

# BUTLER ORGANIZATIONAL OVERVIEW

NOTE: The Butler *Organizational Overview*, required by the Academic Quality Improvement Program (Higher Learning Commission), is a planning document that defines our core values and purposes, primary enrollment market, stakeholder profile, the educational needs we seek to meet, and the internal organization we need to achieve our purposes. This document creates the context for evaluating effectiveness at Butler – defining what we measure, how we measure it, and how we identify our priorities for continuous improvement.

## **O1. What are the distinctive features of your organizational culture? (type of control, purposes, mission, vision, values)**

Butler Community College is a public, two-year postsecondary institution governed by a locally elected board of trustees. In 2002 our board made a series of decisions to define our emerging culture. First, the board approved a formal strategic planning model that has evolved into our current Integrated Planning and Resource Allocation process. After that, the board endorsed continuous quality improvement as our way of doing business at Butler. Finally, the board affirmed our strategic vision to become the Learning College of Choice for our region.

Being a Learning College commits us to define and live out an organizational culture that values the principles of continuous quality improvement at the institutional, unit and individual levels. This culture will enable us to work more effectively together to provide higher levels of value to our students and other stakeholders, compete in an aggressive market, and achieve our goals.

Our culture is based on three fundamental expectations:

1. **Alignment.** The work of every employee and the operations of every unit are carried out to achieve the same common purpose – the achievement of Butler’s strategic vision. In this culture job responsibilities and the mission of each unit are clearly relevant to our vision, but our employees and units maintain autonomy to manage their own functions.
2. **Integration.** Every employee, every unit works effectively together to achieve our strategic vision.
3. **Continuous improvement.** Every employee, every unit demonstrates an ongoing commitment to improve.

Alignment, integration and continuous improvement are emerging in the work we have done since entering AQIP in 2004. They are evident in our mission and vision, our Learning College principles, this *Organizational Overview*, our evolving employee evaluation process, and our Integrated Planning and Resource Allocation model. Our challenge for the immediate future is to put these concepts and definitions into practice so we can begin consistently producing the results we want for our students and other

stakeholders. Further development of our integrated planning model will take place in 2008, but its effectiveness will be limited until we are able to more clearly articulate the meaning of our strategic vision and identify the form of organization, programs and services critical to achieving our vision.

Our mission and vision provide a philosophical framework for organizing and carrying out our work as the Learning College. Within that framework, our Learning College principles define our organizational culture and the structure we need to sustain it. The *Organizational Overview* defines the parameters for the definition, selection, implementation and continuous improvement of our programs, services, student activities, partnerships and the institutional organization required to support them. Those parameters are enacted through the Integrated Planning and Resource Allocation process, thereby providing the capability to create an effective organizational structure. These elements are discussed in greater detail throughout this section of the *Overview*.

### Our Mission

Butler Community College exists to develop responsible, involved lifelong learners and to contribute to the vitality of the communities it serves.

### Our Vision

Butler will be the Learning College of Choice for the region, engaging students and other stakeholders in exceptional instructional programs and services that directly relate to their needs and prepare them for success.

Our vision conveys our intent to position Butler as the Learning College of Choice in south-central Kansas and so be recognized as the top-quality provider of post-secondary education, workforce and community development and customized training in the 10 counties we define as our primary market. Within the context of that geographic region, “exceptional” programs and services are ones that provide greater value to our stakeholders than what the other leading educational entities in our region can provide. Enacting our vision requires us to compare ourselves against peers and competitors. That’s how we will demonstrate relative value and discover – and adopt – best practices.

Defining what programs and services directly relate to stakeholder needs is a process of scanning our market to determine what those needs are. Once we have identified those needs, we must set priorities. We cannot be all things to all people. Our intent through integrated planning and resource allocation is to strengthen our institutional capacity to support programs and services that meet stakeholder needs that align with our mission and vision. We are early in our journey toward our Learning College vision and will continue to struggle with difficult decisions to disinvest from programs and services that are not relevant to our mission and vision and refocus our resources on those that are relevant.

As we define our scope of programs and services, we will strive to be most effective at creating these particular values for our stakeholders –

- Professional value – education that directly contributes to successful transfer, employment, or career advancement and retraining.
- Economic value – a measurable impact on the earning power of our stakeholders and the strengthening of our regional economy through workforce and community development.
- Intellectual value – a measurable impact on learning.
- Service value – learning experiences that enable our stakeholders to take responsibility for the welfare of their communities.

The general means by which we will seek to create these kinds of value are –

- Associate degree programs and transfer curricula that prepare learners for success in four-year college and university settings.
- Associate degree programs, certificates and courses that prepare learners for success in entering and progressing in the workforce.
- Customized training, workshops, and seminars that meet the needs of area business and industry.
- Basic skills curricula, including adult basic education and developmental coursework that prepare learners for success in the college setting.
- Comprehensive and coherent support services that aid learners in achieving their goals.
- Programs, courses, and cultural and sports activities that provide recreational and personal enrichment opportunities for learners and college constituents.
- Facilities, services, resources and partnerships that facilitate the success of external stakeholder groups.

