after final grades for the semester are completed.

C. Describe how the faculty evaluation is used in making decisions.

The evaluations are used to discuss areas of possible improvement with the instructors. They are not used for any decision making, however, if an instructor is not performing to expectation, a corrective plan of action may be written by the dean. This would outline areas of improvement and give the instructor a time table for making the improvements.

See [Employee Handbook](#) pages 110 for more information.

## Sources

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- Employee Handbook July 2013

## 5.7 - Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

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The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication
- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

Our Business Department must follow the school wide policies on the following:

### **Sabbatical Leave**

A Professional Employee who has at least six (6) consecutive years of full-time service with the College since the Professional Employee's last sabbatical leave, will be eligible for consideration for sabbatical leave. Sabbatical leave shall be used by the Professional Employee for activities that may include, but are not limited to, further education, educational travel, or other activities which benefit both the Professional Employee and the College. Professional Employees who are granted sabbatical leaves shall make their services available to the College for two (2) full years following the leave or reimburse the Butler Board of Trustees the full amount of their salary paid to them during the sabbatical. Professional Employees shall be subject to the terms of this Agreement, including non-renewal and termination, during such sabbatical leave and after their return. Sabbatical leaves which are granted by the Board shall be on the terms set forth by it and may be in the form of two (2) semesters at half pay or one (1) semester at full pay, as the Board shall determine.

A copy of the of the "Agreement Between the Butler County Community College and the Butler County Community College Education Association" (Master Agreement) will be in the Site Visit Team's Resource Room. Refer to page 26 for more information.

### **Student Workers**

Faculty members may request funding for a student worker to assist with various educational activities. This may include technology preparation of classrooms, assistance in writing course outlines, and preparation of class materials.

### **Travel and Conferences**

Through funding from Carl Perkins, faculty have had the opportunity to conferences for professional development in the business field. Each year, faculty can submit requests for Carl Perkins Funds for travel and equipment.

### **Grants – Carl Perkins**

A large source of funding is with the Carl Perkins grant money. These funds can be approved to be used for travel and equipment. The business area has used these funds to purchase equipment such as iPads, printers, and EIMO projectors.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

### **Participation in Organizations and Scholarly Activities**

**Janice Akao** has a professional membership in the American Institute of CPA's and is a certified public accountant. She is also a Chartered Global Management Accountant. She is Vice President of Finance for Kansas Council for Workforce Education (KCWE). She serves as President for Kansas Phi Beta Lambda, and also has attended annual PBL conferences and Wichita State Auditing and Tax conferences.

**Connie Belden** has a professional membership and a board member (Scholarship Chair) for Teachers of Accounting at Two Year colleges attending the yearly conferences. . She has a professional related community activity as secretary of St. Catherine of Siena's School Council. She is a Master Reviewer for Quality Matters online courses. She has presented at TACTYC and League of Innovation Conferences.

**Beth Cunningham** has attended Course Technology Conferences.

**Jared McGinley** annually attends Collegiate DECA State and National Career Development Conferences. He also attends ACBSP Region V annual meetings. In addition, he serves on 3 area high school business advisory boards, chairing the one for USD 259 Wichita. Outside of education, he represents Butler on the Wichita Chamber of Commerce Entrepreneurship Task Force. Since his Introduction to Marketing course engages in service learning projects each semester, often with non-profits, he serves on the board of that non-profit for the duration of the project, serving last academic year with El Dorado KidzFest and LunchBox El Dorado.

**Patrick Nance** has a professional membership in the American Institute of CPA's as and is a certified public accountant. He a member of Teacher's of Accounting at Two Year Colleges (TACTYC), attending the yearly conferences and serving on the Scholarship Committee. He has also attended Wichita State Auditing and Tax conference.

**Lisa Schmidt** has a professional membership in the NBEA. She is certified to teach Office Occupations and Typing, Bookkeeping, Business Law, Data Processing, Computer Studies, and Business Economics. She has attended Course Technology conferences.

**Michael Rose** is researching Accounting and Tax Software Programs and Organizations including Motivation and Leadership. He also has made professional presentations on Estate Planning, Cafeteria Plans and Organizations.

**Karen Waddell** is a professional member in the NEA, NBEA, and the IAAP. She has a professional certification as Microsoft Office Master Instructor. She also made a professional presentation at the KBEA Conference. She has attended yearly Course Technology Conferences.

**Karen Wright** has attended Course Technology Conferences.

Adjunct faculty report involvement in a variety of national professional organizations, delivering and attending professional seminars at work, consulting, and involvement in civic organizations and churches.

Other issues involving faculty:

- New adjunct faculty are required to attend one orientation in their first year.
- New full time faculty are required to attend New Faculty Institute.
- All full time faculty are expected to attend professional development days.
- All are encouraged to attend First Fridays and Second Saturdays (faculty development training opportunities by faculty, for faculty).

C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

The business faculty are actively involved in professional development to maintain currency and increase technical proficiency. Business faculty have transferred the knowledge gained into their classrooms as evidenced by new assignments and projects and increased use of technology in instructional delivery.

Many professional development conferences and training has been applied by faculty in the classroom to contribute to high student learning. Some examples would be:

1. Training and use of iPads purchased for the classroom.
2. Faculty developed videos for use in online classes and web enhanced courses.
3. Pedagogy techniques learned at Faculty Development days applied in the classroom.
4. The Marketing and Management program was involved in piloting the initial Service Learning project.

## Sources

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*There are no sources.*

## 5.8 - Criterion 5.8 Faculty Instructional Development

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The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

A. Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills that may include mentoring, orientations, in-service programs, and other activities.
2. Acquire skills in the use of alternative methods of instructional delivery.

