Butler County Community College - KS

HLC ID 1271

OPEN PATHWAY: Reaffirmation Review   Review Date: 4/17/2023

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Context and Nature of Review

Review Date

4/17/2023

Review Type:
Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Butler Community College (BCC) is a public, two-year community college with a "home"/residential campus in El Dorado, Kansas. BCC hosts an additional six locations and has forged relationships with numerous high schools for the offering of both concurrent, i.e., students attending a BCC location, and dual credit instruction, BCC classes taught by high school faculty at area high schools. As part of its service to its expansive district, BCC hosts an Early College Academy. The multi-county area and additional locations the college serves span rural areas with some defined as programmatically specialized locations, e.g., a fire station; a culinary institute, and a correctional facility. The Team visited only the El Dorado site. The college provides instruction and student support services to approximately 9000 students across its many instructional sites. The college is governed by a Board of Trustees that has seven members who are locally elected on a staggered cycle.

BCC serves its constituents as a comprehensive community college offering transfer A.A. and A.S. degrees, career focused A.A.S. degrees and certificates designed for entry and advancing workforce development and employment opportunities.

The college had its Open Pathway mid-cycle review in fall 2017/spring 2018 with the determination that an Interim Report should be filed in response to the finding that Criterion 4B was "Met with Concerns." The Interim Report was accepted in 2021 noting that "...further organizational attention is required in the area of focus." Additionally, the Reviewer's Report stated that "The institution should assume that the HLC Peer Review Team conducting the College's AY2022-2023 Comprehensive Evaluation for the purposes of reaffirmation will examine carefully its continued progress in this area." Accordingly, the Team schedule included an Area of Focus on assessment/Criterion 4B.

Interactions with Constituencies

ABE/GED Instructor

Academic Advisor (x3)

Academic Success Coach/Tutoring Manager

Access and Instruction Librarian

Associate Dean of Health, Education & Public Service

Accounting and Business Administration

Administrative Assistant, Early College Academy

Administrative Assistant, Humanities & Social Sciences

Admissions Counselor

Advancement Coordinator

Assistant Director, Human Resources

Associate Dean - Science, Technology, Engineering & Math

Associate Dean, Early College Academy

Associate Dean, Humanities & Social Sciences

Associate Director, Educational Technology

Associate Vice President of Human Resources

Associate Vice President of Institutional Research and Effectiveness

Associate Vice President of Student Services

Athletic Director

Board of Trustees

Budget Analyst

Counselor

Custodial Supervisor

Dean of Academic Support and Effectiveness

Dean of Arts, Digital Media and Communication

Dean of Health, Education & Public Service

Dean of Online, High School & Community Learning

Deputy CIO

Digital Marketing Specialist

Digital Production Manager

Director of Academic Advising

Director of Accounting

Director of Admissions

Director of Career Services

Director of Client Services

Director of Curriculum & Catalogue

Director of Disability Services

Director of Facilities Management

Director of Faculty Development

Director of Financial Aid

Director of First Year Experience

Director of High School Partnerships

Director of Instructional Technology

Director of Libraries and Archives

Director of Marketing/College Relations

Director of Resource Management

Employment/Benefits Manager

Enterprise Systems Admin for Instructional Technology

Faculty - Agriculture

Faculty - Art

Faculty - Automotive

Faculty - Behavioral Sciences (x3)

Faculty - Biology (x2)

Faculty - Business Administration/Accounting

Faculty - Business Systems Technology (x3)

Faculty - Chemistry (x2)

Faculty - Computer Information Technology

Faculty - Early Childhood Education

Faculty - Economics

Faculty - Education and Public Service

Faculty - Engineering Technology

Faculty - English (x5)

Faculty - English & Literature (x2)

Faculty - Fine Arts and Communication

Faculty - Foreign Language

Faculty - Health Sciences

Faculty - Humanities & Behavioral Sciences

Faculty - Marketing & Management

Faculty - Math (x3)

Faculty - Mathematics (x2)

Faculty - Networking Management

Faculty - Physics

Faculty - SEM

Faculty - Theatre & Speech

Faculty - Welding

Head Coach, Men's Basketball

Head Coach, Volleyball

Head Coach, Women's Basketball

Head Coach, Women's Soccer

Interim Dean - Science, Technology, Engineering & Math

Lead Test Administrator

President

President, Butler Community College Education Association

Reference and Instruction Librarian

Sr. Supervisor, Facilities Management

Student (x23)

Supervisor, Facilities Management

Temporary Assistant to Dean of Academic Support and Effectiveness

Vice President of Academics

Vice President of Digital Transformation/CIO

Vice President of Finance

Vice President of Institutional Advancement

Vice President of Student Services

Additional Documents

Advising sign-in sheet

High School matriculation information

Personnel Reductions document

Compensation Study

High School to Butler transition rates

Net square footage changes

IRB Annual log

Retroactive Credit Policy Remediation

Academic Policy for Credit by Examination in Mathematics

Credit by Exam and Retroactive Credit Request Form

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

The BCC Mission is current due its recent review and endorsement through a college process that lasted for more than a year. Campus constituents and a designated committee participated in review of both Vision and Mission statements from October 2021 through December 2022. This group met to discuss, debate and receive input from colleagues on potential statements and offered multiple opportunities for employee feedback before Board of Trustees (BOT) approval in January 2023. Employees were able to participate/contribute to the crafting of statements through surveys and focus groups. The college's conduct in this work is a clear complement to its stated Value of Caring in that there was great intention exercised to listen to stakeholders.

Collectively, the Vision, Mission, Strategic Priorities and Values send a message to internal and external parties about how the college seeks to fulfill and support its higher education role across an expansive service area. BCC's public Strategic Priorities statements clarify its intentions to pursue goals that support both student and employee success. Appropriately, BCC academic programs and the broad array of student support services are in line with the college Mission and the diverse interests of the student body and communities served. The college provides a comprehensive menu of support services supporting student achievement in completion of Program Pathways, transfer or employment. Tutoring, advising, Disabilities Services, Early College Academy and financial aid assistance are just a few of the many programs/services

available.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

As stated in the Assurance Argument and confirmed in interviews, BCC seeks to serve its many communities/counties as a public, not-for-profit institution of higher education. The college serves the public good not only through its identity as a community college but also as a member of many communities where its profile contributes to the public good by engaging the public in the life of the college through art and theater events, recreation, athletics, and economic development efforts. These examples support the institution's claim of support for the external constituents. Most recently, the successful work of the college's Foundation in fundraising to support the Culinary Institute is a testament how well regarded the college is and how positive an impact and reputation the college enjoys. Both a recently approved construction program and the enhanced culinary program were adopted in response to community needs/interests.

BCC is a public state authorized and supported institution. The college does not have or report to any additional body beyond its Board of Trustees and state regulatory bodies, notably the Kansas Board of Regents (KBOR). Butler Community College executes its Mission with an intent to serve the public good through its academic offerings---degree and certificate---and student support services. BCC's service to its district, documented in the Assurance Argument and understood through interviews, confirms a broad commitment to public service and the public good through programs and services supporting constituents at all of its locations. BCC has a strong commitment to work with business and industry groups, again, in support of program quality and as an opportunity for students to enter career fields through internships.

Additionally, engagement with external constituencies is documented through the administration of surveys, college employee participation on community boards, advisory board members in service to the college and the continued expansion of college programs and services to the high school communities. The Early College Academy, a dual credit program, is a specific example of the college partnering for the benefit of high school students and the local community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

BCC provides opportunities for civic engagement in keeping with its Mission and to the benefit of constituencies. Career Services, student organizations, and PDx (professional development) courses provide curricular and co-curricular activities that contribute to preparing students for informed citizenship and workplace success. Butler's website provides students easy access to information about career services, including internships and active student organizations. PDx courses are offered in the various program pathways to help students explore career pathways from their program of study. Attendees in the Open Forum for Criteria 1 & 2 confirmed these examples and spoke of students going from BCC to workplace success through the connections and resources provided at BCC.

BCC's processes and activities clearly demonstrate inclusive and equitable treatment of diverse populations. The Inclusion Council (IC) has assumed a primary role in BCC processes and activities related to inclusive and equitable treatment of diverse populations. The Argument described the Inclusion Council as being established through a grassroots initiative from faculty and staff. During a session devoted to the IC, the passion and commitment of the members of the IC was impressive. IC is rightly called a grassroots initiative borne of several faculty members' inspiration while attending a conference in 2010 and returning to Butler to grow support among faculty and staff. The IC has grown to be quite influential at BCC and is guided by defined purposes articulated in its 2016 Board adopted inclusion statement that highlight's cultural competency and inclusivity to ensure student success.

The work of the IC is guided by knowing the BCC culture and serving its students. For example, an early focus of the IC was to identify minority males as a particularly vulnerable portion of the student population and looking for ways to address the concern. They learned that there was indeed a problem with BCC services and classroom experiences being able to develop the needed feeling of inclusion. The initial response was to provide workshops and resources to educate faculty and staff to the issue and provide strategies to help address change. IC members expressed confidence and optimism that their efforts have begun to make a difference.

The purpose statement for the IC says its "work is aimed at leading sustainable, systemic change across Butler's institutional culture." A significant action was to conduct "listening forums" in spring and fall 2021 to gather student feedback. From these a "Student Leadership Circle" comprised of "mostly underrepresented student populations" was formed and led to various initiatives. The meeting with the IC provided clear evidence that this work is ongoing. Examples include a student leadership group and heritage month activities. These are well attended and are having a positive impact on the campus culture.

BCC's Inclusion Council is a vibrant example of how BCC fosters a climate of respect among all students, faculty, staff, and administrators. The IC has developed resource guides and on demand trainings for faculty and staff. In addition, BCC has institutional resources and policies to support a climate and expectation of respect. The Student handbook, student honor code, the Student Pledge, and faculty code of ethics are evidences of this.

