The report represents the findings of the evaluation team that visited Butte College from March 2-5, 2015

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BUTTE COLLEGE
COMPREHENSIVE EVALUATION VISIT TEAM

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A twelve-member accreditation team visited Butte College from March 2-5, 2015, for the purpose of evaluating how well the College is achieving its stated purposes, analyzing how well the College is meeting the Accrediting Commission for Community and Junior College’s (ACCJC) standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the ACCJC regarding the accredited status of the College.

In preparation for the visit, the team chair attended a Team Chair Workshop conducted by Dr. Barbara Beno, ACCJC President on December 1, 2014. On Monday, February 9, 2015 all members of the team, except one, attended an all-day team training session conducted by ACCJC Vice Presidents Jack Pond and Dr. Susan Clifford. The team member not in attendance on the 9th attended the training the following day in Southern California due to scheduling conflicts. During the training session, team members were instructed how to conduct an institutional evaluation in accordance with ACCJC standards.

A month prior to the team’s visit, the team chair and the team assistant conducted a pre-visit to the College to discuss expectations and logistics. Initial requests from team members were shared with the President. Findings from the visit served as updates to information provided in the previously completed self study report. These updates were sent to the team members for their consideration in completing their initial reviews of the self study report. Team members were divided into four committees, one each for Standard I, Standard II, Standard III and Standard IV. A team member was designated as the lead for each committee and coordinated the review of each standard. The team prepared for its visit by thoroughly reviewing and evaluating Butte College’s self study report and previous team reports, annual budget reports, audits and mid-term report; evaluating the institution’s responses to the previous team’s recommendations; and assessing online courses, the College catalog and class schedules, the College website and numerous documents provided by the College as evidence in support of the statements made in its self study report. The team members completed written outlines of the self study report and identified areas for further investigation and review prior to their arrival at the College.
On March 1, 2015, the team met for approximately three hours to review the self study report, confirm appointments and issues to be addressed during the visit, and share information gleaned from initial observations by all team members. The on-site visit began the next day, and during the visit, the team held meetings at Butte College and three of its offsite locations at Glenn County Center, Chico Center and Skyway Center, with students, staff, faculty, administrators, and board members; visited a variety of classrooms and campus facilities; conducted several drop-in meetings that allowed anyone on campus to meet individually with team members; and hosted two open forums located at the Butte College campus during various times of the day to allow for broad participation. The team also held an open forum at the off-campus Chico Center in the evening, at the time of the primary concentration of classes at that location.

During the visit, the team met with numerous faculty, staff, administrators, members of the Board of Trustees, and students. The team chair met with members of the Board of Trustees, the president of the College and multiple administrators.

Butte College’s Board of Trustees, administrators, faculty, staff, and students were well prepared for the visit. The staff greeted the team in a professional manner, and the team was provided open access to all documents and personnel needed to gather evidence related to the accreditation standards. The President and Accreditation Liaison Officer made themselves available throughout the pre-visit and planning processes as well as during the visit itself. Numerous other staff members promptly provided evidence and technical assistance requested by team members. Trustees, administrators, faculty, staff and students were generous with their time and assistance. With such an engaged and supportive environment, a thorough and detailed report, and the extensive preparation for their visit, the team was able to confirm the self study report’s portrayal of the College and its appraisal of how well the College was meeting the accreditation standards. The team was impressed with the tremendous progress made since the last comprehensive visit and felt there was a strong sense of awareness and pride in the College’s accomplishments. The team believes that Butte College will continue to make progress as required to address the recommendations prepared by the team and meet the standards.
TEAM COMMENDATIONS

The evaluation team has the following commendations:

1. The team commends the college for the Food Pantry, the Safe Place and Veterans Centers, which provided exemplary services beyond the norm in meeting the unique needs of students requiring those focused services.
2. The team commends the College for its long history and ongoing role as a leader in statewide technology initiatives that support student access, learning and success, as evidenced with current projects such as CCC Apply, the Online Education Initiative, the Online Education Plan and Common Assessment.
3. The College is to be commended for its continued and ongoing role as a state and national leader in sustainability. In addition, the team felt the College was a model of facility stewardship with beautifully maintained grounds and facilities.
4. The team commends the College for creating and maintaining a strong and positive collegial culture that creates a real sense of community, pride and commitment to the College.
5. The team felt it was important to acknowledge the Automotive, Cosmetology, and Agriculture Programs in particular for the strong external industry partners that provide internship opportunities, scholarships, active participation on advisory committees and equipment donations.
6. The team commends the College for implementing and institutionalizing the innovative First Year Experience Program and the English Acceleration Project.

Team Findings and Recommendations

After carefully reading the College’s self study report, examining evidence, interviewing personnel and students at Butte College, and evaluating findings related to the ACCJC Accreditation Standards, the evaluation team offers the following recommendations.

Recommendations to Meet the Standards:

Recommendation #1

In order to meet the standards related to institutional effectiveness and resources, the team recommends that the College:

1. Enhance its unit planning process to ensure closer alignment with student learning outcome assessment results and program achievement data. (I.B.3, II.B.3, II.B.4, II.C.2, III.C.2, III.D.1.a, IV.B.2.b)
2. Develop an institutional financial assessment methodology and process that is integrated with the program review and unit planning process and provides formative feedback in
the subsequent year planning and budget process. (I.B.3, I.B.4, II.B.1, II.B.4, III.C.1.a, III.C.2, III.D.4)

3. Expand the documentation of dialogue that is informed by data and that results in actions for improvement so that those actions and supporting data can be memorialized and referenced for future cycles of evaluation and improvement. This documentation should include development and implementation of actionable improvement plans for areas of concern identified during the comprehensive self evaluation process. (I.B.4)

**Recommendation #2**

In order to meet the standards and to provide comparable student and learning support services to all students regardless of location or means of delivery, the team recommends that the College provide comprehensive support services for distance education students. Further, the team recommends that the College develop a more comprehensive Outlying Centers Plan, with measurable objectives, that is integrated into the Multi-Year Integrated Planning System (MIPS) process to ensure it is prioritized, implemented, and evaluated as part of that ongoing process. (II.B.1, II.B.3, II.C.1)

**Recommendation #3**

In order to meet the standard, the team recommends that the institution ensures that all class sections have syllabi that specifically state learning objectives consistent with those in the institution’s officially approved course outline. The team further recommends that the College develop comprehensive assessment reports for all SLOs and PLOs that are completed and updated on a regular basis. Course, program student services, and learning support services learning outcomes assessment need to be ongoing, systematic, and used for continuous quality improvement. (II.A.2.a, II.A.2.e, II.A.2.f, II.A.6, II.B.4, II.C.2)
INTRODUCTION

Butte College is a single college district, originally formed in 1966 to serve the residents of Butte County. In 1976 the Butte Community College District expanded to serve major portions of neighboring Glenn County and in 1995, it became the Butte-Glenn Community College District.

Butte College currently consists of the main campus, the Chico Center, the Glenn Center, and the Skyway Center, and it also offers classes at several outlying locations. The Glenn Center, located in Orland, is 33 miles from the main campus and according to 2014 data serves approximately 336 students in a two story building. Approximately 12 miles away in Chico is the Chico Center, and close by, the Skyway Center. The Chico Center provides the majority of the evening courses for the College. The Chico Center serves 2,830 students each year and nearby Skyway Center another 135. The main campus enrolled 9,129 students.

The region the College serves is primarily rural and the local economy relies heavily on agriculture. In 2013 Butte County had a population of 222,090 while Glenn County had 27,940. The average per capita income in Butte County was $23,556 in that year and in Glenn County it was $21,689.

The college’s enrollment trends in the last few years have been consistent with many colleges in the state and reflective of the recent financial crisis which necessitated a reduction in enrollments. The college experienced declines of -11.7% in head count and -8.7% in FTE from Fall 2010 levels. These reductions are attributable to the state’s financial crisis and the mandated workload reductions. Enrollment appears to be stable now and is growing modestly at a rate that is reflective of the limited population growth in the region, the college’s rural location, as well as the flat enrollment of the surrounding K-12 districts that feed the College.

The make-up of the student population has remained stable for the most part over the last four years. Since 2010 the only significant changes in student population reflect a decrease of 4% in the percentage of White students, now at 59%, while the Hispanic student population has increased by 5%, consisting of 20% of the total student enrollment at the College. The student population at the College is consistent and reflective of the communities it serves.

The main campus is situated on 928 acres near the geographic center of the district. The majority of that acreage remains undeveloped as the Board of Trustees has designated the area as a wildlife refuge. Because of the unique rural location of the main campus, the College operates much like a self-contained city. The College has its own water system, maintains its own sewage treatment facility, and operates the largest community college transportation system in the state. In 2011 the College completed the third of three large solar arrays that support the electricity needs of most (85%) of the main campus and the Chico Center.

Due to its long history of self-reliance and innovation in sustainability efforts, the College has emerged as a national leader in such efforts. The College has won numerous state and national awards for their work in this arena and include The National Science Foundation “Chill Out” Award, the Association for the Advancement of Sustainability in Higher Education (AASHE)
National Leadership Award, the U.S. Environmental Protection Agency (EPA) Green Power Leadership Award, the American Association of Community Colleges (AACC) Green Genome Award, and the inaugural California Community College’s Board of Governors Annual Energy and Sustainability Award.

The College is also known as a technological leader with several statewide initiatives aimed at improving student learning and success being housed in the Butte College Technology Center. These projects include the Cooperation for Network Initiatives in California (CENIC), the Common Application for Admission (CCCApply), and the eTranscript California (an electronic transcript exchange for 90 institutions in the state). In the fall of 2013 the Butte College Technology Center was awarded two large state grants for Common Assessment and Educational Planning. In addition, the College is also a critical partner with the Foothill-DeAnza Community College District for the state Online Education Initiative.

The team found the Institutional Self Study Report to be thorough, well organized and well written. It was presented in a visually appealing manner and easy to use format. In addition, the College included student vignettes throughout the report to illustrate the breadth of students and their achievements. The only aspect of the report that appeared to be lacking was the actionable improvement plans. There was one action plan identified in the report; however the team felt that in order to demonstrate the value, spirit, intent, and outcomes of a comprehensive institution-wide self-reflection and evaluation process, more opportunities should have been taken to chart a path for improvement in selected areas.

The College provided an abundance of information and evidence to the team prior to the visit in a variety of mediums including hard copy, flash drive, and online access. In addition, the team appreciated the timely responsiveness of the college community during the site visit when additional evidence was requested. The team felt the report was responsive to the Accrediting Standards and Policies and provided appropriate evidence to substantiate the statements in the written report.
EVALUATION OF INSTITUTIONAL RESPONSES TO RECOMMENDATIONS of the 2009 EVALUATION TEAM

Recommendation 1

In order to meet the standards, the college needs to specifically identify the intended student population in its mission statement, and needs to develop a plan to periodically review and update the mission statement (Standard I.A., I.A.3).

Upon receipt of the recommendation the College responded by convening and implementing a systematic and broad review of the College mission statement. The process is sufficiently documented in evidence of minutes of the convening taskforce, Academic Senate Review and Process and adoption by the board of Trustees following a college-wide process. The new and revised mission statement addresses the intended student population, is being used in planning documents, and is, per process reviewed every six years.

The College has addressed this recommendation and now meets the standards.

Recommendation 2

To meet the commission requirement that SLOs be developed by the 2012 deadline, the college needs to develop a timeline for its student learning cycles of assessment to reach proficiency by 2012. The college also needs to make its SLO Assessment data available to the community and show how it is using these data for improvement.

It is evident that the College has developed a timeline for its student learning cycles of assessment as defined within the College’s Outcomes and Assessment Plan. With few exceptions, each program has created an Assessment Planning Schedule (Matrix) which maps out exactly which course SLOs will be assessed during a six-year cycle to ensure that all Program Learning Outcomes (PLOs) will be assessed by the end of every six years. (II.A.2.e, II.A.2.f)

The College also has been making assessment data and the action outcomes available to the community. In January of 2014, faculty began utilizing the CurricUNET SLO module to more consistently monitor instructional SLOs and are continuing to capture assessments for these outcomes as they are completed. At the beginning of each semester all full time and all adjunct faculty are required to attend Institute Day where three and a half hours are spent listening to a presentation and discussing course and program assessment. The dialogue at Institute Day is considered to be an integral part of Student Learning Outcome assessment activity by the Butte College faculty. All course and program level SLOs are regularly reviewed by the SLO Advisory and Curriculum Committees. (II.A.1.c, II.A.2.e, II.A.2.f)
The deficiencies in SLO practice that were the basis of the 2009 recommendation and findings of noncompliance have been fully resolved so as to meet the standards. Please note, however, that the 2015 team identified deficiencies unrelated to those found in 2009, which lead to current noncompliance in standards related to SLOs.

Recommendation 3

*In order to improve services to its outlying centers and to assure that students have adequate access to these services the college needs to plan for expansion of services as the student population at the centers grow.*

This 2009 improvement recommendation followed on a 2003 Recommendation #8 to strengthen the role of libraries at the extension sites: *The college should review how it currently provides library information support services to students in outlying centers and develop a model that can effectively and efficiently strengthen the role of libraries at its extension sites.*

The College has addressed this improvement recommendation by developing a plan, adding a related criterium to its unit planning process, and by allocating funds through the budget augmentation process.

First, the College developed an Outlying Centers Plan that identifies growth milestones and attaches specific service enhancements to each milestone. Declining enrollments resulted in fewer students being served at outlying centers and online, rather than the increase in students contemplated by the recommendation. Nevertheless, improvements at the Chico Center include: shifting Center for Academic Success (e.g. tutoring) operations to new space, the addition of a library media technician position to provide service in the evening, increased professional librarian hours, an increased focus on 24/7 reference service, and, most recently, spring 2015 improvements to library services at Glenn Center. Additionally, intermittent service hours are provided to students in the areas of counseling, financial aid, and bookstore operations.

Next, the College incorporated among its six criteria used for the Unit Planning process the following: Maintaining the appropriate program and service mix between the main campus and outlying centers. While not weighted or prioritized, this informs dialogue about services to be considered for resource allocation at the outlying centers.

Lastly, there was evidence that some resources have been dedicated to enhancing services at outlying centers through the Budget Augmentation Process documents. However, the budget detail of nearly $450,000 of these expenditures for 2014/15 is unclear.

In conclusion, the College has addressed the 2009 improvement recommendation, which built upon a related 2003 recommendation. However, please note that the 2015 evaluation team identified deficiencies in the delivery of student services and learning support services which were unrelated to the 2009 recommendation.
Recommendation 4

In order to meet the Commission’s 2012 requirement, the team recommends that the college include effectiveness in meeting student learning outcomes as one component of the evaluation of faculty and other staff who have responsibility for promoting student learning. (III.A.1.c.)

The College was successful in negotiating with its classified, part-time and fulltime faculty bargaining units the inclusion in the respective contracts of language that addresses the effectiveness in meeting student learning outcomes as a component of the evaluation process.

The College has addressed this recommendation and now meets the standard.

Recommendation 5

In order to meet this standard, the team recommends that a written code of ethics be developed and implemented for classified staff and administrators (Standard III.A.1.d).

In addressing the Recommendation the College community seized the opportunity to draft a code of ethics that was more inclusive, and applied to Board Members, administrators, faculty, classified professionals, managers, supervisors, confidential and other employees. In June of 2010, the Board adopted Board Policy 3050, the Institutional Code of Ethics, which also allowed for the faculty and Board to keep their respective codes of ethics.

The College has addressed this recommendation and meets the standard.

Recommendation 6

In order to meet the standard, the team recommends that the college update the policy governing the Board’s code of ethics to include the consequences for failure to uphold the code (Standard IV.B.1.h).

To address this recommendation the Board updated Board Policy 2715, which addresses the Board’s Code of Ethics, in 2009 and most recently in 2012. The current policy addresses consequences for violations of the code by outlining an appropriate course of action for the Board to follow in such cases through Administrative Procedure 2715.

The College has addressed this recommendation and now meets the standard.
ELIGIBILITY REQUIREMENTS

1. AUTHORITY

The evaluation team verified that Butte College is a public, two-year community college operating as a single college district under the authority of the State of California, the California Community Colleges Board of Governors, and the Board of Trustees for Butte-Glenn Community College District.

2. MISSION

The evaluation team confirmed that the College’s Mission is clearly defined, has been adopted by the governing board, and is published widely. The Mission defines the student body it seeks to serve, defines institutional commitment to student learning and achievement, and is regularly reviewed.

3. GOVERNING BOARD

The evaluation team confirmed that the Butte-Glenn Community College District is governed by a seven member Board of Trustees elected by the citizens of the District’s service area from respective regions within the District. The Board has adopted policies that articulate their responsibility to ensure the quality, integrity and financial stability of the college and that the mission is central to its operations and is being carried out. The size, composition and practices of the Board is consistent with its charge of ensuring the financial resources of the district are directed at providing a sound educational program for the communities and students that the college serves.

The Governing Board functions as an independent policy-making body that represents the interests of the communities and constituent groups it was elected to serve. The current board members do not appear to have any ties to the college that would present a conflict of interest, specifically there is not a majority of the board members that do not have an employment, family, ownership or other personal interest in the institution. The Board adheres to a conflict of interest policy, Board Policy 2710, which assures that any potential conflict is disclosed and avoided.

4. CHIEF EXECUTIVE OFFICER

The evaluation team verified that the Butte College President serves as the chief executive officer, hired and authorized by the Butte-Glenn Community College District Board of Trustees to be the Chief Executive Officer for the leadership and management of all programs and services for Butte College. The president serves as superintendent of the Butte-Glenn Community College District. The president does not serve as the chair of the governing board. The College communicates any changes in CEO leadership to the Commission immediately.

5. ADMINISTRATIVE CAPACITY

The evaluation team verified that the College has sufficient administrative staff with qualifications and experience to administer the College’s operations, programs and services.
6. OPERATIONAL STATUS

The team evaluation confirmed that Butte College is fully operational and actively serving 12,800 students each semester seeking to meet the needs for Associate degrees, transfer, and certificate programs.

7. DEGREES

The evaluation team confirmed that Butte College offers over 90 degrees (42 in Career Technical Education programs and 48 in Transfer programs). It is evident that as of fall 2012, 51 percent of students stated a goal of receiving an AA degree and transferring, 12 percent had a goal of transferring without an associate degree, and 13 percent had a goal of receiving an AA degree without transfer.