Within our broad purposes, however, we will focus our attention and efforts on the 10-county region that comprises our primary market and on the needs of our primary stakeholders, including selected transfer institutions.

Regarding the last phrase in our vision – programs and services that “prepare [stakeholders] for success,” we understand that each stakeholder may define success differently. However, here again we must recognize that we can’t be all things to all people. We must define what kinds of stakeholder success we are most capable of promoting. There is an alignment between what value we seek to create and what success we seek to promote. We are committed to providing our stakeholders –

- Professional success – successful transfer, employment, career advancement, retraining.
- Economic success – a measurable impact on earning power, at least for our stakeholders as a group; measurable value added to our regional economy through workforce and community development.
- Learning success – a measurable impact on skills and abilities.

- Service success – measurable enhancement of our stakeholders’ sense of social responsibility.

### Butler Learning College Principles

These principles were adapted from AQIP’s 10 quality principles of high performance organizations and the college’s own statements of timeless values and principles. These principles outline the internal organization and work relationships we need to achieve our strategic vision.

*As a dynamic, responsible Learning College, Butler faculty, staff and administration:*

#### **FOCUS ON LEARNING**

We seek student and stakeholder feedback and use that feedback to shape programs and services that are directly related to their learning needs. We rely upon documented evidence to determine that improved and expanded learning takes place.

#### **ASSUME PERSONAL RESPONSIBILITY**

We assume responsibility and ownership in helping to achieve and maintain performance standards that contribute to the college’s mission and key performance indicators.

#### **ADVANCE ACTIVE ENGAGEMENT IN LEARNING**

We act as learning facilitators, engaging students and co-workers in a variety of learning experiences inside and outside the classroom setting.

#### **PROVIDE MULTIPLE LEARNING OPPORTUNITIES**

We sustain safe, functional and inviting learning environments to offer a variety of programming and services options that meet the learning needs of students and other stakeholders.

#### **VALUE OUR HUMAN RESOURCES**

Through our active engagement in systematic institutional and personal growth and development, we foster a climate of excellence in which all employees are empowered to contribute to the advancement of the college’s mission, vision and learning college principles.

#### **MAKE DECISIONS BASED ON FACTS**

We use the best available integrated data, information and performance measures to facilitate student learning, to guide our continuous improvement efforts at the department, division and college-wide levels, and to guide our daily planning and decision-making.

#### **PLAN STRATEGICALLY FOR THE FUTURE**

We plan with the future in mind, using a strategic planning model that allocates limited resources for optimum effectiveness, productivity and efficiency in meeting student and other stakeholder needs.

#### **RESPOND WITH AGILITY**

We effectively respond to opportunities, changes and threats in our environment, continually seeking new or adapted ways to respond to the learning needs of our students and other stakeholders.

## LINK WITH EXTERNAL COMMUNITIES

We foster mission-related linkages and partnerships to address student and stakeholder needs and to contribute to the economic and social well-being of our region.

## MODEL OUR PRINCIPLES AND TIMELESS VALUES

Administration inspires faculty, staff and students also to model the Learning College Principles and the college's timeless institutional values of Quality, Integrity, Service and Caring.

Our intent is to integrate these principles into the routine of work. We will achieve this in two ways. First, through the continuous improvement of our critical processes, programs, services and activities, we will seek to bring our operations into greater alignment with these principles. Second, and most fundamentally, we have embedded these principles into a new employee evaluation process that is being piloted during the 2007-08 year and is being operationalized in the 2008-09 year. Through this process, employees will be encouraged to develop and improve personal and professional skills that advance Learning College principles relevant to their work responsibilities.

### Organizational Overview

This *Organizational Overview* functions as a fundamental “business plan.” In this document we define our core values and purposes, our primary enrollment market, stakeholder profile, the educational needs we seek to meet, and the internal organization we need to achieve our purposes. This document creates the context for evaluating effectiveness at Butler – defining what we measure, how we measure it, and how we identify our priorities for continuous improvement. It explains how we intend to put our mission, vision and principles into practice. We are using the definitions in this *Overview* to realign the mission and purpose of all our instructional and business services units to our strategic vision. This is discussed below.

### Integrated Planning and Resource Allocation

Integrated Planning and Resource Allocation (IPRA) is a college-wide process that defines the mechanics of putting our mission, vision and principles into practice. In February 2006 our board of trustees endorsed a strategic philosophy for IPRA. The main idea of IPRA is that the college's vision and mission will drive all resource allocations, and that allocations will be used to promote the continuous improvement of college instructional programs/departments, services and student activities.

