



Midterm Report

Submitted by

Butte College
3536 Butte Campus Dr.
Oroville, CA 95965

to

Accrediting Commission for Community and Junior Colleges

March 2026

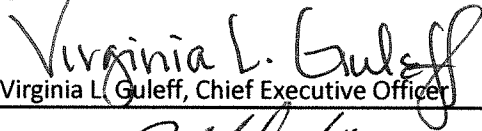




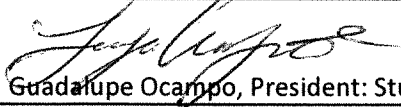
Certification

To: Accrediting Commission for Community and Junior Colleges

From: Virginia L. Guleff
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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

 Virginia L. Guleff, Chief Executive Officer	[Date] 3.3.26
 John Blacklock, President, Board of Trustees	[Date] 2/3/2026
 Dr. Jess Vickery, Accreditation Liaison Officer	[Date] 2-02-26
 Irma Gonzalez Cuadros, President: Academic Senate	[Date] 2/3/2026
 Alan Burwell, President: Classified Senate	[Date] 2/2/26
 Guadalupe Ocampo, President: Student Senate	[Date] 2/3/26

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Since the last comprehensive peer review, Butte College has advanced a coherent set of improvements that directly strengthen equitable student outcomes, educational quality, and fulfillment of the College's mission. In 2024, the College restarted its lapsed strategic planning cycle and adopted the 2024–2027 Strategic Plan (A1a), organized around the “First Contact, First Choice, Best Choice” strategy and four foundations: Success for All Students, Guided Pathways, Sustainability, and Technological Innovation. Together, these provide clear direction and accountability for institutional priorities. Concurrently, the College re-formed College Council (A1b) as the primary participatory governance committee, clarifying representation and routing across all participatory governance groups and aligning planning and budget processes with decision-making, as documented in a revised Institutional Effectiveness Manual and supported by the new Executive Director of Institutional Effectiveness.

With regard to student success, the 2024-25 Butte College Annual Report (A1c) highlighted that basic-needs services had been consolidated through the Roadrunner Hub, expanded identity-affirming programs such as Punte and Umoja, and scaled Dual Enrollment to serve more than 2,000 high-school students across more than 20 partner schools, with participating students achieving a 93% success rate. These supports have been complemented by investments in state-of-the-art learning environments. The College recently completed a new 77,000-square-foot Science Building housing 21 modern laboratories and a 2,400-square-foot planetarium, enabling a studio-teaching model that integrates lecture and lab for deeper, hands-on learning in science courses. The College also broadened community engagement and experiential learning through downtown arts placemaking collaborations.

Building upon these institution-wide investments, the College has also dedicated resources to strengthen program-level capacity and student achievement. The Licensed Vocational Nursing (LVN) program permanently relocated to the Glenn County Center in Orland and, with support from the Foundation for California Community College's Nursing Education Investment Grant (2024) (A1d), expanded admissions from 30 students every three semesters to 30 students every semester. Grant funding supported new equipment and supplies, and a district match along with ongoing in-kind funding now provides wrap-around case management so that students have access to basic-needs and mental-health supports. Evidence of academic excellence is visible across programs and co-curriculars, such as the accelerated Registered Nursing pathway, which has graduated its first cohort; the award-winning Speech & Debate Team, which posted record results including a top community-college finish at the National Forensic Association Nationals and 19 medals at Community College Nationals; and the Men's Soccer Team, which made a historic run to the CCCAA state championship alongside multiple conference titles and bowl victories in other sports. Together, these gains reflect the “student-ready” focus of the College, pairing inclusive supports and high-impact pedagogy with facilities, programs, and co-curricular opportunities that elevate achievement and belonging for students in Butte and Glenn Counties.

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

a. Employee Evaluations

In its June 14, 2022 action, ACCJC required the College to ensure systematic, on-schedule evaluations for all employees. In response, the College executed a focused plan that (1) cleared past-due evaluations, (2) tightened processes, forms, and Collective Bargaining Agreement (CBA) language for future evaluations, and (3) adopted a modern platform to sustain compliance as outlined in the 2023 Butte College Accreditation Follow-up Report (A2a). By November 2023, the College had completed over 90% of overdue evaluations, bringing the institution back into compliance and establishing durable controls for on-time cycles going forward. In addition, the college established a new Vice President for Human Resources position (A2b) to

oversee improvement efforts. Collectively, these actions fully address Recommendation 1 (Standard III.A.5) from the 2022 Peer Review Team Report, which identified the need for the College to ensure regular and systematic evaluation of all personnel. Moreover, the Commission’s January 16, 2024 action letter confirming that Butte College had resolved the Compliance Requirement and reaffirming accreditation for the remainder of the cycle provides external validation of this improvement.

Continued progress on employee evaluations has been managed jointly by the Office of the President, the Human Resources Office (HR), and the President’s Leadership Cabinet, with visible accountability via monthly HR updates to responsible managers, a centralized tracking spreadsheet organized by area, employee type, and overdue category, and regular reporting in the President’s updates to the Board of Trustees. To institutionalize timeliness, the College selected NeoGov Perform (A2c) to automate submission, routing, reminders, and tracking and began using the platform in fall 2025. This transition is now overseen by the new VPHR and is leading to a streamlined process that provides greater consistency and makes evaluations more accessible. Related actions include negotiated improvements to faculty evaluation forms and processes, embedding “current evaluations” requirements into AP 7280 – Working Remotely (A2d), and adding position-control tracking to strengthen the integrity of the evaluation cycle.

b. Board Policies (BPs)

In 2022, the College resumed its annual review of Board Policies that had lapsed during the COVID-19 pandemic. The Board Policy Review Committee re-established a predictable, chapter-based review schedule using CCLC advisories as baseline language and considering potential revisions over the course of two Board of Trustees meetings: a first read at a regular meeting followed by consideration of adoption at a subsequent regular meeting, as outlined in BP 2410 – Board Policy and Administrative Procedure (A2ei) and evidenced in item 10.1 of the Butte College Board of Trustees meeting minutes from September 10, 2025 (A2eii). This schedule reviews all board policies and administrative procedures over a five-year period, as described in AP 2410 – Board Policy and Administrative Procedure (A2f).

c. Administrative Procedures (APs)

The College implemented and documented an analogous, systematic AP review cycle to keep procedures current, compliant, and transparent. This process defines the actions that initiate review (CCLC advisories from law or regulation changes, Chancellor’s Office guidance, or local need), assigns drafting to the appropriate vice president or delegated administrator, requires consultation with subject-matter experts, and routes drafts through the participatory governance review process prior to approval in College Council. A final administrative review by the Superintendent/President and President’s Leadership Team verifies legal alignment prior to issuance of each AP. Finalized APs are posted and cataloged on the Board of Trustees website (A2g) with effective date and revision history, and an internal archive of prior versions is also maintained. As mentioned above, the College engages in ongoing review with a five-year comprehensive cycle that reviews APs on a chapter-by-chapter basis following the Board of Trustees review of the BPs. The college also conducts interim updates on an as-needed basis. Oversight and coordination are led by the Executive Director of Institutional Effectiveness, with accountability centralized under the Institutional Effectiveness Steering Committee that is charged with coordinating the AP calendar, docketing, version control, and publication. This integrated framework responds directly to Recommendation 2 (Standard IV.C.7) from the 2022 Peer Review Team Report, which called for a more systematic review of Board Policies and Administrative Procedures. The established cycles, clear ownership, and transparent posting practices ensure that governing documents remain current with legal and regulatory requirements and are easily accessible to the campus community. Representative updates from this review period include:

2025-26

- AP 7110 – Delegation of Authority (A2h). Reviewed and approved exigent edits to reflect recent reorganization delegating authority to the Vice President of Human Resources and clarifying signature/routing authority and alignment of HR operational responsibilities with the updated organizational structure.
- AP 4225 – Course Repetition (A2i). Reorganized to align with updated Title 5 requirements, including

distinguishing repeatable courses from non-repeatable re-enrollment circumstances, capping alleviation of substandard grades in repeatable courses upon petition, clarifying what counts as an attempt (“A–F, P/NP, W”), requiring transcript annotation that preserves a true and complete academic history, and specifying how disability-related repeats are handled in GPA computations.