8. EDUCATIONAL PROGRAMS

The evaluation team confirmed that Butte College degree programs align with the institution’s mission and strategic direction. The curriculum committee approves and regularly reviews the curriculum regardless of delivery, location, or instructional modality which helps to ensure the appropriate breadth, depth, rigor, sequencing, and synthesis to Student Learning Outcomes in all programs.

9. ACADEMIC CREDIT

The evaluation team confirmed that Butte College awards academic credit in a manner consistent with generally accepted practices in degree-granting institutions of higher education. The College awards credits according to Carnegie Unit formula and clearly distinguishes between degree applicable and non-degree applicable courses.

10. STUDENT LEARNING AND ACHIEVEMENT

The evaluation team confirmed that Butte College defined, publishes and assesses learning and achievement data for its programs. However, the College reports that Student Learning Outcomes have not been identified for about 11.5% percent of its programs that lead to certificates and degrees. Only three programs do not have established Program Learning Outcomes: Interior Design, Visual Merchandizing, and the Interdisciplinary Liberal Arts Program. All three programs are going through the College’s Program Viability process. Ongoing assessment of these outcomes is one area recommended for improvement by the team.

11. GENERAL EDUCATION

The evaluation team verified that Butte College’s 2014-15 catalog states the College’s General Education philosophy and requirements. These requirements are intended to ensure breadth of knowledge through a range of courses from the major subject areas. Written and computational competency is also required. General education courses are of the same high quality and rigor as other courses and meet the standards of higher education.
12. ACADEMIC FREEDOM

The evaluation team confirmed a clear and comprehensive commitment to academic freedom through Board Policy 4030. This policy is published on the College website and in the catalog. In addition, the College’s Academic Senate has adopted a statement on academic freedom that articulates the rights of both faculty and students.

13. FACULTY

The evaluation team verified that the College employs 166 full-time and 542 part-time faculty, a number adequate to support the College’s academic programs. Human Resources personnel and hiring committees ensure faculty meet or exceed established statewide minimum qualification standards. Collective bargaining agreements and Board policies codify faculty responsibilities, including those related to curriculum and assessment.

14. STUDENT SERVICES

The evaluation team found that Butte College offers its students numerous services that support learning and development in the context of the College’s mission.

15. ADMISSIONS

The evaluation team verified that Butte College grants admission, consistent with its mission, to all high school graduates and persons 18 or older as well as other individuals who are capable of benefiting from the programs offered. The College’s adopted policy is published in the College catalog.

16. INFORMATION AND LEARNING RESOURCES

The evaluation team confirmed that Butte College provides substantial, ongoing access to library and learning center resources, such as tutoring and Supplemental Instruction, which support the College’s mission and instructional programs.

17. FINANCIAL RESOURCES

The evaluation team found that Butte College operates in a fiscally-prudent manner. Butte College has a set of well-defined guidelines and processes for financial planning and budget development based upon the mission, values, and goals of the College.

18. FINANCIAL ACCOUNTABILITY

The evaluation team confirmed that Butte College undergoes an annual external audit by a certified public accounting firm. The audit report is presented to the Board of Trustees annually. These financial audits represent a fair and impartial assessment of all District financial and statutory operations.

19. INSTITUTIONAL PLANNING AND EVALUATION

The evaluation team confirmed that the institution systematically evaluates and publicizes successes from strategic initiatives and evaluates progress towards Mission. The team also
confirmed that Student Learning Outcomes are assessed. Institutional structures and processes, student achievement of educational goals, and student learning are included in the integrated planning process for annual evaluation for improvement. The integrated planning process includes an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. INTEGRITY IN COMMUNICATION WITH THE PUBLIC

The evaluation team found that the Board of Trustee’s policies and procedures, and their wide availability to the college community, are evidence of Institutional Integrity, as are the accuracy of the College’s electronic resources, the fairness of hiring and other personnel practices. All information regarding the College’s programs, operations, finances and decisions are open and available in accordance with law.

21. INTEGRITY IN RELATIONS WITH THE ACCREDITING COMMISSION

The evaluation team verified that Butte College publishes accurate information regarding its accreditation status and adheres to the accreditation standards and policies of the Accrediting Commission. Butte College is accredited and has provided a self study for the purpose of adhering to all eligibility requirements of the ACCJC. The site visitation process has included an active cooperative team to facilitate the review and accreditation process.
STANDARD I

Institutional Mission and Effectiveness

Standard I.A – Mission Statement

General Observations

The Self Evaluation Report is thorough as to the process the College uses in ensuring compliance with the standard. There are multiple references to evidence of practice of the Mission Statement’s inclusion in all major planning documents from annual unit planning updates to program review to the establishment of annual strategic directions within the Educational Master Planning processes. The Mission Statement is prominently displayed about campus, and is published in college planning documents. The new Mission Statement was adopted in 2010 by the Board of Trustees in response to a recommendation of the evaluation report of 2009. The College’s Mission Statement is reviewed annually by the Planning and Budget Committee to ensure its appropriateness and relevance.

The College provided examples of aligning several of the College’s programs with aspects of the Mission. New programs are developed by aligning with the Mission, and evaluation of existing programs includes the degree to which they align with the Mission.

The Mission is central to institutional planning and decision making in that the Mission is used to drive Strategic Initiatives that are evaluated each year to determine effectiveness of meeting institutional outcomes. Strategic Initiatives are then refined to a set of Strategic Directions to inform departments and program unit planning for the next year (I.A.4).

Findings and Evidence

Butte College has Mission, Vision, and Value statements that focus on student success. The Mission was revised to clearly identify the intended student population. The revised mission addresses broad educational purpose, the intended student population, and a commitment to achieving student learning. Aspirations to foster quality education in a sustainable environment, present in the Mission and Value statements, appear to permeate the College. (I.A)

The College has written processes for Mission Review and has given specific evidence of its inclusion in determining effective student support services and programs. Programs for Foster Youth, Veterans, Wellness, The Safe Place against campus assaults and violence, a new Center for Automotive Technology resulting in an industry supported community center, and supplemental instruction resulted from the data gathered in the mission development and application.

The process is sufficiently documented in evidence of minutes of the convening taskforce, Academic Senate review and process, and adoption by the Board of Trustees following a college-wide vetting. The Education Master Planning Committee, as well as the Planning and Budget Committee, monitors mission appropriateness each year. There is demonstrated evidence including broadly published examples of the Mission Statement. It is widely published in
conjunction with the Educational Master Plan, the development and promulgation of the Strategic Direction in the annual updates of the Multi-Year Integrated Planning System (MIPS), the Planning, Budget and Assessment Council (PBA), the Technology Plan, and the Facilities Plan to name a few. (I.A.1)

The current Mission Statement was vetted through the shared governance process in 2009 and approved by the Board in 2010. It is widely used in college publications and is referenced frequently at many meetings ranging from college planning committees to the Board of Trustees. (I.A.1, I.A.2)

The College’s Mission Statement is on a six-year cycle for comprehensive review and update and is incorporated into the college-wide Multi-Year Integrated Planning System (MIPS) model. This process engages a broad spectrum of campus involvement from the various constituent groups, and is outlined in the Participating in Decision Making at Butte College: A Handbook for Collaboration. (I.A.3)

The Mission was used to inform the Education Master Plan which resulted in a set of six Strategic Initiatives developed in 2012-2013. Those Strategic Initiatives are evaluated by the Educational Master Planning Committee each November. Assessment of progress towards the initiatives and of the Balanced Scorecard results in the development of a set of Strategic Directions. Annually identified Strategic Directions are supposed to be provided to departments to inform unit planning for the upcoming year. While there was evidence that the College uses the Strategic Initiatives linked to the Mission for institutional planning and decision making, the link between Unit Plans and Strategic Directions was not clear. However, there was evidence that the Mission is central to planning and decision making within the program review documents. (I.A.4)

**Conclusions**

Based upon the evidence presented in the Self Study, multiple interviews and review of publications, the College meets the standard. However, a more active and demonstrated reference to the College Mission in daily operations and actions by those groups directly involved in planning and resource allocation would strengthen those processes. The Mission and Value statements define the educational purpose, the intended student population, and a commitment to achieving student learning. The College consistently refines these statements with constituent input, and uses them to evaluate ongoing progress and institutional effectiveness. The Mission and Value statements are formally evaluated every six years. The College meets the standard.

**Recommendations**

None
Standard I.B – Improving Institutional Effectiveness

General Observations

The College has established a process of planning and budget that is collegial, collaborative, and comprehensive. The Multiple Integrated Planning System (MIPS) process which includes the Educational Master Plan, a five year document that also includes an annual determination of the Strategic Direction that is predicated upon, and has a published commitment to student success through a series of Institutional Effectiveness Measures articulated in the Balanced Scorecard, is a compilation of multiple planning documents and processes across the campus. These include the Technology Plan, Facilities Plan, Diversity Plan, Student Equity Plan, and Student Success and Support Programs Plan. The Planning and Budgeting group reviews annual progress on institutional measures of effectiveness based upon the Strategic Direction and previous funding, and in concert with participatory governance structures and leadership, establishes the next year’s Strategic Direction, including Strategic Initiatives. Butte College developed six new strategic initiatives in 2012-2013.

There is a disconnect in the promulgation and review of the data collected. The institution does a superb job of collecting data; reviewing the data sets utilized in data review; and endeavoring to ensure the data sets collected are meaningful and useful to the process. The College also makes a report server with hundreds of data reports available to faculty and staff and prepares program review datasets. It was unclear as to the extent to which program review datasets provided by the Office of Planning, Budgeting and Assessment were used to inform unit planning, although they clearly informed the six year Program Review process.

Butte College has an operational structure to allow for dialogue about institutional process. The Participating in Decision-Making at Butte College: A Handbook for Collaboration contains information about the College’s decision making philosophy, how to get involved in decision-making, and their decision-making process.

Findings and Evidence

The college has an extensive planning, assessment and improvement process that has been implemented and is widely accepted by the campus community. The Multi-year Integrated Planning System (MIPS) is a comprehensive planning process that was formally adopted by the College and the Planning and Budget Committee in the 2012-13 academic year. MIPS allows for the coordination of the many dimensions of planning processes at the college and assists in the alignment of these efforts with the college’s mission, values, goals and strategic directions. The college also utilizes a vast array of data and reports to assess student achievement and learning as well as the effectiveness of programs. The purpose of the planning process at the college is to ensure that all institutional processes are for the improvement of student learning. (I.B)

The College has a long history of robust conversation and reflective analysis of the planning process. Upon direct interview with a significant cross section of all constituent groups from one-on-one interviews to small groups focused on specific issues to town hall forums, it is
evident that the institution has a dialogue-rich, collegial process established for planning and budget development and review.

The College currently has 44 functional groups and committees. The Participating in Decision-Making at Butte College: A Handbook for Collaboration contains information about the College’s decision making philosophy, how to get involved in decision-making, and their coordinated decision-making process. The coordinated process for issues related to general participatory governance, participatory governance for academic and professional matters, planning and budgeting, and operations are illustrated. This handbook documents the purpose of each group and committee. This structure allows for ongoing, collegial dialogue. Upon review of many of the meeting minutes from these committees, it appears that little if any self-reflective dialogue about continuous improvement of student learning and institutional process is documented.

The Multi-year Integrated Planning System (via the planning, budgeting and assessment process) includes a review and refinement of the strategic direction by the Educational Master Planning Committee each August. There is evidence that this refinement has been informed by the Balanced Scorecard in light of progress from the past year. At the program-level, evidence was found in program reviews that occur every six years that programs were engaging in dialog about continuous improvement of student learning. There was not consistent evidence that annual unit plans from which resource requests are prioritized are informed by program review datasets or linked to student outcome data. Unit planning authors are instructed to use the strategic direction, program review data, and student learning data to drive their plans, but the program review template does not require dialogue on these areas beyond the linkages provided for these areas. Furthermore, it was unclear how the resource requests in the unit plans are prioritized according to these linkages. (I.B.1)

The need for clearer linkages in the unit planning processes that lead to greater institutional effectiveness can be found in evidence in the Self Evaluation Report. The College found in their spring 2014 accreditation survey that 36 percent of faculty and staff agreed (strongly or somewhat) that the online unit planning system resulted in greater alignment among unit planning, learning outcome assessment, strategic initiatives, college priorities and resources. Just over half of employees did not find the process applicable or did not know how to respond.

The College developed six new strategic initiatives in 2012-2013 which are included in their 2014-2019 Educational Master Plan. The Educational Master Plan has a description of major successes that have resulted from the five strategic initiatives established in 2007. The new strategic initiatives were developed through an all-campus retreat prior to being approved through the College’s participatory governance process. External and internal factors such as projected trends that will impact the College over the next five years were reviewed to inform planning. The strategic goals can be assessed using the College’s Balanced Scorecard, which includes student achievement data disaggregated by ethnicity, sustainability data, and employee
satisfaction. Indicators in the Balanced Scorecard directly link to the six strategic initiatives. (I.B.2)

There is evidence that meetings occur with rich discussion for the purpose of assessing institutional goals, but the team could not find clear evidence of what this dialog has included, the information used or the decisions that resulted. There was also evidence that employees have rich datasets available to inform decisions, however, use of the report server does not appear to be required as part of any process to evaluate achievement of institutional effectiveness, but there was evidence that it is used by some employees to different degrees. Further, evidence was found that assessing the progress toward achieving institutional goals is part of the integrated planning process. (I.B.3)

The history, culture and practices at the college provide for the foundation of broad-based participation in the planning efforts at the college. The Planning Way Ahead document clearly spells out timelines, processes and when constituent groups are to be engaged in the process. The Participating in Decision-Making at Butte College document also describes the decision-making process at the college and how individuals can become involved. Every six years when a comprehensive planning effort is initiated there is a college-wide Strategic Planning Retreat that welcomes everyone from the campus to become engaged. There are also many individuals involved through the 44 active college committees, each with differing roles with respect to the planning process, two examples of which include the Educational Master Planning and the Planning and Budget Committees.

Resources are allocated based on Unit Plan and Program Review needs that are prioritized at the department, dean and vice president levels. The Planning and Budget Committee refines the priorities and provides a recommended list to the president. Recent examples of funded budget requests include the implementation of Supplemental Instruction and the First Year Experience, changes to the Math and English Pathways, the development of the Skyway Center and the creation of 21 new Associate Degrees for Transfer. When adequate resources have not been available to meet institutional needs, the college has demonstrated an ability to be resourceful and aggressive in seeking out external funding to meet those needs. (I.B.4)

The college has collected and maintains a sizeable amount of assessment data regarding the outcomes, as well as the quality of programs and services at the college, and communicates them regularly to the community and campus constituent groups. The Planning, Budget and Assessment (PBA) Committee website has numerous planning and assessment related documents. The college report server is also available through this site, and has over 300 reports stored on it. The site also provides for several other reports and assessment documents that provide the campus and the public with an understanding of how effective the college is operating in these particular areas, which includes the Balanced Score Card, SLO reports, and various campus-wide surveys of staff and students.
In addition to the PBA Committee website, the college widely communicates assessment results through a number of other channels, including seven distinct college newsletters, each of which is published multiple times throughout the year. There are also general open forums on the campus as well as the College’s Annual Report to the Community. (I.B.5)

Each year the College engages in a systematic review of its planning and resource allocation processes to ensure they are working effectively for the college. This review process has three primary components and includes the Planning, Budget and Assessment Committee (PBA), the Multi-Year Integrated Planning System (MIPS) and Outcomes Assessment. The first step in the systematic review is through the PBA, where the prior year process, including MIPS, is assessed, discussed and modified as necessary. To facilitate this activity the PBA utilizes the annual survey, a reflection of the experiences from the prior year in relation to the processes, and considering any changes to the institutional priorities or timelines. Changes are then made based on the findings of this review. Examples of changes from this review process include moving the faculty priorities from the spring to fall to better align with budget certainty. The timeline for the annual refinement of the Strategic Directions was moved up also to better align with the updating of the Educational Master Plan.

The College’s Outcome’s Assessment Committee annually reviews and modifies the College’s Outcomes Assessment Plan. This effort has led to the development and utilization of new research products to inform dialogue in the planning process. Examples of these new reports include the Completers and Leavers Survey, Basic Skills Progression Reports and Momentum reporting. The team found that the College engages a variety of mechanisms to assess its planning processes in pursuit of improvement. (I.B.6)

The College annually reviews and systematically assesses its evaluation mechanisms related to instructional programs, student and learning support programs and services as well as the library. The PBA Committee reviews the processes annually to ensure their overall effectiveness at the College. On the programmatic level, program review plays a critical role in the MIPS process at the College. The program reviews undergo an open and extensive review before the College Council, and consequently the college community as a whole. This process structure allows for the effective dissemination of the program reviews, as well as an understanding of changes that have resulted. In addition, some programs, such as the Library and other learning support services programs are utilizing an online Unit Planning and outcomes assessment tool. This approach allows for a more coordinated and systematic approach that tracks the alignment of a program’s future development strategies with the College’s Strategic Direction, Program Review recommendations, Student Learning Outcomes and institutional resource allocation priorities. The College has demonstrated through a variety of efforts that it assesses its evaluative systems to ensure they are meeting the College’s needs as they pursue improvement across instructional and student support services programs. (I.B.7)
Conclusions

The institution has a wealth of data available to assess the goals of the institution and a process of reflective evaluation that is centered around planning documents, and unit by unit dialog reflecting on assessments of identified outcomes. It is evident that the College has a strong integrated planning framework; however, there is a lack of written documentation of this dialog to preserve the planning intent, budgetary sustainability and consistency of practice. The College is encouraged to expand the documentation of dialogue that is informed by data and that results in actions for improvement so that those actions can be memorialized to reference in future cycles of improvement. From the Educational Master Plan and its attendant plans of Technology, Enrollment Management, Facilities, Student Success and Equity, a Strategic Direction is developed each year. The Strategic Direction also receives input from Community Forums, which include community leaders participating in providing input into the process. This is reported out via a report to all participants with the result.