Through IPRA, we are beginning to apply the definitions from the *Overview* to determine the relevance of current and proposed programs, services, student activities and institutional partnerships. Our internal organization is being shaped as we clarify how we need to support relevant programs, services, activities and partnerships – and define their standards for performance.

During the spring 2006 semester a team of employees developed the IPRA process under the president's direction to create an approach in which *planning drives resource allocation*. The IPRA process defines how we use data and information to analyze the

“current state” of the college, down to the individual department level, and define our “strategic focus” for the next three to five years. Our strategic focus identifies areas that require improvement or offer opportunities to advance our mission. Under IPRA, resources will be allocated to support our “strategic focus” and to maintain critical operations.

To date, the college has used IPRA to develop its strategic focus. That focus is defined by eight strategic goals announced in May 2007. In the fall 2007, we started implementing a new resource allocation process. Also in the fall, college departments developed mission statements that demonstrate their relevance to our mission and strategic focus, define their key processes and expected ongoing outcomes. Key pieces of our *Overview* relating to the college’s primary market and scope of educational offerings were used in the mission statement template departments completed. In spring 2008 instructional and business service departments will begin documenting their critical processes and defining performance standards and metrics for them

### Institutional Organization

As we develop IPRA, we are gaining a better understanding of what kind of organization we need to create to achieve our vision. We know generally our internal organization must be capable of producing and sustaining programs and services that demonstrably create the stakeholder value we seek. Making this statement overt provides an opportunity for our business service units to align to our vision, since these units have a primary role in creating and sustaining the institution’s organizational structure.

Instructional units, supported by student service units, perform the core purpose of our institution – teaching and learning. In addition to the formal business service units that function in the executive, finance and information services divisions, cross-functional teams perform many critical tasks. Teams facilitate the enactment of policy across the college. They define and manage many key processes. They foster a collaborative work environment that reinforces our desire to integrate and align processes and break down work silos. A list of teams is found in the appendix.

Our Learning College principles identify the values of our emerging organizational culture. The nine AQIP categories of accreditation have helped us define the instructional and business processes that must be created and sustained to produce that culture.

To simplify the management of our processes, we have grouped our mission-critical “global” processes into interdependent systems. To guide the development of an effective organization, we have created a blueprint that identifies 17 global processes that must be in place and functioning effectively for us to achieve our strategic vision. In 2008 we will undertake a college-wide effort to segment these global processes into smaller pieces and begin documenting them. For example, we know that “Design/delivery of learning programs and services” is a global process critical to supporting student learning. Our process of creating and approving course outlines is a part of that overall process that we have chosen to document immediately.

Our global processes, organized by system, are:

#### LEARNING SYSTEM

1. Instruction
2. Enrollment management
3. Assessment
4. Design/delivery of learning programs and services
5. Support for other distinctive objectives – student activities and community enrichment

#### PLANNING SYSTEM

(Integrated Planning and Resource Allocation)

6. Strategic and gap analysis, Visioning
7. Strategy formation
8. Resource allocation
9. Project management

#### KNOWLEDGE MANAGEMENT

10. Management of information systems
11. Analysis and application of information

#### ORGANIZATIONAL CULTURE

12. Hiring, training, evaluation, reward/recognition
13. Leadership practices
14. Communication
15. Student & administrative support services
16. Partnership development
17. Determining stakeholder needs

College units are beginning to document our current form of organization, the operation of our mission-critical processes and the results we are getting. This work will be incremental and over time will create a greater and greater awareness of how we organize ourselves to provide programs and services to our stakeholders and what results we get. This body of knowledge will make our current state of organizational effectiveness and outcomes more overt and observable.

As part of process mapping, the units, with guidance from our senior administration, are establishing performance standards for their critical processes. As we evaluate the functioning of these processes on an ongoing basis, we will have the means to define weaknesses in our current state or how our current state needs to adapt to change so that Butler remains viable and responsive to stakeholder needs.

Through our Integrated Planning and Resource Allocation process, our senior administration and units will collaborate on an analysis of the current state of the college, uncovering programs, services or processes where performance is below standard or

areas that should be optimized to respond to changing needs of our stakeholders. Through this analysis we will be able to design systemic improvements to programs, services and processes that will optimize our organization and so produce the outcomes we want.

## **O2. What is the scope of your educational offerings?**

We are a comprehensive, two-year public community college that offers general education courses for transfer to other institutions, programs for career and technical education, customized training, development education and ABE/GED courses to help students prepare for college, noncredit learning and life enrichment activities. We serve educational needs in our assigned service area – Marion, Morris, Chase, Greenwood, Butler, counties, Sedgwick County, and the remaining counties in the Kansas Department of Labor workforce development area IV (Cowley, Harper, Sumner and Kingman counties)

In defining our scope of offerings, we will seek to differentiate our programs and services from our competitors. Central to this effort is our goal to attain national accreditation for all our Career and Technical Education programs will set us apart from our peer institutions. These accreditations will also provide external validation that we are preparing our students for the work place.