- AP 3900 – Speech: Time, Place, and Manner (A2j). Included substantive clarifications to free-expression implementation, such as renaming Designated Public Forum areas at each site, codifying check-in (not advance approval) for non-student public users, articulating bulletin board posting and clean-up responsibilities, and acknowledging District authority to designate limited and non-public forums while reaffirming student free-expression protections.

2024-25

- AP 7120.5 – Associate Faculty Hiring (A2k). Established a stand-alone, standardized process for associate faculty hiring, including minimum qualification verification, equivalency routing, pool management, and expected documentation and communication checkpoints.
- AP 7120.4 – Recruitment and Selection of Full-Time Tenure-Track Faculty (A2l). Adapted from a long-standing Academic Hiring Guidelines document, with substantive changes to screening and second-interview committee composition, clarification of roles, and clearer expectations for process artifacts (e.g., postings, rubrics, reference checks).
- AP 4105 – Distance Education (A2m). Undertook a comprehensive update to align with federal, Title 5, and ACCJC expectations, including: (1) student authentication methods; (2) the definition and examples of Regular and Substantive Interaction (RSI); (3) a three-step instructor approval process (Online Readiness Training, DE Training, and a course-specific DE Addendum); (4) three-year renewal of DE Addendum approvals; (5) required schedule disclosures (synchronous meetings/in-person activities, technology/proctoring requirements); (6) a definition of asynchronous instructional time; and (7) expectations for student services, facilities, and planning.

2023-24

- AP 6600 – Capital Construction (A2n). Adopted to formalize the District’s five-year capital outlay program reporting expectations, confirm that construction contracts follow public-works requirements, and outline criteria under which state capital outlay funds may be used to convert existing buildings for community college use.
- AP 6666 – Energy and Sustainability (A2o). Adopted to operationalize the District’s sustainability approach through specific strategies such as solar generation, water monitoring and drought-tolerant landscaping, waste diversion and recycling, electric vehicle charging and carpooling incentives, greener construction practices, ongoing professional development, and embedding sustainability in the curriculum.
- AP 4021 – Program Research and Recommendation (A2p). Revised to clarify the committee’s role as the primary mechanism for program vitality (new program development, program review oversight, revitalization, and discontinuance), update membership structure and Brown Act requirements, and standardize proposal workflows and criteria.

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

Together, these improvements operationalize systematic personnel evaluation (Standard III) and embed repeatable, evidence-rich processes for policy and procedure upkeep (Standard I). Automated workflows (NeoGov Perform), visible dashboards and tracking, calendared governance reviews, and public versioning elevate reliability, reduce variance, and provide auditable evidence for future peer reviews. Anchored by the 2024–2027 Strategic Plan and a re-formed College Council that integrates committee work with planning and budgeting, these actions embed continuous improvement into routine cycles under Standards I and III and strengthen institutional readiness for the 2024 Accreditation Standards, demonstrating that the College has moved from ad hoc, compliance-driven responses to a set of repeatable, calendared processes supported by automated workflows and public documentation that position Butte College to sustain compliance with the Standards and to respond efficiently to future changes in law, regulation, and ACCJC policy.

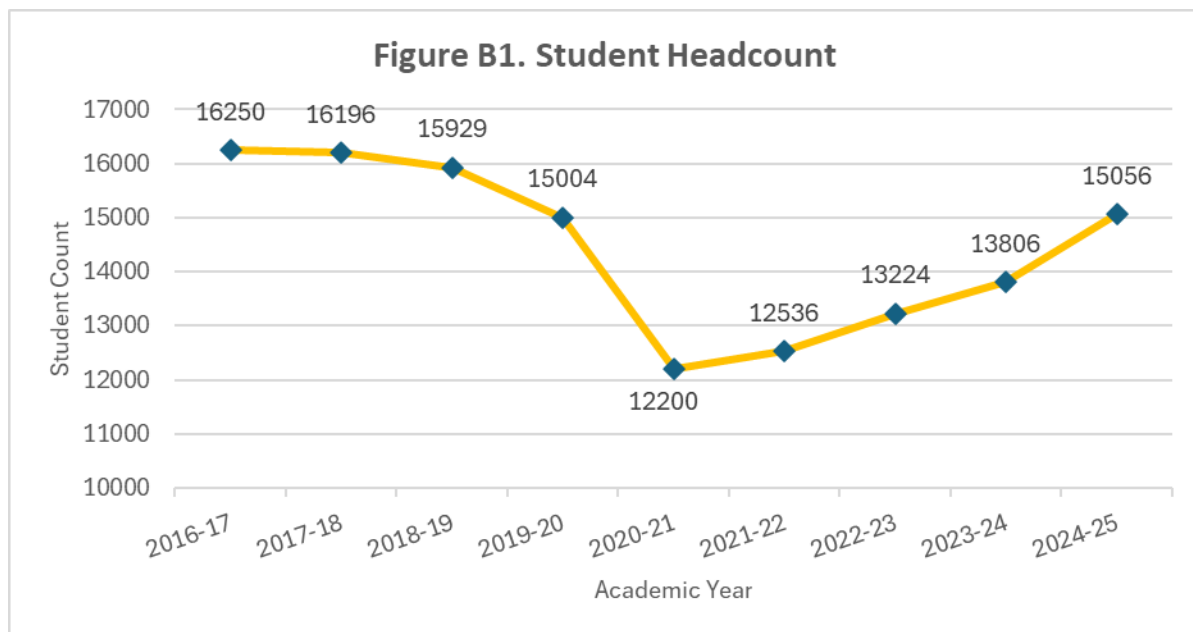
B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

Over the past three reporting years, the College has maintained clear baseline (floor) and aspirational (stretch) institution-set standards for key student achievement indicators, including course completion, degrees, certificates, transfer, licensure, and job placement. During this period:

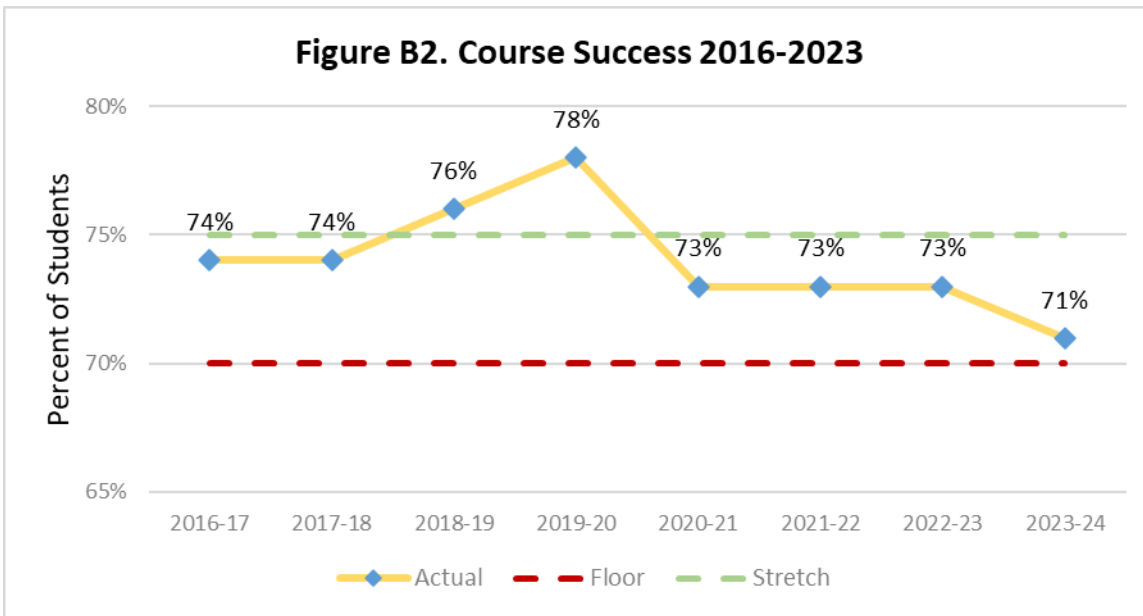
- Course success has remained above the institutional floor of 70 percent and within the established aspirational range;
- Credit certificates and associate degrees have consistently exceeded their respective floor standards and approached (and in one case surpassed) the stretch goals;
- Transfers fell below the floor of 1,000 in 2022-23, but transfer rates remain well above regional and statewide averages; and
- Licensure pass rates and job placement rates in CTE programs have met or exceeded institutional floor standards in all reported years.

These institution-set standards are reviewed annually by the Accreditation Steering Committee and shared with the Board of Trustees and participatory governance bodies to inform planning, program review, and resource allocation.

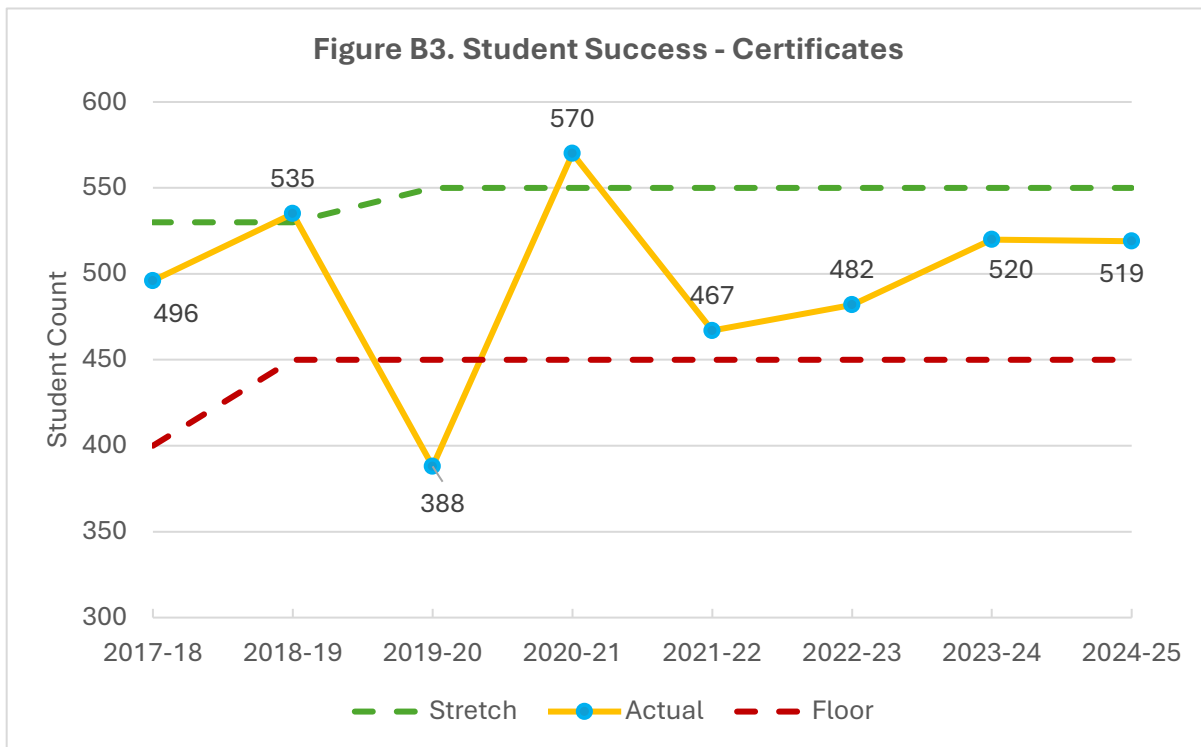


Butte College’s fall enrollment declined following the 2018 Camp Fire and the COVID-19 pandemic (Figure B1; B1a). After the low point in 2020–2021, enrollment stabilized and began to recover. Between 2020 (12,200) and 2025 (15,056), student headcount increased by approximately 20%, signaling a gradual rebound toward pre-pandemic/Camp Fire levels.

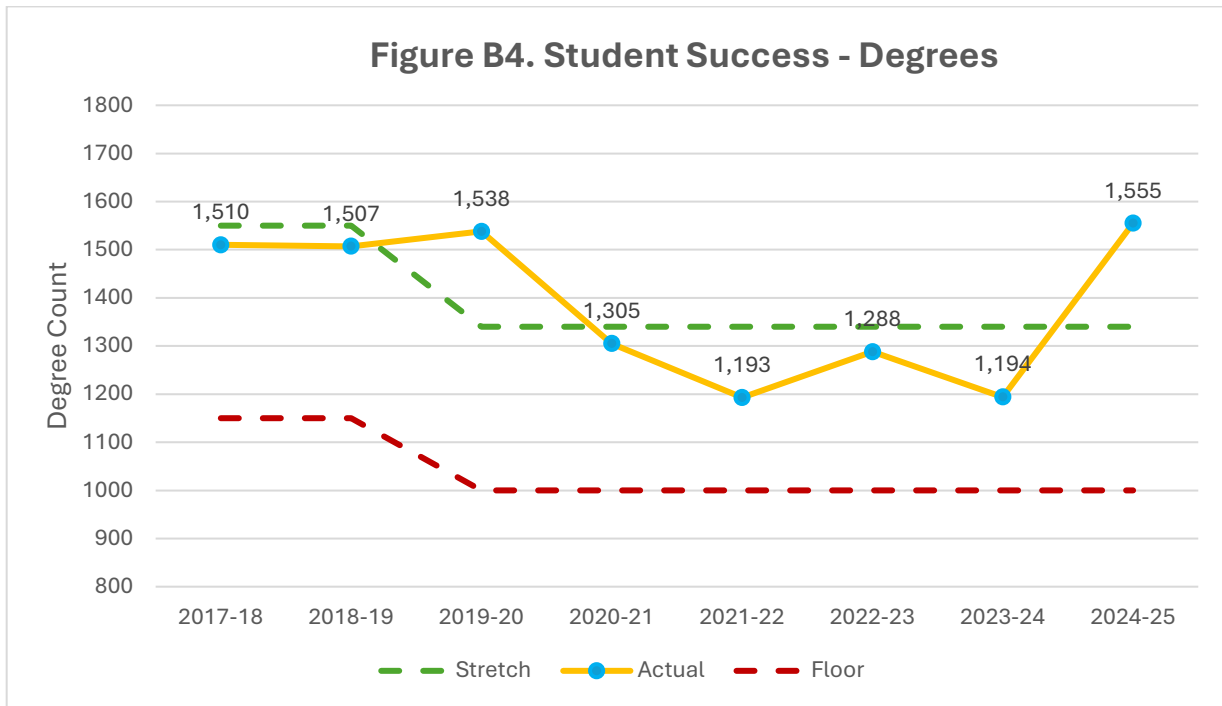
Distance Education enrollment dropped about 12% from 2021 to 2022 (from 9,804 to 8,595), likely due to the return to more in-person classes, but then stabilized between 2022 and 2023, indicating continued interest in online classes. In the 2024-25 academic year, 34% of enrolled students had at least one online class. Continued demand for online courses reflects the College’s rural location and the travel distances many students face.



