

## Criterion 1: Mission

**The institution's mission is clear and articulated publicly; it guides the institution's operations.**

### **1.A - Core Component**

**1.A: The institution's mission is articulated publicly and operationalized throughout the institution.**

***1.A.1: The mission was developed through a process suited to the context of the institution.***

The mission of Butler Community College states, "Butler Community College inspires and prepares students through inclusive, innovative, affordable, quality education while advancing community vitality." Butler's mission was developed through a college-wide collaboration in a series of focus groups, surveys, and the establishment of a [mission and vision team](#). The process of updating the mission began in October 2021 during [Institutional Development Day](#) with input from five focus groups of faculty, staff, and students. A [survey](#) was sent to all employees in April 2022 and was completed by 375 members of the campus community. In September 2022, a committee of faculty and staff reviewed responses and feedback and began to draft new mission and vision statements. Once new statements were drafted, another [survey](#) was compiled by the team and sent to all employees for feedback in December 2022. A final revision was made with the feedback from the survey and the finalized mission and vision statements were approved by the Board of Trustees at the [January 2023 meeting](#).

***1.A.2: The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.***

Butler's approach for planning is outlined in the [strategic plan](#), looking to the Board to provide guidance and direction in relation to the strategic focus of the institution. Through the work of [Executive Council](#), vice presidents' meetings, deans, and directors across the institution, the strategic plan guides the planning and decision-making process. Input from the Board of Trustees is incorporated into strategic decision-making as noted in the [August 2022 and September 2022](#) meeting information.

The [strategic plan](#) provides detailed information regarding the specific goals of the institution that link directly to the institutional mission, vision, and Timeless Institutional Values. Through the strategic plan, six key goals are identified as a focus in the planning and operations process:

- i. Support students and their success
- ii. Advance communities and partnerships

- iii. Enhance employee success and excellence
- iv. Drive institutional sustainability and growth
- v. Champion excellence in innovation
- vi. Inspire values of equity and access

The strategic plan includes focused priorities within each goal that highlight work including increased access for students, partnerships with business and industry, support for faculty and staff, increased funding, enhanced digital literacy, and narrowed gaps in achievement of underrepresented populations. These goals and priorities drive the work of faculty and staff in developing the culture of support, care, and drive for students both educationally and professionally. This framework guides strategic planning and decision-making.

Through the work of the [Strategic Enrollment Management Team](#) (SEMT), the College remains proactive in shaping and evolving strategy in anticipation of external change. SEMT was commissioned by the President to serve as an institutional strategy team, with representation across the institution. This team meets weekly and provides regular updates to the President through [meeting notes](#), Executive Council meetings, and vice presidents' meetings. Members of SEMT disseminate information and work in a variety of ways based on the [SEM 3-year plan](#). Tasks are assigned to members of SEMT to establish action teams and report progress back to SEMT during regular meetings. Overall work and information on enrollment progress is provided through updates to the College in a variety of settings including Administrative Council, Academic Deans Council, Executive Council, vice presidents, and Board meetings.

Butler provides new employees with an introduction to the College through [Employee Connect](#). During this orientation, members of Human Resources and college administration present to new employees about the culture of the organization, the mission, vision, and goals, and provide documentation of the goals.

Members of the Board are also provided an [orientation](#) to board operations, college operations and structure, and receive information about the mission, vision, and goals of the institution. Information is compiled in the [Board of Trustees Handbook](#).

In 2018, the College took additional steps to elaborate on its mission and vision by implementing the Butler version of the [Guided Pathways](#) model known as "program pathways." To influence student retention, persistence, and completion, program pathways included a revision of Butler's academic curriculum to streamline and provide transparency for students in their degree path. Additionally, it provided a support team for [students](#) through an introductory course, a pathway mentor, and navigator. This team used the [professional development course \(PDx\)](#) (explained in Criterion 3) and AVISO retention software to improve communication to students, enhance collaboration among faculty and staff, and increase early alert communication regarding student academic progress. Butler's program pathways provide students with a clear structure and streamlined instructional program to assist in student attainment of credentials in the most efficient timeframe. Pathways is centered around the

strategic [planning process](#) which provides a framework for budget decisions. For instance, requiring Foreign Language in a number of pathways increased enrollment demands, the addition of class sections and thus the need for more instructors. Additional budget was requested for the needed positions. Based on area industry demand, development, approval, and implementation of a Diesel Technology program was needed. With this pathway, faculty, equipment, and sustainable funding were required. This new faculty position was requested and approved in the FY22 budget with existing operational funds to cover the other program costs.

In 2022, an [academic plan](#) (AP27) was initiated in collaboration with faculty, staff, administration, and other stakeholders. AP27 is a five-year plan to guide future academic decisions to ensure the quality of academic offerings meet the needs of future students, employers, and the communities it serves. The academic plan integrates with the College strategic priorities and provides a guideline for all areas of academic planning to include: facilities, technology, finance, enrollment management, institutional research, human resources, Foundation, faculty and staff development, and division and department planning to further drive academic innovation and differentiation. The launch of AP27 was initiated with a series of [Town Hall meetings](#) led by [five committees](#) of deans, academic advisors, and members of the Educational Technology department. The Town Hall meetings were held on September 23, 2022 in Andover and October 21, 2022 in El Dorado in person and via zoom. Employees, students, and stakeholders were invited to attend and provide feedback on the direction of academics. The academic divisions were divided into groups to host meetings specific to their program areas and were given a defined [charge](#) to drive the planning in alignment with the institutional strategic plan. The work of these groups will drive the academic division in drafting a 5-year strategic plan which is currently ongoing with an expected completion by the end of the spring 2023 semester.

***1.A.3: The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.***

Butler articulates its mission through its vision statement: *Butler Community College will be an innovator in shaping the future for students, faculty, staff, and the community in a caring environment through dynamic instruction, programs, and support services.* Faculty, staff, and administration commit to the mission and vision by creating a sustainable learning environment that responds to the diverse backgrounds and learning needs of students and emphasizes the attainment of transferable workplace skills as well as those specific to unique careers. Butler's Learning PACT is outlined in the [Student Handbook](#) and [Catalog](#). Butler's mission, vision, and Timeless Institutional Values are documented on the [institutional website](#), [Board of Trustees Handbook](#), [Employee Handbook](#), and [Student Handbook](#). The mission and vision statements are also displayed on all campus closed circuit televisions and on posters at all locations. Butler communicates its mission through its recruitment materials. The [Viewbook](#) outlines the

academic programs, activities, and services available to students. Additionally, it provides detailed information about access and ways in which the College serves its constituents by noting the average class size, seamless transfer opportunities, scholarships, financial aid, and the average cost savings to attend Butler. It also provides an application and enrollment checklist.

The [Butler Learning PACT](#) was established to foster a high quality learning environment to facilitate student success. The Learning PACT skills are vital for any adult to function successfully in the ever-changing world. The Learning PACT consists of P = Personal Development, A = Analytical Thinking Skills, C = Communication Skills and T = Technological Skills. The Office of Academic Support and Effectiveness uses the PACT learning outcomes in the student learning assessment process outlined in Criteria 3 and 4. The academic deans and faculty use assessment data to ensure pedagogy and class activities in every course are guided by the learning outcomes. Examples of this assessment process are provided in Criterion 4.

***1.A.4: The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission***

In alignment with the mission and purpose of the institution, Butler provides academic instruction, career and technical training, and noncredit learning opportunities. Programs and services are offered across Butler's designated [service area](#) in south-central Kansas. El Dorado hosts Butler's main residential campus and the College serves the surrounding communities with nine additional [locations](#) in Andover, Rose Hill, Council Grove, Marion, McConnell Air Force base, the Emergency Service Training Center at Fire Station 2, the El Dorado Correctional Facility, and the Redler Institute of Culinary Arts. Butler also offers a robust online learning environment. Butler partners with a variety of [school districts](#) in the service area to provide concurrent and dual credit course work in facilities provided by the partnering school districts. The [programs of study](#) are in the catalog, outlining the academic and technical offerings available to students. Through these programs of study, Butler strives to both provide learning opportunities and prepare students for the next step in their educational journey at a regional university or to enter the workforce in the greater Wichita region.

The Kansas Board of Regents assigned [service area](#) for Butler includes the counties of Butler, Chase, Greenwood, Marion, and Morris. Economic Modeling Specialists Intl (EMSI) studies most recently completed in [2019](#) identify Butler's primary market as a 10-county area in south-central Kansas including the College's home in Butler County, Sedgwick County (Wichita), and eight rural counties. This primary market encompasses the state assigned 5-county service area and the greater metro area surrounding the College. As outlined in the College's [enrollment profile](#) this primary market accounts for 91% of the College's students, demonstrating the consistency of the student body with Butler's mission and vision. The remaining 9% of credit hours is comprised of enrollment from students outside of the primary market, out-of-state, and international students.

***1.A.5: The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.***

Butler articulates its mission through its vision statement, which reads, *Butler will be an innovator in shaping the future for students, faculty, staff, and the community in a caring environment through dynamic instruction, programs, and support services.* The institution is engaged in an ongoing dialog to realize the intent of its mission and vision. Faculty, staff and administration have agreed Butler's mission and vision commit to creating an innovative and caring learning and working environment that responds to the diverse backgrounds of student learning needs and emphasizes preparation for lifetime success. This framework is documented in the student handbook. As well, the [institutional website](#), [Board of Trustees Handbook](#) and the [Employee Handbook](#) document Butler's mission and vision, Timeless Institutional Values and strategic priorities.

**1.B - Core Component**

**1.B: The institution's mission demonstrates commitment to the public good.**

***1.B.1: The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.***

Butler Community College embraces the concepts of “education, serving the public good, and building relationships” that underlie this sub-criterion. Education is Butler’s primary focus and the needs of its academic and student services divisions drive strategic planning. The College is committed to serving the public good in the region and building relationships with external stakeholders that benefit both the public and the institution. Butler serves a wide variety of students within its [service area](#) as well as through a broader geographical reach, covering the Wichita-metro area, north into the Flint Hills, east into Greenwood County, and south into Cowley County. A broad population of students ranging in age from 16 to 64 is supported.

Butler is a public, two-year post-secondary institution governed by a locally elected Board of Trustees. Serving more than [9,000 students](#) annually, the College offers general education and elective courses for students seeking Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies degrees. Butler provides courses for students desiring to transfer to other institutions, certificates, certifications, and programs for career and technical education, customized training, developmental education, and ABE/GED courses to help students prepare for college. Butler also supports its communities through noncredit learning and life enrichment activities. As noted in 1A4, Butler serves a KBOR assigned service area in south central Kansas and as well as the military and their families through a 47-year partnership and programs offered at McConnell Air Force Base. Through partnerships with business and industry, other higher education institutions and through Butler’s own educational and community outreach, the College and its programs support Sedgwick County and area IV of the Kansas Department of Labor of workforce development (Cowley, Harper, Sumner and Kingman counties). The [2019 EMSI study](#) notes Butler’s economic impact in south

central Kansas is \$378.1M. Extrapolating this information offers a conservative estimate of a more than \$46M economic impact in Butler County alone. As a public institution, Butler does not have a relationship with any subordinate entity.

***1.B.2: The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.***

The College offers programs and services across the designated service area. El Dorado hosts Butler’s main residential campus and the College serves the surrounding communities with nine additional [locations](#) in Andover, Rose Hill, Council Grove, Marion, McConnell Air Force base, the Emergency Service Training Center at Fire Station 2, the El Dorado Correctional Facility, and the Redler Institute of Culinary Arts. Butler also offers a robust online learning environment. It is a public 2-year institution with a locally elected Board of Trustees and does not have investors or parent organizations. While coordinated by the Kansas Board of Regents, decisions are made by the Board and the administration. Additionally, Butler serves its county and service area through [concurrent enrollment partnerships](#) with 21 high schools including those in Augusta, Andover, El Dorado, and Rose Hill.

Butler’s vision statement, “Butler Community College will be an innovator in shaping the future for students, faculty, staff, and the community in a caring environment through dynamic instruction, programs, and support services,” establishes the intent of the College for students and staff. Through the strategic planning process, open forums with faculty, staff, and students, and the work of the mission and vision team, the College established a vision that aligns with the College’s mission, core values, and [Butler Learning Principles](#). These operating principles are enacted through the [strategic plan](#) and planning process. They articulate a strategy to advance student success through program pathways, implement formal retention efforts (AVISO), strengthen employee engagement and deepen capacity to promote institutional excellence through continuous improvement.

***1.B.3: The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.***

In defining its scope and offerings, Butler seeks to differentiate its programs and services from competing institutions in the region. Central to this effort is collaboration with business and industry to ensure programs are meeting the needs of the region’s workforce. This is accomplished through [regular meetings](#) with established [advisory committees](#) for career and technical education. The [advisory committee](#) meets regularly and provides insight and direction to the College regarding the workforce and which is explained in more detail in Criterion 4. Additionally, the College serves the community through dual enrollment opportunities, collaborating with senior and middle level leaders in unified school districts across the service area. Through this collaboration, students have access to college-level course work, including the opportunity to participate in the [Early College Academy](#) allowing high school juniors and seniors to explore careers and attain certificates and associate degrees at the same time they



graduate high school. Since 2015, 553 students have graduated from Butler at the same time as high school.

As outlined in Criterion 4, the College has established a robust [academic program review](#) process to evaluate programs, review program costs and revenues, and assess the impact of the programs on students, employers, and the regional economy. The [PROVIDE process](#) also evaluates the alignment of programs with the workforce and degree transfer opportunities in Kansas.

The College fosters a strong community connection providing its stakeholders with opportunities for cultural growth, life enrichment, skill enhancement, recreation, and economic development. Through intercollegiate [athletics](#) and [fine arts](#), students have the opportunity to showcase their talent in events on and off campus. Butler facilities are used by a variety of community groups and organizations. The El Dorado campus and Andover locations provide adequate space for meetings, [events, and programs](#) throughout the year. The Butler Foundation also hosts events, including the [Harold Smith Cultural Series](#), [Life Enrichment](#), the annual Benefit Auction, [Circle of the Gold Society Luncheon](#), and [president's donor and scholarship dinners](#).

As part of the Kansas Board of Regents (KBOR) system, Butler supports [KBOR's strategic plan](#), "Building a Future" and meets the systemwide goals through the College's annual [performance agreement](#). The performance agreement is submitted to the Technical Education Authority (TEA) for review and support and then presented to KBOR for final approval.

Early each spring, the College hosts the Butler County Spelling Bee. In February 2023, the 14<sup>th</sup> annual "Bee" was held with more than 25 third through eighth graders on campus with family and friends. This is a joint project of community advancement and the Butler Library staff with the county winner advancing to the Sunflower State Spelling Bee hosted by the Kansas Press Association.

### **Core Component - 1.C**

**1.C: The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.**

***1.C.1: The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.***

Through the institutional value of "Caring", the College strives to demonstrate a personal concern for the success of all its students. This commitment to diversity is present in the [Butler Learning Principles](#) approved by the Board of Trustees in July 2005. These principles describe the institutional culture Butler strives to achieve and include: *Model our Principles and Timeless Values, Provide Multiple Learning Opportunities, and Value our Human Resources*. They

contribute to the commitment to foster a climate of excellence and a culture embracing diversity, equity, and inclusion. For instance, students have support through [Career Services](#), participate in [student organizations](#), and enroll in [PDx courses](#) to explore career pathways. In 2022, Butler was named the 50<sup>th</sup> [Adobe Creative Campus](#) in the nation providing students and staff access to all Adobe Creative Suite products free of charge to enhance digital literacy and fluency skills. Criterion 3 further explains the curriculum process and how instruction prepares students for the future.

Butler recognizes the commitment to diversity, equity, and inclusion is broader than the College campus and collaborates with other business partners to provide [Advance Kansas](#), centered on diversity, equity, and inclusion leadership training which prepares leaders, including Butler employees, to navigate the challenges of the workplace and workforce. Butler has been recognized recently with [awards](#) by the Wichita Business Journal for the Advance Kansas training and the Kansas Hispanic Education and Development Foundation for support of first-generation Hispanic students.

***1.C.2: The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.***

Butler's mission, vision, and Timeless Institutional Values commit the College to understanding the diversity of its students, communities, and employees in promoting inclusion. Through the work of the College's Inclusion Council, the Board of Trustees adopted an [Inclusion Statement](#) in 2016.

The approved inclusion statement is: "In support of its institutional values, Butler Community College nurtures diversity and inclusion through the practice of Cultural Competency, an ever-evolving concept that recognizes, supports, and embraces the understanding of human difference. Through culturally competent behaviors, attitudes, instruction, and policies, Butler promotes a diverse educational experience, fosters inclusivity to ensure student success, and contributes to the vitality of the institution and the communities it serves." The inclusion statement is included on the website along with information about the [Inclusion Council](#).

The Inclusion Council was established through a grassroots initiative from faculty and staff. It formulated the institutional inclusion statement which was adopted by the [Board of Trustees in March 2016](#) as official College policy. The Inclusion Council coordinates direct efforts to advance Butler's mission and vision and achieve defined objectives for faculty, staff, and students. The [Inclusion Council meets](#) monthly, working toward goals identified in their strategic plan. This work is divided among the following [action teams](#): Identify and Reconstruct Systemic Inequities, Mental and Social Health, Communication and Visibility, Heritage Month Celebrations, Diversifying the Butler Workforce, Sensitivity Based Training and Development of Student Leadership. The goals and activity of these action teams are outlined in the [Inclusion Council strategic plan](#) and tie back to the institutional strategic plan. Regular updates on these goals are provided to the institution's Executive Council. The work of this council is discussed in more detail in Criterion 3B. The strategic priority *Support Students in their Success* is another



example of Butler’s commitment to diversity. Diversity is addressed through the institutional brand, which is intentionally integrated into the strategic plan and aligns with the mission and vision.

To engage [underrepresented student populations](#), the Inclusion Council (IC) has initiated efforts such as heritage month celebrations to achieve goals of the [strategic plan](#). Throughout the academic year, calendar months are dedicated to celebrating the [cultural heritage](#) of diverse student populations. These celebrations include interview testimonies, customs, traditions, and cuisine. Butler’s International Student Organization holds an event each year to celebrate and share traditional food, clothing, music and stories of their native countries. Also, IC has increased collaboration with the Hispanic American Leadership Organization (HALO) and the Black Student Association (BSA). IC conducted listening forums in the spring 2021 and fall 2021 semesters to seek student feedback and an action team devoted to student leadership created the Student Leadership Circle comprised of mostly underrepresented student populations.

***1.C.3: The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.***

As an open access institution, Butler welcomes students from all backgrounds, experiences, and perspectives. Through the work of the Inclusion Council (outlined in Criterion 1C2, Criterion 2, and Criterion 3), the College continues to embrace diversity and coordinate efforts to create an inclusive, welcoming, and respectful environment where students, faculty, staff, and stakeholders thrive. Criterion 3 outlines the diversity of the faculty and staff and efforts to expand the diversity of the employee base. Butler’s [student population](#) represents more diversity than the surrounding primary market. Students contribute to a climate of respect, following the [policies and guidelines](#) outlined in the Student Handbook. Students also participated in writing an [Honor Code](#) and the [Butler Pledge](#). All employees are expected to follow policies outlined in the Employee Handbook. Criterion 2 explains the expectations and culture of the College that fosters a climate of respect.

## **1.S - Criterion 1 – Summary**

### **The institution’s mission is clear and articulated publicly; it guides the institution’s operations.**

#### **Summary**

Butler Community College fulfills Criterion 1 through a clearly articulated mission and vision. The mission, vision, Timeless Institutional Values, and Butler Learning Principles are the foundation of the institution and guide its purpose and identity. Through the strategic planning process, specific goals and priorities are created for the institution which link directly to the mission, vision, and Timeless Institutional Values. These goals and priorities drive the work of faculty and staff in developing the culture of support and care for students both educationally and professionally.

Serving students throughout the Kansas Board of Regents designated service area, the College strives to provide learning opportunities and prepare students for the next step in their educational journey. With education as its core purpose, the College is committed to serving the public good in the region and to building relationships with external stakeholders that benefit both the public and the institution. Butler’s effort to fulfill its mission and vision include collaboration with business and industry to ensure programs are meeting the needs of the workforce. The College commits to understanding the diversity of its students, communities, and employees in promoting inclusion. Diversity is valued and addressed through the institutional brand and is integrated into the strategic plan. From recruitment to completion, *Butler shapes the future for students, faculty, staff, and the community in a caring environment through dynamic instruction, programs, and support services.*

## **Criterion 2: Integrity: Ethical and Responsible Conduct**

### **The institution acts with integrity; its conduct is ethical and responsible**

#### **2.A – Core Component**

**2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.**

***2.A.1: The institution develops and the governing board adopts the mission.***

Revisions to Butler’s mission and vision, as referenced in Criterion 1, were recently approved by the Board in [January 2023](#). The process of updating the mission and vision statements began in October 2021 during [Institutional Development Days](#) with college-wide discussion. Five focus group discussions with faculty and staff followed in November and December with two student [forums](#) held in March 2022. Two college-wide surveys completed by more than 550 employees in [April 2022](#) and [December 2022](#) provided feedback used by a committee during the fall 2022 semester and resulted in the new mission and vision statements.

