Butler Community College

- Ready for Life -

BUTLER COMMUNITY COLLEGE
BOARD OF TRUSTEES
REGULAR BOARD MEETING
4:30 p.m., Tuesday, March 12, 2024 – Dankert Trustee Board Room
Watch Live via http://www.butlercc.edu/bctv

3:30 p.m.	**Board Finance Committee Meeting –** President's Conference Room.
4:30 p.m.	**Regular Board Meeting** – Dankert Board Room, Upper Level of the Hubbard Welcome Center, 901 S. Haverhill Road, El Dorado, Kansas.
	Executive Session – For matters related to employer-employee negotiations

I. **CALL TO ORDER (4:30pm)**

II. **PLEDGE OF ALLEGIANCE (4:30pm)**

III. **APPROVAL OF AGENDA (4:35pm)**

IV. **RECOGNITIONS (4:40pm) ----------3**

V. **PUBLIC COMMENT (4:50pm)**
If you wish to address the Board during Public Comment, please complete this form: https://bit.ly/3b36GXi

VI. **STANDING REPORTS (4:55pm)**
A. Student Government Association Report – Emily Hernandez, SGA President
B. Operational Staff Report – Zach Cannady
C. Professional Employees Report – Terry Sader
D. Board Finance Committee Report – Mary Martha Good, Dave Sherrer
E. Foundation Board Report – Forrest Rhodes, Kim Krull
F. President's Report – Kim Krull
G. Education Facilities Authority Report –Mary Martha Good, Dave Sherrer

VII. **MONITORING REPORTS (5:15pm)**
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G. Approval of Food Truck Entrepreneurship Certificate (Linden) (6:50pm) ----------59
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A. Approval of Services with Motimatic (Ohman) ----------120
E. Personnel
A. Head Shooting Sports Coach (Carter) ----------124

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MARCH BOARD RECOGNITIONS

- The Varsity Vocals International Championship of Collegiate A Cappella (ICCA) and The Varsity Vocals International Championship of High School A Cappella (ICHSA) are the only global tournaments that showcase the art of student a cappella. The newest tournament, The International Championship of A Cappella Open (The Open) encourages singers to bring together groups of any age, experience or origin to form a cappella "dream teams." By giving them a stage, the programs encourage young people to sing together throughout their lives.

  The following students competed in the ICCA Midwest competition:
  - **Ian Bench**, Wichita
  - **Jaden Bernard**, Wichita
  - **Tristan Blackley**, Wichita
  - **Madisen Ciesielski**, Park City
  - **Kassie Davis**, Douglas
  - **Grace Fianu**, Emporia
  - **Breland Freeman**, Wichita
  - **Rebekkah Hettenbach**, El Dorado
  - **Matthew Hladky**, Wichita
  - **Addison Kendrick**, Wichita
  - **Katie Lawrence**, Rose Hill
  - **Alexus Raya**, Wichita
  - **Lydia Robbins**, Augusta
  - **Jaxon Williamson**, Augusta

  Over 600 colleges applied to compete, and only 100 were selected. Butler Community College was only one of two community colleges accepted. Though they did not advance to the next level, their scores placed them squarely in the center of the pack. They performed against graduate level singers from universities such as Iowa State and Missouri. The students are led by **Matthew Udland**, A Capella Faculty.

- **Dr. Jessica Ohman,** Associate Vice President of Student Services has been selected to serve on the Advisory Board for Motimatic.

- **Monica Zavala** and **Jamie Williams**, Academic Advisors, presented at The Global Community for Academic Advising (NACADA) Regional Conference held in New Orleans, LA on February 27th. Their presentation was titled "Bridging the Gap: Developing Strategies for Online Advisor Training".

MONITORING REPORTS – HEALTH, EDUCATION & PUBLIC SERVICES

BOARD OF TRUSTEES REPORT
Division of Health, Education & Public Services
March 2024

EXECUTIVE SUMMARY

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

- Nursing
- Allied Health
- Early Childhood Education
- Education
- Human Performance
- Fire & EMS Education
- Criminal Justice

The division includes 27 full-time faculty members, approximately 65 adjunct faculty members, 2 full-time administrators, 2 full-time administrative assistants, and 1 technology specialist that is shared with IS. Over 370 classes are offered throughout the academic year.

Dean: Dr. Julio Guerrero
Associate Dean: Janet Schueller
Administrative Assistants: Angie Martin, Andrea Wilcox
Technology Specialist: Adam Kjellin

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

Table 1: Degree Completion *Indicates Certificate Completion

Department	2023	2022	2021	2020	2019	2018
Nursing	262	255	264	238	213	216
Allied Health*	152	183	181	179	181	153
Education	57	70	62	54	45	64
Early Childhood	9	14	7	12	16	18
Human Performance	4	5	2	5	3	3
Fire Science	8	9	10	9	9	10
EMS Education*	50	45	27	23	13	18
Criminal Justice	13	11	11	19	6	15
Total	**555**	**592**	**564**	**539**	**486**	**497**

Table 2: Declared Majors

Department	2023	2022	2021	2020	2019	2018
Nursing	267	324	324	321	320	322
Allied Health*	609	562	570	477	461	412
Pre-Nursing/Health Science	1436	1524	1347	1488	1444	1457
Health Sciences	14	19	16	53	51	-
Education	432	440	466	510	481	517
Early Childhood	106	105	94	125	114	104
Human Performance	88	112	133	137	133	132
Fire Science	72	77	78	78	95	101
EMS Education*	47	30	28	23	16	20
Criminal Justice	147	156	132	183	202	191
Total	**3218**	**3349**	**3188**	**3395**	**3317**	**3256**

Enrollment Comparison – Credit Hours Taught

Table 3: Credit Hours Taught

Department	2023	2022	2021	2020	2019	2018
Nursing	7771	8042	8694	8635	9658	9807
Allied Health	2143	2061	3450	2650	2069.5	2454.5
Education	1770	1731	2096	1899	1761	1604
Early Childhood	793	716	867	970	856	849
Human Performance	2658	3388	3510	4939	5506	5589
Fire Science	553	533	556	590	665	683
EMS Education	1266	1318	1718	1068	462	522
Criminal Justice	1014	1158	1080	1254	1560	1653
Total	**17968**	**18,947**	**20,253**	**21,997**	**22,427**	**23,051**

Nursing

Full-Time Faculty/Staff Members:
Associate Dean and Nurse Administrator: Janet Schueller
Administrative Assistant for HEP Departments (Nursing, Allied Health, and Early Child Education)- Andrea Wilcox was hired in April 2023
Curriculum Chair & Advanced Standing Coordinator: Michele Ridder
4th Semester Lead Instructor: Mitch Taylor
3rd Semester Lead Instructor: Raven Christian
2nd Semester Lead Instructor: Sabrina Olson
1st Semester Lead Instructor: Lea Atkinson
Nursing Faculty: Briana Ainsworth, Kirsten Coday, Joan Hoover, Joshua Hardy, Selena Walker, Kim Hubble - BSNA Sponsor, Amanda Martin, and Katelyn Sherman-Voge - Lab Coordinator

New Faculty: Sybil Rockhill, Catherine Rasmussen, and Linda Gimler. Joshua Hardy moved in the Butler of Winfield (BOW) Faculty Coordinator position and is assigned at BOW campus.

Faculty Achievements---

- Lea Atkinson completed her MSN from Western Governors University May 2023.
- Katelyn Sherman-Voge completed her MSN from Pittsburg State University May 2023
- Amanda Martin completed her MSN from Ft. Hays State University in December 2022 and started her doctoral program through Ft. Hays State University

Department Mission Statement: (Revised in fall 2023)
Butler Community College Department of Nursing, through inclusive education, prepares lifelong learners with the knowledge, skills and attitudes necessary to fully qualify to be professional nurses who contribute to meeting health care 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 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 increased to 86.7% of first-time test takers passing, which is a significant improvement over the past 2 years and reflective of the incredible work done by the faculty and staff.

Butler's graduates continue to be recruited by all the major hospitals within the metro area 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). In February 2024, Butler's nursing program was reviewed by both our national accreditation, ACEN, and the state, KSBN for compliance of the Standards and regulations associated with the Associate of Applied Science in Nursing, or ADN degree. The preliminary recommendation from ACEN is for continuing accreditation as they found that we are in full compliance with all five standards with just a few suggestions for improvement. This recommendation will not be final for several months until the report is reviewed, accepted, and approved by the ACEN Board of Commissioners. A strength for the Nursing Department was noted by both ACEN and KSBN site visitors related to having dedicated IS support staff, Adam Kjellin. Adam provides students and faculty within the HEP division (and especially within the Nursing Department) with top-notch, excellent service. Thank you, Adam!

Upon completion of Butler's 1st Level of the program (1st and 2nd Semester), students are able to sit for their PN Boards and this option requires that our 1st Level meets the requirements of a PN program according to KSBN. KSBN's Education Compliance Officer and Education committee members reviewed Butler's 1st Level of the program in spring 2023 and recommended full approval with 2 recommendations for change, and will be up for re-approval in 5 years, which is the maximum Approval timeframe. In the spring of 2024, KSBN reviewed the 1st and 2nd Level as the Associate

Degree program and their preliminary recommendation is also for full re-approval until the next national accreditation cycle, which is 8 years and the maximum. We'd like to thank all of the departments and individuals who were part of making this site visit a tremendous success.

Learning Environment: Our nursing program is a hybrid blended 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. The Learning Environment at the BOW campus is considered a "Linked" classroom. The classes in Winfield are an extension of the classes in El Dorado, which mean that they occur synchronously, and students are able to fully and directly experience all faculty and faculty expertise. The BOW coordinator works closely with each instructor assigned to nursing classes and is able to facilitate engaging learning activities at the remote site so that students have similar experiences on both campuses. Installation of state-of-the-art audio and video technology in the El Dorado classrooms makes the linking of these classrooms not only possible, but also contributes to exception quality that supports student learning. Funding for this technology came from Carl Perkins grant funding.

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 upgraded its learning capacity with the installation of the VALT (Video-Audio Learning Tool) software. This system allows seamless audio and video recording of specified evaluation or treatment sessions. Using this HIPAA-compliant digital recording system, our nursing faculty can use recordings of sessions to support the hands-on education they provide our nursing students. Faculty can use these secure recordings with students to more closely review and discuss evaluation and treatment techniques, as well as reflect on the student's development as an emerging nurse. Recordings may also be used for teaching in the classroom.

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 semesters 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. Use of "Standardized Patients", or live human volunteer patients, for the Health Assessment course was also initiated in the fall 2023 and was a tremendous success. Students and volunteers love the opportunity to work with "real" patients. 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.

Skill labs are completed at BOW, but students are expected to travel to El Dorado for simulation experiences due to the lack of appropriate simulation environment for nursing needs. Work is being done to explore options to collaboratively with Cowley, William Newton Hospital, Southwestern College, and Butler to build and share simulation resources.

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 16 licensed practical nurses (LPNs) 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.

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. In 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: Since December 2018, the nursing program graduates students with a dual nursing degree from both Butler Community College (ADN) and the University of Kansas (BSN). 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. We continue to see

growth in this partnership that is nationally recognized as the “Kansas” plan. During the 2023 academic year, Butler graduated 18 dual-degree Nurses.

- Butler entered into a similar dual agreement with Grand Canyon University (GCU), in 2022. Grand Canyon University’s approach to the Butler partnership is to have students complete their BSN course work in between Butler’s semester or during breaks in the academic calendar; still concurrently with our pre-licensure program. GCU also allows students to start when they choose and not only at the beginning of the program. Students may also stop and restart as they choose throughout the program. GCU continues to offer student’s scholarships to offset the cost of private tuition.

- Butler partners with multiple universities to promote opportunities for our students to seamlessly advance their degrees after graduation. Butler has additional Articulation Agreements with Baker University, Purdue Global, Grantham University, Wichita State University, Washburn University, Tabor School of Nursing and Emporia State University, and an updated partnership MOU with FHSU.

Butler’s Nursing Expansion to Cowley County: Butler’s Nursing Program officially expanded into Cowley County. Students started the Butler nursing program at Cowley College’s Allied Health Center in Winfield, KS in Fall 2023 with eight students. An additional eight students will be admitted in the Fall 2024. Butler has also secured clinical partnerships with William Newton Hospital in Winfield and Cowley County Health Department as well as investigating a clinical partnership with South-Central Kansas Medical Center in Arkansas City. The first Butler of Winfield Nursing class will be expected to graduate in the Spring of 2025.

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, Butler and Cowley County Health Departments, Kansas Heart Hospital, Kansas Medical Center, Kansas Spine and Specialty Hospital, Ascension Behavioral Health, Ascension St. Francis, St. Teresa and St. Joseph Hospitals, Rock Regional Hospital, Select Specialty Hospital, Wesley Healthcare Main and Woodlawn, Ascension Rehabilitation Hospital, Robert J. Dole Veterans Hospital, and William Newton Hospital.

DAISY Award

The DAISY Award for Extraordinary Nursing is a Foundation that was created by a patient family to honor their loved one by recognizing the service of the nursing profession related to patient care. “DAISY” is an acronym for (Diseases Affecting the Immune System). The DAISY Foundation expanded its reach to nursing programs. The purpose of this program is to provide colleges/schools of nursing a national recognition program they may use to demonstrate appreciation to faculty and students for their commitment and inspirational influence to nursing. The Foundation hopes that, in some way, this program will contribute to a positive work environment for nursing schools. Nominations for this award should reflect the following:

- Uphold Butler’s morals and values
- Are motivated to learn and help others learn
- Promote civility in the lab and clinical environments
- Act as a role model for others
- Promotes an environment of caring
- Is empathetic to the needs of others

A small task force of Butler’s Nursing Faculty developed Butler’s process and students are able to nominate Faculty and Adjuncts. One full-time Nursing faculty person is selected in the Spring and one adjunct is selected in the fall. Faculty and Adjuncts are invited to nominate an outstanding nursing student from the program. Student nominations are reviewed by a small team of nursing

faculty and adjuncts and one student is selected every semester. Recipients of the DAISY Award are recognized as part of the Nurse's Pinning Ceremony. Recipients since fall 2022 are listed below.
Fall 2022 Adjunct Recipient - Sandy Ott
Spring 2023 Faculty Recipient - Mitchell Taylor
Fall 2023 Adjunct Recipient - Tonya Loveland
Spring 2023 Student Recipient - Jesse Reed
Fall 2023 Student Recipient - Joan Rodriguez
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 meetings 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 participation in various recruitment activities such as helping with AHA Heart Walk and demonstrating CPR at the event.

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 RNs 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. As the Associate Dean, Janet Schueller also serves on various Communities of Interest for nursing programs, as an advisory member to 2 universities, Wichita State University and Baker University.

Allied Health

Full-Time Faculty/Staff Members: Tammy Green, Melodee Curry
Three adjunct faculty assist at BOA; Flint Hills campus has adjunct faculty to teach courses.

Allied Health faculty have met the criteria to be approved by the State of Kansas to teach the courses governed by KDADS.

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

Department Overview: The Allied Health Department offers opportunities for students to be certified through the state of Kansas as Certified Nurse Aides, Certified Medication Aides, 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.

The department also provides Health Pro Medical Terminology 1 and 2 and Therapeutic Nutrition courses for degree seeking students in the Health Sciences. They provide 6-8 courses each semester for these students. Students enrolled consist mainly of Pre-Nursing, Pre-Physical Therapy, Pre-Occupational Therapy, Pre-Pharmacy, Physician Coding Programs, and Dental Hygiene majors.

In the Nurse Aide and Medication Aide courses, class sizes are restricted based on state mandates for faculty to student ratios in the clinical setting. Our small class sizes allow for instructors to work closely with students, this has produced a pass rate of 95% or more on the state certification examination. Upon receiving their certificate Nurse Aides are employable at Long Term Care facilities, Assisted Living facilities, Hospitals, Clinics, Physician's offices, and Schools. Medication Aides are employable at Long Term Care facilities, Assisted Living facilities and Correctional facilities.

Butler's Allied Health Department provides classes on the El Dorado, Andover and Flint Hills campuses, as well as the Rose Hill Early College Academy students. The Early College Academy students also enroll in the Health Pro Medical Terminology 1 course offered by Allied Health. The Nurse Aide course is offered at the following high schools: Flint Hills, El Dorado and Circle. Students from Flint Hills, Bluestem and Remington have also joined classes in the previously listed High Schools allowing students from several Butler County High Schools to participate in the Nurse Aide courses.

At our Rose Hill, Andover, El Dorado and Flint Hill sites, we have a lab environment for clinical simulation that provides experiences for the students prior to their actual hands-on clinical experience. Practice mannequins have been added to the Flint Hills lab environment to facilitate student learning.

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.

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.

Full time faculty:

- Casey McGraw – completing year 2 at Butler
- Jennifer Mertz – completing year 2 at Butler

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, the Education Department has grown dramatically over the past 19 years. Casey McGraw and Jennie Mertz have embraced their second year as full-time instructors, Casey has taken on the lead role in the Education Department. Their focus remains on getting quality teachers out into the field and building strong relationships with schools and educators in the surrounding communities. The Education Department remains strong and is continuing to take on new challenges.

With a **success rate** of over **82%** 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, the Education Department shows the **highest number of majors** among all Public Services under HEP, second only to Nursing and Health Sciences. The proactive measures taken by the Education Department is 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
- Three of the four education courses (ED 206, ED 220, ED 222) 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
- Cohorts in the BEST Program include morning and evening cohorts as well as spring and fall cohorts
- Continued development and promotion of the Early College **Education** Academy
- Creation of a new course in the department. “Education as a Career”, ED 232
- Addition of community arts partners and K-12 school partners for student field experiences in all education courses
- Partnering with KSDE and KBOR to offer courses for apprenticeship students.
- The Elementary/Early Childhood Unified pathway for students who wish to pursue special education teacher licensure
- A revised Elementary Education Pathway
- Continued development of MOU partnerships to aid in seamless transfers and scholarship opportunities for students.
- Addition of content special Secondary Education Pathways
- 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.

Departmental Vision: We will continue building our courses to provide the best possible student learning and professional development experiences. We will also maintain our community partnerships, including elementary, middle, and high schools throughout Butler County and surrounding areas; and educational centers throughout the area. We aim to increase our enrollment, credit hour production, majors, and completers every year. Our vision includes building new courses and pathways and increasing the number of community partnerships we have.

Early Childhood Education

Lead Instructor: Cathy Gray
Adjunct Faculty: 5 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 can design 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 the Lead Instructor, the Early Childhood Education program has 5 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 North, Child Start Inc., or Rainbow's United Kids Point, 1 to 2 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.

The Early Childhood Program entered a partnership with The Opportunity Project Schools from Wichita in spring 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. This enrollment team consists of early childhood advising from the Lead Instructor, general advising and enrollment from Advisor Ana Parra, and financial aid advising and help with FAFSA from Assistant Director, Alex Zarchan) prior to each semester. 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 124 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 120 identified majors in AVISO. 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. The Department has a 2+2 articulation with WSU Bachelor of Applied Sciences in Organizational Leadership and Learning with a concentration in Education and Innovation. We have a statewide articulation with high schools who have an identified Early Childhood Development & Services Pathway in the Human Services Career Cluster. Students on the El Dorado campus have a work study opportunity for EC and Education majors with El Dorado and Augusta Head Start programs.

Department Highlights:

- After 27 years, Teresa Thompson retired on June 1, 2023. Cathy Gray was hired as the new full-time Early Childhood Instructor and began her contract in August.
- In May 2023, Butler CC received approval from KBOR for a new Certificate A Program, the Early Childhood Business Administration Certificate. This is a vocationally oriented program that includes 9 hours of Early Childhood Education courses and 9 hours of Business Administration courses. By completing this certificate program, students will learn about starting up a childcare business, center or home based. Part of being a successful business owner is having the financial knowledge to start up and sustain the business. This program addresses the concepts needed for students to achieve this. Graduates of the Early Childhood AAS degree, will only need to add the last 2 courses listed in this program to earn the full certificate.
- The EC Department finalized a new scholarship opportunity for Early Childhood Education majors between the department, Butler Foundations, and Child Start. The money, $18,113, was received by Child Start through 2 subgrants from the Kansas Children's Cabinet and Trust Fund, the Wichita Childcare Access Program grant and the Quality Beginnings Rural Grant. The scholarship will be awarded to Early Childhood Education students taking certificate qualifying classes and covers about half the cost of the certificate. The purpose of the grants and the scholarships are to help impact the local workforce as one of the stipulations for it to be awarded is the student being employed by a local state licensed early childhood program or own a state licensed family childcare program. Child Start will provide the screening process to ensure this is met.
- The department held a successful Early Childhood Education Open House at an industry partner site, Child Start, last July 25th. Admissions, Advising, and Financial Aid representatives were all there to help those who attended. Lead Instructor Cathy Gray, adjunct Faculty Jill Hoefer, and the Early Childhood Advisory Board Chairperson Kris Nicholson were in attendance. We had a small but seriously interested group of prospective students attend with several onsite enrollments resulting.
- All of the marketing materials specific to the ECE program were reviewed, revised, and updated to include the new Lead Instructor's contact information. Cathy Gray has been working closely with the Butler Marketing department to create a new program video, as well as recruit several program graduates to record testimonials about the program.
- A mini-grant proposal requesting $990 was submitted to Credit Union of America in September 2023 to purchase a rolling book cart and resources for the department and our students. Our grant proposal was not funded.
- We submitted a proposal for a Career Pathway Workforce and Community Engagement mini grant. Mini grants up to $10,000 are available to promote recruitment and retention efforts of the early childhood workforce and to promote the Career Pathway. Grants are due on February 23, 2024 and grantees will be notified by February 28, 2024. All proposed project

activities must be completed by May 31, 2024. Our proposal for $8,600 is focused on marketing activities to promote recruitment and retention.

- Proposed revisions to the Early Childhood AAS, Early Childhood Certificate (Cert B), and Early Childhood Business Administration Certificate (Cert A) were reviewed and approved by the program's advisory council in December 2023 and the Board of Trustees in January 2024. Program revision applications were submitted to KBOR for approval. The proposed revisions create a stackable credential process for Early Childhood Education students with no increased cost to the institution. KBOR approved all changes on February 28, 2024.
- The department created a new online class, Supporting Young Children with Disabilities, that also passed QAT this fall. This brings the total list of Early Childhood class online offerings to 10 out of 13 required for the degree. All the general education classes have online options for the degree as well. For the certificate seekers, 8 of the10 required early childhood classes are now available online.
- This fall, students and adjuncts used the OER adopted for CD 122 in a face-to-face course, and the online class is using it in the spring of 2024.
- The department was a Gold Sponsor and had a vendor booth for the Camp Growing with Children conference in June. This is the largest local early childhood professional conference in our region, and we do this every year. The department will have another vendor booth in the next Growing with Children conference, set for April 12-13, 2024.
- The Early Childhood Education program will be an exhibitor at the City of Wichita Health Department's Training Palooza on March 2, 2024. This annual event provides professional development and networking opportunities for early childhood professionals.

Lead Instructor serves on the following Butler committees or state/local organization committees and boards:

- Subject Matter Expert and Peer Reviewer on the Quality Assurance Team for Butler online learning.
- Serves as an Ed Tech Emissary to support Butler faculty and adjuncts with Canvas LMS.
- Serves on the Faculty Development Team and provides training and resources at PDD and Second Saturday events.
- Member of the Career and Technical Education Advisory Committees of the following local high schools: El Dorado, Augusta, Circle, & Maize.
- Cathy is member of the Kansas Early Childhood Workforce Advisory Group, a statewide group formed to respond to the Childcare 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 4-5 times per year to align their programs and address current professional needs at the state level.
- Serves on the ECHO-EQIP Collaborative, a partnership between the EQIP consortium (two-year programs) and ECHO (Early Childhood Higher-education Options) consortium that includes four-year programs.
- Serves on the Board of Directors for Kansas Childcare Training Opportunities Inc., a statewide nonprofit organization that supports the early care and education profession with professional development, grants, coaching, and technical assistance to ensure that all children in Kansas have access to exceptional care.
- Serves as a Member at Large on the Board for Kansas Association for the Education of Young Children (KSAEYC), a state affiliate of the National Association for the Education of Young Children (NAEYC).

Human Performance/Fitness & Wellness

Full-Time Faculty:

- Bryce Winklepleck – Lead Instructor
- Kendrick Clay – Full-Time Instructor

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, Pre-Physical Therapy, Nutrition, and Sport Management through both classroom-based education and practical field experience.

Human Performance (HP) Department has finalized the pathways for Exercise Science, Sport Management, Pre-Physical Therapy, and Nutrition. These pathways are now aligned with the new Kansas Board of Regent's seven bucket framework, offering a variety of transferable courses.

The HP Department Sport Nutrition class will be renamed Basic Nutrition. The Basic Nutrition name and curriculum has been accepted as a state-wide transfer class at 4-year institutions. A new pathway has also been created, Nutrition. This pathway has been accepted by Kansas State University as a 2-plus-2 program allowing our students to transfer into Kansas State's Nutritional Studies program. Other new articulation agreements include Exercise Science and Pre-Physical Therapy for Kansas State University's Kinesiology and Athletic Training degrees.

An effort is ongoing to partner with numerous local businesses to provide exposure to professional occupations and to create unique opportunities for students. Field Experience in Exercise Science and Sport Management Practicum is our department's capstone classes. These classes have been designed to get our students ready to attain a job after Butler by providing our students access to the industry.

The department strategy for growth is to continue to develop courses online. In the past year we completed the Exercise Science degree track to be fully available online and face-to-face. The next project is to complete the Sports Management track to be accessible online after meeting Quality Matters standards within the next year. Online learning has grown in record numbers and to be competitive with other institutions we must prepare to provide multiple avenues of learning. Due to the fact our department has a large number of student-athletes enroll in our courses, online courses will offer flexibility for those students that have busy schedules.

Bryce has continued professional growth by attending professional conferences, online continuing education classes, renewing NSCA, CPR, FMS, and TPI certifications, and attending faculty professional development seminars. Kendrick Clay has completed his first year as a full-time instructor at Butler and has taken on the responsibilities of creating new content and learning opportunities within the field of Sport Management. He is currently developing Introduction to Sport Management online, which will allow the department to offer more sections for a high demand course.

Our department has consistently maintained or increased enrollment over the past academic year. According to the enrollment information provided by Dr. Esam Mohammad, Exercise Science majors stayed consistent with 66 students Fall 22 to 61 in Fall 23. Sport Management enrollment increased to 74 in Fall 23 from 46 in Fall 22 and Pre-Physical Therapy enrollment went from 67 in Fall 22 to 61 in Fall 23. The course Introduction to Exercise Science ranks 6th most in enrolled course out of all the Butler Community College courses the past 5 years according to the Power BI statics provided to employees. Even with these positive outcomes, the Human Performance department will still focus on improving in the classroom and providing a positive learning experience for all Butler Community College students.

Fire & EMS Education

Full-Time Faculty/Staff Members:

- Evan Seiwert, Chair of Fire & EMS
- Joe Menadue, EMT 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 the development of desirable emergency services employees in the area.

Over the past year Fire & EMS Education has taken advantage of new opportunities to serve our communities of interest. In response to local demand the first BCC sponsored EMT class was offered in Augusta, KS at the Augusta Department of Public Safety building. The "hire ready" fire academy has continued to produce qualified entry-level firefighters who have gone on to careers at several local fire departments including Wichita, Derby, Sedgwick County, and Andover.

Through conversations with area fire and EMS agencies a need has been identified for trained volunteer responders for an increasing number of medical emergencies. In response, Fire & EMS Education has begun developing an Emergency Medical Responder course which will launch in fall 2024.

Recognizing that Fire & EMS Education has primarily focused on initial education, it has also been identified that opportunities exist to offer continuing education for EMS personnel who require continuing education to maintain certification. In response, efforts are underway to begin offering courses and workshops including Advanced Medical Life Support, Prehospital Trauma Life Support, Emergency Pediatric Care, and more.

In preparation for program accreditation a validated cognitive testing solution has been implemented for EMS courses, as well as a psychomotor skills and clinical tracking solution. 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 10 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
• Sedgwick County EMS
• Arkansas City Fire/EMS
• Great Bend Fire/EMS
• Newton Fire/EMS
• North Kansas City Fire Department
• Shawnee Fire Department
• McPherson Fire Department
• Dallas (Texas) Fire Department
• Pensacola (Florida) Fire Department

Led 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 Professor
- Jeffrey Tymony - Professor (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 the 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 2023, the Criminal Justice Department finalized an articulation agreement with Fort Hays State University, who provides students with an opportunity to complete a bachelor's degree of Criminal Justice online. This agreement includes the addition of four CJ elective courses (CJ 109: Introduction to Corrections, CJ 118: Gang Investigation, CJ 122: Concepts of Terrorism, and CJ 104: Law Enforcement Operations and Procedures), which led to revisions of the Criminal Justice pathway. The revised pathway simultaneously meets requirements of the articulation agreement with FHSU, while continuing to meet requirements with the articulation agreement we already have with Wichita State University.