B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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Institution Response

A. Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.

Butler's two areas for assisting faculty and with technology and teaching pedagogy. The staff of Butler Online and the Faculty Development Team are distinguished for their wide range of talents and expertise, and, perhaps more importantly, their dedication to customer service. The director of Faculty Development Team, Mark Jarvis, received an award at the League of Innovation for his outstanding Faculty development programs in March 2014.

Butler Online coordinates online courses including instructor training and technical support for its growing list of offerings. It provides instructor support and assistance for technical management, instructional design and media for more than 200 instructors teaching online and 4,800 student's enrolled in online classes' school wide. This includes that the business departments offers more than 36 different courses online (more than 60 sections).

The mission of the Faculty Development Team (FDT) is to provide professional development opportunities to all Butler faculty members. These include workshops such as the use of software, teaching strategies, class management, pedagogy, and other topics important to higher education and the institution.

Many of the FDT workshops are often scheduled in late afternoons, and Saturdays to reach the widest possible range of faculty scattered over five counties. In addition, the FDT has developed a growing series of professional development workshops online. These free workshops allow faculty to earn points toward salary advancement for full time faculty, or stipends for adjuncts.

Special Faculty in-service days are held in August, October, January, and April. Adjunct Faculty in-service programs are held in August and January. Adjuncts are also welcome to attend programs offered to the full-time faculty and staff.

Educational Advancement Pay results from successful completion specifically approved professional development



activities as reflected in the Professional Employee's Professional Development Plan.

A full-time professional employee shall receive a \$900.00 increase in the professional employee's base salary for each nine (9) additional hours, first approved in writing by the administration, and then obtained by the professional employee to take effect the beginning of the professional employee's next contract year. A professional employee shall also receive a one time payment of \$150.00 for each nine (9) hours approved in writing by the administration. The one time payment shall be made to the professional employee within the pay period immediately following receipt of all supporting information in the Human Resources office.

For more information on Educational Advancement, please refer to pages 14-15 "Agreement Between the Butler County Community College and the Butler County Community College Education Association" (Master Agreement).

Also, Butler is fortunate to have a large number of qualified Adjunct Faculty that help make it possible for the college to fulfill its teaching and "learning college" mission.

Butler provides resources devoted to the support and professional development of the Adjunct Faculty staff. A comprehensive array of professional development programs, numerous Adjunct Faculty incentives, and a full-time Director of Faculty Development are evidence of the college's recognition of and the value placed on the Adjunct instructors.

Butler has established a unique and distinguished Adjunct Faculty Professional Development Plan. For every 20 hours of professional development completed by an adjunct faculty (meetings and educational activities), the instructor earns a stipend of \$200 (up to a maximum of \$600 per year). These points have to be earned during the current school year which runs from July 1st to June 30th. The points cannot carry over into the next school year.

## 2. Acquire skills in the use of alternative methods of instructional delivery.

A significant aspect of the Butler Online's work is the "growing" of online instructors. All prospective online instructors must complete a five-week online course. Introduction to Online Teaching (INTON) is an intensive course that deals with online perspective from a student's viewpoint, while examining the pedagogy of the online environment. New instructors, developing a new online course, get assistance in instructional design and material development in another online workshop, Developing and Designing an Online Course (DDOC). DDOC graduates leave the course with at least one unit of the new course completely developed. Instructors are also assigned mentors from the Butler Online staff that are available for assistance in the development process and beyond.

B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

The business faculty are actively involved in professional development to maintain currency and increase technical proficiency. Business faculty have transferred the knowledge gained into their classrooms as evidenced by new assignments and projects and increased use of technology in instructional delivery.

Besides the scholarly activities attended by faculty, Butler holds Faculty Development days each January and August. This is a weeklong faculty development opportunity where faculty have the opportunity to build new knowledge and skills that contribute to high performance. Some examples of sessions attended by faculty include:

*Keynote Speaker: Blane Harding "The Identity Wheel: Dimensions of Diversity"*  
*"The 70-minute Moment: How a Part Can Help Us See a Whole"*  
*Videos into Canvas*  
*Poster Sessions/Round Table Discussions*  
*Communication is Key*  
*Micro Counseling*

*HR Compliance Workshop*  
*Let's Brand Tomorrow*  
*MacGyver-isms*  
*AVID Enthusiasts Rally*  
*Making the Most of Testing*  
*The Neuroscience of Learning*  
*Internet in the Classroom*  
*Making the Most of Testing*  
*Publisher's Training*  
*Games that Teach*

Additional workshops are offered by FDT during the semesters in the evenings, on Saturdays, and online. These are offered for both full-time and part-time faculty to attend. Some examples of past workshops include:

*Can I Use That? Copyright in the Classroom*  
*Collaboration Club*  
*Make a hole in your students' heads*  
*Learning Communities*  
*Collaborative Learning Techniques for all Generations*

## **Sources**

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*There are no sources.*

## 5.9 - Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

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Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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#### Institution Response

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

Copies of the Employee Handbook and the Master Agreement are disturbed and available to instructors by two different methods:

1. After each update of Employee Handbook or Master Agreement, an electronic copy is e-mailed to all employees (Employee Handbook) and all professional employees (Master Agreement) by the Human Resource Director. Employees can save as an electronic copy or print a copy.
2. A copy of each (Employee Handbook) and Master Agreement) is available to all employees after secure log in on the Butler website.

