

**BUTLER COMMUNITY COLLEGE**  
**BOARD OF TRUSTEES**  
**REGULAR BOARD MEETING**  
 4:30 p.m., Tuesday, March 8, 2022 – Dankert Trustee Board Room  
 Watch Live via <http://www.butlercc.edu/bctv>

<p><b>3:30 p.m.</b></p> <p><b>4:30 p.m.</b></p>	<p><b>Board Finance Committee Meeting</b> – President’s Conference Room.</p> <p><b>Regular Board Meeting</b> – Dankert Trustee Board Room, Upper Level of the Hubbard Welcome Center, 901 S. Haverhill Road, El Dorado, Kansas.</p> <p><b>Executive Session</b> – Not to exceed 20 minutes for consultation with legal counsel pursuant to the open meeting exceptions for said matters.</p> <p><b>Executive Session</b> – Not to exceed 60 minutes for discussion of non-elected personnel pursuant to the open meeting exceptions for said matters.</p>
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<b>REGULAR BOARD MEETING</b>
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- I. **CALL TO ORDER (4:30 p.m.)**
- II. **PLEDGE OF ALLEGIANCE (4:30 p.m.)**
- III. **APPROVAL OF AGENDA (4:35 p.m.)**
- IV. **EXECUTIVE SESSION (4:40 p.m.)** ----- 3
- V. **RECOGNITIONS (5:00 p.m.)** ----- 4
- VI. **PUBLIC COMMENT (5:10 p.m.)**  
 If you wish to address the Board during Public Comment, please complete this form:  
<https://bit.ly/3ioB30n>
- VII. **STANDING REPORTS (5:20 p.m.)**
  - A. Student Government Association Report – Guadalupe Torres
  - B. Operational Staff Report – Lisa Bolin
  - C. Professional Employees Report – Terry Sader
  - D. Board Finance Committee Report – Mary Martha Good, Linda Jolly
  - E. Foundation Board Report – Forrest Rhodes, Kim Krull
  - F. President’s Report – Kim Krull
  - G. Education Facilities Authority Report – Mary Martha Good, Dave Sherrer
- VIII. **MONITORING REPORTS (5:45 p.m.)**
  - A. DIVISION REPORT – Health, Education, and Public Services (Guerrero) ----- 5

IX.	<b>SABBATICAL REPORT (5:55 p.m.)</b>	
	A. Jim Buchhorn-----	22
X.	<b>BOARD STRATEGIC DISCUSSION – ISSUES AND OPPORTUNITIES</b>	
	A. Deferred Maintenance and Renovation Projects (Williams) (6:05 p.m.)-----	25
	B. East Park (Krull) (6:15 p.m.)-----	37
	C. Business Sentiment Survey (Mohammad) (6:25 p.m.) -----	38
	D. Board Governance (6:35 p.m.) -----	39
XI.	<b>BOARD ACTION ITEMS</b>	
	A. Tuition and Fees (Williams) (6:45 p.m.) -----	40
	B. Room and Board Rates (Rinkenbaugh) (6:55 p.m.) -----	44
	C. Fire Science AAS and Certificate Revision (Lindsey) (7:05 p.m.)-----	46
	D. FY2021-2022 Contract (7:15 p.m.) -----	59
	E. Personnel (7:25 p.m.)-----	60
	1. Approval of Cheryl Johnson Retirement (Stultz)	
	2. Approval of Tamra Baker Retirement (Stultz)	
XII.	<b>CONSENT AGENDA (7:35 p.m.)</b>	
	A. Approval of Minutes	
	1. Regular Board Meeting of February 8, 2022-----	64
	2. Special Board Meeting of February 21, 2022-----	72
	B. Bills and Warrants for February 2022 (Hackler) -----	73
	C. Bids and Purchases - NONE -----	74
	D. Ratification of Agreements and Contracts	
	1. MedCerts (Cressler) -----	75
	2. CertWise Addendum (Cressler) -----	83
XIII.	<b>SUPPLEMENTAL INFORMATION (7:40 p.m.)</b>	
	A. Key Performance Indicators Update -----	86
	B. Monthly Statement of Revenue & Expenditures (Sherwood) -----	93
	C. Thank You Notes -----	95
	D. Board Calendars-----	96
	E. Butler Mission and Strategic Priorities-----	100
XIV.	<b>EXECUTIVE SESSION (7:50 p.m.)</b> -----	101
XV.	<b>ADJOURNMENT (8:50 p.m.)</b> -----	102

**EXECUTIVE SESSION**

**MOTION: Trustee \_\_\_\_\_**

Mr. Chair,

I move that the Board recess into Executive Session for discussion with legal counsel to include members of the Board, President Kim Krull, and Ray Connell, pursuant to the open meetings exceptions for matters protected by consultation with legal counsel.

The open meeting will resume here in the Dankert Trustee Board Room within 20 minutes.

**CALL FOR A SECOND: Trustee \_\_\_\_\_**

**CALL FOR A VOTE**

**ENTER EXECUTIVE SESSION @ \_\_\_\_\_ PM**

**RETURN TO OPEN SESSION @ \_\_\_\_\_ PM**

**ANY ACTION REQUIRES A MOTION, SECOND and VOTE**

## **MARCH 2022 RECOGNITIONS**

- **Mark Jaye – NATEF ASE Reaccreditation**
- **Phi Beta Lambda – Fall 2021 FBLA-PBL Stock Market Game**
- **Dave Black – Truck Center Companies Diesel Technology Support**

## MONITORING REPORTS

### BOARD OF TRUSTEES REPORT Division of Health, Education, and Public Services March 2022

#### EXECUTIVE SUMMARY

The Health, Education & Public Services Division (HEP) is comprised of the following academic departments:

- Nursing
- Allied Health
- Education
- Early Childhood Education
- Human Performance/Fitness & Wellness
- Fire Science & EMS Education
- Criminal Justice

The division includes 26 full-time faculty members, approximately 65 adjunct faculty members, 2 full-time administrators, 3 full-time administrative assistants, and 1 technology specialist. Over 240 classes are offered throughout the academic year.

Dean: Julio Guerrero

Interim Associate Dean: Janet Schueller

Administrative Assistants: Kerri Smith, Cindy Rabe, Angie Martin

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

Department	2021	2020	2019	2018	2017	2016
Nursing	264	238	213	216	208	221
Allied Health*	181	179	181	153	188	147
Education	62	54	45	64	38	31
Early Childhood	7	12	16	18	14	9
Human Performance	2	5	3	3	4	4
Fire Science	10	9	9	10	8	4
EMS Education*	27	23	13	18	19	16
Criminal Justice	11	19	6	15	13	6
<b>Total</b>	<b>564</b>	<b>539</b>	<b>486</b>	<b>497</b>	<b>492</b>	<b>438</b>

Table 2: Declared Majors

<b>Department</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Nursing	324	321	320	322	328	336
Allied Health*	191	78	128	112	165	162
Pre-Nursing/Health Science	1347	1488	1444	1457	1420	1247
Health Sciences	16	53	51	-	-	-
Education	466	510	481	517	461	447
Early Childhood	94	125	114	104	110	137
Human Performance	133	137	133	132	124	116
Fire Science	78	78	95	101	102	93
EMS Education*	1	23	16	20	23	17
Criminal Justice	132	183	202	191	230	203
<b>Total</b>	<b>2782</b>	<b>2996</b>	<b>2984</b>	<b>2956</b>	<b>2963</b>	<b>2758</b>

### **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

<b>Department</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
Nursing	8694	8635	9658	9807	9476	9733
Allied Health	3450	2650	2069.5	2454.5	2697	2634.5
Education	2096	1899	1761	1604	1089	960
Early Childhood	867	970	856	849	868	1036
Human Performance	3510	4939	5506	5589	6023	6425
Fire & EMS	556	1650	1016.5	1094.5	1182	1115
Criminal Justice	1080	1254	1560	1653	2055	1971
<b>Total</b>	<b>20,253</b>	<b>21,997</b>	<b>22,427</b>	<b>23,051</b>	<b>23,390</b>	<b>24,114.5</b>

## **Nursing**

**Full-Time Faculty/Staff Members:** Ruthann Farley, Raven Christian, Lea Atkinson, Janet Schueller – Lead/ Synthesis Coordinator/ Curriculum Chair, Michele Ridder – Lead & Curriculum Chair, Sabrina Olson, Monica Dobbins (fall only), Carla Stephens – Lead/ Advanced Standing Coordinator, Mitch Taylor - Lead, Joan Hoover, Melody Cantrell, Kim Hubble- BSNA Sponsor, Amanda Martin, Tonya Loveland – Lab Coordinator

New Faculty: Katelyn Sherman-Voge - Lab Coordinator, Briana Ainsworth and Kirsten Coday.

Faculty Achievements---

- Melody Cantrell successfully completed and defended her dissertation. She was conferred her Doctorate of Nursing Practice in Nursing Educational Leadership from

American Sentinel College of Nursing and Health Sciences, a division of Post University last fall 2021.

- Raven Christian has fully completed her MSN from WSU last May 2021.
- Janet Schueller successfully passed the certification exam to be recognized as a Certified Nurse Educator (CNE) over the summer 2021.

**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 reasoning 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 currently in the highest demand that we've experienced in the past 15-20 years, and their value is exponentially being recognized in their salary compensation. Butler nursing graduate performance on the NCLEX licensure examination reflects other programs and a national decline in students passing NCLEX on their first attempt as a direct result of COVID-19 remote learning, significantly decreased clinical exposure and related effects of the pandemic.

Butler's graduates are still 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. Our next scheduled visit is set for Spring 2024.

**Learning Environment:** Our nursing program is a hybrid learning environment, which blends online content with classroom instruction with a focus on creating a scrambled classroom environment to best promote and facilitate deep learning. This pedagogy provides students both the flexibility of online learning, as well as the irreplaceable value of interacting with faculty and students on campus. Students may apply to sit for the Practical Nurse licensure examination (NCLEX-PN) following successful completion of the first level (following their second semester of nursing classes) 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 is enjoying the expansion of the labs to include open space for students to practice hands on skills. The addition of 15-221 was made possible by using grants for consumable supplies, unused budget funds for travel as a result of the pandemic were reallocated to cover the costs of construction/ renovation and the college worked with the VA to acquire 6 hospital beds free of charge to be used in the new lab space. Butler's Clinical Simulation Learning Center was also able to purchase various equipment from National University's closing business sale at extremely, significantly reduced prices. Butler's Clinical Simulation Learning Center 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. With the addition of this clinical learning lab, multiple semester have been able to accommodate their students simultaneously in the lab and students have more options and flexibility for scheduling practice time.

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, as well as the support of the College-at-large.

**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 16 LPN's into the program each semester.

**Curriculum:** The Nursing Program has completed their transition to a Concept Based Curriculum (CBC). Conceptual learning is increasingly viewed as a major trend and paradigm shift for the future of nursing education and is supported by the NCLEX licensure exam's move to a more conceptual approach to questioning.

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. Last May 2021, the nursing program graduated its first class that successfully completed the fully integrated Concept Based Curriculum. Faculty are currently working to complete a gap analysis of the CBC based on lessons learned throughout the implementation process.

National Council State Boards of Nursing (NCSBN), who is the overseeing body of the NCLEX licensure exam, has also been in the process of creating a better assessment method for measuring clinical judgment. Based on their extensive research and work, the NCLEX licensure exam is undergoing modifications to incorporate their new theoretical model of Clinical Judgment to be used for evaluation. This is being referred to as “Next Generation” NCLEX-style questions. Faculty have been preparing for this transition by attending educational conferences to better understand this method of questioning and will begin to develop policies and processes for implementing Next Gen questions that best prepare students for success. Students who graduate in Spring 2023 will be evaluated using this methodology.

### **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. We continue to see growth in this partnership that is nationally recognized as the “Kansas” plan.
- Butler recently signed a similar agreement with Grand Canyon University (GCU), who is also accredited by CCNE (just as KU is) and has demonstrated success with first time NCLEX pass rates of 96% as stated on their website. Grand Canyon University’s approach to the Butler partnership is to have students complete their course work in between Butler’s semester or during breaks in the academic calendar. This allows students to start or stop as they choose and not only at the beginning of the program. GCU is also working to offer student’s scholarships to offset the cost of private tuition.
- Butler’s work with Ottawa University to create an ADN-BSN Partnership is currently on hold.
- 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, Ascension Behavioral Health, Ascension St. Francis, St. Teresa and St. Joseph Hospitals, Select Specialty Hospital, Wesley Healthcare Main and Woodlawn, Catholic Care Center, Ascension 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:** SimChart, a web based Electronic Health Record that allows the students to chart, acknowledge medications, orders, and simulate patient scenarios. This enhances 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 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.

## Allied Health

**Full-Time Faculty/Staff Members:** Tammy Green and Melodee Curry at Butler of Andover/Rose Hill and Amy Kjelin at Butler of Marion.

**Department Mission Statement:** Butler Community College Department of Allied Health 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 98% on the state certification examination for Certified Nurse Assistant and 94% for Certified Medication Aide.

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. Butler is fortunate to still offer on-site clinical experiences with 2 facilities- Reed's Cove and Regent Park. All other long-term care facilities previously used by our program will not allow any student into their facilities due to concerns associated with the COVID-19 pandemic. Limited clinical space severely hampers our ability to expand or offer more classes than we currently have.

## Education

**Department of Teacher Education 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.

**Program Outcomes:** The program outcomes that directly relate to the Education Department Mission are as follows:

1. Develop future teachers who are creative, independent, and responsible lifelong learners.
2. Encourage students to make smart personal life choices, especially those choices related to their future teaching career.
3. Challenge students to find solutions to real-world problems and/or projects that apply directly to their future career in teaching.
4. Empower students to be exceptional 21st century teachers and leaders.

**Key Unit Processes:** The key unit processes that most directly impact learning are:

- Authentically assess student learning in all education coursework
- Directly relate and apply education coursework to the personal growth and development of students as future teachers.

### **Education Department Highlights:**

Since its inception in 2004, with only one full time faculty member, the Education Department has grown dramatically over the past 18 years. Although the overall enrollment numbers at Butler have been declining and despite the challenges in our current environment, the Education Department stands strong.

With a **success rate** of almost **84%** among its students, the Education Department does an exemplary job of retaining students at Butler, thus, helping bring enrollment numbers up across the college. Furthermore, despite having only one full time faculty member, the Education Department shows the **highest number of majors** among all Public Services under HEP, second only to Nursing and Health Sciences, which have numerous full-time faculty members across the various departments. The **growth** in credit hours over the past years (see below table) is most likely due to the proactive measures taken in the Education Department as described below:

- Creation of all Master Blueprinted Courses for quality and consistency across the curriculum
- Transfer of **all** education pathway coursework to four-year teacher preparation programs across the state
- Two of the four education courses (ED 206 and ED 220) transfer as part of the Kansas Core Outcomes Project initiated by the Kansas Board of Regents
- Multiple course options, including face to face, blended, and online courses, to address the diverse needs of all learners
- 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
- Continued development and promotion of 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
- Continuous monitoring of course pathways and transfer requirements, to include catalogue updates each year, to ensure successful program transfer for all teacher education students.

### **Full time faculty:**

- Dr. Shellie Gutierrez, PhD, EdD
  - Shellie has been the only full-time education faculty member and Chair since the inception of the department. She has developed all of the education courses, created the transfer articulations with the four-year teacher preparation schools, 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 works with several community arts partners and K-12 schools throughout the year to establish creative connections for her teacher education students. Most recently,

Shellie was asked by key stakeholders in the Wichita urban/suburban area to serve on the newly formed Environmental Education & Sustainability Planning Board.

Table 4. Enrollment Growth in the Education Department

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Increase from 2015
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 Accomplishments:** 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.

The following table shows growth in terms of course sections and total number of students over the five-year period indicated below. The overall students enrolled in Education courses **increased from 151 to 340** students and the number of course sections **increased from 8 to 20**.

Table 5. Education Course Offerings and Student Enrollment

Semester	Number of Course Sections	Number of Enrolled Students
Spring 2016	8	151
Fall 2016	8	187
Spring 2017	13	197
Fall 2017	14	267
Spring 2018	16	298
Fall 2018	17	333
Spring 2019	15	274
Fall 2019	17	330
Spring 2020	18	297
Fall 2020	20	340
<b>% Increase</b>	<b>150%</b>	<b>125%</b>

## Early Childhood Education

Department Chair: Teresa Thompson

Adjunct Faculty: 7 Adjunct Faculty

**Early Childhood Education 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.

**Program Outcomes:**

- 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 7 adjunct instructors who all actively work in the Early Childhood field and teach for us in the evenings. During typical semesters, the program offers evening classes 3 to 4 nights a week at BOA and classes in Wichita at industry partner sites - the Opportunity Project South (this location is not being used during the pandemic per their program administration request), the Opportunity Project North, Child Start Inc., and Rainbow's United Kids Point, 2 to 3 nights a week. 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.

Due to COVID the department has been teaching a combination of face to face, remote, or online and will continue to do so as the pandemic situation warrants. Last spring, we were informed that one of the industry partner sites where we teach, Child Start, would not host the usual Wednesday night class since they were limiting traffic in the building to employees only. That class went remote. This fall the same thing happened with TOP North the week before the beginning of the semester, due to the upsurge in cases with the Omicron variant. The 3 face to face classes scheduled there went remote (online live) and are taught through Zoom once week in the evenings during their regularly scheduled class time.