The Budgeting, Planning and Assessment Process is central to decision making at the College, and central to that process is Unit Planning. Unit plans are tied to strategic directions, but the tie to student learning outcome assessment is loose, inconsistent and poorly documented. The unit planning process does not necessitate that plans be motivated by learning outcome or program data. The incorporation of measurable goals that contribute to institutional effectiveness are generally lacking across administrative, student services and instructional unit plans. The College is encouraged to enhance its unit planning process to ensure closer alignment with student learning outcome assessment results and program achievement data.

The Strategic Direction is well publicized, which is also accompanied by the Mission and Vision statements. Budget and planning themes for the campus are developed as a result of the Strategic Direction and the strategic initiatives which support it. These initiatives provide a hierarchy of budget priority for the year.

The College meets many aspects of the requirements of the standard, however it can improve by documenting the separate unit and committee meetings, forums, and dialog sessions to preserve a historical record of the recommendations implemented as a means of informing, with continuity and sustainability, future assessment, planning and budget cycles.

As to I.B.3 and I.B.4, the College does not meet the standards.

Recommendations

Recommendation #1

In order to meet the standards related to institutional effectiveness and resources, the team recommends that the College:

1. Enhance its unit planning process to ensure closer alignment with student learning outcome assessment results and program achievement data. (I.B.3, II.B.3, II.B.4, II.C.2, III.C.2, III.D.1.a, IV.B.2.b)
2. Develop an institutional financial assessment methodology and process that is integrated with the program review and unit planning process and provides formative feedback in the subsequent year planning and budget process (I.B.3, I.B.4, II.B.1, II.B.4, III.C.1.a, III.C.2, III.D.4).

3. Expand the documentation of dialogue that is informed by data and that results in actions for improvement so that those actions and supporting data can be memorialized and referenced for future cycles of evaluation and improvement. This documentation should include development and implementation of actionable improvement plans for areas of concern identified during the comprehensive self evaluation process. (I.B.4)
STANDARD II
Student Learning Programs and Services

Standard IIA – Instructional Programs

General Observations

Butte College is part of a single college district referred to as Butte-Glenn Community College District serving approximately 13,000 students each semester. There are three off-site centers referred to as the Chico Center, Skyway Center, and the Glenn County Center. The enrollments at each of these sites are the following: 2,830, 135, and 336 according to the Butte College 2014 Accreditation Self-Evaluation Report. During the academic year of 2013-14, there were 16,292 unduplicated students generating 11,052.56 FTEs.

Butte College has been awarded a number of state grants such as a five year $1,900,000 Title III grant and a $700,000 three year Improvement of Post-Secondary Education grant, and the Online Education Initiative grant.

Butte College offers over 90 degrees (42 in Career Technical Education programs and 48 in Transfer programs) along with 60 Certificates of Achievement in both transfer and career technical majors according to the California Chancellor’s office curriculum database. Twenty of these degrees are Associate Degrees of Transfer (AA-T/AS-T). The top five associate’s degrees awarded in 2013-2014 were the following: Social and Behavioral Science, University Studies, Registered Nursing, Business Administration, and Language Arts according to the Butte College’s 2013-2014 annual report to the community.

The College offers numerous quality programs. Their nursing labs have state of the art simulation equipment for students to experience “real life” experiences. Their automotive program is located in a new, innovative lab at their Skyway Center where students learn on high tech equipment in a teaching lab which resembles the industry’s work environment. The College’s agriculture farm has been identified in a national publication as the 5th best college farm for any college or university in the U.S.

Findings and Evidence

The College’s 2014-2019 Educational Master Plan identifies key components of the Multi-Year Integrated Planning System (MIPS), external factors that will impact the institution, student population demographics and local labor market trends. There is evidence of the “Balanced Scorecard” on the College’s web page that details the College’s initiatives and success in meeting student learning and progress standards including distance education completion rates. The College’s Balanced Scorecard is utilized to provide, “a global view of how well the College is meeting the objectives it has identified in its Strategic Direction as well as its standards for student achievement and associated goals.” The Balanced Scorecard provides indicators that measure the College’s six major initiatives: 1-Enhancing a Culture of Completion and Academic Freedom, 2-Focusing on Student, Faculty, and Staff Success, 3-Using Data-Informed Processes
for Continuous Improvement, 4-Maximizing Resources to Support Student Learning, 5-
Modeling Sustainability, and 6-Enhancing a Culture of Inclusiveness. The analysis for the first
initiative of *enhancing a culture of completion and academic achievement* has been further
segmented to explore conditions of connection, entry, progress, and completion to better
understand factors influencing student progress and completion. Comprehensive Program
Reviews are also completed for programs on a six-year cycle with occupational programs being
reviewed every two years. (II.A)

The College’s curriculum process provides a comprehensive and effective mechanism for
evaluating that all courses and programs, regardless of location or means of delivery, are
designed to address and meet the mission of the institution and uphold its integrity. All
curriculum goes through a detailed technical review process prior to submission to the campus
curriculum committee. It was evident that the curriculum committee serves as a rich and
substantive forum for curricular discussion and design. (II.A.1, II.A.2.a)

The diversity of student population closely reflects the College’s service area. In 2012, the most
represented ethnicities being White (65%), Hispanic (16%), and Asian (6%). Completion rates
are disaggregated by ethnicity and tracked within the Balanced Scorecard. (II.A.1.a)

The College’s 2012-2014 Demographic Snapshot provides updated data for student enrollment
patterns. Since Fall 2005, the African-American population has remained the same at 3%. The
American Indian/Alaskan (3%), and Asian (7%) student populations have slightly grown by 1%
and 2% respectively. As noted in the Demographic Snapshot, the Hispanic (20%) student
population has significantly increased by 7%. The White (59%) student population has declined
by 8%. Student persistence rates are disaggregated by ethnicity and tracked by the College. The
institution effectively utilizes research and analysis to identify student learning needs. (II.A.1.a)

*Distance Education*

The College has appropriate means and consistently applies those means for verifying the
identity of a student who participates in a distance education or correspondence education course
or program, and for ensuring that student information by requiring the students’ entry in the
online education through a student logon authentication process. (II.A.1.b)

The technology infrastructure is sufficient to maintain and sustain the distance education and
correspondence education offerings as evident by the distance education website and resources
available along with the technology infrastructure of the College. (II.A.2.a)

There is no evidence to demonstrate consistent delivery of online support for distance education
students who may not be taking a face-to-face course. The College does not have an online
tutoring component, online writing center, online math center/lab, or supplemental instruction. It
should be noted that the College is an active participant in the current Statewide Online
Education Initiative (OEI). The College does have sufficient library resources for online students
including the *Ask a Librarian* service which operates 24 hours a day, 7 days a week. (II.A.1.a,
II.A.1.b)
For instructors who would like to convert their course to online or hybrid, there is a rigorous process to ensure the course is appropriate for online instruction, and therefore, would meet the objectives of the curriculum and the needs of the students. The Distance Learning Committee along with the curriculum committee approves different levels of this process. All online instructors must pass an online training and be certified in online teaching. Thereafter, the online course is evaluated regularly per the faculty union contract and student evaluations are completed every term to ensure the delivery is appropriate for the course. (II.A.1.a, II.A.1.b, II.A.2, II.A.2.c)

The College has also agreed upon a definition of “instructor presence” that online faculty are required to fulfill within their online courses. However, there are some courses that lack “faculty presence.” After review of seven randomly selected online courses for spring 2015, some did not demonstrate “regular effective contact” as per the policy adopted by the College’s Distance Learning Committee in 2008. (II.A.1.a, II.A.1.b, II.A.2, II.A.2.c)

It is evident that the College has policies and procedures for defining and classifying a course as offered by distance education or correspondence education in alignment with the US Department of Education. The College demonstrates an understanding for accurate and consistent application of the policies and procedures for determining if a course is offered by distance education or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor as initiated by the student when needed). (II.A.2.c)

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education as evident by the information below in addition to II.A.2.d and II.A.1.b except for “regular effective contact” as noted above.

For distance education, the College’s curriculum process requires additional steps from the face-to-face course approval process and documentation for courses to be offered online. The Distance Learning Committee (DLC) thoroughly reviews all online course proposals ensuring they adhere to all distance education regulations and requirements such as Section 508 compliance. Furthermore, all distance education courses must be reviewed by the DLC before being launched online. Additionally, there are two instructional designers who assist the faculty in creating their distance education courses. Students who need additional support or who would like to learn more about online education can enroll in IDST 12 - Strategies for Success in Online Learning which covers techniques and best practices for successfully completing online courses. (II.A.2.d)

In proposing new Distance Education or short term format courses, faculty must demonstrate that the course meets the breadth, rigor, and depth along with quality of instruction through many College processes. This is evident by the required online instruction certification process, the online and hybrid course development and approval process, student class surveys, and lastly, the formal faculty evaluation all required by the DLC, however, as stated above, some online courses that were reviewed did not demonstrate regular effective contact. (II.A.2, II.a.2.c)
Learning Outcomes

It is evident that Butte College faculty have developed course, program, general education, and institutional Student Learning Outcomes (SLOs). In January of 2014, faculty began utilizing the CurricUNET SLO module to identify instructional SLOs and are continuing to capture assessments for these outcomes as they are completed. To date less than 50% of the course SLOs have been assessed and entered into the recently implemented CurricUNET. Reports completed prior to January 2014 have been archived online. It is not currently possible to get clear information about the exact proportion of SLOs which have been assessed overall because the tally of this information is in the process of being completed. Evidence could not be found to confirm that all course SLOs have been assessed. Spot checking to verify SLO report submissions revealed the absence of reports for many outcomes. For example, for the entire Agriculture Science department, which offers seven classes, there was only one SLO assessment report. At the beginning of each semester all full time and all adjunct faculty are required to attend Institute Day where three and a half hours are spent listening to a presentation and discussing course and program assessment. The dialogue at Institute Day is considered to be an integral part of Student Learning Outcome assessment activity by the Butte College faculty. (II.A.1.c, II.A.2.e, II.A.2.f)

The Self Evaluation Report refers to SLO Requirements and a Timeline quick sheet which serve as a convenient reference to ensure compliance. There is no mention, however, of a cycle of time over which all course and program outcomes are assessed. According to the SLO Requirements, every course in a program/discipline should be the focus of assessment activity at least one time in a six year cycle. It is not specified if all outcomes of the course designated as the focus of assessment should be assessed, or if one outcome would suffice. A discipline with several courses, each with multiple outcomes, who assessed only one outcome in each course in a six year period could require several decades to pass before all outcomes are assessed. (II.A.2.e, II.A.2.f)

Given the ambiguity of the assessment cycle, and the unknown amount of assessment reports that have been submitted, it does not appear to be a requirement for all SLOs for each course to be assessed and reported on within a six-year period. Instead, SLOs are assessed by all faculty in every class by using embedded assessments in all assignments. During faculty evaluations and when grade justifications are submitted, instructors are expected to be able to explain the link between each assignment given in each class and the course SLOs. There is a lack of evidence to suggest that the grade reporting methodology and embedded assignments support systematic assessment that progress towards achieving stated learning outcomes. (II.A.2.e, II.A.2.f)

With few exceptions, each program has created an Assessment Planning Schedule (Matrix) which maps out exactly which course SLOs will be assessed during a six year cycle to ensure that all Program Learning Outcomes (PLOs) will be assessed by the end of every six years. (II.A.2.e, II.A.2.f)
The faculty and administration expressed that their process of SLO assessment and reporting led to in-depth dialog and less frequent, but also more comprehensive and substantive reports. All course and program level SLOs are regularly reviewed by the SLO Advisory and Curriculum Committees. Evidence verified that program level outcomes are published in the catalog for each program. SLO course and program assessments are also utilized within the comprehensive six year program reviews. Consistent evidence was not found showing how SLO assessment results are used to make programmatic and curricular improvements, however according to the Online Unit Planning Assessment report, 40% of the funded one-time requests to support the Student Learning and Economic Development in 2013-2014 were allocated based on SLO outcomes. It is unclear how SLOs are utilized in driving resource planning and allocation. The current unit plan process does not appear to be strongly linked to SLO assessment results and student achievement. There was evidence that the unit planning process asked the authors if unit plans were tied to Student Learning Outcomes, but authors could simply check either “yes” or “no” without any evidenced impact on the prioritization of accompanying resource requests. (II.A.1.c, II.A.2, II.A.2.a, II.A.2.e, II.A.2.f)

**Program Review**

Butte College employs an innovative approach to program review. Program Review is a committed two-year process that resembles a self study document along with a full visit validation team. Program faculty undergo curriculum review and create a comprehensive, data-rich self study describing the program. Then the instructional dean, with input from the program faculty, assembles a program review validation team that includes non-teaching faculty, faculty outside the division, faculty outside the department, an administrator outside the division, an instructor from another college, a high school instructor, and a community or advisory committee member. As the institution has noted, the diverse makeup of validation team promotes widespread dialog about student learning, and guarantees that evaluation of courses and programs do not occur in isolation, but instead are contextualized in the needs of the larger campus and the community. The validation team performs a comprehensive review of the self study then conducts a daylong validation visit to the College. The academic dean writes a summary report regarding observations and recommendations from the validation visit. All programs then make a presentation to the College Council one year after the validation team report. It was observed by the visitation team that the Automotive program serves as a model approach for utilizing program review as a foundation for curriculum development and unit-level resource planning. (II.A.2.b, II.A.2.c, II.A.2.e)

As noted in the self study, work has started in the Academic Senate to refine the program review document. In addition to eliminating redundancies, a goal of the Senate is to more effectively utilize annual Unit Plans and Student Learning Outcome reports as the foundation of the six year Program Review. The MIPS plan as currently defined by the College suggests that program review is intended to inform unit plans; however, there is a lack of consistent evidence that supports meaningful linkages exist between Student Learning Outcomes, unit planning processes and program review. (II.A.1.a, II.A.1.c, II.A.2.e, II.A.2.f)
Courses and Programs
Butte College faculty provide high quality instruction using delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. The curriculum committee approves and regularly reviews the curriculum regardless of delivery, location, or instructional modality which helps to ensure the appropriate breadth, depth, rigor, sequencing, and synthesis to learning in all programs. Extensive data is collected to analyze time to completion as well as other student success indicators so that adjustments can be made to benefit students and so that changes in student success can be measured. This data-rich environment leads to the opportunity for faculty to utilize curricular, placement, and instructional innovation and then assess the subsequent effects on student success. Several examples of this impressive level of innovation have occurred in the English department, where the adoption of a new placement test ultimately led to significantly increased student success and completion rates, improved student equity data, and a new and successful accelerated curricular offering. (II.A.2.c, II.A.2.d)

Butte uses departmental examinations sparingly. When they are used, the department involved validates their effectiveness in measuring student learning and minimizing test biases. (II.A.2.g)

The College’s curriculum web page has extensive resources to ensure compliance with institutional policies that reflect awarding credit based on student achievement of the identified Student Learning Outcomes. In addition to the stated evidence, observation of a curriculum committee meeting confirmed that the processes and policies were adhered to.

It is apparent that faculty invest a great deal of time and effort in defining Student Learning Outcomes for instructional programs. The team randomly sampled several course outlines of record (CORs). It was observed that SLOs effectively aligned with lecture and lab content objectives. In addition to the stated evidence, observation of a Curriculum Committee meeting confirmed that the processes and policies were adhered to. The Curriculum Committee asked probing questions of presenters that explored how curriculum being presented related with discipline standards. The review of CORs also demonstrated that lecture and lab content was comprehensively developed and that instructional hours were reasonable based on Student Learning Outcomes. (II.A.2.h)

The catalog identifies academic achievement policies. It is clear that the College awards credits according to Carnegie Unit as evidenced through random COR review. As previously mentioned, it is also evident that Butte College has developed extensive course, program, general education, and institutional Student Learning Outcomes. It is required that all Course Outline of Records provide a justification of how a new or modified course aligns with the college’s mission. Course and program quality control are reviewed and assessed through a Program Review Process. Through the review of Curriculum Committee minutes, robust dialogue is evident regarding the effective development of outcomes that align with the college’s mission. The college’s adoption of CurricUNET’s SLO module has significantly enhanced the College’s ability to define and capture assessments. However, as previously noted, capturing assessment data for courses has
not been fully achieved. To date, less than 50% of course SLOs have been assessed and entered. The College has demonstrated that active dialogue exists concerning Balance Scorecard data. It is also evident that the College’s Institute Day provides a valuable forum for outcome-based discussion. The team could not find consistent evidence that this dialogue has been linked consistently with course and program SLO assessments and adaptation across disciplines. (II.A.2.i)

*General Education, Lifelong Learning, Ethics, and Citizenship*

The College has eloquently expressed in the catalog a clear and carefully considered General Education Philosophy and Student Learning Outcomes that, “involves much more than merely the acquisition of knowledge; it also involves utilization of that knowledge to solve problems, reach academic and career goals, and achieve a deeper understanding of one’s self.” Review of all academic and vocational degrees show that GE areas and courses are effectively included. The review of the College’s Catalog and curriculum inventory verified that all degree programs focused on at least one area of inquiry or were part of an interdisciplinary core. The college provides opportunities for students to experience and to achieve the stated General Education Learning outcomes through both their courses and a myriad of activities. (II.A.3, II.A.3.b, II.A.3.c, II.A.4)

The College has also demonstrated it has comprehensive Student Learning Outcomes that include an understanding for the basic content and methodology for major areas of knowledge through the published catalog sections referring to Requirements for Certificates and Degrees and General Education areas and courses which satisfy requirements for AA and AS degrees. (II.A.3.a)

The College’s Great Debate provides a meaningful and effective vehicle for students to develop a deeper appreciation for being an ethical human being, develop civility and interpersonal skills, grow respect for cultural diversity, nurture an appreciation for historical and aesthetic sensitivity, and actively participate in civic, political and social responsibilities. The Great Debate provides students with an opportunity to participate in a civil engagement event. Thirty students participated during the initial pilot for the Great Debate. A review of documentation found that, “Each semester, a theme that is important to the community is selected for discussion. Students from both Butte College and CSU Chico participate in presentations, discussions, and a civic expo. Some students will present, while others will watch presentations and join in on discussions. Students put theory into practice by creating and presenting speeches related to the Great Debate’s theme.” The event has grown to include over 200 students in spring 2014. Activities such as the Great Debate illustrate how the environment at the college allows student experiences on campus to align with formal course assignments and address the desired Learning Outcomes both in relation to a particular class, as well as to the broader General Education Learning Outcomes that have been identified at the college to be an ethical human being and an effective citizen. The college’s General Education Learning Outcomes that are appropriate in this example include those outcomes from the Social and Behavioral Sciences, the Humanities, Communications and Analytical Thinking, and Self Integration. (II.A.3.c)
Butte College Political Science faculty have also created an opportunity for students to participate in Town Hall Meetings. It was shared with the team that, “The Town Hall Meeting is a student centered civic engagement opportunity for Political Science students. Students research a policy problem and prepare to have a dialogue, with community members and policy makers, about that policy topic at the Town Hall Meeting. The Town Hall Meeting brings together students, community members, politicians, bureaucrats, and faculty (last year 800 people attended) to discuss various policy problems and research based solutions. The students prepare Annotated Bibliographies for the Town Hall Meeting, then after the Town Hall the students revise their research and write an Action Plan regarding what is possible and how to proceed with their proposed solutions.” (II.A.3.c)

