- Ready for Life -

BUTLER COMMUNITY COLLEGE
BOARD OF TRUSTEES
REGULAR BOARD MEETING
4:30 p.m., Tuesday, March 9, 2021 – Dankert Board Room
Watch Live via http://www.butlercc.edu/bctv

3:30 p.m.   **Board Finance Committee Meeting –** President's Conference Room.

4:30 p.m.   **Regular Board Meeting** – Dankert Board Room, Upper Level of the Hubbard Welcome Center, 901 S. Haverhill Road, El Dorado, Kansas.

Executive Session – Not to exceed 30 minutes for consultation with legal counsel regarding confidential student information to include Kim Krull, Lori Winningham, and Ray Connell

Board Work Session – Immediately following the Regular Board Meeting to discuss budget

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I.   **CALL TO ORDER**

II.   **PLEDGE OF ALLIGIENCE**

III.   **APPROVAL OF AGENDA**

IV.   **EXECUTIVE SESSION** -- 3

V.   **RECOGNITIONS** -- 4

VI.   **PUBLIC COMMENT**
       If you wish to address the Board during Public Comment, please complete this form: https://bit.ly/3b36GXi

VII.   **STANDING REPORTS**
       A. Student Government Association Report – Kiersten Kamholz
       B. Operational Staff Report – Lisa Bolin
       C. Professional Employees Report – Terry Sader
       D. Board Finance Committee Report –Lance Lechtenberg, Shelby Smith
       E. Foundation Board Report – Forrest Rhodes, Kim Krull
       F. President's Report – Kim Krull
       G. Education Facilities Authority Report –Jim Howell, Doug Law, Kim Krull

EXECUTIVE SESSION

TRUSTEE MOTION: By _____

Mister Chair I move that the Board recess into executive session for consultation with legal counsel in regards to confidential student information pursuant to the open meetings exception for matters affecting a person as a student which if discussed in open meeting might violate their right to privacy and that the Board, President Kim Krull, Lori Winningham, and Ray Connell be included.

The open meeting will resume here in the Dankert Board Room in 30 minutes.

CALL FOR A SECOND: Trustee _____

CALL FOR A VOTE

ENTER EXECUTIVE SESSION @ _____ **P.M.**

RETURN TO OPEN SESSION @ _____ **P.M.**

ANY ACTION REQUIRES A MOTION, SECOND, AND VOTE

MARCH BOARD RECOGNITIONS

- ➤ **Scott Faulkner** – CCNA Certification

BOARD OF TRUSTEES REPORT
Division of Health, Education & Public Services
March 2021

EXECUTIVE SUMMARY

The Health, Education & Public Services Division (HEP) is comprised of the following academic departments:
- Nursing
- Allied Health
- Education
- Early Childhood
- Human Performance/Fitness & Wellness
- Fire & EMS Education
- Criminal Justice

In addition, the division hosts 10 students annually in the Fire Science Residency Program. The division includes 26 full-time faculty members, approximately 65 adjunct faculty members, 2 full-time administrators, 3 full-time administrative assistants, 1 part-time administrative assistant and 1 technology specialist. Over 225 classes are offered throughout the academic year.

Division Dean: Christy Streeter
Associate Dean: Caleb Ediger
Administrative Assistants: Kerri Smith, Teresa Long, Cindy Rabe, Sheryle Dunbar
Technology Specialist: Joseph Brazell

Health, Education & Public Services Division Mission Statement
Butler's Health, Education & Public Services Division develops responsible, involved lifelong learners and contributes to the safety and health of the communities it serves as well as enhancing the vitality of the communities we serve through the development of knowledgeable and creative teachers of children of all ages.

Student Degree Comparison – Completion and Declared Majors
The past two years have revealed a slight increase in both degree completion and declared majors in the HEP Division (see Table 1 and 2).

Table 1: Degree Completion
*Indicates Certificate Completion

2020	539
Nursing	238
Allied Health*	179
Education	54
Early Childhood	12
Human Performance	5
Fire Science	9
EMS Education*	23
Criminal Justice	19
2019	**486**
Nursing	213
Allied Health*	181
Education	45
Early Childhood	16
Human Performance	3
Fire Science	9
EMS Education*	13
Criminal Justice	6
2018	**497**
Nursing	216
Allied Health*	153
Education	64
Early Childhood	18
Human Performance	3
Fire Science	10
EMS Education*	18
Criminal Justice	15

2017	492
Nursing	208
Allied Health*	188
Education	38
Early Childhood	14
Human Performance	4
Fire Science	8
EMS Education*	19
Criminal Justice	13
2016	**438**
Nursing	221
Allied Health*	147
Education	31
Early Childhood	9
Human Performance	4
Fire Science	4
EMS Education*	16
Criminal Justice	6
2015	**466**
Nursing	213
Allied Health*	145
Education	41
Early Childhood	16
Human Performance	1
Fire Science	15
EMS Education*	21
Criminal Justice	14

Table 2: Declared Majors

2020	2996
Nursing	321
Allied Health*	78
Pre-Nursing/Health Science	1488
Health Sciences	53
Education	510
Early Childhood	125
Human Performance	137
Fire Science	78
EMS Education*	23
Criminal Justice	183
2019	**2984**
Nursing	320
Allied Health*	128
Pre-Nursing/Health Science	1444
Health Sciences	51
Education	481
Early Childhood	114
Human Performance	133
Fire Science	95
EMS Education*	16
Criminal Justice	202
2018	**2956**
Nursing	322
Allied Health*	112
Pre-Nursing/Health Science	1457
Education	517
Early Childhood	104
Human Performance	132
Fire Science	101
EMS Education*	20
Criminal Justice	191

2017	2963
Nursing	328
Allied Health*	165
Pre-Nursing/Health Science	1420
Education	461
Early Childhood	110
Human Performance	124
Fire Science	102
EMS Education*	23
Criminal Justice	230
2016	**2758**
Nursing	336
Allied Health*	162
Pre-Nursing/Health Science	1247
Education	447
Early Childhood	137
Human Performance	116
Fire Science	93
EMS Education*	17
Criminal Justice	203
2015	**2754**
Nursing	338
Allied Health*	155
Pre-Nursing/Health Science	1188
Education	478
Early Childhood	153
Human Performance	97
Fire Science	103
EMS Education*	24
Criminal Justice	218

Enrollment Comparison – Credit Hours Taught
The division, overall, has experienced a slight decrease in Declared Majors, Completers and Credit Hours over the past few years, but Table 3 highlights that the Education department has seen remarkable growth.

Table 3: Credit Hours Taught

Department	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Total
Nursing	9422	9733	9476	9807	9658	9635	57,731
Allied Health	2458.5	2634.5	2697	2454.5	2069.5	2650	14,964
Education	1053	960	1089	1604	1761	1899	8,336
Early Childhood	1133	1036	868	849	856	970	5,712
Human Performance	5512	6425	6023	5589	5506	4939	33,994
Fire & EMS Education	1391	1115	1182	1094.5	1016.5	1650	7,449
Criminal Justice	2001	1971	2055	1653	1560	1254	10,494
Grand Total	22,970.5	24,114.5	23,390	23,051	22,427	21,997	138,710

Nursing

Full-Time Faculty/Staff Members: Ruthann Farley, Raven Christian, Lea Atkinson, Janet Schueller - Lead, Michele Ridder – Lead & Curriculum Chair, Sabrina Olson, Monica Dobbins, Carla Stephens - Lead, Mitch Taylor - Lead, Joan Hoover, Sarah Flora – Lab Coordinator, Melody Cantrell, Kim Hubble, Amanda Martin, Tonya Loveland – Lab Coordinator, (Currently one vacant full time faculty position)
- Faculty Achievements---Monica Dobbins, MSN, RN full time nursing faculty and Shane Greene MSN, RN adjunct nursing faculty were nominated for the Butler Teaching Excellence Award
- Nursing Program Achievements---"Nursing Process: Your Guide to Nursing and Healthcare Education" has ranked Butler's Nursing Program as #5, out of all the Nursing schools in Kansas.
- Spring 2020 Cohort – first semester to experience drastic CVOID-19 pandemic changes to all online content and clinical. With the changes this class still produced a 94% 1st time NCLEX pass rate. At this writing, all the students have successfully passed NCLEX on their 2nd attempt.

Department Mission Statement: Butler Community College Department of Nursing educates lifelong learners with the knowledge, skills and attitudes necessary to fully

qualify to be licensed as professional nurses who contribute to meeting the health needs of the communities they serve.

Nursing Department Overview:
Butler's associate degree nursing program has the distinction of being the first of its kind in the state of Kansas, when it started in 1961. Butler's associate degree nursing program prepares students for the increasingly complex challenges of nursing today.

The nursing faculty bring many years of diverse clinical experience to the classroom and the quality of their instruction has earned Butler's nursing program wide respect in the region. Butler's nursing faculty are known for their high touch approach with students, resulting in students being able to excel faster. The nursing faculty are innovators in the way they approach the learning experience, working with each student to build their capacity for critical thinking, clinical problem solving and clinical judgment.

Once our nursing students finish the Butler nursing program and successfully pass the national NCLEX licensure exam, our nursing graduates can and do walk right into the field of nursing in a variety of settings and roles, including, but not limited to, clinics, hospitals, surgery centers, and rehabilitation hospitals throughout the country and internationally.

Nurses are projected to be in continuing high demand in the coming years, and their value is increasingly being recognized in their salary compensation. Butler nursing graduates consistently perform higher than the national average on the NCLEX licensure examination and are being recruited with pending job offers as early as the third semester of the program.

The Butler Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and the Kansas State Board of Nursing.

Learning Environment:
Our nursing program is a hybrid learning environment, which blends online content with classroom instruction, giving students both the flexibility of online learning, as well as the irreplaceable value of interacting with teachers and students on campus. Students may apply to sit for the Practical Nurse licensure examination (NCLEX-PN) following successful completion of the first level (the first year) of the nursing program.

Clinical Simulation Learning Center:
In our Learning Studios and Clinical Simulation Learning Center, we have developed simulated clinical environments that immerse nursing students in the look and feel of actual nursing experiences. Butler's Clinical Simulation Learning Center continues to be a benchmark model in the state of Kansas, that provides excellent clinical experiences and opportunities for students, as well as serving as a showcase for other nursing school faculty/administrators to visit and receive best practice information on simulation laboratories.

The high-fidelity simulators/mannequins we use, in conjunction with detailed clinical case scenarios, allow our students to participate in a variety of clinical experiences

perhaps not available to all students in the actual clinical setting. The Clinical Simulation Learning Center cultivates an atmosphere of open learning and encourages students to recognize areas needing improvement, while providing instructional support to reach required competency levels, which ultimately ensures patient safety.

The nursing faculty, administrators and students are grateful for the ongoing support of the Clinical Learning Center and the equipment we are able to purchase through KBOR Carl Perkins funding and the Kansas Nursing Initiative Grant. Students consistently ask for more individual practice time in the Clinical Learning Center. Accommodating these requests is challenging due to space limitations, and we are currently doing an analysis of projected clinical lab space needs.

Advanced Standing Nursing Students (LPN's)
Butler Community College believes in the concept of educational and career mobility, encouraging each individual to continue to build on the foundation of education and experience he/she has already achieved in reaching his/her own individual potential. To that end, the nursing department, in support of the Nursing Education Articulation Plan for Kansas, provides an opportunity for articulation of the licensed practical nurse LPN into the second year of the associate degree nursing program. At the time of graduation, the student earns an Associate in Applied Science Degree and is eligible to take the state board licensure examination to become a registered nurse (RN). The LPN option is available only as part of the RN curriculum and there is not a stand-alone LPN program.

The nursing department accepts up to 20 LPN's into the program each semester.

Curriculum
The Nursing Program is currently in the process of transitioning from a traditional disease based learning to a Concept Based Curriculum (CBC). Conceptual learning is increasingly viewed as a major trend for the future of nursing education and the NCLEX licensure exam is currently undergoing modifications that foster critical thinking, clinical judgment and problem solving.

By gaining a deeper understanding of a core set of concepts, a student can understand and recognize similarities and recurring characteristics, which can be applied more effectively than just memorizing disease specific facts. In Fall 2019, the nursing program launched the Concept Based Curriculum with first semester. In the Spring 2021 semester, the new CBC curriculum is now in place for all four semesters. In May the nursing program will graduate its first class that has successfully completed the fully integrated Concept Based Curriculum.

Partnership and Articulation Agreements with Other Universities
- BCC-KU ADN-BSN Partnership: The Butler/KU nursing education partnership model was the first of its kind in the state of Kansas. This partnership model builds on a history of high-quality Butler Community College nursing education and Butler's partnership with KU creates an innovative alternative to tradition pre-licensure RN nursing education, by sharing curricula amongst the two programs.

Through this model, ADN students simultaneously complete an ADN nursing degree onsite at Butler, and a BSN degree online at KU, thereby graduating with both degrees at the same time. This model serves as a prime example of how community colleges and universities can create a collaboration to save students time, money and allow students to stay in their geographic home area, while taking online BSN courses. Additionally, this partnership model provides a better, more efficient pipeline for educating nurses to meet the growing workforce needs in the communities served. In December 2018, the nursing program had its first two student's graduate with a dual nursing degree from both Butler Community College (ADN) and the University of Kansas (BSN). Both graduates were from Wichita and passed the NCLEX examination on their first attempt. Additionally, both received and accepted employment offers at the beginning of their fourth semester, from acute care hospitals in the area. They are still employed at the same hospitals and one is practicing in the Emergency Department and the other in a Cardiovascular Unit. In Spring 2019, we had 6 students graduate with this dual degree and in Fall 2019, we had 5 students graduate with a dual degree. We currently have 37 students enrolled in this dual degree program.

- Currently working on completing an ADN-BSN Partnership with Ottawa University to start in Fall 2021.
- We have Articulation Agreements with Wichita State University, Washburn University, Tabor School of Nursing and Emporia State University.

Business/Industry Clinical Affiliation Agreements
The Nursing Program has exceptional, long standing partnerships with a variety of clinical affiliation sites in the El Dorado, Andover and Wichita area. Currently we partner with Susan B. Allen Memorial Hospital, Kansas Heart Hospital, Kansas Medical Center, Kansas Spine and Specialty Hospital, Prairie View, Robert J. Dole Veterans Administration Hospital, Ascension Behavioral Health, Ascension St. Francis, St. Theresa and St. Joseph Hospitals, Select Specialty Hospital, Wesley Healthcare, Catholic Care Center, Cancer Center of Kansas, Ascension Rehabilitation Hospital, Wesley Rehabilitation Hospital and Wichita Urology Clinic.

Butler Student Nursing Association (BSNA):
The Nursing Program has a very active Student Nursing Association, whose purpose is to promote the profession of nursing, and contribute to Nursing Education in order to provide the highest quality health care to people in all walks of life. BSNA officers participate in Nursing Faculty meeting's and are a valuable source of student feedback and input. BSNA also helps to provide programs/activities that benefit both Butler Community College and the communities we serve. Examples of Community activities include the American Red Cross blood drive, giving annual flu shots, the bi-annual Nursing Recruitment Fair and the College Pantry food drive.

Butler Nursing Program Nursing Advisory Council:
The Nursing Program relies heavily on advice from the Healthcare Business/Industry. The Nursing Advisory Council is comprised of representatives from both higher nursing education programs and healthcare workforce leaders who employ RN's in El Dorado,

Wichita and the surrounding region. The Nursing Advisory Council assists the Nursing Program in the long-range planning and development of the Nursing Program, reviews curriculum for relevance to the changing needs in the industry and provides insight into whether we're providing the workforce with prepared employees.

Web Based Software and Products for nursing due to COVID-19: – In Spring 2020 with the COVID-19 pandemic and the college going all online the nursing program purchased and started the use of SimChart, a web based Electronic Health Record that allows the students to chart, acknowledge medications, orders, and simulate patient scenarios. This allowed students to still complete clinical rotations and course work in the virtual environment. It also allows faculty and the lab coordinator to build patient case studies, simulations, and medication scanning. This addition has also been valuable as students returned to face-to-face classes and labs in Fall 2020, as it adds a real-world component to simulations and lab time. The Technology Specialist helps maintain this program and devices, which allows ease of access for faculty and students.

The implementation of Exam Soft has allowed for students to test virtually. This product also controls access for students and reassures faculty that testing is completed without the worry of cheating. The Technology specialist maintains Exam Soft and loads students each semester.

Allied Health

Full-Time Faculty/Staff Members: Tammy Green, Melodee Curry

Department Mission Statement: Butler Community College Department of Allied Heath educates lifelong learners with the knowledge, skills and attitudes necessary to fully qualify to be certified as Allied Health professionals who contribute to meeting the health needs of the communities they serve.

Department Overview:
The Allied Health Department offers opportunities for students to be certified through the state of Kansas as a Certified Nursing Assistant, Certified Medication Aide, Home Health Aide, and/or achieve licensure as an Operator for Assisted Living. As senior communities spread across the nation, they are being staffed with employees who have attained certification in providing day-to-day care activities and administer medications for patients in long-term care facilities, as well as in home settings.

Our formula for small class sizes and instructors who work closely with students has produced a pass rate of 95% or more on the state certification examination.

Butler's Allied Health Department provides classes on the El Dorado, Andover, McConnell and Flint Hills campuses, as well as the Early College Academy students at the following high schools: Rose Hill, El Dorado, Augusta and Circle.

Business/Industry Clinical Affiliation Agreements
The Allied Health Department has partnerships with a variety of Long-Term Care clinical affiliation sites in the El Dorado, Andover, Rose Hill, Wichita and Flint Hills areas.

COVID-19 Impact:
Due to the impact of COVID-19 Kansas Department for Aging and Disability Services (KDADS) has granted temporary waivers to the required clinical component to Certified Nurse Aide and Certified Medication Aide courses. This waiver allows all clinical hours to be completed in the lab while Kansas is in a declared pandemic.

Education

Full-Time Faculty/Staff Members: Shellie Gutierrez - Chair

Department Mission Statement: The mission of the Butler Education Department is to recruit, prepare, and retain exceptional teachers. With its multiple course platforms, low cost tuition, and small class sizes, the Butler Education Department not only provides service to transfer students, but also service and access to future teachers, paraprofessionals, and existing teachers who would otherwise be place-bound, financially unable to attend college, or incapable of adapting to a large university setting. Modeling best practices in teaching and learning, the Butler Education Department provides students with authentic classroom experiences to successfully prepare them for the teaching profession.

Department Overview:
Since its inception in 2004, with only one full time faculty member, the Education Department has seen continuous growth over the past 17 years. This growth is especially noteworthy post COVID. Although the overall enrollment numbers at Butler have recently been declining, the opposite is true in the Education Department which has continued to grow despite the challenges in the current environment.

The **growth** of **80.3%** in credit hours over the past six years (see below table) is most likely due to the proactive measures taken in the Education Department as described below.
- Creation of all Master Courses for quality and consistency across the curriculum
- Transfer of all education pathway coursework to four-year teacher preparation programs across the state
- Addition of numerous online courses for homebound students or for those who fear the pandemic
- Addition of new cohorts in the BEST Program, to include morning and evening cohorts as well as spring and fall cohorts
- Previously BEST only offered one cohort per year
- Growth in the Early College Education Academy
- Addition of community arts partners and K-12 school partners for student field experiences in all education courses

- Addition of the new Elementary/Early Childhood Unified pathway for students who wish to pursue special education teacher licensure
- Use of AVISO for recruitment and retention of education students
- Collaboration with Advising and Admissions for further recruitment and enrollment of education majors

Education Enrollment Growth	Year 2015/16	Year 2016/17	Year 2017/18	Year 2018/19	Year 2019/20	Year 2020/21	Increase from 2015-Present
Credit Hours	1053	960	1089	1604	1761	1899	80.3%
Declared Majors	478	447	461	517	481	510	6.7%
Completers	41	31	38	64	45	54	31.7%

- **Noteworthy Accomplishment**: The data clearly indicates that the Education Department has grown dramatically in **credit hours** with a staggering **80.3% increase** over the past six years. This growth has occurred despite the overall declining enrollment at Butler and despite the small increase in the number of declared majors.

BEST Program – The 2 + 2 Elementary Education partnership with Emporia State University has proven to be successful in developing exceptional K-6 teachers. After 16 years, the program continues to thrive as new students consistently apply for entrance into the program each year. The BEST program expanded to the Andover campus in 2016 and student numbers have risen dramatically as a result of this expansion. This BEST Program allows students two alternate entry points—El Dorado and Andover—promoting continuous growth in the program. Our BEST partner schools are diverse and far-reaching throughout the Wichita metropolitan area and throughout Butler county, thus, allowing BEST students the opportunity to learn and practice in both urban and suburban classroom settings.

Early College Education Academy - The Butler Education Department continues to offer the Early College Education Academy, initiated in the Fall 2017 semester. This program offers high school students the opportunity to receive their Associate Degree in Education during their last two years of high school. Thereafter, students have the option to stay at Butler to complete the BEST Program or transfer to a different Kansas Teacher Preparation school. This program is located in Rose Hill.

The Butler Education Department initiated the ED 290 Integrated Learning through the Arts course during the Fall 2019 semester. This course continues to grow in enrollment as well as in community outreach. The ED 290 community partners allow students to complete extensive field experience working with children in various teaching and learning settings. Current community partners are: Wichita CityArts, Mark Arts, Wichita Botanica, Sedgwick County Zoo, Wichita Symphony, Envision, Cocoa Dulce, and Exploration Place.

Department Chair, Shellie Gutierrez has developed all of the education courses, created transfer articulations with every four-year teacher preparation school in Kansas and maintained all curriculum throughout the tenure of the department. Shellie is a member of the Career and Technical Education Advisory Boards for Douglass, Wichita, Valley Center, Maize, and Augusta school districts. Shellie also works with several community arts partners and K-12 schools throughout the year to establish creative connections for her teacher education students. She also serves as a Subject Matter Expert on the Quality Assurance Team for online learning.

Early Childhood

Full-Time Faculty/Staff Member: Teresa Thompson - Chair

Department Mission Statement:
The Butler Community College Early Childhood Education Program offers training and education to develop responsible, highly competent, caring teachers that are capable of designing and implementing developmentally appropriate practices and environments for children.
- Design and refine early childhood curriculum
- Effectively deliver early childhood courses to the area stakeholders through multiple locations and delivery systems
- Assess student learning in courses and practicum site visits
- Monitor student satisfaction
- Participate in professional development to remain updated in the field and to contribute to the field
- Elicit feedback from Advisory Council biannual meetings

Department Overview:
In addition to one full time faculty, who is also the Department Chair, the Early Childhood Education program has 8 adjunct instructors who all actively work in the Early Childhood field and teach for Butler in the evenings. During typical semesters, we offer evening classes 2-3 nights a week in Andover and the program offers classes in Wichita at The Opportunity Project South, The Opportunity Project North, Child Start Inc., and Rainbow's United Kids Point, Monday through Thursday evenings. There is also a concurrent class, Principles of Early Childhood Education I, taught at Maize High School each fall. The instructor, Megan Sauer, a Maize High FACS teacher, holds her Masters in Early Childhood Education.

This fall in conjunction with the Elementary Education Department, the EC Department held a virtual Open House for students to attend and find out about these education programs. Also involved were representatives from Financial Aid, Advising, and Admissions. The recording of this will be shared at the spring Perkins Advisory Board meeting.

Department Chair, Teresa Thompson, serves on the Career and Technical Education Advisory Committees of the following local high schools: El Dorado, Augusta, Circle, & Maize. She also serves on the Board of Directors for the Kansas Child Care Training Opportunities (KCCTO). KCCTO acts as the umbrella organization for two major organizations in Kansas: the KCCTO State Training Office (which holds the early childhood professional development grant for the state of Kansas) and Flint Hills Child Care Resource & Referral Agency. She also is a member of the Kansas Early Childhood Workforce Advisory Group, a statewide group formed to respond to the Child Care and Development Fund (CCDF) State Plan and focuses specifically on section 6, "Recruit and Retain a Qualified and Effective Workforce". Teresa also serves on EQIP (Early Childhood Quality Instructional Partners) a consortium of two-year Early Childhood faculty members who meet bi-annually to align their programs and address current professional needs at the state level. Teresa also serves on the Butler Community College Curriculum Team and serves as a Subject Matter Expert on the Quality Assurance Team for online learning.

The Early Childhood Program entered into a partnership with The Opportunity Project Schools from Wichita in the spring of 2014. TOP offers three Wichita locations, serving children 1 to 5-years-old. There have been 72 participating student in the partnership to date.

The average Early Childhood Education student does not complete this degree in the normal 2-year period. We have more nontraditional students enrolled in our program than traditional students. Only about 9% are not actively working in the field in some capacity. Most of them are working in the early childhood programs during the day and taking our classes in the evenings. They have families and often, second jobs, along with fitting in 2 or 3 classes a semester. Due to this load, they may take 3 to 4 years if not more to graduate with our degree. It is not required by the state of Kansas to have a degree to teach in an early childhood facility. However, quality programs recognize this need and do require a certain amount of early childhood college credit from their teachers, if not a full degree.

The Early Childhood Department currently has 125 identified majors in AVISO. For the academic year of 2019-2020 we had 12 Associate of Applied Science degree completers and 2 who earned the Early Childhood Certificate (30 credit hours of Early Childhood Education credits only). We have active, collaborative relationships with many of the local early childhood programs seeking to provide quality care and education. As their employees strive to become academically trained, they recommend us as the local early childhood program of choice in which to get this college education.

Currently we have students working in the following facilities and programs: Ashley's Learning House, Central Christian Preschool, Collegiate Early Childhood, Country Child Care, Discovery Place Preschool, First Baptist Daycare, Joyful Noise Academy, LaPetite Academy, McConnell AFB CDC, Northridge Academy, Plymouth Preschool Learning Center, Rainbows United Kids Point, Scribbles and Giggles, The Opportunity Project North, The Opportunity Project Northwest, The Opportunity Project South, WSU CDC, & YMCA programs, USD 259, USD 385, USD 402 and paraprofessionals, and several Home Providers who own their own businesses.

EduCare Learning Lab

After the closure of the EduCare Center Learning Lab, Department Chair, all equipment and materials that were grant funded were organized and arranged in the building for redistribution among licensed Butler County home childcare providers and Early Childhood centers in Butler County through attending EduCare Donation Days held in January. Registration invitations were sent out by industry partner, Child Start, that is responsible for maintaining a list of all licensed family childcare programs and centers in the county. Prior to winter break beginning, HEP division Tech Support, Joe Brazell, created an online registry system that enabled all programs to register for COVID capacity compliant time slots for the distribution of learning materials.

The EduCare Donation Days provided learning materials and equipment to 13 centers and 16 licensed childcare facilities in Butler County.

There will be an online auction later in the semester, managed by Facilities Management, to sell the remaining indoor and outdoor equipment, that will not be used elsewhere on campus, and that was not grant funded.

Human Performance/Fitness & Wellness

Full-Time Faculty/Staff Members: Matt Sanders - Chair, Bryce Winklepleck

Department Mission Statement: The Butler Community College Department of Human Performance strives to prepare the next generation of professionals in the field of Exercise Science through both classroom -based education and practical field experience.

Department Overview:

The Department of Human Performance has grown since its inception in 2015.

There are five tracks in our program: Pre-Physical Therapy, Pre-Physician's Assistant, Sports Management, Exercise Science, and Athletic Training.

The Pre- Professional tracks were created to provide exceptional students a path that entails a science heavy load to move on and apply to Doctorate of PT programs and Master's programs for Physician's Assistant credentialing.

Sports Management, Athletic Training, and Exercise Science are geared towards students with interest in seeking careers related to sports but have not narrowed their interests as specifically as Physical Therapy and Physician Assistant students. According to the Bureau of Labor, seven of the top twelve career fields are related to these tracks.

As our programs have evolved with Pathways, we have secured Articulation agreements with Sterling College for Athletic Training, Wichita State for Exercise

Science and Sports Management. The chair has fielded many calls to assist with course articulation at over 30 out-of-state programs that our students have moved on to as they seek four -year degrees.

We are completing the development of a review course for the Certified Personal Trainer certification through the National Strength and Conditioning Association this spring.

Field Experience in Exercise Science (HP 299) is a class that was developed in order to give our students access to industry. To date, MOUs have been signed with PT Plus-Andover, Parisi Speed School, Rogue Personal training, Pure-formance, Andover YMCA, Fox Fitness, Birch Performance and SERC Physical Therapy Clinics – El Dorado, Wichita East and Wichita Northwest.

An effort is ongoing to partner with numerous local businesses to provide exposure to lifestyle activities to create unique opportunities for students who may not otherwise elect to pursue any activity course credit through the college. We have partnered with the YMCA and Flatwater Fitness to deliver activity courses to the area stakeholders at multiple locations. The model for delivery is slowly changing to a seminar format, where students have the opportunity to earn credentials from professionals in the field (local business owners) as they attain skills necessary to enjoy specific activities the department has worked to provide via these local business owners. The first example of this model is Stand Up Paddleboarding (SUP), which is on the schedule for this summer (Summer 2020 shut down due to Covid response).

With KBOR's reduction in degree programs to 120 hours, the impact on this department is substantial, as many degree programs are eliminating the required activity credit. Hence the split into two "sides" of the department – HP and FW. Partnering with community businesses to create opportunities to seek lifetime fitness activities is important in order to retain credit hours lost to activity requirements, but also to strengthen relationships with area businesses and promote local economic growth in some cases. Future opportunities for this initiative include Self Defense, CCH, Triathlon, and golf. There are still a small number of day and evening classes offered in El Dorado, Rose Hill and McConnell, that include sections of Bowling and Yoga.

The department has undergone a shift in its strategy for growth, focusing on the Exercise Science degree track to be available fully online, and accessible meeting Quality Matters standards. This project will be complete by summer 2021, a tribute to all involved in the instructional design process to achieve this goal in one year's time. If any institution wants to remain competitive, it must pay attention to data, and not attempt to infer any indicators that data is NOT telling us. Nationally, students are moving online in record numbers. Butler must be prepared for and position themselves to compete with a Global Campus mindset. Our department will be well positioned with a degree in high demand that leads to many career opportunities moving into the next academic year.

Both Bryce and Matt remain committed to professional growth and development. Both renewed their credentials with the NSCA, and Matt remains one of only four individuals in the state to have earned Emeritus status (RSCC*E) with the NSCA. Matt also attends

numerous conferences online dedicated to Remote/Distance learning Pedagogy, most recently a National conference through Arizona State University.

The department intended to offer our core courses for Exercise Science at the Andover campus beginning in the fall of 2020, however Covid, along with budgetary issues and space demands created a shift. Our second campus, as discussed, is online. We believe this is a much stronger position to take for future growth, and it worked out as we had to give up our space to Allied Health due to the move out of the 9100 location. Online growth also allows the core current full -time faculty the ability to handle growth more efficiently as multiple physical locations puts a strain on our very limited resources.

We have created marketing materials including signage, table skirts and folders for external marketing purposes at area high schools and fairs once these opportunities come back online after the region's Covid response has relaxed. Our goal is to visit area high schools to market our programs and hopefully draw in more local talent to our courses of study.

A brief picture of the department's HP tracks and enrollment growth over the past several years can be seen below. Data is important, but what is most important is a clear understanding of what the data is telling us. Our enrollment has growth both Fall to Fall and Spring to Spring since the split of activity courses from our academic tracks. Our HP tracks are and should remain the focus of growth opportunities moving forward.

Fall to Fall Comparison	Growth %
2016-2017	10.84
2017-2018	20.65
2018-2019	49.54
2019-2020	24.70

The department has extensive data that breaks down the past two academic years in greater detail and is available upon request. Much of our department's "lost" enrollment from fall to spring is accounted for my students changing majors in their last semester.

While changes in activity credits allowed for athletes has dropped, as well as a reduced number of activity courses available, causing a loss in credit hours on the FW side, our focus on academic opportunity for students has paid off. This department's focus will continue to be great content delivery in the classroom, creating opportunities for student experiential learning, and therefore creating a student experience they will tell others about leading to more growth.

Fire & EMS Education

Full-Time Faculty/Staff Members: Jeb Burress – Chair, Evan Seiwert

Department Mission Statement: The Fire & EMS Education Program is committed to providing an integral link between formal education and the emergency services through essential training in life safety, protection of property and environmental conservation, benefiting the students and the communities they serve.

Department Overview:
We are intensely focused on the motto "Duty. Pride. Tradition." as the mantra that our staff and students should live and learn by. We have focused our efforts on providing employers with graduates who not only possess necessary certifications for employment, but who are also mentally prepared for their new careers. Students and staff alike are driven to make Butler Fire Science the front-runner for production of desirable emergency services employees in our area.

This past year our equipment replacement focused on the completion of replacing our outdated self-contained breathing apparatus (SCBA) and confined space packs. Thanks to Carl Perkins grants and conscientious budgeting, we were able to finish our replacement cycle.

Our SCBA's are now certified to last us for the next thirteen years before needing to start the replacement cycle again. The latest purchase of twelve SCBA's are not only the latest model to come into the Fire Service, but they also come with a lifetime warranty for as long as Butler Fire Science owns them. This will be a big benefit when budgeting for future maintenance needs. We also were able to use funds for the purchase of new battery powered extrication equipment. This was a huge update to our old and outdated hydraulic tools. The battery powered tools are in line with the tools our students should expect to find upon entering the Fire Service. Removing the hydraulic lines and the pump unit will also make the tools safer for our students. These tools also benefit our EMT program with the automobile extrication component of that course.

There continues to be great interest in the Butler Fire Science live-in Student Residency Program. It is still the only program of its kind in the mid-west. We continue to have more applicants for the program than the program can hold. This is, in no small part, thanks to the City of El Dorado and the El Dorado Fire Department (EFD). Our partnership with the EFD allows our students to gain a minimum of 120 hours of on-the-job training each month. This year there are 2 female residents and 8 male residents.

The students in this program are highly sought-after and frequently have jobs before they graduate. Our students have been vital in filling open positions all around Butler County and the State of Kansas. BCC Fire Science students have recently found employment with the following employers:
- El Dorado Fire Department
- Wichita Fire Department
- Sedgwick County Fire District 1
- Andover Fire Department
- Rose Hill Fire Department
- Augusta Department of Public Safety
- Butler County EMS

- Sedgwick County EMS
- Arkansas City Fire/EMS
- Great Bend Fire/EMS
- Newton Fire/EMS
- North Kansas City Fire Department
- Shawnee Fire Department
- McPherson Fire Department
- Dallas (Texas) Fire Department
- Pensacola (Florida) Fire Department

Much like the rest of the college, we have noticed a drop in credit hours enrolled. We are in the process of evaluating our advertising efforts as well as examining ways to further streamline our program for efficiency and meeting the unique needs of the current workforce via advanced certifications.

EMS Education
Fall 2020: We had three classes make with 28 students and 21 completing (75%). These were taught by Jeb Burress, Sylvia Davis, Paul Christner, and Raven Herrick.

Spring 2021: We have seven classes starting with 58 students, three in Andover including our first Blended EMT course, two at Fire Science, one at McConnell, and one in Council Groove. The AEMT course is starting their second semester with five of the six starting the Program in Fall 2020. These are being taught by Jeb Burress, Sylvia Davis, Cole Christman, Malarie Umscheid, John Foulston, Josh Clevenger, co-teaching; Paul Christner – Raven Herrick and Christina Burton – Daniel Sheilds. These classes are also made possible because our many former EMT students who we hire for Lab Staff.

The EMS Education Faculty is actively Involved with American Heart Association (AHA) and various community activities and Butler as an AHA Training Center, supports many in the area as AHA Training Sites. Butler County EMS, Susan B Allen, Kansas Medical Center, Holly Frontier Refinery, two Butler County school districts and the City of Wichita are among our partners.

Many of our staff serve as examiners and site coordinators at EMS Certification practical test sites. Butler hosted a successful EMT State Practical Skills Exam and provided three successful EMT State Practical Certification sites under the Sates new exam process. Butler also has provided three NREMT AEMT practical exam sites. The staff also participates in state EMS and organizations including The State Board of EMS, KEMSA, KEMTA and others. All of the staff still work for area Public Safety Departments, Hospitals, EMS Services, Fire Departments, Reserves and Volunteers.

Jeb Burress is in his third year of three with the States EMS Education Development Task Force (EDTF) as one of the two appointments by the Kansas Board of EMS (KBEMS). He is also on the Board of the Region III EMS Council and active with KBEMS.

Cowley College partnership with the Paramedic Program starting June 2020 was moved to their main facility in Windfield do to COVID. They will be back at Butler's Andover starting the next Paramedic class Fall 2021.

Many EMT graduates are now employed at area Public Safety Departments, EMS services, Fire Departments, hospitals, Immediate Care Clinics, and the Federal Prison in El Dorado.

A few to mention are:
Butler Co. EMS
Sedgwick Co. EMS
Mulvane EMS
Winfield Fire & EMS
Augusta Public Safety
Andover Fire
El Dorado Fire
Rosehill Fire
Wichita Fire
Sedgwick Co. Fire
Spirit Public Safety
SBA Hospital
Kansas Medical Center
Wesley Medical Center
Via Christi St. Joseph & Francis

Our EMS Education Programs has many partnerships with Butler Co. EMS, Sedgwick Co. EMS, Susan B. Allen Memorial Hospital, Wesley Medical Center, Via Christi, Kansas Medical Center, Morris County EMS & Hospital, Lawrence Fire & EMS and Lawrence Medical Hospital. We are adding contracts with Newton Fire/EMS, Salina Fire/EMS, Reno County EMS/Hutchinson Regional Hospital, Miami County EMS, and Douglass County EMS.

CRIMINAL JUSTICE

Full-Time Faculty Members
Miles Erpelding (Lead Instructor) and Jeffrey Tymony (shared position with Behavioral Science).

Criminal Justice Department Mission Statement
The Criminal Justice Department is committed to supporting the overall mission of Butler Community College by providing quality instruction to all students enrolled in Criminal Justice courses. In addition, to facilitating a learning environment for students interested in the complex disciplines of law enforcement, courts and corrections, the department coordinates activities with the Criminal Justice Advisory Committee to provide specialized education and training opportunities for criminal justice professionals and the extended community:

- Design and refine department curriculum as needed
- Deliver department courses utilizing multiple course platforms
- Assess student learning in courses taught
- Monitor student satisfaction with courses
- Build/Maintain relationships and communication stakeholders for career and technical programs (advisory committees, state certifications, etc.)
- Preparing students for transfer to colleges and universities
- Preparing students for careers in law enforcement, courts and/or corrections
- Providing instruction in personal interest areas
- Developing Learning PACT skills
- Providing instructional leadership for the college

Criminal Justice Department Overview

The Criminal Justice program serve students from Butler County, the Wichita metro area, surrounding counties, regional and national areas as well as the online community. Our courses prepare students to work in their chosen field, transfer to a college or university, fulfill requirements for a degree, or advance their personal development. Through our Criminal Justice curriculums, students can also pursue specialized skills and meet continuing education requirements as determined by occupational standards. The program encourages students to explore future and technologically advanced career opportunities.

Many of today's criminal justice positions require higher education to enter or advance in the profession. Whatever career choice a student makes, this program will help them reach their goals. Our courses are approved by Kansas law enforcement and corrections training academies. The courses also meet requirements of criminal justice agencies for employment preparation and in-service professional training.

Former Criminal Justice Department students are working with law enforcement agencies (Kansas Highway Patrol, Andover Police Department, Augusta Department of Public Safety, Wichita Police Department, Butler and Sedgwick County Sheriff's Department, etc.), courts (Kansas Judicial Branch, local Municipal Courts, etc.), and corrections departments (Kansas Department of Corrections, El Dorado Correctional Facility, Kansas Juvenile Justice Authority, Adult and Juvenile Community Corrections, etc.). Many Criminal Justice Department students are continuing their education at 4-year colleges and universities, completing their advanced degrees.

The Criminal Justice Department refined its Guided Pathway in the fall of 2020 and has added an elective internship option (IP 194 – Internship 1.3) for implementation in the Fall 2021 semester. The criminal justice faculty have also worked on assessment tools based on learning outcomes in the "milestone" courses. Our criminal justice faculty continues to work with our academic advisors and criminal justice faculty from colleges and universities across the state and region to ensure transferability for our students. The faculty also participated in Kansas Core Outcomes Group Project (KCOG) reviewing core student learning outcomes in an existing course, Introduction to Criminal Justice, and a new course, Criminal Law. The group revised and articulated the course learning outcomes for implementation in the Kansas System-Wide Transfer (seamless

transfer of specific courses). The group also selected the next year's (2021) discipline course, Criminal Procedures.

The Criminal Justice Department is in the process of forging a partnership with the Butler Police and Public Safety Department creating a Public Safety Institute. We will be developing student internship opportunities and sharing education and training resources (*one-stop-shop* concept). Also, the Criminal Justice Department, working with the Criminal Justice Advisory Committee, will be exploring the opportunity of creating a Corrections Officer Certificate (15-21 credit hours). Partnerships will include El Dorado Correctional Facility and/or Butler County Adult Detention Facility and Sedgwick County Detention Bureau. The Certificate could be suitable for current correctional employees leading to promotion, as well as individuals interested in joining the corrections industry team.

The Criminal Justice Department will be participating in the annual Kansas Collegiate Law Enforcement Academy at the Kansas Highway Patrol Training Center in Salina, Kansas in May 2021. Selected students participate in the week-long training program. The students received hands-on training in emergency vehicle operation procedures, use of firearms, traffic stop procedures, defensive tactics, dispatch procedures, law enforcement ethics, special weapons and tactics, K-9 handling, and use of specialized law enforcement aircraft.