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. Barry Downing, founder of TOP, wanted to ensure their teachers are qualified and ready to provide quality care, but understands the expense connected for them. Cornelia Stevens, Executive Director, met with Teresa, Foundations Scholarship Director Averie Nelson, and Associate VP Student Services Enrollment Management Jessica Ohman to set up a formal partnership which began in the spring of 2015. Butler provides on-site enrollment services at each center (early childhood advising from Teresa, general advising and enrollment from Advisor Cheryl Johnson, and financial aid advising and help with FAFSA) prior to each semester. Since the spring of 2020, these events have been virtual through Zoom. Each teacher signs a document through TOP administration stating their intent to participate, they fill out a Butler Foundations Scholarship application, and they are required to fill out FAFSA. Whatever expense is not covered by Butler or FAFSA, TOP will pay up to \$500 per semester per student. Those participating are expected to take at least 9 credit hours, but TOP encourages them to earn a full Associate Degree or EC Certificate if the individual desires it. There have been 84 students participating 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 113 identified majors in AVISO. For the academic year of 2020-2021 we had 10 Associate of Applied Science degree completers and 2 EC Certificate completers. 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.

### **Department Highlights:**

- Updated and signed a statewide articulation with high schools who have an identified Early Childhood Development & Services Pathway in the Human Services Career Cluster.
- Finalized a 2+2 articulation with WSU Bachelor of Science in Workforce Leadership and Applied Learning (Early Childhood Concentration).
- Last June the Department Chair worked with TOP administration and Foundation Scholarship Coordinator, Averie Nelson, to update the Butler/TOP partnership guidelines.
- Served as a Gold Sponsor and had a vendor booth for the Camp Growing with Children virtual conference last April. This is the largest local early childhood professional conference in our region and we do this every year. Before it went virtual, Butler EC students were invited to volunteer to help with the event every year.
- With the closing of the EduCare Lab School, the work study opportunity for EC majors went away. Financial Aid created a work study opportunity for EC and Education majors with the El Dorado Head Start.
- In conjunction with EQIP members, proposed an MOU with Kansas Breastfeeding Coalition, Inc. to allow Butler EC students to complete the coalition's, "How to Support Breastfeeding Mothers and Families" training, hosted by the Kansas Child Care Training Opportunities (KCCTO) free of charge. They attend this online and the information and appropriate links are offered within the CD124 Infant/Toddler Development course. We are waiting on a final revision before college administration will be presented with the document for signatures.
- The online EduCare auction was held in June of last year and was managed by Facilities Management, to sell the remaining indoor and outdoor equipment. Following this, the Department Chair finished cleaning out the building and moved into the 400 building in office 405 on the El Dorado campus.
- In the December 2020 issue of the Kansas Training Information Program (K-TIP report) for CTE Programs created by KBOR, Butler was listed as the largest Early Childhood Education Program among the 10 Kansas community colleges who offer this degree. We had the largest number of identified majors and concentrators.

Teresa Thompson serves on following Butler committees or state/local organization committees and boards:

- Serves on the Butler Community College Curriculum Team
- Serves as a Subject Matter Expert on the Quality Assurance Team for Butler online learning.
- Member of the Career and Technical Education Advisory Committees of the following local high schools: El Dorado, Augusta, Circle, & Maize.
- 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”.
- 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.
- Board member for Quality Care Services, Inc., a CACFP Food Program sponsor for local early childhood family child care programs and centers.

## 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 heavy science load to move on and apply to Doctorate of Physical Therapy programs and Master’s programs for Physician’s Assistant credentialing.

Our Field Experience in Exercise Science (HP 299) class has given 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, Advanced Physical Therapy, and SERC Physical Therapy Clinics – El Dorado, Wichita East and Wichita Northwest. We are aware of several former students who are employed in the field as a result of their practicum experience.

We have split the course identifiers (HP and FW) to reflect distinct differences. FW now only represents Varsity Athletics participation. The courses in this category are all SPORT 1-4 classes, and Muscle Pump 1 and 2, which reflect team workouts/practice in the fall and spring. 6 total credits are available for athletes as a result of participation. HP now houses the few activity classes we still offer: Yoga, Self Defense, Fitness Experience, Archery, Rock Climbing, T’ai Chi and Tactical Strength and Conditioning. The TSAC class caters to our First Responder programs, however it’s open to anyone to take. With KBOR’s reduction in degree programs to 120 hours, the impact on this department has been substantial, as many degree programs are eliminating the required activity credit. While we have, and continue to be thoughtful about developing programs to counter this and provide substantive opportunities for students to pursue



careers in the field, we think that the TSAC course will eventually be the only activity course worth offering considering the current climate and direction many programs are now taking. Activity classes not making enrollment recently is a factor in our discussions about the best course to take.

Nationally, students are moving online in record numbers. We must be prepared for and position ourselves to compete with a Global Campus mindset. With that in mind, we have continued to complete online course development that has passed our QM process, and are continuing to work with EDTECH to develop entire pathways/programs to cater to the online student.

You will see below a five year look at our numbers for Fall to Fall and Spring to Spring from data supplied based on first day of the semester enrollment numbers. The data is a reflection of our very intentional effort to do great work in the classroom—leading to strong word of mouth marketing by our students. In addition, we have worked with marketing to create materials which we have used for both on campus and on location (high school) recruiting. We think our efforts in the classroom, as well as our marketing efforts have helped us persist and grow slowly over the past few years.

Table 6. Human Performance Enrollment

Year	Fall	Spring
2017	92	---
2018	111	79
2019	166	86
2020	207	145
2021	235	194
2022	---	223

Finally, we have created a student-led Media Team, that is working with marketing to create social media channels to push out content on a weekly basis. We are excited to leverage the “By Students for Students” model to see the impact our current students make on future growth.

## Fire & EMS Education

**Full-Time Faculty/Staff Members:** Evan Seiwert, Chair & Zach Lindsay, Lead Fire Instructor

**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:** Guided by the values of “duty, pride, and tradition,” the Fire & EMS Education department seeks to develop competent, confident, and compassionate emergency responders who will faithfully serve their communities. Students and staff alike are driven to make Butler Fire & EMS the front-runner for development of desirable emergency services employees in the area.

The past year has brought several exciting changes to the program that position BCC Fire & EMS for an exciting future. The most visible development has been the construction of a new live-fire training prop. In partnership with the city of El Dorado, Zach Lindsay has led the design and construction of a multi-story training facility that will allow simulation of realistic live-fire conditions that firefighters are likely to encounter in residential homes and commercial occupancies. Training in such a realistic environment will prepare students to safely and effectively manage the situations they are likely to face in the real world.

Another exciting addition to the program is the development of a Fire Service Leadership certificate. Comprised of nationally recognized leadership courses, this certificate program will allow BCC Fire & EMS to offer a core selection of courses to aspiring leaders currently employed in area fire departments.

In response to an ongoing staffing shortage among area fire departments and feedback from local fire chiefs, work is underway to develop a 16-week academy-style program that will allow students to obtain all core fire and EMS certifications in one semester, enabling them to rapidly be "hire ready". The aim of this accelerated program is to provide an enlarged pool of candidates for area fire departments while maintaining high educational standards. The courses for the academy have been aligned such that once a student has completed the 16-week academy, the remainder of courses for the fire science pathway may be completed online, allowing a student to complete their associate degree conveniently while working full-time for a fire department.

Exciting development is also underway in the EMS side of the program. Preparations are underway to begin offering a AAS degree in EMS, a program that will open financial aid pathways to students previously unable to qualify for such if focusing solely on emergency medicine.

The EMS lab assistant program has also undergone a significant overhaul in recent months with the adoption of a new hiring process and implementation of an ongoing faculty development program that aims to equip lab assistants with foundational abilities in teaching and evaluating psychomotor skills.

Looking toward future program accreditation, evaluation is underway of a psychomotor skill tracking platform, as well as a validating cognitive testing platform. Additionally, in conjunction with the Kansas Board of EMS the program is completing a self-study to develop a multi-year plan for program improvement.

Butler CC Fire & EMS is uniquely positioned as the only program in the Midwest with a live-in student residency, which continues to generate significant interest among prospective students. The residency program hosts 8 male and 2 female students and continues to receive more applications each semester than can be accepted. The ongoing success of this program is in no small part thanks to the City of El Dorado and the El Dorado Fire Department (EFD). The partnership with EFD allows students to gain a minimum of 120 hours of on-the job training each month as well as experience on actual fire and EMS calls.

The students in this program are highly sought-after and frequently have jobs secured prior to graduation. BCC students have been vital in filling open positions all around Butler County and

the State of Kansas. BCC Fire & EMS students have recently found employment with agencies including:

- 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
- 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

Lead by faculty committed to student success, Butler CC Fire & EMS looks forward to a dynamic future in the ever-changing field of emergency services. The support of Butler CC administration has allowed for the implementation of the crucial projects detailed above that will allow the program to continue developing competent, confident, and compassionate emergency responders for years to come.

## **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.

In the Fall of 2021, the Criminal Justice Department began the process of adding four (4) elective courses to our CJ Guided Pathway: CJ 109 – Introduction to Corrections, CJ 118 – Gang Investigation, CJ 125 – Introduction to Homeland Security, and CJ 202 – Law Enforcement in the Community. Currently, those courses are under review by Wichita State University to add to our current transfer articulation agreement. If they approve those courses, we will formally add them to our CJ Guided Pathway.

The Criminal Justice faculty have worked on refining 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.

During the Summer of 2021, faculty participated in Kansas Core Outcomes Group Project (KCOG) reviewing core student learning outcomes in an existing 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 discipline course, Criminal Procedures.

The Criminal Justice Department participated in the annual Kansas Collegiate Law Enforcement Academy at the Kansas Highway Patrol Training Center in Salina, Kansas in May 2021. Selected students participated 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.

This Spring 2022, the Criminal Justice Department is piloting CJ 212 - Criminology (CRN: 10634) in a Hyflex course format. This course will have regular meetings at specific times at the Butler of El Dorado campus. Students will have the option to physically attend the course at that location or interact through an online video system (PolyStudio / Zoom). Activities and materials will be accessed and available through the online system.

The Criminal Justice Department is continuing the process of forging a partnership with the Butler Police and Public Safety Department creating a Public Safety Institute. The new Public Safety Institute will be located in the 1600 building on the Butler of El Dorado campus. Currently, the building is being renovated for completion by the end of May 2022 with an anticipated occupancy of Summer 2022. We will continue developing student internship opportunities and sharing education and training resources (one-stop-shop concept).

The Criminal Justice Department will be working with the Criminal Justice Advisory Committee 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.

Miles Erpelding, Lead Instructor, attended the three (3) day, virtual, annual Academy of Criminal Justice Sciences in April 2021. He participated as a presenter in the session "Best practices for teaching online and hybrid criminal justice courses". In March 2022, Miles will be attending A.C.J.S. in Las Vegas, Nevada and participating/presenting in three (3) Roundtable sessions: Advisory Boards: Priceless Collaboration, Best Practices for Teaching at the Community College, and Teaching in the Virtual Environment: Using Technology in the Criminal Justice Classroom.

Miles also holds active memberships 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.

## SABBATICAL REPORT

Jim Buchhorn  
English Professor, Department Chair

### Sabbatical Leave Report for Board

#### Purpose

The purpose of my Fall 2021 sabbatical project was to create a training course for English teachers to help them learn to create original, creative, and rigorous content for their courses. My end goal was to increase the overall effectiveness of the English department and to inspire innovative course design.

#### Accomplishments

I successfully created a nine-module course in Canvas that is currently serving the English department. Eleven teachers are currently enrolled in the course and making progress toward completing the objectives.

During my sabbatical, I studied several texts and incorporated key ideas and passages from these into the training course I created. These texts include Robert Maribe Branch's text on course design: *Instructional Design: The ADDIE Approach* (2009), Gagne's *Nine Events of Instruction* (1992), Vlad Glaveanu's *Creativity: A Short Introduction* (2021), the AAUP's "Statement of Principles of Academic Freedom and Tenure" (1970), "Academic Freedom and the Choice of Teaching Methods" by Stephen Finn (2020), "Creativity in the Training and Practice of Instructional Designers: The Design/Creativity Loops Model" by Clinton and Hokanson (2012), and the Community College Resource Center's "Enhancing Rigor in Developmental Education" (2013). Additionally, I worked with the concept of "Universal Design" by incorporating several webpages from the Centre for Excellence in Universal Design as well as the Universal Design for Learning Guidelines published online by the CAST organization.

A primary accomplishment of my sabbatical project was the creation of my own four-step process of creative course content design. Working from Branch's five-step ADDIE model, I created my "ABCDE" approach, which includes the following steps: "analyze," "be creative," "deploy," and "evaluate." Using these four steps--which are explained in detail in my course--teachers can first determine where weaknesses occur either in their instructional content or in the achievements of their students, then develop new content to add to the class / replace existing content, then try out those new creations on students by following a scientific experiment model, and finally analyze the success of the new content to determine its effectiveness. The design process is circular, so once the cycle is completed, it starts over, with a new round of analysis and design. Teachers who take my class learn to be perpetually innovative and are encouraged to continue to improve their courses even beyond their work in my course. The concept of creativity is explored at length, with the "BC" step of my process expanded into a module-length discussion of its own designed to help teachers become creative in all aspects of their teaching (primarily focusing on Gagne's *Nine Events of Instruction*).

My course also focuses on the creation of "rigorous" content and includes significant instruction on supporting students as they work through that rigorous content. My teacher/students learn how to assign rigorous reading assignments in their own classes and how to support students doing those challenging assignments through the use of a standard

tool, “the reading cycle,” which includes three stages (“pre-reading,” “active reading,” and “post reading”). Teachers also learn to create rigorous writing assignments by studying several example assignments to compare those that are rigorous to those that lack sufficient rigor to be considered college-level. And teachers learn to support students as they work through these rigorous assignments using several techniques (“Focused Peer Review,” “Focused Self Review,” “Required Use of Tutoring Services,” and “Required Conferences with the Instructor”). Teachers are also encouraged to create their own techniques for supporting students as they work through rigorous writing assignments, and they are taught how to grade those assignments in a rigorous manner and then how to help students learn from that use of rigorous grading. While comprehensive, my discussion of rigor is not exhaustive, and teachers enrolled in the course are also required to add in their own ideas for adding both rigor and support to their classes. This and several similar assignments in the course aim to create a community of teachers helping teachers become better teachers. Early participation in the several discussion boards in my class show how inspirational it can be for teachers to discuss design ideas with each other.

The student/teachers in my class must submit a final project that requires them to show the steps they used to create new content for their classes. This assignment is not theoretical, but practical, since it must be performed on an existing class and tried on the teacher’s own students. In addition to being innovative and rigorous, this content must also take into consideration the principles of Universal Design for Learning, requiring the content designer to show how they incorporated the principles of “Engagement,” “Representation,” and “Action/Expression.” Teachers who study with me become experts on the important principles of Universal Design (an important addition to our college’s requirements that all teachers become versed in the creation of accessible content) and are required to take a quiz over their knowledge of this complex topic.

Studying this content and creating this course has contributed to my own development as well. I am continuing to research and study this topic since I am at work on a book-length project, currently at sixty-one pages after the incorporation of content and material that I developed during my work on this course. I have reviewed the content of the course with the full English department during our Mega Meeting in January, as well, so I feel that the benefits will transfer beyond those instructors who are actively doing the work of the course. Since the English department teaches 1/8 of all the courses at Butler every semester and nearly all students are required to take our courses at some point, improvements to the way we teach will have significant influence on the students at Butler. Innovative teachers are better teachers, and innovative programs are more attractive in a competitive marketplace. The accomplishments of this sabbatical project are potentially much greater than any that I alone have gained from doing this work, but this work has also had significant impact on my own teaching and leadership.

## **Impact**

This project has influenced both my teaching and my leadership of the English department. I have been a rigorous teacher for the majority of my twenty-two years of teaching, but through this project, I have gained many new ideas about how to support my students as they do my assignments. It was helpful to me to sit and think through how to help my students (and all students) succeed at college level work. Many students come to college unprepared for the level of work that we ask them to do, so focusing on the idea of adding supports to help students do that challenging work has improved the way that I teach. I also learned a lot about Universal Design. I knew the basics of the concept of creating accessible

content through the required training that all teachers go through, but I have added a level of understanding far beyond that training through the work that I did on this course, and my hope is that other English teachers who study my content end up feeling the same way. I also learned to be a more creative teacher myself and have had success using my own four-step process to create course content. It's interesting to add a set of specific steps to what had always been an instinctive process for me. I feel that my creative work as a teacher is much improved simply by following the methods that I developed for this course. I also benefitted from studying Branch's ideas in his book on the ADDIE method of course content design and one of my favorite discoveries of this project was Gagne's Nine Events of Instruction. I don't know how I didn't know about this before, but it has changed the way that I teach by making me think about all the steps of teaching in a new way.

As department chair, I'm also in a position to inspire others at BCC, both in the English department and beyond, sometimes even beyond BCC. I have recently used the content that I developed in this course to create a 45-minute PowerPoint presentation that I will give at the Great Plains Conference on Acceleration on February 25, 2022. I plan to create several similar presentations in the future both for the English department and for other teachers at Butler. My goal is to inspire other teachers to become innovative and effective in all aspects of their teaching.

### **Specific Outcomes**

The Canvas shell entitled "Creative and Rigorous Instructional Strategies for English Teachers" is available to all Butler English teachers through direct invitation and self-enrollment. The specific module titles are "The Goal of Creativity in the Time of Course Standardization," "Academic Freedom (General Overview)," "Limits on Academic Freedom," "ABCDE: Steps Toward Creative Course Design," "Step BC Continued (How to 'Be Creative')," "Developing Rigorous Courses," "Universal Design," "Final Project" and "Reflection."

Eleven teachers are currently working to complete the coursework I created. The course is worth five professional development points.



<b>BOARD STRATEGIC DISCUSSION – ISSUES AND OPPORTUNITIES</b>
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**TOPIC for DISCUSSION**  
**Deferred Maintenance and Renovation Projects**

**REPORT:**

In September the board approved Simpson Construction as the CMR for the deferred maintenance and renovation projects. Simpson Construction solicited and received bids on February 3, 2022 for the following projects:

- 1600 Building renovation
- 300 Building HVAC upgrade
- 100,300,500,600, and 900 ADA Building upgrades

Construction bids including the two additional alternates came in a little over last summers estimated budget because of the high increase of material costs and the lack of availability for some equipment for our May 1, 2022 completion deadline.

