The Mission of Butte College:

The mission of Butte College is to create a student-centered, community-based learning environment which empowers students to become productive, literate, and responsible members of a diverse society. Our mission is accomplished by: Degree, transfer, career, technical, and certificate programs; Basic skills; English as a second language; Student support services that promote student access and achievement; Economic development and workforce training; Adult non-credit courses; and Community Education.

Butte College Core Values:

Students First
Student success is our purpose and the 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, and professional development.

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.

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

Accountability
As responsible stewards of the public trust, we use our resources effectively to fulfill the mission and obligations of the college.
Appreciation and acknowledgment is given to those who volunteered their time and shared their ideas and expertise at the January 2007 Strategic Planning workshop.

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Dear Community Members:

Yogi Berra once observed, “If you don’t know where you’re going, you’ll end up somewhere else.” This document provides strategic direction for the Butte-Glenn Community College District in service to our communities, students and stakeholders. As a vigorous, innovative comprehensive California community college, Butte College pursues multiple missions in support of lifelong learning, career and technical education, transfer and general education, workforce and economic development, and community service. The Butte College Board, administration, faculty, staff, and students are engaged in a collaborative enterprise to implement this strategic plan.

Derek Bok, Harvard President Emeritus asserts, “If you think education is expensive, try ignorance.” The Butte College community believes passionately that devoting time, energy, and scarce resources to our educational and training efforts is one of the most inexpensive and positive investments we can make in our personal and collective security. Education, increased productivity, sustainable development, high skills, secure families, engaged citizens, and confident communities will assure greater prosperity and security for all in an increasingly contested global environment. Our faculty and staff are second to none in the state, our training and vocational education opportunities are world-class, and our academic and transfer programs model high academic standards and excellent student outcomes. It is the quality of our people that guarantees the quality of our programs.

Butte College is a wonderful institution that has always focused on student success. We continue to put students and learning first despite changes in the environment and new challenges. State fiscal emergencies, demographic shifts, changing labor markets, technological innovation, and increased competition require organizational agility and improved responsiveness. The net effect of these challenges has been incremental reductions of the District budget in five of the last six years and significant enrollment declines. These challenges make careful planning imperative or student learning will be compromised. This document gives testimony to our optimism about the future.

We employed Appreciative Inquiry (AI) as the method for conducting our strategic planning. We did this because AI focuses on utilizing and aligning institutional strengths and building on past successes. We are empowering our talented faculty and staff in leading change and improving and assessing institutional outcomes. Institutional consensus-making is an organic, flexible process that supports organizational agility and responsiveness to community needs.

The AI process produced “Succeeding Together – 2012.” This product describes, in general terms, what Butte College will look like five years from now. We are employing our institutional initiatives to align our core educational processes and resources to implement and validate our plan. We will review our progress annually, report to the community, and adjust our activities as needed to accomplish our goals. I look forward to working with you to keep Butte College a higher education leader in California.

Diana Van Dervloeg
President – Butte College
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A Legacy of Success

The Butte-Glenn Community College District has been serving the educational needs of the north Sacramento valley for over forty years. The District was formed on November 8th, 1966, and opened its doors in 1967 in Butte County. Glenn County joined in 1976.

The Butte College main campus is located near the geographic center of Butte County on 928 acres of rolling, oak-studded land at the base of the Sierra Nevada mountain range. Most of the campus remains undeveloped and has been designated by the Board as a wildlife refuge.
The college has centers in Chico, the largest city in Butte County, and in Orland, in Glenn County. Since the main campus is located six miles from the nearest town, the college provides bus service for students.

The Butte-Glenn Community College District has a long record of success. The college’s chapter of the Phi Theta Kappa, the Honor Society for two-year institutions, is ranked fourth in the world.

Butte College is rapidly gaining a reputation as a national leader in sustainability. To that end, the college recently installed a 900KW solar array on its main campus – one of the largest in the nation. The college is a signatory to the President’s Climate Commitment and has endorsed the Talloires Declaration. Even more significant is the work the students, faculty, and staff are doing to make sustainability a consideration in everything we do.