Instruction at Butler is also differentiated from that of our competitors by its identification of a common set of learning outcomes that is integrated throughout all coursework in all instructional departments and programs. This set of learning outcomes is called the Learning PACT and includes:

### **P = Personal Development Skills**

- Personal management  
*Make smart personal life choices*
- Interpersonal interaction  
*Interact with respect for others in a diverse world*

### **A = Analytical Thinking Skills**

- Critical thinking  
*Make informed decisions for challenging situations*
- Problem solving  
*Find workable solutions for real life problems*

### **C = Communication Skills**

- Creation and delivery of messages  
*Write and speak effectively*
- Reception and interpretation of messages  
*Observe, listen and read effectively*

### **T = Technology skills**

- General computer use  
*Use computers and the internet proficiently*
- Discipline-specific technology  
*Use specialized technology effectively*

Through the college's Learning PACT, Butler intends to impart knowledge and intellectual concepts to students that Butler's faculty believe every educated person should possess to function successfully in life. Through these learning outcomes, Butler students will have acquired pertinent knowledge and have developed invaluable skills in a broad range of academic areas which enable them to pursue a productive future in an increasingly complex and diverse global community.

We seek to offer comprehensive student services at all of our campus locations. Admissions, advising and counseling, financial aid and accounts receivable services are made available at our many locations to assist students to be able enroll successfully in the programs and courses that meet their educational needs.

The Department of Student Life has put in place a model that places "learning" at the heart of its mission and provides a framework for instituting this effort. The concepts of "learning," "personal development," and "student development" are defined as a student's participation and successful completion of any activity or exercise that has a direct correlation to the Butler Learning PACT. Within this model five characteristics for a learning-oriented department are outlined as: 1) the student life mission and all areas within the department complement the institutional mission, 2) programs and services, as a primary goal, are designed and delivered to encourage student learning and personal development, 3) student life professionals collaborate with other institutional agents and departments to promote student learning and personal development, 4) student life staff understand students, their environments, and teaching and learning processes, and 5) student life policies and programs are based on promising practices from research on student learning and institution-specific assessment data. The Department of Student Life has created the positions of Director of Student Development and Director of First Year Experience to assist student in co-curricular learning and personal development through leadership development programs, service-learning, coping with college programs, orientation and transitional programs, learning communities and additional co-curricular experiences and activities.

Serving the needs of the local communities in which we are located is an important mission of the college. We seek to foster and embrace a strong college-community connection that provides our community stakeholders opportunities for cultural growth, life enrichment, skill enhancement, recreation, and economic development. We seek to respond effectively to local needs by establishing and maintaining positive community and business partnerships that lead to higher quality of life for individuals and an increased prosperity for the communities we serve.

**O3. What is your student base (markets served and target populations, undergraduate and graduate, full- and part-time, traditional and non-traditional, enrollment by campus)?**

Since its inception as El Dorado Junior College in 1927, serving approximately 150 students, Butler has evolved into a multi-campus, regional community college that serves just fewer than 9,000 students each semester at six major locations and over 20 other

sites. A seventh campus site, its virtual campus, includes approximately 1,000 students per semester.

Our primary stakeholders are:

- High school students and concurrent students in the region we serve
- Recent high school graduates in Butler and Sedgwick counties
- Working adults who live in our region and who want to upgrade their skills or retrain
- Online Students
- Employers in our region
- Students from outside our region recruited to participate in a student activity
- International students
- Receiving institutions or transfer schools:
  - Wichita State University
  - Emporia State University
  - Kansas State University
  - Regional private institutions
    - Friends University
    - Newman University
    - Southwestern College
  - Program-specific receiving institutions (defined case-by-case in instructional program mission statements)
- Currently enrolled Butler students who are not academically ready for college
- Currently enrolled Butler students with economic constraints
- Our employees
- Cities and towns in our region
- Regulatory bodies
  - The state of Kansas
    - Kansas Board of Regents
    - Other agencies
  - Federal government
  - Higher Learning Commission (North Central)
  - Program accreditation agencies
- Butler County taxpayers.

**O4. What collaboration exists between yours and other organizations (businesses, foundations, agencies, other colleges and universities, K-12 schools and school districts, bargaining units, etc?)**

As one of its Learning College principles, Butler seeks mission-related linkages and partnerships to address stakeholder needs. Partnerships are formalized relationships with other entities. Linkages include affiliations with vendors that can provide specific services or with accrediting agencies that provide external quality assurance for our

programs and services. For example, we maintain an affiliation with Microsoft, which licenses the college to offer the company's certification training programs.

