



2021

INSTITUTIONAL
SELF-EVALUATION
REPORT

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Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Butte-Glenn Community College District
3536 Butte Campus Drive
Oroville, CA 95965

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

December 2021

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Samia Yaqub
Butte-Glenn Community College District
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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Date]

Dr. Samia Yaqub, Superintendent/President

[Date]

Julie Boss, President, Board of Trustees

[Date]

Robert White, President, Academic Senate

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Carrie Monlux/Dawn Blackhorse MSC Co-Chairs

[Date]

Peter Dahl, President, Classified Senate

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Elise Theriault, President, Associated Students

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Teresa Ward, Accreditation Faculty Co-Chair

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Virginia Guleff, Accreditation Administrative Co-Chair/ALO

[Date]

Sara Lanam, Accreditation Classified Co-Chair

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A. Introduction

College History

Butte College is a mid-sized rural college in a single college district located on 928 acres near the geographic center of Butte County. The Butte Community College District was originally formed to serve Butte County on November 8, 1966. In 1976, the District expanded to serve major portions of Glenn County and on April 26, 1995, it became the Butte-Glenn Community College District.

Since its founding in the late 1960s, Butte College has grown from several trailers at Durham High School into an energetic, self-sustaining campus that serves nearly 15,000 student each year. The College currently consists of the Main Campus, the Chico Center, the Glenn County Center, and the Skyway Center; classes are also offered at several outlying locations.

Most of the Main Campus acreage remains undeveloped, and the Board of Trustees has designated the area a wildlife refuge. Because of its rural location, Butte College is unique among California Community Colleges in that it operates as a self-contained city. The College is self-sufficient, depending on its own solar power, well water and sewage processing plant.

To complete its Main Campus and establish a center in Chico, the College passed an \$85 million general obligation bond in 2002, leveraged these funds to capture an additional \$30 million in state funding, and completed five capital projects. Among these projects, the Arts building and the Student and Administrative Services building were the first two educational buildings in the north valley to be certified at the Leadership in Energy and Environmental Design (LEED) Gold level by the U.S. Green Building Council.

In 2009, Butte College purchased and renovated a structure near the Chico Center, which became the Skyway Center, a facility that now provides a permanent home for the Automotive Technology along with economic workforce development programs including The Training Place, the Health Workforce Initiative, Foster/Kinship Care Education Program, and the Small Business Development Center. This building also houses a high school automotive technology program that has been developed in partnership with the Butte County Regional Occupational Program (ROP) to provide career pathways for high school students.

The Glenn County Center occupies a two-story building in Orland that it shares with various Glenn County agencies. One of the agencies recently relocated, allowing the College to occupy much of the remaining portion of the building, doubling the size of the Glenn County Center, and providing a means to better serve the population of the county. In 2016, voters approved Measure J, a \$190 million general obligation bond to upgrade classrooms, improve safety, and prepare students and student veterans for transfer and careers such as nursing, welding, and law enforcement. The bond provides upgrades for aging classrooms, technology, gas lines, and

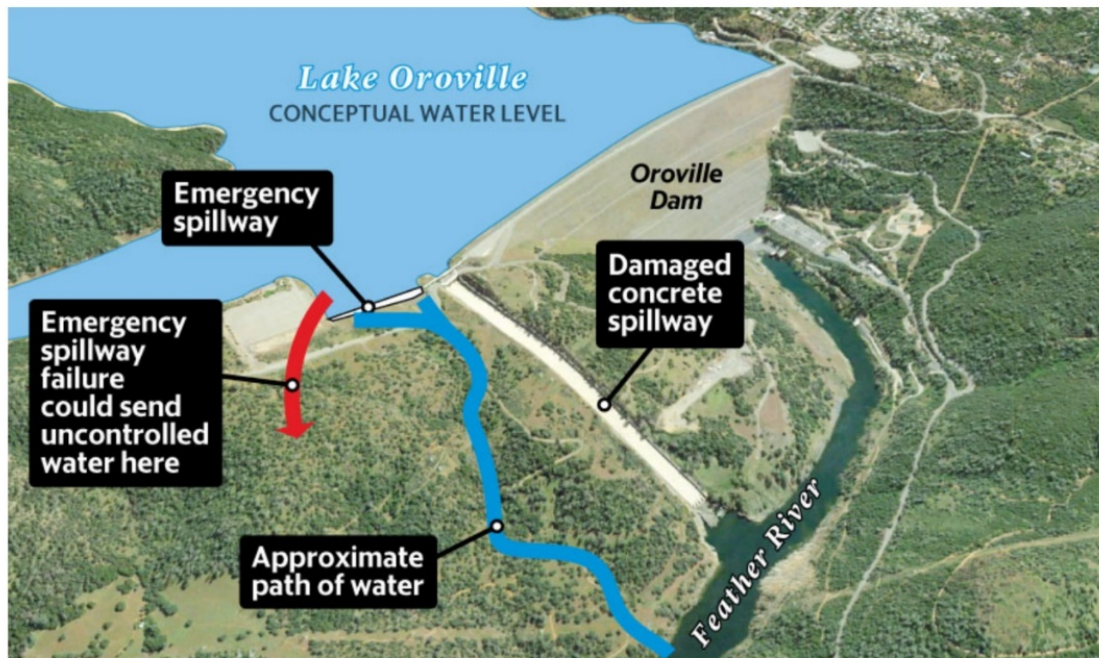
electrical wiring while also removing asbestos, improving water conservation, and constructing a new science building.

Essential to understanding Butte College and the community it serves is the backdrop of the five traumatic events it has endured with resiliency. Specifically, since the last accreditation site visit, Butte College has continued its operations during these crises: The Oroville Dam Spillway Incident, the Camp Fire Incident, the Public Safety Power Shut-Offs, the COVID-19 Pandemic and the North Complex (Bear) Fire. These five incidents have powerfully shaped the last five years of the College’s history.

Oroville Dam Spillway Incident – February 2017

Butte College experienced multiple disruptions during the Oroville Dam Spillway Incident. In brief, on February 7, 2017, a huge gash in the chute of the dam was discovered, and, as a result, nearly 200,000 people who lived in the floodplain were ordered to evacuate immediately. This evacuation affected both Butte College employees and students, disrupting instruction and college work for several days. It was during this time that the college began to refine its emergency response protocols to ensure safety and to maintain operations in a time of crisis.

OROVILLE DAM EMERGENCY SPILLWAY



The Sacramento Bee

Camp Fire Incident – November 2018

The Camp Fire was a devastating incident which resulted in a loss of ten percent of the college's service area and which had serious, life-long impact for hundreds of employees and students. On the morning of November 8, 2018, the fire raged through the town of Paradise and the surrounding areas of Magalia, Concow and Pulga, destroying everything in its path. By early afternoon, the Main Campus was evacuated and by that evening, the fire had surrounded the Main Campus on three sides. That evening, firefighters were able to stop the fire's progress from encroaching into the interior of campus and thus protected instructional facilities and most campus infrastructure.

During this crisis, the College responded in multiple key ways. For example, the Main Campus served as a staging area for emergency personnel. These personnel occupied the Main Campus for two weeks, and since the college was in an evacuation zone, it remained closed for seventeen days.

In response to the impact on its students, the College opened a Support Center at the Chico Center and conducted an online survey of students to determine the extent of the fire's impact and to assess what services were needed. Additionally, the College Institutional Research Office contacted the California Department of Forestry and Fire Protection (CDF) to join the College database with the CDF database. The College matched the most recent addresses of its students with the areas that were confirmed burned so assistance could be rendered.

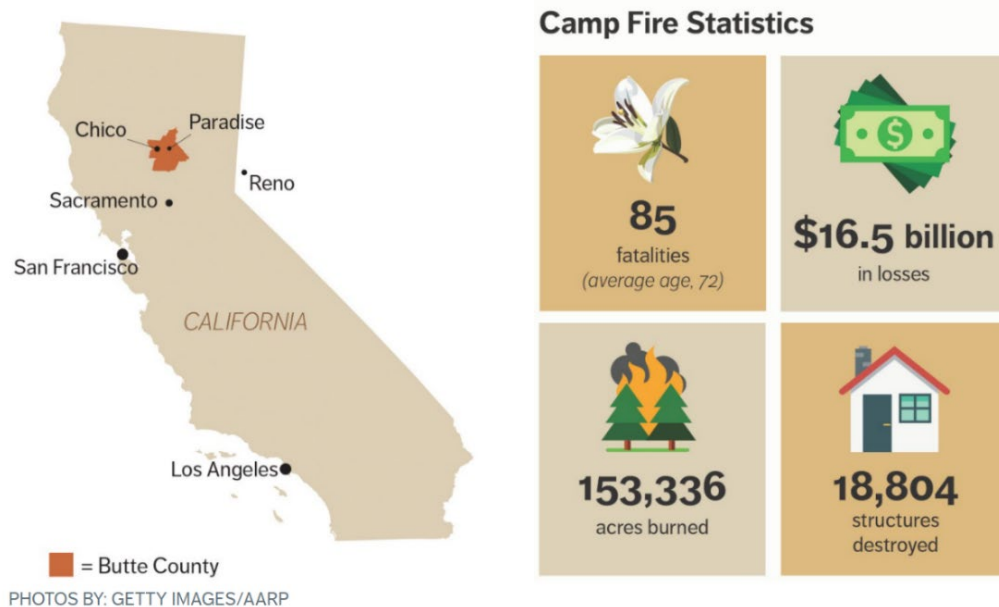
Of the 1,010 respondents to the online survey, 100% reported being impacted by the fire. Fifty-one percent lost their homes and 70% had been evacuated or displaced. Twenty-five percent were providing shelter for family or friends. Fifty percent lost supplies and/or equipment required for them to stay in school. In the comments section of the survey many reported losing their jobs. In response, the Support Center was able to provide food and basic needs, disaster relief, financial aid assistance, counseling and advising, access to computer labs, and a call center. The center served more than 1,500 students.

Additionally, the President formed a Crisis Response Team, which met daily to assess the conditions, track faculty, staff and student need, and provide assistance. The President and members of this team remained in close contact with the California Community College Chancellor's Office to report ongoing impacts, to ensure that instruction continued and to discuss potential Chancellor's Office support moving forward.

Butte College re-opened on November 26, 2018, with a focus on ensuring students were able to successfully complete the last three weeks of the semester. Faculty were flexible with displaced students who needed to complete their work from a distance, and staff provided additional support to help students with basic needs and mental health counseling. Despite these efforts, within the first week back, students dropped out of 676 semester units. Meanwhile, faculty and staff were also struggling. Some departments were hit harder than others: two-thirds of the

campus police lost their homes as did half of the financial aid office staff. Survivors shared harrowing stories of driving through fire in burning cars and huddling under retardant blankets as fire raged overhead.

By the end of the fall semester, the College had a clearer understanding of the extent of the impact the fire had on its people. More than 1,400 students had lived in fire-affected areas. Of these, 871 lost their homes and all their belongings. This represented 5% of the student body. One hundred thirty-nine faculty and staff lost their homes, 7% of the College's workforce. The College lost several instructional sites in Paradise; approximately 12% of Full-time Equivalent Students (FTES), one of the measures by which the College is funded, came from fire-affected areas.



Circumstances were difficult when the College returned for the spring 2019 semester. Forty students did not return for classes, employees went out on extended leaves, and the College also experienced employee resignations directly due to the fire.

Recognizing the potential loss of state revenue due to the drop in enrollments, college administrators worked with the California Community College Chancellor's Office to structure a hold harmless agreement to financially protect the College's apportionment revenue (FTES) through 2025. However, the Chancellor's Office could not legally assist with loss of revenue due to student headcount. These additional losses were incurred from the large drop in student enrollments: losses in various fee revenues, state lottery, and bookstore and dining service sales. These losses cannot be recovered by the state. By the end of the 2018-2019 academic year, the

College calculated its FTES had dropped from 10,343 to 9,417. Butte College lost 926 Full-Time Equivalent Students in that single year as a direct result of the Camp Fire.

PG&E Public Safety Power Shutoffs (PSPS)

In addition to the effects of the Camp Fire, the College was also affected by periodic public safety power shutoffs by PG&E, which occurred when gusty winds and dry conditions, combined with a heightened fire risk, were forecasted. From September 25 – October 30, 2019, the Main Campus experienced portions of 11 days without power, including nine instructional days. The estimated cost to the College for these power outages totaled \$3.5 million.

Post Camp Fire and the PSPS events, the College strengthened and further refined its responses to disaster events. Regretfully, FTES continued to drop during this time, with the total FTES for 2019-2020 landing at 8,833 and 7,352 for 2020-21.

COVID-19

While still recovering from these incidents, Butte College was once again faced with adversity due to the COVID-19 pandemic. In March 2020, the Office of Instruction requested that faculty teaching face-to-face plan for a shift to remote instruction immediately in response to state and local directives. The College applied for a Blanket Distance Education (DE) Addendum, allowing for temporary remote teaching. Plans were made to accommodate courses identified as difficult-to-convert classes to remain on-ground and engage in social distancing protocols to maintain student and instructor safety. When the Governor issued the Stay-at-Home Executive Order, all face-to-face instruction, with the exception of difficult-to-convert classes, were moved to online. Additionally, all events scheduled on District property were moved to online, canceled or postponed, including commencement, through the end of May 2020.

In May, 2020, the President formed the Safe Re-Opening Task Force, which has overseen the District's response to the pandemic. This task force, which continues to meet, oversees the response in terms of the course schedule, facilities, medical and health safety issues and student impact. Information from this task force has been messaged in a number of ways. A COVID-19 webpage was developed for students, faculty, and staff. Prominently displayed on the webpage was a red *Current Status* box that provided updated information about the number of positive tests in Butte County, Glenn County, and surrounding counties. A FAQ webpage was created to respond to students' and employees' questions and concerns and to provide recommendations based on the most current information available at the time. Email messages from the President/Superintendent were sent out on a regular basis to update the campus on the spread of the virus. Vice presidents, deans, and directors sent messaging to their areas providing updates.

In preparation for the fall 2020 semester, a series of online trainings were made available to faculty. This training had four components: an assessment of faculty computer skills, Canvas training via a self-paced course, a workshop describing legal requirements for online courses, and

the completion of a DE addendum by each faculty for each course they taught. All faculty were required to complete this training in preparation for the fall 2020 semester.

In preparation for continued online instruction in spring 2021 as well as preparation for potential future emergencies, a second level of training was added. The second training consisted of a self-paced course focused on effective practices for online instruction, equitable course design, and accessibility.

The College has continued to rely on the guidance from the Safe Re-Opening Task Force as it moves forward in the continued pandemic. This task force, coupled with the College's experience with severe adversity and disaster has helped the transitions back and forth to online instruction as well as the modifications of on-ground, day-to-day activities run effectively.

North Complex Fire – August 2020

In the middle of the COVID-19 pandemic, the College was once again deeply affected by wildfire. Caused by lightning strikes, the North Complex Fire (Bear Fire) started on August 17, 2020, and burned until December 3rd. In September, evacuations were ordered for more than 20,000 residents. The fire burned 318,935 acres, destroyed 2,455 buildings, claimed the lives of 16, and devastated the secluded rural community of Berry Creek of approximately 1,200 residents in the foothills above Lake Oroville. Once again, Butte College faculty, staff and students were seriously affected and many were displaced as a result.

All of these events have shaped the size of the College, have had a profound effect on the student body, have shifted the College's demographics and have significantly impacted the workforce at the college. Despite the chaos, anxiety, loss, and pain, Butte College has remained steadfast to its goal of student learning and student achievement.

Student Enrollment Data

Since 2015, the College's headcount and enrollment have decreased each year. Changes to repeatability laws, improved economy, shifting demographics (related to an aging service area population), and changes to scheduling have resulted in a decreasing headcount and consequently reduced FTES. This trend has been exacerbated by the Camp Fire and the COVID-19 pandemic, as seen by the 22% decrease in enrollment between fall 2018 and fall 2020. In addition to these enrollment pressures, AB-705, the CCCCO Vision for Success goal of reducing student units attained, and changes to funding mechanisms will continue to pressure FTES; however, Butte College's Promise Program and retention improvement efforts should provide lift to both headcount and FTES. On a share basis, the percentage of full-time and part-time student has been relatively stable. However, non-credit student percentage fell significantly in fall 2020 as a result of the pandemic.

Student Headcount and FTES

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Headcount	12,651	12,390	11,886	11,942	11,372	9,224
Full Time Equivalent Student (FTES)	5001.4	4883.0	4733.7	4537.5	4511.6	3611.5

Unduplicated headcount and CA resident and non-resident FTES

Student Headcount by Enrollment Status

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full Time	36%	36%	35%	34%	37%	35%
Part Time	51%	51%	50%	50%	48%	53%
Non-Credit	8%	8%	8%	9%	11%	3%
Withdrew	5%	5%	6%	6%	5%	9%

Student Demographics

Over the past six years, students identifying as female have made up the majority of the student body. In fall 2020, females represented 57% of the student body. This dramatic increase likely reflects shifts to the local economy post Camp Fire.

Student Gender

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	51%	52%	52%	53%	54%	57%
Male	48%	47%	46%	46%	45%	41%
Unknown	1%	1%	2%	1%	1%	1%

There has been some change to student age demographics over the past six years. Students 17 and under have increased their share as new dual enrollment programs have rolled out, and other student age groups have declined. Students aged 50 and over declined precipitously in fall 2020, likely as a result of the COVID-19 pandemic.

Student Age Groups

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
17 & Under	5%	5%	6%	8%	7%	9%
18 - 24	60%	61%	61%	58%	57%	58%
25 - 49	30%	29%	29%	29%	28%	30%

50 & Over	5%	5%	5%	6%	7%	3%
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Student ethnic diversity at Butte College has increased over the past six years. Most of the diversity has come from an increasing share of Hispanic/Latinx students, which increased from 24% to 31% over the period. Other ethnic minority share has remained relatively stable while the percentage of White students has decreased from 59% to 51%. These changes are indicative of the changing demographics of the service area. Butte College is responding to these demographic changes through the introduction of services championed and funded by the Student Equity and Achievement (SEAP) program as well as seeking additional funding to offer additional targeted programming through the Puente Project and Title 4 Federal grants.

Dialogue about student equity data and equity gaps takes place at Student Equity and Achievement Program Advisory Committee (SEAPAC) meetings. SEAPAC focuses on disaggregating data and locating equity gaps to meet the College’s mission for student success. Departmental dialogue and accountability for closing department-specific equity gaps is not required; however, all department and program Unit Plans include an option for funding requests to be tied to closing equity gaps.

Additionally, Butte College has instituted the following efforts to further its mission of helping students become “productive members of a diverse, sustainable, and ever-changing global society,” as well as to support their degree and certificate completion and basic skills acquirement:

- Hiring an Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Officer – Spring 2021
- Updating the Strategic Direction – Spring 2021
- Creating a task force to review 2020 Faculty and Staff Campus Climate data – Spring 2021

Student Ethnicity

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Asian	6%	6%	6%	6%	6%	6%
Black	3%	2%	2%	2%	2%	2%
Latinx	24%	25%	27%	28%	29%	31%
Native American	2%	1%	1%	1%	1%	1%
Pacific Islander	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%
Two or More	3%	4%	5%	5%	6%	6%
White	59%	57%	55%	54%	50%	51%
Unknown	4%	3%	3%	3%	6%	3%

Student Place of Residence

The majority (69% as of fall 2020) of Butte College students live in Butte County. While Glenn County is part of the College’s service area, only about 8% of students reside there. Butte College draws from a broader area with about 22% of students residing in counties outside the service area. The Camp Fire has impacted students coming from the Paradise/Magalia area in recent years, reducing the number of students from that area from more than 1000 to less than 400. At this point, it isn’t possible to quantify how the shift to a remote learning environment between spring 2020 and fall 2020 has resulted in student migration.

Where Students Live

Residence County and City/Town	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Butte County Total	8,895	8,756	8,449	8,464	8,036	6,360
Chico	5,186	5,188	5,103	5,194	5,228	4,040
Oroville	1,744	1,688	1,579	1,640	1,575	1,241
Paradise/Magalia	1,140	1,029	935	783	395	357
Other Butte County	825	851	832	847	838	722
Glenn County Total	884	900	875	929	940	753
Orland	527	522	491	452	488	394
Willows	223	225	238	304	274	231
Hamilton City	103	121	97	118	122	84
Other Glenn County	31	32	49	55	56	44
Tehama and Shasta Counties	521	550	572	572	571	459
Colusa, Sutter, and Yuba	571	559	582	574	619	611
Other	1,249	1,254	1,179	1,155	1,046	968
Unknown	531	371	229	248	160	73
Total	12,651	12,390	11,886	11,942	11,372	9,224

Labor Market Data

The California Department of Labor provides historical statistics on the largest employers by industry in California by county. These statistics make it possible to see which industries are growing or shrinking. In Butte County over the past 20 years, education and health services has seen the largest growth. Employment in manufacturing is the only industry that has declined. Overall employment in Butte County grew by 24%. In Glenn County, agriculture is the largest employer. Employment in mining, logging, and construction decreased as did manufacturing. Overall, employment increased by 13% in Glenn County over the 20-year period. Butte County

will experience rapid growth in construction jobs post Camp Fire and we anticipate reconstruction efforts taking five to ten years to complete.

Local Employment by Industry

Butte County				
Industry	2017		1997	
Total Farm	3,100	4%	3,100	5%
Mining, Logging, and Construction	3,800	4%	2,300	3%
Manufacturing	4,300	5%	4,900	7%
Trade, Transportation & Utilities	14,700	17%	13,300	19%
Information	900	1%	1,300	2%
Financial Activities	3,500	4%	3,000	4%
Professional & Business Services	5,800	7%	5,400	8%
Educational & Health Services	19,500	23%	11,500	17%
Leisure & Hospitality	8,800	10%	6,600	10%
Other Services	4,000	5%	3,000	4%
Federal Government	600	1%	600	1%
State & Local Government	16,000	19%	13,500	20%
Total	85,000		68,500	

Glenn County				
Industry	2017		1997	
Total Farm	2,220	25%	1,770	22%
Mining, Logging, and Construction	320	4%	380	5%
Manufacturing	660	7%	990	13%
Trade, Transportation & Utilities	1,670	19%	1,310	17%
Information	0	0%	0	0%
Financial Activities	160	2%	190	2%
Professional & Business Services	230	3%	170	2%
Educational & Health Services	890	10%	420	5%
Leisure & Hospitality	680	8%	510	6%
Other Services	0	0%	0	0%
Federal Government	210	2%	280	4%
State & Local Government	1,870	21%	1,850	24%
Total	8,910		7,870	

Source: Employment Development Department

Largest Occupations

The California Department of Labor forecasts five-year employment changes by county. Over the period from 2017 to 2022, Butte County employment in the top 50 occupations is expected to increase by almost 9%. During this time, insurance agents, personal care aides, and plumbers are expected to grow at the fastest rate. Personal care aides, food preparation and serving workers, and registered nurses are expected to have the greatest increase in new positions. Regionally (Colusa, Glenn, Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, Tehama, and Trinity Counties), over the period from 2017 to 2022, employment in the top 50 occupations is expected to increase by almost 7%. During this time, personal care aides, insurance agents, and nursing assistants are expected to grow at the fastest rate. Personal care aides, farmworkers, and registered nurses are expected to have the greatest increase in new positions. The tables on the following pages provide more detail. Note that highlighted occupations require at least some college training.

Occupation Title	Annual Average Employment		% Change
	2017	2022	
Personal Care Aides	4,357	5,592	28%
Combined Food Preparation and Serving Workers, Including Fast Food	2,984	3,358	13%
Registered Nurses	2,397	2,734	14%
Retail Salespersons	2,596	2,715	5%
Cashiers	2,392	2,383	0%
Postsecondary Teachers	2,081	2,225	7%
Office Clerks, General	1,751	1,855	6%
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	1,674	1,784	7%
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,621	1,653	2%
Teacher Assistants	1,425	1,536	8%
Stock Clerks and Order Fillers	1,400	1,497	7%
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,322	1,488	13%
Waiters and Waitresses	1,326	1,442	9%
Customer Service Representatives	1,113	1,246	12%
General and Operations Managers	1,075	1,188	11%
Cooks, Restaurant	1,088	1,185	9%
Elementary School Teachers, Except Special Education	1,052	1,161	10%
Nursing Assistants	961	1,075	12%
Laborers and Freight, Stock, and Material Movers, Hand	897	1,026	14%
Construction Laborers	936	1,000	7%
Social and Human Service Assistants	904	994	10%
Bookkeeping, Accounting, and Auditing Clerks	950	982	3%
Maids and Housekeeping Cleaners	958	917	-4%
Landscaping and Groundskeeping Workers	850	906	7%
First-Line Supervisors of Office and Administrative Support Workers	842	891	6%
Maintenance and Repair Workers, General	808	891	10%
Cooks, Fast Food	891	891	0%
First-Line Supervisors of Retail Sales Workers	875	885	1%
Childcare Workers	873	791	-9%
Insurance Sales Agents	534	696	30%
Medical Secretaries	607	669	10%
Receptionists and Information Clerks	591	628	6%
First-Line Supervisors of Food Preparation and Serving Workers	564	622	10%
Carpenters	611	610	0%
Light Truck or Delivery Services Drivers	546	593	9%
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	530	591	11%
Counter and Rental Clerks	557	586	5%
Substitute Teachers	531	577	9%
Packaging and Filling Machine Operators and Tenders	545	575	5%
Heavy and Tractor-Trailer Truck Drivers	519	518	0%
Bartenders	484	505	4%
Police and Sheriff's Patrol Officers	470	502	7%
Accountants and Auditors	451	494	10%
Medical Assistants	433	481	11%
Plumbers, Pipefitters, and Steamfitters	391	475	22%
Hairdressers, Hairstylists, and Cosmetologists	438	473	8%
Secondary School Teachers, Except Special and Career/Technical Education	405	472	17%
Sales Representatives, Services, All Other	420	458	9%
Licensed Practical and Licensed Vocational Nurses	427	448	5%
Automotive Service Technicians and Mechanics	450	448	-1%

Regional:

Occupation Title	Annual Average Employment		% Change
	2017	2022	
Personal Care Aides	9,802	12,551	28%
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	7,001	7,621	9%
Cashiers	6,998	7,084	1%
Combined Food Preparation and Serving Workers, Including Fast Food	6,215	6,808	10%
Retail Salespersons	6,146	6,554	7%
Registered Nurses	5,041	5,639	12%
Office Clerks, General	4,601	4,758	3%
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3,948	3,955	0%
Teacher Assistants	3,519	3,615	3%
Stock Clerks and Order Fillers	3,259	3,467	6%
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,127	3,412	9%
Postsecondary Teachers	3,101	3,364	8%
General and Operations Managers	3,073	3,342	9%
Elementary School Teachers, Except Special Education	3,256	3,331	2%
Laborers and Freight, Stock, and Material Movers, Hand	2,906	3,250	12%
Waiters and Waitresses	2,890	2,996	4%
Heavy and Tractor-Trailer Truck Drivers	2,980	2,996	1%
Bookkeeping, Accounting, and Auditing Clerks	2,846	2,877	1%
First-Line Supervisors of Retail Sales Workers	2,566	2,647	3%
Maintenance and Repair Workers, General	2,416	2,608	8%
Landscaping and Groundskeeping Workers	2,439	2,598	7%
Construction Laborers	2,456	2,580	5%
Maids and Housekeeping Cleaners	2,553	2,469	-3%
First-Line Supervisors of Office and Administrative Support Workers	2,298	2,394	4%
Customer Service Representatives	2,109	2,355	12%
Cooks, Restaurant	2,121	2,220	5%
Nursing Assistants	1,844	2,103	14%
Cooks, Fast Food	1,930	1,879	-3%
Childcare Workers	2,110	1,877	-11%
Farmers, Ranchers, and Other Agricultural Managers	1,746	1,835	5%
Substitute Teachers	1,696	1,727	2%
Social and Human Service Assistants	1,558	1,715	10%
Carpenters	1,799	1,715	-5%
Light Truck or Delivery Services Drivers	1,575	1,671	6%
Secondary School Teachers, Except Special and Career/Technical Education	1,608	1,651	3%
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,391	1,528	10%
Receptionists and Information Clerks	1,421	1,519	7%
Medical Secretaries	1,384	1,506	9%
Correctional Officers and Jailers	1,491	1,503	1%
Medical Assistants	1,333	1,481	11%
Forest and Conservation Technicians	1,440	1,478	3%
Middle School Teachers, Except Special and Career/Technical Education	1,421	1,475	4%
Insurance Sales Agents	1,185	1,464	24%
Police and Sheriff's Patrol Officers	1,311	1,421	8%
Accountants and Auditors	1,305	1,404	8%
First-Line Supervisors of Food Preparation and Serving Workers	1,261	1,343	6%
Managers, All Other	1,246	1,343	8%
Automotive Service Technicians and Mechanics	1,330	1,324	0%
Counter and Rental Clerks	1,275	1,309	3%
Hairdressers, Hairstylists, and Cosmetologists	1,183	1,253	6%

Demographic Data

In 2010, the US Census indicated a population of 248,122 for the District. Post Camp Fire, the US Census Bureau counted 239,754 people in the district during the 2020 Census, a loss of 3.3 percent. Butte County has approximately seven times the population of Glenn County with

211,632 and 28,917, respectively. Currently, population by race and ethnicity are not available from the 2020 Census. However, estimates from 2019 are available and shown in the table below.

	Butte County	Glenn County	District Total
Black or African American alone, percent	1.9%	1.3%	1.8%
American Indian and Alaska Native alone, percent	2.5%	3.2%	2.6%
Asian alone, percent	5.0%	3.1%	4.8%
Native Hawaiian and Other Pacific Islander alone, percent	0.3%	0.2%	0.3%
Two or More Races, percent	4.6%	3.0%	4.4%
Hispanic or Latino, percent	17.2%	42.5%	20.2%
White alone, not Hispanic or Latino, percent	70.9%	50.5%	68.4%

Given the impacts of the Camp Fire and uncertainty around changing COVID-19 work environments, it is difficult to estimate the medium to long-term population changes the District will experience. Prior to these events, the California Office of Fiscal Services indicated the following projections for Butte College’s service area.

- The proportion of residents who are 30 plus are projected to grow from 56% to 62% by 2060. The 50+ demographic is expected to grow the most by 2060 in Butte and Glenn counties. During this period, the number of people between 18 and 24 are expected to grow slightly; however, their proportion of the population is expected to fall.
- In 2010, the majority of Butte and Glenn County residents were white. By 2040, the proportion of Hispanic residents is projected to grow to be the majority in Glenn County. In Butte County, the proportion of Hispanic residents is expected to reach 27%.

Source: US Census Bureau, QuickFacts – Butte and Glenn Counties

<https://www.census.gov/quickfacts/fact/table/glenncountycalifornia,buttecountycalifornia/POP010220>

Faculty and Staff Ethnicity

Research conducted both within the system California Community College system and replicated at Butte College indicates that students are more likely to successfully complete a class when the instructor’s and student’s ethnicities match (“A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom” *American Economic Review* Fairlie, Hoffmann, Oreopoulos). Butte College employee demographics (as of fall 2020) are included in the chart below. Relative to student populations, the following employee ethnicities are under-represented at Butte College: African American (0.6 percentage points - pp); Asian (1.7 pp); Latinx (21.1 pp); Multi-ethnicity (4.7 pp). White employees are over-represented by approximately 27 percentage points.

		Butte CCD Total	Educational Administrator	Academic, Tenured/ Tenure Track	Academic, Temporary	Classified
African- American	Count	14	1	2	3	8
	%	1.4%	5.3%	1.0%	0.7%	2.1%
American Indian/ Alaskan Native	Count	16		1	4	11
	%	1.6%	0.0%	0.5%	1.0%	2.9%
Asian	Count	43		10	9	24
	%	4.3%	0.0%	5.2%	2.2%	6.2%
Hispanic / Latinx	Count	100	1	17	28	54
	%	9.9%	5.3%	8.9%	6.7%	14.0%
Multi-Ethnicity	Count	13		2	3	8
	%	1.3%	0.0%	1.0%	0.7%	2.1%
Pacific Islander	Count	5	1			4
	%	0.5%	5.3%	0.0%	0.0%	1.0%
Unknown	Count	27	2	6	10	9
	%	2.7%	10.5%	3.1%	2.4%	2.3%
White Non- Hispanic	Count	793	14	153	359	267
	%	78.4%	73.7%	80.1%	86.3%	69.4%
Total	Count	1011	19	191	416	385
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Socio-Economic Data

The California Department of Labor provides historical statistics on the largest employers by industry in California by county. These statistics make it possible to see which industries are growing or shrinking. In Butte County over the past 20 years, education and health services has seen the largest growth. Employment in manufacturing is the only industry that has declined. Overall employment in Butte County grew by 24%. In Glenn County, agriculture is the largest employer. Employment in mining, logging, and construction decreased as did manufacturing. Overall, employment increased by 13% in Glenn County over the 20-year period. Butte County will experience rapid growth in construction jobs post Camp Fire. Reconstruction efforts will likely take five to ten years.

Sites

Enrollment by Location

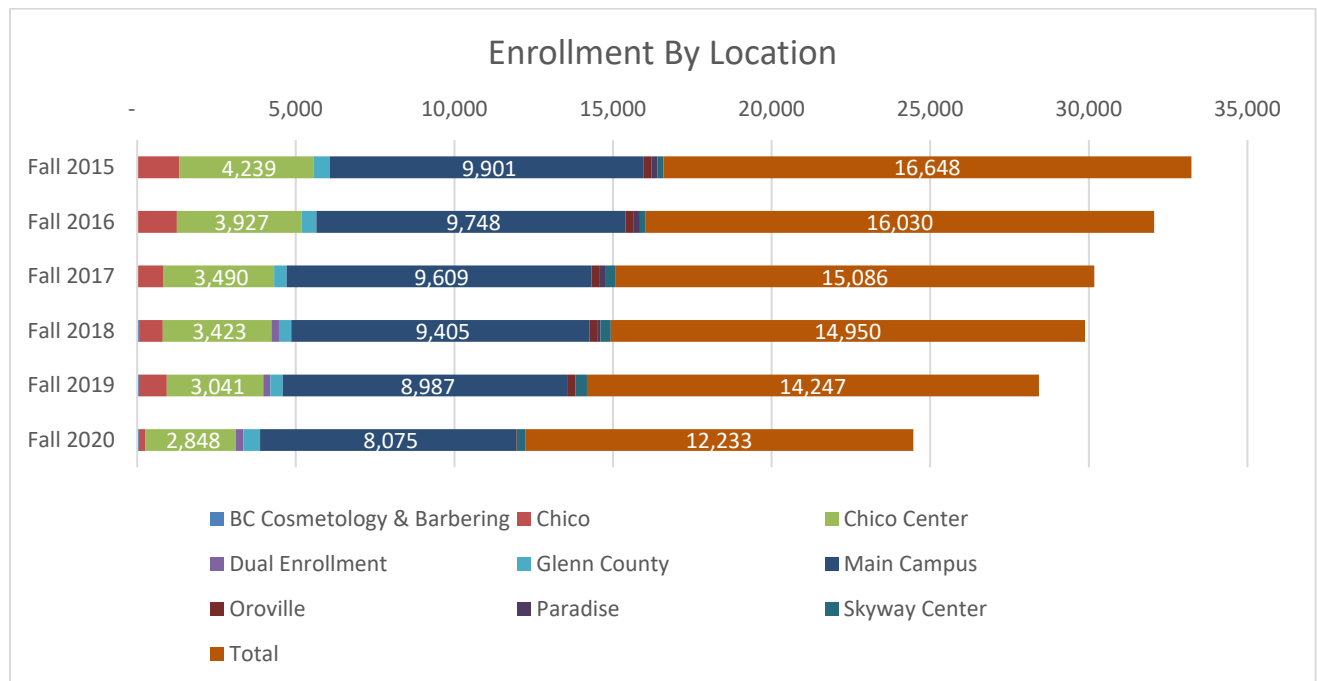
This table shows Butte College's students and enrollments by location. Enrollment is strongly linked to access. As such, the College will always be exploring opportunities to better serve the residents of Butte and Glenn counties. Note that students are duplicated in this table, so a student

taking two classes at the Chico Center and one at the Main Campus will be counted twice, once at each location; they will also have three enrollments. Most Butte College locations have seen a steady decline in student headcount. The table below shows student headcount by location. The Cosmetology program began in fall 2018. Because of the Camp Fire, we do not have a location in Paradise. Note that online students and enrollments are attributed to the Main Campus.

Enrollment by Location

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
BC Cosmetology & Barbering	-	-	-	60	55	58
Chico	1,330	1,253	830	748	878	205
Chico Center	4,239	3,927	3,490	3,423	3,041	2,848
Dual Enrollment	-	-	-	239	225	239
Glenn County	499	470	389	387	390	525
Gridley/Biggs	60	-	-	-	-	-
Main Campus	9,901	9,748	9,609	9,405	8,987	8,075
Oroville	239	256	244	260	243	20
Other	-	-	-	22	68	-
Paradise	192	196	187	86	-	-
Skyway Center	188	180	337	320	360	263
Total	16,648	16,030	15,086	14,950	14,247	12,233

Note: Highlighted cells show locations with regular instruction operated at a college-controlled location.



Specialized or Programmatic Accreditation

Butte College is accredited, licensed, and/or approved by:

Health Education	<i>Commission on Accreditation of Allied Health Education Programs</i>
General Health	<i>California Department of Public Health</i>
Registered Nursing	<i>Board of Registered Nursing</i>
Vocational Nursing	<i>Board of Vocational Nursing and Psychiatric Technicians</i>
Emergency Medical Technician/Paramedic	<i>Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)</i>
Respiratory Care	<i>Commission on Accreditation for Respiratory Care</i>
Law Enforcement Academies	<i>Commission on Peace Officer Standards and Training</i>
Fire Academy	<i>Office of the State Fire Marshal</i>
International Students	<i>U.S. Immigration and Customs Enforcement – Student Exchange Visitor Program</i>
Automotive Technology	<i>National Automotive Technician Education Foundation (NATEF)</i>
Honda PACT	<i>Honda Professional Automotive Career Training (PACT)</i>
Cosmetology	<i>Board of Barbering and Cosmetology</i>
Athletics	<i>California Community College Athletic Association</i>
Early Childhood Education/Teacher Education	<i>California Commission on Teacher Credentialing (CCTC)</i>

LIST OF ACRONYMS	
3CSN	California Community Colleges' Success Network
AA	Associate Of Arts
ACCJC	Accrediting Commission for Community and Junior Colleges
ACRL	Association Of College Research Libraries
ADA	Americans With Disabilities Act
ADT	Associates Degrees for Transfer
AJ	Administration Of Justice
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
A&R	Admissions And Records
AS	Associated Students
ASC	Accreditation Steering Committee
AST	Accreditation Support Team
BEEP	Butte Employee Education Program
BC	Butte College
BCAS	Butte College Associated Students
BCEA	Butte College Educators Association
BCLDI	Butte College Leader Development Institute
BCOE	Butte County Office of Education
BGCCD	Butte-Glenn Community College District
BOT	Board Of Trustees
BP	Board Policy
BRN	Board Of Registered Nursing
CARE	Cooperative Agencies Resources for Education
CAP	Career And Academic Profile
CAS	Center For Academic Success
CBA	Collective Bargaining Agreement
CC	Curriculum Committee
CCAP	College & Career Access Pathway
CCC	Culture And Community Center
CCC Apply	Common Application for Admission
CCCCO	California Community Colleges Chancellor's Office
CCLC	Community College League of California
CCSSE	Community College Survey of Student Engagement
CDAM	Contracted District Audit Manual
CDC	Child Development Center
CERBT	California Employer's Retiree Benefit Trust Fund
CFE	Center For Excellence
CHC	Chico Center
C-ID	Course Identification Numbering System
CMST	Communications Studies
COR	Course Outline of Record
CPE	Community Partners in Education

CSCI	Computer Science Departments
CSEA	California School Employees Association
CSSO	Chief Student Services Officer
CSU	California State University
CTE	Career Technology Education
CTEOS	CTE Employment Outcomes Survey
CUSD	Chico Unified School District
DE	Distance Education
DEC	Distance Education Committee
DEI	Diversity, Equity, Inclusion
DFS	District File Server
DSPS	Disabled Students Programs and Services
EAP	Employee Assistance Program
ECE	Early Childhood Education Program
EDUC	Education
EEO	Equal Employment Opportunity
EMP	Educational Master Plan
EMT	Emergency Medical Technician
ENGL	English
EOPS	Extended Opportunities Programs and Services
ERP	Enterprise Resource Planning
ESL	English As a Second Language
FAFSA	Free Application for Federal Student Aid
FAIR	Faculty Alliance for Inquiry and Research
FERPA	Family Educational Rights and Privacy Act Of 1974
FLEX	Flexible Calendar
FPM	Facilities, Planning, And Management
FTES	Full Time Equivalent Students
FON	Faculty Obligation Number
FWS	Federal Work Study
GASB	Governmental Accounting Standards Board
GCC	Glenn County Center
GE	General Education
GELO(s)	General Education Learning Outcome(S)
HIS	Hispanic Serving Institution
HR	Human Resources
HVAC	Heating Ventilation Air Conditioning
IA	Instructional Aide
ICC	Inter-Club Council
IDEA	Inclusion, Diversity, Equity and Anti-Racism
IE	Institutional Effectiveness
IEM	Institutional Effectiveness Manual
IGETC	Intersegment General Education Transfer Curriculum
IIPP	Injury And Illness Prevention Program
ILO	Institutional Learning Outcome

ISA	Instructional Service Agreement
IR	Institutional Research
IT	Information Technology
JPA	Joint Powers Authority
KAPC	Kinesiology, Athletics and Performance Center
LBGTQ+	Lesbian, Bi-Sexual, Gay, Transgender, And Queer
LEED	Leadership In Energy and Environmental Design
LIS	Library And Information Science
LM	Life Management
LO	Learning Outcome
LRS	Learning Resource Center
LSP	Library Services Platform
LVN	Licensed Vocational Nurse
MCGS	Multicultural And Gender Studies
MESA	Mathematics, Engineering, Science Achievement
MIPS	Multi-Year Integrated Planning System
MMAP	Multiple Measures Assessment Project
MOU	Memorandum Of Understanding
MSC	Management, Supervisory, Confidential [Employees]
MyBC	Campus Portal
NCLEX	National Council Licensure Examination
OCLC	Online Consortium of Library Catalogs
OEI	Online Education Initiative
OER	Open Educational Resource
OPEB	Other Post-Employment Benefits
OSLED	Office For Student Learning and Economic Development
OSHA	Occupational Safety and Health Administration
OTSA	On the Spot Admissions
PAC	Professional Advisory Committee
PALS	Pediatric Advanced Cardiac Life Support
PBA	Planning, Budget and Assessment
PLT	President's Leadership Team
PDQ	Position Description Questionnaire
PERS	Public Employee Retirement System
PFA	Part-Time Faculty Association
PLO(s)	Program Learning Outcome(S)
POST	Peace Officer Standards and Training
PPE	Personal Protective Equipment
PRF	Project Request Form
PRR	Program Research and Recommendation
PTK	Phi Theta Kappa
PVPD	Program Vitality/ Program Discontinuance Committee
QRC	Queer Resource Center
RFP	Request For Proposal
RN	Registered Nurse

RT	Respiratory Therapist
RTVF	Radio, Television, Video and Film
RW	Reading/Writing
SAFER	Schools Association for Excess Risk
SARS	Scheduling And Reporting System
SASP	Student Athlete Success Program
SBDC	Small Business Development Center
SBS	Social And Behavioral Sciences
SE	Student Equity
SEAP	Student Equity and Achievement Program
SEAPAC	Student Equity and Achievement Program Advisory Committee
SEOG	Supplemental Educational Opportunity Grant
SENSE	Survey of Entering Student Engagement
SFF	Student Feedback Form
SI	Supplemental Instruction
SLO/SLOs	Student Learning Outcome(S)
SPE	Special Education
SSLTC	Student Services Leadership Team Committee
STAR	Success Through Achievement and Retention
STRs	State Teachers Retirement System
STEM	Science, Technology, Engineering and Mathematics
SWACC	Statewide Association of Community Colleges
SWOT	Strengths, Weaknesses, Opportunities, And Threats
TAG	UC Transfer Admission Guarantee
TCC	Transfer Counseling Center
TCO	Total Cost of Ownership
TMC	Transfer Model Curriculum
TMI	Technology Mediated Instruction
TRAN	Tax Revenue Anticipation Program
TRiO SSS	Trio Student Support Services
UC	University Of California
VP	Vice President
VRC	Veterans Resource Center

B. Presentation of Student Achievement Data and Institution-Set Standards

[See Chapter 5.3B and Appendix E of *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*]

For more than a decade, Butte College has evaluated itself through the use of key performance indicators aggregated in the Vision for Success Balanced Scorecard ([Intro.001](#)). The Scorecard provides a global view of how well the College is meeting objectives it has identified in the Strategic Direction as well as its standards for student achievement and associated goals. This information is provided to the Board and college leadership with an overall view of institutional performance and to inform the annual review and refinement of the Strategic Direction and the College's standards and goals for student achievement. Program specific disaggregated student success and achievement data is updated annually through Unit Planning data dashboards and through Program Review templates and provided to program leadership ([Intro.002](#)). These data sets are integrated into the academic planning documents of the institution and used as the basis for area planning and district resource allocation.

C. Organization of the Self-Evaluation Process

Butte College's efforts for the organization and leadership of the 2021 Self-Evaluation Report began shortly after the last Accreditation reaffirmation in June, 2015 ([Intro.003](#)). The planning group of the Accreditation Steering Committee (ASC), the Accreditation Support Team (AST) has continued to meet regularly. Members of the AST include the Vice President for Instruction, who serves as the College's Accreditation Liaison Officer (ALO); the Faculty Co-Chair; the Classified Co-Chair; the Director of Institutional Research; the SLO Coordinator; and Accreditation administrative support personnel ([Intro.004](#)).

The three co-chairs, liaison officer, and support person began meeting in May 2017 to develop the overall timelines and organizational plan for the next ISER. The SLO Coordinator was asked to be involved in the planning and leadership team as this representation had been missing for the previous Accreditation cycle. The incoming faculty Co-Chair was selected by the President's Leadership Team from candidates nominated by the Academic Senate.

Membership of the ASC was adjusted as necessary to include all accreditation co-chairs and the AST. The identification and recruitment of committee members were led by the AST with assistance and input from the Academic and Classified Senates and the Management Association. Invitations to participate were circulated to all employees and presentations were made to encourage participation ([Intro.005](#)).

In fall 2016, members of the AST attended the *ACCJC New ALO and New Standards Training*. In fall 2017 and spring 2019, AST members attended the *ACCJC Partners in Excellence* conferences. In fall 2017, AST and ASC members completed the online Accreditation 101 module provided by the ACCJC/WASC. In spring 2018, AST members attended the Accreditation Institute organized by the Academic Senate for California Community Colleges.

In April 2019, the AST conducted an accreditation training for individuals with expertise related to specific standards. These subject matter experts are referred to as Accreditation Champions. In the Accreditation Champions training, each expert was assigned a Standard element. They were tasked with reviewing their standard element and collecting key evidence for the upcoming ISER [\(Intro.006\)](#).

The initial priority of the AST was to recruit co-chairs and committee members for the Accreditation process and to ensure training of those individuals. The identification of the standards co-chairs was a collaborative process in which the AST sought input from the Academic Senate, Classified Senate, the Management Association, and the President's Leadership Team. The selection of the co-chairs ensured constituency representation, diversity in roles at the College, a variety of levels of experience and expertise with the College, past Accreditations, and Accreditation site visits at other California community colleges.

In spring 2020, ACCJC representatives came to the campus to provide training on the ISER. This training covered topics such as: recent changes to ACCJC; Accreditation purpose, process, and standards; and ISER Development. The training concluded with a practical application of interpretation of the standards and how to write to the standards [\(Intro.007\)](#).

Representation on the Accreditation Steering Committee was strategically planned so that the faculty and staff constituent groups had an active role in the development of this document. The continual, successful collaboration amongst this group helped ensure that a variety of perspectives were represented.

Butte College seeks student voices and input regularly on specific planning and budget items through participatory governance process and students' service on the College's committees. To better understand the needs of students across the student body, the College regularly participates in the Community College Survey of Student Engagement (CCSSE). The survey is generally conducted once every three years, with the first results collected in 2008. The survey was last conducted in spring 2017 and was completed by more than 800 students across 55 sections [\(Intro.008\)](#). In spring 2020, the College planned to participate in the survey, and did survey some students, but the survey was not finished due to the COVID-19 pandemic. The results of the CCSSE, Survey of Entering Student Engagement (SENSE), Hope (administered through Temple University), and climate surveys are published on the Butte College survey page. Survey results are discussed in Flex workshops, leadership meetings, and committee meetings. These

results are integral to identifying issues that students believe require action and were used in the creation of the ISER.

The Accreditation Support Team (AST) put out a call to the campus community for volunteers from faculty and staff to support the accreditation effort. The associate faculty voice was also sought out and each standard had representation. Writing and editing process formatting guidance was introduced to the Standard Co-chairs at the Accreditation Steering Committee meetings. Initial resources included the ACCJC ISER template, Guide to Institutional Self-Evaluation Peer Review, and Manual for Self-Evaluation. These were posted in the Accreditation Steering Committee OneDrive shared folder.

In December 2020, first drafts of the Standards were received by the Standard Co-Chairs. In April 2021, the second drafts of the ISER were received. A call went out to the campus at large for a one-voice editor ([Intro.009](#)). Two faculty were selected – a “one-voice editor” to review the standards and a “content editor” to help with some gaps in content. They began to work over the summer starting in June 2021.

The Accreditation Steering Committee (ASC) hosted many Flex workshops focused on accreditation to provide updates and opportunities for dialogue with the campus community ([Intro.010](#)). These workshops provided information about membership of the Standard teams, introduction to the accreditation process, and a timeline for the ISER completion and site visit. Newsletters were created to keep the campus community informed of the Accreditation process.

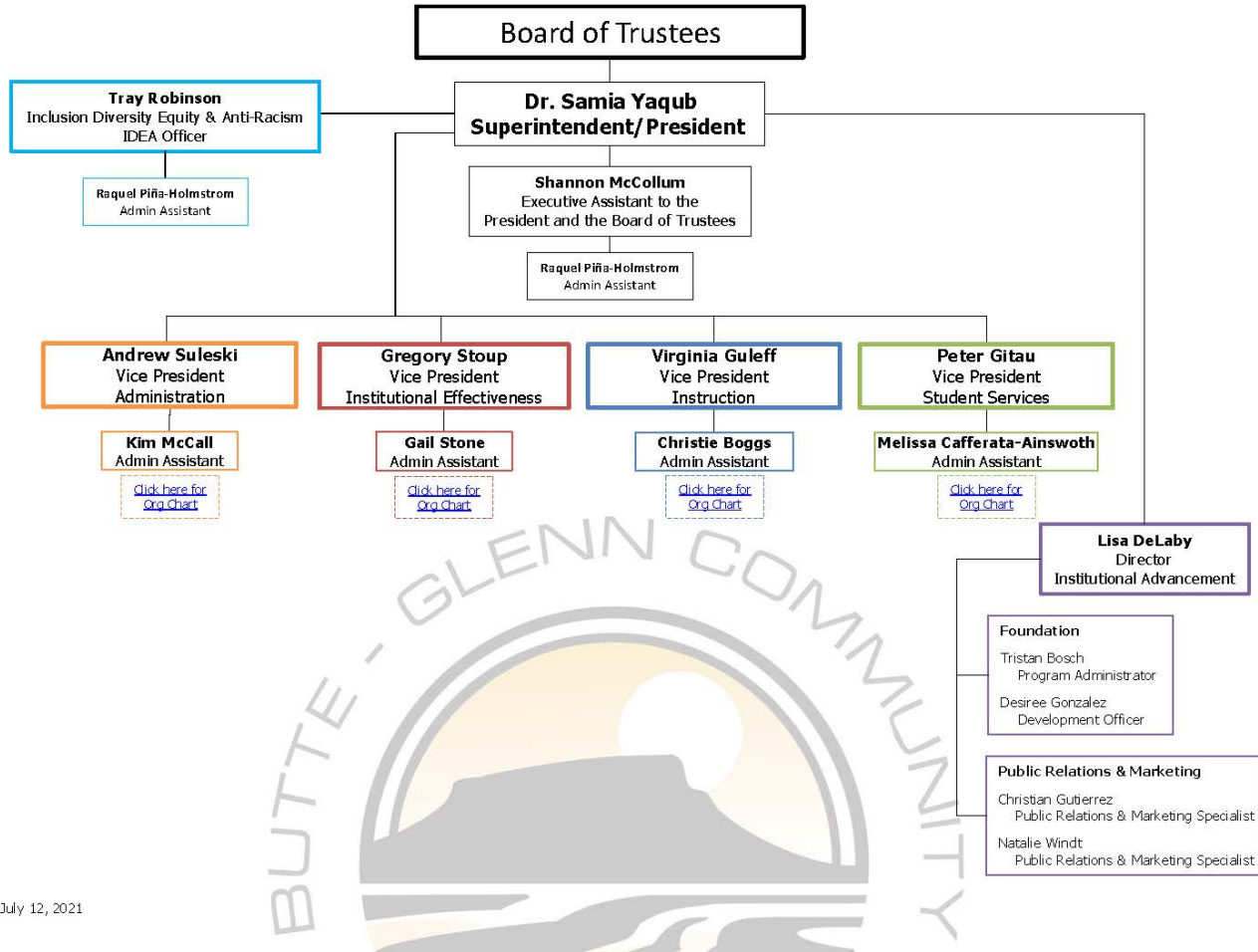
Presentations were made at the Board of Trustees meetings on all of the Standards. These presentations enabled the Board to provide input early in the process while becoming familiar with its role in maintaining the College’s compliance with these standards ([Intro.011](#), [Intro.012](#), [Intro.013](#), [Intro.014](#)).

A campus-wide Accreditation forum was held on August 19, 2021. At the forum, *Accreditation: It’s Everyone’s Business*, the Accreditation Support Team reviewed the process to date, emphasized the importance of the accreditation to the College, and highlighted the work of the Accreditation Steering Committee and the Standard teams. The forum also included time for dialog and questions from participants ([Intro.015](#)).

In the summer of 2021, the Accreditation Support Team reviewed and edited the final drafts from the writing teams. The final draft of the ISER was sent to the Accreditation Steering Committee for review in mid-August and it was approved by the ASC at its meeting on August 25, 2021. In early September, the ISER began its journey through the constituent groups for approval and in December 2021, the Board of Trustees approved the ISER.