Attached are the project budget spreadsheet, bid package summary of bidding contractors with breakdown sheets.

The project budget does include a **contingency of \$43,862.**

**RECOMMENDED ACTION:**

No action at this time.

**RECOMMENDED FUNDING SOURCE:**

HEERF Funds

Submitted by: Ireland Turner

Supervisor: Kent Williams

Date: February 16, 2022

# BUTLER COMMUNITY COLLEGE

## Butler CC 300, 1600, ADA Compliance Bid Package

February 9, 2022

PROJECT	AMOUNT	DIFFERENCE
<b>ORIGINAL BUDGET</b>		
1600 (EduCare) Bld	\$ 795,713	
ADA: 100, 500, 600, 900 & Sidewalks	\$ 195,000	
300 HVAC Equipment	\$ 800,865	
<b>Total</b>	<b>\$ 1,791,578</b>	
<b>ACTUAL BIDS</b>		
300 BLD Equipment Package	\$ 96,465	
1600 Demo Package	\$ 31,023	
300, 1600, ADA Compliance Bid Package	\$ 1,505,923	
Alternate 1 Duct Replacement	\$ 38,203	
Alternate 2 Re-sheetrock demising wall	\$ 7,136	
<b>Total BIDS</b>	<b>\$ 1,678,750</b>	
Architectural and Engineering Fees	\$ 117,512.50	
<b>Total</b>	<b>\$ 1,796,262.5</b>	
Actual Bids and Fees Over Budget		\$ (4,684.5)



**GMP Proposal  
Butler Community College  
300 Bld, 1600 Bld, and ADA Compliance Project  
2-Feb-22**

Please accept the following cost estimate to complete the renovation work to the 100, 300, 500, 600, and 1600 buildings as outlined in the plans and specifications as prepared by Gravity:Works Architecture dated January 18, 2022. Our proposal includes addendum 1 dated January 26, 2022, addendum 2 dated February 1, 2022, addendum 3 dated February 2, 2022 and Electrical Clarification 1 dated February 3, 2022.

<b>CONSTRUCTION PACKAGE BID SUMMARY</b>	<b>Total Amount</b>
Equipment Package 300 Building	\$ 96,465
1600 Bld Demo Package	\$ 31,023
Construction Cost - 100, 300, 500, 600 and 1600 BLD	\$ 1,462,061
CM Contingency (3% of construction costs)	\$ 43,862
<b>Total Construction Costs:</b>	<b>\$ 1,633,411</b>
<b>Alternates</b>	
Alt 1: Added HVAC replacement off AHU 3	\$ 38,203
Alt 2: Re-Sheetrock demising walls and insulate	\$ 7,136
<b>Total Construction Costs including all alternates</b>	<b>\$ 1,678,750</b>

**Clarifications & Inclusions**

- Plan review and permit fees included
- General liability Insurance is included
- Payment and performance bond included
- Builder's Risk insurance included
- Utility use charges by Butler Community College (Gas/Electric/water)
- Work to be performed during normal business hours
- No fire suppression work included

**Excluded from above GMP**

- Sales tax
- Modifications as required by City of El Dorado plan review

**Allowances (included in above numbers):**

- |                                |    |          |
|--------------------------------|----|----------|
| 1) Carpet tile (material only) | \$ | 25 SY    |
| 2) Hardware (Labor & Material) | \$ | 1,000 EA |

**Outstanding items required prior to start of construction**

- Plan review approval by City of El Dorado

Project: Butler CC 300 Bld, 1600 Bld, and ADA Compliance Project

Address: 901 S. Haverhill Rd, El Dorado, KS

Architect: Gravity:Works Architecture

Bid Date: February 3, 2022

Please note: Only the five lowest bids are shown. Cells highlighted in yellow indicate incomplete scope.



Scope	Lowest Responsible Bidder (Base Bid)		Bidder #2	Bidder #3	Bidder #4	Bidder #5
Doors & Hardware	Resource Door	\$ 17,200	\$ 19,403	\$ -	\$ -	\$ -
Glass and Glazing	Morrow Ext	\$ 13,324	\$ 14,890	\$ -	\$ -	\$ -
Framing, Drywall, Insulation, & Acoustical Ceilings	Hi-Tech Interiors	\$ 84,800	\$ 85,800	\$ -	\$ -	\$ -
Flooring	Caravan	\$ 52,384	\$ 61,695	\$ 63,102	\$ -	\$ -
Painting	Hartwood Painting	\$ 11,390	\$ 14,200	\$ 19,150	\$ -	\$ -
Specialties	Dickson Dist.	\$ 12,258	\$ 12,419	\$ 9,625	\$ -	\$ -
Plumbing & HVAC	Kruse Corp	\$ 771,101	\$ 813,344	\$ -	\$ -	\$ -
Electrical	Atlas Electric	\$ 106,700	\$ 127,950	\$ -	\$ -	\$ -

Project: Butler CC 300 Bld, 1600 Bld, and ADA Compliance Project  
 Date: February 3, 2022  
 Work Scope:  
 Doors & Hardware



Contractor	Resource Door	Hollow Metal Door	One Source Products	CBS Manhattan	Castle Door and Hardware	
All Addenda Acknowledged	X	X	NO BID	NO BID	NO BID	
Base Bid	\$ 5,200.00	\$ 5,403.00				
Door Hardware Allowance	\$ 11,000.00	\$ 11,000.00				
<b>TOTAL</b>	<b>\$ 17,200.00</b>	<b>\$ 19,403.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Base Bid %:	0%	13%	-100%	-100%	-100%	-100%

Project: Butler CC 300 Bld, 1600 Bld, and ADA Compliance Project  
 Date: February 3, 2022  
 Work Scope:  
 Glass and Glazing



Contractor	Morrow Est	Glass Pro	Wickham	Lewis Street Glass		
All Addenda Acknowledged	X	X	NO BID	NO BID		
Base Bid	\$ 13,324.00	\$ 14,890.00				
<b>TOTAL</b>	<b>\$ 13,324.00</b>	<b>\$ 14,890.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Base Bid %	0%	12%	-100%	-100%	-100%	-100%

Project: Butler CC 300 Bld, 1600 Bld, and ADA Compliance Project  
 Date: February 3, 2022  
 Work Scope:  
 Framing, Drywall, Insulation, & Acoustical Ceilings



Contractor	Hi-Tech Interiors	Facility Dynamics	Empire Wall Syst	Midwest Drywall	Drywall Systems	Setterfield Drywall
All Addenda Acknowledged	X	X	NO BID	NO BID	NO BID	NO BID
Framing, Drywall, and Insulation	\$ 84,800.00	\$ 36,500.00				
Acoustical Ceilings	Inc	\$ 49,300.00				
<b>TOTAL</b>	<b>\$ 84,800.00</b>	<b>\$ 85,800.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Base Bid %:	0%	1%	-100%	-100%	-100%	-100%
	Framing quote is tied to ceiling quote					

Project: Butler CC 300 Bld, 1600 Bld, and ADA Compliance Project  
 Date: February 3, 2022  
 Work Scope:  
 Flooring



Contractor	Caravan	Vitatum Commercial flooring	Star Flooring	Neufeldt's Flooring	Fox Ceramic Tile	
All Addenda Acknowledged	X	X	X	NO BID	NO BID	
Base Bid	\$ 52,384.00	\$ 61,695.00	\$ 63,102.00	\$ -	\$ -	
<b>TOTAL</b>	<b>\$ 52,384.00</b>	<b>\$ 61,695.00</b>	<b>\$ 63,102.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	Base Bid 0%	10%	20%	-100%	-100%	-100%



Project: Butler CC 300 Bld, 1600 Bld, and ADA Compliance Project  
 Date: February 3, 2022  
 Work Scope: Painting



Contractor	Hartwood Painting	HTI Painting	Aaron & Page	Wilcox Painting	Paint Co.	Atlas Painting/ Heartland
All Addenda Acknowledged	X	X	X	X	NO BID	NO BID
Base Bid	\$ 11,390.00	\$ 14,200.00	\$ 19,150.00			
<b>TOTAL</b>	<b>\$ 11,390.00</b>	<b>\$ 14,200.00</b>	<b>\$ 19,150.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Base Bid %:	0%	25%	55%	-100%	-100%	-100%

Project: Butler CC 300 Bld, 1600 Bld, and ADA Compliance Project  
 Date: February 8, 2022  
 Work Scope:  
 Specialties



Contractor	Dickson Dist.	Czemiecki Construction	SGH			
All Artifacts Acknowledged	X	X	X			
Purchase Order Amount	\$ 12,258.00	\$ 12,418.00	\$ 9,625.00			
Installation		\$ -				
<b>TOTAL</b>	<b>\$ 12,258.00</b>	<b>\$ 12,418.00</b>	<b>\$ 9,625.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Base Bid %:	0%	1%	-21%	-100%	-100%	-100%

No graph bars

Project: Butler CC 300 Bld, 1600 Bld, and ADA Compliance Project  
 Date: February 3, 2022  
 Work Scope:  
 Plumbing & HVAC



Contractor	Kruse Corp	CM3	Central Consolidated	Waldinger	CMW	Fire Star Mechanical/ Carr/Beavers/P1
All Addenda Acknowledged	X	X	NO BID	NO BID	NO BID	NO BID
Plumbing	\$ 771,101.00	\$ 813,344.00				
HVAC	inc	inc				
<b>TOTAL</b>	<b>\$ 771,101.00</b>	<b>\$ 813,344.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Alternate 1	\$ 34,343.00	\$ 19,071.00				
Alternate 2						
Alternate 3	\$ 99,518.00	No Bid				
<b>TOTAL WITH ALTERNATES</b>	<b>\$ 904,962.00</b>	<b>\$ 832,415.00</b>				
	Base Bid 0% Utilized 18 Seer Units	0%	-100%	-100%	-100%	-100%

Project:  
Date:  
Work Scope:  
Electrical

Butler CC 300 Bld, 1600 Bld, and ADA Compliance Project  
February 3, 2022



Contractor	Atlas Electric	Linder & Assoc.	Zeigler Electric	ASH	Shelley Electric	Graf Electric
All Addends Acknowledged	X	X	NO BID	NO BID	NO BID	NO BID
Base Bid	\$ 106,700.00	\$ 127,950.00				
<b>TOTAL</b>	<b>\$ 106,700.00</b>	<b>\$ 127,950.00</b>	\$ -	\$ -	\$ -	\$ -
Voluntary Alt: Low Voltage Cabling						
<b>TOTAL WITH ALTERNATES</b>	<b>\$ 106,700.00</b>	<b>\$ 127,950.00</b>	\$ -	\$ -	\$ -	\$ -
	Base Bid 2	0%	80%	-100%	-100%	-100%

**TOPIC for DISCUSSION  
East Park**

**REPORT:**

For a number of years, Butler's softball team has practiced and played their home games on the north field in East Park. The Butler coaching staff maintains the field so it is prepared for practices and games. The past couple of years, Butler and the City have signed an annual lease for the use of the field but recently the City has proposed a longer term lease that would allow the college's exclusive use and care of the field. The City has plans as well to construct a new concession/restroom building with an opportunity for Butler to add a softball locker room.

**RECOMMENDED ACTION:**

This information is for discussion purposed only at this time

**RECOMMENDED FUNDING SOURCE:**

N/A

Submitted by: Dr Kim Krull  
Supervisor: Forrest Rhodes  
Date: March 8, 2022

**TOPIC for DISCUSSION**  
**Inaugural Butler County Business Sentiment Survey**

**REPORT:**

In an effort to get a sense of the business sentiment in the county and enhance programming to better suit the needs of the community, the Office of Institutional Research and Effectiveness conducted a business sentiment survey of the county. The survey was overseen by Jenna Gannon, Research Analyst, and modeled after similar national level opinion instruments used by the United States Census Bureau.

Findings of the survey are being shared with the broader community including local chambers and economic development partners.

Copies will be distributed to the Trustees.

**RECOMMENDED ACTION:**

This information is for discussion purposed only at this time

**RECOMMENDED FUNDING SOURCE:**

N/A

Submitted by: Jenna Gannon, MS

Supervisor: Dr. Esam Mohammad

Date: March 8, 2022

**TOPIC for DISCUSSION**  
**Board Governance**

**REPORT:**

At the January Board meeting, it was noted the College had been notified of a KOMA complaint filed with the Attorney General by Trustee Winslow regarding the November 9, 2021 meeting of the Board and the Executive Session. The complaint was forwarded on to Butler County Attorney Darrin Devinney for review. College legal counsel, Ray Connell received notice that no substantiated violation was found.

**RECOMMENDED ACTION:**

This information is for discussion purposes only at this time

**RECOMMENDED FUNDING SOURCE:**

N/A

Submitted by: Dr Kim Krull  
Supervisor: Forrest Rhodes  
Date: March 8, 2022

**BOARD ACTION ITEMS**

**TOPIC for ACTION  
FY2023 Tuition and Fee Rate Recommendation**

**REPORT:**

For the FY2023 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

This rate recommendation is estimated to be revenue neutral. Although the international rate is decreasing, the rate sensitivity analysis indicates the likelihood of increased enrollment in this area.

Additional information is included in the attachments.

**RECOMMENDED ACTION:**

Approve the FY2023 per-credit hour tuition and fee rates and the Technology Access Charge rates as follows:

- In-county tuition and fee rate: \$102.00 (no change from FY2022)
- Out-county tuition and fee rate: \$122.50 (no change from FY2022)
- Out-state tuition and fee rate: \$182.50 (no change from FY2022)
- International tuition and fee rate: \$182.50 (decrease of \$37.00 from \$219.50)

<b>Recommended Rates for the Technology Access Charge</b>	
<b>Credit Hours Enrolled for the Term</b>	<b>Charge per Term FY2023</b>
3 credit hours or less	\$60
3.5 to 6 credit hours	\$110
6.5 to 11.5 credit hours	\$188
12 credit hours or more	\$268

**RECOMMENDED FUNDING SOURCE: N/A**

SUBMITTED BY: Kent Williams, Vice President of Finance

DATE: February 23, 2022

SUPERVISOR: President Krull



<b>Table 1: Per-Credit-Hour Tuition and Fee Rates</b>			
	<b>FY2022 Actual</b>	<b>FY2023 Recommended</b>	<b>Increase</b>
<b>Total Tuition and Fee Rates</b>			
<b>In-District Tuition</b>	<u>\$102.00</u>	<u>\$102.00</u>	<u>\$0.00</u>
<b>In-State Tuition</b>	<u>\$122.50</u>	<u>\$122.50</u>	<u>\$0.00</u>
<b>Out-State Tuition</b>	<u>\$182.50</u>	<u>\$182.50</u>	<u>\$0.00</u>
<b>International Tuition</b>	<u>\$219.50</u>	<u>\$182.50</u>	<u>(\$37.00)</u>

<b>Breakdown of Tuition and Fee Rates</b>			
<b>Tuition Rates</b>			
In-District Tuition	<u>\$76.45</u>	<u>\$76.45</u>	<u>\$0.00</u>
In-State Tuition	<u>\$96.95</u>	<u>\$96.95</u>	<u>\$0.00</u>
Out-State Tuition	<u>\$156.95</u>	<u>\$156.95</u>	<u>\$0.00</u>
International Tuition	<u>\$193.95</u>	<u>\$156.95</u>	<u>(\$37.00)</u>
<b>Credit-Hour Fee Rates</b>			
Activity Fee	\$23.70	\$23.70	\$0.00
Student Union Fee	<u>\$1.85</u>	<u>\$1.85</u>	<u>\$0.00</u>
<b>Total Credit-Hour Fee Rates</b>	<u>\$25.55</u>	<u>\$25.55</u>	<u>\$0.00</u>

<b>Table 2: Recommended Technology Access Charge</b>			
<b>Credit Hours Enrolled for the Term</b>	<b>Charge per Term FY2022</b>	<b>Charge per Term FY2023</b>	<b>Increase</b>
3 credit hours or less	\$50	\$60	\$10
3.5 to 6 credit hours	\$100	\$110	\$10
6.5 to 11.5 credit hours	\$175	\$188	\$13
12 credit hours or more	\$250	\$268	\$18

## Attachment B

### Butler County Community College Recommended Tuition and Fee Rates for FY 2023 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-served 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 support 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%	\$122.50	(\$1.00)	-0.8%	\$182.50	\$0.00	-1.1%	\$219.50	(\$8.00)	-3.5%
YE 23	\$102.00	\$0.00	0.0%	\$122.50	\$0.00	0.0%	\$182.50	\$0.00	0.0%	\$182.50	(\$37.00)	-17.8%

**TOPIC for ACTION**  
**FY 2023 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 2023. This option passes through an estimated 5.8% meal plan increase from our food service provider (Great Western Campus Dining) from a Consumer Price Index increase, raises East, Cummins and the Apartment's room rates by 3.0% and West by .6% and caps the overall increase to the student residents at 3.7%. 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)	\$2,420.00	\$2,420.00	\$2,420.00
Residence Hall Charge	\$3,200.00	\$4,430.00	\$4,750.00
Total Annual Charge	\$5,620.00	\$6,850.00	\$7,170.00

**Fire Science Residence Hall:**

It is also recommended to increase the Fire Science Residence Hall rate by 3.0 % for FY 2023.

