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 refined by the Educational Master Planning Committee and approved through the college’s general governance process. The refined document, and particularly the Thematic Priorities provide direction and focus for planning, prioritization, and resource allocation. In parenthesis, after selected objectives, are linkages to elements of the Hero’s Journey.

2019-2020 Strategic Direction
(November, 2018)

1. Enhancing a Culture of Completion and Goal Achievement
   Butte College provides a high quality education to students seeking degrees, transfer, certificates, and job skills to meet their career and life goals. The college focuses on building coherent experiences for our diverse students from their first contacts with Butte College through onboarding processes to the completion of educational journeys. This is accomplished through the design and implementation of completion-minded pathways and services. The college’s faculty, instructional and support services, and schedule will be organized around student pathways and meta-majors designed to create a culture of inclusion, exploration, and contextualized instruction to build and maintain a robust community of completers.

   A. Prepare high school students for college by:
      1. Collaborating with K-20 administrators, faculty, and counselors to:
         • set appropriate student expectations
         • align curriculum and pathways
         • provide opportunities for students to earn college credits while in high school

   B. Align onboarding processes with pathways by: (Call to Action)
      1. Integrating implementation of AB 705 with the onboarding of students into pathways.
      2. Informing faculty, staff and potential students, by program, how well students perform after completing at Butte College (e.g., transfer and in the labor force).
      3. Marketing college transfer and career pathways.

   C. Redesign support for our diverse students by: (Supernatural Aids)
      1. Developing and evaluating instruction and student support services to implement AB 705.
      2. Establishing Guided Pathways curricular and support structures that will result in a culture of completion and achievement that is reinforced through advising, technology, and services.
      3. Addressing information and digital literacy needs of students.
      4. Promoting academic programs and pathways to help students make informed decisions.
      5. Designing collaboration between counseling and instructional faculty to provide support that is aligned with student pathways and meta-majors.
      6. Providing resources to maximize faculty accessibility to students.
      7. Providing support to vulnerable student populations.
D. Support Student Progress and Completion by: (dealing with challenges and temptations)
1. Disaggregating data to identify disproportionate impact and inform improvements in student learning and student achievement.
2. Implementing Hobsons/Starfish Degree Audit and Educational Planning systems.
3. Collaborating with industry, external agencies, and other institutions of higher education to ensure that programs are relevant and meet the needs of transfer institutions and the labor market.
4. Informing and advising students on current Financial Aid opportunities and requirements.
5. Developing strategies for reducing the cost of college to students (e.g. lending library, OER, lending laptops, reducing material fees, Promise Scholarship Program, Foundation scholarships).
6. Developing centralized programs that help students meet basic needs and communicate resources to campus community (e.g. Roadrunner Hub).
7. Working to achieve goals for course success, retention, degree achievement, certificate completion, transfer, and credentialing.
8. Providing comparable support services for online students and students attending at off-campus centers.

E. Scheduling Strategically by: (Creating a navigable journey)
1. Developing a student-centered schedule that fosters completion of educational goals in a timely and efficient way.
2. Developing a unified scheduling process which includes program based technology and data solutions.
3. Maximizing the use of Student Education Plans, enrollment and waitlist data to inform scheduling.
4. Offering more coherent and robust distance education.
5. Making progress towards long-range two-year program scheduling options through collaboration and organizational structure.

F. Support Workforce and Community Development by:
1. Continuing to implement the Strong Workforce Program.
2. Using advisory committees to ensure that programs provide the curriculum, skills and behaviors needed in the workforce.
3. Using national, state, regional, and local labor market data to leverage additional resources.
4. Conducting workforce training and support, that does not compete with existing courses or programs, through Contract Education, the Training Place, the Small Business Development Center, the Health Workforce Initiative, and other regional and state efforts.
5. Meeting community needs (e.g. inmate education and Community Partners in Education, Healthy Aging and Living).
6. Coordinating with educational partners (e.g. adult education programs, K-12, university) to effectively transition students to college, transfer and career pathways.
7. Providing activities and opportunities to engage students with employers and the community.
2. Supporting Student, Faculty, and Staff Success

Butte College recognizes that student success depends on an increasingly diverse population of students, faculty and staff working together to achieve a wide range of goals in a rapidly changing environment. The need to interact with each other to achieve our shared goals coupled with the evolving landscape of effective communication, provides the focus for our institutional efforts to support equitable student, faculty and staff success.

A. Increasing Student Engagement by:
   1. Expanding the Student Ambassador Program and working to implement innovative processes to gain student input and feedback.
   2. Encouraging students to invite, and administrators to attend student group meetings.
   3. Creating a culture whereby students are expected to be partners in planning and recommendations as appropriate.
   4. Using surveys and focus groups to identify and understand student perspectives.
   5. Involving students in Flex workshops.

B. Evolving the Knowledge, Skills and Abilities of Faculty and Staff by:
   1. Increasing participation in professional development that:
      a. orients employees to the institution
      b. enables employees to work effectively with diverse populations, including the “now” student
      c. meets regulatory and safety requirements
      d. assists employees in using technology, data and tools to be effective and efficient
      e. enables employees to be effective in their jobs
   2. Establishing an expectation that managers support employee professional development.
   3. Focusing the college on closing student equity gaps and meeting the needs of our demographically changing student population.
   4. Implementing Cornerstone to provide an electronic platform to deliver, manage, and track professional development.