We seek partnerships that meet the following criteria:

- Provide relevant/current curriculum to meet our workforce demands
- Provide a benefit to our stakeholders that we cannot provide on our own
- Provides resources Butler cannot provide alone.
- Adds value to Butler programs or services
- Assist us with the understanding of our environment

A comprehensive list of partnerships includes the following:

### **Partnerships**

- Emporia State University
  - BEST
- Kansas State University – Salina
  - Manufacturing Technology
  - Engineering Technology
- KITE
- Cowley County Community College
  - EMT/EMICT
- Andover & Rose Hill High Schools
  - Facilities
  - Library
- Nine Butler County High schools
  - Tech Prep
  - Concurrent enrollment
- University of Tulsa
- Hospitals – Clinical Settings
  - Wesley Medical Center
  - Via-Christi
  - Susan B. Allen
- Sheet Metal Apprenticeship (JPTA)
- Workforce Alliance of South Central Kansas
- One-Stop Center
- Fire Departments
  - City of El Dorado
  - City of Rose Hill

### **Mission related linkages**

- Diversity Kansas
- Urban League
- Microsoft
- IBM
- CISCO
- Network Kansas

**O5. What is your faculty and staff base (numbers, types, full- and part-time status, educational level, and bargaining units)?**

Butler employs 924 people – 399 full-time faculty and staff, 525 part-time faculty and staff. Here’s a break down of employment:

<b><u>Full-time employees</u></b>	<b><u>Total</u></b>
Faculty	152
Counselors	3
Academic Advisors	4
Operational Staff	105
Institutional Support	109
Administrators	26

<b><u>Part-time employees</u></b>	<b><u>Total</u></b>
Faculty	434
Institutional Support	27
Operational Staff	64

The bargaining unit is the BCC Education Association, which represents full-time academic advisors, full-time counselors and full-time faculty.

The college requires counselors to hold graduate degrees in counseling. Full-time advisors must hold graduate degrees in any field. Faculty teaching transfer courses must hold an approved graduate degree from an institution which has been accredited by an agency approved by the Council for Higher Education Accreditation. Faculty must have 30 hours of relevant substantial study, including at least 18 semester hours in the teaching academic discipline. The college expects all employees to model and help advance the institution’s Learning College Principles (discussed in section O1).

Employee recognition is an important part of Butler’s organizational culture. Employees are recognized by their colleagues for exemplary job performance in the monthly Great Grizzly Deeds awards and the annual Awards of Distinction. The college also sponsors an incentive program for adjunct instructors as a means of recognizing their contributions. Retirees are honored at an annual retirement dinner. These activities are coordinated by the Organizational and Staff Culture Team. Employee volunteers organize the recognition events.

All new employees receive training and orientation through the Employee Connect program. When new faculty are hired, they will have been through an interview process inclusive of formal interview question and answer session, as well as a teaching demonstration. Top candidate recommendations are made through committee consensus.

New full-time faculty participate in a 3-day New Faculty Institute. Additionally, as of Fall 2007, they are required to participate in a program entitled “Getting Results,” which is coordinated and led by the director of faculty development. During their initial academic year at Butler, the program takes the new faculty cohort through a series of

sessions designed to facilitate pedagogical discussion and strengthen teaching and learning skills. New full-time faculty are also assigned a mentor (a FT faculty colleague) by their academic dean.

New adjuncts are also required to participate in New Adjunct Orientation sessions. Two face-to-face sessions are offered prior to each semester (Fall and Spring) and on-line training is available during the term. Additionally, another face-to-face training session opportunity is typically made available in the latter part of each Fall term. New adjuncts are assigned a peer mentor.

The faculty development director assists the vice president for academic affairs in preparing the program of activities for each Fall and Spring week of in-service. Activities include keynote speakers and training session options on a variety of topics relevant to faculty professional development. The director also prepares a slate of training sessions that will be offered throughout each semester which any faculty member can select to participate in for professional development points that can earn the faculty member additional compensation.

As noted in question O1, the college is piloting a new employee evaluation process that emphasizes professional development to continuously improve job performance and the integration of the Learning College Principles into daily work. In addition, the college has implemented a new tool students use to evaluate their instructors. Called the IDEA Student Ratings of Instruction, this tool is a nationally normed instrument utilized by over 120 institutions which provides comparative data at the national, institutional and individual discipline levels. The IDEA system converts student response data in relation to intended student learning outcomes as a resource for data-informed assessment of individual instructors' strengths and training needs to facilitate pedagogical improvement.

Executive Council has chosen to employ adjunct instructors and part-time staff, knowing that Butler cannot achieve its vision of being a Learning College without them. At Butler, success is reflected in achieving desired outcomes in the classroom and workplace – no matter who performs the task. We also value an employee base that reflects the population we serve.

The critical issue we need to address regarding our employee base is this:

*How do we hire and train people to function in the organizational culture we want to create?*

To answer that question, we are committed to developing an institutional employee training plan that is –

- Comprehensive and outcomes focused
- Engages people in meaningful, relevant training
- Geared to our strategic goals
- Is rolled out over time.