The [Board of Trustees](#) provides leadership using the mission, vision, strategic priorities and Timeless Institutional Values as its foundational principles. They are included in the [Board of Trustees Handbook](#), course catalog, Student Handbook, Employee Handbook and are included in each month’s regular meeting [Board Book](#) directly ahead of the agenda. The mission and vision statements are also present in a number of locations on Butler campuses.

***2.A.2: The institution operates with integrity in its financial, academic, human resources and auxiliary functions.***

Butler operates with integrity and transparency in its financial functions by complying with statutes including [Kansas Cash Basis Law](#), [Kansas Budget Law](#), [Kansas Open Meetings Law](#), [Kansas Open Records Act](#), and [Kansas Faculty Negotiations Rights](#).

Butler's [Budget Development Manual](#) outlines the budget development process and is available to all employees and trustees. The manual contains a budget calendar, strategic plan information for guidance in the budget development phase, instructions for preparing departmental budget requests, and approval processes. In accordance with Kansas statutes, the Board approves the [annual legal budget](#). Finance and Accounting present the annual [budget recommendation](#) for the operating budget, auxiliary funds, and other funds, along with a cash-basis summary of all college fund balances. The Vice President of Finance and the Accounting Department typically make budget updates to the Board in [November](#) and [March](#) as budget elements and estimates change during the year. Late spring updates are included in the budget development process. Additional budget information is referenced in Criterion 5B3.

The Board Finance Committee, senior administrators, and the Director of Accounting meet prior to each monthly Board meeting to review the monthly Statement of [Revenues and Expenditures](#) included in each board book and then present a report during the regular Board meeting. Additionally, the committee reviews and discusses the annual audit.

[Annual audits](#) of financial statements are compiled by a certified public accounting firm and posted on the website. Since the last HLC accreditation, all audit opinions have found the financial statements are fairly presented without qualifications or significant findings. Each report contains a compliance audit of all federal grants including Title IV funds. Butler's A+ bond rating was confirmed on October 14, 2022. A copy of the [ratings letter from S&P Global](#) is available from the Vice President of Finance or the Accounting Office.

The [Board of Trustees Handbook](#) and the [Employee Handbook](#) contain Board approved policies for investment of College funds, cash handling, and purchasing policies. Additional purchasing procedures are published for all employees.

Butler operates with integrity in its academic functions by ensuring students receive a quality education and are treated fairly, equitably, and transparently. Butler has been accredited by the [Higher Learning Commission](#) since 1970. As stated in Criterion 3, Butler is a comprehensive community college offering associate degrees of arts, science, applied science, and general studies, as well as several technical and institutional certificates. All [programs of study](#) with accompanying course descriptions and requirements for academic progress, graduation, and transfer and articulations are outlined in the course catalog.

Deans and faculty, working with the Vice President of Academics, the Director of Curriculum and Catalog, and Academic Advising, are responsible for course and program development. The [Course Outline and Curriculum Guidelines](#) outline the process for submitting proposals to the Curriculum Team for review. Once approved, the new course or program is added to the

course catalog. Revisions and updates are made on an annual basis through the Curriculum Team and the Director of Curriculum and Catalog.

Faculty manage courses through the Canvas Learning Management System (CANVAS). All instructors are required to complete [Introduction to Canvas training](#), and instructors who teach [online, blended, and hyflex](#) courses are required to complete [Introduction to Online/Blended training](#). Courses developed for online learning are required to undergo [review](#) by the Quality Assurance Team (QAT) to ensure required standards are met, including copyright and accessibility laws.

The [course catalog](#) provides current and prospective students with admissions, financial aid and scholarships, enrollment, and orientation information. It also explains policies for dropping or withdrawing from a course, academic appeal, and tuition refund. Using an [enrollment checklist](#), prospective students apply for admission by completing an application, submitting official transcripts and placement test scores, providing proof of residency, and taking a college course placement test or its equivalent.

Once admitted, students meet with academic advisors who help in selecting an academic pathway based on the student's academic or career interests. Students may also apply for federal financial aid to assist with the costs of attending Butler. The Financial Aid Office follows policies set by the US Department of Education included in the [Federal Student Aid Handbook](#) for disbursement of federal financial aid and based on degree completion status, academic progress, satisfactory completion pace and completion rates. Processes are also in place for students to appeal suspended financial aid.

The course catalog and College website provide students with information regarding the several [scholarship](#) opportunities at Butler, including academic, activity/athletic scholarships, the Kansas Promise Scholarship, Butler Access Scholarships, and Butler Foundation Scholarships. Students must meet different eligibility requirements for each type of scholarship. Butler also supports veterans and military service members in obtaining tuition assistance benefits.

Butler requires faculty and staff to complete annual Family Education Rights and Privacy Act ([FERPA training](#)) to ensure compliance in all communication with students and their families. Students must waive FERPA rights before any faculty or staff speak with family members about student grades or performance. Privacy protection extends to the classroom with faculty instructed not to discuss individual student grades except in private one-on-one discussions.

The academic appeals process and formal complaint/student grievance procedures are outlined within the [course catalog](#), [Student Handbook](#) and posted on the [website](#). The processes include timely steps to allow fair and ethical consideration and resolution of issues. Title IX concerns are reported to the Title IX Coordinator to investigate. Butler maintains a [student compliant log](#) in compliance with federal laws and submits an [annual security report](#) to comply with the Clery Act.

Butler operates with integrity in its human resources functions by committing to fair and ethical behavior on the part of the Board of Trustees, administration, faculty, and staff. Butler is an [equal opportunity employer](#) and promotes a [nondiscrimination policy](#) when filling positions. Position descriptions and hiring qualifications for all openings are posted in the College's [employment applicant portal](#). Search committee members are selected by supervisors and approved by the Human Resources Office. The search committee chair follows the human resources [hiring checklist](#) to facilitate standardized and fair searches, including the search committee review and evaluation of all applications, interviewing of candidates, and selection of the most qualified applicant.

Butler is committed to maintaining an environment free of discrimination based on gender, gender identity, or sexual orientation, and has established institutional [policies](#) governing Title IX and anti-discrimination. The College has adopted the "[Standards for Best Ethical Practices](#)", which reflect the expectation employees will be good stewards of the resources for which they have been entrusted and their conduct will be characterized by [Butler's Timeless Institutional Values](#). Receipt of the Employee [Handbook is acknowledged](#) by all employees including the Standards for Best Ethical Practices. In addition, the Human Resources Office requires all employees to complete [annual compliance training](#) offered online through Canvas with successful training completion documented with Human Resources.

Trustees are expected to abide by policies in the Board of Trustees Handbook and applicable policies in the Employee Handbook including policies on [harassment and nondiscrimination](#). Trustees and institutional officers must sign a [Code of Ethics Disclosure Form](#), as noted in 2C4, which identifies potential conflicts of interest.

The Employee Handbook includes the [Grievance Procedure](#), which allows employees to file work-related complaints. The policy specifies the steps to be followed, the timeframes for each step, and general information related to the procedures. The College also provides employees access to [EthicsPoint](#), an external vendor that confidentially manages employees' reports of possible unethical activities in the areas of accounting and finances, human resources, athletics, safety, and use of information technology. Since FY19, there have been eight reports submitted through EthicsPoint. Six of the complaints were determined to be non-ethical violations and required no further investigation thus were not brought to the Ethics Review Board however they were sent to the appropriate supervisor to address and resolve. The remaining two complaints were investigated by the Ethics Review Board but determined no ethical violations occurred.

The [Master Agreement](#), is a contractual agreement ratified by the Butler Community College Education Association and the Board of Trustees. This agreement is reviewed, updated, and ratified annually and establishes the terms and conditions of professional service. It identifies the expectations for faculty duties and responsibilities, along with a Code of Ethics requiring faculty commitment to students, the profession, and the College. The agreement also provides a compensation schedule, requirements for promotion and tenure, and details for the faculty

evaluations process. The Master Agreement explains the protected rights of faculty and outlines a grievance procedure that allows members of the association to file complaints for possible violations of the agreement.

Butler expects its students to operate with integrity as outlined in the [academic integrity](#) policy. The [student code of conduct](#) outlined in the Student Handbook pledges adherence to this policy.

The [Student Athlete Handbook](#) outlines the expectations for student-athletes. In addition to all institutional policies, student athletes must comply with specific eligibility requirements for intercollegiate competition. The handbook ensures the Athletic Department adheres to fair and ethical practices established by the National Junior College Athletic Association and the Kansas Jayhawk Community College Athletic Conference [constitution and bylaws](#).

Butler operates with integrity in its auxiliary functions. Butler provides students with a fair-housing opportunity. The [Residence Life Handbook](#) outlines the expectations for all student residents. Butler maintains fair housing costs for students with cost increases considered based in part on the consumer price index. Meal plan prices are set by Great Western Campus Dining, Butler's food service provider in coordination with administration, with [room and board rates](#) then approved by the Board of Trustees. [College Health and Counseling](#) provides students, faculty, and staff with services including immunizations, prescription medications, laboratory tests, health screenings and physical examinations, sexual health exams, mental health services, wellness education, and referrals to clinical specialists.

## **2.B – Core Component**

### **2.B. The institution presents itself clearly and completely to its students and to the public.**

***2.B.1: The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.***

Butler maintains high standards in presenting itself clearly and completely to its students and the public. [Butler's website](#) provides access to comprehensive information for current and prospective students, parents, stakeholders and community members. For example, the [Admissions](#) link includes information on advising, application processes, placement testing, and campus visits while the [Academics](#) link houses the course catalog, course outlines, course schedules, and degree and certificate offerings. The [Students](#) link includes information on student support services including the bookstore, residence life, student clubs and organizations, college health and counseling, and disability services while the [Athletics](#) link provides information on eligibility criteria for student-athletes, opportunities for ticket purchases, and game schedules. A number of information items are found under the [About Butler](#) link including the College mission and vision statements, Foundation information,



introduction to the President and Board of Trustees and Board meeting information. Each page provides “quick links” in the top banner to [scholarships](#) and [tuition and fees](#) and overall cost of attendance.

Butler's [course catalog](#) is updated annually and provides students with information regarding admission, courses, programs of study, and institutional and program-level accreditations. Also included are policies for dropping classes and receiving refunds and a listing of current [administration, faculty, and staff](#). Once admitted, degree-seeking students may track their progress toward their chosen credential using [Degree Works](#), accessible through the MyButlerCC portal. In Degree Works, students can track completed courses and grades earned as well as identify courses which remain to be taken. Students can use Degree Works to create scenarios enabling them to determine the impact of potential changes in majors on intended [educational goals](#).

The [Office of Research and Institutional Effectiveness \(IR\)](#) maintains a webpage with institutional and student data as well as a link to the College's Student Right to Know page. Both the website and the IR page bear the [Higher Learning Commission's hyperlink](#) indicating Butler is an accredited institution.

***2.B.2: The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.***

Butler has an active Institutional Research and Effectiveness Office, Division of Academic Support and Effectiveness, and College Relations and Marketing who work in close association with each other to ensure the accuracy of claims made about the educational experience.

The Vice President of Academics and academic divisions, in coordination with departments in Student Services, publish the [catalog](#) which details educational experience expectations and standards. These standards are ensured through regular communication via [Student](#) and [Employee](#) Handbooks, meetings, student organizations, and student-advisor meetings for example. Standards of excellence are promoted through recognition of outstanding faculty performance, years of service awards, community awards, national designations, athletic and activity student recognitions, and community service awards for example.

Regular assessments are made in both curricular and co-curricular areas. This information is compiled regularly in addition to Perkins reports identifying graduate wage and employment information. The Kansas Board of Regents posts an annual [data book](#) to its website identifying systemwide data as well as individual institutional data such as student demographics, degrees and certificates awarded, graduation rates, student success, and finances.

Economic impact studies have been completed in 2013 and 2019 with EMSI which have shown the substantial positive contribution the College has across the 10-county market in south central Kansas. The most recent [2019 EMSI](#) report identifies Butler’s economic impact in the

10-county primary market is \$378.1 million in added income which is equal to approximately 1.0% of the total gross regional product. The average return on investment for Butler students was \$4.40 in higher future earnings for every dollar they invest. Their corresponding annual rate of return is 18%. For every dollar invested in Butler, Kansans will receive a cumulative value of \$2.30 in return over the course of a student's working life or an annual rate of return of 6.6%. The [Butler County impact](#) alone is conservatively estimated at \$46,041,352 in direct economic benefit. These studies follow approved and appropriate methodologies and conservative models in order to avoid overstating Butler contributions to the socio-economic outcomes in the communities the College serves and across the state.

Monthly Trustee meetings are livestreamed with videos and [meeting materials](#) then saved to the website. Regular meeting [agendas](#) include standing reports from administrators and committees, division monitoring reports, discussion and action items, monthly statements of revenues and expenditures and key performance indicators. Employees are directly informed of meetings and work sessions and have access to all information on the website. In accordance with Kansas Open Meetings Act, all meetings and work sessions are [noticed](#) up for the public.

Twice a year, every Butler County residence receives a copy of the [Community Connections](#) newsletter produced by Butler's College Relations and Marketing department. The newsletter provides county residents with program and personnel announcements, financial and budget information, student academic accomplishments, athletic and fine arts successes, and college "happenings."

Butler presents itself clearly and accurately in its representations with the public. Butler staff researches its educational and economic impact and continues its commitment to continuous improvement.

## **2.C – Core Component**

**2.C: The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.**

***2.C.1: The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.***

Butler is governed by its [Board of Trustees](#) comprised of seven members elected to four-year terms. Elections occur in November of odd numbered years with four seats up for election in one cycle and the remaining three in the next election. Two Board members are elected from each of three Butler County districts and one is elected "at large" from the entire county. Retained and newly elected Board members are seated at the January meeting following the elections. The [Board Bylaws and policies](#), which are incorporated into the [Board of Trustees](#)

[Handbook](#) and included on the website, are reviewed every two to three years but revised as needed within this cycle. For example, in [September 2020](#) and [October 2020](#), all Board policies were reviewed and updated along with the approval of new policies entitled “Violation of Board Policy” and “Resolution of Censure”. During the August 2022 retreat, Trustees agreed to review all current policies for needed updates during the fall months. From September through December 2022, the meetings and work sessions included discussion and [changes to Board Policy and Bylaws](#). Minor changes were made to the Professional Development Policy to expand examples of professional development opportunities and the Board Bylaws to include public comment at Special Board Meetings as long as it relates to an agenda item of the Special Meeting. No other changes to Board Policies or Bylaws were made.

The Board publicly establishes its legal authority to govern as an autonomous, locally elected body of representatives. Board Bylaws cite the Kansas statutes which give the Board authority to govern. [Kansas Statutes](#) 45-221, 75-201, and 75-4304 are also included in the Board of Trustees Handbook for reference. Additionally, the Board provides oversight for compliance of [Kansas Board of Regents \(KBOR\) Chapter III-Coordinated Institutions regulations](#) for community colleges.

Orientation for new members is required prior to being seated and sworn in. An [orientation schedule](#) is developed to include time for administrative leadership and the faculty association president to provide information regarding their functional responsibilities, areas of oversight, and initiatives. As part of the information shared by the President, Board Bylaws, Board policies, accreditation expectations, strategic goals and priorities, and Kansas Association of Community College Trustees ([KACCT](#)) [Code of Values and Ethics](#) and information about the Association of Community College Trustees (ACCT) are reviewed including [ACCT Standards of Good Practice](#).

The Board of Trustees meets regularly on the second Tuesday of each month, but special meetings may be called by the Chairperson for items of a critical nature between regular meetings. Work sessions are scheduled for the fourth Monday of the month. All meetings are subject to the [Kansas Open Meetings Act \(KOMA\)](#), except when the Board reserves the right to go into an executive session. The Board Chairperson and College President prepare an [agenda and board materials](#) for all regular and special meetings, which are submitted to each Board member in advance of the meeting as well as being posted to the website on the [Trustees webpage](#) for access by the campus community and public. Additionally, meeting information is posted in [SharePoint](#) for access by the campus community. In compliance with KOMA, notice of Board meetings is provided publicly to media personnel at two local newspapers and by specific request to individuals including a Kansas Legislator whose district includes Butler County and the College. Board action takes place only on items included in the agenda. Regular and special meetings are livestreamed and recorded and work sessions are recorded. Following Board meetings and work sessions, recorded [videos](#) are posted to the website. In the past two years, a number of Board decisions have been recorded as split votes of 5-2 or 4-3.

The Board's regular monthly meetings include an order of business as identified in the Board Bylaws including regular reports from administration, faculty, staff, and students, discussion and action on strategic issues, institutional policies, staff changes and institutional expenditures. Each meeting includes time for public comment. Monthly scheduled Board work sessions include non-actionable discussions with senior administration on matters relating to the college budget, strategic planning and policy issues.

The Board Chair, Vice Chair and Secretary/Treasurer are elected annually at the regular [January meeting](#) using Roberts Rules of Order and a standard nominating, voting and approval processes. A number of [committee appointments](#) are made through discussion and a "volunteer" process to serve. Annually, the Affirmation of Service and Standards of Good Practice, based on the Association of Community College Trustees (ACCT) Standards of Good Practice, is read and signed. Prior to January 2022, the Affirmation of Service and Standards of Good Practice (formerly called ACCT Standards of Good Practice) was unanimously supported. It is important to note in [January 2022 and in January 2023](#) , only four of the seven Trustees agreed to sign the [Affirmation of Service and Standards of Good Practice](#).

Within the Board of Trustees Handbook, the Board endorses the [Butlers Learning Principles](#) and the institution's commitment to continuous improvement through the mission, vision, [strategic goals and priorities](#), the [Learning PACT](#) with students and Butler's [Timeless Institutional Values](#).

The Board's [Code of Conduct and Responsibilities](#) policy identifies responsibilities and functions as a member of the Board of Trustees. It clearly notes how Board members are to conduct themselves, communicate with others, support the final majority decision, exercise their powers and duties, delegate authority for day-to-day operations and administration to the President and employees, request information, and maintain confidentiality. In order to address professional development expectations per the Board [Professional Development](#) policy and guide members in better understanding fiduciary responsibilities, expectations of governance and good boardsmanship, a number of retreats and trainings have been held in addition to new member orientation. They include:

- [April 2021 Retreat](#) – Brad Ebersole, ACCT - Roles and Purpose of Board Members, Envision Butler's Future, Build Trust and Communication
- [January 2022 New Trustee orientation](#) – Butler President and Executive Council – Review of Board of Trustees Handbook and overview of college operations, areas of supervision, administrative responsibilities, budget, etc
- [January 2022 Training](#) – Sue Givens, State Field Specialist for Kansas Association of School Boards (KASB) and retired Superintendent – Boardsmanship 2.0
- [April 2022 Training](#) – Heather Morgan, Executive Director Kansas Association of Community College Trustees (KACCT) – New Trustee Orientation
- [August 2022 Retreat](#) – Ken Burke, Dr. Mary Spilde, ACCT – Good Governance and High Performing Boards, Board Roles, Effective Trusteeship, President's Role and Goals, Board Goals, Board and President Evaluations

On an annual basis by Kansas Statute, [collective bargaining training](#) is held and includes a Butler administrative team, who negotiates for the Board's position, and faculty members who represent their negotiating team. While Board members are not directly involved in negotiations, they are encouraged to participate in the annual training.

Annually, the Board completes an evaluation ([2018](#), [2019](#), [2021](#), [2022](#)) which includes a section on the "Board as a Whole" and a section on "Individual Board Members" for Board members to evaluate themselves as Trustees. An overall comment section is included as well. The current evaluation instrument, which has been in place for a number of years, was developed and updated based on Board Policies, ACCT Trustee Education information, ACCT Trusteeship in Community Colleges, Association of Governing Boards information, and KACCT Board evaluation examples. While a Board evaluation was not completed in 2020 due to COVID-19, Board evaluations were generally positive until those completed in [2021](#) and [2022](#). Currently, Board members have distinctly different viewpoints on the roles and responsibilities, cohesiveness and ability to work as a team, the effectiveness of the administration, and responsiveness to information requests. Current Board members have sought examples of Board evaluation instruments from other colleges and are in the process of reviewing the evaluation instrument for potential updates. Some Trustees believe the current evaluation instrument is too lengthy and doesn't accurately reflect their roles and responsibilities. Updates to the current evaluation instrument are expected to be completed and approved prior to June 2023 allowing the Board to complete the annual evaluation and discuss results before July 1, 2023.

***2.C.2: The governing board's deliberations reflect priorities to preserve and enhance the institution.***

Members of the Board of Trustees are expected to protect and advance the College's integrity at all times, and therefore should make decisions and recommendations based on a desire to promote the best interest of the College. The [Code of Conduct and Responsibilities](#) policy, as noted in 2.C.1, sets the standard for the Board. Trustees should recognize serving on the Board requires a commitment to achieving the College mission and vision. They must also commit to conducting themselves with integrity, civility, and mutual respect, while communicating and working with other Trustees, College employees, and students as well as devote time, energy, thought, and study to the duties and responsibilities of the elected office. Additionally, the [Board Bylaws](#) and [Code of Ethics](#) delineate Board responsibilities in addressing their legal and fiduciary responsibilities. Some concerns were discussed during the [August 2022 Board retreat](#), that current Board policies didn't reflect views of all the Trustees as updates to the policies approved in [September 2020](#) and [October 2020](#) didn't receive unanimous votes of support. The Board retreat facilitators underscored the need for Trustees to comply with the policies approved by the majority of the Board, whether or not their vote supported the policies. In the past two years, individual Trustees and the President along with College legal counsel, have attempted to address concerns and specific violations of Code of Conduct and Responsibilities policy and Board Bylaws through direct conversations, discussions and training with outside resources and will continue to do so.