D. Organizational Information

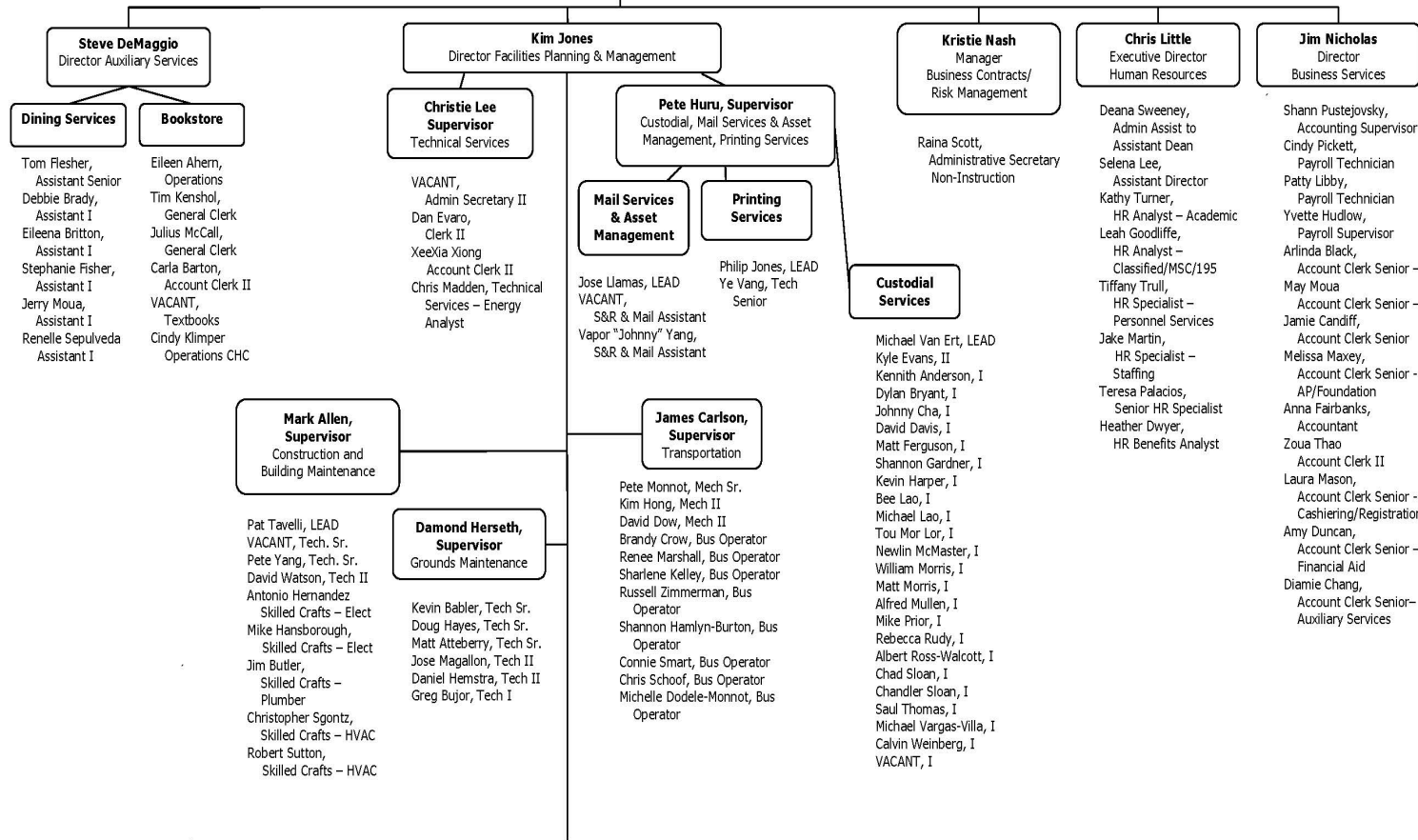
Butte-Glenn Community College District



Updated July 12, 2021

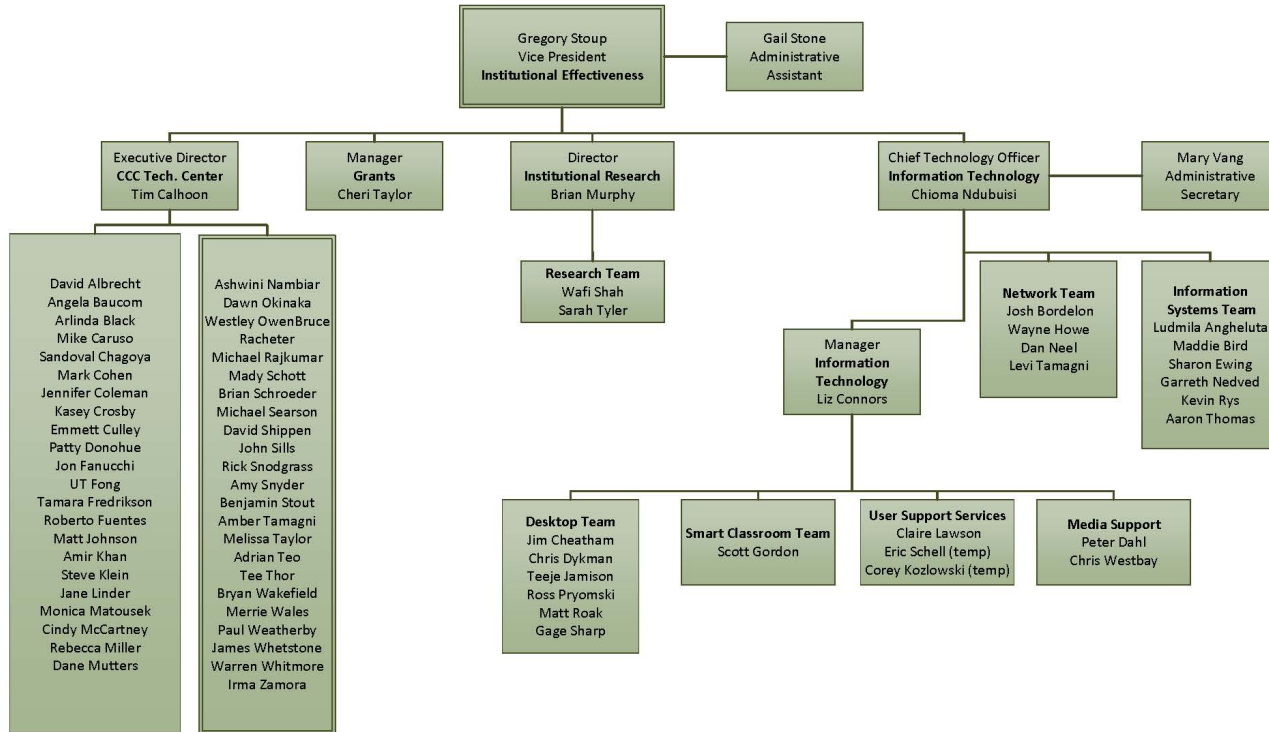
ANDREW SULESKI
Vice President for Administration

Kim McCall
Administrative Assistant



September 2021

Institutional Effectiveness

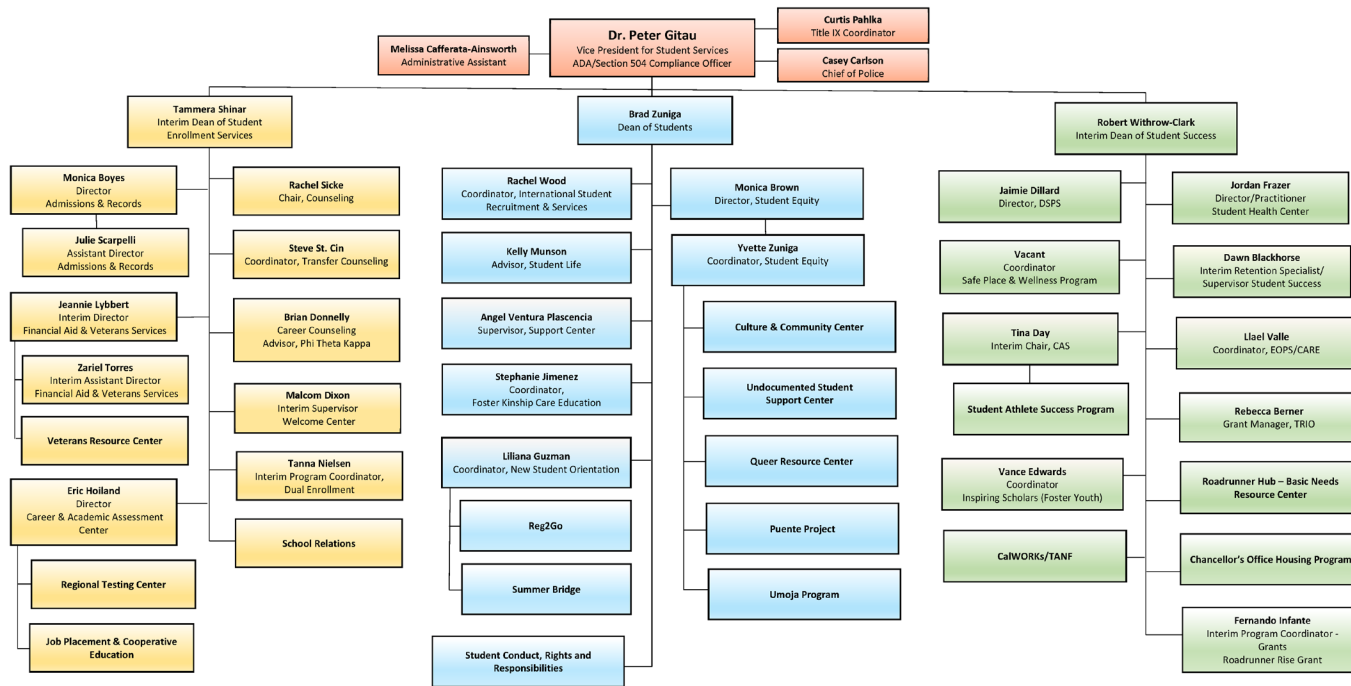


August 2021

Virginia Guleff - Vice President of Instruction						
Christie Boggs - Administrative Assistant - x7537		Shely Knifong - Scheduling & Curriculum Analyst - x2491		Heather Rau - Scheduling & Curriculum Analyst - x2462		Dorrie Watson - Scheduling & Curriculum Analyst - x2390
Don Robinson, Dean	Denise Adams, Dean	Kam Bull, Dean	Teresa Doyle, Dean	Carrie Monlux, Dean	Joel Keebler, Dean	
Melanie Flaherty, Dean's Secretary, x2551	Tessa St. John, Dean's Secretary, x2531	Jennifer Stepanoff, Dean's Secretary, x2296	Sara Lanam, Dean's Secretary, x2432, ARTS 230	Wendy Bocast, Dean's Secretary, x4061, LRC 304	Cindy Dawson, Dean's Sec., x4077, LRC 320	
Agriculture, Heavy Equipment, Construction, Environmental Horticulture HVAER, Natural Resources Tom Williams, Chair I x2496, WM 113 Connie Dickens, Admin Secretary III x2551, WM 105	Administration of Justice/Fire Technology Marshall Halem, Chair IV x2533, AHPS 132 → AI-Administration of Justice → FSC-Fire Technology	Family and Community Services Susan Craig, Chair I Michelle Simmons, Program Assistant Amy French, Administrative Secretary III x2542, AHPS 215	Glenn County Center -x2429 Krista Collett, Manager of GCC Operations → Chica Center and Skyway Center Lisa Bernal Wood, Supervisor, x4357	Art/Digital Art & Design Daniel Donnelly, Chair I Julie Cole-Barrett, Admin Secretary III x2404, ARTS 224 Sara Lanam, Dean's Secretary (DRAM) x2994, ARTS 230	Social & Behavioral Sciences & World Languages Randy Cougleau, Chair I Hayley Lanam, Admin Secretary III x2471, LRC 304	Communication Studies, Ethnic Studies Shabazz Mistry, Chair II Laura Rappoz-Davis, Chair I Hayley Lanam, Admin Secretary III x2471, LRC 304
→ AB-Agriculture Business → AACT-Ag Engineering Technology → AGS-Agriculture Science → CNST-Construction → EH-Environmental Horticulture → HVAC-Heating/Ventilation/AC → NR-Natural Resources	Public Safety Education & Training Center Don Beasley, Director Duane Dossy, Program Assistant Kelsey Harey, Administrative Secretary III Mai Chang, Administrative Secretary III x2401 or x2402, AHPS 144 → AJLE-Law Enforcement Academy Regular Basic Academy (RBA) John Carrillo, Co-Coordinator Toni Ortiz, Co-Coordinator Fish and Wildlife Academy (DPAW) Nico Stebbles, Director Chad Alexander, Co-Coordinator Jason Green, Co-Coordinator State Parks (DPR) Jason Smith, Director Jeremy Alling, Coordinator → FSC-Fire Fighter Academy Dominic Sanfilippo, Co-Coordinator Donnie Reinhardt, Co-Coordinator	→ AIH-Allied Health → CDP-Child Development → EDUC 2, 4 and 5-Education → EMS-Emergency Medical Services → FN-Food & Nutrition → HN-Health Information Management	Cosmetology and Barbering Kim Kirkwood, Chair IV x2294, CBC 123 Ellen Ross, Manager x2295, CBC 111 Jennifer Stepanoff, Dean's Secretary x2202, CBC 101	→ ART-Art → DRAM-Drama → FASH-Fashion → MSP-Multimedia Studies → MUS-Music/Recording Arts → PHO-Photography → RTVF-Radio, TV, Film	→ CSL-Counseling → CLP 30-Career Life Planning → HON-Honors → LM-Life Management → FRN-French → PSY-Psychology → SOC-Sociology	→ CMST-Communication Studies → ASL-American Sign Language → CIN-Chinese → FRN-French → GERM-German → ITAL-Italian → IPN-Japanese → LATN-Latin → MICS - Multicultural & Gender Studies → SPAN-Spanish
Automotive, Honda PACT and Diesel Technology Rob Holt, Chair III Connie Dickens, Admin Secretary III x7726, WM 105	North/Far North Regional Consortia Blaine Smith Regional Chair, NFNR 895-2894, AHPS 211 Shari Dempsey, Admin Secretary Grants 895-2830, AHPS 211	Respiratory Care Donni Davis, Chair III Michelle Simmons, Program Assistant Amy French, Administrative Secretary III x7532, AHPS 215 → RT-Respiratory Care	Economic & Workforce Development Linda Zorn, Executive Director 879-9069, Skyway Center Julie Aguilar, Admin Secretary Grants 892-3060	Sociocultural Studies Randy Cougleau, Chair I Hayley Lanam, Admin Secretary III x2471, LRC 304	Library Services Wendy Bocast, Dean's Secretary x4061, LRC 304 Main Campus Library x4017 Chico Center Library x4366	Mathematics Brooke Kennedy, Chair I Kimberly Bartsch, Chair IV Vacant, Administrative Secretary III x2451, LRC 320 → MATH-Mathematics
→ AUT-Automotive	Strong Workforce Allison Travy-Bee Program Coordinator Grants 895-2900, AHPS 211	→ AN-Allied Health → CDP-Child Development → EDUC 2, 4 and 5-Education → EMS-Emergency Medical Services → FN-Food & Nutrition → HN-Health Information Management	Contract Education Employment Training Panel The Training Place Jean Sweet, Administrative Secretary x4377, Skyway Center	→ ANTH-Anthropology → GEOG-Geography → HIST-History → HUM-Humanities → POS-Political Science	→ US-Library & Information Science	AB 705 and Guided Pathways Cindy Dawson, Dean's Secretary x4077, LRC 320
Industrial Technology, Manufacturing & Welding Technology Russell Pitter, Chair II x2586, WM 120 Melanie Flaherty, Dean's Secretary x2551, WM 105	Sustainable Technologies, Computer Science & Design Luke Sathrum, Chair II Tessa St. John Dean's Secretary x2531, AHPS 251	CTE Grants & Regional Projects Melisse Boyd Director 895-2882, AHPS 251	Small Business Development Center Skyway Center Carol LeBlanc Administrative Secretary Grants 895-9017	Special Programs Julie Nuzum, Coordinator 879-4354, CHC 144 Hayley Lanam, Admin Secretary III 893-7726, LRC 304	Technology Mediated Instruction (TMI) Wendy Bocast, Dean's Secretary x2471, LRC 304 Suzanne Walkin, Distance Ed Coordinator Chris Palmarini, Specialist Dave Stephens, Specialist TMI Direct Line: 895-2200	MESA Nena Angalano, Director Luz Gonzalez Ruiz, Retention Specialist Laurie Luzzeroni, Clerk x4302, PS 118
→ ITEC-Industrial Technology → MFG-Manufacturing → WLD-Welding Technology	→ CSCI-Computer Science → DFT-Drafting → ENGR-Engineering Nursing Laurie Meyer, Chair I	→ Carl Parkins IV Title I-C → Adult Education Vacant, Admin Secretary Grants 895-2828, AHPS 251	Melody Stockwell, Director Kathy Todd, Dean's Secretary x2495, WLR 101	English, ESL & Journalism Kelly Friedrichs, Chair I Jill Hodman, Administrative Secretary III x2371, BE 116	→ CPE-Community Partners in Educ → HAL-Healthy Aging and Living → OLS-Occupational Life Skills → SPED-Special Education Training	Study Abroad Hayley Lanam, Admin Secretary III x2409, LRC 304
Professional Development Teresa Ward, Faculty Coordinator Maglan Smith, Admin Secretary III x2854, LB 219 Coordinators who report to Greg Stoup: Julia Vandereyck, Classified Coordinator Gall Stone, MSC Coordinator	Michelle Simmons, Program Assistant Amy French, Administrative Secretary III x7532, AHPS 215 → NSG-Nursing Child Development Center Trudy Old, 879-9049, Skyway Center Nicole Cancilla, Program Assistant x2803, CDC 116	Regional Directors/Employer Engagement → Energy/Construction/Utilities (ECU) Orlan Walker, AHPS 251 → Information Communication Technologies/Digital Media Wendy Porter, AHPS 251 → Health Trudy Old, 879-9049, Skyway Center Becca Mortimer, Admin Secretary Grants 895-2867, AHPS 211	Health, Kinesiology & Athletics Jeff Jordan, Chair I Kathy Todd, Dean's Secretary x2495, WLR 101 Amanda Matz, Admin Secretary III x2829, WLR 101	ENGL-English → ENGL-English as a Second Language → JOUR-Journalism	Work Experience (reports to Tammera Shoirar) Eric Holland, Director x7538, SAS-113 Job Placement - x2334, SAS 258 → WKE-Work Experience	Student Services (reports to Peter Gitau) Bobby Withrow-Clark, Interim Dean Carrie Soldano, Dean's Secretary x7550, SAS 278 → CLP-Career Life Planning → DSPS-Disabled Students Programs & Services → EDUC 10, 110, 210, 310 CAS → IDST-Interdisciplinary Studies

Note: Virginia Guleff's Direct Reports are distinguished by different color blocks. Subjects/disciplines

Revised 9/7/2021



8/31/21

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Butte College is authorized to operate as an educational institution and to award degrees by the California Community College Chancellor's Office, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the U.S. Department of Education. Butte College was first accredited in 1966 by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The College's accreditation was last affirmed in June 2015 ([Intro.003](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Butte College enrolls approximately 9,500 students per semester. Students are offered a choice of roughly 100 academic programs resulting in an Associate Degree or an Associate Degree for Transfer. In the 2019/20 academic year, the most current year for which data is available, Butte College conferred 848 Associate Degrees and 377 Associate Degrees for Transfer.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Butte College currently offers 70 Associate Degrees (AA or AS) and 31 programs resulting in an Associate Degree for Transfer (ADT), a credential that guarantees student entry into a California State University. All degree programs comprise at least 60 units of course work. The Butte College Catalog describes each of the College's degree program ([Intro.016](#)). In 2020, 80% of the students applying to Butte College indicated on their application that their primary college goal was to obtain a degree and/or transfer to a four-year institution.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Superintendent/President of Butte College is a full-time dedicated employee appointed by the Board of Trustees and empowered to administer Board policies. She is not a member of the College's governing board and served as interim President/Superintendent for approximately one year and has been serving as CEO since 2016 ([Intro.017](#), [Intro.018](#)). As part of the College's regular process, notification of the appointment was sent to the Commission.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Butte College is audited annually as required by state law by the independent audit firm, CWDL. Audit findings and/or action plans, if any, are reported within the annual audit. These results are made available to the public and are communicated to the Board of Trustees at the annual January Board meeting ([Intro.019](#), [Intro.020](#)). Findings in the report, if any, are addressed in a timely manner. The District has had an unmodified Financial Statement, Federal Award, and State Award opinion for the last seven years with no findings.

F. Certification of Continued Institutional Compliance with Commission Policies

The Butte-Glenn Community College District certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

Butte College has announced the spring 2022 evaluation team visit to college stakeholders and the public and has solicited third-party comment six months in advance of the comprehensive visit. Third party comment has been solicited by way of announcements from the College President and the Accreditation Liaison Officer. Individuals wishing to make third-party

comments were directed to a comment capture tool located on the College website ([Intro.021](#), [Intro.022](#), [Intro.023](#), [Intro.024](#)).

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Butte College sets a broad array of institutional student achievement standards and goals in alignment with its mission. These standards and goals have been collaboratively established during the Educational Master Planning process and are included in the Educational Master Plan ([Intro.025](#)). The College regularly assesses performance on these metrics including, but not limited to, course completions, state licensing examinations, program and certificate completion data, graduation data, course success, transfer numbers, and job placements. Dialogue on the results of the assessments takes place to guide improvement planning. These standards and goals are reported to the Board of Trustees annually on the Vision for Success Balanced Scorecard ([Intro.001](#)). Program-level data on degree and certificate completion, course success, and persistence are routinely provided to each program on the Unit Planning Dashboard ([Intro.002](#)). Other program data are reported separately as they are developed.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Butte College follows Title 5 and the Program Course and Handbook Approval guidelines issued by the California Community Colleges Chancellor's Office when determining unit/hour calculations. Administrative Procedure (AP) 4020 Program and Curriculum Development describes an ongoing, six-year rotational review cycle that maintains compliance with internal and external policies ([Intro.026](#)). Board Policy (BP) 4020 Program, Curriculum, and Course Development gives authority to the District to assess and designate each of its programs as either a "credit hour" program or a "clock hour" program, and to the Superintendent/President to establish procedures consistent with applicable federal and state regulations ([Intro.027](#)).

Butte College evaluates and awards degrees and certificates pursuant to California Code of Regulations Title 5, Section 55063 and 55072. Criteria for awarding degrees and certificates are established in AP 4100 Graduation Requirements for Degrees and Certificates ([Intro.028](#)). The College Catalog specifies the fees and tuition associated with the costs of attending the College, including nonresident tuition, information on instructional material fees, and the refund policy. Financial assistance in the form of grants, enrollment fee waivers, loans, scholarships, and part-time work-study employment is available for students who meet financial aid program eligibility requirements ([Intro.029](#), [Intro.030](#)).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The website, College Catalog, and other program documents appropriately display information about transfer policies. Butte College complies with the commission's policy on transfer of credit

and clearly describes this to students. The College maintains information on transfer in its Catalog and updates it annually.

Board Policy 5120, Transfer Counseling Center specifies that the District has a transfer center plan that complies with the requirements of Title 5 ([Intro.031](#)). The plan identifies appropriate target student populations and is designed to increase the transfer applications of underrepresented students. The College recognizes through its equity efforts that students who have been historically underrepresented in transfer to baccalaureate level institutions are a special responsibility.

The Transfer Counseling Center (TCC) is described in College Catalog ([Intro.032](#)). At the TCC, students receive specialized information and counseling regarding their preparation for applying to a university or college in California or out of state.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Butte College offers two primary modes of distance education: online courses (fully online using the College's Canvas Learning Management System [LMS]) and hybrid courses (partly online using Canvas and partly face-to-face). A distance education (DE) course is required to meet the same Student Learning Outcomes as the face-to-face course. For a course to be offered as fully online or hybrid, it must first have approval by the Curriculum Committee as per California's Title 5 requirements. This Curriculum Committee provides course-level approvals with a Distance Education Checklist that confirms that faculty in the department has discussed and agrees the course is suitable for the online modality. Once a course is approved, individual faculty must be approved to teach the course. Faculty-level approval has two steps. First, the instructor has to pass Distance Education Training made up of two self-paced courses. Second, the instructor completes a DE addendum which confirms the course meets legal requirements and is approved by the DE Coordinator. Student Learning Outcome (SLO) assessment for courses, including distance education courses, is used to monitor synthesis of learning, and is completed and discussed among appropriate discipline faculty on a regular basis ([Intro.033](#)).

Resources are provided to ensure instructors are appropriately equipped to create an equivalent experience in the distance learning environment as in a face-to-face environment. Resources are also provided to students to make certain that the experience in distance education courses is equivalent to face-to-face courses ([Intro.034](#)). The Technology Mediated Instruction Department assists instructional faculty with the development of online courses through training and support; informs faculty about policies, procedures, and best practices relevant to and required of such courses; and oversees the technical development of distance education courses. The Academic Senate's Distance Education Committee focuses on recommendations, policies, and practices for online instruction ([Intro.035](#)).

Butte College has processes in place to address student authentication. Each time a student accesses an online course, that student must log in to the Canvas LMS using college-assigned credentials. Additionally, the College has a clear policy requiring first-day participation and communicates this procedure clearly to students in the College Catalog ([Intro.036](#)).

Administrative Procedure 4105 specifies policies and procedures relevant to Distance Education ([Intro.037](#)).

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Butte College recognizes that students are free, individually and collectively, to express their interests. Students of the College are afforded certain rights and privileges, in addition to the freedom to learn. Butte College has clear policies and procedures for handling student complaints. Nondiscrimination and Prohibition of Harassment are outlined in AP 3400; Standards of Student Conduct are stated in AP 5500; Student Discipline Procedures are described in AP 5520; and Student Rights and Grievances are explained in AP 5530 ([Intro.038](#), [Intro.039](#), [Intro.040](#), [Intro.041](#)).

Student complaint files for the previous six years are available in the Dean of Students Office for review. The files demonstrate accurate implementation of the complaint policies and procedures.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Butte College exhibits integrity and responsibility in all advertisements and publications by ensuring that the College's educational programs and services are the primary emphasis of recruitment literature. Information regarding course credit, transfer, and requirements for course completion are clear, accurate, current, and widely available. Detailed information regarding admissions, financial aid, fees, and other major policies regarding students is listed in the College Catalog and on the College website. The College Catalog and website also include the academic calendar, learning resources, and detailed information about courses and programs.

The legal requirements for licensure, licensure examinations, and entry requirements into occupational programs are described in appropriate publications, including the College's Catalog. Multiple career exploration and planning tools are available on the Career & Employment Services webpage ([Intro.042](#)). The Catalog is updated annually and includes all information required by the regional accrediting body. The College's location, contact information, and accreditation standing are located on the opening pages and the mission and values are included in the general information section of the Catalog. The ACCJC accredited status and supporting documents for Butte College are posted on the College's Accreditation webpage ([Intro.043](#)).

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Butte College receives annual audits by an independent firm that test for compliance with the Title IV program. These audits have confirmed that Butte College has appropriate structures in place to ensure the integrity of administration, disbursement, and collection of the student financial aid program. Butte College staff provide financial aid advisement to students, and the Financial Aid Office maintains a webpage that explains types of aid and how to apply ([Intro.044](#)). The College works with third parties to provide disbursements and follow-up services regarding loan repayment responsibilities. Butte College's financial aid programs have not had audit findings in annual audits, and no issues have been raised by the US Department of Education regarding Butte College's financial aid procedures and processes. All contracts with third parties relating to the Title IV program are reviewed and approved by the Board of Trustees.

Evidence List

Introduction Evidence List	
Number	Evidence Description
Intro.001	Vision for Success Balanced Scorecard 2020-21
Intro.002	Unit Planning Dashboard Screenshot
Intro.003	ACCJC Accreditation Affirmation Letter 06/29/15
Intro.004	Accreditation Leadership and Organization
Intro.005	Celebration and Panel Questions Presentation January, 2017
Intro.006	Accreditation Champion Training April, 2019
Intro.007	ACCJC Training at Butte College February, 2020
Intro.008	CCSSE Executive Summary 2017
Intro.009	Accreditation One-voice Editor Solicitation Email 02/26/21
Intro.010	Flex Days Accreditation Update January, 2021
Intro.011	Board of Trustees Meeting 02/17/21 Agenda
Intro.012	Board of Trustees Meeting 02/17/21 Minutes
Intro.013	Board of Trustees Meeting 03/10/21 Agenda
Intro.014	Board of Trustees Meeting 03/10/21 Minutes
Intro.015	Accreditation: It's Everyone's Business Flex Workshop 08/16/21
Intro.016	College Catalog 2020-21 Pages 50 – 148
Intro.017	Board of Trustees Meeting 04/13/16 Agenda
Intro.018	Board of Trustees Meeting 04/13/16 Minutes

<u>Intro.019</u>	Board of Trustees Meeting 01/29/20 Agenda
<u>Intro.020</u>	Board of Trustees Meeting 01/29/20 Minutes
<u>Intro.021</u>	Third Party Comments Email, Webpage, and Form
<u>Intro.022</u>	Accreditation Update Email from ALO Guleff 06/21/21
<u>Intro.023</u>	Guide to Reviewing the ISER Presentation to Constituent Groups Fall 2021
<u>Intro.024</u>	ISER Presentation to the Board 11/17/21
<u>Intro.025</u>	Educational Master Plan
<u>Intro.026</u>	Administrative Procedure 4020 – Program and Curriculum Development
<u>Intro.027</u>	Board Policy 4020 – Program, Curriculum, and Course Development
<u>Intro.028</u>	Administrative Procedure 4100 – Graduation Requirements for Degrees and Certificates
<u>Intro.029</u>	Board Policy 5130 – Financial Aid
<u>Intro.030</u>	Administrative Procedure 5130 – Financial Aid
<u>Intro.031</u>	Board Policy 5120 – Transfer Counseling Center
<u>Intro.032</u>	College Catalog 2020-21 Page 24
<u>Intro.033</u>	DE Component of Curriculum-Approval-Addendum forms
<u>Intro.034</u>	Online Classes and Services Webpage
<u>Intro.035</u>	Distance Education Committee Webpage
<u>Intro.036</u>	College Catalog 2020-21 Page 38
<u>Intro.037</u>	Administrative Procedure 4105 – Distance Education
<u>Intro.038</u>	Administrative Procedure 3400 – Nondiscrimination and Prohibition of Harassment
<u>Intro.039</u>	Administrative Procedure 5500 – Standards of Student Conduct
<u>Intro.040</u>	Administrative Procedure 5520 – Student Discipline Procedures
<u>Intro.041</u>	Administrative Procedure 5530 – Student Rights and Grievances
<u>Intro.042</u>	Career and Employment Service Webpage
<u>Intro.043</u>	Accreditation Webpage
<u>Intro.044</u>	Financial Aid Webpage

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Butte College mission is a key component of the District's Institutional Bedrock that includes the Educational Master Plan, Facilities Master Plan, Program Review, Strategic Initiatives, and all other developed operational plans ([I.A.001](#)). The College uses these initiatives and plans as the basis for all institutional planning and strategic goal setting, including assessment criteria for achieving those goals and resource allocation to continually improve in all areas of student success and achievement. The mission was most recently reviewed and approved by the Board of Trustees in spring 2018:

Butte College is a student-centered learning institution which provides quality education and support services that are continuously evaluated and improved, to prepare students to be productive members of a diverse, sustainable, and ever-changing global society. We provide career and transfer pathways for students to become life-long learners and critical thinkers through the mastery of basic skills, workforce training, and the achievement of degrees and certificates ([I.A.002](#)).

Central to this mission is the offering of broad educational experiences, emphasizing the District's commitment to a student-centered foundation for high quality instruction and student services. The mission underscores the College's commitment to broad forms of student success in terms of community and global citizenship, workplace readiness, lifelong learning, critical thinking, and student success in terms of completing transfer pathways, degrees, and/or certificates. In this rural/suburban area in Northern California, the District's commitment to its communities runs deep. Approximately 28% of Butte College's students are Latinx, and the

College has recently been designated as a Hispanic Serving Institution (HSI). To address ever-changing needs, the District regularly updates and widely disseminates the mission statement to students, faculty, staff, and community members. In addition, the Institutional Learning Outcomes support the achievement of the mission. Butte College operates by keeping students' end goals in mind ([L.A.003](#)).

Butte College's Values and Vision statements build out the student-centric commitment in the mission, delineating key commitments to student-centered operations; excellence and quality of services and programs; respect for students and colleagues; diversity, inclusion and equity; professionalism in our interactions; personal and District responsibility; and long-term viability and sustainability of the District.

Board Vision

Butte College serves its communities by inspiring a diverse community of learners to reach intellectual, cultural, social, economic, and personal success ([L.A.004](#)).

Butte College Values

- *Students First:* Student success is our purpose and drives decision-making and resource allocation
- *Excellence:* We strive to offer the highest quality in education and services through continual evaluation and improvement, and professional development
- *Respect:* We value each other and build trust by engaging openly with one another's ideas, philosophies, and perspectives
- *Diversity:* We appreciate the attributes, capabilities, and differences of each individual and we foster the social responsibility to create an inclusive institution that supports the success of all students and provides them with a global perspective.
- *Equity:* We are committed to creating the institutional conditions that support student learning and achievement and result in a fair, just, and welcoming campus community.
- *Communication:* We are professional in our interactions and cultivate an open, collaborative environment of fairness and integrity.
- *Accountability:* We are accountable to one another, for our responsibilities, and for developing critical thinking and civic engagement in our students. As responsible stewards of the public trust, we use our resources effectively to fulfill the mission and obligations of the College.
- *Sustainability:* We promote and model practices that will result in positive outcomes for our human and natural environments and the long-term viability of the College ([L.A.005](#)).

Analysis and Evaluation

The mission serves as the basis for all college planning and resource allocation, with student outcomes at the center of the quest for continuous quality improvement. The District's mission

emphasizes service to diverse learners; striving for student enrichment, excellence, and achievement; and curates degrees and certificates, transfer pathways, and workforce training.

Moving forward, as the District refreshes the mission statement, a focus on the student population will be included to more clearly express the desire to establish an inclusive learning environment for diverse student populations.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Butte College systematically uses a variety of quantitative and qualitative data to determine how effectively it is accomplishing its mission. The District fosters the use of data, inquiry, and evidence to make decisions that direct institutional priorities in meeting the educational needs of students.

When assessing aspects of its mission, Butte College uses several data sources for a variety of purposes that provide essential information on student learning, student achievement, student satisfaction with services, and operational effectiveness. One example, the Vision for Success Balanced Scorecard, provides longitudinal data that integrates the CCC Vision for Success and locally developed key indicators of success ([I.A.006](#)). It includes data that are reviewed and approved through the general governance process and is presented annually to the Board of Trustees. The document includes three key components: 1) connection and entry outcomes, 2) progress and completion outcomes, and 3) program outcomes. Aspirational goals are set based on the previous three years' student success data in each of these categories and then reassessed every three years as part of the master planning process. These goals include course success, retention, degree achievement, certificate completion, transfer, and credentialing which reflect the commitment to the achievement of degrees and certificates in the mission ([I.A.007](#)).

Further, the College disaggregates data to identify disproportionate impact and inform improvements in student learning and student achievement ([I.A.008](#)). Surveys are deployed and focus groups are conducted to identify and understand student perspectives. The most recent Community College Survey of Student Engagement (CCSSE) results are an example of student survey results the College takes into consideration ([I.A.009](#)). A Strategic Planning Retreat was held in 2018 with 98 attendees (trustees, students, faculty, and staff) in which one of the three workgroups focused on using data-informed processes for continuous improvement and maximizing resources to support student learning ([I.A.010](#)).

To support the use of data to determine institutional effectiveness, data is widely available and accessible for employees in the locally developed and maintained Report Server, including

annual Program Review data and data dashboards, comparing this internal data to the Chancellor's Office goals set forth in the Vision for Success. From this data, the Student Equity annual report is developed, vetted, and approved ([LA.011](#), [LA.012](#)).

To support career pathways identified in the mission, Butte College uses national, state, regional, and local labor market data to direct institutional priorities while implementing the Strong Workforce Program to meet labor demands ([LA.013](#)).

The College President states in the Institutional Effectiveness Manual ([LA.014](#)), "Everything we do must support student learning and student achievement. Student learning is the knowledge a student gains through his or her educational experience. Student achievement is meeting the goal the student establishes and/or the tangible gain a student attains by going through the educational process. Achievements can include grades, workforce skills, degrees, certificates, transfer, and gainful employment." Butte College uses data to this end. Data gathered and analyzed then guides the District's planning and resource allocation processes.

Analysis and Evaluation

The institution reports and analyzes data that are directly related to its mission. For example, the mission states that the College grants degrees, so the College reports and analyzes degree achievement data. Butte College uses those mission-related data to set institutional priorities and improve practices and processes toward meeting the mission. Institutional priorities are many, but chief among them are to increase completion rates and reduce equity gaps. Both priorities align with those stated in the mission.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Butte College has a remarkable breadth of programs and services for students, including STEM transfer pathways; cosmetology; vibrant studio, digital, and performing arts programs; an art gallery on the Main Campus; welding; and many award-winning CTE programs ([LA.015](#)). These programs are wholly tied to our mission to help students become productive members of a diverse, sustainable, and ever-changing global society.

The College capitalizes on the advantage of having California State University, Chico in the service area where there is one community college and one CSU. Butte College intentionally builds connections that guide programs in many areas. Programs are tailored here, so students are more prepared there. As one of many examples, Butte College's department of Agriculture and

Environmental Sciences is well integrated with the College of Agriculture at CSU, Chico. The two programs work together to integrate through:

- Hosting Future Farmers of America Field Day at both campuses ([L.A.016](#))
- Collaborating on initiatives such as Butte's Agriculture Ambassadors; the Agriculture, Water, and Environmental Technology Initiative; the Collegiate Agriculture Leadership Conference; and C-ID and TMC for Associate Degrees for transfer
- Communicating information about events and opportunities between colleges
- Developing a pool of qualified students for CSU, Chico scholarships and connecting Butte College transfer students to CSU, Chico's College of Agriculture

These connections allow Butte College students to experience the CSU, Chico College of Agriculture while still at Butte and to work with university faculty and staff in preparation for their transfer. This work makes good on the commitment in the mission to provide transfer pathways for students to achieve degrees and certificates.

As described in the Institutional Effectiveness Manual, to ensure continued quality in programs and services that are aligned with the mission, Butte College utilizes a Multi-Year Integrated Planning System (MIPS) that was recently approved by the Planning and Budget Committee ([L.A.017](#)). This six-year cycle integrates six elements in College decision making, planning, and resource allocation: Institutional Bedrock, Strategic Initiatives, Educational Master Plan, supporting plans, Program Review, and Unit Plans. The mission is integral to Butte's Institutional Bedrock. A task force is established to update the mission and values, and the Board of Trustees develops the vision with input from the College Council.

Strategic Initiatives are based on data collection and data are used to inform decision making. The mission and initiatives, along with the Educational Master Plan and supporting plans, inform institutional goals for student learning and achievement.

In addition to the College's six-year cycle of Program Review ([L.A.018](#)), the instructional unit consistently assesses the health of its programs through the Program Research and Recommendation (PRR) Committee as described in AP 4021 ([L.A.019](#)). The accompanying Board Policy 4021 clearly recognizes the Board's responsibility to establish, maintain, and evaluate program quality, effectiveness, and efficiency which is tied to the mission to provide quality education to students ([L.A.020](#)). For example, the question of the College's commitment to its Engineering Program arose. Following the process outlined in AP 4021, data were reviewed (labor market and university programs), and PRR recommended to the Vice President of Instruction to support Engineering because it is crucial to the College mission. Through the planning and budgeting process, funds were allocated to the program and a new full-time faculty was hired, space was designated, and courses were placed on the schedule.

To close the loop in resource allocation, individual departments and programs are able to align resource requests in the annual Unit Planning process ([I.A.021](#)). Finally, the College regularly evaluates its integrated planning and decision-making processes to ensure effectiveness, efficiency, and commitment to the College's mission ([I.A.022](#)).

Analysis and Evaluation

The College demonstrates that its programs and services align with the mission. Planning and decision-making bodies can demonstrate alignment of all key decisions, including resource allocation decisions, with the College's mission, especially to its commitment to student learning and student achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission statement is published in many prominent places and is the driving force for all institutional processes. Established by Board Policy and repeatedly referenced in the President's speeches and messages ([I.A.023](#)), the mission statement is included on the website, print and online versions of the College Catalog, the Educational Master Plan, and the Annual Report to the Community, to name a few ([I.A.004](#), [I.A.024](#), [I.A.025](#)).

Butte College also has a process for regular review of and updates to the mission. Board Policy (BP) 1200, housed on the webpage, indicates that the mission statement was last reviewed in spring 2018 ([I.A.002](#)). The College engages in a six-year cycle to examine its mission, vision, and values which then guides District decision making, planning, and resource allocation. To assess the mission, a cross-functional task force is convened to scrutinize and analyze the statement. The recommendations of the task force are vetted through various constituent groups such as Academic Senate and College Council to include as many voices as possible from students, staff, faculty, and administration. Input from these groups is evaluated by the task force. Finalized recommendations are forwarded to the President's Leadership Team, and then the President advances them to the Board. The Board reviews and approves the revised mission statement. This process reflects Butte College's style of decision making.

Analysis and Evaluation

The College's mission is approved by the governing Board, and the mission is published in multiple locations, including the College Catalog. The institution follows its process for regularly reviewing and updating its mission.

Conclusions on Standard I.A. Mission

Butte College’s mission statement serves as the basis for all college planning and resource allocation, with student outcomes at the center of the quest for continuous quality improvement. The District’s mission emphasizes service to diverse learners; striving for student enrichment, excellence, and achievement; and curates degrees and certificates, transfer pathways, and workforce training. Moreover, Butte College systematically uses a variety of quantitative and qualitative data to determine how effectively it is accomplishing the educational needs of students, including disaggregation of data to identify disproportionate impact and inform improvements in student learning and student achievement.

As the District continues to refresh its mission statement, a focus on student populations should be included to establish an inclusive learning environment for diverse student populations. For example, adding that the College is a Hispanic Serving Institution and possibly adding other significant populations based on community demographics could be considered.

Improvement Plan(s)

I.A.1 - The scheduled review of the mission statement begins in spring 2022. For continuous improvement and in order to incorporate the College's prioritization of equity, diversity and inclusion, the mission statement will be updated to include acknowledgement of the College's diverse student population and to reflect its commitment to serving them in an inclusive environment.

Evidence List

Standard I.A Evidence List	
Number	Evidence Description
I.A.001	Planning, Budgeting, and Assessment Webpage
I.A.002	Board Policy 1200 – Mission Statement
I.A.003	Educational Master Plan Page 3
I.A.004	Butte College 2020-21 Catalog Page 4
I.A.005	Mission, Values, Vision Webpage
I.A.006	Vision for Success Balanced Scorecard 2020-21
I.A.007	Educational Master Plan Pages 40-41
I.A.008	Student Equity Plan 2019-22
I.A.009	CCSSE Executive Summary 2017
I.A.010	Strategic Planning Retreat Agenda January 2018

I.A.011	Butte Enterprise Analytics Reporting – Program Review Reports
I.A.012	Institutional Research Dashboard Webpage
I.A.013	Educational Master Plan Pages 66-67
I.A.014	Institutional Effectiveness Manual Page iii – April 2021
I.A.015	CTE Program Brochures
I.A.016	CSU, Chico and Butte College Host Virtual FFA Training Announcement
I.A.017	Multi-Year Integrated Planning Systems (MIPS)
I.A.018	Program Review Process and Procedure
I.A.019	Administrative Procedure 4021 – Program Research and Recommendation
I.A.020	Board Policy 4021 – Program Research and Recommendation
I.A.021	Unit Planning Guidance 2021-22 October 15, 2020
I.A.022	Institutional Effectiveness Manual Page 27
I.A.023	Butte College Catalog 2020-21 Page 2 – A Message from the President
I.A.024	About Us Webpage
I.A.025	Annual Report to the Community 2020-21 Page 3

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Student Outcomes

Butte College has established processes for the robust review and assessment of learning outcomes in both the academic and student services areas of the College. Student Learning Outcome (SLOs) are present at the course level (cSLOs), General Education Learning Outcomes (GELOs) and Program Learning Outcomes (PLOs) exist for degree programs, and Institutional Learning Outcomes (ILOs) are outlined for all students. Departments assess SLOs every semester and report the results using the SLO reporting process. Departments also discuss and reflect on student learning assessment and outcomes annually as part of the College’s Unit Planning and as part of Program Review processes.

Forms are provided and ask department faculty or staff to document the conversations they have about how they assess course-level SLOs and how those outcomes are linked to program, general education, and institutional learning outcomes ([I.B.001](#)). The purpose of this dialog is identified as to:

- Arrive at a discipline-wide view of student achievement of learning outcomes, with the goal of improving educational quality and student learning
- Identify problem areas in student achievement and specific strategies for addressing the gaps
- Record key findings, strategies, and resource needs in a concise format that can be incorporated into Unit Plans

Reflections are discussed in department meetings and are used as the basis for resource requests in department Unit Plans ([I.B.002](#)). On an annual basis, departments provide a summary of actions and recommendations from outcome assessments to improve student learning in their Unit Plans ([I.B.003](#)).

Student Equity

Every summer, the Office of Institutional Research works with the Student Equity Director to create the annual Student Equity Dashboard that includes educational outcomes for the previous academic year. This dashboard disaggregates data by race, gender, and special population status for the following metrics: successful enrollment, course completion, retention, transfer-level math and English completion, degree attainment, and transfer ([I.B.004](#)). Every fall, the Student Equity Director shares this dashboard with various constituent groups, committees, and work groups to educate decision makers on which groups of students are disproportionately impacted ([I.B.005](#)). The goal is for decision makers to prioritize these groups relative to resource allocation, support services, and educational outcome improvements. In addition, the Guided Pathways Committee recently focused on equity and made presentations focused on equity throughout the 2020-21 academic year ([I.B.006](#)). Equity dialog takes place throughout August and January Flex Days. Flex workshops offer faculty and staff the opportunity to engage in professional learning and collegial dialog. Institute Day presentations, required of all full-time faculty, often feature acclaimed external presenters. For example, Dr. Sumun Pendakur presented a two-hour keynote titled “Ripple Effects: Faculty Transforming their Spheres of Influence” as part of the President’s Program on Institute Day in January 2021 ([I.B.007](#)).

Academic Quality

Program Review is the primary vehicle whereby the College reflects on and discusses issues related to academic quality. It is a process of gathering, analyzing, reporting, and applying data about a department’s program, curriculum, and outcomes. Program Reviews occur on a six-year cycle. They usually begin with a review of the current curriculum. Occasionally, Curriculum

Review and Program Review occur at the same time. The timeline for Program and Curriculum Review is tracked and managed by the Office of Instruction ([L.B.008](#)).

During Curriculum Review, all courses in a discipline are carefully reviewed and collectively discussed by area faculty. In order to improve student learning, faculty use program data, labor market data, SLO data, research, and current trends to develop, review, and refine curriculum. Changes to curriculum are updated through the Curriculum Committee processes.

Faculty conduct a systematic and inclusive Program Review every six years, using student achievement data for continuous improvement. In intervening years, student achievement data are reviewed and discussed in annual Unit Plans. Review includes analysis of student achievement data and student learning data. The analysis forms the foundation for faculty reflection and dialog. Where the analysis identifies opportunities for improvement, they are captured in an Improvement Plan where requests for any resource allocations determined to be needed to support improved performance are captured. In the subsequent review cycle, these improvement plans are reflected upon and discussed by the department to determine if the actions lead to improvements.

The Program Review process has two parts – the Self-Study and the Validation Report. Using a Program Review template, departments write a Self-Study focusing on the following program areas ([L.B.009](#)):

- Background
- Current Status
- Instruction
- Facilities, Equipment, and Technology
- Future Plans
- Curriculum Review
- Approval

Upon successful completion of the Self-Study, a Validation Team is formed to review the program Self-Study and report its findings using a standard template. ([L.B.010](#)). Members of the Validation Team include College representatives as well as members from other colleges, the community, and/or industry. After the Validation Team's work has been completed, the Team meets with the department faculty to discuss their findings. Completed Self-Studies and Validation Reports are posted on the College webpage ([L.B.011](#), [L.B.012](#)).

Institutional Effectiveness

Butte College demonstrates its commitment to institutional planning and continuous improvement through the Multi-Year, Integrated Planning System (MIPS) and annual Planning, Budgeting, and Assessment (PBA) process, which focuses on alignment of systems to achieve student learning goals ([L.B.013](#), [L.B.014](#)). The PBA process incorporates key elements from

external plans and priorities such as federal requirements, the Chancellor’s Office Vision for Success, and the results of internal and external assessments ([L.B.015](#)).

MIPS is a comprehensive planning process that enables the College to take a long-range view in a consistent, sustainable manner. It provides a timeline for key institutional efforts and integrates episodic and annual planning efforts. The College uses the PBA process to link annual planning, budgeting, and assessment efforts. In addition to a graphic representation of the PBA process, a detailed description of each of the steps is posted on the website ([L.B.016](#)). The Planning and Budget Committee reviews MIPS and the PBA process on an annual basis and updates them as needed.

A key connection point between MIPS and the PBA process is the review and refinement of the College’s annual Strategic Direction. The Strategic Direction is the College’s strategy for implementing its Strategic Initiatives and is updated every year as part of the PBA process ([L.B.017](#)). Departments are required to link future development strategies to the Strategic Direction as they develop Unit Plans. The intent is to ensure that Butte College maintains focus on implementing institutional initiatives, that planning informs budgeting, and that assessment efforts drive planning.

To provide focus for Butte College, certain objectives from the Strategic Direction are prioritized for the upcoming year. These institutional priorities are developed by the Educational Master Planning Committee. This committee also reviews and refines the Standards and Goals for Student Achievement on an annual basis ([L.B.018](#)). Both documents are reviewed and approved by constituent groups, the Leadership Team, and the Planning and Budget Committee.

Continuous Improvement of Student Learning and Achievement

Continuous improvement of student learning and achievement occurs at multiple levels. Plans and outcomes are reviewed and revised when needed on a pre-established periodic basis that varies depending on the plan in question. For instance, individual faculty reflect on SLOs for each of the courses they teach before posting final grades for the semester ([L.B.019](#)). At the department level, faculty discuss SLO reflections and make plans for improvement on shorter term periods and then conduct deeper analysis during Program Review every six years. At the college-wide level, student achievement data are analyzed yearly and reflected on the Unit Planning Dashboard ([L.B.020](#)). When departments create their annual Unit Plans, they are expected to discuss standards and goals for student achievement ([L.B.003](#)).

Analysis and Evaluation

Butte College engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This process of ongoing review, reflection, and conversation is orchestrated by an established set of college planning and assessment processes that are founded on the principles of participatory governance and collegial review. These include the

Multi-Year Integrated Planning system; the Planning, Budgeting, and Assessment process; the College system of Program Review and SLO assessment; and multiple committees focused on student equity. There is systematic and regular engagement at every level of the organization.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Instructional Programs

The Assessment Cycle for instructional programs is outlined on the Learning Outcomes Assessment Map ([I.B.021](#)). Faculty assess SLOs every semester and report them during grade entry. Individual reflections are used to inform department discussions in the next semester. The department discussions are recorded on the Department Discussion Form ([I.B.022](#)). Department discussions include cSLOs and PLOs assessment and analysis leading to potential changes to learning outcomes through curriculum processes. PLOs are listed on the Academic Programs webpage and the College Catalog ([I.B.023](#), [I.B.024](#)). PLOs are regularly assessed as part of the department Learning Outcomes work every semester and the results are tracked over time ([I.B.025](#)). Department discussions also inform Unit Planning and Program Review documentation. Department discussions also encompass GELOs and ILOs. The SLO committee leads college-wide discussions on GELO and ILO assessments.

Learning Outcomes for Student Learning Support Services

Student learning support services also clearly define student learning outcomes ([I.B.026](#)). The Butte College Center for Academic Success (CAS) program measures the achievement of these objectives by asking students new to CAS every year to complete pre-and post-surveys measuring how they use the facilities ([I.B.027](#)). The surveys help effectively measure how well students are achieving their learning goals. For example, SLO #3, Metacognition, is measured by asking students to reflect on their study habits, what strategies they use, and how they respond to challenges. Financial Aid, Counseling, and Admission and Records have SLOs posted in Program Reviews ([I.B.028](#)).

Analysis and Evaluation

Butte College has a robust system of learning assessment in place for all instructional and learning support programs and departments at the course and program level as well as outcomes covering the College's General Education mission. All instructional programs and student learning support services have clearly established student learning outcomes that are subject to review and assessment on regular cycles. Student learning support services does this review and analysis as part of each department's annual Unit Planning process.

While a system of robust assessment of learning outcomes is in place, Butte College continues to explore opportunities for strengthening alignment with the standard. One area of integration began with the development of Institutional Learning Outcomes. This process included all areas of campus and was the starting point for ongoing collaboration between the SLO Committees in Student Services and Instruction. These groups are currently sharing assessment strategies and developing common practices to integrate assessments across functional groups. Additionally, both SLO workgroups are investigating strategies to integrate SLO assessments into decision-making processes beyond Unit Planning and Program Review. Valuable insights resulting from SLO assessment are being shared in many meetings across campus and evaluation of the best strategies for integrating all these discussions is ongoing.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College's Vision for Success Balanced Scorecard is the primary vehicle for capturing and publishing institutionally set standards and goals for student achievement and institutional outcomes. The metrics contained in the scorecard are reviewed by the Educational Master Planning Committee, the body which also oversees the process of annual review and assessment. The metrics were chosen based on their degree of alignment with the state's Vision for Success and the Butte College Mission ([I.B.029](#)).

The Balanced Scorecard contains current and historical data with metrics that contain standards and goals for a growing subset of the full list of metrics. The Vision for Success Balanced Scorecard is included in the 2020-25 Educational Master Plan, and the annual updates to the Scorecard are posted on the Butte College website ([I.B.030](#)).

Institutional Research maintains and updates the data contained in the Scorecard. The Educational Master Planning Committee oversees the annual review of the Balanced Scorecard as part of the College's MIPS process. This review also includes a discussion about Butte College standards and goals for student achievement before being posted on the website.

Analysis and Evaluation

Butte College establishes institutionally set standards for student achievement that are directly tied to and reinforce the Mission. The College regularly assesses how well it is achieving these standards in pursuit of continuous improvement. Results are posted on the website.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Butte College's campus-wide planning and budgeting assessment process begins with the Planning, Budgeting, and Assessment (PBA) process and the Multi-Year Integrated Planning System (MIPS). As part of their regular committee work, the Planning and Budget Committee reviews and refines these documents at the beginning of every academic year ([I.B.013](#), [I.B.031](#), [I.B.032](#)).

The College Council reviews and revises the Institutional Effectiveness Manual on an annual basis ([I.B.033](#)). This manual serves as the Administrative Procedure (AP) for Board Policy 2510 – Participation in Local Decision Making. The Educational Master Planning Committee reviews and revises the Vision for Success Balanced Scorecard, which includes the standards and goals for student achievement ([I.B.034](#)).

In addition to tying departmental funding requests to SLOs and achievement goals, at the college-wide level, the Student Equity and Achievement Program Advisory Committee (SEAPAC) collects data every year on student transfer to a four-year institution, completion of college level math and English in one year, and completion of a certificate or Associate's Degree. Based on the current percentages of students meeting these goals, SEAPAC then proposes rigorous goals for increasing these percentages in the following year and proposes a list of programs and support strategies to help this increased percentage of students to meet these goals. Based on these assessments, SEAPAC allocates resources to promising practices with the goal of improving student learning and student achievement across the various demographics of students the College serves ([I.B.035](#)).

Analysis and Evaluation

Butte College uses key assessment data and organized institutional processes to support student learning and student achievement. The College utilizes the Balanced Scorecard, MIPS, and the PBA process as the basis for discussion to improve student learning and student achievement. The College uses the Institutional Effectiveness Manual as a means of organizing campus-wide work processes.

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Butte College assesses accomplishment of its Mission through Program Review and evaluation of goals and objectives, student learning outcomes, and student achievement. Program Review instructions require departments to examine their student success and completion data and base their suggestions for improvement on that data, focusing primarily on the student achievement of degrees and certificates part of the Mission ([I.B.009](#)). Departments engage in this process every six years. While Program Review provides a deep dive assessment of a program's status, the Unit Planning process gives programs the opportunity to assess progress toward goals and communicate findings to the Butte community annually. The recommendations that come out of Program Review and Unit Planning are then tied to program budget augmentation priorities for the department which are at the core of the budgeting process ([I.B.036](#)).

In regard to quantitative data, departments and programs have access to student success and completion data and student access data (enrollment) which is disaggregated by factors including demographics such as race/ethnicity, gender, and age as well as delivery mode, socioeconomic data such as foster youth status, veteran status, and receipt of financial aid. All of these data are accessible through department Program Review templates as well as Unit Planning dashboards which are both updated on an annual basis ([I.B.020](#)). At the institutional level, Butte College uses a Balanced Scorecard which captures important metrics related to student success and access ([I.B.029](#)). This information is shared annually with key participatory governance committees, the Leadership Team, and the Board of Trustees. SLO reports and student completion and success data inform departments' annual budgeting prioritization process.

Various instruments are used to collect qualitative data linked to student success. These include the Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), and CTE Employment Outcomes Survey (CTEOS). The SENSE survey helps community colleges discover why some entering students persist and succeed while others do not. The CCSSE helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. The CTEOS survey focuses on employment outcomes for career technical students. Additionally, Butte College has sought to measure campus climate through both locally developed and commercially sourced student climate surveys. These survey results are disaggregated and provide information related to institutional student learning outcomes and are important assessments of the College's progress helping students reach their goals ([I.B.037](#), [I.B.038](#), [I.B.039](#)).

Analysis and Evaluation

Butte College uses Program Review recommendations and both quantitative and qualitative data to measure how well the College is meeting every dimension of our mission, including helping students acquire basic skills; complete academic certificates and degrees; enter the workforce; and become critical thinkers, lifelong learners, and “productive members of a diverse, sustainable, and ever-changing global society” as stated in the College mission.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The Educational Master Plan provides student progression and completion strategies that have been developed based on current disaggregated student data. The Balanced Scorecard indicates that student achievement data is disaggregated by race, gender, and special populations. Assessment of Institutional Learning Outcomes was conducted by developing a crosswalk between the ILOs and CCSSE data ([I.B.040](#)). The disaggregated results are analyzed and discussed during Flex Week workshops led by the SLO committee. These workshops are aimed at helping faculty develop teaching strategies to help close the gaps identified in the crosswalk.

In Unit Planning, departments use student success data to make resource requests. The Planning and Budget Committee has developed criteria which include priorities for requests that close gaps for disaggregated student populations. In the Unit Planning tool, departments are required to report on student achievement and success rates. Butte College has developed dashboards to assist in obtaining student data. One of these dashboards is the Unit Planning Dashboard which allows employees to drill down and disaggregate student success data ([I.B.020](#)). This information is shared with the campus community through the annual Unit Planning guidance ([I.B.041](#)). Other important documents used in Unit Planning are posted on the Unit Planning webpage ([I.B.042](#)).

The Student Equity and Achievement Program Advisory Committee (SEAPAC) collects data every year on student transfer to four-year institutions, completion of college level math and English in one year, and completion of a certificate or Associate's Degree. Based on the current percentages of students meeting these goals, SEAPAC then proposes rigorous goals for increasing these percentages in the following year and proposes a list of programs and support strategies to help this increased percentage of students to meet these goals. Based on these assessments, SEAPAC allocates resources to promising practices with the goal of improving student learning and student achievement across the various demographics of students the College serves ([I.B.035](#)).

Analysis and Evaluation

Butte College disaggregates success, completion, and transfer data to identify performance gaps. SEAPAC allocates resources to promising practices with the goal of improving student learning and student achievement. Student Equity directly aligns the programs, projects, and human resources it funds to close those gaps and assesses the degree to which they effectively close the gaps from year to year. The College develops student progression and completion strategies,

which are included in Unit Plans and the Education Master Plan in response to the disaggregated data.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Administrative Procedure (AP) 2410 articulates the overall policy and procedure review process at Butte College ([I.B.043](#)). The Multi-Year Integrated Planning System (MIPS) and annual Planning, Budgeting, and Assessment (PBA) process focus on alignment of systems to achieve student learning goals. The PBA process incorporates key elements from external plans and priorities such as federal requirements, the Chancellor's Office Vision for Success, and the results of internal and external assessments. The Planning and Budget Committee reviews MIPS and the PBA process on an annual basis and updates them as needed ([I.B.015](#)).

A key connection point between MIPS and the PBA process is the review and refinement of the Butte College Strategic Direction. The Strategic Direction is Butte College's strategy for implementing its Strategic Initiatives and is updated each year as part of the PBA process ([I.B.017](#)).

Resource allocation processes are evaluated and reviewed to determine their efficacy. The Planning and Budget Committee reviews its planning calendar every year. It also reviews the Budget Criteria document every year and makes suggestions to the Board of Trustees for their consideration. Additionally, the Committee makes annual recommendations to the President concerning Budget Planning guidelines for the upcoming year and reviews the Committee's progress and performance to assess the effectiveness of the budget process and, if necessary, proposes modifications to the President. The Planning and Budget Committee, as appropriate, reviews important planning documents (e.g., Educational Master Plan; Strategic Direction; Unit Plan Guidance; Multi-Year Integrated Planning System (MIPS); Budget Committee Charter; Planning, Budget, and Assessment (PBA) Process, etc.) to guide its subsequent input into planning for the allocation/reduction process ([I.B.044](#), [I.B.045](#)).

Board Policy 2510 Participation in Local Decision Making outlines Butte College's commitment to shared governance by the Board, Academic Senate, faculty, staff, and students ([I.B.034](#)). The Board Policy explains, "All key parties of interest — faculty, classified staff, students, and administrators — should participate in developing recommendations for Board Policy action." The document "Participating in Decision-Making at Butte College" provides the procedures for this policy, and was updated in spring 2019 and renamed the "Institutional Effectiveness

Manual.” In this review and update, procedures were evaluated to ensure effective participation from all key governance groups ([I.B.033](#)).

Analysis and Evaluation

Butte College maintains policies and procedures across all areas, and they are aligned directly with the College’s mission. Policies and procedures are regularly reviewed and updated to assure their effectiveness in supporting academic quality.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Butte College publishes results of assessment and evaluation activities regularly. For example, as part of the governance process, the Educational Master Plan was reviewed and approved by constituent groups, the Planning and Budget Committee, the Leadership Team, and the Board of Trustees ([I.B.046](#), [I.B.047](#)). The Educational Master Plan is posted on the Butte College website ([I.B.030](#)).

The Institutional Effectiveness Manual was reviewed and approved by the College Council, composed of the constituent group leaders. Members of the constituent groups share annual updates with their groups ([I.B.033](#)). The Institutional Effectiveness Manual is posted on the website.

Butte College communicates and posts the results of various surveys via email and on the Surveys webpage ([I.B.048](#)). For example, Butte College conducted a student survey after the Camp Fire to determine the impact on students and to assess their needs. The results of the survey are still used to inform the College’s outreach and support efforts ([I.B.049](#)).

Budget Criteria are updated annually by the Planning and Budget Committee ([I.B.050](#), [I.B.051](#)). The revised Budget Criteria are communicated to the Board of Trustees as an agenda item, and once the Board approves the new criteria, the updated language is included on the year's budget document ([I.B.052](#), [I.B.053](#)).

Assessment results are shared on the SLO webpage, where all department discussions are posted. Every year, department discussions are summarized by the SLO Committee ([I.B.054](#)). This information is also shared on the website and with stakeholders across campus. The SLO Committee also regularly holds Flex workshops to discuss assessments across campus, such as the Community College Survey of Student Engagement (CCSSE) crosswalk workshop. Additionally, the SLO Committee hosts “Dialog Days” on the last Friday of Flex Week every

semester where assessment strategies and results are shared across campus. In an effort to be as inclusive as possible, the SLO Committee has also developed online surveys to allow all faculty to share GELO and ILO assessment strategies and results ([I.B.055](#), [I.B.056](#)). These are being consolidated on the SLO webpage. All of these measures make assessment reports publicly available and provide a platform for all faculty to participate in assessment. Developing and communicating more integration of these results with other campus processes is part of Butte College's ongoing effort to streamline and integrate assessment and planning processes.

In 2017, the Office of Institutional Effectiveness (then called Planning, Research and Organizational Development) developed the Butte College Environmental Scan ([I.B.057](#)). The Environmental Scan reported on the internal and external factors that influenced the College's strengths, weaknesses, opportunities, and threats. It also included information on the College's performance related to completion rates, persistence, transfer level achievement, and achievement gaps.

In addition to the Balanced Scorecard, Strategic Direction, and Strategic Direction Priorities the Environmental Scan was sent as "read ahead" material to all of the participants of the 2018 Strategic Planning Retreat and was posted on the Planning Updates webpage ([I.B.058](#), [I.B.059](#)).

Analysis and Evaluation

Butte College communicates with the campus community regarding assessment and evaluation activities on a regular basis in person, during meetings and workshops, over email, and on the webpage. Butte College has a shared knowledge of its strengths and weaknesses through the Environmental Scan, which was part of the strategic planning process used to help set priorities. Unfortunately, since 2017, campus communications have been less about the day-to-day work of the College and more about crisis communications as a result of the College managing emergency situations and events. Results of the various discussions such as those at Flex Week's "Dialog Days" could be used more effectively for planning purposes if more faculty were aware of their utility and importance.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Butte College engages in a continuous, broad-based integrated approach to planning and resource allocation. Institutionalized processes support Butte College's commitment to ongoing planning and improvement. The Multi-Year Integrated Planning System (MIPS) and the Planning, Budgeting, and Assessment (PBA) Process are the primary mechanisms of systematic evaluation and planning. MIPS and PBA provide the framework and timelines for short and long-term planning such as Program Review, Unit Planning, the Institutional Effectiveness Manual, and the Educational Master Plan (EMP) to occur ([I.B.013](#), [I.B.031](#)).

Butte College's planning process is founded on rich dialog and thoughtful examination of data and evidence related to college performance and student achievement. The process culminates in the creation of a six-year Educational Master Plan that is vetted and reviewed by constituent groups in accordance with the Butte College model of participatory governance.

The Educational Master Plan (EMP) serves as the umbrella document supporting plans that guide the planning and strategies for directing human, physical, technological, and financial resources ([I.B.042](#)). The supporting plans are of shorter duration than the EMP, are refreshed every three to five years, and identify the tactical actions to be taken to drive and execute the overall strategies identified in the EMP.

Program Review is the primary vehicle whereby the College reflects on and discusses issues related to academic quality. It is a process of gathering, analyzing, reporting, and applying data about a department's program, curriculum, and outcomes. Program Reviews occur on a six-year cycle. They usually begin with a review of the current curriculum.

The annual review of the Strategic Direction is the mechanism that allows Butte College to adapt to changing circumstances while maintaining alignment with the Mission. Overseen by the Educational Master Planning Committee, this review is conducted every spring. The Educational Master Planning Committee conducts a review of performance against the established, institutionally set standards. Once approved by the Education Master Planning Committee, the Strategic Direction is circulated to constituent groups for review, discussion, and approval.