The team was impressed with BCC's effort to provide opportunities for civic engagement and foster a climate of respect and inclusion. As a direct measure of impact going forward, BCC may want to consider conducting a survey to measure faculty and student perceptions in these areas.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

BCC declares clear and current Vision, Mission, Strategic Priorities and Values statements that are well publicized. These statements declare the college's intent to offer educational programs and services that contribute to the public good. Programs and services at multiple locations provide a path through dual credit or conventional admissions to program completion, employment, and transfer.

BCC serves the public good through its main/residential campus and additional locations in ways that are designed to both enhance the reputation of the college and more importantly give life to the Mission. Through an array of accessible programs and support services, as well as through service to the community, BCC's operations are consistent with its Mission.

The college regularly seeks and values engagement with its external communities by engaging with its Advisory Committees and workforce/business and industry partners.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Butler Community College demonstrated a broad-based development process for the current Vision and Mission. Beginning in 2021, the college embarked on the modification of the mission statement in a collaborative manner through the use of student, community, faculty, and staff feedback. Faculty and staff confirmed that the 2021 update of Mission was driven in part by the pandemic and the need for the institution to change. Evidence demonstrated the use of five focus groups and two student forums utilized to provide input into the refinement of the mission and vision. Results gathered from these meetings in 2022, were combined with survey feedback and presidential forums, to develop the final Vision and Mission statements and clearly indicate the engagement of the college community in the development process. Approved by the Board in January 2023, the refined Vision and Mission statements were the culmination of input from a broad representation from college faculty, staff, and administration. Review of the Board meeting Minutes combined with an interview of the Board confirmed that though they were not directly involved in development of Vision and Mission, they held final approval of the statements. In subsequent review of these statements, the college could engage the Board earlier in the process.

Review of website and Source documents confirmed financial, academic, personnel, and auxiliary function integrity through clear policies and oversight of operations. Review of the annual financial audit report demonstrates financial integrity with audit opinions finding the financial statements were fairly presented without qualifications or significant findings. BOT agendas are published in advance of meetings and access is available to the public through recordings lending support to institutional transparency.

Legislative oversight of the institution's budget and expenses adds an extra level of oversight in its financial functions by complying with statutes including Kansas Cash Basis Law, Kansas Budget Law, Kansas Open Meetings Law, Kansas Open Records Act, and Kansas Faculty Negotiations

Rights. Review of the institution's Budget Handbook and interviews affirmed the budgetary process is shared broadly. The Handbook contains a budget calendar, guidance in budget development and preparation for departmental budget requests, and approval processes; the BOT approves the final budget. The Board Handbook and the Employee Handbook contain necessary and applicable financial policies for cash handling and purchasing. BOT Minutes and a review of multiple meetings witnessed ongoing financial updates and clear budgeting processes and good discussion when presenting budget recommendations to the Board.

The Employee Handbook and faculty master contract contain the policies relevant to academic and personnel functions of the institution and show faculty as the key drivers of curriculum development with program and curriculum oversight including program advisory committees providing a level of external assistance in maintaining currency and relevancy of programs. Academic instructor qualifications are made available to students and are monitored and approved through clear departmental processes. The website and catalog share information on all programs and services, notable, financial aid. The catalog provides current and prospective students with admissions, financial aid and scholarships, enrollment, orientation information and policies for dropping or withdrawing from a course, submitting an academic appeal, as well as tuition refunds. Combined, the process and information statements present a clear and detailed picture of the institution's identity.

The Board Handbook, Student Handbook, Athletics Handbook, Employee Handbook, and Faculty Master Contract all discuss ethics and code of conduct. The governing board and executive staff conflict of interest disclosure requirements demonstrate adherence expected ethical conduct prescribed by the institution. Integrity in human resources functions is further demonstrated by policies on equal opportunity employment, non-discrimination, and detailed instructions for search committee composition and procedures. The adopted "Standards for Best Ethical Practices" and the institution's published "Timeless Institutional Values" further demonstrate integrity of the human resource function and support.

The peer team applauds the institution's employment of EthicsPoint, an external vendor that confidentially manages employees' reports of possible unethical activities to add an additional layer of assurance. Review of the reports made in EthicsPoint and the institution's response confirms use of the system.

The institution provides several auxiliary functions to students including housing, dining, and health services. Review of the Residence Life Handbook combined with governing board discussion regarding setting housing rates demonstrates a balance between economic sustainability and commitment to fair housing costs for students and integrity of operations. The tour of the dining facility provided evidence of fair practices in providing meal options to students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Butler Community College provides clear evidence that it represents itself accurately and completely to its students and to the public. The Assurance filing contains screenshots of Butler's website and catalog, where complete information regarding the institution can be found. This information was verified on the college's website, where the academic catalog, admissions processes, tuition and fees, college administration, and accreditation relationships were found. Evidence provided in the Assurance filing included screenshots of DegreeWorks, a tool that allows students to track their progress toward meeting program requirements.

Program learning outcomes are published in the college's interactive catalog and program outcomes for some (but not all) academic programs can be found on the college's website by following a link from the program's catalog entry to a standalone document housed outside of the catalog. The Tuition & Fees page of Butler's website contains accurate and complete information regarding the cost of attendance, including a link to the Kansas Board of Regents (KBOR) degree statistics and cost estimate database, where students can find estimated costs by institution and program. Faculty names and contact information were also found on the individual department/program pages on Butler's website, and a list of administration, faculty, and staff with their academic credentials is available in the Butler Catalog. Meetings with academic advising and student services personnel during the site visit confirmed that students are effectively advised and given accurate information during their pre-admission, admission, post-admission, and graduation processes.

The Assurance filing also presents evidence that Butler's claims regarding its contributions are backed by evidence. Data gathered and analyzed by Butler's Institutional Research and Effectiveness Office regarding student success and community impact are paired with data from external sources such as EMSI in the Assurance system. Institutional Research staff shared additional evidence of institutional performance and impact during the site visit, and faculty and staff described how information on graduates is collected and used to substantiate claims about the institution and its programs. Faculty and staff readily shared several examples regarding program improvements made as a result of feedback from graduates and program advisory committees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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.

Rating

Met With Concerns

Rationale

The Board receives regular training opportunities starting with new member Orientation on through multiple training and retreat experiences with invited guests and representatives of both state and professional organizations. In the past year, the majority of these trainings have been conducted to clarify and confirm Board role and responsibilities including appropriate conduct and demeanor. One specific training was conducted by consultants from the ACCT to assist the governing board with understanding their roles and responsibilities and come to a consensus on a code of conduct. Additionally, the Board's Code of Conduct and Responsibilities, the Board By-laws, Code of Ethics, Board Professional Development, and the Board of Trustees Handbook all serve as instruments of training and information. Roles and responsibilities have been well documented and sufficient training has been provided.

Kansas statute authorizes the function of the Board which meets monthly as required though additional work sessions are held regularly as well. Recent work for the Board has included updating of by-laws and policies in response to recent events of Board interaction both with BCC's staff and among members of the Board itself. As cited above, BCC's 7 member elected Board of Trustees (BOT) receives appropriate training starting with a comprehensive Orientation and followed up with presentations from professional organizations emphasizing their legal and statutory responsibilities to the institution.The Board has participated in retreats on college issues and planning.

In January 2022 and January 2023, the Board could not come to full agreement on accepting ACCT's document on Affirmation of Service and Standards of Good Practice, resulting in only 4 of 7 Board members agreeing to sign/abide by these statements. The Board self-evaluation instruments for 2021 and 2022 also document a Board that does not see its functions in the same way and perhaps, more importantly, is unwilling to work to find effective ways of interacting in public meetings.

Review of recorded Board meetings, meeting minutes, and an interview with the Board confirmed that there is significant dialog and debate on institutional issues. Board members are briefed adequately on college issues and Board members discuss the information and make decisions. Although the vote is often split, the Board decisions do reflect institutional interests and priorities. The team believes that there is a fundamental split regarding Board perspective on the direction and vision of the institution that they will have to reconcile---possibly through budget action, again potentially with a split vote. In addition, the conduct/behavior of some members and their public interactions with colleagues is of significant concern as that behavior can effect institutional operations, climate and progress.

Board actions---by majority vote---confirm that the Board is able to conduct their required business often with a 4:3 vote. The votes themselves would simply be an unfortunate reality if not coupled with behaviors that thwart civil conduct and collegial respect. The team recognizes that it is a minority of the Board that is engaged in behaviors that frustrate both college personnel and fellow Board members. The frequency of 4:3 votes is unfortunate and is illustrative of Board discord and inability to find common ground.

The team is left with the impression that the Board members have perspectives that cannot/or have not been mitigated by time, discussion, training or willingness to cooperate as a matter of good boardsmanship. To the team, it is clear that there is a fundamental difference of opinion as to the direction of the college and the role that Board members should play as lead custodians of the college Mission. Consultants have been engaged to help reconcile differences and unite the Board around a common vision of their duties and role; this work has been unsuccessful. This circumstance begs the question embedded in 2C2---whether the Board is functioning in a way that can continue to preserve and enhance the institution. It may be beneficial to reconvene a visioning session so that administration can be provided a consensus picture of Board expectations for the direction of the college.

It is possible for BCC to function with the undesirable circumstance of a Board that does not share a common vision of their own role and true institutional interests. However, when the Board's negativity/behavior spills over to institutional operations it seems that the Board is not considering the best interests of the institution. This more than unfortunate split view of role and responsibilities and votes on institutional matters may likely continue until terms expire and/or members choose not to run/serve. However, if the behavior at the Board level is affecting operations and institutional climate, then that detrimental effect compromises the effective use of time and energy to conduct college business.

As a public Board, and as supported by ethical and code of conduct guidelines, the team affirms that the Board conducts its role without any indication of undue influence.