Miles Erpelding, Lead Instructor, attended the week-long, now virtual, annual Academy of Criminal Justice Sciences in April 2020. He participated as a presenter in the session *"Best practices for teaching criminal justice courses: On-campus, online, and hybrid courses"*. He also holds membership with the Butler County Community Emergency Response Team (CERT) (Department of Homeland Security/Emergency Management), FEMA / Emergency Management Institute, State of Kansas Joint Corrections Advisory Board, and the 13th District Judicial Department Advisory Council.

SUMMARY

Again, although a slight decrease in overall numbers division wide, there are a lot of great things happening within departments and the division as a whole.

As we meet the needs of our students and stakeholders, the HEP division is committed to developing students to serve their communities with excellence and the changes that are happening throughout the division are a testament to the diligence of our talented faculty and the support of administration and Board.

Thank you for your continued support.

BOARD STRATEGIC DISCUSSION – ISSUES AND OPPORTUNITIES

TOPIC for DISCUSSION
Board Professional Development Training

REPORT:
The Board has previously discussed the need for professional development training. Past Chair Howell, Chair Lechtenberg and President Krull have reviewed a variety of options. Discussions have been held with representatives of the Association of Governing Boards, the Higher Learning Commission, Western Nebraska Community College, Southeast Community College (Nebraska) and the Association of Community College Trustees.

ACCT will be best able to meet the current Board needs so will be engaged to assist with training. Potential training dates will be discussed.

RECOMMENDED ACTION:
For discussion purposes

RECOMMENDED FUNDING SOURCE:
N/A at this time

Submitted by: Kim Krull
Supervisor:
Date   March 9, 2021

BOARD ACTION ITEMS

TOPIC for ACTION
FY2022 Tuition and Fee Rate Recommendation

REPORT:
In creating the FY2022 tuition and fee rate recommendation the senior administrative team considered three key interests:
- Affordability for all students
- Discount for Butler County students
- Revenues to support college operations

These interests create a dilemma of sorts since raising the tuition and fee rate is positive for the revenue interest but negative for the affordability interest. Therefore, the recommendation by the administration and the decision by the trustees to raise tuition and fee rates is a compromise between these factors.

The decision to raise tuition and fee rates is also complicated by uncertainty. The tuition and fee rate decision is generally the first key budgetary decision in the creation of the following year budget. Key decisions regarding employee compensation and other expenditure needs come later, as does the decision on the local tax rate. State aid for the upcoming year will not be finalized until later. Therefore, the amount of revenue "needed" from tuition and fees is not precise.

Enrollment provides another uncertain challenge. Enrollment forecasters warn that any previously used environmental factors to predict a picture of future enrollment are not useful in the post-COVID 19 era and should be avoided until a clearer image of the 'next normal' emerges. It is currently noted that while fewer high school seniors nation-wide are completing the Free Application for Federal Student Aid (FAFSA) ever increasing university tuition and fee rates offer a possibility that many freshmen and sophomores will attend nearby community colleges. Research and articles noted below support the concept that institutions, including Butler, should neither plan for major increases or decreased enrollments for FY2021 to FY 2022.

There are numerous factors that determine a student's choice to enroll at Butler. The tuition and fee rate is the only factor totally within our control. The team knows recent enrollment trends and that price sensitivity (elasticity of demand) is one factor in student's decision..

The FY2022 tuition and fee rate recommendation contains a significant change in the fee structure. The $10.43 per-credit-hour Technology Fee and the $53 per-course Online Fee will be eliminated for FY2022 and replaced by a head-count Technology Access Charge. The rates for the new Technology Access Charge will be assessed to students each term (fall, spring, summer) based on a graduated scale as shown in Table 1 below.

Attachments A, B and C provide additional information about the recommendation. Attachment D shows the added/reduced revenue estimate for a $2 increase/decrease to the recommended rates for –out-district and out-state students.

RECOMMENDED ACTION:
Approve the FY2022 tuition and fee rate recommendation as presented in the attached Tables 1,2 and 3.

Submitted by: Jessica Ohman, Associate VP Enrollment Management
                             Esam Mohammad Associate VP Research and Institutional Effectiveness,
                             Kent Williams, VP Finance
Supervisor: Dr. Krull
Date: March 9, 2020

REFERENCES

1. Acosta (2020). Coronavirus Throws Predictive Algorithms Out for a Loop. *New America*,
2. McGurran (2020). Fewer High School Seniors Are Submitting The FAFSA. Here's Why That's A Problem. *Forbes Advisor*
3. Jenkins & Fink (2020). How Will COVID-19 Affect Community College Enrollment? Looking to the Great Recession for Clues. *The Community College Research Center at Columbia University*.
4. Kim, Krishnan, Law, & Rounsaville (2020). COVID-19 and US higher education enrollment: Preparing leaders for fall. *McKinsey & Company*.

Table 1: FY2022 Recommended Technology Access Charge	
Credit Hours Enrolled for the Term	Charge per Term
3 credit hours or less	$50
3.5 to 6 credit hours	$100
6.5 to 11.5 credit hours	$175
12 credit hours or more	$250

Table 2: FY2022 Per-Credit-Hour Tuition and Fee Rates

	FY2021 Actual	FY2022 Recommended	Increase (Decrease)
Total Tuition and Fee Rates			
In-District Tuition	**$106.00**	**$102.00**	**($4.00)**
In-State Tuition	**$123.50**	**$120.50**	**($3.00)**
Out-State Tuition	**$182.50**	**$180.50**	**($2.00)**
International Tuition	**$227.50**	**$219.50**	**($8.00)**

<u>Breakdown of Tuition and Fee Rate</u>

Tuition Rates			
In-District Tuition	$71.75	$76.45	$4.70
In-State Tuition	$89.25	$94.95	$5.70
Out-State Tuition	$148.25	$154.95	$6.70
International Tuition	$193.25	$193.95	$0.70
Credit-Hour Fee Rates			
Activity Fee	$22.97	$23.70	$0.73
Student Union Fee	$0.85	$1.85	$1.00
Technology Fee	$10.43	$0.00	($10.43)
Total Credit-Hour Fee Rates	$34.25	$25.55	($8.70)

Table 3: FY2022 Per-Credit-Hour Tuition and Fee Rates for Employees and Qualified Family

	FY2021 Actual	FY2022 Recommended	Increase (Decrease)
Tuition	$0.00	$0.00	$0.00
Student Union Fee	0.85	1.85	1.00
Technology Fee	10.43	0.00	(10.43)
Total per Credit Hour	$11.28	$1.85	($9.43)

Note: Employees and family members qualifying for the tuition waiver will pay the FY2022 Technology Access Charge, which will be assessed on a headcount basis each semester and summer.

FY2022 Tuition and Fee Rate Recommendation
Revenue Estimates

	Rates	FY2021 Estimated Cr Hrs	Estimated Revenue	Rates	FY2022 Estimated Cr Hrs	Estimated Revenue
In-District Tuition	$71.75	27,580	$1,978,876	$76.45	27,580	$2,108,502
In-State Tuition	$89.25	102,383	$9,137,681	$94.95	102,383	$9,721,264
Out-State Tuition	$148.25	8,885	$1,317,167	$154.95	8,885	$1,376,695
International Tuition	$193.25	3,152	$609,144	$193.95	3,152	$611,351
Total estimated tuition revenue		142,000	$13,042,868		142,000	$13,817,812
Student Union Fee	$0.85	142,000	$120,700	$1.85	142,000	$262,700
Technology Fee/Access Charge (below)	$10.43	142,000	$1,481,060		NA	$2,512,240
On-Line Fee			$1,533,492	NA	NA	
Activity Fee	$22.97	142,000	$3,261,740	$23.70	142,000	$3,365,400
Total listed revenues for comparison			$19,439,860			$19,958,152
Less associated waivers & scholarships						174,521
Net listed revenues for comparison (Note 3)			$19,439,860			$19,783,631

Summary of Estimated Revenue Increase

Estimated FY2022 revenue	$19,783,631
Estimated FY2021 revenue	$19,439,860
Estimated increase	$343,771

FY2022 Estimated Technology Access Charge Revenue

Credit Hours Enrolled by Term	Estimated Duplicate Headcount	Headcount Rate by Term	Estimate Revenue
Less than or equal to 3	4,182	$50	$209,100
Greater than 3 up to and including 6	3,816	$100	$381,600
Greater than 6 but less than 12	3,209	$175	$561,575
Equal to 12 or greater	5,440	$250	$1,359,965
Totals	16,647		$2,512,240

Butler County Community College
Recommended Tuition and Fee Rates for FY 2020
Description of Fees

Per-credit-hour fees are charged to in-state, out-state and international students. Students receiving tuition scholarships or tuition waivers (including employees and senior citizens) are required to pay fees.

Payment of the Activity Fee entitles students to attend College activities such as athletic events and theatrical productions on a first-come first serve basis.

The proceeds of the Activity Fee are used to provide scholarships.

The proceeds of the Student Union Fee are used to support the payment of long-term debt and operational costs of the Student Union.

The proceeds of the Technology Access Charge are used to offset the costs of providing computer equipment, networking, support, and technologically advanced equipment for instructional purposes and student services.

The proceeds of the Registration Fee supports Student Health Services, Public Safety operations, enrollment processing and commencement activities.

The proceeds of the various course fees are used to provide supplies and equipment necessary for delivery of specified courses.

Butler County Community College - Tuition and Fee Rate History   Attachment C

	In-County			In-State			Out-State			International		
	Rate	Incr	%	**Rate**	Incr	%	**Rate**	Incr	%	**Rate**	Incr	%
YE 97	**$41.00**	$4.50	12.3%	**$41.00**	$4.50	12.3%	**$78.50**	($11.00)	-12.3%	**$126.00**	$11.50	10.0%
YE 98	**$42.50**	$1.50	3.7%	**$42.50**	$1.50	3.7%	**$83.50**	$5.00	6.4%	**$134.50**	$8.50	6.7%
YE 99	**$44.00**	$1.50	3.5%	**$44.00**	$1.50	3.5%	**$89.50**	$6.00	7.2%	**$136.00**	$1.50	1.1%
YE 00	**$44.50**	$0.50	1.1%	**$44.50**	$0.50	1.1%	**$90.50**	$1.00	1.1%	**$137.00**	$1.00	0.7%
YE 01	**$46.50**	$2.00	4.5%	**$46.50**	$2.00	4.5%	**$92.50**	$2.00	2.2%	**$139.00**	$2.00	1.5%
YE 02	**$48.00**	$1.50	3.2%	**$48.00**	$1.50	3.2%	**$94.50**	$2.00	2.2%	**$141.00**	$2.00	1.4%
YE 03	**$51.00**	$3.00	6.3%	**$53.00**	$5.00	10.4%	**$95.00**	$0.50	0.5%	**$149.00**	$8.00	5.7%
YE 04	**$56.25**	$5.25	10.3%	**$63.50**	$10.50	19.8%	**$105.50**	$10.50	11.1%	**$170.25**	$21.25	14.3%
YE 05	**$58.75**	$2.50	4.4%	**$66.00**	$2.50	3.9%	**$108.00**	$2.50	2.4%	**$172.75**	$2.50	1.5%
YE 06	**$59.00**	$0.25	0.4%	**$69.00**	$3.00	4.5%	**$113.00**	$5.00	4.6%	**$180.50**	$7.75	4.5%
YE 07	**$59.50**	$0.50	0.8%	**$70.50**	$1.50	2.2%	**$115.50**	$2.50	2.2%	**$190.50**	$10.00	5.5%
YE 08	**$61.25**	$1.75	2.9%	**$72.25**	$1.75	2.5%	**$118.25**	$2.75	2.4%	**$194.75**	$4.25	2.2%
YE 09	**$63.00**	$1.75	2.9%	**$74.00**	$1.75	2.4%	**$121.00**	$2.75	2.3%	**$199.00**	$4.25	2.2%
YE 10	**$68.00**	$5.00	7.9%	**$79.00**	$5.00	6.8%	**$129.00**	$8.00	6.6%	**$212.00**	$13.00	6.5%
YE 11	**$71.00**	$3.00	4.4%	**$82.00**	$3.00	3.8%	**$134.00**	$5.00	3.9%	**$220.00**	$8.00	3.8%
YE 12	**$74.00**	$3.00	4.2%	**$85.00**	$3.00	3.7%	**$139.00**	$5.00	3.7%	**$225.00**	$5.00	2.3%
YE 13	**$78.00**	$4.00	5.4%	**$89.00**	$4.00	4.7%	**$145.00**	$6.00	4.3%	**$231.00**	$6.00	2.7%
YE 14	**$84.00**	$6.00	7.7%	**$95.00**	$6.00	6.7%	**$153.00**	$8.00	5.5%	**$239.00**	$8.00	3.5%
YE 15	**$84.00**	$0.00	0.0%	**$95.00**	$0.00	0.0%	**$153.00**	$0.00	0.0%	**$239.00**	$0.00	0.0%
YE 16	**$88.00**	$4.00	4.8%	**$99.00**	$4.00	4.2%	**$159.00**	$6.00	3.9%	**$214.00**	($25.00)	-10.5%
YE 17	**$91.00**	$3.00	3.4%	**$102.00**	$7.00	7.4%	**$162.00**	$3.00	1.9%	**$214.00**	$0.00	0.0%
YE 18	**$98.00**	$7.00	7.7%	**$109.00**	$7.00	6.9%	**$169.00**	$7.00	4.3%	**$214.00**	$0.00	0.0%
YE 19	**$106.00**	$8.00	8.2%	**$117.00**	$8.00	7.3%	**$177.00**	$8.00	4.7%	**$222.00**	$8.00	3.7%
YE 20	**$104.00**	($2.00)	-1.9%	**$121.00**	$4.00	3.4%	**$180.00**	$3.00	1.7%	**$225.00**	$3.00	1.4%
YE 21	**$106.00**	$2.00	1.9%	**$123.50**	$2.50	2.1%	**$182.50**	$2.50	1.4%	**$227.50**	$2.50	1.1%
YE 22	**$102.00**	($4.00)	-3.8%	**$120.50**	($3.00)	-2.4%	**$180.50**	($2.00)	-1.1%	**$219.50**	($8.00)	-3.5%

Attachment D

Analysis of Options – Increase/Decrease to Recommended Rates					
	Recommended Rates	2/23/21 Option 1	Increase (Decrease)	2/23/21 Option 2	Increase (Decrease)
Rates					
In-State In-Dist	$102.00	$102.00	$0.00	$102.00	$0.00
In-State Out-Dist	$120.50	$122.50	**$2.00**	$118.50	**($2.00)**
Out-State	$180.50	$182.50	**$2.00**	$178.50	**($2.00)**
International	$219.50	$219.50	$0.00	$219.50	$0.00
Net revenue	$19,783,631	$19,875,119	**$91,488**	$19,689,423	**($94,207)**

TOPIC for ACTION

Approval of FY 2022 Room and Meal Plan Rates

REPORT:
The Residence Hall Committee has analyzed the room and meal rates and is recommending the following rate structure for FY 2022. This option passes through an estimated 3.9% meal plan increase from our food service provider (Great Western Campus Dining), raises the room rates by 2.0% and caps the overall increase to the student residents at 2.6%.   Also, attached is rate comparison data from other local colleges and universities.

Proposal- All Room Rates and Meal Plan Rates			
	West Hall	Cummins & East	BCC Apart.
Meal Plan Charge (19 Meals per Week)	$2,285.00	$2,285.00	$2,285.00
Residence Hall Charge	$3,180.00	$4,300.00	$4,610.00
Total Annual Charge	$5,465.00	$6,585.00	$6,895.00

Fire Science Residence Hall:
It is also recommended to increase the Fire Science Residence Hall rate by 2.0 % for FY 2022.

Current Rates:
- Spring and Fall $930
- Summer $670

Recommended Rate Proposal:
- Spring and Fall $950
- Summer $680

RECOMMENDED ACTION:
The Administration respectfully requests approval of this rate structure.

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: William D. Rinkenbaugh, Vice President of Student Services
Supervisor: Dr. Kim Krull, President
Date: February 26, 2021

Comparison of Previous BCC Room & Board Rates				
	West	East/Cmns	Apts.	Avg. Incr.
1995/96	2,622	2,930	2,930	5%
1996/97	2,700	3,100	3,100	5%
1997/98	2,850	3,300	3,300	6%
1998/99	3,040	3,490	3,490	6%
1999/00	3,100	3,550	3,550	2%
2000/01	3,160	3,620	3,620	2%
2001/02	3,200	3,765	4,235	8%
2002/03	3,400	4,000	5,000	11%
2003/04	3,585	4,235	5,010	3%
2004/05	3,635	4,305	5,010	0.9%
2005/06	3,655	4,335	5,010	0.4%
2006/07	3,730	4,420	5,040	1.5%
2007/08	3,900	4,600	5,080	3.0%
2008/09	4,040	4,765	5,225	3.3%
2009/10	4,200	5,000	5,300	3.3%
2010/11	4,300	5,150	5,450	2.8%
2011/12	4,400	5,250	5,550	2.0%
2012/13	4,500	5,350	5,650	2.0%
2013/14	4,550	5,450	5,750	1.6%
2014/15	4,550	5,450	5,750	0.0%
2015/16	4,700	5,650	5,950	3.5%
2016/17	4,750	5,800	6,100	2.1%
2017/18	4,900	6,000	6,300	3.3%
2018/19	5,050	6,150	6,450	2.6%
2019/20	5,150	6,250	6,550	1.7%
2020/21	5,320	6,420	6,720	2.8%
2021/22	**5,465**	**6,585**	**6,895**	**2.6%**

Rates of Other Area Colleges					
Allen (18 meal)	20-21	$5,200	Garden City (19 meal)	'19-20	$6,600
Barton (19 meal)	20-21	$5,909	Highland (18 meal)	'20-21	$6,158
Cloud (17 meal)	20-21	$6,770	Hutchinson (19 Meal)	'20-21	$6,200
Coffeyville (17 meal	20-21	$6,810	Independence (19 meal)	'18-19	$5,230
Colby (19 meal)	20-21	$5,818	Neosho (19 meal)	'20-21	$6,340
Cowley (19 meal)	20-21	$5,500	Pratt (19 meal)	'20-21	$5987/$6832
Dodge City (19 meal	20-21	$6,300	Seward (19 meal)	'20-21	$5,110
Fort Scott (19 meal)	20-21	$6,140	Average		$6,006
			Median		$6,149
Emporia (19/meal)	20-21	$9,534	Washburn (w/meal)	'20-21	$8,695
Fort Hays (w/meal)	20-21	$8,374			
Pittsburg (w/meal)	20-21	$8,196	→ WSU Shocker (Unlimited)	'20-21	$12,854

TOPIC for ACTION
Audit Report Acceptance

REPORT:
A representative of the firm BKD, LLP presented the June 30, 2020 financial statements to the Finance Committee on February 9, 2021 and March 9, 2021.

A copy of the audit report and management letter were distributed to the Board under separate cover.

RECOMMENDED ACTION:
Recommend acceptance of the College's audit report for the period ending June 30, 2020.

RECOMMENDED FUNDING SOURCE:
Not applicable.

Submitted by: Kim Sherwood
Supervisor: Kent Williams
Date submitted: February 24, 2021

TOPIC for ACTION
Diesel Technology AAS Degree

REPORT:

At the request of industry, over the past 12 months, Butler Community College staff and administration have been meeting with diesel industry representatives to develop a Diesel Technology AAS degree. Following these conversations, we concluded that there is a recognized demand for diesel mechanics within the Southcentral Kansas region.

Attached is the proposed Diesel Technology AAS degree which we believe meets the educational needs of the local diesel industry. Companies included in our conversations include, but are not limited to, Jet's Diesel, Foley Tractor Company, Freightliner Truck Center Companies – Wichita, and Wildcat Construction. The program curriculum focuses on meeting regional demand for diesel mechanics. The closest Diesel Technology programs within the region are Salina Area Technical College and Pratt Community College.

RECOMMENDED ACTION:

Request that the Board ratify the attached Diesel Technology associate of applied science (AAS) degree for the Kansas Board of Regents. Please see the attached Diesel Technology program package proposed for submittal to KBOR's Technical Education Authority (TEA) committee.

RECOMMENDED FUNDING SOURCE:

Program and faculty funding would be supported by Butler's General Operating Fund. Equipment and supplies will be funded by in-kind donations from various industry supporters, student fees, and Carl Perkins grant funds.

Submitted by: Mel Whiteside
Supervisor: Lori Winningham, VPA
Date: March 9, 2021

Butler Community College

New Program Proposal
Diesel Technology
Associate of Applied Science
and
Certificate

February 25, 2021

New Program Request Form
CA1
General Information

Institution submitting proposal	Butler Community College
Name, title, phone, and email of person submitting the application *(contact person for the approval process)*	Lori Winningham, Vice President of Academics 316-322-3110 lwinning@butlercc.edu
Identify the person responsible for oversight of the proposed program	Mel Whiteside, Dean of Science, Technology, Engineering, and Mathematics
Title of proposed program	Diesel Technology
Proposed suggested Classification of Instructional Program (CIP) Code	47.0605.
CIP code description	A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as automobiles, buses, ships, trucks, railroad locomotives, and Diesel equipment; as well as stationary diesel engines in electrical generators and related equipment.
Standard Occupation Code (SOC) associated to the proposed program	49-3031.00
SOC description	Bus and Truck Mechanics and Diesel Engine Specialists: Diagnose, adjust, repair, or overhaul buses and trucks, or maintain and repair any type of diesel engines. Includes mechanics working primarily with automobile or marine diesel engines.
Number of credits for the degree and all certificates requested	62 credit hours for AAS 40 credit hours for certificate
Proposed Date of Initiation	Fall 2021
Specialty program accrediting agency	NATEF ASE (Automotive Serve Excellence) and AED (Associated Equipment Distributors)
Industry certification	ASE

Signature of College Official_____   Date_____

Signature of KBOR Official_____   Date_____

Narrative

Program Description

The program will prepare students to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles and heavy equipment. Students will learn how to maintain and repair diesel engines, suspension and steering systems, brake systems, electrical and electronic systems, conduct preventative maintenance inspections, drive trains, gasoline engine mechanics, HVAC systems, and auxiliary equipment installation and repair. This program is ideal for those looking to begin their diesel career as an entry level diesel technician or a student considering a generalized program to pursue further study at a four-year university.

- Program Objectives
  Demonstrate knowledge of hazards and related safety practices associated with diesel mechanics.
  Perform tasks related to entry-level employment in the diesel technology field.
  Demonstrate an understanding of personal and work characteristics that contribute to an effective job performance.
  Use communication skills appropriate to diesel mechanics.
  Apply the theory of diesel mechanics to specific jobs using critical thinking/reasoning and the ability to work independently.
  Use mathematical data and reasoning skills in relation to diesel mechanics.

- Admission and Graduation Requirements
  Program admission follows Butler Community College procedure on admissions.
  – Complete the Application for Admission
  – Submit official transcripts from each institution for prior coursework to be used toward a degree program.
  – Placement Test Requirements: Degree seeking students and those enrolling in math or English courses must meet placement test requirements (ACT/SAT scores taken within last 3 years, Butler placement test, Accuplacer test, or college transcripts showing completion of course prerequisites)
  – Submit proof indicating proper residence classification for tuition costs.
  Graduation Requirement
  – Minimum 2.0 GPA at Butler Community College
  – Attain a grade of C or better in all required courses
 – Complete a Butler Community College degree application form

Demand for the Program

- KDOL Long Term Outlook
  According to The Department of Labor Kansas Occupational Projections for 2016-2026, KDOL projects 247 annual job openings statewide for Diesel Engine Specialists (SOC 49-3042.00) with an annual growth rate of 1.1%, and statewide annual median wage of $46,914. Further employment demand for diesel mechanics, however, exists for Bus and Truck Mechanics and Diesel Engine Specialists (SOC 49-3031) is 0.8%, with a statewide annual median wage of $39,140, and employment demand for Farm Equipment Mechanics and Service Technicians (SOC 49-3041) is 0.6%, with a statewide annual median wage of $37,820 – all great paying jobs. While these employment numbers seem low, they do not align with what our regional trucking and heavy equipment companies are telling us, "they need diesel mechanics and they are hard to find!" Furthermore, a local search for "diesel mechanic" on Indeed.com (February 24, 2021) within the last 14 days and within 100 miles, produces a net job search result of 46 jobs. Furthermore, a job search on ZipRecruiter.com (February 24, 2021) shows within the last 30 days and a 100 mile range produces a net result of 49 jobs. This job search data better aligns with what our industry partners are telling us – there is a need! Diesel mechanics are needed throughout our region to maintain heavy equipment for the Kansas Department of Transportation, Foley Tractor Company, most construction companies (such as Wildcat Construction), school district bus barns, busing companies, local municipality maintenance shops, over the road trucking companies (such as Freightliner Truck Center), and smaller, but critically important diesel shops, such as Jets Diesel in El Dorado, Kansas. The need and demand is there, but the supply of diesel mechanics is short.

- Local Demand

Within the general region of Butler Community College (defined by the following counties: Butler, Chase, Cowley, Greenwood, Harper, Kingman, Marion, Morris, Sedgwick, and Sumner) other technical or community colleges offering a Diesel Technology degree or pathway do not exist (refer to **APPENDIX A**).
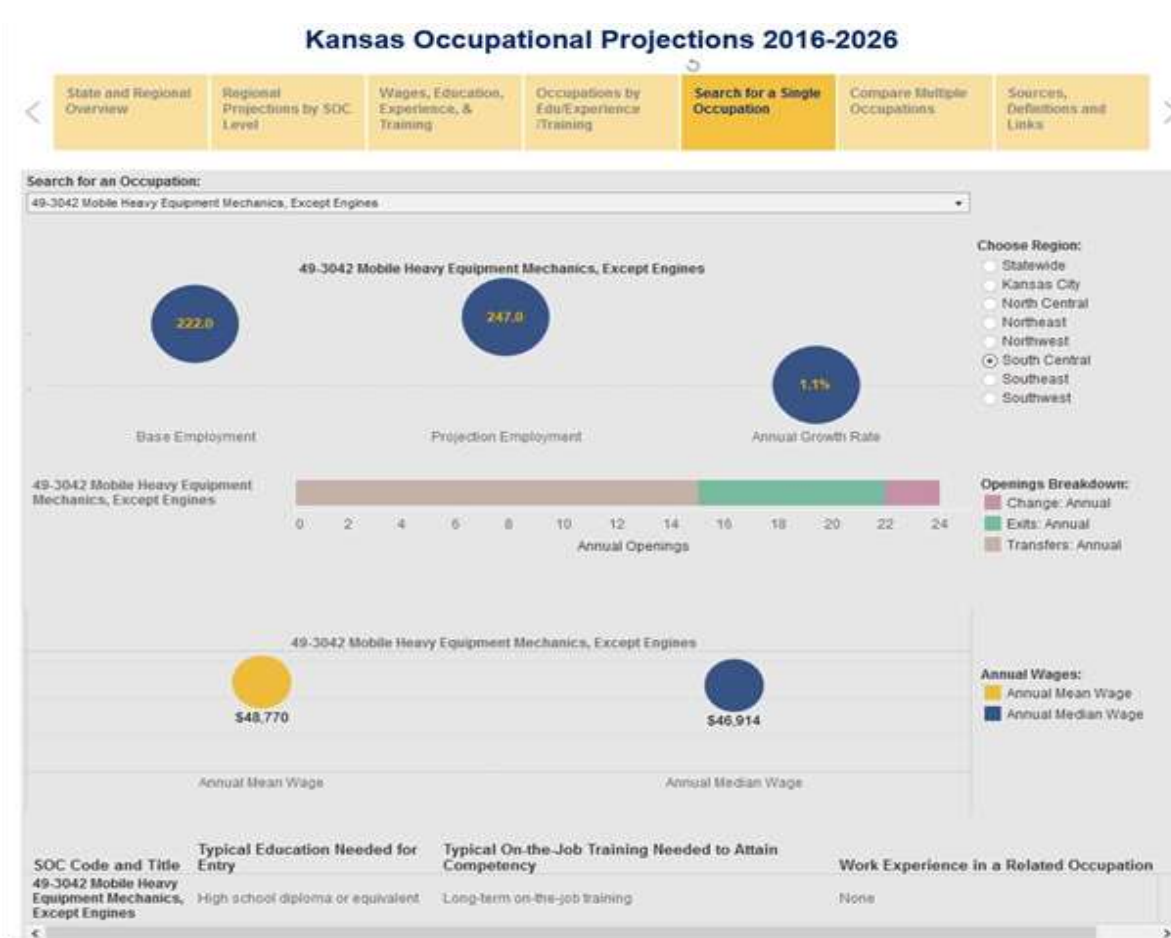
Source: Kansas Department of Labor

- available. Furthermore, they are committed to providing scholarship and internship opportunities to diesel technology students. Further partners include Wildcat Diesel in Wichita and Jets Diesel in El Dorado, Kansas. Wildcat has committed to provide additional equipment donations and student internship opportunities. We will continue to seek additional industry partnerships that will improve the program for both students, faculty, and the community.

Additional businesses have expressed their interest in supporting Butler's Diesel Technology program through in-kind donations. Butler will continue seeking additional industry partners to develop valuable internship, job-shadowing, and site visit opportunities for students. By providing and facilitating these training opportunities, Butler will help fulfill the specific needs of industry in our region.

Duplication of Existing Programs

- There are seven other community colleges or technical schools that offer Diesel Technology AAS and certificate options: Dodge City Community College, Highland Community College, North Central Kansas Technical College, Northwest Kansas Technical College, Salina Area Technical College, Seward County Community College, and Washburn University Institute of Technology. There are no institutions offering a Diesel Technology program in South Central or the Southeast Kansas region (refer to **APPENDIX B**).
- Future collaboration is planned with Pratt Community College's Agriculture Equipment program.

Program Information

- Program Courses

  AT 115. Electrical 1. 3 hours credit. Prerequisite: A score at a pre-determined level in reading, writing and math on a placement instrument. This course will enable the student to explore the principles of electricity and electrical circuit characteristics. The student will identify basic wiring diagram symbols, components, legend information and perform basic electrical circuit measurements utilizing a Digital Volt Ohm Meter (DVOM).

  AT 116. Electrical 2. 2 hours credit. Prerequisite: AT 115 with a C or better. This course will enable the student to diagnose and service battery related complaints. The student will also conduct diagnosis and repair of charging and starting systems.

  AT 117. Brakes 1. 3 hours credit. Prerequisite: AT116 with a C or better. This course will enable the student to examine, inspect and repair brakes, bearings and hub assemblies.

  AT 217. Suspension and Steering 1. 3 hours credit**.** Prerequisite: AT 118 with a C or better. This course will enable the student to document fundamental suspension and steering system concerns and perform fundamental suspension and steering system repairs. The student will also perform tire and wheel diagnostics and repairs.

  AT 218. Suspension and Steering 2. 1 hour credit**.** Prerequisite: AT 217 with a C or better. This course will enable the student to diagnose and repair complex steering and suspension systems, correct 4-wheel alignment issues, and perform wheel tracking diagnosis and repair.

  BA 104. Computer Concepts and Applications. 3 hours credit. Prerequisite: The student must have a typing speed of at least 20 words per minute (a pretest will be given). This course will enable the student to use the Windows operating system and Microsoft Office applications, including word processing, spreadsheet, database, and presentation graphics. The student will build technology literacy skills by practicing essential computer concepts.

  BA 112. Personal Finance. 3 hours credit. This course will enable the student to understand the principles and practices of money management, consumer credit, savings, investments, taxation, and consumer protection.

  BA 210. Principles of Management. 3 hours credit. This course will enable students to develop short and long-range plans to effectively accomplish organizational goals. Through the use of terminology, exercises and case studies, students will be able to give a critical appraisal of real life situations involving organizing, staffing and motivating others. The student will also learn tools to aid in problem solving, valuing diversity and coping with change.

  BS 105. Sociology. 3 hours credit. This course will enable the student to explore the development, structure, and functioning of human groups and how these groups shape development and way of life. The student will be able to apply the knowledge gained about topics that include culture, socialization, collective behavior, institutions, stratification, inequalities of gender and age, deviance and social change.

  BS 160. General Psychology. 3 hours credit. This course will enable the student to apply the knowledge obtained about topics including the biological basis of behavior, sensation, learning, cognition, intelligence, motivation, development, personality, psychological disorders, and social psychology to one's personal life.

The student will be able to use this knowledge and the critical thinking skills gained from this course to enhance the quality of one's life when interacting with others.

DT 100. Diesel Engines. 5 hours credit. Prerequisite: None**.** This course will cover the basics of how to identify, repair, rebuild, and/or replace diesel engines. Students will learn two-stroke and four-stroke combustion engine theory as well as engine performance criteria. Instruction will include the operation and basic principles of various diesel engine components and their respective systems. Students will also remove and disassemble a diesel engine. Topics include servicing of cylinder head, engine block, rings, cylinders, crankshaft, timing gears, valve train, valves and connecting rods.

DT 200. Truck and Heavy Equipment Repair. 6 hours credit. Prerequisite: None. Includes general and special techniques for normal shop operations including the utilization of power tools and measuring tools to repair engines, power-trains, hydraulic and electrical problems. Estimates, shop records and manufacturers' service publications are also covered. Explanation of laws regulating hazardous materials and federal motor safety standards. Vehicle inspections, brakes, air application systems, suspension systems and preventive maintenance programs are referenced and
studied.

DT 201. Hydraulics. 5 hours credit. Prerequisite: None. Application of basic principles of applied hydraulics that reference confined fluids. Study of system components and functions, multiplication of work force, safety, performance testing, line hookups, and the identification of hydraulic pump characteristics, as related to basic hydraulic systems.

DT 202. Air and Engine Brakes. 2 hours credit. Prerequisite: AT 117 with a C or better. This course will enable the student to apply previously learned skills and newly acquired knowledge theory, operation and repair of braking systems used in agriculture, trucks and heavy equipment.

DT 203. Diesel Drive Trains. 5 hours credit. Prerequisite: None. This course covers drive trains, differentials diesel torque through clutches, mechanical transmission, and final drive units, finishing with wheels and track applications on diesel powered equipment. Students will have the opportunity to disassemble, inspect, and rebuild the drive train.

EG 101. English Composition 1. 3 hours credit. Prerequisite: A score at a pre-determined level on a placement instrument, or a C or better in EG 060 and RD 012, or a C or better in EG 060 and concurrent enrollment in RD 012. This course will enable the student to communicate effectively through a variety of writing activities. The student will develop knowledge, skills, and critical thinking ability with regard to writing and reading. The student will recognize the importance of the grammatical and rhetorical structures of language to clear and effective writing. The student will recognize the process of creating documents through regular writing assignments.

MA 114. Technical Mathematics 1. 3 hours credit. Prerequisite: Placement score or MA060 (or MA064, MA065, and MA066) with a C or better or diagnostic credit. This course will enable the student to directly apply mathematics to several fields of study. The student will solve practical applications of arithmetic, geometry, ratios and proportions, signed numbers, powers, roots and functions

IP 193. Internship 1.2. This course will enable the student to link classroom learning to an applied setting in a work environment. The student will work a minimum of 100 contact hours. The student will intern for a specific period of time, which may serve as a precursor to professional employment.

PD 121 Engaging in Business and Industry (BI). 1 hour credit. This course will enable students to demonstrate self-awareness about personal learning preferences and use personalized academic skills in effectively engaging with college texts, projects, ideas, and other tasks related to academic and professional development in BI. The student will demonstrate skillful strategies for navigating processes and challenges of higher education environments, especially BI Major Pathway processes, degree programs, transfer options, and professional ends.

SP 102. Interpersonal Communication. 3 hours credit. This course will enable the student to: Identify and practice effective interpersonal communication (verbal and nonverbal) techniques. Discuss the role of perception (both of self and others) in interpersonal communication. Identify major barriers to effective listening and how to overcome them. Recognize and practice effective conflict resolution. Recognize thoughts and feelings and be able to express them appropriately.

WE 110. OSHA 10. 1 hour credit**.** This course will enable the student to gain critical knowledge regarding OSHA policies, procedures, and standards, including general industry safety and health principles. The student will learn the scope and application of the OSHA General Industry Standards, with special emphasis placed on those areas that are most hazardous, along with recommended abatement techniques.

- Proposed program including multiple criteria
  For the AAS and certificate pathways, all students will be required to take all Diesel Technology courses, though they will have some options regarding general education courses
- Program Plan of Study/Degree Plans (refer to **APPENDIX C**).
- Program Accreditation
  The Diesel Technology program will seek accreditation from the same accrediting agency that accredits our Automotive Technology program, the ASE Education Foundation. Additionally, we will seek program accreditation through the Associated Equipment Distributors (AED).

Faculty

- Faculty Qualifications
  All faculty must comply with the Higher Learning Commission qualified standards. Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice. While it is preferred that faculty have a bachelor's degree and a minimum of two years or 4,160 hours of Diesel experience (including internship hours), faculty with an associate degree and five years or 10,400 hours of Diesel experience will be considered, or no degree with 10 years (20,800 hours) of Diesel experience.

  All General Education courses will be taught by faculty following HLC guidelines as outlined in the faculty handbook. Faculty teaching transfer courses must hold an approved graduate degree from an institution which has been accredited by an agency approved by the Council for Higher Education Accreditation. Faculty must have thirty (30) hours of relevant substantial study, including at least eighteen (18) semester hours in the teaching academic discipline. Faculty teaching courses in career and technical programs must hold a graduate degree and/or possess equivalent occupational technical experience appropriate to the courses they are teaching.

  Program Faculty
  Mark Jaye: Master Technician Certified. He possesses T1-T8 certifications and in A3 Manual Drive trains and axles. Pertinent to Diesel Technology, Mr. Jaye is also ASE certified for Medium to HD Truck Certs.
    - T1 - Gasoline Engines
    - T2 - Diesel Engines
    - T3 - Drive Train
    - T4 - Brakes
    - T5 - Suspension and Steering
    - T6 - Electrical/Electronic Systems
    - T7 - HVAC
    - T8 - Preventative Maintenance Inspection
  Our new Diesel Technology instructor will be expected to possess or obtain the same ASE certifications as Mr. Mark Jaye. This is in addition to any diesel technology certifications required to work on and train on heavy diesel equipment.

Cost and Funding for Proposed Program

- Faculty Funding
  The first three years of the Diesel Technology program will involve one Butler funded full-time (FT) faculty member and one adjunct faculty member. This will be paid for by out of Butler's General Operations Fund. Year one of full-time faculty pay plus benefits is forecasted at $73,443 and adjunct pay is estimated at $3,990

(two, 3 credit hr. classes x $665/cr. hr.). Year two FT instructor salary plus benefits = $74,912; year two adjunct pay = $4,068 (two, 3 credit hr. classes x $678/cr. hr.). Year three FT instructor salary plus benefits = $76,410; year three adjunct pay = $4,152 (two, 3 credit hr. classes x $692/cr. hr.). An annual pay increase of 2% is included for FT and PT faculty pay adjustments.

- Facility Costs

The Diesel Technology program will be housed at our Butler of El Dorado campus next to the Automotive Technology program. To accommodate larger commercial vehicles, the current facility garage door will need expanded and replaced. We estimate the remodel and door will cost about $25,000. Facility maintenance and utilities are covered by Butler's General Operating Budget. Continued evaluation of the space for other technical, material, and safety needs will take place upon completion of the program's first year.

- Student Fees

While we anticipate various industry partners will contribute to the new Diesel Technology program with in-kind and monetary donations, this will not cover ongoing expenses necessary to fund equipment and supply for the program. Butler will minimize the financial burden on students and other stakeholders; however, program specific fees are a necessary component to cover costs of equipment maintenance, supplies, future equipment replacement, etc. Butler will begin by assessing a $20/credit hour fee on each Diesel Technology (DT) specific course. Following year one of program initiation, the advisory committee and Butler administration will review this fee and make further recommendations as to whether course fees need increased or decreased. With forecasted first year enrollment of 10 full-time students (enrolled in three 5 DT courses per year), we are forecasting $4,600 in program fee revenue for the 2021-2022 academic year.

- Equipment and Supplies

Initial costs for equipment and supplies will be high. Many pieces of equipment to run a quality diesel technology shop will be required to provide high quality instruction. Many of the costs will come from the purchase of new equipment, tools, tool boxes, oil, and many other miscellaneous supplies. We estimate these costs to run $162,561. Though prices continued to trend upward for food (3.8%), fuel (7.4%, January) and energy (3.5) over the past 12 months, the Bureau of Labor and Statics (BLS) February 11, 2021, report states, "The all items index rose 1.4 percent for the 12 months ending January (2021). The index for all items less food and energy also rose 1.4 percent over the last 12 months, a smaller increase than the 1.6-percent rise for the 12 months ending December." Economists and analysts predict this trend continuing through 2021; therefore, a 1.6 percent annual increase was taken into consideration in calculating future costs for equipment and supplies (Source: Bureau of Labor Statistics, U.S. Department of Labor, Consumer Price Index News Release, January 2021. https://www.bls.gov/news.release/archives/cpi_02102021.htm (visited *February 17, 2021*).