The District is currently more than half-way through a major construction program that will transform its facilities to meet the needs of the 21st century. So far the following new buildings have been completed - Allied Health/Public Service Center in 2003, Chico Center in 2005, Learning Resource Center in 2006, and Library Renovation/Expansion in 2007. Instructional Arts is slated to be complete in 2009 as is the Student/General Services Building. The Campus Center Renovation is programmed for 2010. Other projects are in planning.
Butte College has been remarkably successful at attracting students and helping them achieve their goals.

Information about our students in the 2006-2007 academic year follows:

By Gender:
57% are female
43% are male

By Age:
6% are younger than 18
51% are between 18 and 24, 40% of these are from outside the service area
29% are between 25 and 49
13% are over 50

By Ethnicity:
(roughly corresponds to service area)
66% are white
13% are Hispanic
5% are Asian
3% are African/American
2% are American Indian
13% classify themselves as “other”

By Residence:
82% live in Butte County
60% live in Chico
7% live in Glenn County
3% live in adjoining District counties
3% live in other areas
5% do not provide an address
By Educational Goal:
34% plan to transfer to a four year college/university
16% are interested in career advancement
8% are interested in upgrading their learning skills
29% are undecided on their goal

By Level Of Preparation:
53% enter Butte College with a skill deficiency in basic writing
33% enter with a skill deficiency in basic reading
25% enter with a skill deficiency in basic arithmetic
75% are unprepared for college level English
80% are unprepared for college level math

By Enrollment:
61% are in transfer/general education courses
27% are in career and technical education classes

Last year, Butte College enrolled 15,709 students. Among those completing programs, 761 Butte College students transferred to California State Universities, and 35 transferred to the University of California. The college awarded 957 degrees and certificates. Cadets graduating from Law Enforcement Academies totalled 56, and 83 graduated from Firefighter Academies. In addition, 100 emergency medical technicians earned their certificates, along with 38 registered nursing students, 25 licensed vocational nurses, 18 paramedics and 18 respiratory therapy students. Also a total of 75 students graduated from the Building Inspection Technology program.

Butte College also serves community economic development needs through training programs offered by Contract Education, the Regional Health Occupation Resource Center, the Center for International Trade Development and Small Business Development Center. In 2006-07 these programs served 382 employers and 12,724 employees.
**Demographic Shifts**

Although service area population is projected to increase by over 25% by 2030 the greatest increase is expected to occur in the 50+ age group. The number of high school graduates is projected to continue declining until at least 2015. There will be an equally significant shift toward a population of color with the Hispanic, Asian, Black, and American Indian rates greatly increasing while the white population is expected to decline. The greatest areas of growth will be in Gridley, Oroville, Biggs, Orland, and Willows.

**Under-Prepared Students**

Currently 75% of incoming students are unprepared for transfer-level English and 80% are unprepared for transfer-level Math. 33% are placed in developmental Reading, 53% in developmental English and 25% are in developmental Math. This trend is projected to continue.

**Increased Competition**

Butte College has traditionally held a relative monopoly on community college education in its service area. It also draws a significant number of...
out-of-area students who come to Butte College and then transfer to CSU, Chico. Pressures from adjoining colleges, private institutions, and on-line competitors will make it much more challenging to attract and retain students.

**Funding Challenges**
The California state budget is extremely sensitive to changes in the economy and economic downturns have a significant negative impact on community college budget allocations. The college has historically had a limited revenue stream outside of the state-funded budget.

**Articulation with K-16**
Fiscal restraints and accountability pressures require stronger articulation and coordination of programs and services across the entire K-16 public education system.

**California State University, Chico**
Over 80% of the Butte College students who transfer to a California State University transfer to Chico State. It is imperative that Butte College continues to maintain its academic alignment with Chico State.

**Technology**
The College is increasingly dependent upon technological solutions to satisfy the demand for student learning programs and services.

**Customers and Markets**
The relatively low cost of a community college education, community demand for career/technical training, increased globalization, and the economic impact of achieving an associate’s degree or vocational certificate makes Butte College a tremendous bargain for the student and the community.