Though the Board on the whole does indeed delegate day-to-day management of the institution to the administration, a minority of the Board membership has taken on roles and tasks that exceed their Board role/responsibilities and both interfere in institutional operations and on occasion add burdensome requests to staff time. An additional instance of Board interference was documented in the December 2022 video recorded Board meeting where members debated their role in influencing curriculum---brought on by a complaint that did not move through the stated complaint process. In the interview with the Board, a minority of Board members stated their belief that they should be able to influence curriculum choices and decisions, effectively putting the tenets of academic freedom at risk. The team believes that actions by individual member(s) in overstepping their prescribed role -- specifically in attempting to influence curriculum or abridge academic freedom---- undermine both

due process and curricular control by faculty. A minority of the Board engages in actions that undermine the authority and role of the college's faculty and administration.

Interim Monitoring (if applicable)

Interim Monitoring

The team recommends a report from the college by February 23, 2024 with evidence of a Board vote affirming acceptance/commitment to the tenets of 2C. This report should affirm that Board members understand the limits of their roles and the appropriate role for the president and administration. The college may choose to submit any edited or updated documents including a code of conduct, statement of ethics and/or Board by-laws insofar as they affirm the Board's understanding of the duties and limits of their roles

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

BCC is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. The Assurance Argument and attached evidence highlighted BCC's commitment to academic freedom in the form of a Faculty Code of Ethics that was negotiated by the Board of Trustees (BOT) and the Butler Community College Education Association. This Code of Ethics includes three principles that contribute to pursuit of truth in teaching and learning. The first principle is the commitment to the student which refers to the professional employee stimulating a spirit of inquiry, acquisition of knowledge, and thoughtful formulation of ideas. Second is the commitment to the profession which refers to the education profession as "vested by the public with a trust and responsibility requiring the highest ideals of professional service." Third is the commitment to BCC which refers to advancing the college Mission. These principles under gird a commitment to freedom of expression.

For the benefit of students and the learning process, faculty are expected to be subject matter experts and to develop curriculum that supports defined learning outcomes while fostering access to varying points of view through fair and objective presentation of the subject matter. Practical examples of upholding the Code of Ethics that were shared during the Open Forum for Criteria 1&2 include the development of OERs, the addition of mental health services, and additional training for search committees. During interviews, faculty confirmed strong support from administration regarding academic freedom and freedom of expression. A noteworthy example mentioned in the team response to 2C was that faculty credited administration with firmly supporting academic freedom in the matter of an overstep by the Board with respect to a complaint about curriculum.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Based on the evidence provided in the Assurance Argument and conversations with college administrators, it is evident that Butler has the policies and procedures in place to ensure that research efforts are completed consistently with professional standards and are properly monitored. Additionally, Butler has sufficient support services and committees to ensure integrity and scholarly practice within research and scholarly initiatives. While Butler does not have a large volume of research needs, it is apparent that best practices are being utilized when those occasions arise. Appropriately, faculty and students are provided guidance on proper usage and ethics of research. It is evident that the institution utilizes good practices in its policies and standards for academic integrity and research.

As stated in the Assurance Argument and confirmed in discussions with faculty, students, and administrators, the college enforces its established academic integrity policies. Faculty and staff provide the appropriate information on syllabi and during class instruction so students can be aware of academic integrity expectations. The college has recently increased the level of sophistication of a tracking process to provide additional monitoring of academic integrity in courses. The college utilizes technology, including software to prevent plagiarism, and violations of academic integrity are addressed through established institutional procedures.

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Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

BCC evidenced a broad and participatory development process for the current Vision and Mission statements. A review of the college's website and conversations with stakeholders confirmed financial, academic, personnel, and auxiliary function integrity through clear policies and oversight of operations. A review of the annual financial audit report confirmed financial integrity with audit opinions finding the financial statements were fairly presented without qualifications or significant findings. Butler provides proper oversight and usage of all institutional funds and resources. Butler provides clear evidence that it represents itself accurately and completely to its students and to the public. Program learning outcomes for the majority of degree/certificate offerings at Butler are published in the college's interactive catalog.

Based on the evidence provided in the Assurance Argument and conversations with the Butler students, faculty, staff, board, and administrators, it is clear that the college has the necessary policies and procedures in place to ensure that institutional personnel act with integrity. Butler utilizes well-established procedures and processes to ensure integrity and transparency with college finances. The academic integrity of course and program offerings is maintained and enforced by the Butler faculty, staff, and administration. Likewise, it is evident that the college fosters a professional workplace that consists of equal opportunity for employees and encourages fair and ethical behavior for all college personnel.

The Butler Board is provided regular training opportunities with the majority of these trainings dealing with the role and responsibilities of Board members. A review of recorded Board meetings, meeting minutes, and an onsite interview with the Board confirmed substantial conversations and debate take place on institutional issues. While the Butler Administration provides pertinent information on institutional matters, so the board members may have productive conversations and make decisions, it appears that the Board as a whole does not have a shared view of the college's future direction nor the behavior that Board members should exhibit in their service to the college and its stakeholders. The team has determined that this is an issue that warrants institutional attention and resolution.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

As indicated in the Butler Course Catalog, whose programs/degrees are approved by the Kansas Board of Regents, the coursework and credit hours of the respective academic programs are determined by the faculty and academic administration. During the visit, the team verified in conversation with faculty and staff that the curriculum statement in the catalog is accurate. The learning outcomes, expected levels of performance, and course requirements are developed by the faculty.

The team identified that the institution has publicized program outcome goals/statements for AA, AS, and AAS degree programs but has not done so consistently for the certificate or AGS program. The team recognizes that in recent years the institution has made significant headway in establishing appropriate learning goals for the majority of their programs but has neglected to develop discrete learning goals for a number of its certificate programs. BCC has a total of 26 certificates ranging in credit hours from 11-42. The team acknowledges that the institution considers some of the certificates offered to be a sub-set (or en route credential) of the AAS degree, and as such are able to use the same learning goals for the career courses portion of the degree. Given the disparity in credit hours---even recognizing that the only difference between some certificates and their aligned degrees is an increment range of 15-18 hours of general education---the team believes that because certificates are present in the catalog and marketed as freestanding credentials, that the college must change its position and identify specific learning outcomes for all certificate programs apart from any relationship with a degree. Fulfillment of 3A (2) requires the institution to affirm the distinction between learning goals in certificates vs. degrees. The institution needs to resolve this discrepancy by working with their HLC liaison to complete a review/inventory of certificates and affirm the

creation of learning goals for all certificates offered.

Course metrics for each course are reviewed and revised on a three-year cycle. The curriculum for the technical programs at Butler is guided by advisory committees for the respective program offerings. Based on the evidence provided in the Assurance Agreement, any updates or implementation of new programs follow the Kansas Board of Regents program approval guidelines and are approved by the BCC Board of Trustees. Butler and other higher education institutions in Kansas are currently in the process of implementing a system wide general education transfer system. This initiative will align the curriculum and credit hours for the Butler general education offerings with other Kansas colleges and universities. As stated in the Assurance Argument and confirmed in conversations during onsite sessions, the program quality and learning goals for each academic course offered at Butler are consistent across all learning modalities and locations. Butler monitors the quality of the academic course offerings through department meetings, annual evaluations, and monitoring tools, so that online, face-to-face, and hybrid offerings are consistent in quality.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

BCC's learning PACT is key to the institution's programs that engage students in collecting, analyzing and communicating information. PACT refers to expected skills/knowledge/performance for Butler graduates, specifically: Personal Development, Analytical Thinking, Communication, and Technological skills. BCC assesses student learning in each of these areas each semester. PACT represents BCC's general education program and directly supports the Mission. PACT is the language of student learning at Butler. The team heard frequent reference to PACT from faculty and administration during the visit, which fully corroborated the evidence and narrative from the Assurance Argument that PACT is a vital and well understood piece of the Butler academic identity. The catalog directly informs students that the purpose, content, and learning outcomes of the PACT general education requirements are intended to impart the knowledge and concepts that every educated person should develop for success.

Defined components of PACT further emphasize skills and attitudes encompassed in the general education program of BCC. PACT elements include personal management, interacting with others respectfully, thinking critically, problem solving, writing and speaking effectively, observing and reading effectively, and using technology responsibly and proficiently. These expectations are assessed across every degree program and in every mode of delivery using a faculty designed major summative assessment task (MSAT) for each course throughout the curriculum.

Discussion with faculty supported the Assurance Argument evidence that demonstrated BCC's educational offerings recognize human and cultural diversity. Course outline examples from

Comparative Religions, Ethics, and Sociology were provided to show that human and cultural diversity is directly emphasized. Of course, the Inclusion Council provides guidance and support to this goal outside the classroom, as discussed in 1C. It is also important to credit BCC's internship program in the area of engaging and preparing students for success in a diverse culture. The internship program connects students with employers while providing credit for learning outcomes relevant to the work place and PACT.

Finally, BCC encourages faculty and students to contribute to scholarship, creative work, and the discovery of knowledge in support of the Mission by assisting faculty in staying current in their subject matter, by offering outside of classroom learning opportunities in the form of student organizations, and through campus activities. Forum conversations with faculty and with students confirmed BCC's support of enriching activities. Examples include Student Leadership activities through the Inclusion Council, student organizations, Summer Jam professional development events, heritage month events, and art and music events.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

In conversation with the college faculty, staff, and administration it is clear that Butler makes a concentrated effort to ensure that the overall composition of its faculty and staff reflects human diversity that is supportive of the college Mission and the communities served by the institution. That said, the overall Butler Workforce Demographics is 90.7% Caucasian for full-time teaching, 87.4% Caucasian for part-time teaching, 93.4% Caucasian for full-time non-teaching, and 87.2% Caucasian for part-time. During the onsite visit, the Office of Human Resources provided a list of local, state, regional, and national websites where Butler advertises available positions in an effort to increase the level of diversity in human personnel. The Butler Inclusion Council has positively impacted efforts on this matter. The institution is making strides as they have established training for hiring practices so the college will be well supported in its efforts to hire diverse faculty and staff.

As of fall 2022, Butler has 150 full-time faculty and 398 part-time faculty. As confirmed with a sample audit of faculty transcripts and files in the Office of Human Resources, Butler faculty, including dual credit, meet HLC credentialing expectations. The institution has appropriate oversight, professional policies, and procedures in place that ensure faculty are able to complete the necessary responsibilities in and out of the classroom. Based on the evidence stated in the Assurance Argument and campus interviews faculty are fully qualified to teach their respective courses.