In the most recent ACCJC Annual Report ([Ref B1b](#)), successful course completion remained above the College’s floor standard of 70% for the past three reporting periods as shown in Figure B2. COVID-19 and the rapid transition to online courses are likely factors in the dip observed when comparing the 2016–2019 academic years with 2020–2023.



Recent certificate attainment has remained above the floor standard of 450 and below the stretch goal of 550, as shown in Figure B3. Recent state employment data ([B1b](#)) show that students earning certificates from the College’s CTE programs often achieve employment rates at or above institutional targets, demonstrating that the College’s mix of programs (Business, Automotive, Manufacturing/Industrial/Welding, Nursing/Paramedic, Law Enforcement, and Fire Technology) effectively meets both student and employer needs in the region.



Similarly, associate degree attainment remains above the College’s floor metric standards, and above stretch goals in 2019-20 and 2024-25, as shown in Figure B4.

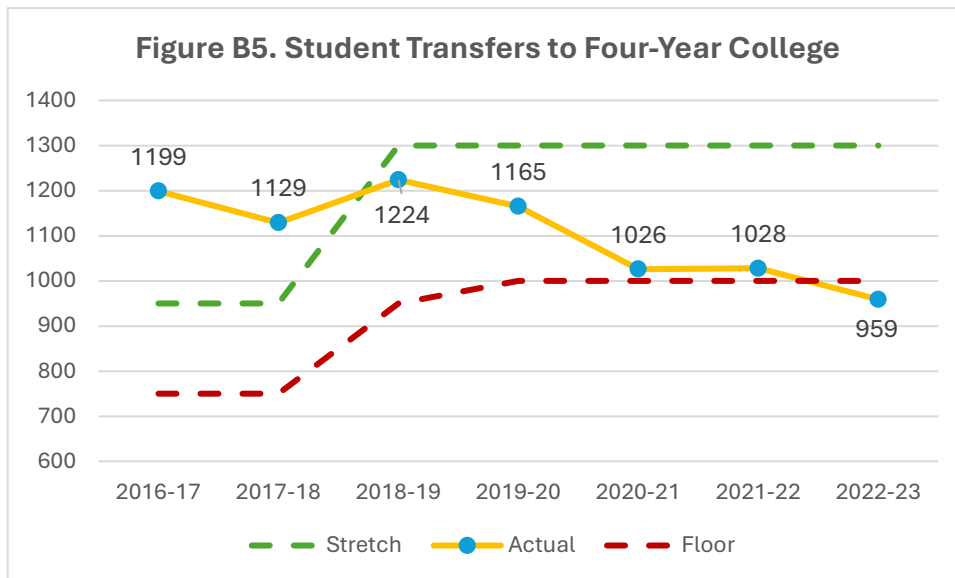
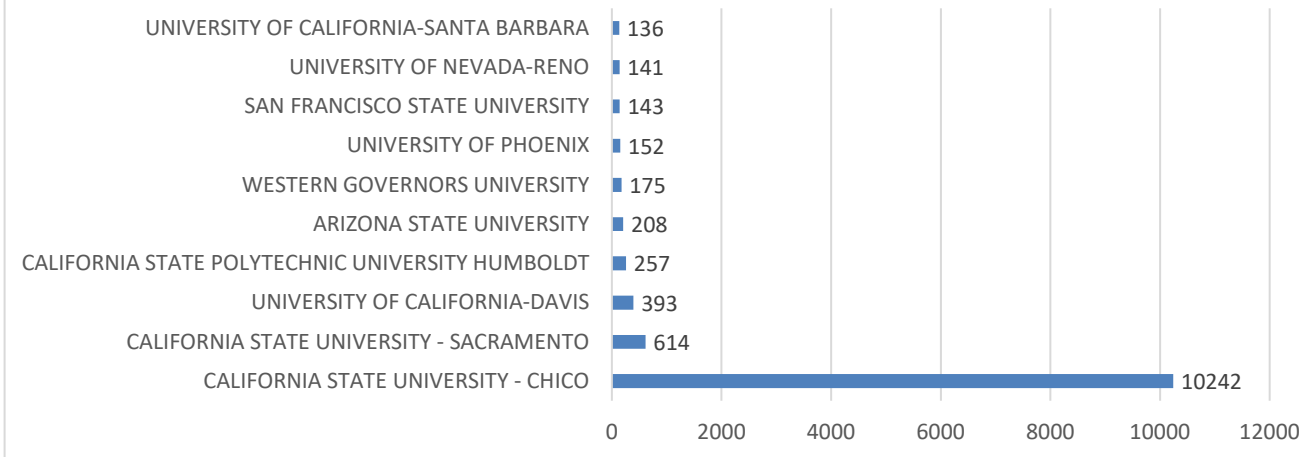