The following chart provides the cross reference to some of the major areas of the documentation available during the Site Visit:

Information	Resource	Page Number
Faculty Development	<a href="#">Master Agreement</a>	Advancement – page 14-15

Tenure/promotion policies	<a href="#">Master Agreement</a>	Article VIII-Compensation A-D p. 12-20
Evaluation procedures criteria	<a href="#">Employee Handbook</a>	Sect. 6 Professional Employee Information – Professional Employee Evaluations p.173-174
Professional Workload	<a href="#">Master Agreement</a>	Article V - Professional Workload A-L pp. 4-9 Overload C. p. 5
Service policies	<a href="#">Employee Handbook</a>	Section 3 - Policies and Procedures A-BB, pp. 82-116
Professional activities	<a href="#">Master Agreement</a>	Article V – Section F – Major Responsibilities Instructors – p.6 Section I – Committee Assignments p. 8

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

Copies of the Employee Handbook and the Master Agreement will be available in the Site Visit Team's Resource Room.

## Sources

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- Employee Handbook July 2013
- MASTER AGREEMENT

## 5.S - Summary of Standard 5 – Faculty and Staff Focus

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Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Summary

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Butler enjoys a number of strengths in the area of faculty and staff focus. For one, with our campuses within 40 minutes of a major metropolitan statistical area, we can a large selection of potential instructor candidates. The Wichita area is home to many companies who provide outstanding, “real world”, talent for our adjunct positions.

In addition, Butler itself is extremely people centered and family oriented. Faculty and staff take their lead from our administration, who genuinely care for Butler employees and demonstrate it regularly. This is demonstrated in the competitive pay, benefits, and opportunities for improvement and advancement at the school.

Regarding opportunities for improvement, a couple of items stand out. First, despite access to a large, qualified applicant pool, we still find ourselves somewhat near the 10% exception rate on “qualified” faculty. While some of this is semantics, and some of the courses do not lend themselves well to such “qualifications” (such as Keyboarding), we still have an opportunity to improve in this area. We have taken this issue into consideration for our hiring process during our 10 years as an ACBSP accredited institution. However we do more to encourage instructors to do some extra things to “bump up” from exception to “Professionally Qualified”.

Also, one area of great improvement over the last 10 years that we are still in the process of improving is tracking the qualifications themselves. Whereas 10 years ago, employment documentation may have resided in any of a number of areas (Department Chair, Associate Dean, Dean, Human Resources) and any number of people were involved, the process has now been streamlined. When a Department Chair goes to hire an instructor, they work with Human Resources and a special liaison within the CTE Division. The liaison helps with filling out the proper forms and following new procedures, and that paperwork then goes to the Dean. The Dean reviews the qualifications and fills out a form that provides consistency across divisions, and in addition to denoting qualifications, it also lists all of the courses that instructor will be approved to teach. The paperwork then goes to Human Resources, where documents are scanned and stored, and the forms are entered into our database. That information is then retrievable, and reports can be printed as was the case in preparing for this self-study.

### Sources

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*There are no sources.*

## 6 - Standard 6 Process Management

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In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

### Self-Study

**Status:** Not Started | **Due Date:** Not Set

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#### Assigned To

Not Assigned

### Sources

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*There are no sources.*

## 6.1 - Criterion 6.1 Curriculum

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A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

The determination for the structure and curriculum that is appropriate for the Business Programs are determined by several factors. First, the Business Programs at Butler utilize Advisory Boards. The boards are made up of local high school teachers, area college representatives, and business professionals who have a stake in the quality of program graduates. These committees assist in:

- Determining the skills program graduates will need to be employable in that field.
- Assist in planning and even creating course outlines.
- Assist in evaluating the program, its course offerings, and equipment needs.

Another factor is in keeping in line with formal standards such as those sponsored by the Kansas Board of Regents and published by the Kansas Curriculum Center such as the Marketing/Management Standards. Also, during monthly Division meetings and at all-faculty in-service meetings, recommendations for new program or course development are proposed, discussed, and evaluated

Other factors in determining course appropriateness include communications with four year colleges and universities to improve transfer of credits, input and demand from the students themselves, and benchmarking against other Kansas two year institutions. The Marketing and Management program for example, actively monitors area community college degree and course offerings, enrollment, and online course availability.

B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Course outlines are written for each course taught and updated at least every 3 years. The outlines contain course learning objectives, major assessment criteria, and a detailed outline of learning units that details what will be covered in every chapter taught. Lead faculty meet with full-time and adjunct faculty to provide guidance and materials. Course syllabus are available as examples to faculty that contain examples of assignments in a week to week format. Student learning outcomes assessment data is also available.

### Sources

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*There are no sources.*



## 6.2 - Criterion 6.2 Professional Component

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At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

- A. Accounting
- B. Computer information applications
- C. Quantitative methods of analysis
- D. Principles of economics
- E. Business in society - the international environment, legal/political environment, and ethical business behavior
- F. Marketing
- G. Entrepreneurship/free enterprise
- H. Finance
- I. Management

Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

A. Complete and attach the Professional Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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Below are links to all of the business program degrees for Criterion 6.2, 6.3, and 6.4. These links provide a full break down of the 3 component areas: Professional, General Education, Business Major.

Note that several of the degrees are at 24% (under the 25%) threshold for percentage of hours of total in the Professional, General Education, or Business Major component, depending on the degree. One of the issues, is that the degrees are 62 credit hours total, and while 1 more credit hour would move us from 24% to past 25%, with the classes being mostly 3 credit hours it is difficult to pull a class from one of the other sections and substitute another course that would fit better in that component.

Also note that we always placed electives under the "business major" component, though a number could go in "professional". Thus, it would depend on which courses a student elected to take as to whether or not the thresholds were not met. For consistencies' sake, we put them all in the same place, rather than try to "cherry pick" just to serve the purpose of meeting the threshold.