At the November 8, 2022 Board meeting, the first complaint of a [Violation of Board Policy](#), was submitted in writing for formal action due to a student complaint not being directed to the President's office per Board Bylaws. Subsequently, the [November 2022, December 2022 and January 2023](#) regular meetings included agenda items, discussion and board action. Discussion was held at the December 13, 2022 Board meeting regarding the written complaint. Board action resulted in a split vote thus the motion failed to find the Trustee in violation of Board policy. Subsequently, an additional complaint was submitted by a Trustee at the December 13, 2022 Board meeting against the Board Chair noting 11 months earlier, at the February 2022 meeting, the Board Chair shared a statement on behalf of the Board without Board approval. Discussion at the January 10, 2023 Board meeting resulted in no formal action being taken against the Board Chair. Board discussion resulted in agreement the Board would hold members accountable moving forward without the need to continue to file formal complaints.

Through the annual strategic planning and budgeting process identified in the [Budget Development Manual](#), Trustees are included in decisions to support updated strategic goals and priorities, review the mission and vision, and approve the annual budget. As noted in 2A2 and 5B3, during each fiscal year, budget updates are typically provided in November, March and June along with monthly revenue and expenditure reports for review. Board members are provided comprehensive information as they prepare to set annual [tuition, fee, room and board](#) rates. They are also directly engaged in discussions and decisions related to approval of the annual operating and legal budgets. Butler received \$14,475,237 in federal stimulus funding ([HEERF Grant Funds](#)) for institutional use and \$10,744,113 for student support. This infusion of funding during the pandemic created the ability to begin to address long-standing deferred maintenance issues, begin a self-funded health insurance pool to reduce benefit costs, set aside funding for innovations, and provide ongoing support for college-wide technology needs.

The regular monthly [meeting agendas](#) include both Board discussion items and Board action items. Board action items are often discussed at a prior meeting or work session in order to allow the Board to ask questions and seek additional information before official action is taken.

***2.C.3: The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.***

Trustees are expected to base personal voting decisions on all available facts in each situation, understanding the decisions and actions of a single member are not representative of the entire Board. Trustees should understand the Board's primary function is to establish effective College policies and therefore abide by and uphold the final majority decision of the Board.

Information provided to the Board through monthly work sessions and in regular meetings is a compilation of the administration's research, expertise, and best recommendations related to discussion and action items. The President, vice presidents and associate vice presidents have a collective 180 [years of service](#) at Butler and 304 years of experience in higher education. This expertise allows Board work session discussion to be in-depth with defined recommendations



provided for action at regular and special Board meetings. Work sessions allow the Board time for consideration, discussion and requests for additional information.

Each meeting also includes an agenda item for “Public Comment” allowing individuals to address the Trustees with comments germane to the business and activities of the Board. At times, industry representatives, program advisory committee members, community leaders, college administrators, and other educators may be present to provide additional information or detail relevant to discussions and decisions. For example, in [September 2020](#) when the Board was considering approval of a new [Construction Technology](#) program, industry partners were present for discussion to ensure program support through scholarships, commitment to advisory committee membership, equipment donations, and internship opportunities.

Monthly Board meetings end with a review of the upcoming College [calendar of activities](#) which includes fine arts, athletic, and other pertinent events which Trustees are encouraged to attend.

Trustee information requests, per the Code of Conduct and Responsibilities policy, are to be directed through the President’s office with a determination of the administrator or staff-time needed to fulfill those requests. The policy states if requests are deemed to potentially create undue time constraints and/or workflow disruptions, the Board majority will determine the necessity of the request. Since January 2021, some Trustees have noted their information requests are not addressed in a timely fashion. Following the August 2022 retreat with ACCT facilitators Ken Burke and Dr. Mary Spilde, Board policy and information request discussion was held during the September 26, 2022 work session. While the policy was discussed, individual Trustees have circumvented full board action on information requests and have instead chosen to continue to submit information requests under Kansas Open Records Act (KORA). All information requests by Board members, whether submitted in general or as KORA requests, result in subsequent communication with all Trustees and College legal counsel with the compilation of the requested information. Since September 2021 and now on a quarterly basis, the [KORA reports](#) are included as part of Board discussion at a regular meeting to better understand the information requested and if any benefit has been derived through the requested information.

In August 2018, the Board of Trustees initiated a tour of the College’s service area and hosted meetings with community members and leaders in nine different communities to listen to their concerns and suggestions. As a follow-up, in November and December of 2018, more than 300 community members, leaders, and legislators were invited to meetings in El Dorado, Andover, and Augusta hosted by a volunteer task force comprised of Butler County citizens. The [“Butler for Butler” Vision Planning Process and Timeline](#) was designed to better understand how to position Butler for future success, how to best serve students and the Butler County citizens, and continue to be an economic driver in the region. By specific choice, the steering committee included only one Trustee and no Butler administrators in order to promote a true effort to gain external perspectives. Student meetings were held on the El Dorado and Andover campuses as well as a meeting with Student Government representatives. A follow-up [survey](#)

with the same questions was sent to all those who were unable to attend the meetings. The [“Butler for Butler” summary](#) shared in April 2019 revealed people in Butler County want to feel more connected to the people and programs, the College is well-positioned to meet workforce needs of the future and needs to continue to build strong relationships with local employers, and attention needs to be given to cost/benefit concerns, particularly as they relate to Butler County residents. The subsequent [2019-2021](#), [2020-2022](#), [2021-2023](#), and [2022-2024](#) strategic plans have included specific goals such as “Contribute to Our Communities,” “Advance Communities and Partnerships,” “Drive Institutional Sustainability and Growth,” and “Champion Excellence in Innovation” with priorities focused on strengthening partnerships and engagements with high schools, business, industry and civic organizations; engaging community members and stakeholders through strategic visioning and communication; providing return on investment for student and taxpayer resources; developing new partnerships, internships, and apprenticeships to support economic growth and workforce development; enhancing the roles of Advisory Committees; and strengthening competency based education.

In Kansas, the 19 community colleges receive local ad valorem tax support from their home county as one of the operating budget revenue sources. The remaining Kansas counties, without a community college, don’t contribute local ad valorem taxes to the community colleges across the state. In Butler County, as noted in the “Butler for Butler” summary, some county taxpayers believe the College’s annual tax request and mill levy are too high. Through the budgeting process, a focus on the College’s mill levy and Butler County tax request has been evident. Since FY18 to FY23, the [mill levy](#) has decreased from 20.075 to 13.8 or a 31.2% decrease. In the past 5 years, the College’s request for taxes to be levied decreased by more than \$2 M even while the county valuation has significantly increased. The College has been diligent in working to address the mill levy and tax concerns of county citizens. For more than 20 years, Kansas community and technical colleges have been underfunded through state resources but in FY23, additional state funds allowed the 2-year public colleges in Kansas to be fully funded for the first time. The additional state funding and federal stimulus funds received have provided sustainable support even with the mill levy and tax request reductions.

Each year, the College has typically hosted legislative lunches or breakfasts prior to the beginning of the annual legislative session. These events invite Kansas Senators and House members who represent Butler and service area counties to campus for discussion with Trustees, administrators, academic deans and community leaders about pending issues for the upcoming session including budget requests.

[Board of Trustees](#) information is included on the website. Trustees can be contacted by email directly or through the president’s office. If complaints or concerns are received by a Trustee, per [Board Bylaws in Article V](#) – Community Relations, steps are listed for addressing those concerns.

***2.C.4: The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.***

In [September 2020](#) on a 6-1 vote, the Board of Trustees adopted a [Code of Ethics](#) articulating expectations each Trustee should exercise with respect to governmental ethics and public confidence. The Code of Ethics emphasizes the importance of avoiding even the appearance of a conflict of interest, and outlines a system of disclosure and consequences to violations. It also applies to designated officers of the College which includes the President, vice presidents, associate vice presidents, and internal auditor. Trustees file a [disclosure form](#) on an annual basis between January 1 and before January 31. New board members or new designated officers file the disclosure forms within 30 days of taking office.

The Code of Ethics provides definitions and examples of situations which often give rise to an actual or potential conflict of interest. The policy identifies Trustees' fiduciary responsibilities and notes the requirement of disclosure of substantial interests. The Code of Ethics also includes a clause noting a Trustee found in violation of the Code of Ethics may be subject to a Resolution of Censure and a designated officer found to be in violation may be subject to disciplinary action up to and including termination of employment.

***2.C.5: The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.***

The Board's [Code of Conduct and Responsibilities](#) notes they retain "full legislative authority in accordance with the state laws, the Board of Regents and the expressed will of the electorate. The Board delegates authority to the President of the College subject to Board approval in accordance with Higher Learning Commission accreditation criterion, over all personnel, educational, financial and business matters pertaining to the operation of the College." It also states specifically "Trustees understand the primary function of the Board is to concern itself with broad questions of policy, establish effective policies for the College and delegate authority for the day-to-day operations and administration of the educational programs and conduct of college business to the President and employees."

Prior to the start of the [August 2022 Board retreat](#), ACCT Trainers Ken Burke and Dr. Mary Spilde developed the retreat agenda based on conversations with the individual Board members. There was a distinct focus with in-depth discussions on the [roles of the Board and president](#). The discussion clearly defined the need for a collaborative partnership between the Board and the president. The Board's role was defined to include leadership, direction through policy making and planning, oversight/monitoring, delegation of authority, support and protect, and allocation of resources with discussion surrounding the president's role to include administrative oversight, execution of policies and planning, management, and day-to-day operations. The trainers encouraged the Board to "stay focused on the big picture, delegate clearly and powerfully, resist the temptation to prescribe staff means, direct through policy and monitor for accountability." Per the Code of Conduct and Responsibilities policy, the Trustees were reminded of the need to protect confidential information, to not initiate or continue direct conversations with students and staff unless first directed through the president's office,

to understand the authority of the Board rests in properly called meetings where a majority of the Board are present, and to not engage in actions that would compromise the Board. Effective trusteeship and Board responsibilities were also discussed.

When concerns arise, the [Board Bylaws, Article V](#) – Community Relations, Section 5.03 in part, state Board members are to suggest the complainant seek remedy from the proper college office and submit the complaint to the President, preferably in writing to allow facilitation of the approved complaint and grievance policy and process. Additionally, Trustees should not be directly involved in working to resolve student complaints as Butler’s formal complaint process for student [nonacademic appeals process](#) includes the Board as the potential final step in resolution of student concerns.

Each year, through a planning and evaluation process, the President’s goals are set to align with the strategic plan as well as the President’s functional job responsibilities. During the [August 2022 retreat](#) with ACCT trainers, Ken Burke and Dr. Mary Spilde, the president’s goals were agreed upon with the express intent they then be used for the President’s annual evaluation. At the end of the [September 2022 Board meeting](#), the Board formally adopted the agreed upon goals.

The professional employees [Master Agreement](#) defines the terms and conditions of employment for the professional employees, advisors and counselor. For a number of years, a process of [collective bargaining/mutual gains](#) bargaining has been used and for the 2022-2023 negotiations process a more traditional bargaining approach was used. For both processes, a team of faculty association members represent the faculty as a whole and a team of administrators represent the Board’s interests. [Mandatorily negotiable topics](#) are addressed each fiscal year along with mutually agreed upon language items between the faculty and administrative teams. While the Board has not been directly involved in negotiations over the years, they have been supportive of the embedded process used. Throughout the negotiations process, the administrative team keeps the Board as a whole informed of progress. Once the negotiated package is ratified by the faculty, it comes to the Board for official approval as well.

The Master Agreement clearly defines the roles and responsibilities of the professional employees. It includes as well, information on [academic freedom](#) as noted on page 11 of the Master Agreement. The Board typically supports and respects faculty expertise to fulfill the required expectations set forth by academic administrators, the Kansas Board of Regents, and the Higher Learning Commission.

## **2.D – Core Component**

### **2.D: The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.**

Butler is committed to academic freedom, freedom of expression, and inquiry by faculty, staff, and students. The Board of Trustees and the Butler Community College Education Association

negotiated the Faculty Code of Ethics, published in the [Master Agreement](#) and [Faculty Handbook](#) (Section 4.1.3) to outline a faculty commitment to students by "stimulating the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals." To attain that outcome, faculty are called on to foster student access to varying points of view, fair and objective presentation of the subject matter relevant to the student's progress, protection from conditions harmful to student learning, health, or safety, and fair and equitable treatment of all students.

The [Code of Ethics](#) also calls on full-time instructors to attain mastery of their subject matter, develop the ability to interpret and evaluate theories, connect knowledge from their fields to other disciplines, and stay current. Faculty are expected to develop curriculum that supports defined student learning outcomes and foster students' intellectual development by focusing on active engagement in learning and empowering all stakeholders to contribute to the advancement of the College's mission, vision, and strategic priorities. Butler's principles also promote decision-making based on fact and effective strategic planning - neither of which are possible without the freedom of employees to inquire into the operations and outcomes of the College, to identify root causes of institutional performance that is below standard, and make improvements. Examples of changes would include the work and support to develop Open Educational Resources (OERs) as a needed cost savings for students, the addition of more mental health services to assist both students and staff, and additional training for search committee chairs to ensure a diverse group of candidates is considered for open positions.

Butler protects freedom of expression as the Employee Handbook outlines locations on the El Dorado and Andover campuses for [First Amendment](#) activities. Butler's [Inclusion Council](#) (IC) coordinates and directs efforts to advance Butler's inclusion mission and vision and promotes continuous improvement of the College's strategic priorities. IC, made up of representatives from departments across campus, promotes a diverse educational experience through culturally competent behaviors, attitudes, instruction, and policies, fosters inclusivity to ensure student success, and advances institutional and community vitality.

## **2.E – Core Component**

**2.E: The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.**

***2.E.1: Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.***

While Butler does very little research, in 2017-18, Executive Council authorized the College's [Institutional Review Board \(IRB\)](#) to oversee both student and faculty research and to assure standards of practice are met while providing opportunities for original research. The IRB is comprised of representatives from the following divisions, offices, or organizations:

- The Office of Institutional Research & Effectiveness
- Dean's Council

- The Division of Health, Education, and Public Services
- The Division of Humanities, Social, & Behavioral Sciences
- The Division of Science, Technology, Engineering, and Mathematics
- The Division of Fine Arts & Communications
- The Office of the Vice President of Student Services
- The Student Government Association

***2.E.2: The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.***

The Butler [libraries](#) provide faculty and students resources for research, including access to journal articles, online databases, print media, statistical data, and search tools. The library staff also provide services to help faculty and students navigate various sources to maintain integrity in research practices.

***2.E.3: The institution provides students guidance in the ethics of research and use of information resources.***

The College provides students guidance in the ethical use of information resources by framing appropriate academic conduct in the Student Handbook through [academic integrity](#) and [Student Code of Conduct](#) information. The faculty offer [Professional Development \(PDx courses\)](#) courses to help inform students of collegiate expectations and develop basic research skills. Ongoing support for appropriate use of information is provided by the College library staff. They provide the citation creator, “Noodletools”, and share guides for students and faculty on APA, MLA, and Chicago. Those guides contain citation examples from several source types, in-text citations, videos, and other issues with citing. Additionally, library staff provide instruction for face-to-face classes and online for citing and plagiarism.

***2.E.4: The institution enforces policies on academic honesty and integrity.***

Students are expected to adhere to a student code of conduct, academic integrity expectations, and Title IX Harassment and Nondiscrimination policies and procedures which are explained in both the [course catalog](#) and the [Student Handbook](#). The Student Handbook also presents the [Student Honor Code](#), the policy on [academic integrity](#), and an explanation on the consequences of cheating and plagiarism.

The College subscribes to the [TurnItIn](#) online service which compares the written work of students to archived papers, journals, periodicals and books and web pages collected from around the world. Many instructors require students to submit their papers to *TurnItIn*, which also provides students instruction on the rules of proper source citation. Butler doesn’t currently use a software program across academic departments to track students caught cheating but are currently reviewing Maxient for potential implementation prior to fall 2023.



Current discussion also includes the impact of ChatGPT on academic integrity and information resource acquisition. Academic Dean's Council is in the process of updating the academic integrity policy to address concerns related to artificial intelligence. The update will be completed and included in the student handbook and catalog for AY2023-24.

## **2.S – Criterion 2 - Summary**

**The institution acts with integrity; its conduct is ethical and responsible.**

### **Summary**

Butler Community College seeks to conduct itself in a manner that upholds its publicly articulated purpose and standards of conduct and has mechanisms to assure the integrity of those standards. The Board of Trustees provides leadership for the College using the mission, vision, strategic priorities, and Timeless Institutional Values as its foundational principles. Through its established standards, bylaws, and policies, the Board has a foundation by which to act with integrity in decision making. Professional development has been provided to guide Board members in better understanding fiduciary responsibilities, expectations of governance, and good boardmanship. As regular Board challenges continue, outside oversight and professional training with consultants, advocates, and College legal counsel will be enlisted.

The College operates with integrity and transparency in its financial functions through clearly articulated processes, regular reporting, and audits. Butler embeds integrity in its academic functions, ensuring students receive a quality education and are treated fairly, equitably, and transparently. As an equal opportunity employer, Butler is committed to fair and ethical behavior among the administration, faculty, and staff. This commitment is supported by Standards for Best Ethical Practice, regular compliance training, and avenues for reporting concerns confidentially. Through clearly articulated policies and expectations in the academic integrity policy and Student Code of Conduct, Butler students are expected to operate with integrity both inside and outside of the classroom.

## **Criterion 3. Teaching and Learning: Quality, Resources, and Support**

**The institution provides quality education, wherever and however its offerings are delivered.**

### **3.A - Core Component**

**3.A. The rigor of the institution's academic offerings is appropriate to higher education.**

**3.A.1: Courses and programs are current and require levels of student performance appropriate to the credential awarded.**

Coursework for the associate degrees (AA, AS, AAS, AGS) and certificates are noted in the [Course Catalog](#) which lists all [degree and certificate](#) requirements. Certificate and associate [degree granting status](#) is acknowledged and approved by the Kansas Board of Regents (KBOR) meeting the credit hour requirements for compliance. General education requirements for the associate degrees vary. Coursework required for certificate programs aligns with requirements for the A.A.S degrees except comparable general education credits are not required for certificate completion. Faculty develop and identify common course outcomes, expected levels of performance, and course requirements which are articulated in the [common course outline](#). This applies to all course sections for all modes of delivery. Course outlines are reviewed and revised using the [curriculum assessment tool](#) on a three-year cycle. Faculty generate new and revised course outlines for their discipline following the annually reviewed [curriculum guidelines](#) to ensure appropriate content and expectations.

Butler utilizes department [chairs and leads](#) to help facilitate administrative functions, including curriculum updates. The [chairs](#) and [leads](#) duties and responsibilities are outlined in the Master Agreement. Chairs and leads are assisted by [curriculum team members](#) to further ensure updated content and correct formatting of the course outline. Each new or revised course outline is reviewed and approved by the Curriculum Team and forwarded to Deans Council for final approval.

Technical program [advisory committees](#) provide input and advice on curriculum updates and assist in the development of new technical certificates and degrees. Updates to current and initiation of new AAS degrees or certificates follow Kansas Board of Regents (KBOR) [program approval](#) guidelines and are approved by the Board of Trustees. The curriculum standards are set by the College and articulated in the course outlines. Approval, for example with the [Diesel Technology](#) program, is documented in Board minutes and sent to the Technical Education Authority (TEA), established in 2007, a subcommittee of KBOR. The [TEA](#) makes recommendations to KBOR for final approval regarding the coordination and statewide planning to the postsecondary technical education system. The TEA also coordinates technical [program alignment](#) across the 2-year system driven by the needs of business and industry. This allows identification of value-added exit points within programs, assists with attainment of industry recognized third-party credentials, identifies common courses for articulation, and creates program length consistency. Butler programs in Associate Degree Nursing, Automotive Technology, Carpentry/Construction, Computer Support Specialist, Diesel Technology, Medical Coding, Police Science, and Welding Technology have been aligned.

The [Transfer and Articulation Council \(TAAC\)](#) oversees the transferability of courses across the KBOR system and to date has approved the systemwide transfer of [116 courses](#). TAAC selects courses for transferability that facilitate timely degree completion, meet general education requirements, are frequently transferred, are lower division courses, and are taught at a minimum of 12 institutions in the state. Courses meeting these criteria are assigned to the

[Kansas Core Outcomes Groups \(KCOG\)](#) which meet annually in the fall and include faculty from across the 2-year and 4-year KBOR system. The KCOG groups discuss and typically determine four to eight measurable and observable outcomes for each course. Additionally, courses are reviewed on a 5-year rotation to ensure courses still meet necessary learning goals. System KCOG faculty identify other courses for the statewide transfer and articulation system. Butler adheres to the learning outcomes determined by KCOG and ratified by TAAC. Butler regularly participates in these activities with twenty delegates attending KCOG in 2021 and 21 attending in 2022.