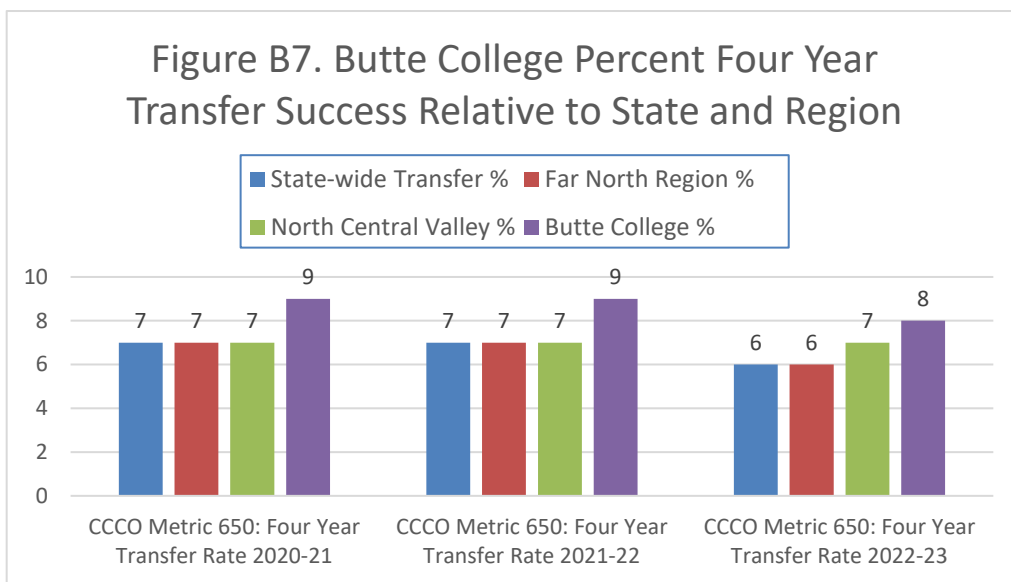
Figure B5 shows that Four-year transfers fell below the target goal of 1,000 in 2022–23. However, analysis of statewide and regional transfer rates suggests that this is a reflection of current transfer enrollment declines throughout the California Community College System. Moreover, Figures B6 and B7 indicate that while transfer rates are disproportionately impacted by transfers to the California State University campus within our service area (Chico State), Butte College transfer rates are measurably higher than both statewide and region transfer rates throughout the period where rates near or below the floor goal.

Figure B6. Top 10 Butte College Four Year Transfer Destinations



Butte College transfers to Chico State represent 82% of the College’s top ten transfer destinations (Figure B6, derived from National Student Clearinghouse data 2014–2024) and the 16% decline in Chico State enrollment (B1c) is proportional to the observed 16% decrease in Butte College transfers to four-year colleges.

Figure B7. Butte College Percent Four Year Transfer Success Relative to State and Region



Historically, Butte College has had a relatively high number of four-year transfers. Despite recent challenges, Figure B7 (B1d) shows that this strong transfer performance relative to statewide and regional averages continued in the 2020–2023 period. In addition to completion and transfer, the College monitors licensure examination performance and job placement as key indicators of program quality in Career and Technical Education. Recent results show that licensure pass rates in programs such as Nursing, Paramedic, Law Enforcement, and Fire Technology meet or exceed the institution-set floors, with several programs consistently achieving pass rates at or near 100 percent. Job placement rates for CTE completers similarly meet institutional expectations and reflect strong alignment with regional workforce needs.

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

When disaggregating data for institution-set standards and key student achievement metrics, Butte College continues to see both encouraging progress and ongoing challenges in achieving equitable outcomes. The 2025-28 Student Equity Plan (B2a) documents measurable gains for several disproportionately impacted (DI) populations, alongside persistent gaps that require focused intervention, as shown in Figure B7, with more detailed data available on our Student Equity homepage at <https://www.butte.edu/diversity/student-equity>.

Encouraging Trends: Data from the 2022-25 Student Equity Plan (B2b) cycle indicate that equity gaps were eliminated or substantially reduced in the majority of tracked instances. Out of 15 initially identified disproportionate impacts, only six remained in the most recent year of analysis, reflecting notable improvement across multiple student groups. For example, Black/African American female students achieved parity in successful enrollment, and Native American and Latinx male students eliminated prior equity gaps in transfer-level Math and English completion. These results suggest that the College's investments in student belonging and support programs (B2c), proactive counseling, and Guided Pathways-based Student Success Teams are producing measurable benefits for student access and early academic momentum. Another positive trend is the College's growing institutional capacity for data-informed initiatives. Faculty and staff are increasingly engaged in analyzing disaggregated outcomes within their departments and programs, and the integration of these metrics into program review have deepened campus-wide awareness and accountability.

One example of success is the Student Success Services (SSS) "Back-on-Track" program, which actively reaches out to students with low course success. When a student's average GPA drops below 2.0, the program emails the student and offers counseling, tutoring, and referrals to campus resources. An Institutional Research analysis (B2d) found that students who take advantage of this support earn associate degrees at a significantly higher rate than the rest of the cohort (15.2% versus 10.9%). Their attainment rate is also not significantly different from the general student population during this period (14.1%), providing strong evidence of the program's effectiveness.

Another success is the college's HSI Grant CASA Program (Center for Access, Success, and Achievement), which provides social, emotional, and academic support to Latinx and/or limited-income students. Institutional Research analysis of retention outcomes (B2e) for new students who attended a one-day CASA "Summer Jam" event found that participants had significantly higher continued enrollment (persistence/retention) after one- and two-year time points compared to other new students. This suggests that even a single-day event designed to foster belonging and community can have a dramatic, positive impact on student retention, a key challenge underlying degree, certificate, and transfer attainment at Butte College.

While multiple factors contribute to student outcomes, there is a clear and encouraging alignment between these initiatives and recent trends in the College's disaggregated data. For example, the elimination of disproportionate impact in transfer-level English for Latinx men corresponds with the implementation of equity-centered pedagogy, embedded counseling, and identity-based supports in English pathways. Likewise, the higher one- and two-year persistence rates for students who attend CASA Summer Jam and for participants in Back-on-Track suggest that targeted, relationship-rich interventions can narrow gaps in persistence and completion for students who have been historically underserved. These results will continue to be monitored and refined through the annual institution-set standards and equity dashboards (B2f).

FIGURE B8: Disproportionally Impacted Student Groups From 2022-25 Student Equity Plan

Metric	Population	Baseline Year Gap Size	Most Recent Year Gap Size	Most Recent Year DI Observed	Assessment of Goal
Successful Enrollment Baseline Year: 2020-21 Most Recent Year: 2022-23	Asian Female Students	*3.1%	0.9%	No	No Equity Gap, No DI Observed
	Black/African American Female Students	-4.3%	2.6%	No	No DI Observed, Equity Gap Eliminated
Completion of Transfer Math and English Baseline Year: 2020-21 Most Recent Year: 2022-23	Native American Students	-7.6%	1.6%	No	No DI Observed, Equity Gap Eliminated
	Black/African American Students	-8.3%	-13.2%	Yes	DI Observed, Equity Gap Increased
	Latinx Male Students	-8.2%	1.2%	No	No DI Observed, Equity Gap Eliminated
Persistence from First to Second Term Baseline Year: 2019-20 Most Recent Year: 2022-23	Foster Youth Male Students	-12.5%	-7.7%	No	No DI Observed, Equity Gap Decreased
	Black/African American Students	-15.5%	-14.8%	Yes	DI Observed, Equity Gap Decreased
	First-Generation Students	-5.6%	-6.9%	Yes	DI Observed, Equity Gap Increased
Completion of Certificate/Degree Baseline Year: 2017-18 Most Recent Year: 2020-21	Pacific Islander Students	-14.2%	-15.3%	No	No DI Observed, Equity Gap Increased
	Native American Female Students	-1.5%	-2.8%	No	No DI Observed, Equity Gap Increased
	Multi-Ethnic Female Students	-8.1%	-0.8%	No	No DI Observed, Equity Gap Decreased

Transfer Baseline Year: 2016-17 Most Recent Year: 2019-20	LGBT Students	-6.4%	-6.2%	No	No DI Observed, Equity Gap Decreased
	Native American Students	-14.2%	-19.3%	Yes	DI Observed, Equity Gap Increased
	Latinx Students	-2.2%	-15.8%	Yes	DI Observed, Equity Gap Increased
	Low-Income Students	-12.7%	-11.2%	Yes	DI Observed, Equity Gap Decreased

*The Successful Enrollment Metric data sent by the Chancellor’s Office in Spring 2022 had an error in the coding of the denominator (Students who Applied for First Time to Attend through CCC Apply) that was inadvertently introduced late in the testing phase of its construction and influenced the outcomes on that metric. The number of students achieving the outcome (successfully enrolling) were correct, but the impact on the denominator altered the percentages of students who attained the metric. As a result of this error, Asian female students at Butte College appeared to have an equity gap in enrollment in the baseline year (2020-21) based on the initial dataset but did not, in fact, have a gap. Since Student Equity Plan efforts were already completed for this metric when notification went out from the CCCCO about the error, a decision was made to keep this group in the Plan and provide the supports that were designed to improve successful enrollment rates for Asian female students.