**Current Rates:**

- Spring and Fall \$950
- Summer \$680

**Recommended Rate Proposal:**

- Spring and Fall \$980
- Summer \$700

**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 22, 2022

**Butler Community College**  
**Comparison of Previous BCC Rates and Current Rates of**  
**Other Colleges Attachment 1**

<u>Comparison of Previous BCC Room &amp; Board Rates</u>				
	<u>West</u>	<u>East/Cmns</u>	<u>Apts.</u>	<u>Avg. Incr.</u>
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%
<b>2022/23</b>	<b>5,620</b>	<b>6,850</b>	<b>7,170</b>	<b>3.7%</b>
 <b><u>Rates of Other Area Colleges</u></b>				
Allen (18 meal) 20-21	\$5,200		Garden City (19 meal) '19-20	\$6,600
Barton (19 meal) 21-22	\$5,909		Highland (18 meal) '21-22	\$6,158
Cloud (17 meal) 22-23	\$7,440		Hutchinson (19 Meal) '21-22	\$6,310
Coffeyville (17 mea 21-22	\$7,050		Independence (19 meal) '18-19	\$5,230
Colby (19 meal) 21-22	\$6,506		Neosho (19 meal) '20-21	\$6,340
Cowley (19 meal) 21-22	\$5,550		Pratt (19 meal) '21-22	\$5,987/\$6,832
Dodge City (19 mea 21-22	\$6,500		Seward (19 meal) '21-22	\$6,310
Fort Scott (19 meal) 21-22	\$6,260		<b>Average</b>	<b>\$6,240</b>
			<b>Median</b>	<b>\$6,310</b>
Emporia (19/meal) 21-22	\$9,756		Washburn (w/meal) '21-22	\$9,235
Fort Hays (w/meal) 21-22	\$8,503			
Pittsburg (w/meal) 21-22	\$8,956		→ WSU Shocker (Unlimited) '21-22	\$13,160

**TOPIC for ACTION**  
**Fire Science (AAS, Certificate) Revision**

**REPORT:**

Butler's Fire Science program does a great job with educating new or entry level firefighters but it lacks courses or programs that assist experienced firefighters with their continued career development. Area employers are looking for these officer development courses and would like to have a program that can be implemented for promotional criteria. The new CERTA will also expand the opportunities for current students to complete these desired development courses while enrolled in the AAS pathway.

**RECOMMENDED ACTION:**

Approval of the program revision which incorporates new courses fitting industry needs. Once approved, this program will be submitted to KBOR for final review/approval; scheduled implemented is for Fall 2022.

**RECOMMENDED FUNDING SOURCE:**


N/A

Submitted by: Peggy Krause, Director, Curriculum and Catalog  
Supervisor: Tom Nevill, Vice President of Academics  
Date: February 10, 2022

## Revised Program Request Form CA2

### General Information

Institution submitting proposal	Butler Community College
Name, title, phone, and email of person submitting the application	Tom Nevill, Vice President of Academics <a href="mailto:tneville@butlercc.edu">tneville@butlercc.edu</a> , 316.322.3110
Current program title	Fire Science
Current CIP code	43.0203 Fire Science/Fire-fighting
Revised program title	N/A
Revised suggested CIP code	N/A
Standard Occupation Code (SOC) associated to the proposed program CIP (if changing)	33-2011.00 Firefighters
Degree/Certificate program description	AAS and CERTA
Number of credits for the revised degree and/or certificate(s)	AAS-62.5 (no credit hour change-new certificate courses are part of the electives) CERTA-16 (revision from CERTB)
Proposed date of initiation	Fall 2022
Specialty accrediting agency	N/A
Industry certification	AAS – I.F.S.A.C. Firefighter I/II and Haz-Mat Operations. EMT-B CERT A - I.F.S.A.C. Fire Instructor I/II and Fire Officer I/II *Classes taught in our programs prepare students for their I.F.S.A.C. certification exams.

Signature of College Official  VPA of Academics \_\_\_ Date 2-9-22 \_\_\_

Signature of KBOR Official \_\_\_\_\_ Date \_\_\_\_\_

## Application for Revision of Existing Educational Program

Please respond to the following criteria in narrative form. Attach all required documents (CA-2a) and any additional supporting documents to the application as appendices. Provide complete answers to all criteria.

### Criterion I: Rationale for Program Revision

- Provide a detailed rationale for the program change including student and employer demand for the change.  
Our Fire Science program does a great job with educating new or entry level firefighters. However, we lack courses or programs that assist experienced firefighters with their continued career development. Area employers are looking for these officer development courses and would like to have a program they can implement for promotional criteria. The new CERTA will also expand the opportunities for our current students to complete these desired development courses while enrolled in the AAS pathway.
- Provide a letter from the Chair or Dean documenting college support and administrative rationale for the revision. **See APPENDIX A**

### Criterion II: Curriculum

- Describe in detail how the revised program differs from the current program  
The Fire Service Leader CERTA would offer educational and developmental opportunities geared toward experienced fire service personnel. Currently, our AAS program is structured for entry level or new fire service members. However, if current or entry level students have the opportunity to complete the new courses as electives it will jump start their career and provided them will more opportunities in the future.
- Complete and submit a CA2-a form listing all courses in the current program and courses in the revised program **See APPENDIX B and C**
- List by prefix, number, title, and description of all courses to be required in the new program **See APPENDIX D**

### Criterion III: Admission and Graduation Requirements

- Describe the admission and graduation requirements for the revised program and detail how they differ from the current program  
No changes to current requirements  
Admission 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 coursesComplete a Butler Community College degree application form

### Criterion IV: Facilities

- Describe any changes to current facilities that are necessary due to the program revision



No changes to current facilities are necessary.

- Describe any new facilities required by the program revision.  
No new facilities are required.

#### **Criterion V: Resources**

- Describe how the funding for the revised program differs from the current program funding  
There are no major changes to funding for the new CERTA. All Faculty and Facilities remain in place and are capable of facilitating this program.
- If existing resources are not adequate to support the revised program, explain the additional resources needed and the source(s) of the funds.

#### **Criterion VI: Faculty**

- Describe faculty qualifications and/or certifications required to teach in the revised program and explain how they differ from the current program  
We currently have qualified faculty to teach this program. They are certified as IFSAC Fire Instructors and Fire Officers. As we certify more members we will have a larger pool of instructors to choose from. We will not have to add any new faculty to implement this program.
- Describe plans for additional faculty to support the revised program  
If class sizes increase and there is a need for more instructors we will hire Adjunct Instructors to fill any void.
- Describe how the revised program impacts the current faculty, i.e. need for training on new equipment, new certifications  
The revised program will not impact the current faculty, other than adding these courses to their instructional load.
- Describe the plan for updating current faculty qualifications if needed  
Current faculty that do not currently have the required certifications will take part in the courses offered and then upon successful completion will be able to teach the courses to future students.

#### **Criterion VII: Outside accreditation**

- Describe plans for gaining or maintaining outside accreditation including a timeline, cost and funding source  
No outside accreditation is necessary.

#### **Criterion VIII: Approvals**

- Provide minutes that indicate approval of the revision from the following:
  - Program Advisory Committee **See APPENDIX E**
  - Curriculum Committee  
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 See APPENDIX F - PENDING**  
*(including a list of all Board members and indicate those in attendance at the approval meeting)*

Submit the completed application and supporting documents to the following:

Director of Workforce Development  
Kansas Board of Regents  
1000 SW Jackson, Ste. 520  
Topeka, KS 66612-1368

**APPENDIX A**  
**Supporting Department Letter**



**Evan Seiwert**  
Department Chair  
Fire & EMS Education

January 24, 2022

To Whom it May Concern,

As the chair of Fire & EMS Education at Butler Community College I express my support for the recognition of a certificate program entitled Fire Service Leader. This certificate will enable Butler CC to engage fire service professionals with a curriculum designed to prepare them for field and organizational leadership roles in the fire service.

Please do not hesitate to reach out to me should you have any questions regarding this certificate program.

Sincerely,


A handwritten signature in black ink that reads 'Evan Seiwert'.

Evan Seiwert  
Chair, Fire & EMS Education

**APPENDIX B**  
**CA2a Program Revision Application**  
**Program Comparison Chart**

**Name of Institution Butler Community College**

Current Program Courses		Number of Credits	Proposed Program Courses		Number of Credits
BA104. Computer Concepts and Applications		3	BA104. Computer Concepts and Applications		3
BS160. General Psychology		3	BS160. General Psychology		3
EG101. English Composition 1		3	EG101. English Composition 1		3
EG112. Technical Writing		3	EG112. Technical Writing		3
FS100. Firefighter 1		4.5	FS100. Firefighter 1		4.5
FS110. Fire and Emergency Services Safety and Survival		3	FS110. Fire and Emergency Services Safety and Survival		3
FS125. Fire Inspector 1		3	FS125. Fire Inspector 1		3
FS130. Building Construction for the Fire Service		3	FS130. Building Construction for the Fire Service		3
FS135. Fire Prevention		3	FS135. Fire Prevention		3
FS140. Fundamentals of Technical Rescue		3	FS140. Fundamentals of Technical Rescue		3
FS145. Fire Protection Systems		3	FS145. Fire Protection Systems		3
FS200. Firefighter 2		3	FS200. Firefighter 2		3
FS207. Hazardous Materials for First Responders		3	FS207. Hazardous Materials for First Responders		3
FS212. Emergency Medical Technician (EMT)		12	FS212. Emergency Medical Technician (EMT)		12
MA125. Intermediate Algebra		3	MA125. Intermediate Algebra		3
SP100. Public Speaking		3	SP100. Public Speaking		3
Electives		4	Electives (certificate course options are included here)		4
Total Credits in Current Program		62.5	Total Credits in Revised Program		62.5

Signature of College Official  VPA of Academics \_\_\_\_\_ Date 2-9-22


Signature of KBOR Official \_\_\_\_\_ Date \_\_\_\_\_

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

**APPENDIX C**  
**CA2a Program Revision Application**  
**Program Comparison Chart**

**Name of Institution** Butler Community College

List all courses in Current Program below. <i>Note the courses to be changed with an * before the course</i>		List all courses in the Revised Program below. <i>Note the NEW courses with ** before the course</i>	
Current Program Title: Fire Science CERTB		Proposed Program Title: Fire Service Leader CERTA	
Current Program Courses	Number of Credits	Proposed Program Courses	Number of Credits
AH130. Basic Life Support for Health Care Professionals	0.5	FS111. Incident Safety Officer	1
FS100. Firefighter	4.5	FS226. Fire Instructor 1	3
FS110. Fire and Emergency Services Safety and Survival	3	FS227. Fire Instructor 2	3
FS130. Building Construction for the Fire Science	3	FS228. Fire Officer 1	6
FS135. Fire Prevention	3	FS229. Fire Officer 2	3
FS145. Fire Protection Systems	3		
FS207. Hazardous Materials for the First Responder	3		
Electives	20		
Total Credits in Current Program	30	Total Credits in Revised Program	16

Signature of College Official  VPA of Academics Date 2-9-22

Signature of KBOR Official \_\_\_\_\_ Date \_\_\_\_\_

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

## **APPENDIX D**

### **Course Descriptions**

**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. The learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as CSC 1010).

**BS 260. Developmental Psychology.** 3 hours credit. Prerequisite: BS 160 with a C or better. This course will enable the student to engage in more meaningful interactions with others through evaluation of human development from conception through death. The student will examine genetic and environmental influences upon the individual. The learning outcomes and competencies detailed in this outline meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as PSY2020).

**EG 101. English Composition 1.** 3 hours credit. Prerequisite: A score at a predetermined 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. The learning outcomes and competencies detailed in this outline meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as ENG1010)

**EG 112. Technical Writing.** 3 hours credit. Prerequisite: EG 101 with a C or better. This course will enable the student to develop writing skills specific to careers in industry, science, engineering, and business. The student will recognize the importance of clear, well-organized, detailed writing directed at targeted audiences for specific purposes. The student will create clear and accurate documents through regular writing assignments utilizing library resources.

**FS 100. Firefighter 1.** 4.5 hours credit. Co-requisite: Concurrent enrollment in FS 207. This course will enable the student to perform basic fire service operations and gain basic knowledge of personal safety, personal protective clothing and equipment, fire service tools and equipment, fire behavior, building construction, and fire ground tactics and strategies. The student will also cover the content outlined in the National Fire Protection Association's (NFPA) Standard 1001, Firefighter Professional Qualifications, pertaining to the Firefighter I level.

**FS 110. Fire and Emergency Services Safety and Survival.** 3 hours credit. This course will enable the student to understand the concepts of risk management and mitigation as they pertain to the emergency services. The student will take an in-depth look at the 16 life safety initiatives established by the fire and emergency services.

**FS 125. Fire Inspector 1.** 3 hours credit. This course will enable the student to conduct a building inspection, communicate fire prevention recommendations to property owners, and preplan for effective action during fires and emergencies.

**FS 111. Incident Safety Officer.** 1 hour credit. Prerequisite: Departmental approval. This course will enable the student to identify and understand the roles and responsibilities of the Incident Safety Officer by meeting National Fire Protection Association's (NFPA) Standard 1521, Standard for Fire Department Safety Officer, NFPA Standard 1500, and Standard on Fire Department Occupational Safety and Health Program. The student will identify the roles, responsibilities, and characteristics of an effective Incident Safety Officer. The student will also identify both direct and indirect hazards on an emergency scene. The student will develop a Safety Action Plan.

**FS 130. Building Construction for the Fire Service.** 3 hours credit. This course will enable the student to discuss the components of building construction related to firefighter and life safety. The student will gain

knowledge of the elements of construction and design of structures that are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies.

**FS 135. Fire Prevention.** 3 hours credit. This course will enable the student to identify and comprehend fundamental knowledge relating to the field of fire prevention. The student will learn about the history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use and application of codes and standards; plans review; fire inspections; fire and life safety education; and fire investigation.

**FS 140. Fundamentals of Technical Rescue.** 3 hours credit. Prerequisite: FS 100 with a C or better or concurrent enrollment in FS 100. This course will enable the student to identify and perform rescue procedures required by emergency personnel with emphasis on current hardware and procedural developments to the area of technical rescue. The student will research the specific hazards associated with natural and manmade disasters that are the results of our modern, technical society. The student will develop both public and personal safety awareness while training or working at an emergency scene.

**FS 145. Fire Protection Systems.** 3 hours credit. This course will enable the student to identify features of design and operations of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection, and portable fire extinguishers.

**FS 200. Firefighter 2.** 3 hours credit. Prerequisite: FS 100 with a C or better. This course will enable the student to make effective fire ground decisions pertaining to the implementation of the Incident Management System and building and structural collapse indications and potentials. The student will identify and practice safe handling of rescue and extrication tools, and will obtain basic knowledge and skills in performing vehicle extrications and other special rescue situations. The student will gain an understanding of various hose tools and appliances, hydrant flow and operability. The student will recognize container features in order to identify various types of hazardous materials and will learn to mitigate hazardous materials incidents using defensive measures. The student will demonstrate teamwork, communication, and roles and responsibilities of hazardous materials first responder at the operations level will be covered. This course will prepare the student to meet National Fire Protection Association's (NFPA) Standard 1001, Firefighter Professional Qualifications, Firefighter II level. The student will be introduced to NFPA Standard 472, Professional Competencies of Responders to Hazardous Material Incidents, at the Operations level.

**FS 207. Hazardous Materials for First Responders.** 3 hours credit. Corequisite: Concurrent enrollment in FS100. This course will enable the student to deal with an incident in a defensive fashion until trained help arrives. The student will learn how to control hazardous materials incidents using basic resources already possessed or are available at the scene and assess the aftermath of a weapon of mass destruction (WMD). The student will learn scene control, site safety, product identification and emergency decontamination procedures. This course covers competencies for the hazardous materials first responder at the Awareness and Operations level as contained in the National Fire Protection Association's Standard 472.

**FS 212. Emergency Medical Technician (EMT).** 12 hours credit. Prerequisite: Current immunizations, pass a criminal background check, a score at a predetermined level in reading and writing on a placement exam. This course will enable the student to provide assessment and pre-hospital emergency care to patients experiencing trauma or medical emergencies by utilizing the National Standard Guidelines Scope of Practice (NSGSP) and the Kansas Authorized Activities for the EMT. The student will practice and be evaluated on the skills required for the assessment and management of traumatic and medical emergencies. The student will be evaluated in the classroom, field, and clinical setting. The student must be at least 17 years of age in order to be eligible to take the Kansas State Practical and National Registry EMT exams.

**FS 226. Fire Instructor 1.** 3 hours credit. This course will enable the student to complete the requirements for Fire Instructor 1, in accordance with NFPA 1041, 2018 edition, (*Standard for Fire Service Instructor Professional Qualifications*). The student will apply knowledge from coursework about principles of learning, instructional planning, classroom instruction, testing and evaluation, and other instructional skills to complete certification testing in Fire Instructor 1. The student will be able to receive credit towards the Fire Service Leadership Certificate even if they do not pursue certification testing, upon successful completion of the course with a grade of C or better.

**FS 227. Fire Instructor 2.** 3 hours credit. Prerequisite: FS 226 with a C or better or IFSAC/Pro Board Certification. This course will enable the student to complete the requirements for Fire Instructor 2, in accordance with NFPA 1041, 2018 edition, (*Standard for Fire Service Instructor Professional Qualifications*). The student will apply knowledge from coursework about how to create a lesson plan to successfully write a

learning objective, create a lesson outline, and conduct a class using the lesson plan created by the student. The student will use these skills and others to complete certification testing in Fire Instructor 2. The student will be able to receive credit towards the Fire Service Leadership Certificate even if they do not pursue certification testing, upon successful completion of the course with a grade of C or better.

**FS 228. Fire Officer 1.** 6 hours credit. Prerequisite: FS 226 with a C or better or IFSAC/Pro Board Certification. This course will enable the student to complete the requirements for Fire Officer 1, in accordance with NFPA 1021, 2014 edition (Standard for Fire Officer Professional Qualifications). The student will apply knowledge from coursework about leadership and supervision, communications, and administrative functions to complete certification testing in Fire Officer 1. The student will be able to receive credit towards the Fire Service Leadership Certificate even if they do not pursue certification testing, upon successful completion of the course with a grade of C or better.

