“We believe that student access, equity, success and completion are and will continue to be the focus of Butte College students, faculty, staff, administrators and the Board of Trustees.”

Student Access, Equity, Success and Completion Commitment Statement

PRESIDENT’S MESSAGE

The faculty and staff at Butte College have always focused on student success. This Educational Master Plan is designed to maintain this focus on student learning and goal attainment. It establishes a framework that will enable us to successfully implement our strategic initiatives and to focus our core educational processes to support teaching and learning. This will help us to collaboratively set clear priorities that will result in more students successfully achieving their dreams.

This Educational Master Plan is a major milestone on Butte College’s journey of continuous quality improvement. Over the past six years, the college has made significant progress integrating our planning, budgeting, and outcomes assessment processes. This includes an annual review and refinement of the college’s Strategic Direction, the alignment of the budget with the Strategic Direction and program review results, a focus on outcomes assessment, and the improvement of data availability for the college and its programs. The college received a commendation for its integrated planning process during the 2009 accreditation team visit.

The key to the success of this Educational Master Plan will be its implementation. The Strategic Direction, which is the implementation strategy for the Strategic Initiatives, will be updated by the Educational Master Planning Committee each year as part of the college’s Planning, Budgeting, and Assessment (PBA) process. The refined Strategic Direction, along with program review and outcomes assessment results, will then be used as a focal point for departments as they develop their annual unit plans.

We’re excited to work together to keep Butte College a leader in higher education in California and to continually strive to help students achieve their dreams.

The Educational Master Planning Committee, after a year of setting the groundwork for planning, used the six Strategic Initiatives to develop the college’s 2014-2015 Strategic Direction and the new Educational Master Plan. After the committee developed a draft of the Educational Master Plan it was shared with the campus community and reviewed by the Student Services Leadership Team, Deans and Directors, and Student Success Committee. The document was then reviewed and approved by the college’s four constituency groups. The Educational Master Planning Committee reconciled changes from the constituent groups and approved the final document for submission the President and the Board of Trustees for final approval.

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Butte College Mission Statement

Butte College provides quality education, services, and workforce training to students who aspire to become productive members of a diverse, sustainable, and global society. We prepare our students for lifelong learning through the mastery of basic skills, the achievement of degrees and certificates, and the pursuit of career and transfer pathways.

The Butte College Values were developed in 2005-2006. They were then refined, along with the Mission Statement in 2009-2010. The values are part of the new employee orientation, are included in the employee evaluation process and serve as a basis for the Butte College Code of Ethics.

Butte College Core Values

Students First: Student success is our purpose and focal point of decision-making and resource allocation.

Excellence: We strive to offer the highest quality in education and service through continual self-assessment, evaluation, professional development, and ethical commitment.

Respect: We value each other and engage openly and considerately with one another’s ideas, philosophies, and perspectives.

Diversity in Community: We value individual attributes, capabilities, and differences; and we foster the collaboration and social responsibility that create a vital institution with a global perspective.

Communication: We value professionalism in our interactions and cultivate an open, friendly environment of fairness and integrity.

Accountability: We are accountable to one another and for our responsibilities. As responsible stewards of the public trust, we use our resources effectively to fulfill the mission and obligations of the college.

Sustainability: We promote and model practices that result in positive outcomes for our human and natural environments.

Commitment Statement

The Commitment Statement defines the college’s commitment to student access, equity, success, and completion. This document was approved through the college’s governance process and is provided on pages 46 and 47.

Vision

The Board of Trustees, with input from the College Council, develops the vision for the college. This occurs once every five years as a component of the Institutional Bedrock in the Multi-year, Integrated Planning System (MIPS).

The current vision, approved by the Board of Trustees in August 2013, is shown below:

Butte College educationally, economically and culturally empowers the communities we serve by helping students define and achieve success.
The successes of students and alumni make the mission, values, and vision of the college a reality. The following student and alumni profiles describe a few of these successes.

**DAVID HODGE**

David Hodge decided that the best path to achieve his educational and career goals was through Butte College. Serving as legislative analyst with the Associated Students, vice president of Phi Theta Kappa, and President of Enactus (formerly SIFE), David has been actively involved. “I’ve had many ups and downs while going to college, but what kept me going is the fact that there was always a lesson to be learned which I can apply to similar situations,” recounts David.

**AMY DICKERSON**

Amy Dickerson worked nearly five years to put herself through school. “I am super excited because I’ve been accepted into Texas A&M as an animal science major,” said Dickerson. The staff has been wonderful, the atmosphere friendly, and the campus is beautiful. Butte’s been a great place for me to explore educational paths and gain access to the resources that have been crucial to being successful in school,” said Dickerson.

**ANALY NAVA**

Anly Nava chose Butte College because it was inexpensive compared to other schools and enabled her to take many of her lower division classes before transferring to UC Davis. Nava was an honors student, majored in Biology, and plans to become a doctor. She received the President’s Athlete Academic Achievement award and played on the soccer team, receiving an All-League award.

**ASHLEY BEECHAM**

Ashley Beecham didn’t graduate with her high school class because she was in the hospital giving birth to her son. In May 2013, Beecham’s son watched his mom receive three associate’s degrees. A foster child since the age of 11, Beecham has a special place in her heart for all foster children. Beecham transferred to Chico State and is looking forward to a career working with foster children.

**HOUA YANG**

Houa Yang received his associate’s degree in Administration of Justice. Yang visited Butte College as a “Reggie” student. Yang says he enjoys the “peaceful, pleasant environment” and the natural beauty of the campus. “Butte College was an excellent experience for me, and I’d recommend it to anyone as a first choice.”

**AARON RODGERS**

Aaron Rodgers is the starting quarterback for the Green Bay Packers and has received the Most Valuable Player award for both the National Football League and the Superbowl. After not being heavily recruited for football out of high school Aaron chose to begin his college career at Butte College. After setting the college’s record for passing yardage Aaron was signed by the University of California.

**LARRY JONES**

Larry Jones, the Glenn County Sheriff, majored in Administration of Justice at Butte College. Sheriff Jones has over 30 years of law enforcement experience. With insufficient funds to provide his community with the level of service he believes it deserves, he not only conducts all of the administrative work, but also fills in by working patrol shifts.

**STEVE GONSALEVS**

Steve Gonsalves is the principal-in-charge of the Chico office of the architectural firm of Nichols, Melburg, and Rossetto. A licensed architect and registered structural engineer, Steve has led design teams for several award winning projects. He is also the Chairman of the Board for Innovate North State and is the past president of the Chico Rotary Club.

**MARY MOONEY**

Mary Mooney attended Butte College from 1982-1984 and transferred to earn her bachelor’s degree from Chico State. Mooney Farms, founded in 1967, was a family-owned kiwi farming operation and Mary was instrumental in growing the business with her sales and marketing expertise. Today, Mooney Farms is home to 50 full time employees, processes 10 million pounds of sun-dried tomatoes annually, and ships product around the world.

**KEN GROSSMAN**

Ken Grossman is the owner of the Sierra Nevada Brewing Company. At the time Ken started the brewery there was no such thing as small-scale brewing equipment. He attended Butte College to learn how to weld and used these skills to fashion most of his original brewery out of recycled dairy equipment. The Sierra Nevada Brewing Company is now widely recognized for the quality of its beers and its commitment to environmental sustainability.

**TERI DOUGHERTY**

Teri Dougherty, an alumna of the Butte College Cosmetology Program has designed hair for international fashion runways, television and film. She was named “Top 75 Educators of the 20th Century by Modern Salon Magazine and named “Hair Colorist of the Year” by the International Haircolor Exchange.
The Butte College Multi-year Integrated Planning System (MIPS) is shown below. The Planning and Budget Committee provides oversight for this process based on input from the Educational Master Planning Committee.

**Institutional Bedrock**
- Mission
- Values
- Vision
- Community Input
- Institutional Assessments (annual)

**Strategic Initiatives**
- Strategic Direction 2014-2015
- Appreciative Inquiry
- Descriptors for each initiative
- Formatted as five year Institutional Outcomes

**Supporting Plans**
- Facilities Master Plan
- Technology Master Plan
- Human Resource Development and EEO Plan
- Student Equity Plan
- Foundation Strategic Plan
- Outcomes Assessment Plan
- Perkins Plan
- Basic Skills Initiative Plan

**Educational Master Plan**
- Strategic Initiatives
- Student Services (Six yr Cycle)
- Administrative (Annual)
- Academic (Six yr Cycle)
- Defines future development and assessment strategy for each program
- Aligns unit plans with college strategy
- Guidance for the development of supporting plans (Fall 2013)

**Program Review**
- Academic (Six yr Cycle)
- Student Services (Six yr Cycle)
- Administrative (Annual)
- Reviews status of each program
- Aligns unit plans with college strategy
- Guidance for the development of supporting plans (Fall 2013)

**Unit Plans**
- Component of annual PBA process
- Aligns resource requests with budget
- Updates program development strategy as defined through program review
- Aligns results of assessment processes with budget (SLOs, PLOs, AUOs)

**Approved by Planning and Budget Committee on Oct 8, 2013**

**Key Components of the College’s Multi-Year Integrated Planning System Include:**
- **Institutional Bedrock.** These items, with the exception of the Institutional Assessments, are conducted approximately every six years. A Task Force is established to update the Mission and Values, the Vision is developed by the Board with input from the College Council, and the Community Input is obtained from the community forums.
- **Strategic Initiatives.** These are established at an all-campus retreat and approved through the college’s general participatory governance process with the Planning and Budgeting Committee providing oversight for this process.
- **Educational Master Plans.** This is developed by the Educational Master Planning Committee and provides the basis for the development of Supporting Plans, informs Program Review, and provides alignment for the development of Unit Plans. The Strategic Direction, which is the college’s implementation strategy for its Strategic Initiatives, is updated by the Educational Master Planning Committee each year as part of the Planning, Budgeting and Assessment (PBA) Process.
- **Supporting Plans.** These are developed by existing teams based on guidance provided in the Educational Master Plan. The idea is to use the existing governance group for each functional area to develop the supporting plan for that area. For example, the Technology Master Plan is developed and reviewed by the Technology Council.

“We commit to working collaboratively across the institution to align our processes and practices to maximize student access, equity, success, and completion.”

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Student Access, Equity, Success and Completion Commitment Statement

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**Program Review.** These are conducted every six years for the Academic and Student Services areas and annually for Administrative programs.
- **Academic Programs.** The program review template for academic programs is developed under the leadership of the Academic Senate. The program review process includes a self-study, an external validation and curriculum review. Although the self-study and curriculum review are both conducted on six-year cycles these are scheduled to occur in different years. The Office of the Vice President for Student Learning and Economic Development manages the program review and curriculum review schedules. Completed program reviews, and the recommendations that result, are provided to and discussed with the Dean and the Vice President for Student Learning and Economic Development. A summary of the program review and recommendations are discussed with the College Council. The members of the College Council are expected to share the results and recommendations with their constituencies.
- **Student Services Programs.** The program review template is developed by the Student Services managers. The processes include the self-study and an external validation. The Office of the Vice President for Student Services manages the schedule for Student Services program review. Completed program reviews, and the recommendations that result, are provided to and discussed with the Student Services managers and the Vice President for Student Services. A summary of the program review and recommendations are discussed with the College Council. The members of the College Council are expected to share the results and recommendations with their constituencies.
- **Administrative Programs.** These are conducted annually during the unit planning process and the results are submitted using the automated unit planning tool. Administrative programs are required to include administrative unit outcomes, the method used to assess these outcomes, the cycle for conducting these assessments, assessment results and analysis of assessment results as part of the Program Description in the unit plan. Future development strategies will include strategies to close gaps between current levels of performance and administrative unit outcomes as well as the timelines for implementing these changes. Completed administrative program reviews, to include proposed future development strategies, will be reviewed by the vice president for each administrative unit. The College Council reviews a portion of the administrative program reviews each year. This group, which includes leaders from each constituent group, then disseminates the results of these program reviews throughout the campus.
- **Unit Plans.** These are conducted, using the automated process, every year as part of the college’s PBA process. Unit plans are aligned with the college’s Strategic Direction and outcomes assessment results. A major objective of the unit planning process is to align resource requests with the annual budgeting process.
In January 2007, the college held a Strategic Planning Retreat and, through the Strategic and Educational Master Planning processes, developed a set of five Strategic Initiatives. These initiatives were used as the basis for the Strategic Plan and the Educational Master Plan and progress was reviewed on an annual basis as part of the Planning, Budgeting, and Assessment Process.