**Sustainability**
The community, Chico State University, local governments, and most importantly, our students, demand that the college maintain its traditional focus on sustainability.
Butte College has a long history of planning and allocating resources to implement plans. In 2002, the District completed educational, facilities, technology, and human services master plans. These have been largely implemented.

In 2005-06 the district developed nine enrollment initiatives to serve students and increase enrollments. The district allocated resources to implement these plans beginning in 2006-2007. These initiatives and their results are described below.

1. Niche Markets
   Implemented an Esthetician Program and a Game Warden Academy that generated significant new enrollment.

2. Class Schedule
   Realigned the class schedule to make it more efficient, moved many of the evening classes offered at the local high schools back to the main campus, and ensured that viable transfer and career pathways were available in the evenings.

3. Marketing
   Conducted several RegFests that increased enrollment, coordinated a Website redesign, tested student e-mail, implemented a six unit exemption for
out-of-state students, and focused the marketing efforts on niche markets.

4. Basic Skills
Established a committee to better integrate basic skills and content courses; conducted two instructional workshops for high schools, Butte College and California State University, Chico math and writing instructors; launched basic skills “learning communities”; and improved support for students in basic skills courses.

5. Enrollment Management Forecasting
Completed process mapping and compared ourselves to schools who were identified as leaders in this field. The forecast is now based on the actual schedule.

6. Alignment with Chico State
Developed and implemented a number of joint initiatives that result in additional referrals to Butte College and the establishment of a dual admissions program.

7. Customer Service
Increased the number of customer service trainings for employees and implemented customer service training for student assistants.

8. Distance Learning
Implemented a training program for faculty to develop and teach distance education courses. Have implemented incentives for training/course development, and have resolved intellectual property issues associated with distance education.

9. Entrepreneurial Ventures
Established an Entrepreneurial Committee and are continuing to implement ventures to increase non-state apportion revenues. In 2006-07 the district processed $21.4 million in new and continuing grants, and in 2005-06 the Butte College Foundation almost doubled the amount of gift and grant bequests received and increased its endowment by 40%.

Student Learning Outcomes (SLO’s)
Resourced an SLO coordinator, trained faculty on SLO’s and assessment, and are implementing SLO’s across the institution.
The process began with a detailed review of demographic data, student information, enrollment patterns, and student achievement. This information was disseminated and shared campus-wide.

Next the District sponsored a Strategic Planning Workshop in January 2007. Participation was open to the entire campus community and many community partners participated as well. The participants used the Appreciative Inquiry (AI) process to determine what Butte College should look like in 2012.

The outcome of the Strategic Planning Workshop was “Succeeding Together – 2012.” This document provides five strategic initiatives that describe what Butte College will look like in 2012. After the workshop “Succeeding Together – 2012” was disseminated campus-wide and reviewed with each constituency group and at several campus-wide forums. The college then conducted a Strategic Planning Workshop Reunion on April 6, 2007.

The updated document was again shared campus-wide, reviewed by the constituency groups, and approved by the President.
“Succeeding Together – 2012” provides the objective for our planning efforts. The diagram (right) shows how we’ll align our core processes with our strategic initiatives to improve student learning. There are outcomes (what the process is to accomplish) and measurements (what we look at to determine if the outcomes are accomplished) for each process. Measurements are reviewed annually as part of the Planning, Budgeting, and Assessment process. Based on this review the initiatives are refined as appropriate.
"Succeeding Together - 2012" develops five strategic initiatives that provide the basis for our strategic direction.

These initiatives, which were developed using the Appreciative Inquiry (AI) process at the January 2007 Strategic Planning Workshop, shape our strategic direction by serving as the lens through which our processes will be viewed. The objective is to align our processes with these initiatives.