Butler maintains [articulation agreements](#) with 4-year colleges and universities in the state. In October 2022, the 19 Kansas Community Colleges signed an agreement with the [Kansas Independent College Association \(KICIA\)](#) allowing the transfer of all 60 credit hours earned through an associate degree to a KICIA college and ensuring the student junior status. The Kansas community colleges continue to work toward an equivalent systemwide transfer agreement with the Regents 4-year institutions, however this does not yet exist. KBOR introduced a [general education](#) package to be implemented by the fall of 2024. General articulation agreements align transfer equivalent courses from the community college to the college or university, ensuring all named courses will transfer. Many of these agreements include a 2+2 agreement consisting of two years at Butler and two years at the transfer school for bachelor's degree completion. With systemwide approval from KBOR in 2022, Butler and Wichita State University (WSU) have completed an articulation agreement allowing the transfer of 75 credit hours in [Business Administration](#) with the final credit hours for bachelor's degree being completed at WSU. All articulation agreements save Butler students time and money toward a bachelor's degree with agreement details available to current students through the Academic Advising Office.

Students transferring between Kansas public institutions are eligible for [reverse transfer](#). Students working on further certificates and degrees can apply earned credit back to Butler to complete an associate degree. Within the first semester, eligible students are notified along with a list of required courses needed to complete the related degree. The reverse transfer process is a collaborative effort between the student's new institution and the last institution the student attended. Butler has the highest number of reverse transfers among all KBOR system institutions.

Butler maintains partnerships that strengthen the academic offerings available to students. For example, Butler and Johnson County Community College (JCCC) work together to provide additional training for Butler Culinary students allowing students to earn the [American Culinary Federation \(ACF\)](#) credential while remaining in the Wichita area. Students can enroll in JCCC practicum courses, qualifying them to test for the ACF Culinary Certification and ACF Sous Chef Certification. Students in this program work in the area as paid chef apprentices under the supervision of an experienced JCCC ACF qualified chef. Butler maintains the [BEST](#) (Butler and Emporia from Students to Teachers) partnership with Emporia State University (ESU) for students in the education pathway. This 19-year partnership allows students to earn a 4-year Bachelor of Science in Elementary Education while remaining on a Butler campus. BEST

students have access to dual financial aid, dual advising, and dual learning experiences at Butler and ESU. Butler also maintains a partnership with [The University of Kansas School of Nursing](#) (KU) allowing students to earn a BSN without leaving Butler's campus. Students can complete both the Butler ADN and the KU BSN at the same time by taking face-to-face instruction at Butler while taking KU Nursing classes online.

**3.A.2: The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.**

Butler defines its learning outcomes for each course in the [college catalog](#), [course outlines](#) and the [course syllabi](#). With the adoption of Simple Syllabus software, Butler ensures syllabus cohesion and distribution across all course sections. This tool provides greater oversight and ease of syllabus distribution for students and faculty. Each [syllabus](#) includes clearly defined course outcomes as well as the College's [Learning PACT](#).

As the mission statement says, Butler “*inspires and prepares students for lifetime success through inclusive, affordable, quality education while advancing community vitality.*” To this end, Butler has developed the Learning [PACT](#) which combines knowledge and skills from across all discipline areas. Through the Learning PACT, Butler intends to impart knowledge and intellectual concepts to students that will support life success. Faculty, in coordination with the Curriculum Team and the Deans Council, integrate the [PACT outcomes](#) into all courses. As discussed in Criterion 4B, faculty [assess these outcomes](#) on an annual college-wide basis by sampling student work taken from across the curriculum using a rubric standardized for each department for [each course assessed](#). [Course outlines](#) define both the discipline specific and Learning PACT outcomes to be developed and documented in any given course.

Butler implemented [program pathways](#) in 2018 to streamline degree options for students. This design provides students a clear sequence of courses toward timely completion of educational goals. These pathways define credential, certificate, and degree completion along with articulation to transfer institutions. Butler utilizes [milestone courses](#) within each pathway to measure success towards a specific degree or certificate. To facilitate student progress toward completion, Butler offers academic support mechanisms ([Mentoring Team PDx](#) course) and seeks ways to ensure student engagement with mentors and program liaisons that assist in monitoring student success. The pathway design provides opportunities for Butler to create a robust system of mentoring students, discussed in section 3D. Through the implementation of [Personal Development](#) (PDx) courses, students have a [mentoring team](#) as they progress through their program. The mentoring triangulation within program pathways provides a “navigator” (usually the department chair or lead) who monitors student activity at a relatively high level, a “mentor” is the instructor who teaches the PDx course in which the student is enrolled, and “guides” are instructors of the selected milestone courses. Student progress is monitored and concerns are communicated to each of these assigned roles, providing students additional support and connection to resources for course and degree completion. PDx courses are designed to help orient students to Butler's processes and resources, develop general skills

focused on academic success, and provide tailored experiences connecting students to career and vocational elements of their chosen program pathway.

Students, advisors, and faculty can easily find the [programs of study](#) in the catalog. To aid students in tracking progress toward fulfillment of required degree or certificate coursework for completion, an online degree audit program is available in MyButlerCC, known as [MyDegree@Butler](#). This tool allows students and advisors a variety of useful options to monitor progress through a student's designated pathway.

***3.A.3: The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).***

Butler offers classes at a variety of [locations](#) and in multiple modes of delivery as outlined in Criterion 1. Faculty use a Canvas course shell to house syllabi, assignments, content modules, attendance records, and to communicate with students. All instructors, regardless of modality and location, formulate syllabi based on the common course outline and established syllabus template. Faculty generate, update, and revise the course syllabus using Simple Syllabus, an online editing tool that integrates with Canvas.

Deans monitor course syllabi and conformity of each section to the course outline regardless of location and modality. Deans, associate deans, and other designated evaluators use syllabi, course assignments, assessments of student work and classroom observation to ensure consistency of quality and learning outcomes across the curriculum. The Educational Technology office ensures quality and compliance with quality assurance and accessibility standards through regular review and with the use of a [quality assurance template](#) for online courses. A [guidebook](#) is provided for all online and blended faculty along with a Canvas resource shell that outlines expectations and standards of all online and blended courses. Within this guidebook, faculty and staff are given expectations to adhere to the [Web Content Accessibility Guidelines \(WCAG\) 2.0 AA standards](#). All Canvas users are given accessibility training as part of the [Introduction to Canvas training](#). Faculty are responsible for ensuring accessibility of all course materials regardless of modality.

Butler utilizes [major summative assessment](#) (MSAT) to assess learning of course outcomes. The MSAT process utilizes assignments in individual courses common across all sections taught at Butler. This creates consistent levels of rigor and demand of mastery across all sections of a given course, regardless of the instructor, modality, or location. The MSATs are provided in the syllabus of each course. By collectively evaluating and measuring the MSAT across milestone courses, Butler maintains and evaluates appropriate rigor.

Butler offers opportunities for high school students to earn credit toward a degree or certificate through dual credit. The [Early College Academy](#), named the ACT National Exemplar for College Career Readiness in 2017, allows students the opportunity to attend full time and work toward earning an associate degree or certificate. [H+B+U](#) (High School+Butler+ University) aligns dual

credit with program pathways to assist in a smooth transition from high school to Butler then connecting students to a university or the workforce after Butler. This program gives high school students a jump-start on post-secondary education and prepares them to continue their educational journey after high school graduation. These options present the same course work offered to non-high school students and require the same rigor, expectation, and credentialing of faculty.

As discussed in 3C3, Butler ensures all faculty meet the credentialing requirements to teach courses. Deans and associate deans ensure faculty transcripts and degrees meet the criteria through a shared [credentialing process](#). Faculty, including concurrent enrollment partnership (CEP) faculty, are credentialed appropriately according to HLC requirements. At the beginning of each fall and spring semester during faculty [Professional Development Days \(PDD\)](#), concurrent and adjunct faculty meet with full-time faculty during [departmental meetings](#) to review required coursework, expectations of rigor, course outcomes, and assessment requirements.

### **3.B – Core Component**

**3.B: The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.**

***3.B.1: The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.***

Butler’s general education requirements impart broad knowledge and intellectual concepts to students and develop skills and attitudes every college-educated person should possess. The [Learning PACT](#) outcomes, foundational in the general education coursework, are intended to demonstrate this goal. The required general education program courses are selected and organized according to the PACT outcomes. The [general education](#) courses are grouped according to the discipline areas they represent and form the basis for all specific associate degree programs or transfer to a baccalaureate institution. All course outlines identify at least one PACT outcome which is further developed and documented through that course.

Kansas Board of Regents (KBOR) will implement a [systemwide transfer](#) policy in 2024 to align all institutions in a framework for systemwide transfer to include 34 to 35 credit hours within seven general education areas. A student will have completed the systemwide general education framework for AA, AFA, AS and all baccalaureate degrees by meeting outlined requirements.

***3.B.2: The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and***



***intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.***

Every degree program engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments at a level appropriate for the associate degree or certificate program. Butler actively engages students in developing skills for lifetime success. The major summative assessment task (MSAT) model utilizes a faculty designed assessment for each course throughout the curriculum. The PACT outcomes, particularly critical thinking, problem solving, and communication are key learning components that develop students' ability to collect, analyze, and communicate information. The required [general education](#) coursework aids in student development through modes of inquiry.

Butler is an [Achievement Via Individual Determination \(AVID\)](#) institution and trains faculty in using high engagement pedagogical strategies to promote student development in a broad skillset known as WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). AVID trainers work with faculty through national, regional, and on-site workshops emphasizing the development of students' mastery of inquiry. As a result, inquiry-based learning appears in a broad range of classes including a first year required course. The [general education](#) curriculum also prompts students to engage in creative activity ranging from composing essays and narratives, the pursuit of introductory research topics, the production of practical implements and machinery, and the design and presentation of various forms of art.

Butler courses and learning outcomes apply to the workforce and are accepted for transfer at many colleges and universities. Students perform well in fields of employment and at the university level upon completion of a Butler associate degree. The Institutional Research and Effectiveness office maintains current data on average [wage](#) expectations for each major area of study.

Butler's general education is grounded in an established framework with direction from the KBOR. As noted in 3A1, the [Kansas Core Outcomes Group \(KCOG\)](#) meets annually in the fall and includes faculty from across the 2-year and 4-year KBOR system who discuss and confirm the learning outcomes for general education courses being considered for systemwide transfer. Butler adheres to the learning outcomes determined by KCOG and ratified by TAAC. Through this KBOR systemwide transfer and articulation agreement, Butler courses transfer to public and private Kansas institutions. Additionally, Butler has numerous transfer and articulation agreements with individual public and private colleges and universities outside of the state. [Reverse transfer](#) agreements are an ongoing focus allowing students who have transferred prior to earning an associate degree the ability to transfer back earned credit for [associate degree completion](#). The common learning requirements and expectations are outlined in the [Transfer and Articulation](#) agreement and guide the review and refinement of general education outcomes and offerings.

**3.B.3: The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.**

The education offered by Butler recognizes the human and cultural diversity of the world in which students live and work. The student population is diverse and educational experiences offered seek to speak to that diversity. The *Interpersonal Interaction* [PACT](#) outcome focuses on recognizing personal biases, acknowledging different perspectives, dealing with potential conflict, and responding with respect and empathy. A variety of [courses](#) across the curriculum have awareness and appreciation of diverse human experiences and belief systems integrated into their learning activities and outcomes. For example, in [Comparative Religions](#), students will be able to develop a historical understanding of seven of the world's major, living religions through analysis of their origins and historical development. In [Ethics](#), students will apply ethical principles to contemporary personal and world issues and synthesize those ethical concepts and arguments into a coherent set of principles that can guide personal conduct and thought. In [Sociology](#), students will understand the development, structure and functioning of human groups and how these groups shape development and way of life.

Butler has an active [Inclusion Council](#) (IC) which [meets monthly](#), and divides work into seven [action teams](#). The group is currently comprised of 75 [members](#) and includes students, faculty staff, and administrators. One of the IC functions is to train student leaders and coordinate with existing student groups to implement inclusive best practices. Additionally, work continues on diversifying faculty and staff and ensuring hiring committees include [interview questions](#) focused on diversity, equity, and inclusion. Trainings have been offered to further this goal. For example, 17 enrollment management staff have completed "Safe Zone" training through IC which provided an opportunity to examine prejudice, assumptions and privilege surrounding gender, gender identity, and sexuality especially as it relates to students. The IC has addressed the ongoing issue of mental health by creating a [resource guide](#) available to students and staff. IC helps facilitate numerous [heritage celebrations](#) throughout the year to connect students and nurture a diverse campus.

Butler helps prepare students for work in a multicultural world through its [internship](#) framework. Online internship courses allow students to earn credit for a position related to their major. Each 8-week internship course requires online course work to develop general work skills, a set of learning goals relevant to the internship position, and documentation of work hours. Students currently employed in their area of study may enroll in an internship course with no prerequisite. Students working in a field unrelated to their major are encouraged to work with the instructor and supervisor to identify opportunities for experiences related to the major. Students needing help securing an internship, can enroll in a 4-week online course focused on resume and interview skills and work with [Career Services](#) to find work opportunities.

**3.B.4: The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.**

Butler does not require faculty to maintain an ongoing research agenda as part of their contract however, faculty are encouraged to actively participate in their disciplines. The contract requires faculty to stay current in subject matter through [professional development](#) and activities which contribute to the educational goals of the College. Faculty often sponsor, coach, and direct extra-curricular student activities. Release time may be provided to the faculty member for additional duties as determined by the dean and approved by the Vice President of Academics.

Many courses involve components of learning outside the classroom to the enrichment of the entire institution. Butler has a wide variety of [student organizations](#) to facilitate student engagement and life-long learning. Butler's Game and Simulation students participate in an annual community event, highlighting their design work and allowing people to play the video games created in class. Butler's [Fine Arts](#) department offers productions every year, including an annual [holiday concert](#). The [Erman B. White Gallery of Art](#) displays student art and is open to the public on a regular [reception schedule](#).

Butler's Culinary program has integrated a new hands-on way for students to learn through the [Grizzly Grub](#) food truck which participates in area events. In addition, Culinary students regularly participate in community events throughout the year.

### **3.C – Core Component**

**3.C: The institution has the faculty and staff needed for effective, high-quality programs and student services.**

***3.C.1: The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.***

Butler strives to ensure its employees reflect human diversity through comprehensive hiring practices. As of November 2021, Butler employed 74 full-time women faculty and 68 men. Further faculty racial demographic information can be found in [IPEDS data](#). While [faculty and staff](#) do not fully represent the racial diversity of current [enrollment](#), open positions are widely advertised to attract diverse employees. Butler's [student demographics](#) represent more diversity than the surrounding counties. The [Inclusion Council](#) (IC) is working diligently to ensure further diversity among faculty and staff hires, promoting Butler as an inclusive workplace. The work of the IC is outlined in their [strategic plan](#) in Criterion 1.

***3.C.2: The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.***

As of fall 2022, the College employed 150 full-time faculty and 398 part time faculty. [Butler faculty](#), including [concurrent enrollment faculty](#), meet HLC credentialing and accreditation expectations. When the HLC credentialing requirements changed, Butler developed a task force to ensure faculty had completed or were enrolled in coursework to complete needed credentials. If challenges exist in hiring qualified faculty, it typically relates to salary rather than lack of needed credentials.

The Master Agreement requires faculty to be available to serve on no more than two [college team/committee](#). Most college councils, [committees, teams](#), and taskforces including the executive council have faculty representation. Full and part-time faculty participate in student learning assessment through implementation of assessment instruments embedded at the course level throughout the curriculum.

Academic deans and associate deans recognize the ongoing recruiting of qualified adjuncts as a major responsibility. Adjunct [department meetings](#) are held every semester and attendance is strongly encouraged. Department chairs and lead instructors use all available channels to communicate departmental information and expectations. [Deans Council](#), which includes all academic deans and associate deans, regularly review policies and procedures pertaining to the key [academic processes](#) ensuring they meet the needs of faculty and students. [Leads](#) and department [chairs](#) share in this responsibility, facilitating communication with department faculty, monitoring curriculum, coordinating assessment activities, and assisting with class scheduling.

***3.C.3: All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.***

Faculty hiring is facilitated through an online tracking system, applicant tracking system (ATS). When establishing a new position, the dean responsible for hiring the position, the chair or lead, and other relevant employees identify the position responsibilities. This information is added to the [job position](#) template in ATS. All applicants apply through the portal, allowing committee members to evaluate applicants according to the template as a first screening step toward possible interviews. Human Resources conducts applicant background checks prior to a final offer and contract approval. Formal processes are established for recruiting, screening, and [hiring](#) of all employees. All faculty positions are assigned a specific job description and are primarily tasked with the development and delivery of courses specific to their expertise as defined by their degree.

Faculty assigned to teach [dual credit courses](#) follow a similar hiring process. High school teachers who meet the HLC required credentials are eligible to teach concurrent classes and are designated as [concurrent enrollment partnership \(CEP\) faculty](#) through the CEP agreements. CEP faculty are [evaluated](#) using the same standards as all Butler faculty. As noted in 3C2, all Butler [concurrent enrollment faculty](#) met HLC credentialing requirements.

Butler ensures all faculty meet the credentialing requirements to teach courses. Deans and associate deans ensure faculty transcripts and degrees meet the criteria through a shared [credentialing process](#). A [credential form](#) is completed for each faculty member, documenting credentials and teaching eligibility based on their transcript. A [credentials report](#) provides deans and associate deans a summary of faculty credentials and eligibility to teach. Faculty, including CEP faculty, are all credentialed appropriately according to HLC requirements.

***3.C.4: Instructors are evaluated regularly in accordance with established institutional policies and procedures.***

Instructors are evaluated regularly through the [professional employee appraisal process](#), which was designed by a team of faculty, staff and administrators with input from faculty at large. It involves an ongoing cycle of regular monitoring and evaluation of faculty performance; self-reflection on information gathered from faculty experience and documentation; and celebration and enhancement of the individual's strengths.

Full-time faculty in the first and second year of employment are evaluated each semester no later than the sixtieth school day. Full-time faculty in the third and fourth year of employment are evaluated at least once during the year no later than February 15. Beyond the fourth year of full-time employment, the faculty member is evaluated at least once every three years no later than February 15. Adjunct faculty are evaluated during the first two semesters and then every fourth semester. Evaluation of online faculty includes use of the Master Agreement approved processes including an [online classroom observation report form](#).

The faculty member and supervisor are responsible for initiating a [performance plan](#) and providing documentation and evaluation of role components specific to teaching, professional development and service. The faculty member determines the role component weights within the parameters at the beginning of the appraisal cycle in the performance plan. These are used in the [Summative Faculty Performance Appraisal Report](#), which is finalized by the supervisor. Part-time faculty participate in the Evaluation Kit and [classroom observation](#) portions of this process due to the large number of adjunct faculty to be evaluated each semester. Deans, associate deans, and department chairs conduct classroom or online observations of adjunct faculty.

All professional performance evaluations for full-time faculty are conducted by deans, associate deans, site directors or designated evaluators. Limited time for face-to-face feedback is available for in-depth interaction with all adjuncts. More extensive face-to-face feedback and follow-up with adjuncts occurs when necessary. The full-time faculty evaluation process provides actionable feedback useful to both faculty and administration. The Vice President of Academics and Deans Council are working with the Director of Faculty Development to identify a more in-depth and effective means of adjunct faculty evaluation.

Faculty are honored through a series of awards. The institution recognizes all employees for years of service, the Butler Community College Education Association (BCCEA) selects an annual

[Master Teacher](#), and the Faculty Development Team annually selects one full-time and one adjunct instructor for the [Teaching Excellence awards](#) through the League of Innovation. Students have the opportunity to nominate instructors to be recognized at the year-end honors ceremony prior to commencement. Faculty are also honored with different awards such as the library's Dewey Award, given to a faculty member for innovative use of library resources, and Disability Services' [Disability Advocate Award](#). These awards are presented at [Professional Development Days \(PDD\)](#) and [Institutional Development Day \(IDD\)](#) at various times of the academic year.

***3.C.5: The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.***

All full-time faculty are required to submit a [faculty performance plan](#) to their supervisor. The plan is reviewed, agreed upon, and monitored over its designated time frame. As part of this plan, faculty may pursue professional development activities in a variety of ways. The academic division budget supports travel to and participation in professional conferences with deans working to spread division travel funds equitably to support as many faculty as possible. Carl Perkins Grant funds provide additional support. Since FY2019, instructors have utilized \$471,921 in overall departmental funding and \$290,468 in Carl Perkins funding for professional development conference registration and travel.

Butler provides sabbatical leave for faculty who have served in a full-time capacity for six consecutive years. It is designed to further education or other activities which benefit both the professional employee and the College. Faculty are required to serve two years upon completion of a sabbatical. Requests are reviewed by a committee and include an initial review by the dean to ensure it meets the requirements outlined in the [sabbatical application](#) packet. Since 2017, 10 Butler instructors have taken sabbaticals.

Faculty also have the opportunity to pursue professional development and receive compensation through a [request for educational advancement pay](#) (REAP). Successful completion of pre-approved professional development activities as outlined in the [professional development plan](#) or graduate coursework related to the faculty's discipline make a faculty member or employee eligible for REAP. A professional employee receives a \$900 increase to their base salary after successful completion of nine additional credit hours or 135 clock hours completed. REAP increments are limited to two per contract year. Since FY19, 134 faculty have received salary increases based on REAP for a total of \$153,975.