Butler students affirmed that the faculty are providing quality instruction, along with substantial academic support so that their learning needs are met. Based on the information provided by Butler faculty, students, and the evidence in the Assurance Argument, curricular learning expectations are evident for courses (on syllabi) and almost all of the academic programs.

A session with faculty confirmed the evaluation process described in the Assurance Argument. Instructors are regularly evaluated through formal observations, self-reflections, and student evaluations. If necessary, Butler has procedures in place to address any issues that may need additional attention or support.

As stated in the Assurance Argument and confirmed in conversation with faculty, since the fall of 2019 Butler has spent $471,921 in overall departmental funding and $290,468 in Carl Perkins funding for professional development, conference registrations and travel expenses. Faculty and staff expressed their satisfaction with the professional development opportunities that Butler provides, from both external and internal providers. Faculty and staff are given ample opportunities for professional growth. In addition, Butler provides sabbatical leave for faculty who have served in a full-time capacity for six consecutive years. Faculty and staff also have the opportunity to pursue professional development and receive additional compensation for completing graduate coursework. A professional employee receives a $900 increase to their base salary after the successful completion of nine additional credit hours or 135 clock hours completed. Since fall 2019, the institution has awarded an additional compensation total of $153,975 to employees pursuing professional development---evidence of the college's fiscal commitment to professional development.

As stated in the Assurance Argument, Butler requires full-time faculty to be available to students and must provide contact information and availability in course syllabi. Faculty affirmed that both they and staff utilize open-door policies and support tutoring efforts through academic department services as well as through the tutoring labs. While adjunct faculty are not required to have specified office hours, interviews confirmed that many come in early or stay after class to assist students. Butler provides several shared office spaces and has public gathering areas across their many locations for adjunct faculty to meet with students.

Online faculty include both full-time and adjunct instructors and approximately 50% of all online courses are taught by full-time faculty and are available to students through the Canvas learning management system. During onsite meetings, it was stated that the appropriate administrator for individual departments monitors the amount of time online faculty spend actively logged into their courses to ensure that appropriate levels of faculty and student communication is occurring. An interview with a diverse group of students confirmed that Butler faculty are very approachable and supportive of students and they were very complimentary of the availability and helpfulness of faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Butler Community College provides ample evidence in the Assurance filing and on its website that it is providing student support services for its population. Information regarding admissions, advising, athletics, disability resources, financial aid, mental health counseling services, registration and records, and veterans services is easily located on the college's website and in the Assurance Argument filing. Meetings with academic advising and student services personnel during the site visit confirmed that student support services are available to students at all of the college's locations and to remote students through phone, videoconferencing, and email. While support personnel are housed primarily on the El Dorado and Andover campuses, support personnel travel regularly to other locations to provide direct student services. Student services leadership shared examples of how support services are evolving to meet changing student needs, including the addition of a part-time mental health counselor at the Andover campus to complement the full-time counselor at the El Dorado campus.

The Assurance filing describes the placement process for incoming students in English and Math and provides evidence of co-requisite remediation for students scoring below college-level English and a modular developmental sequence for students scoring below college-level Math. Faculty and academic leadership shared additional details about these processes during the site visit, confirming that preparatory instruction has been modified in response to data regarding student performance and that these changes are having a positive impact. While the placement process was described in the Assurance filing and during the site visit, there does not appear to be a systematic effort to study the effectiveness of the current placement strategy. Some individuals described the placement process as being very complex and difficult for students to understand and navigate, and the team recommends additional scrutiny of the process to determine if it can be clarified and simplified.

Butler provides evidence that it is serving the advising needs of its students with 11 full-time and 10 part-time advisors and describes their work in the assurance filing. During the site visit, the Director

of Advising and the Associate Vice President for Student Services gave additional details about the number of advising sessions and when and how these sessions took place. In a student listening session, team members heard concerns from students that advisor assignments change frequently, particularly when a student changes this/her program of study. Student Services reported that they are considering a change from a general advisor structure to an assigned advisor structure. The review team encourages this effort to meet the needs expressed by students.

In the Assurance filing, Butler provides evidence of academic support services for students and describes the volume of tutoring activity. Faculty are given significant support in the use of the learning management system and effective course development for delivery through the LMS, as shown by evidence in the assurance system. During the site visit, faculty and staff repeatedly spoke of the Faculty Development Team, an organization originally created by faculty to support ongoing professional development and now supported by institutional resources, as a critical element of their ongoing growth. Regular professional development events such as the Second Saturday and Summer Jam events were cited as effective means for professional growth. In addition, a number of faculty and staff referred to the generous institutional support for ongoing education, including 40 hours of personal leave annually and financial support to pursue additional degrees. One employee described her employment path at Butler from a student worker position on to completion of an associate, bachelor's, and master's degree and a professional position at the college through the institution's support of ongoing education.

Finally, the Assurance filing describes the college's physical and technological infrastructure, and this was reaffirmed during the site visit. In addition to having facilities and support resources to undergird its current offerings, the college presented its facilities master plan and shared with the team its recent efforts to remodel instructional space to provide for additional science labs at the Andover campus and a new culinary arts facility funded through a substantial private donation and Foundation support. Information Technology staff shared recent activities to upgrade the college's technology infrastructure through a $6 million capital improvement bond, which has resulted in students and employees having access to high-capacity, high-quality technology infrastructure.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

Butler Community College provides a high-quality education to its on-campus, online, dual enrollment and correctional students in keeping with its mission and service area. Evidence presented in the assurance filing and corroborated during the visit confirmed that BCC's educational offerings are appropriately rigorous to its mission as a two-year comprehensive community college with the majority of its offerings in general and transfer education supplemented by a limited number of career and workforce training programs. The quality of programs, courses, and faculty are consistent across delivery modes and locations. However, the review team notes the need for the college to articulate and publish learning goals for all of its degree and certificates that differentiate the outcomes and levels of performance for each credential.

The general education program at Butler is well-developed and firmly rooted in the Learning PACT framework, which sets forth four domains of learning for students at the college. Students are engaged in intellectual, practical, and creative work aligned with the expectations of a two-year institution.

Butler has a stable, high-quality set of faculty and support personnel appropriate to its size and educational mission, and students are able to access the advising, tutoring, library, and other supports they need to successfully complete their goals. Faculty and staff are appropriately qualified and receive many opportunities for continual professional growth and development through the Faculty Development Team, on-campus professional development workshops and events, and support for professional involvement and the pursuit of additional higher education. Students reported during the site visit that faculty and staff are readily accessible, and they expressed a high level of satisfaction with their experience at Butler.

Student Services and learning support were found to be available to students at all campuses and in all delivery modes. Recent efforts at Butler to upgrade technology infrastructure have benefited both students and staff, and a current effort to provide students with low-cost laptops and robust virtual computing environments have complemented the college's efforts to provide a high-quality, supported experience to its students. Ongoing investment in physical infrastructure was evident in the instructional, support, and operational facilities of the college.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Butler has an evaluation process, which includes the Program Viability Determination (PROVIDE) and an annual academic program review. In addition, the college uses supplemental assessments to review career and technical education and general education every other year on a rotating basis. If Butler identifies a program as: needing revamping, discontinued, or modification, the appropriate department chairs/leads identify deficiencies and justify program needs in the annual academic program review and budget planning cycles.

Butler provides overall rubric scores for general education and CTC for 2019 and 2022 and 2019 and 2021, respectively. There are scores for each program in the PROVIDE report for each year. During onsite conversations with faculty, staff, and administrators several examples of course and program curriculum changes were cited, based on data from the program review process. The enrollment

decline that Butler is experiencing is being monitored and the necessary program changes/responses are occurring as needed.

In the Assurance Argument and during onsite conversations with faculty, staff, and administrators, the institution stated that it offers "retroactive credit", i.e., for certain eligible courses, credit is awarded for a preceding course/pre-requisite if the student establishes credit for a course a level above. As stated in the Assurance Argument: "... When the advanced course is completed, the student will receive the same grade and credit for the introductory course retroactively. For example, students exhibiting adequate proficiency may choose to enroll in Beginning Spanish 2 and earn retroactive credit for Beginning Spanish 1. The grade for Beginning Spanish 1 will be the same as the grade earned in Beginning Spanish 2."

These "retroactive" credits are placed on the student's transcript and documented just like any other appropriately earned course and grade. The grade on the transcript effectively identifies the credits as "earned" as opposed to "awarded". In discussions, the inherent error in this approach was recognized. Butler immediately responded to this issue and rectified its approach once brought to their attention. Three documents submitted to the team and noted in the "Additional Materials" section confirmed the change in practice/policy regarding the awarding of grades for retroactive credit effective May 15, 2023. Specifically, the team notes that the awarding of credit with a grade is inconsistent with good practice in student records transcription. Retroactive credit identified as awarded vs. earned is now effective with Summer session 2023.

Butler awards credit for prior learning. Some career and technical programs offer credit for prior learning (CPL) for earned industry credentials and certification testing. It is apparent that the institution is using established policies fairly and consistently. Butler has the appropriate policies and procedures in place to appropriately accept and document transfer credit for transfer students enrolling in the college.

The academic courses at Butler have a defined set of learning outcomes and are required to be reviewed in a three-year cycle. If revisions of the course learning goals are necessary, Butler has the appropriate committees (Curriculum Team and Dean's Council) and processes in place to ensure the revisions occur. All Butler courses and modalities utilized, including concurrent and dual credit offerings, are required to have a syllabus published in Canvas, which is the learning management system for the college. Butler faculty are required to publish a course syllabus prior to the first day of class and institutional policies included in the syllabus cannot be edited by individual faculty members. As discussed in the Criterion 3 rationale, academic rigor within a syllabus is required to be consistent across all modalities and college locations.