12-month percentage change, Consumer Price Index, selected categories, January 2021, not seasonally adjusted

Major categories

Percent

Source: U.S. Bureau of Labor Statistics.
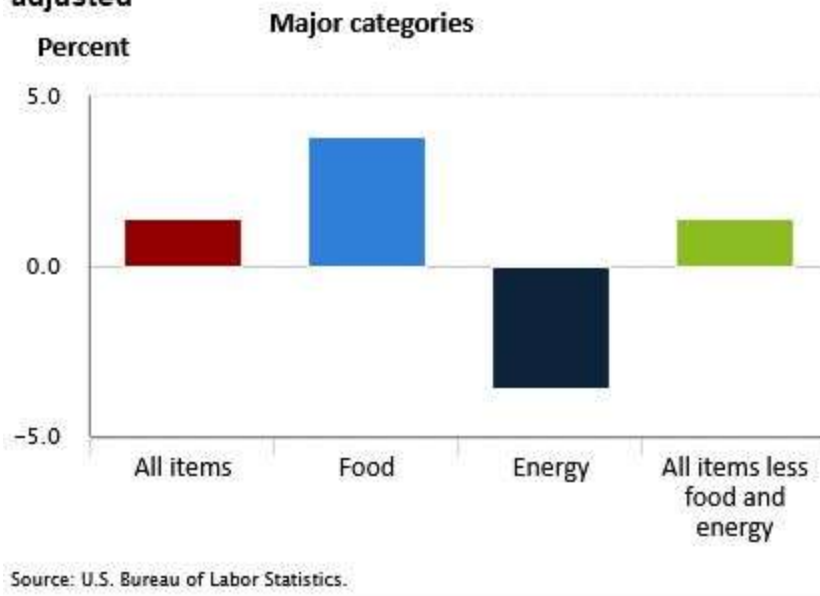
- CA-1a Form **(**refer to **APPENDIX D)**

- Startup Costs

  Initial program start-up costs to cover equipment and supplies will be partially underwritten by industry partner donations, Carl Perkins's grant funds, and Butler's General Operating Fund (GOF). Carl Perkins funds will be used to offset much of the equipment purchases for lifts, jibs and cranes. We are forecasting an initial startup cost of $239,994 to cover equipment, tools, supplies, materials, technology, software and accreditation.

Program Review and Assessment

- Program Review Cycle

  The program review will adhere to the established Butler Community College's procedure for program assessment. An in-depth review of the program will be completed, with data and outcome reviews by program faculty, the department chair, and the Dean for STEM/ CTE. This data includes enrollment demographics, program retention, student success rates, job placement, and wages.

  In addition to the regular review process, the program will be reviewed by the department chair and faculty on a semester by semester basis. This will allow any unforeseen problems associated with outcomes and/or leaning units to be addressed, so the program can evolve.

  PROVIDE Committee

  The Academic Program Viability system in place at Butler Community College is based upon the IMPROVE model (**I**ndex to **M**easure **Pro**gram **V**iability and **E**ffectiveness). The goal of this process is to assure the College's resources are used in response to the College's Mission, it's Strategic Master Plan, the needs of students, and the requirements of the community it serves. The framework of review for program clusters is based upon five metrics: Community Stake, Market Outlook, Mission Compatibility, Performance, and Resourcing/Revenue/Costs. A weighted score is determined for each program cluster by a broad-based cross-functional PROVIDE committee (Program Viability Determination) so that recommendations for viability of program clusters can be reported to inform program decisions. Each program cluster score falls into one of four possible outcomes:

  1. Program Discontinuation (termination of the program) IMPROVE score of 50 or less

2. Program Modification (structural changes to the program) IMPROVE score of 51-60
3. Status Quo (no significant changes to the program) IMPROVE score of 61-80
4. Program Initiation (recommendation for program expansion) IMPROVE score of above 80

Each program cluster is reviewed on a two-year rotation. As with any new program, the initial review by the PROVIDE committee will happen in the second year of operations. In addition, as part of the budget development process, each program is expected to conduct a program review analysis as needs are identified and move forward in the budgeting process. This annual program review is intended to identify departmental goals, identify needed resources and establish a timeline for program modifications. These are reviewed by the program division dean, then submitted to the Vice President of Academics, and then to Executive Council for resource allocation/reallocation.

Program Approval at the Institution Level

- Program Advisory Committee (refer to **APPENDIX E**)
- Curriculum Committee – (refer to **APPENDIX F)** **pending**
  The Butler Community College Faculty Curriculum Team examines, recommends and approves all courses; it does not examine nor approve degree programs. Approved courses reflected in the attached pathway have been reviewed/approved by the division dean and the Vice President of Academics prior to final review/approval from our Board of Trustees.
- Governing Board – (refer to **APPENDIX G) pending**

Submit the completed application and supporting documents to the following:
Director of Workforce Development
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, Kansas 66612-1368

Jets Diesel, LLC
9529 SE US-54 El Dorado, KS 67042
316-217-6716

February 17, 2021

Butler Community College
901S. Haverhill Road
El Dorado, KS 67042
RE: Diesel Technology Program

Dear Kansas Board of Regents:

Jets Diesel, LLC is thrilled to see the proposed Diesel Tech Program at Butler Community College. As an active diesel repair shop just outside of El Dorado, we see the high demand for diesel technicians in and around our surrounding areas. Diesel Engines are a breed of their own and we see that often general repair shops are not able to diagnosis diesel engine correctly, so to see this program offered at Butler Community College.

Our company stands ready to provide support to Butler Community College for this program. We would like to be active in the success of this program offering donations/sponsorships, equipment, diesel career shadowing, facility tours, full-time job placement opportunities for graduates, as well as knowledge in any form that would be of use. I will continue to stay active with the program as an advisory committee member.

We are confident not only our company, but others in the area, will support this program. We have found that diesel technicians will learn as they grow, but the basic knowledge that is being offered locally with this program plays a big role in having a successful career. I have 16 years of experience with diesel heavy duty engines, knowledge is a powerful tool, and I am so excited to be apart of this program.

Sincerely

Jesse Newman

Owner

February 17, 2021

Dear Kansas Board of Regents:

On behalf of Wildcat Construction Co., Inc., we would like to advocate our full support of a Butler Community College Diesel Technology Program.

Our industry cannot function without quality heavy diesel technicians. The recent resurgence in educational opportunities for this profession is unable to make up for a decade of it being neglected as a lucrative career path. We believe this program will be of benefit to not only Wildcat Construction, but the Wichita and Kansas construction industry as well.

It is not hyperbolic to say that the difficulty in hiring and retaining skilled, professional heavy equipment technicians is likely the single greatest challenge facing heavy equipment divisions across the country. It is an issue that effects everyone from Fortune 500 companies to mom & pop construction companies. Therefore, I am confident in saying that our support for this program will be shared by companies like us across the state.

We stand ready to provide support to both the program and its students via donations, sponsorships, heavy equipment and small tools, technician career presentations, and shop/jobsite tours. Additionally, we hope to aid in students' development at any stage of their education with job shadowing, internships, and full-time employment.

Butler has proven itself to be exceptional at providing its students with the skills, knowledge, and professionalism for a successful career in today's trades. We would be honored to support them as they continue that success with a diesel technology program.

Sincerely,

Roger McClellan
President

FOLEY INDUSTRIES 》》

2/19/21

Dear Kansas Board of Regents:

Foley Industries is excited to see the proposed Diesel Tech Program at Butler
Community College. Our industry offers several very rewarding careers, but needs
more educational programs to point students in that direction. We are currently in
need of at least an additional 65 technicians, across our territory, and that is without
the normal attrition that we will see this year. The need of a skilled workforce is critical
to our mission of "Empowering Progress" for our customers and the customers that
they ultimately serve. Without the appropriate size of workforce, we are limited in our
ability to complete our mission. We are willing to partner with Butler Community
College to provide internships for students, tools and supplies to the program, and also
willing to provide support to the classrooms.

We are very excited about the future of this program, and would be happy to talk
more about how we can be of support.

Sincerely,

Jeff Smarsh
General Service Manager – West
Foley Industries, Inc.
1550 S. West Street
Wichita, KS 67213
316.943.4211 X1885
316.249.0309 Cell

Pittsburg State University
COLLEGE OF TECHNOLOGY

Department of Automotive Technology
1701 South Broadway • Pittsburg, KS 66762-7576
620/235-6189 fax: 620/235-6190

Date: February 23, 2021

Re: Butler Community College Diesel
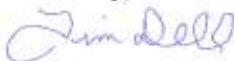Technology Program

Dear Kansas Board of Regents:

I am writing a letter of support for the proposed Butler Community College Diesel Program. I am the Diesel and Heavy Equipment Coordinator at Pittsburg State University. This is my 22nd year of teaching at PSU in this industry. I am the author of two diesel and heavy equipment textbooks that are used throughout North America, *Hydraulic Systems for Mobile Equipment* and *Heavy Equipment Power Trains and Systems*. I have conducted webinars for the AED foundation to provide instruction in heavy equipment instruction for their instructors. I have conducted face-to-face workshops to provide instruction to diesel and heavy equipment instructors. I have also been the sole advisor of the only Caterpillar ThinkBIGGER 4-year program since its inception. I am a product of the heavy equipment industry and my only child works in the industry. I have personally assisted hundreds of students pursue careers in this industry.

I can enthusiastically support Butler Community College's Diesel Technology program. I have no reservation about the demand for diesel and heavy equipment graduates. Over the past 22 years of teaching heavy equipment systems, I have watched world events that could have negatively impacted the industry such as 9/11, the great recession and Covid 19. The one thing that I can share with confidence is that regardless of what world events are ahead, it is difficult to underestimate the appetite the Diesel and Heavy Equipment industry has for hiring future technicians. The industry is diverse including agricultural equipment, construction equipment, on-highway trucks, light duty trucks, mining, oil and gas drilling industry.

I have confidence that Butler Community College can provide a quality education to diesel and heavy equipment students that can help meet the tremendous need, not only for the Wichita metro area, but for the entire state of Kansas.

In addition, the PSU Bachelors of Applied Science in Technology degree, will also provide a seamless path for Butler Community College graduates who wish to continue their education and earn their baccalaureate degree by completing two more years of education.

Sincerely,

Tim Dell, Ph.D
Diesel & Heavy Equipment Coordinator
tdell@pittstate.edu
620-235-4182

February 24, 2021

Re: Butler Community College Diesel
Technology Program

Dear Kansas Board of Regents:

I am writing a letter of support for the proposed Butler Community College Diesel Program. Our industry is in dire need of educational programs to support the training of diesel technicians. Here in Wichita and the surroundings areas, there is a major shortage of qualified diesel technicians. Due to the shortage of diesel educational programs here in our area, we have had to recruit technicians from out of state. With the approval of Butler Community College Diesel Program, we would be able to hire students from here in our own state. We have four locations here in Kansas that are always searching for qualified diesel technicians. We also have locations in Nebraska, Iowa, and Minnesota with the same needs.

We will support this program to the fullest extent. This includes Internships, Scholarships, donations of training aids and hiring of future graduates. The success of this program is very integral to the growth of our industry. As an advisory committee member, I pledge to remain active with the growth of the Butler Community College Diesel Program and its needs.

With our "Elite Support" programs, everything is customer based. Our overall focus is the customer and their needs. We can not serve our customers to the fullest potential if we have a shortage of qualified technicians. Our workforce has decreased drastically due to retirement and the shortage of educational programs that help lead qualified students in the right direction. With the proper educational program in place, our industry can grow to unexpected levels.

I am very enthusiastic about the future of this program and its needs. Please feel free to contact me with any further questions.

Sincerely,

Dave Black
Service Manager
Truck Center Companies-Wichita
2955 S. West St
Wichita, KS 67217
316.945.5600

APPENDIX B
Duplication of Programs Data

Institution	Program Title	Total # Declared Majors	Total # Graduates	Total # Graduates Exited and Employed	Median Wage: Graduates Exited and Employed
North Central Kansas Technical College	Medium/Heavy Vehicle and Truck Technology/Technician	41	20	20	$37, 985
Washburn University Institute of Technology	Medium/Heavy Vehicle and Truck Technology/Technician	54	9	6	$24, 307
Salina Area Technical College	Medium/Heavy Vehicle and Truck Technology/Technician	41	17	17	$36, 641
Dodge City Community College	Medium/Heavy Vehicle and Truck Technology/Technician	26	7	5	$29, 121
Highland Community College	Medium/Heavy Vehicle and Truck Technology/Technician	79	20	18	$35, 135
Northwest Kansas Technical College	Medium/Heavy Vehicle and Truck Technology/Technician	40	23	16	$41, 213
Seward Country Community College	Medium/Heavy Vehicle and Truck Technology/Technician	41	9	9	$32, 926

APPENDIX C

Program pathway and certificate

Butler Community College Diesel Technology AAS Degree Pathway			
Year 1			
FALL		SPRING	
WE 110. OSHA 10 (Fall pre-session)	1	DT 200. Truck and Heavy Equip. Repair	6
AT 115. Electrical 1	3	DT 201. Hydraulics	5
AT 116. Electrical 2	2	DT 203. Diesel Drive Trains	5
AT 117. Brakes 1	3	AT 217. Suspension and Steering 1	3
DT 202. Air and Engine Brakes	2	AT 218. Suspension and Steering 2	1
DT 100. Diesel Engines	5		
Semester Total Credits	16	Semester Total Credits	20
Year 2			
FALL		SPRING	
MA 114. Technical Mathematics	3	PD 121. Engaging in Business and Industry	1
SP 102. Interpersonal Communication	3	BS 105. Sociology or BS 160. Gen Psych.	3
BA 104. Computer Concepts and Applications	3	BA 112. Personal Finance	3
EG 101. English Comp. I	3	BA210 Principles of Management	3
IP 193. Internship 1.2	2	IP 193. Internship 1.2	2
Semester Total Credits	14	Semester Total Credits	12
		Total Minimum Credits for Degree	**62**

Butler Community College Diesel Technology Certificate Pathway			
Year 1			
FALL		SPRING	
WE 110. OSHA 10 (Fall pre-session)	1	DT 200. Truck and Heavy Equip. Repair	6
AT 115. Electrical 1	3	DT 201. Hydraulics	5
AT 116. Electrical 2	2	DT 203. Diesel Drive Trains	5
AT 117. Brakes 1	3	AT 217. Suspension and Steering 1	3
DT 202. Air and Engine Brakes	2	AT 218. Suspension and Steering 2	1
DT 100. Diesel Engines	5		
IP 193. Internship 1.2	2	IP 193. Internship 1.2	2
Semester Total Credits	18	Semester Total Credits	22
		Total Minimum Credits for Certificate	**40**

APPENDIX D
KBOR Fiscal Summary for Proposed Academic Programs (CA-1A Form 2020)

Institution: Butler Community College
Proposed Program: Diesel Technology

IMPLEMENTATION COSTS				
Part I. Anticipated Enrollment		2021-2022		
Please state how many students/credit hours are expected during the initial year of the program?				
		Full-Time		Part-Time
A. Headcount:		10		0
Part II. Initial Budget		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	1	$	$73,443	GOF
Part-time/Adjunct	1	$	$ 3,990	GOF
		Amount	Funding Source	
B. Equipment required for program		$113,131	Carl Perkins and Existing General Operating Fund (GOF)	
C. Tools and/or supplies required for the program		$ 15,000	Existing General Operating Fund	
D. Instructional Supplies and Materials		$ 0	Existing General Operating Fund	
E. Facility requirements, including facility modifications and/or classroom renovations		$ 25,000	Existing General Operating Fund	
F. Technology and/or Software		$ 5,600	Existing General Operating Fund	
G. NATEF ASE and AED accreditation fees		$ 3,830	STEM Division Budget	
Total for Implementation Year		$239,994	Existing General Operating Fund	

PROGRAM SUSTAINABILITY COSTS (Second and Third Years)				
Part I. Program Enrollment		2022-2023, 2023-2024		
Please state how many students/credit hours are expected during the first two years of the program?				
		Full-Time		Part-Time
A. Headcount:		15/yr.		0
Part II. Ongoing Program Costs		First Two Years		
A. Faculty		Existing:	New:	Funding Source:
Full-time	1	$151,322	$	Existing General Operating Fund
Part-time	1	$ 8,220	$	Existing General Operating Fund
		Amount	Funding Source	
B. Equipment required for program		$ 10,000	Carl Perkins	
C. Tools and/or supplies required for the program		$ 5,000	Partially covered by students fees and GOF	

D.	Instructional Supplies and Materials	$ 0	
E.	Facility requirements, including facility modifications and/or classroom renovations	$ 0	
F.	Technology and/or Software	$ 5,000	Program budget
G.	Annual AED accreditation fee	$ 4,060 ($ 2,030/yr.)	STEM Division Budget
Total for Program Sustainability		$183,602	

Please indicate any additional support and/or funding for the proposed program:

We anticipate additional support from Butler Diesel Technology industry partners with in-kind equipment and supply donations. As described in the Detailed Budget Narrative, we are projecting $4,600 in student fee revenue for 2021-2022; thereafter, student fees will be reviewed by Butler administration and the Diesel Technology advisory committee.

Submit the completed application and supporting documents to the following:

> Director of Workforce Development
> Kansas Board of Regents
> 1000 SW Jackson St., Suite 520
> Topeka, Kansas 66612-1368

APPENDIX D
CA-1b- Excel in CTE

Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.

Please include all costs charged to **high school students** for the proposed new program.

Institution Name:	Butler Community College
Program Title:	Diesel Technology
Program CIP Code:	47.0605

Please list all fees associated with this **program**:
Only list costs the institution **is** charging students.

Fee	Short Description	Amount
AT 115, $100	Covers student uniforms	$ 100.00
AT 116, $35	Covers expense of materials, equipment and supplies used in course.	$ 35.00
AT 117, $35	Covers expense of materials, equipment and supplies used in course.	$ 35.00
AT 207, $35	Covers expense of materials, equipment and supplies used in course.	$ 35.00
AT 217, $35	Covers expense of materials, equipment and supplies used in course.	$ 35.00
AT 218, $35	Covers expense of materials, equipment and supplies used in course.	$ 35.00

Please list all courses within the program and any fees associated to those **courses**:
Only list costs the institution **is** charging students. Do not duplicate expenses.

Course ID	Short Description	Amount
DT 100	Covers expense of materials, equipment and supplies used in course.	$ 100.00
DT 200	Covers expense of materials, equipment and supplies used in course.	$ 120.00
DT 201	Covers expense of materials, equipment and supplies used in course.	$ 100.00
DT 202	Covers expense of materials, equipment and supplies used in course.	$ 40.00
DT 203	Covers expense of materials, equipment and supplies used in course.	$ 100.00

Please list items the student will need to purchase on their own for this program:
Institution **is not** charging students these costs, rather students are expected to have these items for the program.

Item	Short Description	Estimated Amount
Misc. Tools	Tools needed for program courses.	$ 1,000.00
Toolbox	Used to store tools and supplies.	$ 500.00

APPENDIX E

Program Advisory Committee and Minutes

- <u>Program Advisory Committee</u>
  The Butler Diesel Technology Committee is the program advisory committee for the AAS Diesel Technology program. Member of the Committee and their affiliations:

CHAIR: Anthony Dahl, Foley Tractor	Jeff Smarsh, Foley Tractor
VICE-CHAIR: Jesse Newman, Jets Diesel	Mark Jaye, Butler Auto Tech
SECRETARY:	Conner Sherwood, Wildcat Construction
Dr. Tim Dell, Pittsburg State University	
Symba Newman, Jets Diesel	
Dave Black, Freightliner, Truck Centers - Wichita	

Butler Community College

Diesel Technology Advisory Committee Meeting
Tuesday, February 09, 4:00 - 5:00 P.M.
Zoom

Attendees: Mel Whiteside – BCC, Niomi Thompson – BCC, Mark Jaye – BCC, Anthony Dahl - Foley, Jeff Smarsh – Foley, Tyler Dehn – Wildcat, Conner Sherwood - Wildcat/Sherwood, Dr. Tim Dell – Pittsburg State University

Welcome – Mel Whiteside

Introductions

Diesel Tech Program

Role and responsibilities of the Advisory Committee:

- Set program direction
- Advise with curriculum input and needs
- Advise on equipment needed for the program
- Future meetings
    - Meet again in two weeks
        - Review Diesel Tech. proposal
    - Participate in two advisory committee meetings per year
    - One in the fall and one in the spring

KBOR Program Package Process

- Butler develops the program package which contains the following information
    - Advisory committee input
    - Current/future employment data (e.g., job growth, wages, etc.)
    - Letters of support
    - Proposed budget
        - Faculty
        - Equipment
        - Supplies
- Next steps
    - Butler Board of Trustees – Tuesday, March 9 – Submit materials before February 25
    - Technical Education Authority (TEA) approval process – Submit before March 19
        - Approve curriculum
            - Proposed course descriptions need developed and approved by advisory committee
        - Letters of support from advisory committee members

- Once approved by the TEA, goes to KBOR for final approval
    - Submit before March 19
    - If approved by KBOR (Kansas Board of Regents), we begin the next steps:

Diesel Technology Advisory Committee Meeting

Tuesday, February 09, 4:00 - 5:00 P.M.

Zoom

- Hire faculty
- Purchase equipment
- Develop curriculum
    - Must be approved by Butler's Curriculum Team

- Set next meeting date and time
    - Monday, February 22, 2021, 4:00 P.M.

Adjourn

Butler
Community College

Diesel Technology
Advisory Committee Meeting Minutes
Monday, February 22, 2021, 4:00 - 5:00 P.M.
Zoom

ATTENDED
Mel Whiteside, Dean of STEM, Butler Community College
Niomi Thompson, Associate Dean of STEM, Butler Community College
Mark Jaye, Automotive Technology Professor, Butler Community College
Tim Dell, Diesel Technology Professor, Pittsburg State University
Anthony Dahl, Technician Recruiter, Foley Equipment
Jeff Smarsh, General Service Manager, Foley Equipment
Jesse and Symba Newman, Owners, Jets Diesel

Not in attendance:
Tommy Phelps, Equipment Service Manager (Construction Division), Foley Equipment
Tyler Dehn, Wildcat Construction/Sherwood
Conner Sherwood, Wildcat Construction/Sherwood

Welcome – Mel Whiteside

Notes from previous meeting:

- Discussed roles and responsibilities of the Advisory Committee
- Reviewed timeline to present package proposal
- Requested letters of support
- Refer any other potential Advisory Comm. members to Mel

Update on Diesel Tech KBOR program package

- Due this Friday, Feb. 25, for Butler's Board of Trustee's review
- Have two letters of support – third letter is on its way

Budget

- Feedback on proposed budget
- Additional supplies and equipment needed

Next steps

- Butler Board of Trustees – Meets Tuesday, March 9 via Zoom, around 5:30-7:30pm
  - Need three representatives from this board to attend and answer questions if called upon
    - Anthony Dahl
    -
    -

Diesel Technology

Advisory Committee Meeting Minutes

Monday, February 22, 2021, 4:00 - 5:00 P.M.

Zoom

- Elect/nominate Advisory Board positions
    - Chair:
    - Co-chair:
    - Secretary:
- If approved by BOT, goes to the KBOR Technical Education Authority (TEA) approval process – Submit before March 19
    - Approve curriculum
        - Proposed course descriptions need developed and approved by advisory committee
    - Once approved by the TEA, goes to KBOR for final approval
    - If approved by KBOR (Kansas Board of Regents), we begin the next steps:
        - Hire faculty
        - Purchase equipment
        - Develop curriculum
            - Must be approved by Butler's Curriculum Team

Set next meeting date and time: Schedule between March 10 -17

Adjourn

APPENDIX F
Curriculum Team Minutes

APPENDIX G
Governing Board Members and Minutes

TOPIC for ACTION
Student Account Center Provider

REPORT:
Accounts Receivable, Accounting, and Information Services are recommending the acceptance of the Transact/Cashnet (Cashnet) proposal to become Butler's Student Account Center provider. This would be a direct replacement of the services currently provided by TouchNet and ECSI, including Online Payment Gateway, Payment Plan Client, Electronic Statements, Electronic Refunds, eCommerce, and 1098-T services., as well as adding the new services of Cashiering and Departmental Deposits.

The committee reviewed three different options with this RFP. This goal was to minimize budget and administration needs while maximizing the student experience.
1. <u>Full solution replacement</u>, comparable to current TouchNet solution. *(Selected)*
2. <u>Partial solution replacement</u>. Utilize Self Service Banner for the Student Account Center along with a provider for the remaining services. *(The cost was too close to Option 1's cost with fewer services, it proposed many IS and AR conversion complications, as well as a loss to the student experience.)*
3. <u>Discontinue solution</u>. Utilize Self Service Banner along with existing vendors to cover remaining services. *(Too great a loss to the student experience and existing vendors didn't have the individual product replacements needed.)*

Responses to the RFP were received from TouchNet, Cashnet, NelNet, Flywire, and Commerce Bank. Cashnet was selected for meeting all Butler's needs while maintaining or improving services to students and staff. Additionally, they bring a very substantial cost savings, more modern interface with Banner, and improved student experience over TouchNet. The other respondents either did not provide the same level of cost savings or all product options required.

Cashnet's solution subscription is for a five-year period, paid on an annual basis. Over the initial five-year period, acceptance of Cashnet's proposal, versus staying with TouchNet, will provide an increase in services while reducing Butler's average cost by $96,000 each year.

Cost Observations	TouchNet Current	Cashnet Proposal	TouchNet Proposal
Student Acct Ctr + eCommerce per yr	$173,288 + escalator	$64,000 waived yr 1	$119,900 + 10% annual escalator
Cashiering Module per yr	N/A	$14,400	$12,500 + escalator
1098-T Service	$9,500	$9,500	$9,500
5 Year Cost (2021-2026)	N/A	$373,516	$855,815

Currently Butler has two contracts with TouchNet: one for Student Account Center that will expire September 2021, and one for eCommerce (a dependent of Student Account Center), that will expire October 2023. The eCommerce contract will require a buyout of the final two years at a cost of $43,000 per year. The cost of this buyout was a

consideration but did not change the decision to move ahead with the Cashnet solution, due to the large overall cost savings. Butler will work with both Cashnet and TouchNet, to negotiate any further cost reduction possible before authorizing a final contract.

Butler presented the RFP with an understanding that the solution needs to go live by July 2021, to be ready for the Fall term. An exact go-live date will be determined based on Information Services availability.

RECOMMENDED ACTION:
Board approve the recommendation to contract with Transact/Cashnet to supply Butler's Student Account Center and other related functions for a five-year period, replacing the current TouchNet and ECSI services.

RECOMMENDED FUNDING SOURCE:
Information Services FY21 budget**.**

Submitted by: Donnie Mercer, Director, Accounts Receivable
Supervisor: Dr. Jessica Ohman, Associate Vice President, Student Services
Date: February 25, 2021

8 Vendor Certification

This certification attests to the vendor's awareness and agreement to the content of this RFP and all accompanying calendar schedules and provisions contained herein.

The vendor must ensure that the following certificate is duly completed and correctly executed by an authorized officer of your company.

This proposal is submitted in response to RFP: Student Account Center, December 2020 issued by Butler Community College. The undersigned is a duly authorized officer, hereby certifies that:

Transact Campus Inc.

(Vendor Name)

agrees to be bound by the content of this proposal and agrees to comply with the terms, conditions, and provisions of the referenced RFP thereto in the event of an award. Exceptions are to be noted as stated in the RFP. The proposal shall remain in effect until 30 September, 2021.

The undersigned further certify that their firm (check one):

☐ IS
☒ IS NOT

currently debarred, suspended, or proposed for debarment by any federal entity. The undersigned agree to notify Butler Community College of any change in this status, should one occur, until such time as an award has been made under this procurement action.

Person[s] authorized to negotiate on behalf of this firm for purposes of this RFP are:

Name: Patrick Kinlough   Title: Senior Account Executive
Signature: Date: 1/6/21

Name: Title:
Signature: Date:

Signature of Authorized Officer:

Name: David Marr   Title: Chief Executive Officer
Signature: Date: 1/6/21

AN INTEGRATED PAYMENT SOLUTION FOR

Butler
Community College

TRANSACT
Payments powered by Cashnet°

Response to Request for Proposal for Student Account Center

Donnie Mercer
Director, Accounts Receivable
dmercer@butlercc.edu
316.322.3113

Patrick Kinlough
Senior Account Executive
patrick.kinlough@transactcampus.com
417.619.6465

January 11, 2021

TRANSACT

Transact Campus Inc.
22601 N 19th Avenue, Suite 130
Phoenix, AZ 85027

T 623-476-1072
F 623-476-1444

January 11, 2021

Yolanda Hackler, Director of Accounts Payable
Donnie Mercer, Director of Accounts Receivable
Butler Community College
600 Building
901 S Haverhill Rd
El Dorado, KS 67042

Dear Ms. Hackler and Mr. Mercer;

Dear Yolanda and Donnie:

Thank you for the invitation to respond to Butler Community College's Request for Proposal for Student Account Center. We understand that Butler Community College is seeking an integrated electronic payment solution that reduces costs and boosts operational efficiencies.

Butler Community College is transforming lives and communities through higher education. Offering a comprehensive high quality and technically superior payment solution will further the College's initiative to provide a balance of valued student service offerings at a fiscally responsible cost.

Transact Payments Powered by Cashnet is a multifaceted payment processing solution for both in-line and on-line customers, students, alumni, departments, and community. It allows for centralized control, payment processing, data management, research, reporting, security, and auditability.

Our proposal will address how Transact can:

- Deliver a comprehensive high quality and technically superior PCI-DSS-compliant online payment solution.

- Drive learner success by promoting flexible payment methods and transparent financial data.

- Offer innovative methods to assist College staff with seamlessly integrated real-time payment processing procedures.

Cashnet is truly one integrated solution, residing on the same platform, and extending from the same architectural design. We maximize efficiencies for campus-wide commerce management and the ability to easily add other payment processing functionality and extensions as needs evolve. We provide one streamlined contract, support, interface/system management, and accountability.

Our core attributes and guiding principles are focused first and foremost on providing a frictionless experience for students and their families and providing you mission-critical capabilities and data when and where it matters most.

MEETING OUR CLIENTS' NEEDS TODAY AND INTO THE FUTURE

Transact is unique. While we have been around for over 50 years, we find ourselves continually leading in our industry and helping our clients achieve the best in class user experience for students, parents, faculty, and staff.

Click here to see an example of how we are helping meet client needs today and into the future.

Our vision is to focus on industry-leading orientation and the higher education marketplace, rather than being all things to all people, across many industries. We also differentiate ourselves by making and keeping commitments to customer; we have never had a failed implementation, and many customers will testify that their experience with the installation of the Cashnet Suite was their first successful experience implementing a new system.

Our success is based on our ability to establish long-term partnerships with our customers, through which we can provide valuable insight into the operations and challenges of the institution. We recognize that each campus has its own commercial and internally developed systems, interdepartmental customers and procedures, and business requirements. We develop the right combination of products and services to meet the specific and unique needs of each institution. We partner with the College to first identity the campus objective, assess existing systems, develop a cost-effective solution and finally, provide training and ongoing customer support.

TRANSACT
Payments powered by Cashnet

INTEGRATION   FLEXIBILITY

FEEDBACK   DEDICATION

Cashnet's central depository of all payment transactions and its extensive functionality allows the Butler Community College business office to achieve centralized control of payments occurring systemwide. Cashnet will allow the College to easily expand payment processing across campus and provide one consolidated, comprehensive approach, resulting in streamlined processes and gained efficiencies for operational excellence.

Cashnet products have been implemented at other midwestern community and technical college systems such as Colby Community College, WSU Tech, Tulsa Community College, Oklahoma City Community College, and many others.

Ultimately, our goal is to improve efficiencies, compliance, and business processes throughout Butler Community College's campus, while enhancing service levels for the institution.

Should Butler Community College require anything further from the Transact team, please don't hesitate to reach out to me directly at any time.

Sincerely,

Pat Kinlough
Senior Account Executive
Transact Campus Inc.
417.619.6465
patrick.kinlough@transactcampus.com

TRANSACT

Payments powered by Cashnet

INTEGRATED PAYMENTS

Provide billing and payment services for students and families to easily understand financial obligations and payment options.

TABLE OF CONTENTS

4. SCOPE OF WORK, SPECIFICATIONS & REQUIREMENTS

4.1 Implementation, Training, System Security and Integration

Describe the project management to be provided by the vendor and quantify how Butler Community College staff and time are to be allocated to the project.

Cashnet has a documented implementation methodology. Our project approach is practical and disciplined, incorporating the school's input throughout the entire life cycle.

The key components of our implementation process include:

Project Kickoff Meeting	▪ A Kick-Off Meeting will be held with all project team members. During this meeting the project team will discuss the timeline, scope, and approach for the project as well as specific project team roles. The Cashnet Project Manager will create the meeting agenda and will lead this meeting and introduce the project teams and exchange information on existing business processes and the Cashnet modules.
Project plan-based review of tasks, responsibilities, and expected deliverables	▪ The Cashnet Project Manager will develop and maintain a project plan for all milestones and activities relating to the project and will collaborate with the College Project Manager to ensure tasks are completed according to plan. The project plan will be developed based on the information exchanged at the Project Kickoff meeting and reviewed at weekly project status meetings.
Project change control process	▪ Changes to project scope will be managed through a change control process. A formal request for any change in scope will be submitted using Cashnet's Change Control Form.

Upon contract award, we will work with College staff to develop a customized Project Implementation Plan. The project team begins the installation process by scheduling a Cashnet kickoff pre-installation meeting with the designated College project team. During the kickoff, project roles and responsibilities will be detailed and assigned to appropriate staff members. Our project plan for the proposed solution provides the College with a complete list of project action items before we begin, so the College can plan and enter the project with accurate expectations. Together, we assign action items and the project's timeline.

Below we outline the roles and responsibilities of Transact and BCC as they relate to the overall management of the initiative.

TRANSACT ROLES AND RESPONSIBILITIES

General Responsibilities: Transact has the following general responsibilities:

Provide qualified staff members to deliver this project.

- ▪ Transact will request all customer deliverables within a reasonable timeline that is well-communicated and identified in the project plan.

- Transact will complete the project deliverables in a satisfactory manner in the mutually agreed implementation timeline.

- Transact will provide the necessary system setup training for administrative end users. (Note: training delivery mode will depend on the modules licensed.)

- Transact will provide 48 hours of post-production follow-on support and a smooth transition to on-going client support.

Specific Responsibilities: These are the specific responsibilities for each Cashnet Project Role:

- **Cashnet Project Sponsor:** The Cashnet Project Sponsor will ensure adequate resources are available to the Project Manager for the timely completion of the project deliverables. The Cashnet Project Sponsor will serve as an escalation point for those project issues that have a material impact on the contractual agreement.

- **Cashnet Project Manager:** The Cashnet Project Manager ensures the completion of the project within the scope, schedule, and resource objectives for the project. They maintain the project plan, provide regular status updates, ensure the timely resolution of project issues, and work to mitigate project risks.

- **Cashnet Technical Project Specialist:** The Cashnet Technical Project Specialist provides the technical expertise to the project. They are responsible for the completion of all Cashnet's project deliverables.

The College will be assigned a Client Manager. The CM serves as the central point of contact for the College. The College will also continue to have access to the Support team for resolving day-to-day issues, requesting routing support assistance for adding authorized contacts, etc.

The project teams will typically get together for one hour each week in a group project status meeting, but the client project team is generally encouraged to meet internally before or after the combined weekly status meeting. In addition to the weekly status meeting, the client's internal meetings, clients are generally given action items to complete prior to the next project meeting, which will vary in length but are estimated to take 2-4 hours per week. Also, the client representatives will be tasked with completing the necessary online training ('just in time' training) as identified by the Transact campus training team. The training commitment will vary depending upon the division of duties, and modules being implemented.

The College's Roles and Responsibilities

General Responsibilities: The College has the following general responsibilities:

- **The College** will provide the necessary information and appropriate access to the computer systems, networks, and applications that require integration and/or interface development activities with the Cashnet solution.

- **The College** will ensure reasonable access to the necessary support staff required to assist the Cashnet project team in gaining sufficient understanding of existing administrative and payment processes.

- **The College** will provide workspace facilities for the Cashnet project team that includes a work area, printer/network connectivity, and phone/data lines if onsite work is necessary.

Specific Responsibilities: These are the specific responsibilities for each College Project Role:

- **The College Project Sponsor:** The College Project Sponsor will ensure adequate College resources are available to the College Project Manager for the timely completion of the project deliverables. The College Project Sponsor will serve as an escalation point for those project issues that have a material impact on the contractual agreement.

- **The College Project Manager:** The College Project Manager will act as the primary contact during the project. The Project Manager will be the person to whom all communications will be addressed and who has the authority to act for the College in all aspects of the project except those when the Project Sponsor is more appropriate. They ensure the completion of the College deliverables.

- **The College Technical Lead:** The College Technical lead provides the College technical expertise to the project. They are responsible for the completion of many College project deliverables.

- **The College Business Lead:** The College Business Lead provides the College business process expertise to the project. They are also responsible for the completion of many of the College's project deliverables.

Depending on the school's configuration, some of these roles may be filled by the same contact.

What technical support is provided both during development and implementation?

Your project team will include a technical specialist to assist with the configuration and testing of the system. The team also has access to the engineering deployment support staff. In addition, the team will provide training to school staff on a weekly basis. If required, Cashnet can also provide access to consultants. If purchasing the Cashiering module, Cashnet staff will come on campus to perform school-specific training for the cashiering staff and will remain on campus during go-live.

Identify resources you will need from Butler Community College.

Depending on the products deployed and the school's division of duties, the project generally requires at least one member from the College Business Office to define the roles in the system, identify the areas to be implemented and interpret the business rules for configuration in the system. In addition, an IT resource will be required to prepare any batch files, install interface packages, and provide testing and verification.

Below are the College's Roles and Responsibilities regarding implementation:

General Responsibilities: The College has the following general responsibilities:

- **The College** will provide the necessary information and appropriate access to the computer systems, networks, and applications that require integration and/or interface development activities with the Cashnet solution.

- **The College** will ensure reasonable access to the necessary support staff required to assist the Cashnet project team in gaining sufficient understanding of existing administrative and payment processes.

- **The College** will provide workspace facilities for the Cashnet project team that includes a work area, printer/network connectivity, and phone/data lines if onsite work is necessary.

Specific Responsibilities: These are the specific responsibilities for each College Project Role:

- **The College Project Sponsor:** The College Project Sponsor will ensure adequate College resources are available to the College Project Manager for the timely completion of the project deliverables. The College Project Sponsor will serve as an escalation point for those project issues that have a material impact on the contractual agreement.

- **The College Project Manager:** The College Project Manager will act as the primary contact during the project. The Project Manager will be the person to whom all communications will be addressed and who has the authority to act for the College in all aspects of the project except those when the Project Sponsor is more appropriate. They ensure the completion of the College deliverables.

- **The College Technical Lead:** The College Technical lead provides the College technical expertise to the project. They are responsible for the completion of many College project deliverables.

- **The College Business Lead:** The College Business Lead provides the College business process expertise to the project. They are also responsible for the completion of many of the College's project deliverables.

What type of education and marketing support will you provide to Butler Community College and students regarding your programs?

Cashnet will work closely with the Institute to promote and educate the campus regarding the new services available to students and parents. We provide significant marketing support throughout the life of the program, beginning with the initial implementation and on an ongoing basis.

- **Branding Standards:** Cashnet has marketing and design resources to ensure that the marketing provided is of professional quality and is developed to ensure maximum impact with end-users.

- **Co-Branding:** All marketing is co-branded for the Institute to help promote the services in a way that is relevant to students and parents. Co-branding refers to the inclusion of the College's name, logo, and any other specific naming conventions used with respect to the services provided.

- **Print Management:** Cashnet manages the pre-press and print process for all printed marketing communications. Because of the high volume of printing we do for our clients, we are able to secure exceptional print pricing. Cashnet is always willing to work with your on-campus print office if pricing is competitive. Printed materials will be shipped to the Institute for on-campus distribution.

- **Market Research:** Cashnet performs market research to determine the effectiveness of different marketing strategies and messages. This research is also used to determine future product direction, changes to communication strategy, and other operational procedures. We are also committed to sharing marketing best practices among our client base.

On-Campus Marketing Elements:
In addition, the College will have the ability to select which marketing pieces and quantities will be distributed on campus for promotion of the program. The following standard marketing is provided free of charge for use on campus:

- Posters
- Brochures/Fliers/Inserts
- Emails
- Web banners

Since you know your campus best, it is anticipated that the College will assist Cashnet in the distribution of promotional information related to the services. This will include providing Cashnet the right to have promotional materials included within Institute mailings to students. The College will remain responsible for any expenses, including postage, relating to the Institute -distributed mailings.

Describe your pre-implementation, implementation and ongoing training program. Describe training methods (in-person, web-based, user-group conferences, etc.).

We provide training in a number of different venues.
During the implementation process, we will provide training to staff on a regular basis. The staff will learn not only how to operate the Cashnet system, but also how to set up the necessary tables, run reports,

troubleshoot, reconcile at the end of the day, and handle questions from their customers as well as other topics.

Your campus will meet with your Cashnet Implementation team to discuss the training courses recommended for your campus and what to expect during the process. Training consists of a combination of self-paced online training and live training webinars.

If the College purchases Cashiering, Cashnet staff will be onsite for go-live. Cashnet will conduct training classes prior to go-live and then be present in the Business Office for the go-live to assist with any questions and reconciliation.

Once the College is live, you will be provided with a testing and training database that can be used for additional training as needed, as well as for your own internal training to bring new hires up to speed.

Throughout the implementation, the campus team will have unlimited access to Cashnet's Online Learning Portal, where a variety of self-paced training courses can be accessed. The project plan will guide your team through the courses as they should be completed. After implementation, all campus users can continue to access the Online Learning Portal as needed, free of charge, or can choose to purchase additional training offered in the following formats:

- **Cashnet Certification Training** – instructor lead training offered remotely via a virtual training lab. These intensive, multi-day certification workshops help your campus team to optimize your use of the Cashnet platform and offer the opportunity to complete a certification test to earn a certificate.

- **Dedicated Campus Specific Training** – instructor lead training customized to meet your campus needs. These training sessions are designed to meet your campus needs and can be offered remotely, or on campus.

All manuals and reference guides are accessed from within the application itself. School staff with the appropriate permissions has access to our training site that supplies training materials that may be used in a self-serve environment.