Each semester, there are in-person and online [professional development](#) training opportunities covering a wide range of topics presented by faculty, staff, administrators and/or external experts. All full-time and many adjunct faculty receive training through the Faculty Development office which oversees [Professional Development Days \(PDD\)](#) at the beginning of every fall and spring semester. They also help facilitate [Institutional Development Day \(IDD\)](#) twice a year with Human Resources. Institutional Development Days are designed for both faculty and staff, offering workshops and activities on a variety of topics. During the 2021-2022



academic year, Butler's Faculty Development Team organized 152 workshops. They also publish a [faculty newsletter](#) every month and adopted [Evaluation Kit](#) as the new student evaluation which saw an 87% [response and return rate](#). This data assists in the development of trainings to address student issues and capitalize on teaching strengths. The Educational Technology staff provide ongoing instructor training and coaching on the use of technology to enhance instruction.

In March 2020 as the pandemic was shutting doors and forcing all teaching to move to a remote modality, the Educational Technology staff and Faculty Development Team quickly identified faculty who were accomplished online instructors and paired them with faculty who had not taught online in order to mentor and team teach for the remaining months of that spring semester. While the entire college was working, teaching, and learning remotely that semester, the student retention rate increased due to the collaborative and concentrated focus.

Faculty Development offers [Second Saturday](#) trainings monthly on a variety of topics. Participation in these trainings provide professional development hours eligible for REAP. At the beginning of each academic year the Faculty Development Team provides an intensive multi-day [New Faculty Institute](#) for new full-time faculty which covers pedagogical practices, institutional policies, technology, and an introduction to the general culture of Butler. New and returning [adjunct faculty](#) receive a condensed version of the new faculty training prior to the start of each semester. New adjuncts are strongly encouraged to participate by their dean and associate dean.

### ***3.C.6: Instructors are accessible for student inquiry.***

The [Master Agreement](#) requires full-time faculty to be available to students. Faculty provide contact information and availability in course syllabi. Many have open door policies and support tutoring efforts through the department and in the tutoring labs. Adjunct faculty are not required to have "office hours" outside of class meeting times, but many come in early or stay after class to assist students. Butler provides several shared office spaces and has public gathering areas across locations for adjunct faculty to meet with students. Online faculty include a mix of full-time and adjunct instructors, according to Institutional Research data. Approximately 50.3% of all online courses are taught by full-time faculty, and are available to students through the Canvas learning management system. Many online faculty schedule face-to-face appointments with students if geographic proximity allows, but most often, communication between online students and faculty is electronic and asynchronous. Each department monitors the amount of time online faculty spend actively logged into their courses to ensure appropriate levels of [faculty-student engagement](#).

### ***3.C.7: Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.***

Student support services staff are qualified and trained as they work with students to ensure educational success. The Educational Technology team addresses the needs of online students and faculty. Detailed [job descriptions](#) have been developed for all positions, with minimum qualifications expressly stated. All job descriptions are reviewed and updated on an annual basis as a part of the employee performance process. The student services administration provide staff training opportunities on a regular basis. Academic Advising holds training sessions for full and part time advisors each semester, communicating updates in the advisement processes and policies. Departmental budgets also fund training opportunities at the state regional, and national levels.

The College has an established [evaluation](#) process for administrative and operational staff which includes a 90-day evaluation for new employees, mid-year evaluation in the fall semester to review and update the job description and discuss current goal progress, and an annual evaluation in the spring semester which includes goal setting for the functional areas, professional development, and institutional strategic priorities.

The College has a [professional development](#) plan to guide educational advancement opportunities according to its REAP policy. All employees requesting educational advancement must have a professional development plan on file.

### **3,D – Core Component**

#### **3.D. The institution provides support for student learning and resources for effective teaching.**

##### ***3.D.1: The institution provides student support services suited to the needs of its student populations.***

[Student support services](#) includes Admissions, Advising, Registrar, Financial Aid, Accounts Receivable, and College Health and Counseling services which are available at various locations and online to assist students in the enrollment process and campus life experience.

The [Office of Disability Services](#), in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992, provides accommodations for all students with a documented disability. Learning labs, paraprofessionals, and learning aides are provided to assist students with their disability and ensure faculty maintain ADA guidelines. Butler works with individual students currently enrolled to establish specific academic [accommodations](#).

Butler's commitment to student success includes [College Health and Counseling](#) services at both the El Dorado campus and the Andover location. In addition to the two mental health counselors, Butler also utilizes [Campus Awareness Response and Evaluation \(CARE\)](#) Team to refer students in psychological distress or personal crises to appropriate campus resources. The CARE Team takes a proactive approach to coordinate and plan responses, identify, assess,

manage, reduce, and educate the campus community as to the risk of individual harm or interpersonal violence.

Butler's [admissions team](#) has offices in El Dorado as well as Andover. They provide campus tours to prospective students and guide students through the application process. Families can sign up for the [family portal](#), providing important campus news, deadlines, and other announcements via email. The [Registrar's](#) office offers services in El Dorado and Andover, helps students retrieve ID's, manages course schedules and transcripts, and maintains accurate student records. The Registrar's office also oversees [Veteran and Military Student Services](#) to assist with benefits.

***3.D.2: The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.***

Advisors work with students to ensure testing and course placement is available at enrollment. Often, if a student has graduated high school within the last three years, placement can be done based on high school GPA. Requirements for [placement](#) are available to students online. If a student scores below the level of English Composition I, they are enrolled in an Accelerated Learning Program (ALP) 3-credit section of Fundamentals of English and a 3-credit section of English Composition I. All students who are admitted must have a math placement score to enroll in math courses. If scores are unavailable, the student will be required to take the My Math Plan Assessment #2. In December 2015, the Math department aligned the developmental math sequence through College Algebra into 12, 1-credit [modules](#). Separating the content into shorter modules encourages students to focus on short term, achievable goals, and allows students to customize learning by taking only the modules needed.

Students are placed in a developmental reading course if they do not demonstrate a high school reading competency level on the Accuplacer reading test. Butler offers a tutoring program supported by both faculty and qualified students. Student tutors receive tuition and books scholarships or work-study stipends as compensation.

***3.D.3: The institution provides academic advising suited to its offerings and the needs of its students.***

Butler provides academic advising with 11 full time and 10 part-time academic advisors available to assist students in planning a program of study, career exploration, placement testing, goal setting, international student advising, enrollment, transferability, and the graduation process.

Each advisor is given a [liaison assignment](#) for popular transfer institutions throughout the state. This assignment allows the advisor to stay apprised of changes in transferability and maintain regular contact with an advisor at that college or university. Advisors then report and document changes to the rest of the advising staff during advising training.

Students may make an advising appointment online, in-person, or via phone. Advisors regularly visit the College's other locations and high school partnership sites to provide academic guidance to enrolled and prospective students. Advisors also assist in monitoring caseloads of students through AVISO, assisting in managing and communicating with students and teams regarding student progress to graduation.

***3.D.4: The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).***

Utilization of [tutoring](#) is tracked to maximize tutor availability at times accessible for student needs. Tutoring, overseen by a full-time Academic Success Coach, is provided at no charge in Andover, Rose Hill, and El Dorado as well as online. Approximately 450 unique students were seen over the course of a semester by tutoring staff with over 3,000 visits in the spring of 2021 and 4,000 in fall 2021. In spring 2022, 645 unique students were served in more than 5,3000 visits and in fall 2022, 479 unique students were served in more than 4,100 visits. Currently, Butler employs 20 tutors, three of which are full-time faculty tutoring as part of their contractual hours. In addition, student tutor ambassadors serve in specific content areas. The English department provides an online writing lab where students can submit papers and receive feedback directly from English faculty on improvements, edits, and overall compositional suggestions and specific tutoring resources are also available through the math labs.

In addition to helping facilitate online learning, the Educational Technology (Ed Tech) department oversees the management of online courses and provides faculty training to better utilize the learning management system. During the 2021-2022 academic year, 56 full-time and adjunct faculty completed the [Introduction to Online/Blended](#) training. This self-paced course teaches faculty the policies and procedures of online education, introduces them to the template for online courses, and provides training on accessibility and accommodations among other topics. Ed Tech also served as the point of contact for the implementation and development of the recent transition to Simple Syllabus, providing faculty trainings on utilization and maintaining appropriate course syllabus standards. Ed Tech aids students and provides oversight to ensure all courses and content housed within Canvas meet basic accessibility requirements outlined in 3A3. During the 2021-2022 academic year, Ed Tech provided 27 online, on-demand special topics workshops for faculty related to online and blended pedagogy. They also offer training during the new adjunct and faculty orientations.

Ed Tech oversees the course design process to ensure appropriate formatting, rigor, and design across the College. Master courses are available for departmental use to ensure all learning objectives are satisfactorily met. Department Chairs determine use of the master course. Ed Tech houses 150 online/blended master courses that are on a three-year maintenance schedule. Butler employs 1 instructional designer who is charged with every aspect of the

instruction design process and maintenance of the master courses. During the 2021-2022 academic year, the Ed Tech department implemented 12 new online courses, and currently have 12 slated for completion next year.

Butler maintains a robust and active [Information Services](#) (IS) department that oversee technological initiatives, manage technological infrastructure and [inventory](#) and provide effective solutions to users. IS seeks innovative opportunities to advance education by adopting new technology. They oversee the [approved software list](#), web services, and the institution's physical security systems. IS oversees the secretarial centers in El Dorado and Andover, and provides direct support to faculty, staff, and students through the Service Desk.

Butler utilizes a variety of [learning spaces](#) to meet educational needs including laboratories, kitchens, clinical sites, and studios for radio, television, video editing, and printed publications.

To assist students in achieving academic success, campus locations have open computer labs, and border-to-border wi-fi. Beginning in fall 2022, the institution implemented a low-cost laptop initiative to provide access to technology for every student eliminating barriers to academic success.

Textbook affordability savings for students continue to grow. From fall 2018 to fall 2022, English Department OERs alone have saved students \$2,055,990. The [Textbook Affordability Team \(TAT\)](#) continues to encourage all departments to adopt course materials in OER and publisher subscription programs. TAT members attend and contribute to KBOR (Kansas Board of Regents) OER efforts. A [Strategic OER Plan](#) and an "Adopt, Adapt, Create OER Development Program" for faculty has been created collaboratively by the library staff and the Humanities, Social, and Behavioral Sciences Division. Overall, 126 courses utilize [OERs](#) or have access to an e-book through third party publisher software prior to the first day of a class.

Butler's Culinary Arts and Hospitality program was recently the recipient of major donations from Scott and Betsy Redler and Paul and Flavia Jackson to build the new Redler Institute of Culinary Arts. Additional funding came from private donations through the Butler Foundation. Scott Redler, co-founder of Freddy's Frozen Custard, is a long-time [advisory committee](#) member. The new facility, opened in August 2022, has two complete kitchens, flexible classroom and learning spaces, and an herb garden where students can gain hands-on experience growing herbs for cooking and baking.

### **3.S - Criterion 3 – Summary**

**The institution provides quality education, wherever and however its offerings are delivered.**

#### **Summary**

Butler Community College offers coursework for four associate degrees (A.A., A.S., A.A.S., and A.G.S.) and certificates. The institution's degree and certificate granting status is acknowledged

and approved by the Kansas Board of Regents and the Department of Education. Additionally, Butler ensures quality through its established processes for curriculum development and assessment. In addition to providing quality education, Butler prepares students to take the next degree step through course transfer and articulation. The College works with state-level groups like the Transfer and Articulation Council and the Kansas Core Outcomes Groups to ensure students' coursework transfers seamlessly to the 4-year institutions. Through articulation agreements, Butler works with Kansas 4-year colleges and universities to provide pathways to the associate degree and bachelor's degree.

Through the course catalog, website and advising conversations, students are provided required coursework for certificate and degree completion in support of program pathways. Learning outcomes are detailed in course outlines and course syllabi. These standards and outcomes apply to all courses regardless of location and modality. Butler helps prepare students for work in a multicultural world through a variety of courses with a focus on awareness and appreciation of diverse human experiences and belief systems and through a robust internship framework.

Faculty commit to quality instruction through professional development and activities that contribute to the educational goals of the institution and themselves. As part of the Master Agreement, faculty are encouraged to maintain active participation in their disciplines and often sponsor, coach, and direct extra-curricular student activities. As part of the dual enrollment program, secondary education teachers may teach classes through a concurrent enrollment partnership and are held to the same credentialing standards as all Butler faculty as defined by the Higher Learning Commission. All faculty are evaluated regularly by students and respective deans, chairs, or leads.

Butler staff assist in providing quality education through student services and cocurricular activities. Training and professional development opportunities are available. Employees are evaluated on an annual basis. Through commitment to equity and access, the College provides services in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Additional services such as College Health and counseling services are available to all students.

## **Criterion 4: Teaching and Learning: Evaluation and Improvement**

**The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluate their effectiveness for student learning through processes designed to promote continuous improvement.**



## **4.A – Core Component**

### **4A. The institution ensures the quality of its educational offerings.**

#### ***4.A.1: The institution maintains a practice of regular program reviews and acts upon the findings.***

Butler maintains a practice of regular program evaluations. The findings through The **Program Viability Determination (PROVIDE)** [evaluation process](#) as well as an [academic program review](#) inform the budget development process as outlined in the [Budget Development Manual](#). As an initial and supplemental assessment to academic program review, program clusters are evaluated every two years rotating between [CTE program clusters and general education program clusters](#). The [template](#) for viability evaluation consists of five categories including Community Stake, Market Outlook, Mission Compatibility, Performance, and Resourcing/Revenue/Costs. Since implementation of PROVIDE in 2018-2019, the committee has reviewed and updated language for rubric criteria's each year. The [2022](#) report reflects the most current language for general education program clusters and the [2021](#) report reflects the most current language for CTE program clusters. The [2020](#) and [2019](#) reports are provided as well.

Within each of the five categories, quantitative and qualitative evaluative criteria were developed by the PROVIDE committee comprised of a faculty representative from each academic division and representatives from academic administration, institutional research, finance, marketing, foundation, and registrar in the 2018 academic year. Evaluative criteria is reviewed annually by the committee prior to conducting evaluations to ensure relevancy. In categories where information is not readily or publicly available, the committee seeks feedback from faculty.

In the [PROVIDE reports](#), Community Stake is scored using data reviewed from division board reports, faculty feedback, advisory committees, articulation agreements, opportunities for internships, systemwide transfer courses, and endowment funds. To score Market Outlook, data is reviewed and compared to state or national averages: occupation/regional opportunity, industry growth, income level, and national interest survey. Mission Compatibility is scored using data for course outlines, learning outcome assessments, program pathway reviews, and professional development points earned. Performance is scored using data sets for credit hour generation, persistence and retention rates, completers, and majors along with internship opportunities and examples of teaching excellence from Order of the Purple and Master Teacher nominations and awards. Resourcing/Revenue/Costs is scored using data for course section fill ratios, academic program review, and contribution margin analysis.

The results of the [PROVIDE process](#) are communicated to department chairs and leads as well as deans and associate deans with four possible outcomes based on point totals: Program Initiation (recommendation for expansion or new program), Status Quo (no significant changes to program), Program Modification (structural changes to program), or Program Discontinuation (termination of program). The Office of Institutional Research informs and

oversees the evaluation process by collating data sets, providing feedback, and determining program clusters by mapping organizational budget codes.

Once the committee has collected and determined data sets to be considered during scoring evaluations, each committee member scores each program cluster in all five categories. These scores are submitted to the committee co-chairs to aggregate and average for a [total score](#).

In non-evaluation years, program clusters are engaged in a response cycle which begins in the fall semester. During a response cycle, faculty conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis and set both short-term (6 mo. – 1 yr.) and long term (1 yr. – 3 yrs.) action steps to accomplish priorities as determined from the PROVIDE evaluation. Once a SWOT analysis is completed, department leads and chairs meet with the academic dean to review and identify strategies for addressing key items during academic program review and the budget cycle. The PROVIDE evaluation informs academic program review as department's use feedback and SWOT analyses to help determine vision and budget requests as evidenced in the linked examples: [PROVIDE Response Cycle Gen. Ed. Program Clusters](#), [PROVIDE Response Cycle Gen. Ed. Program Clusters \(2\)](#), and [PROVIDE Response Cycle CTE Program Clusters](#).

Annually during the fall semester budgeting process, each academic and non-academic department completes a program review. The departmental [academic](#) and [non-academic](#) program review in its current form, was implemented in 2017. The purpose was to align the annual [planning process](#) and budget cycle with the performance of individual departments to better integrate and align annual planning and resource allocation.

The [academic program review](#) consists of multiple sections in which departments describe a three-year vision and utilize data that includes declared majors, credit hours generated, success percentage in program course(s), completers, and options for transfer outs (academic) or job placement (vocational). They provide a paragraph of context for noticeable differences in program performance trends and list up to three major projects or initiatives to improve program performance. Additionally, departments explain alignment of objectives with Butler's strategic plan.

The academic and non-academic program review is critical in identifying program goals and needs for budgeting purposes while the PROVIDE report offers a broader range of performance metrics on a staggered program review cycle and evaluates the long-term viability of programs through the defined scoring metric. Both these review processes ensure the quality and sustainability of academic programs especially as the information is used for improvements. For example, the [program pathway learning outcomes assessment](#) data, noted in 4B1, is used to identify assessment gaps faculty need to close which also results in the review and revision of course outlines. Information from the market outlook areas of PROVIDE reports informs faculty, academic administrators, and student services of industry growth, local and regional opportunities for employment and potential income levels. Specific program marketing and additional means for student engagement through phone call campaigns, faculty career fair

attendance, and use of AVISO retention software have also been the result of compiled assessment data.

***4.A.2: The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.***

Butler provides processes by which a student can decrease the time needed to complete a degree or certificate through careful evaluation of transcripts, reverse transfer credit, review of credit by exam, military service credit, professional work portfolios, on the job training and apprenticeships, retroactive credit, and career pathways.

The [transfer credit policy](#) is listed in the catalog with requirements for transferring students. Transferring students must provide an official transcript from an institution accredited by the Higher Learning Commission or another regional accrediting agency. The Registrar's Office enters equivalent course information in Banner for previously evaluated courses. For courses not entered in Banner, a third-party subscription system provided by CollegeSource called TES, is utilized. Within TES, courses may be entered via other institutions' course catalogs with equivalent and applicable course information to Butler. For courses without equivalencies, Banner or TES require the Registrar to either make an equivalency determination, or send course information to the appropriate dean or department chair for further review. Students may appeal a transfer credit decision through the Registrar.

There are now 116 general education courses available for systemwide transfer across the Kansas Board of Regents (KBOR) public 2 and 4-year institutions approved through the work of the Kansas Board of Regents Transfer and Articulation Council (TAAC) as described in 3A. Students who transfer to another institution prior to completing an associate degree have the ability to submit transcripts of credit earned at other institutions for review through a [reverse transfer process](#) to potentially receive credit toward the completion of a Butler associate degree as noted in 3A.

[Credit by exam](#) can be received by earning a specified score on a standardized exam, such as Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), or DSST (formerly DAN TES Subject Standardized Tests). The minimum scores required to earn credit are determined by utilizing ACE recommendations for each test. The most common tests completed by students and the qualifying scores are listed in the catalog. If a student has completed one of the standardized tests, they are required to have an official test score report sent to the Registrar's Office for evaluation and entry of any credit earned.

Based upon an initiative started by KBOR, Butler reviews military experience for specific occupations using recommendations by the American Council on Education (ACE). Currently KBOR has approved specific [military crosswalks](#) in Accounting Assistant, Automotive Technology, Business Administration, Business Medical Specialist, Business Technology,

Criminal Justice, Culinary Arts, and Welding Technology. Some career and technical programs offer credit for prior learning (CPL) for earned industry credentials and certification testing. CPL is granted for basic [law enforcement and correctional officer training](#) based on guidelines approved by the Butler Criminal Justice Advisory Committee. Those guidelines allow awarding of up to twelve credit hours of specific Criminal Justice coursework aligned with the specific training that was completed. Training must have been completed within the past five years, and students must have completed a minimum of nine additional Butler credit hours before CPL is granted. Training partners include Kansas Law Enforcement Training Center, Kansas Highway Patrol Training Academy, Wichita/Sedgwick County Law Enforcement Training Center, Sedgwick County Detention, and Kansas Department of Corrections. Exceptions to these requirements must be reviewed by the appropriate academic dean.

CPL is granted for Early Childhood students based on guidelines approved by the Early Childhood Education Advisory Committee. Early Childhood Education students who have completed the Child Development Associate (CDA) certificate within the past five years, or renewed in the past three years, may submit a copy of the CDA to earn six credit hours of Early Childhood coursework that aligns with the CDA requirements. Students must complete six additional Butler credit hours before CPL is granted. CPL is granted for various apprenticeship trade programs such as [Plumber and Pipefitter](#), [Electrical](#), [Sheet Metal](#), and [Construction Trades](#) after the student has graduated from the apprenticeship program and the relevant journeyman card has been issued. A maximum of 47 credit hours will be applied towards an AAS degree once the journeyman's card has been issued.