The Criminal Justice Department developed a new Criminal Justice pathway. The Associate of Arts (AA) degree in Public Safety is designed for students to become a certified emergency medical technician and begin serving as an EMT until they become eligible for a Kansas law enforcement training academy. This curriculum includes Butler's 12-credit-hour Emergency Medical Technician course (FS 212 / 1 semester) to prepare the student for certification as an EMT first responder. This new pathway will be available for Fall 2024.

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.
The Kansas Core Outcomes Group Project (KCOG) (KBOR) has adopted core student learning outcomes in our existing courses, CJ 102 – Introduction to Criminal Justice and CJ 204 - 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 selected the next discipline course to revise and articulate, CJ 215 - 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 2023. 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. The next Academy is scheduled for May 20-24, 2024.

The Criminal Justice Department is continuing the process for developing new student internship opportunities with criminal justice agency partners including Butler County Community Corrections Department, Butler County Sheriff's Department, Andover Police Department, El Dorado Police Department, Kansas Highway Patrol, the El Dorado Correctional Facility, and Butler CC Public Safety.
The Criminal Justice Department participated in several community events including, USD 385 Andover Central Middle School "Reality U" Career Fair, USD 259 Wichita Coleman Middle School Family Night Out, USD 259 Wichita Southeast High School Civil Services "Boot Camp" Career Fair, and El Dorado Grizzly Gold Parade.

Jeff Tymony, Criminal Justice/Behavioral Science Professor, attended the annual Western Society of Criminology Conference in Long Beach, California, February 8-10, 2024. He also is an active board member of the Butler County Homeless Initiative Committee.

Miles Erpelding, Criminal Justice Lead Professor holds active memberships with the Butler County Community Emergency Response Team (CERT) (Department of Homeland Security/Emergency Management) first-responder, FEMA / Emergency Management Institute member, State of Kansas Joint Corrections Advisory Board member, 13th District Judicial Department Advisory Council member and Academy of Criminal Justice Sciences - Community College Division board member.

The Criminal Justice Department and the Butler County Emergency Management Agency will co-host the State of Kansas Community Emergency Response Team (CERT) Train-the-Trainer class. The class will be held in the 1600 building (Public Safety / Criminal Justice) on the Butler of El Dorado campus, May 20-22, 2024.

BOARD STRATEGIC DISCUSSION – ISSUES AND OPPORTUNITIES

TOPIC for DISCUSSION

National Fitness Campaign Fitness Court/Studio

REPORT:

In October 2023, the College was contacted by the National Fitness Campaign about the potential for building a Fitness Court/Studio at Butler Community College. The National Fitness Campaign is a group whose mission is to build healthy communities by developing partnerships with cities, schools, and sponsors to fund, build, and activate outdoor Fitness Courts/Studios, making world class fitness available for all. A meeting with Valerie Haring, Jaime Sharp, Kay Kautz and Bill Rinkenbaugh was scheduled to have a conference call with this organization.

During the conversation, the College was made aware of a grant from Blue Cross and Blue Shield of Kansas. Kay Kautz, Director of Resource Development, completed the grant application. On November 21, 2023, we were notified that we were awarded a $50,000 grant from Blue Cross and Blue Shield to be applied toward the construction of the Fitness Court/Studio at Butler Community College.

A site was identified adjacent to the outdoor sand volleyball court. This will allow for easy access for our students. It will also be easily accessed by members of the community that wish to come to the College and use this facility.

The fitness court elements are made of composite material and powder coated carbon steel to withstand the weather. The elements are warrantied for 25 years. The court structure is covered with graffiti-proof laminate vinyl. Artwork on the structure can be produced by our Art students. There is an app for smart phones that provides instructions on how to use the various elements on the court. The studio portion is a flat 38X38 surface that can be used for Dance, Zumba, Yoga, Pilates, and other outdoor activities. Overall, the studio/court has a footprint of 38' X 76'.

The fitness court and studio project has received support from the Student Government Association. Students in the residence halls were surveyed as well. The majority of the students surveyed not only approved of the court but indicated that they were also likely to use the facility if it existed on campus.

The estimated cost for this facility is:

Fitness Court and Studio	$145,000.00
Concrete Slab – Estimate	$ 40,000.00
Installation Cost - Estimate	$ 34,500.00
Local Artist for Wrap	$ 25,000.00
Butler Logo	$ 10,000.00
Total Estimate	$254,500.00
Blue Cross/Blue Shield Grant	$ 50,000.00
Final Cost Estimate	$204,500.00

RECOMMENDED ACTION:

This item is brought forward for discussion by the Board to gauge interest in moving forward with this project. If the Board desires and approves of the project, it is recommended the project be approved.

RECOMMENDED FUNDING SOURCE:

Campus Life Fund. Currently, the fund has $4,752,696 and is all from student sources.

Submitted by: William D. Rinkenbaugh, Vice President of Student Services
Supervisor: Dr. Kim Krull, President
Date: February 27, 2024

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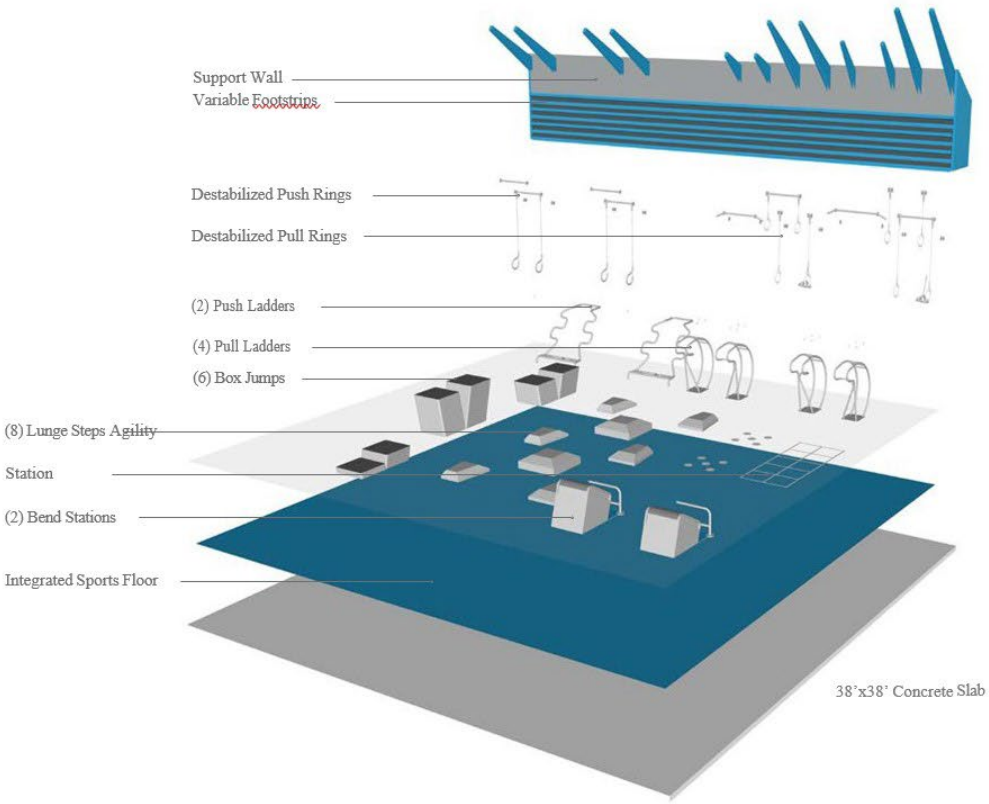
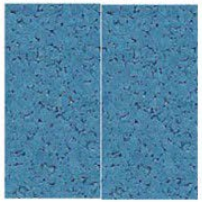
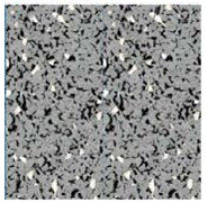


Integrated Sports Floor

Each Fitness Court® includes an integrated sports floor made from durable 2'x2' tiles which adhere directly to the concrete slab. Available in our standard NFC Blue or Gray to match any custom design.





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Reducer with Tile

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TOPIC for DISCUSSION
Higher Learning Commission Interim Monitoring Report

REPORT:
The Higher Learning Commission Institutional Actions Council (IAC) took formal action on the site team report on July 18, 2023. The IAC reaffirmed a 10-year accreditation for Butler and will allow Butler to continue to use the current "Open Pathway" process for accreditation purposes for the next ten years. Additionally, the report identified Butler met all Core Components except Core Component 2.C related to Governance. This Core Component was "Met with Concerns" and requires an interim monitoring report be submitted to HLC to address the concerns and show progress in meeting this Core Component. The report is required to be submitted by March 31, 2024.

To comprehensively address the concerns noted, the interim monitoring report narrative will need to address the Board's clear understanding of Core Component 2C and the subcomponents which include:

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

1: The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2: The governing board's deliberations reflect priorities to preserve and enhance the institution.
3: The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4: The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5: The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Trustees Jolly, Sherrer, and Smith agreed at the January meeting to work on the draft interim monitoring report. The draft report was presented for review at the February Work Session. A revised draft will be presented. The Board will have to officially approve the final report prior to the submission deadline of March 31, 2024. Dr. Phil Speary will assist the Board in discussion and review of the draft report to meet the HLC expectations based on the site team report and assist in submitting it by the required deadline of March 31st.

RECOMMENDED ACTION:
This information is for discussion purposed only at this time.

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: Dr. Kimberly Krull, President
Supervisor: Linda Jolly, Board Chair
Date: February 29, 2024

BOARD ACTION ITEMS

TOPIC for ACTION
FY2025 Tuition and Fee Rate Recommendation

REPORT:
The senior administrative team considered three key interests for the preliminary FY2025 tuition and fee rate recommendation:

- Affordability for all students
- Discount for Butler County students
- Revenues to support college operations

The rate recommendation is not expected to increase or decrease revenue for FY2025 over FY2024.

Additional information is included in the attachments.

RECOMMENDED ACTION:
The administration recommends that the board approve the following FY2025 per-credit hour tuition and fee rates and the Technology Charge rates:

- In-county tuition and fee rate: $100.00 (no change from FY2024)
- Out-county tuition and fee rate: $130.00 (no change from FY2024)
- Out-state tuition and fee rate: $190.00 (no change from FY2024)
- International tuition and fee rate: $190.00 (no change from FY2024)

Technology Charge	
Credit Hours Enrolled for the Term	Charge per Term FY2025 Recommended
3 credit hours or less	$62
3.5 to 6 credit hours	$114
6.5 to 11.5 credit hours	$194
12 credit hours or more	$278

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: Kent Williams, Vice President of Finance
Supervisor: Dr. Kim Krull, President
Date: February 29, 2024

Table 1: Per-Credit-Hour Tuition and Fee Rates			
	FY2024 Actual	**FY2025 Recommended**	**Increase**
Total Tuition and Fee Rates			
In-District Tuition	$100.00	$100.00	$0.00
In-State Tuition	$130.00	$130.00	$0.00
Out-State Tuition	$190.00	$190.00	$0.00
International Tuition	$190.00	$190.00	$0.00

Breakdown of Tuition and Fee Rates			
Tuition Rates			
In-District Tuition	$73.00	$73.00	$0.00
In-State Tuition	$103.00	$103.00	$0.00
Out-State Tuition	$163.00	$163.00	$0.00
International Tuition	$163.00	$163.00	$0.00
Credit-Hour Fee Rates			
Activity Fee	$25.15	$25.15	$0.00
Student Union Fee	$1.85	$1.85	$0.00
Total Credit-Hour Fee Rates	$27.00	$27.00	$0.00

Table 2: Recommended Technology Charge			
Credit Hours Enrolled for the Term	Charge per Term FY2024	Charge per Term FY2025	Increase
3 credit hours or less	$62	$62	$0
3.5 to 6 credit hours	$114	$114	$0
6.5 to 11.5 credit hours	$194	$194	$0
12 credit hours or more	$278	$278	$0

Attachment B

Butler County Community College
Recommended Tuition and Fee Rates for FY 2025
Description of Fees

Per-credit-hour fees are charged to in-state, out-state and international students. Students receiving tuition scholarships and/or tuition waivers 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 Charge are used to offset the costs of providing computer equipment, networking, support, and technologically advanced equipment for instructional purposes, student services and student access.

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

The proceeds of various course fees are used to provide supplies and equipment necessary for the delivery of specific 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	12.30%	**$41.00**	$4.50	12.30%	**$78.50**	($11.00)	-12.30%	**$126.00**	$11.50	10.00%
YE 98	**$42.50**	$1.50	3.70%	**$42.50**	$1.50	3.70%	**$83.50**	$5.00	6.40%	**$134.50**	$8.50	6.70%
YE 99	**$44.00**	$1.50	3.50%	**$44.00**	$1.50	3.50%	**$89.50**	$6.00	7.20%	**$136.00**	$1.50	1.10%
YE 00	**$44.50**	$0.50	1.10%	**$44.50**	$0.50	1.10%	**$90.50**	$1.00	1.10%	**$137.00**	$1.00	0.70%
YE 01	**$46.50**	$2.00	4.50%	**$46.50**	$2.00	4.50%	**$92.50**	$2.00	2.20%	**$139.00**	$2.00	1.50%
YE 02	**$48.00**	$1.50	3.20%	**$48.00**	$1.50	3.20%	**$94.50**	$2.00	2.20%	**$141.00**	$2.00	1.40%
YE 03	**$51.00**	$3.00	6.30%	**$53.00**	$5.00	10.40%	**$95.00**	$0.50	0.50%	**$149.00**	$8.00	5.70%
YE 04	**$56.25**	$5.25	10.30%	**$63.50**	$10.50	19.80%	**$105.50**	$10.50	11.10%	**$170.25**	$21.25	14.30%
YE 05	**$58.75**	$2.50	4.40%	**$66.00**	$2.50	3.90%	**$108.00**	$2.50	2.40%	**$172.75**	$2.50	1.50%
YE 06	**$59.00**	$0.25	0.40%	**$69.00**	$3.00	4.50%	**$113.00**	$5.00	4.60%	**$180.50**	$7.75	4.50%
YE 07	**$59.50**	$0.50	0.80%	**$70.50**	$1.50	2.20%	**$115.50**	$2.50	2.20%	**$190.50**	$10.00	5.50%
YE 08	**$61.25**	$1.75	2.90%	**$72.25**	$1.75	2.50%	**$118.25**	$2.75	2.40%	**$194.75**	$4.25	2.20%
YE 09	**$63.00**	$1.75	2.90%	**$74.00**	$1.75	2.40%	**$121.00**	$2.75	2.30%	**$199.00**	$4.25	2.20%
YE 10	**$68.00**	$5.00	7.90%	**$79.00**	$5.00	6.80%	**$129.00**	$8.00	6.60%	**$212.00**	$13.00	6.50%
YE 11	**$71.00**	$3.00	4.40%	**$82.00**	$3.00	3.80%	**$134.00**	$5.00	3.90%	**$220.00**	$8.00	3.80%
YE 12	**$74.00**	$3.00	4.20%	**$85.00**	$3.00	3.70%	**$139.00**	$5.00	3.70%	**$225.00**	$5.00	2.30%
YE 13	**$78.00**	$4.00	5.40%	**$89.00**	$4.00	4.70%	**$145.00**	$6.00	4.30%	**$231.00**	$6.00	2.70%
YE 14	**$84.00**	$6.00	7.70%	**$95.00**	$6.00	6.70%	**$153.00**	$8.00	5.50%	**$239.00**	$8.00	3.50%
YE 15	**$84.00**	$0.00	0.00%	**$95.00**	$0.00	0.00%	**$153.00**	$0.00	0.00%	**$239.00**	$0.00	0.00%
YE 16	**$88.00**	$4.00	4.80%	**$99.00**	$4.00	4.20%	**$159.00**	$6.00	3.90%	**$214.00**	($25.00)	-10.50%
YE 17	**$91.00**	$3.00	3.40%	**$102.00**	$7.00	7.40%	**$162.00**	$3.00	1.90%	**$214.00**	$0.00	0.00%
YE 18	**$98.00**	$7.00	7.70%	**$109.00**	$7.00	6.90%	**$169.00**	$7.00	4.30%	**$214.00**	$0.00	0.00%
YE 19	**$106.00**	$8.00	8.20%	**$117.00**	$8.00	7.30%	**$177.00**	$8.00	4.70%	**$222.00**	$8.00	3.70%
YE 20	**$104.00**	($2.00)	-1.90%	**$121.00**	$4.00	3.40%	**$180.00**	$3.00	1.70%	**$225.00**	$3.00	1.40%
YE 21	**$106.00**	$2.00	1.90%	**$123.50**	$2.50	2.10%	**$182.50**	$2.50	1.40%	**$227.50**	$2.50	1.10%
YE 22	**$102.00**	($4.00)	-3.80%	**$122.50**	($1.00)	-0.80%	**$182.50**	$0.00	0.00%	**$219.50**	($8.00)	-3.50%
YE23	**$102.00**	$0.00	0.00%	**$122.50**	$0.00	0.00%	**$182.50**	$0.00	0.00%	**$182.50**	($37.00)	-17.80%
YE24	**$100.00**	($2.00)	-1.96%	**$130.00**	$7.50	6.12%	**$190.00**	$7.50	4.11%	**$190.00**	$7.50	4.11%
YE25	**$100.00**	$0.00	0.00%	**$130.00**	$0.00	0.00%	**$190.00**	$0.00	0.00%	**$190.00**	$0.00	0.00%

TOPIC for ACTION
Approval of FY 2025 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 2025. This option passes through an estimated 5.3% meal plan increase from our food service provider (Great Western Campus Dining) from a Consumer Price Index increase and raises East and Cummins dorm room rates by 4.4%, Apartments room rates by 4.1%, and West dorm by 3.0%. This caps the overall increase to the student residents at 4.3% dependent on room occupancy. 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)	$2,750.00	$2,750.00	$2,750.00
Residence Hall Charge	$3,400.00	$4,800.00 / $4,700.00*	$5,100.00
Total Annual Charge	$6,150.00	$7,550.00/ $7,450.00*	$7,850.00

*Based on a $100 annual discount for three-person occupancy rooms in Cummins and East dorms. Cummins: 7 three-person occupancy rooms, East: 2 three-person occupancy rooms.

Fire Science Residence Hall:
It is also recommended to increase the Fire Science Residence Hall rate by 4.0 % for FY 2025.

Current Rates:
- Spring and Fall $1,010
- Summer $720

Recommended Rate Proposal:
- Spring and Fall $1,050
- Summer $750

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

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: William D. Rinkenbaugh, Vice President of Student Services
Supervisor: Dr. Kim Krull, President
Date: February 26, 2023

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

Comparison of Previous BCC Room & Board Rates

	West	East/Cmns	Apts.	Avg. Incr.
1995/96	2,622	2,930	2,930	5%
1996/97	2,700	3,100	3,100	5%
1997/98	2,850	3,300	3,300	6%
1998/99	3,040	3,490	3,490	6%
1999/00	3,100	3,550	3,550	2%
2000/01	3,160	3,620	3,620	2%
2001/02	3,200	3,765	4,235	8%
2002/03	3,400	4,000	5,000	11%
2003/04	3,585	4,235	5,010	3%
2004/05	3,635	4,305	5,010	0.9%
2005/06	3,655	4,335	5,010	0.4%
2006/07	3,730	4,420	5,040	1.5%
2007/08	3,900	4,600	5,080	3.0%
2008/09	4,040	4,765	5,225	3.3%
2009/10	4,200	5,000	5,300	3.3%
2010/11	4,300	5,150	5,450	2.8%
2011/12	4,400	5,250	5,550	2.0%
2012/13	4,500	5,350	5,650	2.0%
2013/14	4,550	5,450	5,750	1.6%
2014/15	4,550	5,450	5,750	0.0%
2015/16	4,700	5,650	5,950	3.5%
2016/17	4,750	5,800	6,100	2.1%
2017/18	4,900	6,000	6,300	3.3%
2018/19	5,050	6,150	6,450	2.6%
2019/20	5,150	6,250	6,550	1.7%
2020/21	5,320	6,420	6,720	2.8%
2021/22	5,465	6,585	6,895	2.6%
2022/23	5,620	6,850	7,170	3.7%
2023/24	5,920	7,220	7,520	5.2%
2024/25	**6,150**	**7,550 / 7,450***	**7,850**	**4.3%**

Rates of Other Area Colleges

Allen (19 meal)	23-24	$5,620	Garden City (19 meal)	'23-24		$6,600
Barton (19 meal)	23-24	$6,515	Highland (18 meal)	'23-24		$7,150
Cloud (17 meal)	23-24	$7,440	Hutchinson (19 Meal)	'23-24		$6,830
Coffeyville (17 meal & includes use of Raven Roost)	23-24	$7,570	Independence (19 meal)	'23-24		$7,650
Colby (19 meal)	23-24	$7,087	Neosho (19 meal)	'23-24		$6,915
Cowley (19 meal)	23-24	$6,100	Pratt (19 meal)	'23-24		$6446/$7355
Dodge City (19 meal)	23-24	$7,550	Seward (19 meal)	'23-24		$6,000
Fort Scott (19 meal)	23-24	$6,130			**Average**	**$6,797**
					Median	**$6,873**
Emporia (19 meal)	23-24	$10,522	Washburn (w/meal)	'24-25		$9,780
Fort Hays (w/meal)	23-24	$8,909				
Pittsburg (w/meal)	23-24	$9,456	** WSU Shocker (Unlimited)	'22-23		$14,200

*Based on a $100 annual discount for three-person occupancy rooms in Cummins and East Dorms. Cummins: 7 three-person occupancy rooms, East: 2 three-person occupancy rooms

**Indicated most expensive Room and Board rate

TOPIC for ACTION
Presidential Search Consulting Firms

REPORT:
With the Board's approval of the resignation (retirement) of Dr. Kim Krull at the February regular meeting, attached are recommendations for the process to conduct a national search for her replacement.

The recommendations include the approval of a Board sub-committee to conduct zoom interviews with a select number of search firms as determined by the Board. Trustees have received information from AGB Search, Gold Hill Associates, and the Pauly Group. Information is also expected from ACCT the first week of March to be available for discussion at the regular meeting allowing a decision to be made on which firms to interview.

Interviews could be conducted prior to a scheduled special Board meeting on March 25, 2024. The Board sub-committee would present a recommendation at that special meeting for approval of the selected search firm to conduct the presidential search.

The presented recommendations and timeline would allow the search firm to begin their work with the Trustees in April.

RECOMMENDED ACTION:
The Board of Trustees approve the Board sub-committee to conduct zoom interviews with selected firms and present a recommendation for search firm approval at a special meeting on March 25, 2024.

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: Dr. Kimberly Krull, President
Supervisor: Linda Jolly, Chair
Date: March 12, 2024

TOPIC for ACTION
Administration Notice Letter for Contract Negotiations

REPORT:
The Administrative representatives of the negotiation team discussed and agreed upon the Notice Up Letter for 2024-2025 contract negotiations with the Professional Employee Association. Attached to this Topic for Action is the Notice Up Letter identifying the issues to be negotiated.

RECOMMENDED ACTION:
Approval of the Administration Notice Up Letter for 2024-2025 contract year.

RECOMMENDED FUNDING SOURCE:
N/A

Submitted by: Shelley Stultz, AVP Human Resources
Supervisor: Dr. Kimberly Krull, President
Date: March 12, 2024

3/12/2024

Butler Community College
Board of Trustees
901 S. Haverhill Road
El Dorado, KS 67042

The Administration bargaining team hereby notifies you of the items that have been selected for consideration during the 2024-2025 contract negotiations process:

1. **Introduction**
    a. Issue: Change the dates of the agreement to be reflective of the agreed upon duration
    b. Purpose: to work towards a mutually acceptable resolution to this issue

2. **Article VIII – Compensation, Section A – Salary, Part 2 – Placement of New Professional Employees**
    a. Issue: Hiring Schedule
    b. Purpose: To work towards a mutually acceptable resolution to this issue

3. **Article VIII – Compensation, Section A – Salary, Part 8 – Salary Increase for Existing Professional Employees**
    a. Issue: Salary for Existing Professional Employees
    b. Purpose: To work towards a mutually acceptable resolution to this issue

4. **Article VIII – Compensation, Section A – Salary, Part 10 – Overload**
    a. Issue: Overload Rate of Pay
    b. Purpose: To work towards a mutually acceptable resolution to this issue

5. **Article VIII – Compensation, Section A – Salary, Part 12 – Summer School Pay**
    a. Issue: Summer School rate of pay
    b. Purpose: To work towards a mutually acceptable resolution to this issue

6. **Article VIII – Compensation, Section B – Group Insurance**
    a. Issue: Group health insurance benefits – family and single coverage
    b. Purpose: To work towards a mutually acceptable resolution to this issue

7. **Attachment A – Major Responsibilities of Full-time Faculty,**
   Attachment B - Lead Instructors Core Responsibilities
   Attachment C – Major Responsibilities of Advisors/Counselors
   Attachment D – Department Chair Core Responsibilities
   Attachment E - Lead Advisor Core Responsibilities
    a. Issue: Review and Update
    b. Purpose: To work towards a mutually acceptable resolution to this issue

8. **Letter of Understanding – Article XXIII – Evaluation of Professional Employees**
    a. Issue: Review purpose and update
    b. Purpose: To work towards a mutually acceptable resolution to this issue

In accordance with KSA 72-2228 we acknowledge and accept items within this letter as Notification of Intent to open the Master Agreement for negotiations.

Dr. Kimberly Krull President	Chairperson - Board of Trustees Butler Community College

TOPIC for ACTION
Diesel Technology Certificate

REPORT:
This packet contains information regarding the Fall 2024 launch of a New Diesel Technology Certificate (CERTA) for 2024-25.

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

Rationale
This program is needed to help with 2 concerns.
1. To help provide knowledgeable technicians to a very understaffed workforce.
2. To provide soon to be released EDCF residents with usable job skills for gainful employment.

The development of the program has been an effort between Butler, EDCF, State of Kansas, and industry partners.

The program is being added to offer it to the residents at El Dorado Correctional Facility.
In addition, to grow the program, a shorter certification pathway is needed, especially for those individuals incarcerated. While this Cert A is available to all individuals enrolled at Butler CC, the El Dorado Correctional Facility residents need to have a shorter career pathway for individual student success. Once the Cert A is received, they are more likely to continue in the pathway with a Cert B and/or Associate's Degree. When certificates are offered in increments, students have more success, as they reach each level. This success translates when they are released with education and the potential to be employed. There is a potential of 24 students enrolled per year.

RECOMMENDED ACTION
Recommend the Board approve the new Diesel Technology Certificate.

RECOMMENDED FUNDING SOURCE
This is part of an existing program. No additional funding is required for this certificate at this time.

Submitted by: Dr. Peter Linden, Dean of Career and Technical Education
Supervisor: Dr. Phil Speary, Interim Vice President of Academics
Date: February 28, 2024

New Program Request Form
CA1

General Information

Institution submitting proposal	Butler Community College
Name, title, phone, and email of person submitting the application (*contact person for the approval process)*	Phil Speary, Interim Vice President of Academics 316-322-3110 tnevill@butlercc.edu Heather Rinkenbaugh, Interim Vice President of Academics 316-322-3345 hrinkenb@butlercc.edu
Identify the person responsible for oversight of the proposed program	Dr. Peter Linden Dean, Career and Technical Education Division 316.323.6302 plinden@butlercc.edu
Title of proposed program	Diesel Technology
Method of program delivery (face to face, online, hybrid)	Face-to-face
Proposed suggested Classification of Instructional Program (CIP) Code	47.0613
CIP code description (from nces.ed.gov/ipeds)	**Title:** Medium/Heavy Vehicle and Truck Technology/Technician. **Definition:** A program that prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Includes instruction in diesel engine mechanics, suspension and steering, brake systems, electrical and electronic systems, preventive maintenance inspections, drive trains, gasoline engine mechanics, HVAC systems, and auxiliary equipment installation and repair.
Standard Occupation Code (SOC) associated to the proposed CIP code	49-3031.00
SOC description (from onetonline.org)	**Title:** Bus and Truck Mechanics and Diesel Engine Specialists **Description:** Diagnose, adjust, repair, or overhaul buses and trucks, or maintain and repair any type of diesel engines. Includes mechanics working primarily with automobile or marine diesel engines. **Sample of reported job titles:** Bus Mechanic, Diesel Mechanic, Diesel Technician (Diesel Tech), Fleet

	Mechanic, General Repair Mechanic, Heavy Truck Mechanic, Service Technician, Trailer Mechanic, Transit Mechanic, Truck Mechanic
Number of credits for the degree and all certificates requested	CERTA – 20 credit hours
Proposed Date of Initiation	FA24 (AY25)
Specialty program accrediting agency	
Industry-recognized certification(s) to be earned by students	NATEF ASE (Automotive Serve Excellence) and AED (Associated Equipment Distributors)

Signature of College Official Phil Speary Date 2/28/24

Signature of KBOR Official _____ Date _____

Narrative

Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA-1a form).