We welcome any guidance on these tables. Some of the tables have been changed for this more consistent approach versus our last self-study, as we feel it is cleaner and more accurate.

### **Table 6 - Curriculum Summaries**

[AS Accounting](#)

[AAS Acctg Asst](#)

[AS Bus Admin](#)

[AAS Bus Adm Tech](#)

[AAS Bus Med Spec](#)

[AAS Phys Cod](#)

[AS Mktg Mgmt](#)

[AAS Mktg Mgmt](#)

[AAS Adv](#)

### **Sources**

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- Table\_Files\_TABLE 6 AAS Acctg Asst
- Table\_Files\_TABLE 6 AAS Adv
- Table\_Files\_TABLE 6 AAS Bus Adm Tech
- Table\_Files\_TABLE 6 AAS Bus Med Spec
- Table\_Files\_TABLE 6 AAS Mktg Mgmt
- Table\_Files\_TABLE 6 AAS Phys Cod
- Table\_Files\_TABLE 6 AS Accounting
- Table\_Files\_TABLE 6 AS Bus Admin
- Table\_Files\_TABLE 6 AS Mktg Mgmt

## 6.3 - Criterion 6.3 General Education Component

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The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas do not have to be included.)

1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution's definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program. List courses numbers, course titles, educational goal, and credit hours. A template for Table 6 is provided under the Evidence File tab above.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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See previous page, Criterion 6.2 for a full break down of the 3 component areas: Professional, General Education, Business Major.

### Sources

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*There are no sources.*

## 6.4 - Criterion 6.4 Business Major Component

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At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment.

Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

A. Complete and attach the Business Major Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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See previous page, Criterion 6.2 for a full break down of the 3 component areas: Professional, General Education, Business Major.

### Sources

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*There are no sources.*

## 6.5 - Criterion 6.5 Off-Campus Operations and Unique Items

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The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

B. Identify any branch campus at which it is possible for students to complete a degree program.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

**Assigned To**  
Jared McGinley

### Institution Response

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The total number of credit hours generated at Butler for the self-study year were 186,044.

The number of credit hours generated by the business unit were:

Business Program	Credit Hours
Accounting and Business Administration	5,109
Business Systems Technology	4,737
Marketing and Management	2,181
<b>Total</b>	<b>12,027</b>

Campus	Institution Credit Hrs	Business Unit Credit Hrs
Andover	68,549	4,115
El Dorado	59,973	1,789
Flint Hills	2,119	0
McConnell	5,864	204
Online	40,143	5,587
Other	9,396	332

Headcount broken down by campus:

<b>Campus</b>	<b>Headcount</b>
Andover	10,391
Council Grove	813
El Dorado	5,687
Flint Hills	399
McConnell	1,044
Rose Hill	401
Online	9,464
Other	380

B. Identify any branch campus at which it is possible for students to complete a degree program.

Butler's main campus is in El Dorado. It maintains satellites in Andover, McConnell AFB, Council Grove, Rose Hill, Marion, Flint Hills, and Online. Enrollment at the McConnel AFB, Council Grove, Rose Hill, Marion, and Flint Hills campuses is low, and it would not be possible to obtain a degree by attending only those campuses. Courses in El Dorado, Andover, and Online are sufficient to obtain some degrees by attending only one of those campuses.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

Not applicable.

## Sources

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*There are no sources.*

## 6.6 - Criterion 6.6 Minimum Grade Requirement

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Business students must achieve a minimum grade average of “C” for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

The 2013-2014 General Catalog states on p. 4 that general degree requirements for all Butler degrees are listed below. See program of study for specific course and GPA requirements.

- General Education requirements
- Major requirements
- Minimum cumulative GPA of 2.0
- Minimum Butler credits

In addition, Official documentation of all prior college work at other institutions must be on file in the Registrar's Office prior to issuance of a diploma or certificate. All transfer hours will be included in the cumulative grade point average, whether or not the classes apply specifically to the degree or certificate being sought.

Also, faculty have access to reports that are generated each semester by the Office of Institutional Research and Effectiveness that indicate students' “success level” for each program. “Success” is defined as having achieved a C or better in the class.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

To ensure compliance with these standards, students must apply for graduation, complete with a final degree check that an advisor does with them. Once final grades are posted, the Registrar reviews the final degree check with final grades, and approves the application so that degrees may be conferred.

### Sources

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*There are no sources.*



## 6.7 - Criterion 6.7 Learning and Academic Resources

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Comprehensive and current learning resources should be available to students and faculty that includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

- A. Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.
- B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.
- C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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- A. Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.

#### Student support from the library

Our Business Programs' students receive significant support from the library. The first collection of 1015 e-books was approximately 60% business books. The library will purchase, upon request, any books that students express a need for, and are continually updating the collection with items selected by the faculty and the librarians, including significant reference resources

#### Books & Database Needs

Faculty are reminded each semester to make suggestions and requests for new books; help the library to weed out old books, and explore new databases on trial. The library views faculty as partners to create the library that they and their need. Database trials are on main database page.

- B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

#### Inter-library loan program

The library supports inter-library loan for the Business Programs by providing a complete inter-library loan service. An online catalog is available in Kansas for most of the 900 libraries and through the Kansas Library Catalog students and faculty may borrow any of the nearly 3.5 million holdings across the state. Service extends beyond state boundaries through the OCLC system of library sharing, with records of 50 million holdings available for loan.

We have a supportive on-line environment via database collection, many with business content, and include in our Business selection the highly regarded LexisNexis Academic. Our two major databases, EBSCO and ProQuest provide access to the major business journals. Through the state of Kansas, we also have full access to INFOTRAC's Business and Company ASAP and Resource Center databases.