A test system for testing system upgrades, training and troubleshooting purposes, connected to Butler Community College test system and test portal systems must be available. Describe your provision.

Once the College is live, you will be provided with a testing and training database that can be used for additional training as needed, as well as for your own internal training to bring new hires up to speed. This test database is typically connected to the College's test ERP system.

Describe your ability to integrate and interface with other Butler Community College systems shown in 2.3

Cashnet supports a wide variety of interfaces to other systems. There are two primary types of interfaces:

- Imports are used to retrieve information from other systems and load them into Cashnet. The data imported is typically information about who the customers are, what their balances are, and any notes or restrictions on their accounts.

- Extracts are used to send information about activity that occurs in Cashnet to other systems. Transaction extracts provide information about payments that were receipted in Cashnet. Status extracts provide information about non-financial activities such as students signing up for 1098-T or Payment Plans.

Cashnet interfaces with a campus's student account system or student information system. In many cases, Cashnet also interfaces with the campus's financial system to post general ledger transactions. It is also often useful to establish interfaces between departmental systems such as parking, telecommunications, and library so that information about debts students owe in these areas can be imported into Cashnet and payments received in Cashnet can be extracted to those systems.

Cashnet has developed a dedicated interface with the Ellucian Banner system. The interface operates in real time both to import information about students and their balances from Banner and to extract information about completed payments to Banner.
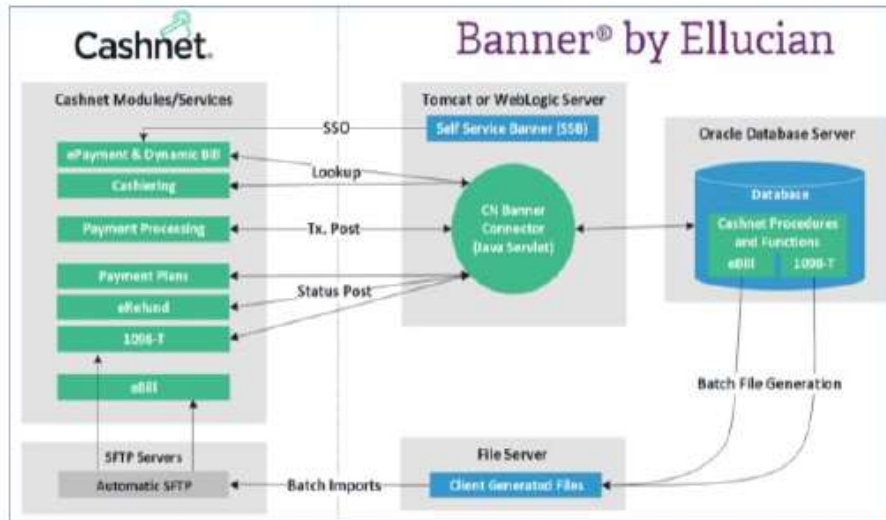
Cashnet communicates to Banner in real time by invoking stored procedures (APIs) on the Banner side. To get demographic and detailed information in a single call, the Cashnet connector extends the Banner provided API in the stored procedure lookup account.

Posting payment information is triggered when a payment transaction is completed in Cashnet. Cashnet supports posting payments to:

- Student receivables
- Student deposits
- Miscellaneous
- Non-student posting

Besides integrating with the campus student and financial system, Cashnet can provide payment integration with a number of other campus systems in accordance with the school's business policies, including PaperCut, TIX and CBORD. Cashnet eMarket integrates with many other third-party applications that provide services for Higher Education. These include application solutions (Hobson's ApplyYourself); campus card providers (Transact Campus Inc.); continuing ed systems (Aceware); bookstore applications (MBS); housing applications (StarRez, RMS, Adirondack); parking solutions (T2 Systems, BossCars); fundraising (RuffaloCody); alumni (iModules); event management (Event Management Systems); and a variety of others (Papercut, University Tickets).

How will you support upgrades to the system?

Software as a service allows our clients to love the continual, automated, easy access to technology enhancements our software as a service model provides. There is no need to pay for custom development or buy a new upgrade every time technology takes a step forward and you will never have to struggle with painful

data conversions. Each software enhancement will function on top of the data without you having to do anything. We have eliminated the issues of version upgrades, additional support and infrastructure costs. Customer-requested updates/changes to the system are prioritized by a variety of factors such as impact to the College's business needs, the popularity of the request, and feasibility. New refreshes will be released approximately every quarter. These refreshes contain a mix of new functionality, enhancements and bug fixes. We coordinate with customers to first distribute release notes and upgrade training databases. Once training databases have been upgraded and customers have had reasonable time to test, production databases are upgraded. All upgrades are scheduled in advance and take place outside of regular business hours to minimize disruptions.

The vendor must be a certified partner with Ellucian. Confirm your partnership agreement.

Cashnet is an Ellucian Community partner that has achieved Integrated Certification. Cashnet has developed a dedicated interface with the Ellucian Banner system. The interface operates in real time both to import information about students and their balances from Banner and to extract information about completed payments to Banner.

Describe the overall security of the system and all relevant certificates or other credentials that would help us assess the protection of the sensitive data that is being processed.

The process of securing a system is never complete. The day you believe you are done doing all that is necessary to fully secure a system is the day before the system will be compromised.

At Transact, we understand that security is a continuous process. At a basic operating level, there are routine system scans, log reviews, patches, virus definition updates, internal and external audits, penetration tests, and ongoing training. At a long-range planning level, there is an ongoing effort to evaluate and implement new methods to ensure continued data security.

Transact's approach to security is multi-faceted, including such measures as:

- The employment of a full-time Information Security Officer
- PCI compliance and certification
- Maintaining a Vulnerability Management Program
- Participation in numerous industry associations both national and regional

Cashnet employs a multi-layer strategy in ensuring integration security.

Traditional network firewalls filter traffic based on source and destination addresses and ports or protocols. For example, a firewall is typically set up to allow traffic to reach web servers only on the ports normally required for web sessions, generally TCP ports 80 (HTTP) and 443 (HTTPS). However, there are many ways in which a hacker will attempt to attack a web server by embedding carefully constructed requests within the traffic being legitimately sent to the web servers.

To provide an additional level of protection against this type of attack, Transact has installed web application firewalls. Web application firewalls differ from traditional network firewalls because they look at the specific data being passed to the application. They provide a valuable additional layer of protection against attack methodologies such as SQL Injection, Cross Site Scripting, and Buffer Overflows.

ELECTRONIC
Encryption of sensitive data
Encryption of data in transit
Password controls
Logging

PLANNING
Documentation
Procedures
Long-term planning

PHYSICAL
Surveillance
Access
Control facility design

TECHNOLOGY
Firewalls
File Integrity monitoring
Two-factor authentication
Intrusion detection system
Isolation of database and
application servers

VERIFICATION
Annual PCI audits
Penetration testing
Perimeter scan
Internal testing/monitoring

CASHNET PAYMENT PLATFORM ENVIRONMENT

The web application firewalls review the traffic that is allowed to pass through the Azure Network Security Groups and reach the web servers. They inspect those packets for attempts to manipulate the servers and application. If such malicious traffic is detected, it is quarantined and prevented from reaching the application, the user is redirected to an error page, and the attempt is logged.

Data being transmitted between Payments and outside points is encrypted to protect against eavesdroppers:

- Web sessions are encrypted using SSL Certificates with a minimum 128-bit key length. Sessions are encrypted using TLSv1.2 or stronger protocols.

- Communication to partners such as banking technology providers and credit card processing networks occurs over either VPNs or encrypted Internet sessions. The details vary by vendor.

- Batch file transfers between the data center and clients are typically protected by SSH. In some cases, SSL or IPSec VPN tunnels may also be used for encryption. Additionally, the data may be encrypted using PGP.

- Real-time communication between Payments and client ERP systems is encrypted by a method appropriate to the communication technology and ERP system. An IPSec VPN tunnel can also be used to protect any type of traffic between Payments and the client's ERP system.

Describe how the system protects credit cards and other sensitive information both at rest and in transit.

Confidential and sensitive data that may be transmitted between the Cashnet.com Data Center and outside points is encrypted to protect against eavesdroppers.

Stored data that may need to be decrypted is stored encrypted using AES (Advanced Encryption Standard) with a 256-bit key. AES is an encryption method based on the Rijndael algorithm and has been approved by the National Institute of Standards and Technology (NIST) for use by U.S. Government organizations to protect sensitive information. Data protected by AES in the Cashnet.com system includes credit card numbers and bank account numbers.

Web sessions are encrypted using VeriSign Extended Validation SSL Certificates. The Extended Validation certificate signifies that Cashnet has been authenticated using a rigorous and well-defined standard. Only certificate authorities that have adopted the high-assurance certificate validation standard and passed an audit are able to issue Extended Validation certificates. When using the latest versions of selected web browsers, the user's address bar turns green and the name of the company and the certificate authority are displayed to reassure the user they are doing business with an authenticated entity.

Communication to credit card processing networks occurs over private lines or encrypted Internet sessions, using technologies specified and approved by the credit card processors. The details vary by processor and include frame relay circuits, SSL encrypted Internet sessions, and IPSec VPN tunnels. ISDN and/or POTS modem circuits are used to provide dial-backup capability for credit card processing.

Batch file transfers between the Data Center and clients are protected by the customer's choice of SSH, SSL, or IPSec VPN. Additionally, the data may be encrypted using PGP.

Real-time communication between Cashnet.com and your host system is encrypted by a method appropriate to the communication method. For example, Oracle database lookups may be encrypted using OAS (Oracle Application Security), while PeopleSoft Component Interface transactions may be encrypted with the facility built into the BEA Jolt communications layer that PeopleSoft uses. An IPSec VPN tunnel can also be used to protect any type of traffic between Cashnet.com and the client's ERP system.

How long will Butler Community College information be retained by the vendor and how will this data be disposed of once the retention period ends?

Each institution's data is retained on the Cashnet data center servers for as long as the Institution remains our customer. The data is maintained online so that there is no need to load information from tapes or other archival media before it can be accessed. The only exceptions are as follows:

- Effective July 2007, in keeping with PCI (Payment Card Industry) security requirements, credit card numbers and other cardholder information is purged when it is no longer required for business purposes. By default, credit card numbers will be deemed to no longer be required for business purposes nine months after the date of the transaction; however, the retention period may be increased to a maximum of two years at the institution's request.

- Effective July 2007, in keeping with NACHA (National Automated Clearing House Association) security requirements, bank account numbers used for ACH transactions and other account holder information are purged after two years.

- Data stored in the Cashnet Event Log is purged on a schedule that varies according to the severity level of the log entry. Debug level entries are purged after 7 days, informational entries are purged after 30 days, alerts are purged after 90 days, and audit entries are purged after 365 days.

Other Butler CC data is made available for the life on the contractual agreement between the College and Cashnet. Upon termination of the agreement, the College will have a limited amount of time to run the necessary reports to retrieve any data; and any remaining data held by Cashnet will be purged.

What type of data backup and recovery mechanisms are in place?

Cashnet's hosted environment's mission is 100% focused on providing technical infrastructure expertise and high availability, resulting in a highly secure, redundant, fault tolerant environment.

Transact Payments powered by Cashnet is hosted by Microsoft Azure. As our cloud-hosting partner, Azure provides the physical facilities, data center infrastructure, network environment, and various services that support the Payments application. By leveraging Azure for these "commodity" functions, the Payments team is better able to focus on the elements of our offerings that are unique.

Our internal Cloud Services team manages the Azure environment by configuring servers and services to deliver our application in a reliable, responsive, and secure manner. Regularly scheduled backups are taken of systems, databases, and database logs. Full backups are performed one night a week; incremental backups are performed the other six nights of the week. Databases logs are backed up regularly throughout the day.

Transact and each of its key business partners have a documented disaster recovery plan that is reviewed and tested periodically.

In the event of a serious failure of the primary Payments environment in the Azure East US region, Transact personnel would initiate a failover to a disaster recovery site, Azure's West US region. The Payments databases are synchronized from the primary site to the disaster recovery site in near-real time as changes are made, and any data stored in flat files is synchronized several times per day. The failover process is by design manually initiated by Transact personnel only after a decision has been made that failing over is the most expedient way to restore service.

Azure uses a shared responsibility model. In general, Azure is responsible for the security of the cloud, and Transact is responsible for the security within the cloud. Further details on Azure security can be found at https://docs.microsoft.com/en-us/azure/security/fundamentals/.

Describe the tools available to help the administrator track a student's usage of the system: payment plans enrolled, past transaction, authorized third party payers, error log, unsuccessful login attempts.

College staff members with the appropriate permissions have access to the Cashnet Administrative site. From this site, school administrators can set up and maintain the website; view a student's installment plan, make adjustments to plans and enroll/withdraw plan participants; inquire on transactions and run reports, and determine which operators may perform any of the functions.

Cashnet also provides a number of other tools to assist the administrator. All system operations are managed from one place:

- The administrator's Home Page in the Cashnet administrative module provides a view of all transactions running through the system as well as all operators (both physical and virtual) with open batches, open departmental deposits and the status of online postings.

- The Event Log Viewer within the administrative site provides a central point to view all activity logs while the Online Service Manager allows an administrator to view the status of online postings.

- The Customer Research Center provides a central point to track all information on a specific student, including transactions, installment plans, static and dynamic bills, demographic and balance information, etc.

- The User Emulation functionality will allow College staff members to be able to better serve customers by viewing the same web pages as their customers. If desired, staff members may also process telephone payments on their customers' behalf.

4.2 Customer Service

Describe the type of support you provide your customers. Include hours of operation of your Help Desk, website support and email support, and what are the escalation procedures when a problem occurs in the system?

Support staff is available to Institute staff Monday through Friday 7:00 AM CST to 7:00 PM CST. Our hosted Data Center is monitored 24x7x365. If a problem is determined staff is paged immediately and the incident is resolved. Support is also available for system malfunctions outside of our normal business hours.

The Support department provides assistance to both the Institution Business Office and the technical team. The department performs a multitude of tasks including, resetting forgotten passwords for authorized Institute personnel, troubleshooting file transfers, assisting staff in setting up new charge or payment types and helping create custom reports.

Customers may contact Support via a toll-free telephone number, online support portal as well as a dedicated email address. For those schools using the Cashnet SmartPay/CampusPay Banking option or using our Full-

Service Payment Plan, students and their authorized payers have access to a separate toll-free phone number and email address if requiring assistance.

Support exceeds all industry metrics for responsiveness and support. Nearly 80% of all incidents are resolved in the first contact. All incidents are logged into our incident database to track and measure response time.

Each incident/call to Support is graded as to its criticality level as outlined in the following table:

P4- Low	P3- Normal	P2- High	P1- Critical	P0- Multi-Customer event
Issues which the customer agrees do not require prompt attention	Questions and issues that do not impact the ability to receipt, post, and/or settle payments.	Transactions can be received; however, they are unable to be properly posted or balanced or settled, or there is some other issue that seriously interferes with the business office's operations.	A client is unable to receipt transactions. A major customer-facing component, such as Cashiering, eBill or ePayment, is not usable.	Multiple clients are unable to receipt transactions. Access to Cashnet is unavailable system wide.
Response Time	Response Time	Response Time	Response Time	Response Time
Within 1 week	Within 2 business days	Within 90 minutes	Within 15 minutes	Within 15 minutes
Update Frequency	Update Frequency	Update Frequency	Update Frequency	Update Frequency
As updates are available	24 business hours	8 business hours	4 business hours	1 business hour
Example	Example	Example	Example	Example
A field heading is misspelled on a screen	Unable to change a receipt trailer.	Credit cards will not settle.	Cashnet becomes unusable when attempting to start Cashiering.	Cashnet is not available to multiple clients

The school is contacted as soon as possible with a status report. This follow-up includes what has been accomplished, the next action items, and an estimated timeframe if applicable. Once the incident is resolved, an email notification is generated with the incident number as a reference.
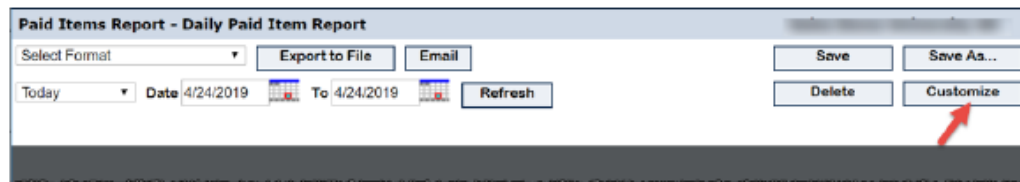
4.3 Reporting

Describe the reports available from the proposed solution and available formats, i.e. Excel/CSV, etc. Can reports be created on the fly? Describe the security required to create and run reports, the system's ability to schedule reports, and an administrator's ability to maintain his/her own reports.

Cashnet Reporting capabilities receive extremely high survey marks from all of our customers both on a management level as well as at a daily operational level. Each of the reports can be customized and saved to meet an individual requirement. All reports can be accessed and run 24 hours, 7 days a week. Operators can report on all fields in Cashnet, including tender type and merchant.

The system provides several customizable templates allowing you to create reports on charges and/or payments for a single date or a date range in summary or detail format as well as for a single department or across all departments.

All fields within a transaction may be reported on. Besides creating and running transaction reports, operators may run reports on activities such as eBills opened, day of the week/time of reading of bills, days from receipt of the bill until payment is made, etc. In addition, reports may be run on students enrolled in a payment plan, authorized users created by students, notes on a student's account, etc. During the deployment process, the project team will work with the College to develop the reports required. Staff with appropriate permissions may modify, add and delete reports as required.

No special tools are required to access our Reporting functionality. Operators must simply have the appropriate level of access to generate ad hoc reports. Operators may be designated to run reports on all transactions, on transactions only within their own department, on their own transactions, or not at all. Reports may also be scheduled to run on a periodic basis and delivered to an email address or stored in Cashnet to be retrieved by an operator with access. Reports initially display as a pdf file but can be converted to other formats in order to be imported into other third-party reporting tools, including ODBC compliant products. The system provides several customizable templates allowing you to create reports on charges and/or payments for a single date or a date range in summary or detail format as well as for a single department or across all departments.

Describe your systems ability to assist with daily reconciliation in the business office.

Cashnet's administrative web site contains sophisticated reporting capabilities for easy reconciliation. During the installation, we create a library of templates of the reports you need for daily, weekly, and monthly processing. These reports can be easily customized to meet unique reporting criteria. For instance, the College may modify, delete, or create entirely new reports.

Reconciliation generally occurs in three phases:

- First, confirm that the transaction totals and payment totals match. This occurs by running a transaction report and a payment summary report. Since all transactions are web-based, it is highly unlikely that there would ever be an issue of being over or short - this usually only occurs with cash.

- Second, confirm that the total of payments matches the total amount sent to any interfaces. This occurs by using the payment summary report and confirming that the total amounts going to Banner and the other systems match the payment summary report.

- Last, confirm that the total amounts sent to the ERP's Student and Financials were received by those systems. To accomplish this, the totals on the Cashnet Posting Reports should match the totals received on each system.

Once the College receives notification from the bank of a day's receipts, the administrator can run a Payments Report or view the end of day total for that day on the screen in Cashnet. This will allow the user to reconcile.

How long is transactional data available to the student? To the institution?

Cashnet does not archive transactional data. Since all transaction history is always available, a student or authorized 3rd-party may retrieve any past transaction and reprint the receipt. College staff members with the appropriate permission also have the ability to reprint any Cashnet transaction no matter where that transaction originated.

4.4 Electronic Billing

Describe how the system is able to provide the students and their authorized parties with current billing information.

Cashnet is designed to be naturally intuitive. Information is presented to students or parents in the "Account Overview" page. This page allows students to view their account balance, make a payment, enroll in installment payment plans and view their bills – all on the same page. This may sound simple and it is – by design. Students or parents want to move quickly through the payment system without having to click tabs to see the information necessary to make a payment. This design philosophy will benefit the College as well because it reduces the number of calls or emails from confused students or parents.

Students arrive at the "Account Overview" page through the College portal. They are presented with real-time account information. Cashnet has developed a dedicated interface with the Ellucian Banner system. The interface operates in real time both to import information about students and their balances from Banner and to extract information about completed payments to Banner.

Students (or authorized third parties) may review payment plan details, view bills, schedule automated recurring payments, and pay account balances.

From this same page, payments can be processed quickly and posted back to Banner in real time. All transactions can easily be printed as well. There is no need with Cashnet to "tab" back and forth between bills, payments or enrolling in other services. All-in-One place is the design philosophy of the Cashnet software.

We know that your students use their smartphones for nearly everything these days – and accessing Cashnet from the phone is also intuitive. Cashnet's responsive design and adherence to ADA standards give your students instant access to their accounts.

The real-time interface can present balances in summary, in summary by detail code or in summary by term. The balance can include estimated/pending financial aid.

Cashnet also provides Dynamic Bill functionality, which allows the students and authorized third parties the ability to see custom real time account activity. The custom real time account activity can include charges, payments, financial aid, etc.

Describe how the system works with administrators including how a staff is able to track student and third party access to online billing systems.

Within Cashnet, the Cashnet Bill Manager is a tool for business office and technical users to manage the eBill module and assist their customers. The Bill Manager provides access to several functions, including the ability to track student and third-party access to the electronic bills.

The Customer Research Center gives staff members with the appropriate permissions the ability to not only view transactions on the account and see whether or not a student/authorized user has viewed a bill, but also tracks login history of users into the Cashnet site.

Does the school have to use a standard bill template provided by the vendor or can a customized form be developed?

The school may use one of the standard bill templates or work with the deployment staff to develop a custom form. Depending on the complexity of a custom form there may be an additional cost and it may add time to the deployment schedule.

The eBill displays in PDF format and may be customized to match the school's mailed statements or the school may use one of Cashnet's standard templates. An unlimited number of bills may be stored in Cashnet.

During the installation process, the Cashnet project manager will work with the College staff to define the types and formats of bills that will be presented to users. Each time the College wants to publish eBills, it will create a data file containing the information to be merged into the eBill Templates. The data file will be in an XML format.

If the school is currently using the Banner bill creation process to generate its paper bill, Cashnet can assist in generating the XML file. Cashnet has developed an extract tool that can pull the required information from the bill file created by Banner. As a result, if using one of the standard bill templates developed for Banner, this file is all that is required to load bills. The exact format will be specified by Cashnet based on information obtained during the implementation process.

How is bill data imported into the vendor's system and how long are bills available for viewing?

During the installation process, the Cashnet project manager will work with the College staff to define the types and formats of bills that will be presented to users. Once these bill types are defined, the Cashnet technical staff will design appropriate templates for the various bills and set up a schedule for importing the data file into the system.

The institution will place the data file on the Cashnet secure file transfer server, and the Cashnet job server will look for a new data file. If a file is found it will be imported into the Cashnet database and the institution's designated eBill Administrators will be notified by email that a new billing file is ready for review.

Bills are always available as long as the institution remains a Cashnet client.

Describe how the system informs students that a new bill has posted; both through required email and text messaging, if offered.

Communications/notifications are sent to users for a number of activities. Students and authorized third parties are sent notification that a bill is ready for viewing by email with reminder emails for bills that have not been opened.

Once a bill is available for viewing the system will send a configurable email to the student and any authorized third parties. A reminder email may be sent if a bill has not been viewed within a school-determined number of days. Text messages will also be sent if the student/authorized third party has elected to receive text messages.

In addition, the eNotification functionality may be used to send follow-up emails based on a number of parameters, including whether or not payment has been made on the account. The eNotification module will archive all notifications.

4.5 Online Student Payments

Does the system support single sign-on from the school's portal? Describe the method used to support single sign-on.

We support three different methods of single sign-on: token-based AES encryption, CAS, and Shibboleth. For administrative users, Cashnet supports single sign-on via token-based AES encryption or Shibboleth. Cashnet is a member of InCommon but will also support authentication via Shibboleth for non-members. Finally, Cashnet supports two-factor authentication for administrators as well. The College determines whether to require the use of two-factor authentication. Cashnet supports single sign-on portal integration for those customers that are authenticated on your campus systems.

Cashnet's 3rd Party Parent PIN feature allows the student to authorize other individuals (parent, grandparent, guardian, employer, etc.) to access a student's account, view a bill, and make a payment. This PIN is approved, created, and maintained by the authenticated customer and serves as permission for the designated 3rd party to access the student's bill or account and make payments on his behalf. The 3rd party PIN is unique to the electronic bill presentment and payment site and does not allow a sponsor to access other student information, such as grades or other personal College-related information, thereby complying with FERPA regulations.

If the College is utilizing a parent portal (with parent IDs already associated with students' accounts), Cashnet has the ability to import those parent IDs so that they do not have be created anew.

Describe the system's capability to provide a website that displays current student charges in real-time and allows students to make payments and post those payments back to the Student Information System in real-time.

Cashnet is designed to be naturally intuitive. Information is presented to students or parents in the "Account Overview" page. This page allows students to view their account balance, make a payment, enroll in installment payment plans and view their bills – all on the same page. This may sound simple and it is – by design. Students or parents want to move quickly through the payment system without having to click tabs to see the information necessary to make a payment. This design philosophy will benefit the College as well because it reduces the number of calls or emails from confused students or parents.

Once an end user is logged into Cashnet, he may make a payment by using the system's navigational aids to access the payment page. Any outstanding balances will be presented in real time.
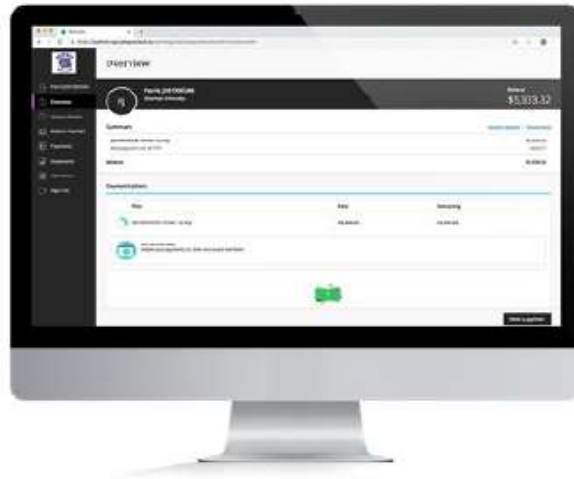
The school's Cashnet administrator decides which charges may be configured on the site as well as the payment tenders available. The campus administrator may also regulate whether or not partial payments are accepted, minimum dues are required, and if certain charges must be paid in full before other items may be paid for/purchased.

Cashnet ePayment accepts credit cards, electronic checks (ACH WEB), campus cards, pinless debit, the 529 plans and foreign currency as valid payment tenders. The acceptance of certain payment tenders may require the school to obtain certifications or other agreements with its bank and/or processing networks. Certain electronic tender types can only be processed via specific banking partners/networks.

Cashnet also offers an outsourced credit card processing solution. Cashnet SmartPay/CampusPay offers a one-stop web payment processing solution for credit card transactions. It relieves the administrative burden of the Business Office staff, meets the security challenges and eliminates the need for your institution to absorb the credit card usage fees.

Once an end user has selected the item(s) for which he will pay in the session, he is prompted to select a payment method. The end user selects the payment method and fills in any required information (i.e., routing/transit number for electronic check, credit card number, campus card, pinless debit, country and currency for foreign currency transactions, etc.).

The end user has the opportunity to review any entered information before the payment is made before submitting the payment. The system will acknowledge whether or not the transaction was successful. From this same page, payments can be processed quickly and posted back to Banner in real time. All transactions can easily be printed as well. There is no need with Cashnet to "tab" back and forth between bills, payments or enrolling in other services. All-in-One place is the design philosophy of the Cashnet software.

We know that your students use their smartphones for nearly everything these days – and accessing Cashnet from the phone is also intuitive. Cashnet's responsive design and adherence to ADA standards give your students instant access to their accounts.

Unsuccessful transactions will display the reason the transaction was not processed. Campus administrators have the ability to customize the text that displays for both successful and unsuccessful transactions.

At the completion of a successful transaction, a receipt will display on the screen and will also be emailed to the customer.

Posting payment information is triggered when a payment transaction is completed in Cashnet. Cashnet supports real time posting of payments to:

- Student receivables (TBRACCD)
- Student deposits (TBRDEPO)
- Miscellaneous (MISC)
- Non-student posting

Describe the payment tenders accepted on the student payment website. Can international students use their own currency as a payment tender?

Cashnet ePayment accepts all major credit cards, (including MasterCard, Visa, Discover, American Express, Diner's, JCB, and China UnionPay), electronic checks (ACH WEB), campus cards, pinless debit, 529 plans and foreign currency as valid payment tenders. The acceptance of certain payment tenders may require the school to obtain certifications or other agreements with its bank and/or processing networks. Certain electronic tender types can only be processed via specific banking partners/networks.

Customers that have ApplePay enabled on their iPhones may also use that virtual wallet as a payment option.

Cashnet has the ability to accept foreign currency transactions through both Flywire and Western Union Business Solutions.

Does the system allow customers to make payments directly from a 529 plan?

Yes, payments made directly from certain 529 plans are accepted.

Describe ability of system to recognize charges by term and accept payments by term.

During the system configuration deployment phase, your implementation team will work with you to input the terms required for the system. This may be done manually or as a one-time batch download. Going forward, your Cashnet administrator will add terms as required. A default term may be set for the system as a whole, with overrides for specific items/charges as needed.

Does the system provide for the ability to assess a convenience fee for the use of credit cards? Describe your ability to provide this service.

Cashnet offers an outsourced credit card processing solution. Cashnet SmartPay/CampusPay offers a one-stop web payment processing solution for credit card transactions. It relieves the administrative burden of the Business Office staff, meets the security challenges and eliminates the need for your institution to absorb the credit card usage fees.

Cashnet SmartPay/CampusPay provides 24/7 self-service with single sign-on campus portal integration and self-registration. Cashnet performs all of the bank credit card reconciliation and fund transfers as well as provides an 800 customer help desk for the institution's customers.

With SmartPay, the convenience fee will be passed to the College's customers. The College has the ability to determine which type of charges will carry a convenience fee. When a student makes a payment against that charge, he will be assessed the convenience fee. The student is notified several times during the transaction that a fee is being assessed.

The College has the ability to pass on the entire convenience fee, a portion of the fee, or none of the fee to the student on a line-by-line basis. For example, if a student is paying a housing deposit but also making a donation to the drama department, the College may decide to assess the full convenience fee for the housing payment but absorb the fee for the donation.

If the College has decided that it will absorb all convenience fees, but wants the benefit of Transact's merchant services, then Cashnet CampusPay will provide reconciliation, support and the option of all card types for one low rate.

Does the school have the ability to restrict the payment tenders used by particular students or to limit the types of charges that can be viewed?

Yes, the College has the ability to restrict the payment tenders used by particular students or limit the types of changes that can be viewed.

Describe how the system displays student holds along with the hold description, and any special instructions.

Cashnet can import notes, or holds, on a student's account as part of the real-time lookup. In Cashiering, Cashnet can display those notes to the cashier. Cashiers with appropriate permissions may also add notes to a student's account in Cashnet. Notes may be configured to display just to cashiers or also on the student's Overview page in the Cashnet self-serve modules.

Certain notes, such as a note to alert the cashier of bad checks, may be configured to prevent acceptance of certain payment tender types or to prevent the customer from enrolling in a particular type of installment plan. Permissions may be granted to operators to create and modify these notes on a student's account.

Describe authorized third party (Parent PIN) capabilities to make a payment on behalf of the student. How does a third party user retrieve a forgotten password?

Cashnet's 3rd Party Parent PIN feature allows the student to authorize other individuals (parent, grandparent, guardian, employer, etc.) to access a student's account, view a bill and make a payment. This PIN is approved, created, and maintained by the authenticated customer and serves as permission for the designated 3rd party to access the student's bill or account and make payments on his behalf. The 3rd party PIN is unique to the electronic bill presentment and payment site and does not allow a sponsor to access other student information, such as grades or other personal College-related information, thereby complying with FERPA regulations. A student may have as many as 99 authorized payers on the account.

The third party user may set up a "secret question" to assist in the retrieval of a forgotten password. Otherwise, the student will need to reset the password for the third party user.

Describe the ability to gather additional customer and/or transaction information.

During a transaction, the system may be configured to gather additional customer, item or transaction information using references. This additional information may be either required or optional.

Describe the receipt delivery process to the student/authorized payer once a transaction has been completed.

Once a transaction is completed, a receipt will display on the screen and will be emailed to the address(es) indicated by the customer. At a minimum, the receipt contains the transaction number, the actual date, the customer name, the type and amount of charges being paid for and the tender type used. Other items that may be included on a receipt include: custom header and footer text; the school logo; the customer ID (either masked or in full); the business and/or effective date; any reference information including term, and the G/L account of the item.

Describe the payment history feature and the ability to reprint receipts. How long is transactional history maintained?

Cashnet does not archive transactional data. Since all transaction history is always available, a student or authorized 3rd-party may retrieve any past transaction and reprint the receipt. College staff members with the appropriate permission also have the ability to reprint any Cashnet transaction no matter where that transaction originated.

Describe the ability to deposit the funds directly to the Institution's specified bank account or transition of transactions to our current processors.

The College may continue to use its current processors and/or bank account or may use Transact's banking relationships.

Describe how a refund would be processed against a payment made online. Can the system process partial refunds?

Cashnet makes it easy and secure to void, reverse and refund electronic transactions. Transactions voided or reversed in the same business day effectively cancel out the original transaction and do not send any data to the credit card processor. Operators with appropriate permissions may refund transactions after the original business day without needing to know the credit card/account number. Cashnet follows credit card industry rules by enabling operators to refund back to the original card. Cashnet supports partial refunds as well, in accordance with the College's business rules. Transactions reversed or voided in a subsequent business day will send the credit as part of the ACH and credit card settlement files. The College may determine whether to extract the information to its host systems. Finally, Cashnet allows an operator with the appropriate permissions to dishonor a transaction due to an NSF or other notice from the bank. In this case, the transaction is reversed (and extract to the host system if desired), but funds are NOT sent to the bank/credit card processor.

Describe how the site is maintained. Does the school have to contact the vendor if changes are required to the site?

Cashnet ePayment and eMarket allows you to use a template-driven wizard to design the online site. A user does not need any special expertise to use the wizard; he simply needs to be familiar with the College's policy regarding any special web formatting (i.e. colors, fonts, etc.) as well as be familiar with the use of item codes and reference fields for determining charges in Cashnet.

Cashnet ePayment and eMarket contain a Preview mode that allows administrators to view any additions or changes to an eMarket site before the pages are viewed by the customer. If the changes/additions are approved, the administrator simply implements the changes to the store via the click of a link.

Describe how the school can place global messages on the website as well as student-specific messages.

Cashnet uses note codes (hold codes) to display global messages as well as student-specific messages in the Student Account Online portal.

Describe how the student would set up recurring payments.

The Automatic Payments capability allows a student to provide credit card or electronic check information to schedule a future payment or make a recurring payment on the same day of each month. The school determines if this functionality is available to students.

Students have control over canceling or editing a scheduled/recurring payment.

Do staff members have access to the same information as students? Describe how a staff member can easily provide customer support.

Administrators may use Cashnet's User Emulation capabilities to log into the student self-serve area and view the same page as the student including the area containing eBills, Dynamic Bills and payment plans. If desired, administrators with the appropriate permissions can also process a payment through the site on behalf of the

student. The system will process the transaction as a MOTO/ACH TEL transaction and mark it as being processed by a school operator.

Does the application provide a mobile version?

Cashnet's reflexive design complements today's students' lifestyle. Students and their authorized payers can easily view a bill, enroll in payment plans or make a payment from a smartphone, tablet or desktop computer. ePayment, Payment Plans and eMarket all support mobile payments. There is no need to download an app, nor is there any additional cost for this functionality.

4.6 Payment Plans

Cashnet Payment Plans offers choices and capabilities for institutions that use payment plans to help their students manage the growing costs of higher education. It also allows financial aid and administrative staff to design and administer payment plans specifically tailored to their institution's needs. Including:

- Service specific plans, such as tuition, and housing, meals.
- Customer specific plans, designed for and viewable to select customer populations, such as undergraduate vs. graduate students.
- General installment plans covering customer designated amounts.
- Fixed and variable amount plans of any frequency or term.
- School administered or outsourced plan management (Full-Service Payment Plans).

Cashnet Payment Plan is fully integrated with all Cashnet payment options, including cashiering, credit cards, eChecks, and the 529 plans.

Describe your student payment plan offerings and functions. Include explanation of the variety of plans, terms, duration, calculations and fee options. Describe the granularity of your offerings and how multiple plans can be offered to a limited student population.

No one knows your campus community better than you do. Cashnet Payment Plan solutions allow you to design installment payment plans geared specifically to your students as well as to subsets of your campus population. Being able to offer a variety of plans can give your students more flexibility in payment options.

With Cashnet, the Institute may design as many payment plans as needed based on both semesters and the academic year.

Cashnet offers a set of choices and capabilities for institutions that use payment plans to help their students manage the growing costs of higher education. It also allows financial aid and administrative staff to design and administer payment plans specifically tailored to their institution's needs. Including:

- Service specific plans, such as tuition, housing, meals, etc.
- Customer specific plans, designed for and viewable to select customer populations
- General installment plans covering customer designated amounts
- Fixed and variable amount plans of any frequency or term
- School administered or outsourced plan management (FSPP)

Plan administrators define and maintain the rules and options available for one or more installment plans at the institution, including plan name, eligibility criteria, applicable dates, enrollment fee, number and/or size of

payments, etc. For Full-Service Payment Plans, the Cashnet implementation team will work with the school to define the plans, but Cashnet staff will maintain the plans for the school.

Plan administrators set the date parameters, including enrollment dates and when plans are no longer available. Plans may also be set up dependent on the start date of classes.

In addition, Cashnet gives the Institute the ability to require that students set up an automatic payment plan as part of the enrollment process. Cashnet's automatic payments functionality allows students to designate a bank account or credit card account for installment payments. The system will notify the student prior to the payment date so that the student can ensure that funds are in the bank account or there is room to buy on the credit card.

If the College is managing the plans, then it will determine plan fees.

Are payment plans managed by our staff or by your company?

The College has the option of managing the plan or electing Full-Service Payment Plans that offers the following benefits to the College:

- Configuration of plans according to College requirements each term
- Free marketing materials to drive plan awareness and enrollment
- Dedicated toll-free telephone number and email address for customer assistance

For Full-Service Payment Plans, the Cashnet implementation team will work with the school to define the plans, but Cashnet staff will maintain the plans for the school.

Describe how students could enroll themselves in a payment plan through the web. Are parents allowed to enroll students in plans?

Depending on the type of plan configured, the student (or parent) would be brought through a series of steps during the enrollment process, including paying any enrollment fees and/or initial payments, viewing and agreeing to the terms and conditions of the plan and setting up recurring payments. Students must agree to the terms and conditions of a plan before completing enrollment. Although staff may edit the terms if the College is managing the plan, the terms that the student agreed to at the time of enrollment is printable with the plan. With FSPP, Cashnet provides a standard set of terms and conditions. Typically, students enroll into the plans online. If school administrators desire, they can enroll students into a plan either on the phone or in-person. Students may also use the payment profiles created for ePayment (if available) or save new payment profiles. Once enrolled, the student (and any authorized third-party users) will receive notification that the student has enrolled in a plan via email. This email is customizable. Students receive notifications at a number of times in the payment plan process: when first enrolling, when an installment is due, if there is a problem with an automatic payment, etc. The College can modify these messages to reflect its own business processes. Once an installment is due, the student will receive an email (and text message if so configured). The school determines when the student will receive the notification, as well as the text of the notification. If a student misses an installment, notification can also be sent at a date predetermined by the school. The school can customize these messages.

Describe how the system can require a student to enroll in an automatic recurring payment as part of the installment plan enrollment.

Cashnet gives the Institute the ability to require that students set up an automatic payment plan as part of the enrollment process. Cashnet's automatic payments functionality allows students to designate a bank account or credit card account for installment payments. The system will notify the student prior to the payment date

so that the student can ensure that funds are in the bank account or there is room to buy on the credit card. The College determines when to notify the student of the scheduled payment dates.

Describe the enrollment fees, late fees and any other fees assessed to the student.

If the College would be managing the plans, the College would assess enrollment fees, late fees, and any other fees according to its business processes.

Cashnet's reporting functionality would help to determine those students that are late in making payments. Fees would be assessed in Banner and, if using the imported budget type of plans, would be brought over as part of the total due.

If using Full-Service Payment Plans, Transact will assess the enrollment fees, late fees and NSF fees. these fees are included in the pricing.

Whenever there is a change in the student account balance, such as adding/dropping classes or a financial aid bill back, the system must automatically recalculate the remaining balances in the payment plan. Describe how your system will accomplish this.

Cashnet Payment Plans provides flexibility in the design of the installment plans, allowing the school to configure plans as needed. The three types of plans that can be configured are:

- Imported balance plan
- User-defined fixed
- School-defined fixed

With the imported balance plan, Cashnet performs a real-time lookup to Banner to obtain the student's eligible balance. The system then determines the amount of date of each installment based on this balance and the parameters defined by the school. The installments can change due to the student incurring additional charges or obtaining addition aid/credits on his account. Cashnet will automatically recalculate each installment when the student or a school administrator access the account via Cashnet or when a balance download or bill notification is run.

User-defined fixed plans may be configured to include a budget calculator that assists customers with creating the plan budget. School administrators set the parameters of the calculator.

During setup, the school determines the charges and credits eligible for inclusion in a payment plan. Typically, the school's Banner system will determine the eligible amount and send the net amount to Cashnet as part of the online lookup. The plan can also be configured to force a student to pay the non-deferrable items prior to enrollment in a payment plan.