In review of the self study and dialogue with college-wide CTE faculty and staff the College dedicates significant resources to ensure that vocational completion of degrees and certificates meet technical and professional competencies. This is demonstrated through student pass rates on external licensing and industry feedback that meets employment and workforce needs as evidenced by A.D.N. NCLEX 2013-14 pass rates of 83% and Cosmetology 2012-13 at 86% (above institution set standard of 75%). Professional competencies that meet employment and other applicable standards are evidenced through advisory committee minutes such as Administration of Justice and Drafting Engineering programs. (II.A.5)

The program vitality process was implemented in 2011 by mutual agreement; Administrative Procedure 4021 (Program Vitality/Discontinuance) was applied to the Travel and Tourism Program. Based on fiscal hardship and challenges, program low enrollment and retirement of the only full-time faculty, the program was discontinued. (II.A.6.b)

Information to the Public
The College has their educational programs listed online along with their course outlines and Student Learning Outcomes. In review of course outline SLO alignment, five of nine randomly selected spring 2015 syllabi did not have SLOs or the SLOs were different than the course outlines in CurricUNET. (II.A.6, II.A.6.a)

It is evident that Butte College utilizes multiple resources including catalog, website, and other multi-media resources to communicate information clearly, accurately, and consistently to the public. The team was able to quickly find information concerning institutional policies, procedures about its mission, programs, and services. (II.A.6.c)

Academic Integrity and Code of Conduct
The Board of Trustees and Butte College have established several policies to assure the academic integrity for the learning process. BP 4030 and AP 4030 provide definition and procedure expectations for Academic Freedom. The catalog clearly defines institutional and faculty roles and responsibilities. The College’s Academic Freedom section also clearly establishes for faculty the responsibility to distinguish between personal conviction and professionally accepted views. (II.A.7, II.A.7.a)
As noted in the College’s catalog, “The Butte-Glenn Community College District believes that each student has an earnest purpose and that students will adhere to acceptable standards of personal conduct.” The College clearly defines expectations, policies, and procedures for student conduct, rights and privileges, and academic honesty. The catalog also provides basic guidance for Student Conduct Complaint and Grievance Procedures. The College’s website provides the Institution’s Code of Ethics and ethical standards required for staff, faculty, and administrators. The catalog also contains statements that reflect these standards along with descriptions of procedures for students to submit a formal complaint (II.A.7, II.A.7.b, II.A.7.c)

Butte College does not operate in foreign locations. (II.A.8)

**Conclusion**

Butte College’s Educational Master plan identifies key components of the Multi-Year Integrated Planning System (MIPS), external factors that will impact the institution, student population demographics and local labor market trends. The Demographic Snapshot provides detailed information to support the College’s efforts to define and analyze Student Learning Outcomes. The Balanced Scorecard provides indicators that measure the College’s six major initiatives. These core documents serve as a foundation for curriculum and program development. The College utilizes a thorough and comprehensive curriculum development process that targets enhanced student success regardless of location or means of delivery. (II.A, II.A.1, II.A.1.a, II.A.2.a)

Butte College faculty provide high quality instruction using delivery modes and teaching methodologies that reflect the diverse need and learning styles of its students. There are several examples of impressive innovation such as the English department’s adoption of new placement tests and multiple measure standards, along with fundamental changes in pedagogy that have led to significantly increased student success and completion rates, improved student equity data, and a new and successful accelerated curricular offering. (II.A.2.c)

The College has endeavored to develop effective distance education courses. Instructors wishing to teach their course(s) in online or hybrid format must first be certified to teach in an online modality. Curriculum for online courses are thoroughly reviewed by both the Curriculum and Distance Learning Committees when first created. The Distance Learning Committee conducts a comprehensive review for all new DE courses that includes DE regulation compliance, along with an assessment of how well the course aligns with pedagogical and instructional design standards for effective online learning. The College utilizes student login as a basis for student identity authentication. (II.A.1.a, II.A.1.b, II.A.2, II.A.2.c, II.A.2.d)

The Curriculum Committee provides a clear definition for regular and substantive contact that aligns with the Commission’s Policy on Distance Education and Correspondence Education. The Academic Senate has also adopted a clear definition for “instructor presence”. However, there are some courses that lack this instructor presence. After review of seven randomly selected online courses for spring 2015, some did not demonstrate “regular effective contact” as per the
policy adopted by the College’s Distance Learning Committee in 2008. (II.A.1.a, II.A.1.b, II.A.2, II.A.2.c)

There is also no evidence to demonstrate consistent delivery of online support for distance education students who may not be taking a face-to-face course. The College does not have an online tutoring component, online writing center, online math center/lab, or supplemental instruction. (II.A.1.a, II.A.1.b, II.A.2, II.A.2.c)

It is evident that Butte College faculty have developed course, program, general education, and institutional Student Learning Outcomes (SLOs). At the beginning of each semester all full time and all adjunct faculty are required to attend Institute Day where three and a half hours are spent listening to a presentation and discussing course and program assessment. The dialogue at Institute Day is considered to be an integral part of Student Learning Outcome assessment activity by the Butte College faculty. (II.A.1.c, II.A.2.e, II.A.2.f)

To date less than 50% of the course SLOs have been assessed and entered into the recently implemented CurricUNET. Evidence could not be found to confirm that all course SLOs have been assessed. Spot checking to verify SLO report submissions revealed the absence of reports for many outcomes. (II.A.1.c, II.A.2, II.A.2.e, II.A.2.f)

SLOs are assessed by all faculty in every class by using embedded assessments in all assignments. During faculty evaluations and when grade justifications are submitted, instructors are expected to be able to explain the link between each assignment given in each class and the course SLOs. There is a lack of evidence to suggest that the grade reporting methodology and embedded assignments support systematic assessment that progress towards achieving stated learning outcomes. In review of course outline SLO alignment, five of nine randomly selected spring 2015 syllabi did not have SLOs or the SLOs were different than the course outlines in CurricUNET. Consistent evidence was not found showing how SLO assessment results are used to make programmatic and curricular improvements. (II.A.1.c, II.A.2, II.A.2.e, II.A.2.f, II.A.6, II.A.6.a)

The Self Evaluation Report refers to SLO Requirements and a Timeline quick sheet which serve as a convenient reference to ensure compliance. There is no mention, however, of a cycle of time over which all course and program outcomes are assessed. According to the SLO Requirements, every course in a program/discipline should be the focus of assessment activity at least one time in a six-year cycle. It is not specified if all outcomes of the course designated as the focus of assessment should be assessed, or if one outcome would suffice. A discipline with several courses, each with multiple outcomes who assessed only one outcome from each course in a six-year period could require several decades to pass before all outcomes are assessed. (II.A.2.e, II.A.2.f)

Butte College employs an innovative approach to program review. Program Review is a committed two-year process that resembles a self study document along with full visit validation team. Program faculty undergo curriculum review and create a comprehensive, data-rich self study describing the program. As previously noted, work has started within the Academic Senate
to further refine the program review document. Efforts are also being made to remove redundancies and create meaningful linkages between Student Learning Outcomes, unit planning processes and program review (II.A.1.a, II.A.1.c, II.A.2.e, II.A.2.f)

It is evident that Butte College has implemented several measures and initiatives that have helped raise the level of academic quality, student success and completion. The College’s passion for student-centered operation and development is clearly evident. While descriptive summaries were sufficiently present and succinct, the College had no “actionable improvement plans” for this portion of the Standards. There still remains work to establish consistent practices and linkages across instructional programs regardless of location or means of delivery that would further enhance student success and completion.

As to II.A.2.a, II.A.2.e, II.A.2.f, and II.A.6, the College does not meet the standards.

**Recommendations**

**Recommendation #3**

In order to meet the standard, the team recommends that the institution ensures that all class sections have syllabi that specifically state learning objectives consistent with those in the institution’s officially approved course outline. The team further recommends that the College develop comprehensive assessment reports for all SLOs and PLOs that are completed and updated on a regular basis. Course, program student services, and learning support services learning outcomes assessment need to be ongoing, systematic, and used for continuous quality improvement. (II.A.2.a, II.A.2.e, II.A.2.f, II.A.6, II.B.4, II.C.2)
Standard IIB

Student Support Services

General Observations

To support the learning and success of its students, Butte College offers a comprehensive array of student services that are delivered through various programs and departments on the main campus. These services have been described in the self study as being divided into eleven key areas: 1) Admissions and Records; 2) Assessment; 3) Orientation; 4) Counseling; 5) Career and Employment Services; 6) Financial Aid and Veterans Services; 7) Student Health; 8) Transfer Counseling Center; 9) Student Activities; 10) Safe Place and Wellness Program; and 11) Center for Academic Success. The services provide assistance to students, including those with special needs, with admissions and registration, placement testing, orientation, academic advising, personal and career counseling, financial aid, transfer assistance, TRIO Support Services, medical and mental health services, cultural and diversity opportunities, student activities, and other opportunities that develop student leadership potential. The programs are aimed at serving the ethnically diverse student body of the region particularly the rapidly growing Hispanic population which has seen the largest gains since fall 2010, from 15 to 20% of the College’s overall enrollment. Assessment for course placement occurs on campus for math, English, English as a Second Language, and science. Most of the services are located in the relatively new Student and Administrative Services (opened in 2009) which serves as a multi-story one-stop service center, and is supported by a Call Center specifically designed to triage incoming calls to Student Services.

Any student who has been accepted at the College may enroll in DE sections and is deemed able to benefit from these programs. There is evidence to suggest that the particular student service needs of distance learners has been discussed and has been taken into consideration through the implementation of online support services listed at the Distance Learning webpage such as Student Technical Support, Search for Classes, Bookstore, Library, Counseling & Advising, as well as Live Chat sessions with programs such as the Transfer Center.

The College publishes an online schedule of classes and a College catalog that is accurate and current. Information includes requirements for admission, major policies affecting students, and locations or publications where other policies may be found. The catalog is published annually and is available online. The College has accomplished their planning agenda from their last study relative to major policies affecting students including Academic Freedom, Acceptance of Transfer Credit, and Grievances and Complaint Procedures, all of which have visibility in the catalog.

The College is committed to providing students with an environment that supports personal and civic responsibility through their active participation in student governance, campus clubs, student activities, and College committees. Currently there are over 30 registered student clubs reflecting student engagement in a broad range of co-curricular areas. There are over 25 groups
or committees on which student representation is requested through BCAS and coordinated with the Vice President of Student Services.

The self-evaluation report provides a reflective overview of each support service. In addition to student support services, there is a variety of academic support services that are housed in the Learning Center and more fully described in Standard IIC. While descriptive summaries were sufficiently present and succinct, the Self Evaluation sections were brief; the College had no “actionable improvement plans” for this portion of the Standards.

**Findings and Evidence**

Based on a review of the College Catalog, Orientation Resource Booklet, the College website and other College publications and brochures, interviews with students, and evidence provided by faculty and staff, the team confirmed that the College offers its students a wide array of student services that respond to diverse needs and support the College’s mission. The Unit Plans reflect evidence that each of the student support service units has a mission that is aligned with that of the College and strives to deliver high quality services that are characterized by concern for student access, progress, and success. Through personal interactions and interviews it was observed that the College has a highly dedicated and enthusiastic group of faculty and staff who deliver timely supportive services to students. There are currently 14 full-time counselors and 10 part-time counselors (19 FTE) representing an increase from 16 FTE in 2009 due to an increase in hiring additional part-time counselors.

In a review of Student Learning Outcomes in the most recent twenty-two Unit Plans and four Program Reviews dated from 2011 to 2013, there was inconsistent evidence of a) clearly articulated unit level Student Learning Outcomes; b) systematic methods for assessment; and c) the use of results to make program improvements for services delivered at the main campus and its centers in Chico and Glenn County. There was evidence of two division level Student Learning Outcomes, and a clearly articulated matrix of counseling unit-level SLO’s. The self study indicates, and it was affirmed, that Program Reviews are utilized by nearly every program associated with Student Services. Student Services has developed and updated (October 2013) its own division document on the program review process, which is similar to that which provides guidance for the instructional programs. (II.B)

**Delivery and Location**

College wide forums, department meetings, regularly scheduled College Groups and Committees, and Associated Student meetings have provided opportunities for on-going dialogue about student learning, student services, college administration and planning. There is a clearly articulated Program Review process for student services programs which communicates to the College community that analysis and evaluation are an essential part of institutional planning and development. The Procedures document clearly states that program reviews are intended to tie student services functions to the College mission and the needs of students and the community. The College collects an extensive amount of quantitative and qualitative data in this regard. How this data analysis supports the assessment of quality, planning, and resource
allocations at the centers in Chico and Glenn County are not observed. Since the 2009 recommendations, enrollments at the Chico and Glenn County centers have decreased thereby affecting expanded service hours. Offices generally provide support to students until 5 pm at the main campus, and 6 pm at the Chico Center. The Glenn County Center is staffed by one experienced full-time employee who is supported by a part-time hourly worker. Support services beyond the staffed Admissions counter are limited and variable at that site. (II.B.1)

Catalog
The catalog, both as hard copy and the PDF version available online, includes: the official identifiers for the institution, the mission statement, course/program/degree offerings, the academic calendar, a statement of academic freedom, descriptions of available student financial aid and learning resources, and information about administrators/faculty/governing board members. Information about accreditation and authorization are included, as is contact information for filing complaints. The catalog appears to be precise, current and accurate with respect to the information provided. (II.B.2.d)

Major policies affecting students are described in varying degrees. Information for all of the indicated topics are found in various sections of the catalog including one titled, Student Conduct, and another titled District Policy Statements. These sections lack, however, clearly delineated procedures that provide students with the procedures or steps to the process, or how a student initiates a complaint, or with what form. This information is also not found at the College website. There is a statement in the catalog regarding academic honesty. Issues of academic freedom, student financial aid, and available learning resources for DE students are addressed by the same means as for traditional education students. DE sections are identified in the schedule of classes by a descriptive header, Net. The interaction between faculty and students is via the Blackboard course management system. (II.B.2.a, II.B.2.c)

The catalog likewise contains detailed information on admissions requirements, student fees and other financial obligations, and requirements related to degrees/certificates/graduation/transfer. The admission policies, admission requirements, and fees appear to be the same for traditional programs and for courses offered in DE mode. The topic of Distance Learning is easily found in the index of the catalog and at the College website. There is no indication of required preparation, but the website does provide guidance on how to be a successful online student. (II.B.2.b)

Research, Service Delivery and Evaluation
The team found evidence that the institution researches and identifies student awareness of, and need for, learning support services. A number of student surveys have been administered and present summative data on a broad range of comprehensive student support services expected of a fully functioning community college.

The College discusses and evaluates information from a variety of sources such as the Chancellors Office Data Mart, external scans surveys, assessment instruments, College research, student focus groups, as well as the nationally benchmarked instrument of the Community
College Survey of Student Engagement, and program review to understand the support needs of students and to provide the basis for designing new programs and/or revamping existing programs. The expectation to use these findings is described in the Procedures for Student Services Program Review (dated October 2013). Planning agendas reflect program improvements. Validation Reports provide further opportunity for reflection on program strengths and needed improvements. The Unit Plans emphasize augmentation requests needed to support timely and expanded services at the main campus and the outlying centers. (II.B.3)

The College provides appropriate, comprehensive and reliable services throughout the district and to its online students; however these levels and types of service vary between locations and modality. Services available at the Main Campus are extensive and include Admissions and Records, Assessment, Career Center, Center for Academic Success, Counseling, Career Counseling, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Financial Aid, Job Placement, Student Health, Veterans, and Food Pantry. Services at the Chico Center, this includes Skyway as well, and Glenn Center offers some of these services in-person, but to a lesser degree, and online services are even more limited. In addition to the services being provided at these sites the College has attempted to serve these other locations and online students with other service modalities, including Web Based services, Live Chat, email, and other electronic services. The College assesses student needs through both their program reviews and the student accreditation survey, which in 2013 had student responses that showed 78% felt that services are provided at times and places that meet their needs. There is still a concern about the adequate availability to equitable and predictable services at all sites, and in particular for online students and for those students served at the Glenn County Center. (II.B.3.a)

The College provides an environment with numerous opportunities for students to develop their leadership skills, engage in civic responsibility and expand their intellectual, aesthetic and personal strengths. Through the Office of Student Activities and the Butte College Associated Students organization, students are afforded the opportunity to become engaged not only in campus life and extensive extracurricular activities, but also complement and enhance their learning. In addition, it allows students the opportunity to become involved in campus decision-making. Students are provided access to numerous activities and events throughout the year including the annual Student Leadership Academy, joining a club such as Phi Theta Kappa, engaging in a project at the Sustainability Resource Center, writing for the college newspaper, \textit{The Roadrunner}, or attending a Fireside Debate or visiting one of the art showings at the Coyote Gallery. These are just a brief listing of an extensive list of opportunities that students are potentially exposed to and can take advantage of. The college again assesses their effectiveness of these programs though both their program reviews, as well as through formal student surveys such as the annual Community College Survey of Student Engagement (CCSSE). Results from the 2014 CCSSE at Butte College showed that students scored higher than the national mean in relation to student development activities such as frequency in participation in community-based projects as part of a course, frequency of working with instructors on activities other than
coursework, and quality of relationships with other students, instructors, administrators and other personnel. (II.B.3.b)

Review of the counseling department is achieved through the institution’s program review process. A program review for counseling was reviewed and identifies the role of counseling in support of student development and student success. Performance review is conducted for counseling faculty consistent with the review of all faculty at the College. Interviews with counselors reflected a high level of participation in their governance processes, regular staff meetings to include all program areas, and with access to many professional growth and development opportunities. (II.B.3.c)

The College is committed to the understanding of and appreciation for the diversity of its student population. This is evidenced by governance committees, special events, and in the level of participation of its faculty and staff in the delivery of various programs. The College has a number of programs and services that respond to the needs of its growing Latino population, students with mental health needs and disabilities, and those with a need for a variety of academic and student support services. (II.B.3.d)

The Institution employs state approved placement tests thereby ensuring that they are regularly evaluated for content and consequential validity, and disproportionate impact. The texts are administered consistently to all students and ongoing research was confirmed. (II.B.3.e)

The security of student records was evaluated at each of the College sites and staff from admissions and records ensure that access is restricted and that record security is maintained. System back up is maintained by Information Technology in a manner consistent with acceptable standard practices. (II.B.3.f)

While the self study provides adequate evidence to support its description and gives several strong examples to show the relationship between assessed needs and College action towards improvement, how the support needs of Distance Education students are determined, documented, and specifically addressed appears to be lacking. CCSSE results provide evidence of student use of online services, which is one of the Divisional Level Student Learning Outcomes. The Program Reviews lack a clear connection between the data, analysis, and the relationship to the achievement of specific Student Learning Outcomes by program area. (II.B.3, II.B.4)

**Conclusion**

The team finds that the student support services units of Butte College have made significant progress toward the identification, evaluation and documentation of student learning since the last accreditation site visit. The College has established an institutional framework with support from existing organizational structures to support student services planning as evidenced in *Participating in Decision Making at Butte College: A Handbook for Collaboration* and *Participatory Governance Manual*. Leadership groups have accepted responsibility for student services planning and faculty, staff, and students are fully engaged. Student Learning Outcomes
exist in a variety of formats and structure for each of the units and ongoing systematic assessment linked directly to their achievement would strengthen the continuous improvement process and enhance support for student learning.