The library icon appears on Canvas course pages and links directly. Students benefit from on-line access to a reference librarian, our catalog, and all the databases.

Of course, we are finding that what works for each student off-campus also works for those on-campus students who have similar needs. We aim for a learning environment that works all hours, all days, and breaks down the restrictions of our 69 service weekly hours and location. Library support for the Business Programs is inspired by customer satisfaction and meeting our customer needs.

Students and faculty may request the service at any contact point, and have the librarians' assistance in finding appropriate materials upon request.

### **Reserves**

Items or library materials may be set aside at the checkout desk for library use only or for short borrowing times.

### **Dennis Martins Lab**

10 computers may be reserved for a class. An audio/visual lab is also available, accommodating 2 students at a time.

### **Reference Services**

Available in person, by phone, or e-mail, and online with KanAnswer, a live chat via the Kansas State Library.

### **Wireless Lab**

Faculty are encouraged to bring their class over or use the wireless laptops. The laptops are library only for a checkout period of 2 hours.

Butler College Library Sites for library support throughout the service area:

#### **Andover**

Andover High School Library  
1744 North Andover Road  
Andover, KS 67002  
Phone: (316) 733-3679

#### **Augusta**

Augusta High School Library  
2020 Ohio  
Augusta, KS 67010  
Phone: (316) 775-5461

#### **El Dorado**

L.W. Nixon Library, 600 Building  
[http://www.butlercc.edu/nixon\\_library](http://www.butlercc.edu/nixon_library)  
901 S. Haverhill  
El Dorado, KS 67042  
Phone: (316) 322 3234  
From Wichita (316) 218-3234

#### **Rose Hill**

Rose Hill High School Library  
<http://www.usd394.com/rhhs/libinternet.shtml>  
506 S. Rose Hill Rd.

Rose Hill, KS 67133  
Phone: (316) 776-3393

**McConnell**  
53474 Lawrence Ct.  
McConnell AFB, KS 67221  
(316) 681-3522

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

### **TRiO - Student Support Services**

The TriO Student Support Services program is designed to assist students in developing skills essential to college success. Students receive assistance with advising, educational counseling, mentoring, financial aid resources, career planning, study skills, free tutoring, and academic development. The TRIO staff, including an advisor/counselor and specialist in math and reading/writing, provides one-on-one guidance in a supportive environment. First-generation college students, low-income students, or students living with a disability can apply at both the El Dorado and Andover campuses.

### **Tutoring Services**

Butler provides a tutoring service that is free to all students. Tutoring is provided by both instructors and Tutor Ambassadors at our El Dorado and Andover campuses. Butler students who have successfully completed the classes in a requested subject and have recommendations from their instructors may apply to be Tutor Ambassadors. If chosen, they will receive a tuition/books scholarship to Butler. All tutoring takes place in Butler facilities and may involve group tutoring. The scheduling of tutoring services depends on the availability of tutors and not all subjects may be available each semester at each Butler site. We also offer a professional 24/7 Online tutoring service to students through NetTutor. NetTutor can be accessed by logging in the student's Pipeline account. For more information on tutoring services, visit <http://www.butlercc.edu/tutoring/peertut.cfm>.

### **Testing Services**

The Butler Testing Centers provide a quality, secure testing environment in which high testing standards are maintained. The Centers are located in both El Dorado and Andover and provide a variety of testing services. These include placement tests for prospective Butler students, tests for Butler Online courses, and make-up tests for Butler instructors. In addition, the Centers offer CASAS and GED testing. On a limited basis the Centers administer academic and certification tests to non-Butler students. For more information on testing services visit [www.butlercc.edu/testing\\_center/index.cfm](http://www.butlercc.edu/testing_center/index.cfm).

### **Computer Labs**

To meet ever increasing student needs for computer and Internet access, the Information Services Division maintains up-to-date open computer labs at various college sites which contain state-of-the-art hardware and the latest word processing, databases and spreadsheet software. The El Dorado open lab in the 1500 Building is on the second floor, Room 1529. Butler of Andover's open lab is in the 400 Building, Room 437. The Dennis Martens Computer Lab in the L.W. Nixon Library, Building 600, offers Internet access and Microsoft Word during library hours. Other El Dorado labs which are located in Buildings 100, 200, 300 and 600, and labs at Butler of Andover, Butler of Marion, Butler of Rose Hill, and at resource centers in Council Grove are under the supervision of site directors and academic deans and may be available, with permission, to students when classes are not scheduled. Hours of the open labs are posted; students must supply their own electronic storage device to save work, but paper is provided.

### **Career Coach**

Also, Butler now offers Career Coach, a program designed to help students find a good career by providing the most current local data on wages, employment, job postings, and associated education and training.

## **Sources**

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*There are no sources.*

## 6.8 - Criterion 6.8 Support Services

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The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

A. Describe the level of institutional support services available to the business unit.

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

### Self-Study

Status: Completed | Due Date: 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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A. Describe the level of institutional support services available to the business unit.

In addition to the previously mentioned administrative and technical support, including Information Technology, the Media Resource Center, Advising, and the Office of Institutional Research and Effectiveness, the business unit enjoys great support from other areas of the school. One area is the Dean's office and its personnel. The CTE Division faces a challenge after losing its Dean this summer, but Associate Dean and Director of Butler's Business Education and Technical Analysis office has stepped in as Interim Dean and has fully supported the business unit. The Dean's office oversees administrative support and is responsible for hiring full-time staff, supervising personnel, helping to maintain the budgets, overseeing program development and working with advisory boards and local industry. While only being with Butler for 2 years, her previous 13 years were also in education, with Newman University and Wichita Area Technical College. She brings a wealth of energy and ideas to the division. The Dean's office also has 2 full-time administrative assistants to help administer the division, one physically located on each of the 2 main campuses. Linda Gieser works in Andover, and has been with Butler for 23 years. Bobbi Eaton is on the El Dorado campus, and has a decade with the school herself.