Areas of Concern: Despite these gains, equity gaps persist for several student populations, particularly in transfer and completion metrics. While a majority of the fifteen DI instances from the prior Student Equity Plan improved, progress has been slower in supporting first-generation students, foster youth, and male students. These groups continue to show lower persistence and completion rates relative to their peers. Transfer outcomes remain a particular area of concern, with ongoing gaps for first-generation, Hispanic, and economically disadvantaged male students. These findings suggest the need for continued investments to strengthen academic success for all students, including expanded transfer-preparation activities, and sustained mentoring and financial support for students nearing completion.

Butte College has also observed the emergence of additional DI instances among student populations not tracked during the 2022-25 Student Equity planning cycle. As shown in Figure B9, eighteen instances of DI were observed across the five tracked metrics in the baseline year of the 2025-28 Student Equity planning cycle highlighting the need for ongoing and adaptive student supports.

Summary: Overall, Butte College’s disaggregated data reveal a dynamic picture: meaningful progress in early momentum indicators and access, continued challenges in long-term completion and transfer, and a growing institutional commitment to data-driven decision making. The College remains energized by the progress achieved through cross-campus collaboration and student voice and is using these insights to drive the next cycle of innovation toward equitable achievement for all students.

FIGURE B9: Disproportionately Impacted Student Groups from 2025-28 Student Equity Plan

DI Student Population	% of Students for Baseline Year	# of students for Baseline Year	Goal #1: Eliminate Disproportionate Impact (DI)		Goal #2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment Baseline Year 2022-23						
Overall Student Population	22.6%	1833	N/A	N/A	N/A	N/A
Black or African American Male	16.4%	23	.2%	1	6.2%	9
Completed Both Transfer-Level Math and English in First Year Baseline Year 2022-23						
Overall Student Population	20.9%	534	N/A	N/A	N/A	N/A
First Generation	16.8%	146	3.8%	34	6.3%	55
Foster Youth	10.6%	15	5.8%	9	11.0%	16
White Male	17.5%	103	1.3%	8	4.5%	27
Persistence from First Primary Term to Second Primary Term Baseline Year 2021-22						
Overall Student Population	69.3%	1535	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	50.0%	13	0.3%	1	19.5%	6
Black or African American	51.1%	24	4.3%	3	18.6%	9
First Generation Male	61.9%	169	2.6%	8	8.4%	24
Foster Youth	60.0%	72	1.0%	2	9.8%	12
LGBT Female	60.7%	71	0.2%	1	9.1%	11
Completion of Certificate or Degree Baseline Year 2019-20						
Overall Student Population	15.8%	410	N/A	N/A	N/A	N/A
First Generation	11.4%	105	4.9%	46	6.9%	64
Foster Youth	10.2%	16	1.3%	3	6.0%	10

Hispanic	11.4%	102	4.6%	41	6.7%	60
LGBT	10.6%	19	1.1%	2	5.6%	10
Male	14.8%	186	0.0%	1	2.1%	27
Transferred to a 4-Year College Baseline Year 2018-19						
Overall Student Population	28.3%	341	N/A	N/A	N/A	N/A
Economically-Disadvantaged Male	23.9%	104	2.9%	13	6.9%	30
First Generation	18.7%	68	9.7%	36	13.7%	50
Hispanic	23.9%	84	1.7%	7	6.3%	23
Male	25.5%	153	2.0%	12	5.5%	33

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

In response to the patterns and trends identified in disaggregated student achievement data, particularly persistent equity gaps among first-generation, foster youth, and male students, Butte College has implemented a coordinated, evidence-based framework through its 2025-28 Student Equity Plan (B2a). Building on lessons from the 2022-25 Student Equity Plan (B2b), the College has strengthened both programmatic interventions and institutional accountability structures to advance outcomes across all student success metrics.

Key actions include expanding identity-affirming programs and spaces such as Umoja, Puente, MESA, Inspiring Scholars, and the Student Belonging and Empowerment (SBE) Centers (B3a). These programs provide culturally responsive services and now include embedded counselors and Student Success Specialists who conduct proactive outreach, case management, and academic support designed to foster belonging and increase persistence. In addition, Guided Pathways (B3b) Student Success Teams, organized around “Communities of Interest,” coordinate outreach, counseling, and instruction to provide timely interventions, promote first-year momentum, and increase completion of comprehensive education plans.

The College has also prioritized professional development for faculty and staff, integrating innovative pedagogies in transfer-level Math and English courses, where new cohort-based sections are being piloted for disproportionately impacted groups. The 'Light to Inspire' series of professional development workshops (B3c) is dedicated to empowering educators to establish a culture of dignity and belonging, both in their classrooms and throughout the campus environment. Complementing this work, Butte College’s FAIR Classrooms (Faculty Alliance for Inquiry and Research) program engages faculty in a year-long, workshop-based inquiry cycle where instructors review disaggregated success data for their own courses and implement classroom practices to improve engagement and completion for disproportionately impacted groups. Faculty then monitor results by comparing subsequent term course outcomes (and related engagement/completion measures) to baseline patterns as part of an action-research process, using the findings to refine instructional strategies and inform ongoing professional development and planning.

To ensure decisions are grounded in evidence, the College has expanded its data infrastructure and evaluation systems. A new networked student data platform is being implemented to track student engagement from enrollment through completion, while the Vision-Aligned Reporting (VAR) process (B3d) ensures that many

campus programs designed to support students document activities, students served, funds spent, and measurable impacts. This approach enhances the College's ability to determine which investments yield the strongest results and to make mid-course adjustments as needed.

Monitoring and continuous improvement occur through a structured annual cycle. Each year, the Institutional Research Office and SEA Director publish an Annual Student Equity Dashboard (B2f) that presents progress across all equity metrics, disaggregated by race, gender, and special population status. The Student Equity and Achievement Program Advisory Committee (SEAPAC) reviews these data twice per year, supported by Metric Design Teams that evaluate strategies, identify barriers, and recommend actions. The review cycle includes dashboard creation and program consultations in the fall, campus-wide updates during Flex Days in August and January, and an annual summary report each summer.

Through this integrated framework, which links student programs, robust data systems, and continuous evaluation, Butte College is systematically addressing disproportionate impact and promoting success for all students in enrollment, persistence, completion, and transfer. These coordinated actions ensure that future planning and innovation remain guided by evidence, student voice, and a sustained institutional commitment to success for all students.