Shown below, listed by initiative, are a few of the major successes that resulted from these plans.

1. Inspiring Passion Through Collaboration
   - Established the College Council
   - Developed and implemented a new professional development structure to provide greater development opportunities for associate faculty, classified staff and managers
   - Developed and implemented a comprehensive new employee orientation
   - Developed and implemented detailed procedures for participatory governance to include more effectively defining the governance processes and committee structure
   - Established an ongoing Participatory Governance Committee to inform the campus about participating in decision-making and to evaluate and make recommendations to improve the processes
   - Established and supported an active Diversity Committee
   - Conducted a series of forums in the community to gain their perspectives on potential areas of focus for the college

   “We commit to supporting our colleagues and acknowledging the value of the contributions we all make to advance student learning and success.”

Student Access, Equity, Success and Completion Commitment Statement

2. Focusing on Student Success
   - Gained a $2 million Title III grant which, combined with funding from the state’s Basic Skills Initiative (BSI), enabled the college to implement a number of projects and programs to improve student success. Specific programs included Supplemental Instruction, Student Mentoring, Applied Academics, and Learning Communities. The most successful of these programs, Supplemental Instruction, was recently institutionalized.
   - Established a Student Success Committee to oversee the projects and programs funded by Title III and BSI and to provide ongoing coordination to improve student success
   - Expands existing first-year experience courses into a more comprehensive First-Year Experience Program
   - Changed the basics skills in English and Math to accelerate student progress. Specifically, in English, several levels were condensed into one while in Math the lowest two levels were eliminated and additional support was provided to the students that would have been placed in these levels
   - Maintained and expanded Student Services programs in the face of $2 million in state categorical program funding reductions
   - Developed tools to more effectively communicate with students to include an updated website, the MyLC web portal, the Regroup notification system, and Blackboard shells for each section
   - Significantly improved performance on the state’s Accountability Reporting for Community Colleges (ARCC) indicators
   - Purchased and renovated a building in Chico to house an expanded Automotive Technology Program, consolidate Economic and Workforce Development programs into one location, and to provide space for a variety of K-12 Regional Occupational Program (ROP) offerings to include Automotive Technology and Medical Office Technician

3. Valuing a Culture of Learning
   - Implemented Student Learning Outcomes (SLOs)
   - Completed the construction of new state-of-the-art buildings on the main campus and in Chico
   - Gained full reaffirmation on accreditation at a time when approximately 70% of institutions were being placed on sanction
   - Expanded the international program
   - Improved the data tools available to inform decision-making at the department, area, and institutional levels
   - Improved student life programs and activities. There are now more than 30 clubs available for students. Butte College Associated Students provides a myriad of opportunities for students through events and providing venues such as the Sustainability Resource Center, the Culture and Community Center, and the Chico Center Student Lounge

4. Enhancing an Innovative, Flexible, Responsive, and Accountable Culture
   - Maintained educational quality and access in the face of significant reductions in state funding
   - Developed, implemented, and refined a Planning, Budgeting, and Assessment (PBA) process that ensures that data informs planning and that planning drives the budget
   - Maintained an effective curriculum review and approval process
   - Developed and implemented a program vitality procedure and established a Program Vitality Committee
   - Became even more effective at enrollment management through the use of data and close alignment with the high schools and California State University, Chico
   - Significantly improved training opportunities for employers and employees through Contract Education, the Training Place, the Student Health Workforce Initiative, and the Small Business Development Center

5. Modeling Sustainability
   - Became the first institution of higher education in the United States to become “grid positive” meaning that Butte College has the capacity to generate more electricity from solar than it needs to offset its electric bill
   - Gained Leadership in Energy and Environmental Design (LEED) Gold certification on the Arts Building and the Student and Administrative Services building
   - Developed a number of sustainability-related certificates, infused sustainability into much of the curriculum, and provided sustainability-related collaboration opportunities and resources for faculty
   - Provided sustainability-related workforce training opportunities in partnership with the local Workforce Investment Board (WIB)
   - Implemented the Funding for the Improvement of Post-Secondary Education (FIPSE) Trabajo grant to expand opportunities for English as a Second Language students to progress into degree and certificate programs
This document provides a start point for the college as it begins its planning process. It lists some of the most significant current realities and projected trends that will impact the college during the six-year planning horizon and is divided into external and internal factors. It summarizes information from the Balanced Scorecard, Demographic Snapshot, Community College Survey of Student Engagement, and Community Forums to provide an easy-to-use reference. These latest version of these documents are available at the Planning, Budget, and Assessment (PBA) Webpage.

EXTERNAL FACTORS. Current external realities and projected trends that will impact the college during the next five years include:

**COMPLETION AGENDA.** The National completion agenda and state student success initiative are focusing the college on completion and equity. These initiatives are largely being implemented through changes in law and regulation. Examples include the Transfer Model Curriculum, changes to registration priorities, and stricter adherence to federal financial aid requirements. These changes will significantly impact college operations. During the next five years pressure to improve completion and equity will continue and performance funding is a real possibility. Other strategies included in the state Student Success Initiative are increasing data sharing, improved alignment with high schools, clearer career and transfer pathways, and more effective tools to help students navigate these pathways.

**DEMOGRAPHICS.** The Butte College service area is changing in two ways. By age the fastest growing segment is the over-50 population. By ethnicity the Hispanic population is the fastest growing segment. Hispanics currently make up about 15% of Butte County’s population and over 33% of Glenn County’s. While K-12 enrollments are going up it is projected that the number of high school graduates will decline during this planning period. Prior to the 2008 recession, the highest growth areas were along the Hwy 70, Hwy 99, I-5 corridors. If housing expands again, it is anticipated that this trend will resume.

**WORKFORCE.** The fastest growing occupations requiring post-secondary education are:
- Butte County (2008-2018): Fitness Trainers, Physical Therapists, Registered Nurses, Pharmacists, Management Analysts, Loan Officers, Insurance Sales Agents, Special Education Teachers, and Accountants/Auditors
- Glenn County (Northern 10 County Region (2008-2018)): Sales Reps, Sales Managers, Welders, Accountants/Auditors, Financial Managers, Special Education Teachers, and Registered Nurses

Details on employment by industry, largest employers, and fastest growing occupations may be found on pages 19-23.

**COMMUNITY PERCEPTIONS.** The college conducted six community forums in Spring 2012. These resulted in a number of recommendations in the areas of access, preparation, completion, workforce training, support, partnership, and communications. There is and will continue to be a tension between the college’s fiscal realities, the student progression and completion focus, and the desire for a greater college presence in the community — particularly in Oroville and Willows.

**CALIFORNIA STATE UNIVERSITY, CHICO (CSUC).** Butte College is the major feeder institution for California State University, Chico. Approximately 89% of our transfers go to CSUC. To improve completion and equity it will be important to continue aligning our programs and services with CSUC and to improve our pathways to other four-year universities to provide more opportunities to our transfer students.

**ECONOMY AND FUNDING.** With the passage of Proposition 30, educational funding is more stable than it could have been. However, the challenges in the national and state economies remain and it is anticipated that significant additional funding will not be available during the next five years except for local bonds and parcel tax revenues (Legislature may lower parcel tax approval threshold to 50%).

**ACCREDITATION.** During the past several years, more colleges have been sanctioned or reaffirmed based on comprehensive site visit results. Significant issues include Board governance, integrated planning and budgeting, financial management, and program review.

It is anticipated that this trend will continue and that the implementation of Student Learning Outcomes (SLOs) will become a major contributor to future sanctions. Improving systems to ensure continuous compliance in these areas will be critical to maintaining the college’s reaffirmation.

**LEGISLATION AND REGULATION.** Current legal and regulatory requirements such as the 50% law and Faculty Obligation Number (FON) prescribe the context within which the college must operate. Changes to law and regulation based on the Student Success Initiative have resulted and will continue to result in refinements to process and procedures with which the college must comply. These changes include registration priorities, basing student success funding on the percentage of students with education plans, reducing repeatability for courses, and changes to the rules for students placed on probation or dismissed.

**TECHNOLOGY.** The expansion of distance education programs and the advent of Massive Open On-line Courses (MOOCs) are demonstrating the potential of technology to change educational delivery. Currently Butte College generates 4% of its FTEs from distance education while the state percentage is approximately 10%. The state is using grant funds to increase online education. Given the significant impact of technology on education it is important that the college develop an effective strategy for its on-line program and the use of technology in its support services. Limitations in the availability of high speed internet in the service area must be considered as this strategy is developed.

**INTERNAL FACTORS.** Current internal realities and projected trends that will impact the college during the next five years include:

**PREPARATION.** In 2011-2012, 15% of assessed students were placed into transfer Math, 47% were placed into transfer English, and 56% were assessed at college level in Reading. The percentage placed in transfer English went from 23% to 47% after the implementation of COMPASS (new assessment instrument). Smaller changes occurred in Math and Reading.

**ENROLLMENT MANAGEMENT.** For the past several years there was more demand for classes and services than the college could provide. The two most frequent recommendations from the Fall 2012 Student Accreditation Follow-Up Survey were to provide more classes and to make it easier to see demand for classes and services than the college could provide. The two most frequent recommendations from the Fall 2012 Student Accreditation Follow-Up Survey were to provide more classes and to make it easier to see demand for classes and services than the college could provide. The two most frequent recommendations from the Fall 2012 Student Accreditation Follow-Up Survey were to provide more classes and to make it easier to see demand for classes and services than the college could provide.

**STUDENT DEMOGRAPHICS.**
- By age, 5% are 17 and under, 60% are between 18 and 24, 30% are between 25 and 49, and 5% are over 50. The small percentage of students over 50 is the result of reductions in community education.
- By gender, 53% are female and 47% are male. By ethnicity 65% of Butte College students are white, 16% are Hispanic, 6% are Asian, 3% are African American, 3% are American Indian, and 7% classify themselves as “Other.”
- By address, 43% live in Chico, 12% live in Paradise/Magalia, 15% live in Oroville, 6% in other locations in Butte County, 7% live in Glenn County, 6% live in adjoining counties, and 6% live in other locations. Almost a third of first-time freshmen list a last high school outside the service area.
- Approximately 35% attend full-time and 54% attend part-time, 6% took non-credit courses, and 5% withdrew.

It is anticipated that the percentage of Hispanic/Latino students will continue to increase and that the Shasta College Center in Red Bluff and the Yuba College Center in Yuba City may reduce the percentage of students from adjoining counties. Otherwise, it is anticipated that these numbers will not significantly change over the next five years.

Details may be found on pages 24-26.