From a marketing point of view, Butler's Marketing Communications office communicates the business unit's messages with internal and external audiences and aids each department with their communication and advertising needs. A new initiative started within the last year is faculty access to a web based portal containing not only the school's brand and identity standards manual, but also access to professional photographs of the business unit areas and templates for newsletters and other marketing materials. The Department Chairs can quickly design their own marketing materials, to meet their own needs, with guidance from Marketing Communications. Marketing Communications also assists in creating and distributing press releases to market student and business unit successes.

Butler's award winning Web Services department maintains, supports, and promotes the Butler web presence for the college. All business programs have a their own page on the Butler website, featuring information on instructors, available degree options, scholarships, transfer options, student organizations, links to course outlines, etc. The websites were given a complete overhaul in the last year, with an internal team, an external team of consultants, the Dean's office, and the Department Chairs working together. The Butler website is [www.butlercc.edu](http://www.butlercc.edu). The department websites are:

Accounting and Business Administration

- <http://www.butlercc.edu/accounting> and <http://www.butlercc.edu/200156/business-administration>

Business Systems Technology – [http://www.butlercc.edu/bus\\_ed](http://www.butlercc.edu/bus_ed)

Marketing Management - <http://www.butlercc.edu/marketing>

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

As describe earlier, Butler has outstanding personnel in the areas of advising, financial aid, developmental needs, disability services, student career services, and technical support, all aligned with our Learning PACT principles. These areas are centrally located on the main campus in El Dorado, in each of 2 main buildings in Andover, and have a robust web presence. The business unit Department Chairs work closely with the personnel in these areas. Personnel in these areas are members of the business unit Advisory Boards and occasionally give presentations to our business program in-service meetings. This allows both full-time and part-time faculty to get to know the people involved, and to fully understand the services provided so that they can promote those opportunities to students.

In addition, business program Department Chairs have student workers who assist them with administrative duties.

## Sources

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*There are no sources.*

## 6.9 - Criterion 6.9 Educational Innovation

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All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

- A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.
- B. Provide evidence of innovations and creativity that have been implemented by the business unit.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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- A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

Faculty who have provided creativity in courses to enhance the educational environment had been able to have time at department meetings and faculty development days to share with other faculty. Faculty have been provided with technology, such as computers and iPads, in the classroom to be able to use in the classroom for engaging student activities.

A quick business unit "brag": 2 of our business faculty have been the previous 2 recipients of our school's most prestigious teaching award, the Butler Master Teacher. Business Systems Technology Department Chair Karen Waddell received the honor in 2014, and Accounting Professor Connie Belden was the recipient in 2015.

Business faculty and Administrators can nominate faculty members for Board Recognitions and Great Grizzly Deans for outstanding service to the college and community. Some recipients have been:

#### Janice Akao

Board Recognitions:

1. Phi Beta Lambda Advisor – Students outstanding competition results - March 2013 & July 2013.
2. Dewey Award Nominee – May 2014.
3. 2nd Annual Fall Conference for KCWE Member Schools' CTE Instructors/Administrators hosted at Butler, and KCWE Board Members – November 2012.

#### Connie Belden

Board Recognitions:

1. Kansas Council for Workforce Education "Excellence in Teaching" award – December 2014.
2. First Butler Online Faculty Member to have a course reviewed and accepted through the Quality Matters Course Review Program – March 2012.
3. Faculty Development Team – for outstanding faculty in-service – September 2013.
4. Service on Teachers of Accounting at Two Year Colleges (TACTYC) Board – November 2012.
5. Butler's Master Teacher 2015.

**Beth Cunningham**

Board Recognitions:

1. Faculty Development Team – for outstanding faculty in-service – September 2013.

**Robin Frank (Adjunct)**

Board Recognitions:

1. Service on Teachers of Accounting at Two Year Colleges – TACTYC Scholarship Committee – May 2013 & August 2014.

**Jared McGinley**

Board Recognitions:

1. DECA Advisor – Students outstanding competition results – May 2012, May 2013, May 2014.
2. 2014 Champion of Service Learning Award
3. Leading the team in a successful Accreditation Council for Business Schools and Programs (ACBSP) Quality Assurance Report – November 2012.

**Patrick Nance**

Board Recognitions:

1. Service on Teachers of Accounting at Two Year Colleges – TACTYC Scholarship Committee – May 2013 & August 2014.

Great Grizzly Deed Award:

1. August 2013 recipient.

**Karen Waddell**

Board Recognition

1. Butler's Master Teacher 2014

Great Grizzly Deed Award:

1. January 2013 recipient.
2. May 2013 recipient.

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

Several Business classes utilize iPads and associated business/finance apps in the classroom. For example, the Personal Finance class utilizes apps to help build budgets, identify loan payment amounts, calculate future values, etc. In addition, eClicker is utilized to help review for exams in Intro to Business and Personal Finance classes.



In addition, we developed an algorithmic version of the assessment project used in Accounting I. This allows the faculty to assign numerous versions of this take-home project to help reduce the risk of cheating and unauthorized collaboration among students.

For our online classes, demonstration videos for each chapter were created for our Accounting I, II and Managerial classes. These videos were also made available to all accounting faculty to use in their face-to-face classes. These videos can be posted to our online learning management system (Canvas) for students to view who missed class or need additional help with the subject matter.