**FS 229. Fire Officer 2.** 3 hours credit. Prerequisite: FS226, FS227, FS228 all with a C or better or IFSAC/Pro Board Certification. This course will enable the student to complete the requirements for Fire Officer 2, in accordance with NFPA 1021 (Standard for Fire Officer Professional Qualifications). The student will apply knowledge from coursework about developing policy and procedures that address administrative problems and promote growth of leadership abilities, constructing departmental budgets, and analyzing various scenarios to determine point of origin, preliminary causes of fires, and making recommendations based on member history to complete certification testing in Fire Officer 2. The student will be able to receive credit towards the Fire Service Leadership Certificate even if they do not pursue certification testing, upon successful completion of the course with a grade of C or better.

**MA 125. Intermediate Algebra.** 3 hours credit. Prerequisite: A score at a predetermined level on a placement instrument or MA 060 (or MA064, MA065, and MA066) with a C or better or diagnostic credit. This course will enable the student to interpret mathematical symbols and notation and simplify expressions involving complex numbers, rational exponents, and rational functions. The student will solve various equations (including quadratic, radical, and rational equations) and systems of linear equations (including word problems), and graph inequalities in two variables. The student will use function notation and graph quadratic functions.

**SP 100. Public Speaking.** 3 hours credit. This course will enable the student to communicate effectively in a variety of public speaking venues, utilizing nonverbal as well as verbal skills. The student will be able to critically assess information both on a verbal and research level. This course will enable the student to recognize the importance of self concept in oral communication, to interview effectively and to work in groups confidently. The learning outcomes and competencies detailed in this outline meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as COM1010).

**APPENDIX E**  
**Advisory Board Minutes**



*-Ready for Life-*

**Fire & EMS Education Advisory Committee Meeting**  
**November 9, 2021**

**Attending Meeting: Zach Lindsey, Evan Seiwert, Angie Martin, J'Angelo Herbert, Dr. Julio Guerrero, Kelly Ross, Casey Hauschild, Chris Matson, Frank Williams, Kyle Burtch, Doug Williams, Tony Yaghjan**

- 1. Call to Order - Major Marbut- was not able to be at the meeting, so Evan Seiwert called meeting to order. Dr. Julio Guerrero introduced himself as the new Dean. He spoke about the goals he has, and where he wants the Program to grow and be in the future.**
- 2. Department Updates – Zach Lindsey introduced as the new Lead Instructor and provided updates. When Zach took over this position this past fall he started evaluating the current program, and saw lots of growth and changes that needed to happen. Currently, our students don't see live fire, and that needed changed. That is where the new plans for the new Burn Building came into effect.**
  - a. Fire
    - Burn building construction- Shipping containers are set, and are now being turned into burn rooms to train students in. Multiple floors, and Zach is doing all of the work on the inside to make the building a training facility. It's going to produce more qualified firefighters and not just testers.
    - Fire Service Leadership Certificate – Evaluated the current degree. Zach is in the process of meeting with KU, and they are willing to test in officer and supervisor rolls. Zach will have more meetings and that is in the works to get up and going with instructor programs as well as the certificates. Zach wants to be able to offer Officer 1 and 2 and Instructor 1 and 2. We are looking at this being a hybrid course. These will be students that are already currently working and just wanting to progress in skills and leadership. This will be through IFSAC. These will also be electives in the current AAS program. In the future the goal is to produce officers and good leaders in the fire services community. Our degree right now is basic entry level classes, and it needs to grow.
    - Needs assessment – Perkins Approved CTE program- RECRUITMENT-Needs to grow, kids are wanting a certificate right now, and not wanting a two-year degree. There is a real shortage of EMT's and firefighters right now. With this new CTE Program it would allow those students to get certified quicker and be out working on the lines faster. Smaller Departments this would give them to have actual trained firefighter on their staff. This would be an accelerated program. The goal is to take 8 weeks of EMT, and 8 weeks of FF1. There is going to be a pretty lengthy screening process of students that would be entered into this program. Everyone agreed that there would be a benefit from this, as long as there was a screening process.
      1. You will be emailed info to review and state whether you agree or disagree with the assessments of the industry in our area and why
  - b. EMS
    - AAS in EMS pathway- Looking to form a pathway where students could receive an Associates Degree. That is in the process of being done. This would allow those students to either enter



the job force right away, or have all pre-reqs required to enter a Paramedic Program, as well as have received a Associates Degree.

- Accreditation- Currently it accredits Paramedic Programs, expecting AEMT to be accredited. Actively hiring Lab Assistants, and need to hire more.
  - Proposed logistics coordinator position
- c. Fire Residents
- New residents this fall
  - Currently 8 male / 2 female residents

### **3. Strategic Discussions**

- a. Equipment – CP Funding, purchased Bunker Gear, hoses, and will be looking more of a need on the EMS side for manikins and trainings for students to be able to practice on.
- b. Trainings- Continuing to partner with different agencies on Fire/EMS side for needs. Want to be able to serve agencies effectively.
- c. Budget and Staffing
- d. Course Development- We have Officer classes that are needing to go for approval.
- e. Certifications

### **4. Other**

### **5. Adjourn – Kelly Ross motioned to adjourn the meeting.**

**APPENDIX F - PENDING**  
**Board of Trustees Minutes**

**TOPIC for ACTION  
2021-2022 Contract**

**REPORT:**

The Mutual Gains Bargaining Team reached a final package that has been presented to the professional employees for ratification. If ratified, a summary of the negotiated items and outcomes of the Mutual Gains Bargaining process will be provided at the March 8, 2022 Board meeting.

**RECOMMENDED ACTION:**

The administration recommends the Board of Trustees ratify the final package as outlined and as ratified by the Professional Employees.

**RECOMMENDED FUNDING SOURCE:**

Operating Budget

Submitted by:	Shelley Stultz
Supervisor:	Dr. Kimberly Krull
Date:	March 8, 2022

**TOPIC for ACTION**

**REPORT:**

Cheryl Johnson, Academic Advisor, has submitted her notice of resignation (retirement) effective March 31, 2022. Cheryl has been an employee of Butler Community College for almost 18 years.

**RECOMMENDED ACTION:**

The administration recommends that the Board accept the resignation notice for Cheryl Johnson.

**RECOMMENDED FUNDING SOURCE:**

N/A

Submitted by: Shelley Stultz  
Supervisor: Dr. Kim Krull  
Date: February 23, 2022

February 16, 2022

DeAnn Shimp  
Director of Advising  
Butler Community College

Dear DeAnn,

Please accept this as my formal notification of retirement, effective April 1, 2022. I have worked at Butler for almost 18 years, starting as an adjunct history instructor and, eventually, assuming the full-time role of Lead Academic Advisor on the Andover campus. Many of my career goals were fulfilled at Butler!

Sincerely,



Cheryl Johnson  
Lead Academic Advisor – BOA  
[cjohns21@butlercc.edu](mailto:cjohns21@butlercc.edu)

cc: Shelley Stultz, Associate VP of Human Resources

TOPIC for ACTION

REPORT:

Tamra Baker, Academic Advisor, has submitted her notice of resignation (retirement) effective March 31, 2022. Tamra has been a part-time employee of Butler Community College for 7 years.

RECOMMENDED ACTION:

The administration recommends that the Board accept the resignation notice for Tamra Baker.

RECOMMENDED FUNDING SOURCE:

N/A

Submitted by: Shelley Stultz  
Supervisor: Dr. Kim Krull  
Date: February 23, 2022

**Kathy Conner**

---

**From:** Tamra J. Baker  
**Sent:** Monday, February 14, 2022 3:11 PM  
**To:** Deann Shimp  
**Cc:** Deborah L. Reynolds; Kathy Conner  
**Subject:** Tamra Baker - Retirement - April 1, 2022

February 14, 2022

Tamra J Baker  
316-250-7888  
14384 SW 150<sup>th</sup> St  
Rose Hill, KS 67133

Dear DeAnn Shimp,

After almost 15 years as an Adjunct Advisor then Part-Time Academic Advisor I have decided to retire! My retirement with Butler Community College will be effective April 1<sup>st</sup>, 2022.

Thank you for all the professional and personal development opportunities that Butler has provided me with over the years. I wish all the best future for Butler Community College and Students!

I have enjoyed working at BCC and will miss Butler and all my co-workers. Please let me know what I can do to help transition my work to another employee. I plan to work until my retirement day. I have an appointment with Kathy Connor this week to finalize my retirement.

Sincerely,

Tammy Baker  
**Butler Community College**  
Academic Advisor  
Butler Service Center  
2626 S Rock Rd Suite 116  
Wichita KS 67210  
Monday – Thursday 9:00-4:30  
316-323-6064

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**BUTLER COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
MINUTES OF THE REGULAR BOARD MEETING  
4:30 p.m., February 8, 2022 – Dankert Trustee Board Room**

Meeting Recording can be viewed at <https://www.youtube.com/watch?v=L8U4hac50tw>

**STAFF ATTENDANCE**

Lisa Bolin (z)	Jessica Ohman
Tom Borrego (z)	Bill Rinkenbaugh
Brett Eisenman (z)	Heather Rinkenbaugh
Jaime Goering (z)	Dr. Terry Sader
Julio Guerrero	Shelley Stultz
Matt Jacobs	Ireland Turner
Kim Krull	Mel Whiteside (z)
Esam Mohammad	Kent Williams
Tom Nevill	Bill Young
Rick Nichols	

**BOARD ATTENDANCE**

Forrest Rhodes, Chair  
Mary Martha Good, Vice Chair  
Linda Jolly, Secretary  
Kim Braungardt  
Dave Sherrer  
Shelby Smith  
Julie Winslow

**GUESTS**

Guadalupe Torres (z)  
Brady Haag (z)  
Ray Connell

\*(Z) denotes attendance via Zoom

**CALL TO ORDER**

Chair Rhodes called the regular monthly meeting of the Board of Trustees to order at 4:30 p.m.

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was said.

**APPROVAL OF THE AGENDA**

(YouTube @ 6:56)

Trustee Sherrer made a motion to add the TFA for Temporary Commercial Custodial Services to Board Action items X-B. Trustee Good seconded the motion. The motion passed unanimously by roll call vote.

(YouTube @ 7:55)

Trustee Smith made a motion to add Board approval of administration's mask policy to Board Action items. Trustee Braungardt seconded the motion. Discussion was held on this as an operational decision, the effectiveness of masks, and allowing individuals the freedom to make their own decision about whether to wear a mask or not. Roll call vote had Trustees



Braungardt, Winslow, and Smith voting in favor and Trustees Good, Jolly, Rhodes and Sherrer voting nay. The motion failed.

(YouTube @ 13:36)

Trustee Smith made a motion to move Consent Agenda Items XI-E.1 and XI-E.2 to Board Action Items. The motion was seconded by Trustee Winslow. The motion passed unanimously by roll call vote.

Trustee Good made a motion to approve the agenda as amended. Trustee Smith seconded. The motion passed unanimously by roll call vote.

### **EXECUTIVE SESSION**

(YouTube @ 15:36)

Trustee Good moved and Trustee Sherrer seconded the Board recess into Executive Session to discuss non-elected personnel to include members of the Board, President Kim Krull, Ray Connell, and Shelley Stultz pursuant to the open meetings exceptions for matters protected by non-elected personnel for a period of 60 minutes. The motion passed unanimously. The Board entered Executive Session at 4:44 p.m. and returned to Open Session at 5:35 p.m. No action was taken.

### **RECOGNITIONS**

(YouTube @ 1:09:24)

Dr. Krull provided recognition of Jaime Goering, Director of Resource Development for her work finding, developing, and managing Butler's grants. In addition, she has been instrumental in helping manage and report on the expenditures of the federal stimulus funds. Brady Haag, Butler graduate and ID3D adjunct instructor was recognized for being named Sign Builder Illustrated's 5<sup>th</sup> Annual "Young Sign Maker 2022". Dr. Esam Mohammad was recognized for being selected to participate in Harvard University's Spring 2022 Data Equity and Ethics Institute. Randy Meisch, Shop Foreman for Dustrol, Inc, was recognized for his work to secure a number of donations to Butler's Diesel Technology program.

### **PUBLIC COMMENT** – None

(YouTube @ 1:19:26)

### **STANDING REPORTS**

(YouTube @ 1:19:51)

Student Government Association (YouTube @ 1:19:54)

Guadalupe Torres reported on all the activities they have sponsored since the beginning of the semester including all they hosted the very first week of classes.

Operational Staff (YouTube @ 1:21:20)

Lisa Bolin reported that Op Staff members will be going to the annual AKCCOP conference at Labette, holding their silent gift basket auction during IDD and "Recharge" early this summer.

Professional Employees (YouTube @ 1:22:20)

Dr. Sader recognized Connie Belden, Professor of Accounting and Business Administration for being invited to present at CENGAGE Empowerment in Education online conference in April.

Chair Rhodes provided a response to some statements in the Faculty Association's newsletter, the Advocate. Chair Rhodes noted that the Board is supportive and aware of the positions the Administration has taken during negotiations. Trustee Winslow questioned the response provided by Chair Rhodes.

Board Finance Committee (YouTube @ 1:25:08))

Trustee Good reported on the review of the statement of revenues and expenditures

Foundation Board Report (YouTube @ 1:26:36)

None

President's Report (YouTube @ 1:26:48)

Dr. Krull noted that Trustees Good and Sherrer joined her on January 27<sup>th</sup> for the KACCT Legislative Breakfast in the Capitol. They met with a number of Legislators while there. She stated that the annual negotiations training was held on February 7<sup>th</sup> and that the administrative team participated in it. An update on fact-finding was provided to let the Board know that David Gaba has been selected as the fact finder and that a meeting would be held with him to February 9<sup>th</sup> to understand his procedures. Tom Borrego shared information about the Annual Benefit Auction to be held on March 4<sup>th</sup>. Brief information was shared about the PTK All Kansas Scholars Luncheon to be held on April 1<sup>st</sup> in Junction City with more details to come in the next month. Dr. Krull also provided a copy of the KBOR Legislative Update for the Trustees. Trustees were also invited to "ARISE" in the Andover campus February 14<sup>th</sup> from noon to 1 pm. Kent Williams reported on the resignation of Kim Sherwood who has taken a position with Northwest Missouri State University to be closer to family.

Education Facilities Authority Report (YouTube @ 1:38:06)

Trustees Sherrer and Good are the Butler representatives to EFABC and their names have been sent to authority members. The RFP has been released to Coke and Pepsi for the next beverage service provider for the college.

**MONITORING REPORTS**

(YouTube @ 1:40:02 )

Dr. Rick Nichols shared the Fine Arts and Communications Division report.

**BOARD STRATEGIC DISCUSSION – ISSUES AND OPPORTUNITIES**

Tuition and Fees (YouTube @ 1:52:30)

Kent Williams provided information on the recommended tuition and fee rates for FY2023. It's proposed that all the rates remain flat with the International rate being decreased by \$37 to match the Out-of-State rate. Bill Young discussed the technology access charge. Tuition and fees will be voted on at the March Board meeting.

Production Trailer (YouTube @ 2:00:25)

Bill Young discussed the donation of the production/promotion trailer from EVERGY. The trailer will be used for recruitment, enrollment and video production for outside and off-campus events. Most of the costs associated with building out the trailer's technology are already built within the budgeted technology replacement plan.

Board Governance Issues (YouTube @ 2:07:18)

Chair Rhodes noted the update on the KORA requests that have been submitted in the past month with the detailed emails and follow-up. Trustee Winslow requested a quarterly report of all the KORA requests. Trustee Winslow indicated that the information requests were for the Board's self-education. There was discussion about the balance between the value of the information requests and the time needed to collect the information.

### **BOARD ACTION ITEMS**

#### **Software Development (AAS) Revision** (YouTube @ 2:22:16)

The software development degree has been revised based on Advisory Committee recommendations in collaboration with the program faculty. It was noted that once it is approved, articulation agreements will be developed with regional colleges and universities. The Board has to approve the revision in order to submit the revision to KBOR so the course database can be updated. Trustee Winslow moved and Trustee Smith seconded the motion to approve the Software Development revision. The motion passed unanimously on roll call vote.

#### **Temporary Commercial Custodial Services** (YouTube @ 2:33:58)

Trustee Smith moved and Trustee Winslow seconded the motion to approve the contract with City Wide Facility Solutions through June 2022 for the cleaning of the 1500 Building. The motion passed unanimously on roll call vote. Trustee Good asked if the college would check into using the Winfield inmates for help.

#### **Butler and Grand Canyon University Nursing Concurrent AAS to BSN** (YouTube @ 2:37:23)

Trustee Sherrer moved and Trustee Jolly seconded the motion to approve the articulation agreement between Butler and Grand Canyon University for Nursing. Trustee Winslow raised some questions regarding Grand Canyon University's accreditation. Dr. Nevill reported that all the Nursing programs earned reaccreditation last year. The motion passed unanimously on roll call vote.

#### **CampusESP** (YouTube @ 2:42:25)

Jessica Ohman reported on the value of engaging parents through this software platform and the ability to connect with them directly. Trustee Smith moved and Trustee Winslow seconded the motion to approve the agreement with CampusESP. The motion passed unanimously on roll call vote.

### **CONSENT AGENDA** (YouTube @ 2:46:28)

Trustee Good moved to approve the consent agenda as amended. Trustee Smith seconded. The motion passed unanimously on a roll call vote.

In addition to the minutes of the January 11, 2022 Regular Board meeting, the consent agenda contained the following items for approval:

- Approval of Bill and Warrants for January 2022 - \$4,326,324.66 (includes Expenditure Approval List - \$2,169,624.24 and, Payroll - \$2,156,700.75)
- Approval of Commerce Bank Resolutions 22-01, 22-02, 22-03, 22-04, 22-05, 22-06, and 22-07 due to the change in Board of Trustees officers

### **SUPPLEMENTAL INFORMATION** (YouTube @ 2:46:55)

#### **Key Performance Indicators Update** – Submitted by Esam Mohammad

Dr. Mohammad provided information about the updates to the performance indicators on retention and graduation and transfer rates.

