Strategic Direction
2018-2019

May 17, 2017
The Butte College Educational Master Plan establishes six strategic initiatives to improve student learning and student success. These are: Enhancing a Culture of Completion and Academic Achievement; Supporting Student, Faculty, and Staff Success; Using Data-Informed Processes for Continuous Improvement; Maximizing Resources to Support Student Learning; Modeling Sustainability and Enhancing a Culture of Inclusiveness.

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, reviewed by the Planning and Budget Committee, and approved through the college’s governance process. The refined document provides the annual institutional focus for unit planning and resource prioritization.

The 2018-2019 Strategic Direction will be used to inform the development of the Unit Plans developed in Fall 2017. The 2018-2019 Strategic Direction was developed by the Educational Master Planning Committee and approved through the college’s governance process in Spring 2017. It includes institutional priorities for the planning year – these priorities are highlighted in yellow and marked with an asterisk (*).

To be an institutional priority an objective must:

1) significantly improve student success, access, equity, success, and completion, or
2) increase resources available for the district.

The Vice President for Planning, Research and Organizational Development will document the extent to which these priorities are implemented to inform the development of new Strategic Initiatives in Spring 2018 and the development of the 2019-2020 Strategic Direction by the Educational Master Planning Committee in Fall 2018.
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. Progress and Completion Model (connection, entry, progress, completion)
   1. Implementing a Guided Pathways Model that makes career and transfer pathways clear, easy to navigate, tailored to meet labor market needs, and promotes success after transfer.*
   2. Providing the appropriate mix of high-tech and high-touch services.
   3. Aligning the instructional schedule with Guided Pathways.*

b. Connection.
   The college facilitates the recruitment and success of students by:
   1) Collaborating effectively with K-12 administrators, faculty, and counselors to set appropriate student expectations, align curriculum and pathways, and provide opportunities for high school students to earn college credits while in high school.*
   2) Evaluating, by program, how well students perform after completion and making this information available to faculty, staff and potential students.
   3) Marketing college transfer and career pathways.

c. Entry.
   The college sets incoming students on the path to success by:
   1) Facilitating students to be active partners in their educational success.
   2) Placing students appropriately by using multiple measures and the common assessment and effectively onboarding developmental students onto pathways.*
   3) Empowering new students to succeed through First Year Experience and involvement in campus activities.
   4) Establishing Guided Pathways curricular structures that will result in a culture of completion and achievement that is reinforced through advising, technology, and services.
   5) Assessing students for digital literacy and, as needed, guiding them to appropriate resources that support their success in their academic programs.
   6) Promoting academic programs and pathways to help students make informed decisions.
d. Progress.
The college supports students in their progress toward their educational goals by:

1) Continuing to implement Learning Outcomes (Course, Program, General Education, Administrative and Student Services) to include disaggregating data by student characteristics.*
2) Collaborating with industry, external agencies, and other institutions of higher education to ensure that programs are relevant and meeting current needs.
3) Enforcing prerequisites as approved through the curriculum process.
4) Communicating Guided Pathways and prerequisite changes effectively to students.
5) Supporting faculty to help students progress toward achieving their goals.

e. Completion.
The college set the conditions for completion by:

1) Meeting standards and working to achieve goals for course success, retention, degree achievement, certificate completion, transfer, and credentialing.*
2) Providing activities and opportunities to engage students with employers and the community.
3) Examining and improving pedagogy and programs to support student completion.
4) Offering more coherent and robust distance education.

f. 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 to develop and maintain program and pathway based course offerings, locations and modalities*.
2) Offering a schedule that reflects and coordinates initiatives such as Guided Pathways, providing high school students the opportunity to earn college credits while still in high school, and providing programming for working adults.*
3) Maximizing the use of Student Education Plan data to inform scheduling.
4) Providing comparable support services for online students and students attending at off-campus centers.*

g. Technology.
Supports student success and completion by:

1) Implementing Degree Audit and Educational Planning.*
2) Maintaining life-cycle replacement for computer labs, smart classrooms, and faculty and staff computers.*
3) Continuing to support the use of personal technology a.k.a. Bring Your Own Device (BYOD) at Butte College.
4) Supporting faculty, staff and students to effectively access and use technology.
h. Facilities.
Supports student success and completion by:

1) Implementing the Measure J construction program.
2) Completing land use projects to maintain compliance with regulatory requirements.

i. Workforce and Community Development.
The college supports the development of the service area by:

1) Implementing and, with faculty involvement, refining 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 through Contract Education, the Training Place, the Small Business Development Center, the Health Workforce Initiative, and other regional and state efforts.
5) Developing additional opportunities in response to community needs such as short-term certificates.
6) Coordinating with adult education programs to effectively transition students to career, college, and transfer pathways.