A similar need for focused attention exists in providing expanded services to distance education students because although participation is low at the present time, given the commitment to centers in Chico and Glenn County, continuous dialogue in this area as a potential initiative may optimize enrollment in these service areas. The College also needs to publish clear policies and procedures for handling student complaints, and make them available to students in the College Catalog and online. The team finds that the student support service units benefit from a stable and cohesive leadership team, and a college community that is both eager and enthusiastic about continuous improvement. Student services personnel who were interviewed indicate that they have been busy delivering high quality services and are proud of their role in providing a supportive learning environment for the region’s diverse student population.

There is a lack of understanding of the Outlying Centers Plan by key stakeholders who were interviewed or its role in the strategic planning process. The plan also does not identify the types of services that are being assessed and how improvement in those services can be measured to increase student access and achieve success. The team finds that there is a strong desire within student services to provide excellent student focused support services to the students of Butte College.

As to II.B.1, II.B.3, II.B.4, the College does not meet the standards.

**Recommendations**

**See Recommendation #1**

**Recommendation #2**

In order to meet the standards and to provide comparable student and learning support services to all students regardless of location or means of delivery, the team recommends that the College provide comprehensive support services for distance education students. Further, the team recommends that the College develop a more comprehensive Outlying Centers Plan, with measurable objectives, that is integrated into the Multi-Year Integrated Planning System (MIPS) process to ensure it is prioritized, implemented, and evaluated as part of that ongoing process. (II.B.1, II.B.3, II.C.1)

**See Recommendation #3**
Standard IIC
Library and Learning Support Services

General Observations

Library and learning support services at Butte College include a full-service library, comprehensive tutoring services and computer labs on the main campus that appear to meet the needs of the campus community. Library services are comprised of an extensive book, periodical and electronic resource collection overseen by librarians, regularly offered bibliographic instruction, reference help, an archive, and a reserve collection of course texts and other materials. The Center for Academic Success (CAS) provides peer and faculty tutoring in a wide variety of subjects, a reading and writing center, scores of skills workshops, half-unit college success courses, and alternate testing facilities. Open and instructional computer labs are available at the main campus, Chico and Glenn County Centers. Some of these labs are monitored by employees to assist students’ with their needs.

The Chico Center has similar, albeit reduced, library, tutoring, Supplemental Instruction and computer lab services available. Students at the nearby Skyway Center are also served by the Chico Center. The Glenn Center has minimal library services and a computer lab, but no tutoring or Supplemental Instruction. All students, including distance education students, as well as employees have access to a broad array of electronic library services, such as research databases and information literacy tutorials. Tutoring and Supplemental Instruction are not available to distance education students.

Findings and Evidence

The college provides comprehensive library and learning support services in a variety of ways including the Library, the Center for Academic Success and multiple open or instructional computer laboratories. These services are offered to support student learning at the main campus, however these services are offered to differing degrees with respect to the other instructional sites and in relation to distance education students. The college does provide multiple opportunities and formats for student to receive direction and training in accessing services and effectively utilizing these resources. These include access to staff, courses, online resources, including videos and tutorials, as well as hard copy tip sheets. (II.C)

The Butte College library and the Center for Academic Success (CAS) provide a wide range of services to meet the needs of the College’s instructional programs and support student success. Comprehensive services are available on the main campus and at the Chico Center, which also serves the nearby Skyway Center. Recent and ongoing improvements to library services at the Glenn County Center help address previous evaluation team recommendations. CAS services, specifically tutoring and Supplemental Instruction, are not currently offered at the Glenn County Center. Multiple library services are available online, including research databases, ebook collections, 24/7 QuestionPoint reference service and online tutorials, all of which provide distance education students with access to comparable resources. The College’s research
databases, in particular, go well beyond the basic resources provided by the Chancellor’s Office and include both multi-disciplinary and subject-specific holdings. CAS provides numerous “To Insure Progress” (TIP) sheets online, but tutoring and Supplemental Instruction are not available for distance education students. (Standard II.C.1)

Library and learning support services are driven by faculty as documented in the evidence and confirmed through on site interviews. Faculty librarians, under the supervision of a credentialed library director, are responsible for the selection, acquisition, administration and assessment of library services. Full- and part-time faculty – Learning Resource Specialists – are responsible for overseeing tutoring, Supplemental Instruction and other learning support services provided by CAS. Other instructional faculty inform the provision of library and learning support services through multiple avenues, including surveys, curriculum approval processes, library and CAS advisory committees, solicited feedback, and outreach to departments. Subject experts (e.g. English and math faculty) teach many of the workshops in the Critical Skills series and instructional aides are associated with specific developmental education classes and work closely with instructors of record to best provide Center for Academic Success services. (II.C.1.a)

Limited print library materials available at the Chico Center are augmented by daily courier service to the main campus library. Glenn County Center has weekly courier service; however unlike Chico Center it is not a location in the College’s integrated library system and therefore requests cannot be made automatically. Library staff confirm students can request materials be sent to Glenn County Center, but that requests have been minimal. A small collection of reserve materials is available at the Glenn County Center but is not managed by the library, nor included in the library’s catalog. (II.C.1, II.C.1.a)

In the library, high quality print and electronic collections are updated and maintained in accordance with a collection development policy that includes a section encouraging faculty, staff and students to recommend titles for purchase. The policy also urges faculty to incorporate library materials in their instruction. Ongoing, continuous improvements to library collections are evident, aided by the recent institutionalization of some regular budget allotments for library materials. These standard allocations are supplemented by augmentation requests and categorical funding. At the same time, as also noted by the 2009 evaluation team, the age of the print collection should be of concern to the institution, as nearly a third of the print titles currently held were published prior to 1980. (II.C.1.a)

In 2014, the library added a part-time library media technician position as well as faculty librarian hours at the Chico Center to extend staffing into the evening and increase reference librarian availability. The need for an additional full-time librarian has been continuously identified through multiple consecutive years of the unit planning process but remains unfilled. A full-time position would allow more consistent service levels, especially at the Chico Center. Similarly, several CAS faculty positions are categorically funded, part-time positions, which pose a challenge to long-term effective planning for the delivery of services because employees
in these positions must decline other teaching assignments before categorical funding for the coming year is established. (II.C.1.a)

Librarians, Learning Resource Specialists and tutors offer numerous types of information literacy and learning support instruction, such as credit bearing courses, bibliographic instruction sessions, Critical Skills Workshops, Supplemental Instruction and one-on-one tutoring and reference help. Tutors and SI leaders are continuously trained through a comprehensive, faculty-led program focusing on pedagogical approaches and best practices. Instruction is widely available at the main campus and the Chico Center. Library instruction is promoted to Glenn County Center faculty but has not been offered recently. Critical skills workshops are not available at the Glenn County Center. Furthermore, tutoring and Supplemental Instruction (SI) is unavailable online. Student Learning Outcomes are assessed in the library and CAS resulting in ongoing improvement, however the process is disconnected from unit planning and resource allocation. (II.C.1.b)

Substantial library and learning support services are available at the main campus throughout the day Monday-Thursday and shorter hours on Fridays. The library space at the Chico Center is open until 9:30 pm, although key services (e.g. reference help) are not available that entire time. CAS services are available at the Chico Center 9:00 am to 2:00 pm as well as Wednesday evenings. The Glenn County Center is unstaffed, although a recently installed library access station and planned signage improvements are intended to help better connect Glenn County Center students to library services at the main campus. Numerous library services, including ebooks, research databases, QuestionPoint reference help and tutorials are available online to all students. Key CAS services--most notably tutoring and supplemental instruction--are not available online. (II.C.1.c)

Maintenance and security of library and learning support services is effective and ongoing. Security gates at the entrances to the library on the main campus and at the Chico Center deter theft of materials. Remote access to licensed library resources is available through a secure EZProxy authentication system. Computer lab hardware is updated according to a thorough replacement plan while software updates are applied as needed. (II.C.1.d)

Library reliance on outside institutions for core services is typical of academic libraries. Formal agreements exist for numerous research databases, such as QuestionPoint electronic reference service and integrated library system management. Many of these agreements are coordinated through California’s statewide Community College Library Consortium, an arrangement that provides cost savings and a shared voice for resolving concerns or bringing about enhancements. Contracts are held by the library director’s office and were made available for review. The Center for Academic Success does not rely on external organizations for the provision of services. (II.C.1.e)

Library and learning support services are regularly evaluated through various methods including: SLO reports, user surveys, pre- and post-tests, usage statistics and, for credit courses, assignment-based outcome assessment. Survey results show students, faculty and staff are
satisfied with available services. Summarized Student Learning Outcome reports demonstrate that SLO assessment data is used to inform continuous improvement of services. However, SLO assessment is not integrated with unit planning or budgeting processes. In addition, program review processes have stalled and remain unfinished. (II.C.2)

**Conclusion**

Butte College offers a variety of quality library and learning support services to support the College’s instructional programs and student success, however, these services are primarily available only on the main campus. The library’s collection of research databases is robust and is a valuable resource for all students and employees. Services are readily available on the main campus and to a lesser extent at the Chico Center. In contrast, services to the Glenn County Center remain minimal and plans to increase services, as well as the current status of those efforts, are not broadly understood. Furthermore, core learning support services, including tutoring and Supplemental Instruction, are not available for distance education students. Librarians and Center for Academic Success faculty are heavily relied upon for the development and provision of services, including information literacy and skills instruction. Critical Skills Workshops, in particular, are remarkable in their variety and consistent attendance numbers. Available services are informed through systematic evaluations that include assessment of SLO data and input from faculty, staff and students, however evaluations are largely disconnected from unit planning and resource allocation.

As to II.C.1, and II.C.2, the College does not meet the standards.

**Recommendations:**

See Recommendation #1

See Recommendation #2
Standard IIIA
Human Resources

General Observations
Butte College employs qualified personnel who support student learning and evaluates its employees on a regular and systematic basis. Evaluation of program and service personnel is conducted regardless of delivery mode of that program or service. Faculty members and staff are provided with professional development opportunities.

The College criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. The College works to employ a diverse faculty and staff. Campus human resources planning is integrated into the college planning process and is based on needs identified in the Unit Plans.

Findings and Evaluation
The college has demonstrated that it employs qualified personnel across the various employee units and the divisions of the college that are devoted and dedicated to fulfilling its mission and goals. The team’s extensive interactions with staff and the evidence demonstrated that personnel at the college feel connected to the college and treated equitably and provided opportunities for professional development. The team verified through a random sampling of employment files that most employee groups are regularly and systematically evaluated, however the team found that the full time faculty evaluations were not as up to date as other employee groups. The college has demonstrated its commitment to pursue a diverse workforce through formal committees and efforts; however the reality is that the geography and demographics of the region it serves present considerable challenges to enhancing the diversity of the staff. Human resource planning efforts are embedded in the planning process and originate from the program level through the respective program reviews. (III.A)

The College’s self study indicates that every department and division across campus, have highly qualified employees, devoted to fulfilling the College’s mission and strive to put students first. The evaluation team found that Butte College uses its Planning, Budgeting, and Assessment process to ensure that job requirements associated with each new position are closely matched to specific programmatic needs. The self study and evidence supports that positions are hired in light of institutional priorities within the available funds. (III.A.1)

The College collaboratively develops and implements Human Resources policies and procedures in compliance with applicable law and employs systematic processes and procedures in hiring to assure that qualifications and experience are met. Hiring committees are comprised of employees with direct knowledge of the programmatic needs for the positions being recruited. (III.A.1.a)

The evaluation procedures are clearly defined, regularly implemented and are used to assess effectiveness and encourage improvement. All employee evaluation procedures are monitored by
Human Resources personnel, including notice to the appropriate evaluators for respective due dates and dates received. Although procedures are in place, it appears that some evaluations are not completed in a timely fashion, and in some cases, demonstrated a pattern of non-completion over several evaluation cycles.

Review of a random sampling of Faculty, Classified and Administrative files for compliance with evaluation procedures resulted in the evidence supporting moderate compliance with a few personnel files indicating that evaluation was not occurring at stated intervals:

- An initial review of faculty evaluations (4), one was not current (2009), two that are due for evaluation show a trend for non-compliance through the past accreditation evaluation period. One is currently due for evaluation.
  
  A subsequent random sample (3) of faculty evaluations show two that are not current (2009 & 2011) and one that is current.

- All Classified (2) and Administrative (3) evaluations reviewed are current.

Faculty evaluations are administered by the office of the Vice President of Student Learning and Education. Tracking of the evaluations for compliance with collective bargaining agreements are done by the office of the Deans who are responsible for conducting the evaluations. (III.A.1.b)

Job descriptions and performance evaluations for faculty and other staff that are responsible for students’ mastery of Student Learning Outcomes features criteria that identifies effectiveness in producing and assessing learning outcomes. Specifically for faculty, Butte College’s agreement with BCEA makes reference to Student Learning Outcomes in some job descriptions. (III.A.1.c)

The institution has a professional code of ethics for personnel and practices in place, through the performance evaluation, that assesses employees’ ethical and professional conduct. The Board Policy 3050, Institutional Code of Ethics, stipulates that the professional code of ethics applies to employees as well as the Board of Trustee members. Additionally, the various constituent groups (Academic Senate and Classified Senate) have also developed and adopted statements of professional conduct supporting the institution’s commitment to a college-wide code of conduct. (III.A.1.d)

As stated in the self study, the College uses a systematic approach to assess both optimal and feasible staffing levels for faculty, staff and administrative positions. The College determines appropriate staffing levels for each program and service level through the Program Review and Unit Planning process and at the institutional level Planning, Budgeting and Assessment (PBA) process. According to the Chancellor’s Office Data Mart the College’s fall 2014 staffing levels are:

- Total Staff 1,045
- Educational Administrators 18 1.7%
- Full Time Faculty 166 15.8%
• Academic Temporary 542 51.8%
• Classified 319 30.5%

Per the 2014 Audit, the 50% law calculation is 53.73% and is in compliance with California Education Code and Title 5 sections 53400-54430. (III.A.2)

The institution has established written personnel policies and procedures that are reviewed regularly through the participatory governance framework and in accordance with the California Education Code. All policies are published and posted on the College’s website and MyBC upon approval by the Board of Trustees. (III.A.3, III.A.3.a)

Personnel records are deemed confidential and treated as such, and kept in a secure and locked area of the Human Resources Department. The College clearly makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records, in accordance with the law. (III.A.3.a, III.A.3.b)

The College recognizes equity and diversity as key to the institution’s success. The College has implemented a “Commitment to Diversity” through the establishment of the Diversity Committee, the Student Equity Committee and the Diversifying Hiring Committee as well as the adoption of Board Policy 7100. Hiring committee participation by constituent group representation and by available diversified staff is evident. Reported pools of applicants for open positions have not produced a diverse pool of applicants. While there is no apparent obstacle or resistance to hiring of minority applicants, the limitations of the available applicant pool has resulted in less diversity among employees. (III.A.4)

The College creates and maintains appropriate programs, practices, and services that support its diverse personnel. Butte College has a professional development program that offers various workshops focused on diversity and District values as well as two Employee Assistance Programs (EAP) to offer a variety of services to assist employees coping with life, financial, career, and mental health issues. Additionally, the College has programs and services designed to meet individual needs of the diverse student populations within the college community. Special programs include the Center for Academic Success (CAS), which provides special services for tutoring and learning resources that support student success, Cooperative Agencies Resources for Education (CARE), which serves students who are single parents with children under 14 years of age, and Disabled Student Programs and Services (DSPS), which meets the needs for accommodation of the students with special limitations for access and learning. The College has programs that are designed to provide services to those with historic cultural, family and financial barriers to education through Extended Opportunity Program and Service (EOPS) and Financial Aid for access to grants, public and private financial support options, scholarships and specialized counseling services. Math Science and Engineering (MESA), which primarily focuses on special needs of the Latino students provides support in these disciplines. Student Support Services (SSS), known as TRIO, provides support for first generation college students. The College maintains an Office of Veterans Services to meet the needs of veteran students. The
College has a breadth of support programs that support the needs of all students. (III.A.4.a)

While the self study and evaluation team interviews verified that the College tracks and analyzes its employment equity records, there is no evidence that this data is used to inform hiring or develop a more strategic hiring/recruitment outreach effort related to equity. The College tracks and maintains employment equity data through self-identified information from applicant pools and analysis of finalists selected for position. The College completes reports for the Equal Opportunity Fund District Expenditure Report. (III.A.4.b)

The College campus is an open and welcoming environment that reflects the expectation of mutual respect for all, both through its policies and its actions. There is a cohesive and caring environment that is apparent on campus and within programs and departments. Open interaction and respect are a part of the campus culture that is created by faculty and staff. Active and open communication is the norm. The College has in place policies and procedures that establish this culture that advocates and demonstrates integrity in the treatment of its administration, faculty, staff and students. (III.A.4.c)

The College maintains a professional development program led by the Professional Development Leadership Team (PDLT), the Professional Development Steering Committee, Faculty Flex Committee and the active participation of faculty, staff and managers. The team is made up of the faculty collective bargaining representative, classified collective bargaining representative and an Administrative representative. Professional development activities include: faculty flex committee, workshops, classified flex workshops, sabbaticals. The evaluation team confirmed that the College has an active professional development program that supports the institutional mission and is designed to support identified teaching and learning needs. The College plans professional development activities to meet the needs of its personnel as planned by the Professional Development Steering Committee. (III.A.5, III.A.5.a, III.A.5.b)

Human Resource planning is integrated with institutional planning through data-driven needs supported in the College’s Unit Plans and program reviews. Non-faculty personnel requests are submitted and identified by the individual programs and included in the Unit Plans and submitted to be prioritized by the Vice Presidents based on set criteria. Faculty requests are developed and brought forward through the Deans and submitted to the Vice Presidents. Recommendations are submitted to the President for approval and considered for funding and implementation. (III.A.6)

**Conclusions**

The College has provided evidence that it has a highly qualified staff that is committed to the College’s mission, has the appropriate education, training and experience to provide and support programs and service, and strives to put students first. There is ample evidence of sufficient staffing levels to meet the demands of students.