The Educational Master Planning Committee reviews, updates, and approves Strategic Direction Priorities that serve to guide the Unit Planning for the upcoming year. The MIPS planning cycle is synchronized with the California budgeting timeline, allowing Butte College to incorporate budget realities into its strategic priorities and provide faculty, staff, and managers a comprehensive picture of the priorities for the upcoming year and the available resources to achieve them. The Planning and Budget Committee reviews the recommendations received by the EMP in the context of the Butte College budget for the coming fiscal year.

The Unit Planning Guidance informs and guides the development of department Unit Plans ([I.B.041](#)). The Unit Plans are the vehicle for departments to identify their department-level strategies for supporting the overall Strategic Direction priorities and request any resources they

may need to achieve them. The Unit Plans are founded on department-level reflection and discussion. All departments submitting a Unit Plan must provide an explicit connection between department level requests and the College's Strategic Direction Priorities and Institutional Learning Outcomes.

Finally, Butte College works to close the assessment loop at multiple levels of the institution. As part of the Unit Planning process, departments are asked to communicate how successful they were in achieving their department goals from the previous year and document what they learned that might help inform subsequent planning and implementation. As part of the process of establishing new Strategic Direction Priorities, the Educational Master Planning Committee discusses the previous year's priorities and reflects on how Butte College performed against those strategies. Every year the Board of Trustees holds a study session focused on the review and discussion of the Balanced Scorecard and the College's performance against institutionally set standards.

Analysis and Evaluation

Butte College's MIPS and PBA processes provide the blueprint for college-wide, ongoing, and systematic evaluation and planning. The two processes work together to address the short-term and long-term needs of the institution through a comprehensive process that leads to accomplishment of its Mission and continuous improvement of institutional effectiveness and academic quality.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Butte College has successfully institutionalized a comprehensive system of integrated planning, budgeting, and assessment processes that support continuous improvement of student learning and achievement and provide venues for sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, and institutional effectiveness. The College continues to look for opportunities to improve upon the process, close gaps, and make the process more meaningful.

One example, discussed above, is a more cohesive integration of assessment data into planning processes. Currently, assessment data are used to inform individual department Unit Plans and Program Review. Assessment data are also used to lead campus-wide discussions about student learning and continual improvement. SLO workgroups are currently investigating additional strategies to integrate assessment data directly into Planning and Budget discussions (in addition to the indirect connection via Unit Plans). While the College has discussed emerging themes from department assessments, SLO workgroups are evaluating ways to leverage ongoing efforts to more thoroughly evaluate how assessments can be used in decision-making processes.

Overall, assessment data are robust and widely shared. The next step in the process is to find places where these data can be used to inform other group discussions across campus. Similarly, Butte College is collecting useful disaggregation data, some of which inform Learning Outcomes assessment. The next step in the process is to identify additional data sources for disaggregating assessment data to better inform understanding of student learning. Current processes and areas for further integration are outlined on the Learning Outcomes Map.

Improvement Plan(s)

I.B.8 – The College has been focused on crisis communication as a result of managing emergency situations and events. The College will move from crisis management and return its focus to past practice of its integrated planning schedule and to revitalize communication regarding standing processes and procedures.

Evidence List

Standard I.B Evidence List	
Number	Evidence Description
I.B.001	SLO Discussion Form
I.B.002	Recap of Business Education SLO Report for Spring 2020 and Fall 2020
I.B.003	Business Education Unit Plan 2020-21
I.B.004	Student Equity Dashboard
I.B.005	Equity and Guided Pathways Presentation
I.B.006	California Guided Pathways Steering Committee Presentation
I.B.007	At-A-Glance Flex Week Calendar January 2021 – Institute Day
I.B.008	Program and Curriculum Review Tracking 02/22/21
I.B.009	Program Review Purpose and Procedures
I.B.010	Program Review Validation Report Template
I.B.011	Special Education Program Self-Study Spring 2018
I.B.012	Special Education Program Validation Report Spring 2018
I.B.013	Multi-Year, Integrated Planning System (MIPS)
I.B.014	Planning, Budgeting, and Assessment (PBA) Process
I.B.015	Chancellor’s Office Vision for Success
I.B.016	PBA Process Steps March 2021
I.B.017	Strategic Direction 2019-20
I.B.018	Standards and Goals for Student Achievement
I.B.019	SLO Brief Reflections for BUS 35

I.B.020	Unit Planning Dashboard Screenshot
I.B.021	Learning Outcomes Assessment Cycle Map
I.B.022	Department Learning Outcomes Discussion Summary
I.B.023	Academic Programs Webpage
I.B.024	Program Information – College Catalog 2020-21 Pages 65-148
I.B.025	Automotive Technology SLO Report Dates
I.B.026	CAS Student Learning Outcomes
I.B.027	CAS Pre and Post Survey Results
I.B.028	Admissions & Records Program Review
I.B.029	Vision for Success Balanced Scorecard 2020-21
I.B.030	Educational Master Plan
I.B.031	Planning, Budgeting and Assessment (PBA) Process
I.B.032	Planning and Budget Committee Meeting Minutes 08/22/17
I.B.033	Institutional Effectiveness Manual
I.B.034	Board Policy 2510 – Participation in Local Decision Making
I.B.035	SEAPAC Meeting Agenda and Presentation 09/11/20
I.B.036	Communication Studies Unit Plan 2020-21
I.B.037	SENSE Survey Matrix
I.B.038	CCSSE Survey Matrix
I.B.039	CTEOS Survey Results
I.B.040	ILO and CCSSE Data Crosswalk
I.B.041	Unit Planning Guidance 2021-22
I.B.042	Unit Planning Webpage
I.B.043	Administrative Procedure 2410 – Policy and Administrative Procedure
I.B.044	Planning and Budget Committee Charter
I.B.045	Planning and Budget Committee Calendar
I.B.046	District Announcement 12/19/19
I.B.047	Board of Trustees 2019 Agendas Webpage
I.B.048	Surveys Webpage
I.B.049	Camp Fire Student Survey Results
I.B.050	Planning and Budget Committee Action Items 09/08/20
I.B.051	Planning and Budget Committee Action Items 09/22/20
I.B.052	Board of Trustees Agenda 10/14/20
I.B.053	Board of Trustees Agenda 11/18/20
I.B.054	Summary Department SLO Discussions 2019-20

I.B.055	GE Learning Outcomes Webpage
I.B.056	Institutional Learning Outcome Webpage
I.B.057	Butte College Environmental Scan
I.B.058	Strategic Planning Retreat Read Ahead Email
I.B.059	Planning Updates Webpage

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The regularly reviewed and updated mission statement is posted around campus; frequently referenced in the President’s speeches and messages; and included on the website, print and online versions of the College Catalog, Educational Master Plan, and the Annual Report to the Community ([I.C.001](#), [I.C.002](#), [I.C.003](#)). Moreover, Butte College systematically uses a variety of quantitative and qualitative data to determine how effectively it is achieving the educational needs of students. Regular and consistent communication, across multiple platforms and constituency groups, ensures institutional alignment with its stated mission.

Educational programs and degrees are reviewed as preparation for the Annual Report to the Community ([I.C.004](#)) Educational Program brochures, distributed across campus and at recruitment and registration events, communicate specifics about each educational program ([I.C.005](#)). Program-level SLOs are listed on the College’s Program pages, and all faculty are required to list individual course-level SLOs in the course syllabus, attach SLOs to individual assignments and include a brief reflection on student achievement of SLOs as part of the grade submission process. As part of an ongoing SLO cycle, departments evaluate institutional, GE, and course level SLOs and submit semester reports that are published on the College website ([I.C.006](#)).

The Butte College Catalog and the Student Services webpage demonstrate the availability of a wide variety of student services ([I.C.007](#), [I.C.008](#)). The Welcome Center Roadrunner Rush webpage informs prospective students about all the student services available to them and these are shared as part of the Welcome Center’s New Student Orientations each semester ([I.C.009](#)). Moreover, faculty are encouraged to provide a link to the Student Services in their syllabi, and many instructors include an overview of this information as part of the first week of instruction.

Butte College communicates our accreditation status to students and prospective students in a variety of ways including in program-specific marketing materials and informational webpages. The College Catalog shows a list of all the accrediting agencies that Butte College works with including the ACCJC and program specific accreditors ([I.C.010](#)).

Program-specific accreditation information is also distributed through brochures (Cosmetology and Barbering), communication with outside agencies (Automotive Program) and prominent displays of licenses. For example, the Child Development Accreditation with Department of Social Services shows the license that is displayed in the Child Development Center ([I.C.011](#)).

Most importantly, the College maintains the Accreditation Support Team as a permanent and active group, ensuring that the ACCJC Accreditation Standards remain foundational in our processes.

Analysis and Evaluation

The College assures accuracy and integrity of information through systematic use of a variety of quantitative and qualitative data, ongoing committees such as the Accreditation Support Team, regular reports such as the Annual Report to the Community, and vigorous SLO assessment cycles that include department-level semester reports. Regular and consistent communication, across multiple constituency groups and platforms, including webpages, program brochures and the College Catalog then ensures that clear and accurate information is provided to “all persons or organizations related to its mission statement.” This reliable messaging includes conveniently displayed licensing and accreditation information.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

Butte College has a detailed and consistent annual Catalog production cycle. Catalog sections are reviewed for accuracy, sent to a variety of groups responsible for reviewing those sections, and automatically distributed to student-serving departments throughout campus ([I.C.012](#), [I.C.013](#), [I.C.014](#)). Each annual Catalog communicates a clear process for enrollment in the College, accurately provides “facts, requirements, policies, and procedures,” and explains the most updated information about students’ catalog rights ([I.C.015](#), [I.C.016](#)). The College Catalog is available in an interactive format on the College webpage ([I.C.017](#)).

Analysis and Evaluation

Butte College creates both a print and online catalog readily available to students and prospective students. The annual Catalog production cycle ensures accurate and precise communication about current policies and procedures.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Butte College's SLO Program outlines the process by which individual faculty ensure that learning outcomes are communicated to all students in all courses. This process includes a requirement that all faculty list individual course-level SLOs in the course syllabus, attach SLOs to individual assignments, and include a brief reflection on student achievement of SLOs as part of the grade submission process. Faculty are also required to tie student achievement, in terms of assignment and course success, to SLOs.

As part of an ongoing SLO cycle to ensure that course success rates are tied to students' meeting the stated SLOs for each course, departments evaluate program level (PLOs), GE-level, and course level SLOs and submit semester reports that are published on the College website ([I.C.018](#)).

Student achievement data are communicated to the public, including current and prospective students, in the form of the annual Vision for Success Balanced Scorecard and the Educational Master Plan. Both documents are made available on the Planning, Budgeting, and Assessment webpage ([I.C.019](#), [I.C.020](#)).

Analysis and Evaluation

The College's ongoing SLO cycle, including reports published every semester, is publicly documented on the SLO webpage. The Educational Master Plan documents the past three years of student success and completion data. The Vision for Success Balanced Scorecard is updated annually and made available to the public, including current and prospective students, on the Planning, Budgeting, and Assessment webpage.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Butte College describes programs in detail in a variety of places including program brochures and the annual Catalog, where each program has an "About the Program" section describing the

program's purpose, expected student learning outcomes, and the degrees and certificates that are available ([I.C.021](#), [I.C.022](#)).

Students can view programs and degree information based on Communities of Interest (Guided Pathways) on the Academic Programs webpage. The brochures are downloadable and provide an overview of each program's purpose, learning goals, course requirements, and degrees and certificates ([I.C.023](#)).

Analysis and Evaluation

Butte College communicates programs' degrees, certificates, purpose, content, and course requirements in the College Catalog, in department brochures, and on the Academic Programs webpage.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The Multi-Year Integrated Planning System (MIPS) integrates the College's long-term, episodic, and annual planning processes. The Planning and Budget Committee reviews the MIPS each year and updates it as necessary. The MIPS flowchart provides a graphical representation of the MIPS components and how they tie into the College's mission and values ([I.C.024](#)). The Institutional Bedrock includes the College's mission, values and vision, as well as annual institutional assessments ([I.C.025](#)). The Bedrock provides the foundation for the Strategic Initiatives, which then form the basis of the Educational Master Plan ([I.C.020](#)). Both the Institutional Bedrock and the Educational Master Plan are updated on a six-year cycle. The College's Strategic Direction and Strategic Direction Priority Themes are developed during the annual planning process ([I.C.026](#), [I.C.027](#)). The Strategic Direction Priorities are used in the annual Unit Planning process. Supporting plans (i.e., EEO Plan, Facilities Master Plan, and Technology Master Plan, etc.) are reviewed and updated regularly to ensure they align with the Educational Master Plan. This process is meant to assure integrity in all representations of its mission, programs, and services.

The Planning, Budgeting, and Assessment (PBA) webpage shows a detailed description of the MIPS and houses the supporting plans. The PBA webpage is reviewed and updated regularly. It serves as one way the College communicates its planning processes to the public. The PBA Flowchart illustrates the continuous cycle of planning and assessment ([I.C.028](#)). The President's Office maintains a schedule that shows the progress in updating all Board Policies ([I.C.029](#)).

Analysis and Evaluation

Butte College regularly reviews its policies, procedures, and publications. It has a well-defined planning and review process. These continuous cycles of assessment and the published results ensure institutional integrity.

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Butte College has a variety of places where current and prospective students can see the cost of education. The College Catalog and the Financial Aid webpage provide a breakdown of the cost of attendance and information about budgeting. The Admissions and Records Fees webpage, where prospective students might first encounter information about the cost of education, offers a friendly visual chart. The Current Students webpage includes links to information regarding costs, financial aid, scholarships, student employment, and other financial planning tools. ([I.C.030](#), [I.C.031](#), [I.C.032](#), [I.C.033](#)).

Butte College recently distributed a press release regarding efforts to reduce student textbook costs ([I.C.034](#)). The Course Schedule webpage alerts students to courses using zero/low cost textbooks by displaying a zero-textbook-cost symbol and providing a search function specifically for courses that have the zero/low-cost textbook designation ([I.C.035](#)).

Analysis and Evaluation

Butte College ensures that prospective and current students receive accurate information about the total cost of attending college, including fees, tuition, and other expenses. Information about making informed financial decisions is also provided in different formats, including detailed written explanations, visual charts, and clearly marked zero-textbook-cost courses.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The Board Policy (BP) 4030 on Academic Freedom articulates the importance of academic freedom in the pursuit of knowledge and the rights and responsibilities this pursuit entails, but

also the “candor to make it clear when one is speaking on matters of public interest, one is not speaking for the institutions.” BP 4030 is in the College Catalog and publicly available on the College website under the Catalog tab, on the Board of Trustees webpage, and in printed copies of the Catalog distributed to all departments and service offices on campus ([I.C.036](#), [I.C.037](#), [I.C.038](#)).

Board Policy 3900 further addresses limitations on “hate speech” or speech that might constitute harassment and other potential limits when communication is not appropriate to the academic pursuit of knowledge ([I.C.039](#)).

Analysis and Evaluation

Butte College has broadly communicated policies on academic freedom that make clear the College’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Board Policy 4030 was last updated in 2011. Since then, more information has come out about the specifics of Academic Freedom, namely that academic freedom can only be protected in the classroom when communication or inquiry is aligned with the course objectives. Board Policy 3900, updated in 2019 to reflect changes in the national dialogue on free speech, will be reviewed as part of the broader discussion on academic freedom.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Butte College has policies and procedures pertaining to academic honesty, student rights, disciplinary actions, and grievance policies. These policies appear in Board Policy, Administrative Procedures, the College Catalog, and on the Current Students webpage ([I.C.040](#), [I.C.041](#), [I.C.042](#)).

Board Policy 5500 includes a broad statement on academic honesty. A more detailed explanation of causes for disciplinary action is outlined in Administrative Procedure 5500. Both the Board Policy and Administrative Procedure on academic honesty are available on the Board of Trustees webpage under “Board Policies” ([I.C.043](#), [I.C.044](#)). Students also receive a copy of the Attendance and Academic Honesty Procedures in all course syllabi ([I.C.045](#)).

Analysis and Evaluation

Butte College ensures that students receive information on policies and procedures pertaining to academic honesty, student rights and code of conduct, causes for disciplinary action, and student grievance procedures in multiple locations and formats, including the initial materials they receive or access when they take a course face-to-face or online.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The Butte College Statement on Professional Ethics shows that the faculty are required to adhere to a detailed code of professional ethics that includes presenting “data and information fairly and objectively” and being able to support and relate to all students, even those whose beliefs or personal convictions might differ from those of the instructor ([I.C.046](#)). The Butte College Evaluation Report of Instructor Performance further demonstrates that faculty are evaluated on their preparation for instruction, approachability and relatability to all students, their ability to teach in direct support of stated and approved course goals, and clear and fair standards for evaluating student work. Faculty are also evaluated on their currency and professional development in their discipline, so they will be adequately prepared to communicate professionally accepted views to students ([I.C.047](#)).

Analysis and Evaluation

Butte College communicates clear standards for faculty professionalism, especially their fair and accurate presentation of views within their discipline, clear and fair standards for evaluation of student work and behavior, and recognition of bias, including their own. Faculty are held accountable for fair and unbiased instruction in various elements of the faculty evaluation process.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the Catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Butte College communicates specific codes of conduct to students in the Catalog and the Current Students webpage, including a complete explanation of student rights, codes of conduct, a list of policies that if violated could lead to disciplinary action, an explanation of disciplinary actions including attention to intermediary measures and due process for more serious penalties, and the complete student grievance process. These pages also include references to the complete,

relevant Board Policies for each item ([I.C.042](#)). Additionally, faculty are required to list or link the student code of conduct in each course syllabus ([I.C.045](#)).

The Butte College Code of Ethics and Ethical Standards provides the requirements for all classified staff, faculty, managers, and administrators ([I.C.048](#)). This code of ethics is included in the New Faculty Orientation. Additionally, faculty adhere to specific code of professional ethics and are then held accountable as part of their ongoing evaluation process for tenure and continued employment ([I.C.046](#)). Classified staff also have an additional code, found on the Classified Senate webpage that communicates specific conduct expectations for the classified leadership ([I.C.049](#)). The Board of Trustees Code of Ethics describes a separate, specific code of ethics for the Board of Trustees. AP 2715, referenced in this Board Policy, details the Administrative Procedure for holding the Board of Trustees accountable ([I.C.050](#), [I.C.051](#)).

Finally, the entire campus student body and personnel are held to the college-wide Butte College Code of Ethics, which directly connects to the College mission and communicates the ways administrators, faculty, staff, and students are required to conform to specific codes of academic integrity, collegiality, and professionalism as well as respect for diversity and inclusivity ([I.C.048](#)).

Analysis and Evaluation

Butte College communicates specific codes of conduct for all employees. While Butte College does not require individuals to adhere or conform to a particular world view, students, faculty, staff, administrators and the Board of Trustees are held accountable to general and specific codes of conduct. For students, the requirements are provided in every syllabus and are easily accessible in the Butte College Catalog and the Current Students webpage. For faculty, staff, administrators, and the Board, these expectations are part of orientation and evaluation processes and are clearly communicated.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

This standard is not applicable to Butte College.

Analysis and Evaluation

Butte College does not operate in foreign locations.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Butte College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. To address these responsibilities, the College maintains a standing committee, the Accreditation Support Team (AST). The AST consists of representatives from faculty, classified staff, and management, as well as the Accreditation Liaison Officer (ALO). This committee meets at least quarterly and then ramps up to monthly in advance preparation for the review and research of the institutional self-evaluation. A broad group of staff and faculty are recruited to participate as co-chairs, research and writing teams, and evidence champions. Before the pandemic, in-person Flex workshops were conducted to inform the staff and faculty about accreditation. Recently, similar Flex workshops have been facilitated via Zoom. The Accreditation Training webpage includes a link to training for new and ongoing members of the Accreditation Steering Committee ([I.C.052](#)).

Butte College publishes full reports generated by the Commission, as well as action letters and follow-up reports, on its Accreditation website. Under the Self-Evaluation Report tab, all campus personnel and the public can access the complete 2014 Self-Evaluation Report, with separate links to each standard and a link to a pdf of the complete report ([I.C.053](#)). Under the Reports & Resources tab, the public can access self-evaluations, accreditation reports, mid-term reports, annual reports, and action letters issued by the Commission going back to 2008 ([I.C.054](#), [I.C.055](#)).

Analysis and Evaluation

Butte College assures that all reports and results relevant to accreditation are accessible to the public and the entire campus community on the Accreditation webpage. The College maintains the Accreditation Support Team with a clear timeline to ensure that it consistently stays on track to meet all deadlines pertaining to the accreditation process.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Butte College practices honesty in all communications, including relationships with external agencies. All accreditation-related information is available to students, staff, and the general public on the Butte College Accreditation webpage, and the integrity of the communication is ensured by having a diverse committee of employees collaborate on all efforts ([L.C.056](#)). Various departments across the College work individually with specialized accrediting agencies such as Cosmetology and Barbering, Registered Nursing, and Respiratory Therapy which remain in regular contact with accrediting agencies ([L.C.057](#), [L.C.058](#), [L.C.059](#)). Butte College accurately represents its programs and practices to external accreditation agencies ([L.C.060](#)).

Analysis and Evaluation

Butte College ensures compliance with all relevant accrediting agencies, communicates accreditation relationships to students and the public, and communicates status changes to its accrediting agencies.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The Budget Criteria Scorecard is the annual document, approved by the Board of Trustees, that provides philosophy and guidance to the Budget Development Committee in setting each year's priorities for the District's budget ([L.C.061](#)). The priorities show that high quality education, student achievement, and student learning are paramount. Furthermore, in the initial list of priorities, student achievement, equity, completion, and quality instruction appear in most items. Board Policy 6300 Fiscal Management and the accompanying Administrative Procedure 6300 Fiscal Management show the board-approved procedures and expectations for the managing of the Butte College budget ([L.C.062](#), [L.C.063](#)).

Analysis and Evaluation

The District's Budget Criteria displays the College fiscal focus on educational commitment with the opening paragraph: *The purposes of the District budget are to provide a) students a high quality, accessible learning-centered education; b) the resources and support needed to deliver effective instruction and services; c) the resources and support to facilitate the teaching-learning process; and d) the means to manage the district in an efficient and cost-effective way.*

High quality education is the College's paramount objective. Butte College is committed to student achievement and student learning without distraction from external interests, and the District has no related organizations or parental organizations. At the Board of Trustees level, Administrative Procedure 6300 not only speaks to fiscal responsibility but also reflects

commitment to education in its closing bullet: *Provide both short-term and long-term goals and objectives and broad-based input coordinated with District educational planning.* Butte College ensures that commitment to high quality education, student achievement and student learning are paramount to other objectives in fiscal management.

Conclusions on Standard I.C. Institutional Integrity

Butte College communicates its mission, educational programs, outcomes, costs, and services to students, prospective students, college staff, and the community at large. The College provides accurate information to students and the public about its accreditation status with all external accrediting agencies. The College website is accessible to all constituencies and contains all required information regarding the areas covered in these standard elements.

Improvement Plan(s)

None.

Evidence List

Standard I.C Evidence List	
Number	Evidence Description
I.C.001	Mission Statement in the College Catalog 2020-21
I.C.002	Mission Statement in the Educational Master Plan
I.C.003	Mission Statement in the Annual Report to the Community
I.C.004	Educational Programs and Degrees
I.C.005	CTE Program Brochures
I.C.006	Student Learning Outcomes for Faculty Webpage
I.C.007	Student Services in the College Catalog 2020-21 Pages 20-25
I.C.008	Student Services Webpage
I.C.009	Roadrunner Rush on Welcome Center Webpage
I.C.010	College Catalog 2020-21 Page 5
I.C.011	Child Care Center License
I.C.012	Catalog Distribution List 2020-21
I.C.013	Catalog Production Schedule
I.C.014	Proof Set Who Checks What
I.C.015	Quick Guide to College Admission
I.C.016	Catalog Rights 2020-21

<u>I.C.017</u>	Interactive Online Catalog Webpage
<u>I.C.018</u>	Student Learning Outcomes – SLO Program Webpage
<u>I.C.019</u>	Vision for Success Balanced Scorecard 2020-21
<u>I.C.020</u>	Educational Master Plan
<u>I.C.021</u>	Agriculture Program Degrees and Certificates Brochure
<u>I.C.022</u>	Administration of Justice Degrees in College Catalog 2020-21 Pages 69-74
<u>I.C.023</u>	Careers Webpage – Agriculture
<u>I.C.024</u>	Multi-Year Integrated Planning System (MIPS)
<u>I.C.025</u>	Planning, Budgeting and Assessment Webpage
<u>I.C.026</u>	Strategic Direction
<u>I.C.027</u>	Strategic Direction Priority Themes
<u>I.C.028</u>	Planning, Budgeting and Assessment (PBA) Process
<u>I.C.029</u>	Board Policy Update Timeline
<u>I.C.030</u>	College Fees Webpage
<u>I.C.031</u>	Financial Aid Webpage
<u>I.C.032</u>	Admissions and Records Fees Webpage
<u>I.C.033</u>	Paying for School Webpage
<u>I.C.034</u>	Textbook Costs Press Release 10/01/20
<u>I.C.035</u>	Search for Classes – Zero/Low-Cost Textbook Webpage
<u>I.C.036</u>	Board Policy 4030 – Academic Freedom
<u>I.C.037</u>	Administrative Procedure 4030 – Academic Freedom
<u>I.C.038</u>	College Catalog 2020-21 Academic Freedom Pages 34-35
<u>I.C.039</u>	Board Policy 3900 – Speech: Time, Place and Manner
<u>I.C.040</u>	Academic Honesty Webpage
<u>I.C.041</u>	Student Conduct and Rights Webpage
<u>I.C.042</u>	College Catalog 2020-21 – Student Conduct and Rights Pages 29-36
<u>I.C.043</u>	Board Policy 5500 – Standards of Student Conduct
<u>I.C.044</u>	Administrative Procedure 5500 – Standards of Student Conduct
<u>I.C.045</u>	Syllabus Requirements Webpage
<u>I.C.046</u>	Butte College Statement on Professional Ethics
<u>I.C.047</u>	Temporary DE Evaluation Report of Instructor Performance SP 2021
<u>I.C.048</u>	Code of Ethics Webpage
<u>I.C.049</u>	Classified Senate Code of Ethics
<u>I.C.050</u>	Board Policy 2715 – Board Code of Ethics
<u>I.C.051</u>	Administrative Procedure 2715 – Board Code of Ethics Violations

I.C.052	Accreditation Training Webpage
I.C.053	Accreditation ISER 2014 Webpage
I.C.054	Accreditation Reports and Resources Webpage
I.C.055	Accreditation Annual Report 2021
I.C.056	Accreditation Webpage
I.C.057	Board of Barbering and Cosmetology Approval of Application
I.C.058	Content Required for Licensure – Board of Registered Nursing
I.C.059	Commission on Accreditation for Respiratory Care
I.C.060	Accreditation External Agencies Webpage
I.C.061	Budget Criteria 2020-21
I.C.062	Board Policy 6300 – Fiscal Management
I.C.063	Administrative Procedure 6300 – Fiscal Management

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Butte College offers instructional programs that align with the College’s stated mission, regardless of location or means of delivery and including distance education, to “provide career and transfer pathways for students to become life-long learners and critical thinkers through the mastery of basic skills, workforce training, and the achievement of degrees and certificates” ([II.A.001](#)). Butte College offers 205 programs in five Communities of Interest. Programs are designated for transfer, career, or basic skills pathways ([II.A.002](#)). To ensure the program is in

line with the mission of the College, program proposals are reviewed for appropriateness to the mission, demonstrable need, the ability of the College to support the program, compliance with applicable laws and regulations, and quality. Program proposals are initiated by expert faculty within a department and follow the program approval process established by the Curriculum Committee ([II.A.003](#)).

Course and program offerings are appropriate for post-secondary education. Descriptions of the programs can be found in the Catalog ([II.A.004](#)), program brochures such as the Automotive Technology brochure ([II.A.005](#)), and the Academic Programs webpage ([II.A.006](#)) which include certificates, degrees, and transfer degrees ([II.A.007](#)). Descriptions include expected program level student learning objectives as well as degrees and certificates that can be earned.

Furthermore, programs culminate in the attainment of identified student learning outcomes. Student Achievement data and Program data are available through the Unit Planning Dashboard on the Research webpage. The total and disaggregated numbers of degrees and certificates for each program are provided ([II.A.008](#)).

Programs are reviewed on a six-year cycle (two-year cycle for CTE programs). Part of Program Review is to demonstrate to the College how well each program functions in relation to the College's mission. Courses and programs are reviewed by the departments as part of the Curriculum Review Process which occurs the year before Program Review ([II.A.009](#)).

Courses and programs are offered at the Main Campus in Oroville; the Chico Center, the Cosmetology and Barbering facility, and the Skyway Center in the city of Chico; and at the Glenn Center in the city of Orland. The Chico Center focuses on General Education to provide these core courses at a location closer to the main population center.

The Glenn Center currently focuses on General Education to bring these core courses to students in that county. Glenn Center staff continually work with departments to develop complete GE pathways at Glenn Center ([II.A.010](#)). Butte College also offers a selection of four GE courses each semester in Willows via the Concurrent Enrollment opportunities at Willows Community High School. Students can currently complete an Early Childhood Education Certificate in English and/or Spanish at the Glenn Center. There is a high demand for childcare workers in Glenn County and this program allows students to obtain their teacher's permit from the County to work in the childcare field after completing the program. The Glenn Center is undergoing expansion, and Butte College is evaluating which additional programs would provide the best opportunities and pathways for students in that region. This decision is being systematically conducted by evaluating the declared majors and demographics of students in that area and through input at community meetings ([II.A.011](#), [II.A.012](#)).

In fall 2020, many Butte College programs became fully online due to COVID. Faculty completed the DE addenda as requested by the CCCCCO ([II.A.013](#), [II.A.014](#)). In anticipation of an ongoing need for distance education classes and programs, more distance education training

and a more streamlined process for approving courses have been developed ([II.A.015](#)). Additionally, program leaders and faculty discussed how the move to remote instruction affected their outcomes and are carefully evaluating how to best move forward with the online modality ([II.A.016](#)).

Analysis and Evaluation

As shown in the program approval process and review process, all instructional programs, regardless of means of delivery, are offered in fields of study that align with the College's mission. Descriptions of instructional programs can be found in the Catalog, online program lists, and program brochures. The College offers multiple locations for learning. All programs culminate in attainment of student learning outcomes and relevant achievement of degrees, transfer, certificates, or employment.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Faculty are core to the Curriculum Development Process outlined in §F.2 of the Curriculum Committee Bylaws, BP 4020 and AP 4020 ([II.A.017](#), [II.A.018](#), [II.A.019](#)). Ongoing Curriculum Review starts in individual departments. Courses are reviewed on a six-year cycle (CTE programs are on a two-year cycle) and updated as needed. The Curriculum Committee must approve course outlines of record that contain course descriptions, expected course learning outcomes, and course content at appropriate educational levels (precollegiate, lower division, or upper division) ([II.A.020](#)).

Courses taught via the distance education modality receive additional scrutiny and must be approved using a separate review process for DE consisting of four components ([II.A.015](#)). The first two components are self-paced trainings that ensure faculty understand effective course design and the legal requirement for DE classes. The third step is additional training on accessibility and FERPA. The fourth is the completion of a DE addendum that is evaluated to ensure the course meets the following expectations for effective DE course design and teaching methods: rigor, regular and substantive interactions between the instructor and students, student-student interaction, accessibility and usability, and inclusion of the required content for the Syllabus and Course Orientation ([II.A.021](#)).

Butte College is also a member of the Online Education Initiative Consortium. As a part of the Consortium, the College has seven faculty (eight courses) that are aligned to the OEI rubric – a

rigorous standard for online course design. Eleven faculty are trained to be course reviewers for Rubric Alignment ([II.A.022](#)).

Faculty ensure that course content and methods of instruction meet generally accepted academic and professional standards of higher education. Faculty are required to maintain currency in teaching methodologies as well as in their discipline. Full-time faculty are required to complete 66-72 hours of approved professional development (FLEX) every academic year; Associate Faculty are compensated for FLEX hours based on the number of course hours taught each semester. All new faculty are highly encouraged to participate in an intensive four-day Instructional Skills Workshop to gain skills in effective teaching practices ([II.A.023](#)). Two robust FLEX weeks are offered every semester which contain many sessions on teaching and learning ([II.A.024](#)). The evaluation process provides faculty the opportunity to reflect on their teaching and professional growth ([II.A.025](#)). The process also ensures faculty maintain currency in course content and methodologies ([II.A.026](#)).

Faculty regularly evaluate and discuss the relationship between teaching methodologies and student performance. Individual faculty complete SLO reflections at the end of every semester. These are then sent to chairs to be used as part of the Department SLO discussions which happen every semester ([II.A.027](#)). These SLO discussions are connected with the College mission and Strategic Direction in the yearly department Unit Plan such as the Automotive Unit Plan ([II.A.028](#)).

Annual faculty-driven department Unit Plans include input from part-time and full-time faculty, SLO reports, and student achievement data ([II.A.008](#), [II.A.009](#)). Department goals are tied to the mission and strategic initiatives. These Unit Plans are part of a systematic and inclusive Program Review used for institutional planning. Unit Plans are published on the Unit Plan and SLO Report webpage ([II.A.029](#)).

Program Review is consistently followed for all College programs, regardless of the type (collegiate, developmental, etc.) or mode of delivery ([II.A.030](#)). Program Review occurs on a six-year cycle (two-year for CTE programs). Content and methods of instruction are regularly evaluated during the curriculum review portion of the Program Review ([II.A.031](#)). Completed Program Review reports include analysis of student learning assessment results and student achievement data and lead to improvement plans and requests for resource allocations if needed. These improvement plans are reflected upon during the next Program Review ([II.A.032](#), [II.A.033](#)).

Program Reviews are part of the Multi-Year Integrated Planning System (MIPS) that links the College's long-term, episodic, and annual planning processes into an integrated system. The College's Planning and Budget Committee reviews MIPS each year and updates it as necessary. The MIPS flowchart provides a graphical representation and a text description of the MIPS components ([II.A.034](#)).

Analysis and Evaluation

As shown in the curriculum and Program Review process, faculty are involved in curriculum development. Trainings and evaluations promote quality and rigor. The SLO process requires faculty to discuss the relationship between teaching methodologies and student performance every semester. All departments are required to undergo regular Program Reviews that include analysis of relevancy, appropriateness, achievement of learning outcomes, currency, planning for the future, and a reflection on the improvements resulting from prior Program Reviews. The new DE approval process will be evaluated for efficacy over the next two years, including whether the increased focus on faculty training was a beneficial change.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Butte College has a well-established procedure for identifying, assessing, and evaluating Student Learning Outcomes (SLOs) for courses, programs, certificates, and degrees ([II.A.035](#)). The design and integration of these processes have allowed them to continue uninterrupted during the numerous emergencies faced by the region, from the Camp Fire of 2018 to the 2020 COVID pandemic.

SLOs are developed by departments and reviewed by the Curriculum Committee. The Student Learning Outcomes Coordinator is a standing member of the Curriculum Committee to assist with the SLO verbiage and review assessment methods on the course outline of record ([II.A.017](#), [II.A.036](#)). All course outlines of record can be found online ([II.A.037](#)). All syllabi are required to have the current SLOs listed and are reviewed by department chairs during the faculty evaluation process. ([II.A.038](#), [II.A.039](#), [II.A.040](#)). Syllabi for each course are collected by department secretaries every semester for cataloging and archiving.

Program Learning Outcomes (PLOs) are identified by the departments and approved through the Curriculum Committee ([II.A.041](#)). PLOs are listed on the Academic Programs web page and the College Catalog ([II.A.006](#), [II.A.004](#)). PLOs are regularly assessed as part of the department learning outcomes work each semester and the results are tracked over time ([II.A.042](#), [II.A.043](#)). PLOs are also mapped to SLOs for each course in the program ([II.A.044](#)). These matrices are updated as part of the Program Review process ([II.A.045](#)).

The regular assessment of SLOs includes multiple components and is outlined on the SLO website ([II.A.035](#), [II.A.046](#)). First, all faculty reflect on their course SLOs as part of the grade entry process ([II.A.047](#)). These reflections are used to guide the department discussions every

semester ([II.A.048](#)). Department discussions include both course level SLOs and PLOs ([II.A.027](#)). These reports are posted to the Department SLO Discussion webpage and are used as part of Program Review. The department discussions are also summarized and used to inform department discussions and College budgetary decisions ([II.A.049](#), [II.A.050](#)).

Analysis and Evaluation

Butte College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established and clearly articulated institutional procedures. Course outlines of record and syllabi include student learning outcomes. Individual faculty assess SLOs each semester, and departments have ongoing discussions about course and program SLO assessment which are used as part of departmental and institutional planning.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Butte College is an open access institution with the responsibility to distinguish pre-collegiate level curriculum from collegiate level curriculum and directly support students in acquiring the knowledge and skills necessary to advance to and succeed in college-level curriculum. The College Catalog and its course numbering system clearly distinguish pre-collegiate from collegiate curriculum ([II.A.051](#)). The prerequisite validation process, documented in the Online Curriculum Handbook, matches the learning outcomes for pre-collegiate courses to the prerequisite skills faculty consider necessary for success in college-level courses ([II.A.052](#)). The assessment and intake processes inform students of their right to enroll in a transfer-level English or math course, and the Catalog indicates the high school performance criteria required for students to enroll in a Business or STEM transfer-level math course ([II.A.053](#), [II.A.054](#)). As of spring 2021, 22% of introductory math courses (those that do not have a transfer-level course as a prerequisite) were at the pre-transfer-level.

Non-credit ESL courses provide the opportunity for students to prepare for careers in child development or heavy equipment as well as for college-level English ([II.A.055](#)). For students beginning in pre-collegiate courses in math and ESL, Butte College provides a variety of supports, including Disabled Student Programs and Services (DSPS) and Center for Academic Success (CAS) tutoring ([II.A.056](#), [II.A.057](#)). Math supports include online statistics lab and Supplement Instruction (SI) leaders as well as statistics tutors through CAS ([II.A.058](#)).

The College offers a number of additional programs under the Special Programs department. These include Community Partners in Education (CPE) classes that have been extremely popular with agency partners in the past. At one time, these classes generated 1,031 FTES for the

College; however, this has decreased significantly due to the Camp Fire of 2018 which destroyed many of the locations where these courses were held ([II.A.059](#)).

Butte College offers noncredit courses as described in the nine areas of education listed in “Noncredit at a Glance (Academic Senate of California Community Colleges, 2006)” and the *Program and Course Approval Handbook* (5th Edition 2013 and 6th Edition 2017). These publications outline categories of noncredit instruction, course development criteria and standards, FTES computation, apportionment, and noncredit certification requirements ([II.A.060](#), [II.A.061](#), [II.A.062](#)).

Noncredit courses address the needs of underserved populations, transitions to work, and preparation for taking credit courses. These courses provide bridges to educational pathways and occupational careers with certifications in nontraditional degree-bearing fields of study. Students who benefit from noncredit instruction at Butte College include adults with disabilities, older adults, English language learners, and those at the basic skills levels. In making decisions about what programs to offer and what credit is given, Butte College engages in research within the community, looks at curriculum at other colleges, and evaluates the needs and trends for the populations served ([II.A.063](#)).

Because students bring an assortment of abilities with multiple intelligence learning levels and styles, each program is reviewed for best practices of instructional delivery prior to courses being offered to students. At Butte College, part-time faculty are employed in addition to Instructional Service Agreement faculty from local agency partners ([II.A.064](#)). Both provide noncredit instruction and have to meet the minimum qualifications as indicated in the *Minimum Qualifications for Faculty and Administrators in California Colleges 2020* ([II.A.065](#)).

Noncredit classes allow students to reach achievement goals at an individual pace. The curriculum is designed to demonstrate flexibility in instructional pace and allow for varied presentation models within the course content. When students are able to complete the course objectives and demonstrate competence in a course, they move on to either credit-bearing courses, a new occupation, or a noncredit certificate program. Many of the noncredit certificate programs are so new that the pandemic interrupted the course of study. Students will resume when it is safe to proceed.

The noncredit courses may be viewed in the Butte College Catalog under the headings of Community Partners in Education, English as a Second Language, Healthy Aging and Living, and Occupational and Life Skills ([II.A.066](#)).

Analysis and Evaluation

Butte College distinguishes pre-collegiate curriculum from college level curriculum and directly supports students in learning what faculty believe are the knowledge and skills necessary to advance to and succeed in college level curriculum.

Butte College also provides technical preparation for individuals to attain entry level work without completing studies that would qualify for either a certificate that is part of a degree, a degree, or transfer. These courses meet student and community needs and are scheduled in collaboration with community partners.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Butte College follows all legal mandates for curriculum review and approval stipulated in California Education Code, Title 5, and federal regulations. Further, Butte College has adopted guidance from the Program and Course Approval Handbook from the California Community Colleges Chancellor's Office Division of Academic Affairs ([II.A.067](#)), as well as the Academic Senate of California Community Colleges' publications, *The Curriculum Committee* and *Ensuring Effective Curriculum Approval Processes*. These publications compose the local Butte College Approval Handbook and percolate into concrete instances in our local practices and procedures ([II.A.052](#), [II.A.068](#), [II.A.069](#)).

Butte College faculty ensure both academic quality and rigor across all subject areas through a thorough curriculum review and approval process of the Curriculum Committee (CC), a sub-committee of the Academic Senate. Yearly trainings of the Curriculum Committee help to maintain practices common in American higher education that ultimately get captured in the construction, maintenance, and offerings of Butte College degrees and programs ([II.A.070](#), [II.A.071](#)).

Butte College follows the guideline in Section 55063 of the *Title 5 California Code of Regulations* that states that the Associate Degree must be composed of a minimum of 60 units, of which at least 18 units must be in the major area or emphasis, and at least 18 units are in a GE course package ([II.A.072](#)). The Catalog ensures this adherence (link to "Excerpt2.A.5.pdf"). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education and are specified in the review criteria in Butte College's curriculum bylaws in §F.2 ([II.A.017](#)).

Analysis and Evaluation

The Curriculum Committee members are regularly trained to maintain a clear notion of what common practices are in the American higher education system following state standards and system-wide best practices that are reflected in both inward facing operational policies and documents and outward facing information about our degree and program offerings.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Butte College schedules degree and certificate courses in a manner that enables students to complete program goals within a reasonable timeframe assuming 15 units completed by the students per standard fall or spring semester. The College is mindful of the students' time, and all instructional programs have convenient course maps with notes identifying courses offered only in the fall or spring semesters to allow students to make informed 30-unit per-year plans ([II.A.073](#), [II.A.074](#)). Curriculum Committee decisions have supported this perspective to limit maximum units in degrees and certificates as a matter of policy ([II.A.075](#), [II.A.076](#)).

Practices to ensure the possibility of timely program completion begin with the creation of a course, are woven into the ongoing curriculum review processes, and ultimately factor into program discontinuance policies if timely and efficient offering patterns become untenable. When new courses are proposed, the Curriculum Committee considers the expected demand in the program(s) for which the course is a part ([II.A.077](#)). In Curriculum Review, departments are asked to assess their process and criteria for generating a student-centered schedule for all courses and to present any obstacles to this ability ([II.A.009](#)). If demand does not justify an offering frequency consistent with timely program completion as predicted or student demand for a specific program wanes below acceptable offering minimums over a long period of time, program vitality/discontinuance policies provide a mechanism to remove programs identified as resource strains impacting scheduling options in other programs ([II.A.078](#)).

Although trends may develop over multiple years, historically, demand for programs does not fluctuate much from year to year. This allows for the efficient practice of rolling a large part of the schedule from fall to subsequent fall and from spring to subsequent spring. Butte College augments rolled schedules on a fixed timeline that stays current with dynamic trends in student demand identified through close collaboration between deans and department chairs ([II.A.079](#)). Waitlists and fill rates inform decisions to make changes to rolled schedules. For courses with multiple sections, Butte College optimizes student choice by using a M/W or T/Th block schedule pattern with regular start times in 1.5-hour intervals, beginning at 8:00 a.m. This strategy standardizes time blocks to minimize overlaps and provides students with maximum possible scheduling choices, a system crucial for programs with multiple course options able to fulfill specific program requirements.

Analysis and Evaluation

How the intention to provide timely program completion opportunities meets practice requires a multithreaded, whole-institution approach. The instructional program landscape at Butte College

ranges from closed-cohort models like Nursing where all the students share the same course schedule to the Social and Behavioral Sciences (SBS) Associate Degree where there are roughly 150,000,000 unique course sets available for students to meet the program requirements. The institutional infrastructure required to ensure nursing students can complete their programs in a timely fashion is categorically different from the SBS degree where it is unlikely to find two students who have taken the same path. By weaving together expected offering frequency in the creation of courses, long term program maintenance by the department, and structured dean/department chair collaborations in course scheduling, Butte College has put the possibility of timely program completion at the heart of its processes.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Delivery Modes

Butte College offers both traditional face-to-face and distance education (DE) courses. New DE courses require approval by the Curriculum Committee and the respective department chair ([II.A.080](#)). Instructors wishing to teach online must complete the DE approval process ([II.A.081](#)). This process includes trainings that ensure instructors understand the requirements and effective practices for online teaching. The training includes effective practices for rigor, regular and substantive interactions between the instructor and students, student-student interaction, accessibility and usability, and inclusion of the required content for the Syllabus and Course Orientation ([II.A.082](#)). Instructors are then asked to complete a DE addendum describing how requirements in each of their classes are met ([II.A.083](#)). Syllabi for online classes are expected to demonstrate the same rigor and expectations as face-to-face classes ([II.A.084](#), [II.A.039](#)). Butte College regularly evaluates the effectiveness of its delivery modes institutional process such as Program Review, Unit Planning, and Student Equity Planning and uses results to guide improvements.

Butte College also developed a required three-step process to approve all faculty as temporary remote instructors. In response to the COVID pandemic, online offerings were increased from 10% of the schedule to 80%; by fall 2021, online offerings will be reduced to 50%. In order to maintain quality of online offerings, faculty who wish to teach online starting in the fall of 2021 have three additional requirements. The first component is a self-paced training that ensures faculty understand effective course design and the legal requirements for DE classes. The second is additional training on accessibility and FERPA, and the third component is the revision of the DE addendum. After having taught during the first year of the COVID transition to remote instruction, faculty are expected to have better developed their course design and are asked to reflect on their previous addendum. The addendum is evaluated to ensure the course meets the

following expectations for effective DE course design and teaching methods: accessibility, instructor presence and instructor-generated content, student-instructor interaction, and student-student interaction.

Teaching Methodologies

Butte College is highly invested in ensuring that teaching methodologies meet the needs of diverse student populations. Faculty professional growth opportunities are offered related to distance education with annual Technology Mediated Instruction Institutes and DE training for remote learning ([I.A.085](#), [I.A.086](#)).

Additionally, Butte College offers several professional learning opportunities for faculty and staff to understand and meet the needs of various student sub-populations. For example, FAIR (Faculty Alliance for Inquiry and Research) Classrooms is an intense one-semester program that provides participating faculty with their own classroom-level course success data disaggregated by race and requires faculty to implement equitable strategies and course materials to improve outcomes for students ([I.A.087](#)). Since fall 2016, this program has supported more than 40 faculty in creating equity-minded and culturally-responsive classroom practices. Additionally, Butte College's Cultural Awareness Community of Practice (CACP) is a year-long professional development program designed to assist faculty and staff in better understanding and fully meeting the needs of culturally diverse students and colleagues by exploring critical concepts related to race, gender, sexuality, and ability and providing practical strategies for supporting students and colleagues at the intersections of marginalized identities ([I.A.088](#)). Butte College also provides professional learning opportunities to support our diverse student populations, including Safe Zone Trainings about LGBTQ identities, Race Zone about racially minoritized students, UndocuAlly Training for undocumented and mixed status students, Diversity Days, and regular Flex sessions on equity-mindedness and culturally-responsive teaching. Butte College is also assessing [AB 705](#) implementation by providing disaggregated student success data for transfer-level math and English completion ([I.A.089](#), [I.A.090](#), [I.A.091](#), [I.A.092](#), [I.A.093](#), [I.A.094](#), [I.A.095](#)). The Quality Focus Essay outlines a crisis-response strategy being developed to implement a pathway to train faculty in Adaptive Course Design. This pathway will incorporate the above programs as well as newly developed trainings with a focus on designing courses that are easily adaptable during times of crisis.

Learning Support Services

Besides professional development, Butte College provides equitable learning support services for all students. The Center for Academic Success (CAS) provides tutoring, critical skills workshops, and Supplemental Instruction for online and face-to-face instruction at all three sites ([I.A.057](#)).

In addition to CAS, learning support services are provided to both face-to-face and distance education students by the Library, DSPS, and EOPS/Power Center. The Library provides online

services such as research databases, textbooks, research guides, video tutorials, and even a Live Chat option ([II.A.096](#)). DSPS allows students to apply for services and request accommodations online, and EOPS offers an online application and both in-person and remote counseling appointments ([II.A.056](#), [II.A.097](#)).

Analysis and Evaluation

In response to its understanding of students' diverse needs and learning styles, and in alignment with District policies and procedures, Butte College supports the effective use of a variety of delivery modes and teaching methodologies to provide equitable outcomes. Butte College faculty are educated in equity-mindedness and encouraged through regular professional development offerings to adapt their instructional methodologies to meet the needs of their students. Learning support services are offered in a variety of modalities and locations. Protocols, practices, and professional support, in addition to Program Review, show that the College plans and improves delivery, teaching methodologies, and learning support services in support of equity in student success.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

A clearly outlined structure exists for departments and programs to determine prerequisite criteria and ensure consistent application. Prerequisites and Corequisites for courses are determined through the Curriculum process as is the Department Policy on Review and Criteria for Challenge of Requisite ([II.A.098](#), [II.A.099](#), [II.A.100](#)). Students can validate coursework from other institutions through the Office of Assessment's Prerequisites & Documentation Evaluation Process. Students can challenge prerequisites with special permission based on certain criteria ([II.A.101](#)).

Programs and departments use established protocols to evaluate students' prior learning. Prerequisite clearances allow students to register for classes based on completed prerequisite courses, whereas transcript evaluations award credit(s) from courses taken at other academic institutions ([II.A.102](#)). A process to award credit for prior learning is being put into place (Add Credit for Prior Learning BP/AP when done). In addition, there are multiple measures to place students using the Career and Academic Profile tool ([II.A.103](#)).

Because the College recognizes the importance of using unbiased, valid measures of student learning, multiple Flex workshops on assessment are regularly offered. For example, the SLO Committee leads "Dialog Days" on the last Friday of Flex Week each semester where faculty

discuss assessment strategies ([II.A.104](#)). Faculty are also encouraged to access the Vision Resource Center, @ONE, and other online resources to learn how to develop and administer assessments that are free of bias. The English Department conducted a multi-year study to measure the disproportionate impact resulting from assessment tests ([II.A.105](#)). The results of this study helped the department remove pre-transfer-level English courses. As part of the QFE project, Butte College is developing a certificate in Adaptable Course Design. These trainings will help faculty develop assessments that are responsive to student needs and can flex in times of emergency.

The College does not have department-wide course or program exit examinations. With that said, some CTE programs offer students the opportunity to attempt industry-specific qualifying exams for certification or licensure. For example, CSCI 48 Cisco Networks Level 1 and 2 prepares students for the Cisco Certified Network Associate (CCNA) Routing and Switching certification exam ([II.A.106](#)). The Butte College Associate Degree Nursing program is a state approved program which provides the courses necessary for the graduate to apply for licensure as a registered nurse.

Analysis and Evaluation

Butte College does not use department-wide course and program examinations. The College does have established protocols for direct assessment of prior learning. The curriculum and assessment processes provide clear structures to determine pre-requisite criteria and consistent application for departments and programs. Ongoing professional development is in place to reduce test bias and enhance reliability of assessment of student learning.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Butte College's Board Policy 4220 grants the President the authority to award course credit, degrees and certificates based on student attainment of learning outcomes, consistent with norms established under California's Title 5 ([II.A.107](#)). The Student Learning Outcomes website details the levels of Butte College's SLO program with a brief description and corresponding links to the SLOs for each individual level, including Course, Program, General Education, and Institutional. Pursuant to AB 4235, Butte is in the process of drafting a policy to award academic credit based on prior learning ([II.A.046](#), [II.A.108](#)). Once completed and approved, the policy will be added to the Catalog.

Administrative Procedure 4080 establishes standards for credit hour calculations and provides a formula ([II.A.109](#)). The Curriculum Committee is integral for the review of all courses, ensuring that hours and units are correct when developing and scheduling courses. Administrative Procedure 4020 provides detailed information on the specific role of the Curriculum Committee ([II.A.019](#)).

The Course Outline of Record (COR) provides individual student learning outcomes for each course, in addition to course objectives, methods of instruction and evaluation and examples of assignments ([II.A.110](#)). The course syllabus for General Chemistry 1 demonstrates how the syllabus builds on the COR, connecting SLOs with course objectives and specific assignments and methods of evaluation ([II.A.111](#)). Programs maintain Program Level Outcomes (PLOs) and are assessed each semester ([II.A.042](#)).

In accordance with Title 5, Administrative Procedure 4230 provides a definition of grades and their corresponding symbols ([II.A.112](#)). This information is provided on the Admissions and Records webpage, in the College Catalog, and on the back of all official transcripts ([II.A.113](#), [II.A.114](#), [II.A.115](#)).

The College does not have any clock hour programs.

Analysis and Evaluation

Butte College awards course credit based on clearly stated student attainment of learning outcomes reflected on course outlines and syllabi and demonstrated by course assignments. The Curriculum Committee regularly reviews modifications and new courses to ensure the rigor of courses and that they meet identified learning outcomes. The College follows established Federal standards awarding credit based on a combination of in class and out of class work visible on course syllabi.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Butte College has an established and clear policy for transfer-of-credit that allows students to apply previously awarded credit toward a degree at Butte and as they transfer on to another institution. The Butte College Catalog provides guidance for students on transfer credit from regionally accredited institutions, international institutions, and military coursework ([II.A.116](#)).

On the Admission & Records (A&R) website there is an explanation of what a transcript evaluation is and a step-by-step process for students to request an evaluation of their transcripts using a request form ([II.A.117](#), [II.A.118](#)). Answers to frequently asked questions are conveniently located on the back of the form. Additionally, when A&R receives official transcripts, an automated message is sent to the student's email explaining the transcript evaluation process, including the form to request an evaluation ([II.A.119](#)).

Completed transcript evaluations are visible on a student's unofficial or probationary transcript through the Admissions & Records or Counseling offices ([II.A.120](#)). Students can access their unofficial transcript, including the evaluated coursework, through their Self-Service portal. Once completed, students receive an automated email informing them that the evaluation is finished ([II.A.121](#)). Lastly, the College is in the process of implementing Starfish degree planner. The degree planner would also make evaluated coursework and completed requirements available to students ([II.A.122](#)).

Butte College utilizes a course numbering system that categorizes courses as transferable, non-transferable but Associate Degree applicable, non-degree developmental, and noncredit. This information is provided for students in the College Catalog, in the course number itself, course descriptions, program maps and in the CSU or local General Education pattern guides ([II.A.051](#), [II.A.123](#)). The course numbering system is also listed on the transcript key, printed on all official transcripts ([II.A.115](#)).

In addition to the local course numbering system, Butte College also participates in the statewide Course Identification Numbering System (C-ID) that identifies courses articulated between the California Community Colleges, the California State Universities, and the University of California systems. Identifying courses with a C-ID number enables students to easily understand how their coursework will meet degree requirements (particularly ADTs) and transfer to another institution. Information for students explaining C-IDs can be found in the College Catalog. The specific C-ID for each course is also listed in the course description and course outline ([II.A.124](#)).

Pursuant to SB1440, Butte College offers 31 Associate Degrees for Transfer (ADTs), listed with their corresponding brochures on the Butte College ADT webpage ([II.A.125](#)). ADT degrees are identified on the Academic Programs website and in the College Catalog under Academic Programs ([II.A.126](#)). Students can also search program maps for all ADT degrees on the Academic Programs webpage ([II.A.127](#)). Further information can be found on the Transfer Counseling Center webpage ([II.A.128](#)).

Specific program maps for common majors articulated with our local CSU can be found on the Counseling website at CSUC Major Pathway Plans ([II.A.129](#)). The Articulation Officer regularly reviews transfer of coursework and policies, maintaining all general education and

major course information through Assist (II.A.130). Catalog pages and other documents that describe transfer services are available to students (II.A.124).

Analysis and Evaluation

Butte College makes available to its students clearly stated transfer-of-credit policies in its Catalog, the Starfish Degree Planning Tool, and on the website. Information about the College's approved transfer of coursework policies is provided by Admissions and Records and Counseling offices and is regularly reviewed.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Butte College has adopted programmatic learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. Students in all programs are expected to meet Butte's Institutional Learning Outcomes (ILOs): Think Critically, Communicate Competently, Engage Collaboratively, and Work Effectively (II.A.131). The attached crosswalk connects the Butte's ILOs and graduation requirements directly to the outcomes listed in this standard (II.A.132). ILOs are listed in the College Catalog and on the College's Mission, Values, Vision, and ILO webpage (II.A.133, II.A.134).

These learning outcomes are regularly assessed, and results are used to drive program improvements. Course-level SLOs are mapped to the ILOs in the Curriculum System (II.A.135). This mapping provides departments with a mechanism for discussing ILOs during their discussions every semester (II.A.042). These discussions inform Unit Planning which then drives program improvement (II.A.035).

ILOs are also analyzed using campus-wide assessments. The cross-constituency approach to ILOs began when they were first developed and has resulted in increased representation from Student Services on the SLO Committee (II.A.136). This increased collaboration has resulted in ILO work occurring during both the faculty and staff Flex Weeks. ILOs are also tracked in a method that allows for diverse input based on the individual's role on campus. ILOs are tracked based on the department discussions and on individual employee input and reflection (II.A.137).

Individual programs also have program learning outcomes (PLOs) that are listed on the Academic Programs webpage and the College Catalog (II.A.004, II.A.127). PLOs are regularly

assessed as part of the department learning outcomes work every semester and the results are tracked over time. PLOs are also mapped to SLOs for each course in the program ([II.A.043](#), [II.A.044](#)). These matrices are updated as part of the Program Review process ([II.A.045](#)). Learning outcomes for the General Education Program (GELOs) are discussed in more detail in the next section ([II.A.138](#)).

Analysis and Evaluation

Butte College has adopted and regularly assesses programmatic learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College has a general education philosophy which reflects its degree requirements. In accordance with Board Policy 4025: Philosophy and Criteria for Associate Degree and General Education, the College's general education philosophy is described in the Academic Program Types and Requirements section of the Catalog on pages 51-52, and includes descriptions of Student Learning Outcomes ([II.A.139](#), [II.A.140](#)). The College's General Education Philosophy and Learning Outcomes were designed with cross-disciplinary discussions between the SLO Committee and the Academic Senate which gathers constituent feedback and votes to approve any changes. GELOs are reviewed and revised every six years and approved through the Academic Senate ([II.A.141](#), [II.A.142](#), [II.A.143](#)).

All AA/AS degrees require 20 units of general education (GE) classes in six specified areas of discipline ([II.A.123](#)). Learning Outcomes fall into five main points, which are then further articulated under six GE areas of discipline. GELO 5 includes student preparation for participation in civil society, and GELO 3 includes the development of skills for lifelong learning. Each GE area contains learning outcomes that contribute to broad comprehension of knowledge, practice, and interpretive approaches in their respective disciplines.

Any course qualifying for GE has one or more SLOs corresponding to a General Education Learning Outcome (GELO). For example, the SLOs for ‘History 10: United States History-1877 to Present’ align with GELOs 1, 2, and 5 ([II.A.138](#), [II.A.144](#)). In order to transfer, students may complete courses fulfilling CSU or IGETC GE requirements ([II.A.123](#)). For a course to be approved for general education, faculty must explain the rationale for inclusion and how the course content fulfills SLOs. The Curriculum Committee then determines the appropriateness of the course for GE through a discussion and vote ([II.A.145](#)).

The assessment of these learning outcomes is part of the Departmental Learning Outcomes Discussion process that occurs every semester. GELOs are tracked based on these department discussions ([II.A.146](#), [II.A.147](#)). Educational planning templates include courses that satisfy institutional (or GE) learning outcomes ([II.A.148](#), [II.A.149](#)). A transcript evaluation process for graduation applicants assures student achievement of the above learning outcomes ([II.A.150](#), [II.A.151](#)).

Analysis and Evaluation

The College has a clearly articulated general education philosophy which reflects its degree requirements, and a faculty-developed rationale for general education that serves as the basis for inclusion of courses in general education. The educational philosophy, degree requirements, and GE courses are listed in the Catalog. Each GE area contains learning outcomes that contribute to broad comprehension of knowledge, practice, and interpretive approaches in their respective disciplines, including preparation for and acceptance of responsible participation in civil society and skills for lifelong learning.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All programs include a focused study on one area of inquiry or discipline and include key theories and practices appropriate for the certificate of achievement or Associate Degree level.