**TITLE III/BASIC SKILLS INITIATIVE.** The combination of the Title III grant and the Basic Skills Initiative provided the college with resources to innovate. With the expiration of the Title III grant in Fall 2013 the college made the decision to institutionalize Supplemental Instruction. At the same time, the college must continue to move to a “best process” model to get the best outcomes possible from its limited resources.
to offer a substantial match (up to 50% of project cost) to have a realistic
reducing the overall amount of instructional space. The college would need
state construction funding would be to add space at the Chico Center and for
if such funding were available. The only realistic chances the college has for
community colleges. Second, with the completion of the main campus and
years. There are two reasons for this. First, it is unlikely in the near term
while the ethnic composition of the faculty and staff at Butte College is changing at
population of the service area is becoming increasingly Hispanic/Latino while
By comparison, Butte County’s population is 70% white and 14% Hispanic/
Latino while Sutter County is 56% white and 38% Hispanic/Latino. The
population of the service area is becoming increasingly Hispanic/Latino while
the ethnic composition of the faculty and staff at Butte College is changing at
a slower rate.

AVAILABILITY OF STATE CONSTRUCTION FUNDING. It is anticipated that
state funding for new buildings will not be available during the next five
years. There are two reasons for this. First, it is unlikely in the near term
that the state will seek passage of a state construction bond that includes
community colleges. Second, with the completion of the main campus and
the college’s current capacity-to-load ratios, it is unlikely that the college’s
main campus could qualify for state construction funding for new space even
if such funding were available. The only realistic chances the college has for
state construction funding would be to add space at the Chico Center and for
projects to renovate existing eligible space (e.g. Technology Buildings) while
reducing the overall amount of instructional space. The college would need
to offer a substantial match (up to 50% of project cost) to have a realistic
shot at state funding.

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE).
On the 2011 CCSSE, Butte College exceeded both the large college and
overall cohorts on all five benchmark areas. Many of the aspects of highest
engagement (where the college did best) evolved around student
collaborative work while many aspects of lowest engagement involved
student interaction with faculty.

COMPLETION. Currently, about a third of Butte College first-time freshmen
cohorts achieve a degree, earn a certificate, become transfer directed
(complete transfer English and transfer Mathematics), or become transfer
ready (become transfer directed and successfully complete 60 or more
transferable units) in six years.

FACULTY AND STAFF DEMOGRAPHICS. Currently 40% of educational
administrators, 48% of full-time faculty, 42% of associate faculty, and 35%
of classified staff are over 55 years of age. The percentage of associate
faculty and classified staff over 55 years of age has significantly increased
since 2008. Currently, by ethnicity, 80% of educational administrators are
white and 5% are Hispanic/Latino, 88% of full-time faculty are white and 5%
are Hispanic/Latino, 88% of associate faculty are white and 6% are Hispanic/
Latino, and 80% of classified staff are white and 9% are Hispanic/Latino.

The community forums provided a start point for the college’s educational
master planning efforts. The themes that emerged, along with a goal and
potential actions for each, are listed below.

• Access
  • Goal: Provide students with an increased ability to access educational programs and support services.
  • Potential Actions: Maintain and improve transportation, provide on-site classes and support services, and expand distance learning opportunities and on-line support services.

• Preparation
  • Goal: Partner with the school districts and high schools to ensure that students start at as high a level as possible in Mathematics, English, and Reading and have the digital literacy skills to succeed in college.
  • Potential Actions: Establish college-going expectations for K-12 partners, partner to conduct early student goal setting and educational planning, align college and high school curriculum and assessment instruments, and maintain concurrent enrollment programs.

• Completion
  • Goal: Provide students an opportunity to earn degrees, certificates and/or to transfer in a reasonable timeframe so that they become productive members of the labor market.
  • Potential Actions: Expand the number of transfer degrees, ensure clear career and transfer pathways, build the instructional schedule around these pathways, and provide effective support services.

In Spring 2012 Butte College conducted six community forums to provide input into the college’s Educational Master Planning process. These were held in Chico, Gridley, Oroville, Orland, Paradise, and Willows. In preparation for the forums invitation letters were sent to business, community, educational, health care, and local agency leaders. Members of the public were invited to participate through the media. A total of 95 community leaders participated.

Each forum began with a review of Butte’s mission statement, values and strategic initiatives; a summary of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis which had been updated in February 2012; and an overview of five possible strategies for addressing the results of the SWOT analysis (access, preparation, completion, workforce training and support). This was followed by a presentation by the President of the Butte College Associated Students. The forum attendees then had the opportunity to provide feedback through facilitated small group discussions. The forums ended with each group presenting the key points from their discussion.

The six community forums provided a start point for the college’s educational master planning efforts. The themes that emerged, along with a goal and potential actions for each, are listed below.

• Workforce Training
  • Goal: Provide educational programs and workforce training opportunities that are based on state, regional, and community needs.
  • Potential Actions: Partner with employers to ensure that programs provide the skills needed in the workforce, provide short-term certificates that meet immediate labor market needs, and conduct workforce training and support through Contract Education, the Training Place, the Small Business Development Center, and the Health Workforce Initiative.

• Support
  • Goal: Provides students with the support they need to meet their educational goals.
  • Potential Actions: Maintain and, as resources permit, expand existing programs and increase online support.

• Partnership
  • Goal: Provide an ongoing dialogue with educational partners, governmental agencies, and the business community that results in alignment of effort and a focus on labor market and community needs.
  • Potential Actions: Establish mechanisms for ongoing dialogue as well as the capability to react effectively to opportunities as these occur.

• Communications
  • Goal: Provide relevant information to the community as well as local business and community leaders about the programs and services offered by the college as well as its challenges and successes.
  • Potential Actions: Use of the media to get information out to the wider community and send targeted information to business and community leaders.

Although the college may be unable to implement all of the ideas gained from the six community forums, the themes identified during these strategic conversations are being used as a point of focus during its planning. These themes will be developed further during the college’s planning processes and will serve as the basis for dialogue involving key partners and college staff about specific steps that can be taken to address underlying issues. This approach will ensure focus on the themes developed during the strategic conversations and solutions that are consistent with college realities and partner capabilities.

“We commit to actively engaging our community members to work with us to help more students succeed.”

Student Access, Equity, Success and Completion Commitment Statement

Provides students with the support they need to meet their
educational goals.

Potential Actions: Maintain and, as resources permit, expand existing programs and increase online support.

• Partnership
  • Goal: Provide an ongoing dialogue with educational partners, governmental agencies, and the business community that results in alignment of effort and a focus on labor market and community needs.
  • Potential Actions: Establish mechanisms for ongoing dialogue as well as the capability to react effectively to opportunities as these occur.

• Communications
  • Goal: Provide relevant information to the community as well as local business and community leaders about the programs and services offered by the college as well as its challenges and successes.
  • Potential Actions: Use of the media to get information out to the wider community and send targeted information to business and community leaders.

Although the college may be unable to implement all of the ideas gained from the six community forums, the themes identified during these strategic conversations are being used as a point of focus during its planning. These themes will be developed further during the college’s planning processes and will serve as the basis for dialogue involving key partners and college staff about specific steps that can be taken to address underlying issues. This approach will ensure focus on the themes developed during the strategic conversations and solutions that are consistent with college realities and partner capabilities.
In 2060 the white population will increase its population during this period by 41%.

Population by Ethnicity – Butte County
In Butte County, between 2010 and 2060, the white population will continue to decrease while the number of Latinos, Asians, and mixed race persons will double.

Population by Ethnicity – Glenn County
In Glenn County the white population will grow 50%, while Glenn County’s will grow 42%. Overall the state will increase its population during this period by 41%.

Local Population Projections for Butte County
The projections below, by the Butte County Association of Governments, show the growth in population of the cities and towns in Butte County. The highest growth rates are in South Butte County – Gridley, Oroville, and Chico. However, the largest increase, in numerical terms is in Chico.

Harter credits the college’s resources including the Center for me,” he said.

Harter chose to attend Butte because it was “a lot cheaper than going straight into a four year college. I knew I could get a good education and it would be a good starting point for me,” he said.

“The Honors Program at Butte prepared me for Berkeley,” said Harter.

Jeremy Harter will be entering University of California, Berkeley in Spring of 2014 as a junior economics major.

“The best part about going to Butte is the people, they are so welcoming and friendly,” he said. “I felt like I was part of the community.”

Harter credits the college’s resources including the Center for Academic Success and the excellent teaching staff and curriculum offered.

“It doesn’t matter where you are now, Butte can get you where you want to be,” said Harter.

Source: California Department of Finance
High School Graduates, Public Schools
The number of high school graduates in Butte County and Glenn County will decrease between now and 2021-2022.

Projected Public High School Graduates Headcount

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Butte Co.</td>
<td>2,294</td>
<td>2,131</td>
<td>1,999</td>
<td>1,951</td>
<td>1,947</td>
<td>2,028</td>
</tr>
<tr>
<td>Glenn Co.</td>
<td>354</td>
<td>362</td>
<td>340</td>
<td>330</td>
<td>325</td>
<td>279</td>
</tr>
</tbody>
</table>

Source: California Department of Finance - Projections by County, 2012 Series

K-12 Enrollments, Public Schools
Public school enrollments in Butte and Glenn County will remain fairly stable between now and 2021-2022 with a slight increase in Butte County and a slight decrease in Glenn County.

Projected Public K-12 Enrollments – Headcount

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Butte Co.</td>
<td>31,209</td>
<td>31,163</td>
<td>31,189</td>
<td>31,303</td>
<td>31,572</td>
<td>31,832</td>
</tr>
<tr>
<td>Glenn Co.</td>
<td>5,589</td>
<td>5,545</td>
<td>5,482</td>
<td>5,406</td>
<td>5,380</td>
<td>5,400</td>
</tr>
</tbody>
</table>

Source: California Department of Finance - Projections by County, 2012 Series

Service Area Economic Indicators - Butte County
By industry in Butte County trend has been decreases in employment in Ag & Mining, Construction, and Manufacturing and increases in Government and Public Administration, Services, and Tourism.

Service Area Economic Indicators - Glenn County
In Glenn County the trend between 1992 and 2012 has been decreases in Manufacturing and Construction and increases in Agriculture and Mining, Tourism, and Transportation and Public Utilities.