Cashnet can retrieve financial aid information including anticipated aid. The table below summarizes the details and database objects used. This information is used for calculating IPP source amounts for the Cashnet Payment Plans installment plan module.

Object name	Object Type	Used for	Other related objects
RPRATRM	Table	For retrieving award information including term code, fund code, memo amount and authorized	
RPRARSC	Table	For retrieving anticipated financial aid information including fund code, term code, estimated amount and actual amount.	

The system must be able to provide terms and conditions that the student must be able to see before proceeding with the payment plan. Staff should be able to edit the terms and conditions.

Enrolling in a plan involves viewing and agreeing to the terms and conditions of the plan and setting up recurring payments. Students must agree to the terms and conditions of a plan before completing enrollment. Staff may edit the terms if the College is managing the plan; the terms that the student agreed to at the time of enrollment are printable with the plan. With FSPP, Cashnet provides a standard set of terms and conditions.

Staff must be able to easily view who is enrolled in a payment plan, add students to a payment plan, remove students from a payment plan, and batch add multiple students to a payment plan.

Administrators with appropriate permissions may enroll/withdraw a single student from a payment plan. In addition, Cashnet supports mass enrollments/withdrawals via a batch import.

The system should be able to generate reports on students enrolled in plans, scheduled payments, delinquent plans etc.

Payment plan functionality uses the same reporting tools as the other Cashnet modules. Besides reporting on installment payments as well as enrollment payments, the College can report on activities including enrollment in plans, withdrawals and those participants that are late.

Describe how the online enrollment site is maintained. Does the school need to contact the vendor to make changes to the site?

The payment plan functionality resides in the same platform as the ePayment and eBill/Dynamic Bill modules.
As described previously, Cashnet allows you to use a template-driven wizard to design the online site. A user does not need any special expertise to use the wizard; he simply needs to be familiar with the College's policy regarding any special web formatting (i.e. colors, fonts, etc.) as well as be familiar with the use of item codes and reference fields for determining charges in Cashnet.

Can students and their parents enroll in plans, make plan payments and view installments from a mobile device?

Yes, the payment plan functionality uses the same platform as the one-time payments described earlier. The ability to enroll in plans, make plan payments and view installments are supported via a mobile device.

4.7 E-Commerce storefront

Describe your storefront application.

Cashnet eMarket encompasses three valuable solutions to assist departments in the development, processing, and posting of payments collected on their departmental website:

- Cashnet Storefront: Template-driven solution for departments that would like to offer merchandise online but do not have a storefront.

- Cashnet Checkout: Provides shopping cart summary and "check-out" functionality, including emailed receipts and customer payment history.

- Cashnet Gateway: Integrates back-end payment processing for existing secure applications. Cashnet eMarket uses the same PCI-compliant foundation and payment processing gateway as the ePayment, Cashiering, and Payment Plan modules.
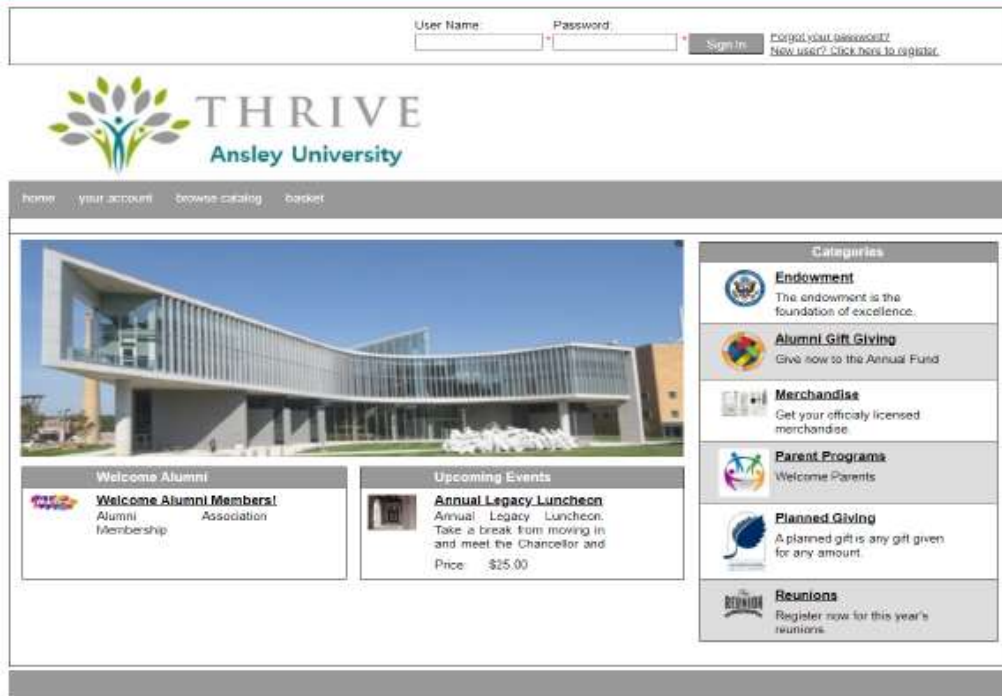
The Cashnet eMarket module:

- Significantly reduces campus administrative costs.
- Increases revenue sources by extending payment acceptance to all departments.
- Improves customer service with secure, single sign-on ability and around the clock access.
- Streamlines business operations to every form of payment.

Cashnet eMarket uses the same PCI-compliant foundation and payment processing gateway as the ePayment, Cashiering, and Payment Plan modules. Cashnet eMarket includes Storefront, Checkout, and Transaction Gateway solutions that can be used independently or together, allowing various campus-wide departments to seamlessly accept and authorize payments.

Cashnet eMarket may also be complemented by Cashnet's Assisted Payments functionality, allowing departments to supply superior service to their customers. With Assisted Payments, a departmental user with appropriate permissions can enter the appropriate information for a telephone caller. The system will track the transaction as a MOTO/ACH TEL transaction and label the transaction appropriately.

Describe the process for setting up the campus stores.

Cashnet eMarket allows you to use a template-driven wizard to design a storefront for your department. A user does not need any special expertise to use the wizard; he simply needs to be familiar with the College's policy regarding any special web formatting (i.e. colors, fonts, etc.) as well as be familiar with the use of item codes and reference fields for determining charges in Cashnet.

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Cashnet eMarket contains a Preview mode that allows administrators to view any additions or changes to an eMarket site before the pages are viewed by the customer. If the changes/additions are approved, the administrator simply implements the changes to the store via the click of a link.

The school also has the ability to copy stores from the test/training database to the live production site.

In addition, the eMarket Scheduler allows store administrators to automatically enable/disable items at a designated time.

Describe the security that must provide a variety of user roles with various add, edit, and delete privileges for store settings, product management, and store setup.

Security groups and user-level permissions help the institution control which personnel can perform specific functions based on the institution's policies and procedures. Supervisors and/or System Administrators are able to define levels of operator access (reporting, inquiry only, ability to view customer sensitive data, voids, refunds, supervisor responsibilities, etc.). They also assign the individuals who belong to those positions. The system allows the institution to set up multiple administrative users with specific access rights.

The College Cashnet administrator would create users by accessing the Operator table in Cashnet. Operators would be given a unique operator ID and password, and the level of permissions would be determined by the security group and department to which the operator is assigned. The administrator may further restrict or broaden that operator's permissions by making changes one-by-one to the default permissions assigned as a result of the security group profile.

In addition, Cashnet allows the school to define merchant-level security permissions. With this function, a single operator may have differing levels of permissions for various stores. For example, an operator may have full access to stores A and B, but inquiry and reporting only for store C.

Describe the process for new items/pages to be approved before being displayed on a storefront.

Cashnet eMarket contains a Preview mode that allows administrators to view any additions or changes to an eMarket site before the pages are viewed by the customer. If the changes/additions are approved, the administrator simply implements the changes to the store via the click of a link.

Explain how the system tracks different orders, departments, and amount collected.

The standard eMarket shopping experience reflects most other websites' shopping flow. A customer may be presented with information on a home page and be presented with either categories or items. When selecting an item, the customer may be asked for additional information (i.e. a size, meal preference, graduation date) or the customer may be asked for information on the transaction as a whole (phone number). If purchasing physical goods, the customer may be asked for a shipping address.

When done selecting the items for purchase, the customer will be asked to select a payment method. Stores may be configured to accept credit cards, electronic checks (in specific instances), foreign currency or purchase orders (for intradepartmental commerce) depending on the department's preference.

Cashnet eMarket allows the College to consolidate stores into an online mall using categories as well as set up free-standing stores that are not part of the mall.

In the Cashnet eMarket world, all eMarket sites – whether storefront, checkout or gateway – reside on one common platform. This platform, the Cashnet Administrative module, allows the College to set permissions, build storefronts, run reports, define extracts and manage store catalogues all in one place.

The College has the option of allowing each department to present its own eMarket site, whether an eMarket Storefront or a Checkout to an existing site, or have departments share a site. Each of the options has pros and cons; our experience, however, has shown that departments begin to move towards the concept of operating individual sites so as to maintain its own identity and autonomy.

Although departments may operate separate sites, the use of this common platform gives the College the ability to present a unified face to its variety of customers while reaping the benefits of running all transaction through a common gateway. As a result, the College has one central location for reconciliation, reporting and security.

Describe how the system provides data for updating accounting systems. Does your system integrate e-commerce transactions into banner misc. entries and student accounts entries?

Items/services sold via eMarket make use of the same Banner interfaces used by other modules. Transactional information may be configured to extract to as banner MISC or/and Banner Student entries or to other College systems.

Describe the payment tenders available to campus stores. Can foreign customers use their own currency as a payment tender?

Cashnet eMarket accepts credit cards, debit cards, electronic checks (ACH) and foreign currency as valid payment tenders. The acceptance of certain payment tenders may require the school to obtain certifications or other agreements with its bank and/or processing networks. Certain electronic tender types can only be processed via specific banking partners/networks. It is the school's discretion which payment tenders will be made available for each eMarket, as well as each item.

Cashnet has the ability to accept foreign currency transactions through both Flywire and Western Union Business Solutions.

Describe how centralized reporting as well as distributed reporting that allows individual merchants access to reports for their specific sales data.

Cashnet eMarket uses the same Cashnet foundation as the other Cashnet applications, giving access to Cashnet Reports and any interfaces in place. Typically, eMarket transactions extract to the school's financial system; any eMarket Checkouts initiated through the student portal (such as a housing deposit, etc.) may also extract to the student system.

In order for store owners to receive information back from the website, Cashnet offers a number of options:

- Email notification in standard or XML format: this works for very simple websites
- HTTPS notification to a URL using GET or POST: the most common method used by commerce sites
- Cashnet Reports: reports may be created, customized, scheduled and exported to a variety of formats to meet the department's needs
- Extract: for guaranteed delivery, an extract may be developed (this option will require an additional cost)

Due to Cashnet's permission-based security, individual merchants may be set up to create and run reports for their specific sales data.

Describe the system's ability to provide product option such as size, color, buyer information, custom questions etc.

Cashnet eMarket allows for external data to be collected with each available item for purchase. This data may be reported on and/or extracted to another system as required.

In addition, Cashnet eMarket contains inventory functionality allowing the storefront to track seats available, items sold, etc., and allows the College to collect sales tax where appropriate.

Describe the system's ability to support payment for fixed items/events (non-editable) and variable priced item/events.

Cashnet eMarket can be configured to offer both fixed-price items (such as an event price, a physical good' price, etc.) as well as variable price items (such as donations).

Does the system allow for recurring payments in a storefront?

An eMarket can be configured to accept donations as recurring payments with specified beginning/ending dates, with no specified ending date, for a certain number of payments, etc. The store administrator determines the parameters of the recurring payments.

The use of recurring payments is used quite often in donations/alumni/foundation websites. Cashnet provides an alternate storefront flow for those types of websites, making the process as smooth as possible for the enrollee.

The website administrator would determine whether or not to enable recurring payments, and then either set the parameters of the plan or let the customer set all or certain parameters such as period of recurrence (monthly, etc.) and amount.

Does the system integrate with existing campus websites or third party applications?

With Cashnet eMarket Checkout, those departments that already have a storefront, whether developed in-house or using another vendor, may take advantage of Cashnet's payment processing capabilities. In general, the calling website sends a data string of name-value pairs via HTTPS messaging to Cashnet. The amount of data sent is up to the College. The customer will then enter payment information on the Cashnet site and Cashnet will return a response.

Cashnet eMarket integrates with many other third-party applications that provide services for Higher Education. These include application solutions (ApplyYourself); continuing ed systems (Aceware); bookstore applications (MBS); housing applications (StarRez, RMS, Adirondack); parking solutions (T2 Systems, BossCars); fundraising (RuffaloCody); alumni (iModules); event management (Event Management Systems); and a variety of others.

These integrations through the Cashnet eMarket Checkout allows the school to plug in the back-end payment processing capabilities of Cashnet into the 3rd party's application to consolidate all payments in one database. In addition, these transactions will use the existing interfaces to send information to the Student/Finance system(s) as required.

Describe how the online ecommerce site is maintained. Does the school need to contact the vendor to make changes to the site?

Cashnet eMarket can be customized and branded to reflect ownership of transactions. The Cashnet Administrative site includes the eMarket setup wizard, giving the school administrator a step-by-step process to set up and maintain the pages. Staff members will receive training on maintaining the site during the implementation process, enabling them to make changes as required.

Can customers view the stores and purchase items from a mobile device?

Cashnet ePayment and eMarket are currently available via mobile devices. When a student, authorized user, or customer accesses the site via a mobile device, Cashnet will determine that the login request is from a mobile device and display the pages in a mobile-friendly format. There is no need to download an app, nor is there any additional cost for this functionality.

Cashnet eMarket may be complemented by Cashnet's Assisted Payments functionality, allowing departments to supply superior service to their customers. With Assisted Payments, a departmental user with appropriate

permissions can enter the appropriate information for a telephone caller. The system will track the transaction as a MOTO/ACH TEL transaction and label the transaction appropriately.

In addition, Cashnet eMarket may be complemented by our Mobile Payments via iPad. This application allows a staff member with appropriate permissions to accept a credit card payment "in the field," i.e., at an event. This module makes use of a secure mobile credit card swiper.

Describe how departmental staff members may assist customers wishing to pay via telephone or "in the field".

Cashnet supports departmental cashiering for in-person and phone processing, and departmental eMarkets for online transactions.

Additionally, departments can also use the Cashnet eMarket product to support departmental ecommerce sites, which are primarily online, but phone transactions can also be completed with the use of the Assisted Payments module and a MOTO terminal (Mail Order/Telephone Order) and in-person transactions can be completed with the Mobile iPad app, which extends the use of the storefront eMarkets. The system will track the transaction as a MOTO/ACH TEL transaction and label the transaction appropriately.

Are departmental eCommerce transactions reported and controlled in the same administrative portal as online and in-person student transactions?

Cashnet eMarket uses the same PCI-compliant foundation and payment processing gateway as the ePayment, Cashiering, and Payment Plan modules. Cashnet eMarket includes Storefront, Checkout, and Transaction Gateway solutions that can be used independently or together, allowing various campus- wide departments to seamlessly accept and authorize payments.

4.8 1098T/1098E

Describe the ability to present 1098-T/1098-E information to students and their authorized users.

Cashnet can present 1098-T and 1098-E statements on the Student Account Online site. Students can authorize parents to view their 1098-T/1098-E statements.

Does the system have the ability to allow students to state their preference regarding the receipt of the 1098-T/1098-E forms?

In accordance with IRS regulations, students may opt-out of receiving paper 1098-T/1098-E-statements and receive only an electronic statement. The student agrees to electronic-only and this agreement is stored within Cashnet. Cashnet will send a status indicator to the ERP of those students who have opted for electronic-only.

Does the vendor provide print, mail and filing services for those students who do not wish to receive an electronic copy?

Yes, optionally, we can also print, file and mail statements.

4.9 Electronic Refunds

Does the system provide the ability for students to enroll in receipt of electronic refunds? Describe how a student would enroll.

Cashnet eRefund provides schools with a mechanism to disburse refunds to the student through an electronic enrollment process combined with the automation of the ACH process. Cashnet eRefund will reduce the costs associated with printing, verification, distribution, returned check to handle, and the opportunity costs associated with staff focusing on this highly labor-intensive effort. The ACH process has been proven to be the lowest cost alternative for an institution to deliver a refund to students.

Cashnet eRefund allows the College to electronically disburse student refunds. Students enroll in eRefund by logging in to the Cashnet Student Account Portal and clicking a link on the Overview page. A student who wishes to enroll does so by selecting the bank account to which he wants refunds deposited. Entries are validated against a Federal Reserve Database to guard against data entry errors and ensure that only accounts at valid banks are used. Information about which students have enrolled in eRefund can be sent from Cashnet to the school's other systems through either batch or real-time interfaces.

Cashnet eRefund accepts an electronic file of refunds to be electronically deposited to the accounts designated by the student. On a periodic basis the school prepares a batch file of refunds to be imported into Cashnet. The file is placed in a location accessible to Cashnet and imported. The school may either send a file of all students receiving refunds or only those that have enrolled in eRefund. The school may send multiple files in the same day. Cashnet will work with the school and the bank to configure the system to send multiple files if required.

School personnel access an eRefund Approval screen where they can view the pending refunds. The default view is a summary that simply lists the date the file was received, total count and total dollar amount. The administrator may approve the file, reject the file, or view individual transactions in detail. While viewing individual transactions the administrator can also reject any individual transaction.

During the End of Day process, all approved transactions will be placed into an ACH file formatted according to NACHA specification. That file is then transmitted to the school's bank so that the funds can be withdrawn from the school's account and deposited into the students' accounts. Your project team will work with the bank to determine whether it accepts multiple files daily, on bank holidays, etc., and configure your end-of-day to perform in accordance with your bank's capabilities.

Does the system provide pre-noting capabilities?

Yes, the system allows the College to use prenotes if it desires.

Are students notified if a refund has been deposited in their account?

Yes, Cashnet can be configured to send a notification when the student's refund transaction has been created on the account. The actual deposit will be contingent on how quickly the school's and student's banks process the transaction.

POTENTIAL ADD ON

4.10 Cashiering

Describe your cashiering system. This option is an exploratory item and more specific questions may follow if Butler wishes to pursue this Add On.

Transact Payment powered by Cashnet provides a central depository of all payment transactions. Cashnet's extensive functionality allows the Business Office to achieve centralized control of payments occurring campus-wide. Cashnet will allow the College to expand payment processing across campus easily and provide one consolidated, comprehensive approach.

Specifically, the Cashiering module of Cashnet includes the following functionality:

- Web-based, unlimited cashiering licenses for campus-wide payment processing
- Business Office regulated payment processing and security controls
- High speed, secured Internet communication, providing authorizations in less than two
- Optimal security through extensive data encryption technology of all logfiles and data
- Supports both student and non-student transactions, as well as cash management activities
- Enhanced automation and functionality streamline processes and reduce manual efforts, significantly lowering costs
- Includes Electronic Departmental Deposits enabling departmental users to record deposits without the need for paper advice forms

The result for the College will be streamlined processes along with gains in efficiencies towards operational excellence.

Bidders should state operating system requirements. Vendor will be responsible for technical infrastructure through a Hosted environment.

Cashnet is a browser-based application therefore it can run on any operating system that supports a browser. Operators need only a computer and access to the Internet. A variety of peripheral devices can be used with Cashnet Cashiering to aid the cashier in processing transactions.

Cashnet is a fully hosted solution. Cashnet's hosted environment's mission is 100% focused on providing technical infrastructure expertise and high availability, resulting in a highly secure, redundant, fault tolerant environment. In regard to guarantees, history speaks for itself. Cashnet's performance stability is provided through our proven, demonstrated experience and stable system performance. We have utilized this environment since 1999, and our customers enjoy 99.9% availability.

Cashnet is hosted in the Microsoft Azure Cloud. As our cloud-hosting partner, Azure provides the physical facilities, data center infrastructure, network environment, and various services that support the Payments application. By leveraging Azure for these "commodity" functions, the Payments team is better able to focus on the elements of our offerings that are unique. Our internal Cloud Services team manages the Azure environment by configuring servers and services to deliver our application in a reliable, responsive, and secure manner. Azure uses a shared responsibility model. In general, Azure is responsible for the security of the cloud, and Transact is responsible for the security within the cloud. Further details on Azure security can be found at https://docs.microsoft.com/en-us/azure/security/fundamentals/.

Describe the system's method of generating and emailing receipts and duplicate receipts. At a minimum, the following data must be included on each receipt: a. Institution name b. Transaction date c. Transaction number d. Operator ID e. Customer name and number f. Workstation ID g. Transaction amount h. Charge code

Cashiering supports a number of receipt printers. Once a transaction is completed, a receipt may print automatically (if the station has been configured to print receipts). At a minimum, the receipt contains the transaction number, the actual date, the customer name, the type and amount of charges being paid for and the tender type used. Other items that may be included on a receipt include custom header and footer text; the school logo; the station, location and operator ID; the customer ID (either masked or in full); the business and/or effective date; any reference information, and the G/L account of the item. Duplicate receipts may be produced from any station by an operator with the appropriate permissions. The receipt may also be emailed automatically or on a one-by-one basis. Cashnet can produce duplicate receipts for any transaction. Each duplicate receipt is marked as such. If using ePayment, the student and/or authorized user may access the receipt online. In fact, many institutions have gone "paperless" and encourage customers to receive an emailed receipt or go online to retrieve the receipt.

Describe the system's ability to process different payment types.

Cashnet Cashiering can accept all types of payments and payment tenders, including cash, checks, credit/debit cards, campus cards and non-monetary vehicles such as vouchers. Cashiering can also perform journal entries. Cashnet also supports the use of different endorsements at different locations across campus.

Describe the system's ability to process payments for non-student transactions, including departments, visitors, companies and other campus customers.

Cashnet Cashiering supports both student and non-student transactions, as well as cash management activities such as petty cash disbursements and cashing checks.

Describe the system's ability to process a payment directly to a specific general ledger account and to validate that account number.

Posting payment information is triggered when a payment transaction is completed in Cashnet. Cashnet supports posting payments to:

- Student receivables
- Student deposits
- Miscellaneous
- Non-student posting

Cashnet can also perform a real-time GL validation with Banner.

Describe the system's ability to balance by cashier and workstation.

Cashiering makes end-of-day reconciliation simple with the ability to reconcile by operator, location, payment types and date, among other attributes.

Each cashier maintains a "batch" of transactions, which is synonymous with the cashier's cash drawer. The system maintains a running balance of the amount in the drawer by configurable tender type. Cashiering's Checkout functionality allows the cashier to view this balance at any time.

In addition, a supervisor or other user with appropriate permissions may take over a cashier's batch if a cashier needs to leave due to sickness, etc. before closing out the batch or the system may be configured to automatically close all drawers at the end of the day.

Finally, the school may require that a cashier's balancing (checkout) receive approval before being closed.

Describe the system's ability to recall any previous line item for correction/reversal before the transaction is completed.

Cashnet can recall a previous line item for correction before the transaction is complete. If a transaction has not yet closed, the cashier may edit or cancel the transaction. Once a transaction has been receipted, it cannot be deleted from the system. It can, however, be voided by a user with the appropriate level of authorization. In the case of a voided transaction, all the original transaction data is retained together with information about who performed the void and who approved it.

Cashnet makes it easy and secure to void, reverse and refund electronic transactions. Transactions voided or reversed in the same business day effectively cancel out the original transaction and do not send any data to the credit card processor or include in the ACH bank file. Operators with appropriate permissions may refund transactions after the original business day without needing to know the credit card/account number. Cashnet follows credit card industry rules by enabling operators to refund back to the original card. Cashnet supports partial refunds as well, in accordance with the College's business rules.

Transactions reversed or voided in a subsequent business day will send the credit as part of the ACH and credit card settlement files. The College may determine whether to extract the information to its host systems. Finally, Cashnet allows an operator with the appropriate permissions to dishonor a transaction due to a NSF or other notice from the bank. In this case, the transaction is reversed (and extract to the host system if desired), but funds are NOT sent to the bank/credit card processor.

Refunded, reversed and voided credit card transactions may be reported on separately or netted against current day transactions.

5. VENDOR QUALIFICATIONS & REFERENCES

All vendors must provide the following information in order for their proposal to be considered:

A brief history of the vendor company and services offered, including:

Please see below.

Full legal name of the company.

Transact Campus, Inc.

How long your company has been performing the services required by this RFP.

Transact has over 30 years of experience delivering cashiering and payment solutions that help institutions streamline transactions for students and College staff. Since 1988, the Cashnet solution has been 100% focused and dedicated to the design, development, implementation, and support of solutions for the higher education industry, serving some of the most innovative colleges and universities throughout the country. Our attention is focused on the higher education marketplace, rather than being all things to all people across many industries. We also differentiate ourselves by making and keeping commitments to our clients. In fact, we have never had a failed implementation, and many customers will testify that their experience with the installation of the Cashnet Suite was their first successful experience implementing a new system.

As a company with a national presence dedicated to serving the higher education community, we have observed and incorporated best practice procedures into our solutions. Transact Payments powered by Cashnet offers proven experience and a service level that promotes FSU's goal to offer a comprehensive PCI-compliant solution.

Why have Colleges and Universities across the United States chosen the Transact Payments powered by Cashnet as their solution of choice? There are seven key reasons:

1. All-in-One Place, All-on-One Page

Our system is designed to be naturally intuitive. Payment and billing information is presented to students or parents in one place. The Overview Page allows students to view their account balance, make a payment, and enroll for payment plans – all on the same page. This may sound simple and it is – by design. Students and parents want to move quickly through the payment system without having to click tabs to see the information necessary to make a payment. The design philosophy benefits the College as well because it reduces the number of calls or e-mails from confused students or parents.

Students arrive at the Student Account Online page through the school's portal. They are presented with real-time account information, and payments can be processed quickly. There is no need to "tab" back and forth between bills, payments, and/or enrolling in other services.

All-in-One place is the design philosophy of Transact Payments software.

2. Reliable Fiscal Year Budgeting

Transact subscription fees are not only affordable, they are also fixed. With Transact, you can reliably forecast your IT expense over the next five years. Some vendors price per transaction or per bill or per check. With transaction or item costing, you never know what each month, quarter or year will bring as students adopt the technology you have worked diligently to promote within the College. A hidden cost of per transaction pricing is the additional work created by the necessity to reconcile yet another group of transactions. If a vendor charges per check, a different amount per credit card, yet another amount for returns, and then costs for storing your data more than 12 months, then these costs must be reconciled, audited, and approved on a monthly basis.

With Transact, during the budgeting process for the Student Accounts department, you can go forward with an expense figure for your operation that *will not vary with use*. Per transaction pricing is seductive but only beneficial if very few people use the system. This is exactly opposite of what Transact and your institution want to accomplish with the implementation of an online billing and payment system. We want people to actively use the system and do not want the College penalized for increased adoption and utilization.

Transact subscription pricing is fixed – guaranteed.

3. Tailored, not custom

One size does not fit all. Delivering software through the internet that is tailored for each institution is a problem that has been solved by Transact Payments. Customers have shared with us that other vendors force fit the application to the institution. Transact has uniquely solved the issue of tailoring the application to each environment without creating customized software for the College.

The College can benefit from a solution that is geared towards the business practices and environment in place today. Our approach enables moving forward with enhancements (see below) without risk of interfaces not working or underlying data no longer displaying.

Transact Payments is tailored to fit your environment.

4. Software as a Service

Our clients love the continual, automated, easy access to technology enhancements our software as a service model provides. There is no need to pay for custom development or buy a new upgrade every time technology takes a step forward and you will never have to struggle with painful data conversions. Each software enhancement will function on top of the data without you having to do anything. We have eliminated the issues of version upgrades, additional support and infrastructure costs.

Transact has been successfully delivering a full suite of applications in a hosted environment longer than any other provider. The benefit to the College is that you can take full advantage of the experience we have gained from working with other Universities and Colleges.

5. Complete Service Suite

For an affordable annual subscription, Transact clients access a complete suite of essential applications on demand via the Internet. Implementation fees are significantly lower than developing custom solutions or purchasing proprietary software and hardware. And as too many have learned too late, initial custom software development outlays are a mere fraction of the long-term costs. Spreading infrastructure, development,

maintenance and future innovation costs across a broad base of users means you can access best-in-class tools that would otherwise simply be out of reach.

We are continually adding to the circle of service and continually adding new products, product extensions, and enhancements that supplement our current offerings. The design of our product enables Colleges and Universities to seamlessly add modules over time without recreating data structures or incurring significant deployment time.

Transact's complete product suite is one that continues to provide improved efficiency, lower risk and a generous return on investment.

6. Reliable ERP Integration

Transact is focused exclusively on the higher education market and is a partner with a number of ERP solutions, including Workday, Ellucian, Jenzabar, and Oracle/PeopleSoft. Every day student account balances are being presented in real-time, payments successfully processed, payments reflected in the student system, and the financial systems balanced with this activity.

We have been accomplishing for years what some are now just undertaking regarding both hosting of applications and interfacing to ERP systems. The benefit of our expertise has been obvious to those that have experienced our competitors' products relative to our ability to keep data in-sync.

7. Actively Certified PCI-DSS Level 1 – more than Complacent Compliance

Certification with the Payment Card Industry Data Security Standards is of utmost importance to any institution desiring to process credit or debit card transactions. Transact has undertaken the resource commitment and expense to certify at the highest security level. Some vendors choose not to undergo the rigors of certification and instead opt for a non-specific standard – compliance. Vendors who opt for the lesser standard often respond with some type of general audit practice designed to address accounting or governance issues.

For Transact, the issue is simple. Certify at the highest level with the organization that specializes in credit card payment security, PCI-DSS. The College should examine the PCI list of certified companies to determine whether a vendor has undertaken this level of security.

Transact Payments powered by Cashnet solutions protect the privacy of customer educational and financial information, and must meet the requirements of all applicable federal regulations, including the Family Educational Rights and Privacy Act (FERPA), the Gramm-Leach-Bliley Act (GLB), Red Flag Rules, and the Americans with Disability Act (ADA).

Transact is actively certified – more than complacently compliant.

Number of people currently employed.

Transact Campus Inc. is privately owned by Reverence Capital Partners since May 1, 2019. Transact has 403 employees worldwide. Cashnet operates offices in Alameda, CA; New Haven, CT; and Chennai, India, and employs about 140 staff members.

An outline of the product line-up and/or services they currently support.

Our products were conceived and developed from the ground up and demonstrate a level of scope and completeness unavailable through other providers. Our unique Customer Service model assures that administrators and students have multiple support resources at their disposal. We have fine-tuned every process, procedure, and methodology around feedback from administrators and students and the unique campus systems we have encountered. This approach also allows us to seamlessly incorporate our solution within the campus environment.

Our vision is to focus both on the best-of-breed orientation and the higher education marketplace, rather than being all things to all people, across many industries. We differentiate ourselves by making and keeping commitments to customers better than anyone else.

Payments powered by Cashnet

| eBill | ePayment | SmartPay/ CampusPay | Payment Plans | Cashiering | eMarket | eRefund | Mobile Payments for iPad |

| **700+** | **Level 1** | **+30 yrs** | **5M+** | **Clients include** |
| Campuses served | PCI Level 1 service provider (PCI-DSS certified) | Providing payment solutions since 1988 | Serving over 5M students nationwide | private, public, two-year & four-year universities |

Streamlined System Interfacing, Management, and Payment Processing

Cashnet can streamline payment processing and systems' management by consolidating the payments processed in the following Cashnet Commerce components:

Cashnet Administration

- Foundation for all solution components
- Contains the database and stores information including reference data for customers, transactions, and structures for financial reporting.
- Host for application security, audit history, and transaction and reconciliation reporting
- Extensive tools and reporting for system, financial, business, and technical management.

Cashnet ePayment

- Dynamic account presentment and payment web site
- Real-time account inquiry and payment posting
- Students and parents may view and pay bills via a web site that is accessed through portal integration
- Payment options include: ACH, credit cards, pinless debit, campus one cards, foreign currency, virtual wallets (Masterpass), 529 plans
- Other services include the ability for the student to authorize 3rd party payers, set up automated recurring payments, and account management features

Cashnet eBill/Dynamic Bill

- Customized bill template for presentation on the web page
- Automatic email notification to students and third party payers when the bill is available
- Administrative site for viewing bill activity
- Real-time presentation of account details

Cashnet Cashiering

- Web-based, unlimited cashiering licenses for campus-wide payment processing
- Business Office regulated payment processing and security controls
- High speed, secured Internet communication, providing authorizations in less than two seconds.
- Optimal security through extensive data encryption technology of all logfiles and data comm
- Supports both student and non-student transactions, as well as cash management activities
- Enhanced automation and functionality streamline processes and reduce manual efforts, significantly lowering costs

Cashnet Payment Plans

- Flexibility to create and manage multiple, concurrent plans
- Option for recalculation of plan amounts due after receipt of financial aid or changes in a student's enrollment status
- Easy enrollment for students or parents through the web portal
- Integration with ePayment for real-time payment posting
- Schools receive funds daily
- Upcoming payment due dates and receipts automatically emailed to students and/or parents
- Managed by the school or Cashnet

Cashnet eMarket

- Provide a complete *Storefront* or add online payment processing to existing sites with *Checkout*
- The wizard-driven format allows graphics, easy access, simple development, and management
- Allows each campus department to create, manage and operate a storefront with their own URL
- Uniformly apply campus business policies to all campus commerce, eliminating security risks
- Improve control and audit trails, and benefit from easy consolidated reporting
- Significantly reduces costs: campus administration, duplication, merchant accounts, etc.
- Centralize control of technology and financial information

Cashnet eRefund

- Process and transfer electronic refunds to students more efficiently and reliably
- Protection for all sensitive student banking information
- Significantly reduces the cost of issuing refunds

Cashnet 1098-T

- Electronically present 1098-T statements to students and authorized third-party payers
- Optional student opt-in to electronic-only, significantly saving costs of printing and mailing
- No archiving of forms
- Optional print, file, and mail services also available

Solution Options

Since the system is modular, the College can select those modules that meet its needs according to its own time frame. Cashnet is proposing the following combination of modules (pricing is attached on the Cost Proposal sheet):

Cashnet Recommended Configuration

- Cashnet Administration
- Cashnet eBill and Dynamic Bill
- Cashnet Cashiering
- Cashnet Payment
- Cashnet SmartPay or CampusPay
- Cashnet eRefund
- Full-Service Payment Plans
- Banner Real-Time Interface Package
- Unlimited eMarket

This combination of modules provides the most optimal online payment experience for the student. The use of ePayment gives the student the ability to use credit cards (with a convenience fee if desired by the College), and electronic checks (and optionally, foreign currency and campus cards as well); set up authorized third-party payers; save payment methods for future transactions; view real-time balance(s) on the account; access transactional history; view global and personal messages; and set up mobile alerts.

An outline of their partnerships and relationships to date.

Transact is a leading provider of technology and payment services to the growing global education market. We currently serve approximately 1,200 clients within the higher education market. Our annual revenues are over $190 million per year, and we are always investing in research and development to support product innovation. As of May 1, 2019, we are privately owned by Reverence Capital Partners (http://www.reverencecapital.com/) who contributed more than $300 million of equity capital into our business.

In addition to our client list of more than 1,200 colleges and universities, our integrations speak to the partnerships and relationships we've built. Besides integrating with the campus student and financial system, Cashnet can provide payment integration with a number of other campus systems in accordance with the school's business policies. Cashnet eMarket integrates with some 100 third-party applications that provide services for Higher Education. These include application solutions (ApplyYourself); campus card providers (Transact Campus Inc.); continuing ed systems (Aceware); bookstore applications (MBS); housing applications (StarRez, RMS, Adirondack); parking solutions (T2 Systems, BossCars); fundraising (RuffaloCody); alumni (iModules); event management (Event Management Systems); and a variety of others (Papercut, University Tickets).

Cashnet currently integrates with Banner, PaperCut, TIX, and CBORD, at other institutions and is open to adding other applications as required.

Identify at least three (3) institution of higher education for which you have performed similar services. Describe the service performed, results obtained and current status of the project. Provide the name, title, telephone number, email address of your key contract(s) at the organization and solutions implemented.

Reference #1: Colby Community College

Name: Carolyn Kasdorf
Title: VP of Student Affairs
Telephone Number: (785) 460-5407
Email Address: carolyn.kasdorf@colbycc.edu
Solutions Implemented: Cashnet Administration, Ellucian PowerCampus Integration Package, Cashnet ePayment, SmartPay, Full-Service Payment Plans, Cashnet eBill, Cashnet Dynamic Bill, Cashnet eRefund, Cashnet eMarket, Full-Service 1098-T
Services Performed: Deployment, Training, Marketing for FSPP, Customer Support, Print/Mail/File for 1098T
Results Obtained: Customer since 2019
Current Status of Project: Live on all modules

Reference #2: Tulsa Community College

Name: Chelle Davidson
Title: Bursar
Telephone Number: (918) 595-7618
Email Address: dawn.davidson@tulsacc.edu
Solutions Implemented: Cashnet Administration, Ellucian Banner Integration Package, Cashnet ePayment, Payment Plans Software, Cashnet eBill, Cashnet Dynamic Bill, Cashnet Cashiering, Full-Service 1098-T
Services Performed: Deployment, Training, Customer Support, Print/Mail/File for 1098T
Results Obtained: Customer since 2016
Current Status of Project: Live on all modules

Reference #3: Delgado Community College

Name: Amy Laszcz
Title: Director of Student Accounts Receivable
Telephone Number: (504) 671-5456
Email Address: alaszc@dcc.edu
Solutions Implemented: Cashnet Administration, Ellucian Banner Integration Package, Cashnet ePayment, SmartPay, Full-Service Payment Plans, Cashnet eBill, Cashnet Cashiering, Cashnet eMarket, Banner Payment Adapter
Services Performed: Deployment, Training, Marketing for FSPP, Customer Support
Results Obtained: Customer since 2012
Current Status of Project: Live on all modules

We understand some companies rely on business partners to implement their systems. If applicable, please submit your partner(s) complete contact information as well as a description of their services.

Transact will perform all implementation services and does not rely on business partners for implementation.

6. BUDGET & ESTIMATED PRICING

Please see the next page for our cost proposal.

TRANSACT
Payments powered by Cashnet®

ATTACHMENT 1: COST PROPOSAL

Pricing Grid Explanation

Transact is offering three pricing bundles:

- Option 1A includes the full student account center package with Full-Service Payment Plans (Transact-managed payment plans).
- Option 1B includes the full student account center package with Payment Plan Software (school-managed payment plans).
- Option 2 includes package that provides ability to process payments originating from Banner Self Service AR.

SmartPay or CampusPay service required for pricing to apply to all packages.

Standard Deployment fees are <u>waived</u> for the initial installation project with the inclusion of SmartPay or CampusPay.

Pricing is based on an annual subscription, and the first-year annual customer fee(s) shall be applied for the one-year period following the Commencement Date of the License Term. During the License Term, increases to the annual customer fee(s) will be limited to 10%. Specified pricing is only applicable to the initial project and list pricing may apply to future add-on services. Please see product notes below for additional details associated with each service.

Product notes

Cashnet Administration: If a VPN is necessary, it requires an annual $2,000 pass through expense. If the Customer wishes to implement multiple merchant accounts, it may require an additional Merchant ID expense. Pricing for the modules included above is flat non-negotiable bundled price. For existing customers who already have administration cost, the annual fees set forth in this Amendment are added to the existing cost for Cashnet administration. Implementation training includes access to self-paced online training and weekly meetings with a Cashnet Project Manager. Admin module: Includes unlimited campus access to self-paced training, available on Cashnet's Online Learning Portal, ACH returned items import for new customers.

Banner Real-Time Interface Package: Includes all necessary interfaces to facilitate a real time lookup and post as well as necessary batch processes for Banner Student and associated g/l. Additional real time/batch interfaces are at an additional cost.

ePayment: Includes User Emulation in read only and a MOTO terminal ID for full User Emulation permissions. If SmartPay not in use at any time customer would need to purchase a terminal ID for full User Emulation permissions. User Emulation and a WEB and MOTO terminal ID are included if required. Terminal ID for credit card processing is included. This solution utilizes SmartPay at a rate of 2.75% for domestic transactions and 4.25% for international transactions and includes ACH at $0.50 cents per transaction. Includes authorized user access, guest payer access for one-time guest payments, and stored payment method capabilities.

Banner Payment Adapter: Provides ability to process payments originating from Banner Self Service AR. Does not include authorized user access, guest payer access for one-time guest payments, and stored payment method capabilities. Does not provide ability for campus card or 529 plan payment methods.

Payment Plan Software: Includes payment plan payments import. This is an import for payments made in person.

Full-Service Payment Plans: Customer has chosen to use Transact's outsourced payment plan - Full-Service Payment Plans ("FSPP"). Transact will administer all tuition payment plans offered by Customer through FSPP, which will include accepting payments on behalf of Customer, providing Truth-in-Lending and other applicable state legal or regulatory disclosures on behalf of Customer, and providing other administrative services in connection with the plans. Customer acknowledges that Transact is merely a software and administrative services provider to Customer with respect to tuition payment plans and Transact neither assumes or is responsible for any credit risk born by Customer in providing such software and services to Customer. Customer shall be solely responsible for compliance with laws and regulations that apply to offering tuition payment plans and shall hold harmless and indemnify Transact from and against any damages, liability, losses, claims, actions, fines or penalties, including reasonable attorneys' fees, that may be asserted by third parties in connection with Customer's use of FSPP. Fees will be assessed per enrollment and are charged directly to students. In addition to the enrollment fee of $25.00, students may be assessed late fees and NSF fees. If any installment payment is not received within fifteen (15) calendar days from its due date, a late fee in the amount of $10.00 will be charged to the student. NSF Fees are for insufficient or uncollected funds (returned items or paid items) and will be charged in the amount of $25.00, which may be subject to change in accordance with the state laws of Kansas. These fees are assessed when a student makes a payment in an amount above what is available in his/her designated financial account. Standard three (3) and four (4) month plans are available with Transact servicing. All online credit card payments are processed through either SmartPay at a rate of 2.75%, or CampusPay at a rate of 2.2%, for domestic transactions and 4.25% for international transactions. Transact will collect and hold all fees in a depository account that is owned by Customer on Customer's behalf. Customer will remit to Transact an administrative service charge equal to the amount of fees collected through the FSPP module on a periodic basis. Includes payment plan import.