C. Improving Collaborative Interactions by:
   1. Providing mechanisms for open, constructive and protected communication.
   2. Providing timely responses to feedback when possible.
   3. Empowering employees to share their expertise in the design and implementation of procedures and processes.
   4. Providing structured opportunities to enable faculty and staff to understand the institution, its departments, processes and priorities.
      a. Creating opportunities for cross-campus low stakes interactions to create a collaborative community that supports access, equity, success and completion.
      b. Developing processes to ensure that institutional and program changes are disseminated to appropriate stakeholders.
   5. Holding critical conversations with the appropriate stakeholders about transformational activities related to college priorities (e.g. Guided Pathways).
   6. Keeping employees informed of proposed changes so they can provide constructive feedback.
D. Use Facilities, Technology, and Services to Support Student Success and Completion by:
1. Maintaining life-cycle replacement for computer labs, smart classrooms, and faculty and staff computers.
2. Supporting faculty, staff and students to effectively access and use technology.
3. Implementing the Measure J construction program.
4. Expanding the instructional schedule and support services to provide increased access to programs and services.
5. Expanding the transportation schedule to better support access, equity, success and completion for students (e.g. to access Library, CAS, CDC, classes, outlying centers).
6. Expanding Media Distance Learning capabilities to facilitate online course production.
7. Leveraging technology and improving processes for targeted messaging to students.

At Butte College, processes are 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.

A. Optimize organizational processes by:
1. Ensuring that job descriptions meet current college needs.
2. In collaboration with bargaining units, ensuring that employee evaluation processes support institutional effectiveness.
3. Automating paper-driven processes.
5. Providing institutional support and professional development to help departments, areas, and critical committees streamline processes.
6. Refining processes to align data entry with system requirements.
7. Improving effectiveness by streamlining the college’s committee structure
8. Developing, deploying, and maintaining a database for tracking committee membership and information.

B. Create transparency and mutual understanding across the institution by:
1. Providing clear and aligned priorities at all levels of the institution.
2. Aligning reports and data to support the transition to program-thinking.
3. Evaluating and improving the unit planning process, including the feedback component to unit plan submitters.
4. Developing internal communication protocols for targeted messaging.
5. Structuring committee meetings to drive actions and outcomes.
6. Disaggregating data to identify and address equity gaps across the institution.
7. Making data widely available and accessible, and provide training to support its effective use.
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.

A. Make strategic financial decisions by:
1. Reducing costs through strategic procurement.
2. Considering the long-term impacts of funding decisions (TCO and ROI).
3. Evaluating and improving procurement processes to make them more responsive to program needs.
4. Providing necessary full-time faculty, support for part-time faculty, and staffing levels to enable the college to maximize student learning and student achievement.

B. Align processes and priorities with the new funding formula by:
1. Prioritizing process changes, activities and structures that demonstrate improvement in achievement metrics.
2. Supporting process changes, activities and structures that result in the closing of equity gaps.
3. Maintaining a focus on meeting established enrollment targets with an emphasis on access and support for underserved populations.
4. Informing and advising students on current financial aid opportunities and requirements.

C. Continue to apply for and manage grants and/or projects aligned with college and program priorities by:
1. Considering the cost/benefit impact on the institution and its stakeholders.
2. Responding in a timely way that maximizes stakeholder awareness and opportunities for input.

D. Support the Butte College Foundation’s fundraising priorities by:
1. Gaining resources to expand the Butte College Promise Scholarship Program to cover a second year and book costs.
2. Building additional fundraising capacity.

E. Work collaboratively with the Chancellor’s Office by:
1. Interacting, through existing channels, with the Chancellor’s Office to shape decisions that will impact the college.
2. Advocating for changes to positively impact access, equity, success, and completion.
5. Modeling Sustainability
Butte College embraces sustainability by engaging students, faculty, staff, and the community in dialogue and fostering sustainable practices and operations.

A. Provide Professional Development for faculty and staff in the area of sustainability by:
   1. Offering trainings and workshops related to sustainability.
   2. Supporting campus events and advocacy related to sustainability.
   3. Participating in local, regional and statewide planning and initiatives (e.g. City of Chico Sustainability Taskforce, Butte County, Advance Northstate).

B. Reduce the College’s Carbon Footprint by:
   1. Focusing on reducing single passenger commuting practices including collaboration with external agencies to provide public transportation.
   2. Considering alternative energy production in new construction including storage.
   3. Continuing to increase EV charging capacity on campus.

C. Demonstrate Environmental Stewardship Through Water Conservation by:
   1. Xeriscaping to enhance the beauty of the campus through native plants and eco-grasses.
   2. Focusing on campus water conservation and the elimination of water waste.
6. Enhancing a Culture of Equity and Inclusiveness

Butte College fosters community by actively promoting an environment that celebrates the uniqueness of each individual. The campus climate and its decision-making processes are characterized by diversity, equity, mutual respect, and inclusiveness.

A. Enhance Access to Equitable Student and Academic Services by:
   1. Promoting access and equity to services at all sites.
   2. Making employees aware of and accountable to the Butte College Values and Code of Ethics.
   3. Leveraging organizational structure changes to provide the college with an integrated focus on diversity and equity.
   4. Raising awareness of existing policies and procedures related to conduct, discrimination, and safety.
   5. Establishing an incident response team to coordinate activities and messaging when incidents occur that could have a widespread impact on the real or perceived physical or mental well-being of students.

B. Diversify Staff and Faculty to Eliminate Equity Gaps by:
   1. Working collaboratively with bargaining units to ensure that diversity and equity are a meaningful part of job descriptions and evaluation processes.
   2. In collaboration with constituent groups, continuing to examine and improve hiring practices to remove barriers to equitable hiring outcomes that reflect the changing student population.
   3. Revitalizing the EEO Advisory Committee.
   4. Enhancing the effectiveness of hiring committees by providing comprehensive training to all committee members including, but not limited to: federal and state laws, the educational benefits of a diverse workforce, the elimination of bias in hiring decisions, and best practices for serving on a hiring committee.
   5. Providing flexible strategies to mitigate the cultural taxation of faculty and staff with minoritized identities.