Based on the evidence provided in the Assurance Argument, an onsite review of faculty credentials, and a conversation with Human Resources staff, the faculty teaching within all modalities meet the HLC's expectations for qualified faculty. Butler has the appropriate policies and procedures in place to ensure the faculty credentials for all faculty are continually and consistently reviewed for compliance. HLC requirement is met, full-time and adjunct faculty job postings include faculty credential requirements for the position.

Several of the academic programs at Butler have achieved and maintained specialized accreditation, such as: Automotive Technology, Fitness and Wellness, Welding, and Nursing. The college is in good standing with all of its program accreditors. The Nursing program is accredited both by the Accreditation Commission for Education in Nursing and Kansas State Board of Nursing (KSBN). In addition, Butler is designated as a National Center of Academic Excellence in Cyber Defense

Education for the AAS in Cybersecurity Degree and Cybersecurity certificate and the Construction Technology program has been recognized on the national level.

Butler utilizes advisory committees and licensure exams to determine the success of their graduates. During the onsite visit, Butler faculty and staff discussed some initiatives to collect data and insight from their graduates. The discussions on this matter provided an outline of their plans but the initiative is in the early stages of implementation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

Butler Community College described its assessment processes for both academic and co-curricular activities in the Assurance Argument and during the on-site visit. The Assurance Argument contains evidence that assessment of learning is conducted regularly at the course level using standardized tasks (assignments, exams, projects) that demonstrate a student's level of achievement of course-level learning outcomes that are aligned with program and institutional learning outcomes---used also for general education learning outcomes with the acronym "PACT" after the four domains covered. A number of reports aggregating data from these assessment activities were included in the Assurance filing. Examples of standardized rubrics being developed and applied to the assessment of student learning were also provided in the Assurance filing, and reports of student performance were provided at the course, program, and institutional level of aggregation. During the site visit, faculty and leadership reinforced the widespread application of these strategies and explained further the role of "milestone" courses as the primary place where assessment of student learning relative to program and institutional outcomes takes place.

Co-curricular assessment reporting was provided for tutoring, personal development courses, men's and women's basketball, volleyball, soccer, art, and theatre. The co-curricular assessment process is built on the PACT outcomes, just as general education academic assessment is. Evidence in the Argument shows data for these areas and highlights recent analysis for tutoring and PDx. The analysis of evidence highlights the components that are most critical in the process by articulating what was gained from assessment activities. For example, the tutoring analysis showed that tutor ambassadors are experiencing growth in the PACT learning outcomes along with the students they assist. PDx analysis showed that students need to be able to move from one PDx course to another if they change their major or find their pathway is not a good fit. Analyses also led to an exemption policy for certain circumstances, use of differentiated projects for major assessments, and use of online professional development resources. During the assessment meeting, attendees described co-curricular learning as complementing academic coursework by relating to course content and engaging students outside of class and acknowledged the need for continued work in this area. The

team encourages faculty and leadership to continue refining the institutional definition of co-curricular activities and applying this definition to differentiate among them from extracurricular and (service) non-curricular activities.

Descriptions of changes to curriculum and instruction made based on assessment of student learning in a variety of disciplines---including Agriculture, Business, Religion, and others---were presented in the Assurance filing. This evidence was corroborated by three examples of improvements in student learning that utilized information gained from assessment that were shared with the team during the visit. Physics faculty noticed that students were struggling with their algebra skills and added some additional instructional units on vectors, geometry, and other algebra topics to their course content, which has resulted in improvements in student performance. In the Early Childhood Education program, faculty noted a decrease in scores on a licensure test and decided to implement a new project that was better aligned to the intended learning outcomes. A decline in NCLEX pass rates for Nursing students led faculty to identify missing content regarding seizure activity; once course outlines were revised and new content included, pass rates went up from 74% to 81%.

Assessment of learning at Butler is clearly a team effort, with evidence of substantial faculty participation found in both the Assurance filing---including notes from the Faculty Assessment Team and responses from departments to various findings---and during the site visit. In both the Open Forum for Criteria 3 & 4 and in a meeting on assessment, faculty and staff gave numerous examples of how they had been involved in learning outcomes assessment and in implementing and measuring the effectiveness of changes in their areas. The examples of the move to co-requisite remediation in English Composition and modularized developmental coursework in Mathematics in response to assessment data were cited by faculty and leadership as uniquely positive examples of responses to assessment data.

One item that will need continued attention based on both evidence and discussions is the refinement of program-level learning outcomes as previously indicated in Criterion 3A. Faculty and staff showed evidence of a solid understanding of course-level and general education/institutional learning outcomes but they demonstrated a lower level of consensus around the purpose and nature of program-level learning outcomes. This issue appeared to be particularly challenging in the transfer-oriented programs, as the state of Kansas does not allow transfer associate degrees in specific disciplines. As a result, faculty and leadership at Butler have identified "program pathways," or sequences of discipline-specific lower-division courses, that are being assessed as if they were programs. This approach seems to have created some extra---maybe unnecessary---assessment activity and introduced some ambiguity regarding transfer program assessment, as the program pathway courses only represent a small portion of the actual degree. The team suggests focusing on the assessment of the transfer programs as a whole, i.e., the Associate in Arts program and the Associate in Science program, rather than treating clusters of transfer courses as if they were individual programs. By defining clear program outcomes for the Associate in Arts and Associate in Science programs, mapping these to the institutional learning PACT outcomes, and continuing to utilize student artifacts in milestone courses, the team believes that the assessment of transfer programs will be even more effective.

Lastly, evidence presented in both the Assurance filing and during the visit indicated that there is tremendous variety in the number and level of specificity of program learning outcomes across programs at the college---some programs have as few as three outcomes while others have dozens---with some groups simply aggregating the course learning outcomes of their program pathway or professional licensing requirements and other groups establishing program outcomes that are more

overarching in nature. Faculty and staff recognized the need for continued work in defining and mapping program learning outcomes and the team notes that this work is a necessary next step in maturing in assessment practice. Finally, the team notes that some additional work on the assessment rubrics might be helpful to implement less subjective language and make assessment norming more practical.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Butler Community College has defined goals for retention, completion, and success outlined in its Strategic Enrollment Management (SEM) Plan, included in the Assurance filing, and reaffirmed by SEM Team members during the site visit. The Assurance filing also contained samples of the enrollment, retention, persistence, and completion metrics reported regularly to the Kansas Board of Regents (KBOR).

A variety of groups and individuals reported substantive involvement with retention, persistence, and completion information during the site visit. Interestingly, the review team noted during the site visit that the SEM Team's work is focused more on the recruitment, marketing, and process improvement sides of the enrollment management effort. Evidence in the narrative and corroborated during the visit pointed to two other groups – the Academic Retention Team and the Inclusion Council – as the primary stewards of the institution's retention efforts. Several studies of retention patterns were conducted and presented as evidence of ongoing efforts in retention and groups ranging from department faculty in English and Mathematics to the Inclusion Council reported using data and the results of various studies to inform their efforts to improve student success. In addition to data from the annual CCSSE administration, faculty, staff, and leadership reported using a variety of enrollment dashboards on a weekly basis to track trends in course, program, and modality fill rates. The team notes that additional work to disaggregate data by gender, race, ethnicity, age group, etc. would allow the college to pursue more targeted actions.

Evidence presented in the Assurance Argument focuses on the role of weekly enrollment reports and alerts raised in the AVISO retention software package in identifying where responses are needed. For

example, the performance of students in "milestone courses" can trigger the involvement of academic advisors and others in helping struggling student to recover. It was mentioned during the site visit that faculty utilization of this system and its capabilities is still not widespread enough to allow systematic intervention when students are struggling in milestone courses.

Two other major efforts informed by retention, persistence, and completion data were reported in the Assurance Argument and confirmed during the site visit. Faculty and academic leadership reported that data on low persistence and success rates for minority male students was a substantial trigger for the creation of the Accelerated Learning Program (ALP) in English, which uses co-requisite remediation to help students progress through their English Composition courses; ongoing analysis of retention and persistence data has shown that this program is having a positive impact. Similarly, faculty and leadership in Mathematics reported using retention and persistence data to inform the design of the modular remedial mathematics sequence with similar boosts in student retention. These groups also noted that the ultimate effect of these efforts on program completion has not yet been analyzed.

Butler presented evidence of its use of standardized practices and definitions in studying student retention, persistence, and completion metrics. In addition to sample reports using the IPEDS standards, the college presents evidence of its use of standard KBOR metrics and other tools that allow it to compare its performance to peer institutions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

Butler's program review process involves two components: Program Viability Determination (PROVIDE) and annual academic program review cycles. Action steps are planned with department chairs or lead faculty as needed to address challenges in programs. Butler has appropriate policies and procedures in place to evaluate the credit it transcripts, and to ensure faculty credentials are aligned with HLC requirements. During the visit, the team discovered a concerning and overlooked practice of recording grades for retroactive credit; this was brought to their attention and the policy was quickly rectified.

BCC has developed comprehensive assessment of student learning processes for both curricular and co-curricular offerings. These efforts are centered around the Learning PACT. There are MSATs for curricular assessment methods and observational data along with data from PDx courses for co-curricular methods. BCC is engaging in analysis of assessment data and responding accordingly with inclusive participation from both full time and adjunct faculty and support from administration. The team found program level assessment a bit confusing in that focus was on student learning outcome statements in milestone courses---effectively compilations of specific course outcomes, rather than outcomes broad enough to connect sets of program courses to PACT. However, the team notes that BCC is maturing in its assessment practices and will continue to evolve and refine program level assessment.