Portfolio evaluations are completed by the academic division dean. A professional portfolio typically includes resumes, training records, and certifications earned. The division dean will review the portfolio and provide equivalent course information to the student and the Registrar's office as evidenced for credit granted in [speech](#) and [education](#). Individual academic departments review various industry recognized certificates and credentials on a case-by-case basis. Information Services and Fire Science departments review industry recognized credentials and allow CPL. Several technical programs including Welding, Engineering Technology, and Construction Trades review current OSHA cards for OSHA course credit. The Allied Health Department will review current Emergency Medical Technician (EMT) certifications for EMT course credit, and the Culinary Arts program will review industry recognized food handling certifications for Sanitation Management coursework credit.

Some courses are also eligible for [retroactive credit](#). [English](#) uses a departmental form for this type of prior learning credit in select subjects when a student is allowed to enroll in a course above the introductory level. When the advanced course is completed, the student will receive the same grade and credit for the introductory course retroactively. For example, students exhibiting adequate proficiency may choose to enroll in Beginning Spanish 2 and earn retroactive credit for Beginning Spanish 1. The grade for Beginning Spanish 1 will be the same as the grade earned in Beginning Spanish 2.

The Kansas Department of Education (KSDE) utilizes the National Career Clusters Framework. The [16 Career Clusters](#) organize academic and occupational knowledge and skills into a coherent course sequence and identify pathways from secondary schools to 2 and 4-year colleges, graduate schools, and the workplace. Butler collaborates with KSDE and individual school districts to align curriculum and grant credit for prior learning. High school students who complete coursework in the KSDE curriculum that has been identified in state and [local articulation agreements](#) with a grade of C or better will be awarded Butler credit as noted in the signed articulation agreement. Students receive credit through an [articulated credit application](#) upon successful completion of 12 Butler credit hours. This credit can be earned up to 15 months after high school graduation.

**4.A.3: The institution has policies ensuring the quality of the credit it accepts in transfer.**

The Registrar accepts transfer hours from institutions accredited by the Higher Learning Commission or accreditations accepted by the U.S. Department of Education. Butler only reviews and transcripts transfer credit for students enrolled in degree programs. Transcripts for students who are non-degree seeking are not reviewed, but may be used for advising purposes.

Butler accepts [transfer credits](#) from regionally accredited institutions for students who are degree seeking. The credit will be evaluated based on the student's degree seeking status and course completion. For nondegree seeking students, credit is not transferred and the transcript may be used for advising purposes and will remain in the student's permanent record. If the student is degree seeking and the transfer course has been evaluated with a direct equivalency determined, the course will be transferred in as an equivalent Butler course. If the student is degree seeking but the transfer course has not been evaluated, the Registrar, academic dean and/or department chair determine the equivalency status. Students may appeal equivalency determinations to the Registrar.

Transferring students who attended internationally may receive transfer credit. International transcripts must be evaluated and translated by a member company of the National Association of Credential Evaluation Services (NACES) and determined to have status considered equivalent to U.S. regional academic accreditation.

**4.A.4: The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.**

Each Butler course has a defined set of learning outcomes identified in a course outline. Major revisions to course outlines must be approved by the Curriculum Team and are required to be reviewed in a three-year cycle. If revisions are not major, the chair of the curriculum team reviews the outline for approval. The [revision schedule](#) is tracked by the Curriculum and Catalog Director and communicated to the academic dean of each division. The [Curriculum](#)

[Team](#) meets monthly through each academic year and recommends approval for any new course outlines or outlines submitted for revision. Once a course outline is reviewed, the [Dean's Council](#) votes to approve or disapprove.

Additionally, each course is required to have a syllabus published in Canvas, Butler's learning management system (LMS). This requirement is in place for all course modalities and college locations, including concurrent and dual credit programs. Faculty are required to publish a course syllabus prior to the first day of class. Institutional policies included in the syllabus cannot be edited by individual faculty members. Academic rigor within a syllabus is required to be consistent across all modalities and college locations as discussed in Criterion 3.

Butler faculty teaching within all modalities are required to meet the Higher Learning Commission's expectations for qualified faculty. To ensure the HLC requirement is met, full-time and adjunct faculty job postings include faculty credential requirements for the position. Butler utilizes a developed rubric for required [faculty credentials](#). Academic deans review faculty transcripts, identify qualifying degrees and credit hours and submit a faculty credential form to human resources documenting each faculty member's credentials. Copies of official transcripts are required to be kept on file. The office of the Vice President of Academics creates an annual [faculty credential report](#) and submits it to the Dean's Council for verification. In 2017, Butler was granted an extension for CEP faculty to meet HLC Policy Assumed Practice B.2 as noted in 3C2. Currently, 100% of [CEP are fully credentialed](#) and maintain the same [expectations](#) and rigor as other Butler faculty.

***4.A.5: The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.***

Butler programs of study with specialized accreditation include: Automotive Technology, Fitness and Wellness, Welding, and Nursing. The Automotive Technology program of study is accredited by the National Automotive Technicians Education Foundation ([NATEF](#)) ([NATEF 2](#)) every five years. NATEF does a renewal every two and a half years and recertification every five years, the next accreditation date is [April 2027](#).

The Human Performance/Fitness and Wellness program of study is recognized by the [National Strength and Conditioning Association \(NSCA\)](#). The NSCA Education Recognition Program (ERP) recognizes and distinguishes both 2-year and 4-year colleges and universities with standardized, approved personal training curricula designed to prepare students for the NSCA-Certified Personal Trainer® (NSCA-CPT®) certification. The next date of affirmation for recognition is due in the spring of 2024.

The Welding program is certified by the [American Welding Society \(AWS\)](#). The full-time faculty are both Certified Welding Inspectors (CWI) and one of the full-time faculty members is a Certified Welding Educator (CWE). CWI certification renewals are every three years and CWE certification renewals are every four years.



The Nursing program is accredited by the Accreditation Commission for Education in Nursing ([ACEN](#)) ([ACEN 2](#)) and Kansas State Board of Nursing (KSBN) for the [PN](#) and [ADN](#) Programs. ACEN re-accreditation date is spring 2023, KSBN re-accreditation date is spring 2023 for the PN program, and the KSBN re-accreditation date is spring 2024 for the ADN program.

Butler is designated as a [National Center of Academic Excellence in Cyber Defense Education](#) for the AAS in Cybersecurity Degree and Cybersecurity certificate. Additionally, Butler's Construction Technology program was identified as an [NCCER](#) Training Candidate Sponsor in October 2021 and has continued to submit records to the registry system, certify instructors and train using the NCCER curriculum.

***4.A.6: The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.***

Butler is governed by a locally elected Board of Trustees but is also responsible for complying with state post-secondary education regulations as defined and administered by the Kansas Board of Regents (KBOR). KBOR confirms Butler is established under state statute and authorized to deliver KBOR approved programs as noted in the September 2022 [authorization letter](#). Butler complies with KBOR regulations regarding instructional course and program approval, transfer and articulation, concurrent enrollment of high school students, state grants, and performance agreements. The specific regulations affecting community colleges are found in [Chapter III: Coordination of Institutions](#) of the Regents' policy manual as noted in 2C1. KBOR's process for approving new programs identifies steps that must be followed to submit a successful new program application. Institutions must document the market need and student interest for a program, as well as demonstrate student and employer needs are not already being met by other state institutions. [Diesel Technology](#) and [Construction Technology](#) are examples of recently established programs.

Butler's CTE programs rely heavily on program advisory committees, such as [Business Systems Technology](#) for advice and assistance in the development of new programs and the improvement of existing programs. Butler's program [Advisory Committee Handbook](#) provides guidance on member expectations to analyze course content, assist with industry credentials, evaluate facilities and program equipment, assist with internship and job opportunities, form partnerships, and provide recommendations.

Butler's [Automotive Technology Advisory Committee](#) has approximately twelve members from local auto dealerships who are integral to placing students in biweekly, rotating internships where students get hands-on, real-world experience. If a dealership is extremely satisfied with the student and their performance in their internship, they may offer the student a full-time, paid position while the student finishes their program.

Butler provides opportunities for students to gain industry experience through internships or field experiences for credit as a part of programs of study. Students complete different levels of clock internship or field experience clock hours. These opportunities are overseen by faculty and progress is tracked in cooperation with the hosting employer through these documents: [Company Release](#), [Internship Goals](#), [Notice of Non-Discrimination](#), [Supervisor Guidelines](#), and [Waiver of Liability](#).

Once a program of study has been established, it enters the PROVIDE cycle for program cluster evaluation and academic program review to ensure ongoing assessment. The Office of Institutional Research contacts graduates from November through March to gauge student success asking questions related to their employment and wages. This is conducted on an annual basis for [technical programs](#). For students in [transfer programs](#), 20 years of an alumni data set is also collated from propriety databases of graduates. Butler began this process in 2020 and plans to replicate and distribute [alumni](#) outcomes every 5 years. Butler also regularly reviews the success data it receives from transfer institutions to gauge Butler transfer students' performance compared to native students through the [KBOR Transfer Reports](#). For example, Butler students achieve greater academic success than native students at [Emporia State University](#) and [Kansas State University](#) in a number of subjects and cumulative grade point averages. Furthermore, Butler has program articulation agreements with 4-year transfer institutions as discussed previously in Criterion 3 that clearly identify student requirements for transfer. These efforts reduce student time to completion and cost.

Butler evaluates pass rates in programs of study with licensure requirements. In Nursing, students are required to take the [National Council Licensure Examination \(NCLEX\)](#) for licensure certification. National NCLEX RN pass rates fell from 88.2% in 2019 to 82.5% in 2021 and showed a continued decline to 80.9% the next year. The dip in 2021 pass rates is largely due to necessary adaptations to the learning environment related to the COVID-19 pandemic, changes in clinical site access and remote learning, and retirement of long-time Butler Nurse educators. Since 2021, additional learning and clinical practice support has been provided. Butler NCLEX pass rates for 2022 are expected in March or April.

In the EMT program of study, students take the [National Registry of Emergency Medical Technicians \(NREMT\)](#) cognitive exam appropriate for certification level. In the Fire Science program of study, 100% pass rates were realized by students for both the Firefighter 1 exam and Firefighter 2 exam. Student pass rates for the [Microsoft Office Specialist](#) certifications have averaged 80% from 2017-2021.

Butler students transfer to all Kansas Board of Regents institutions, however, Wichita State University (WSU) is Butler's largest transfer partner. Of the 1,783 transfer students in the fall semesters of 2019, 2020, and 2021, 1,076 transfer students chose to attend WSU. Overall, Butler students transfer in very good academic standing as in the fall 2021 semester, Butler students transferred with an average GPA of 3.26 and completed an average of 50.2 credit hours across all state universities.

## **4.B – Core Component**

**4.B: The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.**

**4.B.1: *The institution has effective processes for assessment of student learning and for achievement of learning goals in academics and cocurricular offerings.***

Butler faculty assess student learning outcomes at the [course level](#) institutionally every semester. Every academic department participates. The data generated by ongoing assessment is used for data analysis at the course, [department](#), [program](#), and [institutional](#) general education levels.

The departmental faculty have developed and implemented methods for assessing achievement of their course learning outcomes. This process targets [milestone courses](#) which includes outcomes critical to a student's success in the given department's academic discipline. The faculty teaching the course use a common significant assignment, project, presentation, or test as a summative assessment instrument based on Butler [Learning PACT rubrics](#) to demonstrate the student's level of outcome achievement. Faculty across the disciplines use agreed upon [rubrics](#) for evaluating the student's performance on a scale of "Exceeds Expectations", "Meets Expectations", and "Does Not Meet Expectations". Department faculty engage in discussions about outcomes criteria to demonstrate achievement at each of those levels. As demonstrated by [rubrics](#) used by faculty, particularly in the sciences and CTE programs, the criteria for the achievement levels are specifically articulated to be as objective as possible. For the humanities and fine arts, the outcomes and criteria are more subjective and thus reflect a shared understanding of standards.

Department chairs/leads embed the referenced MSAT [rubrics](#) for assessment of learning outcomes in the relevant online course shells in Canvas, Butler's LMS for all instruction. Faculty administer the assessment instrument in the later sessions of the term, evaluate the student work using the rubric, and enter data into Canvas. At the end of the term, the Canvas Systems Administrator works with the Office of Academic Support and Effectiveness (ASE) to retrieve the assessment data. The assessment data is processed into [individual reports for each department](#) which provides faculty the percentage of students assessed and performance at each program learning outcome level. The data is aggregated in reports addressing all four levels of assessment. [Institutional Learning PACT Outcomes](#) data is based on the [alignment of course outcomes](#) with PACT outcomes in each course outline.

In fall 2018, Butler implemented a revised annual program review process and a new cyclical program viability analysis process (PROVIDE) for strategic planning and budgetary purposes as discussed previously. "Program" definitions were tied to the program pathway model. Hence, "[program](#)" refers to the structured sequence of courses required of a student to complete a degree in a specific major. The program evaluation measures include student enrollment in program coursework; coursework success; course persistence, retention, and completion; and

program learning outcomes achievement. Academic departments are not identified as “programs” but rather oversee in most cases, several programs or [program clusters](#).

Butler has 90 academic programs overseen by 33 academic departments. Program faculty for program pathways have established lists of [program learning outcomes](#). All full-time faculty and part-time faculty as available, met in departments during Professional Development Days in August 2018 to draft program learning outcomes for each of the program pathways overseen by the departments. Needed knowledge and skill outcomes most crucial to be retained for student discipline mastery for program completions were discussed. CTE faculty considered program outcomes employers, professional organizations, and industry certification would require. Faculty for non-CTE disciplines reviewed transfer expectations in academic major disciplines for the universities for which Butler is a feeder institution. Program faculty discussions generally centered around learning outcomes developed in courses most crucial to the program’s discipline which are referred to in the pathway model as [milestone courses](#) rather than program general education requirements.

All program pathways have at least one designated and required [milestone course](#) in each of the four terms of study. These courses are seen as developing outcomes central to the program student’s preparation for success in the discipline. The faculty drafted program outcomes during the first month of the fall 2018 term. At the beginning of the spring 2019 term, the faculty groups met again to review and reconsider the program learning outcome lists. Modifications were made in many of the outcomes from the previous term. The review process was repeated again at the beginning of each semester with the intention of affirming lists of program learning outcomes used to assess student achievement of outcomes in the two-year cycles of [program pathway learning outcomes assessment \(PPLOA\)](#) (fall 2018 – spring 2020; fall 2020 – spring 2022.) These are published on each [pathway page](#) on the web. The third full two-year cycle of PPLOA began in fall 2022.

The faculty and academic administration have made decisions about problematic aspects of the process of assessment at all levels. Ideally, program students would be assessed as a discreet cohort at the completion of their program coursework through a capstone course or experience. Except for a small number of CTE programs, program pathways cannot accommodate capstone courses due to credit hour limits. Also, no single course in the vast majority of program pathways addresses all the program learning outcomes comprehensively. It was decided to spread the assessment of the program learning outcomes throughout the major coursework across the four terms of a complete program cycle. Faculty assess the outcomes incrementally across the cycle: at least a quarter of them the first term; at least the second quarter the second term; at least the first and third quarters the third term; and at least the second and fourth quarters the fourth term. Data for [program pathway assessment](#) has been collected beginning in 2018.

The problem for many programs is sample size. At least half of Butler’s programs have fewer than 50 students majoring in the given program and particularly in the first-year coursework, those students are spread over numerous course sections in a mix with other students majoring

in other program areas. In order to compensate for the lack of sample size, the faculty and administration decided to include all students in the sample to represent student performance on the assessed outcome for courses being used for program learning outcome assessment. This has yielded sample sizes more representative of patterns of student achievement. It should be noted almost all general education courses are [milestone courses](#) in the first or second semester of the discipline's pathway, so the assessment process serves the purpose of general education assessment as well. Data gathered in the process is suitable for analysis for all four levels of assessment.

***4.B.2: The institution uses the information gathered from assessment to improve student learning.***

The process for assessment of student learning outcomes directly influences student learning. Beginning in spring 2019, faculty have received [assessment data reports](#) each term on student performance on the course, department, and program learning outcomes administered the previous semester. During assessment workshops required the week before the term starts, department faculty begin to study the data and work through a guided analysis of what the data suggests. Following up with additional department meetings, the faculty consider outcomes on which students demonstrate greater mastery and those where evidence indicates expectations are not met. Faculty then explore possible reasons for the weaknesses in student learning and agree upon instructional design and delivery that can be implemented to improve student achievement. The faculty are required to submit a written record of their [data analysis](#) and [planned improvement strategies](#) to the academic dean and the Dean of Academic Support & Effectiveness for each term. [Examples](#) of course design, delivery, and improvements by faculty based on assessment data include facilitation of learning new study techniques in Biology, modification of practical learning assignments in Early Childhood Education, emphasis on tutoring opportunities in Math courses, and more consistent use of rubrics with additional assignments in Psychology.

Beginning in spring 2019, this process has progressed through the current semester and will continue. Faculty are able to see if implemented improvement strategies have positively influenced student learning. In fall 2020, all programs received the first 2-year full cycle data reports on the program learning outcomes and submitted data analyses targeting strengths and weaknesses and documenting planned improvement strategies for the programs' learning outcomes achievement. The analysis of the second 2-year cycle (2020-2022) was completed at the beginning of spring 2023. Review of the full [assessment process](#) at all four levels has been conducted by the [Faculty Assessment Team](#) which includes a faculty representative from each of [MetaMajors](#).

***4.B.3: The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.***

Butler's processes and methodologies to assess student learning reflect good practice for academic assessment, including the substantial participation of faculty as discussed and documented in previous passages. Furthermore, Butler engaged instructional and other relevant staff members in the 2021-2022 academic year to implement assessment for the achievement of learning goals in co-curricular offerings. The institution currently engages co-curricular assessment in the following areas: [tutoring](#), [personal development](#) courses, [men's basketball](#) and [women's basketball](#), [volleyball](#), [soccer](#), [Art](#), and [Theatre](#) as evidenced. Co-curricular assessment was conducted in the spring 2022 and fall 2022 semesters, co-curricular analysis was conducted for [men's basketball](#), [women's basketball](#), and [Theatre](#) in the fall 2022 semester, and the institution has developed a [3-year plan](#) to scale up co-curricular assessment to include all intercollegiate athletic and fine arts activities. Personal Development courses accomplish two primary purposes; to serve as a mentoring mechanism for student's entering college to learn academic and student life expectations, use of and access to college resources, and to introduce students to prospective careers within a chosen program pathway. In fall 2021, the Dean of Academic Support and Effectiveness met with sponsors for each of these co-curricular activities to establish learning outcomes to be assessed. As learning activities, programs, and experiences reinforce the institution's mission and values and complement the formal curriculum, co-curricular assessment is tied to institutional learning outcome PACT skills. For example, in assessing intercollegiate athletics, activity sponsors are directed to choose two of the eight PACT outcomes to assess through observation of student performance. In the spring and fall 2022 semesters, co-curricular activity sponsors conducted assessment and reported results to the dean. To conduct analysis of the co-curricular assessment data, the dean continues to work with activity sponsors beginning each semester to establish appropriate criterion and identify any needed revisions to improve co-curricular assessment outcomes and measures. Examples include improvement strategies from the [PDx](#) analysis and [tutoring](#) analysis.

#### **4.C – Core Component**

#### **4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.**

***4.C.1: The institution has defined goals for student retention, persistence and completion that are ambitious, attainable, and appropriate to its mission, student populations and educational offerings.***

Butler has [defined goals](#) for student retention, persistence and completion that are ambitious, attainable, and appropriate to its mission, student populations and educational offerings as defined within the [strategic plan](#). The strategic plan goals are [tracked and reported](#) to Executive Council, Trustees and Butler employees. Butler defines persistence as a measurement of first-time degree (AAS, AS, AGS, AA) seeking students continuing from a particular fall to spring semester. Retention is the same measurement from a fall semester to subsequent fall



semester. Some of these same goals are included in Butler's [Performance Agreement](#) with the Kansas Board of Regents.

The Strategic Enrollment Management Team (SEMT), referenced in Criterion 1, provides leadership to the institution for improving retention, persistence, and completion. [SEMT](#) meets weekly throughout the fiscal year to track progress and make recommendations institutionally for recruitment, retention, persistence, and completion rates guided by a [3-year plan](#) which is incorporated in the institutional strategic plan. A recent example is the Motimatic initiative. A third-party vendor, Motimatic uses a digital marketing platform to reach students and prospective students on social media. Messaging reinforces behaviors and attitudes that correlate with student success which drives students to take the next necessary step to reach their educational goals such as application, and enrollment for example. In fall 2022, the efforts of the [Motimatic](#) initiative resulted in 6.6% of target student populations enrolling at Butler.

Furthermore, in fall 2020, Butler implemented the [Academic Retention Team](#) (ART) to set goals and develop best practices for faculty to improve student access and success. ART membership includes faculty, staff, and administration from academics and student services.

Spring 2023 signals the third year of using AVISO student retention software. Key processes show a continued positive trend toward the incorporation of the early alert software. Beginning in the fall 2021 semester, Butler created [tableau dashboards](#) for departments and divisions to monitor and respond to success, persistence, and retention metrics. To implement higher usage rates for AVISO, ART designed the +1 initiative to provide faculty training and encourage increased engagement with students, faculty, and the institution. Results of this initiative included 47% of the faculty who started the initiative finished. AVISO use by faculty increased for staff-initiated alerts and the number of [alerts closed](#) and moved from 15 "super users" to 72 active users. In the fall 2022 semester, ART redeveloped [goals](#) for upcoming academic years to include meeting monthly and as needed, to meet changing needs. Additionally, faculty members are provided with student caseload persistence and retention [risk assessments](#) by course.