Butler Community College has the option to increase the enrollment fee charged to student and retain a portion of the fee if desired.

International Fund Transfers Integration: Addition of Flywire or Western Union Business Services as a payment tender includes modification of any extracts to accommodate the new payment code (if required).

Single Sign-On: Includes AES or InCommon Shibboleth SSO for student access (does not include Shibboleth done via any methodology other than InCommon). If CAS or a non InCommon Shibboleth SSO are required, it will result in additional cost and possibly extend the deployment timeframe.

eBill: This solution includes one eBill utilizing the standard template. Additional or custom templates will result in longer deployment timeframe and additional costs. Annual eBill updates include, if needed, replacement of eBill Logo, addresses, School name, or static data.

SmartPay: All credit and debit card payments are processed through SmartPay at a rate of 2.75% for domestic transactions. This service will be applied to the following modules: ePayment, Payment Plan Software, Full-Service Payment Plans, and eMarket. Includes ACH processing at $0.50 cents per transaction.

CampusPay: All credit and debit card payments are processed through CampusPay at a rate of 2.2% for domestic transactions. This service will be applied to the following modules: ePayment, Payment Plan Software, Full-Service Payment Plans, and eMarket. Includes ACH processing at $0.50 cents per transaction.

User Emulation: Includes read-only mode. If Customer would like full permissions to make MOTO and ACH TEL payments, an additional CC Interface/Terminal ID will be required.

Assisted Payments: If Customer would like to process payments to make MOTO and ACH TEL payments, an additional CC Interface/Terminal ID will be needed.

Unlimited eMarket license: HTTPS notification is included. Additional CC Interfaces/Terminal IDs shall result in additional cost. An extract to the GL/Finance system is included. Includes 1 ACH setup if one is not already in use for ePayment/Payment Plan Software. Includes a WEB and MOTO terminal ID if required. Transact will assist in the creation of three (3) eMarket storefronts or checkouts as part of the "train the trainer" education. This deployment assistance for the eMarkets will be for 90 days of initial eMarket "go-live." In the event that Customer requires training and set up for any eMarket sites ninety (90) days after the initial eMarket "go-live," the following options are available:
1) Transact will assist with setting up individual sites for the standard deployment fee of $1,795 per site.
2) Transact will provide consulting services for $275 per hour, with a minimum of four (4) hours. Requires Administration module if purchased separately.

1098-T/1098-E Electronic Presentment Only: Does not include printing, mailing, and IRS Filing.

1098-T/1098-E Electronic Presentment Plus Printing, Mailing, and Filing: Includes printing, mailing, and IRS Filing.

Unlimited Cashiering and Departmental Deposits: Cashiering requires receipt printers and if processing credit cards, card readers will be needed. Encrypted peripherals are also available and will require Bluefin P2PE software. Implementation of the Cashiering module includes on-site user training at go-live. Includes RETAIL and MOTO terminal ID if required.

BUTLER COMMUNITY COLLEGE - STUDENT ACCOUNT CENTER RFP
Transact Payments Powered by Cashnet Pricing Proposal

OPTION 1A
Full Student Account Center INCLUDES Full-Service Payment Plans

Budget Item	Annual Subscription	Deployment (One-time Cost)
Unlimited eMarket: Campus-Wide eCommerce	Included	Included
eBill: Static PDF Electronic Bill Presentment	Included	Included
Dynamic Bill: Real-Time Account Activity Display	Included	Included
eRefund: Direct Deposit Financial Aid Refunding	Included	Included
ePayment: Online Student Payments, Authorized Users, Stored Accounts	Included	Included
Administration: Business Rules, Security, Reporting	Included	Included
Full-Service Payment Plans: Transact-Managed Payment Plans	Included	Included
Banner Real-Time Interface Package	Included	Included
SmartPay/CampusPay Merchant Processing	Included	Included
International Fund Transfers	Included	Included
529 Plan Integration	Included	Included
User Emulation: Remote Student Account Customer Service Tool	Included	Included
Assisted Payments: Remote eMarket Customer Service Tool	Included	Included
Customer Research Center: Student Dashboard Customer Service Tool	Included	Included
Training: Initial Training and Ongoing Support	Included	Included
Customized Reporting	Included	Included
OPTION 1A: Annual Subscription & One-time Deployment Fee	$ 30,396	$ -

OPTION 1A Potential Add-Ons	Annual Subscription	Deployment (One-time Cost)
Unlimited Cashiering and Departmental Deposits	$ 14,400	Included
1098T/1098E Electronic Presentment Only	$ 3,341	Included
1098T/1098E Electronic Presentment with Print, Mail, and IRS Filing	$ 4,106	Included

OPTION 1B
Full Student Account Center INCLUDES Payment Plan Software

Budget Item	Annual Subscription	Deployment (One-time Cost)
Unlimited eMarket: Campus-Wide eCommerce	Included	Included
eBill: Static PDF Electronic Bill Presentment	Included	Included
Dynamic Bill: Real-Time Account Activity Display	Included	Included
eRefund: Direct Deposit Financial Aid Refunding	Included	Included
ePayment: Online Student Payments, Authorized Users, Stored Accounts	Included	Included
Administration: Business Rules, Security, Reporting	Included	Included
Payment Plan Software: Butler CC Managed Payment Plans	Included	Included
Banner Real-Time Interface Package	Included	Included
SmartPay/CampusPay Merchant Processing	Included	Included
International Fund Transfers	Included	Included
529 Plan Integration	Included	Included
User Emulation: Remote Student Account Customer Service Tool	Included	Included
Assisted Payments: Remote eMarket Customer Service Tool	Included	Included
Customer Research Center: Student Dashboard Customer Service Tool	Included	Included
Training: Initial Training and Ongoing Support	Included	Included
Customized Reporting	Included	Included
OPTION 1B: Annual Subscription & One-time Deployment Fee	$ 63,504	$ -

OPTION 1B Potential Add-Ons	Annual Subscription	Deployment (One-time Cost)
Unlimited Cashiering and Departmental Deposits	$ 14,400	Included
1098T/1098E Electronic Presentment Only	$ 3,341	Included
1098T/1098E Electronic Presentment with Print, Mail, and IRS Filing	$ 4,106	Included

OPTION 2
Processing Payments from Banner Student Self-Service AR

Budget Item	Annual Subscription	Deployment (One-time Cost)
Administration: Business Rules, Security, Reporting	Included	Included
Banner Payment Adapter	Included	Included
SmartPay/CampusPay Merchant Processing	Included	Included
Training: Initial Training and Ongoing Support	Included	Included
Customized Reporting	Included	Included
OPTION 2: Annual Subscription & One-time Deployment Fee	$ 10,228	$ • -

OPTION 2 Potential Add-Ons	Annual Subscription	Deployment (One-time Cost)
Unlimited eMarket: Campus-Wide eCommerce	$ 17,151	Included
eBill: Static PDF Electronic Bill Presentment	$ 7,200	Included
Dynamic Bill: Real-Time Account Activity Display*	$ 2,400	Included
eRefund: Direct Deposit Financial Aid Refunds	$ 3,645	Included
Banner Real-Time Interface Package	$ 3,447	Included
International Fund Transfers	$ 700	Included
Payment Plan Software with ePayment*	$ 22,700	Included
Full-Service Payment Plans with ePayment*	Included	Included
Unlimited Cashiering and Departmental Deposits*	$ 14,400	Included
1098T/1098E Electronic Presentment Only	$ 3,341	Included
1098T/1098E Electronic Presentment with Print, Mail, and IRS Filing	$ 4,106	Included
529 Plan Integration (Requires ePayment)	Included	Included
User Emulation	$ 2,000.00	Included
Assisted Payments	$ 800.00	Included
Customer Research Center*	$ 2,500.00	Included

Module Requires Addition of Banner Real-Time Interface Package.

TRANSACT

At Transact Campus Inc, our technology
ensures the right student
gets the right services at the right time—
powering more effective student recruitment,
engagement, and retention.

TOPIC for ACTION
Mutual Gains Bargaining – Notice Up Letter

REPORT:
The professional employees and administrative representatives on the Mutual Gains Bargaining Team are finalizing the agreed upon Notice Up Letter for 2021-2022 Mutual Gains Bargaining. It will be available for Trustees' review prior to the Board meeting.

RECOMMENDED ACTION:
We recommend approval of the Notice Up Letter for 2021-2022 contract year.

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: Shelley Stultz, AVP Human Resources
Supervisor: Kim Krull, President
Date: March 9, 2021

Butler
Community College

- Let's Take Tomorrow -

BUTLER COMMUNITY COLLEGE
BOARD OF TRUSTEES
MINUTES OF THE REGULAR BOARD MEETING
4:30 p.m., February 9, 2021 – Dankert Board Room
Meeting Recording can be viewed at https://youtu.be/zaC_wJ2j9fA

STAFF ATTENDANCE

		BOARD ATTENDANCE
Tom Borrego (Z)	Matt Jacobs	Mary Martha Good
Lora Jarvis	Kim Krull	Jim Howell
Esam Mohammad (Z)	Jessica Ohman (Z)	Doug Law
Bill Rinkenbaugh (Z)	Terry Sader (Z)	Lance Lechtenberg
Kim Sherwood (Z)	Kelly Snedden (Z)	Forrest Rhodes
Shelley Stultz (Z)	Kent Williams (Z)	Shelby Smith
Lori Winningham (Z)	Bill Young (Z)	Julie Winslow
Amanda Hadley	Cory Teubner (Z)	
Rick Nichols	Greg Cole (Z)	
Mel Whiteside (Z)	Heather Rinkenbaugh (Z)	
Lisa Bolin (Z)	Kiersten Kamholz (Z)	

GUESTS
Scott Redler
Les Padzensky
Jamie Baker

CALL TO ORDER
Chair Lechtenberg called the regular monthly meeting of the Board of Trustees to order at 4:30 p.m.

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA
Chair Lechtenberg noted that they would need to move the Culinary Discussion to earlier in the agenda in order to best meet the needs of the community advisory board members who would be speaking. Trustee Howell moved to approve the agenda as amended. Trustee Good seconded. Lora Jarvis called a roll call vote and the motion passed unanimously.

RECOGNITIONS
- **Cory Teubner** – Master Teacher
- **Larry Friesen** & **Amanda Hadley** – Teaching Excellence Award Winners
- **Teressa Eastman** – Co-Chair of the Community College Knowledge and Practice Group with AHEAD

PUBLIC COMMENT – NONE

STANDING REPORTS

Student Government Association – SGA President Kiersten Kamholz and secretary Chloe were present on Zoom to share that they were a full team again after adding two new members to their leadership team. They started school with welcome back tables in the 1500 building handing out snacks and school supplies.

They are currently celebrating Black History Month by featuring a different African American each week including Martin Luther King, Jr., Rosa Parks, Malcom X, and Aretha Franklin. They are also handing out special valentine's goodies this week as well.

A partnership between SGA, IS and Marketing is bringing charging stations to both campuses. Students will have the chance to charge their devices at multiple stations at both Butler of Andover and Butler of El Dorado.

The first SGA Meeting of the semester will be Thursday, February 17 at 4:00 p.m.

Operational Staff – OpStaff President Lisa Bolin told the Board that their first meeting is this Thursday, February 11th and she looked forward to bringing them an update in March.

Professional Employees – Dr. Terry Sader had two announcements to share with the Board. First, he congratulated Cory Teubner for being selected as this year's Master Teacher for Butler.

Dr. Sader also announced that Chloe Lille of Valley Center and Laura Burke of Mulvane were both selected to receive the Associations scholarship this year. Chloe is studying secondary education and Laura is studying elementary education.

(Standing reports were paused to allow for the Culinary Arts Discussion. Standing Reports resume on page 121)

BOARD STRATEGIC DISCUSSION – ISSUES AND OPPORTUNITIES

Culinary Arts & Hospitality Management Discussion – Dr. Krull introduced Scott Redler, Les Padzensky, and Greg Cole to the Board. Scott & Les are members of the Culinary Arts & Hospitality Management Advisory Board and Greg is serving as the Lead instructor this semester.

Mr. Redler shared that the hospitality industry is one where you can start with nothing and end up being very successful in your career. He believes Butler's program has fit the college well and that it is time to take it to the next level. He said that the industry is always looking for more qualified people to fill the roles in restaurants all over the nation.

Mr. Padzensky used to teach for the Butler Culinary Arts and Hospitality Management program. He hired many Butler students in his time as a leader for Warren theaters. He agrees with Mr. Redler that it is time to take the Butler program to the next level and that the people, talent and knowledge are already here. Butler has established a great reputation.

Trustee Smith asked them to clarify what they meant by taking the program to the next level. Mr. Redler expressed that taking it to a level that is found in other parts of the country would require equipment, space and commitment from Butler.

Trustee Smith expressed concerns that Butler is going head-to-head with WSU-Tech and whatever space might be available to Butler, WSU-Tech was going to have five times as much. He would like to wait before committing money to the program to see what is happening locally.

Mr. Redler shared that he thought with the right leadership in the program, Butler could far out-do what WSU-Tech can do.

Trustee Good questioned how the minimum wage going up to $15 an hour would hinder the hospitality industry. Mr. Redler expressed that they do not feel it will be a nation-wide minimum wage and that if it does increase, it will be graduated over a period of years.

Trustee Winslow asked them how they envisioned Butler's culinary program setting itself apart from WSU-Tech. Mr. Redler shared that he and his wife are financial supporters of Butler through scholarships and are committed to making the Culinary program the best it can be. Trustee Winslow asked if they knew what the right decisions would be or if they were willing to sit on a panel so that they could ensure Butler makes the right decisions going forward. Both Mr. Redler and Mr. Padzensky are already members of the Culinary Arts and Hospitality Management Program Advisory Board.

Dr. Krull shared that there are some exciting opportunities out there for Butler's students and they are working hard to create pathways from the classroom to the industry. Bringing the program back into Butler County will also present some new opportunity because it will be in Butler's service area.

Dr. Krull introduced Greg Cole to share his experience with the program as well. Mr. Cole is leading the program this semester and he expressed how fortunate the program is to have backing and support of individuals like Les and Scott. Mr. Cole said that Butler has an advantage far greater than WSU-Tech will ever have because the

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program is already established and recognized as well as having graduates nation-wide that are doing extremely well and marketing for the program.

Trustee Smith asked what they felt would happen if Butler built something bigger and better and indicated his thoughts that the time to expand was a year ago. Trustee Smith also questioned why students would come to Butler's program if it was moved. Mr. Redler indicated that a newer facility would be much better than the current location of the Boston Rec Center.

Dr. Krull stated there are some opportunities with taking the program out of the traditional culinary and hospitality and adding some new elements to the program with new partnerships.

Trustee Winslow asked if Mr. Redler and Mr. Padzensky would be willing to start a tuition program for students who were going into the culinary program. Mr. Redler said that he and his wife already have a scholarship for the program and plans future support. He also said that leadership is important and that with the right leadership the program's growth and graduation rates will improve greatly as well.

STANDING REPORTS (cont)….
Board Finance Committee – Trustee Smith said that Butler's spring enrollment is up a little more than originally thought. Trustee Law said that some of the anticipated budget shortages are less than originally planned for as well and that we generated more tax revenue.

Foundation Board Report – Trustee Rhodes shared that the Foundation's annual big fundraiser auction will be conducted virtually this year. He said that the Foundation does some great things for the college including many scholarships for students.

President's Report – After requests last month, the Ag transfer information, articulation agreements, and past Board evaluations were put on SharePoint for Trustees to review.

The EMSI information requested last month was shared in the Board Overview shared prior to the meeting. Also included, was some statistic information Esam was able to find on the affects COVID had on local/regional hospitality services.

Dr. Krull reminded the Board that required negotiations training is scheduled for February 24th from 4:00 – 5:00 p.m. Lora will resend the invitation with the Zoom link that was sent in late January so that everyone has the information. If Trustees are unable to attend that training, Dr. Krull will contact Matt Ward, Superintendent with the Augusta school district, to include them in that training.

The college's MGB team met for the first time yesterday to start the conversation about negotiations. They will meet every Monday through the Spring semester.

Keith West, communications faculty member who oversees the college radio station, KBTL, has submitted their update for licensing for the radio station with the FCC.

Dr. Krull also shared some good news from two of Butler's athletic teams. The girls softball team was in San Antonio for a tournament and found a wallet. They went to a great deal of effort to make sure the wallet was returned to its owner, including searching four area hotels, messaging him on Facebook and finally calling his place of employment in Oregon. The man offered them a reward when they connected with him, but the girls refused it.

In January, a Butler football player was traveling down 254 with friends in a vehicle behind him. The friends' car was hit by a drunk driver and Tavi went back and pulled his unconscious friend from the wreck.

Trustee Smith inquired about the sports attendance policy and if there would be a time when we could just do temperature checks and allow fans to attend. Dr. Krull explained that the Jayhawk Conference put a policy in place that allows for 25% capacity in the gyms including athletes, referees, coaches and fans. At Butler, the first attendees to be contacted will be the Grizzlybackers, but all of the games are being livestreamed and broadcast on the Butler radio station. The Jayhawk Conference will vote again at the beginning of March to see if they can increase the number of guests.

Educational Facilities Authority Report – Trustee Law said that the only ongoing item is repairing a ground surface water leak in one of the locker rooms that is threatening a breaker panel.

MONITORING REPORTS
Dean Rick Nichols presented the annual report for the Fine Arts and Communications Division.

BOARD STRATEGIC DISCUSSION – ISSUES AND OPPORTUNITIES (cont)
McConnell Discussion – Heather Rinkenbaugh introduced Jamie Baker, Deputy Chief of Education and Training at McConnell, to share about the 46-year partnership with McConnell, the current status on the base and how Butler and McConnell work together to support students.

Ms. Baker has been at McConnell since 2004 and stated the most important piece for airmen is the accessibility of classes on base. It is important that there is a community college with an associate's degree program on base because of the CCF – Community College of the Air Force degree. Butler allows them to get duel credit for the classes with both Butler and the CCF which is very important for promotions later in the Air Force especially for Master Sergeants and above.

Access is also important to the dependents, allowing spouses and children to start classes with Butler as well.

Since June 2020, all the institutions with classes on base have been impacted. All ~~of~~ the briefings on base are done online and anything done in person is socially distanced. Classrooms on base are small thus social distancing is difficult.

Butler's affordability on base is important when the other two universities on base have tuition between $225 and $250 per credit hour allowing airmen to take only six classes per fiscal year.

Trustee Good asked how many colleges were on base. Ms. Baker said that in addition to Butler, Wichita State and Embry Riddle, an aeronautical college based in Florida, are also on base. A Memorandum of Understanding is required for every college on base.

Trustee Winslow asked what percentage of students enrolled on the base end up graduating from Butler or other universities. Ms. Baker said it would be difficult to determine that as students are mobile and often start degrees with one institution and end with another. get all of that information. Heather said that Butler could provide the information for students who have attended Butler via McConnell.

Trustee Winslow also asked how many classes are on being taught on base per semester. Heather said she would share that information in her presentation.

Trustee Winslow asked if students could take the same classes that Butler is offering in person online and still get the same credit with the CCF. Ms. Baker said that they could get the same credit, but many students prefer in person over online. All students must have their own computers and equipment to take online classes because the base does not supply access to any.

Heather shared FY 2020 data with the Trustees. In August, the Trustees were presented with FY2019 data. FY 2020 did show an increase in enrollment which resulted in an increase in revenue.

Butler Community College
McConnell Airforce Base and Butler Service Center
Revenue and Expenditure Information for the Year Ended June 30, 2020

McConnell Airforce Base					
Revenues	Credit Hours				
In-State/In County	137	$	9,624		
In-State/Out County	1785	$	155,741		
Out of State	61	$	8,921		
International	9	$	1,721		
Fees	1992	$	67,230		
Total Student Revenue		$	243,238		
State Aid Allocation	1922	$	222,952		
Total Revenue				$	466,190
Expenses					
Administrative Personnel *		$	148,460		
Instructional Personnel *		$	271,970		
Advising Personnel *		$	46,394		
Non-Personnel Expenditures		$	6,141		
Total Expenses				$	472,965
Revenue over/(under) Expenses				$	(6,775)
* includes benefits					
Butler Service Center					
Revenues					
No direct revenue generated - this site is used for Enrollment, Advising, and Testing.				$	-
Expenses					
Administrative Personnel *		$	77,129		
Instructional Personnel *		$	-		
Advising Personnel *		$	202,153		
Non-Personnel Expenditures		$	41,802		
Total Expenses				$	321,083
*includes benefits					

McConnell		
	MCC	**BSC**
FT Director	100%	0%
FT Registration/Evening Coordinato	50%	50%
PT Advisor	100%	0%
Service Center		
FT Office Manager	50%	50%
FT Advisor	0%	100%
PT Advisor	0%	100%
PT Advisor	0%	100%
PT Enrollment Assistant	50%	50%
PT Enrollment Assistant	50%	50%

The only administrative staff that is full-time on base is the Director, the other staff all float between base and the service center. There is also one part-time advisor who is assigned soley to the base.

The non-personnel expenses at McConnell are primarily office supplies and printers. The Service Center's non-personnel expenses include the lease and utilities of the office. Trustee Good asked the amount of the lease for the Service Center and Heather said it is $21,660.

Lori Winningham explained multiple site pay which is part of the master agreement (as outlined below).

Instructor A
Fall

Course	Credit Hours	Location	Base Assignment	Multiple Site	Overload
Section A	3	BOE	3		
Section B	3	BOE	3		
Section C	5	BOM	5	5	
Section D	3	BOA	3	3	
Section E	3	BOE	1		2

Spring

Course	Credit Hours	Location	Base Assignment	Multiple Sites	Overload
Section A	3	BOA	3		
Section B	3	BOA	3		
Section C	3	BOE	3	3	
Section D	3	BOE	3	3	
Section E	3	BOE	3	3	
Section F	1	BOA			1
Section G	1	BOA			1
Section H	1	BOA			1

Annual Base assignment (30 credit hours) – Salary split to sites (annual salary of $60,000)
Multiple site pay - $125/cr hr

BOE = 16 credit hours = 53% - $31,800
BOA = 9 credit hours = 30% - $18,000
BOM = 5 credit hours = 17% - $10,200

Currently 56 credit hours are taught by full-time faculty at BOM.
Total 269 teaching credit hours in AY 20.

Trustee Winslow asked how many classes per semester Butler has been teaching at McConnell. Lori explained that if the 269 teaching credit hours were divided by 3 (the average credit hours for a class) that comes out to about 90 sections – approximately 45 per semester.

Heather said the credit hours were noted in the information given to the Trustees (and seen here).

McConnell Enrollment Numbers		
Fall 2018	Spring 2019	Summer 2019
942	636	128
Fall 2019	Spring 2020	Summer 2020
936	812	244
Fall 2020		
417		

Trustee Good asked when Multiple Site pay was started and Lori explained that it has been in the Master Agreement for more than 29 years and the rate has not increased in that time.

Trustee Rhodes asked if multiple site pay was charged to McConnell in addition to the base salaries and Lori indicated that it was.

Trustee Winslow asked about the number of rooms used and Lori indicated 9 rooms were shared with Wichita State

Trustee Smith also asked about the difference in information provided between FY2019 and FY2020 and it was explained that in reviewing all the expenses, all the advisors salaries were being assigned to the base and instead should have been split between the base and Service Center.

Trustee Good asked about the number of students enrolling online as opposed to meeting face-to-face. Heather indicated she would have to check.

Heather also pointed out that prior to COVID, the enrollment numbers on base were going up. She attributed that to new leadership on base, the great partnerships being developed and increased opportunities to market. She also said if would only require 25 credit hours of enrollment to make up the $7000 budget shortfall.

Trustee Winslow asked if the students in the classes were exclusively military. Lori said that in addition to the airmen, families and even civilians who pass the background check can attend the courses. Heather said she would provide enrollment information showing the number of civilian versus military personnel and family taking the classes on base. Heather noted there are more civilians taking classes than military currently.

Trustee Rhodes asked any classes were offered exclusively at McConnell. Lori said that everything offered at McConnell is offered elsewhere as well.

Trustee Winslow asked what percentage of students for the entire enrollment of Butler were enrolled at McConnell. Heather said she would have to determine that information and then provide it to the Trustees.

Dr. Krull asked Heather to confirm the requirement for the airmen to be a certain distance or timeframe away from their duty station which would eliminate their ability to travel to a different location for courses.

Trustees Smith & Winslow asked for current enrollment numbers. Heather said that the current enrollment at Butler of McConnell is 372 credit hours and 75 students at McConnell.

Trustee Smith asked if Butler were to step away if another college would step in at McConnell and Heather said that would be up to McConnell and not the college. Chair

Lechtenberg asked if the expenses associated with advisors and instructors at McConnell would go into a different expense account rather than be eliminated and Heather indicated that would be correct as the advisors enroll students for all locations and the faculty teach at different locations as well.

Dr. Krull asked Heather to explain the Higher Learning Commissions expectations if we were to step away from McConnell. Heather said we would be required by not only the HLC but our MOU with McConnell to teach out the programs in which students are enrolled. HLC requires the teach out to maintain current delivery methods.

Trustee Winslow asked if the MOU was signed every year and Heather said it is a five-year agreement and was signed about 18 months ago.

Trustee Smith asked for a similar report for the current academic year as well.

Room and Meal Plan Rates FY 2022 – Bill Rinkenbaugh presented the Residence Hall Committee's recommendation for FY 2022 Room and Meal Plan Rates. This option passes through an estimated 3.9% meal plan increase from our food service provider (Great Western Campus Dining), raises the room rates by 2.0% and caps the overall increase to the student residents at 2.6%. Also, attached is rate comparison data from the other local colleges and universities.

Proposal – All Room Rates and Meal Plan Rates			
	West Hall	Cummins & East	BCC Apart.
Meal Plan Charge (19 Meals per week)	$2,285.00	$2,285.00	$2,285.00
Residence Hall Charge	$3,180.00	$4,300.00	$4,610.00
Total Annual Charge	$5,465.00	$6,585.00	$6,895.00

Fire Science Residence Hall:
It is also recommended to increase the Fire Science Residence Hall rate by 2.0% for FY2022.

Current Rates:
- Spring and Fall $930
- Summer $670

Recommended Rate Proposal:
- Spring and Fall $950
- Summer $680

The Board will vote on these rates at the March meeting.

Trustee Good asked for more information on the partnership with the city and Butler's expenses related to it. Dr. Krull said she would gather that information.

Trustee Code of Conduct – Chair Lechtenberg said that he would like to visit about the article in the Sentinel and the electronic communications between Trustees.

Dr. Krull said there are some continuing concerns about following proper protocols and code of conduct. HLC is very specific in their criterion on governance and following communication chains of command. It is important that communications are initiated through the President's office.

When the Sentinel contacted Trustees Winslow and Smith, other trustees felt the information shared was inaccurate and did not portray the college in the right way. The Code of Conduct expects Trustees to work and communicate together as a group and that final decisions are supported by the Trustees. Dr. Krull noted colleges can be in trouble with HLC if Trustees don't follow appropriate governance and code of conduct standards.

Trustee Rhodes expressed concern that the information Trustees Smith and Winslow shared with the Sentinel was untrue. He noted that Trustees are not required to do an open records request for information from Butler.

Trustee Smith said that until he listed KORA on his email subject regarding requested information, it was not received in a timely fashion. Dr. Krull explained that at times, requested information needs to first be reviewed by legal counsel. While legal counsel, Ray Connell, has indicated he discussed some of the information in Executive Session, Trustee Smith indicated that the information had not been shared. Dr. Krull noted that Trustee Smith would need to communicate directly with legal counsel to review the information.

Trustee Winslow stated she had received a copy of the book The Rogue Trustee from another Trustee in the state who received book with a note saying it had been handed out at a KACCT meeting. Dr. Krull stated the book had never been handed out by KACCT.

Trustee Winslow also said that she feels like adding KORA to the subject line gets results quicker as well as addressing them to Kent Williams.

Trustee Smith said he is still learning his role as Trustee and his ultimate goal is to save the taxpayers money.

Trustee Howell stated he thinks all of the Trustees need to work as a team and present the college in a positive light.

Trustee Good suggested a tour of the campus facilities so that all of the Trustees know where all of our buildings are.

Trustee Smith also shared that he will not give up his freedom of speech in order to blindly support a decision by the majority of the board. Trustee Law and Dr. Krull both

pointed out that it was better Boardmanship to support a Board decision as a whole group.

Dr. Krull is trying to arrange some training opportunities for the Trustees as well.

BOARD ACTION ITEMS
Board Bylaws and Policies – Jessica Ohman presented the Board with the FERPA policy revisions as the college continues to update the Employee Handbook and follow federal guidelines. The proposed revision separates the policy statement from procedures and guidelines. Updates to directory information and guidelines for release of student information are included. The last time the policy was updated was 2015.

The policy with revisions is below:

FERPA (Family and Educational Rights and Privacy Act) Policy
FERPA (Family Educational Rights and Privacy Act, sometimes called the Buckley Amendment), passed by Congress in 1974, grants four specific rights to the adult student: the right to see the information that the institution is keeping on the student, the right to seek amendment to those records and in certain cases append a statement to record, the right to consent to disclosure of his/her records, and the right to file a complaint with the FERPA Office in Washington.

FERPA (Family and Educational Rights and Privacy Act) Procedures
~~The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to the student's *educational records*. For purposes of this policy, whenever a student has attained 18 years of age or is attending an institution of post-secondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.~~ Student rights include:

- The right to inspect and review the student's educational records within 45 days of the day the College receives a request for access.
- The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading.
- The right to consent to or withhold disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorized disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Butler Community College to comply with the requirements of FERPA.

~~*Educational records include but are not limited to all official records, files, and data directly related to the student, including all material that is incorporated into each student's cumulative record folder, and intended for college use or to be available to parties outside the college or school system; identifying data, academic work completed, level of achievement (grades, standardized achievement test scores, etc.),~~

attendance data, scores on intelligence tests, aptitude tests, psychological tests, interest inventory results, health data, disability and accommodation information, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns are all forms of student information that are recorded with, but not limited to, handwriting, print, computer media, video or audio tape, film microfilm, and microfiche.

Exceptions to educational records include:
- Sole possession records
- Records created and maintained by a law enforcement unit for a law enforcement purpose
- Employment records (unless contingent on attendance)
- Medical records made and maintained in the course of treatment and disclosed only to those individuals providing treatment
- Records that only contain information about a student after he or she is no longer a student at that institution (e.g., alumni records)

DIRECTORY INFORMATION
In compliance with the Family Educational Rights and Privacy Act (FERPA), Butler Community College considers the following as "Directory Information" and thereby subject to disclosure without consent, unless the eligible student notifies the Registrar's Office, in writing within 10 days of the beginning of each semester, of their wish to withhold release of said information:
- Name
- Address **(both local and permanent)**
- Telephone number; e-mail address
- Date and place of birth
- **Year in school**
- Major field of study
- Participation in officially recognized activities and sports
- Weight/height of members of athletic teams
- Dates of attendance
- **Enrollment status (full-time, part-time, or not enrolled)**
- **Awards and academic honors**
- Degrees and awards **(and dates received)**
- ~~Most recent~~ **Previous educational institution(s) attended**
- **Photograph/recordings**

GUIDELINES FOR THE RELEASE OF STUDENT INFORMATION
    Butler Community College will adhere to the following guidelines in releasing records of students:
- Official records are released only with the eligible student's knowledge and written consent (exceptions are listed below) in compliance with FERPA regulations. The written consent must specify the records that may be disclosed; state the purpose of the disclosure; and identify the part

or class of parties to whom the disclosure may be made. Eligible students are entitled to an official transcript of academic records upon signed written request and payment of a transcript fee.

- Records may be released without the eligible students' knowledge and consent in the following situations:
    o   To school officials, including instructors, within the College who have been determined by the College to have legitimate educational interests;
    o   To officials of schools at which the student intends to enroll, upon condition that the eligible student receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;
    o   To authorized representatives of (i) the Comptroller General of the United States, (II) the Secretary of the United States Department of Education, (III) the State educational authority, which may be necessary in connection with the evaluation of Federally-supported education programs, or in connection with the enforcement of the Federal legal requirements which relate to such programs, or (iv) the Attorney General of the United States for law enforcement purposes;
    o   In connection with a student's application for, or receipt of, financial aid;
    o   To State and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to State Statute;
    o   To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purposes of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer needed for purposes for which said records are obtained;
    o   To accrediting organizations in order to carry out their accrediting functions;
    o   In connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons;
    o   To comply with a judicial order or other lawfully issued subpoenas for law enforcement purposes; and
    o   Directory information unless the eligible student notifies the Student Privacy Officer (Vice-President of Student Services) or the Registrar's Office in writing within ten (10) days of the beginning of each semester of his or her wish to withhold release of said

information. **Students who request a confidentiality flag on their record should note that this action will exclude their name from certain publications, but would not exclude their image from photographs/recordings of public events/appearances such as graduation ceremonies, student productions and performances, student athletic, or student life events, etc.**

- Release to non-educational agencies or individuals will be conducted only with written authorization from the eligible student. Records requested in connection with employment situations should be specifically designated in writing in the Registrar's Office. Telephone inquiries for student information will not be accommodated; however, urgent requests based upon an apparent emergency will be handled by the Vice-President of Student Services, or designee.

- **The College may limit the disclosure of and use discretion when choosing whether or not to release directory information to specific parties, for specific purposes, or both. In general, the College will not release directory information to third parties, but may release certain directory information as it relates to students involved in athletics and activities. In addition, federal law requires Butler Community College to provide military recruiters, upon request, with student names, addresses and telephone listings.**

- The College is not required to permit a student to inspect and review educational records that are financial records of his or her parents; certain confidential letters and confidential statements of recommendation are also not required to be available for review by eligible students.

Inquiries concerning the Butler Community College FERPA Policy should be made to the Vice-President of Student Services, or Registrar.

Trustee Smith moved to approve the revisions of the FERPA policy as presented. Trustee Winslow seconded. Lora Jarvis called a roll call vote and the motion passed unanimously.

Dr. Krull presented the Board with revisions to the Employee Conflict of Interest Policy. The current Conflict of Interest Policy for employees is a number of years old and does not include language similar to that in the Board Code of Ethics Policy which was updated in September 2020. The proposed revision includes definitions, a more comprehensive list of examples of potential conflicts of interest, guidelines on agreements, contracts, gifts and restraint on participation in order to make the policy more complete.

The policy revisions are presented below:

Conflict of Interest (Employee Policy)

Butler Community College employees have an obligation to uphold the public trust, protect and advance the College's integrity and act in the best interests of the College while carrying out their official College duties. The purpose of this Policy is to ensure that employees identify and disclose potential Conflicts of Interest, and conduct themselves in a manner that will not compromise the integrity of the College. No employee may engage in any activity either within or outside the college which is in conflict with his/her primary duty to the College. ~~Ethical conduct of all employees is a matter of vital importance and the best interests of the college must be the only consideration when dealing with matters which might constitute a conflict of interest.~~

This Policy applies to all employees except for Trustees and Designated Officers covered by the Code of Ethics Policy BP-1020. Professional Employees should reference the Master Agreement in regard to outside employment.

Definitions:
"Conflict of Interest" – An actual Conflict of Interest occurs when financial or personal considerations compromise an individual's objectivity, professional judgment, professional integrity and/or ability to perform his/her responsibilities for the College. A perceived or potential Conflict of Interest can occur when, although there is no actual Conflict of Interest, the circumstances are such that a reasonable person might question whether a decision maker is biased in carrying out his/her professional responsibilities for the College.

"Family Member" – For the purposes of this Policy a Family Member includes a spouse, parent, sibling, child, or any other relative who resides in the same household as the employee.

The following non-exclusive list provides examples of situations that often give rise to an actual or potential Conflict of Interest:
- **An employee or member of his/her family as defined above:**
    - **Is the actual or beneficial owner of an entity with which the College does business;**
    - **Receives significant salary or other compensation from an entity/individual with which/whom the College does business;**
    - **Receives personal gifts or individual discounts from an entity/individual with which/whom the College does business;**
    - **Serves as an officer, director, employee, partner, trustee or other key decision maker for an entity with which the College does business;**
    - **Has other direct or indirect dealings with such an organization from which there are direct, indirect, or potential benefits from cash or property receipts totaling $10,000 or more annually**
    - ~~o~~ Has an outside interest or employment which encroaches on an employee's time and/or energy causing an inability of the employee to devote their full attention and abilities to the performance of assigned

duties; ~~Administrative employees shall immediately disclose to the Board, through the President (Operational staff need to disclose information to their supervisor) any personal interest they may have in any business transaction of the college;~~

- o Engages in any activity which interferes with decisions and/or judgment which must be rendered in discharging his/her responsibilities at the college;
- o Uses college resources or enters into a relationship with the college which results in personal monetary gain that falls outside the scope of policy guidelines and criteria for approved entrepreneurial partnerships and activities.

Employees are responsible for immediately disclosing potential Conflicts of Interest to their supervisors for review and determination of the appropriate course of action. An employee may be required by his/her supervisor to complete a written disclosure form in connection with the employee's involvement in making decisions on behalf of the College. In determining whether an interest needs to be disclosed, employees should err on the side of caution and construe this policy broadly in favor of disclosure.

Agreements, Contracts and Purchases:
College employees shall not knowingly promote and/or enter into any agreement, contract or other binding business relationship (a "Business Agreement") on behalf of the College when a Conflict of Interest exists. The term Business Agreement includes, but is not limited to, purchase agreements for goods, services and real property, leases, affiliation agreements, sales agreements, grant contracts, memoranda of understanding, letter/arrangement agreements, commitments, etc. A Conflict of Interest shall preclude an employee from participating in the selection and negotiation, or in any other decision-making processes.

Gifts:
College employees who participate in selecting vendors, products and contractors and/or participate in forming Business Agreements should avoid accepting substantial individual gifts and individual discounts from outside individuals and entities that are existing or potential vendors and contractors for those Business Agreements when it is clear that the donor's intent is to influence an employee's official College duties. Occasional meals, beverages and other non-extravagant gifts are acceptable as long as they are not conditioned upon the employee taking official action or influence on behalf of the College.   Gratuities or gifts of money to the employee cannot be accepted at any time and should be returned immediately to the donor. An employee who believes he/she may have accepted a gift giving rise to an actual or perceived Conflict of Interest, should notify his/her supervisor pursuant to this Policy.

Employees are encouraged to consider donation of any gifts and/or proceeds for the benefit of the College or Foundation. A gift received as a result of a purchase made by the College will typically be deemed as a gift to the College and not any individual employee, unless the College determines otherwise.

Restraint on Participation:
With respect to a particular transaction or item of business, if an employee is deemed by the supervisor to have an actual or significant perceived Conflict of Interest, that employee shall not participate in the decision for which he/she has the Conflict of Interest. Decisions related to that transaction or item of business shall be made solely by disinterested employees. In determining whether an employee shall be required to refrain from participation, the supervisor should consider all relevant facts and circumstances, including whether the contract price is fixed by law or whether the transaction will be entered into solely and exclusively on the basis of the competitive bidding process, in which case, an employee with a potential Conflict of Interest may still be allowed to participate in some parts of the process.

Supervisors should contact the Associate VP of Human Resources in the event it is determined that a conflict of interest exists. **Violations of this Policy are subject to disciplinary action up to and including termination of employment.**

CURRENT POLICY for review and comparison:

Conflict of Interest
No employee may engage in any activity either within or outside the college which is in conflict with his/her primary duty to the College. Ethical conduct of all employees is a matter of vital importance and the best interests of the college must be the only consideration when dealing with matters which might constitute a conflict of interest. Professional Employees, please reference the Master Agreement in regard to outside employment.

Supervisors may deem a conflict of interest exists when an employee:
- Has an outside interest or employment which encroaches on an employee's time and/or energy to the point where he/she is unable to devote his/her full abilities to the performance of assigned   duties. Administrative employees shall immediately disclose to the Board, through the President, (Operational staff need to disclose information to their supervisor) any personal interest they may have in any business transaction of the college.
- Engages in any activity which interferes with decisions and/or judgment which must be rendered in discharging his/her responsibilities at the college.
- Uses college resources or enters into a relationship with the college whose results in personal monetary gain that falls outside the scope of

policy guidelines and criteria for approved entrepreneurial partnerships and activities.

Supervisors should contact the Associate VP of Human Resources in the event it is determined that a conflict of interest exists.
(Revised 06/04)

Trustee Law moved to approve the Employee Conflict of Interest Policy as presented. Trustee Howell seconded. Lora Jarvis called a roll call vote and the motion passed unanimously.

<u>Acceptance of Retirement of Micaela Ayers</u> – Micaela Ayers, Director of Library Services, has submitted her notice of resignation (retirement) effective January 31, 2021. Micaela has been a full-time employee of Butler Community College for 19 years.

Trustee Good moved to accept the retirement of Micaela Ayers. Trustee Winslow seconded. Lora Jarvis called a roll call vote and the motion passed unanimously.

<u>Acceptance of Retirement of June Costin</u> – June Costin, Academic Advisor, has submitted her notice of resignation (retirement) effective January 31, 2021. June Costin has been a part-time employee of Butler Community College for 23.5 years.