Butler pursues educational improvement through defined goals for retention, completion, and success as outlined in the Strategic Enrollment Management (SEM) Plan. The team noted that the SEM work seems more focused on recruitment, marketing, and enrollment process improvement. Retention efforts are currently more the work of the Academic Retention Team and the Inclusion Council. Butler's recently adopted AVISO retention software helps with data tracking and managing alerts for student progress. Training for faculty and staff is ongoing to maximize use of and benefit from AVISO. Examples of changes stemming from retention and persistence efforts named by faculty include Accelerated Learning Program (ALP) in English and modular based credit in math.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

The institution has established administrative structures and collaborative processes that enable the it to fulfill its stated Mission. The Mission and attendant statements, first adopted in 1997, were revised and approved by the governing board in January 2023, and provide the framework for the strategic plan. In turn, the strategic plan is embedded in the annual planning process through a Budget Handbook that provides the framework for planning. The BOT consists of seven members who are locally elected to 4-year terms. State statutes give the Board the authority to set the annual budget. As fiduciaries, the elected governing board is responsible for oversight of the institution. The governing board, contract with President, and state statute further delegate financial, academic, legal, and fiduciary responsibilities to the administration while keeping the Board informed and involved through monthly meetings and work sessions. Review of recorded Board meetings and analysis of Board agendas and minutes confirmed their involvement and approval of budget and planning efforts. Butler's shared governance model includes faculty participation on the President's Executive Council, allowing for direct input and discussion.

The President is hired by and responsible to the BOT to lead operations and to ultimately execute the Mission with governing board oversight through monthly meetings and work sessions. The updated Mission and Vision statements were revised through a college-wide collaboration through town hall meetings, surveys, and summits involving a broad group of stakeholders including faculty, administration, staff, and students. Regarding shared governance, administration works within an

organizational structure with delineated reporting relationships and responsibility areas, published in the Employee Handbook, as well as an internal committee structure comprised of faculty, administration, and staff. The committee structure ensures collaboration through a well-defined structure published in the Budget Manual and validated through interviews on site. During on-campus interviews with committee members, some individuals expressed the notion that one has to "own" an idea since there wasn't always clarity on which committee would be responsible to assist with an idea or innovation. The team believes that the institution could benefit from a review of its committee structure and specifically with the intent to define scope, roles and responsibilities possibly though a formal charter.

The team corroborated Assurance Argument assertions through interviews that the BOT, administration, faculty, staff, and students are involved in processes for evaluation, review, planning, and improvement. The Budget Manual and planning processes provide ample opportunity for direct input from faculty and staff at the departmental level. The interview with shared governance members, representative of the college's committee structure, confirmed that key institutional processes including recruitment, program creation, program phase-out, and budgeting involve the substantive input of internal constituencies. Faculty and staff provide input for policies, processes, and decision-making through several committees and task forces, including the Strategic Enrollment Management Team, Retention Team, PROVIDE Team, Textbook Committee, Faculty Curriculum Team, Academic Dean's Council, and Inclusion Council. Interviews with committee members confirm that faculty and staff believe their voices are heard as they participate in planning.

Examples of committee input leading to institutional change included: development of open educational resources as a key institutional objective, improvement of theater sound and lighting; investment in Adobe campus to improve digital literacy; +1 initiative leading to Aviso procurement, and acquisition of additional student services personnel when data showed that the institution wasn't utilizing all available funds in the Kansas Promise Program;

Examples of student involvement include: student surveys and listening sessions to gather input into mission and vision, and student need surveys completed and results utilized to provide rationale for the implementation of a laptop program.

Governing Board agendas and minutes, in addition to the recordings of meetings confirm that the Board is briefed on key performance metrics spanning facility utilization to student success metrics as well as other department level monitoring reports identified by administration or the governing board.

The institution presented many examples of decisions made where data was used within its committee and shared governance model to reach informed decisions through program review, assessment, or data dashboards. Some of those examples are: modularizing math courses; implementing the Accelerated Learning Program, overhauling the fee structure for all students, completing a compensation study leading to change in college-wide compensation, and decommissioning on-campus childcare. The college offered many additional examples.

Meeting minutes confirmed faculty involvement in course-level development and approval and curriculum handbooks documented their involvement in program development. The institution's academic requirements, policy, and processes are developed through a collaborative process with the main stakeholders being faculty, staff, and students. Through committees, task forces, councils, and other teams, the institution decentralizes the way that input and recommendations are generated for the decision-making process. Examples include the (1) the approval of all curricula and ensuring

currency of courses and outcomes under the faculty-led curriculum committee; (2) the establishment of assessment goals for academic programs; (3) the change in placement requirements in courses such as English; and (4) the role of the PROVIDE committee, comprised of faculty, staff, and administration where the viability of programs is measured and recommendations are compiled and forwarded to the Deans Council.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

The institution has organized the necessary human and physical resources to staff/operate the programs and services at main campus and additional locations throughout their service area. BCC has provided evidence that they have qualified and trained faculty and staff that the team confirmed through review of employee credentials. Appropriately, the college provides professional development opportunities and pay increases as staff complete approved professional development activities. IPEDS data confirms an adequate number of faculty and staff when compared to similar sized institutions.

The college's hiring and monitoring practices ensure that qualified faculty and staff support operations. The team reviewed the credentials advertised/required for a sample of job descriptions, the college's current practices in search committee procedures, the Employee Handbook and the Faculty Master Contract--- all of which offer details on professional development and training opportunities offered. Furthermore, some surveys, combined with listening sessions and a detailed planning and budgeting process assist in monitoring staffing needs. Investment in additional mental health counseling support for students is an example of new staffing response in the planning process.

Current facilities and technology plans along with scheduled investments indicate sufficient infrastructure. The BCC physical infrastructure includes one campus in El Dorado which is in close proximity to several other locations, including Andover and locations with specialized uses, e.g., instruction at a correctional facility, a culinary institute and an Early College Academy. Continuous evaluation of building conditions through audit, planning process, and facilities master plan are utilized to guide investment in deferred maintenance decisions. BCC completed a deferred maintenance and utilization analysis in 2018 combined with a facilities master plan. Budget allocations indicate that the institution is investing in deferred maintenance as funds become available including an HVAC upgrade in the gymnasium. Annual planning processes provide the opportunity for feedback and guidance to the institution's leadership in determining facility needs

that can strengthen programs quality. A recent investment in new sound and lighting in the theater area demonstrates the institution's commitment to infrastructure upgrades. The institution's investment in a fiber upgrade for the main campus is evidence that the technology infrastructure is well supported; BCC also has a comprehensive Information Technology Master Plan in place. These referenced upgrades, combined with the investment in and development of the HiFlex model of instructional delivery are examples of the institution's commitment to support educational offerings.

The institution has established realistic Strategic Priorities along with detailed IT and facilities plans and as evidenced by their investment in technology upgrades, renovations, electrical infrastructure, and HVAC systems, is positioned to support its programs and services. The Strategic Plan KPIs are measured, realistic, and do drive change. The institution's latest strategic plan, updated in 2022, combined with a recently completed Academic Plan '27, contain appropriate goals, objectives, related initiatives, and key performance indicators to support mission fulfillment.

Evidence provided to the team shows progress in several areas of the strategic plan with ongoing tracking of initiatives through data dashboards and reports to key stakeholders. Recently, the institution reviewed and approved updated Vision and Mission statements by compiling feedback from faculty, staff, administration, students, and the community. Board meeting minutes and recorded sessions reviewed by the team indicate that the organization is realistic about the its strengths, resources and opportunities. Planning for new programs to meet community needs in construction as well as industry-backed programs like diesel and automotive confirm that the institution has resources to respond to community requests. Investments in a laptop program for students, a compensation study, expansion of open educational resources and the conduct of a corresponding overload pay provided for development, 40 classrooms outfitted with necessary technology, and implementation of virtual desktop for students all combine to provide compelling evidence of accomplishing mission and are examples that the goal statements are realistic and up to date.

The institution demonstrates that its processes for budgeting and finance monitoring are well-developed and also follow sound practice. For example, the budget development manual provides a detailed framework of the budget process and timeline and outlines the necessary components for annual planning that includes a program/departmental evaluation and review. The budget process provides opportunity for input from academic and non-academic departmental areas and includes program evaluation and metrics as justifications for planning items. Budget monitoring is done through monthly reports reviewed by administration and the BOT's Finance Committee as well as summarized at every full Board meeting monthly. Quarterly reviews are also reviewed by the BOT Finance Committee and administration and summarized at full Board meetings. Financial control policies combined with governing board oversight indicate a solid framework for expenditure management and proper financial controls and oversight. Independent auditing of financials are required and audit reports indicate no major findings for the multiple recent reports reviewed by the team.

Review of budget allocations over the past several years confirms a clear dedication to fulfilling the institutional Mission and ensuring that educational purposes are achieved. Continued investment in facility improvements and deferred maintenance according to a plan developed in 2018, investment in part-time mental health counseling, a new program in construction management, new fiber installation, HyFlex modality, Aviso advising software, Ad Astra scheduling software, and technology upgrades to 40 classrooms all indicate fiscal allocations are a result of solid budgeting and planning. IPEDS reporting and financial reports demonstrate overall investments in academics

and academic support consistent with the BCC Mission. Investment in infrastructure such as new lighting and sound system in the theater further demonstrates the institution's commitments to its educational purpose.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

Review of audit reports, quarterly financials, year-end financials, IPEDS financial reporting, and annual budgets verified that the institution allocates resources in alignment with it s Mission. Resources are budgeted to support technology and building infrastructure as well as to support the academic and student support units. Key performance indicators in attracting and retaining talent led to a compensation study and plan for compensation adjustments as part of a strategic priority. A tour of science/health sciences labs as well as the theater arts area indicated the use of state of the art technology and newly refreshed campus spaces combined with a newly renovated Student Union featuring an e-gaming center. The college's adoption of the Guided Pathways initiative---leading to 18% course section reduction and improved completion rates---is another example of allocating resources in alignment with Mission and Strategic Priorities.

The institution links its non-academic and academic review processes to budgeting through a process described in the budget development handbook. The primary vehicle for the allocation of institutional resources is via the program/department review assessment required as part of the annual budget process. The annual program reviews, required for all programs during budgeting, incorporate different learning outcome metrics like course success, declaration of major field of study, and particular department completions, and trend-line context for evaluation of the operations of the department in terms of those student learning outcome metrics. A master facilities plan details deferred maintenance, new construction, and renovation that provides a guide for facilities budgeting. Assessment of student learning, specifically assessing the PACT---serving as general education/institutional outcomes---is robust and drives course and program improvement institutionally. Analysis of the KPIs, done by leadership and the Board, drives improvement efforts.