**O6. What are the critical and distinctive facilities, equipment, and technologies upon which your organization depends and the regulatory environment within which you operate (size and location of campus, number of buildings, types of equipment and technologies, program accreditation, health and safety requirements, financial rules, a designated “service area,” etc.?)**

#### Facilities

Butler offers programs and services at six major sites and 21 other teaching locations. These multiple sites include a variety of settings, such as the traditional campus in El Dorado, a commuter campus in Andover that is adjacent to the major metropolitan area of the state and a campus on an Air Force base. Traveling east from El Dorado one enters a rural setting, while traveling west one enters the previously referred to major metropolitan area of the state.

Butler’s El Dorado campus contains twenty-four buildings including three dormitory-style residence halls and four 8-plex apartments for student housing. The residence halls and apartments provide an on-campus housing capacity of 377 beds. The Agriculture program classroom building and barn are located approximately one mile south of the main El Dorado campus, and the college leases a facility approximately one mile north for its Workforce Development Center. The southwest corner of the El Dorado campus provides space for the Grizzly Adventure Course which provides outdoor facilities for leadership and team-building courses and activities.

Butler’s Andover operation has the greatest student headcount and credit hour production of any single location. Andover students attend classes in three buildings that are located within approximately 1.5 miles of each other. One of the Andover buildings is attached to Andover High School, another (5000 Building) is located in the industrial park, and the third (9100 Building) at 21<sup>st</sup> and Andover Road. Expansion space exists within the 5000 Building, and current plans call for consolidation by moving the 9100 Building operations to the 5000 Building.

Butler offers classes at McConnell Air Force Base in Wichita in facilities provided by the Air Force. Additionally, an off-base service center is located nearby to provide student services without necessitating entrance to McConnell.

In southern Butler County, Butler classes are provided in a building attached to Rose Hill High School. Within its six county service area, Butler leases and operates buildings in Marion and Council Grove. Partnerships exist with various school districts in the service area to provide concurrent credit classes to high school students and evening classes for the general population utilizing facilities provided by the districts. Butler’s service area is defined by state regulation and is intended to enhance the opportunity for citizens to receive on-site college classes in communities that do not have the physical presence of higher education.

Butler’s board of trustees recently approved a strategic goal to develop guidelines and an implementation plan for creating engaging, state-of-the-art learning spaces with any

future construction or remodeling. The college has a roof replacement plan in place. In 2007 a preliminary deferred maintenance study was performed by an outside consultant. Plans are underway to conduct a more thorough study in 2008 and to access no-interest loans through a recent legislative deferred maintenance initiative to improve the condition of the buildings, especially on the El Dorado Campus where many of the buildings are approaching forty years.

### Regulatory Environment

The college is governed by a board of trustees, elected by the constituents of Butler County as authorized by Kansas statutes. The Kansas Board of Regents is the principle regulatory authority for the operations of the college. Other regulatory and accrediting agencies are given in the following table:

<b>Program or Unit of the College</b>	<b>Accrediting Body or Regulatory Agency</b>
Butler Community College	U.S. Department of Education
Butler Community College	U.S. Department of Labor (regulation of workplace)
Butler Community College	The Higher Learning Commission of the North Central Association of Colleges and Schools
College Business Office	Government Accounting Standards Board (GASB)
Admissions and Records	Kansas Association of College Registrars and Admissions Officers
Intercollegiate Athletics	National Junior College Athletic Association and Kansas Jayhawk Community College Conference
Physical Plant Facilities	KS Dept. of Health & Environment
Associate Degree Nursing and Practical Nursing Programs	National League for Nursing Accrediting Commission, Kansas State Board of Nursing
Allied Health CNA and CMA courses	Ks Dept. of Health & Environment
EMT program	National EMS board
Health Information	Commission on Accreditation of Allied Health Education Programs
Engineering Technology (AutoCAD) program	American Design and Drafting Association
Engineering and Manufacturing Technology programs	Accreditation Board of Engineering and Technology/Technology Accreditation Commission
Business program	Association of Collegiate Business Schools and Programs
Automotive Technology program	National Automotive Technicians Education Foundation
Real-time reporting program	National Court Reporters Association (pending January 2008)
EduCare daycare center	National Association for the Education of Young Children

### Technology

Butler has been upgrading the technology infrastructure to facilitate its learning and working environments. We utilize SunGard's Banner ERP for the transactional functions of student services, financial aid, finance, human resources and Blackbaud's Razor's Edge for our advancement and development transactions. Butler has implemented a portal (Luminis) that is integrated with our ERP and provides multiple communication tools to the college. We have a four-year computer replacement plan and a three-year server replacement plan for mission-critical hardware.