Statement of Revenue & Expenditures – Submitted by Kim Sherwood

Board Calendars

**BOARD OF TRUSTEES CALENDAR OF ACTIVITIES  
FEBRUARY**

<b>February Board Finance Committee</b>	Tuesday, February 8, 3:30 p.m. President’s Conference Room	<b>TBD</b>
<b>February Board Meeting</b>	Tuesday, February 8, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>February Work Session</b>	Monday, February 28, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>March Board Finance Committee</b>	Tuesday, March 8, 3:30 p.m. President’s Conference Room	<b>TBD</b>
<b>March Board Meeting</b>	Tuesday, March 8, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>March Work Session/Special Meeting</b>	Monday, March 21, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>

**2021-2022 Board Meeting Dates**  
 Tuesday, January 11, 2022  
 Tuesday, February 8, 2022  
 Tuesday, March 8, 2022  
 Tuesday, April 12, 2022  
 Tuesday, May 10, 2022  
 Tuesday, June 14, 2022  
 Tuesday, July 12, 2022

<b><u>LOOKING AHEAD</u></b>		
<b>April Board Finance Committee</b>	Tuesday, April 12, 3:30 p.m. President’s Conference Room	<b>TBD</b>
<b>April Board Meeting</b>	Tuesday, April 12, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>April Work Session</b>	Monday, April 25, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>May Board Finance Committee</b>	Tuesday, May 10, 3:30 p.m. President’s Conference Room	<b>Mary Martha Good Linda Jolly</b>
<b>May Board Meeting</b>	Tuesday, May 10, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>May Work Session</b>	Monday, May 23, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>

## SPRING 2022 ACTIVTY CALENDAR

Basketball v. Northern Oklahoma-Tonkawa (home)	Tues., January 4 @ 5:30 p.m. (Women)
Basketball v. Bethel College (home)	Tues., January 4 @ 7:30 p.m. (Men)
Basketball v. Cowley County (home)	Sat., January 8 Women @ 2:00 p.m. Men @ 4:00 p.m.
Basketball v. Garden City (away)	Wed., January 12 Women @ 5:30 p.m. Men @ 7:30 p.m.
Basketball v. Independence (home)	Sat., January 15 Women @ 2:00 p.m. Men @ 4:00 p.m.
Martin Luther King Day – COLLEGE CLOSED	Mon., January 17
Basketball v. Colby (home)	Mon., January 17 Women @ 5:30 p.m. Men @ 7:30 p.m.
Spring Semester Begins	Tues., January 18
Basketball v. Seward County (away)	Wed., January 19 Women @ 6:00 p.m. Men @ 8:00 p.m.
Basketball v. Northwest KS Tech College (home)	Sat., January 22 Women @ 2:00 p.m. Men @ 4:00 p.m.
Music Theatre Festival	Wed., January 26 8:00 a.m. – 4:00 p.m.
Basketball v. Pratt (away)	Wed., January 26 Women @ 5:30 p.m. Men @ 7:30 p.m.
Basketball v. Coffeyville (away)	Sat., January 29 Women @ 5:00 p.m. Men @ 7:00 p.m.
Art Exhibit #4 E.B. White Art Gallery	January 31-February 26
Basketball v. Hutchinson (home)	Wed., February 2 Women @ 5:30 p.m. Men @ 7:30 p.m.
Basketball v. Dodge City (home)	Sat., February 5 Women @ 2:00 p.m. Men @ 4:00 p.m.
Basketball v. Cloud County (away)	Wed., February 9 Women @ 6:00 p.m. Men @ 8:00 p.m.
Basketball v. Barton (home)	Sat., February 12 Women @ 2:00 p.m. Men @ 4:00 p.m.
Basketball v. Cowley County (away)	Wed., February 16 Women @ 5:30 p.m. Men @ 7:30 p.m.
Basketball v. Garden City (home)	Sat., February 19

	Women @ 2:00 p.m. Men @ 4:00 p.m.
Basketball vs. Independence (away)	Wed., February 23 Women @ 5:00 p.m. Men @ 7:00 p.m.
Basketball Region VI Tournament Basketball Region VI Championship	February 26-28 March 4-5
Children's Theatre "Secretly Frank" College Theatre (700 Building)	Sat., February 26 @ 2:00 p.m.
Art Exhibit #5 E.B. White Art Gallery Artist Reception	March 4-April 1 (closed March 14-18) Thurs., March 24 6:00-8:00 p.m.
Vocal Music Concert College Theatre (700 Building)	Thurs./Fri., March 10 and 11 @ 7:30 p.m. Sat., March 12 @ 2:00 p.m. and 7:30 p.m.
Spring Break – No Classes	March 14-19
Baseball v. Seward County (home)	Thurs., March 17 @ 1:00 p.m. Thurs., March 17 @ 3:00 p.m.
Baseball v. Seward County (away)	Sat., March 19 @ 1:00 p.m. Sat., March 19 @ 3:00 p.m.
Fall Enrollment Begins	March 21
Baseball v. Barton (away)	Thurs., March 24 @ 1:00 p.m. Thurs., March 24 @ 3:00 p.m.
Baseball v. Barton (home)	Sat., March 26 @ 1:00 p.m. Sat., March 26 @ 3:30 p.m.
Baseball v. Cloud County (home)	Thurs., March 31 @ 1:00 p.m. Thurs., March 31 @ 3:00 p.m.
Baseball v. Cloud County (away)	Sat., April 2 @ 1:00 p.m. Sat., April 2 @ 3:00 p.m.
Baseball v. Colby (home)	Thurs., April 7 @ 1:00 p.m. Thurs., April 7 @ 4:00 p.m.
Baseball v. Colby (away)	Sat., April 9 @ 1:00 p.m. Sat., April 9 @ 4:00 p.m.
Art Exhibit #5 Student Juried Exhibit E.B. White Art Gallery Artist Reception	April 13-May 7 (closed April 15) Thurs., April 14 6:00-8:00 p.m.
Institutional Development Day	Thurs., April 14
Good Friday – COLLEGE CLOSED	Fri., April 15
Baseball v. Dodge City (away)	Thurs., April 21 @ 1:00 p.m. Thurs., April 21 @ 3:00 p.m.
Theatre Production #4 "The Runner Stumbles" College Theatre (700 Building)	Thurs./Fri., April 21 and 22 @ 7:30 p.m. Sat., April 23 @ 2:00 p.m. and 7:30 p.m.
Baseball v. Dodge City (home)	Sat., April 23 @ 1:00 p.m. Sat., April 23 @ 3:00 p.m.
Instrumental Music Concert College Theatre (700 Building)	Fri./Sat., April 29 and 30 @ 7:30 p.m.
Instrumental Music Chamber Concert (Brass) Chamber Concert (Woodwind/Strings)	Mon., May 2 @ TBD Tues., May 3 @ TBD

Chamber Concert (Percussion)	Wed., May 4 @ TBD
Student Art Sale E.B. White Art Gallery	Thurs./Fri., May 5 and 6
Vocal Music Concert/Dance Showcase Andover Central Park (Capital Federal Amphitheater)	Sat., May 7 @ 2:00 p.m. and 6:30 p.m.
Spring Semester Ends	Fri., May 13

**ADJOURNMENT** (YouTube @ 2:55:10)

Trustee Smith moved to adjourn the meeting. Trustee Winslow seconded. The motion passed unanimously after roll call vote. The regular meeting of February 8, 2022 was adjourned at 7:20 p.m.

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Linda Jolly – Secretary

**BUTLER COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
MINUTES OF THE SPECIAL BOARD MEETING  
4:30 p.m., February 21, 2022 – Dankert Trustee Board Room**

**STAFF ATTENDANCE**

Kim Krull  
Shelley Stultz  
Matt Jacobs  
Heather Rinkenbaugh

**BOARD ATTENDANCE**

Forrest Rhodes, Chair  
Mary Martha Good, Vice Chair  
Linda Jolly, Secretary  
Kim Braungardt  
Dave Sherrer  
Shelby Smith  
Julie Winslow

**GUESTS**

Ray Connell

**CALL TO ORDER**

Chair Rhodes called the regular monthly meeting of the Board of Trustees to order at 4:32 p.m.

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was said.

**APPROVAL OF THE AGENDA**

Trustee Winslow made a motion to approve the agenda. Trustee Sherrer seconded. The motion passed unanimously by roll call vote.

**EXECUTIVE SESSION**

Trustee Good moved and Trustee Sherrer seconded the Board recess into Executive Session to discuss employer-employee negotiations and non-elected personnel to include members of the Board, President Kim Krull, Shelley Stultz, and Ray Connell pursuant to the open meetings exceptions for matters protected by employer-employee negotiations and non-elected personnel for a period of 90 minutes. The motion passed unanimously. The Board entered Executive Session at 4:36 p.m. and returned to Open Session at 5:56 p.m. No action was taken.

**ADJOURNMENT**

Trustee Good moved to adjourn the meeting. Trustee Winslow seconded. The motion passed unanimously after roll call vote. The special meeting of February 21, 2022 was adjourned at 6:00 p.m.

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Linda Jolly – Secretary



<b>BILLS AND WARRANTS</b>
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**TOPIC for ACTION**

Due to the early timing of the Board meeting this month, this information will be sent under separate cover and hard copies will be available at the Board meeting

**REPORT**

Bills and Warrants for February 2022

**RECOMMENDED ACTION:**

Approval of February 2022 bills and warrants.

**RECOMMENDED FUNDING SOURCE:**

Submitted by: Sariah Wilson  
Supervisor: Yolanda Hackler  
Date: March 8, 2022

**BIDS AND PURCHASES**

NONE

<b>RATIFICATION OF AGREEMENTS AND CONTRACT</b>
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**TOPIC for ACTION**  
**MedCerts Agreement**

**REPORT**

BETA is requesting approval of the Board to renew an agreement with MedCerts as an online educational partner and IT/Healthcare certification provider. The agreement establishes a revenue share for students purchasing MedCerts products with no cost to Butler CC.

**RECOMMENDED ACTION:**

Approval of the agreement

**RECOMMENDED FUNDING SOURCE:**

N/A

Submitted by: Jon Cressler - BETA

Supervisor: Michelle Ruder

Date: March 8, 2023

## **MASTER SERVICES AGREEMENT**

This Master Services Agreement (the "Agreement") is made and entered into as of this \_\_\_\_\_ 01/10/2022 \_\_\_\_\_ (the "Effective Date") by and between MedCerts, LLC, a Delaware limited liability company with offices at 14143 Farmington Road, Livonia, Michigan 48154 ("MedCerts") and Butler Community College, a \_\_\_\_\_ ("College"). Each of MedCerts and College are sometimes referred to herein as "Party" and together as the "Parties".

MedCerts is in the business of providing certain career training services, and College desires to engage MedCerts for an engagement relating to such services and related areas of expertise to be set forth in further detail as Addenda incorporated into and attached to this Agreement. As a result, in consideration of the promises, covenants and undertakings set forth in this Agreement, College and MedCerts agree as follows.

**Roles and Responsibilities of the Parties.** Each Party will perform the obligations set forth in an Addendum to this Agreement.

**Payment.** The billing terms shall be as set forth on the Addendum.

### **1. Term and Termination**

**Term.** This Agreement shall be effective as the Effective Date and shall continue in effect for a period of three (3) years. Thereafter, this Agreement will automatically renew for successive one (1) year terms unless either Party provides the other Party with written notice of nonrenewal at least ninety (90) calendar days prior to the end of the then-current term ("Term"). For the avoidance of doubt, the "Term" of this Agreement shall mean the period of time beginning on the Effective Date and shall include any subsequent renewal periods and/or extensions thereof.

**Termination For Breach.** Either Party may terminate the Agreement upon a material breach by the other Party, provided the non-breaching Party notifies the breaching Party in writing specifying each breach and the breaching Party fails to cure said breach within thirty (30) calendar days of receipt of notice.

Either Party shall have the right at any time, upon ninety (90) days prior written notice to the other Party, to terminate this Agreement for its convenience.

### **2. Intellectual Property**

**Ownership.** MedCerts owns all the copyright and other intellectual property interests in the Products and Trademarks (each defined below). The Parties acknowledge that the use of the Products, Trademarks, copyrighted material, photographs, images, recorded text, or other intellectual property for the purposes of the Agreement does not convey ownership of, nor does it assign such property. MedCerts shall exclusively own its intellectual property and College will have no claim or right to the intellectual property of MedCerts by virtue of this Agreement or the performance of the services hereunder, other than the rights granted under this Agreement. College may not directly or indirectly copy, modify, translate, distribute, reverse engineer, decompile, disassemble, or prepare derivative works of any MedCerts curriculum, products, materials (whether tangible or intangible) or the accompanying documentation (collectively "Products") or remove any proprietary notices, labels, trade names, trademarks, or other marks, tags, or legends on the Products.

License. MedCerts hereby grants to College a non-exclusive, non-transferable, and royalty-free right to use the trade names, symbols, trademarks, and service marks of MedCerts (“Trademarks”) in connection with the promotion, marketing, and advertising of MedCerts in connection with this Agreement for so long as such Trademarks are used by College in accordance with this Agreement and MedCerts standards, specifications, and instructions, but in no event beyond the Term of this Agreement. College shall acquire no right, title, or interest in such Trademarks other than the foregoing limited license and all rights in the Trademarks and any goodwill created thereof shall be in the name of MedCerts. College shall not use any Trademarks as part of College’s corporate or trade name or permit any third party to do so without the prior written consent of MedCerts.

**3. Representations and Warranties.** Each Party represents and warrants that: (i) it has the right and ability to enter into the Agreement and to perform its responsibilities and obligations of as provided in the Agreement; and (ii) it will comply with all applicable laws in the performance of its obligations under the Agreement, in particular with any governmental, federal, state, international or local rules regarding schools, student records, privacy and anti-bribery, including the United States Foreign Corrupt Practices Act of 1977 (15 U.S.C. §§78dd-1, et seq.).

**4. LIMITED WARRANTY.** MedCerts warrants that it has the title and distribution rights to the Trademarks as set forth herein and has the right to grant the licenses hereunder and to fully perform under this Agreement. ALL MEDCERTS PRODUCTS AND SERVICES (IF ANY) ARE PROVIDED “AS IS” AND EXCEPT AS EXPRESSLY PROVIDED HEREIN MEDCERTS MAKES NO OTHER WARRANTY, EXPRESS, IMPLIED OR OTHERWISE, REGARDING THE ACCURACY OR PERFORMANCE OF THE MEDCERTS SCHOOLS OR PRODUCTS, AND MEDCERTS EXPRESSLY DISCLAIMS ANY WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND MAKES NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF ANY STUDENTS. WITHOUT LIMITING THE FOREGOING, MEDCERTS MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE MEDCERTS WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE REASON.

**5. LIMITATION OF LIABILITY.** EXCEPT FOR OBLIGATIONS IN SECTIONS 8 AND 9, IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES (INCLUDING LOST PROFITS, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES) ARISING FROM BREACH OF WARRANTY OR BREACH OF THIS AGREEMENT, OR ANY OTHER ACTION IN CONTRACT, TORT OR OTHERWISE. IN NO EVENT SHALL MEDCERTS BE RESPONSIBLE OR LIABLE IN ANY WAY OR FOR ANY DAMAGES OF ANY KIND ARISING FROM THE USE OR MISUSE OF THE PRODUCTS BY END USERS. IN NO EVENT SHALL MEDCERTS’S LIABILITY TO College AND ITS CONTRACTORS, OFFICERS, AND BOARD MEMBERS UNDER THIS AGREEMENT OR FOR ANY MATTER OR CAUSE OF ACTION ARISING IN CONNECTION HERewith EXCEED THE AMOUNT OF PAYMENTS RECEIVED FROM College HEREUNDER.

**6. Confidential Information.** In the course of this Agreement, it is anticipated that the Parties will learn of information or will have access to certain information and materials

that constitute confidential information of the other (the "Confidential Information"). Confidential Information shall also include information provided by one Party, which under the circumstances surrounding the disclosure would be reasonably deemed confidential or proprietary. Confidential Information shall not be released by the receiving Party to anyone except an employee, or agent who has a need to know same, and who is bound by confidentiality obligations at least as restrictive as those contained herein. Neither Party will use any portion of Confidential Information provided by the other Party hereunder for any purpose other than those provided for under this Agreement. Notwithstanding anything contained herein to the contrary, the term "Confidential Information" shall not include information which: (i) was previously known to a Party; (ii) was or becomes generally available to the public through no fault of the receiving Party ("Recipient"); (iii) was rightfully in Recipient's possession free of any obligation of confidence at, or subsequent to, the time it was communicated to Recipient by the disclosing Party ("Discloser"); (iv) was developed by employees or agents of Recipient independently of and without reference to any information communicated to Recipient by Discloser; or (v) was communicated by Discloser to an unaffiliated third party free of any obligation of confidence. Notwithstanding the foregoing, either Party may disclose Confidential Information, to extent required, in response to a valid court order or other governmental body, as otherwise required by law or the rules of any applicable securities exchange.

**7. Indemnity.** College shall indemnify and hold harmless MedCerts, its affiliates and each of their officers, directors, employees, licensees and agents from and against all claims, losses, damages and expenses, including reasonable attorney's fees, resulting from College's breach of this Agreement or any negligent act, omission or willful misconduct of it, its employees, sales persons, or others contracted by College in the performance of this Agreement or the infringement or alleged infringement of any copyright, trademark, trade secret, patent, or other proprietary or other intellectual property rights of any third party by the promotional materials provided by College hereunder and that are not the intellectual property of MedCerts provided by MedCerts hereunder. MedCerts shall indemnify, defend and hold harmless College, its officers, directors, employees, licensees and agents from any and all claims, losses, liabilities and damages (including reasonable attorney's fees and other costs incurred by College arising from such claims) which result from MedCerts' breach of this Agreement or any negligent act, omission or willful misconduct of it, its employees, sales persons, or others contracted by MedCerts in the performance of this Agreement or the infringement or alleged infringement of any copyright, trademark, trade secret, patent, or other proprietary rights or other intellectual property rights of any third party by the Products or other intellectual property provided by MedCerts hereunder. The Party seeking indemnification hereunder must have given the other Party prompt written notice of any claim and the opportunity to defend with counsel of the indemnifying Party's own choosing.