EMPLOYMENT BY INDUSTRY: Butte County

EMPLOYMENT BY INDUSTRY: Glenn County

*Services include a wide variety of businesses performing services to individuals, businesses, government, and other organizations, including lodging, repair, amusement, health, legal, engineering, education and membership.
Fastest-Growing Occupations, Butte County – 2020 Projections

<table>
<thead>
<tr>
<th>OCCUPATIONAL TITLE</th>
<th>ANNUAL AVERAGE EMPLOYMENT</th>
<th>PERCENT CHANGE</th>
<th>MEDIAN HOURLY WAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>House Health Aides</td>
<td>760</td>
<td>1,190</td>
<td>52.6</td>
</tr>
<tr>
<td>Personal Care Aides</td>
<td>1,230</td>
<td>3,340</td>
<td>13.3</td>
</tr>
<tr>
<td>Industrial Machinery Mechanics</td>
<td>160</td>
<td>220</td>
<td>37.5</td>
</tr>
<tr>
<td>Pharmacy Technicians</td>
<td>320</td>
<td>420</td>
<td>31.3</td>
</tr>
<tr>
<td>Medical Secretaries</td>
<td>370</td>
<td>480</td>
<td>29.7</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td>140</td>
<td>180</td>
<td>26.6</td>
</tr>
<tr>
<td>Chemos of Laboratory Equipment</td>
<td>140</td>
<td>180</td>
<td>26.6</td>
</tr>
<tr>
<td>Construction Laborers and Other Construction Equipment Operators</td>
<td>150</td>
<td>190</td>
<td>26.6</td>
</tr>
<tr>
<td>Fitness Trainers and Aerobics Instructors</td>
<td>190</td>
<td>240</td>
<td>26.3</td>
</tr>
<tr>
<td>Speech-Language Pathologists</td>
<td>120</td>
<td>150</td>
<td>25.0</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>1,880</td>
<td>2,470</td>
<td>24.7</td>
</tr>
<tr>
<td>Coaches and Scouts</td>
<td>330</td>
<td>410</td>
<td>24.2</td>
</tr>
<tr>
<td>First-Line Supervisors of Construction Trades and Extraction Workers</td>
<td>250</td>
<td>310</td>
<td>24.0</td>
</tr>
<tr>
<td>Current Teachers and Coordinators</td>
<td>210</td>
<td>260</td>
<td>23.8</td>
</tr>
<tr>
<td>Receptionists and Information Clerks</td>
<td>680</td>
<td>840</td>
<td>23.5</td>
</tr>
<tr>
<td>Pharmacists</td>
<td>170</td>
<td>210</td>
<td>23.5</td>
</tr>
<tr>
<td>First-Line Supervisors of Non-Retail Sales Workers</td>
<td>170</td>
<td>210</td>
<td>23.5</td>
</tr>
<tr>
<td>Computer Support Specialists</td>
<td>260</td>
<td>320</td>
<td>23.1</td>
</tr>
<tr>
<td>Water and Wastewater Treatment Plant and System Operators</td>
<td>130</td>
<td>160</td>
<td>23.1</td>
</tr>
<tr>
<td>Building Technology and Architectans and Technicians</td>
<td>130</td>
<td>160</td>
<td>23.1</td>
</tr>
<tr>
<td>Food/Dairy Workers</td>
<td>220</td>
<td>270</td>
<td>22.7</td>
</tr>
<tr>
<td>Cooks, Restaurant</td>
<td>490</td>
<td>600</td>
<td>22.4</td>
</tr>
<tr>
<td>Landscaping and Groundskeeping Workers</td>
<td>580</td>
<td>710</td>
<td>22.4</td>
</tr>
<tr>
<td>Waiters, Buffets, and Soda Bars</td>
<td>180</td>
<td>220</td>
<td>22.2</td>
</tr>
<tr>
<td>Tailors</td>
<td>3,800</td>
<td>3,870</td>
<td>21.8</td>
</tr>
<tr>
<td>Medical and Health Services Managers</td>
<td>1,900</td>
<td>2,530</td>
<td>21.1</td>
</tr>
<tr>
<td>First-Line Supervisors of Construction Trades and Extraction Workers</td>
<td>950</td>
<td>1,170</td>
<td>21.4</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td>140</td>
<td>170</td>
<td>21.4</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>2,000</td>
<td>2,530</td>
<td>21.1</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manuf, Except Technical and Scientific Products</td>
<td>380</td>
<td>460</td>
<td>21.1</td>
</tr>
<tr>
<td>Arts, Sports, and Entertainment</td>
<td>950</td>
<td>1,170</td>
<td>21.1</td>
</tr>
<tr>
<td>Financial Managers</td>
<td>1,900</td>
<td>2,530</td>
<td>21.1</td>
</tr>
<tr>
<td>Computer and Office Equipment</td>
<td>380</td>
<td>460</td>
<td>21.1</td>
</tr>
</tbody>
</table>
| Fastest-Growing Occupations, Butte County – 2020 Projections

Fastest-Growing Occupations
In Butte County the fastest growing occupations are largely in the health field.

- **Shaded occupations require College degree.** Butte College provides certificate programs for some of the others.
- **March 2013 Benchmark.**
- **Occupational employment projections include self-employed, unpaid family workers, private household workers, farm, and nonfarm employment.**
- **N/A – Information is not available.**
- **Occupations with employment below 120 in 2010 are excluded.**
- **Excludes “All Other” categories.**
- **The use of occupational employment projections as a time series is not encouraged due to changes in the occupational, industrial, and geographical classification systems; changes in the way data are collected; and changes in the OES survey reference period.**
- **Most occupations are published according to the 2010 Standard Occupational Classification (SOC) system. Occupations denoted with an asterisk may have the same title as a 2010 SOC code, but not the same context; these occupations are assigned a temporary code for OES data collection.**
- **[1] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2012 first quarter and do not include self-employed or unpaid family workers.**
- **[2] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.**
- **[3] The Bureau of Labor Statistics develops and assigns education and training categories to each occupation. For more information on these categories, please see http://www.bls.gov/emp/op_education_training_system.htm.**
- **Source: http://www.labormarketinfo.edd.ca.gov/swapq/majorer.asp**
### Fastest-Growing Occupations

In the ten-county area which includes Glenn County the growing occupations include support for private sector employers, education, and health care.

- Shaded occupations require College degree. Butte College provides certificate programs for some of the others.
- March 2009 Benchmark
- (2) In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage. Table includes the self-employed, unpaid family workers, private household workers, and farm employment. Occupations with employment below 120 in 2008 are excluded.
- Median Hourly and Annual Wages are the estimated 50th percentile of the distribution of wages. The wages are from the 2010-1st quarter and do not include self-employed or unpaid family workers.
- In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.
- Source: http://www.labormarketinfo.edd.ca.gov/?page=146

#### Fastest-Growing Occupations, Northern Counties Region: Colusa, Glenn, Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, Tehama, and Trinity Counties – 2018 Projections

<table>
<thead>
<tr>
<th>OCCUPATIONAL TITLE</th>
<th>2008 EMPLOYMENT</th>
<th>2018 EMPLOYMENT</th>
<th>PERCENT CHANGE</th>
<th>MEDIAN ANNUAL WAGES</th>
<th>EDUCATION AND TRAINING LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
<td>360 500</td>
<td>389</td>
<td>7.6</td>
<td>$19.74</td>
<td>Bachelor’s Degree or Higher and Some Work Experience</td>
</tr>
<tr>
<td>Writers, Editors, and Related Workers</td>
<td>130 180</td>
<td>38.5</td>
<td>$13.59</td>
<td>Post-Secondary Vocational Education</td>
<td></td>
</tr>
<tr>
<td>Sales Managers</td>
<td>80 110</td>
<td>37.5</td>
<td>$28.57</td>
<td>Bachelor’s Degree or Higher and Some Work Experience</td>
<td></td>
</tr>
<tr>
<td>Weighers, Measurers, Checkers, and Samplers, Recording Weight and Measures</td>
<td>100 130</td>
<td>30.0</td>
<td>$10.05</td>
<td>Short-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Billing and Posting Clerks and Machine Operators</td>
<td>110 140</td>
<td>27.3</td>
<td>$15.00</td>
<td>Moderate-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>150 190</td>
<td>26.7</td>
<td>$24.70</td>
<td>Bachelor’s Degree</td>
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</tr>
<tr>
<td>Professional Supervisors/Managers of Production and Operating Workers</td>
<td>150 190</td>
<td>26.7</td>
<td>$22.50</td>
<td>Work Experience in a Related Occupation</td>
<td></td>
</tr>
<tr>
<td>Financial Managers</td>
<td>80 100</td>
<td>25.0</td>
<td>$35.96</td>
<td>Bachelor’s Degree or Higher and Some Work Experience</td>
<td></td>
</tr>
<tr>
<td>Industrial Machinery Mechanics</td>
<td>80 100</td>
<td>25.0</td>
<td>$22.61</td>
<td>Long-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Personal and Home Care Aides</td>
<td>930 1,160</td>
<td>24.7</td>
<td>N/A</td>
<td>Short-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Social and Human Service Assistants, Except Social Workers</td>
<td>90 110</td>
<td>22.2</td>
<td>$14.63</td>
<td>Moderate-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Special Education Teachers, Preschool, Kindergarten, and Elementary School</td>
<td>90 110</td>
<td>22.2</td>
<td>[2]</td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>Bus Drivers, School</td>
<td>90 110</td>
<td>22.2</td>
<td>$17.27</td>
<td>Short-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>280 340</td>
<td>21.4</td>
<td>$33.77</td>
<td>Associate Degree</td>
<td></td>
</tr>
<tr>
<td>Packers and Packers, Hand</td>
<td>280 340</td>
<td>21.4</td>
<td>$9.65</td>
<td>Short-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>150 180</td>
<td>20.0</td>
<td>$12.72</td>
<td>Moderate-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Truck Drivers and Other关乎 Drivers</td>
<td>250 240</td>
<td>20.0</td>
<td>$10.95</td>
<td>Short-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>110 130</td>
<td>18.2</td>
<td>$22.32</td>
<td>Post-Secondary Vocational Education</td>
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</tr>
<tr>
<td>Medical Secretaries</td>
<td>170 200</td>
<td>17.6</td>
<td>$13.47</td>
<td>Post-Secondary Vocational Education</td>
<td></td>
</tr>
<tr>
<td>Hotel, Motel, and Resort Desk Clerks</td>
<td>120 140</td>
<td>16.7</td>
<td>$8.64</td>
<td>Short-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Elementary School Teachers, Except Special Education</td>
<td>460 530</td>
<td>15.2</td>
<td>[2]</td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>Maintenance and Repair Workers, General</td>
<td>480 550</td>
<td>14.6</td>
<td>$16.66</td>
<td>Long-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Protective Service Workers, Except Special Education</td>
<td>210 240</td>
<td>14.3</td>
<td>$14.16</td>
<td>Post-Secondary Vocational Education</td>
<td></td>
</tr>
</tbody>
</table>