There are several critical technology issues that need to be addressed. Students, faculty and staff coming to Butler possess different levels of technology literacy and have a wide array of expectations regarding technology. We need to incorporate a variety of technologies into the learning environment which will require increased support for faculty for successful technology integration and a heightened institutional expectation that appropriate technology be incorporated into the learning environment.

Technology currency addressing infrastructure, hardware, equipment, and new applications to support instructional delivery in our technology intensive programs must be a primary focus along with the next generation of programs to meet the demands of today's and tomorrow's work place.

Funding for technology equipment, with a focus on instructional equipment, and maintaining currency of related to instructional programs will continue to be a concern. Carl Perkins and other funding sources that we rely on may dry up. There has been a major flip in grant funding sources for these endeavors with more burden being placed on stagnant institutional sources of funding.

We need better business intelligence (BI) applications for data-informed decision making that must mature in parallel with our IPRA development. Skill set development to support BI applications must occur and the necessary human resources that will be required to support this function are a barrier to full utilization. We need to focus on better integration of information technology and business processes.

Compliance, regulatory and security issues are requiring more human and financial resources and will continually compete for a higher percentage of the technology budget.

### **O7. Which organizations are (or might be in the future) competing with you for students and/or for services and products you provide?**

Butler Community College is committed to maintaining Butler's competitiveness in the region it serves. Competitiveness is one factor in considering the selection of educational offerings. (See discussion under O2.)

## Competitors

First-tier competitors

*Those seeking enrollment from our defined prospective student pool and customized and corporate training in our region:*

- Wichita State University
- Wichita Area Technical College
- Cowley
- Hutchinson
- Private training vendors

Second-tier competitors

- University of Phoenix
- Friends
- Newman
- Tabor
- Southwestern
- Baker
- Webster

## **O8. What are your key opportunities and vulnerabilities as an organization?**

### **Key Opportunities**

Building upon the college's hallmarks of responsiveness, innovation and strong academic reputation, there are a number of opportunities as the regional economy is poised to expand due to the thriving sectors of aviation and health care, in particular. A new state appointed technical education authority holds promise for a new vision for postsecondary education as well as enhanced funding for the delivery of high demand high wage programs.

Besides offering the premiere associate degree nursing program in the region, as noted by the major medical centers in the Wichita metropolitan area, the college has strengthened significantly its engineering and manufacturing technology programs with enhanced space and national accreditation. Butler also is in the process of standing up an information technology center of excellence to address the current and future training needs of area businesses. It is working in conjunction with the Kansas Air National Guard local wing, whose mission has been transformed from an air refueling unit to an information assurance/security one. The shared vision is to not only meet the needs of the area businesses, but also to generate a new economic cluster for the region and the state in the information technology arena.

Focused efforts especially in three key areas are positioning the college well to serve as the Learning College of Choice for the region. The board has approved a set of five strategic priorities that will provide Butler students with unique attributes. To advance the priorities the college has developed a set of three year strategic goals. Additionally, there is a focused three-year capital improvement plan and all units of the college are in the process of implementing an integrated resource allocation model that will direct resources based upon centrality to mission, goals and continuous improvement initiatives based upon performance metrics and peer/competitor benchmarking.

Last, a major gifts campaign is beginning to heighten awareness of the impact of Butler among stakeholders who otherwise would not know about the college and its effectiveness.

### **Vulnerabilities**

A review of our student profile offers many challenges. Included among them are the fact that an increasing number of our students come to us unprepared to do college level work. Many are time, place and/or financially bound, so it takes them longer to complete their goals while they juggle work and school, which impacts our accountability reports. Additionally, it is far more difficult for our students to become actively engaged outside the classroom, which we know contributes to higher persistence.

There are 21 institutions of higher education within a 60-mile or so radius, so competition for students is exceptionally high. This issue has been exacerbated recently by the aggressive efforts of two public institutions within the Wichita metropolitan area that have taken bold steps to increase their enrollment and/or to reinvent themselves.

With the emergence of new, unimagined-to-date technologies, it is an on-going challenge to define the next generation for each of our technical programs and to consider where we should invest our resources to develop career/technical education and training programs to address emerging technologies (ex: biotechnology, composites, alternative energy...) Limited human and financial resources are limiting factors in the college's ability to do so.

Another vulnerability relates to the college's traditional sources of revenue: state operating grant, student tuition, and local property taxes. The amount of the state operating grant is set by the state and dependent upon the state's economic health, which can fluctuate from year to year. With reference to student tuition and local property taxes, it is a matter of achieving a balance that is acceptable to those stakeholder groups and one that does not preclude access for our students.

Last, there is a growing demand from external groups such as the U.S. Department of Education, the Higher Learning Commission and the Kansas Board of Regents, for us to demonstrate our accountability in quantitative terms, such as graduation, completion and retention rates. While this affords an opportunity to demonstrate our effectiveness in measurable terms, there is a sense of urgency to determine what measures make the most sense for us and to initiate benchmarking for that "vital few."