Trustee Winslow moved to accept the retirement of June Costin. Trustee Law seconded. Lora Jarvis called a roll call vote and the motion passed unanimously.

CONSENT AGENDA
Trustee Law moved to accept the consent agenda as presented. Trustee Smith seconded. Lora Jarvis called a roll call vote and the motion passed unanimously. The consent agenda included the following items:
- Approval of Minutes of the Regular Board meeting of January 12, 2021
- Approval of Bills and Warrants for January 2021 in the amount of $3,447,564.31 (includes Expenditure Approval List - $1,555,778.75 and Payroll - $1,891,785.56)
- Approval of Bank Account Resolutions (21-01 – Claims Account, 21-02 – Payroll Account, 21-03 – Flex Plan Account, 21-04 – Wire Transfer Account, 21-05 – Federal Fund & Escrow Account, 21-06 – Student Loan Account)
- Ratification of 2021-2022 High School & Statewide Articulation Agreements
- Acceptance of Evan Siewert as Fire Science Faculty at a salary of $43,810
- Acceptance of Resignation of LuShawn Vaughan
- Acceptance of Resignation of Alexis Michael
- Acceptance of Resignation of John Michael
- Ratification of contract with Dennis Higgins at a salary of $14,583

SUPPLEMENTAL INFROMATION
<u>Key Performance Indicators Update</u> – Submitted by Esam Mohammad

<u>Statement of Revenue & Expenditures</u> – Submitted by Kim Sherwood

Thank You Notes – Sue Barrientos, Sherry Currie, Sonya & Clint Milbourn

Board Calendars

BOARD OF TRUSTEES CALENDAR OF ACTIVITIES FEBRUARY – MARCH		

February Board Finance Committee	Tuesday, February 9, 3:30 p.m. President's Conference Room	**Doug Law Shelby Smith**
February Board Meeting	Tuesday, February 9, 4:30 p.m. Dankert Board Room	**ALL TRUSTEES**
March Board Finance Committee	Tuesday, March 9, 3:30 p.m. President's Conference Room	**Doug Law Shelby Smith**
March Board Meeting	Tuesday, March 9, 4:30 p.m. Dankert Board Room	**ALL TRUSTEES**

2020-2021 Board Meeting Dates
Tuesday, February 9, 2021
Tuesday, March 9, 2021
Tuesday, April 13, 2021
Tuesday, May 11, 2021
Tuesday, June 8, 2021
Tuesday, July 13, 2021

LOOKING AHEAD		
April Board Finance Committee	Tuesday, April 13, 3:30 p.m. President's Conference Room	**Doug Law Shelby Smith**
April Board Meeting	Tuesday, April 13, 4:30 p.m. Dankert Board Room	**ALL TRUSTEES**
May Board Finance Committee	Tuesday, May 11, 3:30 p.m. President's Conference Room	**Doug Law Shelby Smith**
May Board Meeting	Tuesday, May 11, 4:30 p.m. Dankert Board Room	**ALL TRUSTEES**

Spring 2021 ACTIVITY CALENDAR

Women's bball v Garden City (home)	Wed, February 10 @ 5:30 p.m.
Men's bball v Garden City (home)	Wed, February 10 @ 7:30 p.m.
Volleyball v Seward County (home)	Thur, February 11 @ 6:30 p.m.
Music Theatre of Wichita & Wichita Symphony Orchestra with the Butler Community College Concert Choir	Sat, February 13 Sun, February 14 For more information: www.wso.org
Baseball v Des Moines Area Community College (home)	Sat, February 13 @ 1:00 p.m. Sat, February 13 @ 3:00 p.m.

	Sun, February 14 @ 1:00 p.m. Sun, February 14 @ 1:00 p.m.
Women's bball v Seward (away)	Sat, February 13 @ 6:00 p.m.
Men's bball v Seward County (away)	Sat, February 13 @ 8:00 p.m.
Volleyball v Northeastern Oklahoma A&M College (home)	Mon, February 15 @ 7:00 p.m.
Women's bball v Barton (home)	Wed, February 17 @ 5:30 p.m.
Men's bball v Barton (home)	Wed, February 17 @ 7:30 p.m.
Softball v Labette (away)	Thur, February 18 @ 2:00 p.m. Thur, February 18 @ 4:00 p.m.
Volleyball v Hutchinson (away)	Thur, February 18 @ 6:00 p.m.
Children's Theatre Production TBD	Sat, February 20 @ 2:00 p.m.
Women's bball v NW Kansas Tech College (away)	Sat, February 20 @ 2:00 p.m.
Men's bball v NW Kansas Tech College (away)	Sat, February 20 @ 4:00 p.m.
Volleyball v Garden City (home)	Mon, February 22 @ 6:30 p.m.
Women's bball v Cloud County (away)	Mon, February 22 @ 6:00 p.m.
Men's bball v Cloud County (away)	Mon, February 22 @ 8:00 p.m.
Softball v Friends (home)	Tue, February 23 @ 2:00 p.m. Tue, February 23 @ 4:00 p.m.
Negotiations Training (Zoom)	Wed, February 24 @ 4:00 p.m.
Volleyball v Pratt (home)	Thur, February 25 @ 6:30 p.m.
Baseball v Cowley County (away)	Fri, February 26 TBA
Men's bball v Independence (away)	Sat, February 27 @ 4:00 p.m.
Women's bball v Independence (away)	Sat, February 27 @ 5:00 p.m.
Baseball v Cowley County (home)	Sun, February 28 @ 1:00 p.m. Sun, February 28 @ 3:00 p.m.
Volleyball v Barton (away)	Mon, March 1 @ 6:30 p.m.
Women's bball v Neosho County (home)	Wed, March 3 @ 5:30 p.m.
Men's bball v Neosho County (home)	Wed, March 3 @ 7:30 p.m.
Baseball v Kansas City Kansas (away)	Thur, March 4 @ 1:00 p.m. Thur, March 4 @ 3:00 p.m.
Volleyball v Independence (home)	Thur, March 4 @ 6:30 p.m.
Softball v Bethany College (home)	Fri, March 5 @ 3:00 p.m. Fri, March 5 @ 5:00 p.m.
Baseball v Kansas City Kansas (away)	Sat, March 6 @ 1:00 p.m. Sat, March 6 @ 3:00 p.m.
Women's bball v Allen County (away)	Sat, March 6 @ 2:00 p.m.
Men's bball v Allen County (away)	Sat, March 6 @ 4:00 p.m.
Volleyball v Barton (home)	Sat, March 6 @ 2:30 p.m.
Volleyball v Colby (home)	Mon, March 8 @ 6:30 p.m.
Baseball v Northern Oklahoma College – Enid (away)	Tue, March 9 @ 1:00 p.m.
Softball v Northern Oklahoma – Tonkawa (home)	Tue, March 9 @ 2:00 p.m. Tue, March 9 @ 4:00 p.m.
Women's bball v Cowley County (away)	Wed, March 10 TBA

Men's bball v Cowley County (away)	Wed, March 10 @ 7:30 p.m.
Baseball v Garden City (away)	Thur, March 11 @ 1:00 p.m. Thur, March 11 @ 3:00 p.m.
Softball v Pratt (home)	Thur, March 11 @ 2:00 p.m. Thur, March 11 @ 4:00 p.m.
Volleyball v Dodge City (home)	Thur, March 11 @ 6:30 p.m.
Baseball v Garden City (home)	Sat, March 13 @ 1:00 p.m. Sat, March 13 @ 3:00 p.m.
Softball v Dodge City (home)	Sat, March 13 @ 2:00 p.m. Sat, March 13 @ 4:00 p.m.
Women's bball v Coffeyville (home)	Sat, March 13 TBA
Men's bball v Coffeyville (home)	Sat, March 13 TBA
Spring Break – No Classes	March 15 – 19
Women's bball v Cloud County (home)	Mon, March 15 @ 5:30 p.m.
Men's bball v Cloud County (home)	Mon, March 15 @ 7:30 p.m.
Vollebyall v Seward County (away)	Mon, March 15 @ 6:30 p.m.
Baseball v Neosho (away)	Tue, March 16 @ 1:00 p.m.
Softball v Barton (away)	Thur, March 18 @ 1:00 p.m. Thur, March 18 @ 3:00 p.m.
Baseball v Cloud County (home)	Thur, March 18 @ 1:00 p.m. Thur, March 18 @ 3:30 p.m.
Baseball v Cloud County (away)	Sat, March 20 @ 1:00 p.m. Sat, March 20 @ 3:30 p.m.
Softball v Colby (home)	Sat, March 20 @ 2:00 p.m. Sat, March 20 @ 4:00 p.m.
Women's bball v Independence (home)	Sat, March 20 @ 5:30 p.m.
Men's bball v Independence (home)	Sat, March 20 TBA
Fall 2021 Enrollment Begins	Mon, March 22
Volleyball v Hutchinson (home)	Mon, March 22 @ 6:00 p.m.
Women's bball v Neosho County (away)	Wed, March 24 TBA
Men's bball v Neosho County (away)	Wed, March 24 TBA
Baseball v Hutchinson (away)	Thur, March 25 @ 1:00 p.m. Thur, March 25 @ 3:30 p.m.
Softball v Hutchinson (away)	Thur, March 25 @ 2:00 p.m. Thur, March 25 @ 4:00 p.m.
Volleyball v Garden City (away)	Thur, March 25 @ 6:30 p.m.
Football v Independence (away)	Fri, March 26 @ 7:00 p.m.
Baseball v Hutchinson (home)	Sat, March 27 @ 1:00 p.m. Sat, March 27 @ 3:00 p.m.
Women's bball v Allen County (home)	Sat, March 27 TBA
Men's bball v Allen County (home)	Sat, March 27 TBA
Softball v NW Kansas Tech College (away)	Sun, March 28 @ 2:00 p.m. Sun, March 28 @ 4:00 p.m.
Women's bball v Cowley County (home)	Mon, March 29 @ 5:30 p.m.
Men's bball v Cowley County (home)	Mon, March 29 @ 7:30 p.m.

Soccer v Allen County (away)	Wed, March 31 @ 2:00 p.m.
Women's bball v Coffeyville (away)	Wed, March 31 @ 5:30 p.m.
Men's bball v Coffeyville (away)	Wed, March 31 @ 7:30 p.m.
Baseball v Colby (home)	Thur, April 1 @ 1:00 p.m. Thur, April 1 @ 3:00 p.m.
Softball v Independence (away)	Thur, April 1 @ 2:00 p.m. Thur, April 1 @ 4:00 p.m.
College Closed/No Classes	Fri, April 2
Soccer v Dodge City (away)	Sat, April 3 @ 1:00 p.m.
Baseball v Colby (away)	Sat, April 3 @ 1:00 p.m. Sat, April 3 @ 3:00 p.m.
Football v Hutchinson (home)	Sat, April 3 @ 7:00 p.m.
Soccer v Kansas City Kansas (away)	Wed, April 7 @ 4:00 p.m.
Baseball v Dodge City (away)	Thur, April 8 @ 1:00 p.m. Thur, April 8 @ 3:00 p.m.
Baseball v Dodge City (home)	Sat, April 10 @ 1:00 p.m. Sat, April 10 @ 3:00 p.m.
Softball v Seward County (home)	Sat, April 10 @ 2:00 p.m. Sat, April 10 @ 4:00 p.m.
Soccer v Hutchinson (away)	Sat, April 10 @ 2:00 p.m.
Football v Dodge City (away)	Sun, April 11 TBD
Softball v Dodge City (away)	Mon, April 12 @ 2:00 p.m. Mon, April 12 @ 4:00 p.m.
Soccer v Neosho County (home)	Wed, April 14 @ 7:00 p.m.
Baseball v Barton (away)	Thur, April 15 @ 1:00 p.m. Thur, April 15 @ 3:30 p.m.
Softball v Garden City (away)	Thur, April 15 @ 2:00 p.m. Thur, April 15 @ 4:00 p.m.
E.B. White Gallery of Art Annual Student Juried Exhibit Reception	April 15 – May 7 Thur, April 15 @ 6:00 p.m.
Theatre Production 4 - TBA	Thur, April 15 @ 7:30 p.m. Fri, April 16 @ 7:30 p.m. Sat, April 17 @ 2:00 & 7:30 p.m.
Baseball v Barton (home)	Sat, April 17 @ 1:00 p.m. Sat, April 17 @ 3:00 p.m.
Softball v Pratt (away)	Sat, April 17 @ 1:00 p.m. Sat, April 17 @ 3:00 p.m.
Softball v Fort Scott (home)	Mon, April 19 @ 2:00 p.m. Mon, April 19 @ 4:00 p.m.
Soccer v Coffeyville (away)	Mon, April 19 @ 7:00 p.m.
Soccer v Johnson County (home)	Wed, April 21 @ 7:00 p.m.
Baseball v Seward County (away)	Thur, April 22 @ 1:00 p.m. Thur, April 22 @ 3:00 p.m.
Softball v Barton (home)	Thur, April 22 @ 2:00 p.m.

	Thur, April 22 @ 4:00 p.m.
Instrumental Music Spring Concert	Fri, April 23 @ 7:30 p.m. Sat, April 24 @ 7:30 p.m.
Soccer v Garden City (away)	Sat, April 24 @ 1:00 p.m.
Baseball v Seward County (home)	Sat, April 24 @ 1:00 p.m. Sat, April 24 @ 3:00 p.m.
Softball v Hutchinson (home)	Sat, April 24 @ 2:00 p.m. Sat, April 24 @ 4:00 p.m.
Football v Coffeyville (away)	Sun, April 25 @ 1:30 p.m.
Softball v Labette (home)	Mon, April 26 @ 2:00 p.m. Mon, April 26 @ 4:00 p.m.
Baseball v Northern Oklahoma College – Enid (home)	Tue, April 27 @ 1:00 p.m.
Baseball v Labette (away)	Thur, April 29 @ 1:00 p.m. Thur, April 29 @ 3:00 p.m.
Softball v Independence (home)	Thur, April 29 @ 2:00 p.m. Thur, April 29 @ 4:00 p.m.
Vocal Concert #4	Thur, April 29 @ 7:30 p.m. Fri, April 30 @ 7:30 p.m. Sat, May 1 @ 2:00 & 7:30 p.m.
Soccer v Cowley County (home)	Sat, May 1 @ 10:00 a.m.
Baseball v Labette (home)	Sat, May 1 @ 1:00 p.m. Sat, May 1 @ 3:00 p.m.
Football v Highland (home)	Sat, May 1 @ 7:00 p.m.
Softball v Cowley County (home)	Mon, May 3 @ 4:00 p.m. Mon, May 3 @ 6:00 p.m.
Soccer v Kansas City Kansas (home)	Mon, May 3 @ 5:00 p.m.
Woodwind Chamber Recital	Mon, May 3 @ 7:30 p.m.
Brass Chamber Recital	Tues, May 4 @ 7:30 p.m.
Soccer v Neosho County (away)	Wed, May 5 @ 7:00 p.m.
Percussion Chamber Recital	Wed, May 5 @ 7:30 p.m.
Baseball v Pratt (home)	Thur, May 6 @ 1:00 p.m. Thur, May 6 @ 3:00 p.m.
Dance Showcase	Thur, May 6 @ 7:00 p.m.
Baseball v Pratt (away)	Sat, May 8 @ 1:00 p.m. Sat, May 8 @ 3:00 p.m.
Football v Arkansas Baptist College (home)	Sat, May 8 @ 7:00 p.m.
Soccer v Barton (home)	Sun, May 9 @ 11:00 a.m.
Student Art Sale	Tues, May 11 10:00 a.m. – 4:00 p.m.
Soccer v Coffeyville (home)	Wed, May 12 @ 7:00 p.m.
Commencement	Fri, May 14 @ 7:00 p.m.
Football v Fort Scott (away)	Sat, May 15 @ 7:00 p.m.
Soccer v Johnson County (away)	Sat, May 15 @ 7:00 p.m.
Grades Due by Noon	Mon, May 17
Football v Garden City (home)	Sat, May 22 @ 7:00 p.m.

Memorial Day – College Closed	Mon, May 31
Summer Semester Begins	Mon, June 7
Summer Semester Ends	Fri, July 30

ADJOURNMENT

Trustee Law moved to adjourn the meeting. Trustee Rhodes seconded. Lora Jarvis called a roll call vote and the motion passed unanimously. The regular meeting of February, 9, 2021 was adjourned at 7:50 p.m.

Forrest Rhodes – Secretary

BILLS AND WARRENTS

TOPIC for ACTION

REPORT:
Bills and Warrants for February 2021 - $3,689,344.56 (includes Expenditure Approval List - $1,279,962.94 and Payroll - $2,409,381.62).

RECOMMENDED ACTION:
Approval of February 2021 bills and warrants.

RECOMMENDED FUNDING SOURCE:

Submitted by: Sariah Wilson
Supervisor: Yolanda Hackler
Date: March 1, 2021

BIDS AND PURCHASES

TOPIC for ACTION
Arc Flash Assessment

REPORT:
According to the National Fire Protection Agency (NFPA), an Arc Flash Assessment must be completed to provide proper Personal Protection Equipment (PPE) for employees and contractors working on campus. This assessment will develop a strategy to help protect our workers and contractors from arc flash and shock hazards. It will identify and quantify the hazards and provide proper mitigation for PPE and tools needed to work on the campuses' electrical infrastructure. The Arc Flash Assessment will be maintained as a record of our objective to comply with NFPA 70E code.

Although Butler's Campus Master Plan has identified electrical deferred maintenance items, the Arc Flash Assessment is not part of the deferred maintenance and is required by code. Facilities Management has contacted Professional Engineering Consultants (PEC), MKEC Engineering, Inc., Basis Consulting Engineers, and Johnson Engineering to provide bids for this project. The bids are:

> PEC $72,500.00 (based on 500 calculation points = maximum price)
> MKEC $145,400.00 (open ended bid)
> BASIS $10,000.00 Base Fee with $150.00 Per Point Fee (open ended)
> Johnson No Bid

After contacting electrical engineers and receiving their bids which some are open ended, Facilities Management recognized that PEC would be the only electrical engineer contractor that would have known the electrical infrastructure. PEC's past work on the Campus Master Plan allowed them to present a maximum price bid. All other electrical engineer contractors would have an open ended bid to determine the electrical infrastructure before they could determine a maximum bid.

RECOMMENDED ACTION:
The Board ratify the attached PEC contract with the maximum price of $72,500.00.

RECOMMENDED FUNDING SOURCE:
Facilities Fund

Submitted by: Lynn Umholtz
Supervisor: Kent Williams
Date: 3-9-21

January 14, 2021

Mr. Jason Sedbrook
Sr. Supervisor, Facilities Maintenance
Butler Community College
901 S. Haverhill Rd.
El Dorado, KS 67042

Reference: AGREEMENT for Arc Flash & Coordination Studies for BCC El Dorado
               & Andover Campuses - Revised
               El Dorado & Andover, Kansas

Dear Jason:

Professional Engineering Consultants, P.A. ("PEC") is pleased to provide professional services to Butler Community College ("Client") in connection with the referenced Project, and in accordance with this letter agreement ("Agreement"). The services to be performed by PEC ("the Services") are described in Exhibit A – Services, Schedule, and Payment (attached and incorporated by reference) and are subject to the following terms and conditions.

Performance. PEC will perform the Services with the level of care and skill ordinarily exercised by other consultants of the same profession under similar circumstances, at the same time, and in the same locality. PEC agrees to perform the Services in as timely a manner as is consistent with the professional standard of care and to comply with applicable laws, regulations, codes and standards that relate to the Services and that are in effect as of the date when the Services are provided.

Client Responsibilities. To enable PEC to perform the Services, Client shall, at its sole expense: (1) provide all information and documentation regarding Client requirements, the existing site, and planned improvements necessary for the orderly progress of the Services; (2) designate a person to act as Client representative with authority to transmit instructions, receive instructions and information, and interpret and define Client requirements and requests regarding the Services; (3) provide access to, and make all provisions for PEC to enter the project site as required to perform the Services, including those provisions required to perform subsurface investigations such as, but not limited to, clearing of trees and vegetation, removal of fences or other obstructions, and leveling the site; (4) site restoration and repair, as needed following field investigations; (5) establish and periodically update a project budget, which shall include a contingency to cover additional services as may be required by changes in the design or Services; and (6) timely respond to requests for information and timely review and approve all design deliverables. PEC shall be entitled to rely on all information and services provided by Client. Client recognizes field investigations may damage existing property. PEC will take reasonable precautions to minimize property damage whenever field investigations are included in the Services.

Payment. Invoices will be submitted periodically and are due and payable upon receipt. Unpaid balances more than 30 days past due shall be subject to an interest charge at the rate of 1.5 % per month from the date of the invoice, and any related attorneys' fees and collection costs. PEC reserves the right to suspend the Services and withhold deliverables if the Client fails to make payment when due. In such an event, PEC shall have no liability for any delay or damage resulting from such suspension.

Work Product. PEC is the author and owner of all reports, drawings, specifications, test data, techniques, photographs, letters, notes, and all other work product, including in electronic form, created by PEC in connection with the Project (the "Work Product"). PEC retains all common law, statutory, and other reserved rights in the Work Product, including copyrights. The Work Product may not be reproduced or used by the Client or anyone claiming by, through or under the Client, for any purpose other than the purpose for which it was prepared, including, but not limited to, use on other projects or future modifications to the Project, without the prior written consent of PEC. Any unauthorized use of the Work Product shall be at the user's sole risk and Client shall indemnify PEC for any liability or legal exposure arising from such unauthorized use. To the extent PEC terminates this Agreement due to non-payment by Client shall not be entitled to use the Work Product for any purpose without the prior written consent of PEC.

Unless otherwise agreed by Client and PEC, Client may rely upon Work Product only in paper copy ("hard copy") or unalterable digital files, with either wet or digital signature meeting the requirements of the governing licensing authority having jurisdiction over the Project. In all instances, the original hard copy of the Work Product takes precedence over electronic files. All electronic files furnished by PEC are furnished only for convenience, not reliance by Client, and any reliance on such electronic files will be at the Client sole risk.

Insurance. PEC and Client agree to each maintain statutory Worker's Compensation, Employer's Liability Insurance, General Liability Insurance, and Automobile Insurance coverage for the duration of this Agreement. Additionally, PEC will maintain Professional Liability Insurance for PEC's negligent acts, errors, or omissions in providing Services pursuant to this Agreement.

Supplemental Agreements. Changes in the Services may be accomplished after execution of this Agreement only by a written Supplemental Agreement signed by PEC and Client. For any change that increases PEC's cost of, or time required for performance of any part of the Services, PEC's compensation and time for performance will be equitably increased.

Differing, Concealed, or Unknown Conditions. If PEC encounters conditions at the Project site that are (1) subsurface or otherwise concealed physical conditions that differ materially from those indicated in the information provided to PEC or (2) unknown physical conditions of an unusual nature that differ materially from those ordinarily found to exist and generally recognized as inherent in construction activities provided for in this Agreement, PEC will, if practicable, promptly notify Client before conditions are disturbed. Subsurface condition identification is limited to only those points where samples are taken. The nature and extent of subsurface condition variations across the site may not become evident until construction. PEC assumes no liability for site variations differing from those sampled or changed conditions discovered during construction. If the differing, concealed, or unknown conditions cause an increase in PEC's cost of, or time required for performance of any part of the Services, PEC's compensation and time for performance will be equitably increased.

Additionally, Client (1) waives all claims against PEC and (2) agrees to indemnify and hold harmless PEC as well as its respective officers, directors and employees, from and against liability for claims, losses, damages, and expenses, including reasonable attorneys' fees from all third-party claims resulting from differing, concealed, or unknown conditions.

Fast-Track, Phased or Accelerated Schedule. Accelerated, phased or fast-track scheduling increases the risk of incurring unanticipated costs and expenses including costs for PEC to coordinate and redesign portions of the Project affected by the procuring or installing elements of the Project prior to the completion of all relevant construction documents, and costs for the contractor to remove and replace previously installed work. If Client selects accelerated, phased or fast-track scheduling, Client agrees to include a contingency in the Project budget sufficient to cover such costs.

Force Majeure. PEC will not be liable to Client for delays in performing the Services or for any costs or damages that may result from: labor strikes; riots; war; acts of terrorism; acts or omissions of governmental authorities, the Project Client or third parties; extraordinary weather conditions or other natural catastrophes; acts of God; unanticipated site conditions; or other acts or circumstances beyond the control of PEC. In the event performance of the Services is delayed by circumstances beyond PEC's control, PEC's compensation and time for performance will be equitably increased.

Construction Means; Safety. PEC shall have no control over and shall not be responsible for construction means, methods, techniques, sequences or procedures, or for construction safety precautions and programs. PEC shall not be responsible for the acts or omissions of any contractor, subcontractor or any other person performing any work (other than the Services), or for the failure of any of them to carry out their work in accordance with all applicable laws, regulations, codes and standards, or the construction documents.

Cost Estimates. Upon request, PEC may furnish estimates of probable cost, but cannot and does not guarantee the accuracy of such estimates. All estimates, including estimates of construction costs, financial evaluations, feasibility studies, and economic analyses of alternate solutions, will be made on the basis of PEC's experience and qualifications and will represent PEC's judgment as a design professional familiar with the construction industry. However, PEC has no control over (1) the cost of labor, material or equipment furnished by others, (2) market conditions, (3) contractors' methods of determining prices or performing work, or (4) competitive bidding practices. Accordingly, PEC will have no liability for bids or actual costs that differ from PEC's estimates.

Termination. Both the Client and PEC have the right to terminate this Agreement for convenience upon fifteen calendar days' written notice to the other party. In the event the Client terminates this Agreement without cause, PEC shall be entitled to payment for all Services performed and expenses incurred up to the time of such termination, plus fees for any required transition services, and reimbursement of all costs incurred which are directly attributable to such termination.

Environmental Hazards. Client acknowledges that the Services do not include the detection, investigation, evaluation, or abatement of environmental conditions that PEC may encounter, such as mold, lead, asbestos, PCBs, hazardous substances (as defined by Federal, State or local laws or regulations), contaminants, or toxic materials that may be present at the Project site. Client agrees to defend, indemnify, and hold PEC harmless from any claims relating to the actual or alleged existence or discharge of such materials through no fault of PEC. PEC may suspend the Services, without liability for any damages, if it has reason to believe that its employees may be exposed to hazardous materials.

Betterment. PEC will not be responsible for any cost or expense that provides betterment, upgrade, or enhancement of the Project.

Dispute Resolution. The Client and PEC will endeavor to resolve claims, disputes and other matters in issue arising out of this Agreement, the Project or the Services through a meet and confer session. The meeting will be attended by senior representatives of Client and PEC who have full authority to

resolve the claim. The meeting will take place within thirty (30) days after a request by either party, unless the parties mutually agree otherwise. Prior to the meeting, the parties will exchange relevant information that will assist in resolving the claim.

If the parties resolve the claim, they will prepare appropriate documentation memorializing the resolution.

If the parties are unable to resolve the claim, PEC and Client agree to submit the claim to mediation prior to the initiation of any binding dispute resolution proceedings (except for PEC claims for nonpayment). The mediation will be held in Wichita, Kansas, and the parties will share the mediator's fees and expenses equally.

Jurisdiction; Venue; Governing Law. To the fullest extent permitted by law, PEC and Client stipulate that the Eighteenth Judicial District, District Court, Sedgwick County, Kansas is the court of exclusive jurisdiction and venue to determine any dispute arising out of or relating to this Agreement, the Project or the Services. PEC and Client further agree that this Agreement shall be construed, interpreted and governed in accordance with the laws of the State of Kansas without regard to its conflict of laws principles.

Indemnity. To the fullest extent permitted by law, Client and PEC each agree to indemnify and hold harmless the other, as well as their respective officers, directors and employees, from and against liability for claims, losses, damages, and expenses, including reasonable attorneys' fees, provided such claim, loss, damage, or expense is attributable to bodily injury, sickness, disease, death, or property damage, but only to the extent caused by the negligent acts or omissions of the indemnifying party, or anyone for whose acts they may be liable.

Agreed Remedy. To the fullest extent permitted by law, the total liability, in the aggregate, of PEC and PEC's officers, directors, employees, agents, and consultants to Client and anyone claiming by, through or under Client, for any and all injuries, claims, losses, expenses, or damages, including, without limitation, attorneys' fees, arising out of or in any way related to this Agreement, the Services, or the Project, from any cause and under any theory of liability, shall not exceed PEC's total fee under this Agreement. In no event will PEC be liable for any indirect, incidental, special or consequential damages, including, without limitation, loss of use or lost profits, incurred by Client or anyone claiming by, through or under Client.

Assignment. Client will not assign any rights, duties, or interests accruing from this Agreement without the prior written consent of PEC. This Agreement will be binding upon the Client, its successors and assigns.

No Third-Party Beneficiaries. This Agreement is solely for the benefit of PEC and Client. Nothing herein is intended in any way to benefit any third party or otherwise create any duty or obligation on behalf of PEC or Client in favor of such third parties. Further, PEC assumes no obligations or duties other than the obligations to Client specifically set forth in this Agreement. PEC shall not be responsible for Client obligations under any separate agreement with any third-party.

Entire Agreement. This Agreement represents the entire and integrated agreement between PEC and Client and supersedes all prior negotiations, representations, or agreements, either written or oral. This Agreement may only be amended by a writing signed by PEC and Client.
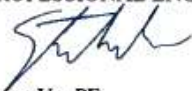
Severability. If any provisions of this Agreement is determined to be unenforceable, in whole or in part, the remainder shall not be affected thereby and each remaining provision or portion thereof shall continue to be valid and effective and shall be enforceable to the fullest extent permitted by law.

Mr. Jason Sedbrook
Butler Community College
Arc Flash & Coordination Studies for BCC El Dorado & Andover Campuses - Revised
January 14, 2021
Page 5

Thank you for engaging PEC; we look forward to working with you. If this Agreement is acceptable, please sign below and return an executed copy to me. Receipt of the executed copy will serve as PEC's notice to proceed with the Services.

Sincerely,

PROFESSIONAL ENGINEERING CONSULTANTS, P.A.

Steve Vo, PE
Electrical Division

SVV:lms

PROFESSIONAL ENGINEERING CONSULTANTS, P.A.

By: _____ , Signatory

Printed Name: DENNIS L. DOWNES

Title: Principal

Date: January 14, 2021

ACCEPTED: BUTLER COMMUNITY COLLEGE

By: _____

Printed Name: _____

Title: _____

Date: _____

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EXHIBIT A

A.   The Arc Flash & Coordination Studies for BCC El Dorado and Andover Campuses (Project) will consist of the process of obtaining information for existing equipment and associated feeders and then the development of arc flash and coordination studies along with corresponding provision and affixing of arc flash labels on identified equipment .

B.   **Project Description.**
       1.   We are pleased to present you with this proposal for an Electrical Engineering Study. This project will provide the Butler Community College Facilities in El Dorado, KS and Andover, KS with an analysis of the electrical system. The follow studies will be performed:
           a)   Arc-flash study to provided arc flash hazards information at each location where workers may need to work on "live" electrical equipment so that proper Personal Protective Equipment (PPE) can be utilized.
           b)   Fault Current Study to determine the available fault current within the electrical distribution system. The results of this study can be utilized to determine the appropriate short circuit and withstand rating of electrical equipment within the electrical system.
           c)   Coordination Study to determine proper protective device settings for fault isolation and increased reliability.
       2.   SKM PTW Software will be used to model the electrical distribution system.
       3.   The engineering study will begin at the utility services and end at 120V panelboards and disconnects. All facility electrical distribution equipment shown on the electrical one-line diagrams such as equipment disconnects, motor control centers, motor controllers, control panels, step-down transformers, switchboards, panelboards, etc. will be included in this study.

C.   **Anticipated Project Schedule.**

       1.   PEC shall commence its services on the Project after receiving CLIENT's notice to proceed.
       2.   CLIENT acknowledges that directed changes, unforeseen conditions, and other delays may affect the completion of PEC's services. PEC will not have control over or responsibility for any contractor or vendor's performance schedule.

D.   **Project Deliverables**

       1.   Modeling of the electrical distribution system.
       2.   Available Fault Current: Obtain from the utility the minimum, normal, and maximum operating service voltage levels, three-phase short circuit MVA and X/R ratio, as well as line-to-ground short circuit MVA and X/R ratio at the point of service connection.
       3.   Provide name and professional engineering number of the employee directly supervising the studies to be performed.
       4.   All Arc Flash calculations will be based on IEEE 1584, Guide for Performing Arc-Flash Hazard Calculations and NFPA 70E, Standard for Electrical Safety in the Workplace. Comprehensive documentation including all raw data and engineering calculations. For purposes of the arc-flash study, only motors greater than 50 hp will be used as part of the motor contribution of the available fault current.

5. Provide a short circuit study of the electrical distribution system limited to the equipment that will be studied. Results of the Short-Circuit study can be utilized to determine the minimum interrupting and withstand rating of existing and new electrical distribution and control equipment.
6. The results of electrical studies will be summarized in an Engineering Report. One (1) bound copy of the complete final report will be submitted.
7. One (1) flash drive of the following information will be provided:
   a) Engineering report in PDF format.
   b) Labels in PDF format.
   c) One-line diagrams.
   d) SKM Program Files.
8. Provide self-adhesive "Arc-Flash and Shock Hazard" warning labels that comply with NEC 110.16 labeling requirements for each piece of electrical equipment covered by this proposal. Labels will include the following information:
   a) PEC name and phone number (as study provider)
   b) Date of study
   c) Shock Hazard Value: VAC
   d) Flash Hazard Boundary Value: inches
   e) Limited Approach Value: inches
   f) Restricted Approach Value: inches
   g) Minimum Arc Value: cal/cm^2 (This value will reflect the highest incident energy level for worst case scenario)
   h) Arc Flash Hazard: Category
   i) Protective Device Up-Stream of Labeled Equipment
   j) Name of Labeled Equipment
   k) Characteristics of Up-Stream Protective Device: i.e. Protective device type, manufacturer, trip characteristics, etc.
   l) Labels shall be 4"x 6" self-adhesive polyester with permanent rubber base adhesive.
9. General Description of the Engineering Report:
   a) The Engineering Report will include the following parts:
      1) Report Certification Page: A signed and sealed page certifying that the document was prepared by the under supervision of a signed professional engineer.
      2) Table of Contents
      3) Executive Summary
      4) Purpose
      5) Validation: Description of Report Basis
      6) Scope
      7) Safety Notes
      8) Assessment Participants
      9) Analytical Software
      10) Methodology and Assumptions
      11) Tabulated Field Data:
         a   Conductors
         b   Busses
         c   Protective devices
         d   Transformers, etc.
      12) Short Circuit Report:
         a   Data Sources
         b   Software Settings

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        c   Methodology
        d   Results in Table Form
        e   Recommendations

13) Protective Device Coordination Study:
        a   Data Sources
        b   Methodology
        c   Scope
        d   Results plotted on the current characteristic curves.
        e   Recommendations

14) Arc Flash Study:
        a   Data Sources
        b   Software Settings
        c   Methodology
        d   Results in table form including the details of the incident energy and flash protection boundary calculations, along with Arc Flash boundary distances, working distances, Incident Energy levels and Personal Protection Equipment levels.
        e   Recommendations

10.   Quality Assurance: Review/verify data and calculations for accuracy. This will also include spot-checking field information for accuracy.

11.   Data Gathering: Atlas Electric LLC will visually inspect to verify equipment ratings, conductor characteristics, and overcurrent device data by removing panels, covers, and doors where required to document the necessary data used in the analysis and will provide this information to the Engineer for integration into the computer model.

12.   Arc Flash Labeling: Atlas Electric LLC will install labels on studied equipment in accordance with PEC Arc Flash Labeling document.

E.   **Excluded from Scope of Work:**

1.   Tasks or activities not specifically listed in above "Project Deliverables".
2.   Analysis of equipment and fabrication/installation of additional hazard warning labels for equipment not listed on current one-line drawings or seen during the walk-through.
3.   Preparation of specifications for purchase of PPE.
4.   Lift, ladders, and other equipment needed to access electrical equipment.
5.   Training.

F.   **Client Responsibilities:**

1.   Drawings, studies, reports, and other information available pertaining to the existing building and site.

G.   **Exclusions:**

The following will be specifically excluded from the Scope of Services to be provided by PEC.

1.   Printing costs.
2.   Outside consultants.

H. **PEC's Fees:**

1. PEC will invoice CLIENT one time per month for services rendered in the previous month. CLIENT agrees to pay each invoice within 30 days after receipt. Unpaid invoices may bear interest at the rate of 18% per annum.

2. PEC's Fee for its Scope of Services and the associated data gathering will be based on approximately 500 calculation points (assumed 425 points at the El Dorado Campus and 75 points at the Andover Campus). Design services shall be based on a lump sum price (indicated). The data gathering portion of this will be based on an hourly basis with the maximum not to exceed amount shown below.

	Design Services (Lump Sum)	Data Gathering (Standard Hourly)
PEC	$42,500	$10,000*
Atlas Electric LLC.	N/A	$20,000

*Calculated per attached rate schedule.

3. Taxes are not included in PEC's Fees. CLIENT shall reimburse PEC for any sales, use, and value added taxes which apply to these services.

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PEC
PROFESSIONAL ENGINEERING CONSULTANTS

2021 RATE SCHEDULE A**

TITLE	HOURLY RATE *
Principal Engineer 2	$170.00
Principal Engineer 1	$155.00
Project Manager 2	$165.00
Project Manager 1	$135.00
Senior Engineer 2	$160.00
Senior Engineer 1	$145.00
Project Engineer 2	$130.00
Project Engineer 1	$115.00
Design Engineer 2	$115.00
Design Engineer 1	$105.00
Landscape Arch. 2	$130.00
Landscape Arch. 1	$120.00
Land Use Planner 2	$130.00
Land Use Planner 1	$120.00
Design Technician Supervisor 2	$150.00
Design Technician Supervisor 1	$135.00
Design Technician 2	$135.00
Design Technician 1	$95.00
Project Assistant	$75.00
Commissioning Agent 2	$140.00
Commissioning Agent 1	$125.00
Balance Technician 2	$100.00
Balance Technician 1	$70.00
Land Surveyor	$120.00
Party Chief	$100.00
Survey Technician	$80.00
Inspector	$105.00
Senior Engineering Technician	$90.00
Engineering Technician	$70.00
Driller	$95.00

*Premium time for all non-salaried personnel or as noted in the contract   1.5 multiplier

REIMBURSABLES:

Infrared Camera	$50.00/Hour
Structural Testing Equipment	$50.00/Hour
Outside Consultants	Cost plus 10%
Reproduction & Photography	Cost plus 10%
Equipment Rental	Cost plus 10%
Material	Cost plus 10%
Vehicle Mileage	$0.56/Mile
Truck Mileage	$0.65/Mile
ATV	$20.00/Hour
GPS	$50.00/Hour
3D Laser Scanner	$150.00/Hour
Robotic Total Station	$50.00/Hour
UAS	$150.00/Hour
Drill Rig Use	$75.00/Hour
Car Rental and Fuel	Cost plus 10%
Per Diem, Meals	Cost plus 10%
Per Diem, Lodging	Cost plus 10%
Deliveries and Overnight Mail	Cost plus 10%
Travel, Hotel, Meals, and Subsistence	Cost plus 10%
Filing Fees	Cost plus 10%
Concrete Testing Equipment	$10.00/Each
Nuclear Gauge Equipment	$20.00/Each
Compression Tests of Cylinders	$12.00/Each
Ultra Sonic Testing Equipment	$50.00/Each
Semi-Trailer Mileage	$3.00/Mile

**The rates shown above are effective for services through December 31, 2021 and are subject to revision thereafter.

RATIFICATION OF AGREEMENTS AND CONTRACTS

TOPIC for ACTION
Clinical Affiliation Site Agreement – Medicalodges of Goddard

REPORT:
The Butler Community College Allied Health program needs additional Long-Term Care Clinical Affiliation sites to accommodate the State required Clinical learning experiences for Nursing Assistant and Medication Aide students

RECOMMENDED ACTION:
Approval of the Medicalodges of Goddard, Long-Term Care Facility in Goddard, Kansas.

RECOMMENDED FUNDING SOURCE:
No funding is needed for this Clinical Affiliation Agreement.

Submitted by: Caleb Ediger, DNP, RN
                   Associate Dean of Nursing and Allied Health
Supervisor: Christy Streeter, Dean of Health, Education, & Public Services
Date: February 10, 2021

Butler
Community College

Clinical Affiliation Agreement

Between

Butler Community College

And

Medicalodges Goddard, Kansas

This agreement between the Butler Community College, hereinafter called College, and Medicalodges Goddard, hereinafter called the Facility, entered into on ~~February 9, 2021~~ shall be effective for a period of three (3) years. This agreement may, however, be terminated at an earlier date by either party giving the other ninety (90) days notice in writing prior to the termination date stated in said notice. Any extension of the period to be covered by this agreement beyond the three (3) years shall be agreed to in writing by the parties hereto.

The Facility and the College, both being desirous of cooperating in a plan to provide clinical education experiences for nursing students, both mutually agree as follows:

1. The College assumes full responsibility for offering the Allied Health curriculum and other related courses. Its faculty will be qualified both as teachers and as competent Registered Nurses in the State of Kansas.

2. The Facility will maintain the standards required for a care facility in the State of Kansas.

3. The Facility will make available to the students and faculty of the College a conference room or break room, when available.

4. The faculty of the College will notify the Facility's administration in advance, of its planned schedule of clinical experiences at the Facility, including the dates, number of students and types of experiences.

5. The College will provide instructor(s) for teaching and supervision of students assigned to directed learning experiences and retains direct responsibility for the control, supervision and evaluation of its students.