#### Fastest-Growing Occupations, CONTINUED

<table>
<thead>
<tr>
<th>OCCUPATIONAL TITLE</th>
<th>2008 EMPLOYMENT</th>
<th>2018 EMPLOYMENT</th>
<th>PERCENT CHANGE</th>
<th>MEDIAN ANNUAL WAGES</th>
<th>EDUCATION AND TRAINING LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers</td>
<td>210 240</td>
<td>14.3</td>
<td>$14.06</td>
<td>Work Experience in a Related Occupation</td>
<td></td>
</tr>
<tr>
<td>Property, Real Estate, and Community Association Managers</td>
<td>80 90</td>
<td>12.5</td>
<td>$22.20</td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>Educational, Vocational, and School Counselors</td>
<td>80 90</td>
<td>12.5</td>
<td>$20.00</td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>Kindergarten Teachers, Except Special Education</td>
<td>80 90</td>
<td>12.5</td>
<td>[2]</td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>Prevention Workers</td>
<td>80 90</td>
<td>12.5</td>
<td>$20.66</td>
<td>Occupation</td>
<td></td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>740 830</td>
<td>12.2</td>
<td>$8.39</td>
<td>Short-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Middle School Teachers, Except Special and Vocational Education</td>
<td>170 200</td>
<td>12.0</td>
<td>[2]</td>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>Fire Fighters</td>
<td>170 190</td>
<td>11.8</td>
<td>$13.02</td>
<td>Long-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>650 700</td>
<td>11.7</td>
<td>$10.52</td>
<td>Short-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>First-Line Supervisors/Managers of Office and Administrative Support Workers</td>
<td>260 290</td>
<td>11.5</td>
<td>$19.53</td>
<td>Work Experience in a Related Occupation</td>
<td></td>
</tr>
<tr>
<td>Industrial Truck and Trailer Operators</td>
<td>350 390</td>
<td>11.4</td>
<td>$14.10</td>
<td>Short-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Education Administrators, Elementary and Secondary School</td>
<td>90 100</td>
<td>11.1</td>
<td>N/A</td>
<td>Bachelor’s Degree or Higher and Some Work Experience</td>
<td></td>
</tr>
<tr>
<td>First-Line Supervisors/Managers of Landscaping, Lawn Services, and Groundskeeping Workers</td>
<td>90 100</td>
<td>11.1</td>
<td>$18.70</td>
<td>Work Experience in a Related Occupation</td>
<td></td>
</tr>
<tr>
<td>Executive Secretaries and Administrative Assistants</td>
<td>280 310</td>
<td>10.7</td>
<td>$15.47</td>
<td>Moderate-Term On-the-Job Training</td>
<td></td>
</tr>
<tr>
<td>Office Chairs, General</td>
<td>560 620</td>
<td>10.7</td>
<td>$12.43</td>
<td>Short-Term On-the-Job Training</td>
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</tr>
<tr>
<td>Bartenders</td>
<td>100 110</td>
<td>10.0</td>
<td>$9.47</td>
<td>Short-Term On-the-Job Training</td>
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</tr>
<tr>
<td>Counter Attendants, Cafeteria, Food Concession, and Coffee Shop</td>
<td>100 110</td>
<td>10.0</td>
<td>$9.60</td>
<td>Short-Term On-the-Job Training</td>
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<tr>
<td>Dishwashers</td>
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<td>10.0</td>
<td>$6.93</td>
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<tr>
<td>Recreation Workers</td>
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<td>10.0</td>
<td>$9.91</td>
<td>Bachelor’s Degree</td>
<td></td>
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<tr>
<td>Operating Engineers and Other Construction Equipment Operators</td>
<td>170 190</td>
<td>10.0</td>
<td>$10.71</td>
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</tr>
<tr>
<td>Crew/Care Workers</td>
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<td>$12.90</td>
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</tr>
<tr>
<td>Police and Sheriff’s Patrol Officers</td>
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<td>9.5</td>
<td>$26.56</td>
<td>Long-Term On-the-Job Training</td>
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</tr>
<tr>
<td>Farm and Ranch, and Other Agricultural Managers</td>
<td>740 810</td>
<td>9.5</td>
<td>$35.88</td>
<td>Bachelor’s Degree or Higher and Some Work Experience</td>
<td></td>
</tr>
</tbody>
</table>
First-Time Freshmen – Last High School Attended

Approximately 30% of Butte College first-time freshmen last attended a high school outside of the service area. This is largely because Butte College is a destination for students that have a goal of transferring to California State University Chico. The clear implication, given that the number of high school graduates in our service area is decreasing, is that drawing students from outside of our service area is critical to maintaining the college’s financial viability and continued growth.

Student Demographics

| Gender | Females constitute over 50% of the total student population. However, over the past few years the percentage difference between females and males has decreased. |
| Age | There has been a large increase in 16- to 24-year-old students and decrease in the 50 and Over students. This may reflect the college’s scheduling focus on basic skills, transfer and general education, and career and technical education. |
| Ethnicity | The percentage of white students is declining slowly while the percentage of Latino/Hispanic students has grown by a third in the past decade. |
| Student Age Groups | The percentage of 17 & Under has decreased. These changes may reflect the impact of scheduling changes and availability of classes. |
| Student Ethnicity | The percentage of American Indian/Alaskan, Hispanic, and White students has increased. |
| Attendance Status | The percentage of full-time and part-time students has increased. The percentage of non-credit students has significantly decreased. These changes may reflect the impact of scheduling changes and availability of classes. |

<table>
<thead>
<tr>
<th>First-Time Freshmen-Last High School</th>
<th>County</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNTY</td>
<td>FALL 2010</td>
<td>FALL 2011</td>
<td>FALL 2012</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Alameda</td>
<td>23</td>
<td>19</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Algoa</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Amador</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Butte</td>
<td>1,306</td>
<td>1,349</td>
<td>1,319</td>
<td></td>
</tr>
<tr>
<td>Calaveras</td>
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<td>7</td>
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<td></td>
</tr>
<tr>
<td>Calistria</td>
<td>50</td>
<td>50</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Carlos County</td>
<td>38</td>
<td>41</td>
<td>60</td>
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</tr>
<tr>
<td>Cerro Alto</td>
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<td>3</td>
<td>1</td>
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</tr>
<tr>
<td>Colusa</td>
<td>10</td>
<td>7</td>
<td>14</td>
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<tr>
<td>Fresno</td>
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<td>5</td>
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<tr>
<td>Glenn</td>
<td>203</td>
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<td>212</td>
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<tr>
<td>Humboldt</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Imperial</td>
<td>-</td>
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</tr>
<tr>
<td>Kern</td>
<td>5</td>
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<td></td>
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<tr>
<td>Kings</td>
<td>-</td>
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<tr>
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</tr>
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<td>Mariposa</td>
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<tr>
<td>Mendocino</td>
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<tr>
<td>Merced</td>
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<td>2</td>
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</tr>
<tr>
<td>Modesto</td>
<td>3</td>
<td>-</td>
<td>2</td>
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<tr>
<td>Mono</td>
<td>-</td>
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<tr>
<td>Morency</td>
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</tr>
<tr>
<td>Napa</td>
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<tr>
<td>Nevada</td>
<td>17</td>
<td>5</td>
<td>11</td>
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</tr>
<tr>
<td>Orange</td>
<td>11</td>
<td>9</td>
<td>3</td>
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</tr>
<tr>
<td>Out of State</td>
<td>-</td>
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<tr>
<td>Total</td>
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<td>2,165</td>
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<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
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<td>Alameda</td>
<td>23</td>
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<td>11</td>
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<td>Orange</td>
<td>11</td>
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<td></td>
</tr>
<tr>
<td>Out of State</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,525</td>
<td>2,165</td>
<td>2,170</td>
<td></td>
</tr>
</tbody>
</table>
EDUCATIONAL GOAL

Educational Goal

These are uninformed goals that students first provide at the time of admission. Overall 55.9% of students were focused on transfer while 23.7% were focused on obtaining a certificate or license (36.0% vs. 23.7%).

Residence

Three times as many Butte College students live in Chico as live in Oroville or Paradise/Magalia. Six times as many Butte College students live in Chico as live in Glenn County.

Types of Classes Students Take

This table and the accompanying graph shows, by FTES, the general types of classes students take. It is arranged by a two-digit TOP code. The Interdisciplinary Studies category includes Developmental courses and Humanities includes English.

Uniformed Educational Goals from Student Applications -- Students Enrolled in Fall 2012

Source: California Community Colleges Chancellor's Office Datamart

Veronica Shaeffer

Veronica Shaeffer transferred to Abilene Christian University. “I had been to Butte College on FFA welding competition field trips,” said Shaeffer about her decision to attend Butte College. Shaeffer said she made the right decision. “It’s a top-of-the-line welding program. I’d recommend the program to anyone interested in a career in welding,” she said.
The excellence and commitment of the Butte College faculty is the most important contributing factor to the success of our students. The following faculty profiles highlight the high quality of the Butte College faculty.

**MIKE FINDLAY**
Dr. Mike Findlay has taught anthropology at Butte College since 1999. Within anthropology his interests range from linguistic anthropology, to ethnohistoric research of the America Hmong, to ancient Mesoamerica. He has written three books and published numerous articles in professional journals. In 2013 he was selected as the Educator of the Year by Chico Rotary.

**MIYA SQUIRES**
Miya Squires started her Butte College career as a student tutor and is now a full-time faculty member who serves as the college’s Student Success Coordinator and supervises the Center for Academic Success. She is also actively involved at the state level in the implementation of the Basic Skills Initiative. In 2011, she was selected as the Educator of the Year by Chico Rotary.

**STEPHEN BAN**
Stephen Ban won the Golden Apple award, which is presented by the Part-time Faculty Association (PFA) to outstanding associate faculty, for his effective teaching in Communications Studies and his leadership in providing students with opportunities to apply classroom skills in extracurricular activities and community events. He is the coach for the college’s award winning Forensics Team and has served as president of the Northern California Forensics Association (NCFCA). He also developed the college’s Fireside Debate Series and has participated in program collaborations with Chico State.

**LINDA FISCHER**
Linda Fischer won the Golden Apple award, which is presented by the Part-time Faculty Association (PFA) to outstanding associate faculty, for her superior teaching and contributions to the campus community. Linda teaches classes on Personal Computers and Peripherals for the Computer Science Department. She prepares her students for industry certification and for making progress toward earning a certificate or a degree in their discipline. Additionally, Linda is the faculty advisor for the college’s Computer Science Club.

---

**Where Students Take Classes**
The largest number of students take classes on the main campus, followed by the Chico Center, other locations in Chico, and the Glenn County Center. The major changes have been the new Skyway Center and the reduction of classes offered in locations other than the main campus, Chico Center, Skyway Center, and Glenn County Center. This reflects the reductions in the schedule caused by state funding reductions and the scheduling of more of the remaining classes in college-owned facilities.

---

**When Students Take Classes**
This graph shows when students take classes by enrollment. Two-thirds of enrollments take place during the day (start time between 8 am and 1 pm). The afternoon and evening programs are of approximately equal size, the online program is half the size of the evening program, and the weekend program is very small.

---

**Unduplicated Students by Location — Fall 2008 - Fall 2012**

<table>
<thead>
<tr>
<th>Location</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2008 - Fall 2012 PERCENT CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus</td>
<td>8,758</td>
<td>9,643</td>
<td>9,918</td>
<td>9,795</td>
<td>9,081</td>
<td>3.69%</td>
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<tr>
<td>Chico Center</td>
<td>2,378</td>
<td>3,013</td>
<td>3,065</td>
<td>2,904</td>
<td>2,866</td>
<td>3.17%</td>
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<tr>
<td>Oroville</td>
<td>3,115</td>
<td>1,109</td>
<td>953</td>
<td>903</td>
<td>785</td>
<td>-25.72%</td>
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<tr>
<td>Skyway Center</td>
<td>742</td>
<td>24</td>
<td>186</td>
<td>171</td>
<td>154</td>
<td>336%</td>
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<tr>
<td>Glenn County</td>
<td>505</td>
<td>496</td>
<td>460</td>
<td>453</td>
<td>521</td>
<td>3.17%</td>
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<tr>
<td>Oroville</td>
<td>510</td>
<td>320</td>
<td>289</td>
<td>194</td>
<td>159</td>
<td>-30.69%</td>
</tr>
<tr>
<td>Paradise</td>
<td>254</td>
<td>132</td>
<td>138</td>
<td>112</td>
<td>96</td>
<td>-57.14%</td>
</tr>
<tr>
<td>Butte College Other</td>
<td>45</td>
<td>20</td>
<td>15</td>
<td>18</td>
<td>17</td>
<td>-59.52%</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>15,025</td>
<td>14,794</td>
<td>14,836</td>
<td>14,547</td>
<td>13,547</td>
<td>-9.84%</td>
</tr>
</tbody>
</table>