## APPENDIX

Team	Status <i>*including designation of Budget Officer</i>	Team chair
<i>Academic Excellence Challenge/High Q Committee</i>	<i>Decommissioned</i>	
Accelerated Scholarship Committee	Status unknown	
ADA Committee	Reports to Kaye Meyer	Teresa Eastman
<i>Adjunct Faculty Coordinating Council</i>	<i>Decommissioned</i>	
Aesthetics Team	Reports to Marvin Dodson	
Basis Module Leaders	Reports to Tom Erwin	
BEACIN	Reports to Vicki Long	
<i>BEARS</i>	<i>Decommissioned</i>	
Budget and Policy Review Team (formerly Planning Council)	Reports to Kent Williams	Edith Waugh & Vicki Long
<i>CABS</i>	<i>Decommissioned</i>	
<i>College Auction Committee</i>	<i>Departmental function</i>	
<i>College Classification Committee</i>	<i>Decommissioned</i>	
<i>Communication Committee</i>	<i>Decommissioned</i>	
Crisis Management Team	Incorporated into Safety/Security Team	Bill Rinkenbaugh
Curriculum Team	Reports to Dean's Council	
Dean's Council	Reports to Leann Ellis	Leann Ellis
<i>DIPS (Registrar's Data Integrity Posse)</i>	<i>Departmental function</i>	
Directors of Student Services	Reports to Bill Rinkenbaugh	Bill Rinkenbaugh
Enrollment Process Improvement Committee (EPIC)	Reports to Bill Rinkenbaugh	
Executive Council	Reports to Jackie Vietti	Jackie Vietti
<i>Expenditure Committee</i>	<i>Departmental function</i>	
<i>Facilities Planning Committee</i>	<i>Decommissioned</i>	
Food Service Committee	Reports to Adrian Rodriguez	Adrian Rodriguez
Graduation Committee	Convened each spring by Rita Luna	Rita Luna
Group Health Insurance Team	Reports to Vicki Long	Vicki Long
<i>Harold Smith Cultural Series</i>	<i>Decommissioned</i>	
<i>Honors Committee</i>	<i>Decommissioned</i>	
<i>Hubbard Award Team</i>	<i>Decommissioned</i>	
<i>Integrated Planning and Resource Allocation Model Design Team</i>	<i>Decommissioned</i>	

**2<sup>nd</sup> DRAFT. Employees read and applied portions of this Overview  
in the development of their mission statements in Fall 2007.**

<i>International Education</i>	<i>Decommissioned</i>	
IT Strategic Planning Team	Reports to Tom Erwin	Tom Erwin
<i>KM Strategic Design Team</i>	<i>Decommissioned</i>	
Latino Connections Team	Reports to Bill Rinkenbaugh	Adrian Rodriguez
Learning Assessment Team (formerly PACT - Instruction)	Reports to Leann Ellis	Phil Speary
<i>Learning Calendar Committee</i>	<i>Decommissioned</i>	
Learning Spaces Team	Reports to Tom Erwin	Tom Erwin
Learning Technology Team (formerly PACT - Technology)	Reports to Tom Erwin	Tom Erwin
<i>Library Committee</i>	<i>Decommissioned</i>	
<i>Marketing Team</i>	<i>Departmental function</i>	
Non-Faculty Evaluation Team	Reports to Vicki Long	Vicki Long
Operational Staff	Operational Staff president	Operational Staff president
Organizational and Staff Development Team (formerly Faculty/Staff Development Team)	Reports to Vicki Long	Ramona Becker
<i>PACT Steering Committee</i>	<i>Decommissioned</i>	
<i>PACT Student Life</i>	<i>Decommissioned</i>	
Parking Appeal Review Committee	Reports to Marvin Dodson/Adrian Rodriguez	
Pipeline Portal Team	Reports to Tom Erwin	
<i>President's Cabinet</i>	<i>Decommissioned</i>	
Professional Employee Evaluation Team	Reports to Leann Ellis	
<i>Quality and Effectiveness Support Team (QEST)</i>	<i>Decommissioned</i>	
<i>Retention Committee</i>	<i>Decommissioned</i>	
Sabbatical Review Committee	Status unknown	
Safety/Security Team	Reports to Bill Rinkenbaugh	Bill Rinkenbaugh
Scholarship Committee	Reports to Foundation	
Strategic Enrollment Team	Needs charter	Bill Rinkenbaugh
<i>Strategic Planning Team</i>	<i>Decommissioned</i>	
Student Engagement Team	Reports to Leann Ellis	
Student Review and Appeals Committee	Meets on an as-needed basis, convened by either Bill Rinkenbaugh or Leann Ellis depending on whether the appeal is academic or behavioral in nature	
<i>Web Advisory Committee</i>	<i>Departmental function</i>	