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6. The Facility will provide adequate staffing in the clinical areas so that no student or faculty member will be expected to give service to patients in the Facility apart from that rendered for its educational value as a part of the planned nursing curriculum.

7. Students and faculty of the College will abide by existing rules and regulations of the Facility insofar as they may pertain to their activities while in the Facility. The College will assume the responsibility for maintaining discipline among its students and will consider any breach in confidentiality to be an infraction of the rules and regulations of the Facility calling for appropriate discipline.

8. Members of both the Facility nursing staff and the nursing faculty of the College will cooperate in concurrent and terminal evaluation of these learning experiences.

9. The College will provide the Facility with an appropriate certificate of insurance stating that each student, faculty member, or other agent of the College, while performing any of the duties or services arising in the performance of this Agreement, shall have liability insurance in a minimum amount of one million dollars ($1,000,000.00). A copy of the policy or a certificate of insurance providing coverage to cover the Academic Term will be provided to the Facility. The College will hold the Facility harmless for any and all liability for damages to any person and/or property of any and all persons, resulting from the operations of the College's educational program including the faculty and students.

10. The Facility agrees to provide liability coverage for the operation of its facility and hold the College harmless for any and all liability for damages to any person and/or property of any and all persons resulting from the operations of the Facility, exclusive of the services performed by the College, its faculty and students hereunder.

11. The Facility will regard students of the College, when assigned for clinical experience, as having the status of learners who will not replace Facility employees.

12. The Facility is responsible for the overall supervision and delivery of nursing care.

13. The Facility will retain the right to restrict a student, faculty member, or other agent of the College from participating in the clinical experience or from the Facility grounds for good cause shown. The basis for such a restriction shall be presented in writing to the individual responsible for the clinical experience from the College.

BUTLER COMMUNITY COLLEGE	DATE	Medicalodges Goddard	DATE
Dr. Kimberly Krull (signature)	2/10/2021	(signature)	2/9/2021

Dr. Kimberly Krull
President

BUTLER NURSING PROGRAM CONTACT:
Caleb Ediger, DNP, RN
Associate Dean of Nursing and Allied Health
901 S. Haverhill Road
El Dorado, Kansas 67042
Cediger1@butlercc.edu
(316) 218-6223

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TOPIC for ACTION
MindEdge Agreement

REPORT:
Agreement with MindEdge Learning to deliver high quality self-paced online courses. This agreement details the reseller arrangement whereby Butler Community College will resell MindEdge courses and certificate programs to its online audience. BETA will market and promote MindEdge online courses. Butler Community College will receive 40% of the revenue generated. This percentage increases as enrollments are added. Butler Community College has no out of pocket expense. This agreement was approved by Butler's legal consultant. There is no upfront financial commitment with this agreement.

RECOMMENDED ACTION:
The Board approve the attached contract/agreement for signature.

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: Jon Cressler
Supervisor: Michelle Ruder
Date: February 25, 2021

MINDEDGE LEARNING

MINDEDGE PARTNER PROGRAM LETTER OF AGREEMENT

MindEdge, Inc. offers high quality self-paced online courses. This agreement details the reseller arrangement whereby Butler Community College will resell MindEdge courses and certificate programs to its online audience.

Overview
Partner: Butler Community College
Date: 01/26/2021
Reseller approach: Hosted Catalog
Startup Fee:
Percentage of revenue to partner: 40%, will increase as enrollments are added (*SEE "Tiered Revenue Share Percentage Splits" SECTION*)
Certificate of completion: Co-branded, auto-generated by MindEdge LMS
Pre-approved pricing changes: None
Reporting: Available for download from MindEdge's dashboard
Revenue share frequency: Quarterly

Set-up
Butler Community College agrees to publish the remote code to their website and/or other electronic marketing materials within two months of the execution of this agreement. If loading course information into the Partner LMS, Partner agrees not to alter the meaning, requirements, or course details from the MindEdge listings available online. Partner further agrees to update course information quickly and effectively as requested by MindEdge to accommodate updates and enhancements to MindEdge course descriptions that MindEdge publishes as matters of continuous improvement. Partner will perform these updates using Partner's own resources. There are no start-up fees or investments required by Butler Community College, assuming Butler Community College installs MindEdge's remote code, codes, or links using Butler Community College's internal technical staff and resources.

Should Butler Community College require any customization, landing page creation, or additional functionality outside the scope of enabling normal delivery of MindEdge courses to be performed by MindEdge IT staff in excess of one hour, MindEdge will invoice for technical services at $100 per hour.

Registration and eCommerce

Students will register for and take the course using the MindEdge's ecommerce functionality and learning management system. Registration fees are based on MindEdge's list prices and discounts must be pre-approved by MindEdge. Registration fee discounts will be based on a discount code, which must be successfully applied during check-out by the learner. Learners are given access to the courses according to a pre-determined access duration, made explicit in the course descriptions. Learners wishing for an access extension will purchase an access extension from the MindEdge learning management system. Refunds will not be given to any learners after one week of access and/or after completing 10% of any course.

Marketing, Promotion, and Branding

Butler Community College is able to brand the login screen with its company logo and a single color of its choosing. Internal course pages will not contain Partner logo or colors. MindEdge reserves the right to brand and copyright any or all pages within the MindEdge LMS. Butler Community College will make their best effort to promote the courses in their marketing materials and general mailers to prospective students and companies.

Tiered Revenue Share Percentage Splits

MindEdge agrees to alter the revenue share percentage split based on the following tiered enrollment totals. A course is a single course registration. Certificate program enrollments will be counted as the number of courses contained within that certificate. Extension purchases for a course or certificate are not counted as enrollments. Transfers of learners from one version of a course to any upgraded version of that same course are also not considered enrollments.

1-499 enrollments	40% Partner	60% MindEdge
500-1000 enrollments	45% Partner	55% MindEdge
1000+	50% Partner	50% MindEdge

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Other

This agreement will commence on the date signed for a period of one year. The additional terms and conditions attached below are incorporated into this agreement.

MindEdge, Inc.	Butler Community College
Signed by: _____	Signed by: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

1.1 "**Software**" means the MindEdge data information storage and retrieval system accessed remotely by the Customer (Licensee) through the World Wide Web, in object code format only, including all copies in whole or part, backups, related documentation and user manuals, information relating to the software programs, and any patches, fixes, workarounds, upgrades, enhancements and updates provided.

1.2. "**Content**" means all of the MindEdge information and material operating on the Software that provides or supports the learning outcomes. The Content is organized into subject units described as "**Courses**."

2. **Services.** MindEdge will provide the defined Content through the Software. MindEdge courses will be available to the Customer (Licensee) free of network outages 99.99% of the time in a given month, excluding scheduled maintenance.

3. **Fees and Payments:** Refer to above Overview section for details.

4. **License.** This is a license agreement and not an agreement for sale. Subject to the terms and conditions of this Agreement, MindEdge hereby grants to Licensee, for the term of this Agreement, a nonexclusive, nontransferable license to permit Students to access and use the Software and Content only as part of a Course. Licensee will require all Students and Instructors employed by Licensee to follow the validation and login procedures established by MindEdge.

5. **Restrictions.** Licensee will not (and will not knowingly permit any third party to) sublicense or create derivative works or do anything to the Software for the purpose of deriving its source code, except to the extent expressly permitted by applicable law. Except with respect to bona-fide Students, Instructors and Licensee Employees, Licensee shall not: (i) allow any non-Student to access the Software or Content; (ii) rent, lease, sublicense, resell, or otherwise distribute the Software or

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Content or any portion thereof; (iii) offer the Software or Content in connection with timesharing, facility management, or service bureau usage or (iv) use the Software or Content to develop or modify applications or perform other programming tasks on behalf of Licensee or any third party. All rights not expressly granted herein are reserved to MindEdge.

6. **Intellectual Property Rights.** Except as expressly set forth in this Section 6, the Software, the Content, and all trade secret, copyright, patent, trademark, trade name and other intellectual and proprietary rights therein, are and at all times shall remain the property of MindEdge and its licensors, or their respective successors or assignees. Licensee agrees not to alter or conceal any copyright, trademark, government restricted rights, trade name or other proprietary marking of MindEdge or any third party that may appear on the Software or Content.

7. **Term; Termination.** This Agreement shall be effective for the Agreement Period noted on the cover page unless earlier terminated in accordance with this Section 7. This Agreement shall renew automatically each year at the end of the Agreement Period for a successive one (1) year term, unless either party gives sixty (60) days prior written notice to the other. If Licensee breaches Sections 4, 5, 6 or 8 of this Agreement, MindEdge may, upon notice, immediately terminate this Agreement and the licenses granted hereunder. Upon any other material breach or default of this Agreement by either party, the other party shall have the right to terminate this Agreement and the licenses granted hereunder effective on thirty (30) days prior written notice, provided, however, that such termination shall only become effective if the breaching party shall not have cured such material breach or default prior to the expiration of the thirty (30) day period. If this Agreement terminates for any reason, Licensee shall promptly (i) discontinue all use of Software and Content; (ii) erase or destroy any Software and Content contained in the computer memory or data storage apparatus under the control of Licensee, its Students or its Instructors; (iii) promptly return to MindEdge all copies of the Software or Content provided by MindEdge that are then in Licensee's possession, or under its control; and (iv) certify in writing to MindEdge, within thirty (30) days of termination of this Agreement that Licensee has complied with the foregoing. Sections 1, 5, 6, 7, 8, 11 and 12 hereof and the obligation to pay any amounts then due shall survive expiration or any termination of this Agreement.

8. **Confidential and Student Identifying Information.** Licensee shall have access to certain confidential information of MindEdge, including the Software and the Content ("Confidential Information"). Licensee shall use Confidential Information only to perform this Agreement, shall not disclose Confidential Information to any third party (except as required by law or to that party's fiduciary advisors as reasonably necessary), and shall take reasonable precautions to protect the confidentiality of Confidential Information. Reasonable precautions include without limitation disclosing Confidential Information only to those employees who need to have access solely to perform this Agreement and instructing them against unauthorized use or disclosure. MindEdge shall have access to certain confidential information of Licensee and its Students. MindEdge shall use Confidential Information only to perform this Agreement, shall not disclose Confidential Information to any third party (except as required by law or to that party's fiduciary advisors as reasonably necessary), and shall take reasonable precautions to protect the confidentiality of Confidential Information. Reasonable precautions include without limitation disclosing Confidential Information only to those employees who need to have access solely to perform this Agreement and instructing them against unauthorized use or disclosure.

9. **Indemnification.** Each party shall indemnify, defend and hold the other party harmless against all liabilities to third parties arising out of claims of such third parties that the Software or Content infringes or misappropriates the third party's United States patent, copyright or trade secrets. MindEdge's indemnity obligation is contingent on prompt written notice of any action for which indemnity is claimed, MindEdge's complete control of the defense and settlement thereof, and reasonable cooperation of Licensee in such defense. MindEdge shall have no indemnity obligation for any claim arising in whole or in part from (i) modifications to the Software or Content made by or by MindEdge at the request of Licensee , or by a third party lacking access-authorization from either MindEdge or Licensee (provided MindEdge and Licensee have taken reasonable precautions to prevent such third party access); (ii) the Software's or the Content's combination, operation, or use with any product, data, or apparatus not specified or provided by MindEdge; (iii) any use of the Software or Content other than in accordance with this Agreement; or (iv) any portion of the Content supplied by Licensee , its Instructors or Students.

10. **Limited Warranty.** MindEdge warrants that the Software will operate, provided that the Licensee uses the Software appropriately and does not alter the Software. If Licensee notifies MindEdge that the Software has failed to operate after MindEdge providing Licensee access to the Software, then Licensee shall provide MindEdge with a detailed written description of all errors and MindEdge shall repair such errors that materially interfere with Licensee's operation of the Software. Licensee warrants that it will use reasonable efforts to prevent Students, Instructors, or third parties who are provided access to the Software, Content or Services from misappropriating the Software, Content or Services.

11. **Limitation of Liability.** Except as expressly provided in this Section 11, in no event shall either party to this Agreement be liable to the other party for any damages, arising in any way in connection with this Agreement. MindEdge's liability for direct damages under this Agreement for any and all claims will be limited to the aggregate amount paid to MindEdge by Licensee hereunder within the prior twelve (12) months. These limitations of liability will not apply to indemnification obligations pursuant to Section 9 of this Agreement, for a breach of Sections 5, 6, or 8, or any personal injury (including death), damage to property, negligence or willful or intentional breach or misconduct caused by Licensee, its employees or agents.

12. **General.**

12.1. **Assignment.** Neither party shall transfer or assign any rights or delegate any duties without the prior written consent of the other party, and any such attempt will be void

12.2. **Injunctive Relief.** The parties agree that any breach of the provisions of this Agreement relating to license restrictions, intellectual property rights or confidentiality will cause the aggrieved party irreparable harm. Such party will have the right to seek immediate injunctive relief without posting any bond, in addition to any other available rights and remedies.

12.3. **Notices.** Every notice contemplated by this Agreement shall be sent by courier, overnight delivery service or certified mail, return receipt requested, to the authorized representatives at the addresses indicated on the cover sheet. Notices shall be deemed effective on the date officially recorded as delivered, according to the return receipt.

12.4. **Waiver.** If any party to this Agreement waives a breach of any provision of this Agreement, it shall not constitute a waiver of any succeeding breach of the same or any other provision, nor shall any delay or omission on the part of either party to exercise or to avail itself of any right operate as a waiver of any right by such party.

12.5. **Severability.** If any clause of this Agreement is found by a court of valid jurisdiction to be invalid or unenforceable, that clause will be void to the extent that it is contrary to the applicable law, but such a finding shall not affect the validity of any other clause of this Agreement, and the remaining clauses of this Agreement shall remain in full force and effect.

12.6. **Force Majeure.** Except for obligations to make payments hereunder, neither party shall be liable to the other for any failure to perform its obligations under this Agreement due to causes beyond the reasonable control of such party.

12.7. **Governing Law; Arbitration.** This Agreement, and all claims and issues arising out of or in connection with this Agreement, shall be governed by and construed in accordance with the laws of the State of Kansas.

12.8 **Entire Agreement.** This Agreement constitute the entire understanding of the parties with regard to the subject matter hereof, and may only be amended in writing signed by the party sought to be charged. Each party acknowledges that it has not relied on any other promise.

Office of Research and Institutional Effectiveness
215 BOE
(316) 322.3338

Butler Community College Key Performance Indicators			
KPI	**Definition**	**Goal**	**CURRENT OUTCOME**
Completion (Grad rates and transfer rates) *Updated in spring*	IPEDS Graduation Rate (First-time, Full-Time, Degree-Seeking; 150%)	Increase graduation of FT/FT, degree-seeking students from 24% to 34% by 2020	Graduation rate= 28% Transfer rate = 26% (2019 = 26%; Transfer = 30%)
Completion (Credential awards) *Preliminary update – late fall; final update - spring*	Annual production of certificates and degrees	Increase the award of degrees and certificates from 1,415 to 1,557 by 2020	1,446 (1,513 in AY 2019)
Retention *Updated in spring*	IPEDS Fall Enrollment Report; retention of first-time, full-time, degree-seeking students from fall to fall	Increase retention of FT/FT, degree-seeking students to 71% by 2020	60 % (2018 = 60 %)
CTE placement rates *Updated in spring*	Job placements of completers/leavers of Butler CTE programs	Exceed 79%	76.3% (2018 = 77%)
Transfer GPA and hours *Updated in spring*	GPAs and transferred hours of Butler transfers to state universities	Exceed peer basket of other KS community colleges	Average GPA of new Butler transfers = 3.24; average hours transferred=50.20; peer basket average GPA 3.19 and 49.6 hours transferred. (Fall 2018 Average GPA of new Butler transfers = 3.22; average hours transferred 49.85; peer basket average GPA 3.23 and 47.89 hours transferred).

KBOR PERFORMANCE AGREEMENT OUTCOMES

GOAL	KBOR Mandated Baseline	OUTCOME Year 3 (AY 2019)
Increase third party industry credentials	1012	1072
ALP success rates	63.1%	53.47%
Increase STEM credentials	302 AAS and Certificates	296
Improve College Algebra pass rates	65.2%	72.7%
First year retention	62.4%	65.1%

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	PROVIDE Report
Responsible individual	Lori Winningham
Report for the BOT meeting of	March 9, 2021
Strategic Goal: **Ensure Student Success**	Priority Number: **2a** (Evaluate updated PROVIDE report and determine next steps for program review and viability during Fall 2020)

Narrative
A process for regularly determining the long-term viability of academic program clusters-in terms of student performance, market outlook, and community stake-is vital to keep Butler Community College relevant to the evolving needs of all its key stakeholders, particularly in a disrupted state of operations due to COVID-19.

Current Outcomes
The committee has identified all CTE program clusters for evaluation in the current cycle as well as general education program clusters in the next evaluation cycle. To more accurately evaluate CTE program clusters, the committee has been engaged in a review of criterion language in evaluation rubrics for Mission Compatibility, Market Outlook, Community Stake, Performance, & Resources/Revenues/Costs. To date, 3 of 5 rubrics have been updated.

Action items for future outcomes
Prior to spring break, the committee is scheduled to complete a review of criterion language in evaluation rubrics for CTE program clusters. Following the break, the committee is scheduled to complete evaluations for all CTE program clusters and submit a summary of scores & recommendations to appropriate academic dean's, department chairs, & department lead faculty.

Strategic Alignment
This objective is part of BCC's 2018-2020 Strategic Plan which in its Action Statement 1.3 calls for the development and piloting of a plan to assess the viability of the institution's academic programs.

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Equity Funding and Salary Increases
Responsible individual	Shelley Stultz
Report for the BOT meeting of	March 9, 2021
Strategic Goal: **Invest in Our Employees Success**	Priority Number: **1b** (Continue to plan to include equity funding and salary increases in FY2022 annual budget request)

Narrative
As part of Butler's strategic goals and priorities we strive to maintain a competitive market position for compensation to attract and retain highly qualified employees.

Consistent with this philosophy, Butler engaged Segal Waters Consulting in 2018 to conduct a college-wide compensation study, to determine our competitive market position, compensation policies and practices that take into consideration the labor market, internal equity and the College's fiscal conditions.

Current Outcomes
The 2019-20 budget included a negotiated 2.5% wage increase across the board for all classified employees.   Based on recommendations from the Compensation Study we also included 0.5% of salary budget to address market and internal equity shortcomings.   These funds were used to bring employees to the bottom of the new pay range. Additional funds were recommended to be allocated each year to address the internal equity within certain groups where recruitment and retention are a factor.

We made the decision early 2020 to cut the .5% equity dollars as a budget savings due to COVID and revenue shortfalls. This was approximately $160,000 of salary adjustments we had scheduled to process.   Additionally, we did not promote pay increases in 2021.

Action items for future outcomes
Continued support for additional budget dollars in FY2022 and beyond is needed to fully address the current inequity and ongoing market stability of our pay structures and incumbent salaries.

Based on market and comparable industry data the following percentage of salary increases are recommended to maintain market competitive rates and equity.

        2.0%   = Below Market Growth
        2.5%   = At or slightly below Market
        3.0%   = Pacing at or slightly above Market

Based on recommendations from the Compensation Study we also need to include 0.5% of salary budget to address market and internal equity shortcomings.

Strategic Alignment
Invest in our Employees' Success
The members of the Board of Trustees at Butler Community College support a personnel policy, one which allows the college to recruit and retain highly qualified employees. The board subscribes to a philosophy of compensation that recognizes the value and contributions of each employee to the overall success and purpose of our college in meeting student and community need.

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Committee Structure
Responsible individual	Kim Krull, Exec Council
Report for the BOT meeting of	March 9, 2021
Strategic Goal: **Invest in Our Employees Success**	Priority Number: **2a** (Review and revise committee structure and reporting processes during fall 2020)

Narrative
Communication with college employees is vitally important to ensure broader understanding, awareness, and input for college initiatives, process changes, the strategic plan, progress toward benchmarks, future plans, operational decisions, academic and student services decisions, and general college "happenings." While Butler has a significant number of committees, task forces, and councils, discussions have led to an understanding that reorganizing the college's committee structure and reporting of information could facilitate and support enhanced communication and transparency

Current Outcomes
The committee structure reporting format has been changed and shared with Exec Council, Deans, Administrative Council and through the employee forum. The first reports of the sub-committees and teams will be on the March Exec Council agenda. Notes of those report-outs will be posted in SharePoint.

Action items for future outcomes
Work will continue to refine the committee structure and reporting format as needed. Information about these changes will also be included in the spring Butler Brief and through department and division meetings. Information will also be posted on the committee, task force and team functions.

Strategic Alignment
These objectives are part of Butler Community College's 2020-2022 Strategic Plan with the college's goal of "Investing in our Employees' Success", under which Priority 2 calls for support for shared/participatory governance and performance indicator 2.2a identifies the goal to review and revise the committee structure and reporting processes during fall 2020.

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Pulse Survey
Responsible individual	Shelley Stultz
Report for the BOT meeting of	March 9, 2021
Strategic Goal: **Invest in Our Employees Success**	Priority Number: **2c** (Utilize "pulse" survey to identify employee satisfaction and needs)

Narrative
Butler strives to ensure our employees experience a positive work and cultural environment that ultimately is reflected in each individual's engagement and overall performance.   In measuring employee engagement and job satisfaction we can learn what we can do to improve their connection to their work and the College mission.

Development or acquisition of an employee satisfaction and engagement survey will help us better understand the effectiveness of our people strategies, and provide insights on how the work environment and employee experience might further be refined and improved.

Current Outcomes
As part of our strategic priorities we invest in our employees through a variety of benefits, policies and practices.   We identified key areas that were priorities for the continued success of our employee engagement and performance.
In the last two years we have:
- Established a wage and salary scale that is more comparable with the market value of the jobs performed
- Reinvested in our performance appraisal systems and philosophy
- Updated practices to streamline various employee touch points during onboarding
- Learned new ways to communicate, collaborate and thrive in a remote environment

Action items for future outcomes
Research and cost current workplace experience survey instruments in the market. Determine the data and analytics we need to determine and gauge key drivers of employee engagement and success factors.

Plan to construct a survey instrument and implement with employees in Summer/Fall of 2022.

Strategic Alignment
Invest in our Employee Success

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Community Newsletter
Responsible individual	Kelly Snedden
Report for the BOT meeting of	March 9, 2021
Strategic Goal: **Contribute to our Communities**	Priority Number: **3b** (Continue to distribute quarterly newsletters to inform public of college commitments and successes and initiate Butler informational website to share updates and college news)

Narrative
The Community Connections newsletter launched in 2019 with the goal to better connect with the college's tax base in Butler County as well as with partners, and civic and industry leaders within the college's service area and Wichita/metro area. Communication from the college was a repeated need identified from the 2018 Butler for Butler conversations and the Board of Trustees Listening Tours.
Community Connections is scheduled for three times per year and is distributed, print or email, to all Butler County homes and businesses. The publication is also accessible on the college's website at butlercc.edu/community.

Current Outcomes
College Relations/Marketing is working to create a stronger web presence for the community newsletter. With the fall 2020 issue, the content was shifted from the Jadu platform to Webflow for a more mobile friendly experience. Analytics are not yet connected to the website but will be for the spring 2021 issue which starts production in March 2021.

For the Fall 2020 issue, 22,802 were mailed to all single-family households and businesses in Butler County.

Action items for future outcomes
1. Done – implemented Webflow for fall 2021. Marketing continues to explore web systems and approaches for a stronger online web presence with greater mobile functionality.
2. We plan to include analytics and email back to the March 2021 spring issue.

Strategic Alignment
Contribute to our Communities
Institutional Effectiveness

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	EMSI Study
Responsible individual	Esam Mohammad
Report for the BOT meeting of	March 9, 2021
Strategic Goal: **Contribute to our Communities**	Priority Number: **3c** (Utilize EMSI Research market study during FY2021)

Narrative
The study, by Economic Modeling Specialists Inc (EMSI) of Moscow, Idaho uses Butler provided data, EMSI's proprietary econometric modeling tools, and publicly available trend information to quantify the returns of investment by students, families, communities, and taxpayers in the operations of the college.

Current Outcomes
The study has been completed and the executive summary shared with internal and external stakeholders; it was also presented to the Board as an information item in January of 2021.

Action items for future outcomes
Institutional leadership—including marketing and advancement—are using the findings to communicate the value of the college to the community it serves.

Strategic Alignment
The Market Study is responsive to advancing institutional effectiveness and contributing to our communities by communicating the value that Butler provides to students, communities, and businesses in the region.

REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Student Fee Structure
Responsible individual	Jessica Ohman, SEMT
Report for the BOT meeting of	March 9, 2021
Strategic Goal: **Advance Institutional Effectiveness**	Priority Number: **4b** (Review and update student fee structure during FY2021)

Narrative
The Strategic Enrollment Management Team (SEMT) and leadership charged the following group with the task of creating options and recommendations for the FY 2022 tuition and fee rates:
- Jessica Ohman, AVP Student Services
- Donnie Mercer, Director of Accounts Receivable
- Esam Mohammad, AVP Institutional Effectiveness
- Kerry Potter, Budget Analyst
- Bill Rinkenbaugh, VP Student Services
- Heather Rinkenbaugh, Dean, Online, High School and Community Learning
- Kim Sherwood, Director of Accounting
- Kent Williams, VP Finance
- Bill Young, VP Digital Transformation

Current Outcomes
The team met multiple time beginning in the fall 2020 and through spring 2021. Various tuition options, fee options and incentives were considered. The team shared its recommendation during a board work session in February 2021.

Action items for future outcomes
Keeping board questions and concerns in mind, the team will create a few additional options for the board to vote on during the March 2021 board meeting.

Strategic Alignment
- Insure Student Success
- Institutional Effectiveness

Butler Community College
Statement of Revenue, Expenditures, Other Changes
As of 2/28/2021

FISCAL YEAR 21, PERIOD 08
OPERATING FUNDS

	2021				2020			
	Budget	Actual	Variance (Over)Under	Percent of Budget	Budget	Actual	Variance (Over)Under	Percent of Budget
REVENUES:								
Tuition/Fees	18,010,867	16,919,117	1,091,750	93.94%	19,235,914	17,531,298	1,704,616	91.14%
Local Sources	13,252,728	8,106,501	5,146,227	61.17%	14,648,337	9,057,511	5,590,826	61.83%
State Sources	14,719,888	15,662,634	(942,746)	106.40%	15,870,398	15,672,196	198,202	98.75%
Auxiliary Sources	17,724	18,600	(876)	104.94%	17,724	15,470	2,254	87.28%
Federal Sources	0	0	0	0.00%	0	0	0	0.00%
Other Sources	654,963	401,116	253,847	61.24%	1,042,959	513,831	529,128	49.27%
Transfers	432,135	432,134	1	100.00%	109,249	63,352	45,897	57.99%
TOTAL REVENUES:	47,088,305	41,540,102	5,548,203	88.22%	50,924,581	42,853,658	8,070,923	84.15%
EXPENSES:								
Instruction	15,651,027	8,306,793	7,344,234	53.08%	16,206,976	8,951,949	7,255,027	55.24%
Other Expenditures	0	0	0	0.00%	0	0	0	0.00%
Public Service	0	0	0	0.00%	0	109	(109)	0.00%
Academic Support	3,425,191	1,832,282	1,592,909	53.49%	3,585,469	2,056,783	1,528,685	57.36%
Student Services	6,280,407	3,259,513	3,020,894	51.90%	6,654,681	3,932,539	2,722,142	59.09%
Institutional Support	17,287,712	11,449,454	5,838,258	66.23%	17,828,016	11,690,938	6,137,078	65.58%
Physical Plant Operations	3,516,342	1,775,880	1,740,463	50.50%	3,527,100	1,828,589	1,698,511	51.84%
Student Financial	3,705,385	3,041,132	664,253	82.07%	3,710,385	3,124,832	585,553	84.22%
Auxiliary Enterprise	0	0	0	0.00%	235,000	0	235,000	0.00%
TOTAL EXPENSES:	49,866,064	29,665,054	20,201,010	59.49%	51,747,627	31,585,740	20,161,887	61.04%
TRANSFERS AMONG FUNDS:								
Mandatory Transfers	874,214	674,528	199,686	77.16%	1,135,060	867,683	267,377	76.44%
Non-Mandatory Transfers	512,273	512,273	0	100.00%	686,000	686,000	0	100.00%
TOTAL TRANSFERS:	1,386,487	1,186,801	199,686	85.60%	1,821,060	1,553,683	267,377	85.32%
NET INCREASE/DECREASE IN NET ASSETS	(4,164,246)	10,688,247			(2,644,106)	9,714,236		
Fund Balances, Beginning of year	9,086,097	9,086,097			7,135,350	7,135,350		
Fund Balances, End of Period	4,921,851	19,774,344			4,491,244	16,849,586		

Statement of Revenue, Expenditures, and Other Changes

REVENUES:

Tuition/Fees
> In-County, In-State, Out-State, International Tuition, Tuition Waivers, Continuing Ed Fees, Nursing Fees, Auto Tech Uniform Fees, International Student Processing Fees, Online Course Fees, Enrollment Fees, Student Health Fees, and Athletic Scholarship Fees

Local Sources
> Ad Valorem Taxes, Taxes-in-Process, Delinquent Taxes, Motor Vehicle Taxes, and other Local Taxes

State Sources
> State Operating Grant and SB155 Funding

Auxiliary Sources
> Dorm Rental – Fire Science students
> Student Life and EduCare Fund Revenue (not applicable to Operating Funds)

Other Sources
> Interest Income, Reimbursements, Commissions, Gate Receipts, Deferment Fees, Media Resource Fees, and Prior Year Claims Cancelled

Transfers
> Testing Fees Transfer for Administration, Transcript Fees Transfer for Advising, and Residence Hall Debt Transfer

EXPENSES:

Instruction
> General, Vocational and Adult Instruction

Other Expenditures
> Parking and Agency Funds (not applicable to Operating Funds)

Academic Support
> Library, Academic Administration, Curriculum Development

Student Services
> Counseling, Financial Aid, Student Records, Admissions, Health Services, Student Activities, and Student Services

Institutional Support
> Executive Management, Fiscal Operations, Community/Public Relations, Information Services, and Administrative Services

Physical Plant Operations
> Maintenance of Buildings, Equipment, Grounds, Debt Service

Student Financial
> Scholarships and Grants

Auxiliary Enterprise
> Operating Support of EduCare Center

Transfers
> Debt Service Payments, Operating Support to ABE, BETA, and Grizzly Adventures, Annual Transfers to Development, Facilities, and Technology Funds

THANK YOU NOTES

NONE

BOARD OF TRUSTEES CALENDAR OF ACTIVITIES
MARCH - APRIL

March Board Finance Committee	Tuesday, March 9, 3:30 p.m. President's Conference Room	**Doug Law Shelby Smith**
March Board Meeting	Tuesday, February 9, 4:30 p.m. Dankert Board Room	**ALL TRUSTEES**
April Board Finance Committee	Tuesday, April 13, 3:30 p.m. President's Conference Room	**Doug Law Shelby Smith**
April Board Meeting	Tuesday, April 13, 4:30 p.m. Dankert Board Room	**ALL TRUSTEES**

2020-2021 Board Meeting Dates
Tuesday, March 9, 2021
Tuesday, April 13, 2021
Tuesday, May 11, 2021
Tuesday, June 8, 2021
Tuesday, July 13, 2021

LOOKING AHEAD

May Board Finance Committee	Tuesday, May 11, 3:30 p.m. President's Conference Room	**Doug Law Shelby Smith**
May Board Meeting	Tuesday, May 11, 4:30 p.m. Dankert Board Room	**ALL TRUSTEES**
June Board Finance Committee	Tuesday, June 8, 3:30 p.m. President's Conference Room	**Doug Law Shelby Smith**
June Board Meeting	Tuesday, June 8, 4:30 p.m. Dankert Board Room	**ALL TRUSTEES**

Spring 2021 ACTIVITY CALENDAR

Baseball v Northern Oklahoma College – Enid (away)	Tue, March 9 @ 1:00 p.m.
Softball v Northern Oklahoma – Tonkawa (home)	Tue, March 9 @ 2:00 p.m. Tue, March 9 @ 4:00 p.m.
Women's bball v Cowley County (away)	Wed, March 10 TBA
Men's bball v Cowley County (away)	Wed, March 10 @ 7:30 p.m.
Baseball v Garden City (away)	Thur, March 11 @ 1:00 p.m. Thur, March 11 @ 3:00 p.m.
Softball v Pratt (home)	Thur, March 11 @ 2:00 p.m. Thur, March 11 @ 4:00 p.m.
Volleyball v Dodge City (home)	Thur, March 11 @ 6:30 p.m.
Baseball v Garden City (home)	Sat, March 13 @ 1:00 p.m. Sat, March 13 @ 3:00 p.m.
Softball v Dodge City (home)	Sat, March 13 @ 2:00 p.m. Sat, March 13 @ 4:00 p.m.

Women's bball v Coffeyville (home)	Sat, March 13 TBA
Men's bball v Coffeyville (home)	Sat, March 13 TBA
Spring Break – No Classes	March 15 – 19
Women's bball v Cloud County (home)	Mon, March 15 @ 5:30 p.m.
Men's bball v Cloud County (home)	Mon, March 15 @ 7:30 p.m.
Vollebyall v Seward County (away)	Mon, March 15 @ 6:30 p.m.
Baseball v Neosho (away)	Tue, March 16 @ 1:00 p.m.
Softball v Barton (away)	Thur, March 18 @ 1:00 p.m. Thur, March 18 @ 3:00 p.m.
Baseball v Cloud County (home)	Thur, March 18 @ 1:00 p.m. Thur, March 18 @ 3:30 p.m.
Baseball v Cloud County (away)	Sat, March 20 @ 1:00 p.m. Sat, March 20 @ 3:30 p.m.
Softball v Colby (home)	Sat, March 20 @ 2:00 p.m. Sat, March 20 @ 4:00 p.m.
Women's bball v Independence (home)	Sat, March 20 @ 5:30 p.m.
Men's bball v Independence (home)	Sat, March 20 TBA
Fall 2021 Enrollment Begins	Mon, March 22
Volleyball v Hutchinson (home)	Mon, March 22 @ 6:00 p.m.
Women's bball v Neosho County (away)	Wed, March 24 TBA
Men's bball v Neosho County (away)	Wed, March 24 TBA
Baseball v Hutchinson (away)	Thur, March 25 @ 1:00 p.m. Thur, March 25 @ 3:30 p.m.
Softball v Hutchinson (away)	Thur, March 25 @ 2:00 p.m. Thur, March 25 @ 4:00 p.m.
Volleyball v Garden City (away)	Thur, March 25 @ 6:30 p.m.
Football v Independence (away)	Fri, March 26 @ 7:00 p.m.
Baseball v Hutchinson (home)	Sat, March 27 @ 1:00 p.m. Sat, March 27 @ 3:00 p.m.
Women's bball v Allen County (home)	Sat, March 27 TBA
Men's bball v Allen County (home)	Sat, March 27 TBA
Softball v NW Kansas Tech College (away)	Sun, March 28 @ 2:00 p.m. Sun, March 28 @ 4:00 p.m.
Women's bball v Cowley County (home)	Mon, March 29 @ 5:30 p.m.
Men's bball v Cowley County (home)	Mon, March 29 @ 7:30 p.m.
Soccer v Allen County (away)	Wed, March 31 @ 2:00 p.m.
Women's bball v Coffeyville (away)	Wed, March 31 @ 5:30 p.m.
Men's bball v Coffeyville (away)	Wed, March 31 @ 7:30 p.m.
Baseball v Colby (home)	Thur, April 1 @ 1:00 p.m. Thur, April 1 @ 3:00 p.m.
Softball v Independence (away)	Thur, April 1 @ 2:00 p.m. Thur, April 1 @ 4:00 p.m.
College Closed/No Classes	Fri, April 2
Soccer v Dodge City (away)	Sat, April 3 @ 1:00 p.m.

Baseball v Colby (away)	Sat, April 3 @ 1:00 p.m. Sat, April 3 @ 3:00 p.m.
Football v Hutchinson (home)	Sat, April 3 @ 7:00 p.m.
Soccer v Kansas City Kansas (away)	Wed, April 7 @ 4:00 p.m.
Baseball v Dodge City (away)	Thur, April 8 @ 1:00 p.m. Thur, April 8 @ 3:00 p.m.
Baseball v Dodge City (home)	Sat, April 10 @ 1:00 p.m. Sat, April 10 @ 3:00 p.m.
Softball v Seward County (home)	Sat, April 10 @ 2:00 p.m. Sat, April 10 @ 4:00 p.m.
Soccer v Hutchinson (away)	Sat, April 10 @ 2:00 p.m.
Football v Dodge City (away)	Sun, April 11 TBD
Softball v Dodge City (away)	Mon, April 12 @ 2:00 p.m. Mon, April 12 @ 4:00 p.m.
Soccer v Neosho County (home)	Wed, April 14 @ 7:00 p.m.
Baseball v Barton (away)	Thur, April 15 @ 1:00 p.m. Thur, April 15 @ 3:30 p.m.
Softball v Garden City (away)	Thur, April 15 @ 2:00 p.m. Thur, April 15 @ 4:00 p.m.
E.B. White Gallery of Art Annual Student Juried Exhibit Reception	April 15 – May 7 Thur, April 15 @ 6:00 p.m.
Theatre Production 4 - TBA	Thur, April 15 @ 7:30 p.m. Fri, April 16 @ 7:30 p.m. Sat, April 17 @ 2:00 & 7:30 p.m.
Baseball v Barton (home)	Sat, April 17 @ 1:00 p.m. Sat, April 17 @ 3:00 p.m.
Softball v Pratt (away)	Sat, April 17 @ 1:00 p.m. Sat, April 17 @ 3:00 p.m.
Softball v Fort Scott (home)	Mon, April 19 @ 2:00 p.m. Mon, April 19 @ 4:00 p.m.
Soccer v Coffeyville (away)	Mon, April 19 @ 7:00 p.m.
Soccer v Johnson County (home)	Wed, April 21 @ 7:00 p.m.
Baseball v Seward County (away)	Thur, April 22 @ 1:00 p.m. Thur, April 22 @ 3:00 p.m.
Softball v Barton (home)	Thur, April 22 @ 2:00 p.m. Thur, April 22 @ 4:00 p.m.
Instrumental Music Spring Concert	Fri, April 23 @ 7:30 p.m. Sat, April 24 @ 7:30 p.m.
Soccer v Garden City (away)	Sat, April 24 @ 1:00 p.m.
Baseball v Seward County (home)	Sat, April 24 @ 1:00 p.m. Sat, April 24 @ 3:00 p.m.
Softball v Hutchinson (home)	Sat, April 24 @ 2:00 p.m. Sat, April 24 @ 4:00 p.m.
Football v Coffeyville (away)	Sun, April 25 @ 1:30 p.m.

Softball v Labette (home)	Mon, April 26 @ 2:00 p.m. Mon, April 26 @ 4:00 p.m.
Baseball v Northern Oklahoma College – Enid (home)	Tue, April 27 @ 1:00 p.m.
Baseball v Labette (away)	Thur, April 29 @ 1:00 p.m. Thur, April 29 @ 3:00 p.m.
Softball v Independence (home)	Thur, April 29 @ 2:00 p.m. Thur, April 29 @ 4:00 p.m.
Vocal Concert #4	Thur, April 29 @ 7:30 p.m. Fri, April 30 @ 7:30 p.m. Sat, May 1 @ 2:00 & 7:30 p.m.
Soccer v Cowley County (home)	Sat, May 1 @ 10:00 a.m.
Baseball v Labette (home)	Sat, May 1 @ 1:00 p.m. Sat, May 1 @ 3:00 p.m.
Football v Highland (home)	Sat, May 1 @ 7:00 p.m.
Softball v Cowley County (home)	Mon, May 3 @ 4:00 p.m. Mon, May 3 @ 6:00 p.m.
Soccer v Kansas City Kansas (home)	Mon, May 3 @ 5:00 p.m.
Woodwind Chamber Recital	Mon, May 3 @ 7:30 p.m.
Brass Chamber Recital	Tues, May 4 @ 7:30 p.m.
Soccer v Neosho County (away)	Wed, May 5 @ 7:00 p.m.
Percussion Chamber Recital	Wed, May 5 @ 7:30 p.m.
Baseball v Pratt (home)	Thur, May 6 @ 1:00 p.m. Thur, May 6 @ 3:00 p.m.
Dance Showcase	Thur, May 6 @ 7:00 p.m.
Baseball v Pratt (away)	Sat, May 8 @ 1:00 p.m. Sat, May 8 @ 3:00 p.m.
Football v Arkansas Baptist College (home)	Sat, May 8 @ 7:00 p.m.
Soccer v Barton (home)	Sun, May 9 @ 11:00 a.m.
Student Art Sale	Tues, May 11 10:00 a.m. – 4:00 p.m.
Soccer v Coffeyville (home)	Wed, May 12 @ 7:00 p.m.
Commencement	Fri, May 14 @ 7:00 p.m.
Football v Fort Scott (away)	Sat, May 15 @ 7:00 p.m.
Soccer v Johnson County (away)	Sat, May 15 @ 7:00 p.m.
Grades Due by Noon	Mon, May 17
Football v Garden City (home)	Sat, May 22 @ 7:00 p.m.
Memorial Day – College Closed	Mon, May 31
Summer Semester Begins	Mon, June 7
Summer Semester Ends	Fri, July 30

ADJOURNMENT

MOTION: By _____
Chair Howell I move that the Board meeting be adjourned.

CALL FOR A SECOND: Trustee _____

CALL FOR A VOTE

MEETING ADJOURNED @ _____ A.M.