To support student success during COVID-19 disruptions, faculty moved coursework online and hosted classes synchronously. Faculty also invested tremendous effort to assist peers in gaining digital skills necessary to use Canvas for remote learning through the zoom platform by meeting one-on-one and collaborating with Ed Tech and the [Faculty Development Team](#) (FDT) to design "[Keep Teaching](#)" workshops in Canvas. Following the COVID-19 pandemic, Butler adapted learning modalities to fit current and anticipated student learning needs and schedule complexities. Courses are now offered in the [online, blended, hyflex](#) modalities with continued work to expand the hyflex options in the next academic year. Butler also learned a significant number of students did not have internet access or a device to access virtual learning thus through a collaborative effort between ART and Information Services (IS), the [MyButler Laptop Initiative](#) was implemented in which students can purchase a laptop to own through the bookstore for only \$150.

**4.C.2: The institution collects and analyzes information on student retention, persistence and completion of its programs.**

Butler conducts research internally and findings from a recent multi-tiered mixed methods study: [Interconnected Factors Affecting Student Retention](#), showed there are a variety of factors that affect students' persistence and retention. These findings revealed four main themes: academic, financial, personal, and family factors. The takeaways from the preliminary results indicate motivations for leaving are interconnected, faculty significantly impact retention, streamlined academic requirements are needed, barriers due to extenuating circumstances (i.e. hospitalization) need removed, and students must balance the cost of living with the cost of education. The study found once students leave Butler, they are much less likely to return. Additionally, as a part of this research, Butler tracks and analyzes graduation rates of underrepresented populations; [2022](#), [2021](#), [2020](#).

Each spring, Butler participates in the [Community College Survey of Student Engagement \(CCSSE\)](#), a nationally normed instrument developed by the University of Texas Center for Community College Student Engagement. The CCSSE focuses on measures that directly reflect upon pedagogy, student learning, and retention. Butler's [CCSSE](#) results noted areas of strength in Benchmark 1: Active and Collaborative Learning and Benchmark 3: Academic Challenge including high engagement with class presentations and the number of written papers and reports. Benchmark 4: Student and Faculty Interaction rarely listed any areas of low engagement. Areas for improvement indicated part-time students are less engaged than full-time students. In Benchmark 2: Student Effort, areas of low engagement included use of skills, labs, use of computer labs and use of peer or other tutoring. Benchmark 5: Support for Learners showed low engagement in frequency of career counseling. The noted areas of improvement provide recommendations to address low engagement of part-time students and to address student engagement outside of the classroom in accessing learning and student support services.

To engage [underrepresented student populations](#), the Inclusion Council (IC) has initiated efforts to achieve goals of Butler's [strategic plan](#) to increase access and achievement of underrepresented populations as noted in Criterion 1C2. IC conducted listening forums in spring 2021 and fall 2021 to seek student feedback and the Student Leadership action team created the Student Leadership Circle comprised of mostly underrepresented student populations. In fall 2022, the IC began to analyze [graduation rates](#) by ethnic group and set a goal to implement strategies for retention, persistence, and graduation rates to more closely reflect the regional demographics of Butler's location in south central Kansas.

**4.C.3: The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by data.**

Butler uses information on student retention, persistence and program completion to make improvements as warranted by the data. For example, Executive Council and Academic Deans' Council receive daily monitoring reports for enrollment that include class [fill ratios](#). The

Academic Deans' Council uses a [Power BI credit hour report](#) for daily enrollment updates. Deans and associate deans monitor these reports to ensure course sections are available for student enrollment within the program pathway. A number of those improvements to support student retention, persistence and completion involve indirect and direct processes involving interaction with students. If a student is not attending class or staying current with assignments, the instructor is expected to attempt to contact the student to determine the reason for the student's behavior. If the reasons appear to be non-academic, the instructor refers the student's name to the [Campus Awareness Response Evaluation Team \(CARE\)](#) who follow-up by contacting the student to offer available resources. The CARE team meets weekly. Team members include employees from administration, student services, Financial Aid, Public Safety, College Health and Counseling, Tutoring, Disability Services, and faculty. If the instructor determines the reasons are primarily academic in nature, the issues can be addressed directly. Furthermore, students can contact and/or be contacted by the Director of First Year Experience, the Coordinator of Student Involvement, the appropriate dean/associate dean, or chair/lead of the department in addition to referrals to on-campus resources, such as tutoring or counseling, or to discuss concerns related to their academic progress. The Academic Success Coach, the Director of First Year Experience, and the Coordinator of Student Involvement, continually work with academics, student services, and college-wide departments to improve processes and develop initiatives to assist students in being successful and accomplishing their goals.

As part of ongoing implementation of program pathways, the efforts in addressing course completion, persistence, and retention have been to design, implement, and refine a network of systemwide student mentoring processes through which assigned teams of academic chairs/leads, faculty, and advisors proactively offer support to each student based on their chosen pathway. The mentoring processes have been facilitated using the AVISO retention tool as discussed in Criterion 4C1. The network of faculty, advisors and student support teams across the College have been engaged since the fall 2020 semester in evolving processes intended to [guide and support](#) students as they move through the coursework in their chosen pathway of professional preparation to enter the workforce or prepare for transfer.

The concept of mentoring support teams was introduced with the initial implementation of the national model of Guided Pathways at Butler in fall 2018. Educational research indicates one of the most effective means to promote high student engagement is through proactive interaction between faculty and students and between student support personnel and students. Butler's program pathway student support teams include an assigned advisor with expertise in the student's pathway discipline and the academic department chair or lead over the student's chosen pathway. The instructor of the current term's milestone course section in which the student is enrolled is part of the assigned team and for first semester freshmen, the student's Personal Development course instructor is assigned.

The [milestone course](#), discussed in 4B1, is a class critical to student success in the discipline and thus, a strong indicator of the student's progress toward the academic and professional goals of the pathway. If a student is struggling in a milestone course, the course instructor is in a

primary position to begin an intervention to help the student which can also involve the assigned advisor and the department chair/lead in assisting the student.

AVISO and its use by faculty and staff also stand for increased achievement in the institution's goals toward overall student retention, inclusion, and equity. Butler is seeing a consistent rise in faculty [closing alerts](#) by notifying the student's mentoring team or activity sponsor to personally contact the student and offer assistance or wrap around support each semester. The outreach will continue to have an impact on overall retention. The Academic Retention Team continues to look at the specific data within AVISO along with data from the [Pathway Persistence and Retention Dashboard](#) developed through the IR department to determine what [impact AVISO](#) is having.

The COVID pandemic arrived in spring 2020 in the midst of the pilot first term of AVISO implementation. The sudden shift to all on-line instruction distracted from initial efforts to implement and analyze the support processes. However, when all instruction began in fall 2020 in a mix of modalities, AVISO provided a direct means to facilitate communication about COVID infection and exposure. AVISO was used by faculty and staff to send confidential messages through the staff-initiated alert function to Butler's College Health staff who followed appropriate protocols to address potential COVID cases. Over 1,300 COVID-related alerts between spring 2020 and spring 2022 were efficiently addressed using AVISO. The College's exemplary use of AVISO during this timeframe to address student needs resulted in Butler receiving the [AVISO Aspire Award](#) for Equity and Impact Special Achievement in 2021.

Through Advising, student services staff create and monitor student success plans for approximately 500 students per semester who are placed on [academic probation or suspension](#) Processes are in place through Advising for students to [appeal](#) probation or suspension status.

***4.C.4: The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflects good practice.***

Butler's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. The College follows definitions as established by the Integrated Postsecondary Education Data System (IPEDS). Each program pathway is monitored for student success by a mentoring team comprised of a pathway navigator, pathway guide, and pathway mentor. The pathway navigator is the department chair or lead of a program pathway or meta major. A pathway guide is an instructor of a [milestone course](#), and a pathway mentor is an instructor of a discipline specific personal development course. For early intervention and cross-institutional communication, the [Academic Retention Team \(ART\)](#) has developed and encouraged the use of strategic support processes particularly by faculty in coordination with student services personnel through AVISO. The levels of engagement by faculty and staff in these processes have increased each semester as documented within the AVISO system. Currently 47% of full-time faculty and 6% of adjunct faculty utilized AVISO. Butler's Faculty Development Team and Academic Deans' Council provide AVISO training each semester to continue to encourage increased use.

#### **4.S - Criterion 4 – Summary**

**The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluate their effectiveness for student learning through processes designed to promote continuous improvement.**

##### **Summary**

Butler takes pride in the quality of its programs, learning environments, and support services. The College maintains regular program review through its **Program Viability Determination (PROVIDE)** evaluation process and Academic Program Review. PROVIDE evaluates program clusters on a 2-year cycle and academic program review is assessed on an annual basis as part of the annual budget process. As outlined in the institution's transfer credit policy, all transcripts, reverse transfer, credit by exam, military service credit, professional work portfolios, and on the job training and apprenticeships are reviewed and carefully evaluated before awarding credit. Through the curriculum process, all learning outcomes are identified in a course outline as well as all course syllabi. Major revisions go through the Curriculum Team as well as a required review every three years. These standards and outcomes apply to all courses taught regardless of location and modality. Many programs of study have specialized accreditation, ensuring students are taught nationally accredited curriculum and entering the workforce with industry recognized credentials. The success of students is a top priority for the College. From program initiation to student completion, data is gathered to ensure the viability of programs of study. Members of business and industry are engaged through advisory committees, state guidelines are followed according to the Kansas Board of Regents, and Institutional Research tracks data on student success and completion, even engaging alumni to gauge the success of students once they have entered the workforce. Student success is also monitored through the milestone courses and major summative assessment process. The results of these assessments are used to develop improvement strategies each term. Butler has initiated the assessment of co-curricular activities such as tutoring, personal development courses, athletics, and fine arts, including a 3-year plan to scale up the assessment.

In addition to assessment, Butler establishes goals to improve retention, persistence, and completion. This is primarily led by the institution's Strategic Enrollment Management Team. Key initiatives are outlined in the Strategic Enrollment Management Plan that also aligns with the College's strategic plan. Progress on these goals is monitored, including regular research on student retention, persistence and completion. The College has various resources and tools to assist in the improvement of retention, persistence, and completion, including: CCSSE surveys, AVISO retention software, a Campus Awareness Response Evaluation (CARE) team, an Academic Retention Team, and an Inclusion Council. These teams and tools assist in the collection and analysis of critical information to assist students in meeting their educational goals.

## Criterion 5: Institutional Effectiveness, Resources and Planning

**The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.**

### **5.A – Core Component**

**5.A: Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.**

***5.A.1: Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.***

Butler's mission statement was adopted in 1997 and has been periodically reaffirmed by its Board of Trustees. The Board approved updated mission and vision statements on January 10, 2023. The updated mission and vision statements were revised through a college-wide collaboration explained in Criterion 1A1. The mission statement reads: *Butler Community College inspires and prepares students for lifetime success through inclusive, innovative, affordable, quality education while advancing community vitality.* The Board consists of seven members who are locally elected to 4-year terms as noted in 2C1. Elections occur in November of odd numbered years with four seats up for election in one cycle and the remaining three in the next election. Retained and newly elected Board members are seated at the January Board meeting following the elections.

As fiduciaries, the elected [Board of Trustees](#) is responsible for oversight of the College's operations. The President is hired by and responsible to the Board to lead the College's daily operations and to ultimately execute the mission. Board oversight is exercised through [regular and special meetings and work sessions](#) involving the Board, administration and key staff. Communication and collaboration between the Board, its specialized committees, the President and her staff aid in shared governance.

Board committees appointed annually have specialized focus on different areas of the College's operations including facilities, finance, and capital projects review. This enables a more informed manner of oversight and expertise-driven collaboration within the Board and between the Board and the administration of the College.

The dynamics of shared governance are critical to the fulfillment of the institutional mission, including operational excellence and strategic visioning of the College. Butler operates under all the applicable laws of the United States and the statutes of the [State of Kansas](#), and under the accreditation criteria set by the Higher Learning Commission (HLC). In doing so, the College

executes its institutional mission under the leadership of the president with appropriate oversight by the elected Board.

The President is assisted by several vice presidents and associate vice presidents overseeing key institutional operational areas. The vice presidents are assisted by deans and directors overseeing their respective areas of specialization, programs, and functional responsibilities. [Organizational charts](#) delineating these reporting relationships and responsibility areas are found in the Employee Handbook. Internally, a structured [committee](#) system of regular dialogue involving various key constituencies—[deans](#), [administrative staff](#), students, general faculty—serves as an important conduit for shared governance in the operations of the College. Full time faculty can choose to be members of the [Butler Community College Education Association \(BCCEA\)](#) which is affiliated with the Kansas National Education Association. The BCCEA represents its membership during annual contract negotiations with the College. Butler also has a vibrant [Inclusion Council](#), as noted in Criterion 3, which serves as a resource center and focal point of dialogue and programming to ensure that the College remains committed to the needs and aspirations of all of its diverse constituencies of students, employees, and community members.

Key institutional operational processes including recruitment, program creation, program phase-out, and budgeting involve the substantive input of internal constituencies beyond the college administration and provide an avenue for the impact of shared governance through the work of established and *ad hoc* [committees](#).

The College requires the use of selection committees to oversee the search and hiring of all employees. Butler utilizes [applicant tracking system](#) technology to assist in its search for talent. Search committees, often chaired by the supervising manager and consisting of employees from that department and several others, invite the applications, evaluate them, conduct the interviews, and make the final offer; this process is standardized across the institution through a regularly updated [hiring checklist](#) maintained by Human Resources and consistent with best practices. While the President has ultimate authority in hiring decisions, such authority is often devolved to the search committees, subject only to a review in rare instances.

The decision to phase-out an academic program formally entails the recommendation of the college administration to the Board of Trustees which makes the final call. In reaching a recommendation, the administration relies on market outlook data, enrollment trends, and state funding streams and intentionally involves concerned faculty, staff, and program students in focused deliberations to inform that decision. Input from faculty members, staff, and students helps the College determine a mode and timeline of the phase-out with the least negative impact on all affected individuals. Upon the request of the Board, the College administration also arranges for concerned employees and students to provide public comment to the Board on the issue. While the decision to transition away from an academic program is rarely easy, the College's approach to such a decision is informed by the principles of shared



governance at every stage. For example, the [Autobody Collision](#) program was phased out under this process, with the Board ratifying the decision in May 2020.

State statutes give the Board the authority to set the annual budget. The Board exercises this authority after receiving a recommendation from the administration of the College. The range of activities related to the development, presentation, and approval of the budget follow the institution's [budget calendar](#) which delineates the timelines, provides the descriptions, and formalizes the output for each set of sequential processes that take place in the yearly budget process. In turn, the administration seeks input from functional budgetary units (departments, programs, offices) as it puts together the detailed line-item budget for presentation to the Board. Employees of each budgetary unit work together with their manager to compile [program review](#) forms that highlight the performance of the unit and budgetary needs; these forms are then reviewed at the divisional and/or vice-president level before being compiled by the Finance Office for transmission to the Executive Council. The Executive Council uses this information to create the administration's recommendation to the Board.

***5.A.2: The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents***

The Board exercises its oversight of the institution's operations, finances, and strategic planning through regular meetings each month, occasional special meetings, and periodic work sessions. Greater details of the oversight functions are provided in Criterion 2A. In the pursuit of this responsibility, the Board receives [standing reports](#) from its various subcommittees and deliberates over the content of those reports as needed.

Additionally, [monitoring reports](#) from the operating divisions of the College are included on an annual rotating schedule as part of the regular meeting agenda. Recommendations from the administration on policy issues are also considered at the regular Board meetings with any needed decision made subsequent to necessary discussion. In order to provide maximum transparency and accountability, the [agendas, minutes, and video recordings](#) of the Board meetings and work sessions are archived on the College's website. As referenced in Criterion 2C, requests by Board members, whether submitted in general or as KORA requests, result in subsequent communication with all Trustees and College legal counsel with the compilation of the information as requested. Since September 2021 and now on a quarterly basis, the [KORA reports](#) are included as part of Board discussion at a regular Board meeting to better understand the information requested and the benefit provided.

The execution of the Board's policy objectives is effectuated by the administrative team lead, by the President, who collectively supervise the various functional areas of the College in a collaborative manner. Decisions are communicated through regular [institutional performance and benchmarking](#) data developed by the Office of Institutional Research and Effectiveness. More detailed data, after annual certification by the Kansas Board of Regents (KBOR), is available to the president and her cabinet through a dedicated set of executive dashboards on

the College's [Tableau](#) internal visualization platform maintained by the Office of Institutional Research and Effectiveness.

Two strategic decisions stand out as examples of this approach to data-informed decision making in the best interest of the College and stakeholders.

To address the long-known challenge many students face with traditional College Algebra, Butler's Mathematics faculty led the initiative to reformat the five-credit hour College Algebra gateway into five sequential modules of one credit hour each that could be attempted and completed by students one at a time. This transformation was started in AY 2018 and has helped push overall College Algebra rates from 65 % in AY 2016 to over 68 % in AY 2021 and, indirectly, helped the institution's IPEDS graduation rates inch up to 31 % for the cohort of fall 2018, the highest rate recorded in the institution's history.

If online enrollment were considered a campus on their own, data revealed growth outpaced enrollment at other campus before the pandemic hit. Given this data, charging students an online course fee for each registration no longer made sense from a service and financial perspective. A number of Butler students were enrolled in at least one online course while the overall cost for maintaining and updating the end-to-end technology infrastructure, used by all students, needed some stability. Based on these data points and with recommendations from finance, institutional research and information technology teams, a decision was made by the Executive Council to overhaul the fee structure so all students paid a flat technology access charge determined by the number of overall credit hours in which they were enrolled each term. This [technology access charge](#) is included as part of the student tuition and fees. The Board approved this change to ensure a stable revenue stream for technology maintenance in line with stakeholder expectations, simplified billing for both the College and the students, and has created equity with a four-tier structure based on a student's semester credit hour load.

***5.A.3: The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures***

The central role of the faculty in guiding the curriculum, establishing assessment goals for academic programs, ensuring currency of educational programming, and monitoring the quality of pedagogy is assured through a strong curriculum formation, review, and update system which works within the parameters set by the Kansas Board of Regents.

Several committees and teams, each with a majority made up of faculty members, oversee this comprehensive system. The [curriculum team](#), made up of faculty members from each division and representatives of the Registrar's Office, meets regularly to evaluate the academic curricula and plan for the future to keep course and program outlines and outcomes current. Several sample [minutes](#) of the curriculum teams deliberations are provided as representative examples of its work.

The Program Viability Determination or PROVIDE committee as discussed in Criterion 4, is comprised of faculty members representing each division along with representatives from the finance, enrollment management, and institutional research areas; it oversees the in-depth, long-term evaluation of academic programs by incorporating assessment student success, market outlook, and financial soundness aspects of the entire set of programs in each academic department in its assessment. This in-depth evaluation takes place on a biennial or triennial cycle, and goes beyond the regular annual program review for each department. The comprehensive evaluation of the PROVIDE committee along with any recommendations for actions compiled within the [PROVIDE report](#) are forwarded to the Deans Council, the Executive Council, and, if necessary, to the Board of Trustees for review and action as needed.

## **5.B – Core Component**

### **5B: The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.**

***5.B.1: The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.***

Butler offers classes and programs at the El Dorado [campus and at other locations](#) in Andover, Rose Hill, Council Grove, Marion, El Dorado Correctional Facility, and the McConnell Air Force Base; the College also maintains a strong online presence. The entire College supports these learning activities directly via pedagogy, or indirectly via administrative, technical, and operational activities as seen in the [organizational chart](#).

Members of the institutional staff across the different support areas are recruited on the basis of education, merit, experience, expertise, and reflect the desire of the College to have an employee base that highlights its commitment to inclusive excellence. The regularly updated catalog provides the listing of all full-time staff members along with their [qualifications](#).

Staff members support the learning activities of the College with a variety of specialized skills that include, but are not limited to, functions in management, administration, finance, technology, research, student services and housing, and facilities. This strong mix of competencies, as detailed in the institution's most recent [Human Resources](#) filing with the NCES/IPEDS system of the federal Department of Education, enable the College to provide robust cross-functional support to learners and educators across all locations and instructional modalities. As of the most recent federal filing, the College has an employee base categorized across the different occupational functions.

To attract and retain a high-quality staff across this diversity of occupations, the College offers a competitive compensation package which includes generous healthcare and retirement benefits with the College and the State of Kansas, providing significant contributions for each benefit for qualified employees. Continuing professional education and training for all employees is encouraged and incentivized through [request for educational advancement pay](#)

[\(REAP\)](#) which is the College's educational advancement payment program as noted in the Employee Handbook.

To deliver the fullest value to learners and educators across all Butler physical and virtual locations, comprehensive masterplans addressing both the physical and digital parts of the infrastructure are regularly reviewed and updated as necessary. The most recent versions of the [Campus Master Plan](#) and the [Information Services Technology Plan](#) provide guidance on strategic planning and operational decision-making in regard to the maintenance and enhancement of the physical facilities and the digital assets of the College.