**8. Governing Law and Venue.** This Agreement shall be governed by the laws of the State of Kansas without regard to the principles of conflict of laws. The Parties agree to opt out of the Uniform Computer Information Transactions Act or its state law variations and its/their application to this Agreement. The U.S. federal and state courts of the State of Kansas shall have sole and exclusive jurisdiction and venue to adjudicate over any actions relating to the subject matter of this Agreement. The Parties consent to the exclusive jurisdiction of the courts specified above, and expressly waive any objection to the jurisdiction or convenience of such courts.

## **General Terms.**

**9. Independent Contractor.** College will be an independent contractor to MedCerts, rather than an employee, joint ventures, or partner. Neither Party is the agent of the other Party, and neither Party will have authority to bind the other Party to contracts or in any other manner. As an independent contractor, College is responsible for and agrees to file all tax returns required by law and to abide by applicable federal, state, and local law requirements, assuming sole liability for all self-employment and income taxes due on income earned pursuant to this Agreement. MedCerts will not treat College or its personnel as an employee, with respect to performance of this Agreement, for federal, state, or local tax purposes or otherwise. MedCerts will not be responsible for payment of workers' compensation insurance, unemployment compensation or disability insurance, or for withholding or paying employment-related taxes. College acknowledges that it is not entitled to any rights or benefits (including, but not limited to, vacation and insurance) to which MedCerts employees may be entitled. College agrees to indemnify and hold MedCerts harmless from any liabilities, claims or actions relating to any breach of this Section.

**10. Force Majeure.** Neither Party shall be liable by reason of any failure or delay in the performance of its obligations hereunder on account of strikes, riots, insurrections, fires, floods, storms, explosions, earthquakes, acts of God, war, governmental action, or any similar cause that is beyond the reasonable control of such Party. If any force majeure event occurs, the Party delayed or unable to perform shall give notice to the other Party.

**11. Assignment.** Neither Party may assign all or any portion of this Agreement without the prior written consent of the other Party. Notwithstanding the foregoing, MedCerts may assign any or all of this Agreement to a person or entity into which it has merged, or which has otherwise succeeded to all or substantially all of its business and assets to which this Agreement pertains, by merger, reorganization or otherwise, and which has assumed in writing or by operation of law its obligations under this Agreement. The rights and liabilities of the Parties hereto will bind and inure to the benefit of their respective successors, executors, and administrators.

**12. Notices.** Any notice or other communication provided under this Agreement will be in writing and will be effective either when delivered personally to the other Party, or five (5) days following deposit of such notice or communication into the United States mail (certified mail, return receipt requested), or upon delivery by overnight delivery service (with confirmation of delivery), addressed to such Party at the address set forth above. Either Party may designate a different address by notice to the other given in accordance with this Agreement.

**Entire Agreement.** This Agreement, including and together with any related attachments, constitutes the sole and entire agreement of the Parties with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, with respect to such subject matter.

**13. Amendment.** The terms hereof may not be modified except in a writing signed by the Parties hereto. No failure by any Party to take any action or assert any right hereunder

shall be deemed to be a waiver of such right in the event of the continuation or repetition of the circumstances giving rise to such right.

**14. Severability.** In the event that any of the terms of this Agreement are deemed to be invalid or unenforceable under the governing laws or regulations, such terms shall be deemed stricken from this Agreement to the extent they are separable, but such invalidity or unenforceability shall not invalidate any of the other terms of this Agreement and this Agreement shall continue in full force and effect.

**15. Waiver.** No waiver by any Party of any of the provisions hereof will be effective unless explicitly set forth in writing and signed by the Party so waiving. Except as otherwise set forth in this Agreement, no failure to exercise, or delay in exercising, any right, remedy, power, or privilege arising from this Agreement will operate or be construed as a waiver thereof; nor will any single or partial exercise of any right, remedy, power, or privilege hereunder preclude any other or further exercise thereof or the exercise of any other right, remedy, power, or privilege.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed as of the date last written below by their respective duly authorized officers.

College  
By \_\_\_\_\_  
Name:  
Title:

MedCerts LLC  
By \_\_\_\_\_  
Name: Craig Sprinkle  
Title: CFO



## **ADDENDUM TO MASTER SERVICES AGREEMENT**

This Addendum to Master Services Agreement is effective upon signature date (“Addendum Effective Date”), is between MedCerts and Butler Community College and is issued under and is subject to the terms and conditions set forth in the Master Services Agreement (“**Agreement**”), between MedCerts and College, which terms and conditions are incorporated herein by reference. Capitalized terms in this Addendum shall have the meaning set forth in the Agreement unless otherwise defined herein. The Agreement shall prevail in the event of any inconsistencies or conflicts between this Addendum and Agreement.

### **Term and Termination**

**Term.** This Addendum shall be effective as the Addendum Effective Date and shall continue in effect for a period of three (3) years. Thereafter, this Addendum will automatically renew for successive two (2) year terms unless either Party provides the other Party with written notice of nonrenewal at least ninety (90) calendar days prior to the end of the then-current term (“Term”). For the avoidance of doubt, the “Term” of this Addendum shall mean the period beginning on the Addendum Effective Date and shall include any subsequent renewal periods and/or extensions thereof.

**Termination For Breach.** Either Party may terminate the Addendum upon a material breach by the other Party, provided the non-breaching Party notifies the breaching Party in writing specifying each breach and the breaching Party fails to cure said breach within thirty (30) calendar days of receipt of notice.

Either Party shall have the right at any time, upon ninety (90) days prior written notice to the other Party, to terminate this Agreement for its convenience.

### **Roles and Responsibilities of the Parties**

#### **White label wholesale relationship**

MedCerts will provide its course catalog to Butler County Community College under a white-label (B2C/B2B) offering which Butler Community College may then offer, as reseller, to third parties and/or individuals. Butler Community College will not resell MedCerts programs or courses to any party at a value less than MedCerts retail prices as found on MedCerts.com

#### **Services provided by the Parties**

Butler Community College will provide the following services as agreed.

- Lead generation
- Program listing to State ETPL & other Workforce funding sources. Butler Community College application process is in full partnership between the parties and will be operationalized as agreed.

MedCerts will provide students enrolling through this pathway student services as agreed.

- Butler Community College branded landing page
- Admissions support for interested parties
- Account Management for enrollment processing
- Student Support Services
- Cohort Learning Model

- Career Services
- Exam Prep
- Certification Exam Fee
- Loaner laptop

**Payment**

MedCerts will provide a revenue share to Butler Community College of tuition received by MedCerts from Students enrolling into MedCerts certifications programs.

- Revenue split;
  - 80% to MedCerts
  - 20% to Butler Community College

**Additional Provisions**

Parties agree to partner on amplification of this partnership through mutually agreed communication modalities. A press release is to be crafted and mutually promoted within 30 days of contract execution.

Revenue to be shared is net of taxes and does not include amounts paid by funding sources other than students and/or partners. MedCerts will remit Butler Community College revenue share payment monthly, 60 days from MedCerts' receipt of such payments from students, partners, etc.

College  
By \_\_\_\_\_  
Name:  
Title:

MedCerts LLC  
By \_\_\_\_\_  
Name: Craig Sprinkle  
Title: CFO

**TOPIC for ACTION**  
**Addendum to Existing CertWise MOU**

**REPORT:**

Butler has had an agreement in place with CertWise since 2017. The included addendum will add a new essentials training course to the existing Project Management Professional (PMP) training contract. This would allow Butler to purchase materials and add a new potential revenue stream to the College's training catalog.

**RECOMMENDED ACTION:**

The Board approve the attached addendum for signature.

**RECOMMENDED FUNDING SOURCE:**

There is no financial commitment with this agreement. Butler will be selling a product to students and collecting payment before purchase from vendor.

Submitted by: Jon Cressler  
Supervisor: Michelle Ruder  
Date: March 8, 2022

**ADDENDUM**

This Addendum is entered into by and between the Holmes Corporation, 2975 Lone Oak Drive, Suite 180, Eagan, Minnesota, 55121-1553 (“HC”), and 901 S HAVERHILL ROAD, EL DORADO, KS 67042, (“BUTLER COMMUNITY COLLEGE”), and is effective as of 2/23/2022 and amends the partnership Agreement (“AGREEMENT”) dated 2/23/2022 by and between BUTLER COMMUNITY COLLEGE and HC by the following terms and conditions:

- RECITAL is replaced to read:

This Agreement between the parties: Holmes Corporation, 2975 Lone Oak Drive, Suite 180, Eagan, Minnesota, 55121-1553, USA (“HC”), and 901 S HAVERHILL ROAD, EL DORADO, KS 67042 (“BUTLER COMMUNITY COLLEGE”), is effective INSERT ORIGINAL AGREEMENT DATE and is made to set forth the terms and responsibilities of the parties for the use of the following products:

  - a) The CertWise® Learning System for PMP® Exam Preparation;
  - b) Essentials of Project Management

including but not limited to student study materials, instructor materials, online software and related course components developed and produced by the Holmes Corporation (“PROGRAM MATERIALS”).

Whereas, BUTLER COMMUNITY COLLEGE desires to implement and use the PROGRAM MATERIALS solely for the purpose of educating its students; and

Whereas, HC desires to provide the services and rights to BUTLER COMMUNITY COLLEGE, on a non-exclusive basis, to enable it to implement the PROGRAM MATERIALS in its curriculum;

NOW THEREFORE, for the mutual consideration and promises set forth herein, the sufficiency of which is hereby acknowledged and agreed, the parties agree as follows:
- All other references to “The CertWise Learning System for PMP Exam Preparation” found within the AGREEMENT shall be replaced with “PROGRAM MATERIALS”
- ATTACHMENT “A” is replaced by the final page in this Addendum

Except as set forth in this Addendum, all other terms and conditions of the AGREEMENT shall remain in full force and effect.

IN WITNESS THEREOF, the parties have executed this Addendum effective as of the date written above.

BUTLER COMMUNITY COLLEGE

HOLMES CORPORATION

By: \_\_\_\_\_  
Its: \_\_\_\_\_

By: \_\_\_\_\_  
Its: \_\_\_\_\_

**ATTACHMENT "A"**

**PROGRAM MATERIALS PRICING FOR HC EDUCATIONAL PARTNERS**

	<b>The CertWise Learning System for PMP Exam Preparation</b>	<b>Essentials of Project Management</b>
<b>Student Materials</b>		
	\$395 per student	\$325 per student
<b>Instructor Materials</b>		
1st Instructor Kit	\$895	\$695
2nd + Instructor Kits	\$395	\$395
Updated Instructor Kit	\$150	\$150

**APPROVED GEOGRAPHICAL LOCATIONS ("REGION")**

INSERT Territory

**SUPPLEMENTAL INFORMATION**

Office of Research and Institutional Effectiveness

215 BOE

(316) 322.3338



<b>Metric</b>	<b>Description</b>	<b>Latest Performance</b>	<b>Last Updated for BOT</b>	<b>Previous Three Years</b>	<b>Validation Source</b>
Retention	Percentage of incoming first-time full-time degree/certificate seeking students from the first fall who continue to the next fall. Cohort members who graduate within a year are excluded from the calculation.	60% (Fall 2020 Cohort)	02/2022	60 % (Fall 2019), 60 % (Fall 2018), 60 % (Fall 2017)	IPEDS Fall Enrollment Collection/US Dept of Education
Graduation Rate and Transfer Rates	Percentage of incoming first time full time degree/certificate seeking students who graduate or transfer to a 4 year institution within three years of starting at Butler	31 % Graduation Rate/24 % Transfer Rate (Fall 2018 Cohort)	02/2022	28 % Graduation/26 % Transfer (Fall 2017 Cohort); 26 % Graduation/30 % Transfer (Fall 2016 Cohort); 26 % Graduation/26 % Transfer (Fall 2015 Cohort)	IPEDS Graduation Rate 150 Collection/US Dept of Education
Transfer GPA and Hours	Aggregate GPA and accepted transfer credit hours of Butler students who leave to transfer to any of the public universities in Kansas	3.27 & 50.1 hours (Fall 2020 cohort)	12/2021	3.24 & 50.2 hours (Fall 2019); 3.22 & 49.9 hours (Fall 2018), 3.20 & 48.7 hours (Fall 2017)	Kansas Board of Regents KHESTATs Transfer Tab
CTE Placement	Self-reported job placement of technical program concentrators & completers	76% (AY 2020)	04/2021	76.3 % (2019), 77.64 % (2018), 70.54 % (2017)	Kansas Board of Regents AY Follow Up Collection
Completions	Number of associate degrees and certificates granted by the institution	1416 (AY 2021)	10/2021	1446 (AY 2020), 1513 (AY 2019), 1496 (AY 2018)	Kansas Board of Regents AY Completions File

## REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Strategic Planning
Responsible individual(s)	Dr. Jessica Ohman, Heather Rinkenbaugh, Kelly Snedden
Report for the BOT meeting of	March 8, 2022
Strategic Goal: <b>Support Students and their Success</b>	Priority Number: <b>3c</b> . Increase enrollment of high school students to 21-years old by 9%

### Narrative

Nationally higher education enrollment has declined since 2019. According to National Clearinghouse data the public 2-year sector has netted a 14.1% drop in enrollment since 2019. For Fall of 2021, national enrollment data showed an increase in dual enrolled HS students (.7%) while ages 18-20 experienced a decline (2.6%) and ages 21-24 declined (3.1%).

Butler serves over 1,600 high school students every fall and spring through concurrent, dual credit, and Early College Academy enrollment. The COVID-19 pandemic restricted access and opportunity over the last two years to recruit, promote, and enroll high school students in the high school buildings. The Online, High School and Community Learning division formed a strategy team to adjust processes and services to a remote environment with hopes of resuming face-to-face operations as quickly as possible

### Current Outcomes

Establish baseline for student enrollment within high school and 19-21 year-old demographics using 20<sup>th</sup> day data.

Term	Headcount 19-21 year olds	Headcount High School students
Fall 2020	2,209	1,264
Spring 2021	2,201	1,319
Fall 2021	2,172	1,416
Spring 2022	2,071	1,288

Despite limited access to students in person, we saw an increase in the number of students (31 additional students) taking classes in the fall 2021 and spring 2022 terms compared to fall 2020 and spring 2021. We did, however, see a slight decrease in the number of credit hours high school students took, down 80 credit hours compared to fall 2020 and spring 2021. For traditional aged students, 19-21, Butler experienced a slight decrease in headcount from Fall 2020 to Fall 2021 of 37 student and Spring 2021 to Spring 2022 a decrease of 130 students.

### Action items for future outcomes

Due to Covid, many regular traditional admissions recruitment initiatives were modified for the last recruitment cycle. This year there is a return to in-person visits, a re-establishment of the in-

person Butler Bound Signing Days, as well as full sessions for Grizzly Senior Days and Orientation and Enrollment Days this spring.

Through the established High School Strategy team, key processes have been revised and content on the web has been redesigned to enhance communication of enrollment opportunities and navigation of college while in high school and after high school graduation. Through active engagement with high school counselors, students, and their parents, high school students will be more aware of their options and will clearly see a path to completing their degree after high school. All these initiatives and changes will contribute to the achievement of the goal of increasing high school enrollment.

**Strategic Alignment**

Support Students and their Success by increasing overall enrollment.



## REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Strategic Planning
Responsible individual(s)	Tiffany Rhodes, Jessica Ohman
Report for the BOT meeting of	February 8, 2022
Strategic Goal: <b>Enhance Employee Success and Excellence</b>	Priority Number: <b>2b</b> . Increase employee enrollment in Butler courses

### **Narrative**

Butler values continuing education for its employees and provides the benefit of tuition exemption and partial fees for Butler courses. All full-time and part-time employees are eligible for faculty/staff exempt status for Butler courses. Employees are responsible for a portion of the student fees per credit hour.

### **Current Outcomes**

Establish baseline of employees enrolled in Butler courses for 2021-2022. The current baseline is 28 (Fall 2021) and 23 (Spring 2022).

### **Action items for future outcomes**

Initiatives will be developed to promote and encourage enrollment of employees into Butler courses.

### **Strategic Alignment**

Enhance Employee Success and Excellence through internal opportunities for professional development and educational advancement.

## REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Strategic Planning
Responsible individual(s)	Dr. Tom Nevill, Bill Young
Report for the BOT meeting of	March 8, 2022
Strategic Goal: <b>Champion Excellence in Innovation</b>	Priority Number: <b>2b</b> . Explore opportunities to differentiate Butler through the “Metaverse”

### Narrative

With the ever-changing scope of Augmented and Virtual reality, not only in the industry, but in education, it is necessary to keep up to date with current needs. Assessing this on a constant basis is necessary to stay pertinent in our educational endeavors.

Specifically, Butler ID3D programs have implemented AR/VR into the curriculum by re-writing our Virtual Reality class to now include Augmented Reality training. This is taking the next steps to prepare our students for the jobs currently open as well as future endeavors.

### Current Outcomes

Butler’s ID3D Capstone class is integrating Virtual Reality to some of their digital portfolios in order to host them in a virtual area instead of a static web page. This consists of the student gathering all their digital based assets and bringing them into the Unity Game Engine. Then through the creation of a level, students have the ability to provide an executable level that people can utilize VR headwear and visit the student’s virtual gallery.

In Virtual Reality and motion capture class, the students are creating virtual worlds that can be navigated via the virtual reality headset (HTC Vive) to showcase their gaming creations and levels they have made over the course of their education. The current class of Motion Capture and Virtual Reality is being split into two separate classes. One will be specific to Motion Capture and the other will include Augmented Reality to our current Virtual Reality curriculum.