The Marketing & Management Program has expanded the use of service learning by combining the efforts of multiple courses on the same service learning project. For example, during the self-study year, a local organization that specializes in helping autistic children with socialization skills was selected as the service learning community organization. That organization had multiple needs, including overall marketing strategy formulation, as well as advertising creative and production. 2 classes in the Marketing and Management program, Introduction to Marketing and Computer Advertising Design, each worked on their part of the problems and ultimately presented a complete marketing plan and various completed advertising pieces such as posters, post cards, etc.

## Sources

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*There are no sources.*

## 6.10 - Criterion 6.10 Articulation and Transfer Relationships

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For the purpose of defining roles, relationships, and procedures that promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years' credit toward specified baccalaureate degrees.

For the purpose of satisfying Criterion 6.10, use a table such as Figure 6.10.1 found under the Evidence File tab above to explain or describe any articulation and/or course transfer arrangements you have with other institutions, as well as report in the following areas as appropriate for your institution:

- A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.
- B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)
- C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
- D. Describe the student advisement process that counsels students as to the transferability of course work.
- E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.
- F. Total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward general education and/or business concentration requirements at receiving institution.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Response

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- A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.

The primary transfer destinations of Butler students are the in-state Board of Regents universities as well as several private institutions. Those schools include:

- Newman University
- Pittsburgh State University
- Friends University
- Fort Hays State University
- Southwestern College
- Kansas State University
- Wichita State University
- Kansas University

- Emporia State University

For the business unit specifically, the Accounting and Business Administration Program has 2+2 agreements with:

- Kansas State University
- Southwestern College
- Friends University
- University of Kansas.

All 3 of the programs in the business unit have many articulations with area high schools, including:

High schools include:

- Andale
- Andover
- Augusta
- Bluestem
- Caldwell
- Campus
- Circle
- Council Grove
- Derby
- Douglass
- Emporia
- Eureka
- Goddard
- Halstead
- Hillsboro
- Maize
- Marion
- Peabody-Burns
- Remington
- Rose Hill
- South Haven
- Valley Center
- Wichita

Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

Copies of articulation agreements will be available in the resource room for the site visit team to review upon their site visit.

In addition, as of the fall semester of 2014, students who transfer to a Kansas public university from a Kansas public community college are eligible for reverse transfer, which allows for the attainment of any associate degree for which one is eligible along the way to additional certificates and degrees. Within a student's first semester, each university will now notify all students who transfer coursework from a community college or technical college if they are eligible

to be considered for reverse transfer degree status, and which courses are needed to finish the related degree. Students who then complete the coursework for a given associate's degree are eligible to receive that degree, administered automatically by correspondence between the university and community college or technical college the student last attended.

C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

Supported by our Office of High School Academic Partnerships, each semester, Butler hosts an articulation luncheon with area high school business program representatives to go over institutional policies, program specific learning outcomes, opportunities for articulations, and in general to help build relationships. Attendance at these meetings has been outstanding, and the evidence lies in the growth and success of our articulation agreements, and in allowing high school students who meet the criteria, to receive credit for their achievement of the specific learning outcomes in high school without having to repeat them in college.

D. Describe the student advisement process that counsels students as to the transferability of course work.

All degree-seeking students at Butler are required to provide transcripts of coursework taken at any previous post-secondary institutions. Once received, those transcripts are evaluated by the Registrar's Office and made a part of their official records at Butler. Both the student and the student's Academic Advisor will be able to see any previous coursework completed and how that coursework has transferred to Butler, thus eliminating concerns about retaking previously successfully completed coursework.

Butler advisors work with transferring institution advisors to ensure students are advised appropriately to complete the course work leading to the Bachelor's degree. Meetings, both formal and informal, are held between the institutions.

Butler's contracts between transfer institutions consist of aligning and transferring equivalent and prescribed courses applicable to a specific program from the high school to the community college or from the community college to the college or university. The student is ensured that all of the named courses will transfer. Often these agreements will be specialized to include a 2 +2 agreement, consisting of two years at Butler and two years at the transfer college or university to complete the bachelor degree.

A student who completes an Associate in Arts or Associate in Science degree based on a baccalaureate oriented sequence at a state and regionally accredited Kansas public community college and whose program of studies has met requirements of the Kansas Public Community College-Kansas Regents Transfer Agreement and Articulation Guide, will be accepted with junior standing and will have satisfied the general education requirements of all Regents universities. Students transferring to Regents institutions who have not completed an Associate in Arts or Associate in Science degree will be given general education credit for any articulation general education course completed at the community college.

The Kansas Board of Regents maintains a Kansas common course matrix on its website for all courses that transfer as equivalent across all public colleges and universities within the state. It can be accessed at [www.kansasregents.org](http://www.kansasregents.org) under the Students tab, Kansas Regents Shared Numbers System Course Matrix .

Butler partners with the Kansas State Department of Education in support of the Career Pathways initiative. Program articulation agreements have been established to provide high school students with a sequence of coursework leading to a college degree or certificate.

For students to receive credit through these agreements, the following is required: 1) the student's high school must have a signed, current articulation agreement on file with Butler in the subject area, 2) the student must complete an articulation application form, and 3) the student must maintain a B or better in the specified high school course. Articulation credit will be posted as "CR" credit.

For additional information, please see [http://www.butlercc.edu/career\\_pathways](http://www.butlercc.edu/career_pathways).