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.

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

a. Student Engagement.
The college connects students to the campus community by:

1) Creating a culture of meaningful interactions with students.
2) Engaging students in campus life (e.g. student government, participatory governance, activities, clubs, and committee service).
3) Providing effective-communication (e.g. website, social media, marketing materials, messaging, and wifi access) that support student success and completion.*
4) Empowering students to be active agents in their educational experience.
b. Employee Development.
The college supports faculty, staff, and managers by:
1) Providing timely and relevant Professional Development opportunities.
2) Creating a welcoming, diverse and inclusive campus culture aligned with its values.
3) Supporting currency in national and state effective practices.
4) Providing Professional Development that results in:
   a) Teaching excellence and an intellectual climate
   b) Implementation of the college’s Strategic Direction Priorities
   c) Process changes to improve effectiveness and efficiency
   d) Professional and technical expertise for faculty, staff, and managers.
   e) More effective use of digital resources and technology.

c. Wellness.
The college fosters employee and student peak performance by encouraging wellness. It does this by:
1) Maintaining a wellness committee to implement 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 coordinated with the Professional Development Committee.
2) Promoting stress management strategies for faculty, staff and managers to maintain an effective work-life balance given the significant workload of many employees.
3) Expanding availability of mental health services.
4) Promoting wellness in the aesthetics and functions of offices, classrooms, public spaces, and landscape design.

The college does this by:
1) Maintaining the college’s commitment to participatory governance.
2) Promoting organizational communication and information sharing between all levels and among colleagues.
3) Promoting one-on-one connections and small group interchanges to allow for networking within the broader campus.
4) Ensuring decision-making processes and committee opportunities are visible to students, faculty, and staff.
5) Maintaining processes to comply with accreditation standards.
6) Communicating to all stakeholders on budget decisions, including the final list of approved augmentations.

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 processes and reports to support the implementation of the Student Progress and Achievement model (student connection, entry, progress and completion).
   3) Providing data in formats that are easily accessed and understood by users.

b. **Training faculty and staff by:**
   1) Developing skills to improve student outcomes.
   2) Educating them on appropriate data resources. Focusing on timely training and ongoing support.
   3) Building a culture of data informed decision-making

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) Automating program review.
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:

1) Practicing strategic enrollment management that integrates financial planning with student need and achievement. *
2) Continuing to implement the Student Success Act (SB 1456) and associated Title 5 regulations.
3) Continuing to support the Strong Workforce initiatives funded by the Chancellor’s Office.
4) Continuing to manage grants and/or projects aligned with college and program initiatives emphasizing high impact projects.
5) Maximizing tools in Canvas including posting course materials
6) Continuing to make progress toward 75% full-time faculty.*
7) Supporting the Butte College Foundation’s fundraising priorities and implement a Promise Program as resources become available.

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) Supporting, along with local and regional partners, opportunities for student and faculty applied research, development and implementation of innovative practices outside of the classroom.
   2) Developing sustainability-focused courses, certificates and transfer degrees in transfer and career-oriented education outcomes.
   3) Supporting the development of new agricultural models as effective practices for students and the community.
   4) Increasing opportunities for campus internships that promote green practices.
   5) Providing Professional Development for faculty and staff in the area of sustainability.
   6) Conducting campus and community education.
   7) Supporting the campus energy conservation campaigns.
b. Reducing the college’s carbon footprint and waste by:
   1) Focusing on reducing single passenger commuting practices by encouraging carpooling and through collaboration with external agencies to provide public transportation.
   2) Educating faculty, staff and students on effective practices to reduce paper usage by implementing Image Now, emphasizing the use of MyBC and creating electronic forms for routine processes.
   3) Considering greenhouse gases (GHG) effects during new construction. Creating EV charging capacity.
   4) Reducing the use of bottled water through education and accessible water stations.
   5) Researching best practices at other colleges, including but not limited to energy conservation, waste reduction and divestment campaigns.

c. Demonstrating environmental stewardship through water conservation by:
   1) Researching, and if feasible, using recycled water for beneficial purposes such as agricultural and landscape irrigation.
   2) Xeriscaping to enhance the beauty of the campus through native plants and eco-grasses.
   3) 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:

1) 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.
2) Recruiting, hiring and retaining a diverse workforce.*
3) Improving access, success, and completion of disproportionately impacted student populations through the implementation of the Student Equity Plan.
4) Creating and sustaining programs, projects, and events that promote a greater understanding of diversity and equity.
5) Empowering and institutionalizing the efforts of the Diversity Committee, Equal Employment Opportunity Advisory Committee, and Student Equity Committee. *
6) Using data to inform dialogue about diversity and equity.