1. Inspiring Passion through Collaboration

Collaboration is part of the college culture. Processes are inclusive, convert diverse opinion into common ground, and foster a shared sense of direction for the entire team. The characteristics of this collaborative culture include:

- Existing groups and committees in both the internal and external college communities include faculty, administration, classified staff, students, and, when appropriate, community leaders and community members.
- There is effective dialogue and trust among groups, committees, departments, programs, and the institution as a whole.
- Institutional direction and prioritization is accomplished using inclusive, transparent, and participatory processes.
• Staff and faculty are trained in communication and collaborative skills, such as Appreciative Inquiry, so as to build on one another’s strengths.

• There is a vibrant professional development program that includes orientation, mentoring opportunities, leadership training and supports personal and organizational growth.

• The professional and organizational development program trains personnel and fosters a college-wide sense of community.

• Processes are evaluated on a regular basis, streamlined to the greatest extent possible, and consistently provide the best possible overall outcomes for the college.

2. Focusing on Student Success

Butte College is student-centered and promotes a full range of student learning possibilities. It is a culture that embodies the following characteristics:

• Students’ ongoing educational goals are identified and systematically assessed.

• Planning of curriculum, creation and expansion of instructional programs, and prioritization of faculty hires are based upon students’ learning needs and career paths.

•Orientation programs (on-line and face-to-face) are available for all students, faculty and staff.

• Students and staff are recruited from diverse groups.

• There is effective and ongoing information dissemination to current and prospective students that is based on student input.

• Effective and ongoing dialogue takes place with local businesses, industries, and communities to strengthen programs.

• Increased opportunities for distance learning and instruction in alternative modalities makes instruction more accessible to students.

• Butte College grows its presence in Glenn County and south Butte County.

• An appropriate mix of distance and face-to-face student services, determined by student demand, is available.

• The college supports an active student life program that includes leadership, social, and civic engagement opportunities to promote student interaction and community building.

• The District develops and sustains reliable communication and information systems to ensure quick and accurate response to student needs.

• The District systematically celebrates excellent service to students, to the communities we serve, and to each other.

• Regular collaborative meetings are held to review policy and rules guiding student learning and student services.
3. Valuing a Culture of Learning

Butte College faculty and staff demonstrate that student learning is at the heart of everything they do. This culture of learning includes the following characteristics:

- Learning experiences create an intellectual climate through lecture series, conversations of consequences among all staff, and professional development experiences to re-energize faculty and staff.
- The college curriculum supports learning goals for all students and the assessment of these goals throughout each student’s college career.
- Interdisciplinary faculty teams link each student learning experience to real life and to other college courses through the use of strategies such as service learning, internships, career pathways, and learning communities.
- Student cohorts learn together in ways that encourage teamwork, improved learning, and student success.
- The completed main campus fosters a sense of community by providing indoor and outdoor spaces that promote collaboration, vibrant student life, and a culture of learning.
- Appropriate services are available on the main campus during the day and the evening hours.
- Transfer to four year colleges and transition to the workforce is seamless.
- A vibrant international program with recruitment and study-abroad components fosters diversity and enhances the student educational experience.
- Curricula are multi-disciplinary and articulated with CSU and UC.
- Curricula between the college and the K-12 system are aligned, transfer and career pathways are clearly articulated and logically sequenced, and multiple options exist to navigate these pathways.
- The use of student learning outcomes for all courses, programs (to include general education), degrees, and student support services creates ongoing, informed, and intentional dialogue that improves teaching and learning.
- State, grant, private and other resources are maximized to provide the funding needed to maintain quality instructional programs.
- Staff and faculty hiring processes provide improved opportunities for diverse applicants and result in the hiring of the best-qualified person for each position.
- There is campus-wide agreement about implementation of course sequencing, prerequisites, and recommended preparation.
- There are effective and useful information systems for tracking waiting lists and student success.
- Advertising emphasizes educational quality as well as cost.
4. Enhancing an Innovative, Flexible, Responsive and Accountable Culture

The college assesses student and community needs on a regular basis and responds with resources to address those needs. The college’s culture of accountability ensures that benchmarks and systematic analysis result in ongoing efforts to improve responsiveness and quality. This culture includes the following characteristics:

- We are personally and professionally accountable to our students, our communities, and one another.
- Program development is innovative and responsive to changing educational, technical, and workforce needs.
- Strong community-based advisory committees ensure that the college responds to community needs and provides career opportunities for students.
- Assessment processes drive planning and planning processes drive the budget.
- Curriculum development is responsive and innovative. A thorough curriculum and program review process is integrated with unit planning and resource allocation.
- Flexible systems, processes and structures foster creativity, entrepreneurialism, innovation, and responsiveness to community needs. Creative innovation is encouraged and rewarded.
- The college continues to move from a culture of control to a culture of responsiveness and flexibility.
- The District is financially stable, has adequate reserves, and has developed alternative revenue streams to make it less vulnerable to fluctuations in the California economy.
5. Modeling Sustainability

The college promotes the best possible outcomes for its human and natural environments. This includes approaching the college curriculum, student and civic engagement and college practices in ways that meet current needs while ensuring similar resources will be available in the future. This sustainable model includes the following characteristics:

- A main campus land use plan ensures sustainable future development.
- The college fosters a culture of sustainability using strategies such as courses, films, speakers, workshops, forums, lectures and conferences.
- The sustainability theme is incorporated into all courses, where possible.
- Curricula are multi-disciplinary, inspire hope, provide positive solutions to problems, and are articulated with four-year institutions.
- Use of service learning and internships is focused around issues of sustainability.
- The campus is used as a living laboratory where students are involved in recycling, gardening, co-tours of buildings, and other sustainable activities.
- The main campus produces most if not all of the electricity it uses from alternative sources on-site.
• Instructional Arts and Student/General Services buildings are Leadership in Energy and Environmental Design (LEED) certified by the U.S. Green Building Council.

• Several existing buildings are LEED certified using the existing building (EB) criteria.

• College practices model democracy, inclusiveness, optimism, and successful examples of sustainability.

• The college demonstrates leadership in sustainable economic development.
Institutional Effectiveness Model at Butte College

The only way we can become the institution described by “Succeeding Together – 2012” is by aligning the college and its processes with the five strategic initiatives. The Butte College Effectiveness diagram, which is shown below, describes this institutional alignment.

The mission is why we exist. It defines what we do, the audience we serve, and provides the foundation for the entire college.

The core values are what we believe. These beliefs define how accomplish our mission and what we expect from each other. They serve as our reference point for dealing with issues and planning for our future.

Succeeding Together – 2012 is where we’re going. These initiatives are directly derived from our mission and values and provide the long-term strategic direction for the college.

Significantly, these initiatives were developed through a collective effort in which everyone at the college was able to participate.
The Planning, Budgeting, and Assessment (PBA) process, described below, is how we’ll implement the initiatives. It ensures that institutional performance and community needs inform our planning and that budget priorities are based on the results of our planning process.

The Planning, Budgeting & Assessment (PBA) Process

The PBA process is how Butte College is aligning its efforts to implement the strategic plan. This process aligns institutional effort while ensuring that the college remains flexible enough to meet evolving community needs and changing system priorities. The intent of this process is to integrate our planning efforts, to base planning on data, and to align budget priorities with the results of our planning. This cyclic process includes the following components:

• A review of service area demographics, college demographic data, institutional performance, and community needs.

• The development of an annual strategic direction that is based on service area demographics, college demographic data, institutional performance, and community needs. Additional inputs are the strategic plan, the educational master plan, and system priorities.

• Development of unit plans for each department and directorate. These unit plans are based on the annual strategic direction, program assessments, and program review. One of the purposes of unit planning is to link our episodic program reviews to the annual budget process.

• Budget allocation is based on the annual strategic direction and the unit plans. Requests from the unit plans are prioritized by area and then by the President’s Leadership Team using a collaborative and inclusive process.
Butte College complies with all Federal and State rules and regulations and does not discriminate on the basis of race, color, national origin, gender, marital status, or disability. Harassment of any employee or student is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to our Title IX Officer and Section 504/ADA Coordinator: Allen Renville, Vice President of Student Services, Butte Community College, 3536 Butte Campus Drive, Oroville, CA 95965, (530) 895-2239.

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