*Institutions **requesting subordinate credentials** need only submit the following sections:*
1) General Information, 2) Program Rationale, 3) Complete catalog descriptions (including program objectives) for the proposed program, 4) List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program, 5) List any pertinent program accreditation available (rationale for seeking or not seeking accreditation and plan to achieve accreditation), and 6) Program Approval at the Institution Level.

Program Rationale

- Provide an overall explanation and background surrounding the development of the proposed program. Include why the program is needed, where the idea to offer the program came from (including the requesting entity), number of projected enrollments, and who was involved in the development of the program.

This program is needed to help with 2 concerns.

1. To help provide knowledgeable technicians to a very under staffed work force.
2. To provide out going inmates with a usable job skill for gainful employment.

The devilment of the program has been an effort between Butler, EDCF, State of Kansas, and industry partners.

The program is being added to offer it to the inmates at El Dorado Correctional Facility. In addition, to grow the program, a shorter certification pathway is needed, especially for those individuals incarcerated. While this Cert A is available to all individuals enrolled at Butler CC, the El Dorado Correctional Facility residents need to have a shorter career pathway for individual student success. Once the Cert A is received, they are more likely to continue in the pathway with a Cert B and/or Associate's Degree. When certificates are offered in increments, students have

more success, as they reach each level. This success translates when they are released with education and the potential to be employed. Potential is 24 per year.

- If the recommended program is duplicative of other programs in the area, please specifically address why the new, additional program is necessary.

Program Description and Requirements

- Provide a complete catalog description (including program objectives/outcomes) for the proposed program.

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

- Include any work-based learning requirements of the program, such as clinicals, internships, etc. If clinical experience is required, please identify whether sufficient clinical sites are available.

- List and describe the admission and graduation requirements for the proposed program.

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

Demand for the Program

- Using the most recent Kansas Department of Labor's Long Term (10-year) Occupational Outlook, (https://klic.dol.ks.gov) identify employment trends and projections for the SOC code identified in the General Information section: annual occupational growth, estimated annual median wages, and typical education level needed for entry.
  - Labor information included should show demand in the occupation for the level of education being proposed for the program.
  - Include additional data for local and regional employer demand if available.
  - For new programs for which state-level labor data is not yet available, additional resources to demonstrate demand for the occupation being trained must be included. Job posting data (cite resource used and date of review) and projected hiring needs for employers (documented in employer letters of support) are examples of additional labor data documentation.

- Show demand from the local community. Provide letters of support from at least three potential employers in your region, which state the specific type of support they will provide to the proposed program. Examples of program supports may include commitments to interview graduates for job positions, providing scholarships, providing internships or other work-based learning opportunities, donation of equipment/materials, assistance with program design, serving on advisory board, etc.
- Provide data from the most recent Perkins Comprehensive Local Needs Assessment recommendations, demonstrating the need for the program initiation.
- Describe/explain any business/industry partnerships specific to the proposed program. *If a formal partnership agreement exists, agreement explaining the relationship between partners and documenting support to be provided for the proposed program must be submitted to the Board office independent from the CA1 materials for review purposes. The agreement will not be published or posted during the comment period.*

Duplication of Existing Programs

- Identify similar programs in the state based on CIP code, title, and/or content. For each similar program provide the most recent K-TIP data: name of institution, program title, number of declared majors, number of program graduates, number of graduates exiting the system and employed, and annual median wage for graduates existing the system and employed.
- Was collaboration with similar programs pursued? Please explain the collaboration attempt, and if not pursued, rationale for why collaboration was not a viable option. (Recommend that collaboration opportunities be explored and documented with existing programs, examples include sharing best practices, recruitment and retention strategies, curriculum or equipment suggestions, working with business and industry on work-based learning opportunities, etc.)

Program Information

- If the program has undergone the alignment process at the state level, please review alignment requirements and ensure the courses, industry-recognized certifications, and accreditation requirements are met in the proposal. Listing of aligned programs can be found at: https://www.kansasregents.org/workforce_development/program-alignment
- List by prefix, number, title, and catalog description all courses (including prerequisites) to be required or elective in the proposed program. **See APPENDIX A**
- Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point. **See APPENDIX B**
- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.
- List any pertinent program accreditation available:
    - Provide a rationale for seeking or not seeking said accreditation.
    - If seeking accreditation, also describe the plan to achieve it.
- If the program/coursework will be made available to high school students, provide letters of support from local high schools and/or districts that intend to participate.

Faculty

- Describe faculty qualifications and/or certifications required to teach in the proposed program.

Cost and Funding for Proposed Program

- Provide a detailed budget narrative that describes all costs associated with the proposed program (physical facilities, equipment, faculty, instructional materials, accreditation, etc.).

- Provide detail on **CA-1a form.**
- Describe any grants (including requirements of the grant) or outside funding sources that will be used for the initial startup of the new program and to sustain the proposed program.
- **Additional cost and funding documents to include as needed:**
    - Provide Excel in CTE fee details on the **CA-1b form** if the program will be offered to high school students and requesting approval for fees.
    - If the program is requesting Perkins funding, provide details on the **CA-1c form**.
    - If the program is requesting KS Promise Act eligibility, provide details on the **CA-1d form**.

Program Review and Assessment

- Describe the institution's program review cycle, and anticipated review timeframe for proposed program.

Program Approval at the Institution Level

- Provide copies of the minutes at which the new program was approved from the following groups:
    - Program Advisory Committee **See APPENDIX C**
      (Including a list of the business and industry members)
    - 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 D - PENDING**
      (Including a list of all Board members and indicate those in attendance at the approval meeting)

Program Proposal Submission

- Please enter proposed program into the Kansas Higher Education Data System (KHEDS)
- Please create a PDF of all documents, and submit the completed application to the following:

April Henry
Director of Workforce Development
ahenry@ksbor.org

Charmine Chambers
Associate Director for Workforce Development/Data/Finance
cchambers@ksbor.org

APPENDIX A
COURSE DESCRIPTIONS

DT 100. Diesel Engines. 5 credit hours. Prerequisite: DT 200 with a C or better. This course will enable the student to service medium and heavy-duty diesel engines. The student will receive instruction on the operating principles, construction, design variations, and applications of diesel engines. The student will learn to both perform a complete disassembly and assembly of the diesel engine and to include the cylinder head, block, and timing gears while using the instructions in the engine's manufacturers service manual. The student will learn the proper methods of inspecting, identifying, and naming the components to determine their serviceability prior to making a repair. The student will learn to service, repair, and diagnose the cooling and lubricating system of diesel engines. The student will learn the different types of coolants and additives, and how to test for Supplemental Coolant Additives (SCA) to determine if additions or replacement is needed. The student will learn to research vehicle service information with computer and Internet-based electronic retrieval systems.

DT 115. Electrical 1. 3 credit hours. Prerequisite: DT 100 with a grade of C or better. This course will enable the student to explore the principles of electricity and electrical circuit characteristics. The student will identify basic wiring diagram symbols, components, and legend information as well as perform basic electrical circuit measurements utilizing a Digital Volt Ohm Meter (DVOM).

DT 117. Brakes 1. 3 credit hours. Prerequisite: DT 115 with a C or better. This course will enable the student to examine, inspect, and repair brakes, bearings, and hub assemblies.

DT 200. Truck and Heavy Equipment Repair. 2 credit hours. This course will enable the student to use general and special repair techniques for normal shop operations. The student will learn safety practices, how to use industry tools, and technology used to repair engines, powertrain, hydraulic, and electrical problems. The student will learn about repair estimates, shop records, and manufacturers' service publications. The student will study laws regulating hazardous materials and federal motor safety standards. The student will learn about vehicle inspections, brakes, air application systems, suspension systems, and preventive maintenance programs while following safety procedures.

DT 203. Diesel Drive Trains. 3 credit hours. Prerequisite: DT 217 with a C or better. This course will enable the student to gain knowledge of drive trains and components used in medium and heavy trucks and off-road equipment. The student will learn the driveline components including clutches, transmissions, differentials, and drive shafts. The student will disassemble, inspect, and reassemble the drive train using appropriate tools and measuring procedures.

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

APPENDIX B
Program of Study

CERTA – Artificial Intelligence	
First Term	**Credits**
DT 100. Diesel Engines	**5**
DT 115. Electrical 1	**3**
DT 117. Brakes 1	**3**
DT 200. Truck and Heavy Equipment Repair	**2**
DT 203. Diesel Drive Trains	**3**
WE 110. OSHA 10	**1**
TOTAL HOURS	**17**

APPENDIX C
Program Advisory Committee

Todd Williams Instructor	Randy Meisch / Dustrol
Peter Linden/ Butler CTE Dean	David Close / Wichita Kenworth
Jonathan Elliott/ Butler CC	Mark Porter / Wichita Kenworth
Dave Black / Truck Center Companies	Ryan Goekler / Emporia Kenworth
Paul Newby / Satchell creek express.com	Stacy Gramza / Foley Equipment
Danny Cross / GTG Peterbilt	Kelly Payne / Foley Equipment
Andrew Hoffman / GTG Peterbilt	Tommy Phelps / Foley Equipment
Shane Palmer / GTG Peterbilt	Michelle Fichtl / Foley Equipment
Pat Fells / GTG Peterbilt	Tim Dell / Pitt State Instructor
Doug King / Sherwood Construction	

Butler Community College

BUTLER COMMUNITY COLLEGE
Diesel Technology
Program Advisory Committee Meeting

AGENDA
Friday, February 16, 2024
11:30am – 1:00pm
Butler Community College
El Dorado Diesel Classroom

In attendance: Andy Hoffman, David Black, Danny Cross, Stacy Gramza, Michelle Fichtl, David Close, Peter Linden, Shannon Covert, Jonathan Elliot, Todd Williams

I. Call to Order

II. Curriculum Update
   a. Curriculum team approved the suggested changes to extend to a 2-year program. It is with the Deans now for review, and if approved, then goes to the board of trustees at the end of the month (Mar 12). With approval it will then go to the KBOR for full approval. We are still targeting Aug 2024 for rollout of the 2-year program.
   b. May need to follow up on a few course numbers, as they were unclear on the year 1 and year 2 (1xx level vs 2xx level) but did not see any other issues with this moving forward.
   c. Todd Williams received approval to add (5) Electrical Trainers and (5) ATEC Training Boards ($32,600 investment) which will allow for 10 students to be trained at once. Will look to add trainers as enrollment grows.

III. Build Your Future – High School Trade Show Mar 6 Discussion
   a. Discussed Build Your Future HS program on Mar 6. Over 400 students registered, with hopes of achieving 600 attendees. Encouraged all diesel board members to attend and promote Butler CCs diesel program.
   b. Suggested Butler CC bring a "Side by Side" comparison flyer to openly discuss the changes coming to the program if approved and implemented Aug 2024.

IV. Update on Prison Program

a. Todd Williams was granted approval to teach the Prison program. Board agreed that this was a great program to support, but not at the expense of the college program. Butler CC assured us that this would in no way deter from the college program.
b. They have purchased a Snap On NC3 Certified Meter and are exploring Electrical Trainers with funding through the "A" OK Program and the 2nd Chance Pell.

V. Adjourn

APPENDIX D
BOARD OF TRUSTEES MINUTES - PENDING

TOPIC for ACTION
Revised Software Development AAS

REPORT:
This packet contains information regarding the Fall 2024 revision of Software Development (AAS) for 2024-25, and is provided for Board consideration at the March 12, 2024 Butler Community College Board of Trustees meeting.

Program Information
The addition of an Artificial Intelligence (AI) emphasis to the Software Development program is driven by the clear and growing demand for AI expertise from both students and employers.

This change is intended to address the current gaps in AI implementation and research, ensuring that students are equipped with the necessary skills to excel in this fast-paced and dynamic field. Market analysis indicates a steady increase in the adoption of AI technologies, creating a surge in job opportunities and a high demand for professionals with AI knowledge and skills. The objectives of the program are well-defined, aligning closely with industry standards and emphasizing practical, hands-on experience through real-world projects. The curriculum is carefully designed to provide a comprehensive understanding of AI principles and applications, supported by expert faculty and state-of-the-art resources. To cater to diverse student needs, various delivery options are available, ensuring flexibility and promoting collaboration among students. In addition to the academic aspect, the program offers robust student support services, including internships and career counseling initiatives, to enhance student success. Accreditation processes and quality assurance measures are in place to uphold rigorous standards. Budget considerations and financial planning have been carefully managed to ensure the program's sustainability and effectiveness over time. Appendices containing market research data, faculty credentials, and industry endorsements further support the rationale for the establishment of the AI program, highlighting its potential to make a significant impact in meeting the growing demand for AI expertise.

RECOMMENDED ACTION
Board approval of the revision of Software Development (AAS) .

RECOMMENDED FUNDING SOURCE
This is part of an existing program. No additional funding is required for this certificate at this time.

Submitted by: Dr. Peter Linden, Dean of Career and Technical Education
Supervisor: Dr. Phil Speary, Interim Vice President of Academics
Date: February 28, 2024

Revised June 2021

Revised Program Request Form

CA2

General Information

Institution submitting proposal	Butler Community College
Name, title, phone, and email of person submitting the application	Phil Speary, Interim Vice President of Academics 316-322-3110 pspeary@butlercc.edu Heather Rinkenbaugh, Interim Vice President of Academics 316-322-3345 hrinkenb@butlercc.edu
Current program title	Software Development
Current CIP code	11.0201
Revised program title	No change
Revised suggested CIP code	No change
Standard Occupation Code (SOC) associated to the proposed program CIP (if changing)	No change
Degree/Certificate program description	AAS
Number of credits for the revised degree and/or certificate(s)	60
Proposed date of initiation	Fall 2024
Specialty accrediting agency	N/A
Industry certification	

Signature of College Official Phil Speary Date 2/29/24

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

  The addition of an Artificial Intelligence (AI) emphasis to the Software Development program is driven by the clear and growing demand for AI expertise from both students and employers. This change is intended to address the current gaps in AI implementation and research, ensuring that students are equipped with the necessary skills to excel in this fast-paced and dynamic field. Market analysis indicates a steady increase in the adoption of AI technologies, creating a surge in job opportunities and a high demand for professionals with AI knowledge and skills. The objectives of the program are well-defined, aligning closely with industry standards and emphasizing practical, hands-on experience through real-world projects. The curriculum is carefully designed to provide a comprehensive understanding of AI principles and applications, supported by expert faculty and state-of-the-art resources. To cater to diverse student needs, various delivery options are available, ensuring flexibility and promoting collaboration among students. In addition to the academic aspect, the program offers robust student support services, including internships and career counseling initiatives, to enhance student success. Accreditation processes and quality assurance measures are in place to uphold rigorous standards. Budget considerations and financial planning have been carefully managed to ensure the program's sustainability and effectiveness over time. Appendices containing market research data, faculty credentials, and industry endorsements further support the rationale for the establishment of the AI program, highlighting its potential to make a significant impact in meeting the growing demand for AI expertise.

- 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 revision involves enhancing the Artificial Intelligence (AI) program within the Software Development pathway. The updated structure maintains consistency in the first two semesters while introducing specialized AI courses such as Ethics in AI, Computer Vision, Reinforcement Learning, Data Science, Introduction to Robotics Programming, and Natural Language Processing.
- Complete and submit a CA2-a form listing all courses in the current program and courses in the revised program **See APPENDIX B**
- List by prefix, number, title, and description of all courses to be required in the new program **See APPENDIX C**

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 change

Criterion IV: Facilities

- Describe any changes to current facilities that are necessary due to the program revision
  No change

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

Criterion V: Resources

- Describe how the funding for the revised program differs from the current program funding

  No change to current funding

- 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 require to teach in the revised program and explain how they differ from the current program

  Faculty are expected to have expertise in the area of the specialty in which they are teaching. Industry experience is prioritized so the instructors are familiar with the business or manufacturing processes in which the software developers will be employed.

- Describe plans for additional faculty to support the revised program

  No changes in full time faculty are expected. Butler currently supports one full time faculty member in this degree path. It is anticipated that part time adjunct instructors will be retained for their specific areas of expertise and used as enrollment necessitates.

- Describe how the revised program impacts the current faculty, i.e. need for training on new equipment, new certifications

  Butler supports Life Long Learning, and it is anticipated that faculty will desire training and certifications in different software development courses. Opportunities exist for faculty to attend training sponsored by various vendors. Much of this training is offered to instructors at no cost. Butler is now an Academic Partner through EC-Council and will be able to leverage training from there as well.

- Describe the plan for updating current faculty qualifications if needed

  Our third party vendor allows faculty to study and complete related certifications.

Criterion VII: Outside accreditation

- Describe plans for gaining or maintaining outside accreditation including a timeline, cost and funding source

  No changes required.

Criterion VIII: Approvals

- Provide minutes that indicate approval of the revision from the following:
  - Program Advisory Committee **See APPENDIX D**
  - 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 E - 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
Letter from the Dean

Butler Community College
Ready for life

To All Concerned:

Newly developed curricula proposed for implementation effective Fall 2024 as applied to Artificial Intelligence and Robotics is at the leading edge as seen by way of content matter and as college-level academic offering. This, as part of a relatively new and growing industry need that, according to available data, shows extreme promise and is fully anticipated to significantly expand.

In fact, the related curricular content is so innovative there are no other two-year colleges in our region presently offering it. Administrative leaders of Butler Community College support current and subsequent follow-up efforts on the part of faculty, working with our industry partners, to provide our community with the new Artificial Intelligence and Robotics curricula allowing students to remain at the cutting edge in this relatively new and exciting field – prior to pursuing a Bachelors or Graduate-level degree.

If there are any questions, feel free to contact me. Your support is greatly appreciated.

Respectfully submitted,

Peter J. Linden, Ph.D.
Dean, Career and Technical Education

Revised June 2021

APPENDIX B

CA2a Program Revision Application

Program Comparison Chart

Name of Institution Butler Community College

List all courses in Current Program below. *Note the courses to be changed with an * before the course*		List all courses in the Revised Program below. *Note the NEW courses with ** before the course*	
Current Program Title: **Software Development AAS**		Proposed Program Title: **Software Development AAS**	
Current Program Courses	Number of Credits	Proposed Program Courses	Number of Credits
EG101 English Composition 1	3	EG101 English Composition 1	3
EG102 English Composition 2	3	EG102 English Composition 2	3
*ID124 HTML and CSS	3	IS110 AWS Academy Cloud Foundations	1
*ID223 Beginning C++ w Game Programming	3	IS111 AWS Academy Could Architecting	2
*IP100 Career Readiness and *IP193 Internship 1.2 or *IP194 Internship 1.3	1	**MA135 College Algebra	3
	2	**MA210 Applied Statistics	3
	3	**PY160 General Psychology	3
*IS102 CompTIA network+	3	**SD107 Natural Language Processing	3
*IS103 Information Technology Project Mgmt	3	SD130 Database Design and Mgmt	3
IS110 AWS Academy Cloud Foundations	1	**SD146 Intro to Robotics Programming	3
IS111 AWS Academy Could Architecting	2	SD201 Python Programming w Data Science	3
*IS203 CompTIA Security+	3	SD202 Adv'd Python w Machine Learning Games	3
*MA114 Technical Math	3	**SD203 Data Science	3
*SD100 Visual Basic.NET 1	3	**SD204 Ethics in AI	3
SD130 Database Design and Mgmt	3	**SD205 Computer Vision	3
SD201 Python Programming w Data Science	3	**SD206 Reinforcement Learning	3
SD202 Advanced Python w Machine Learning Games	3	SD211 Java Programming	3
SD211 Java Programming	3	SD282 Artificial Intelligence Programming	3
*SD221 C#	3	**S0105 Sociology	3
*SD228 Introduction to SQL Language	3	SP100 Public Speaking	3
SD282 Artificial Intelligence Programming	3		
SP100 Public Speaking	3		
Electives	3	Electives	3
Total Credits in Current Program	**60**	**Total Credits in Revised Program**	**60**

Signature of College Official Phil Speary Date 2/29/24

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
Course Descriptions

EG 101. English Composition 1. 3 credit hours. 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, or a C or better in EG 063 and RD 015, or a C or better in EG063 and concurrent enrollment in RD 015, or concurrent enrollment in EG 060 (Accelerated Learning Program). 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 102. English Composition 2. 3 credit hours. Prerequisite: EG 101 with a C or better. This course will enable the student to further develop argumentative writing strategies and patterns while developing critical intellectual skills and becoming proficient in library and online research and source citation styles. The learning goals and competencies detailed in this outline fully meet or exceed the learning outlines and competencies specified by the Kansas Core Outcomes Project for this course, as approved by the Kansas Board of Regents (Transfers as ENG1020).

IS 110. AWS Academy Cloud Foundations. 1 credit hours. This course will enable the student to gain an overview of cloud computing concepts, independent of specific technical roles. The student will receive a detailed overview of cloud concepts, Amazon Web Services (AWS) core services, security, architecture, pricing, and support.

IS 111. AWS Academy Cloud Foundations. 2 credit hours. This course will enable the student to learn the fundamentals of building IT infrastructure on Amazon Web to optimize use of the AWS Cloud by learning about AWS services and how they fit into cloud-based solutions. The student will develop best practices for the AWS Cloud that apply to architectural solutions for different industries, types of applications, and business sizes. The student will be introduced to recommendations of various design patterns to help think through the process of architecting optimal IT solutions on AWS. The student will explore case studies that showcase how some AWS customers have designed their infrastructures and both the strategies and services they have implemented. The student will build a variety of infrastructures through a guided, hands-on approach.

MA135. College Algebra. 3 credit hours. Prerequisite: Placement score or MA120 or MA125 (or MA127, MA128, and MA129) with a C or better. This course will enable the student to analyze functions and their graphs (including linear, quadratic, higher-order polynomial, rational, root, absolute value, exponential, and logarithmic functions) and solve related equations, including various word problems and equations with complex number solutions. The student will find inverse functions and use related properties to simplify expressions involving exponential and logarithmic functions. The student will solve inequalities containing linear, polynomial, and rational functions, and use various methods to solve systems of linear equations and inequalities. The student will determine the equation of a line and analyze the graph of and perform manipulations on the equation of a circle. 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 MAT1010).

MA 210. Applied Statistics. 3 credit hours. Prerequisite: MA 135 (or MA132, MA133 and MA134) with a C or better. This course will enable the student to collect data by appropriate sampling techniques, summarize data with graphs and tables, calculate descriptive statistics, identify misuses of statistics, assess risk using concepts of probability, estimate and make decisions about means and proportions through the use of confidence intervals and hypothesis testing, and perform linear regression. 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 MAT1020).

PY 160. General Psychology. 3 credit hours. This course will enable the student to apply the knowledge obtained about topics including the biological basis of behavior, sensation, learning, cognition, intelligence, motivation, development, personality, psychological disorders, and social psychology to one's personal life. The student will enhance the quality of one's life when interacting with others. 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 PSY1010).

SD 107. Natural Language Processing (NPL). 3 credit hours. This course will enable the student to gain an in-depth understanding of NLP, a subfield of artificial intelligence concerned with the interaction between computers and human language. The student will delve into the theoretical foundations and practical applications of NLP, gaining insights into language representation, understanding, and generation.

SD 130. Database Design and Management. 3 credit hours. This course will enable the student to demonstrate the importance of designing, creating, managing, and testing database solutions using industry standards.

SD 146. Introduction to Robotics Programming. 3 credit hours. This course will enable the student to plan, build, and program a robot to perform basic artificial intelligence (AI) operations. The student will learn basic programming principles, style, design, structures, and logic.

SD 201. Python Programming with Data Science. 3 credit hours. This course will enable the student to use structured programming techniques to develop applications using the Python application development language. The student will use data science principles to analyze data.

SD 202. Advanced Python with Machine Learning Games. 3 credit hours. This course will enable the student to learn advanced Python programming concepts. The student will use machine learning to develop games.

SD 203. Data Science. 3 credit hours. This course will enable the student to gain a comprehensive understanding of data science, a multidisciplinary field that combines statistical analysis, machine learning, and domain expertise to extract meaningful insights from data. The student will engage in hands-on activities, projects, and theoretical discussions to gain proficiency in data manipulation, analysis, and interpretation.

SD 204. Ethics in Artificial Intelligence (AI). 3 credit hours. This course will enable the student to explore the ethical implications of AI and machine learning (ML) technologies. The student will examine the ethical challenges and considerations arising from the design, deployment, and impact of AI systems. The student will engage with a range of topics, including bias and fairness, accountability, transparency, privacy, and the societal impact of AI.

SD 205. Computer Vision. 3 credit hours. This course will enable the student to explore the principles, algorithms, and applications that enable machines to interpret visual information. The student will gain hands-on experience in image processing, pattern recognition, and machine

learning techniques as applied to visual data. The student will explore foundational concepts, advanced algorithms, and practical applications in computer vision.

SD 206. Introduction to Reinforcement Learning. 3 credit hours. This course will enable the student to explore Reinforcement Learning (RL), a paradigm in machine learning where agents learn to make decisions through interaction with an environment. The student will delve into fundamental RL concepts, algorithms, and applications, gaining hands-on experience in implementing and experimenting with RL systems.

SD 209. Artificial Intelligence in Healthcare. 3 credit hours. This course will enable the student to explore the intersection of artificial intelligence (AI) and healthcare, examining how advanced technologies can be leveraged to enhance medical processes, diagnosis, and patient care. The student will gain insights into the ethical considerations, challenges, and potential breakthroughs in implementing AI in healthcare settings.

SD 210. AI Automated Logical Reasoning. 3 credit hours. This course will enable the student to delve into the realm of automated logical reasoning using artificial intelligence (AI). The student will explore the principles and techniques behind automated reasoning systems, emphasizing the development of logical models, rule-based systems, and knowledge representation. The student will be equipped with the skills needed to design and implement AI systems capable of logical inference and problem-solving.

SD 211. Java Programming. 3 credit hours. This course will enable the student to design, code, and implement software projects in Java. The student will solve coding problems involving control structures, data types, classes, methods, and events. The student will implement inheritance, exceptions, user interfaces, recursion, searching and sorting within a Java program. The student will apply a documented project development cycle to the production of Java applications.

SD 212. AI in Online Learning and Optimization. 3 credit hours. This course will enable the student to explore the application of artificial intelligence (AI) in online learning platforms and optimization techniques. The student will delve into the use of AI algorithms for personalized learning, adaptive assessment, and optimization of educational processes. The student will be equipped with the skills needed to design and implement AI solutions that enhance the online learning experience and improve educational outcomes.

SD 282. Artificial Intelligence Programming. 3 credit hours. This course will enable the student to develop programs to incorporate techniques to read, write, and manipulate data. The student will learn to visualize data with a focus on reporting, charting, and analyzing the results. The student will use predictive analytics techniques such as machine learning and data mining to predict probable outcomes.

SO 105. Sociology. 3 credit hours. This course will enable the student to explore the development, structure, and functioning of human groups and how these groups shape development and way of life. The student will be able to apply the knowledge gained about topics that include culture, socialization, collective behavior, institutions, stratification, inequalities of gender and age, deviance and social change. 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 SOC1010).

SP 100. Public Speaking. 3 credit hours. 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 D
Program Advisory Minutes

October 26, 2023
Advisory Board Agenda Minutes
Internetworking, Cyber Security and Software Development

Welcome
Introductions
Present:

Brett Eisenman
Mark Meadows
Ken Duty
Dan Graham
James Arnce
Alex Roberts
Joe Taverner
Adam Haselwood

Cyber Security/Internetworking:

- Currently developing Linux to add in the Cyber and Internetworking pathway. This will also go into the Software
- Update of all Cyber/Internetworking Courses –
- Security Pro updates 11/06/2023
- Implementation of Microsoft Hybrid courses
- Removed advanced Microsoft server course to more closely align with MS certificates

Discussion on certificate track for internetworking – Board suggests 16 credit hour and 30 credit hour cert for Internetworking pathway.
Life cycle hardware and software – Discussion about lifecycle expectation being reduced due to tech changes.