Butte College has hiring policies and procedures in place to promote the employment of qualified personnel and employees are evaluated in regular intervals; however, it is critical that the College continues to follow the evaluation interval schedules.
Although the College has developed strategies to address the challenges in recruiting and hiring an ethnically diverse workforce, it is recommended that the College should actively work to implement the policies and procedures that are in place toward achieving parity between diversity of the College faculty and staff with the diversity found in the student and community populations.

The College meets the standard.

**Recommendations**

None
General Observations

The College’s main campus is located fifteen miles south-east of Chico and consists of 928-acres of land. A portion of the campus acreage is designated as a wildlife refuge and is used as an outdoor laboratory by various instructional programs. The College serves students of Butte and Glenn counties at the main campus, the Chico Center, Skyway Center, Chico Beauty College and Glenn County Centers.

The Chico Center is located to the north of the Butte campus and is comprised of a two-story facility that features lecture and computer laboratory space, computer aided design (CAD) laboratory, library, and a Center for Academic Success (CAS) Learning Resource Center. Commensurate student support services are offered at the Chico Center during the week with coverage being provided and scheduled by staff from the main campus site.

The Skyway Center is primarily a high tech center for instruction in Automotive Technology and also provides space designated for Contract Education. Student services are provided at the Chico Center, which is approximately 300 yards from the Skyway Center.

The Glenn County Center is a renovated two-story office building that provides lecture, computer and basic biology classes for the outlying region of Glenn County. The Center is 22 miles west of Chico. Student Support Services at the Glenn County Center is limited to registration with counseling offered very infrequently. The Center is a rented facility that is not in compliance with Title 24 (Field Act requirements). Improvements have been made to comply with Uniform Building Codes standards and comply with ADA requirements for access and fire life safety.

The College’s main campus and Centers meet all safety requirements, and sufficiently meet the needs of the programs and services offered at each campus and Center location, with the main campus providing primary support to the three off-site Centers. The College plans, builds, maintains, upgrades and replaces facilities and physical resources in a manner that assures effective utilization, access, security, and supports a healthful learning and working environment. Current physical resource and building plans are integrated with the institution’s planning structures including the Educational Master Plan and the newly approved Facilities Master Plan which are supported through various committees.

Findings and Evidence

The Evaluation Team reviewed evidence regarding the College’s physical resources, which included facilities (main and off-site locations), equipment, land, and other assets. Specifically the Evaluation Team inspected all three College Centers.

The site visits to both the Chico Center and Skyway Center demonstrated substantial physical resource improvements that increased the College’s ability to support and assure the integrity
and quality of services and programs offered at the Centers. Specifically, the Chico Center added
facility space for the Center for Academic Success (CAS), which supported the addition of
Learning Resources and tutoring services for students. Given that the two Centers, Chico and
Skyway are within 300 yards of each other, the College is able to better cooperate and leverage
use of administrative and student support services.

Since the last accreditation study, Butte College completed the Skyway Center. The new Center
allowed for the expansion of the existing Auto Tech Program and created facility space for
Contract Education programs in the Chico area.

The Glenn County Center is a two-story rented office building located 22 miles to the west in the
city of Orland. The Glenn County Center provides instructional space for lecture, computer, and
basic biology classes. A small conference room space has been converted and redesigned
specifically for Library services. The renovated conference room includes two computer stations
and three work tables. There is no direct staff supervision given that there is a single staff
member that oversees the entire center operation and management. Except for reserve text books
for classes offered at the Center, there does not appear to be any other resource materials
available to students in the new “Library” space. (III.B)

Butte College provides a safe environment with sufficient physical resources for students and
staff at all instructional sites. Institutional processes have been established to evaluate security
and safety of the College’s facilities. The College has designated financial resources specifically
for the purposes of addressing critical and immediate health and safety issues. The Facilities,
Planning and Management Department ensures that safety evaluations are completed on a
regular and scheduled cycle. (III.B.1)

Facilities planning at Butte College is integrated with the District Educational Master Plan, takes
into consideration the Chancellor’s Office annual Five-Year Plan for Capital Outlay, and
prioritizes physical resource sustainability. The College completed 48 projects listed in the
previous 2002 Facilities Master Plan and completed the construction of the Skyway Center in
Chico in 2012. The new Center allowed for the strategic expansion of the College’s instructional
square footage and supported the growth potential of the Automotive Technology program.
While reference is made in the College’s response to the planned addition of the Skyway Center,
and changes in space utilization, the evidence cited refers only to services provided and does not
address specific deficiencies in space needed to provide the expanded services.

The Evaluation Team found evidence to support that Butte College is intentional and strategic in
ensuring that all instructional sites sufficiently support the instructional programs offered at each
specific site. Butte College has demonstrated systems in place to also evaluate how effectively its
facilities meet program needs. The College uses a variety of tools to evaluate efficacy, including
the Facilities Condition Index and the Space Inventory Report. Butte College is currently
completing a new Facilities Master Plan to address the College’s growing need to increase its
instructional space for science, welding and math programs. Collaboration and communication
with internal stakeholders is evident. (III.B.1.a)
As stated in the self study, and supported through evidence, Butte College assures that physical
resources at the main campus, Chico Center, and Skyway Center are constructed and maintained
to assure access, safety, security and a healthful learning and working environment. The College
uses a variety of methods to ensure the quality of the facilities including building and asset
inventories, safety inspections, unsafe condition reports, and accident reports. A Safety
Committee also meets quarterly and is representative of key constituencies and institutional
leadership to review all safety issues, update college-wide safety plans, and manage safety
training. (III.B.1.b)

Butte College evaluates the use, feasibility, and effectiveness of its physical resources and has a
systematic process for physical resource planning. College staff utilizes community college
standards, such as the Five-Year Construction Plan, FUSION, and the Space Inventory Report to
inventory, assess and identify current and future facility capacity and loads for all instructional
sites (main campus and off-site Centers). (III.B.2)

The Evaluation Team determined that Butte College utilizes the California Community College
Facilities Planning standards and procedures for planning and assessment of a total cost of
ownership model. Total cost of ownership at Butte College includes the analysis of maintenance,
utility usage, and serviceability as it relates to new equipment. The College’s Unit Planning
processes are used to support total cost of ownership efforts. The College ensures that long-range
capital plans are supported and linked to the Educational Master Plan and reflect projections of
the total cost of ownership of new facilities and equipment. (III.B.2.a)

Based on on-site inspections, recent and current program improvements have provided the
evaluation team with ample evidence and support that physical resource planning at Butte
College is the result of comprehensive evaluation and they act as the basis for program and
service improvements made at all instructional sites. (III.B.2.b)

Conclusions

The College’s main campus and Centers meet all safety requirements, and sufficiently meet the
needs of the programs and services offered at each campus and Center locations, with the main
campus providing primary support to the three off-site Centers.

The College plans, builds, maintains, upgrades and replaces facilities and physical resources in a
manner that assures effective utilization, access, security, and supports a healthful learning and
working environment.

Current physical resource and building plans are integrated with the institution’s planning
structures including the Educational Master Plan and the newly approved Facilities Master Plan
which are supported through various committees.

The College meets the standard.

Recommendations

None
General Observations

Butte College uses a variety of software platforms to support the College mission including Datatel Colleague Enterprise Resource Program (ERP), Blackboard 9 for their Learning Management System (LMS), and Orion which provides network monitoring capabilities. To support student success, Butte College offers students, faculty, and staff free web-based access to the full suite of Office 365 applications to use on personally owned technology as well as cloud-based Adobe Creative resources. Disaster recovery and redundancy exists for critical technology-based systems.

The Technology Council supports the ongoing development and review of the Technology Master Plan in addition to utilizing various surveys to inform effectiveness. The College has a Student Technology Advisory Committee; however, it is currently inactive. There is a comprehensive training capacity for faculty and staff including LMS workshops, Training for Online Instructors (TOI) each summer, and one-on-one training for staff and students. A total of 215 faculty members have become Certified Online Instructors (COI). The College has developed a campus-wide infrastructure plan but does not currently have a life cycle replacement plan for all District computers and associated infrastructure. A new Technology Master Plan was completed in fall 2014 by the Technology Council.

The College delivers many services that support a highly effective technology presence. For many years the College has received state grants to support the development of various state-wide technology initiatives including Open CCC Apply and the current Common CMS. Technology staffing is adequate and meets the needs of the College.

However, it is not clear how technology planning is integrated with institutional planning in order to improve institutional effectiveness. While unit plans contain requests for technology the Technology Council does not play a role in the review and prioritization of these requests. How these unit level requests are responsive to surveys regarding technology effectiveness is also unclear. In addition, the Technology Council develops an additional set of project-based requests independent of the planning process.

Findings and Evidence

The College completed an updated Technology Master Plan in February 2015 for 2014-2020. The College ensures that technology support meets the needs of the institution through multiple processes. The Project Proposal and Prioritization Worksheet (aka the Miller Matrix) allows for technology project requests. The worksheet includes a series of criteria by which the proposal is scored, including a required alignment with strategic plan objectives, criticality, benefit, financial and client impact, and costs. The Technology Council is responsible for scoring the proposals. This process is comprehensive but it is not evident that it is integrated into the multi-year
integrated planning system (MIPS) or that it is validated against the Technology Master Plan
goals and strategies.

Technology requests are also contained within the annual unit plans but are not reviewed by the
Technology Council or validated against the Technology Master Plan. Neither process appears
to include an assessment component that measures the benefit of the project or request against
what was anticipated. Surveys of faculty, staff and students are conducted at irregular intervals
and provide feedback at the institutional level. (III.C, III.C.1)

The request for technology resources can originate with program reviews, unit plans or through
the Project Proposal and Prioritization Worksheet. The prioritization criteria utilized by the
Planning, Budget and Assessment Committee to distribute resource augmentations does not
contain a separate category for technology but several of the categories could include technology
as a delivery mechanism or support. (III.C.1.a)

The College provides ongoing training to faculty through just in time support from the
Technology Mediated Learning staff in addition to technology workshops provided in a variety
of formats. Training for Online Instructors, a four-week capstone course that focuses on teaching
styles and strategies for online learning, has led to online instructor training for 215 instructors.
The CAS provides student training one-on-one in computer labs across campus. In a Spring 2014
survey 93.5 percent of students felt that they possess the skills to effectively use technology
resources at the College. Student Services staff also train students to use online services in
addition to online help options. The majority of students use the online portal, MyBC,
Blackboard, and student email and find it helpful.

The current Technology Plan includes a goal that the College “establish and sustain the
organization and processes needed to provide outstanding technology support to the faculty, staff
and students.” The vast majority of faculty and staff reported in Spring 2014 that they were well
trained on the computers and other office equipment used in their work and the majority of
students are aware of and have used technical support, courses and workshops offered to support
their computer/technology skills development. (III.C.1.b)

The College has a technology lifecycle concept plan that is anticipated to be funded and
implemented by June 2017. Lab computing currently has an annually funded 5-year replacement
cycle while smart classrooms, network, server, and telecomm infrastructure, are requested
annually. Faculty and staff desktops are funded through individual department budgets. The
College is currently gathering asset data to inform the final lifecycle plan and allow for savings
gained through standardization. Based on the current information the estimated 7-year
replacement cost is $7,470,509. The College does not currently engage in long-term financial
planning so it is unknown at this time how or if the funding would be incorporated into the
budget. (III.C.1.c)

College Strategic Initiatives include several strategic directions that identify specific technology
resources needed in support of the Educational Master Plan. (III.C.1.d)
The College describes a multi-year integrated planning system (MIPS). College planning activities include the Educational Master Plan, program reviews and annual plans. The Educational Master Plan is a six-year plan and includes 6 strategic initiatives and 101 strategic directions. The MIPS process map indicates that the Technology Master Plan informs both the Educational Master Plan and vice versa but it’s not clear how the results are integrated. The Technology Master Plan does not indicate a connection to the program review but is identified as a supporting plan to the unit plans. Unit plans are required annually and place an emphasis on resource requests. Unit plans do not signify how technology requests contained within are joined to Technology Master Plan Goals. Unit plans are compiled and reviewed by the area vice presidents and final allocation decisions are developed within the President’s Leadership Team and forwarded to the Planning, Budget and Assessment Committee for review.

The College conducted a brief technology survey in 2012 and other intermittent institutional faculty, staff, and student surveys contain a limited number of questions related to technology but it is unclear how or if they influence future planning efforts. (Standard III.C.2)

**Conclusions**

Butte College continues to maintain and expand an innovative and dynamic array of technology to support the effective operations of the College and support student learning and success. There is an extensive effort to ensure that faculty, staff and students are trained and feel proficient in their use of technology, and evidence and data supports their effectiveness in this area.

The College recently updated a Technology Master Plan in February 2015 to guide the efforts with respect to technology. There is also a Technology Council, a body that is responsible for scoring new project proposals and initiatives utilizing a comprehensive set of criteria. However, it is not clear as to how this process is integrated into the College-wide MIPS process or that it is even validated against the Technology Master Plan goals and strategies.

As to III.C.1.a and III.C.2, the College does not meet the standards.

**Recommendations:**

See Recommendation #1
Standard IIID
Financial Resources

General Observations

The institution’s financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. However future growth and improvements may be limited due to the State’s limited enrollment growth funding, and the College’s ability to generate new enrollment growth, which is the primary basis for new funding. A multi-year financial projection by the district was not available.

The College completed its revised strategic plan for 2014-2020 in August 2014 and performs program review on a six-year cycle. The College uses the unit planning process as a foundation for budget development. The budget process ties resource allocation requests and decisions to the annual unit plan. Currently, requests for new or revised positions are incorporated into the unit plan. The unit plans are compiled and reviewed by the area vice-presidents and final allocation decisions are developed within the President’s Leadership Team and forwarded to the Planning, Budget and Assessment Committee for review.

The College provides constituent groups with the opportunity to participate in the development of institutional plans and budgets through representation on the Educational Master Planning Committee and Planning, Budget and Assessment Committee. There is a strong commitment to maintain a dialogue-rich planning and budget process. A tool called a “Balanced Scorecard”, which has been in use at both the University of California and California State University Systems, is used to assess college-level performance but it is unclear how that process trickles down to the unit level and influences the unit plans.

District financial planning activities take into consideration long-range financial obligations as evidenced by its commitment to fund its post-retirement benefit funding liability (GASB-45), and its liabilities for lease revenue bonds, California Energy Conservation Loan, and compensated absences.

The College uses the Colleague administrative software package, which provides dependable and timely information. The annual budget document provides detailed information on the finances of the College. An annual independent financial audit is performed for the district and has received an unqualified opinion in FY13-14. Findings were identified in the June 30, 2012 financial audit that represent significant deficiencies and/or instances of noncompliance including questioned costs that are required to be reported by OMB Circular A-133 relative to Federal funds. The Colleague financial system provides appropriate financial information through direct inquiry by managers and division staff that are trained to use the system.

The College has historically maintained an unrestricted reserve in excess of $14 million and the 2014-2015 Adopted Budget also provides unallocated reserves of 26.3 percent or $16 million of the unrestricted general fund. The College business officer has responsibility for oversight and management of all budgets including the income and expenditures for financial aid and grants,
the Foundation and the Cafeteria and Bookstore. The College has made effective use of its grants and seems to have been successful in developing instructional and student services grants that support the mission and goals of the institution. External counsel and the College’s Manager of Business Contracts and Risk Management review contractual agreements. Policies and procedures regarding contracts are developed and implemented in compliance with the appropriate state codes.