Source: Butte College

---

**20 Largest Disciplines (Programs), by FTES – 2012-2013**

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>2012-2013 FTES</th>
<th>2012-2013awi</th>
<th>2012-2013 sections</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
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<td>212</td>
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<tr>
<td>Special Education</td>
<td>740</td>
<td>4,179</td>
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<tr>
<td>English</td>
<td>649</td>
<td>6,439</td>
<td>250</td>
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<tr>
<td>Physical Education/Activity</td>
<td>502</td>
<td>5,877</td>
<td>196</td>
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<td>Biological Sciences</td>
<td>429</td>
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<tr>
<td>Sociology</td>
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<tr>
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<td>Business</td>
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<tr>
<td>History</td>
<td>267</td>
<td>2,674</td>
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<tr>
<td>Language Education / Development</td>
<td>258</td>
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<td>233</td>
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<tr>
<td>Anthropology</td>
<td>234</td>
<td>2,336</td>
<td>63</td>
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<tr>
<td>Nursing - RN, ADN</td>
<td>232</td>
<td>1,526</td>
<td>71</td>
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<tr>
<td>Welding</td>
<td>219</td>
<td>1,026</td>
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<tr>
<td>Lake Enforcement Academy</td>
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<tr>
<td>Business Computer Information</td>
<td>211</td>
<td>3,079</td>
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<td>Political Science</td>
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<td>1,979</td>
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<td>Accounting</td>
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<td>1,507</td>
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<tr>
<td>Music – Appreciation / Theory</td>
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<td>1,648</td>
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<tr>
<td>Chemistry</td>
<td>173</td>
<td>1,729</td>
<td>74</td>
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</table>

Source: Butte College – RPT_S20_Section_Data_D

---

**Largest Disciplines**
This table shows the college's 20 largest disciplines based on the FTES they generate. Special Education includes the non-credit FTES generated through the college's programs with the Work Training Center.
Butte College Student Progress and Completion Model – Outcomes and Committee Oversight

The Student Progression and Completion Model is based on a concept from Completion by Design, a private organization funded by the Bill and Melinda Gates Foundation. The intent is to provide a flow-based organizational framework for student success. The idea is to look at major loss points as students progress through their educational experience and to design and implement “best process” and “best practice” interventions to help students gain momentum and complete.

**STUDENT PROGRESSION**

(Lead and Support Committee for each step)

**ENTRY**

Application to Completion of Gatekeeper Courses – includes new, returning and transfer students (Co-Leads: Student Success Committee (SSC) and SSP)

**PROGRESS**

Entry into Course of Study to 75% Requirements Completed (Lead: SSC; Support: SSP and EM)

**COMPLETION**

Complete Course of Study to Credential with Labor Market Value (Lead: SSC; Support: SSP and EM)

**OUTCOMES**

1. College creates, updates and meets FTES goals (EM)
   - Outcomes efforts create conditions that convey to students unique possibilities available at Butte College and to meet college FTES goals (RM; SSP)
2. College services focus on supporting student success, persistence and market and transfer requirements (SSC)
3. College provides the right mix of high-tech and high-touch services (SSC)
   - Earning 60 transferable units
   - Earning a certificate of achievement
   - Transferring to a UC, CSU, In-State Private (ISP) or Out-of-State (OOS) four-year college or university
   - Earning a certificate of achievement
   - Earning an employment focused local certificate
   - Earning 60 transferable units (transfer ready)
   - Completing a non-credit CDCCP certificate
4. Student passes certification and credentialing where applicable (SSC)
5. Students gain the knowledge and skills needed to enter the labor market and/or after transfer (SSC)

**Academic Senate, Operating units, Learning Council and Outcomes Assessment Committee support each step**

Over the past few years the college has implemented a number of “best processes” and “best practices.” These include Supplemental Completion by Design, a private organization funded by the Bill and Melinda Gates Foundation. The intent is to provide a flow-based organizational framework for student success. The idea is to look at major loss points as students progress through their educational experience and to design and implement “best process” and “best practice” interventions to help students gain momentum and complete.

*The classified staff, managers, and administrators support the success of students and faculty.*

**STAFF**

**RUTH ANN HANSEN**

Ruth Anne Hansen was awarded the California School Employee Association (CSEA) 2008 Special Services Member of the Year award as well as the Board of Governors/Chancellor’s Office 2010 Classified Employee of the Year. These awards were in recognition of her contributions to community college students and staff, her participation on campus and state-wide committees, her leadership on campus and in special projects, and her work in the Job Placement Office.

**CHRISTIE BOGGS**

Christie Boggs won the Board of Governors Award for Classified Employee of the Year and also the Community College League of California Courageous Leader Award along with many local college awards for her outstanding customer service to students, faculty, staff, and the community. She has worked at Butte College for 29 years and has been a department secretary, a dean’s secretary, and now Assistant to the Vice President for Student Learning and Economic Development. In addition to her regular duties, she also oversees the Student Feedback process and is responsible for issuing Certificates of Achievement for the district. Christie considers Butte College her family and embodies our motto of “students first.”

**PEGGY JENNINGS-SEVERE**

Peggy Jennings-Severe serves as the Associate Dean of Recruitment, Outreach, and Student Life. She oversees The Welcome Center and supervises a wide spectrum of programs including domestic and international new student recruitment and orientations, School Relations, Reg-to-Go, Student Activities, the Associated Students, and the newly opened Culture & Community Center. She has also been instrumental in the creation and facilitation of three leadership development programs at Butte College, specifically Leadership Butte, Butte College Leader Development Institute and the Leadership Academy.
The Strategic Initiatives are listed below:

1. Enhancing a Culture of Completion and Academic Achievement
   Focused on student-centered learning, Butte College strives to be the first choice for students seeking degrees, transfer, certificates, and job skills to meet their career and life goals. The college’s faculty, staff, services, and schedule encourage and support students to achieve their educational goals and complete their academic programs in a reasonable period of time.

2. Supporting Student, Faculty, and Staff Success
   Butte College recognizes that student success depends on student engagement, employee development, and enhancing a collaborative environment that provides the opportunity for varying perspectives to be heard. Precisely because of its focus on student success the college provides support tools and resources so that students, faculty, and staff can be successful.

3. Using Data-Driven Processes for Continuous Improvement
   Butte College process every effort is focused on improving the overall effectiveness and accountability of the college. These processes are data-informed, efficient, and integrated to add value to the campus and community.

4. Maximizing Resources to Support Student Learning
   Butte College actively shapes its enrollment, efficiently manages its existing resources, and strategically develops external revenue sources to maximize the funding available to support student learning.

5. Modeling Sustainability
   Butte College embraces sustainability by engaging students, faculty, staff, and community into the document.

6. Enhancing a Culture of Inclusiveness
   Butte College fosters community by actively promoting an environment that celebrates the uniqueness of each individual. The campus climate is characterized by diversity, understanding, mutual respect, and inclusiveness.

“We commit to increasing success rates for students and eliminating attainment gaps that separate student groups on the basis of race, ethnicity, and family income.”

Student Access, Equity, Success and Completion Commitment Statement

The Strategic Direction is the college’s current strategy for implementing these initiatives. As part of the college’s annual Planning, Budgeting, and Assessment (PBA) process the Strategic Direction is reviewed and refined by the Educational Master Planning Committee. The refined document provides the annual institutional focus for unit planning and resource prioritization.

1. Enhancing a Culture of Completion and Academic Achievement
   Focused on student-centered learning, Butte College strives to be the first choice for students seeking degrees, transfer, certificates, and job skills to meet their career and life goals. The college’s faculty, staff, services, and schedule encourage and support students to achieve their educational goals and complete their academic programs in a reasonable period of time.

The college will use the following strategies to implement this initiative:

A. Connection.
   The college facilitates the recruitment and success of students by:
   1. Conveying to students the possibilities available to them.
   2. Collaborating effectively with K-12 to set appropriate student expectations, align curriculum, and prepare students for college success.
   3. Evaluating, by program, how well students perform after completion and making this information available to faculty, staff, and potential students.
   4. Providing concurrent enrollment opportunities and College Connection.
   5. Providing the appropriate mix of high-tech and high-touch services.
   6. Focusing students on potential career.

B. Entry.
   The college sets incoming students on the path to success by:
   1. Making students active partners in their educational success.
   2. Placing students appropriately, advising them effectively, and ensuring that they have educational plans.
   3. Empowering new students to succeed through First Year Experience and involvement in campus activities.
   4. Ensuring that students take the appropriate prerequisites.
   5. Connecting students to support services.
   6. Requiring underprepared students to begin developmental coursework in their first semester and to enter a program of study as soon as possible.
   7. Assessing students for digital literacy and, as needed, guiding them to appropriate resources.

C. Progress.
   The college supports students in their progress toward their educational goals by:
   1. Reaching the Sustainable Continuous Quality Improvement level on the implementation of Student Learning Outcomes.
   2. Establishing career and transfer pathways that are clear and easy to navigate. Pathways are also tailored to meet labor market needs and to promote transfer success.
   3. Ensuring that programs provide students with intellectual and analytical skills to effectively contribute to society.
   4. Collaborating with industry, external agencies, and other institutions of higher education to ensure that programs are relevant and meeting current needs.
   5. Assisting students to identify potential careers and develop the soft skills required in the workplace.
   6. Enforcing prerequisites so that students are appropriately prepared for course expectations. This includes an ongoing review of prerequisites and recommended preparation courses and ensuring access to these courses.
   7. Coordinating the General Education program campus-wide to ensure that it meets transfer and associate degree requirements.
D. Completion. The college set the conditions for completion by:
1. Developing standards and goals for retention, degree achievement, certificate completion, transfer, and credentialing. These standards and goals are evaluated and updated each year.
2. Providing activities and programs to engage students with employers and the community.
3. Implementing associate degrees for transfer (ADTs) for programs that are part of the transfer model curriculum.

E. Strategic Scheduling. The college develops a student-centered schedule that fosters completion of educational goals in a timely and efficient way by:
1. Using data, research, and collaborative efforts among divisions and departments to develop:
   A. Projections of student demand.
   B. Appropriate course offerings, locations, and modalities.
   C. Efficient and effective use of instructional space.
2. Using student educational plans as the basis for course section scheduling.
3. Determining the instructional programs and services to be offered online and at main campus, Chico Center, Glenn County Center, Skyway Center, and in leased facilities.

F. Technology. Supports student success and completion by:
1. Implementing the Degree Audit and Educational Planning modules.
2. Conducting life-cycle replacement for computer labs and smart classrooms.
3. Piloting and incorporating innovative technologies to support student learning.
4. Positioning the college to support the campus community for use of personal technology devices a.k.a. Bring Your Own Device (BYOD).

G. Facilities. Supports student success and completion by:
1. Renovating the Technology building as defined in the Technology Building Final Project Proposal (FPP).
2. Constructing additional space for the Physical Science and Life Science programs as defined in the Science Building FPP.
3. Renovating the athletic facilities based on a needs assessment.
4. Providing permanent space for programs and services that are currently in portable facilities.
5. Constructing a new Welding facility.
6. Completing land use projects to maintain compliance with regulatory requirements and meet program needs such as those in agriculture.
7. Developing a concept for the use of the remaining space in the Skyway Center.

H. Workforce and Community Development. The college supports the development of the service area by:
1. Using advisory committees to ensure that programs provide the skills needed in the workforce.
2. Using national, state, regional, and local labor market data to leverage additional resources.
3. Conducting workforce training and support through Contract Education, the Training Place, the Small Business Development Center, the Health Workforce Initiative, and other regional and state efforts.
4. Developing additional opportunities in response to community needs such as short-term certificates.

I. Wellness. The college fosters employee and student peak performance by encouraging wellness. It does this by:
1. Establishing a Wellness Committee to design a comprehensive wellness education program (occupational, social, spiritual, mental, financial, emotional, and physical health) that includes:
   A. Identification of relevant wellness programs, services, and resources.
   B. Ongoing workshops and events related to wellness education.
   C. Creative ideas to encourage wellness.
2. Valuing wellness in the aesthetics and functions of offices, classrooms, and landscape design.