Interviews with the Textbook Affordability Team indicated a grassroots initiative stemming from committee championing of OER resources as a key institutional initiative to help reduce costs to students. Another example of using assessment of student learning to implement change is the modularization of mathematics to redesign math pathways which led to increased student success in mathematics. An example of utilizing evaluation of operations is the use of facility usage reports. These reports indicated facility underutilization in some areas of the campus classrooms leading to a reevaluation of the schedule framework and eventual investment into Ad Astra as a tool to improve scheduling.

The institution's annual planning efforts are executed within the framework of a three-year strategic plan developed with internal and external stakeholders. The strategic plan, developed with student, faculty, staff, and administration input and approved by the BOT, sets the goals and directions of the institution and KPIs are used to monitor progress. The annual budgeting and planning activities provide opportunities for all internal constituencies to offer input into the planning process. The Budget Handbook provides guidance that ensures the utilization of relevant KPIs and a formalized evaluation of the department. External input is collected through program advisory committees, external data sources such as ESMI, governing board input, the president's meetings and listening sessions, and interaction with the workforce development areas of the college. External perspectives are considered during planning and budgeting as indicated by expansion of the Nursing program to meet an individual community's needs, expansion of programming at the Department of Corrections facility, creation of a new construction management program, a new facility for culinary arts, and elimination of programs and services when determined not to be in demand.

The Board and administration plan on the basis of a sound understanding of their community and sources of revenue and enrollment. Review of BOT Minutes and recorded meetings exemplify the institution's struggle to come to consensus on how to balance enrollment trends and the impact on property taxes on the institution's service area. Regardless of reaching consensus, the ongoing discussion exemplifies a clear understanding of the institution's sources of revenue and potential enrollment. As such, the institution's 3-year budgeting cycle takes into account the realities of projected budgets. Board meeting minutes and videos demonstrate the Board's and administration's awareness of the realities of the local and state situation as well as recent enrollment trends, setting tuition rates for in-district and out-of-district students, and recent legislation on property tax caps. The planning and budgeting, master facility plan, technology planning and expenditures demonstrate the institution's commitment to its mission even in a time of declining enrollments. Several initiatives launched over the past few years are focused on student success/completion and the results are evident in increased graduation rates (the Guided Pathways approach may account for a large part of that success), a laptop program for students, and limiting tuition increases. Conversations with the Board members confirmed that they are well aware of the challenges of declining enrollment and funding streams combined with maintaining a quality educational environment with attention to the taxpayer burden.

Review of Program Review results, board minutes, executive team planning retreat agenda/minutes, facilities planning documents, ESMI reports, and corresponding strategic plan confirm that the institution is aware of evolving external factors/constraints and their impact on funding, enrollment, and facilities, technology infrastructure, and student success. The institution's annual SWOT analysis provides a framework for its current situation and issues facing the institution now and in the near future. Board deliberations confirm awareness of challenges facing the institution and budget allocations show that the institution is acting to address issues as cited above. Board minutes verify awareness and support for capital outlay in technology upgrades, including upgrade to fiber

across the El Dorado campus, HVAC systems in the gymnasium, classroom technology supporting HyFlex delivery modality, and upgrades to the theater.

The institution adopted a Program Review process to better focus programmatic decisions based on more external factors through a recently formed PROVIDE Committee. Review of the criteria and corresponding rating scale confirms that the viability determination goes beyond the annual program review utilized in the annual planning process and includes external factors such as demographic adjustments, market changes, shifts in industry and occupations, rates of automation, wage levels fluctuations, and private sector involvement in each program area. The PROVIDE Committee and their annual analysis of program vitality also includes examination of each program's capacity to determine a recommendation of "investment, maintenance, or dissolution" of programs.

The Strategic Enrollment Management Team analyzes external factors on an ongoing basis and sets benchmarks for recruitment from area high schools in order to understand the declining number of graduates and potential impact on future enrollment. Another example of institutional planning understanding and reacting to evolving technological advancements as well as efforts to improve efficiency is the investment and installation of technology capable of linking two physically distant classrooms into one virtual classroom in response to students who are place-bound.

The institution systematically executes strategic plan initiatives in support of its Mission and in light of the evolving operating environment. Initiatives, including a redesign of developmental mathematics, adoption of the guided pathways model, and launch of the laptop initiative were results of planning to improve student outcomes. The master facility and technology plans and their scheduled actions demonstrate the institution's commitment to improving operations to support students and staff.

The institution continues to use data-informed decision-making, through dashboard systems like Tableau, to improve systems and sub-systems across several areas of operations. Through review of strategic planning documents and corresponding KPIs, annual budgets, capital outlay, and 3-year strategic plan reports, it is clear that the governing board and administration systematically utilize data to drive improvement at the institution. Numerous examples of initiatives stemming from shared governance input to direct administrative action are documented; previous examples cited are a product of a well-designed annual planning process. Additional examples include the Retention Team's analysis of local and national data combined with an institutional initiative called Plus 1 which was initiated to encourage the use of Aviso to focus on retention as a key institutional strategy for student success. Providing budgetary assistance to develop OER , the development of the ALP project in the English Department, and the modularizing of the math curriculum are further evidence that the institution implements plans to improve student outcomes in a systematic manner.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

Evidence presented by Butler and validated by the team confirms that the institution has the resources, structures, processes, and plans to fulfill its Mission, improve its offerings, and respond to challenges and opportunities. The BOT as well as faculty, staff, and administration understand the challenges with declining enrollment as well as the competition posed by other institutions of higher education. Butler is poised to galvanize around a unified vision of the future even as the governing board wrestles with budget decisions regarding institutional identity through ongoing programs and services. That said, the college has adopted a Strategic Plan that defines the goals and metrics needed for success.

The institution has demonstrated sufficient human resources services, capacity to staff operations, and adequacy in available facilities at the main campus and other locations in their service area. Notably, the institution has a clear annual planning process that encompasses stakeholders throughout the institution, relies on multiple sources of information to anticipate and plan for evolving factors, and provides avenues for departmental/program evaluation in alignment with the strategic initiatives.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- FedCompFiling_2022_Feb2023

Rationale

Federal Compliance Rationale Template

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. **ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Butler Community College (BCC) policy for assignment of credit hours follows standard Carnegie definitions of the credit hour. " A traditional lecture course worth three credit hours could meet 3 times a week for 1 hour, 2 times a week for 1½ hours, or 1 time a week for 3 hours for 16 weeks or their equivalent. Laboratory and skill courses usually require meeting twice as many clock hours as the credit hours earned through them. Students should attend class and, on a weekly basis, plan to spend an average of 2 hours outside of class preparing for every 1 credit hour in which they are enrolled." A review of syllabi, including 3-credit, 4-credit, and 5-credit hour classes including courses with labs, confirms that the institution follows its credit hour policy.

Accreditation Liaison Coordinator answered questions regarding the credit hour determination of online courses by writing: *In an online format, the content of the course is broken into modules that align with the assigned part of term, breaking the content of course out over the designated time frame for completion. These modules essentially portion out the content as a face-to-face course does from week-to-week. No matter what modality in which the course is taught, the credit hour determinations, course syllabi and course outcomes and expectations are the same.*

In review of the online courses, the course outcomes do align with the outcomes for face-to-face classes. The required work load seems equivalent for most courses. It may be helpful to the

institution to develop some sort online equivalency process to confirm that time-on-task for online courses aligns with their credit policy.

The institution has a collaborative approach to establishing the Academic (Learning) Calendar, which takes into account state requirements and a variety of other outside influences, such as local school district breaks. The Fall and Spring semester are 16 weeks long. The institution does have classes that meet less than 16 weeks. The review of syllabi included courses that met during 4 and 6 week time frames. In all cases the direct instruction for these courses aligned with the time requirements its credit hour process.

Butler Community College only awards Associate Degrees. A review of Associate degrees listed in the Academic Calendar demonstrate that all meet the required a minimum credit hours of 60 credits.

The tuition and fees is easily accessible from the home page under the "About Tab". The refund policy is found in the online catalog under "Enrollment & Academic Information" under the "Student Tuition and Fee Refund Policy." It may be beneficial to the institution and students to link the refund policy under the "About Tab" or at least have it present on the page "Tuition & Fees" page that is linked under Billing and Payment.

1. **INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The institution has clear and transparent policies for managing and handling a variety of complaints. All complaint procedures for Title IX, Academic Appeals, and other Formal complaint processes are listed under the "Terms and Disclaimer" webpage (https://www.butlercc.edu/terms). The processes are also listed in the in academic catalog (https://catalog.butlercc.edu/content.php?catoid=10&navoid=487#formal-complaint). The Title IX/Harassment & Nondiscrimination policy and procedures is also easily found on through the "About" page of the website (https://www.butlercc.edu/info/20090/police-department/481/title-ixharassment-and-nondiscrimination/2). The process described in the policies and procedures provide the information available for Butler to make appropriate improvements.

The Team makes special note that during the visit student complaint documentation was reviewed and recognized as complete, exceptionally well organized and fully analyzed.

1. **PUBLICATION OF TRANSFER POLICIES**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Butler Community college publicly makes available its transfer policies and articulation agreements. The transfer credit policy is located in the catalog. The catalog also includes the process for receiving credit for test scores (e.g., CLEP, AP, etc.). The catalog also states that students can also receive credit for corporate training and professional work experience. The faculty will review the work and experience to determine if credit should be granted.

Credit for military service and experience is also articulated in the catalog. Butler CC is a Service Member Opportunity College (SOC) which means credit for military experience and training can be awarded to assist the student in completing their degree. Butler will act as a credit-holding institution by which a service member can enroll with Butler, be transferred and still complete an associate degree program. Students who have previously served in any branch of the United States Armed Forces may receive college credit for their military training and experience. Four semester hours of credit in physical education may be allowed for certain service schools completed. All military schools are evaluated upon request.