Butte College offers 31 Associate Degrees for Transfers; 69 Associate Degrees; 52 Certificates of Achievement (more than 18 units of study); 53 Certificates of Completion (less than 18 units of study). All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Detailed explanation of different Academic Program types and requirements are listed in the College Catalog ([II.A.152](#)). The same information for each program can be found on the Guided Pathways webpage ([II.A.126](#)).

The structure of degree programs at Butte College goes through multiple levels of review, beginning with the Technical Review Committee, the Program Research and Recommendation Committee (PRR), and culminating with the Curriculum Committee's approval ([II.A.018](#), [II.A.019](#)). Appropriate level student learning outcomes are recorded in the course outline of record for each course in the degree pathway ([II.A.153](#)).

Analysis and Evaluation

All of the District programs have a focused area of study and include outcomes based on appropriate levels for the community college. The Curriculum Committee, including faculty expert input, reviews all programs and their outcomes (including core course level outcomes).

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Butte College Career & Technical Education (CTE) programs provide cutting-edge, rigorous, and relevant instruction to prepare skills builders, incumbent workers, and future employees for a wide range of high-wage, high-skill, and high-demand careers. For instance, the Auto brochure shows certifications and what jobs prospective students can get ([II.A.005](#)). Job opportunities and certifications are listed on the Cosmetology website ([II.A.154](#)). The Career Opportunities Arts and Multimedia brochure lists various jobs and certificates for various CTE fields ([II.A.155](#)). Opportunities in Health Occupations are listed on the website ([II.A.156](#)).

Each program website contains valuable information about the program, including a description of the program, pre-requisites, and courses within the program and application procedures. Examples include: Health Occupations webpage, Health webpage - Careers Information, Health Occupations Nursing, RN webpage, LVN webpage, EMT/Paramedic webpage, Agriculture webpage, Arts webpage, Business Education webpage, Education webpage, Industrial Technologies webpage, Public Services webpage, Technology webpage ([II.A.157](#), [II.A.158](#), [II.A.159](#), [II.A.160](#), [II.A.161](#), [II.A.162](#), [II.A.163](#), [II.A.164](#)). Employment data, job projections, and licensure rates are obtained from respective licensing agencies.

Bureau of Labor Statistics California and the California Employment Development Department state that employment in all CTE fields is anticipated to continue to increase significantly in the next ten years. To ensure CTE graduates demonstrate technical and professional competencies that meet employment standards and preparation for external licensure and certification, Butte College uses a diverse, multi-faceted approach ([II.A.165](#), [II.A.166](#)).

Butte College's CTE advisory committees are comprised of local and regional business and industry experts who gather at least bi-annually to assist CTE programs in reviewing curriculum,

assessing entry-level competencies, and ensuring relevance of program content to industry practice and standards. Industry partners and the information they provide allow Butte College's CTE programs to meet the needs of local and regional service areas ([II.A.167](#)).

Ensuring that graduates of CTE programs that require licensure examinations are adequately prepared is a top priority at Butte College. Outside accrediting or regulatory agencies establish standards for many occupational programs and require external license and certification for employment. The CTE programs at Butte College frequently access the accrediting and licensing bodies for information required for their curriculum as well as for licensing information. The Board of Cosmetology, the Respiratory Care Board of California, the Board of Registered Nursing, the Board of Vocational Nursing and Psychiatric Technicians and the ASE Education Foundation provide valuable information and help to form the foundation of the curriculum for these programs ([II.A.168](#), [II.A.169](#), [II.A.170](#), [II.A.171](#), [II.A.172](#)).

The success of the College's health care programs can be illustrated by their pass rates. The Registered Nursing Program has between a 92.17% and 94.68% NCLEX pass rate for the last three years. The Respiratory Therapy program has had a consistent 97% Certified Respiratory Therapist success rate since 2015 ([II.A.173](#), [II.A.174](#), [II.A.175](#)).

Graduates of Butte College CTE programs demonstrate technical and professional competency as defined by the approved SLO's and PLO's that are regularly assessed in each program and department. At the course-level, a brief SLO reflection is required when semester grades are posted. The instructor of record identifies student performance trends and evaluates assessment data for successes or areas for improvement. The instructor then posts a narrative identifying instructional and/or assessment methods that need to be reinforced and/or modified for the following semester ([II.A.176](#)).

Each department or program also evaluates program and student learning outcomes on a regular basis. A SLO department report is submitted each semester. A matrix of scheduled individual SLO, PLO and GLO evaluations are developed by each department or program so that all learning objectives are evaluated at least every six years. For example, Nursing does an exceptional job of evaluating their SLO's at each Institute Week faculty meeting. Narratives from the prior semester are discussed and evaluated ([II.A.177](#)).

Regular assessment and evaluation of departments ensure curriculum is being developed and implemented correctly so that students are equipped for their entry into the workforce and well prepared for certification and/or licensure. For example, a rigorous Program Review process every two years that allows champions in the industry, as well as leaders within the College, to critically evaluate programs in order to offer suggestions and provide recognition of positive aspects that should be reinforced or expanded ([II.A.009](#)). The Unit Planning Dashboard provides key data to support this process ([II.A.178](#)).

Analysis and Evaluation

Butte College students completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards. CTE faculty work with employers, advisory groups, and regulatory bodies to ensure programs meet the required student learning outcomes for employment and licensure. Butte College's website maintains current information of external requirements related to career-technical degree and certificate programs and current information about employment opportunities.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Butte College follows the Academic Senate's AP 4021 for Program Research and Recommendation approved by the Academic Senate in November 2009 ([II.A.078](#)). The Program Research and Recommendation, BP 4021 explains how currently enrolled students may continue their program of study or develop a plan to meet their educational objectives through alternative means ([II.A.179](#)).

In accordance with Title 5, Section 51022, Butte College has developed processes, procedures, and measures for program discontinuance and minimum criteria for the discontinuance of occupational programs ([II.A.180](#)). A request for program discontinuance may be brought to Program Research and Recommendation at any time ([II.A.181](#)). Program Research and Recommendation will then conduct a qualitative analysis and/or quantitative analysis to use as a guide to review and discuss the program in discontinuance process ([II.A.182](#), [II.A.183](#)). The committee's recommendations will be communicated in writing for review by the Academic Senate and Curriculum Committee and transmitted to the President by the Chief Instructional Officer.

When programs are eliminated, Butte College will create a detailed plan and recommended timeline for phasing out the program for discontinuance with the least impact on students, faculty, staff and the community. This plan will take into account catalog rights as outlined in the Butte College Catalog and may also use course substitutions or waivers approved by the relevant department ([II.A.114](#), [II.A.184](#)).

Although few programs are completely discontinued, there have been programmatic changes that affect students' major requirements. For example, in 2019 the Biology Department updated their major courses to better articulate with transfer institutions. These changes were clearly communicated to students and outlined on the Biology Department webpage ([II.A.185](#)).

Analysis and Evaluation

When programs are eliminated or substantively changed, Butte College follows District procedure, making appropriate arrangements such as course substitutions to ensure that students may complete their education in a timely manner with a minimum of disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

As part of a commitment for continual improvement, all programs, regardless of delivery mode or location, undergo systematic Program Reviews at least every six years ([II.A.009](#)). CTE programs are reviewed every two years ([II.A.186](#)). The results are posted on the College's Program Review webpage ([II.A.187](#)). Program Reviews include analysis of SLO assessments, completion goals, disaggregated data, demonstration of support of the College's mission and response to previous recommendations. They also include a visitation by a validation team comprised of faculty, administrators, and an external member from another institution or the community. The team provides input on the effectiveness of the program and suggestions for improvement that are then addressed in each subsequent Unit Plan ([II.A.188](#)). Yearly Unit Plans and bi-annual semester SLO reports of ongoing SLO discussions are submitted and published on the Unit Plan webpage ([II.A.177](#), [II.A.189](#), [II.A.190](#)).

The noncredit courses and programs have been approved by the California Community College Chancellor's Office. These courses are subject to Curriculum Review every four years. Despite the four-year policy standard, courses are continually examined to enhance learning outcomes and achievement for students. Noncredit courses of study implement five basic types of evaluative program processes: diagnostic, formative, interim, benchmark, and summative.

At the diagnostic level, a series of meetings are held with community partners and faculty. The Program Coordinator meets with individuals and small groups to determine if a course or program is needed and is viable enough for the curriculum approval process, including approval of the appropriate dean and vice president ([II.A.191](#)). Additional research in the areas of current labor market demands, employment trends, and prospects is initiated ([II.A.192](#), [II.A.193](#)). If faculty, coordinator, and dean are of the same opinion, then the courses can be developed and course approval process initiated.

In terms of the formative level of evaluation, oversight visits are conducted every three months. Instructors are observed and an interview of the instructor or program manager is included. The interview consists of questions regarding attendance, the evaluation process, course outlines and curriculum discussions when applicable. The process of the oversight visit was developed

because of Instructional Service Agreement regulations and the commitment to program supervision within the agencies ([II.A.194](#)). Some programs do not use this method of a formative level of evaluation, but instead use conferencing and evaluations of associate faculty.

The interim level of evaluation is largely based on student learning outcomes assessments ([II.A.195](#)). After students have been in the course for approximately three months, instructors are given assessments based on course objectives to measure student progress in the course content. These are filled out as a whole for each class and are tallied based on a rubric. This level of evaluation allows for comparison between classes and student populations and provides insight into curriculum anomalies.

The benchmark level of assessment is largely based on student input. Information collected includes student learning outcomes information, information from the oversight visits, faculty conferencing and evaluations, and receiving feedback from students. At this level considerations are made for possible curriculum issues, instructional challenges, materials needed, modifications to agency programs, etc. Adjustments are determined and strategic planning for implementation begins.

The summative level of evaluations is focused on curriculum-based measures. At the end of the semester students receive an evaluation of their skills based on the content of the course. In some classes this may include an observation of content and how it is processed or it may be through discussions. Other classes focus on reading, writing, spelling, or mathematical ability at the basic skills level. These assessments are often instructor-made assessments.

Contract Education, in accordance with California Code of Regulations Title 5 Section 55170 and California Education Code Sections 78020-78023 is defined as those situations in which a community college district contracts with a public or private entity for the purposes of providing upskill training, services, or both ([II.A.196](#), [II.A.197](#)). Butte College's Contract Education department is known as The Training Place. The Training Place's mission is to respond to community needs by providing performance-improvement solutions resulting in economic development, sustainability and growth.

The development, review, approval, and evaluation processes and criteria for for-credit and noncredit contract education classes follow the same approval processes as all for-credit courses offered at the District. Credit courses offered through Contract Education are often delivered at the employer site and are normally closed to the general public. The employer pays the full cost of delivering the instruction of a specified course, plus associated administrative fees. When contract education involves academic credit classes, faculty appointments are consistent with minimum qualifications, and curriculum approval processes and registration procedures are followed.

The Contract Education employee training and development process involves five broad and distinct areas including business development, needs analysis, development of a comprehensive career path training plan, delivery and outcomes evaluation.

In order to develop employer training program offerings, the Contract Education business development process collects data from individual employers, groups of employers and industry sector resources through consultation, assessments, skills testing, job and function analyses. The analysis process measures employee skill development needs along with recent disaster impacts on employees ([II.A.198](#)). Assessment findings are documented in an employer training plan defining upskill career pathways with total training costs and client qualifications for state and federal funding programs ([II.A.199](#), [II.A.200](#), [II.A.201](#)). During training delivery, individual performance and program outcomes are measured through course evaluations and proficiency skill testing methods or instruments. Individual training, company training and post training plans are reviewed with the president or vice president, human resources and operation managers to measure and track performance. During the contract review, employee career pathways are discussed to learn how upskill training translates to wage increase and upward mobility within the company. Upon completion of training and review, the customized employer training plan is updated to inform employers of individual and group training status including hours completed per course, upskill performance and cost based on the contract terms ([II.A.202](#)).

Analysis and Evaluation

Systematic Program Review, analysis, and evaluation are integral to Butte College's planning and development. The development, review, approval, and evaluation for both for-credit and noncredit contract education classes follow the same processes and criteria. The ongoing Program Review assures quality and currency so that programs and courses enhance learning outcomes and achievement for students.

Conclusions on Standard II.A. Instructional Programs

All instructional programs are offered in fields of study consistent with the College's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. Faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Departments conduct systematic and inclusive Program Review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. Departments identify and regularly assess learning outcomes for courses, programs, certificates and degrees using established institutional procedures. In every class section students receive a

course syllabus that includes learning outcomes from the College's officially approved course outlines.

Butte College distinguishes pre-collegiate curriculum from collegiate curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. Butte College's degrees and programs follow practices common to American higher education. Courses are scheduled in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Effective use of multiple delivery modes, teaching methodologies and learning support services reflect the diverse and changing needs of its students, in support of equity in success for all students.

Butte College awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with Institutional policies that reflect generally accepted norms or equivalencies in higher education. Butte College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.

Butte College includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. Butte College requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its Catalog. The faculty determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Butte College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. In sum, the College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Improvement Plan(s)

2.A.3 - The College will strengthen procedural links between the gathering of Learning Outcomes information and the use of that information to inform planning and budgeting decisions, and to integrate with institutional equity, diversity and inclusion efforts.

Evidence List

Standard II.A Evidence List	
Number	Evidence Description
<u>II.A.001</u>	Mission Statement
<u>II.A.002</u>	Degrees and Certificate List
<u>II.A.003</u>	Program Approval Process
<u>II.A.004</u>	Agriculture Business Program Information
<u>II.A.005</u>	Automotive Technology Brochure
<u>II.A.006</u>	Degrees and Certificates List Webpage
<u>II.A.007</u>	Anthropology Program Webpage
<u>II.A.008</u>	Program Review Report Documentation
<u>II.A.009</u>	Program Review Purpose and Procedures
<u>II.A.010</u>	Local GE Guide AA/AS Degrees for CSU and UC Transfer Requirements
<u>II.A.011</u>	Glenn Center Data Presentation
<u>II.A.012</u>	Student and Family Resource Center Collaborative Minutes 01/22/20
<u>II.A.013</u>	Emergency Temporary Distance Education Blanket Addendum Fall 2020
<u>II.A.014</u>	Emergency Temporary Distance Education Blanket Addendum Memo
<u>II.A.015</u>	Distance Education Approval Webpage
<u>II.A.016</u>	Biology Department Learning Outcomes Discussion Summary
<u>II.A.017</u>	Curriculum Committee Bylaws
<u>II.A.018</u>	Board Policy 4020 – Program, Curriculum, and Course Development
<u>II.A.019</u>	Administrative Procedure 4020 – Program, Curriculum, and Course Development
<u>II.A.020</u>	Course Outline for CMST 2
<u>II.A.021</u>	Syllabus Requirements for Online Classes

II.A.022	Peer Online Course Review Webpage
II.A.023	Instructional Skills Workshop Webpage
II.A.024	FLEX Week Calendar January 2021
II.A.025	Instructor Self-Evaluation and Input Form
II.A.026	Evaluation Report of Instructor Performance – Long Form
II.A.027	Psychology Department Learning Outcomes Discussion Summary
II.A.028	Automotive Unit Plan 2019-20
II.A.029	Unit Plans and SLO Reports Webpage
II.A.030	Special Education Program Review Self-Study Spring 2018
II.A.031	Program Review Purpose and Procedures Page 8
II.A.032	Food and Nutrition Program Review Self-Study Report
II.A.033	Food and Nutrition Program Review Validation Report
II.A.034	Multi-Year Integrated Planning System (MIPS)
II.A.035	Learning Outcomes Assessment Cycle Map
II.A.036	American Sign Language Course Outline
II.A.037	Course Outlines Webpage
II.A.038	Butte College Syllabus Guidelines
II.A.039	Food and Nutrition (FN) 2 Syllabus
II.A.040	Evaluation Advisory Guidance Webpage
II.A.041	Program Learning Outcomes Process
II.A.042	Department Learning Outcomes Discussion Summary Form
II.A.043	Automotive Technology SLO Report Dates
II.A.044	Automotive Technology SLO, PLO Assessment and Reporting Schedule
II.A.045	Program Review Purpose and Procedures Page 14
II.A.046	Student Learning Outcomes Webpage
II.A.047	End of Term Grade Reporting
II.A.048	Communication Studies Department Learning Outcomes Discussion Summary
II.A.049	Individual Program SLO Work Webpage
II.A.050	Summary Department SLO Discussions 2019-20
II.A.051	College Catalog 2020-21 Page 150
II.A.052	Curriculum Handbook Webpage
II.A.053	AB 705 Webpage
II.A.054	College Catalog 2020-21 Page 10
II.A.055	English as a Second Language Webpage
II.A.056	Disabled Student Programs & Services Webpage

II.A.057	Center for Academic Success (CAS) Tutoring Webpage
II.A.058	Math Supports Webpage
II.A.059	Principles of Attendance Accounting for the California Community Colleges
II.A.060	Noncredit at a Glance – Academic Senate of California Community Colleges, 2006
II.A.061	Program and Course Approval Handbook 5 th Edition 2013
II.A.062	Program and Course Approval Handbook 6 th Edition 2017
II.A.063	Instruction Services Agreement (ISA) Impact Form
II.A.064	ISA Orientation
II.A.065	Minimum Qualifications for Faculty and Administrators in California Colleges 2020
II.A.066	Healthy Aging and Living (HAL) Faculty Meeting Agenda 05/21/19
II.A.067	Program and Course Approval Handbook 2019
II.A.068	Curriculum Committee Roles
II.A.069	Ensuring Effective Curriculum Approval Processes
II.A.070	Curriculum Retreat Presentation Fall 2020
II.A.071	Butte College Local GE Guide 2020-21
II.A.072	Title 5 Section 55063
II.A.073	Program Maps
II.A.074	Program Maps with Notes for Biology
II.A.075	Curriculum Log 02/03/14 and Curriculum Log 04/27/15
II.A.076	Curriculum Log 11/02/15
II.A.077	New Course Questionnaire
II.A.078	Administrative Procedure 4021 – Program Research and Recommendation
II.A.079	Department Chair Training 09/10/21
II.A.080	Distance Education Step in Curriculum Approval Process
II.A.081	Distance Education Approval Webpage
II.A.082	Syllabus Requirements for Online Classes Webpage
II.A.083	Distance Education Addendum
II.A.084	Food and Nutrition (FN) 2 Syllabus Face to Face
II.A.085	Technology Mediated Instruction (TMI) September 2021
II.A.086	TMI Webpage
II.A.087	FAIR Classrooms Brochure Spring 2021
II.A.088	FAIR Classrooms and CACP Program Webpage
II.A.089	Safe Zone Training Webpage

II.A.090	Decolonize Schedule – Race Zone Training
II.A.091	UndocuAlly Training
II.A.092	Diversity Days Webpage
II.A.093	Culturally-Responsive Teaching Webpage
II.A.094	AB 705
II.A.095	AB 705 Equity Data Presentation
II.A.096	Library Webpage
II.A.097	Extended Opportunity Programs and Services (EOPS) Webpage
II.A.098	Prerequisite Proposal
II.A.099	Corequisite Proposal
II.A.100	Department Policy on Review and Criteria for Challenge of Requisite
II.A.101	Prerequisite Challenge and Prerequisite Documentation Evaluation Process
II.A.102	Transcript Evaluation Process
II.A.103	Career and Academic Profile (CAP) Tool
II.A.104	Dialog Days – Flexible Assessments Presentation Fall 2020
II.A.105	The Journal of Writing Assessment Volume 12, Issue 1: 2019
II.A.106	Computer Science (CSCI) 48 Course Outline
II.A.107	Board Policy 4220 – Standards of Scholarship
II.A.108	Administrative Procedure 4235 – Credit for Prior Learning
II.A.109	Administrative Procedure 4080 – Standards for Credit Hour Calculations
II.A.110	Course Outline of Record (COR) for CHEM 1
II.A.111	CHEM 1 Syllabus Spring 2020
II.A.112	Administrative Procedure 4230 – Grading and Academic Record Symbols
II.A.113	Admissions and Records Webpage
II.A.114	College Catalog 2020-21 Pages 35-36
II.A.115	Butte College Transcript Key
II.A.116	College Catalog 2020-21 Page 43
II.A.117	Transcript Evaluation Process Webpage
II.A.118	Transcript Evaluation Request Form
II.A.119	Transcript Evaluation Email to Students
II.A.120	Unofficial Transcript Example
II.A.121	Admissions and Records Confirmation Email
II.A.122	Starfish Educational Plan with Transfer Work Sample
II.A.123	College Catalog 2020-21 Pages 56-64
II.A.124	BIOL 20 Human Anatomy Course Outline

II.A.125	Associate Degrees for Transfer Webpage
II.A.126	Academic Programs Webpage
II.A.127	College Catalog 2020-21 Page 50, 54-55
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B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College supports its Library and Center for Academic Success (CAS) and provides necessary funding to offer services that are sufficient in quantity, currency, depth, and variety to support educational programs, for all locations and means of delivery.

Library

To support on campus students at all locations, in person and specialized instruction are offered at the request of the instructor ([II.B.001](#), [II.B.002](#)). Students and faculty can also make appointments with discipline librarians for one-on-one help. ([II.B.003](#)). Anyone can drop by the reference desk for individualized research help during open hours. For a more structured and in depth introduction to information literacy, the Library offers the class LIS 11 - Research Strategies every semester ([II.B.004](#), [II.B.005](#)). In addition to these in person services, all students have access to a full range of online video tutorials covering library services, research strategies, how to use resources, as well as longer research instruction sessions ([II.B.006](#)).

Computer labs and technology support are also ongoing. Main Campus has a full computer lab for instruction and the largest open lab on campus ([II.B.007](#)). The lab provides assistive technology, internet access, and software packages ([II.B.008](#)). Group study rooms are available at the Main Campus and Chico Center Libraries some of which are equipped with smart classroom technology ([II.B.009](#)). In 2017 the Library implemented a laptop and Wi-Fi-To-Go program that provides students access to technology when library labs are not open. As of 2020, 17 laptops and 20 Wi-Fi hotspots are available for a one-week checkout period ([II.B.010](#)). Test proctoring is offered through the Library, either online or at the Chico Center ([II.B.011](#)).

The redesigned Library website offers access to a wide range of resources including the Catalog and online collections. The Library had well established and strong online features already in place prior to the COVID-19 crisis. As a result, the transition to online services was not as taxing. Information on available online services can be accessed through the Library website ([II.B.012](#)). The library collection and services consist of the following resources ([II.B.013](#)):

- 73,261 print books including reference, general, and specialized collections, with 9,339 books circulated during 2019 alone.
- 61,557 e-books in collection
- 76 databases
- Interlibrary Loans in 2019-20: Total borrowed: 186 items and 195 lent

The Library is available online 24 hours a day and for a wide range of hours and services at all locations ([II.B.014](#)). To help users navigate online library resources, support ongoing instruction, and deliver fully accessible services at any time anywhere with an internet connection, the Library acquired a suite of software from Springshare in 2018. This suite includes a 24/7 chat service, LibGuides, and products for scheduling, survey creation, an A-Z database list, and other services. LibGuides allows librarians to customize resources for a variety of purposes including individual classes, general research, and programming. ([II.B.015](#), [II.B.016](#), [II.B.017](#)). The A - Z database list offers easy and convenient access for students to all databases ([II.B.018](#)).

The effectiveness of the Library is assessed in terms of quantity, quality, depth and variety through several established evaluation methods. Every three years a survey addressing satisfaction of resources and services is sent out across campus ([II.B.019](#)). However, due to the Camp Fire, power outages, and COVID closures, the next survey has been postponed to fall of 2021. Survey results are evaluated, and services and resources adjusted accordingly. The Library also keeps careful track of services such as door count, reference statistics, and library instruction numbers ([II.B.013](#)).

Learning Support

CAS is one of the primary learning support services provided to students at Butte College. CAS promotes the development of skills and strategies to help students become independent, active learners and achieve academic success. In support of this mission, CAS provides students with a

supportive and dynamic environment in which to effectively learn and access resources needed to support their academic success. Supervision of this space and the development of a community of learners is a top priority for the CAS team. CAS maintains an open channel of communication with faculty and student services professionals. CAS supplements classroom instruction by providing tutoring, Critical Skills Workshops and associated skills-building courses (EDUC 10, 110, 210), structured content-area support via Instructional Aides and Supplemental Instruction, appropriate resource materials, one-to-one interventions by Learning Resource Specialists, and alternate testing facilities. The Student Athlete Success Program (SASP) helps athletes in all sports achieve their academic goals. This support includes designated study space in CAS, supervised by an athletic coach who acts as a liaison between athletes, faculty, and other CAS services (tutoring, workshops, SI, etc.). CAS offers support services at all Butte College locations as well as online. During the regular academic year CAS is open on the Main Campus Monday-Thursday from 8:00 a.m. to 5:00 p.m. and Fridays from 8:00 a.m. to 3:00 p.m. ([II.B.020](#)).

CAS provides free, drop-in tutoring for multiple subjects including math, accounting, administration of justice, anatomy, economics, biology, chemistry, physics, statistics, Japanese, and Spanish. All student tutors hired to work in CAS are required to submit a faculty recommendation form with their employment application, and dialogue between department faculty and CAS staff about current and potential departmental tutorial needs is an ongoing part of CAS hiring processes. Hiring documents are accessible via our CAS home page ([II.B.021](#)). Before each semester begins, all CAS student employees participate in a rigorous employee training that focuses on CAS Student Learning Outcomes (SLOs), communication strategies, professionalism, and campus resources to support student success. This training is designed to support effective tutoring practices and ensure the quality of the services provided ([II.B.022](#)).

CAS also supports a Reading/Writing Center, open on the Main Campus Monday-Thursday from 8:00 a.m. to 5:00 p.m. and Fridays from 8:00 a.m. to noon. The Reading/Writing Center is staffed primarily by permanent, part-time Instructional Aides (IA), who spend part of their working hours in English and ESL courses and part of their time working as reading and writing tutors in CAS. The dual responsibility of the Reading and Writing Instructional Aides in both English classrooms and at the tutoring tables allows for ongoing dialogue about how to best serve students and provides a gateway for English and ESL students to access appropriate services. Input from the English department is provided each semester as far as prioritizing courses to provide IA support.

CAS specifically markets available support in Spanish at all locations through flyers and notification in Canvas and strives to hire bilingual tutors when possible, particularly in mathematics and Reading and Writing Across the Disciplines. Available support in Spanish and other languages is identified in the face-to-face context, signage on tutor tables and employee name tags ([II.B.023](#)).

Midway through the spring 2020 semester, Butte College moved to remote learning due to the COVID pandemic. The CAS team moved all possible services to the online modality, using Zoom and Canvas to support students. Through these modalities Butte College students continued to have free access to NetTutor, as part of the Online Educational Initiative (OEI), initiated when Butte was a pilot institution in SP16. Since this initiation, student use of NetTutor has averaged 455 hours per academic year. Online CAS tutors are positioned to refer students to NetTutor for additional support during times when CAS tutors are not available. A priority for the CAS team in moving to remote tutoring is to have a similar method of access to NetTutor for student ease of use ([II.B.024](#)).

Since moving to the remote learning context, the CAS team has pivoted to provide training online and to focus on support of student success in this context. The first iteration of fully online training was beyond the scope of this self-study, as it was developed in Winter 2020 and first offered prior to the start of the fall 2020 semester. It is likely that moving forward CAS will continue to offer training via Zoom and other online modalities but also to eventually move to a hybrid model to support current needs.

Chico Center CAS

CAS at the Chico Center is in room CHC 230, adjacent to the CAS computer lab in CHC 231. CAS at the Chico Center is equipped with eight round study tables and six computer stations for student use ([II.B.025](#)). In spring 2020, Chico Center CAS expanded its hours of operation to 8:00 a.m. to 5:00 p.m. M-F, with additional hours on Wednesdays. Offerings include a Learning Resource Specialist on site, Supplemental Instruction (SI), workshops, and the half-unit Critical Skills for College Success course ([II.B.026](#)). Tutoring is also offered in: accounting, administrative justice, anatomy, ASL, digital literacy, chemistry, economics, Japanese, math, reading & writing, Spanish and statistics ([II.B.027](#), [II.B.028](#), [II.B.029](#)). In fall 2018 Spanish tutoring for a variety of subjects was marketed and in fall 2019 a Spanish speaking supervisor was brought on board. As of fall 2019 a staff member from Admissions and Records made a scheduled weekly visit for four hours at the lab in order to support students in applying for Butte and answering enrollment questions for students. Also, in fall 2019, the Mains'l program (for college adults with learning disabilities) established a bi-weekly time to have a Mains'l staff member at a table ready to help students and to establish a culture of study support to assist students in this program at this satellite location. Since Shelter-in-Place began, all services moved online, and the direct student support phone line for CAS was forwarded to a cell phone monitored daily by an LRS.

Glenn County Center CAS

In an effort to increase presence and support in outlying centers, GCC employed a position starting fall 2019 to oversee programming for the Chico and Glenn centers. GCC increased its

hours and was open for a total of 14 hours a week. Tutoring was offered in: human anatomy, English, statistics, and mathematics. Workshops were offered weekly ([II.B.030](#)).

In spring 2020, a part-time position was employed to oversee GCC and service hours were increased to 19.5 hours per week. This was increased by employing an LRS for 8 hours and an IA for 11.5 hours. Before remote learning in March 2020, there were 229 visits by students, averaging 33 people per week. Many were repeat visits. In addition to these visits work was done in helping students to apply to Butte, conducting class visitations, and in planning for 30 workshops at GCC ([II.B.026](#)). Before the change to remote learning, 13 workshops were held. Although limited in attendance (usually two to four), there were consistent participants. Supplemental Instruction was not an area that was offered but is being considered upon return to face-to-face instruction.

Student Athlete Success Program

Working with the Butte College Athletics Department, CAS provides academic support for student-athletes in the form of the Student Athlete Success Program (SASP). Every semester, the program serves approximately 250 student athletes who participate in football, baseball, softball, volleyball, and men's and women's basketball, soccer and track. Designated student-athletes spend a minimum of three hours per week in CAS, participating in a combination of studying, tutorial support, and attendance in Critical Skills Workshops. During the 2017-18 academic school year student-athletes logged a total of 14,028 student-use hours in the SASP program, and in 2018-19 a total of 15,912 student-use hours ([II.B.020](#)). The ultimate goal is for student-athletes to internalize positive study habits that will result in a successful academic future a goal that CAS strives to achieve for all Butte College students.

In addition to supporting the athletic department with the SASP program, and before the Career and Academic Profile (CAP) Tool was implemented for admission, CAS also provided assessment prep for incoming freshmen. CAS faculty collaborated with Assessment to develop a session combining instruction from assessment office staff about the importance of the math and English assessments and study sessions based on practice assessment tests and tutor support ([II.B.031](#)).

At the start of the academic year CAS instructors also conduct an Athlete Academy, an academic skills prep session for incoming football student-athletes. This session is focused on study habits goal setting, and motivation. Once the CAP Tool was in place an interactive CAS workshop/tour was added to Athlete Academy to provide an overview of all of the services that CAS provides to students ([II.B.032](#)).

Supplemental Instruction (SI)

CAS offers Supplemental Instruction (SI), an academic enrichment program that supports historically difficult courses (high rate of D, F, and withdrawals). SI is designed to supplement,

not replace class lectures. SI discussion and review sessions are facilitated by trained student SI Leaders who have already completed the course. National data show that students who attend three or more SI sessions in a semester earn an average of one full grade higher. The SI program at Butte College was supported by grant funding until fall 2013, when the program was institutionalized. Due to the increase in demand by faculty and students, Butte College was able to expand SI services to the Chico Center and Glenn Center locations. As of fall 2019, faculty members can obtain Flex for their ongoing partnership with their SI Leaders throughout the semester. SI Leaders are required to participate in a weeklong training prior to the beginning of each semester. Butte College is sought out to participate and present in the 3CSN West Coast SI Conference held in the fall each year. Beginning fall 2019, an additional LRS was assigned to help with AB705 implementation.

SI directly supports 18 courses, across disciplines, and provides support for CTE by focusing on pre-nursing courses (chemistry, microbiology, anatomy, and physiology) and horticulture courses (plant identification and plant science). The SI Program works closely with faculty to recruit SI Leaders and can fluctuate semester to semester ([I.B.033](#)).

To provide support with AB705, SI Leaders worked in the Stats Lounge/Stats tutoring during tutoring hours. This occurred at both the Main Campus and the Chico Center.

TIP Sheets and Critical Skills Workshops

CAS offers an online TIP (“To Insure Progress”) Sheet service that provides quick and easy access to useful skills and study strategies for all students but especially for those at remote locations. CAS offers TIP sheets in the following areas ranging from punctuation, research study skills and text-taking strategies to the rhetorical situation and critical thinking skills ([I.B.034](#)).

Every semester prior to the pandemic, CAS provided over 200 faculty-taught Critical Skills Workshops focused primarily on study skills, writing skills, computer skills, and life management skills. CAS works with the English, Math, Science, and Computer Science departments to create and teach more than 60 different critical skills topics each semester. CAS Critical Skills Workshops are free, 50-minute drop-in workshops that cover a wide variety of topics to support student success. All current workshop schedules are available online after the first week of the semester and as handouts at the CAS front desk and at the Chico Center CAS ([I.B.026](#), [I.B.030](#), [I.B.035](#), [I.B.036](#)). Workshop presenters are encouraged to end sessions with a student feedback form. Input from these surveys is compiled by a Learning Resource Specialist and forwarded to the instructors.

When the Shelter in Place order impacted CAS in spring 2020, a number of associate faculty presenters who had been contracted to teach live workshops instead created pre-recorded versions of their workshops while others held live Zoom sessions that were then recorded to provide online access. Participation was verified via a Google survey quiz for each topic.

Improving the workshops and adding to the online offerings based on student and faculty input continues to be a goal for the department.

Critical Skills for College Success

The Critical Skills for College Success course (EDUC 10, 110, or 210) is a half-unit course offered in CAS. This course provides individualized support aimed at increasing student success in a linked class. Requirements include three conferences with CAS faculty, attendance at eight selected Critical Skills Workshops, and the completion of eight homework assignments ([I.B.021](#), [I.B.037](#), [I.B.038](#)).

CAS also provides support for the Butte College Law Enforcement and Fire Academies, utilizing the Critical Skills model (EDUC 10). Learning Resource Specialists teach eight Critical Skills catered to the specific needs of the academy participants in the beginning of each of the academies ([I.B.039](#), [I.B.040](#)).

Academic Coaching

CAS provides personalized, one-to-one academic coaching with Learning Resource Specialists. Academic coaching is a student development model that utilizes a student-centered approach with the goal of empowering students to make informed choices about their learning while developing academic and life skills. Topics covered during coaching sessions include time management, goal setting, test preparation, note-taking, overcoming test anxiety, developing mindfulness, and much more. Students are referred for academic coaching by Butte College staff or reach out for support independently (self-referral). Special populations served through Academic Coaching include Nursing students, Academy recruits/cadets and students utilizing DSPS support ([I.B.041](#)).

Analysis and Evaluation

The College supports its Library and Center for Academic Success (CAS) by providing necessary funding to offer learning support services to students and to personnel responsible for student learning, for all locations and means of delivery. An extensive scope of programs, from academic coaching and the Student Athlete Program to tip sheets, critical skills workshops and Supplemental Instruction course support, represent a wide variety of strategic resources. The services are continually assessed and evaluated on a regular basis to ensure sufficiency in currency and depth.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

To support student learning and enhance the mission of Butte College, librarians and learning support services professionals collaborate across campus to help the College select and maintain educational equipment and materials.

Library

A librarian holds a permanent seat on the Curriculum Committee, working with instructional faculty to ensure collection support for all programs (II.B.042). Librarians also work in conjunction with faculty from all disciplines and departments to develop and maintain up to date and appropriate library resources. Through the collection development process, as outlined in the Collection Development Policy, librarians actively and selectively curate resources (II.B.043). This process is achieved through a variety of the following methods (II.B.003):

- Librarian-discipline assignments based on expertise
- Department liaisons work with faculty, ensuring current discipline resources
- Regular outreach for material recommendations
- Faculty consultation

Resources and collections are also evaluated through the use of professional tools such as Choice Reviews, which provides discipline specific resource reviews as well as community college recommended resources. These items are further evaluated through the book ordering service, GOBI. GOBI's resources include Spotlight Lists for disciplines, evaluation tools such as recommended or essential titles, and weekly notifications for subject areas (II.B.044). For books not regularly added to the collection, such as textbooks, a substantial reserve service and collection is available for faculty and students (II.B.045). In addition to adding new materials to the collection, librarians also follow a weeding policy to ensure that out of date or damaged materials are discarded (II.B.046).

Once a semester, librarians closely review databases, periodicals, and other subscriptions (II.B.047). These are reviewed based on need, database usage, and cost effectiveness. After evaluation, a determination is made on subtractions and additions to the resource collection (II.B.048).

Monthly library department meetings ensure that library faculty and staff communicate educational and equipment needs (II.B.049). The Library participates each spring in the campus-wide Unit Planning process. The department's focus and mission are stated, along with specific upcoming goals tied to SLOs. In addition, augmentation requests for resources and equipment are made. In the summer of 2020, all the Library's public computers were upgraded.

In January 2020, along with all 110 California Community Colleges, the Library migrated its Library Services Platform software to Alma/Primo. All participating college libraries are now member institutions in a system-wide collaborative network. The software encompasses acquisitions, searching, and fulfillment of library materials. Students can now utilize a single

search for physical library materials, as well as database subscriptions, eBooks, and other materials ([II.B.050](#)).

Learning Support

Learning Resource Specialists in CAS served on the following campus thirteen committees: AB705 Hub, Academic Senate, Chairs and Coordinators, Early Alert, EOPS Advisory Committee, Faculty & Staff of Color Council, Great Teachers Facilitation Team, Learning Council, Professional Development Steering Committee, Safe Reopening Task Force, Student Equity & Achievement Program Advisory Committee (SEAPAC), Student Services Anti-Racism Planning Committee, and Student Services Leadership Team. Participating in committees allows CAS faculty to collect input as it comes up related to services provided, campus education, links to other services on campus, and supporting specific populations. The CAS Advisory Committee is made up of faculty, staff, administrators and a student to represent the broad student population at Butte College. The Advisory Committee meets annually ([II.B.051](#)).

Specific program leads in CAS have ongoing collaboration with faculty, librarians, and other learning support professionals to select and maintain learning assistance materials and resources for students. Materials include textbooks and reference materials, calculators, office supplies, white boards and markers, calendars and scheduling tools, scantrons and participation rewards (SI). Librarians and other instructional faculty have provided live workshops in CAS to provide direct student support specific to their areas of expertise. CAS faculty collaborate with instructional faculty for recruitment of Tutors and SI Leaders, and the hiring of IAs.

Analysis and Evaluation

Librarians follow a collection development process that includes partnership with faculty and various innovative learning tools to ensure the most appropriate equipment and materials are available to students. CAS continually collaborates with faculty, librarians, and other learning support professionals to select and maintain the most appropriate learning assistance materials for students.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library

The Library regularly evaluates the effectiveness of its services and the adequacy in meeting identified student needs. These methods of evaluation include surveys, class evaluations, and the

analysis of reports and plans. The Library also collects gate count, reference desk transactions, and other statistics.

Every several years the Library conducts an anonymous campus survey sent to students, faculty and staff. Due to the Camp Fire, power outages, and COVID closures, the next survey is planned for fall 2021. The survey addresses use, access, and utilization of services to facilitate student learning. Survey results are analyzed to assess effectiveness and areas in which services can be improved ([II.B.019](#)). Because results indicated that students wanted greater access to laptops and Wi-Fi, a laptop and Wi-Fi lending program was implemented. Available laptops and Wi-Fi hotspots increased from 20 in 2017 to 37 as of fall 2020 ([II.B.052](#), [II.B.053](#)).

Evaluations of library instruction are conducted on a periodic basis. Classes are randomly selected and students are asked to take a quick post class survey judging instructional effectiveness ([II.B.054](#)). Results of the survey then influence future instruction. The 24/7 chat service used by the Library also includes a post chat survey where respondents can evaluate the service during the chat reference interaction ([II.B.055](#)).

The Unit Planning process allows the Library to evaluate services and resources to assess if the mission goals are being met. Gate count, usage statistics, and reference and instruction statistics are analyzed together to create a comprehensive picture of library use and demand for services. These numbers are evaluated to better inform decision making about resources and services ([II.B.056](#)).

The Library SLO Report comprehensively outlines and evaluates student research and learning needs. The report reflects the ACRL's Framework for Information Literacy in Higher Education ([II.B.057](#)). SLO reports help the Library respond not only to changing student needs but also to changing professional standards ([II.B.058](#)). SLOs are integral to all aspects and are closely evaluated ([II.B.059](#)). A review of LIS 11 Pre-test results allow instructors to see trends in research knowledge gaps ([II.B.060](#)). A self-evaluation at the end of the course and a semester project are reviewed to evaluate if students are meeting the SLOs ([II.B.061](#)). Other means of assessing SLOs include direct observation and guided practice, environmental scanning and random surveys in library instruction, LIS class assignments, quizzes, and one-on-one reference interviews.

Learning Support

CAS continually evaluates SLOs for students enrolled in the Critical Skills for College Success courses (EDUC 10, 110, 210) and for student athletes participating in SASP. Evaluation of drop-in student SLOs follows the four-semester cycle established for Student Services, and data is maintained in the Outcomes Repository ([II.B.062](#), [II.B.063](#), [II.B.064](#), [II.B.065](#)). CAS faculty and staff review SLO input to identify areas for improvement or additional professional development. Regular review of SLO results from the Academies continues to shape the content and delivery of those program-specific services. SLO input from students completing the Critical

Skills for College Success workshops guides development and improvement. Student workshop feedback (via survey) is regularly communicated to workshop presenters.

Analysis and Evaluation

Through the use of surveys, statistics, and comprehensive evaluations of SLOs, the Library and CAS continually review their services against their SLOs to assure adequacy in meeting student needs.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Library

The Library collaborates and utilizes partnerships with committees, cooperatives, and other vendors and partnerships. Many of these providers offer special rates and services to participating libraries. Formal memberships and agreements are in place for consortia and services, as well as for commercial vendors and other providers.

The Library has formal partnerships with many service providers and organizations. The following outlines some of these relationships:

- The Library partners with the book purchasing service GOBI for e-books and print books allowing for easy access and management of e-supplier contracts including Ebsco Ebooks and Proquest Ebook Central
- Database subscriptions are contracted through the Community College Library Consortium at substantial discounts ([IL.B.066](#))
- The Wi-Fi hotspot program has been partially funded by a partnership with the organization Digital Wish ([IL.B.067](#))
- The Library contributes to a chat cooperative for 24/7 chat services

The Library Services Platform (LSP) provider continues to form an important collaboration through which the Library can ensure that reliable and easily accessible services are provided to users. Though previously contracted with OCLC, the Butte College Library made the switch to the new unified CCC LSP. Butte College fully participated in the transition to this new system

which includes Alma and Primo as the main providers to the library management system (I.B.050). Because the new system lacked a built in ILL service platform, the Library continues to contract with OCLC for reciprocal interlibrary lending via WorldShare I.L.L. and LVIS (I.B.068).

Resources not available through the consortium are carefully evaluated on the conditions of need, cost, and the potential contribution to student success. Resources are evaluated on a continual basis but specifically twice annually when subscriptions come up for renewal. Librarians regularly seek input on resource collection and consider requests for new products on a case by case basis using the same evaluation criteria listed above. Trials and evaluations of new resources occur throughout the academic year. Other methods of evaluation of resources include usage statistics and surveys. For example, the chat service is evaluated with post chat surveys with patrons to ensure quality of the interactions and to help librarians evaluate the service (I.B.055).

Learning Support

CAS does not rely on outside sources.

Analysis and Evaluation

The Library collaborates with other institutions. Formal memberships and agreements are in place for consortia and services, as well as for commercial vendors, and other providers. Resources such as digital text collections, databases, and Library Service Platform, are carefully and regularly evaluated on the conditions of need, accessibility, cost and the potential contribution to student success. User experience is monitored through surveys and data collection.

Conclusions on Standard II.B. Library and Learning Support Services

The Library and Learning Support Centers provide a wide variety of services and resources to students and faculty. Services include library collections, reference services, tutoring, reading and writing centers, college skills courses, computer labs, technology, and instruction. The Library and Learning Support Services excel in quantity, currency, depth, and variety. Services are sufficient across all educational programs, at all locations, and through various means of delivery. Librarians and Learning Support Specialists select and maintain resources and equipment to support student learning. Library and Learning Support Services are continuously evaluated to meet student needs. SLOs are identified and used as a basis for improvement. The Library collaborates with other institutions which are documented in formal agreements and these agreements are evaluated to ensure their effectiveness.

Improvement Plan(s)

None.

Evidence List

Standard II.B Evidence List	
Number	Evidence Description
II.B.001	Library Instruction Request Form
II.B.002	Library Instruction Spreadsheet
II.B.003	Consult a Librarian Webpage
II.B.004	Library & Information Science (LIS) 11 Course Outline
II.B.005	LIS 11 Class Schedule
II.B.006	Video Tutorials Webpage
II.B.007	Library Policies: Library Computer Use Webpage
II.B.008	Equipment List Webpage
II.B.009	Group Study Rooms Webpage
II.B.010	Laptop & WiFi Hotspot
II.B.011	Test Proctoring Webpage
II.B.012	Library Webpage
II.B.013	Association of College & Research Libraries (ACRL) Statistics
II.B.014	Chat Widget Webpage
II.B.015	English (ENGL) 2 Library Webpage
II.B.016	MLA Style Guide 8 th Edition Webpage
II.B.017	Library Events Webpage
II.B.018	A-Z Databases Webpage
II.B.019	Library Survey Results 2017
II.B.020	Center for Academic Success (CAS) Student Use Hours by Location
II.B.021	Employment in CAS Webpage
II.B.022	CAS Employee Training Schedule Spring 2020
II.B.023	CAS Flyer in Spanish
II.B.024	NetTutor Comparison Spreadsheet 2017 – 2020
II.B.025	CAS Chico Center Computer Lab Employee Schedule
II.B.026	Critical Skills Workshops – Chico Center and Glenn County Center SP 2020
II.B.027	CAS Chico Center Math Tutor Schedule Spring 2019
II.B.028	CAS Chico Center Reading & Writing Tutor Schedule Spring 2019
II.B.029	CAS Fall 2019 Hours by Location
II.B.030	Critical Skills Workshops – Chico Center and Glenn County Center FA 2019

II.B.031	Athlete Assessment Prep
II.B.032	Athlete Academy Schedule Fall 2019
II.B.033	Supplemental Instruction (SI) Usage Data
II.B.034	CAS Tip Sheets Webpage
II.B.035	Critical Skills Workshops – Main Campus FA 2019
II.B.036	Critical Skills Workshops – Main Campus SP 2020
II.B.037	Critical Skills for College Success Homework Assignment
II.B.038	Critical Skills for College Success Assignment #1 – Butte College Resources
II.B.039	145 th Law Enforcement Academy Critical Skills Preparation Course 01/2020
II.B.040	73 rd Fire Academy Critical Skills Preparation Course 01/2020
II.B.041	CAS Academic Coaching Webpage
II.B.042	Curriculum Committee Bylaws
II.B.043	Collection Development Policy
II.B.044	GOBI Spotlight List
II.B.045	Faculty Course Reserve Webpage
II.B.046	Weeding Policy – Library Policies Webpage
II.B.047	Database Renewal Email 10/20/20
II.B.048	Database Usage Statistics
II.B.049	Library Staff Meeting Minutes 09/20/19
II.B.050	CCC Library Services Platform Project
II.B.051	CAS Advisory Committee Meeting Minutes 05/07/19
II.B.052	Student Equity Evaluation Report
II.B.053	Library Laptop WiFi Device Inventory
II.B.054	Library Instruction Evaluation
II.B.055	Example Chat Survey Results
II.B.056	Library Unit Plan 2021-22
II.B.057	Framework for Information Literacy Webpage
II.B.058	Library SLO Report 2020
II.B.059	Library SLO Webpage
II.B.060	LIS 11 Student Pre-Test Self-Evaluation
II.B.061	The Wikipedia Project Evaluation
II.B.062	CAS SLOs
II.B.063	Critical Skill for College Success SLO Survey #1 Fall 2019
II.B.064	Critical Skill for College Success SLO Survey #2 Fall 2019
II.B.065	SLO Implementation Progress Sheet

II.B.066	Database Renewal Invoice
II.B.067	Beacon Mobile Renewal Invoice
II.B.068	Cataloging and Metadata Subscription Invoice

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Butte College regularly evaluates the quality of student support services and demonstrates that Butte College's Student Services Division offers a wide range of support services to assist students in meeting their educational goals. Operating under the leadership of the Vice President for Student Services, this division includes the following programs and services:

Admissions & Records	Title IX
Career & Academic Assessment	Orientation
Career Counseling	Regional Testing Center
Center for Academic Success (CAS)	Roadrunner Hub (Basic Needs Resource Center)
Counseling & Advising	Safe Place & Wellness Program
Disabled Students Program & Services (DSPS)	Student Equity and Achievement Program
Extended Opportunity Programs & Services (EOPS)	Student Health Center
Financial Aid	Student Life
Inspiring Scholars (Foster Youth)	Transfer Counseling Services
International Student Recruitment & Services	Undocumented Student Services
Job Placement & Cooperative Education	Veterans Services

Queer Resource Center (LGBTQ+ Services)	Welcome Center
Library Services	Student Success Services

Butte College offers support services regardless of location or means of delivery, including distance education and correspondence education, in person, via email correspondence, through the Butte College website, or via phone conversations. Some Student Services programs offer virtual online services through Zoom.

The quality of Student Services is regularly evaluated to ensure ongoing support and student learning to enhance the accomplishments of the mission of the College. This is demonstrated through the following:

- Unit Planning – Each student services program completes an annual Unit Plan as part of the Planning, Budgeting, and Assessment (PBA) Process ([I.C.001](#)). The annual spring Unit Planning process includes an assessment of current year/past progress; the next year’s objectives and goals; the alignment with the Strategic Direction; Student Learning Outcome evaluation and assessment; and funding requests for the next year ([I.C.002](#)).
- Program Review – Every seven years, Student Services departments also complete a comprehensive review where in depth information is shared regarding student data and meeting service area outcomes. The Program Review process forms the basis for college-wide budget development among other important institutional decision-making processes, such as staffing and facility needs ([I.C.003](#), [I.C.004](#)).
- Student Learning Outcomes (SLOs) – Student Services departments perform an evaluation of student learning outcomes. The cycle includes developing learning outcomes for each program, assessing learning through an evaluation process, staff wide discussions regarding the assessment outcomes and the development of an intervention. Student Learning Outcomes data is stored in the Outcomes Repository in MyBC and reviewed on an annual basis ([I.C.005](#)). Reports have been developed to show SLO progress for each department for the SLO cycles ([I.C.006](#)).
- Student Services Leadership Team Committee (SSLTC) – The Student Services Leadership Team Committee is a participatory-governance committee that provides a forum where all Student Services department leaders collaborate, discuss, resolve issues, share pertinent information, review and discuss student services policies, and coordinate efforts to better serve all students. Student Services leaders then communicate this information within the Student Services Division and across the campus. This committee meets monthly and is chaired by the CSSO. Participants include leaders and program coordinators from each student services program (faculty, classified and managers), and the administrative assistant to the CSSO. In addition to addressing the scheduled agenda items, each meeting closes with

- “department information sharing” when leaders from each program may share updates, program successes, and so forth ([I.C.007](#), [I.C.008](#)).
- Student Services Institute Day – The CSSO organizes an annual division-wide staff institute where all Student Services employees participate in various team building, training and communication-centered activities. This fosters camaraderie and cooperation among staff members that is critical for effective, cohesive services. The Student Services Institute Day also serves as an opportunity for all student services departments to share programmatic updates with the intent of seeking feedback from participants to further evaluate services and training opportunities ([I.C.009](#)).
 - Categorical and Grant Year-End Reports – Student Services programs that are categorically or grant funded are also required to submit a Program Review to the state or federal entity from which they receive funding. These reports further ensure that programs are meeting identified goals and objectives relative to the services provided. These reports are reviewed with the CSSO before submission ([I.C.010](#)).
 - Employee Evaluations – Classified and certificated employees are evaluated by their respective supervisors based on the schedule set forth in the collective bargaining agreements as coordinated with Human Resources. Evaluations tie the employees’ performance of duties to the level of services provided and the overall success of the District in accomplishing its mission. The evaluation tool reaffirms the strengths and weaknesses of the employees and plays a crucial role in the development of employee productivity and ability to perform their duties. It is also the tool through which an employee dismissal can occur if it is determined that standards necessary to meet student needs in an effective manner are not met ([I.C.011](#), [I.C.012](#)).
 - Other Committee Membership – Student Services program employees serve on various participatory-governance and other general committees. Their participation serves to coordinate/integrate student services program activities and services with other College areas, and/or within the Student Services Division, program to program. During these meetings, the effectiveness of the various student services programs is frequently discussed, suggestions are made for improvement, and subsequent follow-up/reporting on these changes occurs. This information is captured in meeting minutes ([I.C.013](#)).
 - Campus Climate Survey – The Director of Institutional Research distributes a survey to all students regarding their experience while attending Butte College. While this survey encompasses all divisions of the College, questions regarding student support services are included, and programs can learn from the responses and make changes to services in order to serve students more successfully ([I.C.014](#)).
 - Other Student and/or Staff Surveys – Student Services programs also administer various student, staff and/or compliance surveys to evaluate the quality of services provided. Feedback from these surveys are used to modify/adjust services to increase effectiveness and student satisfaction ([I.C.015](#)).

Analysis and Evaluation

The quality of Student Services programs and the degree to which they support student learning are assessed utilizing a multitude of tools and methods. The District employs a comprehensive seven-year cyclical review model for each department that requires programs and services to be evaluated. Student support services are offered at both the Glenn County and Chico Center facilities and are offered virtually to support online students and students in Chico and Glenn County. Faculty, staff and managers are evaluated on an annual or bi-annual cycle as developed by the District to ensure effectiveness in their positions. Additionally, reporting requirements for categorical and grant-funded programs as well as student and campus surveys are utilized to assess effectiveness and promote continuous improvement.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Butte College identifies and assesses learning support outcomes for its student population through Program Review and Unit Planning processes ([II.C.016](#), [II.C.017](#)). Assessment of Student Learning Outcomes (SLO) data is an integral part in both the regular Program Review and annual Unit Planning process. Both are systematic processes of gathering, analyzing, reporting, and applying data about a program. For Program Review, a validation team reviews the program self-study and reports its findings using a standard template ([II.C.018](#)). The major objective of Program Review is to improve the quality of education at Butte College.

In addition to Program Review, Unit Planning, and SLO assessments, Butte College also gathers assessment data through surveys. In November 2018, Butte College conducted the Camp Fire Student Survey to determine impacts and needs resulting from the deadliest and most destructive wildfire in California's history ([II.C.019](#)). The results were used to inform the College's outreach and support efforts. The institution also periodically conducts the Community College Survey of Student Engagement (CCSSE), and a Completers and Leavers Survey to determine satisfaction with services and processes ([II.C.020](#)). During the fall of 2018, Butte College administered the Survey of Entering Student Engagement as part of its Guided Pathways implementation. This nationally normed student survey enables the College to compare itself to other large community colleges across the nation in six key areas that have been shown to be important to entering students' college experiences and educational outcomes ([II.A.021](#)).

Butte College also regularly analyzes disaggregated student success data, broken down by ethnicity and special populations and addresses success gaps with multiple activities in the Student Equity Plan ([II.C.022](#), [II.C.023](#)).

Butte College uses the above identified assessment data to continuously improve student support programs and services. For example, Disabled Student Programs and Services (DSPS) determines eligibility for academic accommodations and adjustments for students with disabilities; Extended Opportunity Programs and services (EOPS) assists economically and educationally disadvantaged students in the development of their potential ability through academic support and financial assistance; Inspiring Scholars helps students who have been in foster care get into college, stay in college and reach their academic goals; the Office of Veterans Services provides service and guidance to help veterans and their dependents achieve their educational goals; and UndocuCenter activities are designed to increase retention and completion for undocumented students and students who come from a mixed-status household ([II.C.024](#)).

Analysis and Evaluation

The College identifies learning support outcomes for its students and regularly assesses these outcomes through Program Review, Unit Planning, and a variety of student-directed surveys and data analysis. Information obtained through these processes is used to improve student support programs and services, and individual departments make adjustments to services based on assessment data.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Butte College assures equitable access to all students by providing appropriate, comprehensive, and reliable services to students in five locations, as well as providing services online. Services are available to students at the Main Campus, Chico Center, Glenn County Center, Skyway Center, Cosmetology and Barbering facility, and online. While the methods of access may differ at various locations due to staffing, physical space, and proximity to other locations, Butte College ensures that students are well supported and that they have all the resources necessary to succeed ([II.C.025](#)).

All services are available on the Main Campus during normal business hours. During the COVID pandemic, all student and support services were required to shift to an online support modality. One benefit of this recent adaptation is that all services are now better able to provide effective remote support to students via technology. These programs will continue to maintain remote support innovations that have greatly enhanced services at outlying areas and for online only students.

During the 2020-2021 academic year, staff from the centers, the Distance Education Coordinator, and Student Programs and Services personnel engaged in a discussion and evaluation of online support and support at the outlying centers. An assessment tool was created. The availability of services was scored by location and modality; the centers' personnel noted questions or comments. Scores and feedback were reviewed and a productive conversation between the centers and student services ensued. The primary focus of the conversation was to identify and reconcile areas where student services and the centers were not in agreement about the levels of access. The dialogue that occurred provided valuable information to the centers' personnel and helped Services better understand support demands ([I.C.026](#)).

Student in crisis may receive priority services to on-campus departments using the Roadrunner Cares referral process ([I.C.027](#)). The Roadrunner Cares Priority Pass is initiated when any student, staff, or faculty member gives a student a referral by.

1. completing the Referral Form ([I.C.028](#))
2. calling Student Success Services at (530) 879-6260 and request to submit a "Roadrunner Cares Referral"
3. emailing the student's ID, phone, email address, and a short description of the reason for the referral to roadrunnercares@butte.edu

Students will receive a Roadrunner Cares Priority Pass in their student email for priority service when scheduling their appointment.

Chico Center

Chico Center offers a broad range of student services including Admissions and Records, Counseling, Financial Aid, computer labs, tutoring, Student Lounge, Roadrunner Hub, and Bookstore. The Chico Center Library & Support Services Center offers test proctoring, media/technical support in the classroom or labs for students, faculty and staff, textbook circulation, reference librarians, group study rooms, and assisted technology stations for DSPS ([I.C.029](#)).

Glenn County Center

The Glenn County Center serves the communities of Orland, Willows, Hamilton City, and Corning among other towns in the surrounding rural area. Bilingual (English/Spanish) staff are there to help with a variety of services for current and prospective students. The Glenn County Center has a presence on social media – on Facebook [@BCGlennCenter](#), on Instagram [@bcglenncenter](#) and on Twitter [@GlennButte](#) ([I.C.030](#)). Students who live in Glenn County and commute to the Chico Center or the Main Campus can request a free bus pass. The Glenn County Center has a strong Student Services presence. The student services available are posted on the Glenn County Center webpage ([I.C.031](#)).

Skyway Center

The Butte College Skyway Center offers the College's Automotive Technology Program along with economic work-force development programs, including: The Training Place, the Health Workforce Initiative, Foster/Kinship Care Education Program, and the Small Business Development Center (SBDC) ([II.C.032](#)).

Cosmetology and Barbering Center

The Cosmetology and Barbering Center offers classes required to earn the A.S. Degree in Cosmetology and the Certificate of Achievement in Cosmetology ([II.C.033](#)).

Equitable Access

The Main Campus can be reached by car or by one of the Butte College buses from Chico, Oroville and Paradise ([II.C.034](#)). Student Services support, resources, and other student services are available by phone and fax, through web and email correspondence ([II.C.035](#)). The Butte College Library has laptops and hotspots available to students ([II.C.036](#)).

The College has an active online presence:

- Social media: Career Services, Career and Academic Assessment Center, Diversity, Equity and Inclusion, Financial Aid, International Program, Safe Place and Wellness Program, Student Health Clinic, Student Life and Transfer and Counseling Center) ([II.C.037](#))
- Live chat: Career Counseling, Library Research and Transfer Services ([II.C.038](#))
- Online resources:
 - Events and important academic dates are on the web calendar ([II.C.039](#))
 - DASH to the Rescue is a resource for students with financial emergencies and disaster recovery utilizing a chatbot to help students ([II.C.040](#))
 - UndocuCenter offers students the option of scheduling appointments online ([II.C.041](#))
 - Online Orientation ([II.C.042](#))
 - Free access to Microsoft Office ProPlus through the Microsoft Student Advantage program and Adobe if their classes require this software ([II.C.043](#), [II.C.044](#))

As outlined in the Student Equity Plan 2019-2022 ([II.C.023](#)), Student Equity and Achievement Program (SEAP) works to secure services necessary to provide meaningful educational opportunities to disproportionately impacted students. SEAP provides support and funding for many positions and activities at Butte College to resolve systemic inequities for our students. Recruitment and Outreach Technicians, Veterans Special Programs Clerk, MESA Retention Specialist, Learning Resource Specialist for Supplemental Instruction for Math, Instructional Aide for English are just a few of the positions. SEAP staff also coordinates Identity-Based Club

Support, Students of Color Retreat, Diversity Days, Cultural Awareness Community of Practice, Laptops and Wi-Fi to Go, Student Athlete Success Program Lending Library, Women of Color Event, On-campus Childcare Support for students, BC Bloom magazine, Culture and Community Center and many other activities.

Analysis and Evaluation

Appropriate, comprehensive and reliable services are offered to students both online and in-person at all five locations. The services can be accessed via phone, fax, email, through live chat and social media. The College has also provided technology and technical support to ensure online access for all. Additionally, extra supports are in place for students in crises and/or disproportionately impacted students to ensure equitable access for all.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Butte College provides a wide array of co-curricular programs and athletic programs that support our mission, contribute to the Strategic Direction, and enrich the learning environment by providing real-world applications of concepts and skills taught in the classroom. These programs develop students' passions for their future vocations and as well as avocations that will help them be engaged and productive citizens. Butte College provides:

- Intercollegiate Athletics - This program facilitates student success through sport to provide equitable opportunities for student-athletes and staff and offers 14 intercollegiate sports ([II.C.045](#)). Student-athletes are served through completion of a coaching community model that includes a dedicated educational advisor who actively tracks progress and success, and intervenes as needed ([II.C.046](#), [II.C.047](#), [II.C.048](#)).
- Student Life Programming - This program provides learning, leadership, and service opportunities outside the classroom ([II.C.049](#))
- Associated Students (Student Government) – Butte College Associated Students (BCAS) engages, educates, and empowers students to take action in the best interest of the student body and the college community ([II.C.050](#)). BCAS officers serve on participatory governance committees at the College and District levels ([II.C.051](#)).
- Student Organizations - Butte College provides the opportunity to join in 30+ academic, professional, honor, political, service, social, cultural and/or spiritual groups and societies ([II.C.052](#)).

- Student Centers - Student Centers provide social support and meaningful engagement for students through the Queer Resource Center and the Culture and Community Center ([I.C.053](#)).
- Theater and Arts: Students have an opportunity for cultural enrichment through the Coyote Gallery and Black Box Theater ([I.C.054](#)).

Co-curricular programs are supported by the general fund and student fees. Athletic programs are supported by the general fund, categorical programs, and supplemented by fundraising and direct donations. Educational administrators ensure that all co-curricular and athletics programs and services are in compliance with all educational policies and standards of integrity.

The Butte College Athletics Director is the College President's designee for athletics and ensures compliance with following regulations and policies:

- Board Policy 5700 – Athletics ([I.C.055](#))
- Student Athlete Code of Conduct ([I.C.056](#))
- California Community College Athletics Association
- Big 8 Conference Regulations
- Golden Valley Conference Regulations
- Northern California Football Association Regulations
- Submission of the annual Equity in Athletics Disclosure Act survey for the U.S. Department of Education ([I.C.057](#))

The Office of Student Life Advisor ensures compliance with the following regulations and policies:

- Board Policies & Administrative Procedures – BP 5400/AP 5400 ([I.C.051](#), [I.C.058](#)) regarding the Associated Students, BP 5420/AP 5420 regarding Associated Students Finance ([I.C.059](#), [I.C.060](#)) and BP 5410/AP 5410 regarding Associated Students Elections ([I.C.061](#), [I.C.062](#))
- Associated Student Body Accounting Manual (by FCMAT) – Accounting Manual, Fraud Prevention Guide and Desk Reference for California K to 12 Schools and Community Colleges
- Student Senate for California Community College Constitution and Bylaws

Analysis and Evaluation

Butte College's co-curricular programs and athletics programs support the mission and contribute to the social and cultural dimensions of the educational experience of students. The co-curricular and athletic programs are in compliance with all college, district, state and federal educational policies and standards of integrity, including finances.

5. The institution provides counseling and/or academic advising programs to support

student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides counseling and/or academic advising programs to support student development and success. Counseling and Advising, EOPS, Transfer Counseling Center, and Career Counseling are Butte College programs with a unified mission to provide a supportive academic environment in which students learn to access and utilize appropriate services. Counselors are committed to fostering the growth and development of students by educating them about, and assisting them with, the process of program planning and decision making regarding educational, career, and personal goals. Counselors actively initiate and promote avenues for access, retention and student success.

Students can access counseling services at the Main Campus, Chico Center, Glenn County Center, and online ([II.C.026](#)). Additional supports are offered as cohort-based counseling services provided through the Veterans Resource Center, Athletics, Inspiring Scholars (former foster youth), International Program, Mathematics Engineering Science and Achievement (MESA), English as a Second Language (ESL), and Ascending Scholars (current and formerly incarcerated).

Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Incoming first-time freshman are required to meet with a counselor as part of the matriculation process ([II.C.063](#)). Here, new students learn about the structure of higher education in California including certificates, Associate's Degrees, general education, majors, and transfer requirements. Students also work with academic counselors to identify an educational goal and academic program, discuss strategies for success in college math and English, talk about career goals, and create abbreviated educational plans and first semester course schedules ([II.C.064](#)). New students are also made aware of a variety of support services and referrals to specific services or activities, such as cohort programs, First-Year Experience courses, and tutoring. Certain programs, such as EOPS and Athletics, have additional mandatory orientations for students who are new to those programs ([II.C.065](#)).

When working with students to create comprehensive student educational plans, counselors help students explore career options, research transfer requirements, evaluate academic rigor, and set realistic expectations for work-life balance. All of these considerations are incorporated into conversations between students and counselors and help shape the recommended coursework,

unit load, and course sequencing. Counselors strive to ensure that students play an active role in their educational planning.

As part of its Guided Pathways initiative, Butte College has created structured pathways with recommended course sequences ([II.C.066](#)). Academic counselors use these program maps to explain and ensure students are planning pre-requisite and co-requisite courses in the proper order, to take into consideration fall only or spring only course offerings, and to inform students about options and recommendations provided by instructional departments.

The College prepares faculty and other personnel responsible for these essential advising functions. New counselors in the Counseling and Advising office receive intense training on academic programs, college policies and procedures, and transfer requirements ([II.C.067](#)). These new counselors are assigned a mentor counselor and work with their mentor and the department chair throughout the training cycle. The training regimen progresses from shadowing peers to rotating through a variety of appointment types under the supervision of peers to ongoing review by the assigned mentor and department chair. Additional training opportunities are provided during staff meetings ([II.C.068](#)), during lunch-and-learn activities ([II.C.069](#)), through in-service trainings, Flex workshops, and through external entities such as the CSU or UC systems, professional organizations, and the California Community College Chancellor's Office. The EOPS and Transfer Counseling Center offices follow similar training regimens.

Academic counseling departments are also part of the College's Unit Planning, Student Learning Outcomes, and Program Review processes that require these departments to evaluate how well they are performing with respect to stated objectives ([II.C.070](#)). The systematic processes require counseling and advising departments to assess whether services and supports result in equitable attainment of student outcomes and ensure that academic counseling services are being provided at offsite locations and online platforms in an effective manner. This ongoing assessment has resulted in a number of improvements and refinements to services and support systems.

Analysis and Evaluation

Butte College counselors are well-equipped to assist and support students in myriad ways. Counselors work to engage and inform students throughout the duration of the students' tenure at Butte College. Counselors provide useful, accurate, and relevant information to assist students with academic planning and successful attainment of identified goals.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The admissions policies of the College are consistent with its mission statement and values, providing quality education and support services to prepare students to be productive members of a global society ([I.I.C.071](#)). The College has adopted and adheres to admission policies that specify the qualifications of students appropriate for its programs. Butte College is an open access institution and all students who apply, and can be legally admitted to a program of study, are admitted. Admissions policies and procedures are stated in Board Policy 5010, Administrative Procedure (AP) 5010, AP 5011, and AP 5012, the Butte College Catalog, and the Admissions & Records website ([I.I.C.072](#), [I.I.C.073](#), [I.I.C.074](#), [I.I.C.075](#), [I.I.C.076](#), [I.I.C.077](#)).

Butte College uses the CCC Apply Application, the electronic application created and maintained by the California Community College Chancellor's Office. It is the primary means through which most students apply ([I.I.C.078](#)). Students seeking to enroll in only non-credit programs, ESL, Healthy Aging and Living, Community Partners in Education, Occupational and Life Skills, and the Child Development/Family Relations Environmental Rating Scales course use paper applications ([I.I.C.079](#), [I.I.C.080](#)). International Students use an Adobe fillable form application on the International Students webpage ([I.I.C.081](#)). The website also lists supplemental requirements for International admissions. K-12 students participating in Dual Enrollment (CCAP), Concurrent Enrollment (Non-CCAP), and College Connection (Middle College High School) are also required to submit Permission Forms ([I.I.C.082](#)). Along with the CCC Apply Application, students applying to Butte College's Career and Technical Programs must meet specific program requirements. Admissions requirements for each program are found on the Career and Technical Programs website and in the Butte College Catalog ([I.I.C.083](#)).

Butte College also defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. Butte College uses a 5-step matriculation process to define and advise students on clear pathways to complete degree, certificate and transfer goals. The 5-step process is found on the Admissions & Records webpage, in the Catalog, is included in the Welcome Letter all new students receive and the Welcome Back email all returning students receive ([I.I.C.084](#), [I.I.C.085](#)).

The Career & Academic Assessment Center assists students with identifying a career and educational pathway, learning about prerequisites, and exploring majors and careers ([I.I.C.086](#)). Students complete the Career and Academic Profile (CAP) to select an academic program and education goal and receive placement recommendations in English and math courses required for their program of study ([I.I.C.087](#)). Students receive the results of their Profile via email. Counselors use the Profile to help students develop educational plans to meet their goals. The Career & Academic Assessment Center website also provides students with career exploration and planning through access to Career & Employment Services. Career & Employment Services offers a variety of services, including career counseling, workshops, vocational assessments, and major, college and labor market information. The Career & Employment Services website provides resources, including Vita Navis Interest Assessment, California Career Zone, O*Net Interest Profiler, and Skills Profiler ([I.I.C.088](#)).

Once students complete their Career and Academic Assessment, they meet with a counselor during the orientation process prior to enrolling in classes. New students meet with a counselor using an online counseling platform, Cranium Café to select and register for classes required for their program of study and educational goal ([II.C.089](#)).

To support Butte College's Guided Pathways implementation, Counseling & Advising has created Program Maps for all Butte College certificates and degrees ([II.C.090](#), [II.C.091](#)). Counseling & Advising and Admissions & Records have been working for the past 4 years to develop and implement an online education planning and early alert system by Hobson's Starfish. The Starfish educational planning, course scheduling, and degree audit tools went live on April 15, 2021.

Analysis and Evaluation

Butte College has adopted admission policies, procedures, and application processes consistent with its mission to provide quality education and support services to prepare students to be productive members of a global society. The policies and procedures specify the qualifications of students appropriate for its programs. Career and Academic Assessment and Orientation/Counseling services students receive as part of the matriculation process define and advise students on clear pathways to complete degrees, certificate and transfer goals.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Butte College uses the CCCApply Application for admissions and evaluates the effectiveness of this tool throughout the year during matriculation meetings, retreats and through the Program Review process ([II.C.092](#), [II.C.093](#), [II.C.094](#)). To support access, a paper application is available for students who have minimal computer access or come to Butte College with English as their second language. In compliance with AB 1805, the College also makes all placement information readily available on the Butte College webpage ([II.C.095](#)).

Butte College implemented the statewide requirements of AB 705 in fall 2019. New students are no longer required to complete an assessment test for placement into English and math courses. The College uses the statewide MMAP rules for placement into transfer English and math courses ([II.C.096](#)). All students complete the Career and Academic Profile (CAP) tool as part of the New Student Online Orientation ([II.C.087](#)). During this process, students identify an academic program and educational goal, self-report high school or college overall GPA and self-report grades in their highest-level English and math courses completed in high school or college. Their Career and Academic Profile provides information about transfer math and English course offerings and academic supports to help them succeed and individual reports are emailed to students once they complete the CAP tool.

Butte College regularly evaluates the validity of this process through Program Review ([II.C.003](#), [II.C.004](#)) and data collection ([II.C.097](#)). The College has faced challenges with collecting meaningful data on AB 705 outcomes and students' success in transfer English and math courses since fall 2019. Power outages (fall 2019) and a move to an online learning environment caused by COVID starting in spring 2020 have made validating placement decisions challenging for the College.

Analysis and Evaluation

Butte College uses the researched-based AB 705 Statewide MMAP rules for placement into transfer level English and math. In addition to the Program Review process, the Institutional Research Department provides data to effectively validate placement recommendations and course outcomes, and Butte College makes placement recommendations and support services available for the public on the website and in Catalog.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Butte College maintains all student records in accordance with Board Policy/Administrative Procedure 3310: Records Retention and Destruction which outline procedures to assure the retention and destruction of all College records, including student records, are in compliance with Title 5 ([II.C.098](#), [II.C.099](#)).

The College maintains a variety of student records in different Student Services Departments. The description of the records maintained, and the responsible departments, are identified in the Catalog. Only officials and employees with legitimate educational interest are allowed access to student records ([II.C.100](#)).

Butte College uses the Ellucian Colleague student information system and the Image Now document imaging system to maintain and securely store student records. Paper records are maintained in locked filing cabinets and/or locked offices or other secured areas until the documents have been scanned into the imaging system or have been stored the minimum amount of time specified on the retention schedule and are approved by the Board for destruction ([II.C.101](#)). The Information Technology Department backs up electronic records regularly and often.

Employees are granted access to electronic records according to the duties and responsibilities of their positions. Supervisors complete forms for Colleague and Image Now to request access for

employees ([II.C.102](#), [II.C.103](#)). The requests go through multiple levels of approval before access is granted. Employees also acknowledge and sign the College's Computer and Network Use agreements ([II.C.104](#)). Once the access forms have been approved, each employee is issued a unique User ID and Password to access the College's information systems.

Supervisors train new employees on student record security and confidentiality. Admissions & Records issues newsletters in spring and fall to faculty, staff, and students. The newsletter has a recurring section entitled "FERPA Fitness." Each issue highlights and explains a specific subject related to FERPA ([II.C.105](#)). In fall 2019, the Dean of Student Services prepared and presented a FERPA training workshop for all Butte College managers ([II.C.106](#)).

The College also follows the guidelines set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974. Students' rights to access and challenge records, the definition of directory information, policies on the release of student information, and procedures for students to request to not have their directory information released are contained in BP 5040, BP 5035, AP 5035, the Catalog, and the Admissions & Records website ([II.C.100](#), [II.C.107](#), [II.C.108](#), [II.C.109](#), [II.C.110](#)).

Analysis and Evaluation

Based on the policies, procedures, and protocols described above, Butte College maintains records permanently, securely, and confidentially in accordance with laws and regulations pertaining to record-keeping and release of the student records. FERPA regulations and policies are provided to students in the Catalog and on the Admissions & Records website.

Conclusions on Standard II.C. Student Support Services

Butte College Student Services support the mission of the College by providing and ensuring equitable access to students regardless of location or means of delivery. Butte College Student Services uses the Program Review, Unit Planning and Student Learning Outcomes processes to consistently and effectively evaluate services and with the goal of continuous improvement. Student Services' response to both the Camp Fire (fall 2018) and COVID (spring 2020 – current) campus closures have shown dedication, creativity and commitment to improving services to students in a wide variety of formats. Institutional Research and Student Equity have supported Student Services departments with identifying and assessing outcomes for its student populations and have engaged staff in discussions about equitable outcomes for all student populations. Student Services support student development, and student records are maintained in accordance with Board Policy and all laws and regulations.

Improvement Plan(s)

II.C.2 - The College will provide support to Student Services departments to assess Learning Outcomes in post Camp Fire (2018) and post COVID-19 environment.

Evidence List

Evidence List

Standard II.C Evidence List	
Number	Evidence Description
<u>II.C.001</u>	Planning, Budgeting, and Assessment (PBA) Process
<u>II.C.002</u>	Admissions and Records Unit Plan 2021-22
<u>II.C.003</u>	Career and Academic Assessment Center Program Review Self-Study Spring 2019
<u>II.C.004</u>	Career and Academic Assessment Center Validation Report Fall 2019
<u>II.C.005</u>	Outcomes Repository SLO Screenshot
<u>II.C.006</u>	Department SLO Progress
<u>II.C.007</u>	Student Services Leadership Team Meeting Agenda 05/11/21
<u>II.C.008</u>	Student Services Leadership Team Meeting Minutes 05/11/21
<u>II.C.009</u>	Student Services Institute Week Campus Invitation Fall 2020
<u>II.C.010</u>	EOPS/CARE End of Year Report 2021
<u>II.C.011</u>	Performance Feedback Worksheet
<u>II.C.012</u>	Performance Evaluation and Development Form
<u>II.C.013</u>	SLO Committee Meeting Minutes 12/03/19
<u>II.C.014</u>	CCSSE Executive Summary Key Finding 2017
<u>II.C.015</u>	Critical Skills for College Success SLO Survey
<u>II.C.016</u>	Program Review Purpose and Procedures
<u>II.C.017</u>	Vice President for Student Services Unit Plan 2020-21
<u>II.C.018</u>	Validation Team Template
<u>II.C.019</u>	Camp Fire Impacts on Butte College Students Survey Results
<u>II.C.020</u>	Surveys Webpage
<u>II.C.021</u>	SENSE Survey Executive Summary – Key Findings 2018
<u>II.C.022</u>	Student Equity Data Webpage
<u>II.C.023</u>	Student Equity Plan 2019 - 2022
<u>II.C.024</u>	Services for Students Webpage
<u>II.C.025</u>	Our Locations Webpage
<u>II.C.026</u>	Outlying Centers Services to Students

II.C.027	Roadrunner Cares Webpage
II.C.028	Roadrunner Cares Referral Form
II.C.029	Chico Center Webpage
II.C.030	Glenn County Center on Social Media Webpage
II.C.031	Glenn County Center Webpage
II.C.032	Skyway Center Webpage
II.C.033	Cosmetology and Barbering Center
II.C.034	Bus Schedule/Carpooling Webpage
II.C.035	College Catalog 2020-21 Pages 20-25
II.C.036	Library Laptops and Wifi Hotspots Webpage
II.C.037	Diversity, Equity and Inclusion Social Media Webpage
II.C.038	Library Live Chat
II.C.039	Academic Calendar Dates Webpage
II.C.040	Dash to the Rescue Webpage
II.C.041	UndocuCenter Webpage
II.C.042	Online Orientation Webpage
II.C.043	Microsoft Office for Students Webpage
II.C.044	Student Technical Support Webpage
II.C.045	Athletics Webpage
II.C.046	Student Athlete Success Webpage
II.C.047	Athletic Counseling and Advising Webpage
II.C.048	Athletics Department Staff and Coaches
II.C.049	Student Life Webpage
II.C.050	Associated Students Webpage
II.C.051	Administrative Procedure 5400 – Associated Students
II.C.052	BC Connect Webpage – Organizations
II.C.053	Current Students – Getting Involved Webpage
II.C.054	Butte College Art Gallery Facebook Page
II.C.055	Board Policy 5700 – Athletics
II.C.056	Student Athlete Code of Conduct
II.C.057	Equity in Athletics Disclosure Act Survey Webpage
II.C.058	Board Policy 5400 – Associated Students Organization
II.C.059	Board Policy 5420 – Associated Students Finance
II.C.060	Administrative Procedure 5420 – Associated Students Finance
II.C.061	Board Policy 5410 – Associated Students Elections

II.C.062	Administrative Procedure 5410 – Associated Students Elections
II.C.063	Counseling and Advising Presentation
II.C.064	Counseling Registration Session
II.C.065	EOPS Orientation Presentation
II.C.066	Accounting A.S. Program Map
II.C.067	Counselor Training Manual 2019
II.C.068	Counseling Agenda 10/01/20
II.C.069	Counseling Lunch Time Chat Messages
II.C.070	Counseling Office Unit Plan 2021-22
II.C.071	Butte College Mission and Values Webpage
II.C.072	Board Policy 5010 – Admissions and Concurrent Enrollment
II.C.073	Administrative Procedure 5010 – Admissions
II.C.074	Administrative Procedure 5011 – Admission & Concurrent Enrollment of High School and Other Young Students
II.C.075	Administrative Procedure 5012 – International Students
II.C.076	College Catalog 2020-21 Page 9
II.C.077	Admissions and Records Residency Webpage
II.C.078	Apply Now Button on the Butte College Homepage
II.C.079	Application for English as Second Language Students
II.C.080	Application for Non-credit Programs
II.C.081	International Students Webpage
II.C.082	Concurrent Enrollment Permission Form
II.C.083	Career Education Webpage
II.C.084	Welcome Letter for New Students
II.C.085	Welcome Back Email to Returning Students
II.C.086	Career and Academic Assessment Webpage
II.C.087	Career and Academic Profile
II.C.088	Career and Employment Services Webpage
II.C.089	College Catalog 2020-21 Page 21
II.C.090	Academic Programs Webpage
II.C.091	Guided Pathways Information and Resources Webpage
II.C.092	Admissions and Records Apply Now Webpage
II.C.093	Admissions and Records Program Review Self-Study Fall 2016
II.C.094	Admissions and Records Program Review Validation Report Dec. 2016
II.C.095	English Placement and Course Options Webpage

II.C.096	AB 705 Webpage
II.C.097	Transfer Level Gateway Completion Dashboard Webpage
II.C.098	Board Policy 3310 – Records Retention and Destruction
II.C.099	Administrative Procedure 3310 – Records Retention and Destruction
II.C.100	College Catalog 2020-21 Pages 12-13
II.C.101	Admissions and Records Retention and Destruction Schedule
II.C.102	Colleague Access Form
II.C.103	Image Now Access Form
II.C.104	Administrative Procedure 3720 – Computer and Network Use Procedure
II.C.105	Admissions and Records Newsletter Vol. 3, Issue 1, Spring 2020
II.C.106	An Introduction to FERPA and Student Privacy for Butte College Managers
II.C.107	Board Policy 5040 – Student Records and Directory Information
II.C.108	Board Policy 5035 – Withholding of Student Records
II.C.109	Administrative Procedure 5035 – Withholding of Student Records
II.C.110	Admissions and Records Webpage

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Butte College employs the most qualified faculty, classified, and administrative staff available to educate and support students who come from diverse economic, cultural, and educational backgrounds to attain Associate Degrees, certificates, workplace skills, and preparation for transfer. The Butte College Human Resources (HR) Department administers all HR functions, with campus-based management support at all locations. Butte College strictly adheres to hiring criteria adopted by the Board of Trustees that reflect Board Policy 7120 – Recruitment and Hiring ([III.A.001](#), [III.A.002](#)).

Faculty and instructional employees meet minimum qualifications as defined by the California Community College Chancellor's Office, Title 5, and California Education Code ([III.A.003](#), [III.A.004](#)). Class specifications define each classified and management, supervisory, and confidential position, and are based on analysis of position requirements by the hiring manager in coordination with review by HR. Minimum qualifications, essential functions, and all other criteria for selection are consistent with legitimate business needs. Classified and non-management positions are subject to collective bargaining review. Class specifications are posted for classified and management, supervisory, and confidential employees and are routinely reviewed prior to initiating any recruitment. Outdated class specifications are updated prior to opening a recruitment ([III.A.005](#)).

Butte College collaboratively develops and implements HR policies and procedures in accordance with relevant HR regulations. HR works closely with impacted constituent groups to review and modify these policies and procedures and to enhance diversity, equity, and inclusion. Hiring employees is a systematic process that involves the HR Department, College administrators, and hiring committees of employees from across campus. The President's Leadership Team ensures that HR planning is tied to institutional planning. As such, job descriptions are directly related to the values and goals of the College.

Every job announcement includes an overview of the position, representative duties, minimum qualifications, desirable qualifications (where applicable), and required certificates or licenses. Job announcements provide prospective applicants with specific instructions about the application process. Job announcements for full-time and part-time permanent positions run continually for a minimum of 30 days and are posted on multiple websites to reach a multitude of candidates. Butte College works closely with its vendor, Careers in Government, to ensure outreach includes diverse, qualified applicants and to regularly evaluate outreach options. One recent outcome of this collaboration was a strategic improvement in Butte College's social media presence in recruitment.

Only those items specified in a job announcement may be considered by hiring committee members in assessing a candidate, and only those applicants who have submitted complete applications and who meet the established minimum qualifications for a position may be considered for employment. HR has implemented enhancements to the application and communication with applicants to increase applicant participation.

All Butte College employees are hired through a comprehensive hiring process as outlined in Title 5, 53021, which includes advertising, application, equity review, interview, and demonstration (faculty hiring) based on position qualifications ([III.A.006](#)). Hiring committees dedicate themselves to selecting highly capable applicants who will put students first; support diversity; and comply with the College's Equal Employment Opportunity Plan, core values, and mission statement ([III.A.007](#), [III.A.008](#)). HR actively monitors and participates in hiring committees to ensure all procedures are adhered to.

HR staff monitors active recruitments at several steps in the process to ensure diverse representation as shown in the Equal Employment Opportunity Plan, Analysis of District Workforce and Applicant Pool. If applicant pools are not diverse, HR works with hiring managers to address the need for a diverse applicant pool. A diverse applicant pool increases the possibility of a diverse hire that can better meet the needs of an increasingly diverse student population ([III.A.009](#)).

HR continually monitors the applicant pool and, if necessary, will extend the posting deadline (sometimes extending until filled) to strengthen the candidate pool. All applicants are initially screened to make sure they meet minimum qualifications. HR reviews screening results for adverse impact. If adverse impact exists, steps are taken to mitigate or eliminate it. If the applicant meets the initial screening for minimum qualifications, the candidate is moved forward through the hiring process, as outlined in the Butte College Recruitment and Hiring Procedures ([III.A.010](#)).

In order to stay consistent and up to date, HR continues to review and revise the recruitment process to ensure all personnel hired are thoroughly screened for minimum qualifications, relevant knowledge and skills and ability of the position, with due consideration given to the applicant's demonstrated ability to successfully serve a diverse student body. The hiring manager checks applicant references and ensures that the skill sets of prospective employees match the needs of our student population.

Analysis and Evaluation

Butte College's administrators, classified staff, and faculty share responsibility in maintaining the integrity of the hiring process. Every job announcement is aligned with the College's mission; is publicly posted on multiple websites; and includes an overview of the position including position duties, responsibilities, and authority. All personnel meet minimum qualifications, are thoroughly screened, and have their references checked to verify technical and interpersonal skills and commitment to diversity. HR continues to review and revise the recruitment process, and HR staff monitors active recruitments at several steps in the process to ensure diverse representation.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the College. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Faculty qualifications align with the Chancellor's Office handbook Minimum Qualification for Faculty and Administrators in California Community Colleges. Job descriptions list department overview, specific areas of knowledge, required qualifications, and representative duties needed for faculty positions. Faculty members play a vital role in Butte College's academic hiring process. This process is continually reviewed to ensure it stays within the Vision, Mission Statement and Policy and Procedures ([III.A.011](#)).

Butte College uses a formalized faculty recruitment process administered by HR to ensure the hiring process is fair, equitable, and thorough. The minimum and desirable qualifications for all faculty are cited on the job announcements and include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential contribution to the mission of the College ([III.A.012](#), [III.A.013](#)). Job announcements also include specific responsibilities for development and review of curriculum and assessment of Student Learning Outcomes (SLOs) as part of teaching and instruction representative duties, which are taken out of the collective bargaining agreements ([III.A.014](#), [III.A.015](#)).

The HR Department verifies through a consistent review process that all applicants forwarded to the hiring committee for screening meet the minimum qualifications for the position ([III.A.016](#)). There is also a process for an equivalency request when a faculty applicant does not clearly meet the minimum qualifications as defined in the job announcements ([III.A.017](#), [III.A.018](#)). The process for degrees earned outside the United States is outlined in the procedures detailed in Administrative Procedure 7211 – Faculty Service Areas, Minimum Qualifications, and Equivalencies ([III.A.019](#)).

Every hiring committee has an EEO Representative to keep the hiring process accountable and equitable. The purpose of this HR liaison is to teach, refresh and answer process, equity and/or confidentiality questions that might arise during the recruitment and interviewing procedures.

Butte College faculty and others responsible for students' mastery of learning outcomes take their roles and responsibilities as educators seriously. SLOs are incorporated in job descriptions and employee performance evaluations. Per Butte College's agreement with the full-time faculty bargaining unit, Butte College Educators Association (BCEA), numerous job descriptions make specific reference to SLOs. Department chairs play a critical role in SLO planning and

assessment as indicated in their job description: “Coordinates (through collaboration) the assessment of student and program learning outcomes” ([III.A.020](#)). Assessment of SLOs for part-time faculty are the same as for full-time faculty.

All faculty are expected to continually revise and update course content, methods, and materials of instruction. Faculty participate in curriculum review as part of the Unit Plan and Program Review processes. Expectations for part-time faculty are less in terms of curriculum development. However, part-time faculty may provide input in the development of certain curricula.

Analysis and Evaluation

Butte College uses a formalized faculty recruitment process administered by HR to ensure the hiring process is fair, equitable, and thorough. Faculty qualifications align with the Chancellor’s Office handbook Minimum Qualification for Faculty and Administrators in California Community Colleges. The HR Department verifies through a consistent review process that all applicants forwarded to the hiring committee meet the minimum qualifications for the position and SLOs are incorporated in job descriptions and employee performance evaluations. All faculty are expected to develop and regularly review curriculum.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Butte College administrators and other employees responsible for educational programs and services complete a thorough and fair recruitment process ([III.A.021](#)). The initial recruitment begins with the Superintendent/President’s review of the position requirements and current job description for the vacant position. The job description is then distributed to the Academic Senate, Classified Senate, Management Association, and the Associated Students for input.

This recruitment process is in line with faculty recruitments and the Chancellor’s Office handbook Minimum Qualification for Faculty and Administrators in California Community Colleges ([III.A.022](#)). Butte College’s HR Department reviews applications submitted through the NeoEd website to ensure minimum qualifications are met and a complete application has been submitted. Once fully reviewed by HR, the hiring committee will re-evaluate the applicants for interviews. The HR Department has implemented a formalized process that ensures procedures stay aligned with AP 7120.2 – Academic Employees, and Title 5 regulations ([III.A.023](#), [III.A.024](#)).

The administrator's recruitment process is very similar to faculty recruitments. However, while varied by position, high-level administrative candidates have an additional step of addressing moderated questions, submitted campus-wide, in a public forum.

Analysis and Evaluation

Butte College's recruitment and hiring processes for administrators and other employees responsible for educational programs and services are in line with faculty recruitments, the Chancellor's Office handbook, AP 7120.2 and Title 5 regulations. These processes ensure that administrators possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalency has been established.

Evidence of Meeting the Standard

Butte College verifies transcripts submitted with degrees are from institutions accredited by recognized U.S. accrediting agencies by requiring applicants to provide "unofficial" transcripts from their institution to the HR Department in the application process. Official transcripts are required upon hire. If an applicant's degree comes from non-U.S. institutions, HR provides the applicant with a list of agencies to which the applicant can submit their transcripts and receive equivalency ([III.A.025](#), [III.A.026](#)).

Butte College's Equivalency Committee meets regularly and will convene off schedule if the need arises to review faculty qualifications to determine if the individual meets minimum qualifications using the procedures detailed in Administrative Procedure 7211. The minimum qualifications for instructors, including the requirement that foreign degrees undergo evaluation, are detailed in the Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges.

Analysis and Evaluation

The HR Recruitment Team verifies that applicant transcripts are from accredited institutions. The process for foreign degree evaluations is clearly stated on job announcements and the HR Department web page.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage

improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The evaluation process is administered by the HR Department and implemented by deans, department chairs, supervisors, and administrators. The respective bargaining units negotiate the evaluation process within the District, resulting in different evaluation criteria for each of the bargaining units. Evaluations are conducted at specified intervals and based on clearly defined criteria ([III.A.027](#), [III.A.028](#), [III.A.029](#), [III.A.030](#), [III.A.031](#)). HR sends out monthly reminders detailing when evaluations are due for classified and management, supervisory, and confidential (MSC) employees ([III.A.032](#)). The Office of the Vice President for Student Services maintains schedules for student development personnel evaluations while the Office of the Vice President of Instruction oversees teaching faculty evaluations ([III.A.033](#)).

In accordance with Article 8 and Education Code 87663(a), probationary/tenure-track faculty are comprehensively evaluated annually for the first four years of employment by a tenure review committee comprised of faculty and administrators. Evaluation reports include a tenure review committee evaluation report, criteria for evaluation of tenure, and a faculty improvement plan when deemed necessary.

HR also maintains evaluation schedules for classified staff and administrators. Established written criteria for evaluating personnel enable Butte College to accurately measure the effectiveness of personnel in performing their duties. HR sends out monthly reminders detailing when evaluations are due for classified and MSC employees.

Butte College continues to tighten the regular evaluation cycle for full-time faculty, MSC, and classified employees and will continue to solicit feedback about the evaluation process, with ongoing discussion about further revising evaluation forms for MSC and classified personnel.

Evaluation processes assess effectiveness of personnel and encourage improvement. Evaluations may be conducted more often than regularly scheduled, if warranted. Periodic formal evaluations and/or specific incidents involving College employees may indicate a need for an employee's performance improvement plan and for employees to provide feedback that leads to improvement of their job performance. All employee evaluations are permanently kept in their personnel files and stored in HR ([III.A.034](#), [III.A.035](#), [III.A.036](#), [III.A.037](#)).

Analysis and Evaluation

Butte College's systematic, constructive evaluation process complements a mindful, quality-driven approach in hiring excellent personnel. Established written criteria enable Butte College to accurately measure the effectiveness of personnel in performing their duties. Formal evaluations are conducted at specified intervals and documentation is permanently kept in personnel files stored in HR.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Decisions regarding the need for full-time faculty, as well as the organization of departments and the need for additional administrative and support staff, are facilitated via the College's Planning, Budgeting, and Assessment (PBA) Process ([III.A.038](#)). The process begins with an assessment of overall institutional performance and student requirements and leads to the development of an annual Strategic Direction. In recognition of competition for qualified full-time faculty and the time it takes for the faculty hiring process, the College prioritizes full-time hiring requirements early in the fall semester. Departments and programs then identify staffing requirements, including full-time faculty, through annual Unit Plans. Administrative and support staffing requests outlined in Unit Plans are prioritized in each vice president's area and then institutionally by the President's Leadership Team. The Planning and Budget Committee reviews the faculty prioritization and augmentation lists, which include administrative and support staffing requests, and makes recommendations as needed.

Butte College uses a systematic approach to assess both optimal and feasible staffing levels for faculty positions prior to deciding to recruit and hire new personnel. To ensure sufficient numbers of qualified full-time faculty, the College determines appropriate staffing levels for each program and service at the departmental level through the Program Review and Unit Planning processes and at the institutional level through the PBA process ([III.A.039](#)). Butte College has consistently met its full-time obligation number (FON), as evident in the 2019 FON report from the Chancellor's Office. Butte-Glenn Community College District's required FON was 157.5, and the District exceeded that initial base with 191.6. For 2020-2021, the College has already surpassed its initial FON of 146.5 with the Full-Time Faculty Actual of 192.19 ([III.A.040](#)).

Other considerations for staffing decisions are the Mission and Strategic Initiatives of the Educational Master Plan, student access requirements, labor market requirements, budget capacity, enrollment management projections, grant deliverables, Education Code requirements,

productivity ratios, full-time faculty leadership, program integrity, part-time faculty pools by discipline, replacement of retiring faculty, the full-time faculty obligation, and the California Education Code, Section 84362(d), known as the “50% law” ([IIA.041](#)).

Analysis and Evaluation

Hiring priorities are determined through the annual Unit Planning process and funded through the budget prioritization process to ensure a linkage between department and program level planning, Program Review, and the College’s Strategic Direction. Butte College has consistently met its FON, including surpassing requirements for 2020-21. Other considerations for staffing decisions include the mission and Strategic Initiatives of the Educational Master Plan.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College has employment policies and practices for part-time faculty which provide orientation, oversight, evaluation, seniority, and professional development practices negotiated by the Butte-Glenn Community College District (BGCCD) and the Butte College Part-Time Faculty Association/Communication Workers of America (PFA) union. Policies on evaluation and seniority of Associate Faculty are covered in Articles VI, VII and XVIII of the Part-Time Faculty Collective Bargaining Agreement ([IIA.028](#)).

Butte College offers several opportunities for part-time faculty to integrate into the life of the institution. Part-time faculty receive an employee orientation from HR upon hire, and from Professional Development during Flex Week of their first semester teaching. The topics in the HR part-time faculty orientation include information regarding their employee group, the PFA union, salary placement, payroll information, instructional agreements, and District policies and procedures. The Professional Development orientation focuses on teaching topics such as developing a syllabus, roster management, Census reporting, grades, grade justification, etc. Part-time faculty also have access to the PFA collective bargaining agreement (CBA) which is available on the District’s Human Resources webpage.

Oversight is provided to part-time faculty by department full-time faculty and deans (or directors, if there is one in place), with support from discipline faculty. Full-time faculty and deans assist and guide part-time faculty in the development of course syllabi, assessment of SLOs, and general College policies and procedures.

The evaluation of part-time faculty is administered in a consistent and timely fashion in accordance with Article VI and VII of the CBA between BGCCD and PFA. Part-time faculty are

evaluated the first semester of their employment and at least once every six semesters of service thereafter. The evaluation includes student feedback, classroom observation, a self-evaluation, an administrative and/or peer evaluation, and a post-observation conference.

Institution and paid professional development hours (FLEX) are offered each semester depending on unit load. Specific examples include:

- FLEX week workshops that occur before the start of each semester ([III.A.042](#))
- President's Program that occurs as a part of FLEX Week to get a big-picture view of the direction of the College from the President and other college leaders ([III.A.043](#))
- Monthly email sent from the Professional Development Office that describes available trainings and professional development opportunities, including faculty partnerships

In addition, part-time faculty are invited to participate in department and college meetings, Academic Senate and governance committees, the College's Great Teachers Seminar, and other trainings and activities. An annual Associate Faculty Conference (spring) is designed to address the specific needs of the community college part-time faculty. These activities help instructors to be appropriately oriented to Butte College and its students, and to become engaged with the academic processes of the College ([III.A.044](#)).

Analysis and Evaluation

Adjunct faculty are integral to Butte College's ability to achieve its mission and to maintain high quality instruction. Butte College has clear and documented employment policies and practices for part-time faculty which provide orientation, oversight, evaluation, seniority and professional development practices negotiated by the College and the PFA union. Numerous explicit opportunities for part-time faculty, including bi-annual adjunct faculty events and paid professional development hours, are present on campus to integrate into the fabric of life at Butte College.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Butte College has sufficient numbers of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the College. Job descriptions are reviewed prior to every open recruitment to ensure that stated minimum qualifications are appropriate and prospective hires possess the requisite knowledge, skill, and ability to effectively support the educational, technological, physical, and administrative operations of the College ([III.A.045](#), [III.A.046](#)). When listed qualifications are determined to be

less than optimal, the District works collaboratively with stakeholders to update them as necessary. Every request to recruit must be approved by the Superintendent/President and Leadership Team prior to commencing a recruitment ([III.A.047](#)). In order to achieve approval, each proposed recruitment must demonstrate that the positions will effectively support the College. HR staff closely monitors every recruitment to ensure that only the most qualified applicants are selected.

Further, when creating new job classifications, Butte College engages in a robust analysis of the proposed position to determine essential functions, necessary attributes of the position (knowledge, skills, and abilities), and minimum qualifications. A comprehensive position description questionnaire (PDQ) is utilized to identify essential job functions and other attributions of the classification ([III.A.048](#)). This analysis ensures that every new job description is as accurate as possible, and that incumbents placed into those positions will possess the appropriate qualifications to support the College.

Requests for new positions are submitted through an annual Unit Planning process by the departments and programs. This process consists of multiple layers of review, including the Superintendent/President and the Leadership Team. These requests are forwarded to the Planning and Budget Committee for consideration as part of the Unit Planning process.

In addition, each Vice President annually reviews and updates the organizational structure of their respective division. These updated organizational charts are reviewed by the Superintendent/President and the Leadership Team ([III.A.049](#)).

Analysis and Evaluation

As a result of an effective planning, prioritization, and resource allocation process, the College has sufficient numbers of staff with appropriate qualifications to support the education, technological, physical, and administrative operations of the College. Departments demonstrating a need to hire additional staff may do so through the Unit Planning process.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Butte College uses a systematic approach to assess both optimal and feasible staffing levels for faculty, staff, and administrative positions prior to deciding to recruit and hire new personnel. In an effort to ensure sufficient numbers of qualified full-time faculty, staff and administrators, the College determines appropriate staffing levels for each program and service at the departmental level through the Program Review and Unit Planning processes and at the institutional level through the PBA process ([III.A.038](#), [III.A.050](#), [III.A.051](#), [III.A.039](#)).

Administrative staffing needs are identified within the College's integrated planning and Program Review processes where division, unit, or department staffing needs are identified in accordance with institutional, division, or program goals.

Butte College has a rigorous recruitment process utilized to select administrators who are highly qualified with the appropriate preparation, education, and expertise necessary to support the College's mission and purpose. Position announcements for administrator positions specifically outline the requisite and desired knowledge, abilities, education, and experience necessary to effectively perform the role and function of the position ([IIA.052](#), [IIA.053](#), [IIA.054](#), [IIA.021](#)).

Hiring priorities are determined through the annual Unit Planning process and funded through the budget prioritization process to ensure a linkage between department and program level planning, Program Review, and the College's Strategic Direction. Other considerations for staffing decisions are the mission and strategic initiatives of the Educational Master Plan, student access requirements, labor market requirements, budget capacity, enrollment management projections, grant deliverables, Education Code requirements, and productivity ratios.

Minimum qualifications for faculty and administrative positions are defined by Chapter 2.5 of the California Education Code and Title 5 sections 53400-54430. A more detailed list of minimum qualifications is maintained in the California Community Colleges Chancellor's Office document "Minimum Qualifications for Faculty and Administrators in California Community Colleges, California Education Code Section 87355-87359.5 ([IIA.004](#)). Faculty and management applicants are required to provide copies of official transcripts that verify degrees prior to consideration for employment. HR verifies accreditation of institutions using the current publication of higher education directory or the Council for Higher Education Accreditation website. Information about degrees held by faculty and management is published in the College's annual Catalog ([IIA.055](#)).

Analysis and Evaluation

Butte College has policies and practices in place to determine the appropriate number, qualifications, and organization of administrators to ensure effectiveness and continuity of leadership. The comprehensive administrative structure review process ensures that a sufficient number of administrators with appropriate preparation and expertise are maintained to provide continuity and effective administrative leadership and services that support Butte College's mission and vision.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Butte College systematically develops personnel policies and procedures and trains personnel in the equitable and consistent administration of personnel policies. Personnel policies are developed in accordance with California Education Code and within the participatory governance framework. The College continually reviews its policies and procedures, including those pertaining to personnel.

To ensure fairness and equity in employment processes, Butte College continually evaluates employment policies and procedures and makes periodic updates due to changes in Education Code, State and Federal Law, and/or collective bargaining agreements. Every hiring committee has an EEO Representative to keep the hiring process accountable and equitable. Administrative procedures are established as companion pieces to Board Policies. Policies regarding compliance issues, such as sexual harassment and discrimination prevention, are distributed to employees during the new hire orientation ([III.A.056](#), [III.A.057](#)). All policies and collective bargaining agreements are posted on Butte College's website upon approval of the Board of Trustees. Administrative Procedures are also posted on the District's website ([III.A.058](#)).

Analysis and Evaluation

Established policies and procedures are designed to ensure fairness and equity in employment processes. Hiring procedures outline processes, and all hiring committees are regularly trained to ensure that fairness is an integral part of the recruitment and selection process. Butte College's personnel policies and procedures are posted on the website and are easy to navigate. Collective Bargaining Agreements are continually reviewed and updated regularly and when necessary and readily accessible to employees.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Butte College determines the kinds of support its personnel need by the types of requests submitted for special accommodations; the types of personnel issues that are reviewed, investigated, and resolved; training requests that are submitted to Professional Development; and by maintaining compliance with state and federal laws/regulations. In addition, the College designs programs, services, and workshops to provide for a wide range of diverse personnel by reviewing input and feedback received from employee constituent groups and through discussions and negotiations with collective bargaining units. To illustrate, Butte College

recently recruited and hired an Inclusion, Diversity, Equity, and Anti-Racism Officer to better meet the needs and provide leadership in these and related areas ([III.A.059](#)).

An Equal Employment Opportunity (EEO) Committee was also established as an advisory body for equity and diversity issues. The committee, composed of a broad constituent group, meets regularly to plan and support diversity at the College by hosting events and workshops and providing training opportunities throughout the academic year. The College completed its most recent EEO plan in June 2019, and the College will commit resources to support efforts and training to identify and remove participation barriers to women, minorities, and/or protected groups in the work environment. The District's Equal Employment Opportunity (EEO) Plan requires all members of screening/interviewing committees to complete EEO training ([III.A.060](#)). Effective in fall 2018, the HR department is collecting demographic data for applicants in order to identify gaps and inform the current EEO plan.

Butte College currently has two Employee Assistance Programs (EAPs) for employees and eligible family and household members. Costs are paid by the District and services include:

- The Hartford Ability Assist Counseling Services - up to three sessions per household member per incident
- Anthem Employee Assistance Program (EAP) - up to six 1-hour sessions per household member per incident

Both programs provide services for the following issues: marital and family problems, elder care, alcohol abuse, pre-retirement planning, drug dependency, federal taxpayer problems, financial and credit concerns, legal issues, emotional problems and stress, interpersonal conflicts, and childcare ([III.A.061](#)).

As a commitment to a safe learning and work environment, the Professional Development program offers many opportunities for personal and professional growth. Professional Development offers workshops on safety; ADA compliance; diversity, equity, inclusion and anti-racism; and District values ([III.A.062](#), [III.A.063](#)).

Analysis and Evaluation

Through policies and practices, Butte College creates and maintains appropriate programs, practices, and services that support its diverse personnel, including hiring of a diversity officer. Human Resources provides and coordinates trainings and workshops to facilitate understanding and awareness of diversity and inclusion in work and learning environments. Professional Development opportunities supplement the training provided by HR.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Butte College establishes expectations and fosters ethical behavior by having and upholding a written code of professional ethics for all personnel and by identifying and conveying core values and initiatives. In addition, relevant Board Policies and Administrative Procedures assist in conveying and upholding expectations regarding professional conduct. Butte College has a Code of Ethics that was collaboratively written, vetted using the participatory governance process, and approved by the Board of Trustees. Board Policy 3050 – Institutional Code of Ethics, stipulates that the College ethics code will apply to Board members as well as to all employees ([III.A.064](#)). Butte College’s Code of Ethics incorporates the College’s mission and core values and identifies ethical standards for Butte College Board members and employees ([III.A.065](#), [III.A.066](#)).

There are also ethics codes adopted by specific constituent groups. The Board of Trustees has annually updated its code of ethics ([III.A.067](#)). The Classified Senate adopted a code of conduct, identifying Classified Senate member commitments ([III.A.068](#)). The Academic Senate’s “Statement on Professional Conduct” and is based on the 1987 ethics statement of the American Association of University Professors ([III.A.069](#)).

There are numerous Board policies pertaining to ethical and professional behavior. Ethics policies are posted on the College’s website and included in Board policies and procedures. In addition, several of the College’s Strategic Initiatives pertain to ethical and professional conduct, focusing on the College being collaborative, responsive, accountable, and sustainable ([III.A.070](#)). The HR department provides orientations for all new hires, including an overview of Butte College’s Code of Ethics.

In addition, all newly hired employees are strongly encouraged to attend “BEEP” (Butte Employee Education Program), four half-day orientation sessions, one of which focuses on the College’s mission, values, and ethics codes ([III.A.071](#)).

Butte College has implemented Board Policies and Administrative Procedures related to ethical and professional conduct and uses the performance appraisal process to assess employees’ behavior. The HR Department manages complaints about behavioral issues (including ethical violations) in conjunction with an employee’s performance reporting chain. There are negative consequences to behaviors that violate Board Policy and Administrative Procedure, up to and including termination of employment ([III.A.072](#), [III.A.073](#), [III.A.074](#), [III.A.075](#)).

Analysis and Evaluation

Butte College has an institutional code of ethics, as well as constituent-group-specific codes, and established consequences for their violation. Expectations regarding ethical and professional conduct are further conveyed via Butte College’s initiatives, Board policies, and

administrative procedures. Ethics codes are regularly reviewed and publicized. They are also reinforced by Butte College's employee orientation, performance evaluation and complaint-resolution processes, and Professional Development workshops. The HR Department is currently reviewing and making proposed changes to the HR board policies and administrative procedures through the participatory governance process and collective bargaining, as applicable.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Butte College's greatest resource for student learning is its employees, so the Professional Development Program develops activities, hosts events, and makes other provisions to meet the developmental needs of personnel. The program is comprehensive and provides 11 or 12 days per year (determined by academic calendar) of personal and professional development opportunities ([IIA.076](#)). Based on Professional Development's assessment of employees' training needs and the need to ensure compliance with Title 5, Butte College's Professional Development program is evaluated for improvements on an ongoing basis. Changes are made regularly in terms of the focus of workshops and activities. In addition, mechanisms to increase full-time faculty participation and accountability have been revised and are continually reviewed ([IIA.077](#), [IIA.078](#)).

Classified Professionals Week and Classified Professionals Day have been very successful in building skills, sharing information, and providing an opportunity to celebrate and network. The Great Teachers Seminar has been offered almost every year since the late 1980s. The annual Associate Faculty Conference is a day-long meeting organized by and for Butte College part-time faculty. The Butte College Leader Development Institute (BCLDI) enhances the leadership proficiency of employees from every constituency group at the College ([IIA.079](#)).

Classified staff and classified managers can request travel funds for professional development through the Classified Professional Development Funding ([IIA.080](#)). District training needs are also brought forward to the Professional Development Committee which identifies training needs and priorities.

Analysis and Evaluation

Faculty and classified staff surveys have continuously validated the satisfaction the majority of employees express about Professional Development workshops and activities. The number of

employees participating in Professional Development activities remains high. Participants evaluate individual workshops using evaluation forms provided by Professional Development. Participants in every professional development activity or program have the opportunity to complete written evaluation forms. Comments, input, and feedback in writing, on the phone, or in person are always invited by the Professional Development Office.

The Professional Development Committee and the Faculty Flex Committee meet regularly every semester to discuss and plan future professional development opportunities. These committees consider information contained in the annual summary report, timely topics, suggestions from constituent groups, and more in planning future professional development opportunities.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Butte College takes seriously the security and confidentiality of personnel records. All employees have access to their personnel records in accordance with law. Personnel records are kept in locked cabinets in a secured area. Archived records are also kept on site in a secured, locked facility. Privacy and confidentiality are consistent with provisions of collective bargaining agreements. The College is compliant with state and federal regulations regarding medical records, which are separate from employee personnel files ([IIA.081](#)).

HR makes reasonable provisions to accommodate requests by personnel to review personnel files while ensuring security and confidentiality of records. In order for employees or other authorized personnel to view a personnel file, the requester must first contact HR staff to set up an appointment. The HR Department ensures that the requester is an authorized person to review the file. The designated HR staff member acquires the file, is present while records are being reviewed, and re-files requested records to ensure that the files are always kept orderly and accounted for.

All employees' medical and worker's compensation files are kept separate from their personnel file and are not available to personnel outside of the HR Department. Additionally, administrator personnel files are kept separate from other employee personnel files. Employees have access to their personnel records in accordance with laws, regulations, and bargaining unit agreements ([IIA.082](#), [IIA.083](#), [IIA.084](#), [IIA.085](#), [IIA.086](#)).

Analysis and Evaluation

Butte College has provisions for keeping all personnel records secure and confidential through a variety of security measures and procedures. Access to personnel records is provided by the HR

Department at the request of an individual employee following strict protocols to ensure continued security and confidentiality of the records.

Conclusions on Standard III.A. Human Resources

Butte College's administrators, classified staff, and faculty share responsibility in maintaining the integrity of the College's mission and institutional effectiveness. Hiring priorities are determined through the annual Unit Planning process and funded through the budget prioritization process to ensure a linkage with the College's Strategic Direction. As a result, the College has enough staff, management, faculty, and administration with appropriate qualifications to support the education, technological, physical, and administrative operations of the College.

To ensure fairness and equity in employment processes, a formalized recruitment process is administered by HR. Personnel policies are systematically developed in accordance with California Education Code and within the participatory governance framework. These publicly available policies and procedures are regularly reviewed to maintain currency with changes in Education Code, State and Federal Law, and/or collective bargaining agreements (BCEA, PFA, CSEA, and BCPOA). All hiring committees are regularly trained in equitable hiring practices and have an EEO representative. Administrative procedures are established as companion pieces to Board policies. Policies regarding compliance issues, such as sexual harassment and discrimination prevention, are distributed to employees and conveniently located on the College's website. All employees have access to their personnel records in accordance with law and personnel records are kept in locked cabinets in a secured area.

Butte College establishes expectations and fosters ethical behavior by having and upholding regularly reviewed and publicized written codes of professional ethics for all personnel and by identifying and conveying core values and initiatives. Expectations regarding ethical and professional conduct are further conveyed via Butte College's initiatives, Board policies, and administrative procedures.

Butte College also creates and maintains appropriate programs, practices, and services that support its diverse personnel, including hiring of a diversity officer. Human Resources provides and coordinates trainings and workshops to facilitate understanding and awareness of diversity and inclusion in work and learning environments. Professional Development opportunities supplement the training provided by HR.

The Professional Development Committee and the Faculty Flex Committee create comprehensive training opportunities for all faculty, staff, and management. Participation is required by FLEX obligations and incentivized for adjunct faculty through paid hours tied to unit

load. Butte College provides multiple opportunities for integration of part-time and adjunct faculty into the life of the College.

In conclusion, the College effectively uses its human resources to achieve its missions and to improve academic quality and institutional effectiveness.

Improvement Plan(s)

None.

Evidence List

Standard III.A Evidence List	
Number	Evidence Description
<u>III.A.001</u>	Human Resources Department Contacts
<u>III.A.002</u>	Board Policy 7120 – Recruiting and Hiring
<u>III.A.003</u>	Chancellor’s Office Minimum Qualifications for Faculty and Administrators
<u>III.A.004</u>	Education Code Section 87355-87359.5
<u>III.A.005</u>	Classification Specifications
<u>III.A.006</u>	Title 5, Section 53021
<u>III.A.007</u>	Equal Employment Opportunity Plan
<u>III.A.008</u>	Mission, Values, Vision Webpage
<u>III.A.009</u>	Analysis of District Workforce and Applicant Pool Charts
<u>III.A.010</u>	Recruitment and Hiring Procedures Webpage
<u>III.A.011</u>	Board Policies and Procedures Webpage
<u>III.A.012</u>	Job Posting for Construction Instructor
<u>III.A.013</u>	Job Posting for Music Instructor
<u>III.A.014</u>	BCEA Contract – Academic Job Descriptions Page 84
<u>III.A.015</u>	Part-Time Faculty Association (PFA) Contract – Job Description Page 73
<u>III.A.016</u>	Academic Hiring Procedures
<u>III.A.017</u>	Equivalency Committee Sheet
<u>III.A.018</u>	Equivalency Validation Sheet
<u>III.A.019</u>	Administrative Procedure 7211 – Faculty Service Areas, Minimum Qualifications, and Equivalencies
<u>III.A.020</u>	BCEA Contract Page 94
<u>III.A.021</u>	Procedure 5.1.3 – Employment of Administrative – Management Personnel
<u>III.A.022</u>	Minimum Qualifications for Faculty and Administrators 2020 Handbook
<u>III.A.023</u>	Administrative Procedure 7120.2 – Employment of Administrative – Management Personnel

III.A.024	Title 5 Section 53420 – Minimum Qualifications for Educational Administrators
III.A.025	Application Requirements
III.A.026	Foreign Degree Evaluation Webpage
III.A.027	BCEA Contract
III.A.028	PFA Contract
III.A.029	CSEA Contract
III.A.030	BPCOA Contract
III.A.031	MSC Handbook
III.A.032	HR Evaluation Email 07/26/21
III.A.033	HR Evaluation Forms Webpage
III.A.034	Faculty Member Improvement Plan
III.A.035	Performance Process – MSC and Classified
III.A.036	Performance Feedback Worksheet
III.A.037	Management Performance Evaluation Form
III.A.038	Planning, Budgeting, and Assessment (PBA) Process
III.A.039	Unit Planning Guidance 10/15/20
III.A.040	Faculty Obligation Number (FON) 2020
III.A.041	California Education Code, Section 84362(d)
III.A.042	Faculty Invitation to Flex Week Email 08/02/21
III.A.043	Flex Week At-A-Glance Fall 2021
III.A.044	Associate Faculty Conference Flyer 04/03/21
III.A.045	Instructional Technology Specialist Job Announcement
III.A.046	Industrial Technology Programs Equipment Mechanic II Job Announcement
III.A.047	Personnel Requisition P-2 Form
III.A.048	Position Description Questionnaire
III.A.049	President and Vice President Organizational Charts
III.A.050	Planning, Budgeting, and Assessment (PBA) Steps
III.A.051	Program Review Purpose and Procedures
III.A.052	Instructional Dean Job Description
III.A.053	Administrative Hiring Guidelines
III.A.054	Recruitment Procedures/Process
III.A.055	Butte College Catalog page 234 -239
III.A.056	Associate Faculty Orientation Acknowledgment
III.A.057	MSC, Classified, BPCOA New Hire Orientation Acknowledgment

III.A.058	Board Policies and Procedures Webpage
III.A.059	Inclusion Diversity Equity and Anti-Racism Officer Job Description
III.A.060	Equal Employment Opportunity (EEO) Plan Page 11
III.A.061	Employee Assistance Program (EAP) Webpage
III.A.062	Professional Development Webpage
III.A.063	Butte College Professional Development Programs 2020 – 2021
III.A.064	Board Policy 3050 – Institutional Code of Ethics
III.A.065	Administrative Procedure 3050 – Institutional Code of Ethics
III.A.066	Implementation of the Butte College Code of Ethics
III.A.067	Administrative Procedure 2715 – Board Code of Ethics Violations
III.A.068	Classified Senate Code of Ethics Webpage
III.A.069	Academic Senate Statement on Professional Conduct
III.A.070	Strategic Initiatives
III.A.071	Butte Employee Education Program (BEEP) Overview and Description
III.A.072	Corrective Action Guidelines for Non-Academic Employees
III.A.073	Board Policy 7360 – Discipline and Dismissals: Academic Employees
III.A.074	Board Policy 7365 – Discipline and Dismissals: Classified Employees
III.A.075	Board Policies Chapter 7 – Human Resources
III.A.076	Professional Development FLEX Workshops and Staff Activities Fall 2021
III.A.077	Individual Flex Plan Jot Form
III.A.078	Professional Development FLEX Sign Sheet
III.A.079	Classified Professionals’ Week Schedule 2021
III.A.080	Classified Employee Professional Development Fund Webpage
III.A.081	What Does HIPPA Privacy Rule Require Webpage
III.A.082	Administrative Procedure 7145
III.A.083	BCEA Contract Page 8
III.A.084	PFA Contract Page 8
III.A.085	CSEA Contract Page 41
III.A.086	BPCOA Contract Page 31

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working

environment.

Evidence of Meeting the Standard

Butte College provides a safe environment for the students and staff at all instructional sites, including Main Campus, Chico Center (and the Skyway Center and Cosmetology & Barbering facility), and Glenn County Center. The College is committed to preserving and promoting student learning by maintaining the physical environment of all locations, buildings, equipment, and land. The College ensures and maintains the safety and adequacy of its physical resources by regularly evaluating the condition, accessibility, and safety of these locations through established and comprehensive planning processes and practices. Butte College's Facilities Planning and Management Department (FPM) plans, constructs, and maintains all facilities to meet or exceed all the applicable building, energy, accessibility, and fire/life safety codes and regulations. This department has eight separate units and is led by one Director, five supervisors, and approximately 75 classified staff. Departments include custodial, maintenance, grounds, printing, shipping, receiving, mail, asset management, e-waste, student transportation, staff motor pool, and technical services staff. The FPM department works collaboratively with College Police on a daily basis to assure a safe learning and working environment for all students, staff, and members of the public who visit the College (III.B.001).

The College has established many processes to evaluate the safety of its facilities, as well as the safety of students, faculty, and staff. Safety programs are in place for the Main Campus and off-campus sites, and health and safety issues are addressed immediately (III.B.002). The College has allocated \$10,000 annually specifically for health and safety items that must be addressed immediately through the safety credit program. The use of these funds is prioritized through the College's Safety Committee process (III.B.003). FPM evaluates the physical safety of its facilities through several different safety inspections of outdoor and indoor spaces. Inspections are completed annually with in-house staff, external consultants, and regulatory officials. Areas inspected include, but are not limited to, fire alarms, fire extinguishers, lighting, trip hazards, access compliance, ingress/egress to buildings and other safety related items. The latest inspections were the Accessibility Survey in 2016, Safety Committee safety walk inspection in 2018, Statewide Association of Community Colleges (SWACC) inspection in 2018, and Fire Marshall Inspection in 2020 (III.B.004). FPM communicates identified deficiencies to department heads of the affected areas and the deficiencies are tracked, mitigated, and reported to the Safety Committee. In addition to annual inspections, Butte College has a robust facility work order system and an unsafe condition form available on the safety website where students, faculty, and staff can alert FPM staff to facility concerns and/or potential safety issues (III.B.005). In 2018-2019, the College funded \$53,798 to cover mitigation costs from the 2018 Fire Marshall inspection and to improve an emergency PA system for campus communication. Butte College also performs annual lockdown drills and fire drills for both the staff and students.

The Safety Committee meets quarterly to review issues related to District facilities and to review employee and student accident reports to assess if improvements are needed to facilities or changes are needed for program procedures to ensure the safety of the campus ([III.B.006](#)). The Safety Committee meets at least four times a year, includes representatives from each constituency group, and makes recommendations on safety issues. The committee reviews all student and employee accidents and unsafe condition reports, reviews and updates District safety plans, and assists with the management of safety trainings. The Safety Committee sponsors an annual Safety Fair that is open to both students and staff, highlighting ergonomics, fire suppression safety, and shooter-on-campus training procedures ([III.B.007](#)).

Butte College retains Keenan and Associates as safety and compliance experts and Joint Powers Authority (JPA) for property and liability insurance. These experts assist with managing and updating the District's Injury and Illness Prevention Program (IIPP) and compliance plans. They also attend Butte College Safety Committee meetings, provide analysis of worker's compensation trends, and review unsafe condition reports so Butte College can put prevention measures in place to prevent workplace injuries.

Staff and students have access to a process for reporting safety and other problems with facilities at the College. Butte College uses Its IIPP to ensure that it regularly inspects facilities, repairs any unsafe or access-related deficiencies in a timely manner, and provides reports to the District Safety Committee and Leadership team. As identified in the 2016 Accessibility Survey, the College has identified safety needs and has allocated bond funds to address these issues. The Bond Oversight Committee regularly meets and reviews all bond projects, including sidewalk trip hazard repairs and the improvements and additions of accessible walkways throughout campus ([III.B.008](#)).

Analysis and Evaluation

Butte College effectively evaluates and manages physical resources through administrative procedures and collaborative planning to ensure sufficient space, access, safety, security, and healthy learning and working environments are provided for students and staff. External and internal assessments and evaluations are used to identify needed improvements of facilities, and funding is identified to address immediate, one-time and ongoing needs.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The 2015, 2016, and 2018 Educational Master Plans and Butte College's core values helped guide the development and implementation of the District's Facilities Master Plan ([III.B.009](#), [III.B.010](#)). The goal of the 2016 Facilities Master Plan was to pave the way to build a campus for the future with eyes set on 2030 with a commitment to sustainability as a key component. The long-range facilities plan is the result of an extensive and collaborative meeting process that included the participation of faculty, staff, students, administration, and the community.

The desire to complete the 2016 Facilities Master Plan fueled the campaign to ask local voters to support a \$190 million general obligation bond. The community supported and passed the Measure J Bond in 2016 that helped fund the needs identified by the College in its Facilities Master Plan. Projects included a complete renovation of the Technology Building to provide appropriate teaching space for the math program, construction of a new welding and manufacturing facility to replace the existing facility that had several documented safety concerns including a non-functioning sewer system, and the construction of a new science building to provide an adequate number of science labs to help support a growing nursing program and enhance STEM programs for the future. In addition to these three major construction projects, the Education Master Plan and Facilities Master Plan identified needs to construct new athletic facilities, renovate buildings dating to 1970, replace portables dating to 1968 with permanent building spaces to house critical student services programs, and otherwise upgrade 50-year-old infrastructure. All construction projects will incorporate the District's core value of sustainability and will ensure they exceed Title 24 energy requirements to minimize added load on Butte College's ongoing electricity consumption. These goals will be accomplished by incorporating energy efficient equipment requirements, the addition of renewable energy, and the use of reusable and recycled materials.

As reflected in the Butte College Energy Statement submitted with the annual Five-Year Construction Plan, the College continues to invest in energy efficient projects and has building designs that exceed Title 24 standards ([III.B.011](#)). This commitment to energy efficiency was demonstrated in the RFQs issued for both the Welding/Manufacturing building and the Kinesiology, Athletics and Performance Center (KAPC) building. The Welding and Manufacturing project included solar arrays on both the roof top and in the parking lot that, combined, mitigate a potential \$600,000 increase in on-going utility costs ([III.B.012](#)).

Butte College has also advanced the sustainability commitment through the operating and purchasing practices of the Facilities Planning and Management Department and accomplished the following:

- Reduced water use by 75% from baseline year 2015 ([III.B.013](#))
- Reduced landfill waste by 75% (from baseline year 2015)
- Implementation of a robust recycling program by creating green waste separation, construction waste separation, and recycling bins throughout the campus
- Continued work to be Net-Zero Energy by 2030 with added solar, commissioning, construction, and education

To ensure that current facility needs of programs and services are considered, Butte College relies on annual Facilities Master Planning Committee meetings to solicit needs not addressed in the current Facilities Master Plan. The annual Unit Planning process also allows departments the opportunity to identify equipment needs, corresponding maintenance requirements, and other improvements needed to meet their intended outcomes and the College's mission. These resource requests are directly tied to Butte College's mission and goals in the Program Review process. Butte College utilizes several reports to help make appropriate funding decisions for building and equipment needs. The Five-Year Construction Plan, the Space Inventory Report, and the Facilities Condition Index Assessment are annually reviewed and updated ([III.B.014](#)). College leadership evaluates the requests from Program Reviews in their area and establishes a prioritized list of needs and projects, allocating funding where appropriate. When other funding is available for projects, such as state funding for the Technology Renovation project, adjustments may be made to a project's priority and timelines.

In 2018, Butte College allocated \$1.2 million dollars to purchase three additional portable buildings to hold math and science lecture classes and renovate one science lab. This purchase allowed for the immediate expansion of the math and science programs while they await the completion of the Technology Building renovation. Additionally, in 2020 Butte College allocated \$14 million dollars to purchase land and an existing building for a permanent Field Act-compliant space to replace the current Glenn County Center, which is leased ([II.B.015](#), [II.B.016](#)). The permanent building will allow for growth in Glenn County Center class offerings including science classes, which have previously been offered only at the local high schools. It will also have a dedicated space for trainings, library resources, and CAS services.

Analysis and Evaluation

Butte College utilizes its Educational Master Plan and Facilities Master Plan as a pathway to ensure that the College's mission, values, and needs are met by providing the appropriate learning and working environment for students and staff. The collaborative Unit Planning process and the Facilities Master Plan Committee ensure that department needs related to building maintenance, upgrades, and replacements of physical resources and equipment are identified and prioritized for funding. This process helps guide the ongoing updates of the Education Master Plan and the Facilities Master Plan.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Butte College evaluates its physical resource needs utilizing multiple methods and processes and uses the results to systematically improve facilities and equipment. Periodic updates to the

Educational Master Plan, scheduled maintenance submissions, space inventories, facilities assessments, regulatory inspections, Unit Plans, and the annual budget augmentation process drive updates to the Facilities Master Plan and identify District needs (III.B.017). All these processes have a shared governance component to solicit program input and set priorities to help establish funding priorities. The College continually evaluates the importance and value of its physical resources and makes plans based on these evaluations.

A third-party assessor from the state Chancellor's Office performs a Facilities Assessment every four years (III.B.018). This Facilities Assessment influences scheduled maintenance planning and project submission to the Chancellor's Office for funding. This assessment was used to assist Butte College in determining the critical projects that needed to be addressed with Measure J Bond funds. The Facilities Director completes an annual Space Inventory through the FUSION system that provides concrete information on how much space the College is using (III.B.019). This process assists the College in identifying over- or under-built areas and provides valuable information when looking at space allocations for the construction of new buildings and the renovation of existing buildings.

Equipment utilization is evaluated by the Facilities and Transportation Department using the vehicle/equipment inventory, maintenance logs, and repair history. The work order system, Directline, allows for reports to be generated (III.B.020). These evaluations are used to prioritize replacement and assist with annual augmentation requests. The Facilities Department has developed and implemented a vehicle and equipment replacement program that includes eliminating traditional fuel vehicles with electric vehicles when possible. Since 2018, Butte College has replaced six traditional fuel vehicles with four electric vehicles (III.B.021). The custodial staff performs weekly building inspections, and any identified issues are reported through the work order system and immediately addressed by the Facilities Department.

Analysis and Evaluation

Butte College evaluates its physical resource needs utilizing multiple methods and uses the results of these assessments to improve facilities or equipment in a systematic way.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The development of the 2019-2030 Facilities Master Plan was driven by the Educational Master Plan and follows strategic planning goals (III.B.010). The primary guide for long-range capital planning is the Educational Master Plan, which provides broad guidance on the future development of physical resources to support instruction and other campus operations

[\(III.B.009\)](#). This plan guides both the development and the annual review of the Facilities Master Plan and ensures identification of Butte College's current needs.

Each constituency group on campus reviews and approves the Facilities Master Plan. The 2015 and 2016 Facilities Master Plans were critical tools used in the development of the projects that were included in the Measure J Bond. The Facilities Master Plan lays out mechanisms for assessing and properly budgeting for capital projects. The budgeting component includes the initial cost of planning and construction, the annual reoccurring costs, and the recapitalization costs that reflect the total cost of ownership (TCO) of a project. This budgeting component was demonstrated in the costing and program planning for the new Glenn County Center, which was cited in the Educational Master Plan as a need for permanent instructional space in Glenn County.

Per Board Policy 6600 – Capital Construction, the District considers needs identified in educational plans regarding future academic and student services programs and the effects of such programs on new construction and remodel needs ([III.B.022](#)). The Board of Trustees and the Chancellor's Office annually updates and reviews the Five-Year Construction Plan ([III.B.014](#)). The plan is submitted in accordance with the California Community Colleges Facilities Planning Manual ([III.B.023](#)). The College uses the Five-Year Construction Plan to request capital needs for the campus. The Project Request Form (PRF) is used by departments to put in requests for consultation, pricing, and implementation of smaller projects that may be funded by the department or the District's general fund ([III.B.024](#)). These requests are reviewed by the program, area deans, and the Leadership Team prior to implementation to ensure that requests meet the vision and mission of Butte College and will fulfill a need that improves or enhances the learning environment.

Butte College follows a designated order of priority to implement certain projects as funding becomes available. The District may redirect priorities if state or federal grants are funded that are aimed at serving a specific regional need and/or have timeline requirements that cannot be adjusted without jeopardizing the funding. One example is the Basic Needs Facility that was funded by the EIA Grant.

Butte College uses an integrated strategy that considers building processes, plans, and equipment required to plan for total ownership costs of new facilities. Butte College uses two construction delivery processes, Design-Bid-Build and Design-Build. Both processes include a review from program occupants, College Police, FPM staff, the Land Use Committee, deans, and administration. There are three phases of construction design: schematic, design development, and construction documents. At the end of each phase, participants have an opportunity to review and provide input on total cost estimates ([III.B.025](#)). New ongoing utility costs are identified and accounted for in the design phase to determine if renewable solar energy is appropriate. If additional maintenance and staffing are needed, these costs are identified early in the process and

prioritized for funding in the annual Unit Planning Process as needed. Funds are transferred annually to the capital fund for the ongoing replacement of specific equipment and vehicles.

A Bond Oversight Committee All reviews all projects funded by the Measure J Bond. The Bond Oversight Committee meets up to four times a year, and the Committee is presented with a detailed update on the performance and costs of all projects ([III.B.008](#)).

Analysis and Evaluation

The District’s Facilities Master Plan and Five-Year Construction Plan align with goals established in the Educational Master Plan, developed during 2019, and show that long-range capital plans support institutional improvement goals. These plans reflect projections of the total cost of ownership of new facilities and equipment.

Conclusions on Standard III.B. Physical Resources

Butte College has various plans and procedures in place to effectively evaluate and manage physical resources and to ensure access, safety, security, and a healthy learning and working environment. Internal and external assessments and evaluations are used as a basis for continuous improvement of facilities. Butte College’s inclusive process for planning, acquisition or building, maintenance, and upgrading or replacing physical resources, including facilities, equipment, land, and other assets, ensures effective utilization and the continuing quality necessary to support programs and services; meet the needs of students, faculty, and staff; and to achieve the Collee’s Mission. The College’s Facilities Master Plan and Educational Master Plan show the long-range capital plans to support institutional improvement goals and reflect projections of the total cost of ownership.

Improvement Plan(s)

None.

Evidence List

Standard III.B Evidence List	
Number	Evidence Description
III.B.001	Facilities, Planning and Management (FPM) Organizational Chart
III.B.002	Unsafe Condition Form
III.B.003	Safety Credit Guideline
III.B.004	Statewide Association of Community Colleges (SWACC) 2018 Inspection

III.B.005	Facilities Work Order Form Webpage
III.B.006	Safety Committee Minutes 02/25/21
III.B.007	Safety Fair Flyer 03/26/19
III.B.008	Measure J Citizens' Bond Oversight Committee Minutes 05/26/21
III.B.009	Educational Master Plan
III.B.010	Facilities Master Plan
III.B.011	Board Policy 6666 – Energy and Sustainability
III.B.012	PGE Savings
III.B.013	Water Savings
III.B.014	Five Year Construction Plan 06/30/21
III.B.015	Board of Trustees Agenda 09/16/20
III.B.016	Board of Trustees Minutes 09/16/20
III.B.017	Scheduled Maintenance Report 2021
III.B.018	Facilities Assessment 2020
III.B.019	Space Inventory 10/27/20
III.B.020	Work Order Equipment Repair History 06/21
III.B.021	Vehicle Schedule
III.B.022	Board Policy 6600 - Capital Construction
III.B.023	California Community Colleges Facilities Planning Manual 2017
III.B.024	Project Request Form
III.B.025	Welding Building Construction Meeting Packet 02/07/19

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

To enhance the operation and effectiveness of the College, the Educational Master Plan, Technology Master Plan, and Facilities Master Plan define specific priorities and initiatives in support of teaching and learning ([III.C.001](#), [III.C.002](#), [III.C.003](#)). All campus constituencies contribute to the dialogue about technology and cyber security needs by utilizing the Unit Planning process and by providing input to the Technology Council ([III.C.004](#), [III.C.005](#), [III.C.006](#)).

All requests for campus technology assistance and procurement start at the User Support Services Service Desk, including smart classroom issues, lab support, media services requests, campus systems (Colleague, Web Advisor, ImageNow, etc.), web, voicemail, networking, accounts and hardware and software support. Technologies and support for students, including access to multiple free software packages, Wi-Fi access, and Canvas support, are readily available on the IT Services & Support webpage ([IIL.C.007](#)).

IT Services & Support (ITSS) provides comprehensive technology support to the Butte College community and is comprised of four primary groups:

- Student, faculty, and staff support
- Smart classrooms
- Instructional computer labs
- Media services

Technology Mediated Instruction (TMI) staff offer faculty assistance in using Canvas, instructional design of courses, video development and captioning, accessibility review, online course development, use of Zoom, incorporation of Open Educational Resources (OER), and statewide resources in various modalities including daily drop-in and scheduled appointments, live help via chat, tutorials in Canvas basics and starting a new semester, the Canvas Guides, and facilitated events. Each week the TMI staff provides a new Canvas release note and offers daily updates on new Canvas features including the mobile Canvas Teacher App. They host the Canvas Crossroads event for Flex Week, and have been key team members in the development of the Online Readiness and Distance Education Training to help faculty during the transition to remote learning ([IIL.C.008](#), [IIL.C.009](#), [IIL.C.010](#), [IIL.C.011](#)).

Butte College uses Canvas, the Common Course Management System for the California Community College (CCC) system, as the LMS for all courses. Canvas provides a FERPA compliant, secure and private environment, delivered as Software as a Service (SaaS) by the vendor, ensuring the continual availability of course materials. New features, as well as stability and security updates, are applied automatically by the vendor on a regular basis. A test environment allows TMI to evaluate upgrades prior to implementation in the production environment. Some updates are applied automatically, while others can be enabled selectively by TMI based on timing and utility.

Butte College accommodates its curricular commitments, programs, and courses in a variety of delivery modalities and includes provisions for reliability, disaster recovery, privacy, and security. The process to determine technology solutions appropriate for Distance Education (DE) courses and services involves input from a number of sources: Unit Plans submitted by departments and TMI (for specific DE technology tools or software); input from constituent groups to the Technology Council for major support or back-end technologies (e.g., the establishment of the Support Center and the use of Get Satisfaction software to respond to DE

student inquiries); and input from the Academic Technology Committee (ATC), Distance Education Committee (DEC), and TMI staff for reviews and recommendations regarding the College's LMS ([III.C.012](#), [III.C.013](#), [III.C.014](#), [III.C.015](#)).

As a supplement to the LMS and faculty training, the College effectively uses technology to improve academic quality through the Library's 24/7 access to a virtual collection of e-books and electronic periodicals using Ex Libris LSP ([III.C.016](#)). This technological resource supports curriculum by providing a virtual reference service for students at all locations, including distance learners. These services are available to any faculty, staff, and enrolled student. Security is maintained by a District authentication login process.

Analysis and Evaluation

Butte College's planning processes and the Technology Council and its subcommittees ensure that technology services, equipment, training, and projects meets the needs of learning, teaching, communicating, research, and operational systems.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Through district planning processes, technology decisions are identified and prioritized through discussions with District leadership, the unit planning process, the software procurement process, and the Technology Council. All new and renovated facility plans and reviews include substantial input from Information Technology (IT) staff.

As part of this operational and effectiveness process, the IT Department developed a network infrastructure plan that is reviewed and implemented on an annual basis ([III.C.017](#)). This plan incorporates bond funding for infrastructure, classroom technologies, and faculty and staff computing refresh.

Butte College has a standard purchasing process for computer equipment and software. Minimum standards for computer equipment are established by the IT Department. Laboratory computers and servers are purchased in volume on a systematic life cycle replacement schedule. Life cycle replacement enables the College to maintain standardized equipment, negotiate greater discounts, and ensure equipment is on a warranty or service contract ([III.C.018](#)).

Butte College IT staff members work as a team to plan, acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet institutional needs based on the Technology Master Plan, the Information Technology Unit Plan, and Life Cycle Technology

Replacement Plan. The network infrastructure plan is part of the 2014-2020 Technology Master Plan, and is updated annually ([III.C.002](#), [III.C.019](#), [III.C.020](#)).

Technology requests for TMI needs related to the Canvas LMS are part of the Unit Planning process. In addition, departments consider specific requests from Distance Education (DE) faculty (such as licenses for ArcGIS, ChemDraw, Camtasia, and Voice Thread software) and may decide in the review process to advocate for a department or site-wide license.

As part of the Disaster Recovery Plan implementation, the Butte College network staff maintains a network monitoring system to ensure IT services are functioning properly ([III.C.021](#)). A network status board located in the network team room is continuously monitored during business hours and via email during off hours. The Disaster Recovery Plan is dated 2014. Several key plans are outdated and in need of review and revision. These include the Technology Master Plan, the Disaster Recovery Plan, and the Information Security Plan. Butte College is currently in the process of reviewing and updating these plans.

Enterprise systems are backed up on a regular basis and the Network Operations Department performs backup of all databases and system files on a nightly basis. There are full backup procedures for all domain and file servers, and those backups are designed to withstand attacks from ransomware and other malware threats. Backups are archived daily to an off-site location, with a second copy kept on site.

IT continues the efforts to strengthen the campus' cybersecurity posture. Vulnerability scanning using Tenable and penetration testing by the CCC Information Security Center represents one in-process project. To further improve efficiencies and security, consolidation of server management to create a single data center is also currently in progress.

In 2019, Butte College successfully completed the migration off-aged SQL servers to ensure the stability, supportability, and security of the Colleague infrastructure. Once completed, the move toward implementing full scale Colleague Self-Service applications became a primary focus. Implementing the replacement to the outdated WebAdvisor in spring 2021 offered significant benefits to students, staff, and faculty. Self-Service provides a mobile-friendly web interface for registration and associated tasks. Implementing Self-Service to assist in business and HR processes will follow ([III.C.022](#)).

Faculty and staff desktop computers are refreshed at a rate that promotes standardization and warranty support, with dedicated bond funds to provide for planned refresh. Security technologies have been implemented to help mitigate the spread of malware and unwanted applications, helping to better secure the campus from attack.

Butte College continues to invest in thin client solutions for computer labs, with more than 700 virtual stations implemented. Hardware was purchased to allow the virtualization of high-end CAD applications like SolidWorks and ArcGIS to allow for student access outside of limited

specialized CAD labs. These virtualized labs enable IT to quickly and efficiently deliver relevant desktop applications and support. Accessible technologies are installed on all campus lab computers, with one or two augmented physical accessible technology stations located in each computing lab ([III.C.023](#)).

Analysis and Evaluation

Through its planning and lifecycle processes, Butte College systematically plans for, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. IT staff are dedicated to ensuring that systems and infrastructure have adequate capacity, are secure, and are up to date to support the College's mission, operations, programs, and services. Several key plans are outdated and in need of review and revision. These include the Technology Master Plan, the Disaster Recovery Plan, and the Information Security Plan. Butte College is currently in the process of reviewing and updating these plans.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Butte College works to ensure that the distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services in all locations. Decisions are made about the use and distribution of technology resources through the Planning, Budgeting, and Assessment process and the Technology Master Plan ([III.C.024](#), [III.C.002](#)).

Provisions have been made to assure robust and secure technical infrastructure, providing maximum reliability for students, staff, and faculty. Monthly general maintenance of District networking, servers, and services is scheduled and announced to the campus community ([III.C.025](#)). Bi-annual major maintenance is performed on core infrastructure to allow for major upgrades and patching. These maintenance windows are coordinated with both Admissions and Records and Instruction so as not to disrupt critical processes such as end-of-term grading. Staff desktop computers are configured for monthly patching, with the Desktop Team monitoring the success of campus patching.

The IT Department, under the direction of the Chief Technology Officer, developed a total life cycle replacement plan for all District computers and infrastructure, including Wi-Fi, at all sites. Instructional computer laboratories and classroom technologies are on different life cycle replacement plan ([III.C.026](#)).

Distance Education and all locations, including Main Campus, Chico Center, Skyway Center and Glenn County Center, are included in this process of maintenance and refreshing. Many technologies needed by Distance Education faculty and students are also useful for face-to-face students including Library Services, Financial Aid, and Counseling Services.

Canvas supports core learning for both DE and face-to-face courses and, as a mission-critical system, is available to all locations. Butte College leverages the strengths of Canvas to manage additional administrative procedures including collecting evidence from student evaluations of faculty (SFFs) with CourseEvalHQ software within Canvas. All faculty are required to submit their grade justifications, which includes SLO tracking, at the end of each term, and can do so in their Canvas course gradebook, making the justifications accessible for future access if deemed necessary. Faculty submit brief reflections of their SLOs for all classes in Self-Service when they enter final grades.

Butte College uses Canvas, the Common Course Management System for the CCCs, as the LMS for all courses. Canvas provides a FERPA compliant, secure and private environment, delivered as Software as a Service (SaaS) by the vendor, ensuring the continual availability of course materials. New features, as well as stability and security updates, are applied automatically by the vendor on a regular basis. A test environment allows TMI to evaluate upgrades prior to implementation in the production environment; some updates are applied automatically, while others can be enabled selectively by TMI based on timing and utility.

Analysis and Evaluation

Butte College assures that technology resources are implemented and maintained to assure reliable access, safety, and security. Through its integrated planning processes and life cycle replacement planning, Butte College ensures that the distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services. During the COVID pandemic, IT and TMI supported departments with rapid implementation, reporting, and programming to meet the fast-paced changes to migrate to remote teaching and support.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Butte College realizes that technology training must be ongoing to keep pace with technological needs and advancements. Training needs are assessed in response to technological changes by:

- Encouraging direct requests for training from students, staff, and faculty

- Observing work processes and instructional needs
- Examining results from student and staff surveys

The DE Coordinator, TMI, and the Distance Education Committee work together to implement new training to meet legal and technical requirements. Butte College also uses input from the Technology Council and from student representatives on the Student Technology Advisory Committee to assess training needs.

College IT staff utilize the CCC Technology Center for training on various subjects, including systems security and accessibility. The Chief Technology Officer and the IT Manager attend key conferences like Educause, Ellucian Live, and the California Community College Chief Information Systems Officers Association (CISOA) Annual Conference to network with colleagues throughout the state and learn about new technologies and best practices.

Specific opportunities provide technical training for faculty and staff include:

- CCC Technology-provided Security Training that is used to educate campus employees about phishing and other security risks ([III.C.027](#)).
- Technology-focused Flex workshops delivered every semester, often focusing on best technology practices in the classroom, using the Canvas LMS, hands-on with Classroom Technologies, Safe Surfing, Email Security, etc. ([III.C.028](#)).
- The Butte Employee Education Program (BEEP), a training series for new employees, includes a technology-focused workshop to help new employees understand campus technologies and how to get assistance ([III.C.029](#)).
- A technology-focused overview is provided every semester to new full-time faculty ([III.C.030](#)).

In addition, part of the Institutional Effectiveness Partnership Initiative (IEPI) includes access to LinkedIn Learning's online courses catalog that provides thousands of professional development opportunities to all college employees at no cost through the California Community College Chancellor's Office Vision Resource Center. Butte College has begun training faculty and staff to use the Vision Resource Center, which is built on the Cornerstone Learning Management System. A major benefit of this system is that all employees can register for, participate in, and track their professional development ([III.C.031](#)).

The LinkedIn Learning system's tracking capabilities will supplement Butte College's online system. The Professional Development department assesses the training needs of staff and faculty in various ways, including regular faculty and staff surveys asking specifically about technology training needs ([III.C.032](#)). Technology surveys also include questions that solicit information regarding the technology training needs of faculty and staff. Additionally, as part of the technology master planning process, IT surveys faculty, staff, and students extensively about how they use technology resources.

In early 2020, the campus created training and resources to support remote instruction and operation of the campus to provide improved services to support students, faculty, and staff learning and working remotely. In response to the Governor's pandemic Stay-at-Home Order, every faculty member was required to complete training in order to be approved for remote instruction ([III.C.033](#), [III.C.034](#)).

The DE Coordinator and TMI created a three-step Distance Education Training to ensure faculty met Title 5 and Federal Education Code requirements ([III.C.035](#)). This training included internet and computer basics, online course design (including regular and substantive interaction, meeting SLOs in the online modality, and maintaining college level rigor), and accessibility training.

Canvas LMS workshops for faculty are scheduled throughout the academic year, with several intensive three-day periods during which all the face-to-face workshops can be completed. Information regarding issues with the LMS, new or modified student or faculty support services, and new tools offered in the LMS are sent to all faculty via District email on a periodic basis. In addition, the Technology Mediated Instruction Symposium and Canvas User Community convocations every year have dedicated informational sessions describing new LMS tools and the status of supplementary technologies. All Canvas workshops include an evaluation form, and faculty members training to be Certified Online Instructors are required to fill out an anonymous survey about the workshops' effectiveness.

The Associate Faculty Conference held in spring 2016 was a technology-focused conference with a keynote speaker and workshops throughout the day. Butte College provides relevant technology workshops for this annual conference on topics such as OneDrive, Office 365, Outlook, Canvas use, accessibility, and computing security. The Academic Technology Council holds the ATC Faculty Symposium and TMI Canvas Crossroads, at which technology topics are covered throughout the day. The CTO and IT Manager present upcoming projects and technologies to campus constituent groups at these events ([III.C.036](#)).

Training is provided to students in topics such as Canvas, technology skills, and information competency by the Center for Academic Success (CAS). Canvas-specific training tools are available for students. For example, Passport to Canvas is a free online workshop focused on how to use Canvas. Strategies for Online Success is a free online workshop that focuses on the skills needed for success in online classes ([III.C.037](#), [III.C.038](#)).

During the online orientation process, Student Services staff train students regarding digital registration tools (logging onto Self-Service, accessing MyBC, and finding other College information via an online orientation tool) ([III.C.039](#)).

Analysis and Evaluation

Butte College provides appropriate instruction and support for faculty, staff, students, and administrators. The College uses various sources for training its employees in the effective use of technology related to its programs, services, and institutional operations.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Butte College has policies and procedures governing faculty, staff, students, and authorized guests use of campus IT resources and the protection of campus data. All Board Policies and Administrative Procedures are made available to the public through the Butte College website.

- Board Policy 3720 – Computer and Network Use, and Administrative Procedure 3720 – Computer and Network Use Procedure, are the primary documents that direct the use of technology resources at the College ([III.C.040](#)). These policies and procedures outline responsible and ethical use of technology while respecting the rights and privacy of others. Butte College has a number of Board Policies and Administrative Procedures to help protect confidential data while conducting college business.
- Administrative Procedure 3720 – Computer and Network Use Procedure is shared with new employees during the onboarding process ([III.C.041](#)). Employees sign this AP, to indicate that they have read and understand the policy and procedures and will abide by the Procedure. As another layer of awareness, included on all access forms for Colleague, SARS, ImageNow, Emeritus, Reports Server, and Volunteer Access, is language that requires the protection of campus information and adherence to all Computing and Network Use policies and procedures ([III.C.042](#)).

Butte College meets the ADA requirements for all technology contracts via Administrative Procedure 6365 Contracts – Accessibility of Information Technology ([III.C.043](#)). Software procurement is reviewed by IT through the software purchase process prior to any contract approval ([III.C.044](#)). Butte College also directs broad efforts in Section 508 compliance in the areas of video captioning and accessibility ([III.C.045](#)). All faculty are provided information on accessibility in Canvas and how to caption videos in Studio and Zoom to ensure accurate captioning ([III.C.046](#)).

The Campus website had a major PDF Accessibility Project completed in spring 2021, with new technologies put into place to better ensure PDF compliance. Instructional and non-instructional video captioning needs are addressed with the guidance of TMI and Media Services.

Analysis and Evaluation

Butte College follows District policies and procedures for the appropriate use of technology in the teaching and learning process. These policies are published on the website and are in Butte College documents made available to faculty, staff, and students. Faculty, staff, and students also receive training and notice of the policies and procedures to encourage the secure use of technology.

Conclusions on Standard III.C. Technology Resources

Butte College, through its robust planning processes, policies, and procedures, ensures that the College meets the technological needs of faculty, staff, and students. Butte College maintains a collaborative approach to technology innovation. The Technology Council, consisting of representatives from all constituencies, is at the center of campus technology prioritization and decision making. District strategic plans including the Technology Master Plan, the Education Master Plan, and the Facilities Master Plan guide and ensure the campus at all locations has the secure infrastructure, support, and training needed to meet business and instructional needs.

Improvement Plan(s)

None.

Evidence List

Standard III.C Evidence List	
Number	Evidence Description
III.C.001	Educational Master Plan
III.C.002	Technology Master Plan
III.C.003	Facilities Master Plan
III.C.004	Unit Planning Guidance
III.C.005	Technology Council Minutes 09/19/19
III.C.006	District Cyber Security Measures
III.C.007	Student Technical Support Webpage
III.C.008	Technology Mediated Instruction (TMI) Webpage
III.C.009	Technology Mediated Instruction (TMI) Services Webpage
III.C.010	Technology Mediated Instruction (TMI) Guides Webpage

III.C.011	Technology Mediated Instruction (TMI) Events Webpage
III.C.012	Canvas Teach App Webpage
III.C.013	Distance Education Training Webpage
III.C.014	California Virtual Campus Webpage
III.C.015	Academic Technology Committee Minutes 04/22/20
III.C.016	Online Library Resources Webpage
III.C.017	Technology Master Plan Goal 3
III.C.018	ITSS Support and Procurement Guidelines Webpage
III.C.019	Information Technology Unit Plan 2020-21
III.C.020	Life Cycle Technology Replacement Plan
III.C.021	Disaster Recovery Plan
III.C.022	Self Service Webpage
III.C.023	Accessible Technology in IT Managed Computer Labs
III.C.024	Planning, Budgeting, and Assessment (PBA) Process
III.C.025	Summer Maintenance Outage Notification Email
III.C.026	Technology Infrastructure Summary
III.C.027	Information Security Awareness Training
III.C.028	Technology Mediated Instruction (TMI) Workshop Calendar for August 2021
III.C.029	Butte Employees Education Program (BEEP) Series
III.C.030	New Faculty Orientation Webpage
III.C.031	Vision Resource Center Webpage
III.C.032	Classified Professionals' Day Survey Result May 2019
III.C.033	Technology Mediated Instruction (TMI) Remote Instruction Tips Webpage
III.C.034	Office of Instruction Remote Training Opportunities Webpage
III.C.035	Distance Education Training Webpage
III.C.036	Associate Faculty Conference Flyer April 2, 2016

III.C.037	Digital Literacy Library Webpage
III.C.038	Strategies for Online Success Webpage
III.C.039	Online Orientation Webpage
III.C.040	Board Policy 3720 – Computer and Network Use
III.C.041	Administrative Procedure 3720 – Computer and Network Use
III.C.042	Colleague Access Form
III.C.043	Administrative Procedure 6365 – Contracts: Accessibility of Information Technology
III.C.044	IT Software or Vendor Service Approval Request Webpage
III.C.045	Closed Captioning Assistance Webpage
III.C.046	Technology Mediated Instruction (TMI) Accessible Content

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Butte College efficiently manages its financial resources and has sufficient resources to support and improve student learning programs and services ([III.D.001](#)). The District successfully manages its financial affairs with integrity despite enrollment fluctuations and increased fixed costs through an ongoing collaborative effort via the participatory governance Planning & Budget Committee. Various budget scenarios over a 5-year period are used that project new ongoing revenue, fixed cost increases and other new budget augmentations to ensure the financial stability of the District ([III.D.002](#), [III.D.003](#)). The scenarios also include the end of the hold harmless agreement with the Chancellor’s Office in 2025, which was developed in response to the impact of the Camp Fire. In addition to the General Fund, Butte College manages funds for debt service, special revenue, capital projects, enterprises, internal service functions, fiduciaries, and other trust and agency accounts to ensure overall institutional effectiveness.

The District has sufficient revenues to sustain student learning programs and to support improvements. As shown in the table below, over the past six years the District has shown a trend of maintaining a sufficient unrestricted General Fund balance while still meeting current educational needs and, in many cases, growing programs by distributing one-time and ongoing resources for new budget augmentations ([III.D.004](#), [III.D.005](#), [III.D.006](#), [III.D.007](#), [III.D.008](#), [III.D.009](#)).

Augmentation priorities are developed annually through the Unit Planning process and provide the means to allocate and distribute resources to support educational and operational improvements. Requests that are made through the annual Unit Planning process are prioritized for funding based on the criteria and guidelines established for budget development. Due to a very strong reserve position, approximately \$1.5 million in one-time augmentation requests were recommended for funding in 2019-20 from the General Fund reserves ([III.D.010](#), [III.D.011](#)). Butte College’s financial health is summarized in the following table:

Fiscal Year	Beginning Fund Balance	Revenue	Expenditures	Ending Balance	(Unrestricted) General Fund Balance Compared to Expenditures
2019/2020	24,030,267	78,813,701	75,968,324	26,875,644	35.38%
2018/2019	23,247,177	72,251,260	71,468,170	24,030,267	33.62%
2017/2018	22,197,504	66,856,698	65,807,025	23,247,177	35.33%
2016/2017	20,302,028	66,847,317	64,951,841	22,197,504	34.18%
2015/2016	18,351,723	71,126,052	69,175,747	20,302,028	29.35%
2014/2015	16,291,225	62,006,623	59,946,125	18,351,723	30.61%

Analysis and Evaluation

Butte College’s finances are budgeted to sufficiently support and maintain the mission and vision of the District. The District strives to maintain a prudent reserve of 25%, well above the minimum 5% reserve, while still providing sufficient funds to programs. Numerous grants and awards are applied for and received that support specific programs and projects proposed by various instructional and student service departments. Recent years have seen significant levels of growth in the both the restricted and categorical General Fund balances. The 2019-20 budget reflects that 53% of the overall General Fund revenues were from restricted funding sources. The

high level of reserves ensures financial stability for both the short and the long terms, as well as the ability to maintain proper cash flow levels for all unrestricted and restricted source programs. Reserves are accumulated when actual revenue exceeds budgeted revenue and budgeted expenditures go unspent. The annual Unit Planning process is used to develop and prioritize budget augmentation requests from all departments. Funds are then allocated for prioritized one-time budget augmentation requests with General Fund reserves. Prioritized ongoing requests are funded if ongoing resources are available. Over the last six years, one-time funds have been utilized to support instructional programs, student services programs, instructional equipment, and funding towards the retiree medical benefit liability, among others.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Butte College's mission and goals drive institutional planning. Budget planning supports the institutional goals and is linked to the institutional planning efforts. The Planning and Budget Committee is the participatory governance mechanism used to ensure that the integrated Planning, Budget and Assessment process is followed. This overall planning process includes an annual Unit Planning process and serves as a mechanism for setting long-term budgetary priorities. The Board Budget Criteria serves as the philosophy, requirements and guidelines for developing the planning document for financial stability and is reviewed by the Planning & Budget Committee and approved by the Superintendent/President and Board of Trustees annually. The Board of Trustees' Budget Criteria requires that Butte College develop a budget "that allocates resources to achieve goals established in the College's strategic initiatives..." Budget Criteria is reviewed each year by the Planning & Budget Committee as well as the Board of Trustees to determine if criteria should be added, modified, or removed ([III.D.001](#)).

The Criteria is included in the tentative and final budget documents and describes the goals of the budget in support of the mission. The goals of the budget are to provide:

- Students a high quality, accessible learning centered education
- The resources and support needed to deliver effective instruction and services
- The resources and support to facilitate the teaching-learning process
- The means to manage the district in an efficient and cost-effective way

If any of the Board's budget criteria are not met in the development of the budget, they are specifically identified in the budget document with justification and a plan to meet that criteria.

Butte College has developed and adopted a transparent Planning, Budgeting, and Assessment (PBA) process ([III.D.012](#)). The PBA process links planning efforts such as strategic direction, educational, and other master planning, Program Review, Student Learning Outcomes, and Unit Plans to the annual budgeting process. The PBA process is a continuous process by which assessment drives planning and planning drives budget development. Input is derived from the strategic initiatives, the Educational Master Plan, supporting plans, Board guidance, community input (forums), the Planning & Budget Committee, demographic information, the Balanced Scorecard, and Institutional prioritization ([III.D.010](#), [III.D.013](#)). The Multi-Year Integrated Planning System (MIPS) supports the PBA process by including strategic initiatives and other longer-term items in the annual process ([III.D.014](#)).

Butte College has an ongoing calendar for the annual Unit Planning and Program Review processes. The Unit Planning process identifies and drives ongoing and one-time budget augmentation requests and is utilized by every department and program. The same dialogue-based process is used to accommodate reductions if needed ([III.D.015](#)). Budget requests that include personnel and equipment are developed in the Unit Planning process. These requests are merged and prioritized by the President's Leadership Team. Prioritized augmentation requests, both ongoing and one-time, are carefully considered by the Planning & Budget Committee in an effort to predict future funding needs ([III.D.016](#)). The Unit Planning process looks at short-term (single academic year) fiscal objectives that serve the long-range planning driven by departmental Program Review ([III.D.017](#)) which in turn are driven by the College's Strategic Initiatives ([III.D.018](#), [III.D.019](#)). Financial planning relies upon this process for content and timelines. Once fixed cost increases are covered, any remaining available ongoing funds are used to fund the highest priority requests. Reserves are then used to fund the highest priority one-time augmentation requests.

Evidence that past fiscal expenditures have supported achievement of institutional plans can be found by reviewing past years' Prioritized Augmentation/Reduction worksheets in past years' Program Reviews, and updates and changes to Unit Plans that incorporate achievements and improvements from previous academic years. Prioritized augmentation lists are the culmination of departmental and institutional planning that specifically identifies what funds are needed in order to accomplish the plan ([III.D.011](#)).

The role of the Planning & Budget Committee is to ensure that the budget supports the College's mission and goals and links the budget with strategic planning. This committee meets at least monthly throughout the year, with the agenda of each month's meeting reflecting where the College is in the Planning, Budgeting, and Assessment cycle.

Planning & Budget Committee membership represents all college constituencies. The duties of this committee include:

- Oversight for the budget process
- Making recommendations to the President
- Informing the various college constituent groups of the budget status
- Reviewing expenditures and income
- Serving on the steering committee for the College's strategic direction
- Reviewing benchmarks and outcomes

The Board reviews and approves a tentative budget in June and a final budget in September each year. In addition, Board members receive quarterly financial reports for review and approval. Institutional leadership receives and reviews the same information.

Butte College participates in a service through the Community College League of California to receive updates on policies and procedures that are legally required, legally advised, or suggested as good practice for boards and colleges ([III.D.020](#)). The Board of Trustees reviews and approves changes to policies ([III.D.021](#), [III.D.022](#)). The President's Leadership Team reviews and approves all changes to administrative procedures ([III.D.023](#)).

Budget documents and audit reports are approved by the Board of Trustees in open session of board meetings in a timely manner ([III.D.024](#), [III.D.025](#)). Once approved, the Director for Business Services sends the budget to managers and department chairs for review, discussion within departments, and enactment. These reports, along with planning and budget timelines, streaming videos of budget forums, approved lists of budget augmentation requests, assessment tools and current program and departmental Unit Plans, are on the Butte College website.

Analysis and Evaluation

Butte College follows policies and procedures centered on its mission and goals to ensure the use of sound financial practices and maintenance of financial stability. The District is committed to principles of sound fiscal management and to provide for responsible stewardship of available resources. Policies and procedures are continually reviewed and revised based on updates in law and business practices. Changes to policy or procedure and then the policies or procedures themselves are made available to members of the campus community.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Butte College has clearly defined processes for financial planning and budget development which are developed and implemented with cross-constituent participation. Board Policy and

Administrative Procedure 6200 outline the processes for the budget creation process and institutional planning ([III.D.026](#), [III.D.027](#)). The Board's Budget Criteria is the planning document that provides the philosophy, legal, financial and statutory requirements, and the procedural guidelines for budget development. The Unit Planning process provides the opportunity for all constituencies to participate in the development of institutional and budget planning.

The Planning and Budgeting Committee is the participatory governance vehicle used to process requests for budget allocations created by the Unit Planning process. The committee leads the year-round Planning, Budgeting, and Assessment process and maintains the calendar of events for the planning and budget process. The Committee's charter defines its membership, which includes leadership from all constituency groups: the Academic Senate, the Classified Senate, Associated Students, the Management Association, and College administration. Members serve two-year terms, and it is this Committee that reviews augmentation requests and makes recommendations to the President ([III.D.013](#)).

The Unit Planning and Program Review processes are integral parts of the Butte College planning and budget process, and brings budget planning awareness to each department at the earliest stages of the planning cycle. The process guidelines are clearly defined, but the guidance provided for the development of the unit plans may change with changing enrollment strategies and/or financial landscape ([III.D.010](#), [III.D.012](#)). Unit Planning gives employees at all levels the opportunity to have input into the budget augmentation/reduction planning process. Program Review provides a regular opportunity to review and assess improvements needed and accomplishments achieved.

The Budget and Planning Committee reviews the District's budget planning goals annually. These are then revised if needed and submitted to the District's Superintendent/President for discussion and approval by the Board of Trustees.

The Planning & Budget Committee sponsors budget forums that are open to all employees at key points in the planning cycle. Forums are designed to share all the elements that affect planning and budget decision making ([III.D.015](#), [III.D.028](#)). Notification of these forums is accomplished through District Announcements as well as district-wide email. Both Classified and Academic Senates announce these forums to senators, who in turn are asked to inform their respective constituents. Forums are regularly video recorded by the internal video production department, and the streaming videos of the forums are made available online for those who either cannot or choose not to attend the forums in person.

Forums have historically been the mechanism for dialogue between administration and the campus community on all issues regarding the planning and budget development process. The purpose of forums is to inform, educate, and receive input from those in attendance; the format is

one of presentation, followed by question and answer periods. Efforts are made to encourage participation. The intention is to make the planning and budget development process as transparent as possible.

Analysis and Evaluation

Butte College has clearly defined processes for financial planning and budget development which are developed and implemented with cross-constituent participation. The Board's Budget Criteria is the planning document that provides the philosophy, legal and statutory requirements, and procedural guidelines for budget development. The Planning and Budget Committee is the participatory governance vehicle used to process requests for budget allocations created by the Unit Planning process. Campus forums are the mechanism for dialogue between administration and the campus community on all issues regarding planning and budget development.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Approximately 84% of budgeted expenditures include funding for salaries and benefits of positions currently filled and those approved for recruitment (**III.D.001**). Benefits associated with these positions include STRS/PERS rate increases, other mandated taxes and benefits, funding for District provided health benefits, and prefunding for current service OPEB costs.

Budgeting is under the direction of the Office of Administration, which is responsible for coordinating the development of the annual budget. Starting in fall and continuing through spring, institutional leadership reviews college priorities, goals, and strategic direction, prior year activity, projected future costs, and requests for additional funding through Unit Plans with accompanying resource request spreadsheets to plan for the next budget year. The Vice President for Administration reviews and develops revenue and expenditure scenarios based on the latest revenue information from state and local sources and provides regular budget updates to the Budget and Planning Committee, as well as leading several budget forums for the campus throughout the year. Multi-Year Budget Projections over a 5-year period are used to estimate potential future revenue and estimated cost increases (**III.D.003**). These projections are provided to the Board of Trustees in special study sessions each year to update them on the direction and progress of the District's financial position. These projections are then shared in budget forums with the campus community. Tentative and final budgets are prepared in June and September for Board approval.

Instructional and operational services departments use the Unit Planning process to submit budget augmentation or reduction requests based on projected departmental programmatic needs and budget availability. Departmental and area priorities are reviewed and updated to support relevant Student Learning Outcomes (SLOs). These priorities are revealed through Unit Plans and are based on agreed-upon criteria ([III.D.029](#)).

Program Review and Unit Planning processes drive budget priorities from the bottom up; budget criteria are directly tied to SLOs at the department and division level. Institutional leadership considers anticipated and actual revenues and expenditures when prioritizing requests. The President's Leadership Team merges divisional priorities based on the College's Budget Criteria, mission, and goals.

Obtaining additional financial resources is an important part of augmenting the instructional budget. Butte College has achieved additional support through a proactive approach of grant funding separate from categorical programs offered through the California Community College Chancellor's Office (CCCCO). For example, since 1997, Butte College has hosted the California Community College Technology Center and has been awarded various technology grants through the CCCCCO that each play a vital role in improving student success and completion for all California Community College students. In partnership with the Chancellor's Office, the District also provides fiscal agent services for other regional and statewide programs. Butte College continues to gain additional financial resources from managing these programs.

Analysis and Evaluation

Butte College's planning process for projecting revenue and expenditures is both realistic and conservative. The main driver of unrestricted General Fund revenue is still enrollment under the Student-Centered Funding Formula, but planning also reflects the understanding that additional revenue can now be generated, in part, via this formula by how well students are faring. Butte College funds high priority initiatives designed to increase access and achieve allowable growth through the Unit Planning process; however, growth revenue is generally not included in revenue estimates until enrollment growth is achieved and funded by the state.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Butte College uses The Ellucian Colleague enterprise resource planning (ERP) system to record financial data, implement internal control mechanisms and help disseminate accurate,

dependable and timely financial information to all staff. All managers and staff have access to dependable departmental financial data as well as district-wide financial data for decision making at any time. Purchase requisitions are prepared online and have built-in internal control mechanisms that require a valid account number, availability of budget, and appropriate approval authorization(s) before a purchase order can be prepared. This data, as well as other accounting data, is available in read only, write, or report only format, depending on the individual's system clearance. This data is available on a real time basis and can be requested as of any date.

Butte College complies with Chancellor's Office requirements of contracting for annual independent audits to ensure outside oversight and review is conducted on a regular basis. Butte College contracts with independent accounting firms for the annual audits. The audits include compliance with state and federal guidelines as well as written opinions on the College's financial statements. Auditors also test and provide a written opinion regarding the adequacy of the internal control systems and provide recommendations for improvements where needed or when requested. The external audit process is extensive and comprehensive, but external auditors tend to focus their internal control testing on payroll and cash disbursements. Additional testing over state and federal programs is also conducted during the audit process. Auditors comply with requirements set forth in the Contracted District Audit Manual (CDAM), as well as choosing random transactions to test for compliance and accuracy.

The Board of Trustees approves quarterly and annual fiscal reports ([III.D.025](#), [III.D.031](#)). In addition to the annual District audit, District records are periodically reviewed by other federal and state agencies for specific programs such as federal student financial aid programs, PERS and STRS, and California Department of Education Child Development Center grants ([III.D.030](#)).

Analysis and Evaluation

Butte College, in part through implementing the Ellucian Colleague system, has instituted and monitors a system of internal financial controls. All managers and staff have access to dependable departmental financial data as well as district-wide financial data for decision making. Adherence to controls is accomplished through regular reports to the Board of Trustees, reports to various state and federal agencies, and annual external audit of the practices at Butte College. The College continually reviews and improves financial management systems as new technologies develop and systematically evaluates and works to strengthen internal control structures.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Butte College's financial statements and budget are accurate reflections of institutional planning and have credibility with constituents. The Planning and Budget Committee reviews and discusses quarterly financial reports and budget documents. The Vice President for Administration and Director for Business Services, both permanent, non-voting members of the committee, present and interpret financial information and answer questions to keep the campus community informed of the fiscal status and financial stability of the College.

All financial documents, including the budget, are monitored for compliance and accuracy with standard accounting practices. The Vice President for Administration and the Director for Business Services oversee these processes. Board Policy 6400 ensures that financial records are audited by an independent, external accounting firm, and the audit report is reviewed by the Board's Audit Committee, approved by the Board of Trustees and published annually ([III.D.032](#), [III.D.033](#)). Butte College prepares tentative and final annual budgets during the budgeting process for approval by the Board of Trustees. Changes in fiscal conditions during the year that create the need for budget revisions are taken to the Board for review and approval, as needed. Once approved, the budgets are loaded into the Colleague enterprise resource planning (ERP) system. Employees with budget responsibilities have instant access to their financial information in the Colleague ERP system to review and verify appropriate budget allocations and actual expenditures.

Butte College reports financial information to the Chancellor's Office on a quarterly and annual basis, including year-to-date fiscal performance, cash balance, cost of any collective bargaining agreements entered into during the quarter, and any financial difficulties, current or anticipated, in the current year or upcoming fiscal year ([III.D.031](#)). In addition to the tentative and final budgets, these quarterly and annual reports are presented to, and reviewed by, the Planning and Budget Committee and Board of Trustees.

Since June 30, 2013, Butte College audit reports have received unmodified opinions, with no findings of noncompliance. Audit reports consider internal controls appropriate, and Butte College management has immediately addressed any suggested improvements or recommendations that have come about through the audit process ([III.D.030](#)).

Another measure which supports the District's appropriate allocation and use of financial resources to support student learning programs and services is the measurement stipulated in Education Code Section 84362. This regulation states that "There shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education," ensuring at least 50 percent of the General Fund expenditures are focused on the direct instruction of students ([III.D.004](#), [III.D.005](#), [III.D.006](#), [III.D.007](#), [III.D.008](#)):

	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
50% Law Calculation	54.22%	56.80%	54.10%	56.21%	56.44%

Over this five-year period, Butte College ranks number one in the state for having the highest average calculation for this percentage. [\(III.D.034\)](#).

Analysis and Evaluation

The compliance findings on the part of the annual independent auditors since 2013 and the regular adherence to the stipulations of Education Code 84362 show the high degree of accuracy, credibility, and appropriate allocation of resources to student learning programs and services in Butte College’s financial planning.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Responses to external audit findings are comprehensive and made available to appropriate personnel. The College provides timely action plans for corrections to audit exceptions and management advice based upon the availability of staff and financial resources. Butte College strives to respond immediately to all recommendations, and historically, findings are not repeated on subsequent audits [\(III.D.035\)](#).

Butte College contracts with external accounting firms for annual audit reports. The independent audits are conducted to confirm the appropriate use of financial resources. The reports include opinions on compliance with state and federal guidelines, adequacy of internal controls, as well as opinions on the District’s financial statements. Butte College takes pride in receiving unmodified opinions on the annual audit reports. June 30, 2013 was the last time a District audit contained any findings.

Each audit report, along with any findings, are discussed with the Superintendent/President, Vice President for Administration and reviewed by the Board’s Audit Committee, before being presented to the Board of Trustees for approval. Part of the review of the Board’s Audit Committee relates specifically to current year and prior year audit findings. Butte College is continually improving procedures to eliminate the potential for any future audit findings.

Audits are completed prior to the December 31 mandated deadline, submitted to the Chancellor's Office and other oversight agencies and posted on the Butte College website after being approved by the Board of Trustees ([III.D.038](#)).

Analysis and Evaluation

Responses to external audit findings are comprehensive and made available to appropriate personnel. Required timelines are followed and audit results are communicated to the Superintendent/President and to the Board as well as being published on the Butte College website. June 30, 2013 was the last time a District audit contained any modified opinions.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Butte College continuously reviews the separation of duties as a means of ensuring perpetual oversight and internal control over all processes. Part of this process is evaluating and assessing the reliability and effectiveness of the Institution's internal control systems. The results of these assessments are used to improve or create additional controls, as needed. Internal controls that are built into the Colleague ERP system are reviewed regularly for appropriate access, commodity, dollar value, and approval authority as staff leave or move to other positions. Cross training among staff is controlled to ensure the proper separation of duties is maintained, while still providing the assurance that any needed backup of duties is available to provide effective and continuous service.

The Vice President for Administration and the Director for Business Services meet weekly to review current fiscal issues and District operations. Any financial or internal control concerns are addressed during these meetings, with actions or processes defined and implemented as needed.

Butte College contracts with external accounting firms for annual independent audits. These engagements are comprehensive and follow the Chancellor's Office Contracted District Audit Manual (CDAM) which provides auditing requirements for the audit and includes policies and procedures to identify strengths and weaknesses within the District's internal control processes ([III.D.030](#), [III.D.036](#)). One way this is done is by choosing random transactions and testing for compliance and accuracy. These audits include written opinions on the District's compliance with laws, regulations, and procedures applicable to federal and state programs and guidelines, as well as the adequacy of internal controls.

In addition to the external review from the audit process, the internal program review process validates the effectiveness of controls and the District meeting its mission. The program review process evaluates the impact and effectiveness of resources in relation to established program

goals ([III.D.037](#)). This control ensures that resources are utilized in the most effective means possible.

Although the District is not fiscally dependent on the Butte County Office of Education (BCOE) or the County of Butte, both bodies add additional levels of control for the District. BCOE, in combination with the Butte County Superintendent of Schools, distribute and audit revenue to the District, and monitor fund activity and balances. The Treasurer and Tax Collectors Office at the County of Butte provide review of transactions and account coding, as well as bank activities, to help ensure that there are no errors or improper operations.

Analysis and Evaluation

Responses to external audit findings are comprehensive and made available to appropriate College personnel. Butte College provides timely action plans for corrections to audit exceptions and management advice based upon the availability of staff and financial resources. Butte College strives to respond immediately to all recommendations, and historically, findings are not repeated on subsequent audits. The Butte County Office of Education (BCOE) and the County of Butte add additional levels of control for the District. Internal controls include the Colleague ERP system, cross training of staff, and weekly reviews by administration. To ensure institutional integrity, the internal Program Review process evaluates the impact and effectiveness of resources in relation to established program goals and College mission.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Butte College has continually maintained sufficient reserves to support efforts for budget planning purposes, maintain fiscal stability, and provide a sufficient cushion needed for unforeseen emergencies. The implementation of expenditure controls, organizational changes, active reserve management, and conservative budget planning, all help to achieve the Board's Budget Criteria goal of a 25% contingency General Fund reserve level. This reserve percentage serves as a fiscal indicator for Institutional Effectiveness and ensures that Butte College is able to operate without the need for cash-flow borrowings from outside sources. The ending balances for the unrestricted General Fund for the immediate past three years are ([III.D.030](#), [III.D.035](#)):

2019/2020	\$26.9 million	35.4%
2018/2019	\$24.0 million	33.6%
2017/2018	\$23.2 million	35.3%

Butte College's approach to financial planning and budgeting has resulted in a range of enrollment management, budget development, and fiscal management strategies that have mitigated and stabilized the fluctuations in income generation, expenditures, and cash flow. Cash balances and reserves have been carefully managed to prevent wide fluctuations in how business is conducted. A benefit of this financial approach is the College has not been forced to take measures that would negatively affect the delivery of a comprehensive educational program.

It is practice to foresee and project the repercussions of negative events, such as revenue shortfalls, enrollment declines, emergency situations (like the Camp Fire and the COVID-19 Pandemic), or decreases to state funding, into possible budget scenarios. In the event of a financial emergency, Butte College has the ability to use these reserves as well as to redirect funds from other purposes if necessary. After the Camp Fire emergency, the Board provided the Superintendent/President with the authority to use reserves from the Self-Insurance Fund to replace the equipment and structures destroyed by the fire so the campus could re-open while insurance claims were filed and the District reimbursed.

For risk management, Butte College also has three levels of property and liability insurance coverage, and these insurance programs result in sufficient coverage. The College participates in the Northern California Community College Self-Insurance Authority for property and liability insurance. For additional general liability (up to \$1 million) and property insurance (up to \$250,000), the College also belongs to the State-Wide Association of Community Colleges (SWACC) Joint Powers Authority (JPA), and for excess liability (up to \$5 million) and property (up to \$250.25 million) coverage, the College participates in the Schools Association for Excess Risk (SAFER) JPA.

A majority of Butte College's funding is allocated through the apportionment process from the state. Current cash-flow projections account for the significant portion of funding that will be deferred to the following fiscal year due to early projected state cash flow challenges. The College maintains enough cash on hand in the General Fund to operate for several months as apportionment funds are deferred. The second most significant funding source for Butte College is local property taxes. Property tax funding is received in December and April each year, halfway and three-quarters of the way through the academic year. Butte College does not currently participate in any cash borrowing programs such as Tax Revenue Anticipation Note (TRAN) Programs due to sufficient cash reserves but has maintained communications with program contacts should this form of short-term financing be necessary in future years.

Analysis and Evaluation

Butte College ensures that it has adequate cash flow and sufficient reserves to preserve financial stability. For risk management, three levels of property and liability insurance are maintained. Through intentional and conservative budget planning, reserves are ready to be reallocated to

budget line items to cover unforeseen costs and are available for cash flow due to possible fluctuations in state funding and enrollment. Such line items and reserves exceed the 5% minimum contingency reserve in the General Fund required by the Board of Trustees' Budget Criteria.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Butte College has implemented strong internal controls that allow it to maintain effective oversight of its finances, programs, organizations, and assets. The District maintains all ledgers and charts of accounts in accordance with the California Community College Chancellor's Office Budget and Accounting Manual (BAM). This allows for accurate reporting of financial aid, grants, and externally funded programs in distinct funds and accounts. All funds are identified by specific fund or revenue source codes specific to individual unrestricted or restricted sources as required by law. The California Community College Chancellor's Office has entrusted the District to act as their fiscal agent for numerous statewide and regional programs. The District's excellent reputation for clean audits, fiscal stability, and strong reserves makes it an excellent fiscal partner for the Chancellor's Office.

Federal regulations require that Financial Aid program expenditures be monitored closely and reported accurately. The College uses the Ellucian Colleague enterprise resource planning (ERP) system for awarding and disbursing funds and to reconcile expenditures with the Business Services Office. The Financial Aid Office follows the Recordkeeping, Accounting, Disclosure, and Record Retention requirements as outlined in the Financial Aid Handbook. Business Services personnel assist program managers with the development and monitoring of categorical and grant budgets.

Butte College maintains substantially all of its cash in the Butte County Treasury as part of the common investment pool. Oversight for investments is directed by Government Code Section 53601 ([I.L.D.039](#)). The county investment pool is subject to regulatory oversight by the Treasury Oversight Committee, as required by California Government Code Section 27130.

Butte College maintains funds held in trust for OPEB liabilities. CalPERS manages these funds on behalf of the College. Butte College staff review quarterly reports, investment policies, and other information items regularly for any needed changes ([I.L.D.040](#), [I.L.D.041](#), [I.L.D.042](#)).

Regular inventory counts are conducted for fixed assets that exceed \$500 in value. This inventory is reported in financial statements and is part of the annual audit. Assets are properly

labeled with identification tags and assets purchased with federal funds are appropriately labeled and tracked. Real property valuations are updated annually using industry-recognized factors. A complete field appraisal is conducted by an approved appraiser who is contracted by the District's property and liability JPA, SWACC, every five years.

The Butte College Foundation (Foundation) was established as a legally separate nonprofit 501(c)(3) corporation to provide support to the District and its students. Per Governmental Accounting Standards Board (GASB) standards, the Foundation is considered a component unit for financial reporting purposes. Butte College provides financial services and guidance for this organization as well as helping to ensure compliance with contracts between the District and the component unit. The Foundation uses third party software for not-for-profit entities which serves to keep its finances separate from the College. As a component unit of the District, each year the Foundation is audited by an independent auditing firm for compliance with state and federal mandates ([III.D.043](#)). The financial information is presented separately from the District's financial data in the District's audit reports ([III.D.030](#)). Per Board Procedure AP 6400, the Foundation is required to have its own annual audits performed ([III.D.033](#)). The Foundation uses the same independent auditing firm the District uses to perform their audit. In addition to auditing financial information, auditors perform procedures to ensure that investments are consistent with the policies and procedures of the Foundation regarding investments.

Butte College provides oversight of the Foundation that includes investments held by an investment company, Payden & Rygel. The investments are held in brokerage accounts and are reported at fair market value based on quoted market prices. The Foundation has investment policies and procedures in place to guide the investment company. The Foundation board reviews the investment statements quarterly to ensure that the investment company is adhering to policies and procedures.

Funds designated for financial aid, grants, externally funded programs, contractual agreements, auxiliary organizations (bookstore, food services), and the Foundation, are all included in the annual audit process. External audits indicate that Butte College maintains strong fiscal management. Whenever Butte College receives a finding in an audit report, the applicable department(s) work with Business Services to develop a response to the finding as well as to develop procedures to make sure the finding does not occur in the subsequent fiscal year. Audit reports are reviewed by the audit committee, and part of the review by the audit committee focuses specifically on current and prior year audit findings. Butte College is continually improving procedures to prevent potential future audit findings. As stated previously, the District has received audit reports with unmodified opinions and has not had a material finding since June 30, 2013.

Analysis and Evaluation

The California Community College Chancellor's Office has entrusted the District to act as their fiscal agent for numerous statewide and regional programs, demonstrating the District's excellent reputation for clean audits and fiscal stability. Butte College partners with a county investment pool that is subject to regulatory oversight by the Treasury Oversight Committee, maintains funds held in trust for OPEB liabilities managed by CalPERS, and provides financial services and guidance for the separate nonprofit Butte College Foundation that includes investments held by an investment company. Funds designated for the Foundation, financial aid, grants, contractual agreements, and auxiliary organizations (bookstore, food services) are all included in the annual audit process. External audits consistently indicate that Butte College maintains strong fiscal management.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Butte College budget processes incorporate short-term and long-term budget planning to meet budget goals and strategies. Active monitoring of financial resources occurs to meet all financial obligations. There is also continual assessment of financial position and cash management strategies to ensure both short-term and long-term financial solvency. A key component for ensuring fiscal solvency is the Multi-Year Budget Projection revised several times each year. These projections consider changes in enrollment, changes in revenue, fixed cost increases, and budget reductions and savings over a five-year period.

Financial forecasts are updated several times a year as well. These expenditure estimates include many areas related to short-term and long-term obligations such as step, column, and longevity salary increases, STRS/PERS pension contribution rate increases, negotiated healthcare cost adjustments, negotiated salary schedule increases, and decisions regarding vacant and new positions.

Long-term planning for financial resources that includes capital equipment replacement, operational and instructional equipment (e.g., buses and other college vehicles), HVAC systems, and laboratory equipment, is accomplished through Facilities Master Planning.

These issues are discussed at Planning & Budget Committee meetings and taken into consideration during the annual review of the Budget Criteria.

In 2002, voters approved Measure A, a Proposition 39 General Obligation Bond in the amount of \$84.9 million to construct, repair, and equip classrooms, libraries, science/computer labs and facilities and to upgrade energy conservation, lighting, electrical, ventilation, and plumbing systems ([III.D.044](#)). Between 2012 and 2017 the College refunded all three bond issuances, A, B, and C, resulting in a savings to taxpayers of \$16.8 million. The debt from the three bond issuances is paid via a tax on the assessed valuations of properties in the Butte College service area.

In 2016, the voters approved Measure J, a Proposition 39 General Obligation Bond in the amount of \$190 million ([III.D.045](#)). To date, Butte College has issued two series of bonds, Series A in 2017 for \$42 million and Series B in 2019 for \$49.5 Million. Bond proceeds will be used to upgrade classrooms, improve safety, and prepare students/ veterans for university transfer/ careers, such as nursing, welding, and emergency response by upgrading aging classrooms/ technology, removing asbestos/ unsafe gas lines, improving water conservation, electrical wiring, security, constructing science, welding, public safety, veterans facilities, and repairing, acquiring, constructing property, facilities and equipment. Current plans are to issue the rest of the bonds in three additional issuances between 2023 and 2028. The Governing Board has established a Citizens' Oversight Committee to provide oversight and ensure proper performance of bond proceeds. The District updates the Committee on all current construction projects, as well as all future construction plans at regular committee meetings ([III.D.046](#), [III.D.047](#)). This bond issuance is a general obligation debt paid via a tax collected based on the assessed valuations of properties in the service area.

Measure A and J funds provided one-time funding for new buildings while leaving ongoing funding to finance the operational maintenance costs of the additional space. Butte College prioritizes and maintains a scheduled maintenance plan for its buildings, even during years when the state scheduled maintenance block grant is not funded. An Equipment Replacement Account has been created and is funded on an ongoing basis from the General Fund for transfer to and accumulated in the Capital Fund. An optional student technology fee is charged to help replace instructional computer labs and to upgrade and maintain the technology that supports student learning. Additional staffing needed to maintain new buildings are given high priority for funding to address the total cost of ownership of new construction. Additionally, as resources become available, Butte College continues to focus on meeting the stated goal of increasing the percentage of instructional hours taught by full-time faculty.

Butte College focuses on cost savings as part of its long-range fiscal planning. The replacement of old, high-maintenance and energy-inefficient portables with new, energy-efficient buildings and low maintenance landscaping makes it easier to maintain the campus and its grounds. Solar arrays have been installed which essentially eliminate the majority of the expenditure obligation for electricity. Debt service payments for solar projects make up a known amount that is included

in the ongoing operational budget. The solar projects protect the College from electricity price increases as well as contributing to sustainability practices.

Analysis and Evaluation

Unrestricted contingency reserve balances of more than 30%, current and long-term focused financial planning, and efficient use of general bond funding all illustrate Butte College's effective use of financial resources to address all short and long-term solvency, as well as the cash flow to cover all liabilities.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

One liability Butte College plans for and to which it allocates appropriate resources is Other Post-Employment Benefits (healthcare) for eligible employees who retire from the District. These Other Post-Employment Benefit (OPEB) costs are based on negotiated contracts with the various bargaining units. As part of its budget development process, Butte College includes the requirement in its Budget Criteria to “include reasonable provisions to cover all known or projected liabilities of the District (e.g. accumulated vacation, sick leave, retiree benefits, etc.).” If any of the Budget Criteria are not met in the proposed budget to the Board, they are specifically identified in the budget document with a justification and, if needed, a plan to meet the criteria.

Butte College participates in the CalPERS California Employers' Retiree Benefit Trust Fund (CERBT), an investment vehicle that can be used by all California public employers to prefund future retiree healthcare and Other Post Employment Benefit (OPEB) costs. The College has a balance of \$37,865,298 in the CERBT as of December 31, 2020 (**ILLD.041**). The CERBT requires that an actuarial report be completed on a biennial valuation cycle. This biennial valuation cycle meets the requirements of the Governmental Accounting Standards Board (GASB).

The most recent actuarial study with a valuation date of June 30, 2019 was dated March 2, 2020. This study determined Butte College's total unfunded liability and its annual required contribution to fund post-employment benefits. Accrued liability was \$27.3 million and the study deemed this obligation to be fully funded through the Trust (**ILLD.042**). The most recent audit report reflects this OPEB asset of \$4.58 million.

Butte College plans and budgets for the required employer pension rate increases for California State Teacher Retirement System (CalSTRS) and California Public Employee Retirement System (CalPERS). The most recent audit dated June 30, 2020, reported the District's proportionate share of the net pension liability was \$41.3 million for STRS and \$48.8 million for PERS, for a total net pension liability of \$90.1 million. Annual pension rate increases are built into the ongoing budgets each year as part of fixed costs.

Compensated absences for classified and management employees are capped at a maximum accrual of 400 hours per employee. Load bank activities for certificated employees also have a maximum balance based on the collective bargaining agreement. The College reviews and fully accrues these obligations for employees relating to compensated absences and load bank every year as part of the year-end closing process.

Analysis and Evaluation

Butte College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current as of the March 2, 2020 date and was prepared as required by GASB standards. The study determined that Butte College's obligation is fully funded.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Every year, Butte College reviews all local debt instruments and ensures the appropriate resources are allocated for their repayment. Several energy efficiency projects have been funded through locally incurred debt instruments, including three phases of solar projects installed on the main campus and at the Chico Center. These solar installations have stabilized electricity costs for Butte College by enabling it to avoid energy rate increases by producing a majority of the energy it consumes. The solar projects were structured to maximize rebates and credits available through federal, state, and local programs. The unrestricted General Fund has appropriate resources to make payments on this debt. Butte College now has a stable payment outflow and has eliminated potential unforeseen increases in utility costs.

Debt service payments are made with funds previously budgeted for utility payments. This structured debt repayment schedule achieves a positive impact on Butte College's financial stability as payments are stable and will be eliminated once debts are paid off.

In 2002, voters approved a Proposition 39 General Obligation Bond in the amount of \$84.9 million to construct, repair, and equip classrooms, libraries, science/computer labs and facilities and to upgrade energy conservation, lighting, electrical, ventilation, and plumbing systems. In 2012, Butte College refunded Series A bonds resulting in savings to taxpayers of \$5.6 million. In 2015, Series B bonds were refunded resulting in additional savings of \$7 million. Series C was refunded in 2017, creating further savings of \$4.2 million. The debt from the three bond issuances – A, B, and C – is paid via a tax on the assessed valuations of properties in the Butte College service area.

Current and long-term debt obligations are reviewed during the budget development process and during the annual audit process. One of the Board’s Budget Criteria limits the annual debt service payments by the unrestricted General Fund to 5% of the total unrestricted expenditures budget where such funds do not have a matching revenue stream to offset such costs. The Budget Criteria also requires the District to create time-specific plans for the full funding of unfunded liabilities/obligations through specific trust funds and reserve accounts ([III.D.032](#)).

Analysis and Evaluation

Butte College regularly updates a schedule of long-term debt for internal decision making and presentation to the auditors for testing and inclusion in the independent audit report. This schedule reflects the most current year-end audit information regarding long-term debt, which includes outstanding principal and interest. Funds for these liabilities are maintained in the Debt Service Fund. Butte College is current with all loans and has budget allocations in place to fund all locally controlled debt obligations.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Butte College ensures, through multiple methods, that the financial resources and debt instruments are used with integrity and for their intended purposes. The District uses uniform accounting systems, policies, administrative procedures, government regulations, grant funding guidelines, internal controls, oversight committees, and audit firms to make this assurance.

Butte College maintains a chart of accounts in accordance with the Budget and Accounting Manual (BAM) published by the Chancellor’s Office. This ensures a uniform accounting system for accurately reporting financial aid, grants, debt service, and externally funded programs in discrete categorical accounts.

All grant and categorical budgets are set up with assistance from Business Services. Managers and additional personnel are assigned to oversee the activities of each grant and program as needed. Grant and program managers are accountable for compliance with the specific rules and guidelines required by the funding source. Business Services reviews all expenditures and reports for accuracy prior to submittal to the funding source.

Auxiliary, grant, and categorical programs are regulated by the same internal controls used for other District funds. Board policies and procedures outline specific guidelines for financial management of funds ([III.D.033](#), [III.D.048](#), [III.D.049](#), [III.D.050](#)).

Dining Services and the Student Store are separate auxiliary units overseen by a single director. The Director of Auxiliary Services works with Business Services on all budgeting and financial information.

The Butte College Foundation was established as a legally separate nonprofit 501(c)(3) corporation to provide support to the District and its students. Its purpose is to support and further the goals of Butte College and to provide scholarships for students. Though the Foundation acts as an auxiliary organization of the College, the Foundation is considered a component unit for financial reporting purposes and is presented separately from the District's financial data. The Foundation's fundraising subcommittees plan and track all fund-raising efforts and report to the Board of Directors all related activities. The College's Business Services office oversees the accounting activity of the Foundation and assigns separate project codes to all fund-raising campaigns to ensure that revenues are used for their intended purposes. The Director for Business Services presents fiscal reports to the Foundation at quarterly Board of Directors' meetings and shares information as requested to the Foundation Finance Committee. Foundation financial statements and records are reviewed by external accounting firms annually during the auditing process. Business Services personnel coordinate the annual audit engagements for the Foundation ([III.D.043](#)).

In 2016, the voters approved a Proposition 39 General Obligation Bond in the amount of \$190 million. To date, the District has issued two series of bonds, Series A in 2017 for \$42 million and Series B in 2019 for \$49.5 Million. All bond proceeds will be used to upgrade classrooms, improve safety, and prepare students/veterans for university transfer/careers, such as nursing, welding, and emergency response by upgrading aging classrooms/technology; removing asbestos/unsafe gas lines; improving water conservation, electrical wiring, and security; constructing science, welding, public safety, and Veteran's facilities; and repairing, acquiring, constructing property, facilities, and equipment. The Governing Board has established a Citizens' Oversight Committee to ensure proper spending of bond proceeds. In compliance with Article XIII A of the California Constitution, during the construction and purchasing phase of the bond, the District performs annual independent financial and performance audits to ensure the proceeds from the sale of bonds will be used only for the construction, reconstruction,

rehabilitation or replacement of school facilities including the furnishing and equipping of school facilities and not for any other purpose, including teacher and administrative salaries and other school operating expenses ([III.D.51](#)). The debt from the 2016 bond issuances will be paid via a tax on the assessed valuations of properties in the District's service area ([III.D.045](#)).

Analysis and Evaluation

Audit reports and administrative reviews consistently show that Butte College's system of fiscal oversight and financial management is highly effective in ensuring that all financial resources, including bond proceeds, are used in a manner consistent with the intent of the funding source. No material findings have been found in the annual external audit since 2013.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

To help monitor and manage student default rates, the Butte College Financial Aid Office has partnered with Educational Credit Management Corp. (ECMC) to track, monitor, and contact students entering repayment and offer resources on topics such as loan repayment advice, repayment plan options, forbearances, deferments, and loan forgiveness.

Butte College participates in the Federal Direct Student Loan Program. Students are required to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants before loan eligibility can be determined. As part of default management efforts, the Financial Aid Office only considers students eligible for federal student loans who are maintaining Financial Aid Satisfactory Academic Progress Standards and has implemented an expanded application process that includes awareness about the borrower's existing loan debt and repayment responsibilities. Information regarding loan borrowing, management, and repayment can be obtained through the District's loan webpage ([III.D.053](#)).

As part of the loan process, all students who apply for a federal student loan must complete online Federal Direct Student Loan counseling and a Master Promissory Note (MPN). Exit counseling is required for students who are awarded federal loans and who drop below six units, stop attending, or have completed their study at Butte College ([III.D.054](#)). The Financial Aid Office has linked loan information for students on the College's website and portal for easy access. Federal student loans are approved or denied on a case-by-case basis. The loan program, along with all other aspects of financial aid administration, is reviewed on an annual basis by auditors to ensure compliance with federal regulations.

A cohort default rate is a calculation measuring the percentage of a school's federal student loan borrowers who enter repayment on certain Federal loans during a particular federal fiscal year (cohort), and default or meet other specified conditions prior to the end of the measured timeframe. The Official Cohort Default Rates (three-year rate) for 2017, 2016, and 2015 were 8.0%, 17.9%, and 20.8%, respectively. The Director of Financial Aid closely monitors this rate to ensure that the cohort Default Rate stays below 30% as the U.S. Department of Education can place sanctions on an institution if/when the official cohort default rate reaches 30% or more.

Analysis and Evaluation

Butte College, in partnership with Educational Credit Management Corp. (ECMC), tracks student repayment and offers resources to help students manage student loans and remain compliant with federal requirements. The Director of Financial Aid closely monitors the cohort default rate to ensure compliance with federal requirements, including Title IV of the Higher Education Act; despite local and global crises, Butte's cohort default rates, 8.0%, 17.9% and 20.8%, have remained below the U.S. Department of Education's sanction threshold of 30%. Butte College participates in the Federal Direct Student Loan Program and has implemented an expanded application process that includes information to the borrower regarding existing loan debt and repayment options and responsibilities. The loan program, along with all other aspects of financial aid administration, is reviewed on an annual basis by auditors to ensure compliance with federal regulations.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

All contractual agreements entered into with external entities are governed by approved Board policies and administrative procedures and are thoroughly reviewed by the Manager of Business Contracts/Risk Management, as well as the appropriate vice president, to ensure alignment with the Butte College mission, and must be ratified by the Board of Trustees ([III.D.055](#), [III.D.056](#)). When appropriate, contracts are submitted for legal review to ensure every contract contains the appropriate provisions and contract language needed to protect the interests and integrity of the District and the quality of its programs prior to their presentation to the Board of Trustees. The Executive Director of Human Resources reviews contracts that contain human resources or union contract elements. Contracts are drafted and reviewed to ensure consistency with institutional goals and then drafted and presented each month to the Board of Trustees for approval ([III.D.057](#)). Contracts that exceed the bid limit (\$96,700, effective January 1, 2021) are

presented as separate agenda items for individual consideration. Based upon Board of Trustees authorization, contracts are finalized and implemented by the Manager of Business Contracts/Risk Management ([III.D.058](#)). Contracts for professional services requiring a Request for Proposals (RFP) are drafted and reviewed by the budget manager and the Manager of Business Contracts to ensure they are governed by College policies and procedures and are consistent with the Butte College mission and goals.

Only the Butte College Superintendent/President and the Vice President for Administration are authorized to sign and bind the College to the terms of the agreements of the Board-approved contracts. Contracts are then assigned to Business Services personnel for financial tracking/review and to appropriate administrator(s) for contract administration oversight and compliance monitoring. Contracts, in the form of grants from external agencies or entities (e.g., Service-Learning grants, MESA grants), are subjected to a similar authorization and contract management process. Termination and Amendment provisions are two provisions that both the contracts manager and legal counsel look for in each contract. The goal is to ensure that the College can terminate a contract “at any time for convenience.” However, when presented with a vendor’s form of contract, sometimes this is not possible. In this case, Butte College guarantees the right to terminate with a mutual termination provision. A 30-day advance written notice of termination is usually standard.

Butte College’s current standard template contract is available on the District’s website and provides for a specific termination date, as well as a provision for termination when determined by the College to be in its best interest. In addition, the standard contract provisions include a provision for “Funds Available” to allow Butte College the right to immediately terminate if the funding source for the contract is no longer available (i.e., apportionment is reduced or terminated). An amendment provision is standard to allow the College to change the contract upon written agreement of both the District and the contractor ([III.D.059](#)).

The Butte College Foundation is a separate taxable entity with a financial recording system independent from the District’s Ellucian Colleague ERP system. All Foundation cash and investment accounts are separate from any District accounts. All financial records, including cash deposits and disbursements, for the Foundation are recorded by Business Services personnel. All requests for disbursements of Foundation funds are initiated by the Foundation personnel and approved by the Director of Institutional Advancement and then by the College Director for Business Services. This allows for review of appropriateness to Foundation goals, as well as financial recording accuracy. Contracts initiated by the Foundation on the District’s behalf follow the same policies, procedures, and review process as those contracts entered into by the District.

Analysis and Evaluation

Contractual agreements with external entities are reviewed for consistency with the mission and goals of the College by the Contracts and Risks Manager and an appropriate Butte College vice president before moving to the Board for ratification. Contracts are governed by Board Policies and each contract is reviewed to ensure that it contains appropriate provisions to maintain the integrity of Butte College and the quality of its programs, services, and operations such as termination and amendment clauses favorable to the College.

Conclusions on Standard III.D. Financial Resources

Butte College has established, and the Board has approved, business policies and procedures that ensure effective oversight of financial resources. Butte College has established internal controls that secure proper checks and balances for recording and reporting accuracy. Programs are in place to guarantee information is disseminated timely and accurately and allows for dialogue between campus leadership and the campus community. Budgets are tied to institutional planning through the ongoing annual Unit Plan and Program Review processes, as well as the Planning and Budget Committee. These shared governance programs make sure the District’s financial management follows the District’s mission and goals. Butte College continuously monitors student loan default rates to ensure they are maintained below federal guideline markers. Strong reserves are kept which allow for maintaining proper levels of support for all campus programs. Repeated audit reports containing unmodified auditor opinions and no material findings validate the effectiveness of the District’s processes.

Improvement Plan(s)

None.

Evidence List

Standard III.D Evidence List	
Number	Evidence Description
<u>III.D.001</u>	Final Budget 2020-21
<u>III.D.002</u>	Final Budget 2019-20
<u>III.D.003</u>	Multi-Year Budget Projections 2021-22
<u>III.D.004</u>	CCFS-311A Master Report 2019-20
<u>III.D.005</u>	CCFS-311A Master Report 2018-19
<u>III.D.006</u>	CCFS-311A Master Report 2017-18

III.D.007	CCFS-311A Master Report 2016-17
III.D.008	CCFS-311A Master Report 2015-16
III.D.009	CCFS-311A Master Report 2014-15
III.D.010	Unit Planning Guidance 2021-22
III.D.011	Final Budget Augmentation List 2019-20
III.D.012	Planning, Budgeting, and Assessment Process
III.D.013	Planning and Budget Committee Charter
III.D.014	Multi-Year Integrated Planning System (MIPS)
III.D.015	Planning and Budget Committee Calendar
III.D.016	Final Budget Augmentation List 2020-21
III.D.017	Program Review Webpage
III.D.018	Strategic Direction Priority Themes 2018
III.D.019	Strategic Direction 2019-20
III.D.020	Board Policies and Procedures Webpage
III.D.021	BP 2200 – Board Duties and Responsibilities
III.D.022	BP 2410 – Policy and Administrative Procedure
III.D.023	AP 2410 – Policy and Administrative Procedure
III.D.024	Board Items - Budget
III.D.025	Board Acceptance of Audit Report 03/10/21
III.D.026	BP 6200 – Budget Preparation
III.D.027	AP 6200 – Budget Preparation
III.D.028	Budget Forum Invitation 02/23/21
III.D.029	Prioritization of Alternative Funding Source Request 01/08/20
III.D.030	Audit Report 06/30/20
III.D.031	Board Item – Quarterly Financials 12/16/20
III.D.032	BP 6400 – Audits

III.D.033	AP 6400 – Audits
III.D.034	50 Percent Law Ranking by College
III.D.035	Audit Report 06/30/19
III.D.036	Chancellor’s Office Contracted District Audit Manual 2019-20
III.D.037	Program Review Purpose and Procedure
III.D.038	Board of Trustee Meeting Minutes 01/29/20
III.D.039	Butte County Treasurer’s Investment Policy 2020
III.D.040	CalPERS Investment Policy CA Employers’ Retiree Benefit Trust Fund 2018
III.D.041	CalPERS CA Employers’ Retiree Benefit Trust Fund Statement 12/31/20
III.D.042	GASB 74-75 OPEB Actuarial Report 6/30/19
III.D.043	Butte College Foundation Audit Report 2019-20
III.D.044	Measure A Webpage
III.D.045	Measure J Webpage
III.D.046	Citizen’s Oversight Committee Webpage
III.D.047	Citizen’s Oversight Committee Minutes 06/03/20
III.D.048	BP 6300 – Fiscal Management
III.D.049	AP 6300 – Fiscal Management
III.D.050	BP 3600 – Auxiliary Organizations
III.D.051	Measure J Financial Audit 2019-20
III.D.052	Measure J Performance Audit 2019-20
III.D.053	Federal Student Loan Webpage
III.D.054	Requirements for Borrowers Webpage
III.D.055	BP 6340 – Bids and Contracts
III.D.056	AP 6340 – Bids and Contracts
III.D.057	Board of Trustees Meeting Minutes 02/17/21
III.D.058	Contract for Independent Contractor Services Long Form

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, and fiscal stability and the continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the Colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Butte College has a long history of encouraging innovation and initiative, including its most crucial programs and policies. The strategy of choice is to create task forces or teams, primarily filled by stakeholders, and allowing those groups significant latitude to create the final product or recommendation. Such examples include the refinement and application of Guided Pathways, the formation of the Student Equity Program, implementing AB705, and the District's COVID-19 response ([IV.A.001](#), [IV.A.002](#), [IV.A.003](#), [IV.A.004](#)).

Leadership of task forces/teams is based on qualifications and expertise in the subject, not position, and consists often of faculty or the directors who would be charged with operating the program once activated. The majority of the presentations in our outstanding Professional Development Program are proposed and presented by staff representing all constituency groups ([IV.A.005](#)).

Individuals and smaller groups have brought forth ideas and proposals, demonstrated by projects such as the Open Educational Resource (OER) program, expanding and launching the Colleague Self-Service program spearheaded by the Admissions & Records team, and the safe distribution

of confidential material from faculty hiring interviews which came about through collaboration of the IT and HR departments ([IV.A.006](#), [IV.A.007](#), [IV.A.008](#)).

Butte College recognizes innovation with its annual Innovation Awards and Service Awards, honoring faculty and staff for innovations they or a group used in accomplishing a task ([IV.A.009](#)).

The Associated Students have a distinguished history of addressing issues facing the student body through innovative programs and services ([IV.A.010](#)). Recognizing food insecurity as a critical issue among students, the AS created the Roadrunner Hub to provide food and other essential personal items to students in need ([IV.A.011](#)). The Cultural and Community Center advocates for and empowers the College's diverse community by providing educational programs and cultural events in a safe and interactive environment ([IV.A.012](#)) while the Queer Resource Center provides a safe, inclusive environment for LGBTQIA+ students ([IV.A.013](#)). The Students First program, with its “For Students by Students” motto, started in September 2020, helps students cope with the stresses and concerns brought on by COVID-19 ([IV.A.014](#)). The recently launched BC Connect is a campus-wide involvement platform designed to help students and staff find and access student organizations, virtual and campus events, and track involvement and membership ([IV.A.015](#)).

The programs listed are only a few examples of how Butte College encourages innovation and initiative. The UnDocuCenter, the acclaimed Veteran’s Resource Center, the Office of Student Life, and Inspiring Scholars represent but a small sampling of programs and services borne from inspiration to address unmet needs and provide crucial services, and encouraged by Butte College ([IV.A.016](#), [IV.A.017](#), [IV.A.018](#)).

Analysis and Evaluation

Butte College leaders encourage innovation through a culture of participative processes that allow stakeholders to identify unmet needs and design creative ways to provide essential services. The District’s COVID-19 response demonstrates a timely and unique facilitation of local decisions and resources. Institutional support for programs ranging from Inspiring Scholars, the Open Educational Resource (OER) program, and The UnDocuCenter to The Roadrunner HUB, BC Connect, and Students First highlight how bottom-up innovations manifest into programs that promote student success and continuous improvement of the College.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Participation in decision making in the District has been institutionalized by Board Policy BP 2510 designating the Associated Students, the Academic Senate, the Classified Senate, and the Manager's Association as the recognized representative bodies of their constituency groups ([IV.A.019](#)). Through Board Policy BP 2515, the Board recognizes the Academic Senate to make recommendations with respect to academic and professional matters (10+1) ([IV.A.020](#)).

The constituent representative groups are integral parts of governance committees which facilitates the manner in which ideas, suggestions, questions, and information flow between the decision-making bodies and the campus community ([IV.A.021](#)). As an example, Classified Senate representatives on committees report to the Senate about committee actions. Conversely, every area (and thus every Classified employee) has a Senator who relays that information to every member of the Classified staff ([IV.A.022](#), [IV.A.023](#)).

The Institutional Effectiveness Manual lists the College's Governance Committees, specifically the cross-constituent nature of the membership, and indicates that the representative bodies are responsible for selection of the members ([IV.A.024](#)). While some committees have a position-dependent chair, some select the chair from the members. As an example, the Planning and Budget Committee Chair could be Classified, Management, Faculty or Student ([IV.A.025](#)).

Student input to and participation in the decision-making process is firmly established throughout the governance system. Starting at the Board of Trustees, Board Policies BP 2015 and BP 2105 ([IV.A.026](#), [IV.A.027](#)) and Administrative Procedures AP 2015 and AP 2105 ([IV.A.028](#), [IV.A.029](#)) formalize the placement of a student representative on the Board with advisory vote privileges, the selection process, and the duties of the position. The Associated Students are recognized as the representatives of students, Brown Act compliant, and self-governed by their own Executive Board with their own budget with a mission to effectively represent student needs; keep students informed of student related issues; and promote cultural, social, and leadership opportunities for all students ([IV.A.030](#), [IV.A.031](#)). Student representation and participation is vital across the participatory governance structure with representation stipulated in virtually all governance committees ([IV.A.032](#)).

Every six years, Butte College holds a Strategic Planning Retreat over two days with representation from all constituencies and an emphasis on encouraging and ensuring staff participation ([IV.A.033](#)). The most recent Retreat was held January 10-11, 2018, and was attended by nearly 100 faculty and staff, as well as two Trustees and 11 students. The retreat results in the College's Strategic Initiatives and Strategic Direction which is the College's annual strategy for implementing the Initiatives. The outcomes of the collaborative effort ([IV.A.034](#)) then went to the Educational Master Planning Committee to be incorporated into Butte College's Educational Master Plan ([IV.A.035](#)) and the regularly updated Strategic Direction ([IV.A.036](#)).

Butte College has a long history of dedication to the philosophy of participatory governance. The Classified Senate has existed at Butte College since the early 1990s and the Associated Students and Academic Senate since the inception of Butte College. Even though some constituency groups have no binding decision-making power, the District ensures crucial documents, plans, and processes are vetted through all the constituent representative bodies ([IV.A.037](#)).

Analysis and Evaluation

Board Policy BP 2510 authorizes administrator, faculty, and staff participation in decision-making processes by designating the Associated Students, the Academic Senate, the Classified Senate, and the Manager's Association as recognized representative bodies that allow individuals to bring forward ideas as well as allowing individuals and constituency groups to work together for the good of the College. Board Policies (BP 2015 and BP 2105), Administrative Procedures (AP 2015 and AP 2105), and the Associated Student Bylaws/Constitution ensure that student representation and participation remain vital across the participatory governance structure with representation stipulated in virtually all governance committees. Butte College's Strategic Planning Retreat highlights the cross-constituent nature of the planning process. Finally, to promote institutional efficacy, documents like the Participatory Governance Flow Chart and the Institutional Effectiveness Manual facilitate the way ideas, questions and information flow between the decision-making bodies and the campus community.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The roles of administration and faculty in institutional governance have been established by Board Policies ([IV.A.019](#), [IV.A.020](#)).

Faculty and administrators work together to develop instructional department budgets using the Unit Planning Guidance provided by the Planning and Budgeting Committee ([IV.A.038](#)). This document outlines current budget/fiscal conditions, strategic and near-term budgeting goals, timelines, prioritization lists, and review processes. Budget augmentations go through multiple prioritizations, first at the program Chair level, then working through Deans to VPs and eventually to the President's Leadership Team and Planning and Budgeting Committee.

Other major avenues for administrator and faculty input in institutional governance, policy making, and planning include the SLO Committee ([IV.A.039](#)), Decolonize! (formerly the Diversity Committee) ([IV.A.040](#)), Program Review ([IV.A.041](#)) and the Guided Pathways Steering Committee ([IV.A.042](#)), which oversees Butte College's Communities of Interest alignment of related fields of study.

Analysis and Evaluation

Board Policies define faculty and administrator roles in institutional governance. Faculty and administrators work together to develop instructional department budgets using the Unit Planning Guidance provided by the Planning and Budgeting Committee, and budget augmentations go through multiple prioritizations from the program Chair level, through Deans and VPs, to the Presidential Leadership Team. In addition, administrator and faculty input, based on areas of responsibility and expertise, in institutional governance, policy making, and planning is voiced through a variety of committees (Planning and Budget, SLO, Decolonize!, Program Review, and Guided Pathways Steering Committee).

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

While many committees and task forces have cross-constituency representation, the College reinforces the ability of faculty and academic administrators to guide curriculum and student programs and services by having them make up the entirety or majority of the relevant committees' membership, such as the Curriculum Committee and the Student Learning Outcomes (SLO) Committee.

The College has numerous Board Policies and Administrative Procedures outlining the authority of faculty and academic administrators regarding curriculum and student programs and services. Some examples are:

- BP 2515 ([IV.A.020](#)) stipulates that the District's governing boards either reach mutual agreement with or rely primarily upon the advice and judgment of the Academic Senate in developing and implementing policies and procedures relative to "academic and professional" concerns
- BP/AP 4020 ([IV.A.043](#),[IV.A.044](#)) establishes the responsibilities of the Academic Senate's Curriculum Committee as well as its oversight of curriculum proposals, the pathway that proposals will follow to obtain approval (also outlined in AP 4022) ([IV.A.045](#)) from Department Chair to the Chancellor's Office, as well as Program Review. The Curriculum Committee has a well-maintained website ([IV.A.046](#)) with current information regarding curriculum, course outlines, committee information, and Program Review policies and procedure. The Curriculum Committee consists of an Instructor Chair, VP of Instruction, two instructional deans, six full-time faculty, three associate faculty, one student, and representatives from Counseling, Articulation, Academic Senate, and the Library ([IV.A.047](#)).
- The SLO Committee, staffed exclusively by faculty ([IV.A.048](#)) creates processes for academic programs to conduct ongoing, systematic assessments of student learning

outcomes, and to promote institutional dialog in all areas of academic outcomes assessment including course-level, program-level, General Education, and institutional student learning outcomes ([IV.A.049](#)).

- Since 2006, ([IV.A.050](#)) Butte College’s Distance Education Committee has served as a workgroup of experienced online instructors that supports faculty as they prepare and teach their distance education (online and hybrid) courses. The committee consists of the instructional dean overseeing distance education and at least five (per bylaws) faculty, although it currently has 15 faculty members ([IV.A.051](#)).

The Academic Senate also has standing committees such as ([IV.A.052](#)):

- Academic Technology
- Awards and Recognition
- Distance Education
- Equivalency
- Faculty Professional Development
- Leave, Tenure, and Professional Advancement
- Professional Relations
- Program Research/Recommendations
- SLO
- Student Success

The Educational Master Plan Committee reviews and updates the District’s Educational Master Plan (Minutes). Faculty, Academic Administrator, and Student Services membership consists of the ([IV.A.053](#)):

- Vice President of Instruction
- Curriculum Chair
- Student Learning Outcomes Coordinator
- Student Equity Coordinator
- Professional Development Faculty Coordinator
- Academic Senate Executive Committee
- Two Instructional Deans
- Department Chair selected by Learning Council
- A Student Services Manager Selected by VP of Student Services
- A Counselor Selected by the Vice President of Student Services

Faculty and academic administrators clearly have the authority and responsibility, as demonstrated, for leading the committees that make recommendations about curriculum and student learning programs and services. The membership of the curriculum-focused committees is, by design, made up of faculty and administrators.

Analysis and Evaluation

The College has numerous board policies, bylaws, charters, and manuals outlining the responsibilities, processes, and structures of campus committees. In particular, BP 2515 stipulates that the District’s governing boards either reach mutual agreement with or rely primarily upon the advice and judgment of the Academic Senate in developing and implementing policies and procedures relative to “academic and professional” concerns. Through well-defined membership structures, processes, and procedures of a wide variety of committees, including Academic Senate standing committees and the Educational Master Plan Committee, faculty and academic administrators have the authority and responsibility for making recommendations about curriculum and student learning programs and services.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The essential mechanism for upholding this standard is the Institutional Effectiveness Manual which clearly outlines Butte College’s organizational structures, committee membership and responsibilities, and the roles of the constituency groups, as well as the District’s decision-making philosophy and the characteristics of effective decision making. The manual also outlines the planning process and timelines at a strategic level and for the entire Planning, Budgeting, and Assessment Process. Lastly, the manual outlines the process of evaluating institutional effectiveness ([IV.A.054](#)).

In addition, Board Policies BP 2510 and BP 2515 specify the Associated Students, the Academic Senate, the Classified Senate, and the Manager’s Association as the representatives of their respective constituency groups in the collective decision-making process ([IV.A.019](#), [IV.A.020](#)). BP 2510 “...recognizes that the best decisions for the District can be made by relying upon the collective knowledge and expertise of the College community and by ensuring that each constituency is given every reasonable consideration to express its opinions and provide advice and counsel.”

The Superintendent/President has regularly scheduled meetings with the leaders of the constituency groups ([IV.A.055](#)). These are informal small meetings in which the leaders can raise concerns and converse with the President about a variety of topics. This personal interaction has fostered solid relationships and the Superintendent/President promotes equal exchange.

In several instances the College has demonstrated its ability to take timely action. It was able to implement the Guided Pathways system and AB705 in a relatively short period of time. Both of these actions were dramatic changes in how the College aligned programs with student needs and

assessment ([IV.A.056](#)). Most dramatic were Butte College's response to the devastating Camp Fire and the COVID-19 pandemic. Shortly after the fire destroyed the nearby town of Paradise, including the homes of more than 100 faculty and staff, and had burned portions campus property, the Board of Trustees bestowed broad authority upon the Superintendent/President and Director of HR, allowing important decisions to be made, both regarding repairing the physical campus and preparing it to re-open, and in standing up relief efforts and working with students and employees coping with unimaginable tragedy ([IV.A.057](#), [IV.A.058](#)).

In March 2020, the Board of Trustees adopted Resolution 789 in the wake of the Governor's direction regarding the continuation of public education and the health and safety of students and staff, granting broad authority to the Superintendent/President to act ([IV.A.059](#), [IV.A.060](#)). By May 2020, the President activated the Safe Re-Opening Task Force ([IV.A.061](#)), which has overseen the District's response to the pandemic. The various stakeholders were given authority over their respective area. The Vice President of Instruction drove efforts involving class availability and schedule ([IV.A.062](#), [IV.A.063](#)), and showed remarkable agility by rapidly changing course as State restrictions, limitations and guidelines shifted dramatically and often with little warning ([IV.A.064](#)). It was primarily the Deans of Student Services who generated the response in that area, making changes to processes and distributing technology both to maintain operations during shelter-in-place and prepare for re-opening ([IV.A.065](#)). The Director of the Student Health Clinic handled matters regarding medical and health safety issues, including on-campus testing of students in the difficult-to-convert programs ([IV.A.066](#)). Likewise, the Director of Facilities, Planning, and Management oversaw campus maintenance, cleaning, and coordination with Instruction regarding classroom availability and safety measures, as well as the acquisition and distribution of PPE. The IT Department obtained, prepared, and distributed a huge amount of technology ([IV.A.067](#)).

Analysis and Evaluation

Collective decision making aligned with expertise and responsibility and consideration of relevant perspectives is established by the Institutional Effectiveness Manual and Board Policies that specify the Associated Students, the Academic Senate, the Classified Senate, and the Manager's Association as the representatives of their respective constituency groups. These Board and institutional systems are enhanced by the Superintendent/President's regularly scheduled, informal meetings with the leaders of constituency groups. Finally, in the last three years, the College has demonstrated an impressive ability to take timely action, from aligning programs with student needs and assessment as triggered by Guided Pathways and AB705 to responding to catastrophic events including the Camp Fire, North Complex Fire, Oroville Dam spillway crisis, and global pandemic.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The processes for decision making are outlined in the Institutional Effective Manual, particularly in the topics of integrated planning and the Planning, Budgeting, and Assessment process, described in detail and augmented with charts and graphs ([IV.A.054](#)).

The District's Planning and Budgeting Committee annually holds three forums, open to the entire campus, covering budget, instructional, and operational impacts and planning ([IV.A.068](#)). Butte College's plans and strategies are clearly outlined and an opportunity for questions are presented ([IV.A.069](#)).

The governance structure also facilitates communication of decision making and outcomes. Representatives of the constituency groups make up part of so many committees and take information from the committees back to their bodies for discussion and distribution to their constituents ([IV.A.070](#)). Leaders of the constituent groups also have access to the District's Outlook Global Address for their respective employee classes, which allows the leaders to easily email everyone within their group. The ability of the constituency group leadership to directly communicate to their groups, particularly about significant decisions impacting campus such as critical decisions from the Safe Re-Opening Task Force, strengthens the messaging process ([IV.A.071](#)).

Major decisions are announced in twice-weekly district email announcements ([IV.A.072](#)), as part of the President's frequent personal district-wide email announcements ([IV.A.073](#)) along with the monthly edition of Roadrunner Tracks highlighting outstanding achievements and important milestone events ([IV.A.074](#)), and announcements for specific important decisions ([IV.A.075](#), [IV.A.076](#)).

Finally, the Office of Instruction webpage contains links to the Vice President of Instruction's regular updates ([IV.A.077](#), [IV.A.078](#)). These updates contain the latest news from the Vice President and have proven invaluable as the campus has had to make several rapid changes in scheduling and course offerings as it reacted to the COVID response policies of the Governor ([IV.A.079](#), [IV.A.080](#)). The latest information about the department's plans to answer the District's call to streamline and reduce spending can also be found here ([IV.A.081](#), [IV.A.082](#)). Additional documentation related to decision making is published on webpages maintained by specific Butte College groups ([IV.A.083](#), [IV.A.084](#), [IV.A.085](#)).

Analysis and Evaluation

Processes for decision-making and resulting decisions are documented and communicated across the institution in a variety of ways. Examples include open forums, constituency group meetings and emails, committee and district-wide emails, district announcements, and Roadrunner Tracks.

The Butte College homepage and webpages maintained by specific groups also regularly publish and update information about important decisions.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Decision-making processes are regularly evaluated to assure their integrity and effectiveness. For example, to streamline College processes, the Participatory Governance Committee (established in 2008), which oversaw the governance and committee structure of the campus, merged with College Council in 2018. College Council includes representatives from all constituencies: administration, faculty, management, classified staff, and students ([IV.A.087](#)). It serves as a centralized mechanism to evaluate the role of leadership, governance, and decision-making structures and to ensure their integrity and effectiveness. In addition, the governance website provides an additional means of communicating the updated structure and processes to campus constituencies and to the community.

The institution's governance structure is also consistently assessed. The Board of Trustees performs an annual self-evaluation and goal-setting process, outlined in Board Policy and Administrative Procedure ([IV.A.088](#), [IV.A.089](#), [IV.A.090](#)). This extends to the Superintendent/President position with its own evaluation and goal-setting Board Policy and Administrative Procedure which also includes an opportunity for comment/input from the staff ([IV.A.091](#), [IV.A.092](#)). The results of these evaluations, and the goals set forth during the process, are made public in the Board minutes available on the College's website ([IV.A.093](#)).

The four Vice Presidents also go through an evaluation process annually, during which staff input is collected ([IV.A.094](#), [IV.A.095](#)). The implication of a successful evaluation is demonstrated by the offering of a contract to the Administrator for the next fiscal year ([IV.A.096](#)).

Finally, as a result of several catastrophic and disruptive events – the Camp Fire, PG&E Power Shut Offs, large-scale emergency evacuations from threat of a breach in the Oroville Dam, and COVID-19 – College Council was only able to meet infrequently from 2018 to 2019 ([IV.A.097](#)). However, in spring 2021, College Council updated the College's Institutional Effectiveness Manual ([IV.A.098](#)). The Institutional Effectiveness Manual serves as the Administrative Procedure for Board Policy 2515 – Relationship with the Academic Senate and Board Policy 2510 – Participation in Local Decision-Making ([IV.A.020](#), [IV.A.019](#)).

Analysis and Evaluation

College Council evaluates the role of leadership, governance, and decision-making structures to ensure their integrity and effectiveness. The Council recently updated the College’s Institutional Effectiveness Manual that describes leadership roles and the College’s governance and decision-making policies, procedures, and processes. The governance website communicates updated structures and processes to campus constituencies and to the community, and the College regularly administers a faculty and staff survey. In addition, the results of annual self-evaluation and goal-setting processes by both the Board of Trustees and Superintendent/President are available on the College’s website. The District is encouraged to use District Announcements and other mechanisms to distribute this information more widely.

Conclusions on Standard IV.A. Decision Making Roles and Processes

Butte College has a long-standing record of a well-established governance structure and decision-making processes. Constituency representation is firmly ingrained in all applicable circumstances, with members of each group working together as peers.

This background might be best exemplified by the fact that despite dramatic events and upheavals such as the Oroville Dam evacuation, the Camp Fire, North Complex Fire, Oroville Dam spillway crisis, Public Safety Power Shutdowns and now the COVID-19 pandemic, the decision-making process and participatory governance structure continued to function with minimal interference.

Improvement Plan(s)

None.

Evidence List

Standard IV.A Evidence List	
Number	Evidence Description
<u>IV.A.001</u>	Guided Pathways/Student Equity Webpages
<u>IV.A.002</u>	AB705 Webpage
<u>IV.A.003</u>	President’s Email Message to the Campus 05/04/20
<u>IV.A.004</u>	Safe Reopening Task Force Meeting Notes 05/21/20
<u>IV.A.005</u>	Flex Days Schedule January 2021
<u>IV.A.006</u>	OER Campus Announcement Webpage
<u>IV.A.007</u>	Self Service Webpage

IV.A.008	Roadrunner Tracks 06/17/15
IV.A.009	Roadrunner Tracks 05/15/19
IV.A.010	Getting Involved Webpage
IV.A.011	Roadrunner Hub Webpage
IV.A.012	Culture & Community Center Webpage
IV.A.013	Queer Resource Center (QRC) Webpage
IV.A.014	For Students By Students Flyer
IV.A.015	BC Connect Webpage
IV.A.016	UndocuCenter Webpage
IV.A.017	Veterans Services Webpage
IV.A.018	Inspiring Scholars Webpage
IV.A.019	BP 2510 - Participation in Local Decision Making
IV.A.020	BP 2515 - Relationship with Academic Senate
IV.A.021	Participatory Governance Flowchart
IV.A.022	Classified Senate Area of Representation
IV.A.023	Meeting Recap to Constituents
IV.A.024	Institutional Effectiveness Manual Committee List Page 11
IV.A.025	Planning & Budget Committee Charter
IV.A.026	BP 2015 - Student Board Member
IV.A.027	BP 2105 - Election of Student Board Member
IV.A.028	AP 2015 - Student Board Member
IV.A.029	AP 2105 - Election of Student Board Member
IV.A.030	Associated Students Bylaws
IV.A.031	Associated Students Constitution
IV.A.032	Institutional Effectiveness Manual Student Representation Pages 36-40
IV.A.033	Chief Technology Officer Email to Staff

IV.A.034	Strategic Planning Retreat Initiatives
IV.A.035	Strategic Direction Development Process from Educational Master Plan
IV.A.036	Strategic Direction
IV.A.037	Classified Senate Minutes 11/20/19
IV.A.038	Unit Planning Guidance 10/15/20
IV.A.039	SLO Committee Webpage
IV.A.040	Diversity Committee Webpage
IV.A.041	Program Review Guidance
IV.A.042	Guided Pathways Committee Webpage
IV.A.043	BP 4020 - Program, Curriculum and Course Development
IV.A.044	AP 4020 - Program, Curriculum and Course Development
IV.A.045	AP 4022 - Course Approval
IV.A.046	Curriculum Committee Webpage
IV.A.047	Curriculum Committee Members Webpage
IV.A.048	SLO Committee Members Webpage
IV.A.049	SLO Committee Charter
IV.A.050	Distance Education Committee Bylaws
IV.A.051	Distance Education Committee Webpage
IV.A.052	Faculty Association (Academic Senate) Bylaws
IV.A.053	Institutional Effectiveness Manual Ed Master Planning Committee Page 37
IV.A.054	Institutional Effectiveness Manual
IV.A.055	President's Calendar Meeting Invite
IV.A.056	Guided Pathways Presentation 04/16/21
IV.A.057	Special Board of Trustees Meeting Agenda 11/14/18
IV.A.058	Special Board of Trustees Meeting Minutes 11/14/18
IV.A.059	Special Board of Trustees Meeting Agenda COVID Resolution 03/18/20

IV.A.060	Special Board of Trustees Meeting Minutes COVID Resolution 03/18/20
IV.A.061	President's Message to Campus 05/04/2020
IV.A.062	Vice President of Instruction Messages Webpage
IV.A.063	Safe Reopening Task Force Notes 06/18/20
IV.A.064	Safe Reopening Task Force Notes 04/15/21
IV.A.065	Safe Reopening Task Force Notes 03/25/21
IV.A.066	Safe Reopening Task Force Notes 03/04/21
IV.A.067	Safe Reopening Task Force Notes 07/30/20
IV.A.068	Planning and Budget Forum Announcement Feb 21
IV.A.069	Planning and Budget Forum PowerPoint Feb 21
IV.A.070	Classified Senate Meeting Notes 05/05/21
IV.A.071	Classified Senate President Reopening Task Force Email
IV.A.072	District Announcements 04/14/21
IV.A.073	Roadrunner Tracks Webpage
IV.A.074	Roadrunner Tracks Sept 2020
IV.A.075	Presidents DEI Position Announcement
IV.A.076	President's Safe Return Message to Campus 04/18/21
IV.A.077	Office of Instruction Webpage
IV.A.078	Office of Instruction Update 01/15/21
IV.A.079	Office of Instruction Update 03/05/21
IV.A.080	Office of Instruction Update 04/09/21
IV.A.081	Office of Instruction Update 09/11/20
IV.A.082	Office of Instruction Update 09/26/20
IV.A.083	Board of Trustees Meeting Webpage
IV.A.084	Academic Senate Meeting Minutes Webpage
IV.A.085	Associated Students Meeting Webpage

IV.A.086	Curriculum Committee Meeting Webpage
IV.A.087	College Council Charter and Bylaws
IV.A.088	BP 2745 - Board Self-Evaluation
IV.A.089	AP 2745 - Board Self-Evaluation Form
IV.A.090	Board of Trustees Meeting Agenda 08/12/20
IV.A.091	BP 2435 - Evaluation of Superintendent/President
IV.A.092	AP 2435- Evaluation of Superintendent/President
IV.A.093	Board of Trustees Meeting Minutes 06/24/20
IV.A.094	Invitation to Evaluate Vice President
IV.A.095	Vice President Evaluation Form
IV.A.096	Board of Trustees Minutes Including Contract Approval 08/12/20
IV.A.097	College Council Meeting Cancellations
IV.A.098	College Council Minutes 02/25/21

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Superintendent/President of Butte-Glenn Community College District serves as chief executive officer and has primary responsibility for the quality of Butte College. The position demands effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Board Policy establishes the full scope of responsibility for the Superintendent/President; position duties are operationalized through the College's structures and processes, and an annual evaluation ensures accountability.

Board Policy delegates to the Superintendent/President “full responsibility, authority, and accountability for the operation of the district, college, and all associated facilities.” It also tasks the Superintendent/President with seeing to “the implementation of statutes, regulations, and Governing Board policies” as well as ensuring “that institutional practices are consistent with institutional mission and policies” ([IV.B.001](#)). The Position Announcement under which the current Superintendent/President was selected affirms that this position “is responsible for the leadership, operation, management, and direction of the College.” The Position Announcement also outlines the multiple skills and abilities required of a successful candidate that align with this standard ([IV.B.002](#)). These include:

- Planning and coordinating the most effective use of faculty, staff, facilities, and resources to achieve educational and administrative goals
- Educational planning, budgeting, curriculum development, and instructional procedures
- Educational policies, laws, and regulations pertaining to the responsibilities of the position
- Working with accreditation, student learning outcomes, and program assessment
- Managing budgets that support planning efforts and college goals

A look back at the Camp Fire in fall of 2018 brings the Superintendent/President’s leadership role into sharp relief. In a Special Meeting, the Board of Trustees extended significant, unprecedented authority to the Superintendent/President. In one action, the Board gave the Superintendent/President, Vice President of Administration, and the Executive Director of Human Resources authority to grant paid leaves of absence to allow affected employees to assist in disaster recovery and to ensure continuity of operations. Board Resolution 778 enabled the Superintendent/President to authorize the repair or replacement of “District facilities in an emergency situation arising from the Camp Fire, to report to the Board of Trustees the reasons justifying why the emergency [did] not permit a delay . . . and why the action [was] necessary to respond to the emergency, and to take all actions required by Public Contracts Code section 22050” ([IV.B.003](#), [IV.B.004](#)).

During times of both crisis and normalcy, the Superintendent/President leads by way of several institutionalized structures and processes. Near the start of each academic year, the Superintendent/President presents a list of goals to the Board of Trustees. The Superintendent/President tracks progress toward her goals and provides periodic updates at Board meetings. The goals are grouped into categories that adhere closely to this standard: student success and completion; Board responsibilities and communication; District facilities; District finances; diversity, equity, and inclusion; community relations and strategic partnerships; advancement; and accreditation ([IV.B.005](#), [IV.B.006](#)). The Superintendent/President’s vision and leadership in all these areas is shared with the wider campus during the President’s Program portion of Institute Day, a convocation held at the start of the fall and spring semesters ([IV.B.007](#)).

An examination of the Butte College Institutional Effectiveness Manual (IV.B.008) reveals many of the structures and processes through which the Superintendent/President executes her responsibilities on an ongoing basis. The College's Decision-Making Philosophy "places the ultimate responsibility for decisions with the President and the Board of Trustees" (IV.B.009). Clear evidence of the Superintendent/President's central role is found in four decision-making process diagrams in the IEM: General Participatory Governance, Academic and Professional Matters, Planning and Budget, and Operations. In each diagram, the arrows ultimately point to the Superintendent/President, who in all cases is solely responsible for making recommendations to the Board (IV.B.010). Among the college groups and committees identified in the IEM, there is one, the College Council, for which the Superintendent/President always serves as chair. The Superintendent/President leads the College Council, whose purpose is "to improve the College's decision-making processes, increase communications between constituencies, review program and committee performance, and provide input on institutional issues."

With members drawn from the major constituency groups, Administration, Student Services, and Instruction, the College Council is an important point of direct connection between these units and the Superintendent/President (IV.B.011).

The President's Leadership Team (PLT) is the locus of discussion and decision making on recommendations from the committee structure and the vice presidents (IV.B.009). The PLT consists of vice presidents of the four major operational segments of the College: Administration, Institutional Effectiveness, Instruction, and Student Services (IV.B.012). The Superintendent/President convenes the group weekly, making it a primary mechanism by which she provides leadership, delegates authority, and assumes responsibility (IV.B.013). The Leadership Agenda lists the following standing items that match the areas of responsibility indicated in this standard: personnel, accreditation, enrollment management, and budget. Other standing items, such as Guided Pathways; Anti-racism, Diversity, Equity and Inclusion; Coronavirus; and CARES Act Funding, as well as several "Topics of the Day," demonstrate the range of evolving initiatives and challenges within the Superintendent/President's broad scope of responsibility (IV.B.014).

Finally, an annual evaluation helps ensure that the Superintendent/President provides the effective leadership required by Butte College, and by this standard. As described in Administrative Procedure, a subcommittee of the Board of Trustees evaluates "the Superintendent/President's performance in terms of the goals and objectives established by the Board and the Superintendent/President for the specific year and in terms of the criteria described in the Superintendent/President's job description." As part of the evaluation, campus community members and external stakeholders are invited to give feedback to the Trustees on the Superintendent/President's performance (IV.B.015). Supplementing the feedback is the Superintendent/President's self-evaluation as well as evaluations from each of the Trustees. With this information, the subcommittee rates the Superintendent/President on numerous performance measures organized under the headings of Relationships, Administration, Educational

Leadership, Educational Planning and Effectiveness, Business and Finance, and Personal Qualities ([IV.B.016](#)).

Analysis and Evaluation

The Superintendent/President bears primary responsibility for the quality of Butte College and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Board Policy and the official requirements of the position confer a broad scope of responsibility. The Superintendent/President leads from established structures and processes, and an annual assessment ensures accountability.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Butte College has a robust administrative structure covering all areas relevant to and necessary for institutional viability. Board Policy directs the Superintendent/President to “establish organizational charts that delineate the lines of responsibility and fix the general duties and authority of employees within the District “... in an efficient and effective manner to best accomplish the mission and goals of the District” ([IV.B.017](#)). As discussed in Standard IV.B.1, the top-level Butte College organizational chart shows four vice president positions, one director position, and an Inclusion, Diversity, Equity, and Anti-Racism Officer that report directly to the Superintendent/President ([IV.B.012](#)). The Superintendent/President actively maintains a delegation chain and feedback loop with each of these positions. This occurs through the President’s Leadership Team (PLT) meetings as well as weekly individual meetings with each of these positions ([IV.B.018](#), [IV.B.013](#)). Through these meetings, the Superintendent/President entrusts each position with a subset of her goals. Standing agenda items in these meetings then provide an avenue by which the Superintendent/President receives regular updates for these goals and in response provides additional direction for efforts aimed at attaining them ([IV.B.019](#)).

The Superintendent/President acknowledges that faculty, through the Academic Senate, have authority on academic matters and consistently collaborates with that body via the Vice President of Instruction who serves on the Senate’s Curriculum and Program Research and Recommendation Committees. Through these committee meetings, as well as PLT meetings, the Vice President of Instruction serves as a conduit for pertinent information between faculty and the Superintendent/President ([IV.B.020](#), [IV.B.021](#), [IV.B.022](#), [IV.B.023](#)). The Superintendent/President holds monthly meetings with the Senate Executive Committee and

Vice President of Instruction to receive updates and provide direction for academic matters ([IV.B.018](#), [IV.B.013](#)).

The delegation chain continues as each vice president position then oversees numerous officer, director, manager, supervisor, and dean positions. This delegation of authority is commensurate with the complexity of Butte College ([IV.B.024](#)). The Superintendent/President continuously evaluates the administrative structure and makes changes when appropriate. For example, in 2019 the former position of Vice President of Planning, Research, and Organizational Development was adapted into a new Vice President of Institutional Effectiveness position in conjunction with a new hire for this title. Changes to this position were made from feedback solicited from the campus community and included revised responsibilities and an enhanced focus on equity and student achievement ([IV.B.025](#), [IV.B.026](#)). Consideration was given to placing the Butte College Student Equity program under the new Vice President of Institutional Effectiveness position; however, it was ultimately decided to keep the program under the Vice President of Student Services as equity reporting and funding had by then become closely integrated with matriculation and basic skills.

In the process of restructuring the Vice President of Institutional Effectiveness position, the Superintendent/President recognized a need for an individual to coordinate and lead efforts to enhance inclusiveness, equity, and diversity across campus and thus committed to creating a new Inclusion, Diversity, Equity, and Anti-Racism Officer position. The Superintendent/President hired an outside consultant to help determine the scope and structure of the new position and, building on that input, organized a task force consisting of constituency group representatives to develop the job description ([IV.B.027](#), [IV.B.028](#), [IV.B.029](#)). This position represents the genesis of a crucial new component in the administrative structure at the College. This position has been filled and the Superintendent/President has delegated responsibility in matters related to diversity, equity, and inclusivity and receives regular updates on the progress Butte College is making in these areas.

Analysis and Evaluation

As required by Board Policy, the Superintendent/President oversees an administrative structure that matches Butte College's size and complexity and that functions to best accomplish the College's mission and goals. Carefully maintained organizational charts and governance policies reflect appropriate delegation and exercise of authority. The Superintendent/President regularly reviews both the administrative structure and individual posts for improvement.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the College sets institutional performance standards for student achievement;

- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Butte College has in place a well-established set of policies and procedures that allows for continuous institutional improvement of the teaching and learning environment under the guidance of the Superintendent/President. Board Policy charges the Superintendent/President with “ensuring that that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research” ([IV.B.030](#)). The College uses a Multi-Year Integrated Planning System (MIPS) and an annual Planning, Budgeting, and Assessment (PBA) Process to maintain its focus on student learning and to align its systems accordingly ([IV.B.031](#), [IV.B.032](#)). Working in tandem, MIPS and the PBA Process ensure that the mission of Butte College is achieved through collegial, standards-based, data-informed, and integrated processes that are regularly evaluated.

Collegial Processes

Collegiality undergirds all planning and decision making for the improvement of the teaching and learning environment. The MIPS documentation makes clear that collaboration is a built-in feature of Butte College’s processes. From the Mission and Values to the Strategic Initiatives, to the Educational Master Plan and Supporting Plans, to Program Review and Unit Plans, one finds an array of task forces, teams, committees, and constituent groups working together toward the missions and goals of Butte College.

The Superintendent/President connects to these inter-lapping processes at multiple points. Her ongoing leadership in the establishment and maintenance of collegiality is perhaps best exemplified by the Superintendent/President’s long-running practice of holding separate monthly meetings with the executive committees of the Academic Senate; Classified Senate; and the Management, Supervisory, and Confidential (MSC) group ([IV.B.013](#)). Communication also flows through the Vice President of Instruction, who conducts her own meetings with Academic Senate officers; collaborates with faculty through her participation on the Curriculum Committee and the Program, Research, and Recommendation Committee; and who also attends the meetings with the Superintendent/President. In addition, as mentioned in Standard IV.B.1, the Superintendent/President leads the College Council, a purpose of which is to “increase communications between constituencies” ([IV.B.011](#)).

The Superintendent/President takes advantage of various other opportunities throughout the planning cycle to set a collegial tone. An excellent example is the College's most recent Strategic Planning Retreat held over two days in January 2018 ([IV.B.033](#)). All staff and faculty were invited to attend as were student representatives. The Superintendent/President participated as one among many peers, and the product was a forward-looking and ambitious first draft of the College's current Strategic Initiatives ([IV.B.034](#)). This inclusive retreat that invited perspectives from across the campus community set the tone for refining and adopting the Strategic Initiatives, developing the Strategic Direction, and updating the Educational Master Plan ([IV.B.035](#), [IV.B.036](#)).

Institutional Performance Standards for Student Achievement

For more than a decade, Butte College has used the Balanced Scorecard to set and monitor institutional performance standards for student achievement in accordance with the reporting requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC) ([IV.B.037](#)). For 2018-2019, the Balanced Scorecard was revised to align with goals set by the California Community Colleges Chancellor's Office as well as with locally developed key performance standards ([IV.B.038](#)).

The Superintendent/President delegates oversight of the Balanced Scorecard to the Vice President for Institutional Effectiveness, who compiles and reports data for the College's governance groups. Dialogue begins in the Educational Master Planning Committee, which scrutinizes Butte College's progress against existing standards and makes recommendations for meeting and exceeding these standards. From there, the Academic Senate and the Classified Senate review and approve performance standards ([IV.B.039](#), [IV.B.040](#), [IV.B.041](#)). The Vice President for Institutional Effectiveness, after collaborating with the Superintendent/President, presents the Board of Trustees with an explanation of the Balanced Scorecard, current levels of achievement, and the results of the review process ([IV.B.042](#), [IV.B.043](#)). An overall view of institutional performance is provided to the larger community through the Educational Master Plan ([IV.B.044](#)). The information also informs the annual review and refinement of the Strategic Direction and the College's standards and goals for student achievement.

Research and Analysis

As required in Board Policy, the Superintendent/President ensures that evaluation and planning rely on high-quality research and analysis of external and internal conditions ([IV.B.030](#)). In adherence to this standard, the College includes "Using Data-Informed Processes for Continuous Improvement" as a core commitment in its Strategic Initiatives ([IV.B.045](#)).

From this foundation, the Superintendent/President leads the College in setting institutional values, goals, priorities, and performance standards that are supported by careful analysis of external and internal conditions and informed by data from a variety of sources. For example, to prepare for the Strategic Planning Retreat mentioned above, participants received "Read Ahead"

materials (IV.B.046). These were: Environmental Scan with an overview of internal and external factors, Guided Pathways certificate and degree attainment numbers by discipline, and the 2016 Completers and Leavers Survey. The Superintendent/President delegates responsibility for producing and disseminating these resources to the Office of Institutional Effectiveness, which has developed multiple institutional decision-support products (IV.B.047). Additional examples are the Balanced Scorecard and Academic Program Review Data, as well as a variety of useful reports available in the College's Reports Server and Data Dashboards (IV.B.048).

To further inform evaluation and planning, the Superintendent/President authorizes periodic surveys. The Community College Survey of Student Engagement (CCSSE) has been utilized by the College four times since 2008 to enable comparisons to other community colleges across the nation in the areas most likely to lead to student success. In 2018, the College administered the Survey of Entering Student Engagement (SENSE) as part of its Guided Pathways implementation. The Superintendent/President has also called for surveys in response to unexpected and pressing situations, such as a Camp Fire Student Survey and Remote Work Survey. This wealth of data and information is at the disposal of everyone involved in planning and improvement – the Superintendent/President, Administration, campus committees, and individual staff and faculty (IV.B.049).

Integration of Educational Planning with Resource Planning and Allocation

In accordance with Board Policy, the Superintendent/President oversees a robust system of integrated planning that ensures resources are allocated in support of teaching and learning (IV.B.030). The Educational Master Plan outlines the broad components of the College's integrated planning system:

- The Multi-Year Integrated Planning Systems (MIPS) by which the College establishes its long-term strategy and priorities
- The annual Planning, Budgeting and Assessment (PBA) Process by which the College refines its strategies, conducts Unit Planning, and allocates resources
- Program Planning which includes the process for establishing academic programs, assessing and improving program performance, and maintaining program viability
- The Learning Outcomes Assessment process by which the College continuously assesses its courses and programs to ensure that student learning goals are met (IV.B.050)

The Superintendent/President ensures that the allocation of resources supports and improves learning and achievement through her pivotal role in the Unit Planning process. Using established criteria, the Superintendent/President together with the Leadership Team prioritizes resource requests and aligns them with projected funding to produce a recommended District Augmentation list. The Planning and Budget Committee reviews the list from the Superintendent/President, makes a final recommendation, and publishes the District

Augmentations list on the website. The Superintendent/President takes these proposals for funding to the Board of Trustees for approval via the Final Budget ([IV.B.051](#), [IV.B.052](#), [IV.B.053](#)).

Evaluation and Improvement

The Superintendent/President oversees multiple review mechanisms for evaluating overall institutional planning and implementation efforts to achieve the mission of Butte College. Each year, the Planning and Budget Committee assesses and, as necessary, refines the Planning, Budget, and Assessment (PBA) Process ([IV.B.032](#), [IV.B.054](#)). As another example, in accordance with the PBA Process, the Educational Master Planning Committee annually updates the Strategic Direction, which is the College's implementation strategy for its Strategic Initiatives. Though remote work during the COVID-19 pandemic has slowed the process, the committee has worked on revisions to the current Strategic Direction (2019-2020) throughout the 2020-2021 academic year with the goal of routing an updated version to constituent groups by fall 2021 ([IV.B.031](#), [IV.B.055](#)).

Analysis and Evaluation

Butte College's Multi-Year Integrated Planning System (MIPS) and annual Planning, Budget, and Assessment (PBA) Process serve as roadmaps that guide everyone involved in improvement of the teaching and learning environment – from the Superintendent/President, through the various levels of administration, to faculty and staff at the program level. Leading by example, the Superintendent/President fosters collegiality as Butte College works collaboratively toward developing goals and priorities, setting and assessing performance standards, allocating resources, and reviewing processes. Infused throughout is a commitment to the generation and use of high-quality research.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Superintendent/President at Butte College assumes primary responsibility for ensuring that the District complies with accreditation standards, requirements, policies, and reporting obligations. The most recent position search announcement lists experience leading efforts of the College to meet accreditation standards as a desirable qualification ([IV.B.056](#)). Board Policy tasks the Superintendent/President with ensuring that the District meets all standards established by ACCJC, while keeping the Board informed and involved in the process of accreditation,

including status, actions taken, and related outcomes ([IV.B.057](#)). In addition, Administrative Policy details the role of the Superintendent/President in the accreditation self-evaluation process ([IV.B.058](#)).

Ensuring that the District meets accreditation standards is an ongoing priority for the Superintendent/President, who oversees and administers a continuous process throughout each accreditation cycle that involves planning, actions, progress updates, and regular feedback. The Superintendent/President establishes a multifaceted accreditation team structure that includes an accreditation support team, steering committee, accreditation standard co-chairs and writing teams, subject matter experts and evidence champions, all of whom work together in collaboration with the District's Academic Senate and Classified Senate groups to effectively complete each phase of the accreditation cycle.

The Accreditation Steering Committee (ASC) consists of management, supervisor, and confidential employees (MSC); faculty; and classified staff co-chairs for each accreditation standard ([IV.B.059](#)). These co-chairs are selected through a collaborative process involving the Superintendent/President and constituent groups. The Superintendent/President is a signatory on each Self-Evaluation and Mid-Term report. She approves all Substantive Change Applications submitted to ACCJC, which most recently included five new programs offered during the current accreditation cycle ([IV.B.060](#)). The Superintendent/President delegates additional responsibility for the Institutional Self-Evaluation Report (ISER) and ACCJC visitation processes to the Vice President for Instruction, who serves as the College's Accreditation Liaison Officer (ALO) ([IV.B.026](#)). The Superintendent/President also ensures that adequate fiscal resources are available to support the District's efforts toward meeting all accreditation standards and reporting requirements. This includes supporting ACCJC training sessions; providing faculty reassigned time, stipends, and Flex credit or classified project pay for members of the Accreditation Steering Committee and writing teams; and providing funding for travel to conferences and plenary sessions ([IV.B.061](#)).

Accreditation is a recurring category in the Superintendent/President's Goals prepared annually for the Board. In the 2020-2021 Superintendent/President's Goals, completing the self-evaluation report and preparing for ACCJC visitation is listed as a top priority ([IV.B.062](#)). Accreditation is also a standing weekly item for the President's Leadership Team meetings ([IV.B.063](#)). The Superintendent/President leads Board of Trustee Study Sessions in which training and current progress towards meeting standards and reporting requirements are conveyed to the Board ([IV.B.064](#), [IV.B.065](#)). The Superintendent/President also provides updates to the Board on the College's progress toward the self-evaluation report and other developments related to accreditation throughout each cycle ([IV.B.066](#)). Progress through the accreditation cycle is provided to the campus community regularly through the District webpage as well as Institute Day presentations. For example, as part of the Vice President of Institutional Effectiveness' Institute presentation in August 2020, new ACCJC standards were presented to those in attendance ([IV.B.067](#), [IV.B.068](#)).

Analysis and Evaluation

As prescribed in Board Policy, the Superintendent/President assumes primary leadership for accreditation, which includes responsibility for keeping Butte College in good standing with all ACCJC requirements and policies. The Superintendent/President appraises the Board on all accreditation related matters and approves all reports and applications submitted to the Commission. By designating a vice president as ALO and supporting a campus Accreditation Steering Committee, the Superintendent/President involves faculty, staff, and administrative leaders in assuring compliance.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The implementation of statutes, regulations, and governing board policies is a primary responsibility of the Superintendent/President at Butte College. In hiring for this position, the College expects the successful candidate to have experience, skills, and abilities with “educational policies, laws, and regulations pertaining to the responsibilities of the position” ([IV.B.056](#)). Board Policy guides the Superintendent/President in carrying out this important duty, stating that “Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy” ([IV.B.069](#)). Administrative Procedure 2410 delineates the process whereby the Superintendent/President works with the vice presidents and the Board of Trustees to develop and periodically review “policies for legal necessity and applicability to the needs of the District” ([IV.B.070](#)).

The Superintendent/President follows well-established routines to ensure that the College continues to meet this standard. A standing category in the Superintendent/President Goals, prepared for the Board every August, is “Board responsibilities and communication.” Examples of past goals in this area include:

- Ensure that Board Policies are up-to-date and ensure that mandatory Administrative Procedures are in place. Ensure that Board Policies and Administrative Procedures are available on the College website ([IV.B.071](#)). Develop a realistic schedule to ensure that Board Policies are up-to-date and ensure that mandatory Administrative Procedures are in place ([IV.B.072](#), [IV.B.073](#)).
- Educate the Board on the new funding formula and its impact on the District budget and planning ([IV.B.074](#)).

The Superintendent/President’s weekly Leadership Team meeting serves as the channel for vice presidents to discuss statutes, regulations, and governing policies pertinent to their areas as they are being developed or revised, and prior to presentation to the Board. The Superintendent/President also holds a monthly Board Packet Review meeting during which the vice presidents, the Human Resources Director, and constituency group leaders examine all items going before the Board of Trustees to verify that statutory, regulatory, and local policy requirements have been met ([IV.B.013](#)).

The Superintendent/President’s accountability to statute, regulation, and governing board policies, as well as the District mission, extends to business and fiscal matters. Skills, abilities, and desired qualification for this position include, “Managing budgets that support planning efforts and college goals” and “Understanding of the California Community College mission, educational issues and finance, the laws and regulations of California and the changing role of community colleges” ([IV.B.056](#)). Board Policy delegates to the Superintendent/President or designee overarching “authority to supervise the general business procedures of the District” in accordance with all “applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual” ([IV.B.075](#)). The Superintendent/President’s designee in business and fiscal matters is the Vice President of Administration, though certain transactions remain subject to review and approval by the Superintendent/President ([IV.B.076](#)). A comprehensive set of related policies (e.g., Budget Preparation, Budget Management, Fiscal Management) supports both positions in this work ([IV.B.077](#)). The Final Budget represents the culmination of the College’s planning and budgeting processes. The Superintendent/President and the Leadership Team prepare the Final Budget in accordance with Budget Criteria developed and approved by the Planning and Budget Committee, the Leadership Team, and the Board. The criteria include local philosophy; legal, financial, and statutory requirements; and procedural guides ([IV.B.078](#)).

Recent unexpected crises have introduced new and unprecedented challenges related to compliance and budget. Between November 2017 and the time of this writing, five major events significantly disrupted College operations: the Oroville Dam Spillway incident, the Camp Fire, PG&E Power Shut Offs, COVID-19, and the North Complex Fire. The Superintendent/President has been directly involved in responding to these crises and in efforts to mitigate the effects. During the Camp Fire, for example, the Superintendent/President met with community partners, government officials, and CCCC Chancellor Eloy Oakley and staff ([IV.B.079](#)):

- Camp Fire Education Summit November 14, 2018
- Meeting with CUSD Superintendent and Chico State President November 26, 2018
- CCCC Chancellor Eloy Oakley campus visit December 5, 2018
- Meeting with Chancellor Office staff December 11, 2018
- Meeting with Chico Builders Association December 4 and December 17, 2018
- Meeting with Senator Jim Nielsen and Assemblyman James Gallagher on Camp Fire Relief February 1, 2019

- Community/Campus Safety Forum at Chico State University April 19, 2019
- Recovery meeting with FEMA, 3CORE, SBA May 23, 2019
- Meeting on workforce housing and recovery with economist Dr. Rob Eyster July 17, 2019

From the onset of the COVID-19 pandemic, the Superintendent/President has shouldered enormous responsibility for leading the College in the fulfillment of its mission while facing a raft of new requirements. Here again, she has maintained close contact with local officials and leaders:

- Meeting with Butte County Medical Officer March 1 and April 21, 2020
- Weekly meetings with Butte County Office of Education Superintendent and Chico State University President on COVID-19 planning April 10 to June 24, 2020

Dr. Yaqub formed a COVID-19 Weekly Crisis Response Team that guided the College's first steps, and she leads a Safe Reopening Task Force that met weekly from May to September 2020, and that continues to meet biweekly. The task force includes the four Vice Presidents, faculty and staff leadership, and key area managers (such as the Student Health Clinic and Human Resources directors). Workgroups organized around Instruction, Facilities, Human Resources, and Students Services report to the task force to coordinate efforts across all areas ([IV.B.080](#), [IV.B.081](#)). Safety requirements and health recommendations are communicated to all staff and students through a COVID-19 Prevention Plan, response flowcharts (adapted from charts provided by Butte County Public Health) that show what to do in various scenarios, and a comprehensive Coronavirus website ([IV.B.082](#), [IV.B.083](#)).

The Superintendent/President has ensured that instructional programs remain state-compliant despite disruptions caused by the fires and the pandemic while maintaining effective control of the budget in the face of successive blows to enrollments. Dr. Yaqub met with CCCCO Vice Chancellor Laura Hope regarding program compliance shortly after the Camp Fire, and in May 2019 provided testimony to the Board of Governors on proposed changes to emergency conditions regulation (Evidence Request March 23, 2021). Importantly, the Superintendent/President has worked closely with the Chancellor's Office to keep funding at the 2017-2018 level through June 2025, giving the College crucial time to adjust to new enrollment and funding realities ([IV.B.084](#)).

The recognition that Dr. Yaqub has received from her peers statewide for leading in crisis is further evidence that the College meets this standard. The Superintendent/President has been a panelist in several disaster response workshops, created learning modules on emergency preparedness, and provided a webinar presentation on COVID-19 measures ([IV.B.085](#), [IV.B.086](#), [IV.B.087](#)):

- Association of California Community Colleges Administrators, Annual Conference February 20, 2019

- Association of California Community Colleges Administrators, Admin 201 Transformational Leadership Program July 17, 2019
- University of California, Davis, Wheelhouse Institute March 14, 2019
- Learning Modules prepared for the Chancellor’s Office Vision Resource Center Fall 2020
- Community College League of California, CEO Webinar April 14, 2020

Analysis and Evaluation

The Superintendent/President provides critical leadership as a matter of course and, in recent years, during times of unusual disruption and uncertainty. Working within a solid framework of board policies, administrative procedures, and governance processes, the Superintendent/President ensures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent/President routinely interacts with various campus and broader community groups served by the Butte College District. Examples of engagement with student and staff/faculty campus groups include informal events such as walks with the president and sharing pizza with various student groups ([IV.B.088](#), [IV.B.089](#)). In a more formal setting, the Superintendent/President participates in most commencement and certificate award ceremonies throughout the year ([IV.B.090](#)). Additional regular communication with the campus community includes monthly Roadrunner Tracks newsletters, an Institute Day address every semester, and frequent campus messages on specific topics such as COVID responses; natural disasters in the community; diversity, equity, and inclusion; and new administrator hires ([IV.B.091](#), [IV.B.068](#), [IV.B.092](#)).

The Superintendent/President also regularly engages with and is an active member of several local community organizations. These include:

- ACCCA – Association of California Community College Administrators; currently on the Board of Directors ([IV.B.093](#))
- Chico Chamber of Commerce; currently on the Board of Directors; spoke at the Chamber’s Young Professional Luncheon in August 2018 ([IV.B.094](#), [IV.B.095](#)), Rotary Club of Chico ([IV.B.096](#))
- Boys and Girls Club of the North Valley; currently on the Board of Directors ([IV.B.097](#))

Frequent communication with the community occurs through regular press releases, as well as interviews with local media outlets ([IV.B.098](#)). For example, the Superintendent/President participated in a North State Public Radio interview alongside the President of Chico State University and provided an interview for the Chico Enterprise-Record in conjunction with the announcement of the Promise Scholarship Program which grants full tuition costs to first-time, full-time students ([IV.B.099](#), [IV.B.100](#)). In addition, the Superintendent/President directs production of an Annual Report to the Community that provides updates on current campus events, the status of various initiatives, and the myriad services the College provides to the community ([IV.B.101](#)).

During and immediately following the 2018 Camp Fire, the Superintendent/President worked with county, state, and federal emergency response agencies to establish emergency response structures including emergency communication protocols. The Superintendent/President took action to allow the Butte College Main Campus to serve as an emergency operations center during the fire. She also established a support center at the Chico Center which provided access to mental health counseling, academic counseling, financial aid assistance, a food pantry, and various other services to students, staff, faculty, and administrators. Dr. Yaqub also called for a survey to determine the scope of the need for assistance, allowing the Butte College Foundation to set up a Camp Fire Relief Fund to provide timely aid to students ([IV.B.102](#), [IV.B.103](#)). In addition to providing these immediate support services, the Superintendent/President worked with businesses and leaders around the community to establish focused training programs offered by the College to respond to community needs and provide employment opportunities for those displaced from their jobs. These training programs included hazardous materials, CPR, occupational safety and health, manufacturing, warehousing, and other areas of construction ([IV.B.104](#)).

In response to the COVID-19 pandemic, the Superintendent/President has worked with county health agencies to efficiently respond to student and community needs. The Superintendent/President oversees weekly team meetings focused on continuing the College's mission and has taken action to ensure that a plethora of resources are available to students, faculty, and staff to support their efforts to continue all areas of education ([IV.B.083](#)). The Superintendent/President also took the necessary steps to pave the way for Butte College to serve as a COVID-19 vaccination center ([IV.B.105](#)).

The Superintendent/President works closely with other educational leaders in our geographical area, including administrators from K-12 school districts and four-year universities. For example, joint cabinet meetings are held with Chico State University ([IV.B.106](#), [IV.B.107](#)), and the Superintendent/President meets on occasion with Gayle Hutchinson, the President of Chico State University, as well as Kelly Staley, the Superintendent of the Chico Unified School District ([IV.B.108](#)). Notably, Butte College plays a central role in Butte County Promise, a major initiative aimed at aligning educational programs with the needs of employers and at coordinating programs and pathways offered by K-12 districts and institutes

of higher education. The Superintendent/President was on hand and provided remarks for the signing of the collaboration pledge and was quoted in a Chico Enterprise-Record article about the initiative ([IV.B.109](#), [IV.B.110](#)). The Superintendent/President has also worked with the Superintendent of the Glenn County Office of Education to include that county in the Promise initiative ([IV.B.111](#)).

The Superintendent/President has engaged in public outreach, collaborated with faculty and community members, and promoted the development of numerous building projects on the Main Campus and at other locations. In 2016, Bond Measure J was approved by voters, paving the way for an ambitious series of construction projects on the Main Campus designed to improve and expand facilities for numerous programs including nursing, law enforcement, welding, veterans' programs, and science while improving safety and water conservation across campus ([IV.B.112](#)). In 2020, the Board of Trustees approved a purchase agreement to build permanent facilities for the Glenn Center in Orland. The Superintendent/President commented in a press release, "In 1974, Glenn County was annexed into our District and we officially became the Butte-Glenn Community College District. We have operated our Glenn County Center programs out of rented facilities for 46 years. This is a remarkable moment in the College's history and provides a permanent facility that will allow us to better serve Glenn County residents for decades to come" ([IV.B.113](#)).

Analysis and Evaluation

The Superintendent/President employs several modes of communication so that the various communities served by Butte College are aware of, and can contribute to and benefit from, the College's many programs. Through active involvement in local organizations as well as collaborative work within the larger educational community, the Superintendent/President ensures that Butte College continues to play an integral role in both Butte and Glenn counties.

Conclusions on Standard IV.B. CEO

As prescribed by Board and Administrative policies, the Superintendent/Presidents bears primary responsibility for all major aspects of the quality of instruction and operations at Butte College. This is put into practice through a plethora of institutionalized structures and processes commensurate with the size, mission, and values of Butte College, as well as routine and as-needed meetings, communications, and other actions taken by the Superintendent/President. In overseeing all aspects of Butte College, the Superintendent/President is involved in planning, provides effective leadership and guidance, delegates authority, and works collegially within governance structures. The Superintendent/President ensures that the College continuously strives for excellence by adhering to established policies and procedures, supporting data-informed decision-making, and supporting a culture of review and improvement.

Improvement Plan(s)

None.

Evidence List

Standard IV.B Evidence List	
Number	Evidence Description
IV.B.001	BP 2430 - Delegation of Authority to Superintendent/President
IV.B.002	President Search Position Announcement
IV.B.003	Board of Trustees Meeting Special Meeting 11/14/18 Agenda
IV.B.004	Board of Trustees Meeting Special Meeting 11/14/18 Minutes
IV.B.005	President's Goals 2016-2021
IV.B.006	Board of Trustees Meeting Minutes 01/29/20
IV.B.007	Fall 2019 Institute Prezi Presentation
IV.B.008	Institutional Effectiveness Manual
IV.B.009	Institutional Effectiveness Manual - Decision-Making Philosophy
IV.B.010	Institutional Effectiveness Manual - Decision-Making Process Diagrams
IV.B.011	Institutional Effectiveness Manual - College Council Purpose & Membership
IV.B.012	Butte College Organizational Chart
IV.B.013	Recurring Presidential Meetings
IV.B.014	Leadership Agenda 10/07/20
IV.B.015	Evaluation of President Email
IV.B.016	AP 2435 Evaluation of the Superintendent/President
IV.B.017	BP 3100 Organizational Structure
IV.B.018	President's Calendar from 9/14/2020 - 9/20/2020
IV.B.019	Leadership Retreat Agenda 06/17/19
IV.B.020	Academic Senate Bylaws
IV.B.021	BP 4021 Program Research and Recommendation

IV.B.022	AP 4021 Program Research and Recommendation
IV.B.023	Curriculum Committee Members
IV.B.024	Vice Presidents Organizational Charts
IV.B.025	President's Email about VP-IE Job Description 02/08/19
IV.B.026	VP-IE Class Specification
IV.B.027	DEI Position – President's Message March 2019
IV.B.028	DEI Position – President's Message September 2019
IV.B.029	IDEA Officer Job Announcement
IV.B.030	BP 3250 Institutional Planning
IV.B.031	AP 3250 Institutional Planning
IV.B.032	Planning, Budgeting, and Assessment (PBA) Process
IV.B.033	Strategic Planning Retreat Flyer
IV.B.034	Strategic Planning Retreat Draft of Strategic Initiatives
IV.B.035	Educational Master Plan
IV.B.036	Educational Master Plan Page 47
IV.B.037	Balanced Scorecard Webpage
IV.B.038	Balanced Scorecard 2018-2019
IV.B.039	Academic Senate Minutes 03/27/19
IV.B.040	Academic Senate Minutes 04/03/19
IV.B.041	Classified Senate Minutes 04/03/19
IV.B.042	Board of Trustees Minutes 05/15/19
IV.B.043	Board of Trustees Goals Spotlight Presentation
IV.B.044	Educational Master Plan Page 42
IV.B.045	Strategic Initiatives
IV.B.046	Strategic Planning Retreat Read Ahead Email
IV.B.047	PBA Webpage

IV.B.048	Research Webpage
IV.B.049	PBA Surveys Webpage
IV.B.050	Educational Master Plan Pages 56-63
IV.B.051	Unit Planning Guidance 2021-22
IV.B.052	District Augmentations 2020-21
IV.B.053	Final Budget 2020-21
IV.B.054	Planning and Budget Committee Minutes 03/09/21
IV.B.055	Educational Master Planning Committee Email to Members 12/15/20
IV.B.056	President/Superintendent Position Announcement Webpage
IV.B.057	BP 3200 Accreditation
IV.B.058	AP 3200 Accreditation
IV.B.059	Accreditation Team
IV.B.060	Accreditation Website New Programs
IV.B.061	Accreditation Support for Faculty and Staff
IV.B.062	President's Goals 2020-21
IV.B.063	Leadership Agenda 10/7/20
IV.B.064	Board of Trustees Study Session Agenda for 2/17/21
IV.B.065	Board of Trustees Study Session for 3/10/21
IV.B.066	Board Agenda Calendar 2020-21
IV.B.067	Accreditation Website – Main Page
IV.B.068	Fall 2020 Institute Prezi Presentation
IV.B.069	BP 2410 Policy and Administrative Procedure
IV.B.070	AP 2410 Policy and Administrative Procedure
IV.B.071	President's Goals 2016-17
IV.B.072	President's Goals 2017-18
IV.B.073	Board Policy Update Timeline

IV.B.074	President's Goals 2018-19
IV.B.075	BP 6100 Delegation of Authority
IV.B.076	AP 6100 Delegation of Authority
IV.B.077	Board Policies Webpage – Chapter 6
IV.B.078	2020-21 Budget Criteria
IV.B.079	Disaster Preparedness Completed Tasks March 23, 2021
IV.B.080	Safe Reopening Task Force Minutes 05/21/20
IV.B.081	Safe Reopening Task Force Minutes 05/27/20
IV.B.082	COVID-19 Prevention Plan
IV.B.083	Coronavirus Website
IV.B.084	President's Message to Campus 10/22/20
IV.B.085	Admin 201 Program July 2019
IV.B.086	Wheelhouse Program March 2019
IV.B.087	CCCCEO Webinar Presentation April 14, 2020
IV.B.088	Pizza with the President Flyer
IV.B.089	Walk With the President Flyer
IV.B.090	Virtual Commencement Celebration 2020
IV.B.091	Roadrunner Tracks December 2020
IV.B.092	President's Message to Campus 10/22/20
IV.B.093	ACCCA Directory
IV.B.094	Chico Chamber Board Bio
IV.B.095	Chico Chamber Young Professionals Organization Podcast 08/13/18
IV.B.096	Rotary Calendar
IV.B.097	Boys and Girls Club of the North Valley Board
IV.B.098	Butte College News Announcements
IV.B.099	North State Public Radio Interview

IV.B.100	Chico-Enterprise Record Interview – Butte College Promise 02/29/18
IV.B.101	Annual Report 2019-20
IV.B.102	Camp Fire News Announcement
IV.B.103	Camp Fire Survey Results
IV.B.104	Camp Fire Enterprise Record Article 04/16/19
IV.B.105	Vaccine Center Email 02/16/2021
IV.B.106	Joint Cabinet Agenda 02/26/18
IV.B.107	Joint Cabinet Agenda 03/02/20
IV.B.108	Calendar with Colleagues
IV.B.109	Butte County Promise Webpage
IV.B.110	Chico-Enterprise Record interview – Butte County Promise 02/01/18
IV.B.111	Glenn County Board of Education Minutes 01/25/18
IV.B.112	Measure J Webpage
IV.B.113	Chico Enterprise Record Article 09/26/20

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Butte-Glenn Community College District Board of Trustees, comprised of seven publicly elected members and a student trustee who holds an advisory vote, is responsible for establishing and upholding policies to ensure the quality, integrity, and effectiveness of all aspects of the District. As outlined in the Board’s mission statement, the Board is “committed to fulfilling its duties and responsibilities to the District by representing the public interest; establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations; hiring and evaluating the CEO (Superintendent/President); delegating power and authority to the Superintendent/President to effectively lead the District; ensuring fiscal health

and stability; monitoring institutional performance and educational quality; and advocating and protecting on behalf of the District” ([IV.C.001](#)).

The Board has a set of written policies and procedures that guide its actions. Examples include the following:

- Board Policy 2100 outlines the election process for Board Members ([IV.C.002](#)).
- Board Policy 2200 addresses the quality of educational programs, the integrity of the institutional actions, and the effectiveness of student learning programs ([IV.C.003](#)).
- Board Policy 2745 outlines the Board’s self-evaluation process ([IV.C.004](#)).
- Board Policies to ensure the quality, integrity, and effectiveness of student learning programs and services are in place ([IV.C.005](#), [IV.C.006](#), [IV.C.007](#), [IV.C.008](#)).
- Board Policies to ensure the financial stability of Butte College are in place ([IV.C.009](#), [IV.C.010](#), [IV.C.011](#)).
- To ensure financial stability and transparency the District has adopted GASB Statement 39, Determining Whether Certain Organizations are Component Units as an amendment to GASB Statement 14. This provides additional guidance for organizations to report as component units based on the nature and significance of their relationship with the District ([IV.C.012](#)).

The Board maintains currency with respect to student learning programs and services at Butte College and receives regular updates from the President’s Leadership Team focused on these areas, as well as equity and emergency operations. Some examples include the following:

- The Trustee Fellowship, a transformational change program with participation from community colleges across the State of California, aligns programs and resources to put students first. The Trustee Fellowship addresses local and statewide demographic data and student equity gaps. Findings regarding the Trustee Fellowship were reported in October 2020 ([IV.C.013](#)). The Board also discussed demographic changes in California as well as California poverty rates by ethnicity. At the same meeting, Butte College demographic metrics were also discussed ([IV.C.014](#)).
- Financial stability of Butte College ([IV.C.015](#)).
- Diversity, Equity and Inclusion training, including Student Equity Spotlight Presentation BOT Meeting April 17, 2019 ([IV.C.016](#)).
- Ascending Scholars Presentation BOT ([IV.C.017](#)).

Analysis and Evaluation

Board Policies clearly identify the Board of Trustees as having ultimate authority over academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of Butte College (ER 7). The Board exercises this authority and fulfills the responsibilities specified in policy through the conduct of regular business, as evidenced in Board of Trustees’ meeting calendars, agendas, reports, and minutes. The Board’s emphasis on

the financial stability of the College is reflected in its actions, including a quarterly review of financial statements and financial health reports.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

As stated in Board Policy 2200 the Board “governs on behalf of the citizens of the Butte-Glenn Community College District” ([IV.C.003](#)). Board Policy 2330 states that the Board shall act by a majority vote of the members present unless an action requires a two-thirds vote. No secret ballots will be taken, and the Board will publicly report any action taken in open session along with the vote of each member present ([IV.C.018](#)).

Analysis and Evaluation

Board Policies support Board members’ acting as a collective entity. Individual Trustees provide input to discussions, but, once decisions are reached, they support collective decisions of the Board.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.

Evidence of Meeting the Standard

Board Policy 2431 defines the process for selecting the Superintendent/President. This process involves a search that “shall be fair and open and comply with relevant regulations and appropriate Governing Board policies.” The policies and procedures were utilized in 2016 to hire a new Superintendent/President ([IV.C.019](#)).

As stated in Board Policy 2435 and Administrative Procedure 2435, the Board also has a detailed process for evaluating the Superintendent/President. This evaluation takes place annually and consists of Board President appointing a review committee to review the Superintendent/President’s goals and objectives, interview individuals both on and off campus, and collect input from each Trustee. The review committee drafts a confidential letter to the Board detailing the process used and recommendations of the committee. The evaluation process was most recently completed in March 2021 ([IV.C.020](#), [IV.C.021](#)).

Analysis and Evaluation

The process for selecting the CEO for the College is clearly defined in Board Policy 2431. On or before November 1 of each year, the Board President coordinates and agrees with the

Superintendent/President on a performance review schedule. The Board President appoints the review committee members at the Board's December organizational meeting in compliance with Board Policy. The committee reviews the Superintendent/President's performance in terms of the goals and objectives established by the Board and the Superintendent/President for the specific year and in terms of the criteria described in the Superintendent/President's job description.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Butte-Glenn Community College District is a single-college district governed by an elected seven-member Board of Trustees and a student trustee who holds an advisory vote. Trustees are elected by the voters of Butte and Glenn Counties and represent a geographic area of the District established in Board Policy 2100 ([IV.C.002](#)). Elections are held in even-numbered years and consolidated with General Elections in Butte and Glenn Counties, with Butte County serving as the lead agency ([IV.C.022](#)). The student trustee should attend all open sessions in a one-year term beginning June 1 of the elected year and ending May 30 of the following year. If the student trustee position opens mid-year, the Board uses an appointment process to fill the vacancy ([IV.C.023](#)).

The Butte-Glenn Community College District Board of Trustees is an independent, policy-making body that is committed to fulfilling its duties and responsibilities to the District by "representing the public interest," establishing policies that define the mission of the College and "set prudent, ethical and legal standards for college operations." The Board will also monitor the performance of the College regarding educational quality and advocating and protecting on behalf of the District ([IV.C.001](#)).

BP 2510 states the Board shall have shared governance with members of the College community as both a philosophy and a process, which assures the mutual respect of all campus constituencies by providing them the right to participate effectively in college governance. The Board recognizes that the "best decisions for the District can be made by relying upon the collective knowledge and expertise of the College community and by ensuring that each constituency is given every reasonable consideration to express its opinions and provide advice and counsel" ([IV.C.024](#)).

Analysis and Evaluation

The Butte College Board of Trustees reflects the public interest in Butte College's educational quality. The Board advocates on the College's behalf to protect it from potential political pressure.

5. The governing board establishes policies consistent with the College/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees governs on behalf of the citizens of the Butte-Glenn Community College District. The Board represents the public interest; establishes policies that define the institutional mission; and sets prudent, ethical and legal standards for college operations.

BP 2200 states that the Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the CEO
- Delegate power and authority to the chief executive to effectively lead the district
- Ensure fiscal health and stability
- Monitor institutional performance and educational quality
- Monitor student access and success
- Advocate and protect the district ([IV.C.003](#))

The Board holds monthly meetings to engage with the community and when necessary, holds courageous conversations regarding the current operations and planning for the future of the District. Virtually every major decision goes to the Board of Trustees for approval, including presentations of long and short-term plans and strategies, discussions of career and academic programs, student success outcomes, student supports and equity, hiring decisions and contracts and resources and fiscal matters. The Board's decisions are guided by the "Institutional Bedrock" of the College which consists of the Mission, Values, Strategic Direction, and Vision of the District. The "Institutional Bedrock" is evaluated every six years and drives conversations and planning for how to achieve student success ([IV.C.025](#)).

Every year, the Board of Trustees establishes budget criteria. Administrative Procedure 6200 outlines the process for the Board of Trustees review of the budget. The tentative budget is presented to the Board of Trustees by July 1, and the final budget is presented, including a public hearing, by September 15 of each year ([IV.C.026](#)).

The 2020-21 Budget Criteria included providing:

- Students a high quality, accessible, learning-centered education
- The resources and support needed to deliver effective instruction and services
- The resources and support to facilitate the teaching-learning process

- The means to manage the district in an efficient and cost-effective way

In addition to establishing criteria and approval for the annual budget, the Board is presented with a quarterly report describing the financial and budgetary conditions of the District as required by law ([IV.C.027](#), [IV.C.011](#), [IV.C.028](#)).

Analysis and Evaluation

The Butte College Board of Trustees has established board policies and administrative procedures that align with this standard. The Board receives regular communications from diverse groups on campus, as well as routine financial reports, annual audits, student success and achievement data, presentations and community input. Evidence of these routine engagements is available in Board agendas and minutes of the monthly meetings.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All Board Policies and Administrative Procedures are published on the Butte College Board of Trustees webpage.

The policies and procedures specifying the Board's size, duties, responsibilities, structure and operating procedures can be found in the following:

- [BP 2010: Board Membership \(IV.C.029\)](#)
- [BP 2200: Board Duties and Responsibilities \(IV.C.003\)](#)
- [BP 2210: Officers \(IV.C.030\)](#)
- [BP 2305: Annual Organizational Meeting \(IV.C.031\)](#)
- [BP 2330: Quorum and Voting \(IV.C.018\)](#)

Analysis and Evaluation

The Butte-Glenn Community District publishes Board Policies and Administrative Procedures specifying the Board's size, duties, responsibilities, structure, and operating procedures. All policies and procedures are readily available on the District's website.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees acts in a manner consistent with its policies. Board Policy 2410 defines and outlines the authority and responsibility to establish Board Policies. Policies may be adopted, revised, added to, or amended by majority vote at any Board meeting ([IV.C.032](#)).

As described in Board Policy 2510, the Board relies upon the collective knowledge and expertise of the College community. It does this by ensuring that each constituency is given every reasonable consideration to express its opinions and provide advice and counsel.

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and Administrative Procedures for the Superintendent/President's action under which the District is governed and administered ([IV.C.024](#)).

Analysis and Evaluation

The Board of Trustees regularly assesses its policies and revises them as necessary according to a systematic schedule of review and as needed due to legal changes or local review requests. There is an established process for review which is outlined in Administrative Procedures and carried out as evidenced by Board agendas and minutes.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board of Trustees regularly reviews key indicators of student learning and achievement, as well as institutional plans for improving academic quality during the monthly Board Meetings. Butte College uses its Multi-Year, Integrated Planning System (MIPS) to maintain focus on student learning and align systems to achieve it ([IV.C.025](#)). A key input into this process are external plans and priorities such as federal requirements, the Chancellor's Office Vision for Success, ([IV.C.033](#)) and the results of internal and external assessments. The Vice President for Institutional Effectiveness provides data and summaries of student achievement goals such as the Vision for Success Balanced Scorecard 2020-2021 which is approved through the governance process and is presented annually to the Board of Trustees ([IV.C.034](#)). The Board also reviews and adopts long-term plans such as the Educational Master Plan. The Educational Master Plan incorporates goals and standards for student achievement ([IV.C.035](#)).

The College uses several mechanisms to review and improve academic performance. These include the Program Research and Recommendations (PRR) Committee, the Curriculum

Committee, and Program Review. The Academic Senate is a key partner in these processes and makes recommendations in these areas. Changes are made between the Academic Senate and the Board of Trustees through the Superintendent/President in accordance with Board Policy 2515 ([IV.C.036](#)).

Analysis and Evaluation

The Butte College Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality to ensure Butte College is accomplishing its goals for student success.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Numerous sections of Chapter 2 of the Board Policies and Procedures directly address Board training, new member orientation, and continuity of board membership with staggered terms of office:

Accreditation Standard	Board Policy/Administrative Procedure
Ongoing training for Board development	BP 2740 and AP 2740.2 (IV.C.037 , IV.C.038)
New Board member orientation	AP 2740.1 (IV.C.039)
Continuity of Board membership and staggered terms of office	BP 2100 and AP 2100 (IV.C.002 , IV.C.022) BP 2110 and AP 2110 (IV.C.040 , IV.C.041) BP 2105 and AP 2105 (IV.C.042 , IV.C.023)

As stated in Board Policy 2740, “the Board is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation.” The Board uses, and each trustee is provided with a copy of, the Community College League of California’s Trustee Handbook as a basis for Board orientation and development. Trustees take part in bi-annual retreats focusing on Board development, ethics, education initiatives, and evaluation. Special study sessions and spotlight presentation were held on topics that included: Measure J, Latinx Student Population, International Student population, Dual Enrollment, Promise Scholarship Program, Guided Pathway, and Campus Police ([IV.C.043](#), [IV.C.044](#), [IV.C.045](#), [IV.C.046](#)).

In addition, the Board routinely reserves January and June meetings for special training, discussion, and planning. Examples of professional development and trainings include Community College League’s New Trustee Orientation in Sacramento, Board workshops, Trustee Fellowships, and conferences ([IV.C.047](#)).

Finally, Board members are elected, on a staggered basis, in even-numbered years by a vote of the electorate in Butte and Glenn Counties. Board Policy 2100 outlines the structure of the Board, and Board Policy 2110 describes the procedure for providing continuity in the event of a Board vacancy. During the spring semester the student body elects the Student Board Member as described in Board Policy 2105 ([IV.C.002](#), [IV.C.040](#), [IV.C.042](#)).

Analysis and Evaluation

The Butte College Board of Trustees has an ongoing training program for Board development, and the training includes new member orientation. Board Policies and Administrative Procedures are the mechanism for providing for continuity of board membership and staggered terms of office.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

As stipulated in Board Policy 2745 and Administrative Procedure 2745, the Board undergoes an annual self-evaluation and is "committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve." Prior to each self-evaluation, Trustees assess the evaluation instrument to determine if any changes or upgrades are required. Changes or updates are discussed, and each trustee completes and submits the self-evaluation individually. A summary of the results is discussed at a special session held each summer ([IV.C.004](#), [IV.C.046](#)).

Analysis and Evaluation

Board policies clearly establish a process for Board evaluation. The Board of Trustees regularly evaluates its practices and performance, including participation in Board training, and uses these results to sustain and improve Board performance in upholding academic quality and institutional integrity.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do

not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

As stated in Board Policy 2715, Board members maintain a code of ethics; act with honor and integrity; stay informed about the District and issues under their responsibility; comply with the Brown Act; be active in their roles; and follow all established policies, rules, regulations, and laws ([IV.C.049](#)). The associated Administrative Procedure 2715 outlines how alleged violations are addressed, including the formation of an investigative committee, applicable due process of the accused, and the various levels of reprimand which can run from counseling or censure up to request for resignation or even referral to the appropriate legal agencies ([IV.C.050](#)).

Butte College Board members, administrators, faculty, classified professionals, managers, supervisors, confidential, and other employees have adopted the following ethical standards ([IV.C.051](#)):

- Strive to offer the highest quality education and services, making student learning and student achievement our top priorities
- Strive for continuous improvement through self-assessment, evaluation, and professional development
- Create and maintain an environment of trust and respect characterized by the free expression of ideas and perspectives. The statement on Academic Freedom, found in the Butte College Catalog, defines the College's commitment to the free expression of ideas
- Embrace diversity and foster an environment of inclusivity, recognizing that everyone provides a unique and valuable perspective
- Commit to eliminating barriers to student learning and student achievement and to the creation of a fair, just and welcoming campus community
- Apply professionalism in our interactions with students and each other, by acting fairly and with integrity
- Build trust by cultivating an open and welcoming environment that fosters collaboration and collegiality
- Display accountability to one another, individually and collectively, for meeting our professional responsibilities
- Make decisions based on improving student learning and student achievement and avoid conflicts of interest
- Promote and model practices that result in positive outcomes for our human and natural environments
- Act as responsible stewards of the public trust and effectively use the resources entrusted to us to fulfill the mission and obligations of the College.

- Bring positive, inclusive and transparent leadership to our respective roles, encouraging active participation in making Butte College an institution characterized by excellence in every area

Board Policy 2710 ensures that Board member interests do not interfere with academic and fiscal integrity of the institution ([IV.C.052](#)). To avoid a conflict of interest, members of the Board “shall not be financially interested in any contact made by the Board or in any contact they make in their capacity as board members.” Administrative Procedure 2710 defines categories that could be a conflict of interest, which include: incompatible activities, financial interest, employment, financial interest, gifts, honoraria, and representation ([IV.C.053](#)). Every spring, Board members are also required to submit a Statement of Economic Interest (California Form 700) in order to declare investments, real property or income potentially in conflict with Board decisions ([IV.C.047](#)).

Analysis and Evaluation

A detailed code of ethics and conflict of interest are defined in Board Policy and Administrative Procedure, including a process for dealing with any violation of these policies. The Statement of Economic Interest addresses conflict of interest issues for members of the Board.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board Policy 2431 establishes the policy for selecting a CEO ([IV.C.019](#)). The Board used the direction in Board Policy 2431 to select a new Superintendent/President in April 2016 (Board Agenda and Minutes in Evidence Folder). Board Policy 2430 provides the Superintendent/President with the authority needed to implement and administer Board Policies ([IV.C.054](#)). Board Policy 2435 defines how the Board evaluates the Superintendent/President ([IV.C.020](#)).

As described in Administrative Procedure 2435, every year the Board conducts a detailed and thorough evaluation of the Superintendent/President ([IV.C.036](#), [IV.C.046](#)). This includes the Superintendent/President completing a Self-Evaluation Form that includes the following topics: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism. Each member of the Board also completes a Superintendent/President Evaluation Form which includes the following topics: relationship with the Board of Trustees, community relationships, staff and personnel relationships, administration, educational leadership, educational planning and effectiveness, business and

finance, and personal qualities. The Board assesses the accountability of the CEO by evaluating stated annual goals. The Superintendent/President's personal goals are presented to the Board as an agenda item for approval every fall semester. The President's goals for 2020-2021 were approved at the Board's August meeting ([IV.C.055](#)).

Analysis and Evaluation

The Board of Trustees delegates responsibility and authority to the CEO to implement and administer Board Policies without interference. The Board holds the CEO accountable for the overall operation of the College.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees is informed about the Accreditation process in a variety of ways. The Board reviews and approves all Institutional Self-Evaluation Reports, Responses to Recommendations, and Midterm Reports. The Board also reviews reports from Site Team visits. In February and March 2021, the Vice President for Institutional Effectiveness presented the Accreditation Standards at Spotlight presentations to the Board of Trustees. Presentations are in Evidence folder. The Board has also been informed about the ERs, Commission policies, Accreditation processes and the College's Accreditation status ([IV.C.056](#), [IV.C.057](#)).

Analysis and Evaluation

The Butte College Board of Trustees is informed about all aspects of Accreditation including eligibility requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status. The Board supports the College's efforts to improve and excel and participates in the evaluation of the Board's role and function in the Accreditation process.

Conclusions on Standard IV.C. Governing Board

The Butte College Board of Trustees serves as the governing board and has authority over and is responsible for the quality of student learning programs and services and the District's financial stability. The Board aligns its goals with the mission of the College to "to prepare students to be

productive members of a diverse, sustainable, and ever-changing global society,” and regularly reviews related plans, including the College’s goals. The Board exercises authority to provide oversight for all District operations, with a focus on educational quality, legal matters, and financial integrity and stability. Board Policies and Administrative Procedures specifying the Board’s size, duties, responsibilities, structure, and operating procedures are available on the District’s website. The Board is committed to its ongoing development and to a trustee education program that includes orientation for new members. The Board acts collectively and independently, in line with an adopted code of ethics. The Board delegates responsibility and authority to the CEO to implement and administer Board Policies without interference and holds the CEO accountable for the overall operation of the College. The Butte College Board of Trustees is informed about all aspects of Accreditation including eligibility requirements, Accreditation Standards, Commission policies, Accreditation processes, and the College’s accredited status.

Improvement Plan(s)

None

Evidence List

Standard IV.C Evidence List	
Number	Evidence Description
IV.C.001	Board of Trustees Webpage
IV.C.002	BP 2100 – Board Elections
IV.C.003	BP 2200 – Board Duties and Responsibilities
IV.C.004	BP 2745 – Board Self-Evaluation
IV.C.005	BP 4020 – Program, Curriculum, and Course Development
IV.C.006	BP 4025 – Philosophy and Criteria for Associate Degree and General Ed.
IV.C.007	BP 4040 – Library Services
IV.C.008	BP 5050 – Student Success and Support Program
IV.C.009	BP 6200 – Budget Preparation
IV.C.010	BP 6250 – Budget Management
IV.C.011	BP 6300 – Fiscal Management
IV.C.012	GASB Statement 39

IV.C.013	Trustee Fellowship Presentation
IV.C.014	Board of Trustees Special Meeting Minutes 10/14/20
IV.C.015	Financial Presentation to Board of Trustees 01/27/21
IV.C.016	Student Equity Presentation 04/17/19
IV.C.017	Ascending Scholars Presentation 02/19/20
IV.C.018	BP 2330 – Quorum and Voting
IV.C.019	BP 2431 – Superintendent/President (CEO)Selection
IV.C.020	BP 2435 – Evaluation of Superintendent/President
IV.C.021	AP 2435 – Evaluation of Superintendent/President
IV.C.022	AP 2100 – Board Elections
IV.C.023	AP 2105 – Election of Student Board Member
IV.C.024	BP 2510 – Participation in Local Decision Making
IV.C.025	Multi-Year Integrated Planning System (MIPS) Flowchart
IV.C.026	AP 6200 – Budget Preparation
IV.C.027	Tentative Budget 2020-21
IV.C.028	BP 6100 – Delegation of Authority-Business
IV.C.029	BP 2010 – Board Membership
IV.C.030	BP 2210 – Officers
IV.C.031	BP 2305 – Annual Organizational Meeting
IV.C.032	BP 2410 – Policy and Administrative Procedure
IV.C.033	Vision for Success Webpage
IV.C.034	Vision for Success Balanced Scorecard 2020-21
IV.C.035	Educational Master Plan
IV.C.036	BP 2515 – Relationship with Academic Senate
IV.C.037	BP 2740 – Board Education
IV.C.038	AP 2740.2 – Board Education

IV.C.039	AP 2740.1 – Board Orientation
IV.C.040	BP 2110 – Vacancies on the Board
IV.C.041	AP 2110 – Vacancies on the Board
IV.C.042	BP 2105 – Election of Student Board Member
IV.C.043	Board of Trustees Meeting Minutes 01/24/18
IV.C.044	Board of Trustees Meeting Minutes 09/12/18
IV.C.045	Board of Trustees Meeting Minutes 10/14/20
IV.C.046	Board of Trustees Meeting Minutes 12/16/20
IV.C.047	Board of Trustees Special Meeting Minutes 01/27/21
IV.C.048	AP 2745 – Board Self-Evaluation
IV.C.049	BP 2715 – Board Code of Ethics
IV.C.050	AP 2715 – Board Code of Ethics
IV.C.051	Code of Ethics Webpage
IV.C.052	BP 2710 – Conflict of Interest
IV.C.053	AP 2710 – Conflict of Interest
IV.C.054	BP 2430 – Delegation of Authority to Superintendent/President
IV.C.055	Board of Trustees Meeting Minutes 08/12/20
IV.C.056	Accreditation Standards 1 and 2 – Board Study Session 02/17/21
IV.C.057	Accreditation Standards 3 and 4 – Board Study Session 03/10/21

H. Quality Focus Essay

Student Learning and Achievement during a Time of Crisis: Strategic Planning and Strategic Response

Introduction

Since 2017, Butte College and the communities it serves have experienced five traumatic events, all of which have had a significant impact on delivery of instruction and counseling services. The 2017 Oroville Dam Spillway Incident resulted in the evacuation of nearly 200,000 people. The deadly Camp Fire in November 2018 destroyed the entire town of Paradise and devastated surrounding communities. Ongoing, grid-based electrical shutdowns then followed, impacting the campus and most of its service areas. In March 2020, the COVID-19 pandemic shut down schools and businesses, and in September of that same year, the North Complex fire ravaged many of the communities the College serves.

Throughout the spectrum of crisis, Butte College has maintained its mission as a student-centered learning institution, and has worked to continuously evaluate and improve instruction and student services, no matter the circumstances. The two projects in this Quality Focus Essay (QFE) were initially developed in response to these crises. The College is utilizing the opportunity of the QFE to further develop and operationalize them at scale for the purposes of improving student learning and achievement, specifically in the areas of persistence and completion.

Project 1- Adaptable Course Design

Project 1 is an instructional response to the need to serve students in wildly unpredictable times. It incorporates Adaptable Course Design (ACD), which is a strategy for building courses that are intentionally flexible during large-scale emergencies and which facilitate support for individual students (during individual emergencies, in response to their learning goals, and to meet other needs). ACD is a synthesis of numerous course design and teaching frameworks including Authentic Assessment, Universal Design for Learning, Culturally Responsive Teaching, Transparency in Learning and Teaching, Backward Design, and Online Course Design. These frameworks can be used to design courses with built-in adaptability to student needs.

Identification of Area of Need/Interest

The need for ACD has been identified by students during all five major crises. For example, during the Camp Fire, 1,389 students responded to a survey regarding the impact of the incident. Of the students who responded, 1,160 indicated that they were directly impacted by the fire. Of those directly impacted, 49% indicated they had lost the supplies or equipment (computer, textbooks, class notes, or supplies) to be successful in classes. In their comments, students stated that they lost projects that they had been working on and indicated anxiety about being able to attend class and staying in contact with their instructors.

In addition to indicating that school supplies and electronics were resources that would be helpful, 28% indicated a need for counseling and 39% indicated a need for academic advising. Many commented that they hoped to be able to continue with their classes, but were concerned about missing class time and keeping current with their assignments.

Anticipated Impact

It is anticipated that ACD will have a positive impact on student learning and achievement, particularly by fostering persistence and completion. While many faculty may have engaged in ACD in varying degrees, in order to create most impact, systemic faculty professional development, which focuses on an ADC toolkit and which measures impact through student data collection and analysis will allow the College to scale efforts.

- Students will receive instruction from faculty who have implemented all or part of the Adaptable Course Design toolkit. This will build flexible courses that support student learning goals during large-scale emergencies, individual emergencies, and at all other times.
- Faculty who implement all or part of the Adaptable Course Design toolkit will be equipped to shift comfortably between in-person, hybrid, and remote instruction, and students will experience seamless transitions during times of emergency.

Anticipated Measurable Outcomes

Project 1 outcome measures include:

1. Faculty Training Outcomes: Number of faculty attending ACD workshops, completing the playlist, and completing the certificate; evaluations of toolbox components; faculty course design surveys.
2. Student Success Outcomes: Comparison of student success, persistence, retention and completion for faculty who have implemented ACD strategies and those who have not. We also plan to compare the years before (2020-21) and after (2023-24) the project.

Project Description

To implement ACD, a training toolkit for faculty will be developed. The project will begin by identifying current trainings and resources developed by campus groups, including Cultural Awareness Community of Practice (CACP), Fair Classrooms, authentic assessment, and the Online Readiness Training. These trainings will be organized into a clear pathway for faculty and will identify strategies for implementing the ACD toolkit. Faculty who complete Fair Classrooms, for example, will develop courses that can adapt to better support minoritized students.

Action Plan – Adaptable Course Design – Project #1

Activity	Responsible Party	Resources	Timeline
Identify groups who should be involved.	Accreditation Steering Committee (AST)	Committee time	Preparation Spring 2022
Curate trainings and resources that are currently available for effective strategies to support Adaptable Course Design.	Professional Development Coordinators (ProDev) Student Learning Outcomes (SLO) Coordinator Distance Education Coordinator (DE)	Faculty time	Year 1 AY 21-22
Create a webpage to house the toolkit	ProDev, SLO, DE	Faculty time Stipend for summer work Webpage	Year 1 AY 21-22
Develop the Adaptable Course Design Toolkit which includes a playlist on the Vision Resource Center, identification of relevant Flex week offerings, and a Canvas course that provides a guided experience and certificate in Adaptable Course Design.	ProDev	Faculty time	Year 1 AY 21-22
Update Adaptable Course Design Toolkit (Webpage, playlist, Flex offerings, and Adaptable Course Design Certificate)	ProDev, SLO, DE	Faculty time, ongoing	Ongoing
Survey students and conduct focus groups to determine student classroom needs.	Associated Students (AS) Institutional Research (IR)	Access to data Researcher time Survey instrument	Year 1 AY 21-22 Year 3 AY 23-24
Use student survey results to inform certificate design.	SLO, DE	Researcher and Faculty time	Year 1 AY 21-22
Identify strategies for incentivizing participation	ProDev, SLO, DE	Stipends Continuing Education Units Flex hours	Year 1 AY 21-22
Implement and advertise the Adaptable Course Design Toolkit and Certificate.	ProDev	Faculty time	Year 2 AY 22-23

Assess Faculty Training Outcomes	ProDev, SLO, DE	Faculty time Researcher time Survey instrument	Year 2 AY 22-23 Year 3 AY 23-24
Share resources publicly via Canvas Commons and other venues.	SLO, DE	Faculty time	Year 3 AY 23-24
Assess student success outcomes	AS, IR	Faculty time Researcher time Analysis tools	Year 3 AY 23-24

Project 2-Online Student Education Planning

Project 2 is designed to improve greater access for students to online educational planning and to activate student educational planning within the College’s existing Learning Management System (LMS) through Degree Audit.

Identification of Area of Need/Interest

The need for Project 2 has also been identified throughout the multiple crises that the College has experienced, including the Camp Fire and the COVID-19 pandemic. As mentioned previously, of the 1,389 students who responded to the Camp Fire survey, 39% indicated that they were in need of academic advising. In the 2018 SENSE survey, of the 391 entering students who responded, 177 had not yet met with a counselor or engaged in academic advising. Additionally, 222 students indicated that they had not received information about transferring, 68 indicated that they did not have a student education plan, and 140 indicated that they did not think there was a requirement for a student education plan. Finally, the Community College Survey of Student Engagement (CCSSE) indicates that from 2008-2017, students consistently replied that they almost never engaged in academic advising. For the students who did engage, they responded that they were somewhat satisfied with academic advising at Butte College.

Anticipated Impact

It is anticipated that Project 2 will have a positive impact on academic advising due to the scaling up of online opportunities and by providing greater satisfaction through the use of Colleague, the College’s existing LMS. The burden of advising a large number of students has impacted an already challenged counseling services team, so strengthening online academic advising and student education planning will provide relief and will make it possible to reach a greater number of students. Butte College began offering online education planning in April 2021. Since implementation, over 9,000 education plans have been created in the online education planning tool with more than 3,600 approved by counselors. Butte College students can now develop their own education plans and submit them to the Counseling Office for review and approval. Counselors are reviewing, making recommendations, and approving education plans in efforts to maximize access and streamline counseling services.

Anticipated Measurable Outcomes

Project 2 outcome measures include:

1. The number of students completing education plans will increase.
2. Student satisfaction with the academic advising process will increase.
3. Student access to counseling and advising services will increase.

Project Description

To facilitate this plan, the College will shift from a third-party vendor to Degree Audit, existing College-owned software in Colleague. Using Degree Audit, curriculum and schedule information will be pulled from the current existing Colleague database. Students will be able to create their education plans online, receive approval from counselors, and enroll in classes in a minimal number of steps.

Action Plan – Online Student Education Planning – Project #2

Activity	Responsible Party	Resources	Timeline
Identify groups who should be involved.	Accreditation Steering Committee (AST)	Committee time	Preparation Spring 2022
Develop a timeline for the transition from third-party vendor to Colleague	Counseling workgroup; Scheduling Center	Committee time	Spring 2022
Survey students and conduct focus groups to evaluate student engagement in online education planning	Associated Students (AS); Counseling workgroup; Institutional Research (IR)	Access to data Committee time Survey Instrument	Fall 2022
Use student survey results to inform student need and use of online education planning	SLO; Counseling and Advising	Researcher and counselor time	Year 2 AY 2022-23
Provide workshops and trainings for students through multiple modalities to increase knowledge and use of education planning	Counseling and Advising team; Student Success Specialists; Media Production Specialist	Lab space for workshops Counselor time Student Success Specialist time Media Production Specialist time	Ongoing
Expand use of Colleague Degree Audit to support online education planning	Financial Aid Office; Scheduling Center; Admissions & Records; Counseling & Advising; IT Programming	Staff time; Consulting Services; IT support	Year 2 AY 2022-23
Integrate Colleague Graduation Application module with online education planning and Degree Audit	Admissions & Records; Counseling & Advising, IT Programming	Staff time; Consulting Services; IT support	Year 2 AY 2022-23

The two projects in this Quality Focus Essay (QFE) were initially developed in response to student survey input after a series of recent crises affecting Butte College. The College is utilizing the opportunity of the QFE to further develop and operationalize the Adaptable Course Design and Online Student Education Planning projects at scale for the purposes of improving student learning and achievement, specifically in the areas of persistence and completion.



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