C. Reflections on Assessments of Student Learning

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs.

This Midterm Report highlights the outcomes of learning assessment analyses conducted between Fall 2021 and Spring 2025 in four Butte College programs (Math, English, Nursing, and Automotive) selected to represent both transfer-level general education and career technical education disciplines. Each program was chosen because it has undergone substantial transformation aligned with institutional goals for student success, innovation, and workforce readiness. Relevant patterns noted include:

- Math. Collaborative faculty practices, embedded tutoring models, and resource accessibility are strongly linked to improvement. Persistent barriers include resource shortages and uneven impact of reforms across pathways (C1a-e).
- English. The English program emphasizes equity-focused pedagogy, flexible assignments, and Reading Apprenticeship. Gains are noted in student confidence, writing output, and source integration, particularly when scaffolding and student agency are balanced. Challenges remain with modality (especially online), variability in norming and grading practices, and lasting post-pandemic student anxieties (C1f-j).
- Automotive. The Automotive program reflects a resource- and hands-on-driven learning environment. Improvements align with acquisition of vehicles and tools, integration of hybrid/electric vehicle training, enhanced safety protocols, and increased collaboration. Attendance and punctuality emerged as consistent barriers impacting learning outcomes (C1k-o).
- Nursing. The Nursing program highlights sustained gains from reflective practice, consistent expectations across cohorts, and stronger alignment between theory and clinical skills through case-based learning and simulations. Collaborative structures (debriefs, shared rubrics) have improved student engagement and consistency. However, persistent gaps remain for ESL students and those with low entrance scores, alongside concerns about resource shortages (clinical sites, mental-health supports, part-time instructors; C1p-t).

Overall, improvements are strongest when departments institutionalize collaborative faculty practices, active-learning strategies, and embedded student supports. Persistent challenges revolve around equity gaps

among underserved groups, resource limitations (technology, clinical placements, tools), and the need for sustainable funding for supports. All departments show evidence of adapting to legislative, technological, and post-pandemic contexts, with innovations improving engagement and access but having uneven impact depending on subpopulations and pathways.

- Math. In response to assessment results showing lower success in STEM-designated pathways, the department expanded embedded tutoring, increased the use of just-in-time review modules, and piloted co-requisite “with support” sections that integrate study skills and affective domain strategies. Subsequent assessments show improved course success in several STEM sequences and narrowed gaps for Latinx and multiracial students in non-STEM pathways, though additional work remains for some STEM courses (C1a-e).
- English. Faculty used assessment results to revise assignments for greater cultural relevance, increase opportunities for low-stakes writing, and align grading with shared rubrics developed through norming sessions. In courses where these changes were implemented, faculty report improved student engagement, higher rates of assignment completion, and more consistent demonstration of core writing outcomes, particularly among students from disproportionately impacted groups (C1f-j).
- Automotive. Program-level assessment results led to a more intentional sequencing of lab activities, additional safety and tool-use demonstrations early in the term, and expanded opportunities for students to practice on college-owned vehicles. These changes, combined with closer tracking of attendance and proactive outreach to students at risk of falling behind, have contributed to more students successfully completing program-level competencies on schedule (C1k-o).
- Nursing. In Nursing, assessment findings prompted increased use of simulation-based learning, structured pre- and post-conference reflection, and integration of cultural competence scenarios aligned with program outcomes. These strategies, along with closer monitoring of students enrolled in prerequisites and early referrals to tutoring and counseling, have supported higher rates of successful course completion in several core Nursing courses and sustained strong performance on licensure preparation benchmarks (C1p-t).

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

Faculty use quantitative and qualitative observations to reflect on student learning, then departmental assessment relies on these aggregate reflections to guide improvement efforts. Each department has the flexibility to direct its assessment discussions in ways that best fit its disciplinary context. By breaking down assessment data and reflections into subgroups and themes, faculty collaboratively disaggregate results to identify meaningful trends (such as disparities among groups) informing equity-focused actions to address the distinct learning needs revealed by deeper analysis.

- Math compared assessment results with success data from 2012 to 2023 disaggregated by race/ethnicity, STEM versus non-STEM track, with-support versus standard sections, and sometimes course modality, confirming that observed themes in assessment align with the success data. Patterns show dramatic narrowing of equity gaps for Hispanic/Latino and multiracial students in non-STEM “with support” courses, a major success. Concerns remain in STEM pathways, where gaps persist, and in some “with support” courses where white student performance is sometimes lower. Excitement centers on equity progress driven by embedded support and collaborative course design (C1a-e).
- Since forming an AB705 Community of Practice in 2021-22, English focused on assessing pedagogical practices to improve student support by disaggregating among sections using these practices versus those that were not using the practices as well as disaggregating by course modalities. Gains were

noted where agency-oriented pedagogy and multimodal engagement are used; outcome gaps shrank as students across groups showed higher output and confidence. Concerns remain with online engagement, lingering post-pandemic challenges, and variability in faculty grading and norming consistency. Faculty continue to thoughtfully discuss and refine the appropriate balance between providing scaffolded support and fostering learner autonomy (C1f-j).

- Assessments in the Automotive program primarily reflect differences based on semester context: pandemic vs. in-person return. Concerns were tied to attendance policies and resource access, which can disproportionately disadvantage students who rely on college-provided equipment. The department is currently pursuing funds for new equipment and tools to improve student outcomes, broadly, as current concerns focus on equitable access to resources (C1k-o).
- Nursing disaggregates by ESL status, students with disabilities (via DSPS), low TEAS scores, program track (RN, LVN, CNA, Transition), and theory vs. clinical performance. Exciting trends include improved teamwork, theory-to-practice application, and cultural-competency outcomes. Persistent concerns include lower outcomes for ESL and underprepared students even with existing supports, mental-health stressors (linked to long waitlists), and variability among instructors. Gaps in preparedness remain the greatest barrier (C1p-t).

Assessment practices at the institution are rooted in continuous improvement, with each department given the flexibility to conduct assessment in ways that best support their specific context. Taken together, the analyses here reveal that when assessment data are consistently disaggregated and paired with intentional interventions, equity gaps shrink and engagement grows.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

Initiative Three (Using Data-Informed Processes for Continuous Improvement) and Initiative Six (Enhancing a Culture of Equity and Inclusiveness) of the 2024–2027 Strategic Plan (A1a) outline several specific actions, including strategic focus on assessment processes, programmatic innovations, increased collaboration, and alignment of professional development with institutional goals for enhanced equity and inclusion.

Ongoing monitoring and sustained improvement efforts are facilitated by the Student Learning Outcomes (SLO) Committee (C3a – annual reports), which supports outcome assessment every semester. The SLO Committee also collaborates with the Office of Institutional Research, triangulating faculty self-reports with student engagement data from the Community College Survey of Student Engagement (CCSSE) to paint a fuller picture during institutional reviews. Currently, the SLO Committee is streamlining the SLO assessment process and developing training to emphasize consistent data disaggregation, effective assessment dialogue techniques, and promote professional development that informs future improvements in equitable learning.

As trends and gaps emerge in SLO assessment, Dialog Days (regular institutional professional development sessions) planning is responsive to them, providing workshops on topics such as authentic assessment, equity-minded outcomes writing, AI in education, and cross-disciplinary strategies (C3a – Dialog Days).