The Kansas Board of Regents has established guaranteed transfer list of courses, which states that specific courses are guaranteed to transfer to any other public university. Butler Community College makes this available to all students at the following webpage: https://www.butlercc.edu/info/201125/transfer-information/181/course-transfer. BCC also provides information regarding students transferring courses from community college to community college which have been state approved: https://www.butlercc.edu/info/201125/transfer-information/185/transferring-to-a-kansas-community-college. The institution also provides details to students seeking reverse transfer from a baccalaureate degree to an associates degree which is required by the Kansas Board of Regents (https://www.butlercc.edu/info/201125/transfer-information/459/reverse-transfer).

As a community college, articulation agreements with other institutions focus on what BCC credit the other institution receives for programs. This information can be found on two webpages: one focuses on Kansas institutions (https://www.butlercc.edu/info/201125/transfer-information/184/colleges-and-universities-in-kansas); the other includes institutions outside Kansas (https://www.butlercc.edu/info/201125/transfer-information/183/transfer-agreements).

One note that may benefit the students and institution would be to list the different types of credit transfer into the institution under the transfer information webpage instead of having that information only in the catalog where perspective students may not think to look.

1. **PRACTICES FOR VERIFICATION OF STUDENT IDENTITY**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Students are required to enter their social security number (SSN) on the application for admission. Students receiving federal financial aid are subject to independent verification and must provide personal identifiable information on federal financial aid documentation. Not all students are solely distance learners and should they seek a school ID, they are required to show a government issued photo ID before receiving a student ID card. Once students complete the enrollment checklist, the student must activate their Butler Account, which includes developing a unique password. They are

then able to access their student portal and courses. Students There are no additional costs for proctored exams, but students also must bring in a photo ID to confirm their identity in the exam.

Students are to abide by the academic honesty policy. Online students will be disciplined and could face expulsion if they share their log-in information and allow another person to impersonate them.

1. **PROTECTION OF STUDENT PRIVACY**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Butler Community College has developed procedures to ensure the privacy and security of student data. These procedures are located at the following webpage: https://www.butlercc.edu/terms. Regarding other student data, Butler Statement on Privacy states: "Butler Community College may collect personal information through various forms, surveys, or applications to allow us to contact you, improve our services, or create, complete, or update information about your records with Butler Community College. Information obtained via contact forms are only used for the defined purpose of contact and necessary college records."

The student Catalog outlines in detail the institutions FERPA policies and the processes regarding student records. Specifically the policy is very clear regarding any release of student information or records.

Based on the Federal Compliance document: Butler Community College offers annual compliance training that includes training on the protection of student information through the Family Educational Rights and Privacy Act (FERPA). All employees are required to complete the training on an annual basis. Annual compliance training regarding red flags is also required for employees who complete transactions with students and work with personal identifiable information on a regular basis.

The Employee handbook outlines FERPA policies and also policies regarding use of institutional IT resources and institutional data.

1. **PUBLICATION OF STUDENT OUTCOME DATA**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Butler Community College does provide student outcome data regarding completion, employment, retention and graduation rates for the entire institution at https://www.butlercc.edu/homepage/362/student-achievement-data. The definitions follow the IPEDS definitions.

The Nursing program publishes its program outcomes of completion rates, N-CLEX pass rates, and placement rates on its webpage, https://www.butlercc.edu/info/200181/nursing/679/accreditation-

and-student-achievement-data/2.

1. **STANDING WITH STATE AND OTHER ACCREDITORS**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale: Butler Community College discloses its standing with other accrediting bodies and state agencies (https://www.butlercc.edu/info/20005/about/927/accreditations). The institution is authorized as a public institution by the Kansas Board of Regents. Its Nursing programs are accredited by the Accreditation Commission on Education in Nursing and approved by the Kansas State Board of Nursing. The Automotive Technology program is accredited by the National Automotive Technicians Education Foundation. The Welding program is accredited by the American Welding Society Sense Program. Fitness and Wellness programs are accredited by National Strength and Conditioning Association (NSCA) Education Recognition Program (ERP).

1. **RECRUITING, ADMISSIONS AND RELATED INSTITUTIONAL PRACTICES**

Conclusion (Choose one of the following statements and delete the other.):

The institution does meet HLC's requirements.

Rationale:

According to the Federal compliance report, BCC marketing, admissions, and financial aid offices all abide by professional codes of conduct. The report stated that the Director of College Relations and Marketing is a member of the American Marketing Association and abides by their statement of ethics. The staff are members of the National Council for Marketing and Public Relations which is dedicated to the advancement of community colleges and provides resources, training, and strategies to community college marketing staff.

The Admissions team are members of the Kansas Association of Collegiate Registrars and Admissions Officer (KACRAO). This organization provides "good practice" guidance to admission staff conducting secondary student recruitment. KACRAO also had an annual conference which provides training and updates to its members. The admission representatives also abide by good practice identified by the American Association of Collegiate Registrars and Admissions Officers. BCC provides opportunities for new staff to receive the training they need for their positions. New Admission officers have training with current staff members to learn their duties including shadowing them at different events. Admission staff also attend the KACRAO annual conference.

The Financial Aid Office is a member of the National Association of Student Financial Aid Administrators and must abide by the ethical behavior as outlined in the NASFAA Statement of Ethical Principles. Financial Officers attend training at the following events: Kansas Association of Student Financial Aid Administrators (KASFAA) • KASFAA Fall Training Workshops, KASFAA Conference; Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA), RMASFAA Conference; and Summer Institute National Association of Student Financial Aid

Administrators (NASFAA). The office does have Policies and Procedure manuals and other processing notes to confirm that all required processes are being followed.

Academic Advisors follow the values established by the National Academic Advising Association. The filing document states that training and professional development is encouraged and provided by in-team cross training as well as participation in webinars, workshops and conferences to learn of and adhere to best practices.

BCC provides opportunities for new staff to receive the training they need for their positions. New Admission officers have training with current staff members to learn their duties including shadowing them at different events.

Documentation on training manuals was posted to the Addendum and confirmed that recruiters, admission staff and financial aid staff are specifically trained to avoid any practice that could be construed as a pressure or promise tactic.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other)**:**

No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.)**:**

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met With Concerns
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Interim Report(s) Required

Due Date
1/12/2024

Report Focus
The team recommends a report from the college by February 23, 2024 with evidence of a Board vote affirming acceptance/commitment to the tenets of 2C. This report should affirm that Board members understand the limits of their roles and the appropriate role for the president and administration. The college may choose to submit any edited or updated documents including a code of conduct, statement of ethics and/or Board by-laws insofar as they affirm the Board's understanding of the duties and limits of their roles.

Conclusion

Butler Community College is a mature institution capably serving its main/residential campus and additional locations.with certificate and degree programs and support services that are designed for local community success in career employment and transfer. The college's reputation is enhanced by its many cultural contributions and community service projects.   The college Vision and Mission statements are well publicized and vital to institutional operations; employees focus on providing an environment and appropriate resources to support students through to completion of educational goals.

The institution enjoys stable financial and physical resources with campus energy focused on Mission fulfillment. BCC seeks community engagement with its external communities through its own Board of Trustees, Advisory Committees and business/industry partnerships.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Met

Higher Learning Commission

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Butler County Community College, Kansas

Type of Review: Open Pathway - Comprehensive Evaluation Visit

Description: Specific review of compliance with faculty qualifications requirements solely for dual credit faculty has been suspended until the first evaluation occurring on or after September 1, 2025.

Review Dates: 04/17/2023 - 04/18/2023

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change
☐ Recommended Change:

Degrees Awarded: Associates

✓ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011
Year of Next Reaffirmation of Accreditation: 2022 - 2023

☐ No Change
✓ Recommended Change: Year of Next Reaffirmation of Accreditation: 2032 - 2033

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

✓ No Change
☐ Recommended Change:

Additional Locations:

Prior HLC approval required.

✓ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

✓ No Change
☐ Recommended Change:

Competency-Based Education:

✓ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Open Pathway

✓ No Change
☐ Recommended Change:

Upcoming Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

☐ No Change
✓ Recommended Change:

1/12/2024

Due 1/12/2024, a report with evidence of a Board vote affirming acceptance/commitment to the tenets of 2C. This report should affirm that Board members understand the limits of their roles and the appropriate role for the president and administration.

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	96	☐ No Change ☐ Recommended Change:
Baccalaureate Degrees:	0	☐ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	0	☐ No Change ☐ Recommended Change:
Specialist Degrees:	0	☐ No Change ☐ Recommended Change:

Doctoral Degrees:	0	☐ No Change ☐ Recommended Change:
Certificate Programs		
Certificates:	24	☐ No Change ☐ Recommended Change:

Contractual Arrangements:

No Contractual Arrangements

☐ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

✓ No Change
☐ Recommended Change:

Additional Locations:

Butler of Andover, 715 East 13th Street, Andover, Kansas 67002 UNITED STATES

Redler Institute of Culinary Arts, 622 E. Cloud, Andover, Kansas 67002 UNITED STATES

Andover High School Culinary Arts Facilities at Andover High School, 1744 N. Andover Rd., Andover, Kansas 67002 UNITED STATES

Butler of Council Grove, 131 West Main, Council Grove, Kansas 66846 UNITED STATES

Emergency Service Training Center, 2610 W. 6th Ave., El Dorado, Kansas 67042 UNITED STATES

El Dorado Correctional Facility, 1737 US-54, El Dorado, Kansas 67042 UNITED STATES

Butler of Marion, 701 East Main Street, Marion, Kansas 66861 UNITED STATES

Butler of Rose Hill, 712 South Rose Hill Road, Rose Hill, Kansas 67133 UNITED STATES

Butler of McConnell, Building 412, McConnell AFB, Wichita, Kansas 67221 UNITED STATES

Boston Recreation Center, 6655 E Zimmerly St, Wichita, Kansas 67207 UNITED STATES

☐ No Change
☐ Recommended Change: