This document provides some of the most significant current realities and projected trends that will impact the college during the five-year planning horizon and is divided into external and internal factors. It summarizes information from the Balanced Scorecard (including State Student Success Scorecard data), the Community College Survey of Student Engagement, the Strategic Direction Review, Community Forums and the Demographic Snapshot to provide an easy-to-use reference. These latest version of these documents is available at the PBA Webpage.

**External Factors.** Current external realities and projected trends that will impact the college during the next five years include:

- **Completion.** 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 (TMC), changes to registration priorities, and stricter adherence to federal financial aid requirements. These changes are beginning to significantly impact college operations. During the next five years pressure to improve completion and equity will continue. The state is providing funding to support completion through the Student Success and Support Program (SSSP) and Student Equity. Other strategies included in the state Student Success Initiative are increased data sharing, improved alignment with high schools, clearer career and transfer pathways, and more effective tools to help students navigate these pathways. The college is implementing these strategies and the Technology Center is leading the technology component of this effort at the state level.

- **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. These percentages are projected to increase to 22% and 50% respectively by 2050. While K-12 enrollments are going up it is projected that the number of high school graduates will slightly 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 (2020 projections): Dental Hygienists, Speech Language Pathologists, Pharmacists, Computer Support Specialists, Radiologic Technicians, Medical and Health Service Managers, Respiratory Therapists, Management Analysts, Dental Assistants and Registered Nurses.
  - Glenn County (Northern 10 County Region (2020 Projections): Heating, Air Conditioning, and Refrigeration Mechanics and Installers, Registered Nurses, Preschool Teachers, Special Education Teachers, Elementary School Teachers, Accountants and Auditors, Forest and Conservation Technicians, Licensed Practical and Licensed Vocational Nurses.

- **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 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 85% 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 ongoing funding will not be available during the next five years except for local bonds and parcel tax revenues. Additionally, the state requirement to more fully fund STRS and CalPERS will result in less ongoing funding being available for other things. The other significant ongoing state funding challenge is the loss of the temporary sales tax and property tax revenues from Proposition 30.

- **Accreditation.** During the past several years, more colleges have been sanctioned than reaffirmed based on comprehensive site visit results. Currently the most significant issues are integrated planning, implementation of Student Learning Outcomes, and employee evaluations. The college will be subject to a new set of Accreditation Standards after its March 2015 site visit. Assessing compliance with new standards and improving existing systems to ensure continuous compliance with the accreditation standards will be critical to maintaining the college’s reaffirmation.

- **Legislation and Regulation.** Current legal and regulatory requirements such as the 50% law, Faculty Obligation Number (FON) prescribe the context within which the college must operate. Changes to law and regulation have resulted and will continue to result in refinements to process and procedure with which the college must comply.

- **Technology.** The state is using technology as one of its main strategies to improve student completion. The college’s Technology Center is the centerpiece of this effort. The major initiatives the state is using are three large technology grants. These are the Common Assessment Initiative (CAI), the Educational Planning Initiative (EPI), and the Online Education Initiative (OEI). Butte College is the lead on the first two initiatives and is supporting the Foothill-DeAnza Community College District on the third. In general terms, the objectives of these initiatives are 1) to have a system-wide assessment mechanism, 2) to better use multiple measures in the placement process, 3) to provide the students with improved access to information about services using a common portal, 4) to provide students with online educational planning tools, and 5) to give students improved access to online classes available throughout the system to enable them to achieve their educational goals more quickly. Butte College must ensure that its efforts are aligned with those of the three state-wide initiatives to provide the most effective support for the students. 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. State leaders are looking at this closely and are looking for technology “quick fixes” to improve access and outcomes. Currently Butte College generates 4% of its FTES from distance education while the state percentage is approximately 10%. 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 these strategies are developed and implemented.
**Internal Factors.** Current internal realities and projected trends that will impact the college during the next five years include:

- **Preparation.** In Fall 2014, 60% of assessed students were placed into developmental Math, 54% were placed into developmental English, and 47% were placed into developmental Reading. The percentage placed into developmental English went from 74% to 49% after the implementation of the COMPASS (new assessment instrument) in 2010. Smaller changes occurred in Math and Reading.

- **Enrollment Management.** The tension between state funding and student demand make enrollment management and scheduling very challenging. Until 2013-2014 there was more demand for classes and services than the college could provide. However, improvement in the economy has focused many potential students on entering the workforce rather than attending college. This has changed the enrollment management focus from managing the number of students to capturing state growth funding by recruiting and retaining more students. It is anticipated that the college will be in a “growth capture” mode for the next several years. Continuing to use technology to better align the schedule with student demand and to more effectively project and track FTES is a major focus for the college to help it manage enrollment and capture available state funding.

- **Student Demographics.**
  o By age, 5% are 17 and under, 62% are between 18 and 24, 29% are between 25 and 49, and 4% are over 50. The small percentage of students over 50 is the result of reductions in community education.
  o By gender, 51% are female and 47% are male (non-respondents are not included). By ethnicity 59% of Butte College students are white, 20% are Hispanic, 7% are Asian, 3% are African American, 3% are American Indian, and 8% classify themselves as “Other.”
  o By address, 42% live in Chico, 12% live in Paradise/Magalia, 15% live in Oroville, 6% in other locations in Butte County, 7% live in Glenn County, 9% live in adjoining counties, 8% live in other locations. In Fall 2014, 27% of first-time freshmen listed a last high school outside the service area.
  o Approximately 38% attend full-time and 53% attend part-time, 6% took non-credit courses and 5% withdrew. It is anticipated that the percentage of Hispanic 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. With the ongoing increase in the percentage of Hispanic students (from 15% to 20% over the past five years) the college is within several years of meeting the threshold for applying to become a Hispanic Serving Institution (HSI). Otherwise, it is anticipated that these numbers will not significantly change over the next five years.

- **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 2013 the college made the decision to institutionalize Supplemental Instruction. At the same time, it must continue to move to a “best process” model to get the best outcomes possible from its limited resources.
- **State Reporting.** The Student Success Scorecard is the means used by the state to track student progression through momentum points to attain outcomes over a six year period. According to this report, 45% of the students tracked using this report (2007-2008 cohort) attain a degree, certificate, or transfer related outcome. Prepared students complete at a rate of 66% while the completion rate for unprepared students is 39%. Persistence, of the same cohort over three primary terms, is 70% with prepared students persisting at a slightly higher rate than unprepared students. Another indicator is percentage of students taking a developmental English or Math strand that complete the developmental English or Math strand within six years. For English 39% of developmental English students complete transfer English, while 29% of students placed in developmental Math complete a college Math course. These scores are slightly below the state averages but higher than the scores for other rural colleges in Northern California.

- **Community College Survey of Student Engagement (CCSSE).** On the 2014 CCSSE, Butte College exceeded the overall cohort on all five benchmark areas and was at the 80th and 90th percentile on all five benchmark areas when compared to its large college cohort. The aspects of highest engagement (where the college did best) were 1) making class presentations (often or very often), 2) writing papers or reports (five or more), 3) helping students cope with non-academic responsibilities (quite a bit or very much), 4) preparing for class (11 or more hours per week), and 5) frequency of career counseling (sometimes or often). Areas of lowest engagement (where the college did the worst) were 1) asking questions or contributing to class discussions (often or very often), 2) discussing grades or an assignment with an instructor (often or very often), 3) working harder than you thought you could to meet an instructor’s standards or expectations (often or very often), and 4) frequency of skill labs (writing, math, etc.) (sometimes or often).

- **Completion.** Currently, 45% of the students in the Butte College 2007-2008 Student Success Scorecard Completion Cohort achieve an outcome (earn a degree, certificate or become transfer ready (successfully complete transfer English and college Math and successfully complete 60 or more transferable units)) in six years. This represents the performance of a cohort that started over six years ago. With the focus on transfer and degree attainment the college has increased the number of UC transfers, CSU transfer and degrees awarded by over 30% in the past five years.

- **Faculty and Staff Demographics.** Currently 40% of educational administrators, 40% of full-time faculty, and almost 40% of associate faculty are 55 years of age or older. Managers and classified staff are slightly younger. Given a high number of retirements in recent years the averages ages are trending down. In terms of ethnicity the staff is 4% Asian, 1% African American, 2% Native American, 7% Hispanic, and 84% White. This is less diverse than the student population and that of the service area.

- **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 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 Building) 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 chance of state funding. This projected lack of state construction funding implies that the college’s best chance to fund capital projects is through a local Proposition 39 bond.