In 2024, the full-time faculty CBA (C3b) instituted a non-evaluative DEIA reflection within the evaluation process. This self-reflection is designed to help faculty recognize their growth areas and connect to relevant professional development, rather than being used as a scored metric.

Butte College’s professional development offerings (C3c) continually evolve to expand the range of programs and workshops available to faculty, with a focus on the broad attainment of student outcomes. Faculty are encouraged to actively engage in these opportunities, which include long-standing initiatives such as the FAIR Classrooms (Faculty Alliance for Inquiry and Research) program

and the Cultural Awareness Community of Practice. This approach ensures that our faculty have access to both established and innovative professional development resources to support equitable practices in the classroom.

The Adaptable Course Design Committee (ACDC) (C3d) hosts an annual Spring Festival (C3e) of professional development workshops whose topics are strategically informed by analyzed assessment data and ongoing trends to support a strategy of success for all students. The Adaptable Course Design initiative was the subject of the College’s Quality Focus Essay. The ACDC community is led by a steering team that has designed content and meets regularly to refresh this material and promote campus-wide adoption of a Microsoft Teams virtual space, as well as Canvas and website resources. In addition, the team plans regular professional development workshops offered synchronously. The ACDC steering team also facilitates regular Jam Sessions throughout every semester, promoted via District Announcements and developed in response to faculty requests for more cross-discipline collaboration. They are open to all faculty and staff to discuss instructional challenges.

Building on ACDC’s data-informed efforts to enhance instructional quality and collaboration, campus initiatives to advance equitable attainment of outcomes continue in other areas. The Credit for Prior Learning (CPL) Taskforce advanced student learning during the 2024–25 academic year by developing new CPL tools and policies, establishing course articulations for Administration of Justice and Automotive courses, engaging in professional development, and building campus awareness to support veterans and adult learners, with continued momentum planned for 2025–26 toward a fully implemented student-facing process (C3f). Together, these intersecting initiatives (from structured SLO assessment to innovative support programs) strengthen the alignment between course design, institutional goals, faculty support, and measurable learning outcomes.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

The Butte College mission statement (D1) describes its philosophy, offerings, and student population:

“Butte College is a student-ready, rural community college that provides high-quality, accessible education and support. Our career and transfer pathways cultivate curiosity and critical thinking through instruction, workforce training, and the achievement of associate degrees and certificates. Butte College is a Hispanic-Serving Institution that affirms its commitment to equity for the diverse, intersectional communities we serve.”

Like other institutions of higher education, the College has experienced enrollment challenges in recent years. Due to its rural location and the distances between communities in its two-county geographic area, ongoing issues such as student transportation to the main campus continue to require attention. The College will soon emerge from “hold harmless” funding protections, and combined with inflationary pressures on expenses, budget sustainability represents the most significant factor facing the institution today and in the near future. However, unlike institutions that are solely managing decline, Butte College is actively implementing its ambitious 2024-2027 Strategic Plan (A1a), centered on “First Contact. First Choice. Best Choice.” to transform these challenges into opportunities. To mitigate these risks, the College has adopted a conservative multi-year budgeting approach, strengthened its reserve policies, and integrated enrollment and fiscal planning through a revised Strategic Enrollment Management Plan. Program review and resource allocation processes are increasingly informed by data on student demand, labor market needs, and institutional-set standards, enabling the College to prioritize investments that most directly support student success and fiscal sustainability.

Strategic Initiative 4 focuses on “scheduling, support, and success” to increase student participation while maintaining quality. The College’s Strategic Enrollment Management Plan, aligned with California’s student-centered funding formula, provides a data-informed roadmap for sustainable growth through improved student outcomes rather than focusing solely on enrollment numbers.

The timing of the upcoming self-evaluation coincides with the middle years of implementing Butte College’s strategic plan, creating a unique opportunity to assess progress on six major strategic initiatives. The College will be evaluated during a period of active transformation guided by the four foundational pillars of the 2024-2027 Strategic Plan (A1a).

The College’s enhanced focus on its Hispanic-Serving Institution (D2) designation through Strategic Initiative 6 will provide concrete evidence of institutional commitment to serving diverse student populations and closing equity gaps. The systematic review of policies and procedures to eliminate obstacles to equity will be well underway, demonstrating continuous improvement in equitable practices.

The College’s emphasis on technological innovation, particularly regarding generative artificial intelligence, positions Butte College at the forefront of educational technology adoption. The self-evaluation will assess how the College has navigated AI integration while maintaining academic integrity and enhancing student learning outcomes. Implementation of mobile-friendly systems, online forms and petitions, and Ellucian Experience demonstrates a commitment to removing technological barriers for students.

Professional development structures, including the revitalized Butte College Leader Development Institute and comprehensive onboarding programs, will provide evidence of institutional investment in human resources and instructional improvement across all modalities.

The College’s coordination with the North Far North Regional Consortium (D3) and its integration of work-based learning opportunities across academic programs will demonstrate responsiveness to community and industry needs. The self-evaluation will assess how effectively the College has balanced its transfer mission with workforce development priorities in its rural service area.

Strategic Initiative 3’s emphasis on data-informed processes will provide robust evidence of institutional effectiveness through comprehensive data governance, daily enrollment reporting, and strategic plan progress monitoring. This creates unprecedented transparency and accountability for the evaluation process.

The College’s leadership in sustainability (D4) through its three-pillar approach (environmental, social, and economic) will distinguish the institution during evaluation. A revitalized Sustainability Committee and curriculum integration efforts demonstrate institutional commitment to climate action aligned with Vision 2030’s priorities, providing external validation of institutional relevance and forward-thinking leadership.

Butte College has a deep commitment to its diverse rural communities and to meeting evolving student needs. The institution has a demonstrated history of adaptation and continuous improvement, evidenced by the collaborative development of its strategic plan involving over 300 proposed actions refined through broad stakeholder engagement. While enrollment and budget challenges are on the horizon, Butte College’s comprehensive strategic approach positions the institution not merely to survive these challenges but to emerge stronger and more effective in serving students and community needs.

The convergence of HSI focus, technological innovation, equity commitment, and sustainability leadership will create a comprehensive context for demonstrating institutional effectiveness during the upcoming self-evaluation. The College’s alignment with Vision 2030 and commitment to data-informed decision-making will provide external validation and robust evidence for accreditation-standards compliance.

In accordance with the Commission’s 2024 action, Butte College will submit its next Institutional Self-Evaluation Report in academic year 2028-29, followed by a focused site visit in spring 2029. Internal ISER preparation will begin in early 2026, aligned with a mid-cycle review of the 2024-2027 Strategic Plan and the development of the College’s next strategic plan for 2027-2030. This alignment will allow the College to use

the self-evaluation process to critically examine its progress on mission fulfillment and to set the next generation of institutional priorities. Alignment with the California Community Colleges Vision 2030 framework and the work of the North Far North Regional Consortium will continue to guide the College's efforts to expand work-based learning, respond to regional workforce needs, and support economic and social mobility for its communities. These partnerships, combined with the College's renewed focus on data-informed decision-making and equity, provide a strong foundation for demonstrating comprehensive compliance with the 2024 ACCJC Standards in the next self-evaluation.