## Sources

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*There are no sources.*

## 6.11 and 6.S - Business Program Performance Including Student Achievement and Summary of Standard 6 – Process Management

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### **Criterion 6.11 Business Program Performance Including Student Achievement**

All business schools and programs should provide business unit performance results. Report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics.

A. Complete Table 7 –reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data —two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

B. Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Program Results: Such as what you report in Item E. above, graduation rates, retention rates, job placement, etc. How do you make the results public? If you provide a link to aggregate business student results please ensure the link goes directly to the results such as this link: [https://go.dmac.edu/student\\_services/Documents/gradereport.pdf](https://go.dmac.edu/student_services/Documents/gradereport.pdf).

### **Summary of Standard 6 - Process Management**

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

## **Self-Study**

**Status:** Completed | **Due Date:** 8/15/2015

### **Assigned To**

Jared McGinley

## **Institution Summary**

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A. Complete Table 7 –reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data —two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

See information in the previously shared [Figure 3.4](#), [Figure 4.1](#), and [Figure 4.2](#) regarding student performance (assessment score trends, success rate trends, etc.), and degree satisfaction (the degree to which graduates feel the curriculum is up to date, overall preparedness for the workforce, etc.)

B. Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Program Results: Such as what you report in Item E. above, graduation rates, retention rates, job placement, etc. How do you make the results public? If you provide a link to aggregate business student results please ensure the link goes directly to the results such as this link: [https://go.dmac.edu/student\\_services/Documents/gradereport.pdf](https://go.dmac.edu/student_services/Documents/gradereport.pdf).

Regarding student achievement such as assessment results and program results, one way this is communicated is by having each ACBSP Self-Study or Quality Assurance Report posted on each of the 3 business program's websites. One example is here: [Butler ACBSP QA Report](#). Regarding information such as graduation rates, retention rates, job placement, etc., the school's Office of Institutional Research and Effectiveness posts current information on their page on the school's website. The direct link is [Butler Quick Facts](#).

In addition, Butler and the business programs do an outstanding job of bragging on our students. The Marketing Communications office has a part-time student worker whose purpose is the creation of writing press releases. That office works with the Department Chairs to capture pertinent information and pictures, write it up in good form, and forward to the appropriate news agencies, including the home towns of the students themselves. Examples would include student success in organizations such as Phi Beta Lambda and Collegiate DECA.

Success in those organizations is also publicly acknowledged at the competitions and conferences themselves. Students who achieve success at the conference are awarded medals and plaques and acknowledged on stage. If you haven't seen it, it is hard to explain the excitement. Think of it as the "national championship" for business students, in front of over 1,000 frenzied supporters.

Also, the previously mentioned ACBSP Student Business Leader Award. The recipient of this is honored at our annual Student Life Award Ceremony, where they are invited to have their family in attendance to see them receive their plaque, and their name placed on a perpetual plaque on campus.

We also brag on students at all faculty in-service meetings and Advisory Board meetings, inviting the students themselves to participate, present, and educate those groups on what their experience at Butler has been like.

All of this information is shared with the Board of Directors as well.

#### Summary of Standard 6 - Process Management

The business unit is blessed with outstanding faculty, as evidenced from the awards and recognition they have received. In addition we have outstanding support services such as advising, library, and the Dean's office. Finally, the effort made by our Office of High School Academic Partnerships have seen tremendous growth in our relationships with area high schools and increased opportunities for students.

Among the opportunities for improvement for the business unit:

In 2012, Kansas passed Senate Bill 155, authorizing Butler and other colleges to waive the cost of tuition for high school students who meet Butler's Kansas residency requirements for enrollment in CTE courses. We have yet to fully realize the potential of this opportunity and need to continue marketing and building relationships to help area students maximize this outstanding benefit.

The support of student workers that our division allows could also be a link to a previously mentioned opportunity for improvement, that of tracking program students and completers. Increased student worker hours might be the missing link to a successful process. Following along with this would be better reporting and sharing of this information as well. While the school had excellent data reported on its website regarding graduation rates and job placement, the business programs do not have data reported specific to them.

Also, several of our programs, depending on electives taken, may not meet the threshold of having at least 25% of credit hours of a degree being in each of 3 component areas: Professional, General Education, and Business Major.

Also, while we have established some articulation and transfer agreements over the years, we have opportunities to do more. The issue was mentioned in a previous summary, but bears repeating again here under articulations.

## Sources

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- Table for Standard 3 - Fig 3.4
- Table for Standard 4 Fig 4.1 PDF
- Table for Standard 4 Fig 4.2 PDF



## S - SELF-STUDY SUMMARY

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1. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.
2. Explain how student achievement will be made public. Provide a direct link on your website to the required public information such as graduation rates, retention rates, etc for your business programs.

### Self-Study

**Status:** Completed | **Due Date:** 8/15/2015

#### Assigned To

Jared McGinley

### Institution Summary

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1. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

Not applicable.

2. Explain how student achievement will be made public. Provide a direct link on your website to the required public information such as graduation rates, retention rates, etc for your business programs.

See the previous page under 6.11 for this information.

#### Self-Study Summary for the Butler Community College Business Programs:

##### Key Strengths:

- Outstanding school leadership, communication, and motivation
- Data driven strategic planning
- Institutional support (administration, research, advising, student services, finances, equipment, etc.)
- Outstanding faculty

##### Key Opportunities for Improvement:

- Replace position of Dean of the CTE Division
- Better tracking of program students and completers
- Improved feedback from employers of graduates
- Opportunities for more 2+2 agreements with universities
- Improvement of CCSSE scores related to rigor and engagement
- Develop program specific student learning outcomes
- Continue to monitor student success in various course delivery methods

## Sources

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*There are no sources.*