J. Collaboration and Decision-Making. The college aligns its culture with its values. It does this by:
1. Putting students first.
2. Focusing on outstanding service.
3. Maintaining the college’s commitment to participatory governance.
4. Developing and maintaining collaborative processes across departments, divisions, areas, and the campus.
5. Promoting organizational communication between all levels and among peers.
6. Promoting one-on-one connections and small group interchanges to allow for networking within the broader campus.
7. Providing digital Frequently Asked Questions (FAQ) for timely information and assistance to students and employees.
8. Ensuring decision-making processes and committee opportunities are visible to students, faculty, and staff.
9. Aligning employee recognition and rewards with the strategic initiatives.
10. Maintaining and improving processes to ensure compliance with accreditation standards.

“We believe that completion matters and students count.”
Student Access, Equity, Success and Completion Commitment Statement
3. Using Data-Informed Processes for Continuous Improvement

At Butte College every process is focused on improving the overall effectiveness and accountability of the college. These processes are data-informed, efficient, and integrated to add value to the campus and community.

The college will use the following strategies to implement this initiative:

A. Increasing the use of meaningful data by:
   1. Developing reports and analytical tools to support users.
   2. Building reports to support the implementation of the Student Progress, and Achievement model (student connection, entry, progress and completion).
   3. Creating reports to meet managers’ needs.

B. Training faculty and staff by:
   1. Providing skills to be engaged in process improvement.
   2. Educating them on data resources including Colleague, Reports Server, Planning Budgeting and Assessment webpage, MyBC, Salary Surfer, Data Mart 2.0, and the Student Success Scorecard.
   3. Focusing on just-in-time training and ongoing support.
   4. Educating the campus community on the importance of accreditation.

C. Using data and technology for continuous improvement by:
   1. Providing relevant and easily accessible data to support student success.
   2. Integrating software packages to improve processes such as enrollment management and scheduling, integrated planning, program review, outcomes assessment, and facilities management.
   3. Automating time-intensive manual processes such as budget transfers and personnel forms.
   4. Refining the automated unit planning process including the implementation and linkage of the SLO module.
   5. Automating program review and then linking it to unit planning.

4. Maximizing Resources to Support Student Learning

Butte College actively shapes its enrollment, efficiently manages its existing resources, and strategically develops external revenue sources to maximize the funding available to support student learning.

The college will use the following strategies to implement this initiative by:

A. Practicing strategic enrollment management that integrates financial planning with student need and achievement.
B. Continuing to enforce federal financial aid regulations and implementing the Student Success Act (SB 1456) and associated Title 5 regulations.
C. Obtaining and managing grants aligned with college and program initiatives emphasizing short-term, high impact projects.
D. Developing entrepreneurial revenues.
E. Using campus space more efficiently to control costs and increase the probability of state construction funding.
F. Supporting the Butte College Foundation’s strategic initiatives including:
   1. Funding initiatives and projects that result in student learning and success.
   2. Raising $10 million in new gifts, grants, and bequests by 2023.

5. Modeling Sustainability

Butte College embraces sustainability by engaging students, faculty, staff, and the community in dialogue and fostering sustainable practices and operations.

The college will develop and implement a Sustainability Plan to include the following strategies:

A. Providing educational opportunities in the area of sustainability by:
   1. Developing and implementing courses, certificates and degrees in high demand labor markets.
   2. Supporting the development of new agricultural models as effective practices for students and the community.
   3. Increasing opportunities for campus internships that promote green practices.
   4. Providing Professional Development for faculty and staff in the area of sustainability.
   5. Conducting campus and community education.

B. Continuing to reduce the college’s carbon footprint and waste by:
   1. Working with external agencies to provide public transportation options for students, faculty, and staff.
   2. Continuing to focus on reducing single passenger commuting practices.
   3. Educating faculty, staff, and students on effective practices to reduce paper usage by methods such as emphasizing the use of MyBC and creating electronic forms for routine processes.
   4. Further reducing waste in Dining Services.
   5. Monitoring greenhouse gases (GHG) and modifying the college’s practices accordingly.
   6. Continuing to develop and implement energy conservation and alternative energy production.

C. Demonstrating environmental stewardship through water conservation by:
   1. Significantly reducing the use of bottled water through education and accessible water stations.
   2. Researching, and if feasible, using recycled water for beneficial purposes such as agricultural and landscape irrigation.
   3. Xeriscaping to enhance the beauty of the campus through native plants and eco-grasses.
   4. Focusing on campus water conservation and the elimination of water waste.

6. Enhancing a Culture of Inclusiveness

Butte College fosters community by actively promoting an environment that celebrates the uniqueness of each individual. The campus climate is characterized by diversity, understanding, mutual respect, and inclusiveness.

The college will implement this initiative by:

A. Educating the campus and community that diversity is shaped and informed by many characteristics including but not limited to ability, age, culture, education, ethnicity, gender identity, language, religious beliefs, sex, sexual orientation, and socio-economic status.
B. Hiring and retaining a diverse workforce.
C. Recruiting and supporting the success of a diverse student population.
D. Creating and sustaining programs, projects, and events that promote a greater understanding of diversity.
E. Empowering and institutionalizing the efforts of the Diversity Committee, Equal Employment Opportunity Advisory Committee, and Student Equity Committee.
F. Developing annual reports that describe the results of diversity efforts and ensuring campus discussion of college progress.
PURPOSE. To define standards of performance for the college and goals for future performance.

BACKGROUND
• The college’s accrediting agency now requires that institutions have standards of performance in the areas of course success, persistence, certificates, degrees, and transfer.
• The college developed an initial set of standards to meet its 2012-2013 reporting requirements for the accrediting commission.
• These standards were subsequently modified as part of the Educational Master Planning Process.

DEFINITIONS:
• Standard: A level of performance the college commits to meet each year.
• Goal: A desired outcome based on the actions the college is taking to improve performance.

STANDARDS AND GOALS:

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Course Success (College – Overall)</td>
<td>73.1%</td>
<td>70%</td>
<td>74%</td>
</tr>
<tr>
<td>Transfer/General Ed</td>
<td>72.9%</td>
<td>75%</td>
<td>76%</td>
</tr>
<tr>
<td>Career and Technical Ed</td>
<td>75.1%</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>61.6%</td>
<td>61%</td>
<td>63%</td>
</tr>
<tr>
<td>Distance Education (any)</td>
<td>64.4%</td>
<td>62%</td>
<td>63%</td>
</tr>
</tbody>
</table>

DEFINITION: Percentage of students that receive a passing/satisfactory grade. RATIONALE: Course success rates vary greatly by course type and modality. For this reason the college has established an overall standard and goals for course types and the distance education modality.

STRATEGIES: The intentional approach to completion outlined in Initiative 1 should result in higher levels of preparedness, greater student focus on an educational goal, and increased consequences for course failure. These steps should result in higher levels of student commitment which should translate into improved completion rates.

<table>
<thead>
<tr>
<th>AREA</th>
<th>2006-2007 STANDARD</th>
<th>2010-2011 GOALS</th>
<th>2012-2013 GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates Degrees (FTF 6 yr Cohort)</td>
<td>13%</td>
<td>11%</td>
<td>12%</td>
</tr>
</tbody>
</table>

DEFINITION: Percentage of the First-Time Freshmen (FTF) Cohort that earn an Associate Degree within six years. RATIONALE: Because many students earn multiple degrees, the college believes that tracking the percentage of students earning a degree is more important than tracking the number of degrees awarded. For this reason the college is tracking the percentage of a first time freshmen cohort earning a certificate of achievement over six years. The six year tracking methodology should reduce the year-to-year fluctuations in this indicator and provide long-term trends that are more useful for planning. Based on the anticipated elimination of several popular degree programs the percentage of students earning a degree is expected to go down over the next few years. However, over time, the full implementation of transfer degrees should significantly increase the percentage of students earning a degree.

STRATEGIES: The completion agenda outlined in Initiative 1 should result in a greater percentage of first time freshmen being awarded a certificate of achievement.

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<tr>
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</thead>
<tbody>
<tr>
<td>Transfers (UC and CSU)</td>
<td>792</td>
<td>575</td>
<td>750</td>
</tr>
</tbody>
</table>

DEFINITION: The number of students that attended Butte College and subsequently transferred to a University of California (UC) or California State University (CSU) campus. RATIONALE: The number of transfer is highly dependent on the enrollment and management strategies of the UC and CSU campuses – particularly CSU, Chico. The number of transfers in 2012-2013 was among the highest ever for Butte College. Based on historical levels of transfer the standard for this indicator is significantly lower than the current performance level. STRATEGIES: The completion agenda outlined in Initiative 1 and the full implementation of transfer degrees should result in the college maintaining and then improving its level of performance.
### Initiative 1 - Enhancing a Culture of Completion and Academic Achievement