Lastly, we have created a new class specific to the Adobe Software known as Aero. This is an augmented reality tool that allows creation of AR assets and worlds utilizing many aspects of the Adobe Creative Suite. This will enable our Digital Media students to understand and incorporate AR into their skillset.

### Action items for future outcomes

Scaling AR/VR and the Metaverse at Butler should not only include instruction, but business operations, recruitment, student engagement, and possible new revenue streams for delivering content in the metaverse

### Strategic Alignment

Enhancing Digital Literacy and fluency for students and staff

## REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Strategic Planning
Responsible individual(s)	Dr. Tom Nevill, Inclusion Council, Deans
Report for the BOT meeting of	March 8, 2022
Strategic Goal: <b>Inspire Values of Equity and Access</b>	Priority Number: <b>1b</b> . Design multicultural/global learning experiences for students, faculty and staff

### Narrative

Inclusion Council members have spent the last several months brainstorming and constructing ways to increase the multicultural experience for students, faculty, and staff across BCC campuses. In an effort to increase cultural awareness and opportunities for global learning experiences an action team was formed specifically focused on Heritage Months. The action team members worked together to create a list of heritage celebrations that the council will routinely acknowledge. The action team members hosted and supported student organization events during the Fall and early Spring semesters.

### Current Outcomes

- Formed an action team devoted to celebrating Heritage Months to ensure that cultural differences are honored and acknowledged
- Hosted La Grand Fiesta at BOA for Hispanic Heritage month geared toward sharing Hispanic culture through various crafts, artwork, music, and food
- Collaborated with Marketing to create digital displays to honor prominent Hispanic individuals through sharing short biographies and photos
- Collaborated with HALO to support the Scavenger Hunt and Loteria events by disseminating information through the use of digital signage, flyers, and class announcements for Hispanic Heritage Month
- Created hallway displays for Hispanic Heritage Month
- Collaborated with BSA to support the Arise and Mark McCormick events by disseminating information through the use of digital signage, flyers, and class announcements for Black History Month
- Created and facilitated DEI training for RA's

### Action items for future outcomes

- Women's History Month
  - Host a panel discussion comprised of diverse women leaders
  - Create contest trivia questions to be displayed on digital signage in order to incorporate an interactive component for students, faculty, and staff
  - Create digital signage to praise the various women employed by BCC through student, faculty, and staff nominations with the intention of creating certificates for all who are nominated
- Continue to meet and plan for future Heritage Month celebrations

### Strategic Alignment

The BCC Inclusion Council diligently works toward implementing the strategic plan that was developed. The aims and actions of the council intentionally support the strategic goal of inspiring values of equity and access.

## REPORT TO THE BOARD OF TRUSTEES, BUTLER COMMUNITY COLLEGE

Department/Project Name	Strategic Planning
Responsible individual(s)	Dr. Esam Mohammad, Dr. Jessica Ohman
Report for the BOT meeting of	March 8, 2022
Strategic Goal: <b>Inspire Values of Equity and Access</b>	Priority Number: <b>2a</b> . Increase enrollment of underrepresented student populations.

### **Narrative**

Certain subpopulations of students continue to be underrepresented in the Butler student body in comparison to their proportion of the generation population. One of the biggest of such subpopulations is made up of first-generation students. Nationally between 28 % and 34 % of the college population is considered first-generation, while at Butler approximately 17 % of entering freshmen belong to that subpopulation.

### **Current Outcomes**

We are in initial internal consultation to better define a subpopulation to focus upon in alignment with other initiatives.

### **Action items for future outcomes**

Choosing a subpopulation. Creating metrics.

### **Strategic Alignment**

Reduce the representation gap of underrepresented populations.

## MONTHLY STATEMENT OF REVENUE AND EXPENDITURES

Butler Community College  
Statement of Revenue, Expenditures, Other Changes  
As of 2/28/2022

FISCAL YEAR 22, PERIOD 08  
OPERATING FUNDS

	2022				2021			
	Budget	Actual	Variance (Over)Under	Percent of Budget	Budget	Actual	Variance (Over)Under	Percent of Budget
<b>REVENUES:</b>								
Tuition/Fees	17,921,918	17,047,522	874,396	95.12%	18,010,867	16,919,117	1,091,750	93.94%
Local Sources	14,383,479	8,680,749	5,702,730	60.35%	13,252,728	8,106,501	5,146,227	61.17%
State Sources	15,998,768	16,249,136	(250,368)	101.56%	14,719,888	15,662,634	(942,746)	106.40%
Auxiliary Sources	17,724	17,781	(57)	100.32%	17,724	18,600	(876)	104.94%
Other Sources	579,263	294,851	284,412	50.90%	654,963	401,116	253,847	61.24%
Transfers	82,134	82,134	0	100.00%	432,135	432,134	1	100.00%
<b>TOTAL REVENUES:</b>	<b>48,983,286</b>	<b>42,372,173</b>	<b>6,611,113</b>	<b>86.50%</b>	<b>47,088,305</b>	<b>41,540,102</b>	<b>5,548,203</b>	<b>88.22%</b>
<b>EXPENSES:</b>								
Instruction	15,937,328	8,630,765	7,306,563	54.15%	15,665,115	8,306,793	7,358,322	53.03%
Academic Support	3,604,011	1,929,828	1,674,183	53.55%	3,413,551	1,832,282	1,581,269	53.68%
Student Services	6,536,487	3,765,711	2,770,777	57.61%	6,280,407	3,259,513	3,020,894	51.90%
Institutional Support	18,916,205	10,966,176	7,950,029	57.97%	17,285,264	11,449,454	5,835,810	66.24%
Physical Plant Operations	3,173,150	1,936,407	1,236,743	61.02%	3,516,342	1,775,880	1,740,463	50.50%
Student Financial	3,555,385	3,178,432	376,953	89.40%	3,705,385	3,041,132	664,253	82.07%
Auxiliary Enterprise	0	600	(600)	0.00%	0	0	0	0.00%
<b>TOTAL EXPENSES:</b>	<b>51,722,566</b>	<b>30,407,918</b>	<b>21,314,648</b>	<b>58.79%</b>	<b>49,866,064</b>	<b>29,665,054</b>	<b>20,201,010</b>	<b>59.49%</b>
<b>TRANSFERS AMONG FUNDS:</b>								
Mandatory Transfers	923,319	473,241	450,078	51.25%	874,214	674,528	199,686	77.16%
Non-Mandatory Transfers	612,273	1,612,273	(1,000,000)	263.33%	512,273	512,273	0	100.00%
<b>TOTAL TRANSFERS:</b>	<b>1,535,592</b>	<b>2,085,514</b>	<b>(549,922)</b>	<b>135.81%</b>	<b>1,386,487</b>	<b>1,186,801</b>	<b>199,686</b>	<b>85.60%</b>
<b>NET INCREASE/DECREASE IN NET ASSETS</b>	<b>(4,274,872)</b>	<b>9,878,740</b>			<b>(4,164,246)</b>	<b>10,688,247</b>		
Fund Balances, Beginning of year	12,547,809	12,547,809			9,086,097	9,086,097		
Fund Balances, End of Period	<u>8,272,937</u>	<u>22,426,549</u>			<u>4,921,851</u>	<u>19,774,344</u>		

## **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

### From the Family of Alison Lebeda

Thank you so much for your support and love during this difficult time. We greatly appreciate that a book in memory of Alison will be purchased for the L.W. Nixon Library. Thank you also for the yellow rose bud vase. All is greatly appreciated.  
Josh Lebeda and Reg and Wendy Stadel and families.

**BOARD OF TRUSTEES CALENDAR OF ACTIVITIES  
MARCH**

<b>March Board Finance Committee</b>	Tuesday, March 8, 3:30 p.m. President's Conference Room	<b>Mary Martha Good, Linda Jolly</b>
<b>March Board Meeting</b>	Tuesday, March 8, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>March Work Session</b>	Monday, March 28, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>April Board Finance Committee</b>	Tuesday, April 12, 3:30 p.m. President's Conference Room	<b>Mary Martha Good Linda Jolly</b>
<b>April Board Meeting</b>	Tuesday, April 12, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>April Work Session</b>	Monday, April 25, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>

**2020-2021 Board Meeting Dates**

Tuesday, December 14, 2021  
 Tuesday, January 11, 2022  
 Tuesday, February 8, 2022  
 Tuesday, March 8, 2022  
 Tuesday, April 12, 2022  
 Tuesday, May 10, 2022  
 Tuesday, June 14, 2022  
 Tuesday, July 12, 2022

**LOOKING AHEAD**

<b>May Board Finance Committee</b>	Tuesday, May 10, 3:30 p.m. President's Conference Room	<b>Mary Martha Good Linda Jolly</b>
<b>May Board Meeting</b>	Tuesday, May 10, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>May Work Session</b>	Monday, May 23, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>June Board Finance Committee</b>	Tuesday, June 14, 3:30 p.m. President's Conference Room	<b>Mary Martha Good Linda Jolly</b>
<b>June Board Meeting</b>	Tuesday, June 14, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>
<b>June Work Session</b>	Monday, June 27, 4:30 p.m. Dankert Trustee Board Room	<b>ALL TRUSTEES</b>



## SPRING 2022 ACTIVTY CALENDAR

Basketball v. Northern Oklahoma-Tonkawa (home)	Tues., January 4 @ 5:30 p.m. (Women)
Basketball v. Bethel College (home)	Tues., January 4 @ 7:30 p.m. (Men)
Basketball v. Cowley County (home)	Sat., January 8 Women @ 2:00 p.m. Men @ 4:00 p.m.
Basketball v. Garden City (away)	Wed., January 12 Women @ 5:30 p.m. Men @ 7:30 p.m.
Basketball v. Independence (home)	Sat., January 15 Women @ 2:00 p.m. Men @ 4:00 p.m.
Martin Luther King Day – COLLEGE CLOSED	Mon., January 17
Basketball v. Colby (home)	Mon., January 17 Women @ 5:30 p.m. Men @ 7:30 p.m.
Spring Semester Begins	Tues., January 18
Basketball v. Seward County (away)	Wed., January 19 Women @ 6:00 p.m. Men @ 8:00 p.m.
Basketball v. Northwest KS Tech College (home)	Sat., January 22 Women @ 2:00 p.m. Men @ 4:00 p.m.
Music Theatre Festival	Wed., January 26 8:00 a.m. – 4:00 p.m.
Basketball v. Pratt (away)	Wed., January 26 Women @ 5:30 p.m. Men @ 7:30 p.m.
Basketball v. Coffeyville (away)	Sat., January 29 Women @ 5:00 p.m. Men @ 7:00 p.m.
Art Exhibit #4 E.B. White Art Gallery	January 31-February 26
Basketball v. Hutchinson (home)	Wed., February 2 Women @ 5:30 p.m. Men @ 7:30 p.m.
Basketball v. Dodge City (home)	Sat., February 5 Women @ 2:00 p.m. Men @ 4:00 p.m.
Basketball v. Cloud County (away)	Wed., February 9 Women @ 6:00 p.m. Men @ 8:00 p.m.
Basketball v. Barton (home)	Sat., February 12 Women @ 2:00 p.m. Men @ 4:00 p.m.
Basketball v. Cowley County (away)	Wed., February 16 Women @ 5:30 p.m. Men @ 7:30 p.m.
Basketball v. Garden City (home)	Sat., February 19

	Women @ 2:00 p.m. Men @ 4:00 p.m.
Basketball vs. Independence (away)	Wed., February 23 Women @ 5:00 p.m. Men @ 7:00 p.m.
Basketball Region VI Tournament Basketball Region VI Championship	February 26-28 March 4-5
Children's Theatre "Secretly Frank" College Theatre (700 Building)	Sat., February 26 @ 2:00 p.m.
Art Exhibit #5 E.B. White Art Gallery Artist Reception	March 4-April 1 (closed March 14-18) Thurs., March 24 6:00-8:00 p.m.
Vocal Music Concert College Theatre (700 Building)	Thurs./Fri., March 10 and 11 @ 7:30 p.m. Sat., March 12 @ 2:00 p.m. and 7:30 p.m.
Spring Break – No Classes	March 14-19
Baseball v. Seward County (home)	Thurs., March 17 @ 1:00 p.m. Thurs., March 17 @ 3:00 p.m.
Baseball v. Seward County (away)	Sat., March 19 @ 1:00 p.m. Sat., March 19 @ 3:00 p.m.
Fall Enrollment Begins	March 21
Baseball v. Barton (away)	Thurs., March 24 @ 1:00 p.m. Thurs., March 24 @ 3:00 p.m.
Baseball v. Barton (home)	Sat., March 26 @ 1:00 p.m. Sat., March 26 @ 3:30 p.m.
Baseball v. Cloud County (home)	Thurs., March 31 @ 1:00 p.m. Thurs., March 31 @ 3:00 p.m.
Baseball v. Cloud County (away)	Sat., April 2 @ 1:00 p.m. Sat., April 2 @ 3:00 p.m.
Baseball v. Colby (home)	Thurs., April 7 @ 1:00 p.m. Thurs., April 7 @ 4:00 p.m.
Baseball v. Colby (away)	Sat., April 9 @ 1:00 p.m. Sat., April 9 @ 4:00 p.m.
Art Exhibit #5 Student Juried Exhibit E.B. White Art Gallery Artist Reception	April 13-May 7 (closed April 15) Thurs., April 14 6:00-8:00 p.m.
Institutional Development Day	Thurs., April 14
Good Friday – COLLEGE CLOSED	Fri., April 15
Baseball v. Dodge City (away)	Thurs., April 21 @ 1:00 p.m. Thurs., April 21 @ 3:00 p.m.
Theatre Production #4 "The Runner Stumbles" College Theatre (700 Building)	Thurs./Fri., April 21 and 22 @ 7:30 p.m. Sat., April 23 @ 2:00 p.m. and 7:30 p.m.
Baseball v. Dodge City (home)	Sat., April 23 @ 1:00 p.m. Sat., April 23 @ 3:00 p.m.
Instrumental Music Concert College Theatre (700 Building)	Fri./Sat., April 29 and 30 @ 7:30 p.m.
Instrumental Music Chamber Concert (Brass) Chamber Concert (Woodwind/Strings)	Mon., May 2 @ TBD Tues., May 3 @ TBD

Chamber Concert (Percussion)	Wed., May 4 @ TBD
Student Art Sale E.B. White Art Gallery	Thurs./Fri., May 5 and 6
Vocal Music Concert/Dance Showcase Andover Central Park (Capital Federal Amphitheater)	Sat., May 7 @ 2:00 p.m. and 6:30 p.m.
Spring Semester Ends	Fri., May 13

<b>EXECUTIVE SESSION</b>
--------------------------

**MOTION: Trustee \_\_\_\_\_**

Mr. Chair,

I move that the Board recess into Executive Session for discussion of non-elected personnel to include members of the Board and President Kim Krull pursuant to the open meetings exceptions for matters protected by non-elected personnel.

The open meeting will resume here in the Dankert Trustee Board Room within 60 minutes.

**CALL FOR A SECOND: Trustee \_\_\_\_\_**

**CALL FOR A VOTE**

**ENTER EXECUTIVE SESSION @ \_\_\_\_\_ PM**

**RETURN TO OPEN SESSION @ \_\_\_\_\_ PM**

**ANY ACTION REQUIRES A MOTION, SECOND and VOTE**

**BUTLER MISSION** – Butler Community College exists to develop responsible, involved lifelong learners and to contribute to the vitality of the community it serves.

**STRATEGIC PRIORITIES** – Butler’s Strategic Priorities provide a blueprint to transform and empower diverse learners for career success, life-long learning, and community engagement. They provide initiatives for creating the highest quality learning environments through innovation, collaboration, financial, and strategic investments in employees, infrastructure and all phases of operations.

**SUPPORT STUDENTS AND THEIR SUCCESS**

Butler will:

- Maximize equitable access for students
- Improve student outcomes including retention, persistence and completion of student goals
- Increase overall enrollment

**ADVANCE COMMUNITIES AND PARTNERSHIPS**

Butler will:

- Provide “return on investment” for students and taxpayer resources committed to the college
- Strengthen partnerships with business and industry, advisory committees, and stakeholders to support economic and workforce development

**ENHANCE EMPLOYEE SUCCESS AND EXCELLENCE**

Butler will:

- Attract and retain the best employees
- Promote internal and external opportunities for professional development and educational advancement
- Enhance staffing and capacity needs

**DRIVE INSTITUTIONAL SUSTAINABILITY AND GROWTH**

Butler will:

- Strengthen instruction and programming through collaborative partnerships, continuous capital equipment, faculty excellence and technology improvements.
- Strengthen internal and external partnerships to develop new funding sources
- Increase fund reserves to support future financing of strategic priorities and innovations
- Ensure institutional accountability and compliance

**CHAMPION EXCELLENCE IN INNOVATION**

Butler will:

- Develop increased student centered approaches to learning
- Enhance digital literacy and fluency for students and staff
- Strengthen competency based education (CPL, Military credit, apprenticeships)

**INSPIRE VALUES OF EQUITY AND ACCESS**

Butler will:

- Maximize a diverse, equitable, and inclusive organizational environment by encouraging engagement, input, communication and respect toward others’ ideas and experiences
- Establish and/or strengthen partnerships with organizations that provide services and support underrepresented populations in support of student access and success
- Close the achievement gap of underrepresented populations
- Enhance recruiting and hiring practices to support a diverse workforce

**ADJOURNMENT**

**MOTION: Trustee** \_\_\_\_\_

Mr. Chair,

I move that the Board meeting be adjourned.

**CALL FOR A SECOND: Trustee** \_\_\_\_\_

**CALL FOR A VOTE**

**MEETING ADJOURNED @ \_\_\_\_\_ PM**