Software Development:
Introduced Mark Meadows as the new Software Development instructor and Department Chair. Mark introduced his vision for a new AI degree path which was met with great enthusiasm. Mark discussed classes that would be in the degree path and different options were discussed. The following list of classes were identified:

Database Design and Management
Introduction to Robotics Programming
Python Programming with Data Science
Advanced Python with Machine Learning
Data Science
Ethics in AI
Computer Vision
Reinforcement Learning

Statistics and Probability
AI in Healthcare
Automated Logical Reasoning
Online Learning and Optimization
Introduction to Artificial Intelligence

The members were excited about the pathway and thought we should move forward with the plan. Recommendations were sought with no major changes suggested. All agreed that AI technology is the wave of the future.

Mark discussed removing the Visual basic programming class and replacing it with a robotics class which would also be shared with the AI degree path. VB is not as high in demand as the robotics components are. We discussed the previous request for VB as a component that some machine shops used, but with those machines aging out and being replaced with more current technology, the demand for VB has decreased.

Advisory Members

Dan Reisig	UV&S Technology (formerly Concergent IT)
Adam Haselwood	Iconic IT (formerly Choose Networks)
Matt Forney	Ennovar Technology Solutions
Joe Taverner	TavTech
Andrew Vanderziel	KS AirGuard
Ken Duty	Cox Communications
Kevin Colborn	HighTouch Technologies
Andrew Kon	HighTouch Technologies
Kayleigh Kornfeld	Emprise Bank
Graham Dan	Textron
Arnce James	Sedgwick County
Joe Jabara	Wichita State University
Renato Untalan	Novacoast
Engra Hixon	Butler Community College
Sara Anstey	Novacoast
Alex Roberts	AGCO
Stuart Yearout	Koch Industries
Dave Cunningham	Flint Hills Group

APPENDIX E - PENDING
Board of Trustees Minutes

TOPIC for ACTION
Food Truck Entrepreneurship Certificate

REPORT:
This packet contains information regarding the Fall 2024 launch of a Food Truck Entrepreneurship certificate (CERTC) for 2024-25, is provided for Board consideration.

Program Information
The Food Truck Entrepreneurship program will prepare students with the necessary knowledge and skills to successfully pursue a business as a food truck entrepreneur. Students will train in logistics required to start a food truck business while also engaging in hands-on experience in food truck operations. The Redler Institute of Culinary Arts ownership of the Grizzly Grub food truck which is equipped with professional tools and equipment needed for proper operation. The program features courses in entrepreneurship, sanitation management, food truck administration, nutrition, food service purchasing, menu development, marketing, and accounting. This program provides an excellent starting platform for those looking to own their businesses within the hospitality industry.

This program will enable the student to analyze and explore the issues and strategies involved in starting and managing a small business. The student will go through the steps required to develop a business plan including marketing, organizing, financing, controlling, and managing risk.

This program will enable the student to analyze and explore the issues and strategies involved in marketing for organizations. Through the use of discussion, exercises, and case studies, the student will recognize the importance of the planning and execution of conception, pricing, promotion, and distribution of goods, ideas, and services.

This program will provide the student with the necessary knowledge of obtaining licensing associated with food trucks, insurance, branding, marketing, meeting with clients and other food truck owners / wholesalers as well as the history of food trucks.

This course will equip the student with the knowledge and workings of propane lines, generators, batteries, diesel engines, water supply and other mechanical operations of the food truck. Students will also learn and become familiar with the Kansas Health Department on getting inspected for selling food.

After completing this program, the student will be equipped to identify and develop a food truck standard operating procedure plan. The student will learn to create and execute a variety food truck menu while maintaining a focus on concept, customer, and location. The student will develop basic food truck sanitation practices and become familiar with food preparation while operating a food truck.

This program will enable the student to independently operate a food truck. The student will learn to evaluate operation performance, product quality, and staff performance.

This program is a subset of the current Professional Culinary Arts AAS.

Rationale
Butler Community College purchased a food truck from a local restauranteur with the mindset to expand its culinary offerings. Since the purchase, Butler's Culinary Arts Department Chair Luis Pena along with then Vice President of Academics Tom Nevill and culinary arts instructor Scott Peggie have been discussing the possibility of adding the food truck to the school's current culinary program. During the last couple of years, the culinary arts department has been preparing the food

truck with all the necessary equipment and documentation and also preparing the curriculum to accompany this certificate. The focus of this program is to provide future entrepreneurs from different age groups another option to start their food business than a brick-and-mortar restaurant.

RECOMMENDED ACTION
Board approval of the Food Truck Entrepreneurship certificate.

RECOMMENDED FUNDING SOURCE
This is part of an existing program. No additional funding is required for this certificate at this time.

Submitted by: Dr. Peter Linden, Dean of Career and Technical Education
Supervisor: Dr. Phil Speary, Interim Vice President of Academics
Date: March 1, 2024

New Program Request Form
CA1

General Information

Institution submitting proposal	Butler Community College
Name, title, phone, and email of person submitting the application (*contact person for the approval process)*	Phil Speary, Interim Vice President of Academics 316-322-3110 pspeary@butlercc.edu Heather Rinkenbaugh, Interim Vice President of Academics 316-322-3345 hrinkenb@butlercc.edu
Identify the person responsible for oversight of the proposed program	Dr. Peter Linden, Dean Dean, Career and Technical Education Division
Title of proposed program	Food Truck Entrepreneurship
Method of program delivery (face to face, online, hybrid)	Face-to-face, online, hybrid
Proposed suggested Classification of Instructional Program (CIP) Code	12.0504 Restaurant, Culinary, and Catering Management/Manager
CIP code description (from nces.ed.gov/ipeds)	**Title:** Restaurant, Culinary, and Catering Management/Manager. **Definition:** A program that prepares individuals to plan, supervise, and manage food and beverage preparation and service operations, restaurant facilities, and catering services. Includes instruction in food/beverage industry operations, cost control, purchasing and storage, business administration, logistics, personnel management, culinary arts, restaurant and menu planning, executive chef functions, event planning and management, health and safety, insurance, and applicable law and regulations.
Standard Occupation Code (SOC) associated to the proposed CIP code	35-1011.00 Chefs and Head Cooks (We can add more if needed and relevant)
SOC description (from onetonline.org)	Direct and may participate in the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts. **Sample of reported job titles:** Banquet Chef, Certified Executive Chef (CEC), Chef, Cook, Executive Chef (Ex Chef), Executive Sous Chef, Head Cook, Kitchen Manager, Pastry Chef, Sous Chef

Number of credits for the degree and all certificates requested	51 CERTC
Proposed Date of Initiation	Fall 2024
Specialty program accrediting agency	
Industry-recognized certification(s) to be earned by students	National Restaurant Association Servsafe certification

Signature of College Official Phil Speary Date 02/29/24

Signature of KBOR Official _____ Date _____

Narrative

Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA-1a form).

Institutions requesting subordinate credentials need only submit the following sections:
1) General Information, 2) Program Rationale, 3) Complete catalog descriptions (including program objectives) for the proposed program, 4) List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program, 5) List any pertinent program accreditation available (rationale for seeking or not seeking accreditation and plan to achieve accreditation), and 6) Program Approval at the Institution Level.

Program Rationale

- Provide an overall explanation and background surrounding the development of the proposed program. Include why the program is needed, where the idea to offer the program came from (including the requesting entity), number of projected enrollments, and who was involved in the development of the program.

  Butler Community College purchased a food truck from a local restauranteur with the mindset to expand its culinary offerings. Since the purchase, Butler's Culinary Arts Department Chair Luis Pena along with then Vice President of Academics Tom Nevill and culinary arts instructor Scott Peggie have been discussing the possibility of adding the food truck to the school's current culinary program. During the last couple of years, the culinary arts department has been preparing the food truck with all the necessary equipment and documentation and also preparing the curriculum to accompany this certificate. The focus of this program is to provide future entrepreneurs from different age groups another option to start their food business than a brick-and-mortar restaurant.

- If the recommended program is duplicative of other programs in the area, please specifically address why the new, additional program is necessary.

Program Description and Requirements

- Provide a complete catalog description (including program objectives/outcomes) for the proposed program.

  The Food Truck Entrepreneurship program will prepare students with the necessary knowledge and skills to successfully pursue a business as a food truck entrepreneur. Students will train in logistics required to start a food truck business while also engaging in hands-on experience in food truck operations. The Redler Institute of Culinary Arts ownership of the Grizzly Grub food truck which is equipped with professional tools and equipment needed for proper operation. The program features courses in entrepreneurship, sanitation management, food truck administration, nutrition, food service purchasing, menu development, marketing, and accounting. This program provides an excellent starting platform for those looking to own their businesses within the hospitality industry.

  This program will enable the student to analyze and explore the issues and strategies involved in starting and managing a small business. The student will go through the steps required to develop a business plan including marketing, organizing, financing, controlling, and managing risk.

This program will enable the student to analyze and explore the issues and strategies involved in marketing for organizations. Through the use of discussion, exercises, and case studies, the student will recognize the importance of the planning and execution of conception, pricing, promotion, and distribution of goods, ideas, and services.

This program will provide the student with the necessary knowledge of obtaining licensing associated with food trucks, insurance, branding, marketing, meeting with clients and other food truck owners / wholesalers as well as the history of food trucks.

This course will equip the student with the knowledge and workings of propane lines, generators, batteries, diesel engines, water supply and other mechanical operations of the food truck. Students will also learn and become familiar with the Kansas Health Department on getting inspected for selling food.

After completing this program, the student will be equipped to identify and develop a food truck standard operating procedure plan. The student will learn to create and execute a variety food truck menu while maintaining a focus on concept, customer, and location. The student will develop basic food truck sanitation practices and become familiar with food preparation while operating a food truck.

This program will enable the student to independently operate a food truck. The student will learn to evaluate operation performance, product quality, and staff performance.

- Include any work-based learning requirements of the program, such as clinicals, internships, etc. If clinical experience is required, please identify whether sufficient clinical sites are available.

  The Food Truck certificate will provide the students with hands-on experience through different scenarios. Students will create individual menus and execute those menus as part of their final evaluations. Students are encouraged and expected to work in the local food truck scene in one of the many businesses within the local food truck market. The appearance of new food truck business within the last several years has shown that the local market has been receptive to new food truck concepts.

- List and describe the admission and graduation requirements for the proposed program.

  No changes to these requirements

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

  Graduation Requirement
  - Minimum 2.0 GPA at Butler Community College
  - Attain a grade of C or better in all required courses

  Complete a Butler Community College degree application form

Demand for the Program

- Using the most recent Kansas Department of Labor's Long Term (10-year) Occupational Outlook, (https://klic.dol.ks.gov) identify employment trends and projections for the SOC code identified in the General Information section: annual occupational growth, estimated annual median wages, and typical education level needed for entry.
    - Labor information included should show demand in the occupation for the level of education being proposed for the program.
    - Include additional data for local and regional employer demand if available.
    - For new programs for which state-level labor data is not yet available, additional resources to demonstrate demand for the occupation being trained must be included. Job posting data (cite resource used and date of review) and projected hiring needs for employers (documented in employer letters of support) are examples of additional labor data documentation.
- Show demand from the local community. Provide letters of support from at least three potential employers in your region, which state the specific type of support they will provide to the proposed program. Examples of program supports may include commitments to interview graduates for job positions, providing scholarships, providing internships or other work-based learning opportunities, donation of equipment/materials, assistance with program design, serving on advisory board, etc.
- Provide data from the most recent Perkins Comprehensive Local Needs Assessment recommendations, demonstrating the need for the program initiation.
- Describe/explain any business/industry partnerships specific to the proposed program. *If a formal partnership agreement exists, agreement explaining the relationship between partners and documenting support to be provided for the proposed program must be submitted to the Board office independent from the CA1 materials for review purposes. The agreement will not be published or posted during the comment period.*

Duplication of Existing Programs

- Identify similar programs in the state based on CIP code, title, and/or content. For each similar program provide the most recent K-TIP data: name of institution, program title, number of declared majors, number of program graduates, number of graduates exiting the system and employed, and annual median wage for graduates existing the system and employed.
- Was collaboration with similar programs pursued? Please explain the collaboration attempt, and if not pursued, rationale for why collaboration was not a viable option. (Recommend that collaboration opportunities be explored and documented with existing programs, examples include sharing best practices, recruitment and retention strategies, curriculum or equipment suggestions, working with business and industry on work-based learning opportunities, etc.)

Program Information

- If the program has undergone the alignment process at the state level, please review alignment requirements and ensure the courses, industry-recognized certifications, and accreditation requirements are met in the proposal. Listing of aligned programs can be found at: https://www.kansasregents.org/workforce_development/program-alignment
- List by prefix, number, title, and catalog description all courses (including prerequisites) to be required or elective in the proposed program. **See APPENDIX A**
- Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point. **See APPENDIX B**

- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.
- List any pertinent program accreditation available:
    - Provide a rationale for seeking or not seeking said accreditation.
    - If seeking accreditation, also describe the plan to achieve it.
- If the program/coursework will be made available to high school students, provide letters of support from local high schools and/or districts that intend to participate.

Faculty

- Describe faculty qualifications and/or certifications required to teach in the proposed program.

Cost and Funding for Proposed Program

- Provide a detailed budget narrative that describes all costs associated with the proposed program (physical facilities, equipment, faculty, instructional materials, accreditation, etc.).
- Provide detail on **CA-1a form.**
- Describe any grants (including requirements of the grant) or outside funding sources that will be used for the initial startup of the new program and to sustain the proposed program.
- **Additional cost and funding documents to include as needed:**
    - Provide Excel in CTE fee details on the **CA-1b form** if the program will be offered to high school students and requesting approval for fees.
    - If the program is requesting Perkins funding, provide details on the **CA-1c form**.
    - If the program is requesting KS Promise Act eligibility, provide details on the **CA-1d form**. **Program Review and Assessment**

- Describe the institution's program review cycle, and anticipated review timeframe for proposed program.

Program Approval at the Institution Level

- Provide copies of the minutes at which the new program was approved from the following groups:
    - Program Advisory Committee **See APPENDIX C**
      (Including a list of the business and industry members)
    - 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 D-PENDING**
      (Including a list of all Board members and indicate those in attendance at the approval meeting)

Program Proposal Submission

- Please enter proposed program into the Kansas Higher Education Data System (KHEDS)
- Please create a PDF of all documents, and submit the completed application to the following:

April Henry
Director of Workforce Development
ahenry@ksbor.org

Charmine Chambers
Associate Director for Workforce Development/Data/Finance
cchambers@ksbor.org

APPENDIX A
Description of Courses

BA 109. Entrepreneurship. 3 credit hours. This course will enable the student to analyze and explore the issues and strategies involved in starting and managing a small business. The student will go through the steps required to develop a business plan including marketing, organizing, financing, controlling, and managing risk.

BA 140. Introduction to Marketing. 3 credit hours. This course will enable the student to analyze and explore the issues and strategies involved in marketing for organizations. Through the use of discussion, exercises, and case studies, the student will recognize the importance of the planning and execution of conception, pricing, promotion, and distribution of goods, ideas, and services. 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 BUS1030).

BA 211. QuickBooks® Online. 3 credit hours. This course will enable the student to use QuickBooks® Online (QBO) software to apply principles and procedures of accrual accounting. The student will complete the accounting cycle including accounts receivable, accounts payable, payroll, and inventories using QBO. The student may prepare to take the QuickBooks® Online certification exam at the completion of this course.

CA 109. Culinary Nutrition. 2 credit hours. This course will enable the student to apply basic nutrition principles in developing nutritious menu items. The student will focus on proper diet and disease prevention. The student will explore nutrition's role in a healthy diet, from identifying basic nutrition needs to finding alternatives for those with food allergies, food intolerance and food-intake related diseases.

CA 120. Professional Culinary Skills 1. 3 credit hours. Co-requisite: Concurrent enrollment in HM101. This course will enable the student to learn the core components of the history and tradition of the professional kitchen. The student will learn the classical and modern kitchen brigade systems. The student will develop basic skills in sanitation practices; heat transfer methods; and knife identification, maintenance, and handling. The student will train in basic individual cooking techniques, butchering, filleting, and meat and seafood identification. The student will become familiar with individual kitchen equipment and different metals used for different tools.

CA 130. Professional Pastry Skills. 3 credit hours. Prerequisite: HM 101 with a C or better or concurrent enrollment. This course will enable the student to develop culinary pastry skills in the kitchen environment. The student will learn skills in sanitation, scaling ingredients, leavening agents, chocolate tempering, confections, fundamentals of cake decorating, baker's percentage, recipe interpretation, recipe design, recipe costing, and preparing baked goods for commercial consumption.

CA 140. Food Truck Administration. 3 credit hours. This course will enable the student to gain knowledge for obtaining licensing associated with food trucks. The student will learn about insurance, branding, marketing, and the history of food trucks. The student will learn about making connections with clients and other food truck owners/wholesalers.

CA 141. Food Truck Operations 1. 3 credit hours. Prerequisite: CA 140 with a C or better. This course will enable the student to gain knowledge of propane lines, generators, batteries, diesel engines, water supply, and other mechanical operations of the food truck. The student will work with the Kansas Health Department on completing a simulated process for passing inspection to sell food.

CA 151. Kitchen Essentials/Culinary Math. 3 credit hours. Prerequisite: Placement score or MA040 or MA050 (or MA051, MA052, and MA053) with a C or better or diagnostic credit. This course will enable the student to utilize the fundamentals of mathematics, including calculating percents, ratios, decimals, fractions, weights and measures, and introductory algebra concepts. The student is introduced to the application of mathematical fundamentals to a variety of culinary and hospitality uses including

equivalencies, recipe costing and conversion, calculating food and labor cost percentages, baker's percentages, yield conversions, and selling prices.

CA 152. Menu Development. 3 credit hours. Prerequisite: HM 190 with a C or better. This course will enable the student to learn the principles of planning menus, considering customer preferences, types of food service operations, kitchen management, nutrition, and menu design. The student will incorporate basic nutritional concepts in relation to current health concerns.

CA 153. Essentials of Purchasing. 3 credit hours. Prerequisite: HM 190 with a C or better. This course will enable the student to develop essential concepts of purchasing, storeroom operations, and financial procedures. The student will be introduced to the application of cost controls to storeroom operations for a profitable operation. The student will learn about food laws and the purchasing, receiving, storing, and issuing of ingredients.

CA 220. Professional Culinary Skills 2. 3 credit hours. Prerequisite: CA 120 and HM 101 both with a C or better. This course will enable the student to further develop culinary skills in the kitchen environment. The student will learn skills in sanitation, recipe interpretation, recipe design, and meal preparation for commercial consumption. The student will engage in areas of cold kitchen and advanced meal preparation.

CA 240. Professional Culinary Skills 3. 3 credit hours. Prerequisite: CA 220 with a C or better. This course will enable the student to cook with precision, consistency, and speed. The student will train in real time professional kitchen scenarios and environments. The student will learn the skills needed to be a trained leader, efficient and dependable in the professional kitchen. The student will be introduced to the duties of kitchen supervisors. The student will consistently employ dry, moist, and mixed cooking techniques. The student will demonstrate and practice Hazard Analysis Critical Control Point (HACCP) food safety standards.

CA 250. Food Truck Operations 2. 3 credit hours. Prerequisite CA 141 with a C or better. This course will enable the student to identify and develop a food truck standard operating procedure plan. The student will learn to create and execute a variety of food truck menus while maintaining a focus on concept, customer, and location. The student will develop basic food truck sanitation practices. The student will become familiar with food preparation while operating a food truck.

CA 251. Food Truck Operations 3. 3 credit hours. Prerequisite CA 250 with a C or better. This course will enable the student to independently operate a food truck. The student will learn to lead and supervise food truck staff members. The student will learn to delegate and assign roles and responsibilities to staff members. The student will learn to evaluate operation performance, product quality, and staff performance.

HM 101. Sanitation Management. 1 credit hour. This course will enable the student to apply effective sanitation management principles to food service operations. The student will identify how to address environmental issues and communicate effectively with personnel and outside agencies. The student will demonstrate the ability to ensure compliance with the FDA Food Code in order to reduce health risks through Hazard Analysis Critical Control Point (HACCP) and Safety Assurance Process (SAP) approaches. The student will be qualified to earn the ServSafe Certification sponsored by the National Restaurant Association.

HM 180. Introduction to Hospitality and Tourism. 3 credit hours. This course will enable the student to analyze the components of the hospitality and tourism industry while identifying potential career paths within this industry. The student will be introduced to entities within the hospitality industry and develop an understanding of the economic impact that tourism has on local economies.

HM 190. Food and Beverage Management. 3 credit hours. This course will enable the student to appraise the components of food, beverage and labor costs within the food service industry. The student will learn cost calculation and sales concepts and their relationship with profits. The student will learn concepts and methods for food, beverage, and labor control.

APPENDIX B
Program of Study

Food Truck Entrepreneurship Certificate (CERTC)

First Semester: 15 Credit Hours		
HM101	Sanitation Management	1
CA120	Professional Culinary Skills 1	3
CA109	Culinary Nutrition	2
CA140	Food Truck Administration	3
CA130	Professional Pastry Skills	3
BA109	Entrepreneurship	3
	Semester Credit Hours	**15**
Second Semester: 15 Credit Hours		
CA220	Professional Culinary Skills 2	3
HM 180	Introduction to Hospitality and Tourism	3
CA141	Food Truck Operations 1	3
HM190	Food and Beverage Management	3
CA151	Kitchen Essentials/ Culinary Math	3
	Semester Credit Hours	**15**
Third Semester: 12 Credit Hours		
CA250	Food Truck Operations 2	3
CA 153	Essentials of Purchasing	3
BA140	Introduction to Marketing	3
CA240	Professional Culinary Skills 3	3
	Credit Hours	**12**
Fourth Semester: 9 Credit Hours		
CA251	Food Truck Operations 3	3
CA152	Menu Development	3
BA211	QuickBooks® Online	3
	Semester Credit Hours:	**9**
Total Credit Hours: 51		

APPENDIX C
Program Advisory Committee and Minutes

Redler	Scott	Co-Founder & COO, President	Freddy's Frozen Custards & Steakburgers, Mochas
Bell	Wayne	District Director, Wichita District Office	U.S. Small Business Administration
Hunt	BJ	Business Operations	Walnut River Brewing Co.
Padzensky	Les	Board Chair	Butler Community College
Lane	Robert	Partner	Park Lane Consultants
Peña	Alcia	Pastry Instructor	Butler Community College
Peña	Luis M.	Culinary Arts and Hospitality Mgmt. Chair	Butler Community College
Bower	Beth	Chairman, American Institute of Wine & Food Wichita Chapter, Inc	Good Life Guy
Graham	Lisa	Director of ProStart and Member Communications	KRHA
Anthony	Dani	Lead Instructor	Butler Community College
Ayesh-Young	Amanda	Hospitality Adjunct/ General Manager	Hampton Inn and Suites

APPENDIX C - cont'd
Program Advisory Committee and Minutes

Redler Institute of Culinary Arts
Butler Community College

Redler Institute of Culinary Arts Advisory Board Meeting Minutes

February 22nd, 2024
Start time: 7:00 PM
End time: 9:10 PM

In Attendance:

Scott Redler- Co-Founder and COO of Freddy's Frozen Custards and Steakburgers, President of Mochas	**Lisa Graham**- Director of ProStart and Member Communications
Les Padzenski- Board Chair	**Wayne Bell**- District Director SBA Wichita District Office
Alicia Pena- Culinary Instructor, Butler CC	**Amanda Youg-Ayesh** – Butler Hospitality Instructor, General Manager at Hampton Inn, and Suites
Luis M. Pena – Culinary Arts and Hospitality Management Chair, Butler CC	**Beth Bower** - American Institute of Wine & Food Wichita Chapter
Bobby Lane - Private Chef and former owner of Chester's Chophouse	**Dani Anthony** – Lead Instructor, Butler CC

Advisory member not in attendance: **BJ Hunt**- Business Operations, Walnut River Brewing Company

Non-advisory member in attendance: **Peter Linden** – Butler Community College CTE Dean

I. **Programming Update**

1. Discussed fall classes and not offering the same classes availability each semester.
2. Discussed Food Truck pathway. According to Chef Luis Pena and Peter Linden it is on the fast track to be available for fall. Throughout this discussion it was mentioned how much the food truck program could help get the use of the food truck to more events which would be a great focus on the Redler Institute and a bonus for Butler overall.
3. Discussed the 2 + 2 program and what a fantastic opportunity it is for both the Butler Culinary program and WSU. There are still details that are being worked out between both institutions.
4. During the 2 + 2 discussion we talked about Amanda getting set to start converting online programs for Hotel Mgt. Chef Alica Pena is working on an online sanitation course and described the training Butler has provided her to complete the online conversion. Amanada Young-Ayesh will soon start converting two more hospitality courses focused on hotel operations.
5. Talked about the Junior Chefs La Chaines Rotisseurs Competition that was held earlier in the week. There was only enough money to send to the student who won but the outcome was very close. Scott Redler donated $1000 to help the runner-up student go to the competition. Chef Lane and Chef L. Pena will coordinate logistics so both students can attend the competition.
6. Discussed how we would handle the equipment donation from Cox Communication.

APPENDIX C – cont'd
Program Advisory Minutes

Redler
Institute of Culinary Arts
BUTLER COMMUNITY COLLEGE

7. Finalizing plans with Thierry Nelson for March 6th. Chef Lane is planning on being involved with this event. The event will have 3 sessions. Board members are invited to attend.
8. The Toque Ceremony will be on May 4th at 3:00 PM. Board members are encouraged to attend. Scott Redler suggested having Jon Rolph as a guest speaker. Anywhere from 20-30 students will be eligible for this ceremony.
9. Discussed historical data. Chef L. Pena is to send Scott a copy who will make it more manageable to read and share that with the board.
10. Chef L. Pena is to resend a culinary questionnaire. Lisa will use the KRHA email address to get this survey to restauranters to ask for their insight. Board members are invited to share it with others in the industry that they know.
11. Discussed Chicago Trip. Scott was going to investigate any possible functions he could get the students to attend while in the Chicago National Restaurant Association annual conference.
12. Beth mentioned scholarships availability from AIWF. Chef L. Pena will send a message to all culinary students encouraging students to apply for the scholarship. Beth is going to send a flyer from her board to post at the Redler Institute.
13. Les is to connect with Peter Linden, Dean of CTE, to work on a marketing campaign with Butler.
14. Dr Peter Linden introduced himself to the Board and his background.
15. Chef L. Pena and Chef A. Pena let the board know that they would be departing Butler after the summer semester.
16. Meeting Adjourned
17. The Board went into an executive session.

I. **Discussed data:**
   a. Historical enrollment data – Luis
   b. Advisory culinary course content survey - Luis
   https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=2PrtT9nuJJZHM5HpibB3TEGO9dxOONJY&id=h8bGsECnXkOTYglbA30kQ79ID7Xcm3xMgs2QzGu-28tURU8zUU1aNkhUSDk5QVZHU05INVhMTUNXUS4u

II. **Next meeting: June 13th, 2024, at 7:00pm (RICA)**

Thank you for coming!

APPENDIX D
Board of Trustees Minutes - PENDING

TOPIC for ACTION
RICA Building Signage

REPORT:

Facilities Management has issued a Request for Proposals (RFP) to change the south and north ground signage for our recently completed Redler Institute of Culinary Arts facility in Andover. The project involves modifying the two initial signs to comply with current zone covenant requirements. We solicited proposals from four companies, with two based in Butler County and two in Sedgwick County. The bids have been submitted by the following Sign Contractors:

1. Graphic Concept Inc. - Located in El Dorado, conducted a site review but did not submit a bid.
2. Kerry Unrein Signs - Based in Augusta, reviewed the site but did not provide a bid. (Kerry cited inability to replicate existing backlit signage)
3. Trimark Signworks Inc. - Based in Wichita, Kansas, submitted a bid of $59,665.00
4. Ron's Sign Company- Based in Wichita, Kansas, submitted a bid of $59,827.77

RECOMMENDED ACTION:

Facilities Management recommends the board to approve the proposal from Trimark Signworks Inc. to modify existing signage at the RICA Building in Andover at a cost of $59,665.00

RECOMMENDED FUNDING SOURCE:

Strategic Initiatives Reserve Fund

Submitted by: Ireland Turner, Director of Facilities Management
Supervisor: Kent Williams, VP of Finance
Date: March 1, 2024

TRIMARK signworks | because signage matters.℠

October 3, 2023

Proposal Submitted To:
Attn: Ireland Turner
Butler County Community College

Jobsite:
BCCC Culinary
622 E Cloud Ave, Andover, KS

Phone: 316-322-3144

Email: iturner@butlercc.edu

On behalf of TriMark, Inc., I am pleased to offer the following proposal for your consideration and review. If you approve of the proposed work and dollar amount, please sign and mail/fax back one original proposal and any artwork. Also, initial the Terms and Conditions page. Please keep one copy of the proposal for your records.