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Year</th>
<th>Goal</th>
<th>Standard</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,064</td>
<td>2009-10</td>
<td>1,181</td>
<td>2010-11</td>
<td>1,275</td>
</tr>
<tr>
<td>71.3%</td>
<td>2009-10</td>
<td>71.7%</td>
<td>2010-11</td>
<td>72.4%</td>
</tr>
<tr>
<td>Number of Associates Degrees</td>
<td></td>
<td>Persistence Rate - Overall Cohort [2007-08 Cohort Size, n=1,418] (State Scorecard)</td>
<td></td>
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<tr>
<td>30.4%</td>
<td></td>
<td>71.0%</td>
<td>67.0%</td>
<td>70.1%</td>
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<tr>
<td>58.3%</td>
<td></td>
<td>% Local High School (HS) Graduates to Butte College (Butte College, BC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>455</td>
<td>2009-10</td>
<td>469</td>
<td>2010-11</td>
<td>450</td>
</tr>
<tr>
<td>68.6%</td>
<td>2009-10</td>
<td>70.6%</td>
<td>2010-11</td>
<td>70.6%</td>
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<tr>
<td>HS Concurrently Enrollment Students (BC)</td>
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<td>Overall Butte College Credit Course Completion Rates (MIS)</td>
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<tr>
<td>404</td>
<td></td>
<td>74.0%</td>
<td>65.0%</td>
<td>71.8%</td>
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<tr>
<td>45.5%</td>
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<td>Course Completion Rates-Distance Education (MIS)</td>
<td></td>
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<tr>
<td>55.5%</td>
<td></td>
<td>62.0%</td>
<td>64.4%</td>
<td></td>
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<tr>
<td>% of Students Placed into Remedial English (Current Year) (BC)</td>
<td></td>
<td>46.7%</td>
<td>45.0%</td>
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<tr>
<td>450</td>
<td></td>
<td>HS Concurrently Enrollment Students (BC)</td>
<td></td>
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<tr>
<td>368</td>
<td></td>
<td>61.7%</td>
<td>61.9%</td>
<td>57.0%</td>
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<tr>
<td>Course Completion Rates-Basic Skills (MIS)</td>
<td></td>
<td>61.0%</td>
<td>61.6%</td>
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<tr>
<td></td>
<td></td>
<td>63.1%</td>
<td>66.7%</td>
<td>68.3%</td>
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<tr>
<td>% Completion Cohort Achieving 30 Units [2007-08 Cohort Size, n=1,418]</td>
<td></td>
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<tr>
<td>69.5%</td>
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<td>Course Completion Rates-Transfer/GE (MIS)</td>
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<tr>
<td>74.3%</td>
<td></td>
<td>75.0%</td>
<td>72.9%</td>
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<tr>
<td>% Completion Cohort Achieving Transfer Ready (Six Year Cohort) (BC)</td>
<td></td>
<td>74.3%</td>
<td>75.5%</td>
<td>75.1%</td>
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<tr>
<td>35</td>
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<td>Course Completion Rates-CTE (MIS)</td>
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<tr>
<td>29</td>
<td></td>
<td>76.0%</td>
<td>75.6%</td>
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<tr>
<td>First-time Freshman Cohort Achieving Transfer Ready (Six Year Cohort) (BC)</td>
<td></td>
<td>76.2%</td>
<td>75.6%</td>
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<tr>
<td>92</td>
<td></td>
<td>Course Completion Rates-Basic Skills (MIS)</td>
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<tr>
<td>84</td>
<td></td>
<td>61.7%</td>
<td>61.9%</td>
<td>57.0%</td>
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<tr>
<td>% Completion Cohort Achieving 30 Units [2007-08 Cohort Size, n=1,418]</td>
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<tr>
<td>63.1%</td>
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<td>Course Completion Rates-Overall [2007-08 Cohort Size, n=1,418] (State Scorecard)</td>
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<tr>
<td>69.5%</td>
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<td>66.3%</td>
<td>61.4%</td>
<td>60.5%</td>
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<tr>
<td>% Overall Agreed with Governance Structure Facilitates Communications</td>
<td></td>
<td>38.6%</td>
<td>38.3%</td>
<td>37.0%</td>
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<tr>
<td>75%</td>
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<td>% Overall Agreed with Governance Structure Facilitates Communications</td>
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<td></td>
<td></td>
<td>85%</td>
<td>96%</td>
<td>90%</td>
</tr>
<tr>
<td>Licensure Pass Rates-RN</td>
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<td>75%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td></td>
<td></td>
<td>95%</td>
<td>90%</td>
<td>90%</td>
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<tr>
<td>Licensure Pass Rate-Welding</td>
<td></td>
<td>90%</td>
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<td></td>
<td></td>
<td>89%</td>
<td>90%</td>
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<tr>
<td>Licensure Pass Rate-Medical</td>
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<td>90%</td>
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<tr>
<td>Licensure Pass Rate-Butte</td>
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<td>Licensure Pass Rate-LVN</td>
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<tr>
<td>Licensure Pass Rate-Nursing</td>
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<tr>
<td>Licensure Pass Rate-Psychiatric</td>
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<tr>
<td>Licensure Pass Rate-Cosmetology</td>
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<tr>
<td>Licensure Pass Rate-Paraprotein</td>
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<tr>
<td>Licensure Pass Rate-Phlebotomy</td>
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<td>83%</td>
<td>90%</td>
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The college will use its existing Planning, Budgeting, and Assessment (PBA) Program Review, and Outcomes Assessment processes to make this plan a reality.

**Butte College Planning, Budgeting, and Assessment (PBA) Process**

**Fall Semester**
- 1. Process Review and Refinement
- 2. Unit Planning Begins
- 3. Faculty Prioritization
- 4. Strategic Direction Refinement

**Spring Semester**
- 5. Unit Plan, SLO Report and Admin Program Review Submittal & Review
- 6. Prioritizing
- 7. Communicate Prioritization Results to Departments
- 8. Budget Development
- 9. Final Budget Approval

**Outcomes Assessment**

The college and its programs establish and refine outcomes as part of the ongoing process of planning and continuous improvement. These outcomes are assessed and, based on dialogue, are used to support change at the institutional, program and course levels.

**Implementation**

Butte College Planning, Budgeting, and Assessment (PBA) Process

**PBA Process**

The PBA process, shown below, is the annual process the college uses to ensure that resource allocation decisions are based on planning and that planning is based on assessment results.

**This Process Includes the Following Steps:**

1. **Process Review and Refinement.** Each year the Planning and Budget Committee reviews and, as necessary, refines the process. The Accreditation Follow-up Survey is used to help assess the process.

2. **Unit Planning.** The Planning and Budget committee develops Unit Planning Guidance to focus departments as they develop unit plans. This guidance also includes general criteria for prioritizing resources: Departments that develop unit plans.

3. **Strategic Direction Refinement.** In Spring, during non-planning years, the Educational Master Planning Committee reviews and refines the Strategic Direction so that it is finalized and approved so that departments can refer to it as they do their unit planning in the subsequent fall.

4. **Unit Plan, SLO Report and Admin Unit Plan Submittal and Review.** Departments submit their unit plans, administrative areas, and program reviews using the online unit planning system by the date established in the unit planning guidance. These unit plans are reviewed by the appropriate deans, directors, and vice president and the approved augmentation requests are then consolidated for the President’s Leadership Team. SLO Reports are submitted using the Outcomes Assessment Module in CurriNet. Programs are responsible for ensuring that resource requests identified during program planning and outcomes assessment are included in the unit plan.

5. **Prioritizing.** In the Spring, the resource requests identified during are prioritized based on the general priorities identified in the Unit Planning Guidance. Requests are prioritized by department, dean/director, vice president, and by the President’s Leadership Team. The Planning and Budget Committee reviews the resulting list, recommends refinements if necessary, and recommends the approval of the refined list.

6. **Communicate Prioritization Results.** Each department submitting a request for resources is informed, through the automated unit planning process, of the status of its request. Deans and Directors are encouraged to discuss the status of requests face-to-face with department chairs and coordinators.

7. **Budget Development.** In the summer the college staff prepares a tentative budget for the Board. The Board Budget Criteria is used to guide the staff as it develops the tentative budget.

8. **Final Budget Approval.** After the state budget is finalized the staff updates the tentative budget and presents it to the Board for final approval.

**Program Review**

Program Review is the mechanism that programs use to maintain their focus on student learning and student success, to set their future development strategy, and to request the resources needed to implement their future development strategies. Since the college is an integrated group of programs, the program review process is one of the most important components of the college’s planning processes. At Butte College there are three types of program review: These are listed below:

- **Academic.** These programs conduct program review on a six-year cycle. This process includes three parts: the written program review, an external validation, and curriculum review. The Academic Senate is responsible for developing the academic program review process and the schedule for academic program review is managed in the office of the Vice President for Student Learning and Economic Development.

- **Student Services.** Student Services program reviews are conducted every six years. This process includes the written program review and an external evaluation.

- **Administrative.** The unit plan is used as the program review for administrative areas.

The College Council reviews program reviews. This group, which includes leaders from each constituent group, then disseminates the results of these program reviews throughout the campus. The Board also receives a list of the programs that completed program review the previous semester.

### Institutional Outcomes

- **Establish: Initiatives and Outcomes defined in Educational Master Plan (six year cycle)**
- **Assess: Annually as part of the process to develop the Strategic Direction; Instruments include the Balanced Scorecard and the Strategic Direction Review**
- **Dialogue and Changes: By the Educational Master Planning Committee as it reviews/refines the annual Strategic Direction**

### Program Outcomes

- **Establish: Student Learning Outcomes as Program SLOs during curriculum development**
- **Assess: Dialogue/Changes: During six year program/curriculum review**
- **Dialogue and Changes: By the President’s Leadership Team**

### Student Services

- **Establish: By Student Services Managers**
- **Assess: Dialogue/Changes: During six year department program reviews**

### General Education Student Learning Outcomes

- **Establish: As GE SLOs by GE area task groups**
- **Assess: Dialogue/Changes: During six year program/curriculum review**

### Degree and Certificate Student Learning Outcomes

- **Establish: As Program SLOs during curriculum development**
- **Assess: Dialogue/Changes: During six year program/curriculum review**

### Administrative Unit Outcomes

- **Establish: By admin units**
- **Assess: Dialogue/Changes: During the Administrative Program Review (APR) process**

### Course Outcomes

- **Implement identified changes**
- **SLO status provided in annual unit plan**

### Course Student Learning Outcomes

- **During curriculum development as Measurable Course Objectives**
- **Assess: Dialogue/Changes: As needed and as part of six-year curriculum review**
- **Templates aligning course to program SLOs are reviewed during curriculum**

### Administrative Departments

- **Implement changes identified during APR process**

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**Student Services Departments**

- **Measureable Course Objectives**
- **Assess: Dialogue/Changes: As needed and as part of six-year curriculum review**
- **Templates aligning course to program SLOs are reviewed during curriculum**

**Courses**

- **Implement identified changes**
- **SLO status provided in annual unit plan**

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**Outcomes Assessment Process**
The college has an integrated process for program development and vitality. The overarching goal is to provide clear and relevant career and transfer pathways that students can easily navigate to meet their goals. Career pathways must be designed to meet labor market needs and transfer pathways must facilitate transfer to the University of California, California State University, other four year institutions and other community colleges.

This process is designed to ensure that planning, program review and outcomes assessment results inform the development of programs, the refinement of curriculum, the revitalization of programs and the elimination of programs when these are no longer needed. A diagram of this process is shown below.
In recognition of the central role that the Butte-Glenn Community College District has in meeting the educational and training needs in our community and, more broadly, in contributing to an educated and a competitive workforce, we pledge to do our part to increase the number of individuals with high quality postsecondary degrees and certifications to fulfill critical local, state, and national goals. With the “completion agenda” as a national imperative, Butte College has an obligation to meet the challenge while holding firmly to long-standing values of access, opportunity, and quality.

- We believe that community colleges are an invaluable economic engine driving the nation toward renewed and sustained economic prosperity.
- We believe that student access, equity, success, and completion are and will continue to be the focus of Butte College students, faculty, staff, administrators, and Board of Trustees.
- We believe in every student’s potential and responsibility to succeed and that an engaged student is more likely to persist in college.
- We believe that completion matters and that students count.
- We believe that every trustee, administrator, faculty member, staff member, and student organization has a responsibility to examine current practices, to identify ways to help students understand the added value of degrees and certificates, and to help them progress toward their goals.
- We believe that talented and committed people working heart and soul at Butte College are ready to take on leadership roles to increase student access, equity, success, and completion.
- We commit to increasing success rates for students and eliminating the attainment gaps that separate student groups on the basis of race, ethnicity, and family income.
- We commit to using student learning outcomes for all courses, programs, degrees, and student support services to create ongoing and intentional dialogue that informs resource allocation and improves teaching and learning.
- We commit to conversations about diversity, equity, and evidence reflecting student success and institutional performance.
- We commit to promoting faculty and staff development focused on evidence-based educational practice.
- We commit to providing development opportunities for college administrators, trustees, faculty, staff, and students to build and sustain leadership for student success.
- We commit to supporting our colleagues and acknowledging the value of the contributions we all make to advance student learning and success.
- We commit to working collaboratively across the institution to align our processes and practices to maximize student access, equity, completion, and success. We commit to working with elected officials to create the fiscal and policy conditions that enable, support, and reward our work to strengthen student success.
- We commit to Butte College’s focus on student access, equity, completion, and success regardless of the state’s economic situation.
- We commit to actively engaging our community members to work with us to help more students succeed.
Butte College career technical education and other college programs are offered without regard to race, color, national origin, gender, gender identity, sexual orientation, religion, or disability. Lack of English speaking skills or visual/hearing impairments will not be barriers to admission or participation in career technical education and other college programs. Questions regarding Title IX and Section 504 may be forwarded to Allen Renville, Vice President for Student Services, Campus Center, Room 141, (530) 895-2239. Inquiries regarding District Equal Opportunity Employment programs and information on filing a complaint may be directed to Kelly Barron, Director of Human Resources, (530) 895-2400.