In accordance with the masterplan for physical facilities, the College renovated its location in Andover in 2018 to accommodate a broader variety of class and lab offerings, consolidate all student support services in a centralized location, and provide more modern office and lab space for faculty and staff. Several other significant [improvements](#) have been made to the physical facilities. Updates to the HVAC system in the College gym will be completed by August 2023 at a cost of just over \$2.2M. Butler physical facilities include 24 buildings in El Dorado and Andover for a total of 667,753 square feet on just over 233 acres. Additionally, Butler leases 16,331 square feet of space in Rose Hill, Marion, and Council Grove.

Consistent with the digital transformation masterplan and cognizant of the continuing focus on security and disaster planning, the College has secured and consolidated its information technology infrastructure including server farms, web administration, and integrated communications in the 100 Building of the El Dorado campus which has been renovated with additional security featured for that particular purpose. Additionally, the institution continues the process of transferring data to secure cloud storage as a backup for any emergency or disaster.

To further ensure long term sustainability of its physical facilities, Butler actively maintains a list of deferred maintenance projects for buildings as a strategic roadmap for upgrades and improvements as soon as the funds become available through internal sources or via public funds appropriations. Details of deferred maintenance projects including estimated costs are presented to the Board for review and approval. The Board approved several [deferred maintenance projects](#) in 2022. In parallel, an electrical infrastructure plan is maintained as well to guide upgrades to the electro-mechanical infrastructure for reasons of safety, comfort, and code compliance. The most recent [electrical infrastructure](#) maintenance plan was approved by the Board of Trustees in August 2021.

***5.B.2: The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.***

Butler's purpose is embedded in its mission to help students prepare for a lifetime of success. It seeks to do so by constantly striving to be affordable, inclusive, and engaged with its surrounding community. The [mission and vision](#) are connected through the set of strategic

priorities that are regularly set after internal deliberations, with appropriate external input, and reviewed at regular intervals for update; the current set of strategic priorities are: Support Students and their Success, Advance Communities and Partnerships, Enhance Employee Success and Excellence, Drive Institutional Sustainability and Growth, Champion Excellence in Innovation, Inspire Values of Equity and Access.

A high-level set of summative [Key Performance Indicators \(KPIs\)](#) is provided to the Board of Trustees which help the Board gauge the overall performance of the College in terms of its mission on a regular basis.

The College's strategic plan has a multi-year timeframe and consists of a set of operational initiatives built around the strategic goals and priorities. The visioning and [listening sessions](#) referred to under 5C3 are forums where, in addition to conversations on mission and vision, active feedback is sought on the scope of strategic priorities for the subsequent strategic planning cycle. In these open sessions, employees are asked for their perspectives on how the existing set of strategic priorities may serve as a template for the next strategic planning cycle. Questions around which these discussions take place include: Should the institution have updates to its set of priorities for next cycle? Are major modifications or minor changes needed? Does the operating environment for the next cycle necessitate addition or subtraction of some priorities? Such feedback is tabulated for the Executive Council as it finalizes any updates to the set of strategic priorities for the next cycle and presents them to the Board of Trustees for approval as part of the new strategic plan. Given the breadth of conversations, there is strong consensus on the nature of strategic priorities, a fact that contributes to their resilience and vitality over many years and several planning cycles: the four overarching strategic goals of the College--Ensure Student Success, Contribute to our Communities, Invest in our Employees' Success, Advance Institutional Effectiveness—remained unchanged from 2009 to 2021 when additional goals were included. With the approval of the Board, a new set of [strategic priorities](#), put together as a result of the most recent campus-wide visioning process, went into effect in 2021.

The strategic goals and priorities emphasize not just *access for*, but also *success of*, learners at every stage of their educational journey through a variety of opportunities in an environment that is equitable, inclusive, and purposefully dynamic to meet the changing needs of individuals, communities, and economies. Traditional classroom pedagogy, apprenticeships, and credit for experiential and military learning are priorities that align with the institution's organizational structure built around academic programs which provide opportunities for associate degrees, articulated transfers to four-year institutions, and short-term workforce ready credentialing.

These opportunities are available across the institution's physical locations and via its online platform. In addition to the traditional lecture format, instruction using [online, blended, and hyflex](#) approaches are available, meeting the needs of learners where they are and in a modality that best suits individual needs. With a highly qualified faculty, modern learning spaces, and nearly one hundred available learning pathways across science, the arts and humanities, information technology, business and industry, and the health professions, Butler

has resourced itself well to deliver on its mission for all learners, and has been recognized by the Aspen Institute as one of America's top community colleges, as an institution that welcomes military veterans and as an innovator in cybersecurity education.

Beyond the traditional college-going population, Butler continues to expand its outreach to others. Several pathways to earn college credit while still in high school are available and every year many area high school seniors graduate with an associate degree and a high school diploma simultaneously. These affordable opportunities include the [Early College Academy \(ECA\)](#) and [H+](#) programs. The ECA allows high school juniors and seniors to pursue a degree or certificate pathway in certain disciplines like healthcare, information technology, and skilled trades in locations and times that work around their high school classes. The H+ program provides access to general and career and technical education for high school students in their high school building, at a Butler location, or online while also earning high school credit. Since 2015, the ECA and H+ programs have seen 553 seniors graduate with high school diplomas and associate degrees, thus setting them up for entry into the workforce or transfer to a four-year college with several semesters worth of college credits at very reduced costs. Similarly, Butler is also addressing evolving workforce needs of the region by working with local industry partners who are providing expertise, equipment, and monetary support for such innovative programming.

One example of such a partnership is the College's Automotive Technology program which partners with [Volvo USA](#) to train students in the most modern technologies in their discipline while also helping them find internship opportunities. Another example is the [Construction Technology](#) program which is already identified as Training Candidate Sponsor by the National Center for Construction Education & Research, as noted in 4A5, and thrives on collaboration with local construction companies who are members of the Wichita Area Builders Association. Similarly, working as a partner in the public sector, Butler's pioneering role in providing educational opportunities for incarcerated individuals at the El Dorado Correctional Facility (EDCF) has been recognized nationally with the United States Department of Education selecting the College as one of the 73 institutions in the country and seven higher education institutions in Kansas invited to be part of the [Second Chance Pell](#) pilot initiative in 2022. Butler's academic programming at EDCF focuses on preparing soon-to-be-released residents with marketable skills to make their reintegration into broader society less challenging.

Butler's mission, vision, and strategic priorities synchronized with its organizational resources, learning opportunities, and market needs, have positioned the College to thrive into the future decades.

***5.B.3: The institution has a well-developed process in place for budgeting and for monitoring its finances.***

As a taxpayer supported institution of higher education, Butler places a premium on the integrity and transparency of its budgetary processes and fiscal operations. The budget process for the institution is presented in the [Budget Development Manual](#) which is a



comprehensive guide to the timelines, documents, environmental analysis, and fiscal needs at each level of the College. The annual budget setting process begins in early fall with an analysis of the institution's internal metrics and external environment and culminates with the final budget typically being approved by the Board of Trustees in July for the upcoming fiscal year. In March 2021, the Kansas Legislature passed Senate Bill (SB) 13 to establish limitations on ad valorem property tax levies by taxing subdivisions without additional notice and hearing prior to budget adoption, commonly known as "[revenue neutral rate legislation](#)." Discussions, hearings, and Board action took place over three months from July 2022 through September 2022. with the [FY23 legal and operating budgets](#) ultimately approved in September 2022 rather than July. Butler, as well as most other Kansas community colleges and taxing entities' fiscal operations proceeded throughout much of the first quarter without an approved budget due to this legislation.

The process is rigorous and integrates a standardized, benchmarked, data-informed department-level review of performance, additional needs, and possible rescissions for both academic and non-academic units. Department-level review is conducted through [academic program reviews](#) and [non-academic program reviews](#). These unit level reviews are funneled up to the responsible vice presidents for additional scrutiny and institutional deliberation. The program review process is considered in conjunction with projected revenue estimates from public allocations and tuition/fees. A finalized annual budget proposal is then submitted by the President to the Board of Trustees for discussion, deliberation, and approval. Monthly, [itemized expenditure](#) updates are provided to the leadership of the College by the staff of the Vice President of Finance. This information is also shared with the Board of Trustees at its monthly meetings where members of the Board have the opportunity to seek further clarification.

[Quarterly revenue and expenditure updates](#) are provided to College leadership and the Board. These comprehensive updates on current expenditure level and revenue estimates are prepared by the staff of the Vice President for Finance.

Operational [financial controls](#) at the College are strong and there are policies in place ensuring appropriate spending approval limits and other checks and balances in the conduct of banking relationships. Overall integrity of the College's financial operations is further assured by engaging an independent firm to [audit](#) its finances after the conclusion of each fiscal year; these audit reports are made available to the College's leadership, the Board of the Trustees, and the Kansas Board of Regents. Butler's [5-year CFI](#) also identifies Butler fiscal stability.

Supplementing the College's work is the Butler Community College Foundation which is an independent legal entity whose purpose is to channel private support for the mission of the College. In pursuit of that purpose, the Foundation's Board of Directors oversee an [investment portfolio](#) for which periodic reports are provided by the portfolio's fiduciary to the members of this board. [Audit](#) of the Foundation's finances is conducted regularly by accounting firms engaged by the Foundation's board, independent of the audit of the College's financial operations.



***5.B.4: The institution's fiscal allocations ensure that its educational purposes are achieved.***

The mission of the College to inspire and prepare "students for lifetime success through inclusive, innovative, affordable, quality education while advancing community vitality" is key to keeping learning at the center of the College's operations. As the regional 2-year institution, Butler serves the needs of several different types of students for AY 2022 according to the [degree and enrollment data](#) filed by the College with the State of Kansas.

This diversity of goals among our learners necessitates the maximization of budgetary allocations into functions that are instructional at the core or support such activities. Traditionally, the College's budgetary outlays reflect this and approximately 60 % of overall institutional expenditures and about 76 % of the institutional expenditures is dedicated towards instruction, academic support, student services and scholarships as shown on page 13 of the [IPEDS/NCES Finance](#) file submitted for the collection of the federal Department of Education.

This prioritization of instruction-related expenditures above all other expenditure categories allows Butler to continue to offer small class sizes as reflected in the 17:1 student to faculty ratio in the most recent NCES/IPEDS filing with the federal Department of Education; this ratio compares very favorably with the 20:1 ratio at the state's largest and best resourced community college, Johnson County Community College. Such an emphasis on instructional spending also allows the institution to recruit well qualified and [credentialed faculty](#).

The importance of qualified faculty, manageable class sizes, and robust investment in instructional expenditures cannot be overemphasized as factors that help student success; Butler's record in prioritizing such investments is intentional and strategic.

In addition to the customary [revenue sources](#) from tuition, local levy, and state appropriations, Butler maintains a robust program of third-party revenue generation coordinated by the Director of Resource Development. Some of the bigger [grants](#) being currently managed include funding from Perkins V, CARE/HEERF/ARPA, and Kansas Department of Corrections. These supplemental revenue streams have enhanced the capacity of the College to provide programming to larger groups of students while increasing their technological skills for better opportunities for transfer and workforce options.

**5.C – Core Component**

**5C: The institution engages in systematic and integrated planning and improvement.**

***5.C.1: The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.***

The primary vehicle for allocating institutional resources is the annual budget process which has been described briefly in 5B3. The College's annual audit identifies the [operating expenses](#) by program. The budget process is detailed in the comprehensive budget development manual and is foundationally premised on the College's mission of developing *lifetime success through inclusive, innovative, affordable, quality education while advancing community vitality*.

Butler's resource allocations are focused on instruction and instructional support. In FY 2021, Butler's total expenditures were \$54,000,000 of which a large segment of the outlays were towards instruction and academic support as seen on page 13 of the [IPEDS/NCES Finance](#) file. Significant resources were also invested in other [mission supporting](#) activities like foundational literacy programs, high school dual credit outreach, business and industry training opportunities, student support services including reverse transfer awards, and learning centers in regional communities. Resource allocation for each institution is also identified in [Kansas Board of Regents Data Book](#).

***5.C.2: The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.***

As described previously in 5B3, the primary vehicle for the allocation of institutional resources is the [annual budget process](#). This process combines several protocols into a holistic framework. The [academic program reviews](#) and divisions are integral parts of this process. They are part of the evidentiary arguments for budget allocations and are critical for approvals of current budgets levels, enhancements, or modifications between line items.

The reviews incorporate different learning outcome metrics like course success, declaration of major field of study, and particular department completions, and trend-line context for evaluation of the operations of the department in terms of those student learning outcome metrics. Additional evaluative context is provided by the narrative of the review. Those metrics become a core set of evidence in the evaluation of the department's activities. Department operations are also linked with the vision and align with future needs in relation to the institution's strategic direction.

These individual departmental reviews are consolidated upwards into the 'ask' for each division prepared by the division's dean and, subsequently into the budget for the academic enterprise put together by the Vice President for Academics. As part of the budget-setting process, the budget requests for each of the vice presidents are discussed collectively and the finalized [FY23 institutional budget](#) presented to the Board of Trustees for approval.

***5.C.3: The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.***

The strategic planning process is holistic, integrated, and mission-driven. Visioning the future in the context of the upcoming strategic planning cycle incorporates [listening sessions](#) across the various institutional constituencies of the College including faculty, staff, and students. These

sessions are generally facilitated by the President along with members of her Executive Council. Feedback collected from these sessions is collected via an anonymous [survey](#) overseen by the Office of Institutional Research & Effectiveness and subsequently coded and collated into standardized [reports](#) by that office and transmitted to the executive council for further deliberations as it assists the President in crafting the next [strategic plan](#) of the institution.

Broad economic trends, including [county](#) and [regional](#) forecasts compiled by EMSI/Lightcast are taken into account in the planning conversation. Industry sector and employment information from the study assists in discussions about new certificate and program development as well as workforce needs. Community perspectives external to the institution also inform the crafting of strategic plan as appropriate. Budget development reflects county conversations related to the College's [mill levy and tax requests](#). In addition to ongoing informal conversations with the elected leaders of the communities served by the College, the President hosts [luncheons with legislators](#) and key community members at the beginning of the planning cycle to gather thoughts and ideas about the future of College. Similarly, the Vice President of Academics hosts a working dinner for members of all the [program advisory committees](#) from the local business and industry community to ascertain input into the near-term future of the College. Feedback from these sessions is collected and transmitted to the executive council for further deliberations as it assists the President in crafting the next strategic plan of the institution.

***5.C.4: The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.***

The 3-year budget cycle integrates planning and operational resourcing at Butler. Fundamental to the process is a continuing review of the macro-factors in the operating environment including, but not limited to, enrollment, retention, tuition/fees revenues, local tax levy, and state aid. Longitudinal analysis of these [data](#) points and the respective changes over time are embedded in the institution's three-year budget manual and are updated regularly as certified data becomes available each year.

Some of the recent major institutional initiatives have come from such an integration of planning and resourcing premised on a deep understanding of the operating environment of the College in terms of capacity, enrollment, and revenue.

Adoption of a new model for the student academic journey—the program pathways—was rolled out in AY 2018 and is now fully operational across all disciplines. This was a result of comprehensive planning and consensus building across the administration and faculty guided by the knowledge the traditional 'buffet' style version of students picking and choosing classes randomly was costly to the students in terms of their educational goals. In making the decision to adopt this streamlined and intentional model for student success, Butler was informed by solid evidence and data put forward by Columbia's Community College Center, the world's premier research organization focusing on learning and innovation at community colleges. Despite financial and enrollment headwinds, Butler's [IPEDS graduation rate](#) reached its highest point, at 31 %, with the AY 2018 cohort, partly as a result of this innovative approach.

As the cost of college, in terms of finance and time, become more important to families, Butler has taken intentional steps to maximize the utility of post-secondary education in the region while being cognizant of costs. Working with regional high school partners, the College continues to be a state leader in enrolling high school students in college level classes; in [AY2022 it ranked third](#) among all the 19 Kansas community colleges. Evidence shows such partnerships are good for students and their families in terms of significant savings of money and time, and Butler looks forward to further increasing its footprint in this space in the near future.

The digital divide became more apparent than ever during the recent pandemic. Cognizant of the [equity and enrollment](#) concerns embedded in this digital divide, Butler's Information Services department utilized some set-aside technology infrastructure funds to unveil a new [MyButlerLaptop](#) initiative with local business partners that provides every eligible student with a modern laptop along with technical support for the equipment. This will be an ongoing feature of Butler's commitment to student success.

***5.C.5: Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.***

The parameters of long-term planning for the institution are set, reviewed, and modified as necessary at the summer executive planning [retreat](#) each year. In these retreats, the institution's executive leadership engages in a 'deep dive' into the external factors that affect or could potentially affect the operations of the College. A SWOT analysis involves a review of the trends in population, economy, technology, and public policymaking at the local, state, and federal levels. Tools used in these analyses include the most recently completed comprehensive regional impact study that is conducted approximately every five years by [EMSI](#), a reputed national consultant, detailing demographic, technological, and economic changes on the horizon and their effects on enrollment patterns and the financial health of the institution. Additionally, [Butler County economic impact](#) studies, produced inhouse, conducted on a similar cycle, are also used to illuminate the planning process with the goal of keeping the College well positioned to continue to meet the needs of today and tomorrow.

One of the major institutional adjustments Butler made in light of these shifting external factors was to create a [program viability determination model](#) as discussed in Criterion 4A. It was presented to the Canadian Institutional Research and Planning Association's annual conference in 2020. This model guides the College in taking a very deep look into every academic program on a triennial basis. This viability determination goes beyond the annual program review and includes account demographic adjustments, market changes, shifts in industry and occupations, rates of automation, wage levels fluctuations, and private sector involvement in each program area. Based on a multiplicity of academic and market external criteria, recommendations are made to the structure, breadth, and nature of academic programs so they are kept relevant

with student and community needs. The comprehensive [report](#) from the committee overseeing this model is released to the institution's leadership each fall.

Another key response to our changing operating environment was the modernization of communication technology. Butler's digital transformation projects, supported by a 2-million [capital outlay](#) from 2017 – 2021, facilitated the implementation of more than \$6.4 M in needed technology upgrades. The Trustees approved the Capital Outlay Resolution in [April 2016](#) to support 10 technology capital projects. Today's students expect end-to-end high-quality connectivity no matter where on campus they are. As one of the funded capital projects, Butler has delivered on that expectation by bringing all of its campus footprint—classrooms, offices, dormitories, and common areas—under the umbrella of high-speed fiber and border to border wireless connections. This ensures a seamless experience for learners and those who facilitate the every-day learning.

In fall 2021, Butler was named an "[Adobe Creative Campus](#)", only the 50<sup>th</sup> in the country at the time. This was an intentional move to provide all students, faculty, and staff access to the entire suite of Adobe platforms free of charge to support development efforts in innovative digital literacy and fluency. Additionally, Butler has identified this current academic year as the "Year of the Podcast" and has installed podcast studios and equipment on the El Dorado campus in the Library and on the Andover campus in the Student Life Center. Upcoming curriculum changes to be embedded by fall 2023 will include the integration of the ID3D pathway into Fine Arts and Mass Communications creating a stronger transfer pathway in digital media.

As more lifelong learners seek to enhance their employability, community colleges have a special role to play in that space in terms of the availability of specialized occupational training and credentialing for local business and industry partners. Butler's business and industry training operation, [Business Education and Training Analysis \(BETA\)](#), has a robust set of partnerships with local unions to train [apprentices](#) in the skilled trades like plumbing and electrician work. Additionally, BETA is providing a comprehensive set of industry credentials and digital badges across different fields like project management, Microsoft Office applications, supply chain management, and human resources.

***5.C.6: The institution implements its plans to systematically improve its operations and student outcomes.***

Butler diligently executes strategic plan initiatives in the service of its mission and in light of the evolving operating environment. Since the last affirmation of accreditation, several major initiatives, including a redesign of developmental mathematics, adoption of program pathways, and launch of the laptop initiative have been planned and implemented in line with our strategic priorities. The College continues to use data-informed decision making to improve systems and sub-systems across several areas of operations in all initiatives.

On an annual basis, an overview of the strategic plan ([2020-22](#), [2021-23](#)) is provided to the Board as part of the regular planning cycle. The annual overview is used during the summer executive council planning retreat as noted in 5C5. It helps inform decisions regarding updates to the next strategic planning cycle. As Butler moves into the next strategic planning cycle, metrics and benchmarks measure successful implementation of the various initiatives embedded into the strategic plan along with an [updated schedule and assignment](#) of responsible executive team members to oversee the implementation of the different initiatives. The [strategic management and budget timeline](#) provides benchmarks throughout the year for review, reporting, and alignment of priorities and budget.

### **5.S - Criterion 5 – Summary**

**The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.**

#### **Summary**

Butler is governed by its Board of Trustees who are responsible for the oversight of the College’s operations. The administration, led by the College President, lead the daily operations and ultimately execute the mission. Shared governance is facilitated through communication and collaboration between the Board, its specialized committees, the President and her staff. The President is assisted by vice presidents and associate vice presidents who oversee key operational areas of the institution. This leadership team supports deans and directors in areas of specialization, programs, and functional responsibilities. Full-time faculty are represented by the BCCEA in annual contract negotiations with the College and on the institution’s Executive Council. Regardless of location and position, these teams collaborate to fulfill the institution’s mission, communicating and sharing feedback to ensure institutional effectiveness. This is demonstrated through recognitions from organizations like the Aspen Institute and the League for Innovation.