Findings and Evidence

The College has demonstrated through the years that it not only has the financial resources, but is also effective at managing those resources in a manner that allows it to effectively carry out the mission of the college and to improve institutional effectiveness. From the 2008-09 budget year through 2013-14, the college has had an ending balance ranging from 14.99% to a high of 21.95%. In the most recent budget year the college had $89,851,495 in revenue. The college weathered the recent fiscal crisis without significant financial hardship or borrowing due to its prudent fiscal practices. The college’s finances are managed with integrity and transparency with regular reports being presented to the Board. The allocation process is part of the overall integrated annual planning process, and is initiated though the Unit Planning process. In the most recent year the college allocated approximately $1.1 million to support educational and operational improvements at the college. (III.D)

The College utilizes a multi-year integrated planning system (MIPS). College planning activities include the educational master plan, program reviews and annual plans. The educational master plan is a six-year plan and includes 6 strategic initiatives and 101 strategic directions. Of those, the annual plans emphasize 16 strategic directions, however it is unclear how they are identified and how they tie to learning outcomes assessments and institutional scorecard measurable goals. The unit plans typically place an emphasis on resource requests. Unit plans do not contain student success data or provide for assessment of effectiveness of the initiative. There is a lack of evidence that the College uses program review to integrate financial planning with unit planning activities. (III.D.1, III.D.1.a)

The Planning and Budget Committee reviews resource requests recommendations from the unit plans and recommendations for funding are forwarded to the President for consideration. Resource requests are identified as one-time or on-going. Criteria used for budget development include the philosophy, the legal, financial and statutory requirements, and procedural guidelines that are consistent with board policy. Reasonable assumptions are built into the budget development process including realistic revenue and expense predictions. (III.D.1.b)

The College does not engage in multi-year financial planning at this time. However long-term debt requirements are identified and on an annual basis and resources are allocated for payment. (III.D.1.c)

While the institution follows its defined process, the process does not suggest a complete integration between the planning and budget elements. Over 80 percent of constituents find campus forums, vice-president updates, and area and department meetings to be helpful in
understanding the College’s budget development process. As a result, the self study
acknowledges that 76 percent of respondents to the Spring 2014 Employee Survey felt that they
understood the College’s budgeting process. This is an increase from 56 percent in the previous
three years. (III.D.1.d)

The FY13-14 audit report contains the calculation for direct instructional salary expenses at
53.73 percent of the total budget. In addition to direct instructional salary costs the College
expends considerable resources on additional learning support, instructional supplies, technology
and equipment. The 2013 IPEDS data indicates 40 percent of general operating expenses are
dedicated to instruction and academic support while an additional 11 percent is dedicated to
student services.

The college utilizes the “Colleague” financial information system from Ellucian to maintain the
financial records and processes of the college. The system allows for the appropriate business
practices with control mechanisms that ensure financial integrity and responsible budget
utilization. Financial data is available in a secure format to appropriate departmental staff and
managers to allow for timely review of financial information. As part of the college’s annual
audit, the internal control mechanisms and structures are reviewed to ensure that they are
appropriate. The FY14-15 annual budget report is posted on the Budget and Planning Committee
webpage and reflects the annual allocation of funds at the object code level. In order to receive
appropriate financial information at the unit level budget managers are able to run reports
directly from the Colleague finance module. (III.D.2, III.D.2.a, III.D.2.c)

The FY2013-2014 audit was submitted to the State Chancellor’s office in December 2014 in
order to meet the statutory deadline; however the Audit Committee and Board of Trustees did
not accept the audit report until February 2015. The most recent annual audit report for FY13-14
reported no external audit findings. Findings and associated recommendations identified in the
FY12-13 external audit were accepted by the College and fully implemented as reported in the
FY13-14 management report. (III.D.2.b)

Reserves are currently in excess of 18 percent of expenditures, well above the statutory
requirement of 5 percent. The College currently utilizes their large reserves to primarily fund
one-time augmentation requests identified in unit plans. In 2014-15 these one-time
augmentations amounted to over $3.6 million and primarily funded technology and equipment.
The budget was built in keeping with the College’s prudent policy of no deficit spending.
(III.D.2.c)

The College’s Chief Business Officer and Business Office staff provides financial oversight and
support services to the College program managers responsible for externally funded programs,
contracts and grants. Effective oversight of financial aid, contractual relationships, auxiliary
organizations and the foundation appears to be exercised by the College. However, findings were
identified in the June 30, 2013 financial audit that represented a significant deficiency relative to
Student Financial Aid funds. In addition, there was a reportable condition relative to Disabled
Student Programs & Services because Student Educational Plans were not in files for a portion
of the audit sample. These deficiencies were corrected in FY13-14. The College provides management consistent with applicable regulations or requirements. For the fiscal year ended June 30, 2014 the College had $38 million in Federal program funding, the majority of which was student financial assistance. State funding, including categorical programs, amounted to almost $40 million for the same period. The College’s JPA, SWACC, conduct’s regular physical inventories and write-offs have been immaterial.

The Board of Directors reviews quarterly financial reports. The College’s Foundation Audit Investment Committee meets at least twice per year and has recently updated their Investment Policy. This committee also reviews the annual external financial audit before it is forwarded to the Board of Directors for approval and the College’s Board of Trustees for acceptance. There were no audit findings contained in the FY13-14 or previous year reports. Annual reporting of the Form 990 to the IRS has been timely with no outstanding issues. Designated Business Office staff process deposits (with appropriate separation of duties) and enter donations into the Raiser’s Edge foundation database. Thank you notes to donors per IRS regulations are provided to donors within 30 days. Distribution of restricted funds requires two signatures. (III.D.2.d, III.D.3.b)

A variety of internal controls exist:

- There must be available budget to establish a purchase requisition;
- Employees cannot be paid without human resources entry;
- Separation of duties throughout fiscal services;
- Deposits received by different people than reconcile bank statements;
- New vendors require W-9 in order to be setup;
- The receiving department updates Colleague for receiving or the department signs off on invoice as ok to pay before payment will be made.

The Director of Fiscal Services provides ongoing oversight of the accounting functions responsible for ensuring the controls and implements or revises processes as needed. (III.D.2.e)

The college has a series of policies and procedures that address the prudent and sound financial management practices of the college, as well as its financial stability. These policies and procedures are found in Chapter Six: Business and Fiscal Affairs of the college’s Policy Manual. These policies and procedures guide the annual development of the Board’s Budget Criteria. The policies and procedures are routinely reviewed and updated as necessary by the college staff and Board to ensure that they current with legal mandates and best practices. (III.D.3)

The College provides adequate cash without the use of Tax and Revenue Anticipation Notes (TRANS), a form of short-term financing for cash flow needs, and has adequate reserves to maintain fiscal stability. In order to deliver a balanced budget, transfers in from the Retiree Benefit Fund, were identified in the previous three years. However the transfers were never made due to under spending during the year. The statutory reserve serves to provide emergency resources in the event of a financial emergency or unforeseen occurrence. (III.D.3.a)
The college follows a series of Board Policies and Procedures that creates an environment of strong fiscal management and oversight of not just the general fund, but also auxiliary organizations, the foundation, financial aid, externally funded and grant programs. These programs are subjected to annual external audits, and the findings from these audit activities demonstrate that the college has done a good job of fiscal management. When recommendations do emerge, the college addresses them in a systematic and timely manner by working with the appropriate department, as well as the Audit Committee. The Audit Committee reviews the audit findings of not just the current year, but the prior year as well to ensure that there is not a continuing trend. Appropriate steps are taken to not just remedy the current situation, but to adjust practices to ensure the findings to not occur again. (III.D.3.b)

College financial planning activities take into consideration long-range financial obligations as evidenced by its current commitment to fund its post-retirement benefit liability and its liabilities for lease revenue bonds, California Energy Conservation Loan, and compensated absences. The College was required to fully implement GASB 45 in 2002-2008 and as of the July 1, 2013 actuarial has currently funded almost $26 million or 53 percent of its $48.6 million liability. The Board of Trustees accepted a plan that will place $500,000 of the funded portion of this liability quarterly into a CALPERS California Employees Retirement Benefits Trust (CERBT) irrevocable trust. (III.D.3.c, III.D.3.e)

The actuarial plan used to determine the current OPEB liability is conducted biennially and the latest report conducted has an evaluation date of July 1, 2013. The actuarial study and review cycle meets the Governmental Accounting Standards Board (GASB) requirements. (III.D.3.d)

Examination of financial aid documents and interviews with financial aid personnel indicates that the default rate for the College is approximately 18.3 percent (2011 2-year rate) and 29.4 percent (2010 3-year rate) down from 32.1 percent in 2009. The College has contracted with Solutions @ ECMC to manage student loan repayment to keep the three-year rate under 30 percent over the next several years, in order to maintain the viability of the College’s participation in Federal Loan and Pell Grant programs. The external financial audit Schedule of Findings and Questioned Costs indicates that there are no material weaknesses or audit findings disclosed in accordance with Federal Circular A-133, Section.510 (a). (III.D.3.f)

The College’s Manager of Business Contracts and Risk Management ensures that contractual obligations are compliant with board policies and regulations. The College utilizes district legal counsel to review all new contracts in addition to having approved contract templates for independent contracts, sub-awards, public works projects and requests for proposals. Individual departments are relied upon to ensure that contractual agreements are consistent with the College mission and department goals. Department deans/directors and area vice-presidents are required to initial all contracts before being forwarded to the Business Office for review. Reviewed contracts are provided to the College’s Board of Trustees for pre-authorization action to enable the College president or vice-president of administration to execute the contract. A final executed
contract is submitted to the Board of Trustees for ratification. Ratified contracts require a purchase order to ensure available funds. (III.D.3.g)

The College is annually audited for compliance with federal and state guidelines in addition to testing the adequacy of internal controls. Findings were identified in the June 30, 2013 financial audit that represented a significant deficiency relative to Student Financial Aid funds that were distributed to students not enrolled in eligible programs. This deficiency was corrected during FY13-14. (III.D.3.h)

As identified previously, there is a lack of evidence to support the notion that MIPS integrates financial planning with institutional planning. The unit-planning module provides a detailed mechanism to request both on-going and one-time augmentations and contains a check box to indicate whether a resource augmentation was used for the intended purpose. However there was a lack of evidence that there is any additional assessment relative to the effective use of financial resources, and therefore there is an absence of the use of any results that are used as the basis for improvement of the institution. Although the College identifies prior year allocations in relation to district goals and strategic directives, it does not appear that there is a formal assessment of those allocations with respect to their effectiveness and use in informing future related decision-making. (III.D.4)

Conclusions
Butte College practices sound fiscal management. The management of College finances appears to be in order and there is no evidence of concern in this area. The College’s ability to attract external funding to support programs and services is aggressive and noteworthy.

The integration between ongoing planning and budget needs to be more fully developed and assessed. The College is committed to dialogue based integration of planning and budget. However, there is little documented evidence to suggest that the process is data-informed or that assessment data is derived from the process and used in informing future decision-making.

As to III.D.1.a and III.D.4, the College does not meet the standards.

Recommendations
See Recommendation #1
Standard IV
Leadership and Governance

Standard IV.A: Decision-Making Roles and Processes

General Observations

The College has clearly identified decision making processes as integral to its operations. These roles recognize all governance constituencies and are outlined in: Participating in Decision-Making at Butte College: A Handbook for Collaboration. The Board of Trustees recognizes and embraces participatory governance and encourages professional and staff development. The College utilizes a system of 44 committees and councils, monitored through a participatory governance council, to engage in college governance. These committees and councils each have well-defined roles in the planning, budget, and assessment processes of the College.

The College engages in robust and collegial conversations and dialog that is inclusive of all groups. They have instituted a two-year program for internal leadership development that is inclusive of all constituent groups, and students are embraced as part of the governance structure.

The Board of Trustees and College leadership honor participatory governance in compliance with California statute, and more importantly in spirit. The “10+1” are recognized in “rely primarily” on the recommendations of faculty for all matters including curriculum, program review, budget processes, faculty hiring processes and program discontinuance, among others.

The collegial interaction of the College is commendable. They rely on a system of communication between committees and councils for transmittal of recommendations, as well as ideas and innovation. Faculty and staff are encouraged to explore new ideas in pursuit of student success.

The Participatory Governance Council monitors the effectiveness of the governance councils and committees on campus. The nature and culture of the institution places a premium on consistent dialog and verbal communication in ongoing operations and evaluation.

Findings and Evidence

The Board engaged in a thorough process with a constituent taskforce in developing a Code of Ethics for adoption. This is Board Policy 2715, adopted in 2009 and reviewed in 2012. Further they attached Administrative Procedure 2715 that delineates definitions, expectations and consequences for compliance. (IV.A, IV.A.1)

Participating in Decision-Making at Butte College: A Handbook for Collaboration is the guidebook for all decision-making at the College. It is a very inclusive process. The Academic Senate, the Classified Senate, the Management and Confidential group, and the Associated Students have defined roles, and each is very active. The Participatory Governance Council monitors this process and refines it as necessary. (IV.A.1, IV.A.2, IV.A.2.a, IV.A.3)
The College has enjoyed a long history of effective relationships with its constituent groups, and this is especially true with respect to the faculty related to the decision making and discussions related to academic and student learning matters. The College has embraced shared governance with respect to such academic matters with the faculty and their responsibility in these areas, and has clearly defined them in Board Policy 2515. Additionally, the Board has established Board Policy 4020, which establishes the Curriculum Committee and the corresponding Administrative Procedure 4020 details the composition and processes. Additional committees in this area that rely on faculty and instructional administrators also include the Student Success Committee as well as the Program Vitality/Program Discontinuance Committee. (IV.A.2.b)

The Associated Students were observed in their governance setting. They have active participation not only within their own group, but they are encouraged to, and actively, participate in all governance groups on campus. (IV.A.2, IV.A.3)

The College has a Leadership Academy for staff development that includes all constituent groups. There is a two-year curriculum for the program designed to create future college leaders from within.

The use of 44 committees in the governance and planning processes is not without its burdens on the process. This was acknowledged in several interviews; however, it seems to work for this institution. The issue identified in the number of the committees was in the time required and the availability of enough people who actively participate, not the effectiveness of the system. (IV.A, IV.A.1, IV.A.2, IV.A.3)

The College has a demonstrated history of appropriate behavior and compliance with Accrediting Commission Standards, policies and expectations with respect to integrity and public disclosure of accreditation related status and activities. The College has made accreditation materials and communications readily available to the college community and general public. These communications ranging from their status to self evaluation reports are accurate and communicated in a timely manner. The College has also sought prior approval before moving forward with any Substantive Changes it has implemented, as reflected in the 2009 approval by the Commission for the Chico Center and offering more than 50 percent of a program through an online modality. In addition, the college complies with the timely submission of other requested reports by the commission, as well as in addressing the prior 2009 Commission recommendations in a timely manner. (IV.A.4)

The college established the Participatory Governance Committee in 2008 in order to annually evaluate the role of leadership, governance and decision-making structures with respect to the various constituent groups. The college also conducts an annual Accreditation Follow Up Survey, which includes questions relative to leadership, governance and decision-making structures at the college. The results of these surveys are also communicated to the campus community annually at governance forums, as well as through college-wide emails. The results of these surveys inform discussions about how to improve the process and revise the college’s Governance Manual as appropriate. (IV.A.5)
**Conclusions**

The institution works hard at ensuring that participation is not only allowed, but encouraged. The system of committees and councils would seem to create inefficiency by definition, yet it works for this College. All constituent groups actively participate in the governance structure, seek responsibility, review the process regularly, and encourage innovation.

The collegial interaction of the entire College staff; the process that is utilized for governance; the support of the Board of Trustees and the Superintendent/President for the process; the trust within the system between constituent groups; and dedication to continuous improvement is laudable. This history can be served well through stronger documentation that preserves institutional memory and culture.

The College meets the standard.

**Recommendations**

None
Standard IV.B: Board and Administrative Organization

General Observations

The Butte-Glenn Community College District is governed by a seven member board of trustees elected by the public and by respective regions of the District, to ensure representation from throughout the diverse two-county geographic area that comprises it. The Board also has a student trustee, elected by the students, which is also a member of the Board in a non-voting capacity. The Board has the responsibility of establishing and upholding policies that ensure the quality, integrity and effective operation of the District, as well as its financial stability.

The Board is charged with and has demonstrated that it adheres to a policy for hiring and evaluating the Chief Executive Officer. The current president was hired in 2011 and subsequently has been evaluated in accordance with the District’s policy and procedures, to some degree.

Findings and Evidence

The College Board of Trustees has an adopted set of Policies and Procedures that outline their leadership role in relation to the college and setting policy, which is addressed in Board Policy 2200. In addition, they understand their role in selecting and delegating appropriate authority to the CEO in order to effectively oversee and direct the operations of the district, which is found in Board Policy 2430. (IV.B)

The Board’s policies provide a framework to guide its actions and the College’s operations. Board Policy 2200 articulates the Board’s responsibility to ensure the quality, integrity and effectiveness of the student learning and college operations. In addition, the policy also charges them with ensuring the financial stability of the College. Also, among the array of policies are those that outline the hiring and evaluation of the CEO by the board, which are Board Policies 2431 and 2435 respectively. (IV.B.1)

The present Board is comprised of both veteran members, as well as newer members. Trustees serve four-year terms and have staggered elections every two years to ensure continuity. The present Board understands its critical role of governing and setting policy. The Board has an established set of policies that guides the operations of the College. (IV.B.1.a)

Board Policies are published on the College’s website and are also available in hard copy form by request through the President’s Office. The policies are organized into seven major sections: The District, The Board of Trustees, The General Institution, Academic Affairs, Student Services, and Business and Fiscal Affairs. Among these policies are BP 2431 and 2435, along with associated AP 2435, which address the selection and evaluation of the CEO. The Board and District have acted in accordance with these polices. The policies also specify the Board’s size, duties, responsibilities, structure and operating procedures. (IV.B.1.a, IV.B.1.d)
Board Policy 2430 delegates appropriate authority to the president to lead the institution without interference in pursuit of the established goals and the administration of the Board Policies. (IV.B.1.j)

The College subscribes to a service that assists in keeping the policies current and up to date with both recent legislation and institutional needs. These policies are also routinely reviewed and updated by the board as necessary.