We anticipate that it will take approximately two weeks to complete detailed layouts and obtain your final approval of artwork. The sign(s) will be completed approximately 6 weeks after TriMark has received a signed proposal and artwork, all necessary permit approvals, and deposit. Changes to work already in progress will affect lead times. Any lead times provided by us are an ***estimate only*** and not guaranteed due to material availability, weather conditions, and other circumstances beyond our control.

Signage as per butcom32 REV 9-25-23.cdr:

Sign A:
Trimark will fabricate and install (1) set of facelit channel letter and logo.

$9,280.00

Sign B:
Trimark will fabricate and install (1) replacement trim capped face for existing channel letter.

$1,382.00

Sign C:
Trimark will remove the existing sign and fabricate and install (1) new D/S monument sign with expanded polystyrene foam base. **Old foundation and concrete removal plus backfill by owner.**

$33,792.00

Sign D:
Trimark will fabricate and install (1) new D/S monument sign with expanded polystyrene foam base. Reuse the existing cabinet but new aluminum accent cap.

$25,873.00

+permit
+tax

Total- $59,665.00

ELECTRICAL: To be arranged by Customer. **PAYMENT TERMS:** 50% down payment, remaining balance due within 30 days of completion. We accept Cash, check, VISA, and MasterCard. **PRICING:** All pricing listed above is subject to applicable taxes and/or permit fees. ** **Due to material pricing volatility and fluctuating acquisition costs, prices quoted on this proposal will only be valid for fourteen calendar days from the proposal date.** **

I have read, understand, and agree to the terms of this agreement, which are stated on the reverse of this proposal consisting of 20 paragraphs. I certify that this is a taxable initial here / tax exempt initial here transaction. If tax exempt, an exemption certificate MUST be provided. Attached is a deposit of $_____ which will release the sign(s) for production.

Signature: _____ *Acceptance Date:* ____/____/____/
Authorized Signature, Buyer

318 S Osage | Wichita | KS | 67213 | p. 316.263.2224 | f. 316.263.1463 | www.trimarksignworks.com

Terms and Conditions

1. **Warranty:** Workmanship, labor and materials including LED illumination, are warranted for a period of one (1) year from date of installation. Not included in the (1) year warranty are neon tubing and lamps, which labor and materials are warranted for a period of ninety (90) days. Electronic Message Centers (EMC's) are covered by a (1) year labor warranty and a (5) year warranty on all parts.
2. **Permits:** TriMark shall obtain and pay for an initial permit for the installation of the sign by the necessary governmental body. Purchaser will reimburse TriMark for all acquired permits and staff time as outlined in this contract.
3. **Landlord's Permission:** Buyer shall be responsible for obtaining the permission of the landlord or owner of the premises for installation of the sign or changes to any existing sign.
4. **Electrical:** Primary electrical service to the sign and final connection is the responsibility of the Buyer. Sign will be considered completed even if said sign is not electrically connected.
5. **Deliver and Performance:** If installation is a part of this agreement; completion of the sign, ready for installation, shall be deemed equivalent of actual installation, in the event TriMark shall be prevented from performing the actual installation by reason of failure or neglect of Buyer to prepare the premises for such installation, as herein provided, or other default on the part of Buyer. For remoting of LED power supplies, it is assumed that sufficient access to and behind wall for workmen will be provided by buyer. Unless otherwise stated it is also assumed that installation of letters is based on wall surface being common face brick, plywood, plaster board, etc., but not glass, glazed brick, marble, granite, structural steel, or other similar difficult surfaces for drilling of required holes on or through walls. It is assumed that Buyer will provide storefront ready for the sign installation a minimum of up to ten (10) normal working days prior to completion date and that Buyer agrees to reimburse TriMark for any overtime labor cost incurred due to Buyer or interference by other trades. Normal working days shall be 7:30 a.m. to 4:30 p.m.- Monday through Friday.
6. **Existing Signs:** If this contract is for replacement of exterior sign facings only, TriMark shall have no obligation to inspect said internal parts to determine whether they are in working order and in conformance with applicable codes, or to repair or replace any of said parts UNLESS such service is specifically included in the work to be performed under the terms of this contract.
7. **Inspection:** Buyer shall inspect the sign immediately upon delivery and shall notify TriMark in writing of any defect or variances therein. In the absence of any such written notification within five (5) days after delivery, the sign shall be deemed in all respects approved and satisfactory to Buyer.
8. **Removal of Sign:** TriMark shall have no obligation to restore premises to original condition either because the sign was removed at the request of the Buyer or pursuant to TriMark right of repossession.
9. **Underground Utilities & Unseen Objects:** As per Kansas Law, TriMark will notify Kansas One Call to have utility lines marked before digging. TriMark will not be responsible for any underground private utilities, sprinkler systems, or other objects that are not known or can be located by Kansas One Call. Cost of relocating or moving unseen obstacles shall be the responsibility of the Buyer.
10. **Unknown Structures:** Buyer will be responsible for any necessary reinforcement to the building or other structures on which sign is installed. TriMark is not responsible for additional installation cost related to hidden structures or building equipment that inhibit the installation of said signage.
11. **Access and Landscaping:** Purchaser represents the authority to authorize the installation of signs at the location specified and that it will grant necessary access to premises. Purchaser holds TriMark harmless from claims arising from or because of rights of access herein granted. TriMark is not responsible for damage to lawns or landscaping, or other objects due to sign installation.
12. **Maintenance:** Maintenance agreements are offered as a separate agreement.
13. **Storage:** TriMark will store signs for a period of up to six (6) months. TriMark shall not be responsible for theft, breakage, Acts of God, or overall care of the sign while in storage.
14. **Alteration and Changes:** Change Orders to signs released for production will only be approved in writing and any costs due to the change will be the responsibility of the buyer.
15. **Fabrication Interruptions:** If fabrication of sign is halted at the request of Buyer, all additional costs and expenses incurred upon recommencement of fabrication shall be paid by Buyer.
16. **Default Clause:** Should Buyer fail to pay any amount specified in this agreement when it becomes due, Buyer shall be deemed to be in default of the agreement and TriMark shall have the rights and remedies afforded a secured party, which may include TriMark's right to repossess the sign and apply any proceeds from the sale to the payment toward the sign, legal fees or other expenses incurred by TriMark as a result of Buyers default. TriMark shall be entitled to attorney's fees related to the breach of duties by Buyer or for the collection of monies owed.
17. **Late Charges:** A late charge of 1-1/2% per month on the unpaid balance will be added to any sums not paid when due under the payment terms of this contract. Any unpaid balance will be added to any sums not paid when due under the payment terms of this contract. Any unpaid balance requiring collection will include a 25% collection charge.
18. **Indemnification:** Buyer shall indemnify TriMark against claims and damages resulting from Buyer's use of trademarks, patents, dispute with owner, or governmental authority seeking to revoke the sign license.
19. **Notices:** All notices or communication shall be sent to TriMark, Inc. at 318 S. Osage, Wichita KS 67213 or to the Buyer at the address shown on the front of this contract.
20. **Binding on Heirs and Assigns:** This agreement and each of its provisions shall be binding on the heirs, executors, administrators, successors, and assigns of each of the parties hereto. Nothing contained in the paragraph, however, shall be deemed consent to the sale, assignment, or transfer of the goods and materials or the Buyer's obligations under this agreement. This agreement shall be governed in all respects by the laws of the state of Kansas.

_____

Signature

RON'S SIGN CO. INC.
1329 Handley St
Wichita, KS 67213
+1 3162678914
receptionronsignco@aol.com
ronssignco.com

Estimate

ADDRESS
Redler Institute Of Culinary
Arts
622 Cloud Ave
Andover Ks 67002
Attn Ireland Turner

SHIP TO
Redler Institute Of Culinary
Arts
622 Cloud Ave
Andover Ks 67002
Attn Ireland Turner

ESTIMATE # 6684
DATE 02/21/2024

DESCRIPTION OF ACTIVITY	QTY	RATE	AMOUNT
Sales Ron's Sign to provide shop drawings for customer approval Complete break down of all materials Sizes Colors	1	450.00	450.00
Sales Trip to location to survey existing monument base signs Game plan Install Fabrication Bucket truck (2) techs	1	350.00	350.00T
Sales Monument sign located on " Cloud Street " Update as per plans Trip to location Remove existing sign cabinet from foundation Remove base cover Dispose of base cover Provide new aluminum updated base cover with Eifs Aluminum frame 3mm aluminum panels Color to match Provide new side decorative Faux Stone " matching " Stone cap " white " cut to size New aluminum frame and aluminum 3mm sheeting Faux stone will mount to Modified in size to fit existing sidewalk constraints Provide new radius top Aluminum radius frame Aluminum skin panels Color S/W 2055 " Outback Brown " Provide paint for existing cement base Prep cement base Paint base " two coats " Installation of new updated upgrades on site	1	21,968.45	21,968.45T

LATE FEES WILL BE 10% PER ANNUM OF THE BALANCE OF YOUR BILL EACH MONTH. ACCOUNTS THAT DO NOT HAVE TERMS, LATE FEES WILL BE ASSESSED IF NOT RECEIVED AFTER 10 DAYS. PLEASE MAKE YOUR PAYMENTS IN A TIMELY FASHION TO AVOID ADDITIONAL LATE FEES. THANK YOU.

DESCRIPTION OF ACTIVITY	QTY	RATE	AMOUNT
Re connection of all electrical and test Trip to location Bucket truck Truck Trailer (2) techs			
Sales Monument main ID sign with LED message board Update as per plans Trip to location Remove existing sign cabinet from foundation Remove existing LED message board Remove base cover Dispose of base cover Provide new aluminum updated base cover with Eifs Aluminum frame 3mm aluminum panels Color to match Provide new radius top Aluminum radius frame Aluminum skin panels Color S/W 2055 " Outback Brown " Installation of new updated upgrades on site Trip to location Re connection of all electrical and test Bucket truck Truck Trailer (2) techs	1	32,985.32	32,985.32T
Sales Procurement Work orders Job Management City permit applications Final inspections on site with city of Andover Ks Customer sign off Final bill out All sign permits at cost	1	450.00	450.00T

All artwork and design ideas remain the property of Ron's Sign Co and are copyright protected intellectual property. Use without permission will result in customer being billed for graphic design work at an hourly basis of $109.50 per hour required to create artwork and designs.

Electrical connection to sign will be done to existing electrical that is up to code only. Any other electrical work is the responsibility of the customer or property owner and is not included in bid.

In order to begin work, we must receive a signed copy of the estimate and 50% non-refundable down payment. All work is to be paid in full at the time of completion. Late fees will be assessed on any past due balance.

SUBTOTAL	56,203.77
TAX	3,624.00
TOTAL	**$59,827.77**

Accepted By

Accepted Date

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TRIMARK

Thank you for allowing us the pleasure of assisting with your project!
The bid package you have been provided contains a shop drawing and a formal proposal.
We require that all pages of both documents be signed and returned, along with a 50% down payment before production will begin. Payments can be made in person, by phone, or by mail. We accept checks, VISA and MasterCard.

By signing these documents, you hereby agree all specifications contained herein are correct including, but not limited to: artwork, dimensions, color selection, spelling, grammar, etc. Any changes or corrections needed once production and/or installation has commenced, will be the sole fiscal responsibility of the signee and / or their organization. Graphic design programs do not check spelling or grammar. We will, to the best of our ability, attempt to catch and correct errors, but mistakes can and will happen. Review everything carefully and notify TriMark of any necessary changes prior to returning your signed documents to us.

General Inquiries:
Colin Heagler

ch@tmisign.com

318 S. Osage St.
Wichita, KS 67213
316.263.2224
www.trimarksignworks.com

Billing Inquiries:
Angela Hopkins

ah@tmisign.com

SIGN C

EXISTING SOUTH MONUMENT

SIGN HERE

Approved By: _____ Date Signed: _____ Marketing Approval: _____

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iturner@butlercc.edu

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FAX (316) 263-1463
http://www.trimarksignworks.com

Job Name:
Butler County Community College

Job Location:
Andover, KS

Layout:
butcom32.cdr

Production File:
xxxx.plt

Scale:
xxxx

Date:
8-31-23

Designed By:
Colin Heagler
ch@tmisign.com

Revisions:
9-25-23

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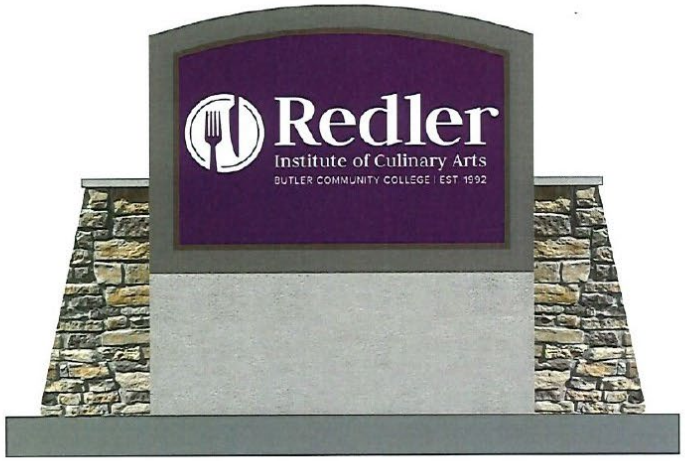
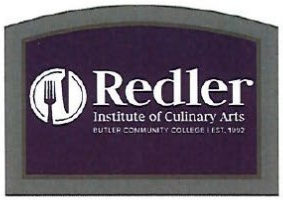
UL UNDERWRITERS LABORATORIES ELECTRIC SIGN

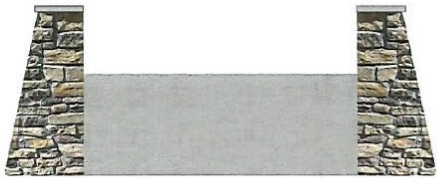
SIGN C



DEMO / REMOVE EXISTING SIGN AND FOUNDATION FAB AND INSTALL (1) NEW DOUBLE SIDED MONUMENT SIGN AS SHOWN.



D/F INTERNALLY ILLUMINATED CABINET WITH WHITE ACRYLIC FACES AND DIGITALLY PRINTED GRAPHICS. ALL PAINT AND GRAPIC COLORS TO MATCH CUSTOMER PROVIDED SPECS.



EXPANDED POLYSTYRENE FOAM BASE
FAUX STONE, EIFS, AND CONCRETE TEXTURES AND COLORS PER CUSTOMER SUPPLIED SPECS

SIGN HERE
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http://www.trimarksignworks.com

Job Name:
Butler County Community College

Job Location:
Andover, KS

Layout:
butcom32.cdr

Production File:
xxxx.plt

Scale:
xxxx

Date:
8-31-23

Designed By:
Colin Heagler
ch@tmisign.com

Revisions:
9-25-23

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UL UNDERWRITERS LABORATORIES ELECTRIC SIGN

SIGN C

PROPOSED SOUTH MONUMENT

SIGN HERE

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SIGN D

EXISTING US-54 MONUMENT

SIGN HERE

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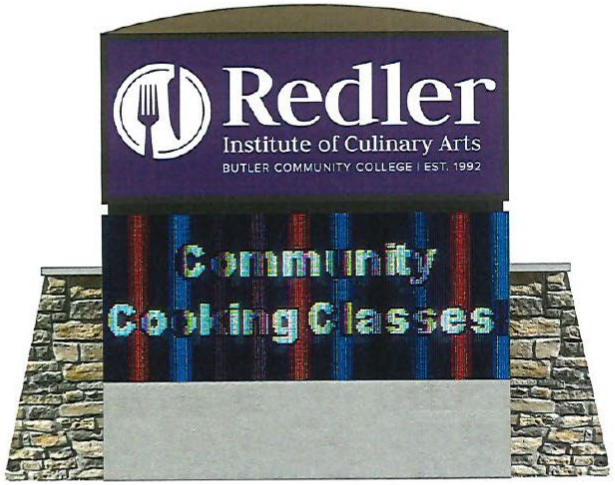
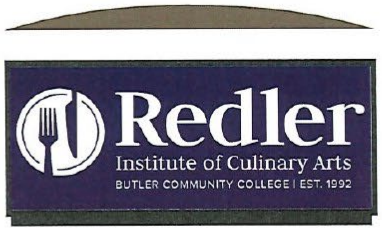
SIGN D

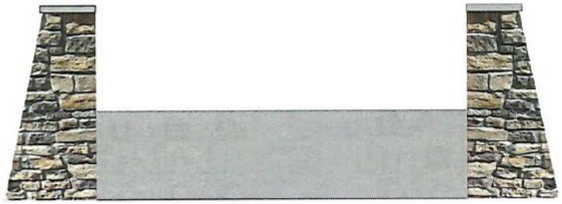


FAB AND INSTALL (1) NEW DOUBLE SIDED MONUMENT SIGN AS SHOWN.



RE-USE EXISTING CABINET. FAB AND INSTALL NEW ALUMINUM ACCENT CAP

RE-USE EXISTING EMC



EXPANDED POLYSTYRENE FOAM BASE
FAUX STONE, EIFS, AND CONCRETE TEXTURES
AND COLORS PER CUSTOMER SUPPLIED SPECS

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UNDERWRITERS LABORATORIES ELECTRIC SIGN

SIGN D

SIGN HERE

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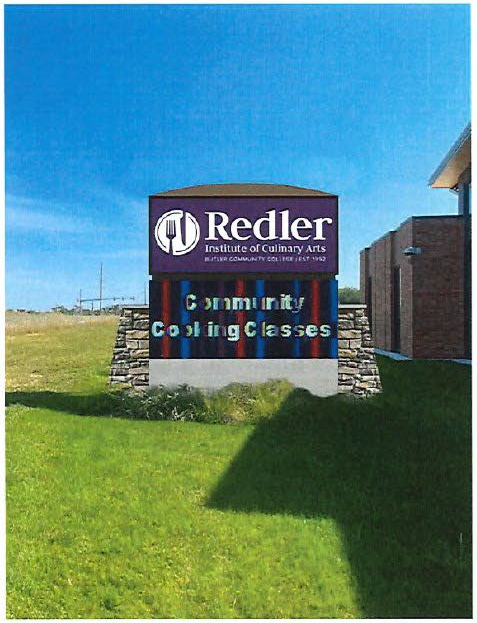
UL UNDERWRITERS LABORATORIES LISTED

SIGN D



PROPOSED US-54 MONUMENT

SIGN HERE

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Butler Community College

- Ready for Life -

BUTLER COMMUNITY COLLEGE
BOARD OF TRUSTEES
MINUTES OF THE REGULAR BOARD MEETING
4:30 p.m., Tuesday, February 13, 2023 – Dankert Board Room
Meeting Recording can be viewed at: https://www.youtube.com/watch?v=P9azZpw-F4o

STAFF ATTENDANCE

Janice Akao
Christina Byram
Robert Carlson
Todd Carter
Miles Erpelding
Kristine Estes
Dr. Julio Guerrero
Valerie Haring
Jennifer Hartman-Vice
Amy Hornbaker
Dr. Kim Krull
Dr. Peter Linden
Dr. Esam Mohammad
Dr. Jessica Ohman
Kerry Potter
Bill Rinkenbaugh
Dr. Heather Rinkenbaugh
Dr. Terry Sader
Kelly Snedden
Dr. Phil Speary
Shelley Stultz
Staci Terry
Rhonda Thomas
Ireland Turner
Kent Williams
Bill Young

BOARD ATTENDANCE

Kim Bruangardt
Mary Martha Good
Dr. Aaron Huslig
Linda Jolly, Chair
Forrest Rhodes
Dave Sherrer, Vice Chair
Shelby Smith

GUESTS

Kaden Warner – Video
Ella Boozer – Student
Patricia Siler
Deborah Factor
Emily Hernandez – SGA President

CALL TO ORDER

(YouTube @ 3:20)
Chair Jolly called the regular monthly meeting of the Board of Trustees to order at 4:30pm.

PLEDGE OF ALLEGIANCE

(YouTube @ 3:25)
The Pledge of Allegiance was said.

APPROVAL OF THE AGENDA

(YouTube @ 3:48)
Trustee Rhodes moved to approve the agenda as presented. Trustee Smith seconded. On roll call vote, the motion passed 7-0.

RECOGNITIONS

(YouTube @ 5:13)

Dr. Krull recognized student Ella Boozer and faculty member Amy Hornbaker, who produced the ADMC magazine highlighting the happenings in the Arts, Digital Media and Communications Department.

PUBLIC COMMENT

(YouTube @ 6:40)
Robert Carlson addressed the Board in response to Trustee Good's question last fall about what is happening in classrooms across campus.

Kristine Estes provided comments about negotiations and cost-of-living increases.

(YouTube @ 33:43) Rhonda Thomas, faculty member, addressed the Board relating to negotiations.

STANDING REPORTS

Operational Staff (YouTube @ 21:41) – Operational Staff Vice President Staci Terry reported that Op Staff is gearing up for the silent auction that will be held at IDD in March. Their next meeting is Thursday at 3pm in Andover.

Professional Employees (YouTube @ 22:30) – Dr. Sader shared thoughts on the negotiations process, and that the Professional Employees want to trust the Board. Trustee Smith asked clarifying questions about due process protections in the current contract.

Board Finance Committee (YouTube @ 26:21) – Trustee Good shared that Kent Williams and Kerry Potter shared the FORVIS audit. She also shared that there were a few variances in Academic Support in the Board Book, as well as Physical Plant Operations and Institutional Support. Kent Williams provided an overview of the FORVIS audit, and that the college has received a clean opinion. He recognized Kerry Potter and her staff for their work to complete the audit. He also recognized Heather Ward and the Financial Aid team for their work on the audit as well. He noted two issues, one being the College missed the required deadline to post the HEERF reports on the website by a couple of days and the reporting of the College's depreciation of capital assets, neither of these findings impact the College legal or operating budgets. At this time, the Board returned to Public Comment to accommodate a speaker that had appeared late. See details under "Public Comment."

Student Government Association (YouTube @ 39:15) – Emily Hernandez, SGA President, shared that they kicked off the semester with Welcome Week. They sponsored free popcorn and pop at the men's and women's basketball games. On January 18th, they hosted a game night with hot cocoa and board games. On January 19th, they hosted a free movie night at Cinema 6. On the February 11th they hosted their first Super Bowl watch party. This coming Thursday the 15th, they will host their Sweetheart Dance in the Clifford/Stone Room with food and prizes. On February 23rd they will host ice-skating night in Wichita and the 28th will be the "Pink Out" game at the basketball games, and students will receive a hot pink Butler long sleeve t-shirt sponsored by SGA.

Foundation Board Report (YouTube @ 41:11) – Trustee Rhodes reported that the Board had not met, but he will have a report in March.

President's Report (YouTube @ 41:20) – Dr. Krull introduced Dr. Peter Linden, new CTE Dean, to the Board.
She also shared updates from KBOR regarding Adult Education. In FY2024, enrollment is 300 students and that is 82.87% of last year's enrollment with a portion of the year left. They posted an impressive 66.3% of participants who have post-tested, which is higher than the state-wide average. Sixteen participants have passed their GED tests to earn their high school diploma.

Dr. Krull also thanked Dr. Julio Guerrero for stepping in to organize a visit from approximately 200 middle school students from Andover Central.

She also shared that there are visitors on campus from the Kansas Board of Nursing and ACEN for regulatory and accreditation visits for the nursing program this week.

Educational Facilities Authority Report (YouTube @ 45:33) – Trustee Sherrer indicated that there is a meeting tomorrow morning, so he will have more to share at the March meeting.

MONITORING REPORTS

(YouTube@ 46:08)

Dean Valerie Haring from Arts, Digital Media & Communications provided the Board with a written update from her department and shared details of how the efforts of the faculty are contribution to recruitment and retention of students. She also shared a video of highlights from the year and ended with information on how marketing helps support their events.

BOARD STRATEGIC DISCUSSION – ISSUES AND OPPORTUNITIES

A. Core Community (YouTube @ 58:32) – Deborah Factor and Patricia Siler presented information to the Board about their organization, Core Community, that helps residents of Butler County emerge from poverty. Patricia shared how Core Community has impacted her personally, and Deborah shared the scope and mission of the program. Their purpose in presenting to the Board was for scholarship support and financial support in support of their work. Dr. Krull indicated that she would connect the group with the Director of Scholarships in the Foundation, as well as the Adult Basic Education team.
B. Higher Learning Commission Interim Monitoring Report (YouTube @ 1:13:55) – Chair Jolly indicated that she will be sending a rough draft of the HLC response letter, and if there are changes that the Trustees would like to see made to the document, they need to let the committee know. She shared that there will be more discussion at the February Work Session regarding this report.
C. FY2025 Tuition & Fee Rate Recommendation (YouTube @ 1:15:58) – Kent Williams shared the preliminary recommendation for Tuition and Fees for FY2025. Trustees will be asked to approve this next month. The recommendation shows no increase over last year. Trustee Sherrer asked to see what options to scholarship in-county students would look like before voting on these tuition and fee rates. Dr. Krull shared that the administration can provide information at the work session regarding scholarships for Butler County students. Trustee Smith asked what the increase in revenue is based on the increased tuition for out-district students last year. Dr. Krull said they would look up the number and share it with Trustees.
D. Hiring Practices (YouTube @ 1:24:00) – Shelley Stultz provided an overview of the College's hiring practices. She shared that the process is very defined and structured, which helps to ensure that the College can meet equal employment opportunity goals and that all candidates are treated fairly and equitably. The process begins and ends with a position description that is accurate, updated and defined. The applicant tracking system is online and is where all position descriptions are held, and performance management is tracked. She shared the Hiring Checklist as a part of the Board Book and indicated that this process is followed for every single position. Human Resources is involved in the process alongside hiring managers throughout the entire process.
E. Legislative Post Audit – Athletics (YouTube @ 1:36:39) – Dr. Krull shared copies of the report from Legislative Post Audit's study of Community College athletics. She gave a broad overview of the report. The audit was requested almost two years ago by Representative Williams, to investigate how much community colleges spend on athletics, the source of those funds and where student-athletes come from. Dr. Krull shared that per state statute, the only funds used for athletic scholarships are student fees, and no taxpayer funds are

used for this purpose. The Legislative Post Audit originally planned to look at all community colleges for this study, however due to time constraints, the focus was narrowed down to Hutchinson, Garden City and Butler. A multitude of data reports were compiled and shared with LPA, to complete the study and compile the report. The full report, along with Butler-specific notes provided by Dr. Krull, is included as an attachment to the minutes. Dr. Krull shared that there was a significant time-investment by staff from all three colleges. Butler's team spent 295 hours on the report. Dr. Krull shared that she will be sharing a more in-depth look at Butler's athletic department at the March meeting.

BOARD ACTION ITEMS

A. Affirmation of Service and ACCT Guide to Ethical Governance (YouTube @ 2:04:30) – Trustee Sherrer moved to adopt both the Affirmation of Service and Standards of Good Practice and ACCT Guide to Ethical Governance. Trustee Smith asked to approve the documents separately. Trustee Sherrer withdrew his motion. Trustee Sherrer then moved to approve the Affirmation of Service and Standards of Good Practice. Trustee Smith seconded the motion. On roll call vote, the motion passed 7-0. Trustee Sherrer moved to adopt the Guide to Ethical Governance. Trustee Rhodes seconded the motion. Trustee Rhodes asked if the parts of the document that are causing concern for Trustee Smith could be amended. Trustee Braungardt moved to amend the motion to include the discussed changes. Trustee Smith seconded. On roll call vote, the motion to amend passed 7-0. On roll call vote, the amended motion passed 7-0.
B. Grizzlybacker – Alcohol Service in Hall of Fame Room (YouTube @ 2:13:17) – Trustee Smith moved to approve the sale of alcohol in the Hall of Fame Room as presented. Trustee Good seconded. On roll call vote, the motion passed 7-0.
C. Fleet Replacement (YouTube @ 2:14:00) – Ireland Turner shared the agreement to replace the aging fleet with an agreement through Enterprise Fleet Management. He indicated that they reviewed several options for leasing, and it was determined that Enterprise had the best option, including a customer representative in Wichita. They are also the only group that used government pricing and will pay equity at the end of the lease. Trustee Sherrer asked the term of the agreement, which Ireland shared that the agreement can be terminated any time, however the College would be responsible for the vehicles in the lease at that time. Any warranty work would be covered by Enterprise, while the College would handle small repairs, such as tire repair. Trustee Sherrer moved to authorize the agreement with Enterprise as presented. Trustee Good seconded the motion. On roll call vote, the motion passed 7-0.
D. Strategic Higher Education Proposal for Consulting (YouTube @ 2:21:15) – Dr. Jessica Ohman presented a revised proposal from Strategic Higher Education (SHE). The original proposal was presented in November 2023. The proposal presented for approval involves staff training and set-up of technology to align with the new approach. To facilitate this change, job descriptions for two admissions counselors will be changed to enrollment coaches, who will work with specific populations from inquiry to enrolled. Trustee Sherrer moved to approve the agreement as presented. Trustee Rhodes seconded. Trustee Rhodes asked if there would be metrics available to assess the success of this initiative. Dr. Ohman shared that the metrics would be available, and the team is ready to implement the changes as early as next week. Dr. Ohman shared that fall enrollment begins in March, and that getting staff this training will allow her team to be more prepared to address the admissions process. On roll call vote, the motion passed 4-3, with Trustee Braungardt, Trustee Jolly and Trustee Smith voting nay.
E. BCTV Equipment Needs (YouTube @ 2:36:50) – Bill Young shared information about equipment upgrades needed for BCTV+. He shared the significant growth in the programming on BCTV, both in student involvement as well as the reach. BCTV has streamed over 200 events in the last two years, student involvement has tripled, and BCTV generates revenue through their work. One of the challenges being faced is aging equipment and standardization. Today's proposal is a leasing agreement to get equipment upgraded

and pay over the next five years which would allow a refresh every six years. At the end of the lease, equipment can either be purchased, refreshed or re-leased. He shared there would be no additional cost this budget year, in fact it would be approximately a $13,000 savings. Trustee Sherrer moved to approve the purchase as presented. Trustee Good seconded. Trustee Smith asked if the revenue generated would be used to pay for this. Bill indicated that the funds are used for that, after expenses for productions are paid. On roll call vote, the motion passed 7-0.

CONSENT AGENDA

(YouTube @ 2:45:11)

Trustee Smith moved to approve the consent agenda as presented. Trustee Good seconded. On roll call vote, the motion passed 7-0.

SUPPLEMENTAL INFORMATION

Key Performance Indicators Update – Submitted by Esam Mohammad

(YouTube @ 2:45:37)

Dr. Mohammad shared updates to the graduation rate metric, which dropped about 1%, that he shared was misleading. He shared that the Feds tend to round up or down, and the transfer rate went up. He stated that if you combine the two, they have remained relatively stable. Trustee Smith asked if 20th day numbers were available. Dr. Mohammad shared that they are being certified currently.

Statement of Revenue & Expenditures – Submitted by Kerry Potter

Dr. Krull shared that monthly statement of expenditures would no longer be sent in an encrypted format to Trustees. The report will be recreated to remove sensitive information.

Thank You Notes

A thank you note from Tim Logue, recent retiree, was included in this month's Board Book.

Board Calendars

(YouTube @ 2:49:48)

Dr. Krull shared the variety of athletic and fine arts events coming up on the calendar. Trustee Rhodes asked if it was still the intent to not have work sessions monthly unless they are indicated by a pressing topic. Trustee Jolly indicated they were going to make an attempt to hold work sessions following meetings, once they are able to operate efficiently enough to allow that.

Trustee Sherrer shared information from Dan Creed, a corporate trainer, for Board Leadership Training.

EXECUTIVE SESSION:

(YouTube @ 2:52:02)

Trustee Huslig moved that the Board recess into executive session to discuss negotiations, pursuant to the open meetings exceptions for said matters relating to employer-employee negotiations and that the Board, President Kim Krull, Bill Rinkenbaugh, Shelley Stultz, Dr. Phil Speary and Kent Williams be included, and discussion relating to non-elected personnel, which if discussed in open session might violate their right to privacy with the Board and President Kim Krull present. The meeting will resume in the Dankert Trustee Board Room within 45 minutes. Trustee Sherrer seconded the motion. On roll call vote, the motion passed 7-0.

ENTER EXEC SESSION @ 7:25pm
RETURN TO OPEN SESSION @ 8:05pm

(YouTube @ 3:39:12)
Upon returning to open session, Trustee Good moved to accept Dr. Krull's resignation (retirement) as discussed. Trustee Sherrer seconded. On roll call vote, the motion passed 7-0.

Chair Jolly took a few minutes to discuss upcoming topics for the February Work Session and March meeting, as follows;

- February Work Session
    - How much increase in revenue due to raise in out-district tuition?
    - Work on HLC Interim Monitoring Report
    - Number of Butler County Students in Athletics
    - Search Process succession plan and information
- March meeting
    - Turf replacement information
    - Redler Institute of Culinary Arts Signage
    - Tuition and Fee Rate Recommendation with possibility to offer discount for in county students
    - 20th Day numbers
    - Additional information on Athletics (may be bumped to April, depending on whether HLC Report needs more time)
    - Jennifer will send Presidential Search information and examples of search documents will be shared.
- Future
    - Discussion of FORVIS liaison on the Board
    - Comprehensive Enrollment Discussion
    - Butler 2000 (March or April)

ADJOURNMENT
(YouTube @ 3:43:51)
Trustee Rhodes moved to adjourn the meeting. Trustee Good seconded. On roll call vote, the motion to adjourn the meeting passed 7-0. The regular meeting of the Butler Community College Board of Trustees was adjourned at 8:10pm.

_____
Mary Martha Good – Secretary/Treasurer

Attachments:

- Legislative Post Audit on Athletics

Introduction

Representative Kristey Williams requested this audit, which was authorized by the Legislative Post Audit Committee at its April 22, 2022 meeting.

Objectives, Scope, & Methodology

Our audit objective was to answer the following questions:

1. How much did community colleges spend on athletic programs and scholarships in recent years and what were the sources of those funds?

2. Where are community college athletes from, how many have received scholarships, and how has this changed in the last 5 years?

For reporting purposes, we combined questions in the original audit proposal. We also shortened the period we reviewed to 5 years from 10 years due to a lack of available historical data.

We reviewed aggregate expenditure data and detailed student-level data for Butler, Garden City, and Hutchinson Community Colleges over a 5-year period from fiscal year 2018 to fiscal year 2022 to answer the questions. We chose these 3 colleges because each offers the major sports programs and has a large number of student athletes.

For these colleges, we talked to officials and reviewed athletic department and scholarship expenditure data and compared funding sources and spending over time. We also looked at student-level data to determine where student athletes were from and what their scholarship status was during this 5-year period.

Finally, we also reviewed publicly available data on athletic program expenditures and student athlete residency in fiscal year 2021 for all 21 colleges competing in the Kansas Jayhawk Community College Conference (KJCCC).

More specific details about the scope of our work and the methods we used are included throughout the report as appropriate.

Important Disclosures

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. Overall, we believe the evidence obtained provides a reasonable basis for our findings and conclusions based on those audit objectives.

Our audit reports and podcasts are available on our website (www.kslpa.org).

The 3 community colleges we reviewed spent an average of $2.8 million annually in college funds such as student tuition, fees, public sources of funding, and other income on athletic departments, and $1.2 million annually in student fees and private funds on athletic scholarships from fiscal year 2018 to fiscal year 2022.

Background

21 colleges in Kansas participate in Kansas Jayhawk Community College Conference (KJCCC) athletic programs.

- KJCCC colleges are distinct government entities separate from the state's regent universities. They are not governed by the Kansas Board of Regents. The 19 community colleges are governed by locally elected boards of trustees. Both the technical and independent colleges are governed by appointed boards.

- Each college has athletic programs. Community college officials told us that athletic programs primarily exist to create access and educational opportunities for students. Athletic programs build comradery and a sense of belonging among students and provide opportunities for student involvement. They also increase colleges' visibility in their communities and to potential students and can lead to increased enrollment and revenue.

Figure 1. 21 Kansas colleges compete in KJCCC athletics.
Source: LPA review of KJCCC handbook and colleges' addresses (unaudited).

- The KJCCC includes 21 colleges—19 community colleges, 1 technical college, and 1 private, independent college. **Figure 1** shows the colleges on a map. As the map shows, these colleges are spread across the state.

- The 21 colleges in the KJCCC reported a total of about 93,000 students enrolled in fiscal year 2021. 83% of those students were Kansas residents. The remaining 17% of students were residents of other states or countries.

The NJCAA limits the amount and type of athletic scholarships colleges can offer.

- The KJCCC is a conference under the National Junior College Athletic Association (NJCAA). Colleges must follow guidelines set by the NJCAA to take part in conference and national-level athletic competitions.

- Colleges choose which sports to participate in and whether to compete in division I, II, or III for each sport. The division determines the maximum scholarships colleges can offer to their student athletes. Community college officials told us scholarships awarded are often less than the allowable amount.
  Butler teams all compete at the D-1 level

- The NJCAA allows athletic scholarships for division I sports to at maximum include tuition and fees, room and board, course books, up to $250 in course- related supplies, and limited transportation costs. For athletes competing in division II sports, colleges can offer tuition and fees, course books, and up to $250 in course-related supplies. There are no athletic scholarships for student athletes competing in division III sports.
  The KJCCC bylaws were changed in 2018-19 to allow the maximum level of scholarship for D-1 noted above for football athletes in. Prior to that the KJCCC allowed only books and tuition scholarships for football.

- Schools also can have student athletes who do not receive athletic scholarships. However, these athletes may receive non-athletic scholarships such as scholarships for academic merit. The focus of this audit is limited to athletic scholarships.
  For FY18-FY22 in this report, Butler had 1019 athletes on certified rosters for the 7 sports reviewed. 60 athletes on the certified rosters were not on athletic scholarships specifically. Students on the certified rosters may have qualified for pell grants, received a Foundation scholarship, academic scholarship, etc

Colleges use a variety of funding sources to pay for athletic departments and scholarships.

- Colleges receive funding from the federal and state governments, local property tax revenues, private contributions from booster clubs or donors, student tuition and fees, and other revenue. Not all colleges receive funding

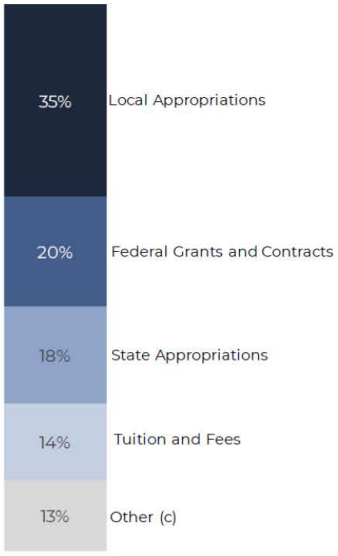
from all sources. Student fees are fees that pay for instructional costs and non-instructional costs like activities, services, scholarships, and educational programming for students.

- **Figure 2** shows the totals for all funding sources for the 20 public colleges in the KJCCC in fiscal year 2021. The colleges reported about $840 million in total revenue in that year. Local appropriations, which include local property taxes, were the largest source of colleges' revenues as shown in the figure. Individual colleges' revenues vary. For example, local appropriations accounted for 8% of Highland Community College's total revenue and 53% of Kansas City Kansas Community College's total revenue in fiscal year 2021. Hesston College is excluded from the figure because it is a private institution and does not publicly report its funding sources.

Revenues in Figure 2 include grants, contracts, gifts and contributions, investment income, sales and services of educational departments realized gains, unrealized gains, other revenues and auxiliary enterprises

Butler FY21 specific funding for comparison to figure below:
Local appropriations – 22.8%, Federal Grants & Contracts – 25%,
State Appropriations – 28.1%, Tuition & Fees – 22.1%, Other – 2%
Butler FY18-FY22 average specific funding:
Local appropriations – 22.8%, Federal Grants & Contracts – 22.4%,
State Appropriations – 27.2% ,Tuition & Fees – 24.7%, Other – 2.6%

Figure 2. KJCCC colleges' funding came from federal, state, local, as well as other sources in fiscal year 2021 (a)(b).



(a) This figure excludes Hesston College because it is a private college.
(b) Northwest Technical College does not recieve local appropriations.
(c) Other funding includes private grants, contracts, and donations as well as revenues from things like state and local grants and investment income.

Source: Independent Auditors' Report and Financial Statements compiled by KBOR (unaudited).

- Colleges use a portion of the funds they receive to pay for athletics. Athletic spending is divided into 2 main categories:

    - Athletic department spending includes personnel expenditures like salaries, taxes, and benefits for coaching and administrative staff (e.g., athletic directors and athletic trainers). It also includes non-personnel expenditures like team travel expenses, insurance, equipment, medical services, and recruitment.

    - Athletic scholarship spending can include the cost of tuition and fees, room and board, course-related books and supplies, and certain transportation costs.

      This is dependent on D-I, D-II, or D-III status and individual college decisions

- State law (K.S.A. 71-203) prohibits colleges from using federal, state, or local funds on athletic scholarships. However, colleges can use those public funds on athletic departments. Scholarships must be paid with student fees, booster clubs, endowments, or other non-public sources of revenue.
  Butler tracks student fees through a General Fund Activity Fee account for academic, athletic, activity, and other scholarships to ensure athletic scholarships are funded according to state statute. This information is included in the supplemental section of the August budget updates.

We evaluated how much 3 community colleges spent on their athletic departments and scholarships from fiscal years 2018 to 2022.

- Part of our audit objective was to determine how much community colleges spent on athletic departments and scholarships. To do this, we reviewed expenditures from Butler, Garden City, and Hutchinson Community Colleges from fiscal years 2018 to 2022. We chose these colleges because they offered most of the major sports programs (i.e. football, volleyball, softball, baseball, and both men's and women's basketball and soccer) and had a large number of student athletes (e.g., all 3 colleges had between 215 and 424 total student athletes each year). This allowed us to gather and compare data for a large number of student athletes and a large amount of athletic scholarship spending across sports.
  Dodge City CC had the same sports as well, all competing at the D-I level but were not included in the study
  From FY18-FY22, Butler had an average of 204 athletes on the designated certified rosters for this study (FY18-205, FY19-194, FY20-204, FY21-194, FY22-217)

- Our results are not projectable to all KJCCC colleges for 2 primary reasons.

    - Community colleges vary widely across the KJCCC in the number of student athletes participating, the number and type of sports offered, and the divisions in which those sports compete. Butler Community College offers 11 sports, Hutchinson Community College offers 14, and Garden City Community College offers 17. Colleges may compete in different divisions for different sports. For example, one college may compete in division I for basketball while competing in division II for soccer. All KJCCC colleges competed in division I or II sports.

- Community college officials told us they largely have discretion to budget and administer programs within guidelines set by the Kansas Department of Administration and state and federal law. However, colleges may categorize funds and expenditures differently from 1 college to another within the requirements of state law. For instance, some colleges may categorize recruitment travel expenses as athletic department expenditures. However, other colleges may categorize recruitment-related travel and other transportation expenses as general travel.

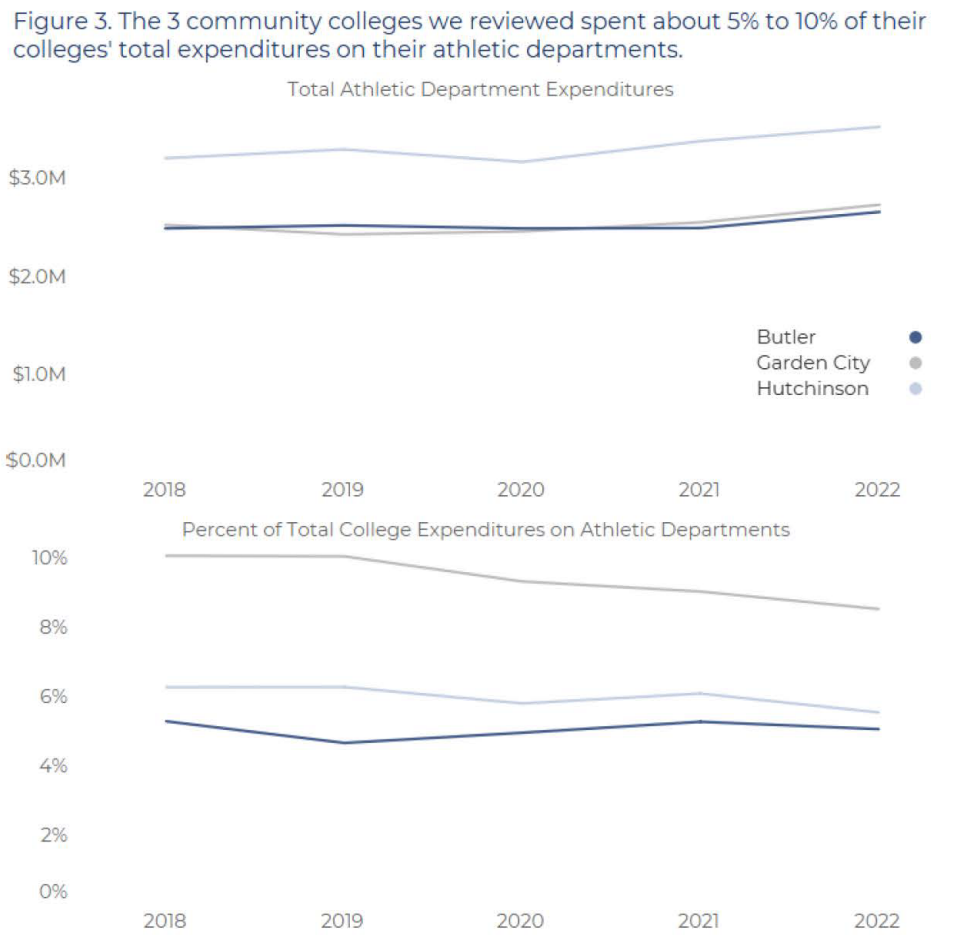
- We did not evaluate all colleges in the KJCCC due to lack of readily available data and time constraints. However, we reviewed publicly available conference-wide data to provide broader context when possible.

Athletic Department Spending

From fiscal years 2018 to 2022 each of the 3 colleges spent an average of $2.5 to $3.3 million annually on their athletic departments.

- **Figure 3** illustrates how athletic department expenditures changed over time and how they compare to each college's total expenditures. As the figure shows, all 3 colleges' athletic department expenditures generally increased from fiscal year 2018 to fiscal year 2022.
  Butler athletic department expenditures including personnel salaries and benefits and non-personnel expenditures ranged from $2,498,848.48 - $2,666,355.46 from FY18-FY22

Figure 3. Butler spent average of 5.1% of the college total expenditures on athletics between FY18-FY22 based on the operating budget.



- As the figure also shows, Garden City Community College spent a larger percentage of its total expenditures on its athletics department than either Butler or Hutchinson Community Colleges. This is because the athletic department at Garden City Community College offers more sports and has more student athletes than the other 2 colleges despite being a smaller college with a smaller student body and less total expenditures.

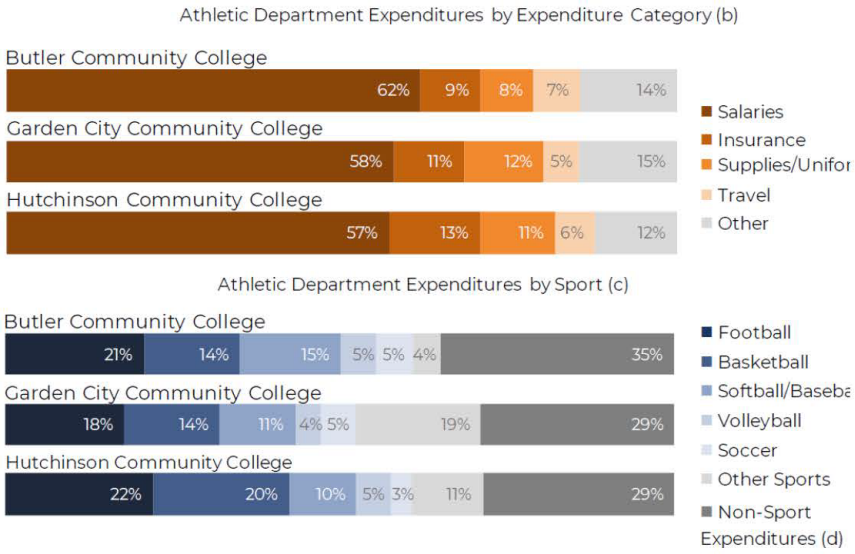
- Community college officials told us that the return to normal spending after COVID-19 as well as inflation caused increased spending over time. COVID-19 affected the length of the seasons, number of contests played, as well as travel restrictions for athletes. This reduced participation and spending. Further, community college officials told us that insurance and employee benefits generally increase costs each year.

Most of the 3 colleges' athletic department spending was for coaching salaries, and the sports of football and basketball.

- We evaluated fiscal year 2022 athletic department expenditures by sport and expenditure category for Butler, Garden City, and Hutchinson Community Colleges. The exact amount colleges spend on each category and sport changes from year-to-year. However, the biggest cost drivers remain the same.

- **Figure 4** shows each college's athletic department spending by expenditure category and sport in fiscal year 2022. As the figure shows, each college spent around 60% of their athletic department spending on salaries and around 10% on insurance. By sport, each college spent the most (between 17% and 24%) on football.
  Salaries and benefits will vary by college and the number of coaches
- Football tends to have larger teams and a larger coaching staff, which contributes to the high cost. For example, coaching salary expenditures for football were about 2 to 3 times more than the salary expenditures of the next highest sport.
  Football rosters: 85 athletes; Baseball, Women's Soccer, Volleyball: 24 athletes

Figure 4. Most of the colleges' athletic department expenditures were for salaries and football (a).



(a) Expenditures in this figure do not include athletic scholarship expenditures.
(b) Other category includes expenditures like recruitment and medical costs, leases, etc.
(c) We combined men's and women's basketball and soccer.
(d) Non-Sport Expenditures category includes schools' expenditures on athletic training, athletic directors, and other expenditures not specific to one sport.

Source: LPA analysis of athletic department expenditure data for fiscal year 2022 (audited).

We could not determine the exact funding sources colleges used to pay for athletic department expenditures because colleges' operating funds are combined in a single account.

- Colleges receive funding from a variety of sources. This includes public funds from the federal and state government and local property tax revenue. It also includes funds from student tuition and may include private funds from booster clubs and donors.

- Part of our audit objective was to determine the funding sources colleges used to pay for athletic departments. However, the 3 colleges we reviewed couldn't report the exact funding source of their athletic department expenditures. That's because most community college funding is deposited in a single account that colleges use to pay for their operations, including their athletic departments. The community colleges told us this is because most funding sources aren't restricted by state law. Therefore, neither the colleges nor we can say how much athletic department spending came from each funding source. We reviewed budget documentation and talked to officials about how they ensure compliance with state law.

- Community colleges told us they use different accounts to pay for athletic scholarships. They said that those accounts only include non-restricted dollars like private funds and student fees to ensure they comply with state legal requirements. At some community colleges, private funds are held by the foundation. We discuss funding for athletic scholarships spending later in the report.
  As noted on page 6, Butler tracks student fees through a General Fund Activity Fee account for academic, athletic, activity, and other scholarships to ensure athletic scholarships are funded according to state statute. This information is included in the supplemental section of the August budget updates. Grizzlybacker donations are held by the Foundation.

Athletic Scholarship Spending

From fiscal years 2018 to 2022, the 3 colleges we reviewed spent an average of about $1.1 million to $1.4 million annually on athletic scholarships.

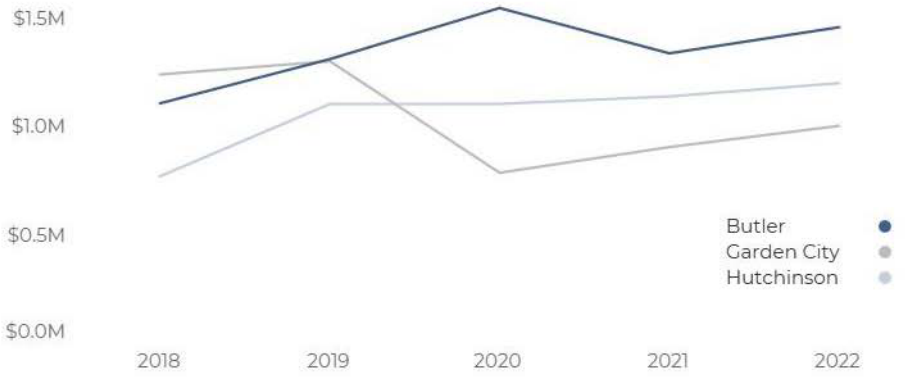
- For this part of the audit, we reviewed spending data for all athletic scholarships awarded from Butler, Garden City, and Hutchinson Community Colleges for fiscal years 2018 to 2022. We included all athletic scholarships student athletes received, but we did not include other scholarships student athletes may have received for academic achievement or service.

- Community college officials told us that when a college awards a scholarship to a student athlete, it pays for that cost by transferring funds from non-restricted funds. For example, a college may transfer funding from its auxiliary funds account to the college's account for general operations to cover the cost of tuition for an athlete.

- **Figure 5** illustrates how much the 3 colleges spent on athletic scholarships over the 5 years we reviewed. As the figure shows, all 3 colleges spent between about $1.1 million and $1.4 million on average per year on athletic scholarships. Butler's 5 year average was $1.35 M. This includes student activity fees and Grizzlybacker scholarship support.

- **Figure 5** also shows that all 3 community colleges' spending on athletic scholarships generally increased each year, likely due to inflation. The exception is that athletic scholarship spending dropped or stagnated in either fiscal year 2020 or 2021 at each college. Community college officials told us this was due to the COVID-19 pandemic when fewer student athletes enrolled at the colleges and fewer scholarships were needed.

Figure 5. Butler and Hutchinson Community Colleges' scholarship expenditures increased over the period from fiscal year 2018 to 2022.



Source: LPA analysis of athletic scholarship expenditure data (audited).

Kansas Legislative Division of Post Audit

- Each of the 3 colleges we reviewed spent between 19% to 38% of their total athletic department and scholarship spending on athletic scholarships annually. Butler Community College spent the highest percentage on athletic scholarships (35% on average), and Hutchinson Community College spent the least (24% on average).

The 3 colleges we reviewed reported that student fees were the main funding source of athletic scholarships in the years we reviewed.

- The 3 community colleges we reviewed reported their funding sources for student athletic scholarships. We did a few high-level checks and talked with officials to ensure the information reported was logical.

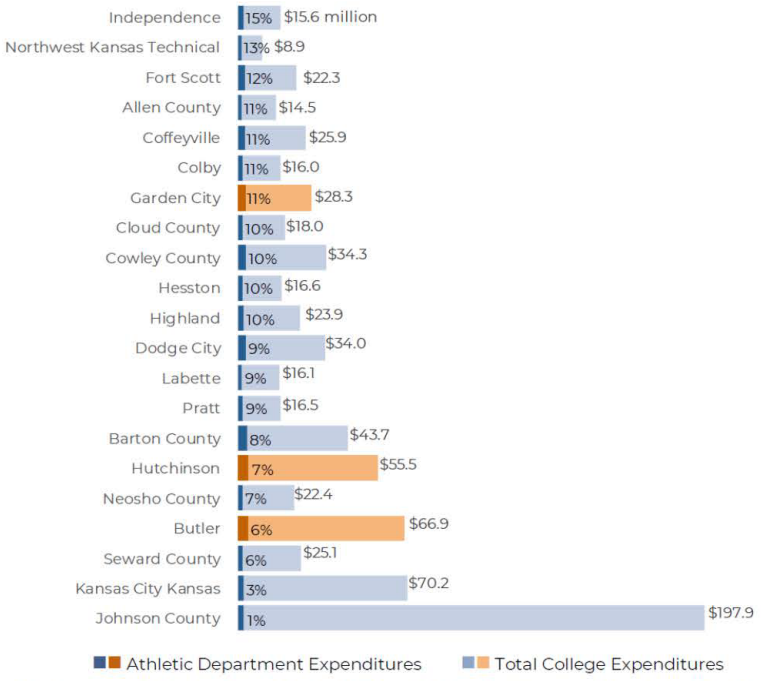
- Butler and Garden City Community Colleges reported they used student fees to pay for all or almost all of their athletic scholarship spending each year. Butler Community College funded a small portion of scholarships using private funds like booster clubs and endowments.

- Hutchinson Community College also reported using student fees to pay for a large portion of its athletic scholarship spending each year (ranging from 48% to 85% annually). However, unlike Butler and Garden City Community Colleges, Hutchinson Community College also used auxiliary funds and other funding sources like tickets sales and concessions revenues to pay for athletic scholarships. College officials said they may change funding sources from year-to-year based on the needs of the college.

The 3 colleges' total athletic spending (department spending plus scholarship spending) was similar to the other 18 KJCCC schools in fiscal year 2021.

- We used the Equity in Athletics Disclosure Act (EADA) data to compare athletic expenditures for all KJCCC colleges in fiscal year 2021. Schools self-report expenditure data to the EADA, including athletic department spending and athletic scholarship spending. The data is unaudited and includes slightly different expenditures than the data the 3 colleges reported to us. Additionally, the EADA data may include some private funds that may not be included in the college's total expenditures. The differences are small enough that we think it's appropriate to give a high-level, broad view of the conference as a whole.
  EADA includes expenditures paid by private donations and fundraised dollars where LPA does not. EADA includes scholarships for student managers, student athletic trainers and LPA excluded those categories
  The table below includes scholarship spending on all student athletes during the year, not just those on certified rosters. It also reflects all funds audited expenses including auxiliary enterprises.

Figure 6. Colleges in the KJCCC spent between $1.2 million to $4.2 million (or 1% - 15% of their total expenditures) on both athletic programs and athletic scholarships in fiscal year 2021.



Source: LPA analysis of the Equity in Athletics Dataset (EADA) and Kansas Higher Education Statistics data for fiscal year 2021.

- Combined, the 3 colleges we reviewed spent an average of $3.6 million to $4.4 million on both athletic departments and athletic scholarships during the 5 years we reviewed. This was equal to 8% to 13% of the colleges' total spending.

  Butler average for FY18-FY22 was 7.7% based on college operational budget

- **Figure 6** shows colleges' combined athletic department and athletic scholarship spending compared to their total spending in fiscal year 2021. As the figure shows, the 21 colleges in the KJCCC reported spending 1% to 15% of their total spending on athletics. Butler, Garden City, and Hutchinson Community Colleges' spending was generally in the middle of these amounts.

- The number of sports that colleges in the KJCCC participate in varies. Some participate in less than 10 sports whereas others participate in close to 20 sports. The colleges that reported spending the most on athletics typically had football programs. This is likely because football programs have the largest rosters and are the most expensive of the sports we reviewed.

  Football certified rosters are 85 athletes. KJCCC bylaws limit out of state athletes to 55 on the certified roster

For the 3 community colleges and 8 sports we reviewed from fiscal years 2018 to 2022, about 1/3 of student athletes and scholarship recipients were from Kansas, while about 2/3 of athletes and scholarship recipients were from other states or countries.

From FY18-FY22 of the data reviewed, Butler had 50.44% Kansas athletes, 46.1% out of state athletes and 3.4% international athletes for the 5-year average

Most student athletes at the 3 colleges we reviewed were from other states and countries.

- For this part of the audit, we reviewed student-level data from Butler, Garden City, and Hutchinson Community Colleges for fiscal years 2018 to 2022. We also limited our review to all athletes on the certified rosters of 8 major sports programs: football, volleyball, softball, baseball, as well as both men's and women's basketball and soccer. Athletes on the certified rosters do not include red-shirt or transfer athletes who aren't active participants in their respective sports. The data we reviewed included student athletes with and without scholarships.

  Butler had 7 of the 8 sports: Baseball, Men's and Women's Basketball, Football, Women's Soccer, Softball, and Volleyball

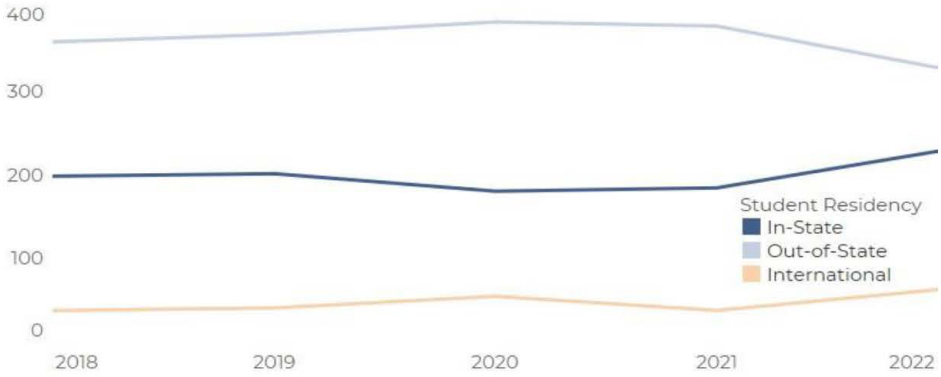
- We limited our review to those 8 sports so that we could compare data across colleges based on as similar information as possible. This is different than the previous question where the data included spending for all sports that colleges offered.

- Even so, there were differences between the 3 colleges we reviewed. Garden City Community College competed in all 8 sports, whereas Butler and Hutchinson Community Colleges competed in 7 of the 8 sports. Neither college had a men's soccer team. This makes Butler and Hutchinson Community College's student athlete count lower than that of Garden City Community College. Further, Hutchinson Community College did not provide non-scholarship student athletes for fiscal year 2018, so the number of student athletes provided for that year is slightly lower than it should be. Our results are not projectable to all KJCCC colleges. Colleges vary widely across the KJCCC in the number of student athletes participating, and the number and type of sports offered. Colleges also largely have discretion to administer programs.

    - For each of the 3 colleges, all sports included competed in division I, which allows the highest level of athletic scholarships. Butler offers very few "full-ride" scholarships. FY20-1, FY21-2. FY22-4
    - The student-level residency data we received from Butler and Hutchinson Community Colleges was based on students' permanent addresses from when they applied to the college. However, the data from Garden City Community College was based on students' most recent permanent addresses. This means the Garden City data may not accurately reflect where some students are from if their permanent address changed after they enrolled.

- 2,252 student athletes participated in the 8 sports we reviewed from fiscal years 2018 to 2022. About 31% of those student athletes were from Kansas, about 60% were from another state, and about 8% were from another country. This is very different than the colleges' overall student bodies. For example, in fiscal year 2022, the 3 colleges reported about 17,500 of their 20,000 students (87%) were from Kansas. Note the Butler averages on page13

Figure 7. The in-state, out-of-state, and international distribution of student athletes remained relatively stable across the 3 community colleges and 5 fiscal years we reviewed (a).



(a) Student athletes may have participated in athletics for multiple years and/or in multiple sports. Thus, the number of scholarships is different than the number of athletes.

Source: LPA analysis of student athlete data (audited).

FY18-FY22, 50.4% of Butler athletes were from Kansas. In the same time frame, 81.8% of volleyball athletes, 72.4% of soccer athletes, 56.4% of Baseball athletes, 54.6% of softball athletes, and 42.6% of football athletes were from Kansas. **Forty-seven** 2-year and 4-year public, private/independent institutions in Kansas recruit Kansas athletes to their programs in the NCAA D1, NCAA DII, NAIA, NJCAA, and NCCAA conferences.

- **Figure 7** shows the number of student athletes who participated in the 8 sports we reviewed from fiscal years 2018 to 2022 and where they were from (Kansas, other states, and other countries). As the figure shows, the in-state, out-of-state, and international distribution of student athletes remained relatively stable across the 3 community colleges we reviewed during this 5-year period. The exception is fiscal year 2022 when Hutchinson Community College had a significant increase in Kansas student athletes and decrease in out-of-state student athletes.

  Butler athletes are categorized based on their true residency….from Kansas, out-of- state, or international.

- Garden City Community College generally had the highest percentage of out- of-state student athletes each year. Butler Community College generally had the lowest percentage of out-of-state student athletes each year. Community college officials told us that their proximity to state lines or rural location influences recruiting and may contribute to an increased number of out-of- state student athletes.

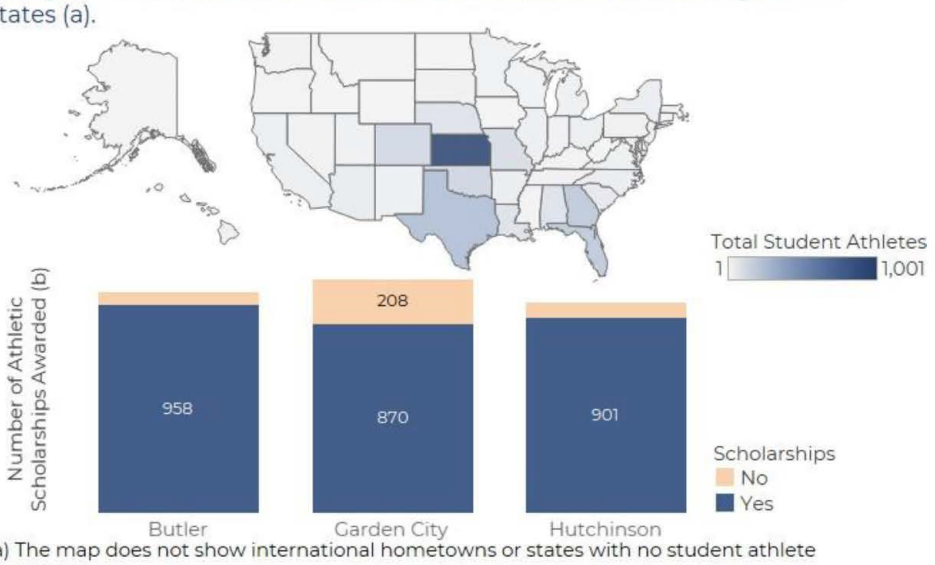
Nearly all student athletes received athletic scholarships, meaning the 3 colleges awarded most athletic scholarships to out-of-state students, too.
Refer above to the % of in state athletes at Butler over the 5 year timeframe.

- **Figure 8** shows the number of student athletes at Butler, Garden City, and Hutchinson Community Colleges during the 5-year period we reviewed, and which states they were from. As the bottom portion of the figure shows, most student athletes at all 3 colleges received athletic scholarships. This was true in all 5 years we reviewed.

- Because of this, the percentage of athletic scholarship dollars that colleges awarded to student athletes from Kansas and other states and countries was similar to the percentage of student athletes from those locations. For example, 31% of student athletes were from Kansas and 37% of athletic scholarship dollars went to Kansas athletes on average for the 3 schools we reviewed.
  From FY18-FY22, 50.4% of Butler athletes were from Kansas. 48% of the scholarship funds went to Kansas athletes. Reminder of the differences in tuition and fees for in-state, out of state and international students.

- However, colleges have discretion in determining the amount of athletic scholarships they award to each student athlete. For example, colleges can award full or partial scholarships within the guidelines of the NJCAA and KJCCC according to division. Community college officials told us they typically award about $3,000 - $4,000 in athletic scholarships per student athlete. They said this is generally much less than the allowable limit for athletic scholarships.

Figure 8. The vast majority of student athletes receive scholarships, and for the 3 colleges we reviewed the athletes came from Kansas and a variety of other states (a).



(a) The map does not show international hometowns or states with no student athlete hometowns.
(b) Student athletes may have participated in athletics for multiple years and/or in multiple sports. Thus, the number of scholarships is different than the number of athletes.

Source: LPA analysis of student athlete data (audited).

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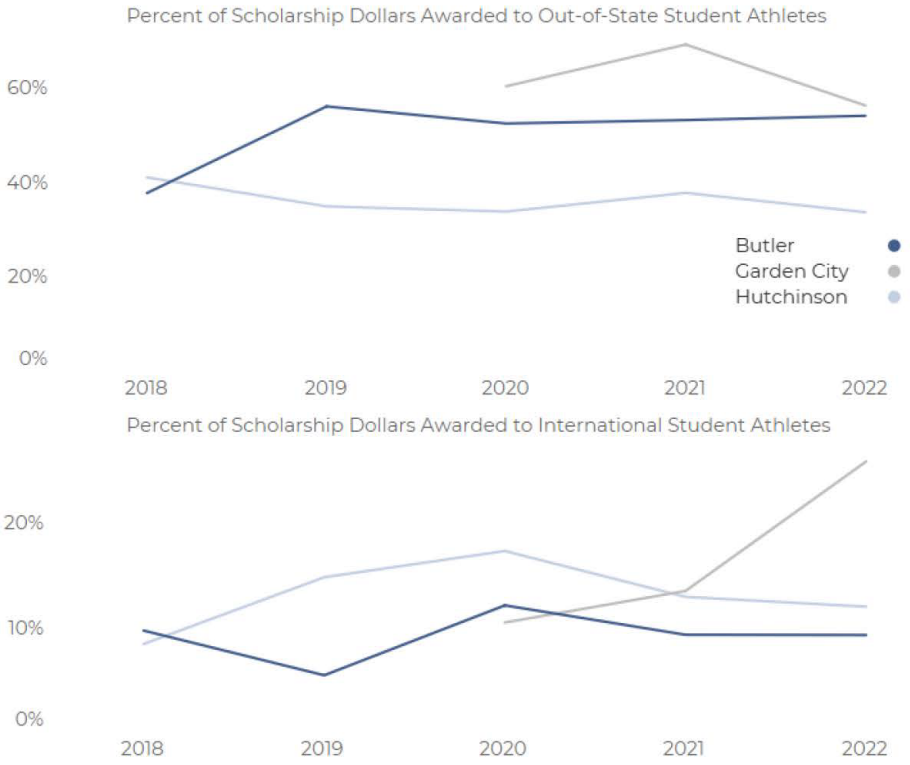
- This discretion led to some differences across schools. **Figure 9** shows the percentage of each college's athletic scholarship dollars that went to student athletes from other states and countries. As the figure shows, Butler and Garden City Community Colleges tended to spend most (50% or more) of their athletic scholarship dollars on out-of-state student athletes each year. This makes sense because it is generally in line with the percentage of out-of-state student athletes at both colleges.
  FY18-FY22 Butler spent 48% of scholarship funds on Kansans and 52% on out-of-state and international athletes

- This is different than Hutchinson Community College, which tended to spend most (49% or more) of its athletic scholarship dollars on Kansas student athletes each year. Only 30% of student athletes at the college were from Kansas on average each year. This means that Hutchinson Community College gave more or higher-value scholarships to Kansas student athletes than out-of-state or international student athletes.

Figure 9. Butler and Garden City Community Colleges awarded the most scholarship dollars to out-of-state students on average over the period from fiscal year 2018 to 2022 (a).



(a) Garden City Community College didn't track residential status of student athletes in FY 18 and FY 19. This means they could not provide us with residence-based totals for those years.

Source: LPA analysis of athletic scholarship expenditure data (audited).

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The cost of attendance for in state, out-of-state and international students impact this information as well as how students are categorized based on their residency.

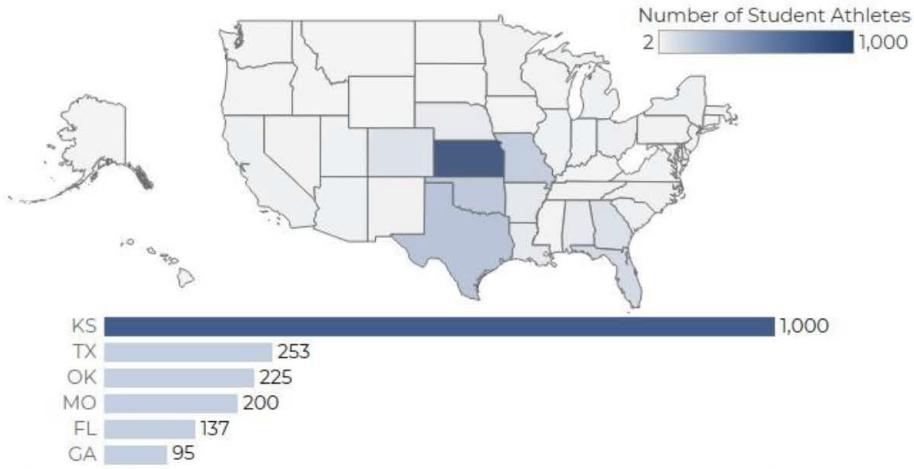
The percentages of student athletes from Kansas and other states and countries were similar for all 21 colleges in the KJCCC in fiscal year 2022.

- We analyzed publicly available roster data for all 21 colleges in the KJCCC in fiscal year 2022. Students usually report the hometowns listed on rosters, which may be different than their residency status for enrollment and financial aid. For instance, a student who moved to Kansas from a different country and graduated from a Kansas high school would be considered a Kansas student for enrollment purposes. But the student may have listed their international hometown in the roster. Therefore, this data is different than the data we analyzed from the 3 community colleges we reviewed, but

the differences are small enough that we think it's appropriate to give a high-level, broad view of the conference.

- During fiscal year 2022 there were about 3,200 student athletes competing in the 8 KJCCC sports we reviewed at all 21 KJCCC colleges. About 31% of those student athletes were from Kansas, about 50% were from another state, and about 18% were from another country. However, the in-state, out-of-state, and international proportions vary widely by sport and by college.
  Not all 21 KJCCC colleges have the 8 sports reviewed. One KJCCC college has two of the sports and one has five, The remaining ones have 5-8 of the sports.

Figure 10. Out-of-state student athletes were most frequently recruited from Texas, Oklahoma, Missouri, Florida, and Georgia for the 2021-2022 season (a)(b).



(a) The map does not show international hometowns or states with no student athlete hometowns.
(b) Public roster data was compiled from school websites and the KJCCC website. There may be minor discrepancies in rosters due to player changes during the season for things like injuries.

Source: LPA analysis of the 21 KJCCC colleges' public roster data (unaudited).

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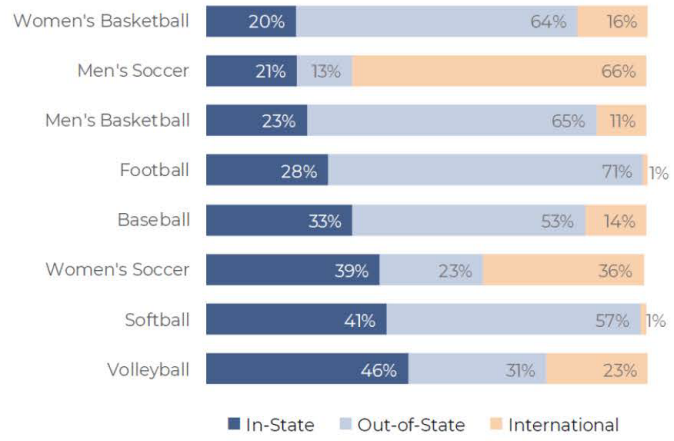
- **Figure 10** shows which states student athletes were from across all 21 KJCCC colleges in fiscal year 2022. As the figure shows, most out-of-state student athletes were from Texas, Oklahoma, Missouri, Florida, and Georgia.

- **Figure 11** illustrates where student athletes were from for each of the 8 sports we reviewed in fiscal year 2022. As the figure shows, the majority of student athletes in each sport we reviewed were from another state or country. For example, 54% to 80% of student athletes were from outside Kansas for all 8 sports. Football and men's and women's basketball had the largest percentages of out-of-state athletes. Men's and women's soccer had the largest percentages of international students.
  KJCCC bylaws require no more than 55 out-of-state players on the certified roster of 85 players. FY18-FY22, 46.2% of the football athletes were from Kansas, 72.4% of Women's soccer players were from Kansas, and 81.8% of volleyball players were from Kansas.

Figure 11. Women's basketball and men's soccer programs at the 21 KJCCC colleges in fiscal year 2022 had more out-of-state and international student athletes than other sports programs.



Source: LPA analysis of the 21 KJCCC colleges' public roster data (unaudited).

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Teams at Butler in FY22: **WBB** (roster of 14)– 23% KS, 69.2% out-of-state, 7.7% international; **MBB** (roster of 14) 46.7% KS, 46.7% out-of-state, 6.7% international; **FB** (roster of 85) 41% KS, 59% out-of-state, no international; **Baseball** (roster of 24)- 66.7% KS, 33.3% out-of-state, no international; **WSoccer** (roster of 24) – 70.4% KS, 11% out-of-state, 18.5% international; **Softball** (roster of 24)-63.6% KS, 36.4% out-of state, no international; **VB** (roster of 14) 60% KS, 33% out-of-state, 6.7% international

For every sport noted in FY22, Butler had more Kansas athletes than the average across the conference and fewer out-of-state and international student athletes than the average.

Officials told us things like the size of the recruitment pool and location were factors in where student athletes came from.

- We talked to presidents, coaches, and athletic directors from 6 colleges in the KJCCC about recruiting. A recurring theme was that 1 of the biggest challenges in recruiting is the small pool of Kansas student athletes. There are many schools competing for the top recruits. After exhausting the local pool, coaches must look outside Kansas for the best available athletes to fill rosters. Community college officials also told us that sometimes recruits may not end up attending the college or playing, and teams must have players in key positions to be competitive.

- Many colleges in Kansas are close to the state border. Officials explained that after exhausting the local pool, the cost of recruiting an out-of-state student athlete may be lower than recruiting an in-state athlete because the neighboring state may be closer than other parts of Kansas, which reduces travel costs.

- 1 college official explained that states like Florida and Georgia don't have junior college football. Thus, student athletes in those states must look to other states if they want to play junior college football. Kansas has 7 community colleges that offer football. This may be why more student athletes from these states choose to attend college in Kansas.

- College officials told us that soccer is not a popular sport in Kansas high schools or even in the United States, so the pool of potential recruits is low. Additionally, they said certain areas of Kansas have very few soccer teams, which further limits the pool of available recruits and often results in an increased need for out-of-state or international recruiting. Often coaches must look outside Kansas or the country to fill out their rosters with the best athletes.
  Coaching relationships are impactful as well

Conclusion

Kansas has 21 KJCC colleges which are independent entities governed by boards of trustees. Colleges can choose to offer athletic programs for a variety of reasons. This includes providing students opportunities to continue their education and playing careers. Athletic programs also bring money and attention to colleges, which likely allow them to be more competitive in other aspects too; e.g., facilities, student programs, and funding personnel costs. The vast majority of the student bodies at these 21 colleges are from Kansas. However, most student athletes in the 8 sports and 3 community colleges we reviewed are not from Kansas. Correspondingly, most athletic scholarships at those 3 colleges also go to student athletes who aren't from Kansas.

That makes sense because Kansas has 21 KJCC colleges and multiple other universities with athletics but only a limited number of potential student athletes. Additionally, some other states do not have certain community college sports programs, which means those athletes must go outside their state to pursue an athletic career. At least some of those student athletes choose Kansas.

Recommendations

We did not make any recommendations for this audit.

Agency Response

On January 5th, 2024, we provided the draft audit report to Butler Community College, Garden City Community College, Hutchinson Community College, and the Kansas Association of Community Colleges. We made several corrections and changes based on their feedback, but these did not affect our overall conclusions. They also provided a joint written response below. In their response, they disagreed with some of our methodologies. We reviewed their concerns but chose not to make additional changes for the reasons described below.

- **The organizations contend that our focus on 8 sports is misleading.** We do not think this approach is misleading because we clearly explain in the report which information includes all sports (question 1) and which information is limited to the 8 sports (question 2). We chose to limit the information on the number of student athletes and athletic scholarships to 8 sports to make the comparisons across colleges as similar as possible. All 3 colleges in our sample had most of the 8 sports we focused on, and all of those sports were division I. This helped minimize the various differences the organizations describe in their response.

- **The organizations contend the Equity in Athletic Disclosure Act (EADA) data shouldn't be used to estimate the percentage each college spends on athletics.** We acknowledge the EADA data are imperfect and can't be used to determine exact spending. However, we think they're appropriate to use to provide general context. For example, even though different data sources may include or exclude different expenditures (like private funds), we do not think those differences would be large enough to prevent general comparisons.

- **The organizations contend that publicly available rosters aren't reliable to estimate the number of student athletes or their residency.** We acknowledge that publicly available rosters are imperfect. However, we compared roster data to the detailed student-level data Butler, Garden City, and Hutchinson Community Colleges provided to us and concluded those schools' rosters provided reasonable estimates. We make it clear in the report that the roster data has limitations, but we think it can be used for estimates.

Kansas Association of Community Colleges, Butler Community College, Garden City Community College, and Hutchinson Community College Response

Thank you for the opportunity to comment on this audit. The KJCCC member colleges involved commend the Legislative Post Audit staff on their work in conducting this audit and on the amount of effort put into trying to learn about this very complicated topic. While historically, the Kansas Jayhawk Community College Conference (KJCCC) members were only community colleges, over the years one Kansas technical college and one Kansas independent college have been added to the conference. Throughout the report, statements may reference community colleges, which should say KJCCC member colleges to be inclusive of all conference members. The 21 KJCCC conference members include: Allen Community College, Barton Community College, Butler Community College, Coffeyville Community College, Cloud Community College, Colby Community College, Cowley Community College, Dodge City Community College, Fort Scott Community College, Garden City Community College, Highland Community College, Hutchinson Community College, Independence Community College, Johnson County Community College, Kansas City Kansas Community College, Labette Community College, Neosho Community College, Pratt Community College, Seward Community College, Northwest Technical College, and Hesston College.

Throughout the audit, the KJCCC member colleges encouraged LPA to look at all sports at these institutions. However, LPA chose to make value judgments about the "major" sports and narrowed the focus of some sections of this report to the eight "major" sports that LPA chose. The KJCCC believes all sports are "major" and disagrees with this methodology. Additionally, because some sections of this report focus only on the LPA-chosen eight "major" sports and other sections of this report cover expenditures from all sports at KJCCC member colleges, there are various places that the report is confusing to the reader, and incorrect conclusions may be drawn. Additionally, because each sport has different roster size limits and scholarship limits, and each KJCCC member college offers a different number of sports, while the report compares colleges, there is nothing remotely similar from one college to the next. The three colleges (Butler, Hutchinson, and Garden City) that were studied in more depth do not even all have the LPA chosen eight "major" sports. Butler and Hutchinson do not offer men's soccer and have only seven of the eight "major" sports. These differences make comparing colleges in the charts in the report misleading. For context, below, a chart has been provided that lists all of the sports offered by KJCCC member colleges, along with the roster size limits (if NJCAA sanctioned) as well as designation that the college offers the sport at the Division I or Division II level. The divisional scholarship limit differences are another reason that comparing one college to another is not equivalent in this report.

KJCCC Member Schools	BSB	MBB	WBB	M CC	W CC	FB	M Golf	W Golf	M Soc	W Soc	M Ten	W Ten	M Track	W Track	VB	M Wres	W Wres	SB	Cheer/ Dance	Men's Bowling	W Bowling	E-Sports	M Swim	W Swim	Rodeo	Equestrian	W Flag FB	Power lifting	Shooting Sports	# of Sports
Maximum # Scholarship Allowed by NJCAA	24	15	15	10	10	85	8	8	24	24	9	9	20	20	14	20	27	24		12	12		15	15						
Allen	X	X	X	X	X				X	X			X	X	X			X	X											12
Barton	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X						21
Butler	X	X	X	X	X	X				X			X	X	X			X												11
Cloud	X	X	X	X	X								X	X	X	X		X	X											11
Coffeyville	X	X	X	X	X	X	X	X	X	X			X	X	X			X	X			X			X					17
Colby	X	X	X	X	X								X	X	X	X		X							X	X				12
Cowley	X	X	X	X	X				X	X	X	X	X	X	X	X		X	X											15
Dodge City	X	X	X	X	X	X	X	X	X	X			X	X	X			X	X						X					16
Fort Scott	X	X	X	X	X		X	X					X	X	X			X	X			X			X		X			15
Garden City	X	X	X	X	X	X	X	X	X	X			X	X	X			X	X			X			X					17
Highland	X	X	X	X	X	X							X	X	X			X	X			X								12
Hutchinson	X	X	X	X	X	X	X			X			X	X	X			X	X			X								14
Independence		X	X			X									X			X	X									X		7
Johnson	X	X	X						X	X					X			X	X											8
KCK	X	X	X				X		X	X					X			X	X											9
Labette	X	X	X												X	X		X												6
Neosho	X	X	X	X	X				X	X			X	X	X	X		X	X											13
Pratt	X	X	X	X	X				X	X	X	X	X	X	X	X		X	X			X			X		X			18
Seward	X	X	X						X	X	X	X			X			X	X			X								11
NWTech		X	X	X	X								X	X		X	X	X										X	10
Hesston	X	X	X	X	X		X		X	X			X	X	X			X									X			13

Green equals NJCAA Division I | Yellow equals NJCAA Division II | No Color means not NJCAA regulated.

Division I maximum athletic scholarships may include: tuition and fees, room and board, course books, up to $250 in course-related supplies, and transportation costs to and from the college by direct route one time per academic year. Division II maximum scholarships may include: tuition and fees, course books, and up to $250 in course- related supplies.

BSB= Baseball, MBB= Men's Basketball, WB3= Women's Basketball, M CC= Men's Cross Country, W CC= Women's Cross Country, FB= Football, M Golf= Men's Golf, W Golf= Women's Golf, M Soc= Men's Soccer, W Soc= Women's Soccer, M Ten= Men's Tennis, W Ten= Women's Tennis, M Track= Men's Track, W Track= Women's Track, VB= Volleyball, M Wres= Men's Wrestling, W Wres= Women's Wrestling, SB= Softball, W Bowling= Women's Bowling, E-Sports= Electronic Sports (Gaming), M Swim= Men's Swiming, W Swim= Women's Swiming, W Flag FB= Women's Flag Football.

This subject matter is complex and changes year to year based upon the National Junior College Athletic Association (NJCAA) rules, KJCCC conference rules, and whether a college offers the sport and if they are choosing to compete at the Division I or Division II level. There are various areas of the LPA report in which we asked for additional detail to be included to provide this context to the reader to

ensure better understanding of the subject matter. While some clarifications were added, many of these requests and suggestions were not included in the final report, leaving the reader potentially making assumptions that need to be corrected. To better clarify areas of the report which are unclear or require additional essential information, the following is provided for context and understanding.

While the NJCAA provides Division I and Division II athletic scholarship limits, most Kansas community colleges offer far less than the maximum allowable scholarships. The LPA report states that the average Division I scholarship provided averages between $3,000 and $4,000. To provide context a full Division I scholarship (tuition, fees, books, $250 supplies, room, board, and one trip to campus) would be valued on average at about $7,500 to $8,000. To provide a full Division II scholarship (tuition, fees, and books) would be valued on average at about $2,700. Most students' athletic scholarships do not cover even half of the full cost of attendance. Additionally, some colleges offer athletic scholarships as last-dollar scholarships to cover any expenses allowable that aren't covered by a student's federal Pell Grant or other scholarships.

While the LPA report states that football is the most expensive sport, this statement needs more context. Football requires about four times as many athletes to play than other sports. The NJCAA scholarship limit for football is 85. The next highest scholarship limit in which most colleges participate is 24 for men's and women's soccer and softball. Larger teams require more coaches, and reflect additional meal, transportation, lodging, and equipment costs for example, merely due to the number of athletes participating.

KJCCC colleges informed LPA that the Equity in Athletics Disclosure Act (EADA) report, which is referenced in this audit, is being used in a way that is not its intended purpose. The information in the EADA report includes private gifts, sponsorship revenue, and corporate sponsorship revenue, which in many cases may not actually be in the college's operational athletic department budget but managed by a booster club, foundation, or athletic support association. Therefore, comparing the EADA "amount spent" for athletics to the college's budget may provide perspective, but provides a potentially inaccurate picture by stating that this spending is a certain percentage of the college budget. These percentages may not be accurate as these outside funds are unlikely to be in the college's operational budget.

KJCCC member colleges are not mandated to publish complete rosters on their website and in fact many colleges do not have adequate staff to keep rosters up to date. Additionally, student athletes can choose from what hometown and state they want to be listed on the roster. The LPA used this data for Figure 10. This data is incomplete at best and cannot be taken as 100% accurate in terms of where student athletes are actually from or how many athletes actually participated on the team.
Athletes can compete in multiple sports and especially track and cross country the rosters are often unreliable as the same athlete may be listed on rosters for cross country, indoor track, and outdoor track.

KJCCC member colleges follow state law and do not use public funds for athletic

scholarships as required by Kansas statute. The funding of KJCCC member colleges' athletic departments is approved by each college's governing board and in accordance with all applicable laws, regulations, and college policies.

Finally, while the LPA contacted and had multiple correspondences with the NJCAA as part of this audit, those contacts did not make it into the final report. For context, it is important for legislators to know that the NJCAA was contacted for information. KJCCC colleges take compliance with all state and federal laws, as well as NJCAA regulations, very seriously. Throughout this audit process, KJCCC colleges reiterated that they follow NJCAA guidelines continuously. Also omitted from this audit is the fact that the NJCAA audits member institutions to ensure compliance with scholarship guidelines. The KJCCC conference is the premiere NJCAA conference in the country with many recognized elite athletes. Our colleges recruit the best Kansas athletes first but often compete with the Kansas Board of Regent's institutions, Washburn, and Kansas Collegiate Athletic Conference (KCAC) and Mid- America Intercollegiate Athletics Association (MIAA) colleges for top recruits' athletic talent. To compete at the highest level, KJCCC colleges find the top talent available, hopefully from Kansas, but then fill rosters with the next best athletes available to compete for national titles. KJCCC member colleges won the following national championships between 2017 and 2021: Football (Hutchinson), Men's Basketball (Coffeyville and Hutchinson), Volleyball (Johnson County and Coffeyville), Men's Cross Country (Colby, Cowley, and Cloud), Women's Cross Country (Cowley Twice), Men's Track (Cloud and Barton), Men's Golf (Hutchinson Twice), Men's Tennis (Seward), E- Sports (Barton-Four games, Highland, Hutchinson- Three games), and Cheerleading (Dodge City) plus many more runner-ups finishes and other outstanding performances. These sporting events bring thousands of people from across the state and country to experience Kansas and spend their resources taking in athletic events, shopping, eating, and staying in local hotels. Kansas hosts many NJCAA national championship events, bringing in millions of dollars to the Kansas economy and exposing people from other states and countries to our great state. Each year, the NJCAA recognizes teams across the nation as top academic teams with team GPAs of 3.0 to 4.0. The NJCAA also recognizes individual athletes across the nation as NJCAA Academic First Team, Second Team and Third Team All Americans. In FY22 alone, the KJCCC had 152 teams who were recognized with team GPAs between 3. 0 and 4.0 as well as individual athletes earning 431 NJCAA Academic First Team All American recognition with GPAs of 4.0.

Thank you for the opportunity to provide this additional context to the report.

Appendix A – Cited References

This appendix lists the major publications we relied on for this report.

1. Equity in Athletics Data (2018-2022). *U.S. Department of Education.*

2. Kansas Higher Education Statistics (January, 2023). *Kansas Board of Regents.*

3. NJCAA Handbook (February, 2023). *National Junior College Athletic Association.*

4. KJCCC Handbook (August, 2022). *Kansas Jayhawk Community College Conference.*

BILLS AND WARRANTS

TOPIC for ACTION
February 2024 Bills and Warrants

REPORT
Bills and Warrants for February 2024 - $4,929,474.95 (includes Expenditure Approval List - $2,246,461.64 and Payroll - $2,683,013.31).

RECOMMENDED ACTION:
Approval of February 2024 bills and warrants.

RECOMMENDED FUNDING SOURCE:
NA

Submitted by: Sariah Wilson, Assistant Director – Accounts Payable
Supervisor: Yolanda Hackler, Director - Accounts Payable
Date: March 1, 2024

BIDS AND PURCHASES

None.

RATIFICATION OF AGREEMENTS AND CONTRACT

TOPIC for ACTION
Approval of Services with Motimatic

REPORT:
The Board is familiar with Motimatic having approved contracts in the past. Since Fall 2021, we have had a partnership with Motimatic, a third-party vendor, which uses a digital marketing platform to reach students and prospective students on social media. The messaging reinforces behaviors and attitudes that correlate with student success. As a result, this messaging drives students to take the next necessary step to reach their educational goals such as application, enrollment, etc.

This new contract with Motimatic is a subscription model which will provide support and engagement all year long allowing us to reach up to 10,000 current and/or prospective students. Previous campaigns ran 90-140 days with a similar cost as the current proposal; therefore, the current proposal is a cost benefit to the College.

The Motimatic partnership to date has resulted in a 3.5x return on our investment.

RECOMMENDED ACTION:
The Board ratify the attached contract/agreement and approve payment of $12,500 per month starting March 2024 through February 2025.

RECOMMENDED FUNDING SOURCE:
General fund

Submitted by: Dr. Jessica Ohman, Associate VP of Student Services
Supervisor: Dr. Kimberly Krull, President
Date: March 12, 2024

MOTIMATIC and BUTLER COMMUNITY COLLEGE
ORDER FORM #5

<table>
<tr><td>Client: Butler Community College</td><td>Contact: Jessica E. Ohman</td></tr>
<tr><td>Address: 901 S Haverhill Rd</td><td>Phone: 316.321.2222</td></tr>
<tr><td>El Dorado, KS 67042</td><td>Fax:</td></tr>
<tr><td></td><td>E-Mail: johman@butlercc.edu</td></tr>
<tr><td colspan="2">Services: Motimatic's Messaging Platform, in the form provided by Company to Client. Company's Services include:
Assigning Recipients to Vectors. Motimatic will discuss with Client pertinent Vectors (a sequence of posts delivered through various online networks and having a specific content theme, addressing particular Client end-user ("Recipient") attributes or objectives). Client will supply Motimatic with a list of Recipients and identify the Vectors to which they should be assigned. Motimatic will subscribe Client's Recipients to relevant Vectors.
Adaptation and Display of GuidePosts to Recipients. For Vectors that are designed to be adapted to a Client's specific audiences, Motimatic will add Client branding elements to GuidePosts, in consultation with Client. Motimatic then serves those GuidePosts to Client's specifically defined audiences, provided that Client activates each social media adaptation of a GuidePost within the Motimatic platform.
Opt-Out Mechanism. Motimatic provides Recipients of Motimatic GuidePosts the option to opt-out by clicking a link from a single device. The opt-out takes effect when the Recipient subsequently visits a page containing Motimatic code or after 30 days, whichever comes first.
Periodic Reports. Motimatic will provide Client with a weekly report via email that summarizes GuidePost activity for the prior week.
Motimatic Client Portal. Clients have access to the Motimatic Client Portal, where they review and activate GuidePosts that will appear to their Recipients.</td></tr>
<tr><td>Fees:

Subscription Fees:

• Starting March X , 2024 through April X , 2025, Motimatic will engage, motivate, and register Current, Prospective and Returning students (i.e. next-term registration), from a list of up to 10,000 students provided by Client to Motimatic for a total fee of $12,500/ month, invoiced monthly.</td><td>Service Term: The initial term of this Agreement shall be twelve (12) months, subject to early termination as provided herein (the "Initial Term"). Following the Initial Term, this Agreement will automatically renew for successive renewal terms of one (1) month, subject to early termination (each, a "Renewal Term", and together with the Initial Term, the "Service Term") unless either party gives the other party notice of non-renewal at least thirty (30) days prior to the end of the then-current term.</td></tr>
<tr><td>Payment Schedule: For billing purposes, all Fees are due within 30 days from date of the applicable invoice.</td><td>Method of Payment: ACH</td></tr>
<tr><td>Service Capacity: no less than 2,000 records per list and no more than 10,000 records.</td><td></td></tr>
</table>

Additional Terms

1. Client shall:
    - Within 15 days after the Effective Date, execute Motimatic's onboarding instructions, including securely sharing data file, activating GuidePosts and accepting Motimatic's Facebook Moderator request.
    - Review new Client-branded GuidePosts from Motimatic regularly, when prompted via (automated) email. Each time Motimatic produces a new GuidePost adaptation that references Client's brand, Client will have 10 business days to review the GuidePost adaptation for accuracy, fairness and consistency with Client's brand guidelines before the adapted GuidePost and similar versions for other advertising networks go live. If Client requests revisions ("rework"), an additional 5 business days are added to review the GuidePost before it goes live. If at any time Client determines that an adapted GuidePost requires revision, Client may inform Motimatic via the Motimatic platform, and Motimatic will remove the adapted GuidePost from circulation immediately, beginning the 5-day review rework period again, once any concerns have been addressed.
    - Activate at least 85% of the Client-branded GuidePosts that are provisioned.
    - Set up daily delivery of Recipient data in CSV form to Motimatic according to Motimatic's data file specifications and instructions.
    - Provide Motimatic with a data feed file on a daily basis for the purpose of tracking Actions.

Client acknowledges that each of the foregoing items is critical to the successful provision of the Services to Client and to the Recipients. Any delay in Client's performance of its responsibilities under this Agreement will result in a delay of the start of the Services for an amount of time proportionate to the delay in Client's performance.

Motimatic and Client both acknowledge and agree that it will not be possible to perfectly attribute all conversions achieved in this effort solely to the work detailed in this Order Form. Motimatic and Client further agree that while students may complete one of the billable Actions listed in the fees section, some of those students may not reach Client's "census" date. In all instances, our mutually agreed upon pricing per Action fully captures the value for Services rendered.

2. Client will keep accurate records and accounts of all Actions in order to calculate Fees. [Fifteen (15) days from the end of each calendar month, Client will provide to Company a monthly activity and fee report, which will contain, at a minimum, all information necessary to determine the volume of Actions and the Fees payable by Client hereunder.] Company or its agents may, with fifteen (15) days' notice, audit Client's records and inspect Client's facilities to verify Client's compliance with the provisions of this Agreement, including the calculation and payment of Fees. If an audit indicates an underpayment of five percent (5%) or more of any amounts due hereunder or other non-monetary noncompliance, Client will promptly reimburse Company for the reasonable cost of the audit. Such rights will remain in effect through a period ending one year from the termination of this Agreement.

Statement of Core Service. Motimatic provides marketing services to Client where such marketing involves dissemination of information to groups of individuals. Motimatic creates, customizes (in some cases), and distributes advertisement messages that take the form of online social media posts ("GuidePosts") in a particular "Vector" (a sequence of posts delivered through various online networks and having a specific content theme, addressing particular Client end-user ("Recipient") attributes or objectives). Motimatic distributes such advertisement messages to groups of at least

one hundred (100) or more Recipients at one time. Motimatic does not communicate on an individual basis with any Recipient, collects no information for or on behalf of Client from Recipients, and has no role whatsoever with respect to any decision regarding a Recipient vis-à-vis the Client. This “Order Form” is made effective as of the date of signature below, (the “Effective Date”) between Motimatic, PBC (“Motimatic” or “Company”), and the Client listed above (“Client”). This Order Form incorporates and is governed by the Terms and Conditions on Motimatic’s website located at https://motimatic.com/terms-of-service (together with this Order Form, the “Agreement”), which contains, among other things, warranty disclaimers, liability limitations and use limitations. There will be no force or effect to any different terms of any related purchase order or similar form even if signed by the parties after the date hereof. Capitalized terms not separately defined herein will have the meanings ascribed to them in the Terms and Conditions.

Motimatic, PBC	**Butler Community College**
By:	By:
Name:	Name: Dr. Kimberly W. Krull
Title:	Title: President
Date:	Date:

PERSONNEL

TOPIC for ACTION
Head Shooting Sports Coach

REPORT:
The contract for Darren Jackson, Head Shooting Sports Coach (Athletics), will run from July 1, 2024 through June 30, 2025. Darren is entering his first year as head Shooting Sports Coach at Butler Community College.

RECOMMENDED ACTION:
Contract set at a salary of $13,000 for the term July 1, 2024-June 30, 2025.

RECOMMENDED FUNDING SOURCE:
Athletics budget

Submitted by: Todd Carter – Athletics Director
Supervisor: Bill Rinkenbaugh, VP of Student Services
Date: February 21, 2024

SUPPLEMENTAL INFORMATION

Office of Research and Institutional Effectiveness
215 BOE
(316) 322.3338

Butler Community College

Metric	Description	Latest Performance	Last Updated for B(	Previous Three Years	Validation Source
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.	61% (Fall 2021 Cohort)	02/2023	60 % (Fall 2020), 60 % (Fall 2019), 60 % (Fall 2018)	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	30 % Graduation Rate/23 % Transfer Rate (Fall 2020 Cohort)	02/2024	31 % Graduation Rate/22 % Transfer Rate (Fall 2019 Cohort); 31 % Graduation Rate/24 % Transfer Rate (Fall 2018 Cohort); 28 % Graduation Rate/26 % Transfer Rate (Fall 2017 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	3.29 & 48.5 hours (Fall 2022 cohort)	11/2023	3.26 & 50.2 hours (Fall 2021 cohort); 3.27 & 50.1 hours (Fall 2020); 3.24 & 50.2 hours (Fall 2019)	Kansas Board of Regents KHESTATs Transfer Tab
CTE Placement	Self-reported job placement of technical program concentrators & completers	75.4% (AY 2023)	03/2024	84% (2022) 68.3% (2021) 76% (2020)	Kansas Board of Regents AY Follow Up Collection
Completions	Number of associate degrees and certificates granted by the institution	1327 (AY 2023)	09/2023	1371 (AY 2022), 1416 (AY 2021), 1446 (AY 2020)	Kansas Board of Regents AY Completions File

MONTHLY STATEMENT OF REVENUES AND EXPENDITURES

Butler Community College
Statement of Revenue, Expenditures, Other Changes
As of 2/29/2024

FISCAL YEAR 24, PERIOD 08
OPERATING FUNDS

	2024				2023			
	Budget	Actual	Variance (Over)Under	Percent of Budget	Budget	Actual	Variance (Over)Under	Percent of Budget
REVENUES:								
Tuition/Fees	18,212,530	17,055,007	1,157,523	93.64%	17,626,486	16,792,352	834,134	95.27%
Local Sources	14,250,037	8,439,707	5,810,330	59.23%	14,250,077	8,708,407	5,541,670	61.11%
State Sources	19,760,160	19,760,160	0	100.00%	19,426,536	19,251,731	174,805	99.10%
Auxiliary Sources	19,600	16,160	3,440	82.45%	17,781	19,600	(1,819)	110.23%
Other Sources	1,332,375	1,097,092	235,283	82.34%	666,023	528,483	137,540	79.35%
Transfers	82,134	82,134	0	100.00%	82,134	82,134	0	100.00%
TOTAL REVENUES:	53,656,836	46,450,260	7,206,576	86.57%	52,069,037	45,382,707	6,686,330	87.16%
EXPENSES:								
Instruction	16,110,852	9,206,658	6,904,194	57.15%	16,407,442	9,047,126	7,360,316	55.14%
Other Expenditures	0	0	0	0.00%	0	0	0	0.00%
Academic Support	3,988,592	2,152,606	1,835,987	53.97%	3,711,908	2,081,295	1,630,613	56.07%
Student Services	7,395,662	4,413,037	2,982,626	59.67%	7,006,811	4,188,334	2,818,477	59.78%
Institutional Support	21,902,923	14,359,703	7,543,220	65.56%	20,091,926	12,140,258	7,951,667	60.42%
Physical Plant Operations	3,885,673	2,230,072	1,655,602	57.39%	3,300,769	2,153,124	1,147,645	65.23%
Student Financial	3,427,004	3,226,218	200,786	94.14%	3,402,269	3,107,955	294,314	91.35%
Auxiliary Enterprise	0	0	0	0.00%	0	0	0	0.00%
TOTAL EXPENSES:	56,710,707	35,588,292	21,122,415	62.75%	53,921,124	32,718,092	21,203,032	60.68%
TRANSFERS AMONG FUNDS:								
Mandatory Transfers	1,371,908	980,608	391,300	71.48%	1,374,108	691,704	682,404	50.34%
Non-Mandatory Transfers	612,273	612,273	0	100.00%	612,273	579,273	33,000	94.61%
TOTAL TRANSFERS:	1,984,181	1,592,881	391,300	80.28%	1,986,381	1,270,977	715,404	63.98%
NET INCREASE/DECREASE IN NET ASSETS	(5,038,052)	9,269,087			(3,838,468)	11,393,639		
Fund Balances, Beginning of year	10,555,722	10,555,722			9,875,329	9,875,329		
Fund Balances, End of Period	5,517,670	19,824,809			6,036,861	21,268,967		

Statement of Revenue, Expenditures, and Other Changes

REVENUES:

Tuition/Fees

In-County, In-State, Out-State, International Tuition, Tuition Waivers, Technology Access Fee~~,~~ Nursing Fees, Auto Tech Uniform Fees, International Student Processing 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 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 (not applicable to Operating Funds)

Other Expenditures

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 Sources

Student Life Fund Expenses (not applicable to Operating Funds)

Transfers

Debt Service Payments, Operating Support to ABE, Career & Workforce Education, Annual Transfers to Development, Facilities, and Technology Funds

THANK YOU NOTES

Dear Butler family,

We want to express our sincere gratitude for your condolences, during this difficult time following the loss of my brother Toby Turner. Your support has provided considerable strength, and we feel fortunate to have friends/family like you with us.

With heartfelt appreciation,
Ireland and Diana Turner and family

K-State Research and Extension
Butler County
206 N. Griffith
El Dorado, KS 67042-2039
316-321-9660 or 1-800-894-1131
Fax: 316-321-2302

February 26th, 2024

Dr. Kimberly Krull
Butler Community College
901 S. Haverhill Road
El Dorado, KS 67042

Dear Dr. Krull,

On behalf of the Butler County 4-H Council, I would like to express our appreciation to Butler Community College for allowing us to use your facilities for our County 4-H Days on Sunday, February 25th, 2024.

Approximately 75 4-H'ers participated in a variety of events, including vocal and instrumental music events, dance, readings, project talks and demonstrations, and gavel games at County 4-H Day. They brought a large number of family members with them. It is always great for them to see Campus and what Butler has to offer. I would also like to say Thank you to the female Campus police officer who was working Sunday. She was a tremendous asset in making sure the buildings and rooms we had requested were unlocked. Please share our great appreciation with her!

Thank you again for your support of the Butler County 4-H program. We sincerely appreciate it.

Sincerely,

Charlene Miller, Director/4-H Youth Agent
K-State Research and Extension/Butler County

Butler County

Kansas State University Agricultural Experiment Station and Cooperative Extension Service.

K-State, County Extension Councils, Extension Districts, and U.S. Department of Agriculture Cooperating.

All educational programs and materials available without discrimination on the basis of race, color, religion, national origin, sex, age, or disability.

"Knowledge for Life"

BOARD OF TRUSTEES CALENDAR OF ACTIVITIES
March 2024

March Board Finance Committee	Tuesday, March 12, 2024; 3:30pm President's Conference Room	**Dave Sherrer** **Mary Martha Good**
March Board Meeting	Tuesday, March 12, 2024; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
March Work Session	Monday, March 25, 2024; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
April Board Finance Committee	Tuesday, April 9, 2024; 4:30pm President's Conference Room	**Dave Sherrer** **Mary Martha Good**
April Board Meeting	Tuesday, April 9, 2024; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
April Work Session	Monday, April 22. 2024; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**

2023-2024 Board Meeting Dates
Tuesday, October 10, 2023
Tuesday, November 14, 2023
Tuesday, December 12, 2023
Tuesday, January 9, 2024
Tuesday, February 13, 2024
Tuesday, March 12, 2024
Tuesday, April 9, 2024
Tuesday, May 14, 2024
Tuesday, June 11, 2024
Tuesday, July 9, 2024

LOOKING AHEAD		
May Board Finance Committee	Tuesday, May 14, 2024; 3:30pm President's Conference Room	**Dave Sherrer** **Mary Martha Good**
May Board Meeting	Tuesday, May 14, 2024; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
May Work Session	Monday, May 20, 2024; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
June Board Finance Committee	Tuesday, June 11, 2024; 3:30pm President's Conference Room	**Dave Sherrer** **Mary Martha Good**
June Board Meeting	Tuesday, June 11, 2024; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**
June Work Session	Monday, June 24, 2024; 4:30pm Dankert Trustee Board Room	**ALL TRUSTEES**

ACTIVITY CALENDAR

Women's Basketball vs. Cowley @ Home	Wednesday, March 6	5:30pm
Men's Basketball vs. Cowley @ Home	Wednesday, March 6	7:30pm
Men's & Women's Basketball at Region VI Playoffs – Higher Seed Hosts	Saturday, March 9	TBA
Softball vs. Hutch @ East Park	Saturday, March 9	1:00pm
Baseball vs. Barton @ McDonald Stadium	Saturday, March 9	1:00pm
Softball vs. Hutch @ East Park	Saturday, March 9	3:00pm
Baseball vs. Barton @ McDonald Stadium	Saturday, March 9	3:30pm
Spring Recess – No Classes	Monday, March 11 – Friday, March 15	All Day
Spring Recess – Offices Closed	Thursday, March 14 – Friday, March 15	All Day
Softball vs. Indian Hills CC @ East Park	Monday, March 11	11:00am
Softball vs. Indian Hills CC @ East Park	Monday, March 11	1:00pm
Softball vs. Dodge City @ East Park	Wednesday, March 13	1:00pm
Softball vs. Dodge City @ East Park	Wednesday, March 13	3:00pm
Baseball vs. Hutch @ McDonald Stadium	Thursday, March 14	1:00pm
Baseball vs. Hutch @ McDonald Stadium	Thursday, March 14	3:00pm
Men's & Women's Track & Field @ Bill Schmidt Invite – University of North Texas	Friday, March 15 – Friday, March 16	All Day
Softball vs. Cowley @ East Park	Saturday, March 16	12:00pm
Softball vs. Cowley @ East Park	Saturday, March 16	2:00pm
Baseball vs. Neosho @ McDonald Stadium	Tuesday, March 19	1:00pm
Baseball vs. Garden City @ McDonald Stadium	Saturday, March 23	1:00pm
Baseball Vs. Garden City @ McDonald Stadium	Saturday, March 23	3:30pm
ADMC Scholarship Audition Day	Saturday, March 23	All Day
Men's & Women's Track and Field @ Texas Relays – University of Texas	Wednesday, March 27 – Saturday, March 30	All Day
Softball vs. Garden City @ East Park	Wednesday, March 27	1:00pm
Softball vs. Garden City @ East Park	Wednesday, March 27	3:00pm
Spring IDD –No Class	Thursday, March 28	All Day
Good Friday – No Class, Offices Closed	Friday, March 29	All Day
Softball vs. Crowder College @ East Park	Thursday, March 28	1:00pm
Softball vs. Crowder College @ East Park	Thursday, March 28	3:00pm
Baseball vs. Cowley @ McDonald Stadium	Saturday, March 30	1:00pm
Baseball vs. Cowley @ McDonald Stadium	Saturday, March 30	3:30pm
Life Enrichment – Clifford/Stone Room	Tuesday, April 2	9:00am
Baseball vs. Rose State College @ East Park	Tuesday, April 2	1:00pm
Men's & Women's Track and Field @ Spring Open – Friends University (Wichita)	Thursday, April 4 – Saturday, April 6	All Day
Baseball vs. Colby @ McDonald Stadium	Thursday, April 4	1:00pm
Baseball vs. Colby @ McDonald Stadium	Thursday, April 4	3:30pm
Softball vs. Pratt @ East Park	Wednesday, April 10	1:00pm

Softball vs. Pratt @ East Park	Wednesday, April 10	3:00pm
Instrumental Music Chamber Ensembles	Monday, April 15	7:30pm
Instrumental Music Chamber Ensembles	Tuesday, April 16	7:30pm
Instrumental Music Chamber Ensembles	Wednesday, April 17	7:30pm
Theatre Production	Thursday, April 18	7:30pm
Theatre Production	Friday, April 19	7:30pm
Theatre Production	Saturday, April 20	2:00pm
Theatre Production	Saturday, April 20	7:30pm
Instrumental Concert	Friday, April 26	7:30pm
Instrumental Concert	Saturday, April 27	7:30pm
Vocal Music Concert	Thursday, May 2	7:30pm
Vocal Music Concert	Friday, May 3	7:30pm
Vocal Music Concert	Saturday, May 4	2:00pm
Vocal Music Concert	Saturday, May 4	7:30pm
Dance Showcase	Monday, May 6	7:30pm

EXECUTIVE SESSION

MOTION: Trustee _____

Ms. Chair,

I move that the Board Recess into Executive Session to discuss negotiations, pursuant to the open meetings exceptions for said matters relating to employer-employee negotiations and that the Board, President Kim Krull, Bill Rinkenbaugh, Shelley Stultz, Dr. Phil Speary and Kent Williams be included.

The meeting will resume in the Dankert Trustee Board Room within 30 minutes.

CALL FOR A SECOND: Trustee _____

CALL FOR A VOTE

ENTER INTO EXECUTIVE SESSION @ _____PM

RETURN TO OPEN SESSION A@ _____PM

ANY ACTION REQUIRES A MOTION, SECOND, and VOTE

ADJOURNMENT

MOTION: By _____
Ms. Chair,

I move that the Board meeting be adjourned.

CALL FOR A SECOND: Trustee _____

CALL FOR A VOTE

MEETING ADJOURNED @ _____ P.M.