Through both the established polices, Board actions and conversations with several board members the team found a common understanding of their policy making role, as well as a commitment to student achievement and success. Board Policy 2200 further outlines the responsibilities of the Board and its role not only reflecting the public interest, but to also advocate for and defend the District. The Board takes an active interest in becoming appropriately informed about College efforts and initiatives regarding student success, as well as in statewide and national issues affecting the College and its students and programs. (IV.B.1.a)

The Board operates as an effective unit, and although each member brings diverse perspectives and opinions to issues, once a decision is made by the Board they move forward in a unified fashion. (IV.B.1.a)

The Board keeps the College mission statement central to all of its decision making. The mission statement is on every Board meeting agenda to ensure its central role in the actions of the Board. The mission statement is on a cycle for regular review to ensure that it remains current and relevant to the institution. To ensure the quality, integrity and improvement of student learning programs and services, the College has adopted policies like 2515, which defines how the Board interacts with the Academic Senate and the President to achieve these goals. (IV.B.1.b)

The Board is the ultimate authority in relation to governing the district. Board Policy 2200 defines the Board’s responsibilities and its charge of governing on behalf of the citizens of the District. In addition to hiring the Superintendent/President, the board sets policy to guide the operations of the district that is prudent, ethical, legal, and ensures the stability and fiscal health of the district. The Board ensures the educational quality of the College through Board Policy 4020, which gives them ultimate authority over the curriculum, but relying primarily on the Academic Senate in relation to curricular matters such as new courses or programs. In addition, the Board also approves all faculty hires and the granting of tenure with respect to full time faculty. To ensure the continued fiscal health of the District the Board reviews and adopts quarterly reports on the financial status of the College. (IV.B.1.c)

Policies, procedures and bylaws outlining the Board’s size, duties, responsibilities, structure and operating procedure are readily available on the College’s website and are clear and easy to understand. Members of the public that wish a hardcopy of these items can receive them by contacting the Superintendent/President’s office. (IV.B.1.d)

The Board consistently follows the policies it has established for the effective operation of the District. The Board reviews and evaluates its policies on a five-year cycle to ensure that they are
up to date and relevant, with the most recent comprehensive review being done within the last four years. The district also takes action on matters as needed as situations may emerge, such as the recent development of Board Policy 7280 regarding telecommuting. To facilitate this review process, the District subscribes to the Community College League’s Policy and Procedure subscription service to aid in ensuring that they are consistent with the latest laws, legal interpretations and standards of good practice. (IV.B.1.e)

The Board has established and adheres to Board Policy 2431 relating to the selection and hiring of the CEO. This policy was illustrated with the process used to hire the current CEO in 2011. The Board has appropriately delegated through Board Policy 2430 to the CEO the authority to lead the district and administer the policies for the effective operation of the district. The Board election process is structured with staggered elections every two years in even numbered years to ensure continuity with the Governing Board. There are Policies outlining board development and orientation. Specifically, Administrative Procedures 2740.1 and 2740.2 outline the processes by which new members are oriented. The newest trustees and president described a process of both formal training materials, orientation meetings with the College president, professional organization training opportunities such as the CCLC, as well as an informal trustee mentorship program with other more senior members of the Board that provides valuable perspectives to the overwhelming amount of information to be an effective new member. There are also opportunities for experienced board members to participate in development opportunities at relevant conferences. The president and staff also provide ample written reports and correspondence on current and relevant topics as well as special Board Presentations and workshops or retreats on special topics of interest including mandated trainings, such as on sexual harassment. (IV.B.1.f, IV.B.1.j)

Annually the Board undergoes a self evaluation that is clearly outlined in Board Policy 2745 and the corresponding AP. The evidence and interviews with several of the trustees demonstrates that the Board sees this as an opportunity to seek out ways to become more effective. They have assessed their process in recent years and made adjustments to their instrument to better reflect their particular needs in relation to informing and setting their goals, for improved operations, as well as those of the president and institution. (IV.B.1.g)

The Board has adopted a policy of Board ethics with a corresponding administrative procedure that outlines the consequences of board members violating the policy and code. (IV.B.1.h)

The team’s discussion with multiple Board members validated that they are regularly informed and updated regarding the process of accreditation, as well as the institution’s progress with respect to meeting the standards. Although the Board has followed the policy and met the standard in regard to the evaluation of the CEO, it was met at a minimal level. The College president clearly met the policy requirements, however the Board’s effort was minimal (IV.B.1.i, IV.B.1.j)

The Board has demonstrated through its established policies and actions that it selects, hires and evaluates the president of the college and delegates appropriate authority to that individual to
administer the policies and procedures of the college, as well as to effectively direct its operations. To carry out this responsibility, the president has implemented and directs an appropriate organizational structure with four institutional divisions and staff to carry out the policies and operations of the district. The president provides effective leadership to all aspects of the institution including a complex integrated planning process, a stable budgeting process, effective personnel practices and oversees an institutional assessment mechanism. (IV.B.2)

The current Superintendent/President is an effective leader, and has been delegated the authority through Board Policy 2430 to direct the District’s operations. She oversees a traditional organizational structure of four vice presidents guiding their respective divisions. The staffing and organizational structure appears to be appropriate in size and responsibility to meet the needs of a unique rural community college district such as Butte. (IV.B.2.a)

In addition to the four vice presidents, the president also has the Office of Institutional Advancement, which consists of Public Relations, Marketing and the Butte College Foundation. The President meets weekly with her administrative team both individually, and collectively as the President’s Leadership Team. The president holds these administrators accountable for meeting their respective institutional goals and evaluates each of them. (IV.B.2.a)

The current president, who has been seated since the summer of 2011, has embraced the past culture of a rich history of collegial consultation and even expanded upon it. Her leadership style fosters an atmosphere of effective communication and cooperation across the College. The result is a college community that is involved and engaged in the many dimensions of the College’s planning and prioritization processes, which range from the College’s Mission Statement, to vision and values, and the strategic directions. There are numerous examples where all College constituent groups are involved in the development of these key institutional planning initiatives. (IV.B.2.b)

The president ensures that the mission, values, goals and institutional priorities are broadly disseminated throughout the college community and constituent groups on a regular basis. At the start of each semester the College hosts an all college institute day for faculty and staff where the president shares or reviews the institutional goals and priorities. In addition, a great deal of this information is regularly shared at a variety of college meetings ranging from College Council to Board meetings. The president also puts out regular communications through email updates and the monthly Roadrunner Tracks publication.

The Vice President of Planning, Research and Organizational Development, with the assistance of a dedicated institutional researcher, facilitates the acquisition and collection of rich institution-wide data to assist in informing the decision making processes of the College. The College has developed a number of reporting tools to aid in the pursuit of data informed decision making, which include the Balanced Scorecard, the Demographic Snapshot, the Program Review Data Template, the Course Demographic Report, as well as many others that can track defined student cohort success and progress. It is clear that the reports and data that are available to the College community is produced by a professional research office and is of high quality. (IV.B.2.b)
The president has set a tone of collegiality while emphasizing a need to have an integrated planning process, within a complex and dynamic organizational environment, all while striving for continuous quality improvement across the organization, with particular emphasis on student outcomes and success. Under her leadership the College continues to utilize the effective Planning, Budgeting and Assessment (PBA) process, which incorporates and integrates external, as well as internal factors which drive the College’s Strategic Direction, as well as incorporates Unit Planning, Program Review and SLO attainment and budget allocations. The PBA and other planning processes are reviewed annually to ensure that they are effective and appropriate. The Educational Master Planning Committee is surveyed annually about the process and modifications are made as necessary. (IV.B.2.b)

Although there is an abundance of reports and data available, there does not appear to be a complete or consistent formal connection in all planning areas with respect to the use of data to inform some dimensions of the allocation process or other program improvement discussions and decisions. (IV.B.2.b)

The president, through regular review of regulations, statutes and governing board polices, and meetings with key college constituents and administrators responsible for the respective rules, ensures that the College is in compliance and in alignment with the College’s mission and policies. In addition, the president ensures that there are appropriate operational procedures developed and in place to implement Board Policies and other statutes. (IV.B.2.c)

The president provides effective leadership over the budget process to ensure there are effective controls in place for budgeting and expenditures. The president develops a budget with the Leadership team that has been produced by following the Board of Trustee’s budget criteria and the input and recommendation from the cross-constituent Planning and Budget Committee, and taking into account Enrollment Management Committee Reports, Unit Plans and augmentation requests tied to the strategic initiatives. To ensure a stable fiscal environment for the College the president meets weekly with the Vice President of Administration to monitor state and local trends that may affect the budget. College budget decisions are clearly guided by the mission and strategic initiatives. The College’s weathering of the recent state fiscal crisis is evidence as to the effective and prudent fiscal oversight the president and the College exercise. (IV.B.2.d)

The president is a highly visible, active and prominent member of the communities the College serves. In the past she has hosted community forums in six of the areas the College serves and those events were well attended and provided the community an opportunity to give input to the president on its planning process. The president sits on a variety of local boards and membership groups which include the Chico Rotary, The Paradise Chamber of Commerce, the Northern Rural Training and Employment Group Workforce Investment, and Innovate North State. Even with her extensive community involvement, the president utilizes social and electronic media (Twitter and a blog) to further ensure that she communicates effectively and regularly with the people and communities the district serves. (IV.B.2.e)
The College is a single college district with multiple locations, and as such none of the requirements for a multi-college district are applicable to Butte College. (IV.B.3)

Conclusions

The College is effectively organized and staffed appropriately to carry out its mission. The Board of Trustees and the respective constituent groups of the College understand their roles and respect each other’s unique position and responsibilities in relation to the effective operation of the College. The history and collegial culture of the College is a strength that allows the College to be innovative and highly effective in meeting its mission.

The Board maintains an up to date and relevant array of policies that are routinely reviewed and updated, and therefore provides the foundation for the effective governance and operations of the College. The Board is appropriately updated on relevant issues, and there is an effective practice in place to orient new Board members. The Board hires the President and appropriately delegates authority to her to carry out the mission and Policies of the College.

The president is a demonstrated effective leader of the College and is appropriately involved with the community and external organizations as well. The president has effectively delegated to appropriate staff the authority to run the college. She communicates on a regular basis and is available at numerous events on campus and in the community to interact with students and citizens throughout the district.

The president provides effective leadership on ensuring compliance with policies, rules and regulations, as well as sound planning and business practices. Although the college has a complex and effective set of planning, allocation and assessment practices, along with an abundance of rich data, there does not appear to be complete or consistent formal connections with all planning areas with respect to the use of data to inform some dimensions of the allocation process or other program improvement discussions and decisions.

Overall the college is very effective in many areas as a result of its strong institutional culture, governance structure and leadership. However, harnessing the program review findings, data and assessment results in a more connected or formally integrated way to the College’s planning and allocation process will allow the college to become even more effective in meeting its mission.

Although the Board has followed the policy and met the standard in regard to the evaluation of the CEO, it was met at a minimal level. The College president clearly met the policy requirements, however the Board’s effort was minimal, and therefore future evaluations of the CEO by the Board should be expanded and balanced with the criteria reflected in the president’s self evaluation components in order to meet the full and true intent of the policy and outcome.

As to Standard IV.B.2.b, the College does not meet the standard.

Recommendations

See Recommendation #1
Compliance with Commission & U.S.D.E. Policies

The evaluation team reviewed each of the following Commission policies to ensure that the College is in full compliance:

Policy on Distance Education and on Correspondence Education

The evaluation team found evidence that the College has an established policy on Distance Education and Correspondence. Please note that spot checks of several online courses revealed some inconsistency in the instructor involvement policy. The college should take steps to ensure all distance education courses meet the requirements. (Standard II.A)

Policy on Compliance with Title IV

Examination of financial aid documents and interviews with personnel from the financial aid office indicates that the three-year (2011-2013) default rate for Butte College is 26.4%, which is an area of concern. The College recently entered into a Memorandum of Understanding with Educational Credit Management Corporation in 2013-2014 to better manage borrower default rates. The Evaluation Team found evidence of the College’s policy for compliance with Title IV. (Standard II.B)

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The evaluation team found evidence of college-wide policy regarding advertising, student recruitment, and representation in the College catalog, website, and other official publications and promotional literature that is readily accessible, accurate and current. (Standard II.B)

Policy on Institutional Degrees and Credits

The evaluation team found adequate evidence that Butte College conforms to the 60-unit credit hour standard required of the associates in arts or science degrees. The College engages in accepted practices when awarding credit. (Standard II.A)

Policy on Institutional Integrity and Ethics

The evaluation team found evidence of ethics policies that are adopted by the Board of Trustees and all constituent groups related to the College. The College upholds and protects the integrity of its practices through its mission statement and institutional priorities, commitment to diversity, policies and procedures, and compliance with the California Educational Code and other relevant regulatory requirements. (Standard II.B.3, III.A, IV.A)

Policy on Contractual Relationships with Non-Regionally Accredited Institutions

The evaluation team verified that Butte College has a contract with the Chico Beauty School, of which, 50 percent of the program’s degree requirements can be achieved through instruction provided by the Chico Beauty School. All instruction is delivered under the supervision of Butte College instructors and is initially approved and reviewed through the College’s curriculum processes. (Standard III.D.16)
Certification of Continued Compliance with U.S.D.E. Requirements

Institution – Set Student Achievement Measures

The institution has set specific goals for student achievement that are appropriate to the mission of the College. The goals are consistent and appropriate to expectations in higher education with the stated measurements embedded in the College’s Educational Master Plan. Results are reported annually to the Board of Trustees in the Balanced Scorecard, and utilized in the Program Review Report. Although the College demonstrated a consistent cycle of publishing, reporting, and measuring the results of student achievement on goals in persistence, success, course, and program completion, transfer, licensure, and job placement, the institution lacked evidence to support that the College’s set standards and its performance in achieving the standards were used to drive plans for improvements. As a result of this deficiency, the College lacked evidence to support that institutional resources were prioritized and allocated to support continuous quality improvement efforts. The Evaluation Team recommended that the College strengthen the linkages between data analysis related to student achievement set standards, overall planning and resource allocation processes to support implementation, evaluation and assessment of actionable improvement plans.[Sub-section 602.16(a)(1)(i)].

Proper Credit Hour Standards

The institution has set policies and procedures for measuring the program length and intended outcomes of degrees and certificates offered, regardless of whether the courses are traditional lecture-based, distance education, classroom-based courses with a laboratory or clinical practice courses. The college’s assignment of credit hours is assigned to conform to the Carnegie Unit, demonstrated through course outlines of record, corresponding syllabi, and class schedules. The College has transfer of credit policies that are publically disclosed and include a statement of the criteria regarding the transfer of credit earned at another institution of higher education. [Sub-Sections 602.16(a)(1)(viii); 602.24(e); 602.24(f); 600.2; 668.8(k)]

Student Complaints

The Evaluation Team found evidence of College policies and procedures regarding student complaints and that the policies were published in the College Catalog, and were also available in the electronic version of the Catalog available on the website. Although the College’s policies are visible and available to students, the complaint policy section of the College Catalog lacks clearly defined procedures and processes that students can follow to initiate a complaint, including the type of form to utilize. This procedural information is also not available on the College’s website. All filed complaints and grievances over the past five years were reviewed by team members and there were no patterns/trends constituting evidence of failure to comply with Accreditation Standards, Eligibility Requirements, or policies identified. The College needs to publish clear policies and procedures for handling of students complaints, and make them available to students in the College Catalog and online. [Sub-Sections 602.16(a)(1)ix); and related 668.43]
Performance on Student Achievement

The institution has set standards of satisfactory performance for student achievement of which are in alignment with the College’s mission statement. The standards are evaluated at a programmatic and institutional level within the College’s Educational Master Plan and tracked utilizing the Balanced Scorecard. The incorporation of measurable goals that contribute to institutional effectiveness were found to be generally lacking across administrative, student services, and instructional unit plans. In order to meet the standards related to institutional effectiveness and resources, the College is encouraged to enhance its unit planning process to ensure closer alignment with student learning outcome assessment results and student achievement data. [Sub-Section 602.17(f)]

Distance Education – Security of Student Identity and Effective Student Contact

The Evaluation Team found the College has established an effective security process to verify that a student who registers in a distance education course is the same student who participates in, completes, and receives academic credit for the course. The method the College employs to ensure security is a log-in and passcode. The College has established an “Effective Contact Requirement” statement that defines regular and substantive interaction between students and the instructor and recommended strategies to achieve this definition. Effectiveness of student contact is monitored and evaluated. Although this statement exists, the Evaluation Team found evidence to support that some faculty were not adhering to the College’s definition of “instructor presence” in online courses. As a result some of the College’s online courses do not support the policy adopted by the College’s Distance Education Learning Committee regarding “regular effective contact”. The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education, except for “regular effective contact” as noted above. [Sub-Section 602.17(g)]

Collection and Analysis of Key Data and Indicators, Including Fiscal Information and Measures of Student Achievement

The Evaluation Team confirmed that the institution utilizes longitudinal data on student achievement (course completion, program/certificate completion, graduation, licensure, and job placement data). The College’s data demonstrates fiscal stability and continued progress toward achievement of the mission. Clearer linkages in data analysis, unit planning (student learning and achievement outcomes) and resource allocation processes are needed to ensure that institutional effectiveness is achieved and documented to support the College’s continuous quality improvement efforts. [Sub-Sections 602.19 (a-e)]
Checklist for Evaluating Compliance with Federal Regulations and Commission Policies
(in addition to what is specifically evaluated within the language of Accreditation Standards)

NOTE: This checklist will become part of the external evaluation team report. It is also an appendix in the team training materials.

The team should place a check mark next to each item when it has been evaluated. For each category, the team should also complete the conclusion check-off and insert appropriate narrative to alert any concerns or noncompliance areas.

Public Notification of an Evaluation Visit and Third Party Comment

✓ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

✓ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

✓ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Regulation citation: 602.23(b).

Conclusion Check-Off (mark one):

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
The entire College community embraced and supported the accreditation process. There was ample and timely notices provided to the community in advance of the team’s visit to alert constituents of the comprehensive evaluation process. Their college community was a model of cooperation and support with the visiting team.
Standards and Performance with Respect to Student Achievement

✓ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.

✓ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

✓ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

✓ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Conclusion Check-Off (mark one):

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

✓ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
Credits, Program Length, and Tuition

✓ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

✓ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

✓ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

✓ Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

✓ The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Conclusion Check-Off (mark one):

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

—— The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

—— The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
Transfer Policies

✓ Transfer policies are appropriately disclosed to students and to the public.

✓ Policies contain information about the criteria the institution uses to accept credits for transfer.

✓ The institution complies with the Commission Policy on Transfer of Credit.

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Conclusion Check-Off (mark one):

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

✓ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
The College has appropriate and clear procedures and criteria for the acceptance of transfer of credit from other institutions. This transfer of credit information is available in the college catalog and on the website and is consistent with the Commission’s Policy on the Transfer of Credit.
Distance Education and Correspondence Education

✓ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

✓ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

✓ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

✓ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

✓ The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Conclusion Check-Off (mark one):

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

___ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

___ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
Student Complaints

☑️ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

☑️ The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

N/A The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

☑️ The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

☑️ The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Regulation citations: 602.16(a)(1)(ix); 668.43.

Conclusion Check-Off (mark one):

☑️ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
Institutional Disclosure and Advertising and Recruitment Materials

___ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

___ The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

___ The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Regulation citations: 602.16(a)(1)(vii); 668.6.

Conclusion Check-Off (mark one):

___ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
Title IV Compliance

✓ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

✓ The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

✓ The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

✓ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

✓ The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Conclusion Check-Off:

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

✓ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: